

**S.V.U COLLEGE OF ARTS  
SRI VENKATESWARA UNIVERSITY:TIRUPATI**



**Course  
M.A. Rural Development & Management**

**Choice Based Credit System (CBCS)  
2016 on Words**

**Department of Adult & Continuing Education  
S.V.U. College of Arts**

**S.V.UNIVERSITY, TIRUPATI**  
**S.V.U. College of Arts**  
**Department of Adult & Continuing Education**  
**M.A. Course in Rural Development & Management**  
**Choice Based Credit System (w.e.f. 2016-17)**

**The Course of Study and Scheme of Examination**

**SEMESTER-I**

<b>S. No</b>	<b>Course Code</b>	<b>Components of study</b>	<b>Title of the Course</b>	<b>Contact Hours</b>	<b>No. of Credits</b>	<b>I. E</b>	<b>END SEM. Exam</b>	<b>Total Marks</b>
1	MARDM-1.1	Core	INTRODUCTION TO RURAL DEVELOPMENT	6	4	20	80	100
2	MARDM-1.2	Core	INDIAN RURAL SOCIAL SCENE	6	4	20	80	100
3	MARDM-1.3	Core	INDIAN ECONOMIC SCENE	6	4	20	80	100
4	MARDM-1.4	Core	EDUCATION FOR RURAL DEVELOPMENT	6	4	20	80	100
5	MARDM-1.5	CF	RURAL DEVELOPMENT INSTITUTIONS	6	4	20	80	100
6	MARDM 1.6	EF	HUMAN VALUES & PROFESSIONAL ETHICS-I	3	2	10	40	50
<b>Total</b>				<b>33</b>	<b>22</b>	<b>-</b>	<b>--</b>	<b>550</b>

**SEMESTER-II**

<b>S. No</b>	<b>Course Code</b>	<b>Components of study</b>	<b>Title of the Course</b>	<b>Contact Hours</b>	<b>No. of Credits</b>	<b>I.E</b>	<b>END SEM. Exam</b>	<b>Total Marks</b>
1	MARDM-2.1	Core	RURAL INDUSTRIALISATION	6	4	20	80	100
2	MARDM 2.2	Core	RESEARCH METHODS IN RURAL DEVELOPMENT	6	4	20	80	100
3	MARDM-2.3	Core	AGRICULTURE & RURAL BIO TECHNOLOGY	6	4	20	80	100
4	MARDM 2.4	Core	FIELD WORK& PRACTICALS	6	4	-	-	100
5	MARDM-2.5	CF	RURAL MARKETING & MANAGEMENT	6	4	20	80	100
6	MARDM 2.6	EF	HUMAN VALUES & PROFESSIONAL ETHICS-II	3	2	10	40	50
<b>Total</b>				<b>33</b>	<b>22</b>	<b>-</b>	<b>--</b>	<b>550</b>

**SEMESTER-III**

S. No	Course Code	Components of study	Title of the Course	Contact Hours	No. of Credits	I.E	END SEM. Exam	Total Marks
1	MARDM-3.1	Core	NATURAL RESOURCES MANAGEMENT -LAND	6	4	20	80	100
2	MARDM-3.2	Core	NATURAL RESOURCES MANAGEMENT -WATER	6	4	20	80	100
3	MARDM-3.3	Core	NATURAL RESOURCES MANAGEMENT-VEGETATION	6	4	20	80	100
4	MARDM-3.4a	GE	COMMUNICATIONS FOR RURAL DEVELOPMENT	6	4	20	80	100
	MARDM-3.4b		MICRO FINANCE &WOMEN EMPOWERMENT					
	MARDM-1.4c		RURAL PROJECT PLANNING & MANAGEMENT					
	MARDM-4d		ECONOMICS OF AGRICULTURE					
Total				24	16	-	-	400
5	MARDM-3.5a	OE	CAREER GUIDANCE AND COUNSELLING	6	4	20	80	100
	MARDM-3.5b	OE	SKILL DEVELOPMENT INITIATIVES					
	MARDM-3.5c	Core	INFORMATION TECHNOLOGY RURAL DEVELOPMENT					

**Note: \*Among the Generic Electives the student shall choose three; # Among the Open Electives the student shall choose one.**

**SEMESTER-IV**

S. No	Course Code	Components of study	Title of the Course	Contact Hours	No. of Credits	I.E	END SEM. Exam	Total Marks
1	MARDM-4.1	Core	AGRICULTURE AND RURAL DEVELOPMENT	6	4	20	80	100
2	MARDM-4.2	Core	RURAL CREDIT & MARKETING	6	4	20	80	100
3	MARDM-4.3	Core	DISSERTATION/PROJECT WORK	6	4	-	-	100
4	MARDM-1.4a	GE	ENVIRONMENT & DEVELOPMENT	6	4	20	80	100
	MARDM-1.4b		STATISTICAL METHODS FOR SOCIAL RESEARCH					
	MARDM-1.4c		RURAL ENTREPRENEURSHIP					
	MARDM-1.4d		VOCATIONAL EDUCATION & TRAINING					
5	MARDM-1.5a	OE	HUMAN RESOURCES DEVELOPMENT IN RURAL SECTORS	6	4	20	80	100
	MARDM-1.5b		DEVELOPMENT STRATEGIES & VOLUNTARISM					
	MARDM-1.5c		POPULATION & DEVELOPMENT					

**Note: \*Among the Generic Electives the student shall choose three; # Among the Open Electives the student shall choose one.**

**SEMESTER-1****MARDM - PAPER-1.1****INTRODUCTON TO RURAL DEVELOPMENT****Objectives**

- To acquaint the students with the nature and importance of programmes and schemes promoting Health and housing in rural areas.
- To expose the students to the causes of rural poverty and problems of rural community.

**UNIT-1:** Rural Development: Concept, Definition Nature and Scope of Rural Development; Need for Rural Development; Historical evolution of the concept of Rural Development in the Indian Context; Causes of Rural Backwardness.

**UNIT-II:** Health conditions and Services in Rural Areas: Accessibility of health facilities; Health schemes - Arogya Sree, NTR Vaidya Seva; Issues in Community Health- National Health Policy of India/National Rural Health Mission; Janani Suraksha Yojana; AYUSH programme; National AIDS Control programme.

**UNIT-III:** Rural Housing: Status, National Housing and Habitat policy - Different Schemes of housing policy, Indira Awaas Yojana, NTR Gruha Kalpa.

**UNIT-IV:** Status of Rural areas: Composition of Rural Population, Rural Work Force, Problems of Unemployment and Under employment; Conditions and Problems of Agricultural Labour; Rural poverty; Levels of Living of Rural People; Integrated Rural Development.

**REFERENCE BOOKS:**

- Vasant Desai : A Study of Rural Economy
- Jain S.C. : Rural Development
- Das Kumar B : Rural Development through Decentralization
- Venkata Reddy K : Rural Development in India Poverty and Development
- Khanna B.S. : Rural Development in South Asia:Policies, Programmes and Organizations
- Robert Chambers : Rural Development Putting the Last First
- Desai A.R. : Introduction to Rural Sociology

**Outcomes:**

- Ability to understand the nature, importance and programmes and schemes promoting Health and housing in rural areas.
- Ability to analyse the causes of rural poverty and problems of rural community.

**MARDM - PAPER-1.2**  
**INDIAN RURAL SOCIAL SCENE**

**Objectives**

- To make the students to understand social conditions and social institutions in rural areas
- To expose the students social changes that are taking place in different social institutions in rural areas.

**UNIT-I:** Village Communities: Definition, Characteristics, Settlement Patterns; Individual and Society; Rural Social structure, Importance of Social Institutions: Family, Society/Community, School, Marriage, Religion.

**UNIT-II:** Social Capital: Introduction, Definition, India and Social Capital; Society as a Relationship-Investigation into Social Capital - Survey on Social Capital, Middle Level Institutions in Social Capital.

**UNIT-III:** Family: Sociological meaning and definition of family, Characteristics of family, Joint Family System in India- Characteristics, Functions, Merits and Demerit; Changing pattern in joint family.

**UNIT-IV:** Caste system: Meaning/definition, Characteristics, Functions of caste system in Rural India, Merit and Demerits of Caste system; Changing trends in the caste system; Future of caste system.

**REFERENCE BOOKS:**

Wilbert E. Moore	: Social Change
Sreenivas M. N.	: Social Change in Modern India
Sreenivas M. N.	: Caste in Modern India
Sreenivas M. N. & S. Seshaiahs	: Dimensions of Social Change in India
Gore M.S.	: Social Development
Desai A.R.	: Rural Sociology
Chitambar	: Rural Sociology
Maclver and Page	: Society
Mehta	: Sociology of Rural Development
Deb P.C.	: Rural Sociology
Sharma and Malhotra	: Integrated Rural Development
Hutton	: Caste in India
Scarlet Epstein	: South India: Yesterday, Today and Tomorrow
Hanumappa H.G.	: Survival Strategies in Rural Areas
David G Mandelbaum	: Society in India
Haralam Bon	: Sociology and Perspectives.

**Outcomes:**

- Ability to Understand and gain knowledge on social conditions and social institutions in rural areas
- Ability to analyse the social changes that are taking place in different social institutions in rural areas.

## MARDM - PAPER- 1.3

### INDIAN RURAL ECONOMIC SCENE

#### Objectives

- To sensitise the students about the economic structure, the existence and status of different rural occupations.
- To generate awareness on rural technologies and energy sources among rural community.

**UNIT-I:** Economic Structure of Rural India: Assets Distribution, Income Distribution; Expenditure Pattern, Agriculture and Rural Development.

**UNIT-II:** Agricultural Development: Introduction, Features of Indian Agriculture, Agricultural Development under the Plans; Soil Health Management, Seeds, Agricultural Credit; Risk Management, Marketing and Mechanization.

**UNIT-III:** Alternative Occupations in Rural Areas: Dairying, Poultry, Fishery, Horticulture, Sheep Rearing; Appropriate Technologies in Animal Husbandry Practices: Breeding, Feeding Management; Rural Non farm Sector-Need for Development-Problems and Prospects.

**UNIT-IV:** Assessment of Rural Energy Supply and Demand, Management of Rural Energy Systems, Non conventional Energy Sources - Biogas, Solar and Wind.

#### REFERENCE BOOKS:

- Venkata Reddy K : Agriculture and Rural Development (Emerging Trends and Right Approach to Development)
- Datta and Sundaram : Indian Economy
- Shah C. H. (Ed) : Agricultural development of India Policy and Problems
- N.I.R.D. : Facets of Rural Development
- Pramit Chowdary : Indian Economy
- Hanumappa H.G. : Social Economic Inventory for Block Level Planning
- Gunnar Myrdal : Asian Drama
- Vakil C.N. : Poverty & Planning
- Dandekar & Rath : Poverty in India
- Sreenivas M. N. : Indian Villages
- Robert Chambers : Rural Development

**Outcomes:**

- Ability to understand the economic structure and to analyse the existence and status different rural occupations.
- Ability to apply knowledge and skills to generate awareness on rural technologies and energy sources among rural community.

## **MARDM - PAPER-1.4**

### **EDUCATION FOR RURAL DEVELOPMENT**

#### **Objectives**

- To enable the students to remember different forms and schemes of education
- To make the students to understand and apply the skills to organise extension education programmes for rural community.

**UNIT I-** Education: Meaning & Concept - Definition – Objectives, Functions; Status of Education System in India; Forms of Education: Formal, Non-Formal and Informal Education; Relationship between Education and development.

**UNIT- II:** Schemes of Education – Sarva Siksha Abhiyan, Vocationalization of secondary education, Open learning systems, Sakshar Bharath programme, Scheme of Jana Sikshana Sansthans.

**UNIT- III:** Extension Education: Concept, Philosophy, Aims, Principles; History of Extension Activities; Developmental aspects of extension; Agricultural extension; Role of Extension Education in development;

**UNIT- IV:** Agricultural Education: Concept, nature, scope, types, need and significance; Agricultural education in India; Agricultural education and development; Role of Agricultural Universities and Training institutions in Rural development.

#### **REFERENCE BOOKS**

1. Adivi Reddy. A. Extension education, Sri Lakshmi Press, Bapatla. 1971.
2. Dhahama O.P. & Bhatnagar, O.P., Education and Communication for Development, Oxford & IBH Publishing Co., New Delhi.
3. Venkata Reddy, K. Agriculture and Rural Development (Emerging Trends and Right Approach to Development), Himalaya Publishing House Pvt., Ltd., Mumbai, 2012.
4. Ministry of Human Resource development. Sakshar Bharath, Govt. of India.
5. M.H.R.D (2000). Scheme of Jan Shikshan Sansthan (Institute of People's Education) : Guidelines for Management, Planning and Programming, Directorate of Adult Education, Dept. of Elementary Education & Literacy, Govt. of India, New Delhi.

#### **Outcomes:**

- Ability to remember different forms and schemes of education
- Ability to understand and apply the skills to organise extension education programmes for rural community.

**MARDM: PAPER-1. 5****RURAL DEVELOPMENT INSTITUTIONS****Objectives**

- To enable to understand and remember the functions of rural development institutions and community based organisations.
- To equip the students with the skills to organise training programmes with the support of training institutions for rural development institutions.

**UNIT-I:** Panchayat Raj Institutions: Evolution, Structure, Functions; 73rd Amendment; Role of PRIs in Rural Development; Cooperative Institutions: Concept and Principles of Cooperation, Types and Working of Rural Cooperatives - Credit Cooperatives, Marketing Cooperatives, Dairy Cooperatives, Sugar Cooperatives, Weavers Cooperatives.

**UNIT- II:** Community Based Organizations: Watershed Committees -Village Forest Committees -Water User Associations-Village Education-Committees -Mothers Committees - Role of CBOs in Sustainable Rural Development.

**UNIT-III:** Rural Banking and Credit: Types and sources of rural credit - Commercial Banks and Weaker sections, Commercial Banks and Rural artisans; Agriculture Finance Corporation; Agro Industries Corporation; Rural indebtedness – causes and consequences.

**UNIT-IV:** Training Institutions for Rural Development: NIRD&PR, NABARD, RRB, CAPART, FTCs, KVKs, Agricultural, Horticulture and Veterinary Universities.

**REFERENCE BOOKS:**

N.I.R.D.	: Rural Development in India Some Facets
vasant Desai	: A Study of Rural Economy
Nanavati & Anjalia	: The Indian Rural Problems
Sharma & Malhotra	: Integrated Rural Development
Misra & Sharma	: Problems and Prospects of Rural Development
Venkata Reddy K	: Rural Development in India-Poverty and Development
Lakshman & Narayan	: Rural Development in India
Dantwala	: Indian Agriculture since Independence
Mamoria & Tripathi	: Agricultural Problems in India
Pandey P.C.	: Rural Development in India.

**Outcomes:**

- Ability to understand and remember the functions of rural development institutions and community based organisations.
- Ability to apply the skills to organise training programmes with the support of training institutions for rural development institutions.

**MARDM : PAPER – 1.6****HUMAN VALUES AND PROFESSIONAL ETHICS – I****Objectives**

- To enable the students to understand the ethics and values those are to be imbibed by each and every individual.
- To equip the students to analyse the ethics, values and their importance in different spheres of life.

**Unit –I** : Ethics: Definition, Nature, Its relation to Religion, Politics, Business, Legal, Medical and Environment. Need and Importance of Professional Ethics –Ethical Values in various professions

**Unit – II** :Values: Nature - Good and Bad, Ends and Means, Actual and potential values, Objective and Subjective Values; Analysis of basic moral concepts – right, ought, duty obligation, justice, responsibility and freedom, good behavior and respect for elders. Characters and conduct.

**Unit –III** :Individual and Society Ahimsa (Non-Violence), Satya (Truth) Brahmacharya (Celibacy) Asteya (Non possession) and Aparigraha (Non-Stealing) Purusharthas (Cardinal Virtues) Dharma (Righteousness ), Artha (Wealth), Kama ( fulfillment Bodily Desires ) Moksha (Liberation)

**Unit-IV** :Crime and Theories of punishment – (a) Reformative, retributive and Deterrent (b) Views on Manu and Yajnavalkya.

**Books for study:**

1. Johan S Mackenjie: A manual of ethics
2. “The Ethics of Management” by Larue Tone Hosmer, Richard D.Irwin 1nc.
3. “Management Ethics – integrity at work by Joseph A. Petrick and John F Quinn response Books: New Delhi.
4. “Ethics in Management” by S.A. S herlekar, Him

**Outcomes:**

- Ability to understand the ethics and values that are to be imbibed by each and every individual.
- Ability to analyse the ethics, values and their importance in different spheres of life.

## **Semester-II**

### **MARDM: PAPER: 2.1 RURAL INDUSTRIALIZATION**

#### **Objectives**

- To make the students to know the importance of Rural Industrialisation, types of Rural Industries and Industrial promotion organisations.
- To acquaint the students with the problems of rural artisans and apply the skills to generate awareness among rural community on appropriate rural technologies.

**UNIT- I:** Rural Industrialization: Concept, Need and Importance of Rural Industrialization in the context of Rural Development; Gandhian Approach to Rural Industrialization; Appropriate Technology for Rural Industries.

**UNIT-II:** Rural Industrial Sectors: Small Scale, Handloom, Agro-based Industries, Rural Artisans, Handicrafts and Sericulture; Marketing: Problems of Marketing, Marketing Strategy and Information System for Rural industries; Consortium Approach, Exhibitions.

**UNIT-III:** Industrial Promotion Organizations: District Industries Centre (DIC), National Institute for Small Industries Extension and Training (NISJET), Small Industry Development Organization (SIDO), Small Industries Service Institutions (SISI); Consultancy Organizations, Financial Organizations, Regional Rural Banks and State Finance Corporations.

**UNIT-IV:** Small-Scale and Micro Enterprises: Introduction, Changed Nomenclature; Definition of Micro Enterprises, National Importance of Micro and Small Enterprises (MSEs), Problems of Micro and Small Enterprises (MSEs); Khadi and Village Industries (KVIs) - Coir industry, Handlooms, Power Looms, Handcrafts.

#### **REFERENCE BOOKS:**

Battacharya S.N.	: Rural Industrialization in India
Bepion Behari	: Rural Industrialization in India
Rao R.V.	: Rural Industrialization in India
Bagli V	: Khadi and Village Industries in the Indian Economy
Kripalani J.B.	: Gandhian Thought
Vasant Desai	: Organization and Management of Small Scale Industries
Sundaram J.B.	: Rural Rurai Industrial Development
K.V.I.C.	: Khadi and Village Industries The Gandhian Approach
Vasant Desai	: Problems and Prospects of Small Scale Industries in India.

**Outcomes:**

- Ability to remember importance of Rural Industrialisation, types of Rural Industries and Industrial promotion organisations.
- Ability to analyse problems of rural artisans and apply the skills to generate awareness among rural community on appropriate rural technologies.

**MARDM: PAPER-2.2**  
**RESEARCH METHODS IN RURAL DEVELOPMENT**

**Objectives**

- To make the students understand the concepts, and Methods of research.
- To enable the students to understand the sampling methods and tools of research.

**UNIT-I:** Social Science Research: Need and significance, Types – Basic, Applied, Action; Methods – Historical, Experimental, Survey, Case Study; Formulation of Hypotheses.

**UNIT-II:** Sampling: Stratified Sampling, Multistage Sampling, Purposive Sampling, Systematic Sampling; Tools of Data Collection: Questionnaire - Schedule - Interview – Observation.

**UNIT-III:** Numerical Methods of Quantitative Data: Presentation – Mean, Median, Mode; Standard Deviation - Correlation - Regression - Chi-square Test; Micro Soft Office: MS Word - Excel - Power Point – SPSS.

**UNIT –V:** Report writing: Steps involved in writing of a report; Graphical Methods of Quantitative Data Presentation – Histogram, Pie Chart - Bar Diagrams;

**REFERENCE BOOKS**

Gupta C.B.	: An Introduction to Statistical Methods
Moser C.A.	: Survey Research in Social Investigation
Simson and Kelkn	: Basic Statistics
Babbie	: Survey Research
Das Gupta	: Village Studies in the Third World
Goodo & Halt	: Social Research Methods
Mason and Lind	: Statistical Techniques in Business and Economics
Microsoft	: Manuals on Microsoft Office
SPSS	: Manuals on SPSS

**Outcomes:**

- Ability to understand the concepts, and Methods of research.
- Ability to apply the sampling methods and tools of research in doing research on rural aspects.

**MARDM: PAPER-2.3****AGRICULTURE & RURAL BIOTECHNOLOGY****Objectives**

- To enable the students to understand the process of agriculture development and traditional practices of agriculture in India.
- To gain the knowledge on rural technologies and to know the importance to promote rural technologies in rural areas.

**UNIT-1:** Agriculture: History and development of agriculture in India; Objectives, Socio-economical perspectives; Significance and Status of production of cereals (wheat/rice); Pulses (Arhar/gram); Oil (Sunflower/soybean );Vegetable ( Potato) ; Sugars (Sugarcane).

**UNIT-III:** Crop residues and their application to Rural Development: Fibrous, Stoves, Straw, Husk (Hulls), Oil cakes; Sugarcane (buggies, tops, molasses, presumed), Vegetable (Tomato, potato, cabbage).

**UNIT-III:** Mushroom Technology: Introduction, Nutritional/medicinal importance, Cultivation of edible mushrooms; Vermi compost Technology: Significance, methodology of production, merits and demerits, impact on agriculture development.

**UNIT-V:** Biogas & Rural Development: Concept, Applications, Biogas Plants, and problems; Bio-pesticides - introduction, Types, Advantages, and disadvantages, Social impact; Tissue culture, Vegetative propagation, Soil-less farming.

**BOOKS REFERENCE**

S.Srivastva	: Fruit Preservation	:
B.Jain	:Fruit and vegetables	
V.P.Agrwal	:Forest in India	
S.S. Negi	:A Hand Book of Social Forestry	
Gautam	: A Text Book of Agroforestry	
S.S. Srivastva	: Krishi Vaniki	
O.P.Chawla	: Biogas	

**Outcomes:**

- Ability to understand the process of agriculture development and traditional practices of agriculture in India.
- Ability to apply the knowledge & skills to generate awareness among rural community on rural technologies.

**MARDM: PAPER-2.4****FIELD VISITS AND FIELD PROJECTS****(Each carries 15 marks)**

Every Student has to participate in the field visits to the following rural development/ Agriculture related institutes to expose himself in the field projects and programmes:

**Objectives**

- To acquaint the students with the rural conditions, needs and functioning of rural development institutions.
  - To enable the students to gain the skills in writing reports on functioning of rural development institutions.
- 1) Prepare a Report on any one of the following issues - Health conditions and Services in Rural Areas, Rural Housing and Status of Rural Population;
  - 2) Prepare a Report on any of the formal and Non-formal education programmes;
  - 3) Prepare a Report on any one of the following issues - PRIs, Cooperative Societies and Rural Banks ;
  - 4) Prepare a Report on any one of the following Agricultural Training Institutions – KVKs, FTCs and NIRDPR.
  - 5) Prepare a Report on any one of the following Community Based Organisations - Watershed Committees -Village Forest Committees -Water User Associations-Village Education-Committees -Mothers Committees.

The project activity reports will be submitted by the students and assessed by the Internal and External Examiners. Each student has to face the Viva-Voice which will be of 25 marks.

**(Marks for Viva 25)****( Total : 100)****Outcomes:**

- Ability to analyse the rural conditions, needs and functioning of rural development institutions.
- Ability to apply the skills in writing reports on functioning of rural development institutions.

**MARDM: PAPER-2.5****RURAL MARKETING AND MANAGEMENT****Objectives**

- To enable the students to understand the importance of rural marketing and role of rural marketing institutions
- To acquaint the students with problems of rural marketing and apply skills in promoting rural marketing

**UNIT-1:** Rural Marketing: Definition, Function, Nature and Scope; Importance of Agricultural Marketing; Classification of Rural Markets: Primary, Secondary and Tertiary Markets, Hats and Shades, Wholesale markets and Retail markets, Consumer Markets and Agricultural Input Markets in rural areas;

**UNIT-II:** Problems in Marketing of Agricultural Products: Transportation, Grading Storage and warehousing; Marketing information – Sources, Channels; Marketable surplus and Marketed Surplus; Factors Influencing Marketable surplus; Marketable surplus and Price. Impact of globalization on rural marketing.

**UNIT-III:** Marketing Costs: Methods of measures of marketing cost; Farmers' and Middlemen's share of the Prices; Price fixation and Procurement by Public Agencies.

**UNIT-IV:** Institutional arrangements for Rural Marketing; Regulated Markets; Cooperative Marketing System; National Council of State Agricultural Marketing Boards, Apni Mandi Scheme; Recommendations of National Commissions on Agriculture; E- marketing.

**Reference Books**

- |                   |   |
|-------------------|---|
| Venkata Reddy, K. | : Agriculture and Rural Development (Emerging Trends and Right Approach to Development), Himalaya Publishing House. |
| Gupta A.P         | : Marketing of Agriculture Produce in India   |
| Acharya S.S       | : Agricultural Marketing in India   |
| NW Agarwal        | : Rural Marketing in India  |
| Shamin H.M        | : Rural markets and development   |
| Saxena Kailas     | : Inter Linked Agrarian Markets in Rural India  |
| GOI               | : Reports of the National Commission on Agriculture XII   |
| Jagdish Prasad    | : Various Issues of Encyclopedia of Agricultural Marketing  |
| Bhaskar .K        | : Need for Linking of Regulated Markets with Cooperative Societies cooperator , August,1989                         |
| marketing         |   |
| Bhaskar.K         | : Streaming the Regulated Market System Kurukshetra, August,1994.   |

**Outcomes:**

- Ability to understand the importance of rural marketing and role of rural marketing institutions
- Ability to analyse problems of rural marketing and apply skills in promoting rural marketing

**MARDM: PAPER - 2.6****HUMN VALUES AND PROFESSIONAL ETHICS –II****Objectives**

- To make the students to remember ethics and values with reference to personal, social and different professions.
- To make them to understand the ethics and values in performing their personal and professional roles and responsibilities.

**Unit – I:** Value Education: Definition- relevance to present day concept of human values; Self introspection-Self esteem. Family values-Components, structure and responsibilities of family; Neutralization of anger – adjustability – threats of family life – status of women in family and society – caring for needy and elderly – time allotment for sharing ideas and concerns.

**Unit –II:** Medical ethics: Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to justice in health care, human cloning problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

**Unit –III:** Environmental ethics: Ethical theory, Man and nature- Ecological crisis, Pest control, Pollution and waste Climate change; Energy and population, justice and environmental health.

**Unit- IV:** Social ethics: Organ trade, human trafficking, Human rights violation and social disparities; Feminist ethics, surrogacy/pregnancy; Ethics of media - Impact of Newspapers, Television, Movies and Internet.

**Books for study**

1. John S Mackenzie: A manual of ethics
2. “the Ethics of Management” by Larue Tone Hosmer, Richard D.Irwin Inc.
3. “Management Ethics – integrity at work\ by Joseph A.Petick and John F. Quinn Response Books:New delhi
4. “Ethics in management’By S.A.Sherlkar, Himalaya Publishing House,
5. Harold H. Titus: Ethics for Today
6. Maitra.S.K. Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha.A Manual of Ethics
9. Manu: Manava Dharma Sastra or the Institutes of Manu: Comprising the Indian system of Duties: Religious and Civil (ed)G.C.Haughton
10. Susruta Samhita: Tr.Kaviraj Kunjanlal, Kunjalal Brishagratha. Chowkamba Sankrit series, Vol II,II and III, Varnasi, Vol I OO, 16-20,21-22 and 74-77 only.
11. Caraka Samhita :Tr.Dr.Ram Karan Sarna and Vaidya Bhagavan Dash, Chowkambha.

**Outcomes:**

- Ability to remember ethics and values with reference to personal, social and different professions.
- Ability to apply the ethics and values in performing their personal and professional roles and responsibilities.

**Semester -3**  
**MARDM: PAPER – 3.1**

**NATURAL RESOURCES MANAGEMENT: LAND**

**Objectives:**

- To make the students understand the causes of soil damage and measures to soil conservation.
- To enable the students to plan and design proper land use patterns and Resources Management in rural areas.

**UNIT-I:** Land Use Pattern: Changes in Land Use Pattern, Factors Responsible for changes in Land Use Pattern; Soil Environment: Soil types, Carrying Capacity of Soils, Fertility; Organic and Bio-fertilizers: Types, Merits and Demerits; Soil Pollution: causes and management; Indigenous Knowledge Systems in Land Management.

**UNIT-II:** Bleeding Lands: Exploitation - Soil Erosion- Desertification - Degradation – Pollution; Effects of Modern Agricultural Practices on Land and Environment; Integrated Pest Management.

**UNIT-III:** Land and Soil Management Programmes: Watershed Development Programme-Scope and Objectives - Activities - Practices - Stake Holders Participation - Impact of the Programme; Indicators for Sustainable Land management.

**UNIT- IV:** Common Property Resources: Definition, Nature, Types, Benefits; Common property resources and Environmental protection; Declining of common property resources; Problems of CPRs - Management Strategies for Sustainable Use of CPRs.

**REFERENCE BOOKS**

- |                                 |   |
|---------------------------------|---|
| David Pearce                    | : Economics of Natural Resources  |
| Jyothi Prakash & Reddy S        | : Sustainable Regeneration of Degraded Lands  |
| Roland Bunes                    | : Two Ears of Corn  |
| Katar Singh                     | : Managing Common Fool Resources Principles and Case studies  |
| Robert Chambers                 | : Rural Development Putting - the Last First  |
| Roy Cook                        | : Soil Conservation, Soil Management and World Views of Conservation and Protection   |
| IDRC and IUCN                   | : Assessing Rural Sustainability  |
| Pandey D. N.                    | : Measures of Success fir Sustainable Forestry - Designing, Measuring and Communicating the Criteria & Indicators for SFM in South Asia (Mimeo) |
| Reddappa Reddy V                | : "Watershed Development Projects for Drought Prone Areas", Moving Technology, Oct-Dec 1996.  |
| The Hindu Survey of Environment | : 1993, 1994. 1995, 1996, 1997 and 1998.  |

**Outcomes:**

- Ability to analyse the causes of soil damage and suggest measures to soil conservation.
- Ability to plan and design proper land use patterns and Resources Management in rural areas.

**MARDM: PAPER – 3.2****NATURAL RESOURCES MANAGEMENT: WATER****Objectives:**

- To make the students to understand importance of water resources, potential utilisation and types of irrigation.
- To acquaint the students with the problems of water scarcity and to apply water conservation technologies at field level.

**UNIT-I:** Water: Quantitative and Qualitative Aspects; Water use, Demand/Challenges-Sustainability of Water Use; Surface Water and Ground water Resources; Potential and Utilization Problems in Water Management.

**UNIT-II:** Types and Sources of Irrigation: Major, Medium and Minor Irrigation Systems; Coverage and Ecological Implications; Tank Irrigation - Role and Importance in Drought Prone Regions- Problems in Tank irrigation Management.

**UNIT- III:** Water Conservation Technologies in Agriculture: Micro irrigation Systems - Drip and Sprinkler Irrigation -Comparative Economics in Relation to other Methods. Traditional Irrigation practices and their Role in the Management of Irrigation systems.

**UNIT-IV:** Sustainable Water Management: Water harvesting technologies, Construction of underground reservoirs; Waste and See water recycling.

**REFERENCE BOOKS**

- |  |   |
|--|---|
| Rao K. L                               | : India's Water Wealth  |
| Patrick Mc Cully                       | : Silenced Rivers   |
| Singh et.al                            | : Irrigation Systems in Decay what the Farmers can do India.  |
| Siva Mohan MVK and Christopher A Scott |   |
| International food                     | : Future Directions for Indian Irrigation Research and Policy Research Institute Policy Issues Sprinkler Irrigation |
| Sivanappan                             | : Sprinkler irrigation  |
| Narayana Murthy A                      | : Evaluation of Drip Irrigation System in Maharashtra to the Handa of the Poor Water and Trees                      |
| N.C. Saxena and Tushaar Shah           |   |
| Satish and Sundar                      | : Peoples Participation and Irrigation Management Experiences, Issues and Opinions.                                 |
| Norman Uphoff                          | : Improving International Irrigation Management with Farmers' participation: Getting the Process Right              |
| Wilcocks .W                            | : Lectures on Ancient Systems of irrigation in Bengal and its Application to Modern Problems.                       |
| Sreedhar. G                            | : Tank Irrigation in Semi-Arid Zones.   |

**Outcomes:**

- Ability to understand importance of water resources, potential utilisation and types of irrigation.
- Ability to analyse the problems of water scarcity and to apply water conservation technologies at field level.

**MARDM: PAPER – 3.3****NATURAL RESOURCES MANAGEMENT: VEGETATION****Objectives:**

- To enable the students to understand the importance forests and indigenous knowledge systems in forest management.
- To enable the to gain the knowledge and skills to generate awareness among the rural community about the forest development programme and to make use of forest produce for different purposes.

**UNIT- I:** Forestry: Extent - Types - Importance - Rural Development Vs Forestry Interface; Industry Vs Forestry Interface; Bleeding forests; Exploitation - Degradation - Shifting Cultivation - Factors Responsible for Bleeding of Forests.

**UNIT- II:** Ethno Forestry: Indigenous Knowledge Systems in Forest Management; Sustainable Forestry - Bio-Diversity- Forest Development and Management Programmes- Social Forestry - Farm Forestry-Community Forestry - Eco Tourism; Wild Life and Forestry.

**UNIT- III:** Joint Forest Management Programme: Scope and Objectives; Stakeholders participation-Soil Works, Silvicultural Practices – Protection, Impact of the Programme - Community Forest Management in Andhra Pradesh; Criteria and Indicators for Sustainable Forest management.

**UNIT-V:** Non-Timber Forest Produce: Methods of Collection - Preservation, Storage - Grading, Marring - Role of Girijan Development Corporation.

**REFERENCE BOOKS**

- |                                  |   |
|----------------------------------|---|
| Vandana Shiva                    | : Biodiversity; Social and Ecological Perspectives  |
| Robert Chamber & Saxena          | : To the Hands of the poor  |
| Cernea M M                       | : Forest and Forest Development in India  |
| Chanduri B and A K Maiti         | : Forest and forest Development in India  |
| Henny L Gholz                    | : Agro Forestry; Realities. Possibilities and Potentialities  |
| Pandey D N                       | : Ethno Forestry Local Knowledge for Sustainable Forestry and Livelihoods Security  |
| Pandey D N                       | : Measures of Success for Sustainable Forestry Designing. Measuring and Communicating the Criteria & Indicators for SFM in South Asia (Mimeo)                   |
| Reddapa Reddy V & Chenna Reddy D | : "NGO's and People's Role in Joint Forest Management : People's Participation and Forest Management in India:  |
| Reddapa Reddy V                  | : Kurukshetra, august 1998 People's Participation and forest Management in India " Few Emerging Issues". AsiaPacifc Journal of Rural Development. January, 2000 |
| GOI                              | :Report of the National Commission on Agriculture Forestry  |

**Outcomes:**

- Ability to understand the importance forests and indigenous knowledge systems in forest management.
- Ability to apply the knowledge and skills to generate awareness among the rural community about the forest development programme and to make use of forest produce for different purposes.

**MARDM: PAPER – 3.4a****COMMUNICATIONS FOR RURAL DEVELOPMENT****Objectives:**

- To familiarise the students with the principles, models and barriers of communication and types of media and Audio visual aids for effective communication.
- To enable the students to develop / prepare different audio-visual aids and to use in the field for effective communication.

**UNIT-1:** Communication: Definition, Process, Functions, Importance; Elements of Communication; Problems and Barriers in Communication; Motivation: Concept, Process and Techniques - Motives and Incentives.

**UNIT-II:** Communication interaction: Models of Communication- Linear, Feedback, Circular, Switch-back, Convergence; Feedback and Control; Effects of feedback in communication.

**UNIT-III:** Types of Communication: Verbal and Non-verbal communication, Small group and Public Communication, Dyadic Communication, Mass Communication and Interpersonal Communication.

**UNIT-IV:** Audio-Visual Aids: Materials and equipment, Planning, Preparation and Use of different types aids; Projectors: Films-Tape Recorder-Television-Computers-PPTs.

**REFERENCE BOOKS**

- |                     |  |
|---------------------|--|
| Bhattacharya S.N    | : Community Development in Developing Countries              |
| Rogoms              | : Adoption of Innovations                                    |
| Paul Choudary       | : Methods of Social Work                                     |
| Robert Chambers     | : Challenging the Professions                                |
| Spicer Russell E.E. | : Human Problems in Technological Change                     |
| Ross N.G.           | : Community Organization                                     |
| Beek R.C            | : Motivation: Theories and Principles                        |
| Mukherjee N         | : Participatory Rural Appraisal Methodology and Applications |
| McConnel J W        | : Understanding Human Behavior.                              |

**Outcomes:**

- Ability to remember the principles, models and barriers of communication and types of media and Audio visual aids for effective communication.
- Ability to develop / prepare different audio-visual aids and to use in the field for effective communication.

**MARDM: PAPER – 3.4b****MICRO FINANCE AND WOMEN EMPOWERMENT****Objective:**

- To make the students to learn to the concept of women empowerment, women development programmes and to analyse hindrances of women empowerment.
- To equip the students with the skills to evaluate the impact of women development programmes and create opportunities for the empowerment of women

**UNIT-1:** Women Empowerment: Definition, Need, Strategies for Women Empowerment; Hindrances to Women Empowerment.

**Unit-II:** Programmes for Women's Development: MNP/ SGSY/ ICDS/ IAY/ NCW/ SCW/EDP; Human Rights with particular reference to Women – Need for legal literacy.

**UNIT-III:** Self-help groups and Self-help promotion: Concepts, Elements, Stages - Structure of Self-help groups - Precautions to be taken while forming the SHGs.

**UNIT- IV:** Savings and Credit as an Instrument of Self-help-promotion among Rural Women; Savings Operations-Credit of SHGs; Monitoring, Evaluation and Impact Assessment of Savings and Credit Programmes.

**REFERENCE BOOKS**

- |                               |  |
|-------------------------------|--|
| Yunas M                       | : Rural Agricultural Credit Operations in Bangladesh                                       |
| Fernades AP                   | : The MYRADA Experience Alternative Management Systems for Saving and Credit of Rural Poor |
| Grammena Bank                 | : Various Issues of Grameena Dialogue  |
| Ila Bhat:                     | : A Bank of One's Own (A note from SEWA)   |
| David Hume                    | : Finance against Poverty  |
| Susan Johnson and Ben Rogally | : Micro Finance  |
| Raj Sehkar D                  | : Savings and Credit Systems of the Poor: Some NGO Experiences, NOVIB and HIVOS            |
| James Copes she               | : NGO Sponsoring of Group Lending in Rural India: Theory and a Case Study                  |
| Hossain M                     | : Credit for Alleviation of Rural Poverty: The Government Banks in Bangladesh              |
| Mancur Olson                  | : The Logic of Collective Action.  |

**Outcomes:**

- Ability to understand the concept of women empowerment, women development programmes and to analyse hindrances of women empowerment.
- Ability to evaluate the impact of women development programmes and create opportunities for the empowerment of women

**MARDM: PAPER – 3.4c****RURAL PROJECT PLANNING AND MANAGEMENT****Objectives:**

- To enable the students to understand designing of projects in different areas of rural development.
- To equip the students with the skills to evaluate the projects implementation and create opportunities to rural community to involve in project designing and management

**UNIT-1:** Project- Definition, Basic steps, Elements, Development of projects; Basic Steps in Project, Project Approach to Rural Development - Need and Scope of Project Management; Project Planning and Management Cycle.

**UNIT-II :** Project Formulation and Development: Elements of Project, Formulation Technique, Planning in Indian Context; Systems Approach to Formulation and Execution of Development Projects.

**UNIT-IV:** Essentials of Project Implementation: Planning, monitoring of development projects; Project management information system; Project Appraisal; PAID monitoring system for VSS and water shed- Network techniques for project management.

**UNIT-V:** Evaluation of Rural Development Projects/Programmes: Types of Evaluation Concurrent and Summative evaluations.

**REFERENCE BOOKS**

- |                          |   |
|--------------------------|---|
| Bava D.S                 | : Rural Project Planning  |
| Price Gittinger          | : Economic Analysis of Agriculture Projects   |
| Little IMD & JA Mirrless | : Project Appraisal and Planning for Developing Countries<br>United Nations Development |
| Organization             | :Industrial Guidelines for Project Evaluation   |
| Prasanna Chanra          | : Projects Preparation , Appraisal and implementation                                   |
| Chodhary .S              | : project Mangement   |
| Mridula Krishna          | :Project Planning in India  |
| Peter Smith              | : Agricultural Project Management Monitoring and Control of<br>Implementation           |

**Outcomes:**

- Ability to understand designing of projects in different areas of rural development.
- Ability to evaluate the projects implementation and create opportunities to rural community to involve in project designing and management

**MARDM: PAPER – 3.4d****ECONOMICS OF AGRICULTURE****Objectives:**

- Ability to understand the concepts of economics of agriculture, agricultural technologies and to analyse the trends of agricultural practices.
- Ability to apply the knowledge and skills to promote capital formation in agricultural sectors and create opportunities to enhance the capability of risk management among farmers.

**UNIT-I:** Agricultural Economics: Meaning, Scope and subject matter of Agricultural Economics; Agriculture and Economic Development; Land Reform measures and its impact-limitations.

**UNIT-II:** Cropping System: Different Types - Small Scale, Large Scale; Cropping - Types of cropping; Major Agricultural Crops and Cropping patterns and its trends; Farming System; Irrigation- Meaning-Sources, Importance and different types of irrigation- irrigation projects- criteria for financing irrigation projects-River water disputes.

**UNIT-III:** Agricultural Labour: Definition-Characteristics - Types - Importance, Demand and supply of Agricultural labour- Growth of Agricultural labour - Efficiency of Agricultural labour; Minimum wages Act- Agricultural wages-Policies and practices.

**UNIT-IV:** Agriculture and Capital Formation: Trends in Capital formation in Agricultural sector - Fiscal significance of Agricultural taxes - Agricultural exports and imports-Institutional support to Agricultural exports; Agricultural Prices, Need for stabilization of Agricultural prices.

**UNIT-V:** Agricultural Technology: Basic concepts of Technology - Agricultural Technology Transfer-Types of Agricultural Technology; Impact of Technology on Agriculture - problems and prospects.

**REFERENCE BOOKS**

1. Baasil P.C."Agricultural Problems of India " Bhatnagar O.P and Desai G.R."Management of Agricultural Extension
2. Benjamin R.E.Harisharan S.V.Karunakaran, "Economics of Agriculture "
3. Dhingra I.O "Indian Economics problem
4. For Stet. G.W. and Leager Mero C." Elements of Agricultural Economics "
5. Indian Society of Agricultural Economics."Role of Irrigation In The Development of Indian Agriculture"
6. Indian Council of Agricultural Research; Hand Book of Agriculture.

**Outcomes:**

- Ability to understand the concepts of economics of agriculture, agricultural technologies and to analyse the trends of agricultural practices.
- Ability to apply the knowledge and skills to promote capital formation in agricultural sectors and create opportunities to enhance the capability of risk management among farmers.

**MARDM: PAPER – 3.5a****Career Guidance and Counseling****Objectives:**

- To enable the students to know the difference in personal, educational and professional guidance.
- To equip the students with the skills to assess the problems, providing guidance and counselling the needy.

**UNIT- I:** Perspectives of Education and Careers: Nature of education, education for labour market or empowering citizens, Human Capital theory Vs. Emancipation, Educational theories of Ivan Illich, Jack Mezirow, Jane Thomson and Julius Nyerere; Contributions of Adam Smith, Karl Marx, Fredrick Taylor and William Dickson to understand industry and society.

**UNIT- II:** Guidance and Counselling: Meaning, scope, types; Difference between Guidance and Counselling; Models of counselling- Helping model, Stage model; Stages in counselling – Action, Attention giving, Listening, Eye contact, Verbal and Non-verbal prompts; Career counselling stages – Information sharing, Testing, Remedial Coaching and Placement.

**UNIT- III:** Career Counselling: Evolution of career counselling in India- Recent development in career guidance/counselling in developed countries and in India; Theories of Career Counselling: Trait oriented theories – Halland, Dawis; Development theories – Super, Gottfredson, Bordin; Social learning and Cognitive theories – Krumboltz.

**UNIT- IV:** Skill set requirements for different careers: IT, ITES, Logistics, infrastructure development, Entertainment, Education and training, Retail Marketing, Banking and insurance, Health services, Manufacturing sectors; Career development tasks – Self awareness, personal values and goals, personal cognition, understanding world of work, career alternatives and multiple job offers.

**Reference Books**

1. Arulman, G. (2004). Career Counseling, Tata McGraw – Hill Pub.Ltd., New Delhi.
2. Sister Mary Vshala, SND (2006). Counseling and Guidance, Rajendra Ravindra Printers Pvt. Ltd., New Delhi.
3. Abha Sharma (2006). Counseling and Guidance, Vista International Pub. House, New Delhi.
4. Hoston Ransy and Teresa- Wards worth (1990). The Social Organisation of Work.
5. Womack James Damid T.Jhones and Daniel Roos (1985). The Machine that changed the World, Temple University Press
6. Dipak Kumar Bhattacharyya (2006). Human Resource Management, Excel Books, New Delhi- 28 (Second Edition).
7. Arcalion (2006). Human Resource Management, X Edtion, Pearson Prentice Hall, New Delhi.

**Outcomes:**

- Ability to analyse the difference in personal, educational and professional guidance.
- Ability to apply the skills in assessing the problems, providing guidance and counselling the needy.

**MARDM: PAPER – 3.5b****SKILL DEVELOPMENT INITIATIVES****Objectives:**

- Ability to understand the skill development policies, programmes and need of skill promotion in India.
- To promote the skills and competency and resources mapping among the students.

**UNIT- I:** Skills: Definition and types, Multi-skills, Competencies and competency mapping; Skill development: Concept, scope, components and status of skill development in India.

**UNIT-II:** Skill deficiency in India: Status and steps needed for skilling India - Skill sectors needed for the youth; Role of the Government, Industry bodies and Networks, Educational Institutions in the skilling of Indian youth .

**UNIT-III:** Skill development Policies in India: National Skill Development Policy (2009), National Policy for Skill Development and Entrepreneurship (2015) and their features; Institutional Frame work for skill development- Skill development initiatives in various ministries of the Government.

**UNIT-IV:** Organisational structure for Skill development: National Skill development Corporation, National Skills Development Agency, National Skills Qualification Framework, Sector Skills Councils (SSCs), State skill development missions.

**REFERENCE BOOKS**

Acumen, 2014. Why India's Economic Growth Depends on Vocational Training, October 30, 2014 by Acumen in Acumen Blog, On the Ground, Our World.

Allais, Stephanie (2011a): What are skills? Rethinking the relationships between labour markets, social policy, and skills development. Paper presented at the Global Labour, University Conference held on 28-30 September 2011.

Asian Development Bank (ADB) (2004). Improving Technical Education and Vocational Training: Strategies for Asia. Manila: Asian Development Bank.

Barry Sesnan, Graham Wood, Marina L., Anselme & Ann Avery. Skills Training for youth, FMR 20 pp.33-35.

National Skill Development Corporation (2012). Transforming the skill landscape, Annual Report, 2012, Govt. of India, New Delh.

Okada, Aya, (2004). Skills Development and Inter firm Learning Linkages under Globalization: Lessons from the Indian Automobile Industry, World Development. 32 (7), 1265-1288.

Okada, Aya. (2006). Skills Formation for Economic Development in India: Fostering Institutional Linkages between Vocational Education and Industry, Manpower Journal, 41(4). 71-95.

Reddy, MCR (2014). Employability of Students - Problems and Perspectives, in Institute of Information Technology & Management (NIITM) Employability Strategic Issues and Challenges (Conference Proceedings of Nehru International Conference on Employability held on 06-07 March 2015) published by Shanlax Publications, Madurai, TN., pp.56-67.

UNESCO (2012). Youth and skills. Putting education to work. Education for All Global Monitoring Report 2012. Paris.

UNESCO( 2012). Education at a Glance Report, OECD 2014, NSDC, Economic times July 5 2014, Eleventh Five Year Plan 2007-2012.

World Bank Report: *Skill Development in India: The Vocational Education and Training System* (Report no.-22).The World Bank: Human Development Unit South Asia Region.

World Bank (2012): World Development Report 2013: Jobs. Washington D.C.

**Outcomes:**

- Ability to understand the skill development policies, programmes and need of skill promotion in India.
- Ability to apply the skills in competency and resources mapping.

**MARDM: PAPER – 3.5c****INFORMATION TECHNOLOGY FOR RURAL DEVELOPMENT****Objectives:**

- To provide an understanding the concepts of Database, Technology based information systems among the students
- To equip the students with the the skills of data processing, storage and retrieval of information with reference to rural development.

**UNIT- I:** Information: Definition- need-sources- qualities-values-categories-levels of information; difference between data and information- Logical and physical concepts of data, At-tributes and relationships - Storage and retrieval of data; Data based sources for rural development sectors; Data entry in MS-Excel.

**UNIT-II:** Introduction to Database: Definition, Use, Organization; Techniques/methods of data selection process; Transaction processing, Batch processing, Online processing, Word and text processing, Graphics and Office automation, Facsimile transmission, Message passing, Public data services, Database management for rural development.

**UNIT-III:** Computer-based Information Systems: Use of computers for program efficiency, Hardware and software; Data processing systems, Operating systems, Information systems for rural development at various levels, Information providers.

**UNIT-IV:** Use of computers and telecommunication technologies in handling information: Storage, Retrieval and dissemination of information, Tele-medicine, Tele-banking, Tele-Counseling, e-Library.

**REFERENCE BOOKS**

1. Flichy. Dynamics of Modern Communication: The Shaping and Impact of new communication technologies.
2. Seshagiri. Globalisation of Computer and communication Perspective for Developing Economics.
3. Dennis P. Curtin, Kim Foley, Kunal Sen, and Cathleen Morin, Information Technology, Tata Mc Graw Hill.
4. Multimedia on P.C. (WID) by Sinclair publications, BPB Publications.
5. NGLS, Information and Communication Technologies, Is-sue No.9 (Voices from Africa), United nations Non-Gov-ernmental Liovison Service, Geneva, 2000.
6. B.K. Gairola, Role of Information Technology and Con-tinuing Education in Human Resource Development, ISCEE News Letter Vol.6, No.1, May, 1999, University of Roorke.
7. Feather, John, Information Society : A study of Continuity and Change, Rondon, Library Association Publishing, 1994.
8. Technology Vision, 2020: Services, TIFAC, New Delhi, 1996.

**Outcomes:**

- Ability to understand the concepts of Database, Technology based information systems.
- Ability to apply the skills of data processing, storage and retrieval of information with reference to rural development.

**Semester- 4**  
**MARDM: PAPER – 4.1**  
**AGRICULTURE AND RURAL DEVELOPMENT**

**Objectives:**

- To make the students to understand the role of agriculture in development, agricultural policies, programmes and problems of farmers.
- To equip the students with the skills to evaluate the impact of programmes on agriculture development and to apply the skills to motivate the rural community to make use of the benefits.

**UNIT- I:** Introduction Agriculture: Nature, Role and functions of Agriculture – Interdependence between Agriculture and Industry; Agriculture and Rural Development; Need and Significance of Agriculture - Theoretical Models - Independence between Agriculture and Industry- Importance of Agriculture in Indian Economy.

**UNIT-II:** Status of Agriculture: Meager resources, Non-profitability of agriculture, Non-viability of farming, Distress sales, inadequate credit and Insurance, Poor marketing, Suicides of farmers, Poverty and Agriculture production, rural unemployment, Recommendations of Commissions on Farmers.

**UNIT-III:** Agricultural Technologies for Rural Development: Definition of Technology, New farm practices; Appropriate Technology in agriculture: Technology in Irrigation, Dry farming, Land use, Agricultural tools, Recycling of waste and Oil technology, Bio-gas technology, Micro Hydel schemes; Technologies for Animal Husbandry.

**UNIT- IV:** Capital Formation: Capital Formation in Agriculture and Rural Development; Stages in Agricultural and Economic Development; National Food Security - Food Subsidies-Agricultural Subsidies-Implications of New economic Policies.

**REFERENCE BOOKS**

- |                           |   |
|---------------------------|---|
| Singh I. J.               | : Elements of Farm Management Economics   |
| Sharma A.V. & V.K. Sharma | : Elements of Farm Management   |
| GOI                       | : National Five-Year Plans  |
| Dutta and Sundaram        | : Indian Economy  |
| Mellor J. W.              | : The Economics of Agriculture  |
| Sen A.K.                  | : Resources, Values and Development   |
| Venkata Reddy, K.         | : Agriculture and Rural Development (Emerging Trends and Right Approach to Development), Himalaya Publishing House. |

**Outcomes:**

- Ability to analyse the role of agriculture in development agricultural policies, programmes and problems of farmers.
- Ability to evaluate the impact of programmes on agriculture development and to apply the skills to motivate the rural community to make use of the benefits.

**MARDM: PAPER – 4.2****Rural Banking and Credit****Objectives:**

- To enable the students to understand role of Banks and Co-operative Institutions in promoting agricultural development.
- To enable the students to have an idea on opportunities to the rural community to make use of credit facilities by the Banks and Co-operatives.

**UNIT-I:** Rural Credit: Nature, Types and Sources of Agricultural Credit; Evolution of Institutional Credit; Risk & uncertainty in rural credit sources; Rural indebtedness and its Causes; Evils of Indebtedness, Remedial measures; Role of State and Rural credit..

**UNIT-II:** Institutional and Non-institutional Credit for Rural Development: Cooperative credit institutions - Commercial banks- Regional banks; Elements of Farm financial management - Use of balance sheet analysis and control, Evaluation of investment; Multi- Agency Approach n Rural Credit.

**UNIT-III:** Rural Banking: Nationalization of Commercial Banks, Commercial Banks and Weaker Sections, Commercial Banks and Rural Artisans, Regional Rural Banks; Danthwala (Review) Committee Recommendations.

**UNIT-IV:** National Bank for Agriculture and Rural Development (NABARD): Roles, Functions of NABARD; Recent Policy Initiatives; Mounting Over dues, Supervised Credit System; Reserve Bank of India and Rural Credit.

**REFERENCE BOOKS:**

- Belshaw .H : Agricultural Credit in Economically Underdeveloped Countries  
 Desai SSM : Rural Banking in India  
 Khusro A.M : Agricultural Credit Review Committee Report  
 Venkata Reddy, K. : Agriculture and Rural Development (Emerging Trends and Right Approach to Development), Himalaya Publishing House.

**Outcomes:**

- Ability to understand role of Banks and Co-operative Institutions in promoting agricultural development.
- Ability to create opportunities to the rural community to make use of credit facilities by the Banks and Co-operatives.

**MARDM: PAPER – 4.3****PROJECT REPORT/ DISSERTATION****Objectives:**

- To make the students to gain the knowledge and skills in project designing, doing research and preparing the report.
- To equip the students with the skills to create solutions to the problems identified in his research work

Each Student has to submit a project report taking any problem related rural society i.e., Land, Water, Vegetation, Micro-finance, women empowerment, rural planning and management, rural credit and banking etc., which will be evaluated by both Internal/ external examiners followed by the viva -voice.

Project report	-	75 marks
Viva-vice	-	25 marks
Total	-	100 marks

**Outcomes:**

- Ability to apply the knowledge and skills in project designing, doing research and preparing the report.
- Ability to create solutions to the problems identified in his research work.

**MARDM: PAPER – 4.4a****ENVIRONMENT AND DEVELOPMENT****Objectives:**

- To enable the students to understand importance of Environment conservation, causes of pollution and Environmental laws and ethics.
- To provide the students the knowledge and skills in environmental protection and to make them to follow the environment ethics.

**UNIT – I:** Environment : Concept, Objectives, Principles, and Significance; An overview of environmental status in India; Need for environmental protection and conservation; Role of Environment in development.

**UNIT – II:** Environmental Crisis and Consequences: Deforestation, Global warming and Ozone depletion, Climate change; Population, environment and health implications; Natural and Man-made disasters; Environmental pollution: Air, Water, Soil, Sound, Solid Wastes.

**UNIT – III:** Environmental Laws and Conventions: Salient features of National Environment Bill (1992); Earth Summit, Conventions on biodiversity and climate change; Earth Summit 1992 and others for Restoration of Ecological Balance; People's Movements for Environmental Protection: Chipko, Green politics, Anti-nuclear movement.

**UNIT – IV:** Agencies of Environmental Protection: Government Pollution Control Board; NGOs, Educational Institutions and Mass Media.

**References**

1. Agrawal, K. M. Sikdar, P. K. and Deb, S.C., (2002): *A Textbook of Environment*, Macmillan India Limited, Calcutta.
2. Ehrlich P. A. H., (1977): *Eco-Science: Population Resource and Environment*, Freeman, San Francisco.
3. Hussain, Z., (1996): *Environmental Degradation and Conservation in North East India*, Omsons Publications, New Delhi.
4. Mohapatra, A.C., S.K. Barik & C.S. Rao (2000): *Man and Environment*, Star Publishing House, Shillong.
5. Odum, E. P. (1971): *Fundamental of Ecology*, W.B. Saunders and Co., Philadelphia.
6. Roa, V. K. and R.S. Reddy (1997): *Environmental Education*, Commonwealth Publishers, New Delhi.
7. Saini L. D. and R.C. Sharma (1996): *Environmental Education*, Kalyani Publishers, Gopsons Paper Ltd., New Delhi.
8. Sharma, P. D. (1994): *Environmental Biology*, Rastogi Publication, Meerut.
9. Sharma, P. D. (1997): *Ecology and Environment*, Rastogi Publication, Meerut.
10. Trivedi, R.N. (1992): *Environmental Problems – Prospect and Constraints*, Anmol Publication, New Delh.

**Outcomes:**

- Ability to understand importance of Environment conservation, causes of pollution and Environmental laws and ethics.
- Apply to apply the knowledge and skills in environmental protection and to follow the environment ethics.

**MARDM: PAPER – 4.4b****STATISTICAL METHODS FOR SOCIAL RESEARCH****Objectives:**

- To make the students to know the statistical techniques relevant to their Research work to interpret the data.
- To equip the students with the skills to use the diagrammatic and graphical representation to the research interpretations and findings

**UNIT- I:** Statistics- Definition, functions, importance, advantages and limitations and use of statistics in social research.

**UNIT- II:** Classification & Tabulation of data- data, classification, purpose, advantages, types, tabulation, objectives and rules of tabulation.

**UNIT- III:** Measures of central tendency- Mean, Median, Mode Definition- calculation, use merits and demerits. t test, Chi-square test- calculation, use merits and demerits.,

**UNIT- IV:** Diagrammatic and graphical representation of data- line diagram, bar diagram, pie diagram. Graphs- types, line graph, range graph and histogram.

**Reference Books**

1. Gupta B.N. : Statistics (Agra Sahitya Bhavan. 1994).
2. Harald, S. Stone et al. : Introduction to. Computer Architecture, Galgatia Publications Private Ltd., New Delhi, 1988.
3. Sarma, K.V.S. : Statistics made simple. New Delhi: Prentice hall of India Pvt. Limited. 2001.
4. Gupta C.B. : An Introduction to Statistical Methods
5. Simson and Kelkn : Basic Statistics
6. Mason and Lind : Statistical Techniques in Business and Economics

**Outcomes:**

- Ability to understand & apply the statistical techniques relevant to their Research work to interpret the data.
- Ability to apply the diagrammatic and graphical representation to the research interpretations and findings.

**MARDM: PAPER – 4.4c****RURAL ENTREPRENEURSHIP****Objectives:**

- To enable the students to analyse role of industrial promotion organisations and problems of rural artisans.
- To equip the students with the skills and knowledge to design projects on rural industries, entrepreneurship development programmes and prepare project reports.

**UNIT- I:** Entrepreneurship - Concept, Definition, Characteristics of an entrepreneur; Functions, Types of entrepreneurs; Rural entrepreneurship - Need for rural entrepreneurship, Factors affecting entrepreneurial growth; Problems of rural entrepreneurs and women entrepreneurs.

**UNIT- II:** Entrepreneurship Development Programme - Need, objectives and course contents, Entrepreneurial motivation, Entrepreneurial competencies, Entrepreneurial mobility and Entrepreneurial change; Training for entrepreneurship: Entrepreneurship development courses; Key problems in training for entrepreneurship.

**UNIT- III:** Project Management: Project Classifications, Formulation and design – Feasibility analysis, Preparation of project Report, Financial analysis, Project cost estimate and Project appraisal methods.

**UNIT- IV:** Project Finance: Sources of finance – Banking institutions, Role of DICS, SIDCO, SISI, SIPCOT; Incentives and subsidies; Govt., policy for small scale enterprises.

**REFERENCE BOOKS**

1. Manzoor Ahmed and Philip H. Coombs (ed.). Education for Rural Development: Case studies for Planners.
2. John C. de wilde. India: Non-Formal Education in the development of small enterprise, in Manzoor Ahmed and Philip H. Coombs (ed.). Education for Rural Development: Case studies for Planners.
3. Vasanta Desai, Organisation and Management of small scale industries.
4. Nalinaksha Mutsuddi, You Too Can Become An Entrepreneur. Wheeler Publishing , 1996.
5. Vasanth Desai. Dynamics of Entrepreneurial Development and Management, Hmalayan Publishing House.
6. Khanka. Entrepreneurial Development; S.Chand & Company Ltd.
7. Satish Taneja. Entrepreneur Development; New Venture Creation.
8. N.P. Srinivasn & G.P.Gupta. Entrepreneurial Development, Sultan Chand & Sons.

**Outcomes:**

- Ability to analyse role of industrial promotion organisations and problems of rural artisans.
- Ability to apply the skills and knowledge to design projects on rural industries, entrepreneurship development programmes and prepare project reports.

**MARDM: PAPER – 4.4d****Vocational Education and Training****Objectives:**

- To Make the students to understand the concepts of vocational education, apprenticeship and vocational & life guidance.
- To enable the students to apply the knowledge and skills in planning and organising vocational training programmes and vocational guidance.

**UNIT- I:** Vocational Education and Training: Concepts, Meaning, Need and importance; Theory and principles of vocational training; Rural occupations – Types, use and problems; Emerging occupations.

**UNIT- II:** Apprenticeship: Nature of apprenticeship, Distinction. between Apprenticeable and Non-apprenticeable occupations; Apprenticeship and institutional training, Areas of Apprenticeship, Training practices.

**UNIT- III:** Training and Educational Programmes: Training by Objective, Development of a training curriculum; Training methods and resources; Issues in Rural vocational training in India, Bangladesh, Indonesia, Korea and Malesia; Training opportunities for women in Asia and the Pacific with special reference to India.

**UNIT- IV:** Vocational guidance and Life guidance: Nature, aspects and methods of life guidance; Planning, Programming and Evaluating Vocational Education Programmes.

**REFERENCE BOOKS**

1. International Labour Organisation, Theory and Practice of Vocational Training in Japan. 2nd Revised Edition, APSDP, Islamabad, 1982. .
2. International labour Organisation, Planning, Programming and Evaluating Vocational Training, Report of APSDEP/ ILO/Japan Regional workshop, 11-18 August 1986, Chiba, Japan, APSDEP/Islamabad, 1986, Vi 109pp.
3. International Labour Organisation. Appropriate Technology and Training for Women in South Asia, Report of a Sub Regional Workshop, 26, Oct. - 1 Nov. 1986, Islamabad, Pakistan, APSDEP, Islamabad, 1987, Vi+57p.
4. International Labour Organisation, Apprenticeship in Asia ,,and the Pacific, Report of a Regional Seminar, 13-20 July. -981, Colombo, Sri Lanka, APSDP, Islamabad, Pakistan, 1981, 156 p.
5. Hosomi. G. Nakata, S et al. New Approach to Vocational Training Vol.1 (1985) and Vo1 11 (1986), ILO/APSDEP Islamabad, Pakistan.
6. Lucita Lazo. Work and Training opportunities for women in Asia and the pacific, International Labour Office, APSDP, Islamabad, 1984 VIII + 256 p.

**Outcomes:**

- Ability to understand the concepts of vocational education, apprenticeship and vocational & life guidance.
- Ability to apply the knowledge and skills in planning and organising vocational training programmes and vocational guidance.

**MARMD: PAPER – 4.5a****HUMAN RESOURCE DEVELOPMENT IN RURAL SECTORS****Objectives:**

- To enable the students to understand and analyse the importance of Human Resource development, planning and Human capital.
- To equip the students with the skills of Human Resource Planning in general and with reference to Rural Development.

**UNIT – I:** Human Resource Development: Meaning, objectives, importance and historical perspective of human resource development; Dimensions of H.R.D. in Rural Development- Health, Education, Energy, Agriculture and Allied Activities; improving productivity.

**UNIT – II:** Human Resources Planning and Development: Objectives, Strategies, Demographic aspects, Processes and policies; Steps in HRP, Man power demand; Human capital and it's measurement - Views of Schultz and Weisbrod on human capital function; Human capital formation.

**UNIT – III:** Training and Development: Need for Manpower training, Classification of Training, Designing Training programmes and methods; Performance appraisal and standards, H R Competencies, Performance counseling, Effectiveness of training.

**UNIT – IV:** Training of developmental functionaries: Achievement motivation training, Training courses for different sectors – agriculture, cooperation, animal husbandry, health, Panchayat Raj; Training facilities available from Mandal level to state level.

**Reference Books**

Dipak Kumar Bhattacharyya (2006). Human Resource Management, Excel Books, New Delhi -28 (Second Edition).

Arcalion (2006). Human Resource Management, Pearson Prentice Hall, New Delhi -28 (X Edition).

APSDP (1984). Rural Vocational Training in Bangladesh, Indonesia, Korea, Malaysia, The Philippines and Thailand. Report of a Sub-regional Seminar, Dhaka, Bangladesh 5-11 May, 1984.

Reddy, M C.Reddeppa (2006). Emerging Rural Occupations, Dept. of Adult & Continuing Education, S.V.University, Tirupati.

Mehta M R : Human Resource Development Planning with Special Reference to Asia

Alexander V Alex : Human Capital Approach in Economic Development

Batra V P : The Economic and Human Resources

ILO : Employment Promotion with Special Reference to Rural Areas

George Tobias : Human Resources in India

Gyan Chand : Population in Perspective

World Bank : World Development Report, 1001

Govindappa K : Adult Education Impact of National Literacy Mission

UNDP : Human Development Report(s) 1998. 1999, 2000.

**Outcomes:**

- Ability to understand and analyse the importance of Human Resource development, planning and Human capital.
- Ability to apply the skills of Human Resource Planning in general and with reference to Rural Development

**MARDM: PAPER – 4.5b****DEVELOPMENT STRATEGIES AND VOLUNTARISM****Objectives:**

- To make the students to understand and analyse the functions and importance of voluntary organisations.
- To equip the students with the knowledge and skills to start, run the NGO and to design development projects

**UNIT – I:** Development strategies: Broad Front approach, Gandhian, Community Development, Target group approach, Sectoral Approach, Area Development and Integrated approach.

**UNIT – II:** Voluntarism - Concept, importance, objectives and historical perspectives; Voluntary organisations – Roles and functions, Forms and classification, Role of voluntary organisations in rural development.

**UNIT – III:** Planning and formation of voluntary organisations: Formation of groups, Preparation of Bye-laws; Financial Resources for NGOs - Self, State, Central Governments, Foreign Government and Missionaries; Identification of funding agencies; Principles and methods of fund raising.

**UNIT – III: UNIT – IV:** Planning and Programming of Development projects: Methods of planning and designing of programmes and projects; Project Proposal writing – purpose, format, guidelines and Steps involved in writing proposal.

**Reference Books**

1. Commen, J.K., Social Transformation in rural India, Mobilisation and State intervention, Vikas Publications, New Delhi, 1984.
2. Jain, S.C. Community Development and Panchayat Raj in India.
3. Lubett, R. Non-Governmental Organisation as agents of empowerment, University of Reading, U.K., 1987.
4. Sankaran, R. Handbook of management of voluntary organisations, International Co-operative Alliance, New Delhi.
5. Vimala Ramachandran, et al, Bridging the gap between Intention and Action, Asian South Pacific Bureau of Adult Education, UNESCO, New Delhi, 1998.

**Outcomes:**

- Ability to understand and analyse the functions and importance of voluntary organisations.
- Ability to apply the knowledge and skills to start, run the NGO and to design development projects

**MARDM: PAPER – 4.5c****POPULATION AND DEVELOPMENT****Objectives:**

- To enable the students to understand population dynamics and need of population control.
- To enable the students to analyse the role of different agencies in promoting population education.

**UNIT- I:** Population: Concept, Definition, Nature of population, Components and structure of population change; population composition in India- Marital status, education, economic and religious composition.

**UNIT-II:** Population growth: Determinants of population growth, measures to check rapid population growth- individual, national and international.

**UNIT-III:** Economic development: Indicators of development; population growth and development; Economic inequalities and its causes; population and employment- economically active population, unemployment, types of unemployment.

**UNIT-IV:** National Population Policy and Programmes: Trends in population Policies and programmes; Factors influencing fertility, mortality, migration; State population policy and its impact on development.

**References Books**

1. Meir, G.M and Baldwin, R.E. Economic Development: Teory, History and Policy New York: John Wiley and Sons.
2. Sharma S.K and S.L. Malhotra. Integrated Rural Development: Approach, Strategy and Perspectives, New Delhi: Heritage.
3. Singh Katar Rural Development Principles, Policies and Management. New Delhi: Sage Publication 1986.
4. Bhende, Asha A, and Kanitkar, Tara. 1993. Principles of Population Studies, Bombay: Himalaya, Publishing House.
5. United Nations, 1982. Population of India, Country Monograph, Series No.10, Bangkok., Economic and Social Commission for Asia and the Pacific.
6. Mishra, B.D. 1980. An Introduction to the study of Population, Madras: South Asian Publishers.

**Outcomes:**

- Ability to understand population dynamics and need of population control.
- Ability to analyse the role of different agencies in promoting population education and apply the knowledge and skills to motivate the community to adopt population control.