

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBHAJINAGAR.**



Circular / Acad Sec./ PG / NEP PG-II Yr Curri./Uni. Cqmp./ 2024.

It is hereby inform to all concerned that, on the recommendation of Dean of Faculty of Humanities; **the Academic Council at it's Meeting held on 08th April, 2024 has accepted the "following Subject wise revised Curriculum at PG Level as per National Education Policy-2020" for all concerned university department** under the Faculty of Humanities.

Sr. No.	UG/PG Course Curriculum Name	Semester
01.	M. A. <u>Second Year</u> as per NEP [Marathi] For University Department	IIIrd & IVth
02.	M. A. <u>Second Year</u> as per NEP [Sanskrit] For University Department	IIIrd & IVth
03.	M. A. <u>Second Year</u> as per NEP [History] For University Department	IIIrd & IVth
04.	M. A. <u>Second Year</u> as per NEP [Archaeology] For University Department	IIIrd & IVth
05.	M. A. <u>Second Year</u> as per NEP [Political Science] For University Department	IIIrd & IVth
06.	M. A. <u>Second Year</u> as per NEP [Public Administration] For University Department	IIIrd & IVth
07.	M. A. <u>Second Year</u> as per NEP [Economics] For University Department	IIIrd & IVth
08.	M. A. <u>Second Year</u> as per NEP [Geography] for University Department	IIIrd & IVth
09.	M. A. <u>Second Year</u> as per NEP [Psychology] for University Department	IIIrd & IVth
10.	M.A. <u>Second Year</u> as per NEP [Thoughts of Mahatma Phule & Dr. B. R. Ambedkar] for University Department	IIIrd & IVth
11.	M.R.S. <u>Second Year</u> as per NEP [Socio-Cultural and Political Aspects] for University Institution/Department	IIIrd & IVth
12.	M.R.S. <u>Second Year</u> as per NEP [Rural Economics, Banking & Industry] for University Institution/ Department	IIIrd & IVth

This is effective from the Academic Year 2024-25 and Onwards as per appended herewith.

All concerned are requested to note the contents of this circular and bring notice to the students, teachers and staff for their information and necessary action.

University campus,
Chhatrapati Sambhajnagar-431 004.
Ref. No. SU/PG II Yr/ Affi.Colleges
/ NEP Curri/ 2024/ 25762-71

Date: 21.05.2024.

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**Deputy Registrar,
Academic.**

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Copy forwarded with compliments to:-

- 1] **The Principal, all concerned affiliated colleges,**
Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati
Sambhajinagar.
- 2] **The Director, University Network & Information Centre, UNIC,**
with **a request to upload this Circular on University Website.**

Copy to :-

- 1] **The Director, Board of Examinations & Evaluation,**
- 2] **The Sec. Officer, [Concerned Unit] Exam. Branch,**
- 3] The Section Officer, [Eligibility Unit],
- 4] The Programmer [Computer Unit-1] Examinations,
- 5] The Programmer [Computer Unit-2] Examinations,
- 6] The In-charge, [E-Suvidha Kendra],
- 7] The Public Relation Officer,
- 8] The Record Keeper,
Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati
Sambhajinagar.

-***-

DrK*210524/-

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBHAJINAGAR.
GOPINATHRAO MUNDE NATIONAL INSTITUTE OF
RURAL DEVELOPMENT AND RESEARCH**



Reaccredited with 'A' Grade

FACULTY OF HUMANITIES

2 Years P.G. Programme in Social Science

(M.R.S.)

As per National Education Policy - 2020

(To be implemented from Academic Year - 2023-24)

Course Structure and Curriculum

(Outcome based Credit System)

Subject: Rural Economics, Baking & Industry

(Effective from 2023-24)

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1. Preamble

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

The GMNIRD is established in the Dr. Babasaheb Ambedkar Marathwada University campus as the constituent Institute for conducting academic, research, training and extension activities associated with the development and management. It is a multi-disciplinary Institute covering various disciplines of science, technology, social sciences, and agricultural sciences.

2. Course Structure

Two-Year Post-graduate Program

Course and Credits Distribution of Two years Master's Degree Program with Entry & Exit option

Faculty of Humanities

Year / level	Sem.	Major subject		RM	OJT /FP	RP	Credits	Degree
		DSC Core Mandatory	DSE (Elective)					
First year 6.0	I	3(4) +2=14	4	4			22	PG Diploma (After 3 years degree)
	II	3(4) +2=14	4		4		22	
Cum. Cr. For PG Diploma		28	08	4	4		44	
Exit option with Post-graduate Diploma (44 credits) after first year or two semesters with completion of courses equivalent to 44 credits								
Second Year 6.5	III	3(4) +2=14	4			4	22	PG Degree after 3 years UG or PG Degree after 4 years UG
	IV	3 (4) = 12	4			6	22	
Cum. Cr. For 1 year PG Degree		26	8			10	44	
Cum. Cr. For 2 years PG Degree		54	16	4	4	10	88	
2 Years -4 sem.PG Degree (88 credits) after three-year UG Degree or 1 Year -2 sem. PG Degree (44 credits) after four year UG degree								

ABBREVIATION:**Major** – Comprising Mandatory –is based on specialization**DSE- Discipline Specific Elective****OJT** – On-the- Job Training**FP** – Field Project (Corresponding to the Major (Core) Subject**RP** – Research Project (Corresponding to the Major (Core) Subject**Internship/Apprenticeship** - (Corresponding to the Major (Core) Subject**AS PER NEP 2020**

**Illustrative Credit distribution structure for Two Years Master's Degree Programme with
Multiple Entry and Exit options –**

Class: M.R.S. First Year Semester: Ist Subject: Rural Economics, Banking and Industry

Course type	Course Code	Course Name	Teaching Scheme (Hrs./ week)		Credits Assigned		Total Credits
			Theory	Practical	Theory	Practical	
Major Mandatory DSC	MREBI/MJ/500-T		2	-	2	-	14
	MREBI /MJ/501-T		2		2	-	
	MREBI /MJ/502-T		2	-	2	-	
	MREBI /MJ/503-T		2		2		
	MREBI /MJ/504-P			4		2	
	MREBI /MJ/505-P		-	4	-	2	
	MREBI /MJ/506-P		-	4	-	2	
DSE (Choose any one from pool of courses)	MREBI/DSE/507-T		2		2		06
	MREBI /DSE/508-P			4		2	
	or						
	MREBI /DSE/509-T		2		2		
	MREBI /DSE/510-P			4		2	
	or						
	MREBI /DSE/511-T		2		2		
RM	MREBI /DSE/512-P			4		2	04
	MREBI /RM/513-T		4	-	4	-	
			18	24	14	08	22 credits

1. Major Mandatory (DSC)

MREBI /MJ/500-T	Indian Rural Economy
MREBI /MJ/501-T	Principles and Practices of Rural Management
MREBI /MJ/502-T	Rural Banking & Finance
MREBI /MJ/503-T	Micro Finance Initiatives
MREBI /MJ/504-P	Indian Rural Economy
MREBI /MJ/505-P	Principles and Practices of Rural Management
MREBI /MJ/506-P	Rural Banking & Finance

2. Discipline Specific Electives: (Choose any one from Pool /Basket)

MREBI /DSE/507-T	E- Commerce For Rural Development
MREBI /DSE/508-P	E- Commerce For Rural Development
or	
MREBI /DSE/509-T	Farm Planning and Budgeting
MREBI /DSE/510-P	Farm Planning and Budgeting
or	
MREBI /DSE/511-T	Rural Tourism Management
MREBI /DSE/512-P	Rural Tourism Management

3. Research Methodology (RM): MREBI /RM/513-T

Class: M.R.S. First Year Semester: II Subject: Rural Economics, Banking and Industry

Course type	Course Code	Course Name	Teaching Scheme (Hrs./ week)		Credits Assigned		Total Credits
			Theory	Practical	Theory	Practical	
Major Mandatory DSC	MREBI /MJ/550-T		2		2		14
	MREBI /MJ/551-T		2		2		
	MREBI /MJ/552-T		2		2		
	MREBI /MJ/553-T		2		2		
	MREBI /MJ/554-P			4		2	
	MREBI /MJ/555-P			4		2	
	MREBI /MJ/556-P			4		2	
DSE (Choose any one from	MREBI /DSE/557-T		2		2		04
	MREBI /DSE/558-P			4		2	
	or						

pool of courses)	MREBI /DSE/559-T		2		2		
	MREBI /DSE/560-P			4		2	
	or						
	MREBI /DSE/561-T		2		2		
	MREBI /DSE/562-P			4		2	
OJT/FP	MREBI /OJT/FP/563-T		-	8	-	4	04
			14	32	10	12	22 credits

1. Major Mandatory (DSC)

MREBI /MJ/550-T	Human Resource Management
MREBI /MJ/551-T	Rural Entrepreneurship
MREBI /MJ/552-T	Gandhian Philosophy of Rural Development
MREBI /MJ/553-T	Government Initiatives in Rural Development in India
MREBI /MJ/554-P	Human Resource Management
MREBI /MJ/555-P	Rural Entrepreneurship
MREBI /MJ/556-P	Gandhian Philosophy of Rural Development

2. Discipline Specific Electives: (Choose any one from Pool /Basket)

MREBI /DSE/507-T	Rural Industrialization
MREBI /DSE/508-P	Rural Industrialization
or	
MREBI /DSE/509-T	Introduction to Bio-economics
MREBI /DSE/510-P	Introduction to Bio-economics
Or	
MREBI /DSE/511-T	Agriculture Economics
MREBI /DSE/512-P	Agriculture Economics

3. OJT/FP-1: Field Project-I: MREBI /OJT/FP/563-P

Class: M.R.S. Second Year Semester: IIIrd Subject: Rural Economics, Banking and Industry

Course type	Course Code	Course Name	Teaching Scheme (Hrs./ week)		Credits Assigned		Total Credits
			Theory	Practical	Theory	Practical	
Major Mandatory DSC	MREBI /MJ/600-T		2		2		14
	MREBI /MJ/601-T		2		2		
	MREBI /MJ/602-T		2		2		
	MREBI /MJ/603-T		2		2		
	MREBI /MJ/604-P			4		2	
	MREBI /MJ/605-P			4		2	
	MREBI /MJ/606-P			4		2	
DSE	MREBI /DSE/607-T		2		2		

(Choose any one from pool of courses)	MRS MREBI /DSE/608-P			4		2	04
	or						
	MREBI /DSE/609-T		2		2		
	MREBI /DSE/610-P			4		2	
	or						
	MREBI /DSE/611-T		2		2		
	MREBI /DSE/612-P			4		2	
RP-1	MREBI /RP-1/649-P			8		4	04
			14	32	14	08	22 credits

1. Major Mandatory (DSC)

MREBI /MJ/600-T	Agrarian Crisis Management
MREBI /MJ/601-T	Rural Development theories and approaches
MREBI /MJ/602-T	Rural Infrastructure
MREBI /MJ/603-T	Computer Application for rural Studies
MREBI /MJ/604-P	Agrarian Crisis Management
MREBI /MJ/605-P	Rural Development theories and approaches
MREBI /MJ/606-P	Rural Infrastructure

2. Discipline Specific Electives: (Choose any one from Pool /Basket)

MREBI /DSE/607-T	Rural Marketing
MREBI /DSE/608-P	Rural Marketing
or	
MREBI /DSE/609-T	Economic Analysis for rural Development
MREBI /DSE/610-P	Economic Analysis for rural Development
or	
MREBI /DSE/611-T	Quantitative Methods for rural Development
MREBI /DSE/612-P	Quantitative Methods for rural Development

3. RP-1: Research Project-1: MREBI /RP-1/649-P

Class: MRS (REBI) Second Year Semester: IVth Subject: Rural Economics, Banking and Industry

Course type	Course Code	Course Name	Teaching Scheme (Hrs./ week)		Credits Assigned		Total Credits
			Theory	Practical	Theory	Practical	
Major Mandatory DSC	MREBI /MJ/650-T		2		2		12
	MREBI /MJ/651-T		2		2		
	MREBI /MJ/652-T		2		2		
	MREBI /MJ/653-P			4		2	

	MREBI /MJ/654-P			4		2	
	MREBI /MJ/655-P			4		2	
DSE (Choose any one from pool of courses)	MREBI /DSE/656-T		2		2		04
	MREBI /DSE/657-P			4		2	
	Or						
	MREBI /DSE/658-T		2		2		
	MREBI /DSE/659-P			4		2	
	Or						
	MREBI /DSE/660-T		2		2		
	MREBI /DSE/661-P			4		2	
RP-2	MREBI /RP-2/699-P			12		6	06
			12	36	12	14	22 credits

1. Major Mandatory (DSC)

MREBI /MJ/650-T	Rural Resource Management
MREBI /MJ/651-T	Horticulture and Rural Development
MREBI /MJ/652-T	Global Agricultural Trading
MREBI /MJ/653-P	Rural Resource Management
MREBI /MJ/654-P	Horticulture and Rural Development
MREBI /MJ/655-P	Global Agricultural Trading

2. Discipline Specific Electives: (Choose any one from Pool /Basket)

MREBI /DSE/656-T	Communication for Rural Development
MREBI /DSE/657-P	Communication for Rural Development
Or	
MREBI /DSE/658-T	Rural Development and Environment Economics
MREBI /DSE/659-P	Rural Development and Environment Economics
Or	
MREBI /DSE/660-T	Women & Child Development and Rural Development
MREBI /DSE/661-P	Women & Child Development and Rural Development

3. RP-1: Research Project-2: MREBI /RP-2/699-P

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
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(MANDATORY SUBJECT: I)

Course Code No.: MREBI /MJ/500-T		No. of Credits: 03	Hours: 45
Course Title:		Indian Rural Economy	
Learning Objectives :-			
1. To make the students understand the nature and scope of Indian Rural Economy.			
2. To make them aware about the problems and prospects of the rural economy of India.			
Unit	Course Content		Periods
I	Rural Demography in India Population Growth rate , Sex ratio, Density of Population, Literacy rate, Rural and Urban Distribution,		06
II	Indian Agriculture Characteristic Features of Indian Agriculture, Role of Agriculture in Indian Economy, Nature of India's Agriculture, Cropping Pattern in India. Land Reforms, System of Land Tenure in Pre-independent India.		06
III	Unemployment and Poverty in India Employment Trends, Structure of Employment, Causes of Unemployment, Types of Unemployment, Concept of Poverty, Incidence of Poverty in India, Types of Poverty, Multidimensional Poverty. Human development Index, General Poverty Index		06
IV	Rural Industrialization Role of Agro based industries in rural Development; Rural Credit: Structure, Role and Flow of rural Credit; Performance of Regional Rural Banks.		06
V	Economic Growth and Human Development Concept of Economic Growth and Human Development, Common Characteristics of Underdeveloped Countries, Role of Natural Resources in Economic Development, Role of Economic Factors in Economic Development.		06

Learning Outcomes

1. The Students will understand the nature of Indian Rural Economy.
2. The Students will become aware of the problems and prospects of the rural economy of India.

Suggested Readings

1. Ramesh Chand, S. K. Srivastava and Jaspal Singh, "Changing Structure of Rural Economy of India, Implications for Employment and Growth", Discussion Paper.
2. National Institution for Transforming India, NITI Aayog.
3. Aggarwal, A and N Kumar (2012): "Structural Change, industrialization and Poverty Reduction: The Case of India," Development Papers 1206, Economic and Social Commission for Asia and the Pacific (ESCAP), United Nations, South and South-West Asia Office, New Delhi.
4. Chand, R and S K Srivastava (2014): "Changes in the rural labour market and their implication for Agriculture," Economic & Political Weekly, Vol 49, No 10, pp 47-54.
5. Chand, R., R Saxena and S Rana (2015): "Estimates and Analysis of Farm income in India, 1983-84 to 2011-12," Economic & Political Weekly, Vol 50, No 22, pp 139-145.
6. Papola, T S (2012): "Structural Changes in the Indian Economy: Emerging Patterns and implications," ISiD Working Paper No 12, institute for Studies in industrial Development, New Delhi.
7. Pradhan, Rangarajan, C, Seema and E M Vibeesh (2013): "Developments in the Workforce between 2009-10 and 2011-12," Economic & Political Weekly, Vol 49, No 23, pp 117-121.
8. Srivastava, S.K., Chand, R., and Singh, J. (2017): "Changing Crop Production Cost in India: Input Prices, Substitution and Technological Effects", Agricultural Economics Research Review, Conference issue.
9. Thomas, J. J. (2012): "India's Labour Market during the 2000s: Surveying the Changes," Economic Political Weekly, Vol 47, No 51, pp 39-51.
10. V. K. Puri, S. K. Misra (2021) : Indian Economy its Development Experience , Himalaya Publishing house ISO 9001:2015

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(MANDATORY SUBJECT: II)

Course Code No.: MREBI /MJ/501-T		No. of Credits: 03	Hours: 45
Course Title:		Principles and Practices of Rural Management	
Learning Objectives :- To acquaint the students with basic principles of management and their application in agriculture sector.			
Unit	Course Content		Periods
I	Introduction to Management :- Definition, Nature and Scope of Management. Functions of Management, Functional Areas of Management, Managerial Skills and Roles of Manager in Agribusiness. Contribution of F W Taylor, Principles of Management by Henry Fayol, Peter Drucker. Management by Objectives (MBO) - Definition, Meaning and Significance, MBO process.		06
II	Planning and Organizing in Agribusiness :- Planning, Nature, Types, Steps in Planning, Process and Limitation of Planning. Organizing, Meaning, Process, Organization Structure and Design, Types of Organizational Structure suitable for Agribusiness.		06
III	Decision Making in Agribusiness :- Decision Making in Agribusiness i.e. Farm Equipments and Farm Machinery, Sources of Energy, Harvest Technology, Irrigation and Drainage System. Managerial Decision Making and Management Control.		06
IV	Human Resource Management for Rural India :- Nature, Scope and Importance of Human Resource Management, Human Resource Planning, Recruitment and Selection, Training and Development. Performance Appraisal.		06
V	Motivation and Leadership :- Motivation: Definition, Scope and Nature of Motivation. Types of Motivation, Welfare Programs and Fringe Benefits for Rural Development. Wage and Salary Administration. Morale and Productivity. Leadership: Types of Leaders, Leadership Qualities. Corporate Governance, Business Ethics.		06

Learning Outcomes

The students will learn basic principles of Management and their applications in agriculture sector.

Suggested Readings:-

1. Koontz and Weihrich-Essentials of Management, McGraw-Hill.
2. George R. Terry, Stephen G. Franklin: Principles of Management AITBS Publishers & Distributors.
3. Daft Richard L. – Management – Thomson
4. Certo – Modern Management Prentice Hall.
5. L. M. Prasad – Principles of Management.
6. R. M. Srivastava – Principles of Management.
7. Peter Drucker – Essentials of Management.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**

(MANDATORY SUBJECT: III)

Course Code No.: MREBI /MJ/502-T		No. of Credits: 03	Hours: 45
Course Title:		Rural Banking & Finance	
Learning Objectives :-			
1. To make the students understand the importance of Rural Credit.			
2. To take review of rural credit policies.			
3. To make the students understand the functioning of rural Credit institutions.			
Unit	Course Content		Periods
I	Money Market and Capital Market: - Features of Money and Capital Market, Functions of Money and Capital Market, Instruments of Money and Capital Market, Types of Money and Capital Market, Organized Market, Unorganized Market.		06
II	Financial Institutions:- Industrial Finance Corporation in India (1948), Industrial Credit and Investment Corporation of India (1956), State Financial Corporation, Industrial Development Bank of India (1964), National Industrial Development Corporation Unit Trust of India (1963), Life Insurance Corporation of India (1956), Nationalized Commercial Banks.		06
III	Recent Committees to Review Arrangements for Institutional credit (1978) Khushro committee (1986) Narmsinhem committee on financial Reforms (1991) and their main recommendations.		06
IV	Indian Banking Sector Reforms, International Banks, National Banks, Regional Banks, and Rural Banks. Lead bank approach, RBI- Functions of RBI, Monetary Policy, objective of Monetary Policy, Instruments of Monetary Policy. NABARD.		06
V	Co-operative banks:- Structure of Co-operative Banks, State Co-operative Banks, District Co-operative Banks, and Primary Agriculture Credit Banks, Non-Banking Financial Institution (NBFIS) Types of NBFIS,		06

Learning Outcomes

1. The students will understand the significance of rural credit.

2. The students will get acquainted with functioning of Rural Credit Institutions and their problems.

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(MANDATORY SUBJECT: IV)

Course Code No.: MREBI /MJ/503-T		No. of Credits: 02	Hours: 30
Course Title:		Micro Finance Initiatives	
Learning Objectives: 1. To understand the nature and significance of microfinance, Microcredit, Micro insurance 2. To sensitize the students about empowerment of poor and inclusive growth through Micro finance programmes.			
Unit	Course Content		Periods
I	Origin of Micro Finance, Concepts of Micro Finance, Micro Credit, Micro Insurance. Micro finance initiatives in India and abroad. Micro-Finance and social Security, Micro-Finance and Livelihood approach		06
II	Self-help groups-Bank Linkage Programme: Self-help groups formation, savings and credit linkage. Problems and Prospects of Micro-Financing in Rural India.		06
III	Micro~ Finance and empowerment of rural poor, Entrepreneurial Development, Rural Women Self-Help Groups and empowerment, role of information and communication technologies in rural banking		06
IV	Micro Finance and Banks: NABARD, RBI, SIDBI, Rashtriya Mahila Kosh, Commercial banks, cooperative banks, regional rural banks. Role of NGOs and Micro Finance Institutions		06
V	Inclusive growth and sustainable development: Micro Finance and Inclusive growth, Financial Inclusion policies and programmes in India.		06

Learning Outcomes

1. The students will understand the concepts of micro finance, micro credit, and micro insurance.
2. The students will be acquainted with the mechanism of self-help group's programmes.
3. The students will understand the significance of empowerment of poor people.

Suggested Readings

1. Asian Development Bank, Microenterprise development-Not by credit Alone, Manila, 1997
2. Chandra D., Rural Credit: Role of informal sector, Segment books, New Delhi, 1993
3. Lalitha N., Self help groups in Rural Development, Dominant Publishers and distributors, New Delhi, 2002

4. Marguerite S. Robinson, Micro Finance Revolution- Sustainable Finance for the Poor, World Bank, Washington and Open Society Institute, New York, 2001
5. Karmarkar, K.G., Rural Credit and Self Help Groups, Micro Finance Needs And Concepts In India. Sage Publications, New Delhi, 1999
6. NABARD, banking with the Poor: Financing Self Help Groups, CGM, NABARD, Hyderabad, 1999 Status of Micro finance Reports, NABARD Koontz and Weihrich- Essentials of Management, McGraw-Hill.
8. George R. Terry, Stephen G. Franklin; Principles of Management AITBS Publishers & Distributors.
9. Daft Richard L. – Management – Thomson
10. Certo – Modern Management Prentice Hall.
11. L. M. Prasad – Principles of Management.
12. R. M. Srivastava – Principles of Management.
13. Peter Drucker – Essentials of Management.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**

(MANDATORY SUBJECT: I)

Indian Rural Economy -MREBI/MJ/504-P

1. Field trips to rural areas to observe demographic trends firsthand.
2. Conducting surveys or interviews to gather data on population dynamics in nearby rural communities.
3. Analyzing census data and other demographic sources to understand population trends in Marathwada region.
4. Organizing debates or discussions on topics such as the impact of population growth on rural development or the effectiveness of literacy programs in rural areas.
5. Group projects to develop recommendations for improving the demographic indicators in a chosen rural community.
6. Investigating variations in sex ratio across different rural areas in Marathwada Region.
7. Analyzing factors influencing population density in rural regions (e.g., geographical features, economic activities).
8. Organize field trips to nearby rural areas to observe economic activities firsthand.
9. Visit agricultural farms, livestock rearing centers, and rural industries to understand their operations and contribution to the economy.
10. Conduct market surveys in rural areas to analyze consumption patterns, demand for goods and services, and pricing dynamics.
11. Study the role of local markets, haats (weekly markets), and cooperatives in the rural economy.
12. Analyze the marketing strategies adopted by rural entrepreneurs and businesses.
13. Assign case studies focusing on successful rural development projects or initiatives in India.
14. Examine the impact of government policies, schemes, and subsidies on the rural economy.
15. Explore case studies of rural cooperatives, self-help groups, and microfinance institutions.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(MANDATORY SUBJECT: II)
Principles and Practices of Rural Management- MREBI/MJ/ 505-P**

1. Rural Development Projects:

- Assign students to develop and implement small-scale rural development projects in collaboration with local communities.
- Projects could focus on areas such as agriculture extension, watershed management, renewable energy promotion, or rural infrastructure improvement.
- Students can gain hands-on experience in project planning, stakeholder engagement, resource mobilization, and monitoring and evaluation.

2. Case Studies and Role-Playing:

- Present case studies of successful and unsuccessful rural management initiatives from different parts of India.
- Organize role-playing exercises where students take on the roles of various stakeholders (e.g., government officials, farmers, NGOs) involved in rural development projects.
- Through these activities, students can analyze real-world challenges, decision-making processes, and outcomes in rural management.

3. Field Surveys and Needs Assessment:

- Conduct field surveys and needs assessments in rural communities to identify their socio-economic, environmental, and infrastructure needs.
- Students can design survey questionnaires, collect data, and analyze findings to prioritize development interventions.
- This practical exercise helps students understand the importance of participatory approaches and needs-based planning in rural management.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(MANDATORY SUBJECT: III)
Rural Banking & Finance
No. : MREBI/MJ/506-P**

1. Field Visits to Rural Banks and Financial Institutions:

- Organize field visits to rural banks, cooperative societies, microfinance institutions, and other financial service providers operating in rural areas.
- Students can observe the functions of these institutions, interact with bank staff and clients, and understand the challenges faced in delivering financial services in rural settings.
- Encourage students to interview bank managers, loan officers, and customers to gain insights into rural banking operations, customer needs, and financial inclusion efforts.

2. Mock Bank Branch or Microfinance Institution:

- Create a simulated rural bank branch or microfinance institution within the campus or classroom.
- Divide students into groups representing different roles such as branch manager, loan officer, customer service representative, and accountant.
- Conduct role-playing exercises where students handle tasks like opening accounts, processing loans, conducting financial literacy sessions, and managing branch operations.
- This practical activity helps students understand the day-to-day functioning of rural financial institutions and the responsibilities of various personnel.

3. Financial Literacy Campaigns:

- Task students with designing and implementing financial literacy campaigns targeted at rural communities.
- Students can create educational materials such as brochures, posters, and videos on topics like savings, budgeting, credit management, and insurance.

- Organize outreach events in collaboration with local organizations, schools, and community centers to disseminate financial literacy information and conduct interactive workshops or training sessions.
- This practical activity empowers students to apply their knowledge of rural banking and finance to address the financial education needs of rural populations.

4. Market Surveys and Product Development:

- Assign students to conduct market surveys in rural areas to assess the demand for various financial products and services.
- Based on survey findings and market analysis, students can propose innovative financial products tailored to the needs of rural clients, such as agricultural loans, livestock insurance, or mobile banking solutions.
- Students can develop business plans, pricing strategies, and marketing campaigns for launching these products in rural markets.
- This practical exercise allows students to apply their understanding of rural finance concepts to real-world product development and marketing challenges.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(ELECTIVE PAPER- I)**

Course Code No.: MREBI /DSE/507-T		No. of Credits: 03	Hours: 45
Course Title:		E-Commerce For Rural Development	
Learning Objectives: The objective of this course is to help students to understand the basics of Information Technology, E-Commerce Fundamentals and Technological Environment.			
Unit	Course Content		Periods
I	Introduction to Computer : Definition, Characteristics, Types of Computers. Computer Generations, Computer Hardware - Input / Output Devices, Storage Devices and Memory. Computer Software - System and Application Software, Compilers, Interpreters and Assemblers. Computer Applications, Computer Virus and Antivirus Softwares.		06
II	Computer Networking and Internet Technology : Concept of Computer Networks, LAN, MAN, WAN, Protocols - Introduction of Client Server Atmosphere, Concept of Internet and Intranet, Advantages of Internet, World Wide Web, IP Address, URL, I.S.P, Gateway, Web Browser, Search Engines, Modem Base Band and Broad Band, Leased Lines, Electronic Mail.		06
III	E-Commerce : Definition, Importance, Characteristics. Types of E-Commerce Applications, Technology, Infrastructure and Limitations. E-Business Models like B2B, B2C, C2C etc. Online Marketing Concepts - Process, Marketing Communication, Marketing Tools.		06
IV	Payment Systems :- Type of E-payment, Digital Token-Based E-Payment, Smart Card, Credit Card Payment Systems, Risks and Precautions to be taken on E-Payment. Mobile Computing Applications.		06
V	Security Environment :- Security Threats, Technology Solutions, Client-Server Security, Data and Message Security, Document Security, Firewalls, Ethical, Social and Political issues in Rural E-Commerce.		06

Learning Outcomes

1. The students will understand the basics of information technology.
2. They will get exposure to e-commerce fundamentals and models.

Suggested Readings

1. Ravi Kalakotta & Whinston B., *Frontiers of E-Commerce*, Person Education, Reprint 2009, New Delhi.
2. R. Kalakotta & M. Robinson, *E-Business : Roadmap for Success*, Pearson Education Reprint, New Delhi, 2009.
3. Laudon and Traver, *E-Commerce : Business Technology Society*, 4th Edition, Person Education, New Delhi, 2009.
4. Schnieder, *E-Commerce Strategy, Technology and Implementation*, 1st Edition, Cengage, Learning, India, 2008.
5. Elias M. Awad, *Electronic Commerce*, PHI Learning, 2009.
6. Rayudu C. S., *e-Business*, Himalaya Publishing House, 2007.
7. Daniel Amor, *The E-Business (R) Evolution*, PHI Learning, New Delhi.
8. Murthy C. S. V., *e-Commerce*, Himalaya Publishing House, 2007.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**
(ELECTIVE PAPER- I)
E-Commerce for Rural Development
Course Code No.: MREBI /DSE/508-P

1. Digital Literacy Workshops:

- Organize digital literacy workshops in rural communities to introduce residents to basic computer skills, internet usage, and online safety.
- Students can volunteer to teach participants how to navigate e-commerce platforms, conduct online transactions, and access digital resources.
- Encourage students to create educational materials such as tutorials, handouts, and video guides to support the learning process.

2. E-Commerce Business Simulation:

- Divide students into groups and assign them the task of launching a virtual e-commerce business catering to rural customers.
- Students can develop business plans, design websites or mobile apps, source products from local artisans or farmers, and implement marketing strategies.
- Conduct simulated transactions and track key performance indicators such as sales revenue, customer feedback, and profitability.
- This practical exercise allows students to gain hands-on experience in e-commerce operations and understand the potential benefits and challenges of online entrepreneurship in rural contexts.

3. Market Research and User Surveys:

- Task students with conducting market research and user surveys to identify the e-commerce needs and preferences of rural consumers and businesses.
- Students can use various methods such as online surveys, focus group discussions, and interviews to gather insights into consumer behavior, product demand, and logistical constraints.
- Analyze survey data to identify market opportunities, tailor e-commerce solutions to meet rural requirements, and address barriers to adoption.

4. E-Commerce Pilot Projects:

- Collaborate with local businesses, cooperatives, or self-help groups to implement e-commerce pilot projects in rural areas.
- Students can assist in setting up online storefronts, managing inventory, processing orders, and coordinating logistics for product delivery.
- Monitor project implementation, collect feedback from participants, and evaluate the impact of e-commerce interventions on local livelihoods, income generation, and market access.
- This practical activity enables students to apply theoretical knowledge to real-world e-commerce initiatives and assess their effectiveness in promoting rural development.

5. Digital Marketing Campaigns:

- Challenge students to design and execute digital marketing campaigns to promote rural products and services online.
- Students can utilize social media platforms, search engine optimization (SEO) techniques, email marketing, and influencer partnerships to reach target audiences and drive website traffic.
- Measure campaign performance metrics such as website visits, conversion rates, and social media engagement to assess the effectiveness of digital marketing strategies in raising awareness and generating sales for rural businesses.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(ELECTIVE PAPER- II)**

Course Code No.: MREBI /DSE/509-T		No. of Credits: 03	Hours: 45
Course Title:		Farm Planning and Budgeting	
Learning Objectives:			
The objective of this course is to help students to understand the basics of Information Farm Planning and Budgeting			
Unit	Course Content		Periods
I	Farm planning: Meaning, definition and need. Characteristics of sound plan, Steps in planning, Techniques of farm planning, planning the land resources, Planning the labour resources, Planning the capital resources.		06
II	Farm planning: Meaning, definition and need. Characteristics of sound plan, Steps in planning, Techniques of farm planning, planning the land resources, Planning the labour resources, Planning the capital resources.		06
III	Farm activities : Selection of farm Activities / farm enterprises, Activity-wise requirement of farm inputs, Crop and animal production, hunting and related service activities, sericulture, horticulture, floriculture, fisheries, forestry, seed production.		06
IV	Cost of cultivation of crops: Labour, water, electricity, seeds, fertilizers, pesticides, weeding, harvesting, hiring machinery and equipment's and other Charges.		06
V	Cash flow: Cash balance, sale of crops, sale of livestock products government subsidies, other agricultural income .Cash out flow-expenditure incurred on seeds, fertilizers, labour and cultivation, harvesting, transportation, storing, purchases of agricultural machinery and equipment's, payment of loan etc. Income statement, Net worth statement.		06
Course Outcome:-			
1. The students will get introduced to farm planning and budgeting process.			
2. The students will be able to prepare farm budget, computation of cost of cultivation.			

Suggested Readings

1. Fundamentals of Farm Business Management, Johi and T. R. Kapur, Kalyani Publishers, New Delhi.
2. Elements of farm Management Economics, I.J. Singh, Affiliated East-west press Pvt. Ltd., New Delhi.
3. Farm Management, A S. Kahlon and Karam Singh, Indian Council of Agriculture Research, New Delhi.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**

**(ELECTIVE PAPER- II)
Farm Planning and Budgeting
Course Code No.: MREBI /DSE/510-P**

1. Field Visits and Surveys:

- Organize field visits to farms of varying sizes and types, including crop farms, livestock farms, and mixed farming operations.
- Students can conduct surveys and interviews with farmers to gather information about their cropping patterns, livestock management practices, input usage, and income sources.
- Encourage students to observe farm operations firsthand, take notes, and ask questions to understand the factors influencing farm planning and budgeting decisions.

2. Farm Mapping and Resource Inventory:

- Assign students to create farm maps and conduct resource inventories for hypothetical or real farm scenarios.
- Students can identify and map different land parcels, soil types, water sources, infrastructure (e.g., buildings, fences), and existing crops or livestock.
- Analyze resource availability and constraints to inform farm planning decisions related to crop selection, land use allocation, and infrastructure investments.

3. Crop Rotation and Enterprise Selection:

- Challenge students to develop crop rotation plans and enterprise selection strategies for farms based on agronomic principles, market demand, and profitability considerations.
- Students can use crop calendars, yield forecasts, and market research to determine the most suitable crops or livestock enterprises for different seasons and land parcels.
- Discuss the importance of diversification, risk management, and sustainability in farm planning decisions.

4. Budget Preparation and Financial Analysis:

- Provide students with farm budget templates and financial planning tools to prepare budgets for hypothetical farm operations.
- Students can estimate costs and revenues for inputs (e.g., seeds, fertilizers, and pesticides), labor, machinery, marketing, and other expenses associated with crop production or livestock raising.
- Calculate projected income, cash flows, and profitability indicators (e.g., gross margin, net profit) to assess the financial viability of farm plans and identify areas for optimization.

5. Simulation Games and Case Studies:

- Facilitate farm management simulation games or case studies where students make farm planning and budgeting decisions in simulated scenarios.
- Students can role-play as farm managers and collaborate in teams to make decisions regarding crop selection, input procurement, production scheduling, and marketing strategies.
- Simulate external factors such as weather variations, market price fluctuations, policy changes, and input supply disruptions to test students' ability to adapt their plans and make informed decisions under uncertainty.

6. Farm Project Proposals:

- Task students with developing comprehensive farm project proposals for real or hypothetical farm enterprises.
- Students can integrate farm planning, budgeting, and risk management considerations into their proposals, along with feasibility analysis, market research, and environmental impact assessment.
- Presentations of project proposals can be followed by peer review and feedback sessions to enhance students' presentation skills and receive constructive criticism.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(ELECTIVE PAPER- III)**

Course Code No.: MREBI /DSE/511-T	No. of Credits: 03	Hours: 45
Course Title:	Rural Tourism Management	
Learning Objectives: To Understand the concept of Rural Tourism to identified scope and cultural significance. To Identify Tourism resources in rural areas, Benefits and Costs of Rural Tourism. Developing a Business Plan for Rural Tourism, Sustainable Tourism.		
Unit	Course Content	Periods
I	Rural Tourism :- Introduction, Concept of Rural Tourism, its Scope and Cultural Significance. Complexities and Challenges of Rural Tourism. Identify Tourism Resources in Rural Areas, Benefits and Costs of Rural Tourism. Rural Territory - Its Potential as a Tourism Product. Village as a Primary Tourism Product, Showcasing Rural Life, Art, Culture and Heritage. Impact of Rural Tourism on the Rural Community. Benefits and Sustainable Development of Rural Tourism.	06
II	Rural Tourism Business Plan :- Introduction to Business Plan. Feasibility and Execution of Business Plan. Infrastructure, Marketing and Financial Assistance. Intervention of Professional Agencies, Limitations for Development of Rural Tourism. Creating Employment and Entrepreneurial Opportunities.	06
III	Tourism Marketing :- People and Culture: Importance of culture related to destinations in Tourism; Heritage, Customs, Costumes, Traditions, Rituals, Ancient Paintings, Fairs Festivals, Handicrafts as attractions to tourist. Performing Arts of India; Classical and folk dances, Music and musical instruments as enhancer of tourism experience Role of folklore, and folksongs in tourism promotion.	06
IV	Tourist Behaviour :- Tourist Behaviour, Factors influencing tourist behavior, Tourists' decision making process, tourism behavior typologies.	06
V	Rural Tourism Product Development :- Tourism Development and Packaging; Tourism Product, Creating Experience Set, Product development, Tourism Product packaging.	06

Course Outcomes

1. Students will be able to develop business plan for rural tourism.

Suggested Readings

1. Boniface B. & Cooper, C., Worldwide Destinations: The geography of Travel & Tourism, Oxford Butterworth Heinemann, 2009.
2. Badan, B. S. & Bhatt, H., Cultural Tourism, Crescent Publishing Corporation, New Delhi, 2005.
3. Chaudhary, M., Tourism Marketing, Oxford University Press, New Delhi, 2010.
4. Dasgupta, D., Tourism Marketing, Pearson, New Delhi, 2011.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**
(ELECTIVE PAPER- III)
Rural Tourism Management
Course Code No.: MREBI /DSE/512-P

1. Destination Assessment and Inventory:

- Organize field trips to potential rural tourism destinations or villages.
- Students can conduct destination assessments and inventory activities to identify natural attractions, cultural heritage sites, community resources, and tourism infrastructure.
- Use mapping tools and surveys to document key features and assess the tourism potential of each location.

2. Community Engagement and Stakeholder Consultation:

- Facilitate meetings and workshops with local communities, tourism operators, government agencies, and other stakeholders.
- Students can engage in dialogue to understand community needs, aspirations, and concerns related to tourism development.
- Encourage students to collaborate with community members in co-creating tourism products, experiences, and initiatives that reflect local culture and values.

3. Tourism Product Development:

- Challenge students to design and develop innovative tourism products and experiences tailored to rural settings.
- Examples could include agro-tourism activities (e.g., farm stays, organic farming tours), cultural exchanges (e.g., traditional crafts workshops, folk performances), ecotourism adventures (e.g., nature trails, birdwatching), and experiential learning programs (e.g., cooking classes, heritage walks).
- Students can create detailed itineraries, activity plans, and marketing materials for their proposed tourism products.

4. Marketing and Promotion Campaigns:

- Assign students to develop marketing and promotion campaigns to attract visitors to rural tourism destinations.

- Students can create digital and print materials such as brochures, websites, social media content, and multimedia presentations showcasing the unique attractions and experiences offered by rural communities.
- Encourage students to leverage storytelling, photography, and video content to evoke emotional connections and inspire travel to rural areas.

5. Visitor Experience Management:

- Organize experiential learning trips for students to experience rural tourism firsthand as visitors.
- Students can evaluate the quality of tourism services, facilities, and interpretive programs offered at rural destinations.
- Encourage students to provide feedback and recommendations for enhancing the visitor experience, including improvements in hospitality, interpretation, safety, and accessibility.

6. Sustainable Tourism Planning and Management:

- Integrate principles of sustainability into rural tourism planning and management practices.
- Students can analyze the social, economic, cultural, and environmental impacts of tourism on rural communities and ecosystems.
- Facilitate discussions on strategies for minimizing negative impacts (e.g., over tourism, cultural commodification, environmental degradation) and maximizing positive contributions (e.g., community empowerment, conservation stewardship, and economic diversification) of tourism to rural development.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**

Course Code No.: MREBI /RM/513-T		No. of Credits: 04	Hours: 60
Course Title:		Research Methodology	
Learning Objectives :- 1. To Create research attitude among students. 2. To make the students understand research concepts and methodology 3. To motivate the students to undertake research projects on Rural Development.			
Unit	Course Content		Periods
I	Research fundamentals - Meaning, objective and Motivation in research - Types of Research - Research Process- Relevance & Scope of Research in Functional areas - Practical and applications: identify the research problems with reference to rural development.		12
II	Research design and sampling techniques- introduction meaning characteristics, advantages, importance of a Good Research design - types of research designs and various steps- Census Survey and sampling techniques - simple random sampling; Stratified sampling, cluster sampling ,Quota sampling- Practical and applications: preparation of research and sample design.		12
III	Data collection, processing and analysis- data types: primary and secondary data-methods of primary data collection: observation method, interview method, mailed questionnaire method- sources of secondary data- editing, coding, classification and tabulation of data, analysis and interpretation of data- practical and applications: Exercise on data collection and presentation.		12
IV	Testing of Hypothesis - Definitions of Terms: Null and Alternative Hypothesis, Level of significance, Types of Errors - I and II, Size and Power of Test- steps involve in Testing of hypothesis. Types of Test: Parametric and Non-parametric Tests, Small and Large Sample, One and Two Sample Tests		12
V	Report writing - meaning and types of research report- Steps involved in Report Writing, Requisites of Good research Reports.		12

Learning Outcomes:-

1. The students will understand research process and methodology.
2. They will be able to prepare research proposals.
3. They will be able to undertake research projects.

Suggested Readings -

1. Research Methodology - C. R. Kothari
2. Research Methodology in Management - Dr. V. P. Micheal
3. Research Methodology in Commerce - S. Mohan, R. Elangovan, Deep & Deep, New Delhi
4. Research Methodology the Discipline & Its Dimensions - Jai Narain Sharma, Deep & Deep, New Delhi
5. Research Methodology Methods, Tools & Techniques - Gopallal Jain, Mangal Deep

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**

Course Code No.: MREBI/MJ/550-T		No. of Credits: 03	Hours: 45
Course Title:		Human Resource Management	
Learning Objectives :- 1. Appreciate the importance of Human Resource Management functions. 2. Understand the implications for human resource management. 3. To Make the students aware their significant role in human resource development. A			
Unit	Course Content		Periods
I	Introduction to Human Resource Management Introduction, concept of Human Resource Management, Scope of Human Resource Management, History of Human Resource Management, Functions of Human Resource Management, Role of Human Resource Executives.		06
II	Human Resource Planning Process of Human Resource planning, Need for Human Resource Planning, , Successful Human Resource Planning.		06
III	Training & Management Development Meaning of Training, Area of Training, Method of Training, and Concept of Management Development, Management Development Methods, Differences between Training and Development, Evaluation of Training & Management Development.		06
IV	Labour Market Demand for labour supply of labour, wage determination by sectors, Urban and Rural, Organized and unorganized wage and nonwage components of labour remuneration, Various concepts of wages, Fair, living, subsistence and minimum wage. Problems of implementation of minimum wages, welfare activities.		06
V	Human Resources in India. Nature, Growth, Socio-Economic Features, Changing Role of Human Resource in India, Labour policies of Indian Government, Second National Commission on Labour, Recommendations of Arjun Sen Gupta Committee Report.		06

Learning Outcomes

1. The Students will understand significant role of human resources
2. The Students will be aware about implications of human behavior in the process of development

Suggested Readings

- 1) Dessler, Gary. *Human Resource Management*. 14th ed. Upper Saddle River, NJ: Prentice Hall, 2014.
- 2) Mathis, Robert L., and John H. Jackson. *Human Resource Management*. 14th ed. Stamford, CT: Cengage Learning, 2014.
- 3) Noe, Raymond A., John R. Hollenbeck, Barry Gerhart, and Patrick M. Wright. *Human Resource Management: Gaining a Competitive Advantage*. 8th ed. New York: McGraw-Hill/Irwin, 2013.
- 4) Adams, J.S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in experimental social psychology* (Vol. 2, 267-299). New York: Academic Press.
- 5) Armstrong, Michael. *A Handbook of Human Resource Management Practice*. Kogan Page Limited, 1999.
- 6) Green, Paul C. *Building Robust Competencies: Linking Human Resource Systems to Organizational Strategies*. Jossey-Bass, 1999
- 7) Rossiter, Jill A. *Human Resources: Mastering Your Small Business*. Upstart Publishing, 1996.
- 6) DeCenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2013). *Fundamentals of Human Resource Management*. 11th Edition. Wiley. ISBN: 978-0-470-91012-2.
- 7) HUMAN RESOURCE MANAGEMENT - The Key Concepts Edited by Chris Rowley and Keith Jackson, Routledge ,Taleor and Francis Group, New York ISBN 13: 978-0-415- 44042-4 (hbk)
- 8) Dessler, Gary. *Human Resource Management*. 14th ed. Upper Saddle River, NJ: Prentice Hall, 2014.
- 9) Mathis, Robert L., and John H. Jackson. *Human Resource Management*. 14th ed. Stamford, CT: Cengage Learning, 2014.
- 10) Noe, Raymond A., John R. Hollenbeck, Barry Gerhart, and Patrick M. Wright. *Human Resource Management: Gaining a Competitive Advantage*. 8th ed. New York: McGraw-Hill/Irwin, 2013
- 11) Hartton J & Gold J (1999) , *Human Resource Management*, Basingtoke , Macmillan
- 12) Beardwall & Claydon T (2007) , *Human Resource Management: Contemporary Approach* ,5th ed. Harlow Prenticecal
- 13) Graham H.T.(1978) ,*Human Resource Management* 2nd ed.Plymouth Mac Donald & Event
- 14) Biswajeet Pattanayak, *Human Resource Management*, Prentice - Hall India, 2005

- 15) Arun Monappa and Mirza Saiyadin, Human Resource Management, Tata Me Graw Hill Publishing Co. 1985
- 17) Dr. V. P. Michael, Human Resource Management and Human Relations, Himalaya Publishing House, 1998
- 19) R. D. Agrawal, Dynamics of Personnel Management in India, Tata Me Graw Hill Publishing Co., New Delhi – 1977
- 20) S. S. Khanka, Human Resource Management, Sultan Chand and Company Limited, NewDelhi-2006
- 21) S. S. Khanka, Human Resource Management, Sultan Chand and Company Limited, New Delhi – 2008

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
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Course Code No.: MREBI/MJ/551-T	No. of Credits: 03	Hours: 45
Course Title:	Rural Entrepreneurship	
Learning Objectives: 1. To make the students aware and Entrepreneurship Development programmes. 2. To create awareness among the students about Entrepreneurship promoting and institutions 3. To make the students aware about government policies.		
Unit	Course Content	Periods
I	Rural Entrepreneurship :- Definition & meaning of rural Entrepreneurship, agripreneurship and cooppreneurship, Entrepreneurial Culture, Concept of Entrepreneurship. Relevance of rural entrepreneurs in solving Socio-economic problems. Importance of Entrepreneurs, Growth of rural entrepreneurs, Classification and types of entrepreneurs. Determining factors of Entrepreneurship, Components of Entrepreneurship development programme, Designing Entrepreneurship programme.	06
II	Environment for Entrepreneurship development :- Introduction, functions of Entrepreneur, Elements of Entrepreneurship, Environment conducive to Entrepreneurship, Institutions supporting Entrepreneurship, role of Govt. in promoting entrepreneurship, conditions for entrepreneurial competencies, challenges faced by entrepreneurs.	06
III	Problems of Rural Entrepreneurship in India :- Organizational, Financial, Technical, Personnel, managerial, marketing and information. Sickness in rural entrepreneurship - reasons & remedies.	06
IV	Rural Industrialization :- Meaning and definition of rural Industry. Advantages & Importance of rural industrialization, Gandhian Viewpoint for rural Industries, strategy of Rural Industrialization, Problems, Prospects and policies of for rural Industrialization in India in the post liberalization era.	06
V	Khadi and village Industries :- Introduction, meaning, functions of KVIC, organizational setup, implementing agencies, group of industries - classification, New initiatives in KVI sector entrepreneurs - National Institute of design. Product development design, Intervention & packaging (PRODIP) scheme, rural Industries – services centers (R/SC) Rural Industries consultancy service (RICS), Central silver plants (CSPs) Raw material godowns & warehouses.	06

Learning Outcomes

- 1, The students will understand the concept of entrepreneurship and importance of entrepreneurship in rural economy.
- 2, The students will get inspiration and motivation to adopt entrepreneurship as a career through entrepreneurship development programmes.

Suggested Readings

1. Rural development in India - Vasant Desai, Himalaya Publishing House, Mumbai.
2. Dynamics Entrepreneurial development and management - Vasant Desai, Himalaya, Mumbai.
3. Co- -operative entrepreneurship in action A. K Ravichandran, S. Nakkiran, Studera press- New Delhi.
4. Entrepreneurship- A South- Asian perspective- D. F. Kuratko, T. V. Rao,engage leaving Andover, Melbome.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**

Course Code No.: MREBI/MJ/553-T	No. of Credits: 03	Hours: 45
Course Title:	Gandhian Philosophy Of Rural Development	
Learning Objectives :		
1. To know the life biography Mahatma Gandhi.		
2. To study the thought of Mahatma Gandhi on 'Village' Swaraj and "Rural Development".		
Unit –I	Introduction of Life sketch of Mahatma Gandhi and his experiment of Truth	06
Unit - II	Axiom of Truth (Satya) : Realization of truth, Realization of purpose of life. Human truth is relative. Ethics & Human Welfare: Ethics is the basic of welfare of mankind i.e. Sarvodya. Indian Economic thought Vs Western Economic thought.	06
Unit -III	Economic Thought of Mahatma Gandhi Trusteeship: Gandhian concept of trusteeship. Its origin in Indian Philosophy and spiritualism, <i>Idamna mama..... paragraph</i> . Simple Living: Minimum needs, Needs Vs. Greeds, Consumerism -Materialistic approach Vs Spiritual approach. Economic satisfaction Vs Spiritual satisfaction. Cleanliness is Godliness: Personal involvement in cleaning activity, community action in cleanliness. Lessons of Cleanliness from Gandhiji's life. Swavlamban (self-Dependence) : Everyone should earn his own resources of livelihood, self-respect through self-dependence. Individual and community self-dependence. Ahimsa (Principle of Non-Violence) : Respect to <i>Chara-achare</i> i.e. respect to each and every living and non-living elements in universe; live and let live to others. Respect to labour work: Labour work must be given higher respect than intellectual work. Everyone at least one hour should do labour work. Labour work is the very basis of earning the means of livelihood. Technology should supportive to labour and not for replacing the labour. Buniyadi Talim : Skilled Human Resource development through education system.	06
Unit- IV	Concept of Village Swaraj : Production by local resources, labour and for local consumption and local market. Self-sustained and self-reliant village. Appropriate technology. Labour based cottage industry. Principal of Khadi Gramodhyaog. Harmonious Socio-cultural political village community life through interdependent self-reliant economic model of village life. Model village planning-Role of panchyatraj institution.	06
Unit –V	Relevance of Mahatma Gandhiji's Economic Thought Searching the Keys to find out the solution of present socio-cultural and economic problems of rural development in particular Indian and universal problems in general.	06

	a) Threat to sustainability of human life due to consumerism and only materialistic approach of life. b) Rising manpower and unemployment. c) Rising inequality and exclusive growth. d) Centralization of economic power. e) Loss of harmonious life in villages. f) Degradation of Environment and Eco systems.	
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Learning Outcomes

1. Students will get the insight of in Gandhian thoughts.
2. The planning for the sustainable Rural Development is possible with the understanding of Gandhian Philosophy of Rural Development.
3. Commitment to socio-cultural and Economic development with the ethical and moral base will be inculcated.

Suggested Readings

Unit – I

1. Mohandas K. Gandhi : Autobiography – The story of my Experiments with Truth, Navjivan Publishing House, Ahmedabad-380014, 1927.
2. Mark Lindey; J. C. Kumarappa - Mahatma Gandhi's Economist, Popular Prakashan Pvt Ltd. 301, Mahalaxmi chambers, 22 Babubhai Desai Rd. Mumbai-400026, 2007.
3. S. K. George, & G. Ramachandran: The Economics of peace, Peace Publications (India), New Delhi-110002, 1962.

Unit – II

1. Mark Lindey; J. C. Kumarappa - Mahatma Gandhi's Economist, Popular Prakashan Pvt Ltd. 301, Mahalaxmi chambers, 22 Babubhai Desai Rd. Mumbai-400026, 2007.
2. Romesh Diwan & Mark Cuoz : Essays in Gandhian Economics, Gandhi Peach Foundation, New Delhi-110002, 1985.
3. Thomas Vettickal : Gandhian Sarvodaya – Realizing a Realistic Utopia, Gyan Publishing House, New Delhi-110002, 2002.

Unit – III

1. M. K. Gandhi : Village Swaraj, Navjivan Publishing House, Ahmedabad-380014, 1926.
2. Mark Lindey; J. C. Kumarappa - Mahatma Gandhi's Economist, Popular Prakashan Pvt Ltd. 301, Mahalaxmi chambers, 22 Babubhai Desai Rd. Mumbai-400026, 2007.
3. Romesh Diwan & Mark Cuoz : Essays in Gandhian Economics, Gandhi Peach Foundation, New Delhi-110002, 1985.
4. S. K. George, & G. Ramachandran : The Economics of peace, Peace Publications (India), New Delhi-110002, 1962.
5. J. C. Kumarappa : Economy of Permanence, Sarva Seva Sangh Prakashan, Rajghat, Varanashi-221001, 1997
6. J. C. Kumarappa : Gandhian Economic Thought, Sarva Seva Sangh Prakashan, Rajghat, Varanashi-221001, 1951.

7. M. K. Gandhi : Towards new Education, Navajivan Publishing House, Ahmedabad-380014, 2001.
8. Henry Fagg : A study Gandhi's Basic Education, National Book Trust, A.S Green Park, New Delhi-110016, 2002.
9. S. V. Prabhath : Perspectives on NaiTalim, Serials Publications, New Delhi (India), 2010.
10. S. V. Prabhath : Gandhi Today, Serials Publications, New Delhi (India), 2010.

Unit – IV

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GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL DEVELOPMENT & RESEARCH Human Resource Management Course Code No.: MREBI/MJ/554-P

Recruitment and Selection:

- Job Description Writing: Students can work on writing clear and concise job descriptions for specific positions.
- Mock Interviews: Conduct role-playing exercises where students take on the role of both interviewer and interviewee.
- Case Studies: Analyze real-world recruitment scenarios and identify best practices for selection.

Performance Management:

- **Goal Setting:** Students can practice setting SMART goals (Specific, Measurable, Achievable, Relevant, and Time-bound) for themselves or for fictional employees.

- **Performance Appraisal:** Develop and practice using performance appraisal forms to evaluate employee performance.
- **Performance Improvement Plans:** Craft plans to address employee performance issues and outline steps for improvement.

Training and Development:

- **Training Needs Analysis:** Students can identify training needs for a specific role or department.
- **Develop a Training Program:** Design a training program on a particular HR topic, including content delivery methods and evaluation strategies.

Compensation and Benefits:

- **Compensation Analysis:** Research and compare salary data for different positions and locations.
- **Benefits Package Design:** Develop a benefits package that is competitive and caters to the needs of a specific workforce.

Employee Relations:

- **Conflict Resolution Simulation:** Role-play scenarios where students mediate conflict between employees.
- **Grievance Procedure Analysis:** Review and analyze an organization's grievance procedure and identify areas for improvement.
- **Case Studies:** Analyze real-world employee relations issues and recommend solutions.

HR Information Systems (HRIS):

- **HRIS Software Exploration:** Provide students with opportunities to explore HRIS software and understand their functionalities.
- **Data Analysis Exercise:** Use HR data to identify trends and make recommendations for HR practices.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**
Rural Entrepreneurship
Course Code No.: MREBI/MJ/555-P

Idea Generation and Opportunity Recognition:

- **Community Needs Assessment:** Students can conduct surveys or interviews within a rural community to identify unmet needs or potential business opportunities.
- **Business Idea Pitch Competition:** Organize a competition where students pitch their rural business ideas to a panel of judges.
- **Field Trips:** Visit successful rural businesses and interact with entrepreneurs to understand their journey and challenges.

Feasibility Analysis and Business Planning:

- **Market Research Project:** Students can research the target market for a specific rural product or service, analyzing demographics, competition, and pricing strategies.
- **Developing a Business Plan:** Guide students through the process of creating a business plan for a rural venture, including market analysis, financial projections, and marketing strategies.
- **Financial Literacy Workshops:** Provide workshops to equip students with basic financial literacy skills like budgeting, cost analysis, and securing funding for rural businesses.

Marketing and Sales in a Rural Context:

- **Developing a Low-Cost Marketing Plan:** Challenge students to create marketing strategies for a rural business considering limited budgets and local communication channels.
- **Social Media Marketing for Rural Businesses:** Explore how social media platforms can be leveraged for marketing and customer engagement in rural areas.

Production and Operations Management:

- **Lean Manufacturing Techniques:** Discuss how lean manufacturing principles can be applied to optimize production processes in a rural setting with potentially lower resource availability.
- **Supply Chain Management in Rural Areas:** Explore the challenges and opportunities of managing supply chains for rural businesses, considering factors like transportation and local sourcing.

Business Networking and Mentorship:

- **Connect with Local Entrepreneurs:** Facilitate interactions with successful rural entrepreneurs through guest lectures or mentorship programs.
- **Rural Business Incubator Visits:** Organize visits to rural business incubators to understand the support systems available for starting and growing rural businesses.

GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL DEVELOPMENT & RESEARCH Gandhian Philosophy of Rural Development Course Code No.: MREBI/MJ/556-P

Understanding Gandhian Principles:

- **Self-Sufficiency Project:** Students can research and present on traditional rural crafts or industries in their region, exploring their potential for reviving self-sufficiency.
- **Case Studies:** Analyze historical or contemporary examples of rural development projects inspired by Gandhian philosophy.
- **Debate:** Organize a debate on the relevance of Gandhian principles in the context of modern rural development challenges.

Community Engagement and Needs Assessment:

- **Village Survey:** Conduct a survey in a nearby village to assess the socio-economic needs and resources from a Gandhian perspective (local production, self-reliance, etc.).

- **Participatory Rural Appraisal (PRA) Simulation:** Simulate a PRA exercise where students use participatory methods to understand the needs and priorities of a rural community.
- **Non-Violent Conflict Resolution Workshop:** Facilitate a workshop on non-violent communication and conflict resolution strategies that can be applied within rural communities.

Hands-on Learning through Crafts and Techniques:

- **Spinning and Weaving Workshop:** Organize a workshop on spinning yarn (charkha) and weaving, experiencing a traditional rural industry and its potential for economic empowerment.
- **Organic Farming Techniques:** Learn basic organic farming techniques that align with Gandhian principles of sustainability and self-reliance.
- **Natural Resource Management Project:** Research and propose solutions for sustainable management of natural resources like water or soil in a rural setting.

Communication and Advocacy:

- **Developing a Community Development Plan:** Guide students to develop a plan for rural development in a specific community, incorporating Gandhian principles like self-governance (Gram Swaraj) and local participation.
- **Public Awareness Campaign:** Design a public awareness campaign promoting Gandhian values like simplicity, non-violence, and environmental consciousness in the context of rural development.
- **Social Media Advocacy Project:** Develop a social media campaign advocating for the importance of rural development based on Gandhian philosophy.

Reflection and Integration:

- **Service Learning Project:** Partner with a local NGO or government program working on rural development and have students participate in service-learning projects that align with Gandhian principles.

- **Reflective Journaling:** Encourage students to keep a reflective journal where they document their learning experiences and analyze how Gandhian philosophy connects to their understanding of rural development.
- **Gandhian Philosophy and Modern Challenges:** Hold discussions on how Gandhian principles can be adapted and applied to address contemporary challenges faced by rural communities (e.g., climate change, migration).

GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL DEVELOPMENT & RESEARCH

Course Code No.: MREBI/MJ/553-T		No. of Credits: 03	Hours: 45
Course Title:		Government Initiatives for Rural Development in India	
Learning Objectives: 1. To understand the role of government in promoting rural development 2. To sensitise the student towards government strategies and programmes for rural development 3. To bring awareness regarding significant achievements in rural development in India			
Unit	Course Content		Periods
I	Significance of rural development for India; -Role and function of Government in Rural Development in India.		06
II	-Aims and Objectives of the strategy of rural development in India; Improving livelihood in an equitable and sustainable manner; Access to assets and services; -Poverty alleviation; Discouraging migration.		06
III	-Progress for Rural Development in India; Integrated Rural Development Programme (Swarnajayanti Gram Yojana, Swarojgar Yojana, Sampoorna Grameen Rojgar Yojana, NREGA); -Employment Assurance Scheme; Food for Work Programme; Rural Housing; Samagra AwasYojana; HUDCO Gramoday; UjjwalaYojana.		06
IV	Strategies for Rural Development in India; -Democratic Decentralisation; 72 nd and 73 rd amendment to the Constitution of India; Minimum national standard of social assistance; Centrally supported social assistance Programme; Components of National Social Assistance Programme (NSAP); Food Security; Land Reforms		06

	-The abolition of Zamindari; The abolition of intermediaries; Ceiling laws; Security of tenure to tenants; Land record management; The Rurban Mission.	
V	Science and Technology for Rural Development in India; The role of Ministry of Science and technology; Government schemes focusing on science and technology; E-governance initiatives for Rural Development; Computerised Rural Information System Project; National e-governance Plan; E-governance Projects in Rural India; E -Gyandoot- Jagriti e seva- Akashganga Kissan Call Centres Rural Development in India: Significant Achievements and the way ahead.	06

Learning Outcome

1. Students will understand the role of Government in promoting rural development
2. Students will be sensitised towards government strategies and programs for rural development
3. Students will be aware of the significant achievements in rural development in India

Suggested Readings

1. Ministry of Rural Development, Government of India, Chapter VII Rural Development, pp. 88-99
2. Planning Commission, Government of India, Eleventh Five Year Plan (2007-2012), vol I, Inclusive Growth
3. Overview of the National Conference of Ministers of State Governments of Rural Development, Panchayati Raj and Rural Roads, 27-28 January 2003, New Delhi
4. Government of India, India in Figures 2015, (Ministry of Statistics and Programme Implementation, New Delhi: Central Statistics Office, 2015)
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6. K. Singh, Rural Development: Principles, Policies and Management (2nd), New Delhi, India: Sage Publications, 1999)
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10. A. M. Abramson and E. G. Means, E-Government, Price water house Coopers Endowment for the Business of Government, (Rowman & Littlefield Publishers Inc, 2001)

11. World Bank, Issue Note: E-Government and the World Bank, 2001
12. V. B. Singh and N. Yadav, "E-Governance: Past, Present and Future in India", International Journal of Computer Applications, 53(7), 2012, 36-48
13. A. H. Rizvi, "A study of E-Governance Educational Projects in India", Global Journal for Research Analysis, 5(1), 2016, 37-38
14. H. Misra, "Managing rural citizen interfaces in e-governance system: a study in Indian context", Proc. 3rd Int. Conf. Theory and Practice of Electronic Governance, 2009
15. R. Heeks, "Analyzing the Software Sector in Developing Countries Using Comparative Advantage Theory", Development Informatics Working Paper Series, Manchester: Institute for Development Policy and Management, 25, 2006

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(ELECTIVE PAPER- I)**

Course Code No.: MREBI/DSE/507-T	No. of Credits: 03	Hours: 45
Course Title:	Rural Industrialization	
Learning Objectives: <ol style="list-style-type: none">1. To understand issues in rural industrialization and Challenges of rural industrialization.2. To comprehend the meaning, significance, and features of rural industrialization.3. To analyze the role of industries in rural economies and understand the types of rural industrialization.4. To identify and address the issues and challenges faced in promoting rural industries.		
Unit	Course Content	Periods
I	Introduction: Rural Industrialization: Meaning and Significance, Role of Industries in Rural Economy, Features of Rural Industries ,Types of Rural Industrialization, Issues and Challenges of Rural Industrialization, Measures to promote Rural Industries	06
II	Small- Scale and cottage Industries: Meaning of small –scale Industries sector, Role and performance of Cottage and small- scale industries in Indian rural Economy, Small- scale and cottage industries During the plans- The government policy Problems of small- scale and cottage Industries	06
III	Industrial Promotion Organizations: <u>EEPC India Export Credit Guarantee, Corporation of India Limited (ECGC) , Export Promotion Council for EOUs & SEZs (EPCES) ,Federation of Indian Export Organization , India Trade</u>	06

	Promotion Organization (ITPO), Minerals and Metals Trading Corporation Limited (MMTC), PEC Limited, State Trading Corporation (STC), State Trading Corporation of India Limited (STCI), District Industries Centre (DIC): Prime Minister's Employment Generation Program (PMEGP), Seed Money Scheme, DIC Loan Scheme, Entrepreneurship Development Training Program, District Award Schemes	
IV	Financial Organizations: National Bank for Agriculture and rural Development (NABARD), Regional Rural Banks (RRB), State Finance Corporations(SFC), cooperative Bank, kisan credit cards(KCC), kalinga kisan gold cards (KKGK), kalinga kisan silver cards (KKGK)	06
V	Agro-Based Industries : Meaning ,Importance , Issues and Challenges of Agro-Based Industries, Sugar Industry, Vegetable oil Industry, Khadi and Village Industries (KVI) - Coir industry, Handlooms, Power Looms, Handcrafts,	06

OUTCOMES:-

1. Students will understand examine government policies and support mechanisms for small-scale and cottage industries.
2. Students will understand explore the functions and services provided by industrial promotion organizations.
3. Students will understand the role of financial institutions in supporting rural industries.
4. Students will understand analyze the importance, challenges, and specific industries within the agro-based sector.

Reference Books:

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2. Lalitha N. (2015) " Financial Inclusion in Rural Areas challenges Ahead" Dominant Publication and Distributions New Delhi-110002
3. Kartar Singh (2009), Rural Development: Principles, Policies and Management, Sage Publications, New Delhi.
4. Rajagopalan M R. (1998), Technologies in Khadi and Village Industries Sector developed by Gandhigram Trust, Khadigramodyog, July 1998.
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By Rohini Nayyar and alakh . N.Sharma Insitute of Human Development, New Delhi, pp 395-414.

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7. Szirmai, A. (2012), “Industrialization as an engine of growth in developing countries, 1950-2005”, Structural Change and Economic Dynamics, vol. 23
8. Papola, V. N. Misra (1980) “ Some Aspects Of Rural Industrialisation” Economic And Political Weekly, Vol 15 41/43, Special Number (Oct, 1980)
9. Alvin L. Bertrand, Harold W. Osborne(1959) “ The Impact Of Industrialization On A Rual Community” Journal Of Farm Economics, Vol.41 No. 5, Proceedidngs Of The Annual Meeting Of The American Farm Economic Association (Dec, 1959).
10. William Bredo (1959) “ Rural Industrialization For Agricultural Development Journal Of Farm Economics, Vol.41 No. Proceedings Of The Annual Meeting Of The American Farm Economic Association.
11. Sheridan Maitland, James Cowhig (1958) “ Research On The Effects Of Industrialization In Rural Areas” Monthly Labor Review, Vol. 81, No.10

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**

(ELECTIVE PAPER- I)

Rural Industrialization

Course Code No.: MREBI/DSE/508-P

Identifying Viable Rural Industries:

- **Resource Mapping Project:** Students can research and map the available natural resources, skills, and infrastructure in a specific rural area to identify potential industries.
- **Industry Cluster Analysis:** Analyze existing successful rural industry clusters in India or other developing countries, understanding their development trajectory and key factors for success.
- **Market Research for Rural Products:** Conduct market research for potential rural products, considering factors like consumer needs, competition, and pricing strategies in urban or international markets.

Feasibility Analysis and Business Planning:

- **Developing a Business Model Canvas:** Guide students through applying the Business Model Canvas framework to develop a business plan for a rural industry, focusing on value proposition, target customers, and revenue streams for the rural context.
- **Financial Projections for Rural Businesses:** Conduct workshops on financial planning specific to rural industries, considering factors like lower production volumes, potential for subsidies, and managing seasonality.

Building Sustainable Practices:

- **Life Cycle Assessment (LCA) Project:** Students can research and compare the environmental impact of different production processes for a potential rural industry, promoting sustainable practices.
- **Waste Management Strategies:** Develop waste management strategies for a specific rural industry, considering options for minimizing waste, recycling, and upcycling.
- **Social Impact Assessment:** Analyze the potential social impact of a proposed rural industry on the local community (employment, skill development, etc.).

Marketing and Branding for Rural Products:

- **Developing a Rural Brand Identity:** Students can design a brand identity and marketing strategy for a rural product, considering elements like storytelling, fair trade certification, and ethical consumerism.
- **E-commerce Strategies for Rural Businesses:** Explore how e-commerce platforms can be leveraged to connect rural producers directly with urban consumers.
- **Packaging Design for Rural Products:** Design packaging for a rural product that is not only functional but also contributes to the brand identity and marketability.

Policy and Institutional Support:

- **Government Schemes Analysis:** Research and analyze government schemes and initiatives that promote rural industrialization, understanding their eligibility criteria and application processes.
- **Case Studies of Successful Policy Interventions:** Analyze case studies of successful government interventions or policies that have spurred rural industrial growth in different regions.
- **Developing a Policy Advocacy Statement:** Challenge students to write an advocacy statement for a specific policy change they believe would be beneficial for rural industrialization.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(ELECTIVE PAPER- II)**

Course Code No.: MREBI/DSE/509-T	No. of Credits: 03	Hours: 45
Course Title:	Introduction to Bio-economics	
Learning Objectives:		
<div>1. To understand the concepts, theories, and importance of bio-economics in the context of agriculture.</div> <div>2. To examine the evolution and development of economics and its relationship with the environment.</div> <div>3. To analyze the role of agriculture in bio-economics and its interdependence with other industries.</div>		
Unit	Course Content	Periods
I	Introduction: Bio-economics- Definitions, Concept and various theories. Importance of Bio-economics, Role of Agriculture. Evolution and development of Bio-economics- Environment, Need of Bio-economics and adaptation, job creation, Darwin's theory of Bio-economics analysis, Interdependence between agriculture and industry	06
II	Bio-economics and Sustainability: Development of resource efficient bio economy, Social and economic challenges for bioeconomy, concept of Market and Market failures, reasons for market failures, Externalities concept and understanding of ecological and carbon footprint.	06

III	Animal Husbandry: Cattle breeds, Goat and sheep breeds, Bee keeping sericulture, lac worm, Marine and fresh water bio economics, coastal, estuarine ecotourism, concept of marine park, fishery and preservation techniques, bye products, setting of fish farms.	06
IV	Types of Farming in India: Subsistence Farming, integrated Farming, Commercial Farming, plantation Farming, Dryland Farming, Wetland farming, Mixed Farming, Organic Farming, Co-operative Farming, , Dairy Farming, Contract Farming	06
V	Application of Bio-economics: Fisheries Management and marine Conservation, Forestry and land-use planning, Agriculture and Agro ecology, Principles of Bio-economic Analysis, Optimization theory and decision- making in biological system, Dynamic modeling and systems analysis in bio-economics.	06
<p>Outcomes :</p> <ol style="list-style-type: none"> 1. Students will understand study various animal husbandry practices and their contribution to bio-economics. 2. Students will understand identify different types of farming practices in India and their characteristics. 3. Students will understand the functioning of cooperative institutions and commissions in agriculture and their practical applications <p>References</p> <ol style="list-style-type: none"> 1. John Gowdy, Susan Mesner (1998) “ The Evolution of Georgescu- Roegen’s Bioeconomics” Review of Social Economy, Vol. 56, No.2 (Summer 1998) 2. Dr. R. C. Dwivedi (1997) “ Cooperative identity concept and reality”, M/S 3. Hajela T.N. (2007) “Co-operative Principles Problems and Practice of Cooperation ane books Private Ltd. New Delhi. 4. Sundar L.(2017) “ Principles of Bioeconomics” Serials publication private Limited. 5. Radhakrishnan M. V. (2021) “Bioeconomics” AkiNik publication. 6. Donald Cox (2007) “Biological basics and the Economics of the Family” The Journal of Economic perspectives, vol. 21, No.2 (2007). 7. Simmonds F. J.(1967) “ The Economics of Biological Control” Journal of the royal society of Arts, Vol. 115, No. 2135 (oct- 1967). 		

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**
(ELECTIVE PAPER- II)
Introduction to Bio-economics
Course Code No.: MREBI/DSE/510-P

Understanding Bio-economic Concepts:

- **Cost-Benefit Analysis of Bio-resource Use:** Students can analyze a real-world scenario of bio-resource use (e.g., deforestation for agriculture) and conduct a cost-benefit analysis considering economic benefits, environmental costs, and potential biodiversity loss.
- **Modeling Population Growth and Resource Sustainability:** Introduce basic mathematical models to simulate population growth and its impact on resource sustainability (e.g., fish stock depletion).
- **Policy Debate:** Organize a debate on a current bio-economic policy issue, such as the use of biofuels or genetically modified organisms (GMOs).

Data Analysis and Visualization:

- **Analyzing Real-world Bio-economic Data:** Provide students with datasets on topics like agricultural production, fisheries yields, or deforestation rates. Guide them in data analysis, visualization, and drawing conclusions about bio-economic trends.
- **Creating Economic Models for Bio-systems:** Introduce basic economic modeling tools to analyze scenarios like sustainable forestry practices or the impact of invasive species on agricultural output.

Case Studies and Problem-solving:

- **Case Studies of Successful Bio-economic Projects:** Analyze case studies of successful projects that integrate economic development with ecological sustainability (e.g., sustainable ecotourism).
- **Developing Solutions to Bio-economic Challenges:** Present students with real-world bio-economic challenges (e.g., water scarcity in agriculture) and challenge them to brainstorm and propose solutions using bio-economic principles.

- **Business Plan for a Bio-enterprise:** Guide students in developing a business plan for a bio-enterprise, considering factors like sustainable resource management, market demand, and potential social impact.

Fieldwork and Observation (when possible):

- **Field Trip to a Bio-resource Management Project:** Organize a field trip to a local farm, forest management project, or other relevant site to observe bio-economic principles in action.
- **Citizen Science Project Participation:** Encourage participation in citizen science projects related to bio-economics, such as monitoring local biodiversity or water quality.

Communication and Advocacy:

- **Policy Brief Writing:** Students can research and write a policy brief on a bio-economic issue, advocating for specific policy changes to achieve sustainable development goals.
- **Public Awareness Campaign Design:** Develop a public awareness campaign promoting sustainable practices or responsible consumption choices related to bio-resources.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(ELECTIVE PAPER- III)**

Course Code No.: MREBI/DSE/511-T	No. of Credits: 03	Hours: 45
Course Title:	Agriculture Economics	
Learning Objectives: 1. To study the historical context, objectives, and evaluation of land reforms in India. 2. To evaluate the need for agricultural finance, different sources of funding, and their relative importance. 3. To analyze the structure and functioning of agricultural marketing in India and its implications for farmers and consumers.		
Unit	Course Content	Periods
I	Introduction: Meaning, Importance and Scope of Agriculture Economics, Role of Agriculture in Indian Economy, Status of Agriculture production in India and Low productivity of Indian Agriculture.	06
II	Cropping Pattern In India: Changes in cropping pattern in response to Environment policy. Factors influencing Cropping Pattern, Emerging Trends in Cropping Pattern, and Effects of Current Trends in Copping Pattern.	06
III	Agricultural Labour: Definition-Characteristics- Types-Importance, Demand and supply of Agricultural labour- Growth of Agricultural labour r-Efficiency of Agricultural labour; Minimum wages Act- Agricultural Wages-Policies and practices prevalence of disguised Unemployed in Indian Agriculture sector.	06
IV	Land Reforms: Systems of land tenure in pre-Independent India, objective of Land reforms, Abolition of Intermediaries, tenancy reforms, Ceilings on agricultural Holdings, Agricultural holdings, cooperative farming, Evaluation of Land reforms in India.	06
V	Agricultural Finance and Marketing: Need for agricultural Finance, Sources of Agricultural Finance and their Importance, Cooperative credit societies, Commercial banks and rural credit, Regional rural Banks, NABARD, Agricultural Marketing in India,	06

OUTCOMES:

1. Students will understand the meaning, importance, and scope of agricultural economics in India.
2. Students will understand the role of agriculture in the Indian economy and assess the status of agricultural production and productivity.
3. Students will understand examine the different cropping patterns in India, their advantages, challenges, and emerging trends.

REFERENCEBOOKS

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2. Datt G. and Mahajan A. (2021) “ Indian Economy” C Chand and company limited.
3. Singh M. (2017) “ Agricultural Economy of India” New century publications New Delhi, India.
4. Khandare S.(2013) “ Indian Economy” Education Publishing Aurangabad.
5. S. S. Reddy. (2017) “ Agricultural Economics” oxford IBH.

GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL DEVELOPMENT & RESEARCH

(ELECTIVE PAPER- III)

Agriculture Economics

Course Code No.: MREBI/DSE/512-P

Market Analysis and Price Forecasting:

- **Market Research Project:** Students can research a specific agricultural product (local or national) and analyze factors affecting its demand, supply, and price fluctuations.
- **Price Forecasting Simulation:** Simulate a market scenario where students use historical data and economic models to forecast future prices for agricultural products.
- **Case Studies of Market Failures in Agriculture:** Analyze real-world examples of market failures in agriculture (e.g., price volatility, monopolies) and discuss potential solutions.

Farm Management and Cost Analysis:

- **Developing a Farm Budget:** Guide students through creating a budget for a hypothetical farm, considering factors like production costs, input prices, and potential revenue from different agricultural activities.
- **Break-Even Analysis for Agricultural Products:** Students can calculate the break-even point for a specific crop or livestock product, understanding the minimum production level required to cover all costs.
- **Farm Visit and Cost Estimation:** Organize a visit to a local farm and challenge students to estimate the production costs for a specific product based on observations and discussions with the farmer.

Risk Management and Policy Analysis:

- **Developing a Risk Management Plan for a Farm:** Students can research and propose risk management strategies for a farm, considering factors like weather variability, price fluctuations, and potential diseases.
- **Analyzing Government Policies Affecting Agriculture:** Research and analyze the impact of specific government policies (e.g., subsidies, import tariffs) on agricultural production, prices, and farmer income.
- **Policy Brief on Agricultural Risk Mitigation:** Challenge students to write a policy brief recommending specific measures to mitigate risks faced by agricultural producers.

Marketing Strategies for Agricultural Products:

- **Developing a Marketing Plan for a Farm Product:** Students can design a marketing plan for a specific agricultural product, considering target markets, pricing strategies, and potential use of direct marketing channels.
- **Value Chain Analysis for Agricultural Products:** Analyze the value chain for a specific agricultural product, identifying key players, profit margins at each stage, and potential areas for improvement.
- **Agri-tourism Project Proposal:** Develop a proposal for an agri-tourism venture that leverages the farm experience and local agricultural products to attract visitors and generate income.

Data Analysis and Technology Applications:

- **Analyzing Agricultural Data Sets:** Provide students with datasets on agricultural production, prices, or trade statistics. Guide them in data analysis to identify trends and draw conclusions about the agricultural economy.
- **Exploring Precision Agriculture Technologies:** Introduce students to precision agriculture technologies like GPS, drones, and sensor-based irrigation systems, discussing their potential economic benefits and challenges for farms.
- **Cost-Benefit Analysis of Agricultural Technology Adoption:** Challenge students to analyze the cost-benefit of adopting a specific agricultural technology (e.g., precision irrigation) on a hypothetical farm.

GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL DEVELOPMENT & RESEARCH (MAJOR MANDATORY I)

Course Code No.: MREBI/MJ/600-T	No. of Credits: 03	Hours: 45
Course Title:	Agrarian Crisis Management	
Learning Objectives: 1. Teaching Objectives: To make the students understand agrarian crisis, impact of climate changes on agriculture, causes of agriculture distress and policy measures in order to mitigate the distress.		
Unit	Course Content	Periods
I	Agrarian crisis management- meaning, need and characteristics. Crisis management planning, Communication. The Agrarian Crisis in India – A Brief Background, Causes of the Agrarian Crisis – Agricultural Credit availability and Indebtedness. The institutional credit deadlock – Diminishing Investment in Agriculture – Rising input prices, declining income- Changing Climate and Uncertain Rains – Water Scarcity and Irrigation – deteriorating health of soil.	06
II	Droughts and famine- Historical review, causes and effects on livelihood of people, migration, adverse impact on natural resources. Preventive and remedial measurements undertaken by the government and non-government organizations.	06

III	Climatic changes and agriculture: impact on crop yield, Impact on livestock, impact on fisheries, and impact on eco-system, increasing heat waves and health related issues. Food security: a big challenge. Concept of Climate smart agriculture.	06
IV	Division and fragmentation of land, degradation, soil erosion, land acquisition for industrial purpose, SEZs, roads, railways, airports, barren land.	06
V	Agriculture distress: Low growth and decreasing farm incomes, deficient monsoon, and land equate crop protection. Small farm size, rampant urbanization, high labour cost, high agriculture input costs and lower prices of agriculture produce, imports of agriculture products impacting domestic growers, farmers' suicides Causes and remedies.	06

Learning Outcomes:

1. The students will understand the various issues and causes of agrarian crisis and will be able to examine the relevance of prevalent policy measures to make workable solutions on the problems.

Suggested Readings

1. Agrarian Crisis in India : D. Narasimha Reddy and Srijit Mishra, Published to Oxford Scholarship Online : October 2012, Print ISBN-13 :978019869096, DOI:10.1093/acprof:oso/9780198069096.001.0001
2. Agrarian Crisis and Farmer Suicides : R. S. Deshpande, Saroj Arora, SAGE Publication India, 10-Nov. 2010.
3. Agrarian Distress and Farmer Suicides in North India :Lakhwinder Singh, Kesar Singh Bhangoo, Rakesh Sharma, Taylor & Francis, 13 Jan. 2016.
4. State of the Indian Farmer : A Millennium Study, Vol. 1, Ministry of Agriculture, Academic Foundation, 2006.
5. Agrarian Distress in India : Problems and Remedies, B.C. Barah, Smita Sirohi Concept Publishing Company, 2011.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**
(MANDATORY-I)
Agrarian Crisis Management
Course Code No.: MREBI/MJ/604-P

Practical 1: Case Study Analysis

Objective: Understand real-world agrarian crises by analyzing specific case studies.

Steps:

1. Selection of Case Study: Each student selects a case study related to an agrarian crisis (e.g., drought in a specific region, pest invasion, market collapse).
2. Data Collection: Gather data on the chosen case through research papers, government reports, news articles, and interviews with stakeholders if possible.
3. Analysis: Analyze the causes, impacts, and responses to the crisis.
4. Report Writing: Write a comprehensive report outlining the case study, key findings, and lessons learned.
5. Presentation: Present the findings to the class and engage in a discussion on the different aspects of the crisis and possible solutions.

Practical 2: Field Survey on Farmer Distress

Objective: Conduct a survey to understand the extent and nature of farmer distress in a local community.

Steps:

1. Designing the Survey: Develop a questionnaire to collect information on farmer incomes, crop yields, debt levels, access to markets, and other relevant factors.
2. Fieldwork: Visit local farming communities and conduct the survey.
3. Data Analysis: Analyze the survey data to identify common issues and patterns.
4. Report Preparation: Prepare a report summarizing the findings and suggesting potential interventions to alleviate distress.
5. Class Discussion: Discuss the findings in class and explore policy measures that could help mitigate such crises.

Practical 3: Simulation of Agricultural Policy Decisions

Objective: Understand the impact of agricultural policies through simulation exercises.

Steps:

1. Form Groups: Divide the class into groups, each representing different stakeholders (farmers, government officials, agribusinesses, NGOs).
2. Scenario Setup: Provide each group with a crisis scenario (e.g., sudden drop in crop prices, severe drought) and a set of possible policy responses.
3. Role-Playing: Each group discusses and decides on the best course of action from their perspective.
4. Simulation: Conduct the simulation, allowing each group to present their decisions and negotiate with others.
5. Debriefing: Discuss the outcomes of the simulation, the effectiveness of different policies, and the complexities of managing agrarian crises.

Practical 4: Soil Health Assessment

Objective: Learn how to assess soil health and its impact on agricultural productivity.

Steps:

1. Soil Sampling: Collect soil samples from different fields.
2. Laboratory Analysis: Conduct tests to measure soil pH, nutrient content, moisture levels, and other indicators of soil health.
3. Data Interpretation: Interpret the results to identify potential issues affecting soil fertility.
4. Recommendations: Develop recommendations for soil management practices to improve health and productivity.
5. Field Application: If possible, apply some of the recommended practices and monitor changes in soil health over time.

Practical 5: Economic Analysis of Crop Choices

Objective: Analyze the economic viability of different crop choices under varying conditions.

Steps:

1. Data Collection: Gather data on input costs, yield rates, market prices, and other economic factors for several crops.
2. Cost-Benefit Analysis: Perform a cost-benefit analysis for each crop, considering different scenarios such as price fluctuations, pest outbreaks, and weather changes.
3. Decision-Making: Determine the most economically viable crops for specific conditions.

4. Report: Write a report detailing the analysis and recommending crop choices for farmers in the given conditions.
5. Class Presentation: Present the findings and discuss the economic and environmental implications of different crop choices.

Practical 6: Design of a Community-Based Agrarian Crisis Response Plan

Objective: Develop a comprehensive plan to respond to an agrarian crisis at the community level.

Steps:

1. Situation Analysis: Identify a potential agrarian crisis scenario affecting a local community (e.g., water scarcity, pest infestation).
2. Stakeholder Engagement: Identify key stakeholders (farmers, local government, NGOs) and involve them in the planning process.
3. Resource Mapping: Map available resources (financial, technical, human) that can be mobilized in response to the crisis.
4. Plan Development: Develop a detailed response plan outlining immediate, short-term, and long-term actions.
5. Simulation Exercise: Conduct a simulation exercise to test the response plan and identify any gaps or areas for improvement.
6. Plan Refinement: Refine the plan based on feedback from the simulation exercise and stakeholder input.

Practical 1: Case Study Analysis

Objective: Understand real-world agrarian crises by analyzing specific case studies.

Steps:

6. Selection of Case Study: Each student selects a case study related to an agrarian crisis (e.g., drought in a specific region, pest invasion, market collapse).
7. Data Collection: Gather data on the chosen case through research papers, government reports, news articles, and interviews with stakeholders if possible.
8. Analysis: Analyze the causes, impacts, and responses to the crisis.
9. Report Writing: Write a comprehensive report outlining the case study, key findings, and lessons learned.

10. Presentation: Present the findings to the class and engage in a discussion on the different aspects of the crisis and possible solutions.

Practical 2: Field Survey on Farmer Distress

Objective: Conduct a survey to understand the extent and nature of farmer distress in a local community.

Steps:

6. Designing the Survey: Develop a questionnaire to collect information on farmer incomes, crop yields, debt levels, access to markets, and other relevant factors.
7. Fieldwork: Visit local farming communities and conduct the survey.
8. Data Analysis: Analyze the survey data to identify common issues and patterns.
9. Report Preparation: Prepare a report summarizing the findings and suggesting potential interventions to alleviate distress.
10. Class Discussion: Discuss the findings in class and explore policy measures that could help mitigate such crises.

Practical 3: Simulation of Agricultural Policy Decisions

Objective: Understand the impact of agricultural policies through simulation exercises.

Steps:

6. Form Groups: Divide the class into groups, each representing different stakeholders (farmers, government officials, agribusinesses, NGOs).
7. Scenario Setup: Provide each group with a crisis scenario (e.g., sudden drop in crop prices, severe drought) and a set of possible policy responses.
8. Role-Playing: Each group discusses and decides on the best course of action from their perspective.
9. Simulation: Conduct the simulation, allowing each group to present their decisions and negotiate with others.
10. Debriefing: Discuss the outcomes of the simulation, the effectiveness of different policies, and the complexities of managing agrarian crises.

Practical 4: Soil Health Assessment

Objective: Learn how to assess soil health and its impact on agricultural productivity.

Steps:

6. Soil Sampling: Collect soil samples from different fields.

7. Laboratory Analysis: Conduct tests to measure soil pH, nutrient content, moisture levels, and other indicators of soil health.
8. Data Interpretation: Interpret the results to identify potential issues affecting soil fertility.
9. Recommendations: Develop recommendations for soil management practices to improve health and productivity.
10. Field Application: If possible, apply some of the recommended practices and monitor changes in soil health over time.

Practical 5: Economic Analysis of Crop Choices

Objective: Analyze the economic viability of different crop choices under varying conditions.

Steps:

6. Data Collection: Gather data on input costs, yield rates, market prices, and other economic factors for several crops.
7. Cost-Benefit Analysis: Perform a cost-benefit analysis for each crop, considering different scenarios such as price fluctuations, pest outbreaks, and weather changes.
8. Decision-Making: Determine the most economically viable crops for specific conditions.
9. Report: Write a report detailing the analysis and recommending crop choices for farmers in the given conditions.
10. Class Presentation: Present the findings and discuss the economic and environmental implications of different crop choices.

GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL DEVELOPMENT & RESEARCH (MAJOR MANDATORY II)

Course Code No.: MREBI/MJ/601-T	No. of Credits: 03	Hours: 45
Course Title:	RURAL DEVELOPMENT THEORIES AND APPROACHES	
Learning Objectives: 1. Teaching Objectives: To make the students understand agrarian crisis, impact of climate changes on agriculture, causes of agriculture distress and policy measures in order to mitigate the distress.		
Unit	Course Content	Periods

I	Balance V/S Unbalanced Growth, Dualistic Theories – Social, Technical and Financial Dualism: The dependency theory of Underdevelopment, Myradals, theory of spread and back wash effect – trickle down theory – theory of A symmetric information.	06
II	NURKse's Theory of Disguised Unemployment as a saving Potential, The FEI and RANIS Model of Economic Growth, Lewis theory of unlimited supply of Labour, Harris – Todaro's Model of Rural – Urban Migration and Unemployment, Schultz's Transformation of Traditional Agriculture	06
III	Approaches to Rural Development - Problem, Needs and Approaches: Supply driven Rural Development, Sustainable Rural Development, Participatory Rural Development; Gandhian Model of Development and Socialist model of development.	06
IV	Approaches – Functional and Structural approaches towards rural development in India. Growth Models of Indian Planning.	06
V	The Modernization theory, The Dependency theor, Critical Minimum Effort Theory, Human Capital Model of development,	06

Learning Outcomes:-

The students will be able to Define the growth and theories of development Elucidate the unemployment and different

Suggested Readings

1. Aslam, Mohammad. Integrated rural development in Asia: concept, practice and perspective. Manohar Publications, 1993.
2. Chambers, Robert. Rural development: Putting the last first. Routledge, 2014.
3. G.Sreedhar and D.Rajasekhar.Rural Development in India: Strategies and Processes,Concept ,New Delhi,2014
- 4.Indira Gandhi National Open University,Course Material on "Rural Development-Indian Context" Block 2, School of Continuing Education,IGNOU, New Delhi, 2005:
5. Singh,Kartar."Rural Development Principles, Policies and Management,"SAGE Publications India Pvt Ltd, New Delhi, 2009.
6. Seers, Dudley. "The meaning of development". New Delhi,1969.
7. Todaro, Michael P. "Economics for a developing world: An introduction to principles, problems and policies for development." No. 04; HC59. 7, T6. London: Longman, 1977.
8. WCED, Special Working Session. "World commission on environment and development." Our common future, 17.1 (1987): 1-91.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(MANDATORY-II)**

RURAL DEVELOPMENT THEORIES AND APPROACHES

Course Code No.: MREBI/MJ/605-P

Practical 1: Comparative Analysis of Rural Development Theories

Objective: Understand different rural development theories and their applications.

Steps:

1. Selection of Theories: Each student selects two rural development theories (e.g., modernization theory, dependency theory, participatory development).
2. Research: Conduct research on the selected theories, focusing on their key principles, strengths, weaknesses, and applications.
3. Comparative Analysis: Compare and contrast the theories based on various criteria such as applicability in different contexts, impact on rural communities, and sustainability.
4. Report Writing: Write a report summarizing the findings and highlighting the practical implications of each theory.
5. Presentation: Present the comparative analysis to the class and engage in a discussion on the relevance of different theories in contemporary rural development.

Practical 2: Field Study on Rural Development Projects

Objective: Analyze the implementation and impact of a rural development project.

Steps:

1. Project Selection: Select a rural development project (e.g., microfinance initiative, agricultural extension program, rural infrastructure development).
2. Field Visit: Conduct a field visit to the project site to observe its implementation and gather data.
3. Interviews: Interview key stakeholders such as project beneficiaries, local leaders, and project implementers.
4. Impact Assessment: Assess the impact of the project on the local community using qualitative and quantitative methods.
5. Report Preparation: Prepare a report detailing the project's objectives, implementation process, outcomes, challenges, and lessons learned.

6. Class Discussion: Discuss the findings in class and explore how the project aligns with different rural development theories.

Practical 3: Community Needs Assessment

Objective: Conduct a needs assessment in a rural community to identify development priorities.

Steps:

1. Community Selection: Select a rural community for the needs assessment.
2. Data Collection Methods: Develop data collection tools such as surveys, focus group discussion guides, and observation checklists.
3. Fieldwork: Conduct fieldwork to collect data from community members on their needs and priorities.
4. Data Analysis: Analyze the data to identify key development needs and prioritize them based on community input.
5. Needs Assessment Report: Write a report summarizing the findings and suggesting potential development interventions.
6. Presentation: Present the needs assessment report to the class and discuss possible development strategies to address the identified needs.

Practical 4: Design and Evaluation of a Rural Development Program

Objective: Design a rural development program and evaluate its potential effectiveness.

Steps:

1. Problem Identification: Identify a specific rural development problem (e.g., lack of access to clean water, low agricultural productivity).
2. Program Design: Develop a comprehensive program to address the identified problem, including objectives, activities, resources, and a timeline.
3. Theoretical Framework: Base the program design on relevant rural development theories and approaches.
4. Evaluation Plan: Develop an evaluation plan to measure the program's effectiveness, including indicators, data collection methods, and analysis techniques.
5. Program Proposal: Write a detailed program proposal and evaluation plan.
6. Class Presentation: Present the program proposal to the class, highlighting how it addresses the problem and how its effectiveness will be evaluated.

Practical 5: Participatory Rural Appraisal (PRA) Exercise

Objective: Conduct a Participatory Rural Appraisal to engage a community in the development process.

Steps:

1. Community Engagement: Select a rural community and gain their consent to participate in the PRA exercise.
2. PRA Tools: Use PRA tools such as resource mapping, seasonal calendars, wealth ranking, and problem trees to gather information from the community.
3. Facilitation: Facilitate the PRA sessions, ensuring active participation from community members.
4. Data Synthesis: Synthesize the data collected during the PRA sessions to identify key issues and potential solutions.
5. Report Writing: Write a report summarizing the PRA process, findings, and community-generated solutions.
6. Feedback Session: Present the report to the community for feedback and refinement of the proposed solutions.

Practical 6: Policy Analysis and Advocacy

Objective: Analyze rural development policies and develop an advocacy strategy.

Steps:

1. Policy Selection: Select a specific rural development policy (e.g., land reform, rural education policy, agricultural subsidies).
2. Policy Analysis: Analyze the policy in terms of its objectives, implementation mechanisms, impacts, and alignment with rural development theories.
3. Stakeholder Analysis: Identify key stakeholders affected by the policy and their perspectives.
4. Advocacy Plan: Develop an advocacy plan to address any identified gaps or issues in the policy, including objectives, target audiences, messages, and advocacy activities.
5. Policy Brief: Write a policy brief summarizing the analysis and advocacy recommendations.
6. Presentation: Present the policy brief and advocacy plan to the class, simulating a meeting with policymakers or stakeholders.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(MAJOR MANDATORY - III)**

Course Code No.: MREBI/MJ/602-T		No. of Credits: 03	Hours: 45
Course Title:		Rural Infrastructure	
I. Course Objectives: This course is designed to introduce the role of infrastructure in rural economy. It also deals with schemes and policies for development of rural infrastructure.			
Unit	Course Content		Periods
I	Meaning, Components -Importance of Rural Infrastructure, Growth of Rural Infrastructure, Infrastructure Policy- Rural Infrastructure Development Fund (RIDF).		06
II	Types and Structure - Road and Rail, Rural transportation problems, Schemes for Rural Transportation Development in India.		06
III	Concept and Components of Social Infrastructure - Education, Health, Drinking Water, Sanitations -Issues, problems and Remedies.		06
IV	Meaning and types of Energy, Renewable and Non-Renewable Energy- Sources of rural energy, Rural electrification- Problems, Energy Policies for Rural India		06
V	Need, Sources, technology and Rural Communication, Issues and problems - Government policies for rural Communication. Concept of PURA (Providing Urban Amenities to Rural Areas.) and Model Village Development Planning		06

Learning Outcomes

1. The students will be able to know the role of infrastructure in rural economy.
2. They will be able to understand schemes and policies for development of rural infrastructure.

Suggested Readings

1. Dutt and Sundaram- Indian Economy, S. Chand Publications, New Delhi, 2013-07-02
2. Vasant Desai: Rural Development in India, Himalaya Publishing House, Mumbai, 2012.
3. Mishra S.K. and Puri V.K. - Economics of Development and Planning, Himalaya Publishing House, Mumbai, 2012
4. SukhadeoThorat, SamitaSirohi- Rural Infrastructure, volume 4.
5. A N Agarwal-Indian economy, Vikas pub. House, Delhi.
6. P Adinarayana Reddy-Rural infrastructure and development.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**
(MANDATORY-III)
Rural Infrastructure

Course Code No.: MREBI/MJ/606-P

Practical 1: Assessment of Rural Road Infrastructure

Objective: Evaluate the condition and impact of rural road infrastructure on local communities.

Steps:

1. Site Selection: Choose a rural area with existing road infrastructure.
2. Data Collection: Conduct a field survey to assess the condition of the roads, including surface quality, width, and connectivity.
3. Interviews: Interview local residents and stakeholders to gather their perspectives on the impact of road infrastructure on accessibility, economic activities, and daily life.
4. Analysis: Analyze the data to determine the current state of the road infrastructure and its effectiveness in meeting community needs.
5. Report Preparation: Write a report detailing the findings, including recommendations for improvements.
6. Presentation: Present the findings and recommendations to the class, emphasizing the importance of road infrastructure in rural development.

Practical 2: Water Supply and Sanitation Project Evaluation

Objective: Assess the effectiveness of water supply and sanitation projects in a rural community.

Steps:

1. Project Selection: Select a rural community with an implemented water supply and sanitation project.
2. Field Visit: Conduct a site visit to observe the infrastructure and gather information on its usage and maintenance.
3. Surveys: Administer surveys to community members to collect data on water accessibility, quality, and sanitation practices.
4. Impact Analysis: Analyze the impact of the project on health, hygiene, and overall well-being of the community.
5. Report Writing: Prepare a report summarizing the evaluation, including success factors and areas for improvement.

6. Class Discussion: Discuss the findings in class and explore how similar projects can be scaled or adapted to other communities.

Practical 3: Design of a Rural Electrification Plan

Objective: Develop a comprehensive plan for electrifying a rural area.

Steps:

1. Community Selection: Choose a rural area lacking adequate electricity supply.
2. Needs Assessment: Conduct a needs assessment to understand the community's electricity requirements for households, agriculture, and local businesses.
3. Resource Identification: Identify potential energy sources (e.g., solar, wind, biomass) suitable for the area.
4. Plan Development: Develop a detailed electrification plan, including the design of the infrastructure, budget, timeline, and implementation strategy.
5. Feasibility Analysis: Conduct a feasibility analysis to assess the technical, economic, and social viability of the plan.
6. Presentation: Present the electrification plan to the class, highlighting its potential benefits and challenges.

Practical 4: Evaluation of Rural Health Infrastructure

Objective: Assess the accessibility and quality of health infrastructure in a rural community.

Steps:

1. Health Facility Selection: Select a rural health facility (e.g., clinic, health post) for evaluation.
2. Fieldwork: Visit the health facility to observe its infrastructure, equipment, and services.
3. Stakeholder Interviews: Interview healthcare providers, patients, and community leaders to gather insights on the facility's performance and challenges.
4. Data Analysis: Analyze the data to evaluate the facility's capacity to meet the health needs of the community.
5. Report Writing: Write a report outlining the strengths, weaknesses, and recommendations for improving the health infrastructure.
6. Class Presentation: Present the evaluation report to the class, discussing the critical role of health infrastructure in rural development.

Practical 5: Design and Implementation of a Rural Infrastructure Survey

Objective: Design and conduct a survey to assess various types of rural infrastructure.

Steps:

1. **Survey Design:** Develop a comprehensive survey questionnaire covering different types of rural infrastructure (e.g., roads, water supply, schools, health facilities).
2. **Community Selection:** Choose a rural community for conducting the survey.
3. **Fieldwork:** Conduct the survey, ensuring a representative sample of community members.
4. **Data Collection:** Collect and compile the survey responses.
5. **Data Analysis:** Analyze the survey data to identify key infrastructure gaps and community priorities.
6. **Report Preparation:** Write a report summarizing the survey findings and suggesting potential infrastructure development projects.
7. **Presentation:** Present the survey results and recommendations to the class, highlighting the importance of community input in infrastructure planning.

Practical 6: Project Management Simulation for Rural Infrastructure Development

Objective: Simulate the management of a rural infrastructure development project.

Steps:

1. **Project Selection:** Choose a hypothetical rural infrastructure project (e.g., building a school, constructing a water supply system).
2. **Group Formation:** Form groups to act as project management teams.
3. **Project Planning:** Each group develops a detailed project plan, including objectives, timeline, resources, budget, and risk management strategies.
4. **Simulation Exercise:** Conduct a simulation exercise where each group manages their project, addressing challenges and making decisions in real-time.
5. **Evaluation:** Evaluate the performance of each group based on criteria such as project completion, resource management, and problem-solving.
6. **Reflection:** Each group reflects on their experience, discussing what they learned about project management in rural infrastructure development.
7. **Class Discussion:** Discuss the outcomes of the simulation exercise and explore best practices for managing rural infrastructure projects.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(MAJOR MANDATORY - III)**

Course Code No.: MREBI/MJ/602-T		No. of Credits: 03	Hours: 45
Course Title:		Computer Application for rural studies	
I. Course Objectives: This course is designed to introduce the role of computer application for rural studies in rural economy			
Unit	Course Content		Periods
I	Computer Fundamentals 1.1: Introduction of Computer: Computer and its components; Characteristics of Computer, Basic Functions of Computer 1.2 Hardware and Software, Input-Output-Storage Device 1.3: Storage devices: Memory and its types – Primary V/s Secondary memory 1.4: Virus and Antivirus: Introduction, How it harms the computer, Antivirus Software. 1.5: Demonstrations and introduction to computer Hardware and software. (Introduction to various components of a computer.)		06
II	Word 2.1: Introduction to Word Processing, 2.2: Advantages of word processing, 2.3 Creating, Saving and Editing a document: Selecting, Deleting, Replacing Text, Copying text to another file. 2.4: Formatting Text and Paragraph: Using the Font Dialog Box, Paragraph Formatting using Bullets and Numbering in Paragraphs, Checking Spelling, Line spacing, Margins, Space before and after paragraph. 2.5: Practical based on Word Processing		06
III	Excel and SPSS 3.1: Introduction to spreadsheet. 3.2: Entering information: Numbers, Formula, and Editing Data in a cell. 3.3: Excel functions, Using a Range with SUM, Moving and copying data, Inserting and Deleting Row and Columns in the worksheet. Using the format cells Dialog box, Using chart wizard to create a chart. 3.4: Basics of SPSS. 3.5: Practical based on Excel and SPSS		06
IV	PowerPoint and Internet 4.1: Introduction of slide presentation. 4.2: Slide show, Formatting, Creating a Presentation. 4.3: Inserting clip Arts, Adding Objects, Applying Transitions, Animation effects, formatting and checking text. 4.4: Internet : Introduction and uses 4.5: Practical based on PowerPoint		06
V	Computer Networking and Internet Technology : Concept of Computer Networks, LAN, MAN, WAN, Protocols - Introduction of Client Server Atmosphere, Concept of Internet and Intranet, Advantages of Internet, World Wide Web, IP Address, URL, I.S.P, Gateway, Web Browser, Search Engines, Modem Base Band and Broad Band, Leased Lines, Electronic Mail.		06

Learning Outcomes

1. The students will get Knowledge Computer Application.
2. The students will understand the basic concept of computer Networking.

Reference Books: 1. Michael Miller, "Absolute Beginner's guide to computer Basics", Fourth Edition, Pearson Education (2007).

2. Peter Norton, "Introduction to computers", Sixth Edition Tata McGraw Hill (2007).

3. R. K. TAXALI, "PC Software for Windows 98, Made Simple" TMH.

4. Sanjay Saxena, "MS Office 2000 for every one" Vikas Publishing House PVT LTD.

5. Sinha P. K., "Computer Fundamentals, BPB.

6. Will Train, Gini Corter, Annette Marquis, "Microsoft Office" BPB.

7. Xavier, C, "Introduction to Computers and Basic Programming" New age International.

GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL DEVELOPMENT & RESEARCH (ELECTIVE- I)

Course Code No.: MREBI/DSE/607-T	No. of Credits: 03	Hours: 45
Course Title:	Rural Marketing	
I. Course Objectives: The objective of this course is to provide the students exposure to modern marketing concepts, tools, and techniques, and help them develop abilities and skills required for the performance of rural marketing functions. This will result in the expansion of rural demand of agricultural inputs, capital goods, transportation goods as well as consumer and consumer durable goods in villages.		
Unit	Course Content	Periods
I	Rural Marketing : Definition, Objectives, Functions. Conceptual framework of Rural Marketing - Development and Diversifications, Accelerated growth and importance of Rural Market. Factors accelerating growth. Classification of inflow marketing and out Flow marketing in rural Sector.	06
II	Rural Consumers : Consumption Pattern, Behaviour, Decision Making and Market Segmentation for Consumers. Marketing strategies and financing models . Rural Marketing in global perspective	06
III	Modern and traditional system of Rural Marketing : Historical perspective of Haats, Bazaars and Melas. Their role as the hubs of rural economy. Laws regulating the conduct of business there in and also facilitating their	06

	modernization and expansion. Principles, Procedures and process of Rural Marketing Management and applications of system approach. Rural Marketing strategy and implementation of the principles of Marketing Mix.	
IV	Rural Market Demands :- 1. Consumer Goods, 2. Consumer durables, 3. Agricultural Inputs, 4. Capital goods, and 5. Transportation good of Distribution strategies and channel Management.	06
V	Regulated Market system and the State Legislation. Grading Standardization and legal metrology – Provisions of the relevant laws. Rural Market Intelligence, and Marketing information System. Market Research, Survey Techniques, Report writing. State Market Intervention operations, State Procurement, Minimum Support Price, Statutory Minimum Price, State Advised Price and Price Management by the Union and State Governments. Logistics Management in Rural Marketing. Corporate Strategies and State facilitation programs.	06

Learning Outcomes

1. The students will get exposure to rural marketing and its deferent models and strategies.
2. The students will understand the consumption pattern and behavior of rural consumers.

Suggested Readings

1. Pradeep Kashyap Rural Marketing –
2. 2 edition Pearson Education.
3. 2. Jha, S.M. & Singh, L. P. : Marketing Management in Indian Perspective, Himalaya Publications, Bombay.
4. 3. Velayudhan – Rural Marketing (Sage)
5. 4. Mathur- Rural Marketing (Excel Books)
6. 5. Philip Kotler : Marketing Management.
7. 6. Barkar, J. W. : Agriculture Marketing, Oxford University Press, New York.
8. 7. Chopra : Marketing Management (Wiley Dreamtech)

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**
(ELECTIVES-I)
Rural Marketing

Course Code No.: MREBI/DSE/608-P

Practical 1: Market Research and Rural Consumer Behavior

Objective: Understand the purchasing behavior and preferences of rural consumers.

Activities:

1. Survey Design: Create a questionnaire to gather information on rural consumer behavior, including product preferences, buying frequency, and factors influencing purchasing decisions.
2. Field Visit: Conduct the survey in a rural area, ensuring a diverse sample of respondents (age, gender, income levels).
3. Data Analysis: Analyze the collected data to identify key trends and insights. Use statistical tools if possible.
4. Report Writing: Prepare a report summarizing the findings and suggest potential marketing strategies based on consumer behavior.

Practical 2: Rural Retail Audit

Objective: Evaluate the effectiveness of retail outlets in rural areas.

Activities:

1. Retail Outlet Selection: Identify different types of retail outlets in a rural area (e.g., Kirana stores, mobile shops, haats/bazaars).
2. Audit Checklist: Develop a checklist to evaluate the retail outlets on various parameters like product range, pricing, display, customer service, and inventory management.
3. Field Visit: Conduct audits using the checklist, interact with shopkeepers and customers to gather insights.
4. Comparison and Analysis: Compare the performance of different retail outlets and analyze the factors contributing to their success or failure.
5. Presentation: Present the findings and recommendations for improving retail effectiveness in rural markets.

Practical 3: Rural Promotion Strategy

Objective: Design a promotion strategy tailored for rural markets.

Activities:

1. Case Study Analysis: Study existing promotion strategies used by companies in rural markets (e.g., ITC e-Choupal, HUL's Project Shakti).
2. Focus Group Discussion: Conduct focus group discussions with rural consumers to understand their media consumption habits and preferences.
3. Strategy Development: Based on insights, develop a comprehensive promotion strategy including traditional media, digital media, and on-ground activities.
4. Campaign Design: Create sample promotional materials such as posters, radio jingles, social media posts, and organize a mock promotional event.
5. Evaluation: Present the strategy and materials to peers and faculty for feedback and refinement.

Practical 4: Product Adaptation for Rural Markets

Objective: Adapt an existing product to suit the needs and preferences of rural consumers.

Activities:

1. Product Selection: Choose a product that is popular in urban areas but has low penetration in rural markets.
2. Need Assessment: Conduct interviews and focus groups with rural consumers to identify gaps and areas for product adaptation.
3. Prototype Development: Develop a modified version of the product considering factors like packaging, pricing, size, and utility.
4. Testing: Test the prototype with a small sample of rural consumers and gather feedback.
5. Iteration: Refine the product based on feedback and prepare a detailed report on the adaptation process and outcomes.

Practical 5: Distribution Channel Design

Objective: Design an effective distribution channel for rural markets.

Activities:

1. Channel Mapping: Study existing distribution channels in rural areas and identify challenges and opportunities.
2. Partner Identification: Identify potential distribution partners such as local wholesalers, retailers, NGOs, and cooperatives.

3. Channel Strategy Development: Develop a distribution strategy that ensures product availability, minimizes costs, and maximizes reach.
4. Implementation Plan: Create a step-by-step plan for rolling out the distribution strategy, including logistics, training, and monitoring.
5. Role Play: Simulate the distribution process with role plays to understand practical challenges and solutions.

Practical 6: Digital Marketing in Rural Areas

Objective: Explore the potential and challenges of digital marketing in rural areas.

Activities:

1. Literature Review: Review existing studies and reports on digital penetration and usage in rural areas.
2. Digital Campaign Design: Develop a digital marketing campaign targeting rural consumers, including social media, SMS marketing, and mobile apps.
3. Implementation Simulation: Use digital tools to simulate the campaign implementation, focusing on user engagement and feedback mechanisms.
4. Analysis: Analyze the effectiveness of the digital campaign using metrics like reach, engagement, conversion rates, and feedback.
5. Discussion: Discuss the challenges faced in digital marketing in rural areas and potential solutions.

GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL DEVELOPMENT & RESEARCH (ELECTIVE- II)

Course Code No.: MREBI/DSE/609-T		No. of Credits: 03	Hours: 45
Course Title:		Economic Analysis for Rural Development	
1. Course Objectives: 1) To understand the basic concepts of Economics. 2. 2) To understand the application of economic concept with reference to rural management.			
Unit	Course Content		Periods
I	Consumer Behaviour and Demand Analysis 1.1: Introduction- Basic Economic Problems, Inductive and Deductive Methods 1.2: Consumer Behaviour- Cardinal and Ordinal Utility Analysis, Law of Diminishing Marginal Utility, Law of Equi-marginal Utility, Indifference Curve, Consumers Equilibrium, Income		06

	and Substitution Effects, Social Impact. 1.3: Law of Demand, Demand Function, Determinants of Demand. Elasticity of Demand and factors affecting, Types, Methods of Measurement. 1.4: Demand Forecasting- Types, Importance and Methods of Measurement of Demand Forecasting. 1.5: Practical and Applications- Related Case Studies and Reports.	
II	Theory of Production, Cost and Revenue Analysis 2.1: Production Function - Law of Variable Proportions, Law of Returns to Scale, Optimum Factor Combination. Isoquants – Properties, Producers equilibrium. 2.2: Cost Concepts – Types of Costs and cost curves, Traditional and Modern Theories of Costs. 2.3: Economies of Scale and Economies of Scope, Supply Curve and its Elasticity. 2.4: Revenue concepts – Average, Marginal and Total Revenue, revenue curves under different market conditions. 2.5: Practical and Applications- Related Case Studies and Reports.	06
III	Price and Output determination under different Market Structures 3.1: Perfect Competition – Features, Price and Output Determination. 3.2: Monopoly – Features, Price and Output Determination, Price Discrimination. Monopolistic Competition - Features, Price and Output Determination, Excess Capacity, Equilibrium of the firm and group with product differentiation and selling cost	06
IV	Factor Pricing and Investment Decisions 4.1: Marginal Productivity Theory, Pricing of Factors in Competitive and Imperfectly Competitive Markets. Trade Unions and Wages. 4.2: Rent – Ricardian Theory of Rent- Scarcity Rent and Differential Rent, Modern Theory of Rent, Quasi Rent. 4.3: Interest – Classical Theory of Interest, Liquidity Preference Theory and Loanable Fund Theory of Interest.	06
V	. Oligopoly - Price and output determination – Non Collusive: Kinked demand curve and price rigidity, Collusive: Price leadership and Cartels. 3.4: Pricing Practices 3.5: Practical and Applications- Related Case Studies and Reports. 4.4: Profit – Innovation Theory, Dynamic Theory, Risk and Uncertainty Theory and Monopoly Theory of Profit. Capital Budgeting- Basic Concepts and Investment Decisions under uncertainty. 4.5: Practical and Applications- Related Case Studies and Reports	06

Learning Outcomes:-

1. Acquisition of graduate attributes (knowledge, skills, attitudes and values) and descriptors with demonstrated abilities through field based/oriented training in rural development.
2. Knowledge of Media and Information Literacy in the context of adult education practices and andragogy.

Reference Books: 1. D.N.Divedi, "Managerial Economics", Vikas New Delhi.

2. Dominick Salvatore, "Principles of Microeconomics", Oxford University Press 5th edition.

3. H.L. Ahuja, "Advanced Economic Theory", S. Chand Publication, New Delhi.
4. Koutsoyiannis, "Modern Microeconomics", Macmillan Press Ltd.
5. M.L. Jhingan, "Principles of Economics" (Hindi and English), Vikas, New Delhi.
6. M.L. Seth, "Principles of Economics" (Hindi and English), Laxmi Narayan, Agra.
7. Misra S.K. and V.K. Puri (2001), "Advanced Microeconomic Theory", Himalay Publishing House, New Delhi.
8. Sen, A. (1999), "Micro Economics: Theory and Applications", Oxford University Press, New Delhi.
9. Stigler, G (1996), "Theory of Price", Prentice Hall of India, New Delhi.
10. William J. Baumol and Alan H. Blinder, "Microeconomics-Principle and Policy", 9th edition.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(ELECTIVES-II)**

Economic Analysis for rural development

Course Code No.: MREBI/DSE/610-P

Practical 1: Socio-Economic Survey

Objective: Understand the socio-economic conditions of a rural area.

Activities:

1. Survey Design: Develop a comprehensive questionnaire to gather data on demographics, income, employment, education, health, and access to services.
2. Field Visit: Conduct the survey in a selected rural area, ensuring a representative sample of households.
3. Data Collection: Collect data through interviews, focus group discussions, and direct observations.
4. Data Analysis: Use statistical software to analyze the data and identify key socio-economic trends.
5. Report Writing: Prepare a detailed report on the socio-economic status of the area, highlighting key findings and policy implications.

Practical 2: Impact Evaluation of Rural Development Programs

Objective: Assess the impact of a specific rural development program.

Activities:

1. Program Selection: Choose a rural development program (e.g., microfinance, agricultural extension, infrastructure development).

2. **Evaluation Design:** Develop an evaluation framework, including indicators for measuring impact (e.g., income levels, productivity, access to services).
3. **Data Collection:** Gather baseline and follow-up data from program participants and a control group.
4. **Impact Analysis:** Use statistical methods such as Difference-in-Differences (DiD) or Propensity Score Matching (PSM) to assess the program's impact.
5. **Presentation:** Present the findings, highlighting the effectiveness of the program and providing recommendations for improvement.

Practical 3: Cost-Benefit Analysis of Rural Projects

Objective: Conduct a cost-benefit analysis (CBA) for a proposed rural development project.

Activities:

1. **Project Selection:** Identify a rural development project (e.g., irrigation system, road construction, renewable energy installation).
2. **Data Collection:** Gather data on project costs (capital and operational) and benefits (economic, social, environmental).
3. **CBA Framework:** Develop a cost-benefit analysis framework, including discount rates, time horizons, and sensitivity analysis.
4. **Analysis:** Perform the CBA using spreadsheet software, calculating net present value (NPV), internal rate of return (IRR), and benefit-cost ratio (BCR).
5. **Report:** Prepare a detailed report on the findings, discussing the viability of the project and potential risks.

Practical 4: Agricultural Productivity Analysis

Objective: Analyze factors affecting agricultural productivity in rural areas.

Activities:

1. **Data Collection:** Gather data on agricultural inputs (land, labor, capital, technology) and outputs (crop yields, income).
2. **Productivity Measures:** Calculate productivity measures such as yield per hectare, total factor productivity (TFP), and labor productivity.
3. **Regression Analysis:** Use econometric techniques to analyze the relationship between inputs and productivity, identifying key determinants.
4. **Policy Implications:** Discuss the implications of the findings for agricultural policy and rural development strategies.
5. **Presentation:** Present the analysis and policy recommendations to peers and faculty.

Practical 5: Rural Financial Markets Analysis

Objective: Examine the role of financial markets in rural development.

Activities:

1. Market Survey: Conduct a survey of financial institutions operating in a rural area (e.g., banks, microfinance institutions, cooperatives).
2. Data Collection: Collect data on financial products and services, access to credit, interest rates, and financial literacy.
3. Analysis: Analyze the data to understand the structure and functioning of rural financial markets, identifying gaps and challenges.
4. Case Study: Develop a case study on the impact of financial inclusion on rural households and businesses.
5. Discussion: Discuss policy measures to enhance financial inclusion and improve the functioning of rural financial markets.

Practical 6: Value Chain Analysis

Objective: Analyze the value chain of a key agricultural product in a rural area.

Activities:

1. Product Selection: Choose an agricultural product (e.g., dairy, rice, vegetables).
2. Value Chain Mapping: Map the value chain from production to consumption, identifying key actors and processes.
3. Data Collection: Gather data on costs, prices, margins, and value addition at each stage of the value chain.
4. SWOT Analysis: Perform a SWOT analysis to identify strengths, weaknesses, opportunities, and threats within the value chain.
5. Recommendations: Develop recommendations to enhance value addition, improve efficiency, and increase the competitiveness of the value chain.
6. Presentation: Present the value chain analysis and recommendations to the class.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(ELECTIVE- III)**

Course Code No.: MREBI/DSE/611-T		No. of Credits: 03	Hours: 45
Course Title:		Quantitative Methods for Rural Development	
1. Course Objectives: 1. To introduce the basic concepts of statistics. 2. 2. To highlight the use of statistical techniques in rural studies.			
Unit	Course Content		Periods

I	Introduction (Types, Collection and Presentation of Data) 1.1: Meaning of the word Statistics. Scope of Statistics: in Industry, Management and Social Sciences. 1.2: Types of Data: Primary and Secondary 1.3: Classification of data: Discrete and continuous frequency distribution, inclusive and exclusive methods of classification, Tabulation of statistical data. 1.4: Graphical presentation of data: Bar Charts, Pie Chart, Line Chart, Histogram, ogive curves. 1.5: Practical and Applications: Illustrative Examples and Practical Based on real data sets obtained by field visit or survey.	06
II	Measures of Central Tendency 2.1: Concept of measures of central tendency, Requirements of good statistical average. 2.2: Arithmetic Mean (A.M): Definition, Effect of change of origin and scale. 2.3: Median and Mode: Definition, Effect of change of origin and scale. 2.4: Empirical relation between Mean, Median and Mode. 2.5: Practical and Applications: Illustrative Examples and Practical Based on real data sets obtained by field visit or survey.	06
III	Measures of Dispersion 3.1: Concept of dispersion, Absolute and Relative measures of dispersion, Requirements of a good measure of dispersion. 3.2: Range: Definition, Coefficient of range. 3.3: Quartile Deviation (Semi-interquartile range): Definition, Coefficient of Q.D. Mean Deviation: Definition, Coefficient of M.D., Minimal property of M.D. 3.4: Standard Deviation: Definition, Effect of change of origin and scale, Variance, Coefficient of Variation: Definition and use. 3.5: Practical and Applications: Illustrative Examples and Practical Based on real data sets obtained by field visit or survey.	06
IV	Correlation and Regression 4.1: Concept of correlation between two variables, Types of correlation, Scatter diagram, its utility. 4.2: Karl Pearson's coefficient of correlation (r): Definition, Computation for Ungrouped, Interpretation when $r = -1, 0$,	06
V	Testing of Hypothesis - Definitions of Terms: Null and Alternative Hypothesis, Level of significance, Types of Errors - I and II, Size and Power of Test- steps involve in Testing of hypothesis. Types of Test: Parametric and Non-parametric Tests, Small and Large Sample, One and Two Sample Tests	06

Learning Outcomes: -

1. To understand the concept of fundamental of statistics and research Methodology.
2. To understand the qualitative method and quantitative method

Reference Books:

1. Gupta S. C., "Fundamentals of Statistics", Himalaya Publishing House.
2. Gupta S. P. (2002), "Statistical Methods", Sultan Chand and Sons, New Delhi.
3. Gupta S. C. and Kapoor V. K., "Fundamentals of Mathematical Statistics".

4. Bhat B. R., Srivenkatramana T. and Madhava Rao K. S. (1996), "Statistics: A Beginner's Text", Vol. 1, New Age International (P) Ltd.
5. Goon A.M., Gupta M.K., and Dasgupta B., "Fundamentals of Statistics", Vol. I, and II, World Press, Calcutta.
6. R. P. Hooda, "Statistics for Business and Economics", Vikas Publishing, 5th Edition.
7. J. K, Sharma, "Business Statistics", Vikas Publishing.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH**

(ELECTIVES-III)

Quantitative Methods for Rural Development

Course Code No.: MREBI/DSE/612-P

Practical 1: Descriptive Statistics and Data Visualization

Objective: Apply descriptive statistics and data visualization techniques to rural development data.

Activities:

1. Data Collection: Obtain a dataset related to rural development (e.g., household income, agricultural yields, and literacy rates).
2. Descriptive Statistics: Calculate key descriptive statistics such as mean, median, mode, standard deviation, and range.
3. Data Visualization: Create visualizations including histograms, bar charts, pie charts, and box plots using software like Excel, R, or Python.
4. Interpretation: Write a report interpreting the statistics and visualizations, highlighting key insights and trends.
5. Presentation: Present the findings to the class, focusing on how the data can inform rural development policies.

Practical 2: Regression Analysis

Objective: Use regression analysis to explore relationships between variables in rural development.

Activities:

1. Data Collection: Obtain a dataset with multiple variables related to rural development (e.g., education levels, health outcomes, income).
2. Model Specification: Formulate hypotheses and specify a regression model (e.g., how education impacts income).

3. Regression Analysis: Perform simple and multiple regression analysis using statistical software (e.g., R, Stata, SPSS).
4. Diagnostics: Check for assumptions of regression (e.g., linearity, homoscedasticity, multicollinearity).
5. Report Writing: Prepare a report detailing the regression results, including coefficients, R-squared values, and p-values. Interpret the findings in the context of rural development.
6. Discussion: Discuss the implications of the regression results for rural development policy and practice.

Practical 3: Time Series Analysis

Objective: Analyze time series data to understand trends and forecast future values relevant to rural development.

Activities:

1. Data Collection: Obtain time series data related to a rural development indicator (e.g., agricultural production, rainfall, population growth).
2. Trend Analysis: Plot the time series data and identify trends, seasonality, and cyclic patterns.
3. Modeling: Apply time series models such as ARIMA (Auto-Regressive Integrated Moving Average) to the data using software like R or Python.
4. Forecasting: Generate forecasts for future values and assess the model's accuracy.
5. Report: Write a report presenting the analysis and forecasts, discussing potential implications for rural development planning.
6. Presentation: Present the time series analysis and forecasts to the class.

Practical 4: Cluster Analysis

Objective: Use cluster analysis to identify patterns and groupings in rural development data.

Activities:

1. Data Collection: Obtain a dataset with multiple indicators of rural development (e.g., socio-economic data, health indicators).
2. Preprocessing: Normalize or standardize the data if necessary.
3. Clustering Techniques: Apply clustering techniques such as K-means, hierarchical clustering, or DBSCAN using statistical software.
4. Cluster Interpretation: Analyze and interpret the clusters, identifying common characteristics and differences between groups.
5. Visualization: Visualize the clusters using scatter plots, dendrograms, or other appropriate methods.
6. Report: Write a report on the clustering results, discussing how they can inform targeted rural development interventions.
7. Discussion: Discuss the practical applications of cluster analysis in rural development planning and policy.

Practical 5: Survey Design and Sampling Techniques

Objective: Design a survey and implement sampling techniques for rural development research.

Activities:

1. Survey Design: Develop a questionnaire to collect data on a specific rural development issue (e.g., access to healthcare, educational attainment).
2. Sampling Techniques: Choose an appropriate sampling method (e.g., random sampling, stratified sampling, cluster sampling) and justify the choice.
3. Implementation: Conduct a pilot survey to test the questionnaire and sampling method.
4. Data Collection: Implement the survey in a rural area, ensuring adherence to ethical standards and data quality.
5. Analysis: Analyze the pilot survey data to assess the reliability and validity of the questionnaire and sampling method.
6. Report: Write a report detailing the survey design, sampling method, and pilot survey results.
7. Presentation: Present the survey design and sampling strategy to the class, discussing potential improvements for full-scale implementation.

3. RP- 1: RESEARCH PROJECT -1: MREBI-RP-1/ 649-P

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(MAJOR MANDATORY-I)**

Course Code No.: MREBI/DSE/650-T	No. of Credits: 03	Hours: 45
Course Title:	Rural Resource Management	
<div>1. Course Objectives: 1. To understand the nature and characteristics of rural resource and its importance in Rural Development.</div> <div>2. 2. To understand various resources available in rural India such as land, water and human and other Resources.</div>		
Unit	Course Content	Periods
I	Nature and Characteristics of Rural Resources: Definition and meaning of Resources, Types of Rural Resources, Natural and Man-made, Characteristics of Resources, Importance of different resources in Rural Development.	06
II	Land Resources: - Classification of land based on utility, Soils – Structure and importance, Properties of Soil- Physical and Chemical, Soil Conservation- methods and importance, Rock and ores – Minor mineral produce in rural areas of Konkan, Land degradation in rural areas – causes and remedies.	06

III	Water resource :- Factors controlling availability of water in rural areas- Seasonality of rainfall, rock type, vegetative cover, Source of water and their characteristics – Sub-surface-Deep and Shallow and Surface, Water conservation and management- Watershed development, rain water harvesting, advanced irrigation, Ground water recharge, Problems and issues in rural water scenario- Contamination, Distribution, Priority of Use.	06
IV	Living Resources:- Vegetation – Types of uses, Importance as resource- Timber, fuel, construction, agricultural, plantation, raw material, Forest rights and Joint forest management, Wide life- Diversity of life, it's role in ecology, resources potential, Nature of conflict between wide life and Farmers in Konkan. Human Resources:- Quantitative aspects of rural human resource – Gender & Age wide classification, Density, Issue in rural human resources- Scarcity, lack of skill, attitude, social status.	06
V	Government initiatives and participation of various Stake holders for development and Protection of Rural resources.	06

Learning Outcomes

1. The students will understand various natural resources and their importance in rural development.
2. The students will get exposure to various challenges and problems with regard to availability and use of natural resources.

Suggested Readings

1. Rural Development: Principles, Policies and Management, Katar Singh, Sage Publications India Pvt. Ltd., 2009.
2. Development of Land Resources – E-book on Activities Department of Land Resources, Ministry of Rural Development, Government of India, Dec. 2014, <http://dolr.nic.in/downloads/PDFs/DoLR%20Activities.pdf>

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(MAJOR MANDATORY-I)
Rural Resource Management**

Course Code No.: MREBI/MJ/653-P

- 1 Decision support, learning and rural resource management
- 2 The challenge of stimulating adoption of improved natural resource management practices in Indian agriculture.
3. Re-discovering the social: neo-liberalism and hybrid practices of governing in rural natural resource management

4. Primary survey of rural resource Management.
5. Social Norms and Natural Resource Management in a Changing Rural Community
6. Social Norms and Natural Resource Management in a Changing Rural Community
7. Sustainable Resource Management in Agriculture and Rural Development Projects: A Review of Bank Policies, Procedures, and Results
8. Rural poverty and natural resources: Improving access and sustainable management
9. Integrated natural resource management as pathway to poverty reduction: Innovating practices, institutions and policies

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(MAJOR MANDATORY-II)**

Course Code No.: MREBI/DSE/651-T		No. of Credits: 03	Hours: 45
Course Title:		Horticulture and Rural Development	
Course Objectives: 1. To understand the nature and characteristics of Horticulture and rural development and its importance in Rural Development. 2. To understand various resources available in rural India such as land, water and human and other Resources.			
Unit	Course Content		Periods
I	Horticulture: Need, Importance; Integrated Development of Horticulture – Mission; National Level, State Level, District Level, Panchayat Raj Institutions, Technical Support in Rural area.		06
II	Horticulture growth – Research & Development (R&D), Production & Distribution of Planting Material, Establishment of New Gardens, Creation of Water Resources, Protected cultivation, Organic Farming, Good Agricultural Practices, Centre of Excellence for Horticulture at District Level.		06
III	Horticulture – Human Resource Development Horticulture, Horticulture Mechanization, Cold Chain Infrastructure, Creation of Market Infrastructure, Processing & Value Addition, Horticulture Database.		06
IV	Horticulture National Level Agencies – Role of National Horticulture Board (NHB), Gurgaon; National Horticulture Research & Development Foundation, Nashik; Agricultural and Processed Food Products Export Development		06

	Authority (APEDA), New Delhi; Directorate of Marketing & Inspection (DMI), New Delhi; National Medicinal Plants Board (NMPB), New Delhi; Central Institute of Horticulture (CIH) Nagaland; National Institute of Food Technology Entrepreneurship and Management (NIFTEM), Sonapat, Haryana.	
V	Farming- organic farming, Contact farming. Commercial farming, terrace farming, Livestock farming.	06

Learning Outcomes

1. The students will understand various Horticulture and rural development their importance in rural development.
2. The students will get exposure to various challenges and problems with regard to availability and use of natural Crops.

References Books.

- 1.Jain SK, Dashora LK and Singh J (2012) Post Harvest Handling and Processing of Mandarin – Prospects and Constraints. In: Precision farming in Horticulture (Eds. Singh J, Jain SK, Dashora LK and Chundawat BS), New India Publishing Agency, Delhi.
- 2.NK Meena and Kalpana (2019) Harnessing the recent approaches in postharvest Quality Retention of Fruits-Morden Food Industry.
- 3.Meena L.K, Gupta A K, J Patel , MY Khan and Sunil Kumar, (2019), Ashwagandha (withaniyaSomnifera L) Medicinal Plants in India:Importance and Cultivation-Medicinal Plants in India:Importance and Cultivation-81-94
- 4.Singh, J. (2011) Horticultural Terminology, Published from Kalyani Publishers, Ludhiana. ISBN- 978-81-272-6922-7, pp. 351
- 5.Singh, J.; Jain, S.K.; Dashora, L.K., and Chundawat, B.S. (2012) Precision farming in Horticulture, New India Publishing Agency, Pitampura, New Delhi. ISBN- 978-93- 81450-47- 5, pp. 351.

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(MAJOR MANDATORY-II)
Horticulture and Rural Development
Course Code No.: MREBI/MJ/654-P**

1. Primary survey of Horticulture and Rural Development in India.
2. Sustainable Horticulture And Rural Development: More Than Just Organic Production
3. Present status of horticultural crops in India
4. Important horticultural crops and their growing regions in India
5. Prospects of horticultural crops in India
6. Employment opportunities in horticulture In India.

7. Prepare a poster or a chart depicting the nutritional importance of horticultural crops
8. Enlist the major horticultural crops grown in your locality
9. Seminar, workshop on horticultural crops.
10. Rural Horticultural Work Experience (RHWE) Programme

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(MAJOR MANDATORY-III)**

Course Code No.: MREBI/DSE/650-T	No. of Credits: 03	Hours: 45
Course Title:	Global Agricultural Trading	
I. Course Objectives: The objective of this course is to make the students aware about issues in international trade in agriculture and to provide knowledge about provisions in AoA, Global trade & food security etc.		
Unit	Course Content	Periods
I	International Trade: Basic Concepts, Importance of Trade, Trade Theory, Classical, Neoclassical Theories, Instruments of Trade Policy-Tariffs, Subsidies, Quotas - Protectionism Vs Free Trade Policy.	06
II	Contribution of Agriculture In Economic Development - Globalization And Agriculture - International Trade In Agriculture, Global Agricultural Trade Policies, Domestic Agricultural Policies.	06
III	GATT Negotiations, Dunkel Draft - WTO - Agreement of on Agriculture, Provision In AOA, Implications of WTO Provision on Developing Countries.	06
IV	Global Trade & Food Security - Role of FAO - Global Hunger Index, Poverty & Famine - Domestic Support Policies	06
V	Foreign Trade of India - Indian Agricultural Trade - Changing Structure And Pattern of Agricultural Trade - Competitiveness of Indian Agriculture - WTO and Indian Agriculture	06

- Learning Outcomes
1. The students will understand the structure of international trade.
 2. The students will know the various aspects related with international trade in agricultural commodities and role of WTO.
 3. The students will understand the concept of food security and role of FAO.
 4. The students will know the changing pattern of Indian Agricultural Trade

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(MAJOR MANDATORY-III)
Global Agricultural Trading
Course Code No.: MREBI/MJ/655-P**

1. Primary collected data from agricultural trading
2. Global trade in food and agricultural products more than doubles in last two decades
3. Trade for Food Security: The Stability of Global Agricultural Trade Networks
4. The current state of agricultural trade and the world trade organization
5. Conducted Seminar, workshop of global agricultural trading.
6. Impact of global trade on agricultural productivity.
7. Food for thought: how should we secure global trade in agriculture?
8. Key Issues in agriculture in 2021
9. India's agricultural trade: An International perspective

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(ELECTIVES-I)**

Course Code No.: MREBI/DSE/650-T		No. of Credits: 03	Hours: 45
Course Title:		COMMUNICATION FOR RURAL DEVELOPMENT	
I. Course Objectives: The objective of this course is to make the students aware about issues in communication for rural development and to provide knowledge about communication.			
Unit	Course Content		Periods
I	Definition, meaning, concept, characteristics – Efficiency, Efficiencies, Information: Definition- need-sources- qualities-values-categories-levels of information; difference between data and information- Communication:		06
II	Concept, Functions, Nature, Scope, Information Have's and Information Have-not's in Ruralarea rural development sectors; ICTsneed and role in Rural Development.		06
III	Computer-based Information Systems: Use of computers for program efficiency, Hardware and software;Data processing systems, Operating		06

	systems, Information systems for rural development at various levels, Information providers. UNIT-IV:Computers and telecommunication, Smart phone technologies in handling information: Storage, Retrieval and dissemination of information, Tele-medicine, Tele-banking, TeleCounseling, e-Library.	
IV	Introduction to Database: Definition, Use, Organization; Techniques/methods of data selection process; Transaction processing, Batch processing, Online processing, Word and text processing, Graphics and Office automation, Facsimile transmission, Message passing, Public data services	06
V	Computers and telecommunication, Smart phone technologies in handling information: Storage, Retrieval and dissemination of information, Tele-medicine, Tele-banking, TeleCounseling, e-Library.	06

Learning Outcomes

Communication approaches for rural learning currently range from interpersonal exchanges, group processes (including farmer field schools), mass media (principally radio), mixed-media campaigns, conventional media combined with Internet delivery available from community telecasters, and distance education.

REFERENCE BOOKS

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

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(ELECTIVES-I)
COMMUNICATION FOR RURAL DEVELOPMENT**

Course Code No.: MREBI/DSE/657-P

1. Collected Primary survey of communication for rural development
2. Workshop, Internship, and seminar on rural development
3. What are the problems that develop communication can help to overcome
4. Participatory communication appraisal
5. Applying Come to rural development challenges
6. Strategic communication for rural development
7. Development Communication for Rural Development: Issues for Consideration
8. Communication for Rural Development Sourcebook

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(ELECTIVES-II)**

Course Code No.: MREBI/DSE/650-T		No. of Credits: 03	Hours: 45
Course Title:		ENVIRONMENT AND DEVELOPMENT	
I. Course Objectives: The objective of this course is to make the students aware about issues environmental status in India.			
Unit	Course Content		Periods
I	Environment: Concept, Objectives, Principles, and Significance; An overview of environmental status in India; Need for environmental protection and conservation; Role of Environment in development.		06
II	Environmental Crisis and Consequences: Deforestation, Global warming and Ozone depletion, Climate change; Population, environment and health implications-diseases, sanitation, hygiene, medicinal plants. Natural and Man-made disasters; Environmental pollution: Air, Water, Soil, Sound, Solid Wastes		06
III	Environmental Laws and Conventions: Salient features of National Environment Bill (1992); Earth Summit, Conventions on biodiversity and climate change; Earth Summit 1992 and others for Restoration of Ecological Balance; People's Movements for Environmental Protection: Chipko movement, Green politics, Anti-nuclear movement.		06

IV	Environmental legislation and education. Primary health care, first aid, yoga and meditation. Agencies of Environmental Protection: Role of-Government Pollution Control Board; NGOs, Educational Institutions and Mass Media.	06
V	Rural economic development, services for rural population, land governance, environment tourism, integrated water resource management.	06

Learning Outcomes

1. The students will understand the structure of Environment and rural development.
2. The students will know the various aspects related with Environment and rural development.

References

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

GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL DEVELOPMENT & RESEARCH

(ELECTIVES-II)

ENVIRONMENT AND DEVELOPMENT

Course Code No.: MREBI/DSE/659-P

1. Collected primary survey on environment and rural development
2. Conduced workshops, seminar and internship about environment and rural development
3. Ideas: Ecological Science
4. Impact of climate change on atmospheric circulation patterns above tropical rainforests
5. The impact of agricultural land-use change on water resources and hydrologic cycles in temperate regions
6. The role of groundwater recharge in sustaining water resources in arid and semi-arid environments

7. The role of the distribution of mineral resources in shaping human societies and economies, with emphasis on sustainability
8. The role of soil organic matter in regulating nutrient cycles in agricultural land

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(ELECTIVES-III)**

Course Code No.: MREBI/DSE/650-T	No. of Credits: 03	Hours: 45
Course Title:	WOMEN & CHILD DEVELOPMENT AND RURAL DEVELOPMENT	
1. Course Objectives: The objective of this course is to make the students aware about issues Rural Women.		
Unit	Course Content	Periods
I	Rural Women – Status and Development; Women Empowerment: Definition, Need, Strategies for Women Empowerment; Education and training of Rural women; Empowerment of Rural women – Policies and Programmes. Hindrances to Women Empowerment. Literacy, Poverty, Nutrition, Education, Situation of Rural Children; Health and Nutrition of Rural Children; Education of Rural Children	06
II	Programmes for Women's and Child Development: Gender Planning and gender mainstreaming in RD, Gender budgeting and policy development. MNP/SGSY/ ICDS/IAY/NCW/SCW/EDP; Policies and Programmes of social justice for gender equality. Human Rights with particular reference to Women – Need for legal literacy. Social legislation of children and Women.	06
III	SHG movement Self-help groups and Self-help promotion: Concepts, Elements, Stages - Structure of Self-help groups- Precautions to be taken while forming the SHGs	06
IV	: Rural women and livelihoods, Savings and Credit as an Instrument of Self-help promotion among Rural Women; Savings Operations- Credit of SHGs; Monitoring, Evaluation and Impact Assessment of Savings and Credit Programmes, Gender mainstreaming in Rural development.	06
V	Rural women empowerment, types of women empowerment, Government schemes of India for women empowerment	06

Learning Outcomes

1. After studying the Unit, you would be able to: Define health, Quality of life and anthropometry; discuss the status of women and children; explain the status of women and children through the

human development approach and Life cycle approach; and examine the role of media for the development of women and children.

REFERENCE BOOKS:

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

**GOPINATHRAO MUNDE NATIONAL INSTITUTE OF RURAL
DEVELOPMENT & RESEARCH
(ELECTIVES-III)**

WOMEN & CHILD DEVELOPMENT AND RURAL DEVELOPMENT

Course Code No.: MREBI/DSE/661-P

1. Role of Women in Rural Development Programs
2. Collected Primary data for women and child issues
3. Conducted Programme and workshop, Seminar and Internship and women and child issues in India.
4. Women's Participation in Rural Development
5. RURAL WOMEN: EDUCATION AND TRAINING
6. Significance of Education and Training for Women
7. Factors Influencing Rural Women's Education
8. Schemes for Girls' Education
9. National Policy for Empowerment of Women 2001
- 10 understand significance of education and training for women;