



NAAC 'A⁺⁺' Grade with CGPA 3.52 (2021)

SHIVAJI UNIVERSITY, KOLHAPUR
**YASHAWANTRAO CHAVAN SCHOOL OF RURAL
DEVELOPMENT**



SYLLABUS
MASTER OF RURAL STUDIES
Part II (Semester III and IV)

Choice Based Credit System (CBCS)
(Introduced from October-2021 onwards)

Choice Based Credit System – (CBCS) (Introduced from October 2021 and Onwards)

To be implemented from the academic year 2021-2022 onward

1. TITLE: Master of Rural Studies

2. YEAR OF IMPLEMENTATION:-

Under the YCSR, a new syllabus on **Master of Rural Studies, (Part –II Semester III & IV)** is implemented from, the academic year 2021-22 onwards in the Shivaji University, Kolhapur.

3. PREAMBLE:

Rural development needs an integration of all areas of knowledge. It needs multi-disciplinary approach towards the rural development ideology. The school is committed to empower the youth for rural development by catering to the needs of the rural development. It will integrate all local institutions, industries and organizations in the vicinity for the universal coordination of knowledge for overall rural development.

The school is established in the Shivaji University campus as one of the autonomous (proposed phase) schools for conducting academic, research, training and extension activities associated with the rural development and rural management. It is a multi-disciplinary school covering all disciplines of science, technology, social sciences, agricultural sciences, trade and managerial subjects.

4. GENERAL OBJECTIVES OF THE PROGRAMME :

• Program Outcomes

After successful completion of this Academic Programme students will be able to:

1. Critically understand the social system, ideologies, methodologies, and rural development in various settings, along with values, ethical principles, and evidence-based practices of rural development.
2. To strengthen the theoretical understanding, expand knowledge-base, inculcate relevant values, attitudes and skills required for rural development through the theory and practical component of the Academic Programme.
3. Develop interdisciplinary and specialized professional outlook, upheld the dignity and esteem of the rural development and achieve self-actualization.
4. Employ participatory, action and evidence-based practices in the field settings.
5. Engage the system through collective action and demand-driven approach to ensure social justice and equity to the marginalized, vulnerable and weaker- sections of society.
6. Understand and design effective strategies to evaluate and monitor progress over time in development and change action that are appropriate for specific interventions and for various target groups.

7. To acquire skills to work in rural industries, State and Central Government Departments, rural development sponsored research and action - oriented projects undertaken by National and International Agencies.

- **Program Specific Outcomes:**

1. Apply different scientific tools and techniques of statistics and computer for research.
2. Develop, Analyze and evaluate village development plan for sustainable rural development.
3. Ability to design and manage rural enterprises using different tools, techniques and models for strategic business development.
4. Develop professional entrepreneurs in co-operative sector, agriculture and allied sector.
5. Independently identify, analyze and assess complex phenomena and issues in the fields of rural development and livelihood by applying their knowledge, perspective and problem-solving abilities.

5. DURATION

- The course shall be a Post-Graduate Full Time Course
- The duration of course shall be of **Two** years /**Four** Semesters.

6. PATTERN:

The pattern of examination will be Semester with Credit and Continuous Internal Evaluation (CIE).

7. ELIGIBILITY FOR ADMISSION AND ADMISSION PROCESS:

a) Eligibility:

Candidates, who have passed any Bachelor's degree [10+2+3] of any statutory University recognized equivalent thereto, must have obtained minimum aggregate 50 percent marks (for reserved categories minimum 45 per cent marks).

b) Admission process:

The merit list will be prepared on the basis of Bachelor's Degree level performance along with government reservation norms. A final merit list of all the students shall be notified on the Shivaji University Website before the actual admission rounds. The information relating to all the admission rounds shall be notified on the Shivaji University Website.

8. Admission Committee:

The composition for Admission Committee to the **Master of Rural Studies** will be as under:

1. Director, YCSR, Chairman.
2. Coordinator of **Master of Rural Studies** Course.
3. One Senior Professor in the **Master of Rural Studies** Course.
4. One Senior Associate Professor in the **Master of Rural Studies** Course.
5. One Assistant Professor from Backward Community.

It will be the final authority.

9. Merit list for admission rounds:

Merit list will be prepared on the basis of aggregate marks obtained by the candidate in the Bachelor's degree. In case there are two or more candidates with the equal marks in the Bachelor's degree examination (qualifying examination) then the marks obtained by the students in the subjects excluding English and other language shall be considered. Even after this, if the students continued to obtain the same merits/ marks, the marks scored in the English language shall be considered. If the tie continues, then considering the age of student from date of birth elder student will be considered.

10. Reservation :

Intake Capacity of Master of Rural Studies programme and Reservation quota for admission will be as per the rules of the State Government of Maharashtra and Shivaji University, Kolhapur

11. MEDIUM OF INSTRUCTION:

The medium of instruction shall be in English.

12. STRUCTURE OF MASTER OF RURAL STUDIES COURSE AND SCHEME OF EXAMINATION

Master of Rural Studies Part- I, Semester-I

	Sr. No.	Course Code	Course Title	Teaching Scheme			Examination Scheme					
				Theory and Practical			University Assessment			Internal Assessment		
				Lectures (Per Week)	Hours	Credit	Maximum Marks	Minimum Marks	Exam Hours	Maximum Marks	Minimum Marks	Exam Hours
CGPA	1	CC-1.1	Fundamentals of Rural Development	04	04	04	80	32	03	20	08	01
	2	CC-1.2	Microeconomic Analysis	04	04	04	80	32	03	20	08	01
	3	CC- 1.3	Quantitative Techniques for Rural Studies	04	04	04	80	32	03	20	08	01
	4	CC -1.4	Cooperatives and Rural Development	04	04	04	80	32	03	20	08	01
	5	CC- 1.5	Indian Rural Livelihoods	04	04	04	80	32	03	20	08	01
	6	OEC-1.6	Introduction to Accounting	04	04	04	80	32	03	20	08	01
	7	CCPR-1.7	Extension and Field Visit – I (Exposure Visits)	04	04	04	-	-	-	100	40	-
Total												
Non-CGPA	AEC-1.8	Logical Reasoning and Analytical Ability	02	02	02	50	20	01	--	--	--	

CC- Core Course

CCPR- Core Course Practical

DSE- Discipline Specific Elective

AEC- Ability Enhancement Course

OEC- Open Elective Course

SEC- Skill enhancement Course

Master of Rural Studies Part- I, Semester-II

	Sr. No.	Course Code	Course Title	Teaching Scheme			Examination Scheme					
				Theory and Practical			University Assessment			Internal Assessment		
				Lectures (Per Week)	Hours	Credit	Maximum Marks	Minimum Marks	Exam Hours	Maximum Marks	Minimum Marks	Exam Hours
CGPA	1	CC-2.1	Macroeconomic Analysis	04	04	04	80	32	03	20	08	01
	2	CC-2.2	Research Methodology for Rural Studies	04	04	04	80	32	03	20	08	01
	3	CC- 2.3	Public Budget and Budgetary Process	04	04	04	80	32	03	20	08	01
	4	CC -2.4	Economy of Maharashtra	04	04	04	80	32	03	20	08	01
	5	CC- 2.5	Rural Development Programmes and Policies	04	04	04	80	32	03	20	08	01
	6	OEC-2.6	Role of Information Technology in Rural studies and Development	04	04	04	80	32	03	20	08	01
	7	CCPR-2.7	Extension and Field Visit – II (Village Study)	04	04	04	-	-	-	100	40	-
Total												
Non-CGPA		SEC-2.8	Communication Skills	02	02	02	50	20	01	--	--	--

CC- Core Course

CCPR- Core Course Practical

DSE- Discipline Specific Elective

AEC- Ability Enhancement Course

OEC- Open Elective Course

SEC- Skill enhancement Course

Master of Rural Studies Part- I, Semester - III

	Sr. No.	Course Code	Course Title	Teaching Scheme			Examination Scheme					
				Theory and Practical			University Assessment			Internal Assessment		
				Lectures (Per Week)	Hours	Credit	Maximum Marks	Minimum Marks	Exam Hours	Maximum Marks	Minimum Marks	Exam Hours
CGPA	1	CC-3.1	Rural Administration	04	04	04	80	32	03	20	08	01
	2	CC-3.2	Banking and Rural Finance	04	04	04	80	32	03	20	08	01
	3	CC- 3.3	Microfinance	04	04	04	80	32	03	20	08	01
	4	OEC -3.4	Entrepreneurship Development	04	04	04	80	32	03	20	08	01
	5	DSE- 3.5	Agribusiness and FPOs	04	04	04	80	32	03	20	08	01
	6	DSE- 3.6	Agriculture and Rural Development	04	04	04	80	32	03	20	08	01
	7	DSE- 3.7	Agro-processing and Allied Industries	04	04	04	80	32	03	20	08	01
	8	DSE- 3.8	Rural Project Management	04	04	04	80	32	03	20	08	01
	9	DSE- 3.9	Natural Resource Economics	04	04	04	80	32	03	20	08	01
	10	CCPR - 3.10	Extension and Field Visit – III (Case Study)	04	04	04	-	-	-	100	40	-
Total												
Non-CGPA	AEC-3.11	Writing Case Studies	02	02	02	50	20	01	--	--	--	
	OEC-3.12	Financial Literacy	02	02	02	50	20	01	--	--	--	
	OR											
	EC- (SWM MOOC)	SWAYAM Course	Number of lectures and credit shall be as specified on SWAYAM-MOOC or as specified on OE									

CC- Core Course,

DSE- Discipline Specific Elective,

OEC- Open Elective Course EC- Elective Course

CCPR- Core Course Practical

AEC- Ability Enhancement Course

SEC- Skill enhancement Course

Note: A student can choose any **TWO** electives (DSEs) from DSE- 3.5, DSE- 3.6, DSE- 3.7, DSE- 3.8 and DSE- 3.9

Master of Rural Studies Part- I, Semester - IV

	Sr. No.	Course Code	Course Title	Teaching Scheme			Examination Scheme					
				Theory and Practical			University Assessment			Internal Assessment		
				Lectures (Per Week)	Hours	Credit	Maximum Marks	Minimum Marks	Exam Hours	Maximum Marks	Minimum Marks	Exam Hours
CGPA	1	CC 4.1	Environment and Sustainable Development	04	04	04	80	32	03	20	08	01
	2	CC 4.2	NGO Management and CSR	04	04	04	80	32	03	20	08	01
	3	CC 4.3	Global Business Environment	04	04	04	80	32	03	20	08	01
	4	OEC 4.4	Tourism for Rural Development	04	04	04	80	32	03	20	08	01
	5	DSE 4.5	Rural Marketing	04	04	04	80	32	03	20	08	01
	6	DSE 4.6	Rural Innovations and Startup	04	04	04	80	32	03	20	08	01
	7	DSE 4.7	Rural Insurance	04	04	04	80	32	03	20	08	01
	8	DSE 4.8	Gender Issues in Rural Development	04	04	04	80	32	03	20	08	01
	9	DSE 4.9	Financial Markets and Institutions	04	04	04	80	32	03	20	08	01
	10	CCPR 4.10	Project Report and Viva Voce – IV	04	04	12	50	20	-	300	100	-
Total												
Non-CGPA	SEC- 4.11		Soft Skills and Personality Development	02	02	02	50	20	01	--	--	--
	GE-4.12		Science and Technology for Rural Development	02	02	02	50	20	01	--	--	--

CC- Core Course,

DSE- Discipline Specific Elective,

OEC- Open Elective Course

GE- Generic Elective

CCPR- Core Course Practical

AEC- Ability Enhancement Course

SEC- Skill enhancement Course

Note: A student can choose any **TWO electives (DSEs)** from DSE- 4.5, DSE- 4.6, DSE- 4.7, DSE- 4.8 and DSE- 4.9

13. SCHEME OF EXAMINATION SEMESTER WITH CIE AND CREDIT SYSTEM

1. NUMBER OF THEORY PAPERS AND PRACTICAL PAPERS:

- The Entire Master of Rural Studies shall have 24 theory papers each carrying 100 marks, Extension and Field Visit – I, Extension and Field Visit – II, Extension and Field Visit – III each carrying 100 marks and Project Report and Viva Voce of 300 marks.
- The entire Master of Rural Studies examination shall be of 3000 total marks.
- Each paper carries 4 credits totaling $30 \times 4 = 120$ credits.

2. SEMESTER EXAMINATION:

The system of examination would be Semester with credit system and Continuous Internal Evaluation (CIE). The examination shall be conducted at the end of each semester.

3. CIE COMPONENT:

There shall be a written test/ seminar / assignment / case study / mini project / industrial visit/Field Visit report/Quiz/Group Discussion etc. for each theory paper in each semester. The total CIE Component carries 20 Marks for each theory paper. However, this condition is not applicable to Paper CCPR-1.7, CCPR-2.7, CCPR-3.7 and CCPR-4.7, AEC-1.8, SEC-2.8, AEC-3.11, EC- (SWM MOOC), OEC-4.12, SEC- 4.11, SEC- 4.11, SEC- 4.12.

4. CIE - Re-examination:

If, due to any unforeseen or unpredictable event, any of the students fails to appear for the CIE examination, or fails in the CIE, the re-CIE examination for such students can be held during the same Semester.

5. SEMESTER-Re-Examination:

In case candidates fail in any of the papers in any semester examination, they can appear for the re-examination in the subsequent semester.

6. The ATKT rules framed by the University apply to the course.

14. Standard of Passing:

- 1) To pass, 40% marks in theory paper, CIE and project are required.
- 2) In every paper a candidate should obtain a minimum of 40% of total marks i.e. 32 marks out of 80 marks.
- 3) For every CIE component, a candidate should obtain a minimum of 40% of the total marks, i.e. 08 out of 20 marks.
- 4) A candidate must obtain minimum marks as mentioned above in both the Heads of Passing. In other words, he/she must pass in both the Semester examination as well as CIE examination.
- 5) The other details regarding standard of passing, credits, Grade-points and Grades have been given under Credit System.
- 6) For Extension and Field Visit- I, Extension and Field Visit- II, Extension and Field Visit- III, a candidate should obtain a minimum of 40% in report, i.e. Minimum 32 marks out of 80 marks and minimum 08 marks out of 20 marks in Viva Voce.

- 7) For Project Report and Viva Voce – IV, a candidate should obtain a minimum of 40% for Project Report (dissertation), i.e. Minimum 100 marks out of 250 marks in Project Report (dissertation) and minimum 20 marks out of 50 marks in Viva Voce.

15. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:-

Instructions to the candidates-

- 1) *Q. No. 1 and 5 are compulsory.*
- 2) *Attempt any two questions from Q. No. 2, 3 and 4.*
- 3) *Figures to the right indicate marks.*

Q.1: Descriptive Questions / Case Study	- 20 marks
Q.2: A) Long answer type question	- 10 marks
B) Long answer type question	- 10 marks
Q.3: A) Long answer type question	- 10 marks
B) Long answer type question	- 10 marks
Q.4: A) Long answer type question	- 10 marks
B) Long answer type question	- 10 marks
Q.5: Write short notes (any four out of five /six)	- 20 marks

For Paper AEC-1.8, SEC-2.8, AEC-3.11, EC-(SWM MOOC), OEC-4.12, SEC- 4.11, SEC-4.11, SEC- 4.12, the conduct of examinations, assessments and results shall be as set by YCSR, Shivaji University.

16. CREDIT SYSTEM:

As per the Shivaji University rules and regulations.

CC- 3.1: Rural Administration

Course Outcomes:

After completion of this course student will be able to;

- 1) Understand about the nature, scope, features, principles and importance of Development administration
- 2) Know the good governance and its importance in rural development.
- 3) Understand the decentralized administration and its amendments.
- 4) Explain different kinds of rural development institutions and its administration

CC- 3.1: Rural Administration		
Marks 100 : 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Development Administration: 1.1: Meaning, Definition, Nature, Scope, Features, Principles and Importance- Public Administration. 1.2: Difference between Traditional Administration and Development Administration. 1.3: Administration for Rural development in India. 1.4: Early Approaches and Contemporary Approaches of Development Administration. 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	Good Governance: 2.1: Concept and Criteria of Good Administration 2.2: Structure and features of e-governance 2.3: e-governance in the rural development sector; 2.4: Accountability and Transparency in Administration 2.5: Right to Information, Citizen's Charter	15 Hours
Unit 3:	Local Administration: 3.1: Panchayat Raj Institutions and Decentralization- Structure, Principles and functions of PRI's. 3.2: Functions of Gram Sabha: GPDP. 3.3: 73 rd and 74 th Constitutional Amendments. 3.4: Role of PRIs in Rural Development, Progress of PRIs in India 3.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 4:	Rural Development Institutions and Administration: 4.1: National Institute of Rural Development and Panchayat Raj (NIRD & PR) 4.2: National Agricultural Bank for Rural Development (NABARD), 4.3: Administrative machinery at District level- District Rural Development Agency (DRDA).	15 Hours

4.4: District Planning Committee (DPC)	
4.5: Practical and Applications- Related Case Studies and Reports.	

References:

- 1) P.R.Dubhashi: Rural Development Administration –Bombay Popular (1980)
- 2) S.P.Verma and S.K.Sharma: Development Administration
- 3) Sharma and Malhotra: Integrated Rural Development
- 4) S.C.Jain: Community Development and Panchayat Raj
- 5) S.S.Tikhamalia :Rural Development and Social Change in India
- 6) Basu, Rumki, Public Administration: Concepts and Theories, Sterling Publishers Private Limited
- 7) Jagannadham, V., 1971, ‘Administration and the Citizen’ in Indian Journal of Public Administration
- 8) Khosla.J(1979): Crisis in India’s Development and Administration, Bangalore University Press.
- 9) Panandikar Pai, V.A & S.S Kshirsagar, Bureaucracy and Development Administration, Centre of Policy Research, New Delhi
- 10) Ray, Amal & Venkatsubbiah, Vanita, Studies in Rural Development and Administration, The Third World Press Pvt Ltd. Kolkata

CC- 3.2: Banking and Rural Finance

Course Outcomes:

After completion of this course student will be able to;

- 1) Analyze the New Trends in Banking.
- 2) Organize the awareness activities of Financial Literacy through NGOs in rural area.
- 3) Critically evaluate the credit by different agencies in rural area.
- 4) Compare the role agricultural credit and agricultural development.

CC- 3.2: Banking and Rural Finance		
Marks 100 : 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Introduction to Banking: 1.1: Bank: Functions, Credit Creation, Balance Sheet, Portfolio Management, Non-Performing Assets (NPAs). 1.2: New Trends in Banking: Investment banking, Personal Banking, E-Banking, Core Banking, Retail Banking, Green Banking. 1.3: Central Bank: Functions, Credit control policy. 1.4: Non-Banking Financial Intermediaries (NBFIs): Definition, Types and Growth in India. 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	Rural Economy: 2.1: Role of credit in rural development, Rural savings and capital formation, Characteristics and structure of rural credit – institutional and non-institutional. 2.2: Financial Literacy: Concept, Importance, Causes of financial illiteracy. 2.3: Rural Indebtedness: Extent, Causes, Consequences and measures. 2.4: Reports: All India rural credit survey, All India debt and investment survey. 2.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 3:	Rural Credit: 3.1: Commercial Banks: Agricultural Credit, Priority Sector lending: Targets and Sub-targets, Corporate Social Responsibility (CSR) and Rural Development. 3.2: Lead Bank Scheme, District Credit Plan, Service Area Approach, Differential rate of interest Approach. 3.3: Co-operative Banks: Rural Co-operatives Credit Structure, Functions Problems and remedies. 3.4: Regional Rural Banks: Objectives, Functions, Problems and remedies. Micro finance, Role of NABARD, Finance to Khadi	15 Hours

	and Village Industries Commission (KVIC). 3.5: Practical and Applications- Related Case Studies and Reports.	
Unit 4:	Agricultural Credit: 4.1: Overview of Financing to Agriculture sector in India. 4.2: Demand side and supply side of Agricultural Finance, Challenges in improving Agricultural Finance. 4.3: Crop loan, Agricultural Insurance, Kisan Credit Card, 4.4: Micro Units Development and Refinance Agency (MUDRA) 4.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
References:		
<ol style="list-style-type: none"> 1) Indian Institute of Banking and Finance (2007): Rural Banking. Macmillan Education, 2) Banking theory and practice- K.C. Shekhar and Lekshmy shekar (2009) Vikas Publishing house. 3) Durgadas Roy (2008): Rural Banking and Agricultural Finance in India. 4) K.Subramaniam and T.K. Velayudham, Banking reforms in India, Tata Mcgraw-Hill publishing Co. New Delhi. 5) Maehiraju H.R. (2002) Indian –Financial System Vikas Publishing House. 6) R.B.I Bulletin - Mumbai 7) R.B.I Report on currency and Finance R.B.I Trends and progress of Banking in India. 8) Rais Ahmed, Rural banking and economic development, Mittal publications, New Delhi. 9) Sen, S. N., central Banking in Underdeveloped Money Markets 10) Tushaar Shah, Catalyzing cooperation: design of self-governing organization, Sage publications. 11) Vasant Deswai (2003) Indian Himalaya Publishing House Mumbai. 12) Veerashekharappa, Institutional finance for rural development, Rawat publishing, Jaipur and Delhi. 		

CC- 3.3: Microfinance

Course Outcomes:

After completion of this course student will be able to;

- 1) Assess the need of microfinance.
- 2) Know the various models of microfinance.
- 3) Analyze the role of microfinance in rural development.
- 4) Examine the nature and extent of financial inclusion.

CC- 3.3: Microfinance		
Marks 100 : 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Introduction to Microfinance: 1.1: Microfinance: History, Meaning, Scope, Characteristics, Principles, Importance and Assumptions. 1.2: Microfinance Products and Services 1.3: Microfinance through SHGs: SHGs; Concept, Characteristics, Functions, Formation and Development, Meetings. 1.4: Capacity Building of SHGs and Financial Management in SHGs. 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	Financial Inclusion: 2.1: Introduction and Overview 2.2: Nature and Extent of Exclusion. 2.3: State intervention for Financial Inclusion in India. 2.4: Demand Side Causes and Solutions for Financial Inclusion. 2.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 3:	Microfinance Delivery Methodology: 3.1: Microfinance Models: SHGs-Bank Linkage, Joint Liability Groups, Grameen Bank Model, Microfinance Institutions, Banking Correspondent Models. 3.2: Credit and Social Ratings Agencies. 3.3: Impact Monitoring and Assessment of Microfinance in India. 3.4: Issues and Challenges of Microfinance in India. 3.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 4:	Role of Microfinance in Rural Development 4.1: Risks and Risk Mitigation in Microfinance: Credit, Operation, Market and Strategic Risks. 4.2: Role of Microfinance in rural development. 4.3: Recent Developments of Microfinance in India 4.4: The Microfinance Institutions (Development and Regulation) Bill, 2012: Highlights, Key Issues and Analysis. 4.5: Practical and Applications- Related Case Studies and Reports.	15 Hours

References:

- 1) Beatriz Armendáriz de Aghion, Beatriz Armendáriz, Jonathan Morduch, "The Economics of Microfinance" MIT Press, 2007
- 2) David Hulme, Thankom Arun, "Microfinance: A Reader" Routledge, 13-Jan-2009
- 3) <https://www.sidbi.in/files/Rangarajan-Committee-report-on-Financial-Inclusion.pdf>
- 4) http://planningcommission.nic.in/reports/genrep/pov_rep0707.pdf
- 5) Hulme, D. (2000). "Impact assessment methodologies for microfinance: Theory, experience and better practice." *World Development* 28(1): 79-98
- 6) Joanna Ledgerwood, "Transforming Microfinance Institutions: Providing Full Financial Services to the Poor", World Bank, 01-Jan-2006
- 7) Joanna Ledgerwood, Julie Earne, Candace Nelson, "The New Microfinance Handbook: A Financial Market System Perspective" World Bank Publications, 12-Feb-2013
- 8) Microfinance, V. Neelamegam, Vrinda Publication 2014
- 9) Morduch, J., (1999) "The role of subsidies in microfinance: evidence from the Grameen Bank," *Journal Of Development Economics* (60)1, pp. 229-248
- 10) Stuart, G. "Microfinance Sustainability and Public Value," In *Search of Public Value: Beyond Private Choice*, eds. John Bennington and Mark Moore, Palgrave MacMillan, Forthcoming

CC- 3.4: Entrepreneurship Development

Course Outcomes:

After completion of this course student will be able to;

- 1) Understand the concept of Entrepreneurship
- 2) Conceptual clarity of forms of business organization
- 3) Generate and evaluate their own ideas for Entrepreneurship
- 4) Do feasibility analysis of Entrepreneurial Project

CC- 3.4: Entrepreneurship Development		
Marks 100 : 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Introduction to Entrepreneurship: 1.1: Meaning and concept of entrepreneurship, role of entrepreneurship in economic development. 1.2: Agencies in entrepreneurship management and future of entrepreneurship types of entrepreneurs. 1.3: The skills/ traits required to be an entrepreneur, Creative and Design. 1.4: Thinking, the entrepreneurial decision process, skill gap analysis, and role models, mentors and support system, entrepreneurial success stories. 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	Forms of Business Organization: 2.1: Introduction to various form of business organization 2.2: Sole proprietorship, partnership 2.3: Corporations, Limited Liability company 2.4: Mission, vision and strategy formulation. 2.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 3:	Idea Generation & Evaluation: 3.1: Sources of business ideas, finding Business ideas, sources of data for ideation. 3.2: Opportunity recognition. Idea Evaluation 3.3: Design thinking for finding solutions, prototyping, idea evaluation, entrepreneurial Outlook, 3.4: Value proposition design, customer insight. 3.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 4:	Feasibility Analysis: 4.1: Product/Service Feasibility Analysis, 4.2: Industry & competition analysis, 4.3: environment analysis, 4.4: financial feasibility analysis 4.5: Practical and Applications- Related Case Studies and Reports.	15 Hours

References:

- 1) Ramachandran, Entrepreneurship Development, Mc Graw Hill
- 2) Katz, Entrepreneurship Small Business, Mc Graw Hill
- 3) Byrd Megginson,,Small Business Management An Entrepreneur's Guidebook 7th ed, McGrawHill
- 4) Fayolle A (2007) Entrepreneurship and new value creation. Cambridge, Cambridge University Press
- 5) Hougard S. (2005) The business idea. Berlin, Springer
- 6) Lowe R & S Mariott (2006) Enterprise: Entrepreneurship & Innovation. Burlington, Butterworth Heinemann
- 7) Butterworth Heinemann
- 8) Léo-Paul Dana ,World Encyclopedia of Entrepreneurship, , Edward Elgar

DSE-3.5: Agribusiness and FPOs

Course Outcomes:

After completion of this course student will be able to;

1. Understand the basic principles of agri- business management.
2. Inculcate the skills necessary for agri-business management.
3. Understand the formation and financing of the Farmer Producer Organization.
4. Examine the existing FPOs and their issues & challenges.
- 5.

DSE- 3.5: Agribusiness and FPOs		
Marks 100: 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Introduction To Agri-Business 1.1: Agri Business: Concept- Nature, Scope and Importance 1.2: Types of Agribusiness Sector, Difference between farm and non-farm sectors 1.3: Structure of Agribusiness: Linkages among Sub-sectors of the Agribusiness sector 1.4: Agribusiness Management – Meaning, Nature, Scope and Functions. Components of Agribusiness Management, Agribusiness Input and Output Services. 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	Agricultural Marketing 2.1: Agricultural Marketing: Concepts, Scope, Importance & Structure. Marketing Functions: Grading, Storage, and Transport, Packaging, Value Addition in Agriculture Products. ITC e-Choupal. 2.2: Marketing Institutions in Agribusiness: Commodity Boards, Directorate of Marketing and Inspection, Export Agencies, APEDA, MNC's. 2.3: Planning and Organizing Business, IT in Agribusiness 2.4: The Value of Farm Products: Farm Prices- Quality & Price, Cost of Production- Fixed and Variable Costs. 2.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 3:	Farmers Producer Organization 3.1: Farmers Producer Organization (FPO): Concepts, Scope, Role & Importance. 3.2: National and State policies for the promotion of FPO: Scope and Coverage, Role of Central Government Institutions, Role of State Government, Policy for Maharashtra 3.3: Sources of Finance for FPOs: NABARD, NABKISAN, Producers Organization Development Funds (PODF), Other sources 3.4: Schemes for FPOs: Venture Capital Assistance Scheme, Venture Capital Assistance Scheme, Rastriya Krishi Vikas Yojana-	15 Hours

	<p>RAFTAAR, Re-vamped National Food Security Mission (NSFM), eNAM – National Agriculture Market Scheme</p> <p>3.5: Practical and Applications- Related Case Studies and Reports.</p>	
Unit 4:	<p>Policy and Process for FPOs</p> <p>4.1: Farmer Producer Company: Concept, Legal Procedure, formation, Issues and Challenges</p> <p>4.2: National Policy for the promotion of FPOs: Support for Promotion of FPOs, Role of Central and State Government Institutions in Supporting FPOs</p> <p>4.3: Process Guidelines for Promotion of Farmer Producer Organizations (FPOs), Capacity Building of Members of FPOs/FPCs</p> <p>4.4: Success stories of Farmer Producer Companies. Business plan of an FPO: Business Modules and components, Identifying the potential business, Basics of Risk taking and solutions</p> <p>4.5: Practical and Applications- Related Case Studies and Reports.</p>	
<p>References:</p> <ol style="list-style-type: none"> 1) Bhave S.W.’ “Agri-Business management in India” 2) Broadway Ac and’ A..A. Broadway Text book of Agribusiness Management 3) C.B. Mamoria’ “Problems of Agriculture in India. Himalaya publishing House Mumbai, Delhi. 4) http://sfacindia.com/FPOS.aspx 5) https://agritech.tnau.ac.in/farm_association/pdf/FPO%20Policy.pdf 6) https://enam.gov.in/web/stakeholders-Involved/fpos 7) https://pib.gov.in/Pressreleaseshare.aspx?PRID=1696547 8) https://www.manage.gov.in/publications/edigest/jun2018.pdf 9) https://www.nafpo.in/ 10) M.Upton & B.O. Anlloio – “Farming as a Business ” Oxford University Press, New York. 11) Meena R.K. & J.S. Yadav’ “Horticulture marketing & Post harvest management” Pointer publications Jaypur- 2001 12) R.N.Soni’ “Leading issues in Agricultural Economics” 13) S.K. Misra’ V.K. Puri “Indian Economy” Himalaya publishing House Mumbai. 14) S.S. Achary’ N.L. Agarwal “Agricultural Marketing in India. 15) Sadhu & Singh’ “Fundamentals of agricultural Economics” 16) Smita Diwase’ “Agi-Business Management” Everest Publishing House Pune 17) Thorats Sirohis’ “State of Indian farmer” A millennium study Rural Infrastructure Academic Foundation, New Delhi. 		

DSE-3.6: Agriculture and Rural Development

Course Outcomes:

After completion of this course student will be able to;

- 1) Understand and analyze Indian Agronomy.
- 2) Know agricultural resources, management and its efficiency.
- 3) Understand importance of agricultural allied activities.
- 4) Establish relation in social, economic, political and natural factors and rural development

DSE-3.6: Agriculture and Rural Development		
Marks 100 : 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Agronomy: 1.1: Agriculture: definition, meaning and its branches, meaning and scope of agronomy 1.2: Cropping; Classification of field crops, Factors affecting on crop production, Agro Climatic Zones; Cropping Systems and its types 1.3: Dry land agriculture; Problems and remedies 1.4: Meteorology: weather parameters, crop-weather advisory; Precision Farming, System of Crop Intensification 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	Agricultural Resource Management 2.1: Soil and Water Conservation: Major soil types, soil fertility, soil erosion, soil conservation 2.2: Water Resource; types of irrigation, sources of irrigation, crop-water requirement, command area development, water conservation techniques, 2.3: Farm and Agri Engineering: Farm Machinery and Power, Sources of power on the farm 2.4: Storages; Controlled and modified storage, perishable food storage, godowns, bins and grain silos 2.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 3:	Agricultural Allied Activities 3.1: Plantation & Horticulture: meaning and its branches, production technology of various plantation and horticulture crops, value and supply chain management. Post-harvest Management. 3.2: Animal Husbandry: Farm animals and their role in Indian economy, Animal husbandry methods in India, Concept of mixed farming and its relevance. 3.3: Fisheries: Fisheries resources, Aquaculture- Inland and marine, Importance of fisheries in India. 3.4: Forestry Principles of silviculture, forest mensuration, forest	15 Hours

	<p>management and forest economics. Concepts of social forestry, agroforestry, joint forest management. Role of Krishi Vigyan Kendra's (KVK) in the dissemination of Agricultural technologies</p> <p>3.5: Practical and Applications- Related Case Studies and Reports.</p>	
Unit 4:	<p>Rural Development</p> <p>4.1: Importance and role of the rural sector in India- Economic, Social and Demographic Characteristics of the Indian rural economy, causes of rural backwardness.</p> <p>4.2: Rural population in India; Occupational structure, Trends of change in rural population and rural work force; problems and conditions of rural labour</p> <p>4.3: Panchayati Raj Institutions – Functions and Working</p> <p>4.4: PURA and other rural development programmes; MGNREGA, NRLM – Aajeevika, Rural Drinking water Programmes, Swachh Bharat.</p> <p>4.5: Practical and Applications- Related Case Studies and Reports.</p>	15 Hours
<p>References:</p> <ol style="list-style-type: none"> 1) ACHARYA, S.S. 2004. Agricultural Marketing, State of the Indian Farmer, a Millennium Study. Academic Foundation, New Delhi. 2) ALAGH, Y.K. 2004. State of the Indian Farmer, a Millennium Study — an Overview. Academic Foundation, New Delhi. 3) CHAWLA, N.K., M.P.G. KURUP and V. P. SHARMA. 2004. Animal Husbandry, State of the Indian Farmer, a Millennium Study. Academic Foundation, New Delhi. 4) DEHADRAI, P.V. and Y.S. YADAV. 2004. Fisheries Development, State of the Indian Farmer, a Millennium Study. Academic Foundation, New Delhi. 5) M Study. Academic Foundation, New Delhi. Iqbal, B.A. (1981), Agro – based Industries: Performance and prospects, Aligarh, p.1. 6) Mishra, P.L (1994) “Agro Industrial Development in India”, Mohit Publication New Delhi p. 7) Iqbal, B.A. (1981), Agro – based Industries: Performance and prospects, Aligarh, p.1. 8) Mishra, P.L (1994) “Agro Industrial Development in India”, Mohit Publication New Delhi p. 9) Iqbal, B.A. (1981), Agro – based Industries: Performance and prospects, Aligarh, p.1. 10) Mishra, P.L (1994) “Agro Industrial Development in India”, Mohit Publication New Delhi p. 11) Mishra P.L. (1994) ;’ Agro Industrial Development in India’, Mohit publication, New Delhi 12) Iqbal B.A., (1981); ‘Agro Based Industries: Performance and Prospectus’, Aligarh 13) Pei-kang Chande; ‘Agriculture and Industrialization’ Cambridge, Massachusetts, Harverd University Press 14) Venkaiah V., (1987), “Impact of Agro-Based Industries on Rural Economy”, Himalaya Publishing House, Bombay 		

- 15) Thakur S.Y., (1985), "Rural Industrialization in India", Sterling Publishers, New Delhi
- 16) Gupta S.K., (1993), "Development of Agro-based industries: Problems and Prospects", Deep and Deep Publications, New Delhi,
- 17) Annual Survey of Industries, (2000-05), Central Statistical Organisation, New Delhi.
(Different issues)

DSE-3.7: Agro Processing and Allied Industries

Course Outcomes:

After completion of this course student will be able to;

- 1) Understand the different types of agro- processing and allied industries.
- 2) Examine the business potentiality in various agro-processing industries in India.
- 3) Examine the business potentiality in various allied sectors in India.
- 4) Understand the different financial assistance scheme for agri-processing and allied activities in India.

DSE- 3.7: Agro-processing and Allied Industries		
Marks 100: 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Introduction to Agro-processing 1.1: Indian Agriculture Industry- market size. 1.2: Agro-processing: Concept, nature, Scope and Types 1.3: Trends and pattern of Indian Agro Industry, 1.4: Significance of Agro based Industry, Problems of rural agro based industries and remedies 1.5: Practical and Applications- Related Case studies and Reports.	15 Hours
Unit 2:	Agro- Based Industries 2.1: Textile Industry - Cotton, jute, silk, wool and man-made fiber 2.2: Food Processing Industry- Dairy, Sugar, Vegetable oil, Fruits 2.3: Agro input processing units- Fertilizer, Pesticides 2.4: Opportunities for Indian agro based industries 2.5: Practical and Applications- Related Case studies and Reports.	15 Hours
Unit 3:	Allied Activities 3.1: Scope of business opportunities in allied sector 3.2: Business potentiality in Tree farm, Organic fertilizer production, Mushroom farming, Poultry farming, Hydroponic retail store, Beekeeping, Broom production 3.3: Sericulture, Central Silk Board 3.4: Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 3.5: Practical and Applications- Related Case studies and Reports.	15 Hours
Unit 4:	Finance for Agro-industry 4.1: Agro-industry: Financial needs, process, Sources 4.2: Agro processing cluster schemes- Food Processing Unit, Venture Capital by Small Farmer Agri-Business Consortium (SFAC) 4.3: Schemes and Agencies - National Horticulture Board (NHB), Small Farmer Agri-Business Consortium (SFAC) assistance to cold storage. 4.4: Agricultural and Processed Food Products Export Development Authority (APEDA) assistance for cold chain 4.5 Practical and Applications- Related Case studies and Reports.	15 Hours

References:

- 1) Agro-industry trends, patterns and development impacts. – DOI
- 2) Annual Survey of Industries, (2000-05), Central Statistical Organisation, New Delhi. (Different issues).
- 3) Gupta S.K., (1993), “Development of Agro-based industries: Problems and Prospects”, Deep and Deep Publications, New Delhi,
- 4) Iqbal B.A., (1981); ‘Agro Based Industries: Performance and Prospectus’, Aligarh
- 8) Mishra P.L. (1994);’ Agro Industrial Development in India’, Mohit publication, New Delhi
- 9) Nkechi S. Owoo - "The Agro-Processing Industry and its Potential for Structural Transformation of the Ghanaian Economy"
- 10) Pei-kang Chande; ‘Agriculture and Industrialization’ Cambridge, Massachusetts, Harvard University Press
- 11) Silva, C. A. da, Baker, D., Shepherd, A. W., Jenane, C., Miranda-da-Cruz, S.- " Agro-industries for development"
- 12) Thakur S.Y., (1985), “Rural Industrialisation in India”, Sterling Publishers, New Delhi
- 13) Venkaiah V., (1987), “Impact of Agro-Based Industries on Rural Economy”, Himalaya Publishing House, Bombay

DSE-3.8: Rural Project Management

Course Outcomes:

After completion of this course student will be able to;

1. Acquaint the students with the basic idea of rural project management.
2. Give deeper insight in to the components of project planning.
3. Develop the skills in students of project monitoring and evaluation.
4. Link project design and its results and monitoring and evaluation of rural development projects.

DSE-3.8: Rural Project Management		
Marks 100 : 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Introduction Rural Project Management: 1.1: Concept of plan, project and programme 1.2: Inter-relation between plan, program, project and activities 1.3: Importance of project management and characteristics of a project 1.4: Skill, role and responsibilities of a project manager and Characteristics of Successful Project Manager 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	Project Proposals: 2.1: Basic and supportive information required for a project 2.2: Rules governing the preparation of project proposal 2.3: Common format of a project proposal 2.4: Preparing a concept note and writing up a detailed project proposal, developing a fund-raising proposal, mode of approaching funding sources 2.5: Practical and Applications - Related Case Studies and Reports.	15 Hours
Unit 3:	Project Planning: 2.1: Project Planning, Project Planning Matrix 2.2: Types of projects 2.3: Project Life Cycle 2.4: Project Planning and Scheduling techniques: Tools for project planning 2.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 4:	Project Monitoring and Evaluation: 4.1: Concept, difference, types, objectives and basis of monitoring and evaluation 4.2: Results based monitoring 4.3: Results based evaluation 4.4: Monitoring and Evaluation: Objectives, Methods and tools of monitoring and evaluation 4.5: Practical and Applications- Related Case Studies and Reports.	15 Hours

References:

- 1) Bhavesh M Patel (2000). Project Management, Vikas Publishing House Pvt. Ltd., New Delhi
- 2) FAD (2002). A Guide for Project M&E: Managing for Impact in Rural Development. Rome: International Fund for Agricultural Development.
- 3) Nagarajan. K (2001). Project Management, New age international (P) Ltd. New Delhi.
- 4) Prasanna Chandra (2020). Projects: Planning, Analysis, Financing, Implementation and Review, Tata MC Graw Hill publishing Company Ltd, New Delhi.
- 5) Project Management Body of Knowledge (PMBOK® Guide) (2017) - Sixth Edition.
- 6) Shaghil M, Mushtaque M (1993). Project Formulation concept and Approaches, Print Well, Jaipur.
- 7) Laurence, S. John, M. Susie, T. (2011). Project Planning and Management. London: Centre for Development, Environment and Policy.
- 8) RPRLGSP (2009). Manual on Project Cycle Management: Guidelines on Identification, Design and Implementation of Successful Local Authority Projects.
- 9) UNDP (2011). National Implementation by the Government of UNDP Supported Projects: Guidelines and Procedures. UNDP
- 10) Vasant Desai (1997). Project Management, Himalaya publishing house, Mumbai.

DSE -3.9: Natural Resource Economics

Course Outcomes:

After completion of this course student will be able to;

- 1) Study the natural resources in theoretical perspective and their extraction under different market conditions.
- 2) Train the students relating to theoretical issues of management of natural resources.
- 3) Aware about the scarcity and limitation of Natural Resources.
- 4) Use of natural resources for sustainable rural development

DSE -3.9: Natural Resource Economics		
Marks 100 : 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Economics of Natural Resources: 1.1: Concept of Resource rent – Theories of Ricardo and Von Thueneu rent model- Transfer price (Opportunity cost) 1.2: Natural Resources: Meaning and types- Renewable and non-renewable, Economic development and Natural Resources. 1.3: Exhaustible Natural Resources: Socially optimal extraction under different (Competitive, Oligopolistic and monopoly) market structure. 1.4: Government policy towards non-renewable resource taxation. 1.5: Practical and Applications- Related Case studies and Reports.	15 Hours
Unit 2:	Externalities and Pollutions: 2.1: Externalities - Types and Measures, Externalities as missing markets, Property rights and externalities 2.2: Externalities and Market Failure, Causes, Effect of Market Failure 2.3: Types of pollutions – Causes, effects and remedies. (Air, water, Noise and Land) 2.4: Types of Goods - Private Goods, Public goods and Merit Goods. Environmental resources/goods as Public Goods. 2.5: Practical and Applications- Related Case studies and Reports.	15 Hours
Unit 3:	Valuation of Natural Resources 3.1: Concept of valuation of natural resources, importance and limitations. 3.2: Methods of Valuation of Natural Resources: - Direct Methods -Contingent Valuation Method, Trade off Games Method and Delphi Technique. Indirect Methods: Hedonic Approach, Conventional Approach and Cost Based Methods. 3.3: Extraction of Natural Resources: Tragedy of Commons and Prisoner’s dilemma, Gray's model, Hotelling's Model. 3.4: Intellectual Property Rights: - Recycling of Natural Resources.	15 Hours

	3.5: Practical and Applications- Related Case studies and Reports.	
Unit 4:	Management of Natural Resources 4.1: Environmental Impact Assessment (EIA) - Concept, Phases, Methods, Importance and Limitations. 4.2: Social Impact Assessment (SIA) - Concept, Stages, Tools, Methods, importance and limitations. 4.3: Green Accounting: - System of Integrated Economic and Environmental Accounting Method (SEEA)- Environmental Adjusted Net Domestic Product (EDP). 4.4: Cost-Benefit Analysis, Environmental Audit. 4.5: Practical and Applications- Related Case studies and Reports.	15 Hours

References:

- 1) Barbier Edward (2003), "Role of Natural Resources in Economic Development", Research Article Australian Economic Papers, Blackwell Publishing Ltd, University of Adelaide & South Australia.
- 2) Conrad, J. M. & Clark, C. W., "Natural Resource Economics: Notes and Problems".
- 3) Costanza, R (eds, 1991), "Ecological Economics' 'the Science and the Management of Sustainability", Columbia University press, New York
- 4) Dasgupta, P. and Heal, G. M., "Economics Theory and Exhaustible Resources".
- 5) Faber, Manstetten & Proops (2002), "Ecological Economics", Edward Elgar Publishing Limited Glos, UK .
- 6) Gadgil, M. and R. Guha (1995), "Ecology and Equity the use and abuse of nature in contemporary India", Penguin Hooks
- 7) Hanley And Spash (1998), "Cost Benefit Analysis and the Environment", Edward Elgar Publishing Limited, Glos, UK.
- 8) Hanley, Shogren and White(1997), "Environmental Economics; In Theory and Practice" , Macmillan India Limited, Delhi.
- 9) Hanley, Shogren and White(1997), "Environmental Economics; In Theory and Practice" , Macmillan India Limited, Delhi
- 10) Hartwick, J. M. & Olewiler, N. D., "The Economics of Natural Resource Use".
- 11) John M. Hartwick, Nancy D. Olewiler , "THE ECONOMICS OF NATURAL RESOURCE USE" HARPER & ROW, PUBLISHERS, New York Cambridge, Philadelphia, San Francisco, London, Mexico City, Sao Paulo, Sydney.
- 12) Perrings, C. (1987), "Economy and environment I A theoretical essay on theInterdependence of Economic and Environmental systems", Cambridge University Press
- 13) Report on NCA. World Bank Reports, UNO Publications
- 14) Sen, Amrtya (1981-2011), "Poverty and Famines", Oxford University Press, New Delhi.
- 15) Singh and Shishodia (2010), "Environmental Economics; Theory and Applications", Sage Publications India Private Limited, New Delhi.

CCPR- 3.10: Extension and Field Visit – III (Case Study)

Course Outcomes:

After completion of this course student will be able to;

- 1) Become familiar with the logics, theory, and uses of case study research that draws descriptive or causal inference
- 2) Identify different perspectives on and conceptualizations of case study research
- 3) Understand the advantages, challenges, and limitations of case study research
- 4) Critically analyze case study design based on quality criteria

CCPR- 3.10: Extension and Field Visit – III (Case Study)

Marks 100: 80 (External) + 20 (Internal)

Objectives:

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

- 1) Differentiate between the 3 typical types of Case Studies
- 2) Follow a given methodology to solve problem/ decision-case studies
- 3) Use a variety of diagnosis tools - Clearly formulate a problem statement
- 4) Answer managerial challenges by using rational problem solving/ decision making tools and creative approaches
- 5) Formulate prescriptions and recommendations in written and verbal forms.

Type of work assignment:

- 1) Student should pay minimum 02 case studies on any of the following topic:
Rural Poverty, Rural Illiteracy and Health Problems, Rural Unemployment, Rural Social Problems, Agriculture and allied areas, Rural infrastructure, education in urban and rural areas, Agro-tourism, NGO's, Government Organizations or any topic related to rural development/rural studies.
- 2) The students are supposed to submit each report separately in prescribed format.

Guidelines:

- 1) Every student supposed to submit separate report of each case study.
- 2) The report carries 80 marks and will be evaluated by the internal examiners (concerned teacher).
- 3) There shall be a viva voce of 20 marks on the basis of the report
- 4) Minimum passing marks will be minimum 40% in each component i.e., a) Report and b) Viva voce.

AEC- 3.11: Writing Case Studies

Course Outcomes:

After completion of this course student will be able to;

- 1) Become familiar with the logics, theory, and uses of case study research that draws descriptive or causal inference
- 2) Identify different perspectives on and conceptualizations of case study research
- 3) Understand the advantages, challenges, and limitations of case study research
- 4) Critically analyze case study design based on quality criteria.

AEC- 3.11: Writing Case Studies		
Marks 50		Total Hours of Teaching: 30
Syllabus Contents:		
Unit 1:	Basics Concepts 1.1: Definition of Case Study, Benefits and Limitations 1.2: Types of Case Studies, Skills and techniques to conduct the case study 1.3: Case Study Methodology: Finding Data to write a case study 1.4: A Case History, Treatment Plan 1.5: Characteristics of good case study	15 Hours
Unit 2:	Case Studies on Rural Social Problems and Rural Development 2.1: Rural Poverty, Rural Illiteracy 2.2: Health Problems, Rural Unemployment 2.3: Agriculture, Rural infrastructure, 2.4: Education in urban and rural areas 2.5: Agro-tourism, Rural Development	15 Hours
References:		
<ol style="list-style-type: none"> 1) Basse M. (1999) Case Study Research in Educational Settings, Open University Press Buckingham. Philadelphia 2) Gerring, J. (2004). What is a case study and what is it good for? American Political Science Review, 98(2), 341-354. 3) Kothari C R (1990), Research Methodology: Methods & Techniques, New Age International Publisher, New Delhi. 4) Simons, Helen (1996). The paradox of case study. Cambridge Journal of Education, 26(2), 225-240. 5) Satyasundaram (1977), Rural Development I, Himalaya Publication 6) Sturman, A. (1994) Case study methods. In J. P. Keeves (ed.) Educational Research, Methodology, and Me 7) Yin, R. K. (1993) Applications of Case Study Research. London: Sage. 8) Yin, R. K. (1994) Case Study Research: Design and Methods, 2nd edn. London: Sage. 		

OEC-3.12: Financial Literacy

Course Outcomes:

After completion of this course student will be able to;

1. Understand the benefits of financial planning.
2. Differentiate the various banking and financial market terms.
3. Get acquainted with protection related products.
4. Compare the different tax saving schemes.

OEC-3.12: Financial Literacy		
Marks 50	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	<p>Basics of Savings and Investment:</p> <p>1.1: Why are investing and savings important? Savings Vs Investment, Power of Compounding, What should be the investment objectives?</p> <p>1.2: Risk and Return, Inflation effects on Investment, Investor's Age and Assets Allocation</p> <p>Banking Activities:</p> <p>1.3: Deposits and Types of Deposits-Saving Bank Accounts, Fixed Deposit Accounts, Recurring Deposit Account, Special Term Deposit Schemes, Loans and Types of loan advanced by Banks</p> <p>1.4: Other secondary functions of Bank.</p> <p>1.5: Banking structure in India and Role of Reserve Bank of India</p>	15 Hours
Unit 2:	<p>Financial Markets:</p> <p>2.1: Capital Market Vs Money Market, Securities and its types, i.e., Equity, Debentures or Bonds, IPOs and FPOs, Mutual Funds,</p> <p>2.2: Types of Mutual Funds, Brokers, sub-brokers, Process for becoming a capital market investor.</p> <p>Protection Related products:</p> <p>2.3: Insurance Policies, Life Insurance, Term Life Insurance, Endowment Policies, Pension Policies, ULIP, Health Insurance and its Plans, Understanding of Ponzi Schemes.</p> <p>Tax saving Schemes-</p> <p>2.4: Government Schemes-National Saving Certificates, Public Provident Fund, Post Office Schemes, Equity Linked Savings Schemes,</p> <p>2.5: Retirement Benefits Schemes- NPS (New Pension System)</p>	15 Hours
References:		
<ol style="list-style-type: none"> 1) Investment Planning by SEBI 2) Indian financial System, by T. R. Jain and R. L. Sharma, VK Global Publisher 3) Money and Banking by T. R. Jain and R. K. Kaundal, VK Global Publisher 		

CC- 4.1: Environment and Sustainable Development

Course Outcomes:

After completion of this course student will be able to;

- 1) Understand the concept of environment
- 2) Get acquainted with the terms Ecosystems and Ecology.
- 3) Comprehend the complexity and various forms and dimensions of development and environment issues
- 4) Understand the basic concept of Sustainable Development, the environmental, social and economic dimensions.

CC- 4.1: Environment and Sustainable Development		
Marks 100: 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Ecosystems and Ecology 1.1: Ecosystem: Meaning, Types and Functions. 1.2: Components: Producers, consumers and decomposers 1.3 Fundamentals of Ecology 1.4: Food chain, food web and ecological pyramid 1.5: Practical's and Applications: Related Case Studies and Reports.	15 Hours
Unit 2:	Environmental Pollution and its Management 2.1: Meaning, Causes, effects and control measures of: a) Air pollution b) Water pollution c) Soil pollution d) Noise pollution 2.2: Carbon credit 2.3: Solid waste management: causes, effects and control of wastes 2.4: Disaster and its management: flood, earthquake, cyclone and landslide 2.5: Practical and Applications: Related Case Studies and Reports.	15 Hours
Unit 3:	Sustainable Development 3.1: Concept of Sustainable development 3.2: Indicators and Dimensions of sustainable development 3.3: Sustainable Development Goals (SDGs) 3.4: Green Gross Domestic Product (Green GDP) - Sustainable agriculture - Green Economy 3.5 Practical and Applications: Related Case Studies and Reports	15 Hours

Unit 4:	Environmental Issues and Remedies 4.1: Problems related to energy, water, rain water harvesting and watershed management 4.2: Global warming, Climate change, Acid rain, Ozone layer depletion: Causes, Effects and Remedies 4.3: Environmental Audit - Environmental Impact Assessment, GIS and Remote Sensing. 4.4: Environmental laws – Central Pollution Control Board- State Pollution Control Boards 4.5: Practical and Applications: Related Case Studies and Reports.	15 Hours
References: <ol style="list-style-type: none"> 1) Brunner R.C., (1989) Hazardous Waste Incineration, McGraw Hill Inc. 2) Dahiya M. P. (2009) Biodiversity Conservation: Vedams eBooks (P) Ltd, New Delhi, India. 3) Fulekar M.H, Pathak B.,Kale R K., (2013)Environment and Sustainable Development, Springer. 4) Mahajan S. P. (2009) Air Pollution and Control: The Energy and Resources Institute, TERI. 5) Rana S. V.S.(2008) Energy, Ecology and Environment. I.K. International Publishing House Pvt. Ltd., New Delhi, India. 6) Singh N. (2021)Environment & Sustainable Development, ANU Books. 7) Verma M. K. (2021) Environment and Sustainable Development: Perspectives and Issues, Routledge India. 8) Kamble P S and Ovhal V V (2018) Green Economy: Where India Stands in the World? A B S Publication, Varanashi , UP. 9) M Karpagam (2007) Environmental Economics : A Text Book, Sterling Publishers Private Limited, New Delhi 10) Hanley, Shogren and White (2006), Environmental Economics in Theory and Practice , Macmillan International 11) Singh and Shishodia (2007), Environmental Economics : Theory and Applications, Sage Publications 12) Santra , S C (2017), Environmental Science, New Central Book Agency , 		

CC- 4.2: NGO Management and CSR

Course Outcomes:

After completion of this course student will be able to;

- 1) Explain basic knowledge of NGOs and their Programmes with Developmental Perspectives,
- 2) Register NGO and manage, functioning of NGO.
- 3) Understand perspective and legal framework of CSR.
- 4) Understand role of CSR in Social Development.

CC- 4.2: NGO Management and CSR		
Marks 100: 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	NGOs and VOs in India 1.1: Nature, Concept and Definitions of NGOs. Role, importance, Need and Scope for NGOs 1.2: Concept of Voluntary Organizations, POs, CBOs and Trusts. 1.3: Historical Growth of Voluntary organizations in India, Recent trends in voluntary sector regarding rural development 1.4: Changing Scenario of NGOs in India. 1.5: Practical and Applications- Visit NGOs working in different field and submit report.	15 Hours
Unit 2:	Registration and Management of NGO 2.1: Preparation of Documents: Memorandum of Association, Bye-Laws, Governing Body, Contents of Affidavit. 2.2: The Societies Registration Act, 1860. 2.3: Preparation and Maintenance of Various Office Documents. 2.4: FCRA provisions. 2.5: Financial Sources and preparation of project proposal for financial assistance.	15 Hours
Unit 3:	Concept, Meaning, Evolution and approaches of CSR in India 3.1: Concept, meaning, basic elements, characteristics and scope of CSR 3.2: Traditional corporate philanthropy and Social Responsibility Model 3.3: Emerging Perspectives of CSR: 1. Reputation capital, 2. Eco-social perspective, 3. Rights-based perspective and Human Rights and CSR 3.4: MDG's and CSR 3.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 4:	CSR and Social Development 4.1: Corporate Governance and CSR, various models, CSR Policy and guidelines	15 Hours

	<p>4.2: Company Act 2013 - relevant provisions of CSR.</p> <p>4.3: CSR and social development issues and challenges</p> <p>4.4: Community development and social development through CSR</p> <p>4.5: Practical and Applications- Related Case Studies and Reports.</p>	
--	--	--

References:

- 1) B. T. Lawani (1999), NGOs in Development, Rawat Publications, Jaipur.
- 2) Chandra and Snehalata (2001) Non- Govt. Organisations, Karishka Publishers, New Delhi.
- 3) Lewis David and W. Tina (2003) Development NGOs and the challenge of Change, Rawat Publications, Jaipur.
- 4) Kranti Rana (2001) Peoples Participation and Voluntary Action, Kanishka Publishers, New Delhi
- 5) A White Paper (2008): CSR-Towards a Sustainable Future by KPMG IN INDIA, & ASSOCHAM held at 1st International summit at New Delhi, 28-31, Jan'2008.
- 6) B. Sujatha (2006), Social Audit: Concepts and Practices, The ICFAI University, Press, Hyderabad
- 7) C.V. Baxi & Ajit Prasad (2005), Corporate Social Responsibility - Concepts & Cases: The Indian Experience, Excel Books, New Delhi
- 8) David Crowther & Renu Jatana (2005), International Dimensions of CSR Vol. I, The ICFAI University Press, Hyderabad

CC - 4.3: Global Business Environment

Course Outcomes:

After completion of this course student will be able to;

- 1) Interpret the theoretical and applied issues in international trade.
- 2) Suggest appropriate market entry strategies for business firms.
- 3) Explain the export-import procedure in businesses.
- 4) Extend international marketing system with quality and regulatory standards for agricultural produce.

CC- 4.3: Global Business Environment		
Marks 100: 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	International Business: 1.1: Introduction to International Business 1.2: International Business Environment. 1.3: Market Selection: Market Selection Process, Determinants of Market Selection, Market Entry Strategy. 1.4: International Channel System, Organization structure for International Business, International Marketing 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	International Trade Procedure 2.1: Volume, Direction and Composition of India's Foreign Trade after 1991. 2.2: Agricultural Trade: Direction, Composition, Export Potentiality, 2.3: Export Procedure- Import Procedure, EXIM Policy, Agri Export Policies 2.4: Export Promotion Council, Commodity Board 2.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 3:	International Finance 3.1: Financing of Foreign Trade: Letter to Credit (L/C)- Parties to L/C, Operation, Types. Drafts, Bill of Exchange 3.2: Pre-shipment and Post-shipment Credit, Credit under duty draw back scheme 3.3: Export-Import Bank of India (EXIM Bank), Export Credit Guarantee Corporation (ECGC) of India 3.4: Financing of Agro Export and Documentations 3.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 4:	Trade Blocks and International Institutions 4.1: Types of Regional Economic Integration (Trade blocs): NAFTA, SAPTA and EU. 4.2: Trade Protectionism, Tariff and Non-tariff barriers. 4.3: IMF, World Bank: Role and Functions. 4.4: WTO-Agreements. 4.5: Practical and Applications- Related Case Studies and Reports.	15 Hours

References:

- 1) Arora, R. S., Practical Guide to the Foreign Trade of India, National Publishing House, New Delhi, 2000.
- 2) Ballun, R. H., Business Logistics Management, Prentice Hall International, Inc., 1999-2000.
- 3) Cherunilam, F. (2009). International Business Text and Cases. New Delhi: PHI Learning Pvt. Ltd.
- 4) Cherunilam, F., International Marketing, Himalaya Publishing House, 1999
- 5) Kapoor.D.C. (2002), Export Management, Vikas Publishing House (P) Ltd, New Delhi.
- 6) Keegan, W. J., Global Marketing Management, Prentice Hall of India, 1999
- 7) Kumar.V. (2000), International Marketing, Pearson Education (Singapore) Pvt Ltd New Delhi.
- 8) Mahajan, Guide to Export Policy, Procedures and Documentation
- 9) Ministry, Commerce and Industry, Hand Book of Procedures, Volume I & II, GOI, New Delhi, 2000.
- 10) Shaked Ahmad Siddiqui.Dr. (2011), International Marketing, Dreamtech Press, New Delhi.
- 11) Shukla, S. (2008). International Business. New Delhi: Excel Books.pp. 321-338
- 12) Siddaiah, T. (2016). International Financial Management. Tamil Nadu, India: Pearson India Education Services Pvt.Ltd.pp. 403-430
- 13) SvendHollensen (2010), Madhumita Banerjee, Global Marketing, Pearson, New Delhi.
- 14) Warsen J. Keegan, Mark C. Green (2005), Global Marketing, Dorling Kindersley (India) Pvt Ltd, New Delhi.
- 15) Young, G., The New Export Marketer, Kogen Page Ltd., 1999-2000

OEC-4.4: Tourism for Rural Development

Course Outcomes:

After completion of this course student will be able to;

- 1) Analyze the importance of tourism in Rural Development and its cultural significance.
- 2) Identify the tourism resources in rural areas.
- 3) Impart the knowledge about developing a Business Plan for Rural Tourism.
- 4) Develop Agro Tourism Model to boost agricultural income.
- 5) Measure the impact of tourism policy and organizations on tourism development.

OEC - 4.4: Tourism for Rural Development		
Marks 100: 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Introduction to Tourism 1.1: Tourism concept: History, Origin and Essential Factors for Tourism. 1.2: Types of Tourism: Inter-regional and intra-regional, Inbound and outbound, domestic and international. 1.3: Forms of Tourism: religious, historical, social, adventure, health, business, conferences, conventions, incentives, sports and adventure, senior tourism, special interest tourism and Visiting Friends Relatives (VFR). 1.4: Emerging Concepts in Tourism: Agro-Tourism, Medical Tourism, Eco Tourism and Rural Tourism 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	Rural Tourism 2.1: Concept of Rural Tourism. Rural Territory- Its Potential as a Tourism Product. Village as a primary tourism product- Showcasing rural life, art, culture and heritage. 2.2: Rural Tourism: Costs-Benefits associated with Rural Tourism, Impact of Rural Tourism on rural community, Challenges of Rural Tourism. 2.3: Rural Tourism Business Plan: Feasibility and Execution, Infrastructure, Marketing and Financial Assistance requisites, Intervention of Professional Agencies - Linkages for development of Rural Tourism. 2.4: Sustainable Tourism 2.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 3:	Agro Tourism 3.1: Agro-Tourism: Meaning, Scope, Principles and Importance. 3.2: Merits and demerits - Opportunities and Challenges Before Agro Tourism 3.3: Agro-Tourism Management and Administration: Accommodation concept, types & food service, Travel and Transport services for Agro-Tourism, Business ethics & laws. 3.4 Various records of Agro Tourism Business (Register, Account, Visitor Book, Meeting Books etc.) 3.5: Practical and Applications- Related Case Studies and Reports.	15 Hours

Unit 4:	Tourism Policy and Organizations 4.1: Agro-Tourism Centers - Private Agro-Tourism 4.2: Tourism Organisations: India Tourism Development Corporation (ITDC), Maharashtra Tourism Development Corporation (MTDC), Tourism Finance Corporation of India (TFCI). 4.3: World Tourism Organization (WTO), International Tourism Organization (ITO) 4.4: Recent Tourism Policy of India, Tourism Action Plan of Maharashtra. 4.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
References: <ol style="list-style-type: none"> 1) Bhatia A. K.: International Tourism Fundamental & Practices, Sterling Publishers, New Delhi, 1995. 2) Bhatia A. K: Tourism Development: Principles, Practices & Philosophy Sterling Publishers, New Delhi, 1995. 3) Douglas Pearce: Topics in Applied Geography, Tourism Development, Longman Scientific Technical, New York, 1995. 4) Douglas Pearce: Tourism Today: A Geographical Analysis, Longman Scientific Technical, New York, 1987. 5) International Tourism : Fundamentals and Practices, New Delhi, 1991 6) Robinson H.: A Geography of Tourism, Mac Donald & Evans London, 1978. 7) Selvam M.: Tourism Industry in India, Himalayan Publishing House, Bombay,1989. 8) Successful Tourism Management - Prannath Seth 9) Sustainable Tourism Development, Guide for Local Planners by WTO 10) Tourism Development - R. Gartner 11) Tourism Systems - Mill and Morisson 12) Tourism: Past, Present and Future - Burkart&Medlik 13) Tourism: Principles and Practices - Cooper C., Fletcher J., Gilbert D and Wanhil. S 14) Tourism: Principles and Practices - McIntosh , R.W. 		

DSE - 4.5: Rural Marketing

Course Outcomes:

After completion of this course student will be able to;

- 1) Understand the Rural environment before applying rural marketing strategies
- 2) Identify different perspectives on rural consumer behaviour
- 3) Critically evaluate rural market segments targeting and differentiation strategies
- 4) Apply rural marketing strategies.

DSE - 4.5: Rural Marketing		
Marks 100: 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Rural Marketing Environment 1.1: Meaning and definition of rural markets. 1.2: Rural marketing Mix, demographic environment, physical, sociocultural, political, and technological 1.3: Rural Economic environment- farm sector non-farm sector, 1.4: Income and expenditure. Rural Infrastructure. 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	Rural Consumer behavior: 2.1: factors influencing consumer behavior-cultural, 2.2: social, personal, psychological, buying roles, 2.3: Buyer decision process, 2.4: product adoption process. 2.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 3:	Segmenting Targeting Differentiation and positioning (STDP) Rural Markets: 3.1: Heterogeneity in rural markets, pre-requisites of effective segmentation, 3.2: Bases for segmenting rural consumer markets. 3.3: Targeting-Evaluation of segments, selection of segments, 3.4: Coverage of segmentation, choosing coverage strategy, Positioning. 3.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 4:	Rural Marketing strategy: Product strategies- Promotion Mix strategies for rural markets. Rural services Marketing. ICTs in Rural Marketing 4.1: Product concept rural product classification, product decisions and strategies, product line and mix decisions, product lifecycle strategies. 4.2: Product branding and packaging in rural markets. Pricing strategies-setting the price for rural products and services.	15 Hours

	<p>4.3: Rural Distribution strategies- channel dynamics, rural channel members, rural retailing. Agricultural Marketing and Role of Agricultural Produce Marketing Committees (APMCs).</p> <p>4.4: ICTs in Rural Marketing, Role of Social Media, e-NAM, Agricultural Marketing Network (AGMARKNET)</p> <p>4.5: Practical and Applications- Related Case Studies and Reports.</p>	
<p>References:</p> <ol style="list-style-type: none"> 1) Pradeep Kashyap (2019) Rural Marketing (Third edition), Prentice Hall 2) Dogra, B. & Karminder, G. (2008). Rural Marketing: Concept & Cases, Tata McGraw-Hill Publishing Company, New Delhi 3) Kotler, P Gary Armstrong Praffulla Agnihotri (2018). Marketing Management (17 th Edition). Prentice - Hall India Ltd: New Delhi 4) Singh A.K. & Pandey.S (2007). Rural Marketing: Indian Perspective, New Age International Publishers: New Delhi 		

DSE -4.6: Rural Innovations and startups

Course Outcomes:

After completion of this course student will be able to;

- 1) Understand the innovations in rural technologies and services.
- 2) Identify different perspectives on sectoral innovations
- 3) Critically evaluate ideas creativity and analyze things based on design thinking
- 4) Identify rural startup opportunities and initiate the business startup

DSE - 4.6 Rural Innovations and startups		
Marks 100: 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Fundamentals of Innovation 1.1: Fundamentals of Innovation 1.2: 4Cs of Innovation- Creativity, Critical Thinking, Communication, Collaboration. 1.3: Creativity and Problem Solving, Design Thinking. 1.4: Sectorial Innovations – Rural innovation, frugal innovation 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	Rural Innovations 2.1: Innovations in rural technologies 2.2: Innovation in rural services 2.3: Basics of Intellectual Property and Business Law 2.4: Success rate of Innovation. 2.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 3:	Fundamentals of Entrepreneurship and Intrapreneurship 3.1: Business Plan: Interviews, Customer surveys, Secondary Research, Idea Generation Process to Commercialization of Products and Services. 3.2: Startups-Lean Startup, 3.3: Social Entrepreneurship 3.4: Startup Resilience. 3.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 4:	Startup Case Studies 4.1: Dairy Technology, Organic Farming, Agro-Processing, Honey Processing. 4.2: Startup Accelerator. 4.3: Corporate and Government Funding Schemes for Rural Startups. 4.4: Rural Startup Funding Agencies-SIDBI 4.5: Practical and Applications- Related Case Studies and Reports.	15 Hours

References:

- 1) H. S. Fogler and S.E. LeBlanc, Strategies for Creative Problem Solving, Prentice Hall
- 2) E. Lumsdaine and M. Lumsdaine, Creative Problem Solving, McGraw Hill,
- 3) J. Goldenberg and D. Mazursky, Creativity in product innovation. Cambridge University Press, 2002.
- 4) Tim Brown , Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation Hardcover – September 29, 2009
- 5) Tom Kelley & David Kelley , Creative Confidence: Unleashing the Creative Potential Within Us All Hardcover – Illustrated, October 15, 2013
- 6) Nigel Cross , Design Thinking: Understanding How Designers Think and Work Kindle Edition (Tim Brown),
- 7) J. Goldenberg and D. Mazursky, Creativity in product innovation. Cambridge University Press, 2002
- 8) Jeanne Liedtka & Tim Ogilvie , The Designing for Growth Field Book: A Step-by-Step Project Guide (Columbia Business School Publishing) Paperback – January 14, 2014,
- 9) HBR's 10 Must Reads on Design Thinking (with featured article "Design Thinking" Paperback – April 28, 2020
- 10) Bill Burnett & Dave Evans , Designing Your Life: How to Build a Well-Lived, Joyful Life Hardcover – Illustrated, September 20, 2016

DSE -4.7: Rural Insurance

Course Outcomes:

After completion of this course student will be able to;

- 1) Understand the concepts of rural insurance.
- 2) Understand the documents and policy terms related to insurance.
- 3) Analyses the different agricultural insurance schemes.
- 4) Assess the different general insurance schemes.

DSE -4.7: Rural Insurance		
Marks 100: 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Introduction to Insurance 1.1: Insurance, Purpose and Need of Insurance 1.2: Insurance as a Social Security Tool, Role of Insurance in Economic Development 1.3: Risk Assessment, Risk Transfer & Mitigation Methods, Pooling of Resources-Sharing of Risks 1.4: Types of Insurance: Life Insurance, Micro Insurance, Health Insurance, General Insurance, Marine Insurance and Other Miscellaneous Insurance 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	Insurance Documents and Policy Terms and Conditions 2.1: Insurance Policy Contract – Need for Proposal Forms 2.2: Scope of Cover – Coverage, Exclusions and Warranties, Conditions, Endorsements and Riders in Insurance 2.3: Deductibles, Franchise, Co-Insurance Arrangements, Documents Relating to Underwriting and Claims Settlement 2.4: Insurance Regulatory and Development Authority of India 2.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 3:	Agricultural Insurance 3.1: Risk Management Strategies: National Agricultural Insurance Scheme (NAIS), Crop Insurance as Risk Mitigation Tool 3.2: Crop Insurance, Weather Insurance, Farm Income Insurance, Livestock Insurance and Package Insurance 3.3: Livestock Insurance, Poultry Insurance, 3.4: Government Sponsored Socially Oriented Insurance Schemes 3.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 4:	General Insurance 4.1: Definition, Types, Importance- General insurance and economic Development 4.2: Life Insurance Products: Traditional Products- Term, Whole Life, Endowment and Money Back Insurance; Linked Products-	15 Hours

	<p>ULIP, Health Insurance and Individual Annuity with riders</p> <p>4.3: Social & Rural Insurance: Micro Insurance Concept, Micro Insurance Regulations, Social Group Insurance, Different Government Schemes for Weaker Sections, Rural Areas</p> <p>4.4: Individual health insurance; uses, types, evolution; Principles of underwriting of life and health insurance</p> <p>4.5: Practical and Applications- Related Case Studies and Reports.</p>	
--	---	--

References:

- 1) Bailey, R. (Ed.) (199), Underwriting in Life and Insurance, LOMA, Atlanta, Ga.
- 2) Benjamin, B. (1991), General insurance, Heinemann, London.
- 3) Black, K. Jr. and H. D. Skipper Jr. (2000), Life and Health Insurance, Prentice Hall, Upper Saddle River, New Jersey.
- 4) Cross National Study, Macmillan, London.
- 5) Drofman, M. S. (1994), Risk and Insurance, Prentice Hall, Englewood-Cliffs.
- 6) Finsinger, J. and M. V. Pauly (Eds.) (1986), The Economics of Insurance Regulation: A
- 7) Head, G. L. and S. Horn II (1991), Essentials of Risk Management, Volume I, Insurance
- 8) Institute of America, Malvern, Pa.
- 9) Insurance Institute of India, General Insurance (IC-34), Mumbai.
- 10) Insurance Regulation and Development Authority (2001), IRDA Regulations, New Delhi.
- 11) Ray, P.K. 1981. Agricultural Insurance: Theory and Practice and Application to Developing Countries. Pergamon Press, New York.

DSE- 4.8: Gender Issues in Rural Development

Course Outcomes:

After completion of this course student will be able to;

- 1) Analyze the various issues of women, their organizations and movements in India.
- 2) Design the business plan for economic empowerment of women.
- 3) Student is able to evaluate the Govt. policies and programs for empowering women in India.
- 4) Illustrate the Women Organizations and Movements in India and their effects on women empowerment.

DSE- 4.8: Gender Issues in Rural Development		
Marks 100: 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Concept and Importance of Gender Studies 1.1: Concept of gender, Gender discrimination, Gender equity in rural areas 1.2: Concept and Significance of Gender Sensitization 1.3: Gender bias in the theories of value, Distribution, and population 1.4 Gender Budgeting: Concept, Importance, Budgetary Provisions in India 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	Status of Women 2.1: Global and Indian perspectives: division of labour based on sex, women as repositories of culture practices and traditions- Domestic violence and dowry deaths. 2.2: Social and economic status of women in India. 2.3: Demographic characteristics of women population in India 2.4 Factors affecting the status of women 2.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 3:	Women Issues and Women Empowerment 3.1: Women Issues of Women: Health, Education, Social, Economic, Political and Legal 3.2: Women Empowerment: Concept and Indicators 3.3: Govt. policies and programs for empowering women in India 3.4 Non-Govt. initiatives towards women empowerment 3.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 4:	Women Organizations and Movements in India 4.1: Women organizations in pre-independent India 4.2: Development of women organizations after independence and their types 4.3: Women movements in India: A Historical Sketch	15 Hours

	4.4 Women movements in contemporary India: Issues Problems and prospects.	
	4.5: Practical and Applications- Related Case Studies and Reports.	

References:

- 1) Amsdden, A. H. (Ed.) (1980), The Economics of Women and Work, Penguin, Harmondsworth.
- 2) Andrian, James, 1988, Social work in family procedure – Practice Guide, Routledge Publications
- 3) Arcus, Margaret, et. al.,1993, Handbook of family life education, Delhi : Sage
- 4) Desai, M., 1994, Family and intervention: A course compendium, Bombay: TISS
- 5) Desai, N. and M. K. Raj (Eds.) (1979), Women and society in India, Research Centre for Women Studies, SNDT University, Bombay.
- 6) Government of India (1974), Towards Equality – Report of the Committee on the Status of Women in India, Department of Social Welfare, Ministry of Education and social Welfare, New Delhi.
- 7) Indian Journal of Social Work, Special issues, Mumbai: TISS
- 8) Jhabwala, R. and R. K. Subramanya (2000) (eds.), The Unorganized Sector : Work Security and Social Protection, Sage Publications, New Delhi.
- 9) Kabeer, N. (1994), Reversed Realities : Gender Hierarchies in Development Thought, Kali for Women, New Delhi.
- 10) Kabeer, N. and R. Subramanyam (Ed.) (1999), Institutions, Relations and Outcomes : A Framework and Case Studies for Gender-aware Planning, Kali for Women, New Delhi.
- 11) Krishnaraj, M. R. M. Sudarshan and A. Shariff (1999), Gender, Population and Development, Oxford University Press, New Delhi.
- 12) Mies, M. (1998), Patriarchy and Accumulation on a world Scale : Women in the International Division of Labour, Zed Books, London.
- 13) Narasimhan, S. (1999), Empowering Women : An Alternative Strategy from Rural India, Sage Publications, New Delhi.
- 14) Papola, T. S. and A. N. Sharma (Eds.) (1999), Gender and Employment in India, Vikas Publishing House, New Delhi.
- 15) Seth, M. (2000), Women and Development: The Indian Experience, Sage Publications, New Delhi.
- 16) Srinivasna, K. and A. Shroff (1998), India: Towards Population and Development Goals, Oxford University press, New Delhi.
- 17) Venkateswaran, S. (1995), Environment, Development and the Gender Gap, Sage Publications, New Delhi.
- 18) Wazir, R. (2000), The Gender Gap in Basic Education: NGOs as Change Agents, Sage Publications, New Delhi.

DSE-4.9: Financial Markets and Institutions

Course Outcomes:

After completion of this course student will be able to;

- 1) Analyze and estimate the trends in money and capital markets.
- 2) Impart the knowledge of risk management in financial sector.
- 3) Identify the risks in financial markets.
- 4) Compare the International Financial Markets.

DSE- 4.9: Financial Markets and Institutions		
Marks 100: 80 (External) + 20 (Internal)	Total Hours of Teaching: 60	
Syllabus Contents:		
Unit 1:	Nature and Role of Financial System: 1.1: Nature and Structure of Financial System, Functions and Role of Financial System. 1.2: Financial System and Economic Development, Intermediaries in Financial Markets. 1.3: All India Financial Institutions: IFCI, IDBI, NABARD, 1.4: SIDBI, NHB, UTI, EXIM Bank. 1.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 2:	Financial Markets: 2.1: Money Market: Concept, Structure and Submarkets, Financial Instruments and Importance of Money Market; Role of RBI and DHFI, Reforms in Money Market. 2.2: Capital Market: Concept, Structure and Submarkets, Financial Instruments and Importance of Capital Market; 2.3: Role of SEBI, Reforms in Capital Market. 2.4: Stock Exchange: BSE, NSE, Multi Commodity Exchange (MCX). 2.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 3:	Risk Management in Financial Markets 3.1: Types of Risks: Credit Risk, Liquidity risk, Market Risk, Interest rate Risk and Foreign Exchange Risk 3.2: Risk Management in financial Market 3.3: Risk Hedging Instruments: Derivatives-Forwards, Futures, 3.4: Options and Swaps 3.5: Practical and Applications- Related Case Studies and Reports.	15 Hours
Unit 4:	International Financial Markets and Institutions: 4.1: Foreign Exchange - Type of Exchange Rates, Nature and Functions of foreign Exchange Market, Participants of Forex Market 4.2: GDR's and ADR's, Euro-dollar and Euro- Currency markets, International Liquidity	15 Hours

4.3: Biggest Stock Exchanges in The World - London Stock Exchange, New York Stock Exchange, Hong Kong Stock Exchange, Japan Exchange Group – Tokyo
4.4: Bank for International Settlement (BIS)
4.5: Practical and Applications- Related Case Studies and Reports.

References:

- 1) Bhole, L. M. (1999), Financial Institutions and Markets, Tata McGraw Hill Company Ltd., New Delhi.
- 2) Bhole, L. M. (2000), Indian Financial System, Chugh Publications, Allahabad.
- 3) Bishop, P. and D. Dixon (1992), Foreign Exchange Handbook, McGraw Hill, New York.
- 4) Brahmananda, P. R. (1982), IMF Loan and India's Economic Future, Himalaya Publishing House, Bombay.
- 5) Chandra, P. (1997), Financial Markets (4th Edition), Tata McGraw Hill, New Delhi.
- 6) Edminster, R. O. (1986), Financial Institutions, Markets and Management, McGraw Hill, New York.
- 7) Fenstermaker, J. V. (1969), Readings in Financial Markets and Institutions, Appleton, New York.
- 8) Fisher, G. E. and R. J. Jordon (1992), Security Analysis and Portfolio Management, Eastern Economy Edition, New Delhi.
- 9) Goldsmith, R. W. (1969), Financial Structure and Development, Yale, London.
- 10) Goss, B. a. and B. S. Yamey (1978), The Economics of Futures Trading, Macmillan, London.
- 11) Gupta, L. C. (Ed.) (1999), India's Financial Markets and Institutions, Society for Capital Research and Development, Delhi.
- 12) Hanson, J. A. and S. Kathuria (Eds.) (1999), India: A Financial Sector for the Twenty-first Century, Oxford University Press, New Delhi.
- 13) Harker, P. T. and S. A. Zenios (2000) (Ed.), Performance of Financial Institutions, Cambridge University Press, Cambridge.
- 14) Johnson, H. J. (1993), Financial Institutions and Markets, McGraw Hill, New York.
- 15) Khan, M. Y. (1996), Indian Financial System, Tata McGraw Hill, New Delhi.
- 16) Kindleberger, C. P. (1996), A. History of financial Crisis, Manias, Panics and Crashes, John Wiley & Sons, New York.
- 17) Machiraju, H. R. (1997), International financial Markets in India, Wheeler Publishing, Allahabad.
- 18) Machiraju, M. R. (1999), Indian Financial Systems, Vikas Publishing House, New Delhi.
- 19) Mackinnon, R. J. (1979), Money in International Exchange, Oxford University Press, Oxford.
- 20) Niehans, J. (1984), International Monetary Economics, John Hopkins University Press, New York.
- 21) Ohlson, J. A. (1987), The Theory of Financial Markets and Institution, North Holland, Amsterdam.

- 22) Prasad, K. N. (2001), Development of India's Financial System, Sarao & Sons, New Delhi.
- 23) R. B. I. (1985), Report of The Committee to Review the Working of the Monetary System (Chakravarty Committee), Bombay.
- 24) R. B. I. (1995), Report of the Working Group on Foreign Exchange Market in India (Sodhani Group), Mumbai.
- 25) Rangaranjan, C. (1999), Indian Economics: Essays on Money and Finance, UBS Publication, New Delhi.
- 26) Robinson, R. I. and D. Wrightman (1981), Financial Markets, McGraw Hill, London.
- 27) Sahadevan, K. G. and M. T. Thiripalraju (1997), Mutual Funds, Prentice Hall of India, New Delhi.
- 28) Shaw, E. S. (1983), Financial Deepening in Economic Development, Oxford University Press, London.
- 29) Smith, P. F. (1978), Money and financial Intermediation: The Theory and Structure of Financial System, Prentice Hall, Englewood-Cliffs, New Jersey.
- 30) Smith, P. F. (1978), Money and Financial Intermediation: The theory and Structure of Financial System, Prentice Hall, Englewood-Cliffs, New Jersey.

CCPR 4.10: Project Report and Viva Voce – IV

Course Outcomes:

After completion of this course student will be able to;

- 1) Develop the capabilities and knowledge of students in the areas related to rural development.
- 2) Acquire relevant skills required to develop students to become efficient professionals in academics, research and industry.
- 3) Enhance communication and leadership skills to foster competence and excellence among the students.
- 4) Demonstrate and apply research skills to complete a project and also report research findings in written and verbal forms.

CCPR 4.10: Project Report and Viva Voce – IV
Marks 300
Syllabus Contents:
<ol style="list-style-type: none">1) Every student of Master of Rural Studies course shall have to submit a dissertation on any topic related to the syllabus under the guidance of the concerned teacher.2) In addition, every student shall spend a minimum one month on deputation with any Government Organization or NGO or any other organization/institute actually working in the rural area/related field and submit the report on the basis of field experience with relevant certification for evaluation.3) The dissertation carries 250marks and will be evaluated by both the internal and external examiners as appointed by the University.4) There shall be a viva voce of 50 marks on the basis of the dissertation and report and it will be conducted by both the internal and external experts as appointed by the university.5) Minimum passing marks will be minimum 40% in each component i.e., a) Dissertation and b) Viva voce.

SEC- 4.11: Soft Skills and Personality Development

Course Outcomes:

After completion of this course student will be able to;

- 1) Develop core skills for development of self.
- 2) Cultivate interpersonal skills for successful life.
- 3) Understand the scope of personality and its development.
- 4) Inculcate potential skills in the students to prepare them to deal with the external world in a collaborative manner, communicate effectively, take initiative and solve the problems.

SEC- 4.11: Soft Skills and Personality Development		
Marks: 50	Total Hours of Teaching: 30	
Syllabus Contents:		
Unit 1:	Soft Skills 1.1: Introduction to Soft Skills, Communication Skills, Presentation Skills, Time Management Skills 1.2: Body Language, Good manners and Etiquettes 1.3: Group Discussion & Interview Skills, Preparation of CV 1.4: Emotional Intelligence Skills, Life Skills, Presentation on Soft Skills	15 Hours
Unit 2:	Personality Development 2.1: Introduction to Personality Development: Concept, Dimensions and Theories 2.2: Attitude and Motivation: Concept and significance 2.3: Self-esteem: Symptoms and Advantages 2.4: Other Aspects of Personality Development: Problem-solving - Conflict and Stress Management - Decision-making skills - Leadership and qualities of a successful leader – Character building - Team-work - Work ethics –	15 Hours
References:		
1) Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi. Tata McGraw-Hill 1988. 2) Heller, Robert. Effective leadership. Essential Manager series. Dk Publishing, 2002 3) Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing, 2003 4) Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001 5) Mitra, Barun, Personality Development and Soft Skills, Oxford University Press, 2016. 6) Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004). 7) Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005. 8) Smith, B . Body Language. Delhi: Rohan Book Company. 2004		

GE- 4.12: Science and Technology for Rural Development

Course Outcomes:

After completion of this course student will be able to;

- 1) Explain how science relates to a problem of societal concern
- 2) Distinguish between sound and unsound interpretations of scientific information
- 3) Employ cogent reasoning methods in their own examinations of problems and issues
- 4) Describe how scientific and technological developments affect society and the environment.

GE- 4.12: Science and Technology for Rural Development		
Marks: 50		Total Hours of Teaching:30
Syllabus Contents:		
Unit 1:	Introduction to Science and Technology 1.1: National policy of science and technology and changes in the policy from time to time, Technology Missions, National Intellectual Property Rights Policy 1.2: Space programme in India and its applications with special reference to industrial, agricultural and other rural developmental activities, INSAT and IRS systems. 1.3: Energy Resources: Energy demands, renewable energy resources, nuclear energy 1.4: Role of Information Technology in Rural India	15 Hours
Unit 2:	Applications of Science and Technology in Rural Development 2.1: Biotechnology and its applications 2.2: Nanoscience & Nanotechnology and its applications 2.3: Applications of Information Technology 2.4: INSAT Satellite Applications, Remote Sensing Applications, Cryogenic Rockets, Global Positioning System	15 Hours
References:		
<ol style="list-style-type: none"> 1) Akram Ghadimi and Hasan Jawaid Khan (2021) The Role of Science Popularization in Science, Technology and Innovation Policy. Nam S&T Centre Publication. 2) Budzanani Tacheba, Maryam Shaeri and Adnan Jawdat Judeh Youssef (2016), The Science, Technology and innovation Policy Making – Its Trends and Objectives in the Developing Countries, Nam S&T Centre Publication. 3) Seetha I. Wickremasinghe, Ma. Josefina P. Abilay and Jayasamara Gunaratne (2012), Science and Technology for Rural Development, Nam S&T Centre Publication. 4) Tan Kha Sheng and Dragan Soljan (2012), Science and Technology Policy for Sustainable Development, Nam S&T Centre Publication. 		

Shivaji University, Kolhapur
Yashwantrao Chavan School of Rural Development
Master of Rural Studies

Equivalence of Old Courses (2017-18) and New Courses (2021-22)

Old Course Title(2017-18)	New Course Title (2021-22)
Introduction to Rural Development	Fundamentals of Rural Development
Economic Analysis for Rural Management	Microeconomic Analysis
Quantitative Methods for Rural Development	Quantitative Techniques for Rural Studies
Financial, Cost and Management Accounting	Introduction to Accounting
Rural Livelihood Systems	Indian Rural Livelihoods
Cooperatives and Rural Development	Cooperatives and Rural Development
Introduction to Bieconomics	Natural Resource Economics
Economic Environment and Policy	Macroeconomic Analysis
Research Methodology	Research Methodology for Rural Studies
Computer Applications for Rural Studies	Role of Information Technology in Rural studies and Development
Risk Management & Rural Insurance	Rural Insurance
Rural Development Programmes and Policies	Rural Development Programmes and Policies
Resource Economics	Natural Resource Economics
Basic Econometrics	Quantitative Techniques for Rural Studies
Communication and Public Relations	Rural Administration
Rural Development Interventions	Rural Innovations and Startup
Operations Research Techniques	Quantitative Techniques for Rural Studies
Fundamentals of Agribusiness	Agro-processing and Allied Industries
Agripreneurship and Skill Development	Agriculture and Rural Development
Elective Paper – I Microfinance	Microfinance
Elective Paper – II Banking and Rural Finance	Banking and Rural Finance
Elective Paper – III Statistical Quality Control and Design of Experiments	Quantitative Techniques for Rural Studies
Elective Paper – IV Introduction to Rural Industries	Agro-processing and Allied Industries
Elective Paper – V Sericulture and Bee Keeping	Agro-processing and Allied Industries
Elective Paper – VI Project Management	Rural Project Management
Business Budgeting	Public Budget and Budgetary Process
Corporate Social Responsibility	NGO Management and CSR
Trade Liberalization and Global Business	Global Business Environment
Environment and Sustainability	Environment and Sustainable Development
Tourism for Rural Development	Tourism for Rural Development
Elective Paper – VII Rural Marketing	Rural Marketing
Elective Paper – VIII Basics of Horticulture	Agro-processing and Allied Industries
Elective Paper – IX Dairy and Fishery Farming	Agro-processing and Allied Industries
Elective Paper – X Gender Issues and Development	Gender Issues in Rural Development
Elective Paper – XII Agricultural Development in India	Agriculture and Rural Development
Elective Paper – XI Financial Markets and Institutions	Financial Markets and Institutions
Project Report and Viva Voce	Project Report and Viva Voce – IV
