

ANNAMALAI UNIVERSITY

CENTRE FOR RURAL DEVELOPMENT

ANNAMALAI NAGAR 608 002



**FACULTY OF ARTS
CENTRE FOR RURAL DEVELOPMENT**

**M.A.RURAL DEVELOPMENT
(2 year Programme)**

PROGRAMME CODE ARUR 21

Regulations and Revised Syllabus 2023-2024



ANNAMALAI UNIVERSITY

REGULATIONS FOR THE TWO-YEAR POST GRADUATE PROGRAMMES UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

These Regulations are common to all the students admitted to the Two-Year Master's Programmes in the Faculties of Arts, Science, Indian Languages, Education, Marine Sciences, and Fine Arts from the academic year 2023-2024 onwards.

1. Definitions and Nomenclature

- 1.1 **University** refers to Annamalai University.
- 1.2 **Department** means any of the academic departments and academic centres at the University.
- 1.3 **Discipline** refers to the specialization or branch of knowledge taught and researched in higher education. For example, Botany is a discipline in the Natural Sciences, while Economics is a discipline in Social Sciences.
- 1.4 **Programme** encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.
- 1.5 **Course** is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.
- 1.6 **Curriculum** encompasses the totality of student experiences that occur during the educational process.
- 1.7 **Syllabus** is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.
- 1.8 **Academic Year** refers to the annual period of sessions of the University that comprises two consecutive semesters.
- 1.9 **Semester** is a half-year term that lasts for a minimum duration of 90 days. Each academic year is divided into two semesters.
- 1.10 **Choice Based Credit System** is a mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.
- 1.11 **Core Course** is mandatory and an essential requirement to qualify for the Degree.
- 1.12 **Elective Course** is a course that a student can choose from a range of alternatives.
- 1.13 **Value Added Courses** are optional courses that complement the students' knowledge and skills and enhance their employability.
- 1.14 **Credit** refers to the quantum of course work in terms of number of class hours in a semester required for a programme. The credit value reflects the content and duration of a particular course in the curriculum.

1.15 Credit Hour refers to the number of class hours per week required for a course in a semester. It is used to calculate the credit value of a particular course.

1.16 Programme Outcomes (POs) are statements that describe crucial and essential knowledge, skills and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.

1.17 Programme Specific Outcomes (PSOs) are statements that list what the graduate of a specific programme should be able to do at the end of the programme.

1.18 Learning Objectives (also known as Course Objectives) are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

1.19 Course Outcomes (COs) are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.

1.20 Grade Point Average (GPA) is the average of the grades acquired in various courses that a student has taken in a semester. The formula for computing GPA is given in section 11.3

1.21 Cumulative Grade Point Average (CGPA) is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.

1.22 Letter Grade is an index of the performance of a student in a particular course. Grades are denoted by the letters S, A, B, C, D, E, RA, and W.

2. Programmes Offered and Eligibility Criteria

The various PG Programmes offered by the University and the eligibility criteria for each of these programmes are detailed below:

Programme	Eligibility
M.A. Rural Development	A pass in any Bachelor's Degree

2.1 In the case of **SC/ST and Differently-abled candidates**, a **pass** is the minimum qualification for all the above Programmes.

3. Reservation Policy

Admission to the various programmes will be strictly based on the reservation policy of the Government of Tamil Nadu.

4. Programme Duration

4.1 The Two Year Master's Programmes consist of two academic years.

4.2 Each academic year is divided into two semesters, the first being from July to November and the second from December to April.

4.3 Each semester will have 90 working days (18 weeks).

5 Programme Structure

5.1 The Two Year Master's Programme consists of Core Courses, Elective Courses (Department & Interdepartmental), and Project.

5.2 Core courses

5.2.1 These are a set of compulsory courses essential for each programme.

5.2.2 The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.

5.3 Elective courses

5.3.1 **Departmental Electives (DEs)** are the Electives that students can choose from a range of Electives offered within the Department.

5.3.2 **Interdepartmental Electives (IDEs)** are Electives that students can choose from amongst the courses offered by other departments of the same faculty as well as by the departments of other faculties.

5.3.3 Students shall take a combination of both **DEs and IDEs**.

5.4 Experiential Learning

5.4.1 Experiential learning provides opportunities to students to connect principles of the discipline with real-life situations.

5.4.2 In-plant training/field trips/internships/industrial visits (as applicable) fall under this category.

5.4.3 Experiential learning is categorised as Core.

5.5 Project

5.5.1 Each student shall undertake a Project in the final semester.

5.5.2 The Head of the Department shall assign a Research Supervisor to the student.

5.5.3 The Research Supervisor shall assign a topic for research and monitor the progress of the student periodically.

5.5.4 Students who wish to undertake project work in recognised institutions/industry shall obtain prior permission from the University. The Research Supervisor will be from the host institute, while the Co-Supervisor shall be a faculty in the parent department.

5.6 Value Added Courses (VACs)

5.6.1 Students may also opt to take Value Added Courses beyond the minimum credits required for award of the Degree. VACs are outside the normal credit paradigm.

5.6.2 These courses impart employable and life skills. VACs are listed in the University website and in the Handbook on Interdepartmental Electives and VACs.

5.6.3 Each VAC carries 2 credits with 30 hours of instruction, of which 60% (18 hours) shall be Theory and 40% (12 hours) Practical.

5.6.4 Classes for a VAC are conducted beyond the regular class hours and preferably in the II and III Semesters.

5.7 Online Courses

5.7.1 The Heads of Departments shall facilitate enrolment of students in Massive Open Online Courses (MOOCs) platform such as SWAYAM to provide academic flexibility and enhance the academic career of students.

5.7.2 Students who successfully complete a course in the MOOCs platform shall be exempted from one elective course of the programme.

5.8 Credit Distribution

The credit distribution is organised as follows:

	Credits
Courses	65-75
e Courses	15
Project	6-8
Total (Minimum requirement for award of Degree)	90-95*

**Each Department shall fix the minimum required credits for award of the Degree within the prescribed range of 90-95 credits.*

5.9 Credit Assignment

Each course is assigned credits and credit hours on the following basis:

1 Credit is defined as

1 Lecture period of one hour per week over a semester

1 Tutorial period of one hour per week over a semester

1 Practical/Project period of two or three hours (depending on the discipline) per week over a semester.

6 Attendance

6.1 Each faculty handling a course shall be responsible for the maintenance of *Attendance and Assessment Record* for candidates who have registered for the course.

6.2 The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition, the Record shall also contain the organisation of lesson plan of the Course Instructor.

6.3 The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.

6.4 At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.

6.5 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.

6.6 Each student shall have a minimum of 75% attendance in all the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.

6.7 Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness, representing the University in extracurricular activities and participation in NCC/NSS/YRC/RRC.

7 Mentor-Mentee System

7.1 To help the students in planning their course of study and for general advice on the academic programme, the Head of the Department will attach certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.

7.2 The Mentors will guide their mentees with the curriculum, monitor their progress, and provide intellectual and emotional support.

7.3 The Mentors shall also help their mentees to choose appropriate electives and value-added courses, apply for scholarships, undertake projects, prepare for competitive examinations such as NET/SET, GATE etc., attend campus interviews and participate in extracurricular activities.

8 Examinations

8.1 The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination (ESE).

8.2 There will be two CIA Tests and one ESE in each semester.

8.3 The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.

8.4 Continuous Internal Assessment Tests

8.4.1 The CIA Tests shall be a combination of a variety of tools such as class tests, assignments, seminars, and viva-voce that would be suitable to the course. This requires an element of openness.

8.4.2 The students are to be informed in advance about the assessment procedures.

8.4.3 The pattern of question paper will be decided by the respective faculty.

8.4.4 CIA Test-I will cover the syllabus of the first two units while CIA Test-II will cover the last three units.

8.4.5 CIA Tests will be for two to three hours duration depending on the quantum of syllabus.

8.4.6 A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason, the student is unable to attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

8.5 End Semester Examinations (ESE)

8.5.1 The ESE for the first/third semester will be conducted in November and for the second/fourth semester in May.

8.5.2 A candidate who does not pass the examination in any course(s) of the first, second and third semesters will be permitted to reappear in such course(s) that will be held in April and November in the subsequent semester/year.

8.5.3 The ESE will be of three hours duration and will cover the entire syllabus of the course.

9 Evaluation

9.1 Marks Distribution

9.1.1. Each course, both Theory and Practical as well as Project/Internship/Field work/In-plant training shall be evaluated for a maximum of 100 marks.

9.1.2 For the theory courses, CIA Tests will carry 25% and the ESE 75% of the marks.

9.1.3 For the Practical courses, the CIA Tests will constitute 40% and the ESE 60% of the marks.

9.2. Assessment of CIA Tests

9.2.1 For the CIA Tests, the assessment will be done by the Course Instructor

9.2.2 For the Theory Courses, the break-up of marks shall be as follows:

	Marks
Test-I & Test-II	15
Seminar	05
Assignment	05
Total	25

9.2.3 For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

	Marks
Test-I	15
Test-II	15
Viva-voce and Record	10
Total	40

9.3 Assessment of End-Semester Examinations

9.3.1 Single Evaluation for the ESE is done by the Course Teachers.

9.3.2. In case of grievance received from the students, second evaluation will be done as per the rules.

Assessment of Project/Dissertation

The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.

The Project Work/Dissertation shall carry a maximum of 100 marks.

9.4. Assessment of Project/Dissertation

9.4.1. The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.

9.4.2. The Project Work/Dissertation shall carry a maximum of 100 marks.

9.4.3. CIA for Project will consist of a Review of literature survey, experimentation/field work, attendance etc.

9.4.4 The Project Report evaluation and viva-voce will be conducted by a committee constituted by the Head of the Department.

9.4.5. The Project Evaluation Committee will comprise the Head of the Department, Project Supervisor, and a senior faculty.

9.4.6. The marks shall be distributed as follows:

Continuous Internal Assessment (25 Marks)		End Semester Examination (75 Marks)	
Review-I 10	Review-II: 15	Project / Dissertation Evaluation	Viva-voce
		50	25

9.5 Assessment of Value-added Courses

9.5.1 Assessment of VACs shall be internal.

9.5.2 Two CIA Tests shall be conducted during the semester by the Department(s) offering VAC.

9.5.3 A committee consisting of the Head of the Department, faculty handling the course and a senior faculty member shall monitor the evaluation process.

9.5.4 The grades obtained in VACs will not be included for calculating the GPA.

9.6. Passing Minimum

9.6.1 A student is declared to have passed in each course if he/she secures not less than 40% marks in the ESE and not less than 50% marks in aggregate taking CIA and ESE marks together.

9.6.4 A candidate who has not secured a minimum of 50% of marks in a course (CIA + ESE) shall reappear for the course in the next semester/year.

10. Conferment of the Master's Degree

A candidate who has secured a minimum of 50% marks in all courses prescribed in the programme and earned the minimum required credits shall be considered to have passed the Master's Programme.

11. Marks and Grading

11.1 The performance of students in each course is evaluated in terms Grade Point (GP).

11.2. The sum total performance in each semester is rated by Grade Point Average (GPA) while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester.

11.3 The GPA is calculated by the formula

$$GPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

where, C_i is the Credit earned for the Course i in any semester;

G_i is the Grade Point obtained by the student for the Course i and

n is the number of Courses passed in that semester.

11.4 **CGPA** is the Weighted Average Grade Point of all the Courses passed starting from the first semester to the current semester.

$$CGPA = \frac{\sum_{i=1}^m \sum_{i=1}^n C_i G_i}{\sum_{i=1}^m \sum_{i=1}^n C_i}$$

where, C_i is the Credit earned for the Course i in any semester;

G_i is the Grade Point obtained by the student for the Course i and

n is the number of Courses passed in that semester.

m is the number of semesters

11.5 Evaluation of the performance of the student will be rated as shown in the Table.

Letter Grade	Grade Points	Marks %
S	10	90 and above
A	9	80-89
B	8	70-79
C	7	60-69
D	6	55-59
E	5	50-54
RA	0	Less than 50
W	0	Withdrawn from the examination

11.6 **Classification of Results.** The successful candidates are classified as follows:

11.6.1 For **First Class with Distinction:** Candidates who have passed all the courses prescribed in the Programme *in the first attempt* with a CGPA of 8.25 or above within the programme duration. Candidates who have withdrawn from the End Semester Examinations are still eligible for First Class with Distinction (*See Section 12 for details*).

11.6.2 For **First Class:** Candidates who have passed all the courses with a CGPA of 6.5 or above.

11.6.3 For **Second Class**: Candidates who have passed all the courses with a CGPA between 5.0 and less than 6.5.

11. 6.4 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.

11.7 Course-Wise Letter Grades

11.7.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

11.7.2 A student is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.

11.7.3 A course successfully completed cannot be repeated for the purpose of improving the Grade Point.

11.7.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidate has appeared for clearance of the arrears.

11.7.5 If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/ incorporating the clarifications suggested by the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.

12. Provision for Withdrawal from the End Semester Examination

12.1 The letter grade W indicates that a candidate has withdrawn from the examination.

12.2 A candidate is permitted to withdraw from appearing in the ESE for one course or courses in **ANY ONE** of the semesters **ONLY** for exigencies deemed valid by the University authorities.

12.3 **Permission for withdrawal from the examination shall be granted only once during the entire duration of the programme.**

12.3 Application for withdrawal shall be considered **only** if the student has registered for the course(s), and fulfilled the requirements for attendance and CIA tests.

12.4 The application for withdrawal shall be made ten days prior to the commencement of the examination and duly approved by the Controller of Examinations. Notwithstanding the mandatory prerequisite of ten days notice, due consideration will be given under extraordinary circumstances.

12.5 Withdrawal is **not** granted for arrear examinations of courses in previous semesters and for the final semester examinations.

12.6 Candidates who have been granted permission to withdraw from the examination shall reappear for the course(s) when the course(s) are offered next.

12.7 Withdrawal shall not be taken into account as an appearance for the examination when considering the eligibility of the candidate to qualify for First Class with Distinction.

13. Academic Misconduct

Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication/falsification of data, submitting the work of another student, interfering with other students' work, removing/defacing library or computer resources, stealing other students' notes/assignments, and electronically interfering with other students'/University's intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitised on issues of academic integrity and ethics.

14. Transitory Regulations

Wherever there has been a change of syllabi, examinations based on the existing syllabus will be conducted for two consecutive years after implementation of the new syllabus in order to enable the students to clear the arrears. Beyond that, the students will have to take up their examinations in equivalent subjects, as per the new syllabus, on the recommendation of the Head of the Department concerned.

15. *Notwithstanding anything contained in the above pages as Rules and Regulations governing the Two Year Master's Programmes at Annamalai University, the Syndicate is vested with the powers to revise them from time to time on the recommendations of the Academic Council.*

16. Objectives of the Programme

1. To make the students to understand the Role of Rural Development in National Building
2. To inculcate the students on various dimensions of Rural Development
3. To make the students of Rural Development to be aware about the Rural Development Programmes for the benefit of the rural community.
4. To expose the RD Students to understand the field based problems, issues and welfare based activities through Field visit, village survey, field placement programme, block placement and village case study.
5. To take the students in the new and advanced avenues of Rural Development discipline through experiential learning and practical classes.
6. To promote every student to upkeep and acquire the knowledge and aptitude on Rural Development professions.
7. To orient student community in handling development initiatives and local institutions/community based organization for its management and development related to betterment in villages.
8. To make the all students to acquire skill based developments, promotions and changes to perform in various skill development based rural development initiatives/programmes.

17. Outcome of the Programme

The pass out students can

1. able to .handle all the rural development projects for community development
2. conduct a rural development projects towards sustainable rural development.

3. Be placed as National/state/district/block level project officials/associates/assistants in Rural Development departments/MORD/ NGOs.
4. able to hold some important key post of Rural Welfare Manager/Officer jobs.
5. Be benefited through various intensive placements and case studies for fine-tuning rural development programmes, and its implementation, monitoring and evaluation by students.

Special Outcome of the Programme

The pass out students can especially

1. able to run/work in the NGOs / project agencies/Rural Project Officers/ Assistants/Enumerators/Organisers/Programme Officers/Project Coordinators.
2. be placed as a project consultant in the central sustainable development organisation/NIRD/SIRDs and Panchayat Organisations.
3. Support all students to equip and develop skills to handled the National Level Climate Change initiatives/projects
4. Become as National Rural Development fellow under the PMRDF and sustainable rural livelihoods and adaptations to climate change(SLACC) of Ministry of Rural Development, Government of India and as well as State Governments.
5. Become as a Programme Analyst/ Programme Manager/Evaluation Associate/ Social Audit Coordinators and Climate change representatives through the special course offered in both PG Programmes in Rural Development.



Annamalai University
CENTRE FOR RURAL DEVELOPMENT
M.A RURAL DEVELOPMENT (Two Year) Programme Code: ARUR 21
(For Students admitted from the academic year 2023-2024)

Course Code	Course Title	Hours/Week			Marks		
		L	P	C	CIA	ESE	Total
Semester-I							
23RURC101	Core 1: Rural Development Policy and Strategies	5		5	25	75	100
23RURC102	Core 2: People's Participation in Rural Development	5		5	25	75	100
23RURC103	Core 3 Common Property Resources for Rural Development	4		4	25	75	100
23RURE104	Departmental Elective.1	3		3	25	75	100
23RURE105	Inclusive Development						
23RURX001	Rural Infrastructural Resources' Development						
23RURX001	Inter Departmental Elective 1	3		3	25	75	100
23RURX001	Rural Development & Extension						
Total Credit from Semester I		20		20			
Semester-II							
23RURC201	Core 4: Rural Project Planning, Monitoring and Evaluation	5		5	25	75	100
23RURC202	Core 5: Sustainable Rural Livelihoods and Adaptations to Climate Change (SLACC)	5		5	25	75	100
23RURC203	Core 6: Role of NGOs in Rural Development	4		4	25	75	100
23RURE204	Departmental Elective.2	3		3	25	75	100
23RURE205	Rural Resource Management						
23RURE205	Corporate Social Responsibility for Rural Development						
23RURX002	Inter Departmental Elective 2	3		3	25	75	100
23RURX002	Swachh Bharat Programme: Village Visit and Observation (Only Report Submission)						
23TSSC200	SEC.1 Academic Writing Skill	2		2	25	75	100
Total Credit from Semester II		22		22			
Semester-III							
23RURC301	Core 7: Communication and Extension Techniques	5		5	25	75	100
23RURC302	Core 8: Research Methodology	5		5	25	75	100
23RURC303	Core.9: Field Practicum (Block Placement)	5		5	25	75	100
23RURC304	Core. 10 NGO Visit and Observation	4		4	25	75	100
23RURE305	Departmental Elective- 3	3		3	25	75	100
23RURE306	Disaster management						
23RURE306	Rural Entrepreneurship Development						
23TSSC300	SEC.2 Employability Skill	2		2	25	75	100
23RURI307	Internship	2		2	25	75	100
Total Credit from Semester III		26		26			
Semester-IV							
23RURC401	Core10: SHGs and Women Empowerment	5		5	25	75	100
23RURC402	Core11: Case Study & Village Survey	5		5	25	75	100
23RURC403	Project Work	7		7	25	75	100
23RURE404	SEC.3. Entrepreneurial Skill	3		3	25	75	100
23RURE405	Professional Competency Skill – PRA Techniques	2		2	25	75	100
23RURE406	Extension Activity	1		1	25	75	100
Total Credit from Semester IV		23		23			
Grand Total					91	1875	2300
Value Added Course		2	-	2	25	75	100

L-Lectures; P- Practical; C-Credits; CIA-Continuous Internal Assessment; ESE-End Semester

Examination. Note:

1. Students shall take both Department Electives(DEs) and Interdepartmental Electives(IDEs) from a range of Choices available.
2. Students may opt for any value-added Courses listed in the University website.

2	-	2	25	75	100
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3. Note: * Part. I (Tamil, French & Hindi), ** Part. II (English) syllabi are adopted
4. from the Respective Department of Studies duly approved by the concerned Board of Studies or given by the TANSHE

Elective Courses

1. Department Elective (DE)

Sl.No.	Course Code	Course Title	Hours/Week			Marks		
			L	P	C	CIA	ESE	Total
1.	23RURE104 23RURE105	Elective.1 (1) Inclusive Development (2) Rural Infrastructural Development	3		3	25	75	100
2.	23RURE204 23RURE205	Elective.2 (1) Rural Resource Management (2) Corporate Social Responsibility for Rural Development	3		3	25	75	100
3.	23RURE305 23RURE306	Elective.3 (1) Disaster Management (2) Rural Entrepreneurship Development	3		3	25	75	100

2. Inter Departmental Elective (IDE)

Sl.No.	Course Code	Course Title	Hours/Week			Marks		
			L	P	C	CIA	ESE	Total
1.	23RURX001	Inter Departmental Elective.1 Rural Development & Extension	3		2	25	75	100
2.	23RURX002	Inter Departmental Elective. 2 Swachh Bharat Programme: Village Visit and Observation (Only Report Submission)	3		2	25	75	100

3. Value Added Course

Sl.No.	Course Code	Course Title	Hours/Week			Marks		
			L	P	C	CIA	ESE	Total
1	23RVAC208	Sustainable Rural Livelihoods and Adaptations to Climate Change (SLACC)	3		3	25	75	100
2	23RVAC209	Farmers Producer Organisations and Sustainable Rural Development.	3		3	25	75	100



I SEMESTER

SYLLABUS

Year	I	Semester	I
23RURC101	RURAL DEVELOPMENT POLICY AND STRATEGIES		
Learning Objectives	LO1 To develop the knowledge on concepts & theories of Rural Development LO2 To know the approaches to development LO3 To obtain knowledge on Rural Development Programmes		
Course Outcome	At the end of the course, the students CO1 will be able to understand and adopt the different approaches of rural development CO2 may Apply the theories in practice CO3 can Spread the knowledge of Rural Development Programmes		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (14 Hours) Rural Development- Concept- Nature and Scope – Significance of Rural Development in Indian Context – Objectives and Functions of Rural Development- Socio-cultural Barriers in Rural Development.			
Unit II: Approaches to Rural Development(16 Hours) Characteristics of Developing Countries – Growth and Development – Myrdal’s Soft State- Underdevelopment and External Relationship:- Arthur Lewis theory of unlimited supply of labour – Urbanization and its impact on Rural Development.			
Unit III: Strategies of Rural Development (14 Hours) Strategies of Rural Development- Growth Centre -Welfare -Responsive - Holistic approach -Capacity Building and Empowerment - Participation -Assets based development - Technology enabled Rural Development.			
Unit IV: Rural Development Programmes (15 Hours) Rural Development Programmes implemented so far (Objectives only) – MGNREGA – Provision of Urban Amenities in Rural Areas (PURA) Impact on Rural Development.			
Unit V: Recent Trends in Rural Development (16Hours) Rural Development in developing countries: Nepal, Malaysia, Srilanka, Pakistan and African countries			
Text Books <ol style="list-style-type: none"> Malcolm J. Moseley, 2010, Rural Development: Principles and Practice, Sage Publications, New Delhi. Katar Sing, 2016, Rural Development -Principles, Policies & Management, Sage Publications, New Delhi. Prasad, B.K, 2013, Rural Development, Surup and Sons, New Delhi Datt and Vasant, 2005, Fundamentals of Rural Development, Rawat publications, New Delhi 			
Supplementary Readings <ol style="list-style-type: none"> Khanna, Sulbha. 2003, Rural Development, Sonali Publication, New Delhi Datt and Rudra, 2008, Growth Poverty and Equality, Deep and Deep Publication, New Delhi. 			

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	M
CO2	S	M	S	L	S	S	S	M	S	M
CO3	M	M	S	S	S	M	L	M	S	S

Year	I	Semester	I
23RURC102	PEOPLE'S PARTICIPATION IN RURAL DEVELOPMENT		
Learning Objectives	LO1 To enable, the students to understand the importance of peoples' participation in Rural Development activities LO2 To understand the approaches of people's participation LO3 To learn about he participatory evaluation		
Course Outcome	At the end of the course, the students CO1 will be able to Create awareness to the people on people's participation CO2 will be able to take up the Rural Participatory Appraisal CO3 Can solve the issues of Participatory Evaluation		
Total Credits	05		
Total Hours	75		

Unit I: Introduction (13 Hours)

Concept of participation - the challenges of participation - Issues concerning participation - Development strategy' - Re- think – The rural Poor - Participation as a strategy for rural development.

Unit II: Approaches (15 Hours)

Approaches and strategies of People Participation in agriculture - Resource Conservation - Forestry - Health - Education - Irrigation and water supply – Importance principles of participatory practices - key elements of participatory practices.

Unit III: Methodology (16 Hours)

Emerging methodology of Participation - Issues - stages - and Instrument of methodology of Participation - Training in the methodology of participation

Unit IV: Issues (16 Hours)

Participatory Evaluation - Conceptualizing the issue - Indicators of participation - Monitoring indicators of participation - Collecting information and data -Interpreting the information and participatory evaluation

Unit V: Participatory Technology (15 Hours)

Participatory technology development and transfer - main objectives - Analysis of needs and priorities- People participation in adoption of technology packages and practice

Text Books

1. Bamberger M (Edi), "Readings in Community Participation", Washington D.C. Economic Development of Institute of the World Bank, 2006.
2. Peter Oakley and David Marsden, 2010, Approaches to Participation in Rural Development", International Labour Office, Geneva.
3. Peter Oakeley et. al., 2010, Projects with People - The Practice of Participation in Rural Development, International Labour Office, Geneva.
4. Sitananda Das A.M, 2010, Foundation of PRA Techniques, Allied Publishers, New Delhi

Supplementary Readings

1. Somesh Kumar, 2003, Methods for Community Participation- A Complete Guide for Practitioners, Vistaar Publications, New Delhi.
2. Robert Chambers,2004, Participatory Rural Appraisal. Concept Publishing Company, New Delhi.

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	M
CO2	S	M	S	M	S	S	S	M	S	S
CO3	M	M	S	S	S	M	S	M	L	S

Year	I	Semester	I
23RURC103	COMMON PROPERTY RESOURCES FOR RURAL DEVELOPMENT		
Learning Objectives	LO1 To enable the students to understand about the common property resources LO2 To understand the current status of CPRs LO3 To know the management of CPRs for sustainable development		
Course Outcome	At the end of the course, the students CO1 will be able to understand and gain knowledge about the common property resources CO2 Can sort out the issues of common property resources CO3 will be able to give the management solutions to sustain the common property resources		
Total Credits	04		
Total Hours	60		
Unit I: Introduction (10 Hours) Introduction to Common Property Resources- Fundamentals-Concept-meaning-definition- Important and basic issues-CPR and Sustainable rural livelihoods.			
Unit II: CPR types & Relevance (11Hours) Classification and types of CPR (Forest, Water, Land, Common Grazing Ground etc), Minor Forest Products- Rural Development-employment generation-Poverty reduction- Environment, Natural resources & CPR.			
Unit III: Issues and Problems in CPR (12 Hours) Decline of Common Property Resources and its major causes & consequences – Globalization- Population growth-Encroachments of CPR-other reasons for decline - Challenges on Sustainable Rural Livelihoods.			
Unit IV: Managing CPR (14 Hours) CPR management-Government initiatives to protect forest resources, stoppage of encroachments, Conservations- effective uses - sustainable management of rural resources- water- land-forest-Hill areas etc.			
Unit V: Role of CPR in Rural Development (13 Hours) Employment Generation- Empowerment of rural people- Land development- Water resources- Ponds & tanks' conservation- Crop production- Poverty reduction.			
Text Books <ol style="list-style-type: none"> Gibbs, and Bromley, D.W, 2009 Common Property Resources: Ecology and Community- Based Sustainable Development. F.Berkes (ed.) Belhaven Press, 25 Floor Street, London, WC2E 9DS. Jodha, 2012, —Common Property Resources: A Missing Dimension of Development Strategiesl, World Bank Discussion Papers, No.169. Washington Arnold J.E.M. Stewart W.C, 91, Common Property Resources Management for India, Oxford Forestry Institute, Oxford. Khan A.V. Majumdar .M, 2011. Common Property Resources Management, Academic Foundation, New Delhi 			
Suggested Readings <ol style="list-style-type: none"> Ellison Ostrom 2015 (Reissue) Governing communes : The Evolution of institution for Collective Action, Cambridge University Press, Cambridge. Bromley, 2012, Environment and Economy: Property Rights and Public Policyll, Oxford University Press, Oxford, UK. 			

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	S	S	S	M	S	M	S	M
CO2	L	M	M	M	S	S	L	M	S	M
CO3	M	M	S	M	L	M	S	M	L	M

Year	I	Semester	I
23RURE104	INCLUSIVE DEVELOPMENT (Departmental Elective -1)		
Learning Objectives	LO1 To analyse the importance of inclusive development to the students LO2 To know the inclusive development of SC/ST and Minorities		
Course Outcome	At the end of the course, the students CO1 will be able to understand the importance of SC/ST/Minorities for inclusive development CO2 Can work for marginalized and disadvantaged groups		
Total Credits	03		
Total Hours	45		

Unit I: Inclusive Development (08 Hours)

Origin, meaning and definition-inclusive growth Vs Inclusive development – problems of marginalized and excluded communities in India – necessity for Inclusive Development.

Unit II: Inclusive Development of Scheduled Castes (10 Hours)

Caste as a barrier to the inclusive development of Scheduled Castes – constitutional provisions – reservation – National Policies, programmes, Laws and Legislations for promotion and protection of scheduled castes – major issues and challenges in the inclusive development of Scheduled Castes.

Unit III: Inclusive Development of Scheduled Tribes (09 Hours)

Ethnicity as a barrier to the inclusive development of Scheduled Tribes – constitutional provisions – reservation – National Policies, programmes, Laws and Legislations for Scheduled Tribes – issues and challenges in the inclusive development of Scheduled Tribes – Tribal sub plan.

Unit IV: Inclusive Development of Minorities (09 Hours)

Religion as sources of deprivation for minorities – constitutional safe guards – National policies and programmes for the welfare of minorities.

Unit V: Inclusive Development of other Marginal Groups (09 Hours)

Women – Differently abled – Transgender – Elderly – PLWHA – Small and Marginal Farmers – Agricultural Laborers – unorganized workers.

Text Books

1. Dubochet, Lucy, 2013, Making PostMatter for Socially Excluded Groups in India, Oxfam India Working Papers Series, Published by Oxfam India
2. GOI, 2014, India Exclusion Report- A Comprehensive, Annually Updated Analysis on the Exclusion of Disadvantaged Groups in India, Books for Change, New Delhi.
3. Shariff, Abusalah, 2012, Inclusive Development Paradigm: A Post - Sachar Report, US- India Policy Institute, Washington
4. Justice Ranganath Misra Report of the National Commission for Religious and Linguistic Minorities, 2007, Ministry of Minority Affairs, Government of India.

Supplementary Readings

1. Hickey, Sam, Kunal Sen, and Badru Bukenya, 2014, The Politics of Inclusive Development: Interrogating the Evidence, Oxford University Press, Oxford.
- Tsujita, Yuko, 2014, Inclusive Growth and Development in India: Challenges for Underdeveloped Regions and the Underclass, Palgrave Macmillan, Hampshire.

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	L	M	L	S	S	M
CO2	M	M	S	L	S	L	S	L	S	L

Year	I	Semester	I
23RURE105	RURAL INFRASTRUCTURAL RESOURCES' DEVELOPMENT (Departmental Elective-2)		
Objective	To enable the students to understand the nature of infrastructural resources for Rural Development.		
Course Outcome	At the end of the course, the students will be able to understand and gain the knowledge and practices on CO1 Present status of Rural Infrastructural Resources CO2 issues and difficulties in the maintenance of Rural Infrastructural Resources		
Total Credits	03		
Total Hours	45		
<p>Unit I : Rural Infrastructure (07 Hours) Meaning, Components -Importance of Rural infrastructure, Growth of Rural Infrastructure – Infrastructure Policy- Rural Infrastructure Development Fund (RIDF).</p> <p>Unit II : Rural Transportation (09 Hours) Types and Structure - Road and Rail Co- ordination - Rural transportation problems - Various Schemes for Rural Transportation Development in India.</p> <p>Unit III: Social Infrastructure (10 Hours) Concept -Components of Social Infrastructure, Education, Health, Drinking Water - Sanitations -Issues, problems and Remedies.</p> <p>Unit IV: Rural Communication and Information Communication Technology (09 Hours) Need, Sources, technology and Rural Communication, Issues and problems - Government policies for rural Communication</p> <p>Unit V: Rural Energy (10 Hours) Meaning and types - Sources of rural energy, Rural electrification Problems, Remedies and Programmes - Non-Renewable Energy.</p>			
Text Books			
<ol style="list-style-type: none"> Dutt and Sundaram, 2013, Indian Economy, S.Chand Publications, New Delhi Adinarayana Reddy et al., 2010, Rural Infrastructure Development, Sonali Publications, New Delhi Vasant Desai, 2012, Rural Development in India, Himalaya Publishing House, Mumbai. Khanna, Sulbha, 2003, Rural Development, Sonali Publication, New Delhi: Sundaram, & I. Satya, 2002, Rural Development, Himalaya Publishing House, Mumbai 			
Reference Books			
<ol style="list-style-type: none"> Mishra S.K. and Puri V.K, 2012, Economics of Development and Planning, Himalaya Publishing House, Mumbai, Sukhadeo Thorat, Samita Sirohi, 2013, Rural Infrastructure, Volume 4. Mittal Publications, New Delhi. 			

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	M
CO2	S	M	S	M	I	S	S	M	S	L

Inter Departmental Elective (IDE) – I

Year	I	Semester	I
23RURX001	RURAL DEVELOPMENT & EXTENSION		
Learning Objectives	LO1 To create an awareness of the present status of Rural Development and Extension Programmes in India LO2 To know the importance of Rural Development Extension LO3 To understand the approaches of Rural Extension		
Course Outcome	At the end of the course, the students will be able to understand and gain CO1 Capable to go for transfer of rural technology CO2 Ability to conduct extension programmes at the rural area		
Total Credits	03		
Total Hours	45		
<p>Unit I: Introduction (09 Hours) Concept of Rural Development– Meaning and Definitions– Objectives – Nature and Scope – Functions – Earlier Experiments – Gandhi’s Sevagram – Santhiniketan and Marthandam Project.</p> <p>Unit II: Reaching the Unreached (10 Hours) Extension – Meaning – Objectives – Rural Extension – Principles – Techniques – Problems – Field Work – Lab to Land Concept – Technology Transfer – Extension Work and Rural Development.</p> <p>Unit III: Approaches (10 Hours) Strategies and Approaches – Lead Bank Approach – Integrated Rural Development – Poverty Reduction and Employment Generation – Recent Rural Development Programmes – Rural Housing and Sanitation – MNREGS: Objectives, Functions, Achievements – State Level Rural Development Schemes for Rural Poor Families and Vulnerable Section – Pudhu Vazhuv Thittam – Mahalir Thittam.</p> <p>Unit IV: Rural Organization (08 Hours) Rural Development Organizations and Extension Methods – NIRD –State Institute of Rural Development – Gandhigram Rural Institute – MORD, Government of India–Role of Extension in Rural Development–Recent Scenario.</p> <p>Unit V: Extension Programmes (08 Hours) Field Work – Village Visits – Contact Points – Interactions with Village Groups – Panchayat Raj – Youth Club – SHGs – Farmers Clubs and Other Rural Institutions</p>			
Text Books			
1. Mohapatra.B.P., 2016, Dimension of Extension Education, New India Publishing Agency, New Delhi 2. Dubey V.K, 2008, Extension Education and Communication, New Age Internatl., New Delhi 3. Grover I. 2002, Extension Management. Agro tech Publications, New Delhi 4. Adivi Reddy.A, 98, Extension Education, Sri Lakshmi Press, Vijayawada			
Supplementary Readings			
1. Dubey V.K, 2008, <i>Extension for Rural Development</i> , New Age International, New Delhi. 2. Jalihal K.L, 2008, <i>Fundamentals of Extension Education and Management</i> , Concept Publishing Company, New Delhi			

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	M
CO2	S	M	S	M	1	S	S	M	S	L



II SEMESTER

Year	I	Semester	II
23RURC201	RURAL PROJECT PLANNING, MONITORING AND EVALUATION		
Learning objectives	LO1 To know the need for Rural Project Planning LO2 To identify the Rural Project for rural development LO3 To know the methodology for monitoring and evaluation		
Course Outcome	At the end of the course, the students CO1 will be able to understand and gain knowledge on rural projects CO2 will be Capable to plan rural projects CO3 Can become a project monitor and evaluator		
Total Credits	05		
Total Hours	75		
Unit I: Introduction (16 Hours) Rural Development Projects- Concepts- Planning- - Methods- Resource Mobilization- Need- Project Appraisal- Technical Feasibility, Economic Viability.			
Unit II: Project Identification (14 Hours) Project Identification- concepts- Thrust Area and Recent Development Issues- Factors- Dimensions of Rural Development Project- Awareness Oriented- Problem Solving Oriented- Employment Generation Oriented- Public Welfare Oriented.			
Unit III : Project Implementation and Monitoring (14 Hours) Essentials of Project Implementation, Monitoring of Rural Development Projects- Project Evaluation- Meaning – definitions- Types- Components- Objectivity.			
Unit IV : Project Evaluation (17 Hours) Independence in Evaluation - Transparency and Focus-Role of Project Implementing agencies in Evaluation- Participatory Evaluation – Scheduling – Gantt chart – CPM and PERT Techniques and Applications.			
Unit V: Completeness and Clarity of Reports (14 Hours) Utility- Reliability - Fairness and protection of the interests of the Beneficiaries Involved - Evaluation Recommendations- Feed Backs- International standards and Requirements			
Text Books <ol style="list-style-type: none"> ADC, 2009, <i>Guidelines for Project and Programme Evaluations</i>, Austrian Development Cooperation, Vienna. Stimson R.J.,etal 2002, <i>Regional Economic Development Analysis and Planning Strategy</i>, Springer – Verlag Berlin Publication, Heidelberg, London. Shrivastava O.S. 2009, <i>Regional Economics and Regional Planning</i>, Anmol Publishing Pvt. Ltd., New Delhi. Chand M. & Puri V.K. 95, <i>Regional Planning in India</i>, Allied Publishers Ltd., New Delhi. 			
Reference Books <ol style="list-style-type: none"> DFID, 2015, <i>Guidance on Evaluation and Review for Development Projects</i>. Department for International Development: London. Misra & Puri, 2010, <i>Indian Economy</i>, Himalaya Publishing House, New Delhi. 			

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	M	M	S	S	M
CO2	S	M	S	M	L	L	S	M	S	L
CO3	S	M	M	L	L	M	S	M	S	M

Year	I	Semester	II
23RURC202	SUSTAINABLE RURAL LIVELIHOODS AND ADAPTATIONS TO CLIMATE CHANGE (SLACC)		
Learning Objectives	LO1. Understand climate change LO2. Adaptation for Sustainable rural livelihoods LO3. Earth Sciences and Natural Resources LO4. Climate Change and Adaptation Planning		
Course Outcome	At the end of the course, the students CO1 will be able to work in Climate Change related Projects CO2 can get the complete information on natural Resources CO3 can consider to take up research & extension in Rural Area		
Total Credits	05	Total Hours	75
<p>Unit I : Sustainable Rural Livelihoods (17 Hours) Concept of Sustainable Rural Livelihoods (SRL) –Objectives – Strategies –Issues- Natural Resources conservation and SRL – Sustainable Crop Production – Indigenous Animals Breeding – Health & Nutrition – Income generation.</p> <p>Unit II : Climate Change(15 Hours) Climate Change – Components – Natural Resources Management(NRM) – Water Resources – Land Resources – Forest Conservation – Joint Forest Management (JFM) – Watershed Management – Eco-environmental Sustainability – Conservation of Local Water Bodies – Kudimaramathu System – Rainwater Harvesting – Indigenous Methods & Techniques.</p> <p>Unit III: Earth Sciences and Natural Resources (14 Hours) Earth Sciences and Natural Resources – Water Table – Ground Water Recharging Structures – Natural Vegetation – Geospatial technology – GIS – Geo-informatics – Geo-morphology – ISRO and Rural Development – RESPOND Projects – Remote sensing – Resource Mapping – Types, Methods & Techniques.</p> <p>Unit IV: Adaptation Techniques (14 Hours) Adaptation Techniques – Concepts – Weather Crop Advisory Services (WCAS) – Livestock Advisory – Vermicompost – Soil Resources Development – Tree Based Nursery & Cropping – Organic – fertilizers & Pesticides:- Production & Usage Zero Tillage – Direct Seeded Rice – Crop Intensification – Solar pumped Irrigation.</p> <p>Unit V: Climate Change and Adaptation Planning (15 Hours) Climate Change Adaptation Planning – Technology & Knowledge Management – Village Tool Bank – Community Managed crop Production & Resource Conservation: Approaches and adaptation package.</p>			
<p>Text Books</p> <ol style="list-style-type: none"> 1. Ajoy (2016) <u>Environment and Biodiversity</u>, Mittal Publications 2. Gangopadhyay (2018) <u>Plant Biodiversity</u>, Sage Publications 3. Regina et.al, (20) <u>The Global Environment: Institutions, Law and Policy</u>, Sage Publications <p>Supplementary Readings</p> <ol style="list-style-type: none"> 1. <i>Dan Egan (20) The Death and Life of the Great Lakes, Texas: Barnes & Noble</i> 2. Todd Miller (20) <u>Storming the Wall: Climate Change, Migration, and Homeland Security</u>, Washington: Food and Environment Program 3. <u>Security</u>, Washington: Food and Environment Program 4. Sumita Sarkar <u>Globalization and Gender</u>, London: Longman. 			

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	M
CO2	S	M	S	M	S	S	S	M	S	M
CO3	M	M	S	S	S	M	S	M	S	M

Year	I	Semester	II
23RURC203	ROLE OF NGOS IN RURAL DEVELOPMENT		
Learning Objectives	LO1 To expose the students to understand about the voluntary Agencies and voluntarism in solving the rural problems LO2 To identify the funding sources of NGO LO3 To know the training aspects of NGOs		
Course Outcome	At the end of the course, the students CO1 will be able to form NGOs CO2 will be able to find out the source of funding to the NGOs CO3 will be able to get employment in NGOs CO4 Can become Counselors/Advisors to the NGOs		
Total Credits	04		
Total Hours	60		

Unit I: Introduction (12 Hours)

NGO's - Concept - Meaning, functions and Types – Society – Trust – Associations – Registration Process - NGO and Social Responsibility Role of NGOs - Characteristics - Strength - Weakness-NGOs and GOs – Interaction.

Unit II: NGOs Role in Rural development (12 Hours)

Role of Non Governmental Organisations in Rural Development – Development of Agriculture, Industry, Health, Education and Infrastructural Development.

Unit III: NGOs and Funding (12 Hours)

Role and Functions of International Funding Agencies - Sustainability – Rural Livelihood Security- Social Responsibility – Development of Weaker Segments – Social Security.

Unit IV: Voluntary Actions in Rural Development (12 Hours)

Voluntary Agency in Rural Development - Agriculture, Industry, Health Education and Infrastructural Development.

Unit V: Training and Development (12 Hours)

Training and Development - Role and Function – Skill imparting, Training Types - International Funding - Donor agency – Central and State Government DRDA, Mahalir Thittam etc.

Text Books

1. Ganesh Babu K, 2012, NGOs and Rural Government Programmes, Discovery Publishing Pvt. New Delhi.
2. Bose S.G.R, 2008, NGOs and Rural Development: Theory and Practices, Concept Publishing Company, New Delhi.
3. Goel O.P, 2004, Role of NGOs In Development of Social System, Isha Books, New Delhi
4. Shah.P,92, "Voluntarism: Concept and Issues," Sage Publications, New Delhi.

Supplementary Readings

1. Elumali. R, 93, Rural Development and Management of Voluntary Organisations, Vikas Publishing Co, New Delhi
2. Goel O.P, 204, Strategic Management and policy issues of NGOs, Isha Books, New Delhi.

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	L	M	S	S	M
CO2	S	M	S	M	S	S	S	M	S	L
CO3	M	M	L	S	S	M	S	M	L	M

Year	I	Semester	II
23RURE204		RURAL RESOURCE MANAGEMENT (Departmental Elective-2 (a))	
Learning Objectives		LO1 To create an awareness of the present status of Rural Resources LO2 To understand the issues related to resource in Rural Area LO3 To Expose the advantage of rural resources and its management	
Course Outcome		At the end of the course, the students will be able CO1 to obtain knowledge and skills on rural resource Management CO2 to gain and & apply the principles of rural resources management.	
Total Credits		03	
Total Hours		45	

Unit-I : Introduction (10 Hours)

Concept - meaning - Types - Renewable Non-renewable resources - potentiality
 - distribution - Scope for economic development

Unit –II: Physical Resources (10 Hours)

Physical Resources: Land, Forests - Minerals - Water resources and bio-sources to energy
 - generation. Non-Physical Resources; Finance Rural credit - Institutional Finance
 System and supply of credit. Human Resources: Human Capital formation investment for
 raising nutritional and educational standards of rural human resources.

Unit – III: Social Resources (07 Hours)

Rural infrastructural Resources and social service Development - Development of
 Transport, Communication and Power - their impact.

Unit-IV: Human Resources (09 Hours)

Human Resources - Human Capital formation - Human Resource Development Man
 power planning - Skill development Holistic approach to rural Human Resource
 Development and planning.

Unit-V: Resource Management (09 Hours)

Resource Conservation and management; Resource Utilization deployment -appraisal -
 Eco system and Ecology- Ecological planning and management of terrestrial and Aquatic
 Eco system.

Text Books

1. Raman "Our Resources," National Book Trust, New Delhi 80.
2. Negi B.S. "Geography of Resources", Kethar Nath Ram, Nath Publisher, N
India 90.

Reference Books

1. Vaclav Sril etal (Eds)"Energy in the developing world.the real energy Crisis", < University press,
New Delhi.
2. Mehta M.M."Human resource Development Planning"(76) Millan co.,of Indi< New Delhi.

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PS O4	PSO 5
CO1	M	S	M	S	S	S	M	S	L	M
CO2	S	M	S	S	M	S	S	M	S	S

Year	II	Semester	II
23RURE205	CORPORATE SOCIAL RESPONSIBILITY FOR RURAL DEVELOPMENT DEPARTMENTAL ELECTIVE.2 (b)		
Learning Objectives	LO1 To impart the students to understand the role of Corporate Social Responsibilities in Rural Development. LO2 To identify the stakeholders and their responsibility LO3 To know how CSR helps the rural development process		
Course Outcome	At the end of the course, the students will be able to understand and gain CO1 Role of corporate in Rural Development CO2 Able to Implementing CSR activities in villages		
Total Credits	03		
Total Hours	45		

Unit I: Introduction (07 Hours)

Corporate Social Responsibility- Concepts & Definitions- Tools- Strategies and Approaches to Rural Development – CSR Acts in India

Unit II: International Framework for Corporate Social Responsibility (09 Hours)

Millennium Development goals, Sustainable development goals, Relationship between CSR and MDGs. United Nations (UN) - Global Compact 2011- OECD CSR Policy Tool, ILO Tri-partite declaration of Principles on Multinational Enterprises and Social Policy.

UNIT III: Identifying key Stakeholders of CSR & Their Roles (12 Hours)

Role of Public Sector in Corporate- Government Programs and Voluntary Responsible Action - Role of Nonprofit & Local Self Governance in implementing CSR - Contemporary Issues Global Compact- Self Assessment Tool, National Voluntary Guidelines by Govt. of India- Understanding Roles and Responsibilities of Corporate Foundations.

Unit IV: Training And Capacity Building (08 Hours)

Awareness Training- Life Skills- Self Employment Training- Capacity Building Process- Personality Development- Education- Vocational- Professional.

Unit V: CSR for Health & Infrastructural Development (09 Hours)

Health Services- Periodical Health Check-ups- Special Health Camps- Free Provision of Medicines- Surgery and Free services- Infrastructural Resources Development- Approach Road-Transport- Electricity- Drinking water- Sanitation.

Text Books

1. Ravichandran K.S, 2015, Corporate Social Responsibility – Emerging Opportunities And Challenges In India, Lexis Nexis Publications, New Delhi
2. Sanjay K. Agarmal, 2015, Corporate Social Responsibility in India, SAGE Publications, New Delhi
3. Baxi etal. 2015, Corporate Social Responsibility Vikas Publishing. New Delhi.

Supplementary Readings

1. Goudman J, 2009, Corporate Social Responsibility, World Business Council for Sustainable Development, Washington.
2. Subhasis Ray & Sivarajan.S, 2016, Implementing Corporate Social Responsibility – Indian Perspectives, Springer Publications, New Delhi

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	S
CO2	S	M	S	M	1	S	S	M	M	S

Year	II	Semester	II
23RURX002	SWACHH BHARAT PROGRAMME: VILLAGE VISIT & OBSERVATION Inter Departmental Elective.2		
Learning Objectives	LO1 To understand the importance of Swachh Bharath Programme LO2 To analyse the objectives of Swachh Bharath Programme LO3 To analyse the campaign for Swachh Bharath Programme		
Course Outcome	At the end of the course, the students will be able to understand and gain CO1 Can participate in the programme for the sanitation development CO2 Able to take up the village visit and field work		
Total Credits	03		
Total Hours	45		
Unit I: Introduction (08 Hours) Swachh Bharat- Concept- Meaning – Background- Introduction- Indo- Nepal Swachh Project- Sanitation facilities-Village Cleanliness -safe and Adequate Drinking Water Supply- Nation Clean.			
Unit II: Swachh Bharat and Its Recent Scenario (08 Hours) Central Rural Sanitation Programme- Individual Sanitary Latrines- Low cost Technologies- Total Sanitation Campaign- Proper Sanitation- Strategies- Drainage System- Soakage Pits- Disposal of solid Wastes- Health Education			
Unit III: Swachh Bharat Campaign (08 Hours) Swachh Bharat Campaign- Common Public Awareness- Role of Government- Schools & Colleges- Clean India- Strategies- Approaches- Planning- Usefulness- National Level Campaign- State Level Initiatives- Role of Local Governments- Districts- DRDA- Blocks- BDO- Village- village Panchayats			
Unit IV: Swachh Bharat and Rural Development(08 Hours) Environmental Sanitation- Open defecation Free Villages- Solid Waste Collection- Re- use Pattern- Convert into Natural Manures- Vermi-Compost based Toilets- Energy Generation of Solid Wastes- Re-introduction of Gobar Gas Generation.			
Unit V: Village Visit & Field Work (13 Hours) Practical and Field Visit- Demonstration- Making Model Swachh Bharat Villages- Integrated Sanitation Interactions with Village people on Open Defecation Free Village- Report Submission			
Reference Books <ol style="list-style-type: none"> Swachh Bharath Abhiyan (Gramin), Ministry of Drinking Water and Sanitation, Government of India, New Delhi Swachh Bharath Abhiyan (Gramin), SLWM, MHM & Gender Guidelines, Ministry of Drinking Water and Sanitation, Government of India, New Delhi Swachh Bharath Abhiyan (Gramin), Corporate Social Responsibility Guidelines, Ministry of Drinking Water and Sanitation, Government of India, New Delhi 			

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	S
CO2	S	M	S	M	1	S	S	M	M	S

23TSSC200 : SEC.1 Academic Writing Skills**Credits: 2****Hours: 3****Learning Objectives:**

By introducing the course, it is intended to:

- LO1: Enable the students to acquire the skills of writing in English for literary and other purposes
- LO2: Enhance the students master the art of writing in English to fulfill their academic and professional goals
- LO3: Make the students understand the strategies involved in developing effective and coherent paragraphs
- LO4: Make the students get acquainted with the conventions of academic writing in English
- LO5: Help them analyse different sentence structures

Course Outcomes:

At the end of the course, the students will be able to:

- CO1: Construct a variety of flawless sentences in English using appropriate grammatical structures
- CO2: Earn their skills in Technical Writing
- CO3: Draft effective research proposals/reports
- CO4: Exploit the resources of English language for professional development
- CO5: Develop effective introduction and conclusion

Unit I

1. Organizing the Theme, 2. Introduction and Conclusion

Unit II

1. The Paragraph, 2. Logic

Unit III

1. Deadwood, 2. Inflated Diction, 3. Weak Word, 4. Cliche

Unit IV

1. Sentence Structure: Sentence Fragment, Run-together Sentence, and Comma Splice,
2. Sentence Structure: Faulty Pronoun Reference, 3. Sentence Structure: Faulty Parallelism
3. Correct Usage, 4. Agreement

Unit V

- Punctuation and Mechanics

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

Text Book:

1. Kinsella, Paul. *The Techniques of Writing*. New York: Harcourt, 1975.

Supplementary Reading:

1. Kramer. G. Melinda, et al. *Prentice Hall Handbook for Writers*. New Jersey, 1995.
2. Langan, John. *Sentence Skills with Readings*. New York: McGraw-Hill, 2001.
3. Mohan, Krishna & Meenakshi Raman. *Effective English Communication*. New Delhi: McGraw-Hill, 2000.



III SEMESTER

Year	III	Semester	III
23RURC301	COMMUNICATION AND EXTENSION TECHNIQUES		
Learning Objective	LO1 To teach the various methods of communication LO2 To understand the importance of extension LO3 To analyse the demonstration and contact methods of extension		
Course Outcome	At the end of the course, the students CO1 will be able to understand and gain Skill on communication CO2 can acquire knowledge on different extension methods CO3 can get the Capability on field demonstration methods		
Total Credits	05		
Total Hours	75		
<p>Unit I: Introduction Communication and Extension (16 Hours) Development communication- meaning, scope and purpose. Role of key communications in Rural Development- Extension teaching methods - Definition, Functions, Planning, Purpose, Classification, Combination, use of extension teaching methods and its advantages and limitations.</p> <p>Unit II: Methods of Contacts(15 Hours) Individual contact methods - Farm and Home visit, Office calls, Personal letter, observation/trial plots-Meaning, purposes procedure, advantages and limitations.</p> <p>Unit III: Method of Demonstrations (15 Hours) Group contact methods - Method and Result demonstrations, Group Meetings, Field Day, Group Discussion-Meaning, purpose, procedure, advantages and limitations</p> <p>Unit IV: Extension campaign (14 Hours) Mass contact methods - Farm publications, circular Letter, News articles, Campaign, Exhibition, Radio, Television. View data and Network system.</p> <p>Unit V: Advantages and Limitations (15 Hours) Extension Teaching Techniques - advantages, limitations, Projected and Non projected techniques, Informal Discussion, Lecture, Panel, Symposium, Colloquy, Seminar, Conference, Role Playing, Buzz Session, Workshop, Tours - Purpose, Procedure, Advantages and Limitations.</p>			
<p>Text Books</p> <ol style="list-style-type: none"> 1. Adivi Reddy, A, 2005, Extension Education, Sree Lakshmi Press., Bapatla. 2. Annamalai, R.M, 2007, Extension Methods and Their Principles, Palanippa Printers, Thirunelveli. 3. Dhaha, O.P and O.P. Bhatnagar, 2005, Education and Communication for Development. Oxford and IBH Publishing Company, New Delhi. 4. Mohapatra.B.P., 2016, Dimension of Extension Education, New India Publishing Agency, New Delhi <p>Supplementary Readings</p> <ol style="list-style-type: none"> 1. Ray, G.L., 2001, Extension Communication and Management. Naya Prakash, Calcutta. 2. Dubey V.K, 2008, Extension Education and Communication, New Age International, New Delhi. 			

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	M
CO2	S	L	S	M	S	L	S	M	S	L
CO3	M	M	S	L	S	M	S	M	S	M

Year	II	Semester	III
23RURC302	RESEARCH METHODOLOGY		
Learning Objectives	LO1 To enable the students to understand social science research LO2 To impart skills to undertake empirical studies LO3 To analyse the Research Problem LO4 To apply the statistical techniques		
Course Outcome	At the end of the course, the students CO1 will be able to understand and gain Knowledge on social science research CO2 can get the capability to collect data at the field level CO3 can get the proficiency in data analysis through Software packages		
Total Credits	05		
Total Hours	75		

Unit I: Research Fundamentals: (15 Hours)

Meaning, objectives and Motivation in research- Types of Research - Research Process- Relevance & Scope of Research in functional areas - Practical and Applications: Identify the research problems with reference to rural development.

Unit II: Research Design and Sampling Techniques (15 Hours)

Introduction, Meaning, Characteristics, Advantages, Importance of a Good Research Design.-Types of Research Designs and various Steps- Census Survey and Sampling Techniques- Simple Random Sampling, Stratified Sampling, Cluster Sampling, Quota Sampling-Practical and Applications: Preparation of research and sample design.

Unit III: Data Collection, Processing and Analysis: (15 Hours)

Data Types: Primary and Secondary data - Methods of Primary Data Collection- Observation Method, Interview Method, Mailed Questionnaire Method - Sources of Secondary Data - Editing, Coding, Classification and Tabulation of Data, Analysis and Interpretation of data - Practical and Applications: Exercise on data collection and presentation.

Unit IV: Testing of Hypothesis and report Writing (15 Hours)

Introduction to testing of Hypothesis- Definitions of Terms: Null and Alternative Hypothesis.

Unit V: Processing of data and Report writing (15 Hours)

Processing, Editing, coding. Tabulation, interpretation and analysis of data report writing and presentation of references. Computer software Packages in social Research-Case studies in Rural Research

Text Books

1. Kothari C.R, Gaurav Garg, 2016, Research Methodology: Methods and Techniques, NeAge International, New Delhi
2. Bhattacharya D.K, 2014, Research Methodology, Excel Books India, New Delhi
3. Gupta M & Gupta D, 2011, Research Methodology, PHI Learning Pvt. Ltd., New Delhi
4. Ranjith Kumar, 2005, Research Methodology : A Step by Step Guide for Beginners, Pearson Publication, New Delhi

Supplementary Readings

1. Kerlinger F.N., 2008, Foundations of Behavioural Research", Surjeet Publications, New Delhi
2. Pannerselvam. R., 2014, Research Methodology, PHI Publishers, New Delhi.

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	M
CO2	S	M	S	M	S	L	S	M	S	M
CO3	M	L	S	L	S	M	S	M	S	M

Year	II	Semester	III
23RURC303	FIELD PRACTICUM (BLOCK PLACEMENT)		
Learning Objectives	LO1 To enable the students to have firsthand knowledge about the Rural situation, LO2 To give the student an opportunity for better interaction with the rural people		
Course Outcome	At the end of the course, the students will be able to understand and gain CO1 Knowledge about the village adoption CO2 Practical knowledge on rural problems CO3 Complete details about the Block Development Office, DRDA and their functions		
Total Credits	05		
Total Hours	75		

Activities:

Village adoption
 Observation study
 Extension visit
 Village stay Programme
 Field Placement Programme in leading NGO's
 Carry out small Research Projects.
 Exposure to Rural problems
 Preparation of profile on socio-economic conditions of Villages.
 Impact studies.
 Celebration of National Holidays and participation in Village festivals.

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	S
CO2	S	M	S	M	S	S	L	M	S	M
CO3	M	M	S	S	S	M	S	M	S	L

Year	II	Semester	III
23RURC304	NGO VISIT AND OBSERVATION		
Learning Objectives	LO1 To create an awareness regarding the voluntarism LO2 To know formation of NGOs LO3 To understand the Funding pattern of the NGOs LO4 To understand the role of corporate sector in rural development		
Course Outcome	At the end of the course, the students will be able to understand and gain CO1 Ability to conduct NGO activities CO2 Able to work with the communities through NGOs		
Total Credits	04		
Total Hours	65		
Unit. I An Introduction to NGO (15 Hours) Concept of NGOs – Objectives – Functions – Types of NGOs – NGOs at International and National Level.			
Unit. II Volunteerism & Voluntary Agencies (15 Hours) Volunteerism - Voluntary Agencies - NGOs and Rural Development – Agricultural development – Health Development – Industrial Houses – Technology Transfer			
Unit. III Observation Visit (11 Hours) Observation about basics of NGO, Objectives and functions- Orientation Meetings, Interactions Meet With NGO Officials			
Unit. IV Visit & Observation to Different Sectors (12 Hours) Visit & Observation about Various activities, Training & Extension activities – Methodology based observation.			
Unit. V Preparation of Report (12 Hours) Observation about the achievements, various experiences related to Development and Welfare of rural people, limitations.			
Text Books <ol style="list-style-type: none"> Ganesh Babu K, 2016, NGOs and Rural Government Programmes, Discovery Publishing Pvt. New Delhi. Bose S.G.R, 2018, NGOs and Rural Development: Theory and Practices, Concept Publishing Company, New Delhi. Goel O.P, 2014, Role of NGOs In Development of Social System, Isha Books, New Delhi Shah.P,92, "Voluntarism: Concept and Issues," Sage Publications, New Delhi. 			
Supplementary Readings <ol style="list-style-type: none"> Elumali. R, 2013, Rural Development and Management of Voluntary Organisations, Vikas Publishing Co, New Delhi Goel O.P, 2014, Strategic Management and policy issues of NGOs, Isha Books, New Delhi 			

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	M
CO2	S	M	S	M	1	S	S	M	S	L

Year	II	Semester	III
23RURE305	DISASTER MANAGEMENT (Departmental Elective 3(a))		
Learning Objectives	LO1 To make the students to understand the disaster management techniques in community development. LO2 To find out the reasons for manmade disaster LO3 Acquiring knowledge on GIS to find out disaster		
Course Outcome	At the end of the course, the students CO1 will be able to understand and gain knowledge about the different types of disaster CO2 will be able to differentiate between natural and manmade disaster CO3 will be able to handle the disaster (Mitigation and rehabilitation process)		
Total Credits	3		
Total Hours	45		
Unit I: Introduction to Natural Disaster (08 Hours) Nature, characteristics and types of Disasters -Causes and effects of Disaster - Disaster Profile of India - Disaster Management cycle.			
Unit II: Natural and Man Made Disasters (11 Hours) Geological and Mountain Area Disasters (Earthquakes, Volcanic Eruption, Landslides and Snow Avalanches) - Wind and Water Related Disasters (Floods and Flash Floods, Droughts, Cyclones and Tsunamis) - Man Made Disasters (Fires and Forest Fires, Nuclear, Biological and Chemical disaster and Road Accidents).			
Unit III: Natural Disaster Management (10 Hours) Prevention and Preparedness - Preparedness Plan - Disaster Mitigation - Mitigation strategies and management – Reconstruction and Rehabilitation - Damage Assessment, Development of Physical and Economic Infrastructure, Education and Awareness - Roles & Responsibilities of GOs and NGOs.			
Unit IV: Technologies for Disaster Management: (08 Hours) Role of IT in Disaster Preparedness - Remote Sensing, GIS and GPS - Modern Technologies for the Emergency communication.			
Unit V: Disaster Response and Management: (08 Hours) Communication and Activation of Emergency Preparedness Plans- Search, Rescue, Evacuation and other logistic management - Psychological Response and Rehabilitation - Trauma and Stress Management - Medical and Health Response to Different Disasters - Relief and recovery management.			
Text Books			
1. Jack Pinkowski, (2008) Disaster Management – Hand Book, CRC Press, Taylor and Francis Group, New York 2. Jeffrey G Bumgarner (2008), Emergency Management: A reference Hand Book, Contemporary World Issues, Oxford, England. 3. Jagbir Singh, 2010, Disaster Management : Future Challenges and Opportunities, I.K. International Publishing House Pvt. Limited, New Delhi 4. Vino K Sharma, 2013, Disaster Management, Meditech Publishers, New Delhi			
Supplementary Books			
1. Singh R.B, 2013, Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi 2. Harsh K Guptha, 2003, Disaster Management, Universities Press, New Delhi			

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	L	S	S	S	M	S	S	S
CO2	S	M	S	M	L	L	S	M	S	M
CO3	M	M	S	S	S	M	S	M	S	M

Year	II	Semester	III
23RURE306	RURAL ENTREPRENEURSHIP DEVELOPMENT (Departmental Elective 3(b))		
Learning Objectives	LO1 To enable the students to acquire entrepreneurial skills LO2 To know about the rural enterprises LO3 To acquire basic knowledge on rural business		
Course Outcome	At the end of the course, the students CO1 will be Acquiring knowledge about entrepreneurship and entrepreneurial activities CO2 can get the Capability to start rural business CO3 can get Expertise in SWOT analysis		
Total Credits	3		
Total Hours	45		
Unit I: Introduction (08 Hours) Rural Entrepreneurs and Entrepreneurship - definition, meaning, Characteristics of entrepreneur - Entrepreneurship development Process -Entrepreneurial quality, Capability of resources, Rural Enterprise Management and Social responsibility Unit II: Rural Enterprises (08 Hours) Rural Enterprises - Meaning, definition, Characteristics and types of enterprises - Difference between entrepreneurship and self employment and income generation activities - steps in setting up a small industrial enterprise – SWOT analysis product selection and market survey, marketing - concepts elements - strategy segmentation market positioning and marketing mix. Unit III: Rural Business (09 Hours) Rural small business management - process of Management - meaning organizing - Leading, Co- coordinating, and controlling, Training Programmes for entrepreneurship development, Entrepreneurial motivation and motives for entrepreneurship, Guidelines for entrepreneurship programme. Unit IV: Practices of Entrepreneurship (10 Hours) Entrepreneurship – practices in Primary sectors – Secondary Sectors and Service sectors – Social Entrepreneurship and Green Entrepreneurship. Unit V: Support System (10 Hours) Organizations in the service of Entrepreneurs – NABARD, Mahalir Thittam, NGOs – Universities – District Industrial Centre – TAHDCO - Objectives and functions– Project Formation – Proposal.			
Text Books			
1. Dhillon, P.K, 93, Women Entrepreneurs - Problems and Prospects, Blaze Publishers and distributors Pvt. Ltd., New Delhi 2. Dwiredi A.K., Anitha.S.2012, Rural Entrepreneurship Development in Liberalized era, Book well Publishers, New Delhi 3. Sangeetha Sharma, 2018, Entrepreneurship Development, PMT Learning Publishers New Delhi. 4. Sanjay R. Ajmeri, 2015, Entrepreneurship Development, Lulu.Com			
Supplementary Readings			
1. Sivakamasundari.S, 95, Entrepreneurship Development for Rural Women, Asian and Pacific Centre for Transfer of Technology, New Delhi 2. Khanka S.S, 2007, Entrepreneurial Development, S.Chand & Company, New Delhi.			

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	M
CO2	S	M	S	M	L	S	S	M	S	M
CO3	M	M	L	S	S	M	S	L	S	M

Year	II	Semester	III
23TSSC300	EMPLOYABILITY SKILLS		
Learning Objectives	LO1 To learn about the employability skill LO2 To understand the dimensions of the task oriented skill LO3 To study the critical problem solving LO4 To develop employability skill LO5 To understand the logical and reasoning skill		
Course Outcome	At the end of the course, the students will CO1 Acquire employability skill CO2 understand the dimensions of task oriented skill CO3 acquire the critical problem solving CO4 get the employability skills CO5 get the logical reasoning skill		
Total Credits	3		
Total Hours	45		
<p>Unit I: INTRODUCTION TO EMPLOYABILITY SKILLS (09 Hours) Meaning – Definition – Hard skills and soft skills –Employability skills and vocational skills – Employability and employment – Employability attributes.)</p> <p>Unit II: UNPACKING EMPLOYABILITY SKILLS (09 Hours) Embedded employability skills – Dimensions of competency – Task skills –Task Management skills – Contingency Management skills – Job/Role Environment skills.</p> <p>Unit III: INTER – RELATIONSHIPS OF EMPLOYABILITY SKILLS (09 Hours) Communication – Team work – Problem solving – Initiative and Enterprise – Planning and Organizing – Self management – Learning – Technology.</p> <p>Unit IV: RESUME WRITING (09 Hours) Meaning – Features of good resume – Model (Exercise). Etiquettes – Dress, Cleanliness, Etiquettes to be followed inside the employment seeking process.</p> <p>Unit V: ARITHMATIC AND LOGICAL REASONING EXERCISES (09 HOURS)</p>			
Reading List			
1. https://www.simplilearn.com/why-are-employability-skills-important-article			
2. https://www.jobjumpstart.gov.au/article/what-are-employability-skills			
3. https://blog.hubspot.com/marketing/employability-skills			
4. https://www.indeed.com/career-advice/finding-a-job/employability-skills			
Reference Books			
1. Soft Skills, Dr. K. Alex			
2. Winning Interview Skills, Compiled & Edited by J.K. Chopra.			
3. A Modern Approach to Verbal and Non- Verbal Reasoning, R. S. Aggarwal.			
4. Fafinski, S., Finch, E. (2014). Employability Skills for Law Students. United Kingdom: OUP Oxford.			
5. Trought, F. (2017). Brilliant Employability Skills: How to Stand Out from the Crowd in the Graduate Job Market. United Kingdom: Pearson Education Limited.			
6. Chaita, M. V. (2016). Developing Graduate Employability Skills: Your Pathway to Employment. United States: Universal Publishers			

Year	II	Semester	IV
23RURI307	INTERNSHIP		
Learning Objectives	LO1 The main aim of the course is to go for internship during vacation LO2 To enable the student to identify the works carried out at the Rural Development Institutions LO3 To provide the practical knowledge about the particular unit in the context of rural development		
Course Outcome	At the end of the course, the students CO1 will be able to be well versed in the functions of village level / rural development institutions.		
Total Credits	02		
Total Hours			
Course content			
<p>The students have to select any sort of village/Rural Development Institutions and visit the institutions regularly for two weeks (during summer) to know the functions/services of the rural institution(s) with the due permission from the Head/Institution</p> <p>Submission of Report</p> <p>The individual should submit a report to the department, on the basis of the guidance of the course teacher concerned..</p>			



IV SEMESTER

Year	II	Semester	IV
23RURC401	SHGs AND WOMEN EMPOWERMENT		
Learning Objectives	LO1 To enable the students to understand the concept of women empowerment. LO2 To know about the activities of SHG LO3 Analyse the credit system and its impact on rural development		
Course Outcome	At the end of the course, the students CO1 will be Capable to form SHGs CO2 will be able to Become an advisor to the SHGs CO3 will be getting capability to start an entrepreneurial activities		
Total Credits	05		
Total Hours	75		

Unit I: Introduction (14 Hours)

Self Help Groups: Meaning, Concept, Definition, Structure and Objectives of SHGs, Elements of SHGs – SHGs in Tamil Nadu – Indian Scenario.

Unit II: Function of SHGs (16 Hours)

Self Help Groups and Promotion: Role of Self Help Groups – Stages and Role of NGOs – Saving Operations of SHGs – Credits Operation of SHGs – Saving and Credit Programmes of SHGs – SHG Meetings: Weekly, Monthly, Office Bearers, Membership and Account Maintenance.

Unit III: SHGs Promotion Strategy (15 Hours)

Issues of SHGs – Problems Faced by the SHGs Members – Revolving Fund – Economic Activities – Social Activities – SHGs and Bank Linkage – Strategy and Methods of SHGs Promotion – Factors of Promotion.

Unit IV: Women Empowerment(15 Hours)

Concept – Definition – Elements –Importance –Women Empowerment and Rural development- Poverty Reduction – Role of Micro Finance Institutions.

Unit V: Role of SHGs in Rural Development (15 Hours)

Contributions of SHGs to Women Empowerment Micro Credit: Concept – Definition – Features – Development – Types of Micro Credit – Micro Credit versus Microfinance – Credit Planning: Agricultural Activity, Entrepreneurial Activity, Service Activity – Impact of Microfinance and the SHGs .

Text Books

1. Lalitha, N, 2013, SHGs and Women Empowerment, Concept Publications, New Delhi.
2. Sinha. F, 2009, Micro Finance Self Help Groups in India, Practical Action Publishers, NewDelhi
3. Abdul Raheem A, 2013, Women Empowerment through SHGs, The New Centuray Book House, Chennai
4. Neeta Tapan, 2010, Micro Credit, SHG and Women Empowerment, Concept Publishers, New Delhi

Supplementary Readings

1. Rajasewari, S, 2002, Micro- Finance and Rural Poor, Concept Publication, New Delhi
2. www.womendevelopmentcorporation.com

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	L	S	S	M	S	S	M
CO2	S	M	S	M	S	L	S	M	S	S
CO3	M	L	S	L	S	M	S	M	S	M

Year	II	Semester	IV
23RURC402	CASE STUDY & VILLAGE SURVEY		
Learning Objectives	LO1 The main aim of the course is to educate the students to know about the case study LO2 To enable the student to conduct a case study with reference to a village. LO3 To provide the practical knowledge about the particular unit in the context of rural development		
Course Outcome	At the end of the course, the students CO1 will be able to be well versed in village survey CO2 can get the proficiency in case study CO3 will be able to get the job of enumerator		
Total Credits	05		
Total Hours	75		
Course content The course comprises two parts such as Theoretical Orientation The students will be taught about the skills and techniques to conduct the case study at village level. They will be given an opportunity to select, visit and observe the social, economic, environmental, psychological cultural and political characteristics and their related programmes/schemes in a selected village. Submission of Report The individual should submit a report to the department, on the basis of the guidance of the course teacher concerned..			

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	M
CO2	S	S	L	M	S	S	S	M	S	M
CO3	M	M	S	M	S	L	S	M	S	S

Year	II	Semester	IV
23RURC403	PROJECT WORK		
Learning Objectives	LO1 To enable the student to conduct a study, with reference to a village, by taking a problem for analysis and salvation using research methods and statistical tools LO2 To get training on data collection		
Course Outcome	At the end of the course, the students CO1 will be able to acquire skills to take up a project CO2 will become Expertise in a rural project CO3 will be getting the capability to different techniques of projects		
Total Credits	07		
Total Hours	90		
<ul style="list-style-type: none"> ➤ All the Students should take up the research work on the any of the rural problems with the consultation of the Guide. ➤ Finally a dissertation is to be submitted as per the University Examination Rule. 			

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	S	S	M	S	S	M
CO2	S	M	S	M	L	S	S	M	S	S
CO3	M	M	S	S	S	M	S	M	S	L

Year	II	Semester	IV
23RURE404	SEC.3 ENTREPRENEURIAL SKILL		
Learning Objectives	LO1 To Acquire Rural Entrepreneurial skill LO2 To know the techniques of data collection.		
Course Outcome	At the end of the course, the students CO1 will be able to acquire skills to take up a project CO2 will become Expertise in a rural project CO3 will be getting the capability to different techniques of projects		
Total Credits	02		
Total Hours	30		
	<ul style="list-style-type: none"> ➤ All the Students should select the village individually where rural industries/Khadhi Gramodyogh Bhavan/ NGOs ➤ Identify the Entrepreneurial skills used in the particular area. ➤ Obtained knowledge Conduct of meeting through NGOs ➤ At the end of the semester a small report should be submitted about the entrepreneurial skills acquired. 		

Year	II	Semester	IV
23RURE405	PROFESSIONAL COMPETENCY SKILL (PRA Techniques)		
Learning Objectives	LO1 : To impart the knowledge to the students to understand the PRA LO2 : To know about the techniques of PRA LO3 : To understand the role of PRA in rural development		
Course Outcome	CO1:		
Total Credits	02		
Total Hours	30		

Unit I: PRA Principles

Principles of PRA and RRA – Rapid & Progressive Learning – Focused Learning – Diverse and Differences – Experiential Learning: Village Visit & Applications in Villages (08 Hours).

Unit II: PRA Team & Capacity Building

PRA team – Members – Team Leader's Role – Interdisciplinary – Multi – dimensional approach – awareness – Systematic and Scientific approaches – Role of Facilitator – Note – taker (08 Hours).

Unit III: PRA Techniques

Participatory Mapping and Modeling – Transect Walks and Guided Field Walks – Seasonal Calendars – Daily – Activity Profiles – Semi – structured Interviewing – Time lines – Local Histories – Reporting – Experiential Learning: Village Visit & Applications in Villages (05 Hours).

Ideas Sharing – Community based Initiatives – Results and Impact (05 Hours).

Text Books

1. Sharma. J.S, *PRA: Methods & Techniques*, B. R. Publications, New Delhi. 2016
2. Narayanasamy.N.*PRA: Principles Methods & Application*, SAGE Publications, New Delhi. 2009
3. Rober Chambers, *Participatory Rural Appraisal*. Concept Publishing Company, New Delhi. 2004
4. Manish Kanwat,B Suresh Kumar.P, *PRA: Tools and Techniques for need assessment*, Agro tech Publications, New Delhi 2010

Supplementary Reading

1. A.M.Sitananda Das, *Foundation of PRA Techniques*, Allied Publishers, New Delhi. 2010
2. Neela Mukherji, *Participatory Learning and Action*, Concept Publishing Company, New Delhi. 2002

Outcome Mapping

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	2	2	2	2	3	1	2	1	2	3	1	2	1	1	2
CO 2	2	2	3	2	2	2	3	1	3	1	2	2	2	1	2	1	2
CO 3	2	2	3	3	2	2	3	1	3	1	3	2	2	1	2	2	2

EXTENSION ACTIVITY

Year	II	Semester	IV
23RURE406	EXTENSION ACTIVITY		

Involving the students in the Extension Activities and direct them to attend the extension work and obtain knowledge on Extension Activities in the various aspects.

Value Added Course

Year	II	Semester	III
23RVAC208	SUSTAINABLE RURAL LIVELIHOODS AND ADAPTATIONS TO CLIMATE CHANGE (SLACC)		
Learning Objectives	LO1. Understand climate change LO2. Adaptation for Sustainable rural livelihoods LO3. Earth Sciences and Natural Resources LO4. Climate Change and Adaptation Planning		
Course Outcome	At the end of the course, the students CO1 will be able to work in Climate Change related Projects CO2 can get the complete information on natural Resources		
Total Credits	05	Total Hours	75

Unit I : Sustainable Rural Livelihoods (17 Hours)

Concept of Sustainable Rural Livelihoods (SRL) –Objectives – Strategies –Issues-Natural Resources conservation and SRL – Sustainable Crop Production – Indigenous Animals Breeding – Health & Nutrition – Income generation.

Unit II : Climate Change(15 Hours)

Climate Change – Components – Natural Resources Management(NRM) – Water Resources – Land Resources – Forest Conservation – Joint Forest Management (JFM) – Watershed Management – Eco-environmental Sustainability – Conservation of Local Water Bodies – Kudimaramathu System – Rainwater Harvesting – Indigenous Methods & Techniques.

Unit III: Earth Sciences and Natural Resources (22 Hours)

Earth Sciences and Natural Resources – Water Table – Ground Water Recharging Structures – Natural Vegetation – Geospatial technology – GIS – Geo-informatics – Geo-morphology – ISRO and Rural Development – RESPOND Projects – Remote sensing – Resource Mapping – Types, Methods & Techniques.

Unit IV: Adaptation Techniques (14 Hours)

Adaptation Techniques – Concepts – Weather Crop Advisory Services (WCAS) – Livestock Advisory – Vermicompost – Soil Resources Development – Tree Based Nursery & Cropping – Organic – fertilizers & Pesticides:- Production & Usage Zero Tillage – Direct Seeded Rice – Crop Intensification – Solar pumped Irrigation.

Unit V: Climate Change and Adaptation Planning (15 Hours)

Climate Change Adaptation Planning – Technology & Knowledge Management – Village Tool Bank – Community Managed crop Production & Resource Conservation: Approaches and adaptation package – Exposure Visit and Observation

Text Books

1. Ajoy (2016) Environment and Biodiversity, Mittal Publications
2. Gangopadhyay (2018) Plant Biodiversity, Sage Publications
3. Regina et.al, (20) The Global Environment: Institutions, Law and Policy, Sage Publications

Supplementary Readings

1. Dan Egan (20) The Death and Life of the Great Lakes, Texas: Barnes & Noble
2. Todd Miller (20) Storming the Wall: Climate Change, Migration, and Homeland
3. Security, Washington: Food and Environment Program
4. Sumita Sarkar Globalization and Gender, London: Longman

Course Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S	M	S	S	S	M	S	S	S
CO2	S	M	S	M	1	S	S	M	M	S

Year	II	Semester	IV
23RVAC209	FARMERS PRODUCER ORGANISATIONS AND SUSTAINABLE RURAL DEVELOPMENT		
Learning Objectives	LO1 : To impart the ideas of farmers producer organizations to the students LO2 : Understand the categories of farmers producer organizations LO3 : To know about the farmers producer organizations		
Course Outcome	At the end of the course, the students will be able to CO1: acquire knowledge on farmers producer organizations CO2: get complete information about the farmers producer organizations CO3: get the advantages of knowing farmers producer organizations		
Total Credits	05	Total Hours	75

Unit 1

Farmer ProducerS' Organisation- Concepts- Importance- Formations –Functions- FPOs- Various community Organizations-Designing FPOs and Federations- Responsibilities of FPOs- Role of Individual Farmers- Community- Farmers' Clubs.

Unit-II Managing FPOs – Staffing Pattern- Organisational Structure- Elected Body- Administration- FPOs Operations- Planning- Implementations- Cooperative Models- Banks and Line Departments- Linkages- Interactions- Periodical Meetings- Decisions and Actions- Committees- Follow-ups.

Unit-III Supporting Organisations- Concepts- Participation of Farmers- Role of Line Departments- NABARD- Department of Rural Development- Agriculture, Horticulture, Animal Husbandry, Irrigation & PWD- Commercial Banks- RRBs- Cooperative Banks- Schemes- Local Finance- Credits- Subsidies

Unit –IV Schemes- Credits- Subsidies – Integrated Farming- Organic Productions- Production and Supply of Organic Manures & Natural Manures and Pesticides- Tonics- Inputs & Equipments- Farm Production- Post-harvestng Technology- Value Added Products- Marketing- Farmers' Direct Marketing: DPCs- Farmers' Markets (Uzhvar Santhai)- Weekly Markets- Regulated Marketing Committees- Price Fixation- Information Centres.

Unit-V Field Visit & Observation- Role of Agricultural Universities- Research Centres- Extension Activities- Interactions- Field Experiments- Observation on the Farmers' Activities- Field Report & Presentations- Discussions-

.Text Books

- 1 Shakti Rajan 2019, Objective Agribusiness Management in India: Scientific Publishers (India), New Delhi.
- 2 [Manaswi B.H.](#) 2021, Status and Performance of Farmer Producer Organizations in India: An Economic Perspective, Walnut Publication, New Delhi
- 3 Sukhpal Singh 2014, Producer Companies in India: Organization and Performances, Allied Publishers, New Delhi.

Supplementary Reading

1. Challuri Babu2018, Impact of Farmer Producer Companies on Marginal and Small Farmers, Scholar's Press, Karnataka.
2. GohulVignesh Udhayakumar2020, [Farmers Producer Organization Driven Agri-Food Value Chain](#), Role of Actors and Strategies, Publishing Lap Lambert Academic, TNAU

PSCI406- CONSTITUTION OF INDIA

Self Study Course

Hours: 30

Learning Objectives: Students will be able to:

- LO 1.** To understand the basic features of Indian Constitution.
- LO 2.** To grasp about the basic Rights & duties of Indian Citizenry
- LO 3.** To ponder over the form of Indian Political System.
- LO 4.** To have broad understanding about the pivotal provisions related with liberty, Equality and fraternity.

Course Outcomes: After the successful completion of the course, the students will be able to:

- CO 1.** Imbibe about the basic features of Indian Political System.
- CO 2.** Enlighten with the rights & duties of Indian Citizens.
- CO 3.** Understand the significance of rule of law.
- CO 4.** Inculcate with basic liberties.

Unit I : Introduction

Meaning of the Constitutional law and Constitutionalism – Historical Perspective of the Constitution of India – Salient features Characteristics of the Constitution of India

.Unit II : Rights and Duties

Scheme of the Fundamental Rights – The scheme of the Fundamental Duties and its legal status – The Directive Principles of State Policy-Its importance and implementation

Unit III : Centre State Relationship

Federal Structure and distribution of legislative and financial powers between the union and the states- Parliamentary form of Government in India – The Constitution powers and status of the president of India.

Unit IV : Amendments and Provisions

The Historical perspectives of the constitutional amendments in India – Emergency Provision: National Emergency, President Rule. Financial Emergency

Unit V: Institutions

Judiciary –Judiciary Activism – Amending Procedures- Recent Trends –Rights to Information- Lokpal and LokAyukta

Text Books :

1. Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee 2016., India after Independence 47-2000, Penguin Publishers, New Delhi.
2. Durga Das Basu, 2018., Introduction to the Constitution of India Prentice Hall, New Delhi.
3. Jogendra Yadav 2000, Transforming India: Dynamics of Democracy, Oxford University Press New Delhi

Supplementary Readings:

1. The Constitution of India 50 (Bare Act), Government Publications.
2. B.S. P. Sinha 2015 Framing of Indian Constitution
3. Jain M.P 2014 Indian Constitution Law Lexis Nexis
4. Paul R.Brass 99 The politics of India Since Independence Cambridge University Press

Revised Model Question Paper**I, II, and III Year (5Year Integrated Postgraduate Programmes)
(Total: 75 Marks)****Part A** (10x1=10) (K1 Level)

Answer ALL the following questions:

(Objective type Questions: MCQs, True / False, Matching, Filling in the blanks, etc.(The course teachers to be given freedom to decide on the type of questions in Part- A)

Part B (7X5= 35) (K2 and K3 Level)

Answer any seven out of ten questions:

Part C (3x10=30) (K4and K5 Level)

Answer any three out of five questions:

Annamalai University
Revised Model Question Paper

IV & V Year (5 Year Integrated Postgraduate Programmes) and I & II Year (Two Year Postgraduate Programmes)

(Total:75 Marks)

Part A (10x1=10) Marks (K1Level)

Answer ALL the following questions:

(Objective type Questions:MCQs,True/False, Matching, Filling in the blanks, etc. (The course teachers to be given freedom to decide on the type of questions in Part A)

Part B (7X5= 35) (K2 and K3 Level)

Answer any seven out of ten questions:

Part C (3x10= 30) Marks (K4 and K5 Level and K6)

Answer any three out of five questions:

Amniversity

**Model Question
Paper**

**Five year Integrated and Two Year Postgraduate
Programmes
(Value Added
Courses)**

Total: 75 Marks

Part A (10x1=10) (K1

Level) Answer ALL the following

questions:

(Objective type Questions: MCQs, True / False, Matching, Filling in the blanks. ect.(The course teachers to be given freedom to decide on the type of questions in Part- A)

Part B 7X5= 35 (K2 and K3

Level) Answer any seven out of ten questions:

Part C 3x10=30 (K4and K5

Level) Answer any three out of five questions:

Model Question Paper as per the Revised Bloom's Taxonomy

Pattern of question paper for end semester examinations
(Based on Revised Bloom's Taxonomy)

Programme: _____: Two Year PG Programme Semester:
Course Code: Course Name:
Time: 3 Hrs Max.Marks:75

Part-A Marks: (10x1=10) (K1 Level)
(Answer ALL of the questions)

1. Multiple Choices a. b. c. d.
2. Multiple Choice a. b. c. d.
3. Match the following i - a ii- b iii- c iv -d v -
4. Match the following i - a ii- b iii- c iv -d v -
5. True/False
6. True/False
7. Filling the blanks
8. Filling the blanks
9. Classify....
10. Elucidate

Part-B (Marks: (7x5=35) (K2 and K3 Level)
(Answer any seven of the questions)

11. Prepare.....
12. Solve.....
13. Apply.....
14. Show.....
15. Categorize...
16. Analyze...
17. Distinguish....
18. Evaluate...
19. Optimize
20. Recommend with

Part-C (Level-K5)Marks: (3x10=30) (K4and K5 Level)
(Answer any THREE of the questions)

21. Discuss...
 22. Summarize....
 23. Evaluate.....
 24. Disprove....
 25. Develop...
-