



## **SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE, (AUTONOMOUS), UJIRE-574240**

(Re-Accredited by NAAC at 'A++' Grade with CGPA 3.61 out of 4)

**SDM COLLEGE(AUTONOMOUS)UJIRE  
DEPARTMENT OF PHYSICS  
PHYSICS UG COLOUR CODES**

SL no	Issue	Colour code
1	Environmental	Green
2	Global	Pink
3	Skill	Yellow
4	Employability	Blue

## **DEPARTMENT OF RURAL DEVELOPMENT**

### **SYLLABUS**

### **ASPER NEP 2020**

(With effect from 2022-23)



**Sri Dharmasthala**  
**Manjunatheshwara College**  
**(Autonomous), Ujire**  
**Re-accredited by NAAC “A++” Grade**  
**Course structure and syllabus**  
**B.A.**  
**RURAL DEVELOPMENT**  
**NEP-CHOICE BASED CREDIT SYSTEM**  
**I, II, III, IV, SEMESTER**  
**(2023 – 24 ONWARDS)**  
**SYLLABUS**

**ADOPTED BY BOS ON 17-08-2023**  
**APPROVED BY ACADEMIC COUNCIL ON 02-09-2023**

**INDEX**

<b>S.NO</b>	<b>CONTENT</b>	<b>PAGE NUMBER</b>
<b>01</b>	<b>BA Rural Development-COURSE STRUCTURE-I &amp; II SEM</b>	<b>09-23</b>
<b>02</b>	<b>BA Rural Development -COURSE STRUCTURE-III &amp; IV SEM</b>	<b>23-45</b>
<b>04</b>	<b>SYLLABUS FOR FIRST, SECOND THIRD, FOURTH, BA IN Rural Development</b>	<b>09-45</b>

**SDM COLLEGE(AUTONOMOUS)UJIRE**  
**DEPARTMENT OF PHYSICS**  
**PHYSICS UG COLOUR CODES**

<b>SL no</b>	<b>Issue</b>	<b>Colour code</b>
<b>1</b>	<b>Environmental</b>	
<b>2</b>	<b>Global</b>	
<b>3</b>	<b>Skill</b>	
<b>4</b>	<b>Employability</b>	



**Sri Dharmasthala**

**Manjunatheshwara College (Autonomous) Ujire**

**Re-accredited by NAAC “A” Grade (3.61/4 CGPA)**

**Course structure and syllabus**

**B.A.**

**RURAL DEVELOPMENT**

**NEP-CHOICE BASED CREDIT SYSTEM**

**I, II, III, IV, SEMESTER**

**(2022 – 23 ONWARDS)**

**Adopted By SDM BOS on 17-08-2023**

## **PREAMBLE**

Rural development is a unique subject that provides a lot of insights into the process of improving the quality of life and economic wellbeing of people who are living in rural area. Education, entrepreneurship, physical infrastructure and social infrastructure play an important role in developing rural region. The importance of Rural development is that it provides a strategy package seeking to achieve optimum rural production and productivity, agriculture growth, infrastructure, better wages, house sites for landless, village planning, public health, education, etc.

## **GENERAL OBJECTIVES OF THE PROGRAMME**

- ✓ To enable the students gain the basic understanding about Rural Development concepts, theories and practices.
- ✓ To get employment at public private sector or to start self-employment activities or agro product-based entrepreneurship Activities.

- ✓ To provide the necessary soft skills to find jobs. In NGO or Government sector
- ✓ To help students to prepare an agenda for the upliftment of rural people.
- ✓ To provide necessary skills to prepare a rural transformation frame work.
- ✓ To provide Sustainable Rural Livelihood approach.
- ✓ Rural urban linkages in production processing, Distribution and consumption.
- ✓ To prepare an institutional framework for poor and under privilege people under national rural lively hood mission
- ✓ Prevention of migration from rural to urban areas.
- ✓ To make efforts to eradicate poverty, unemployment and hunger in villages
- ✓ To inculcate the research aptitude and relevant skills in the students useful for their professional life.

**BA RURAL DEVELOPMENT-COURSE STRUCTURE**  
**Rural Development Choice Based Credit System Semester**  
**FIRST & SECOND SEMESTER**

<b>Course Code</b>	<b>Title of course</b>	<b>Category of course</b>	<b>Teaching hours per week</b>	<b>SE E</b>	<b>CI E</b>	<b>Total Marks</b>	<b>Credits</b>
<b>SEMESTER I</b>							
RDCT 101	Fundamentals of Rural Development	DSC	3+0+0	60	40	100	3
RDCT 102	Earlier Experiments of Rural Development	DSC	3+0+0	60	40	100	3
Open Electives RDOE 101	Sustainable Rural Development SHG Management	OEC	3+0+0	60	40	100	3
Total credit							9
<b>SEMESTER II</b>							
RDCT 151	Rural Economic Activities in India	DSC	3+0+0	60	40	100	3
RDCT 152	Economic and Social Issues in Rural India	DSC	3+0+0	60	40	100	3
RDOE 151	Social Entrepreneurship	OEC	3+0+0	60	40	100	3
Total credit							9

**BA RURAL DEVELOPMENT-COURSE STRUCTURE**  
**Rural Development Choice Based Credit System Semester**  
**THIRD & FOURTH SEMESTER**

Course Code	Title of course	Category of course	Teaching hours per week	SE E	CI E	Total Marks	Credits
<b>SEMESTER III</b>							
RDCT 201	Rural Development Programmes for Employment and Poverty Alleviation	DSC	3+0+0	60	40	100	3
RDCT 202	Rural Development Programmes for Social and Physical Infrastructure	DSC	3+0+0	60	40	100	3
Open Electives RDOE 201	Communication For Rural Development	OEC	3+0+0	60	40	100	3
Total credit							9
<b>SEMESTER IV</b>							
RDCT 251	Institutions for Rural Development	DSC	3+0+0	60	40	100	3
RDCT 252	Financial Institutions for Rural Development	DSC	3+0+0	60	40	100	3
RDOE 251	Elements of Management for Rural Administrators	OEC	3+0+0	60	40	100	3
Total credit							9

**EVALUATION OF THE COURSE CONSISTS OF**

1. Theory exam for 2 hours duration for 60 marks
2. Internal Formative Continuous Assessment for 40 marks
  - a. 20 marks for 2 written Internal Assessment Exams
  - b. 20 marks for 2 Activities

**PEDAGOGY:**

Class Lecture, Group discussions, Role play, Micro Project, Field Visits, Using PPT & Videos , Focus group Discussion , Class Seminar and Case studies

**INTERNAL ASSESSMENT:**

The internal assessment marks for a course shall be based on two tests and two activities of 10 marks each. The test shall be of at least one hour duration. The total marks of the tests and activities shall be taken as the internal assessment marks. Any two activities may be selected from the list of the activities given below or the concerned department may choose an activity that is appropriate to the course and the local relevance.

Item	Test 1	Test 2	Activity 1	Activity 2	Total
Score	10	10	10	10	40

**List of Activities:**

1. Assignment and presentation.
2. Seminar presentation on the assigned topic
3. Field study and report.
4. Interview and submit the report
5. Role play
6. Collage preparation
7. Visit to the local village
8. Visit to the welfare or correction institutions
9. Group discussion



QUESTION PAPER PATTERN

**Time: 2 Hours**

**Max. Marks - 60**

**I. Answer any FIVE questions in 2-3 sentences each (2x5=10)**

1. Q.
2. Q.
3. Q.
4. Q.
5. Q.
6. Q.
7. Q.

**II. Answer any Four questions in 10-12 sentences each (5x4=20)**

1. Q.
2. Q.
3. Q.
4. Q.
5. Q.
6. Q.
7. Q.

**III. Answer any THREE in 20-25 sentences each (10x3=30)**

1. Q.
2. Q.
3. Q.
4. Q.
5. Q.

SYLLABUS FOR  
FIRST SIX SEMESTERS OF  
BA IN RURAL DEVELOPMENT  
**BA-FIRST SEMESTER-RURAL DEVELOPMENT**

**DISCIPLINE SPECIFIC COURSE (DSC)**  
**TITLE OF THE COURSE:**  
**FUNDAMENTALS OF RURAL DEVELOPMENT**  
**COURSE CODE: RDCT 101**  
**3 hours per week: Total: 42 hours**

**LEARNING OBJECTIVES**

- To help students to acquire knowledge of the basic concepts of Rural Development
- To develop analytical and reasoning skills in the context of rural economy
- To enable students to understand and analyze the dimensions of development.
- To help students to understand the concept of rural community

**LEARNING OUTCOME**

- Learn basic concepts of rural development
- Explain the need for rural development
- Analyze the dimensions of rural development.
- Evaluate the functioning of rural social institutions

**COURSE CONTENTS**

	<b>Unit-I (14 Hours)</b>
<b>Chapter 1</b>	<b>Development and Growth:</b> Concept and Features. Types of Development – Economic, Social, Human and Sustainable Development.
<b>Chapter 2</b>	<b>Rural development:</b> Meaning, Objectives and need of rural development in India.
	<b>Unit-II (14 Hours)</b>
<b>Chapter 3</b>	Indicators of Rural Development: Housing – Rural Education – Poverty – Income – Rural roads –Health facilities
<b>Chapter 4</b>	Dimensions of Rural Development: Economic dimension –Employment and Standard of living; Social dimension – Freedom from social problems; Political dimension – Good governance and local self-government
	<b>Unit-III (14 Hours)</b>
<b>Chapter 5</b>	Rural Community: Concept and Characteristics
<b>Chapter 6</b>	Rural Social Institutions: With special reference to Family, Caste system, Religion

**BOOKS FOR REFERENCE:**

1. Dutt and Sundaram – Indian Economy – Chand Publilcation, New Delhi- 2013.
2. Desai. A.R., Rural Sociology in India
3. Katar singh Anil Shishodia, Rural Development. Principles, Policies, and Management.
- 4.N.Lalitha, Rural Development in India : Emerging Issues and Trends – Dominant Publishers, Delhi, 2004 Vol. I & II.
5. National Bank for Agriculture and Rural Development (NABARD) (2004), Infrastructure for Agriculture and Rural Development-An Impact Assessment of Investments in Rural Roads and Bridges under RIDF, Mumbai.

6. National Bank for Agriculture and Rural Development (NABARD) (2016), Annual Report-2015-16, Mumbai.
  7. Puri. K.E., Social System in Rural India
  8. G.Sreedhar and D Rajasekhar, Rural Development in India – Concept Publishing Company Pvt, Ltd. New Delhi, 2014.
  9. Vasant Desai, Rural Development in India, Himalaya Publishing House, Mumbai - 2012
-

**BA-FIRST SEMESTER-RURAL DEVELOPMENT  
DISCIPLINE SPECIFIC COURSE (DSC)  
TITLE OF THE COURSE:  
EARLIER EXPERIMENTS OF RURAL DEVELOPMENT COURSE  
CODE: RDCT 102  
3 hours per week: Total: 42 hours**

**LEARNING OBJECTIVES**

- To help students to acquire knowledge of the earlier experiments of Rural Development
- To develop analytical and reasoning skills
- To enable students to understand and analyze achievements of earlier rural development experiments

**LEARNING OUTCOME**

- Learn earlier experiments of rural development
- Analyze the objectives and achievements of rural development experiments
- Evaluate the earlier experiments in rural development

**COURSE CONTENTS**

	<b>Unit-I (14 Hours)</b>
<b>Chapter 1</b>	<b>An introduction to Rural Development approaches:</b> Area Approach, Target Group Approach, Integrated Approach, Gandhian Approach
<b>Chapter 2</b>	<b>Earlier Experiments of Rural Development:</b> Sriniketan Experiments – Marthandam Experiment -Gurgaon experiment
	<b>Unit-II (14 Hours)</b>
<b>Chapter 3</b>	Firka Development Scheme – Etawah Pilot Project - Nilokheri Experiment – weaknesses of earlier experiments
<b>Chapter 4</b>	Rural Development Programmes during Five Year Plans
	<b>Unit-III (14 Hours)</b>
<b>Chapter 5</b>	Community Development Programme, Minimum Needs Programme
<b>Chapter 6</b>	<b>Anthyodaya Scheme, Integrated Rural Development Programme (IRDP)</b>

**BOOKS FOR REFERENCE:**

- 1.Verma S.B; Singh R.D; Jiloka S. K: Rural Poverty Alleviation & EmploymentDeep & Deep Publications Pvt. Ltd. New Delhi 2006
- 2.Singh Katar: Rural Development, Sage Publication. New Delhi 2009
- 3.Desai Vasant. Rural Development in India, Himalaya Pulishing House Mumbai 2012.
- 4.Lalitha N. Rural Development in India Emerging Issues and Trends. Dominant Publishers New Delhi 2004.
- 5.Vasant Desai, Rural Development in India, Himalaya Publishing House, Mumbai - 2012

**OPEN ELECTIVE COURSE**  
**FIRST SEMESTER BA(RD)**  
**TITLE OF THE COURSE: SUSTAINABLE RURAL DEVELOPMENT**  
**COURSE CODE: RDOE 101**  
**3 hours per week: Total: 42 hours**

**LEARNING OBJECTIVES**

- To help students to acquire knowledge of the basic concepts of Sustainable Rural Development
- To develop analytical and reasoning skills in the context of sustainable development
- To help students to understand the national and international mechanisms to attain sustainable development

**LEARNING OUTCOME**

- Learn basic concepts of sustainable rural development
- Explain the need for sustainable rural development
- Analyze the dimensions of sustainable rural development.

**COURSE CONTENTS**

	<b>Unit-I (14 Hours)</b>
<b>Chapter 1</b>	<b>Sustainable Development – Meaning, Concept and Relevance</b>
<b>Chapter 2</b>	<b>Economic, Environmental and Social Aspects of Sustainability</b>
	<b>Unit-II (14 Hours)</b>
<b>Chapter 3</b>	<b>Sustaining Natural Resources – Land/Soil, Water, Forest and Energy, Solid Waste Management (3 Rs)</b>
<b>Chapter 4</b>	<b>Sustainable Agriculture- Organic Farming, Conservation and Preservation</b>
	<b>Unit-III (14 Hours)</b>
<b>Chapter 5</b>	<b>International Mechanisms- United Nations Millennium Development Goals (MDGs) United Nations Sustainable Development Goals</b>
<b>Chapter 6</b>	<b>National Mechanisms – Constitutional Provisions, Environment Protection Act, Forest Conservation Act, Wildlife Protection Act and Water (Prevention and control of Pollution) Act</b>

**BOOKS FOR REFERENCE:**

- 1.Sharma Dhiraj, Bhatia B.S: Sustainable Development – Contemporary Issues and emerging perspectives, Deep & Deep Publications, New Delhi 2010
- 2.Taori Kamal: Sustainable Human Development. Issues & Challenges. Concept Publishing Company, New Delhi, 2000.
- 3.Dutz.A.Mark: Unleashing India's Innovation- toward Sustainable and Inclusive Growth. The World Bank, Washington. D.C. 2007.
- 4.Pereira Winin: Tending the Earth, Traditional, Sustainable Agriculture in India. Earth Care Books. Bombay 1993
- 5.Fisher,U.F: Towards Sustainable Development Struggling over India's Narmada River. New Delhi Publication, 1997.
- 6.Verma S. B; Singh Mahendra; Kumar Rajeev: Rural Development & Environment. Deep & Deep Publications Pvt. Ltd. New Delhi 2006

- 7.Choyal, Rajaram: Basic Concept of Sustainable Agriculture. Random Publications, New Delhi 2013.
-

**BA-SECOND SEMESTER-RURAL DEVELOPMENT  
DISCIPLINE SPECIFIC COURSE (DSC)**

**TITLE OF THE COURSE:  
RURAL ECONOMIC ACTIVITIES IN INDIA**

**CODE: BARDDSC 181**

**3 hours per week: Total: 42 hours**

**LEARNING OBJECTIVES**

- To help students to acquire knowledge of the natural resources in development
- To develop analytical and reasoning skills
- To enable students to understand the role of rural artisans, village industries and rural financial institutions

**LEARNING OUTCOME**

- Learn the role of natural resources in rural development
- Analyze the objectives and challenges of rural institutions
- Evaluate the rural economic activities in development

**COURSE CONTENTS**

	<b>Unit-I (14 Hours)</b>
<b>Chapter 1</b>	Role of Natural resources in rural economy: Land, Water, Forest, Energy
<b>Chapter 2</b>	Agriculture – Importance, Allied Activities- Dairying, Poultry, Horticulture, Fishery, Floriculture, Sericulture, Apiculture, Organic Farming
	<b>Unit-II (14 Hours)</b>
<b>Chapter 3</b>	Structure of Rural Enterprises: Small Scale Industries –Khadi Village Cottage Industries- Handlooms – Agriculture industries. Importance of Entrepreneurship development and Self-employment.
<b>Chapter 4</b>	Rural Artisans Traditional institution, pottery, carpentry pot making, basket, weaving, Goldsmith, blacksmith.
	<b>Unit-III (14 Hours)</b>
<b>Chapter 5</b>	Financial institutions - Institutional linkage and marketing –Direct and indirect marketing - Rural Banking - cooperative institutions, cooperative marketing
<b>Chapter 6</b>	Agrarian Movements, Land reforms, Green revolution

**BOOKS FOR REFERENCE:**

1. Datt Ruddar, P.M.S. Sundaram: Indian Economy, S. Chand & Company Ltd. New Delhi. 2004
2. Agarwal A. N: Indian Economy, Himalaya Publication. New Delhi 2003
3. Misra S.K., Puri V.K.: Indian Economy, Vishwa Prakashan. New Delhi 2003.
4. Dhingra C. Ishwara: The Indian Economy, Environment & Policy, Sultan Chand & Sons. New Delhi 2004
5. Verma S.B; Singh R.D; Jiloka S. K: Rural Poverty Alleviation & Employment- Deep & Deep Publications Pvt. Ltd. New Delhi 2006
6. Singh Katar: Rural Development, Sage Publication. New Delhi 2009



**BA-SECOND SEMESTER-RURAL DEVELOPMENT  
DISCIPLINE SPECIFIC COURSE (DSC)  
TITLE OF THE COURSE:  
ECONOMIC AND SOCIAL ISSUES IN RURAL INDIA  
CODE: BARDDSC 182  
3 hours per week: Total: 42 hours**

**LEARNING OBJECTIVES**

- To help students to acquire knowledge about economic and social issues in rural areas
- To develop analytical and reasoning skills
- To enable students to understand and analyze rural socio-economic problems

**LEARNING OUTCOME**

- Learn socio-economic challenges of rural economy
- Analyze the rural issues related to income, employment, gender equality
- Evaluate the socio-economic issues in rural development

**COURSE CONTENTS**

	<b>Unit-I (14 Hours)</b>
<b>Chapter 1</b>	Agricultural marketing- problems and measures; Issues with Rural credit: Sources of Rural credit - Institutional and Non-Institutional
<b>Chapter 2</b>	Rural Poverty – magnitude, causes, effects, Poverty eradication Programmes
	<b>Unit-II (14 Hours)</b>
<b>Chapter 3</b>	Rural Unemployment – types, causes, effects, rural employment measures
<b>Chapter 4</b>	Agrarian issues: Indebtedness, Rural-urban migration - Causes, Measures
	<b>Unit-III (14 Hours)</b>
<b>Chapter 5</b>	Rural labourers and Bonded Labourers , Child labour– problems
<b>Chapter 6</b>	Gender Inequality, Problems of SCs and STs

**BOOKS FOR REFERENCE:**

- 1.Verma S.B; Singh R.D; Jiloka S. K: Rural Poverty Alleviation & EmploymentDeep & Deep Publications Pvt. Ltd. New Delhi 2006
- 2.Singh Katar: Rural Development, Sage Publication. New Delhi 2009
- 3.Desai Vasant. Rural Development in India, Himalaya Pulishing House Mumbai 2012.
- 4.Lalitha N. Rural Development in India Emerging Issues and Trends. Dominant Publishers New Delhi 2004

**BA-SECOND SEMESTER-RURAL DEVELOPMENT**  
**OPEN ELECTIVE COURSE**  
**SECOND SEMESTER BA(RD)**  
**TITLE OF THE COURSE: SOCIAL ENTREPRENEURSHIP**  
**COURSE CODE: BARDOEC 183-A**  
**3 hours per week: Total: 42 hours**

**LEARNING OBJECTIVES**

- To help students to acquire knowledge social entrepreneurship
- To develop analytical and reasoning skills
- To enable students to understand and analyze the role of social entrepreneurship in social transformation

**LEARNING OUTCOME**

- Learn the importance of social entrepreneurship in rural development
- Analyze the objectives and achievements of social entrepreneurship
- Explain the contributions of selected social entrepreneurs

**COURSE CONTENTS**

	<b>Unit-I (14 Hours)</b>
<b>Chapter 1</b>	1. Entrepreneurship- concept, definition, need and significance of entrepreneurship development in India
<b>Chapter 2</b>	2. Entrepreneurship growth process, Entrepreneurs-their characteristics, Entrepreneurial Motivation, challenges and barriers
	<b>Unit-II (14 Hours)</b>
<b>Chapter 3</b>	Social Entrepreneurship- concepts and approaches, Types of social entrepreneurship, Comparison between business and social entrepreneurship
<b>Chapter 4</b>	Importance of social entrepreneurship in India: Innovations and social entrepreneurship, Personality traits of social entrepreneur.
	<b>Unit-III (14 Hours)</b>
<b>Chapter 5</b>	Role of Social Entrepreneurs in Social Transformation; Advantages of Social Entrepreneurship
<b>Chapter 6</b>	Case studies of Social Entrepreneurs: Harish Hande, Founder of Selco Solar, Vikram Akula, Founder of SKS Microfinance, Muhammad Yunus. Founder of the Grameen Bank, Bunker Roy Founder of Barefoot College

**BOOKS FOR REFERENCE:**

Akhouri, M.M.P. (1990) Entrepreneurship for Women in India. New Delhi: NIESBUD.  
 Bedi, G. ; Shiva, V. (2002) Sustainable Agriculture and Food security. New Delhi: Sage Publications.  
 Chakravarty, S. (2000) Development Planning. New Delhi: Oxford Publishers.

Kundu, A.; Sharma, A.N. (2001) Informal Sector in India-Perspectives and Policies. New Delhi: Institute for Human Development.

---

**B.A THIRD SEMESTER –RURAL DEVELOPMENT****DISCIPLINE SPECIFIC COURSE(DSC)****TITLE OF THE COURSE: RURAL DEVELOPMENT PROGRAMMES FOR  
EMPLOYMENT AND POVERTY ALLEVIATION****COURSE CODE: RDCT 201****3 hours per week: Total: 42 hours****COURSE OUTCOMES:**

**Course Outcomes (COs):** After the successful completion of the course, the student will be able to:

CO1. Understand introductory economic concepts.

CO2. Recognize basic supply and demand analysis.

CO3. Recognize the structure and the role of costs in the economy.

CO4. Describe, using graphs, the various market models: perfect competition, monopoly, monopolistic competition, and oligopoly.

CO5. Explain how equilibrium is achieved in the various market models.

CO6. Identify problem areas in the economy, and possible solutions, using the analytical tools developed in the course.

**Learning Objectives:**

- To understand the basic knowledge of Rural Development Programmes.
- To understand the Employment and Poverty Alleviation of Indian economy.
- To Understand the functions and policy implementation strategy of Government agencies

**Learning Outcomes:**

- Students able to understand the Rural Development Programmes
- Students able to evaluated the measures of Rural Development Programmes
- Students able to assess the importance of various concepts of Employment and Poverty Alleviation

**COURSE CONTENTS (42 Hours)**

	<b>UNIT-1      -14 Hours</b>
<b>Chapter 1</b>	An Analysis of Rural Problems – Economic, Social, Political and Cultural
<b>Chapter 2</b>	Rural Demographic Features: Sex Ratio, Density, Literacy, Labour force participation, Causes of Population Explosion, Population Control  <b>Practicum:</b> Group discussion and field survey and report writing related to demographic structure of village panchayath
	<b>UNIT-II</b>

<b>Chapter 3</b>	Swarnajayanthi Gram Swarojgar Yojana (SGSY), Antyodaya Anna Yojana, Sampoorna Grameen Rozgar Yojana
<b>Chapter 4</b>	Mahatma Gandhi National Rural Employment Guarantee Scheme (MNREGA), National Rural Livelihood Mission (NRLM) <b>Practicum:</b> : Group discussion and field survey and report writing related to SGSY, AAY, MNREGA in village panchayath level
	<b>UNIT-III</b>
<b>Chapter 5</b>	Deen Dayal Upadhyay Grameen Kaushal Yojna (DDU – GKY), PDS, Mudra Yojana, Rastriya Krushi Vikasa Yojana, Savayava Krishi abhiyana, Krishi Sinchaya Yojana.
<b>Chapter 6</b>	UN Declaration of Millennium Development Goals, Sustainable Development Goals; Achievements of India with reference to SDGs. <b>Practicum:</b> Group discussion and literature reviews/ survey and report writing related to UN Declaration of Millennium Development Goals & SDGs

**Pedagogy:** Classroom lecture, tutorials, Problem solving exercise

References	
1	Dutt and Sundaram – Indian Economy – Chand Publication, New Delhi- 2013.
2	Desai. A.R., Rural Sociology in India
3	Katar singh Anil Shishodia, Rural Development. Principles, Policies, and Management.
4	G.Sreedhar and D Rajasekhar, Rural Development in India – Concept Publishing Company Pvt, Ltd. New Delhi, 2014.
5	N.Lalitha, Rural Development in India : Emerging Issues and Trends – Dominant Publishers, Delhi, 2004 Vol. I & II.
6	National Bank for Agriculture and Rural Development (NABARD) (2016), Annual Report- 2015- 16, Mumbai.
8	Puri. K.E., Social System in Rural India

**B.A THIRD SEMESTER –RURAL DEVELOPMENT****DISCIPLINE SPECIFIC COURSE(DSC)****TITLE OF THE COURSE: RURAL DEVELOPMENT PROGRAMMES FOR SOCIAL AND PHYSICAL INFRASTRUCTURE****COURSE CODE: RDCT 202****3 hours per week: Total: 42 hours****COURSE OUTCOMES:**

**Course Outcomes (COs):** After the successful completion of the course, the student will be able to:

CO1. Understand introductory economic concepts.

CO2. Recognize basic supply and demand analysis.

CO3. Recognize the structure and the role of costs in the economy.

CO4. Describe, using graphs, the various market models: perfect competition, monopoly, monopolistic competition, and oligopoly.

CO5. Explain how equilibrium is achieved in the various market models.

CO6. Identify problem areas in the economy, and possible solutions, using the analytical tools developed in the course.

**Learning Objectives:**

- To understand the basic knowledge of Social Infrastructure in Indian rural economy.
- To understand the Physical Infrastructure of rural economy in India.
- To Understand the functions of Government agencies for Social Infrastructure and Physical Infrastructure development

**Learning Outcomes:**

- Students able to understand the Rural Social Infrastructure
- Students able to evaluated the measures of Physical Infrastructure in Indian rural economy
- Students able to assess the importance of various development process of Social Infrastructure and Physical Infrastructure development

**COURSE CONTENTS (42 Hours)**

	<b>UNIT-1 -14 Hours</b>
<b>Chapter 1</b>	Family and Child Welfare Programmes; Maternal, Immunization, Nutrition, Family Planning, Prevention of HIV/AIDS.
<b>Chapter 2</b>	Total Rural Sanitation Programme – provisions; Swach Bharat Mission <b>Practicum:</b> Group discussion and field survey and report writing related

	to Family and Child Welfare Programmes in Taluk level Visited to anganavadi and PHCs
	<b>UNIT-II</b>
<b>Chapter 3</b>	National Health Mission – History, Implementation, Provisions, Health care institutions in rural areas: PHCs, CHCs, AYUSH
<b>Chapter 4</b>	Social Security Schemes- Old age pension, Widow pension, Maternity aid to pregnant women, Aam Admi Bhima Yojana <b>Practicum:</b> Group discussion and field survey and report writing related to National Health Mission & AYUSH Scheme in Taluk level Visited to PHCs
	<b>UNIT-III</b>
<b>Chapter 5</b>	Rural Infrastructure Development Programmes: Rural Electrification, Rural Transport, Pradhan Mantri Gram Sadak Yojana (PMGSY), Provision of Urban Amenities in Rural Areas (PURA), National Solar Mission
<b>Chapter 6</b>	Role of Information and Communication Technology in rural development, Rural Housing schemes, Rural Water supply schemes <b>Practicum:</b> Group discussion and field survey and report writing related to National solar Mission & PURA Scheme in Taluk level Visited to MESCOM

**Pedagogy:** Classroom lecture, tutorials, Problem solving exercise

References	
1	Verma S.B; Singh R.D; Jiloka S. K: Rural Poverty Alleviation & Employment Deep & Deep Publications Pvt. Ltd. New Delhi 2006
2	Singh Katar: Rural Development, Sage Publication. New Delhi 2009
3	Desai Vasant. Rural Development in India, Himalaya Pulishing House Mumbai 2012.
4	Lalitha N. Rural Development in India Emerging Issues and Trends. Dominant Publishers, New Delhi 2004.
5	Vasant Desai, Rural Development in India, Himalaya Publishing House, Mumbai - 2012
6	National Bank for Agriculture and Rural Development (NABARD) (2016), AnnualReport-2015- 16, Mumbai.
8	Puri. K.E., Social System in Rural India

**B.A THIRD SEMESTER –RURAL DEVELOPMENT****OPEN ELECTIVE COURSE (OEC)****TITLE OF THE COURSE: COMMUNICATION FOR RURAL DEVELOPMENT****COURSE CODE: RDOE 201****3 hours per week: Total: 42 hours****COURSE OUTCOMES:**

**Course Outcomes (COs):** After the successful completion of the course, the student will be able to:

CO1. Understand introductory economic concepts.

CO2. Recognize basic supply and demand analysis.

CO3. Recognize the structure and the role of costs in the economy.

CO4. Describe, using graphs, the various market models: perfect competition, monopoly, monopolistic competition, and oligopoly.

CO5. Explain how equilibrium is achieved in the various market models.

CO6. Identify problem areas in the economy, and possible solutions, using the analytical tools developed in the course.

**Learning Objectives:**

- To understand the basic knowledge of communication for rural development.
- To understand the Elements of Communication for rural people
- To Understand the principles of Effective Communication strategy

**Learning Outcomes:**

- Students able to understand the knowledge of communication for rural development
- Students able to evaluated the communication methods in Indian rural society
- Students able to assess the importance of various mass communication & Digital media

**COURSE CONTENTS (42 Hours)**

	<b>UNIT-1      -14 Hours</b>
<b>Chapter 1</b>	Communication: Concept, functions of Communication; Formal and informal communication Verbal and Non-verbal Communication
<b>Chapter 2</b>	Understanding Human Communication: Elements of Communication; Models of Communication Barriers to Communication; Inter- personal



	communication – Feedback and Control- Effects of feedback in communication. <b>Practicum:</b> Group discussion and literature reviews/ survey and report writing related to Rural Communication medias
	<b>UNIT-II</b>
<b>Chapter 3</b>	Effective Communication - Principles of effective communication: Empathy, Persuasion, Perception, Listening
<b>Chapter 4</b>	Presentation skills, Skills for facing an interview, Public speaking skills, Group Discussion <b>Practicum:</b> Group discussion and field/ survey and report writing related to Rural Communication aid
	<b>UNIT-III</b>
<b>Chapter 5</b>	Communication for social change - Audio-Visual Aids- concept and classification Radio, TV and films for mass communication, Digital media for communication, Public meetings
<b>Chapter 6</b>	Emotional Intelligence – Components, Assertiveness in Communication <b>Practicum:</b> Group discussion and literature field/ survey and report writing related to Public Speaking and event organizations

**Pedagogy:** Classroom lecture, tutorials, Problem solving exercise

References	
1	Barker, L. (1990). "Communication", New Jersey: Prentice Hall, Inc;
2	Devito, J. (1998) Human Communication. New York: Harper & Row.
3	Patri and Patri (2002); Essentials of Communication. Greenspan Publications
4	Lalitha N. Rural Development in India Emerging Issues and Trends. Dominant Publishers, New Delhi 2004.
5	Vasant Desai, Rural Development in India, Himalaya Publishing House, Mumbai - 2012

**B.A FOURTH SEMESTER –RURAL DEVELOPMENT**  
**DISCIPLINE SPECIFIC COURSE (DSC)**  
**TITLE OF THE COURSE: INSTITUTIONS FOR RURAL DEVELOPMENT**

**COURSE CODE: RDCT 251**

**3 hours per week: Total: 42 hours**

**COURSE OUTCOMES:**

**Course Outcomes (COs):** After the successful completion of the course, the student will be able to:

CO1. Understand introductory economic concepts.

CO2. Recognize basic supply and demand analysis.

CO3. Recognize the structure and the role of costs in the economy.

CO4. Describe, using graphs, the various market models: perfect competition, monopoly, monopolistic competition, and oligopoly.

CO5. Explain how equilibrium is achieved in the various market models.

CO6. Identify problem areas in the economy, and possible solutions, using the analytical tools developed in the course.

Learning Objectives:

- To understand the basic knowledge of Panchyat raj Institution for rural development.
- To understand the Elements of Educational Institutions for rural people
- To Understand the Policy and service of rural health care service in Indian rural economy

Learning Outcomes:

- Students able to understand the knowledge of rural development activities of Grama panchayath
- Students able to evaluated the awareness and training in Indian rural society
- Students able to assess the importance of various rural health care service in Indian economy

**COURSE CONTENTS (42 Hours)**

	<b>UNIT-1      -14 Hours</b>
<b>Chapter 1</b>	Panchyat raj Institution: Structure and Functions, Resources, Significance of Gram sabha
<b>Chapter 2</b>	Educational Institutions – Anganwadi, Primary schools, Higher education in rural areas, Technical education in rural areas Adult Education, RTE <b>Practicum:</b> Group discussion and literature field/ survey and report writing

	related to village panchayath and schools
	<b>UNIT-II</b>
<b>Chapter 3</b>	Health care institutions in rural areas: Primary Health Centres (PHCs), Community Health Centres (CHCs), AYUSH centres – structure and functions of these centres
<b>Chapter 4</b>	Non- Governmental Organization(NGOs,) – Types, advantages and limitations; Community Based Organizations ( CBOs) – Types <b>Practicum:</b> Group discussion and literature field/ survey and report writing related to PHCs
	<b>UNIT-III</b>
<b>Chapter 5</b>	Agricultural Universities, custom hiring centre, CAPART, DRDA
<b>Chapter 6</b>	Self-employment Training institutions: RUDSETI, R-SETI <b>Practicum:</b> Group discussion and literature field/ survey and report writing related to RUDSETI,SIRI

**Pedagogy:** Classroom lecture, tutorials, Problem solving exercise

References	
1	Datt Ruddar, P.M.S. Sundaram: Indian Economy, S. Chand & Company Ltd. New Delhi. 2004
2	Agaarwal A. N: Indian Economy, Himalaya Publication. New Delhi 2003
3	Misra S.K., Puri V.K.: Indian Economy, Vishwa Prakashan. New Delhi 2003.
4	Dhingra C. Ishwara: The Indian Economy, Environment & Policy, SultanChand & Sons. New Delhi 2004
5	Verma S.B; Singh R.D; Jiloka S. K: Rural Poverty Alleviation & Employment- Deep & Deep Publications Pvt. Ltd. New Delhi 2006
6	Singh Katar: Rural Development, Sage Publication. New Delhi 2009

**B.A FOURTH SEMESTER –RURAL DEVELOPMENT**  
**DISCIPLINE SPECIFIC COURSE(DSC)**  
**TITLE OF THE COURSE: FINANCIAL INSTITUTIONS FOR RURAL DEVELOPMENT**

**COURSE CODE: RDCT 252**

**3 hours per week: Total: 42 hours**

**COURSE OUTCOMES:**

**Course Outcomes (COs):** After the successful completion of the course, the student will be able to:

CO1. Understand introductory economic concepts.

CO2. Recognize basic supply and demand analysis.

CO3. Recognize the structure and the role of costs in the economy.

CO4. Describe, using graphs, the various market models: perfect competition, monopoly, monopolistic competition, and oligopoly.

CO5. Explain how equilibrium is achieved in the various market models.

CO6. Identify problem areas in the economy, and possible solutions, using the analytical tools developed in the course.

Learning Objectives:

- To understand the basic knowledge of Financial Institutions for Rural Development.
- To understand the Concepts, Models, structure of SHGs
- To Understand Concepts, history, Importance of Micro-finance in India

Learning Outcomes:

- Students able to understand the Functions and policy of Financial Institutions in rural economy.
- Students able to evaluated the benefits of SHGs and Micro finance activities to rural people.
- Students able to assess the importance of Financial Institutions in Indian economy

**COURSE CONTENTS (42 Hours)**

	<b>UNIT-1      -14 Hours</b>
<b>Chapter 1</b>	NABARD, Co-operative Societies, Structure. Functions;
<b>Chapter 2</b>	SHGS : Concepts, Models, structure. stages, significance, Promotion and Management of SHGs  <b>Practicum:</b> Group discussion and literature field/ survey and report writing related to SIRI and Rural Industries

	<b>UNIT-II</b>
<b>Chapter 3</b>	Micro-finance Concepts, history, Importance, Micro finance institutions in India – Achievements and Challenges
<b>Chapter 4</b>	Role of Micro finance in poverty reduction and women empowerment <b>Practicum:</b> Group discussion and literature field/ survey and report writing related to SIRI and Rural Industries
	<b>UNIT-III</b>
<b>Chapter 5</b>	Rural financial initiatives in India: Jan Dhan Yojana, Atal Pension Yojana, PM Fasal Bhima Yojana , Kisan Credit Card.
<b>Chapter 6</b>	Institutions for rural finance – RRBs, Commercial banks, Cooperative credit societies <b>Practicum:</b> Group discussion and literature field/ survey and report writing related to financial institutions and Services (MFIs,SHGs)

**Pedagogy:** Classroom lecture, tutorials, Problem solving exercise

References	
1	Verma S.B; Singh R.D; Jiloka S. K: Rural Poverty Alleviation & EmploymentDeep & Deep Publications Pvt. Ltd. New Delhi 2006
2	Singh Katar: Rural Development, Sage Publication. New Delhi 2009
3	Desai Vasant. Rural Development in India, Himalaya Publishing House Mumbai2012.
4	Lalitha N. Rural Development in India Emerging Issues and Trends. Dominant Publishers New Delhi, 2004