

# Gopal Narayan Singh University, Jamuhar, Sasaram, Rohtas (Bihar)

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**SYLLABUS AND ORDINANCES GOVERNING THE 3-YEAR (FULL TIME)**  
**BACHELOR OF BUSINESS ADMINISTRATION IN RURAL MANAGEMENT (BBA-RM)**  
**DEGREE PROGRAMME**



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## ORDINANCES GOVERNING TO

### BBA IN RURAL MANAGEMENT PROGRAMME

This Ordinance is prepared in the light of UGC regulation and measures for maintenance of standard in field of management in higher education. The ordinance fulfills the prescribed requirements in term of Admission Procedure, Examination system as per the MGNCRE and guidelines.

<b>1.</b>	<b>BACKGROUND</b>
	<p>In India 68.4 % of population lives in the rural areas. It contributes 37% to the country's GDP. From 80% share, our village population has declined to 68.4% of the total population. It shows a steady trend of migration from rural to urban areas in search of work and better quality of life apart from natural increase in rural population as well as urban population. In the context of climate change it is important to focus on sustainable use and management of water resources: irrigation, drinking water and sanitation. The urban rural disparity in the access to basic amenities like drinking water, power supply, pucca households, sanitation and quality education is vivid. Nearly 300 million people are poor and majority of them live in rural India and have a per capita income of less than Rs. 5000 a month. The causes of rural poverty are manifold, primarily climatic, economic, social (low skills and education) and demographic. In the face of this growing rural poverty leading to distress, the society needs to respond quickly and effectively with a long term strategy. Water is the lifeblood of rural prosperity. It is essential to focus on it. This is where professionally trained managerial inputs are required along with various rural development interventions and support from various organisations. A collaborative effort of various stakeholders including institutions of higher education is a need to for increasing the efficiency and effectiveness of rural economic activity.</p>
<b>2.</b>	<b>INTRODUCTION</b>
	<p>The rural economy has a vast potential for development through micro, social and innovative enterprises. Higher education Institutions need to contribute in this rural socio-economic development through capacity building and human resources development in the critical areas of water conservation, market linkages of agri and other rural products , irrigation management, rural entrepreneurship, rural technology development, microfinance, livelihoods and skill development, natural resources management, management of agriculture and technical assistance in the areas of health, education, management of village administration, sanitation and infrastructure development. Thus a three year rural management program developed with a multi-disciplinary approach will equip the student to tap the emerging and growing opportunities in the public and private domains of rural sector.</p> <p>This program needs to specially identified the rural oriented courses which also cover general principles of management covering the core subjects providing students with basic analytical, decision making and inter personal skills. Thus most of the topics handled in the curriculum can be same as that are present in any other general management course. The context and the focus need to be rural.</p>



	<p>Under the circumstance a large, trained cadre of focused workforce needs to be put into place at district level and below. Today as the youth are facing job crunch and technology is making many of the traditional familial jobs redundant and non attractive. It has the potential to provide fulfilling, well-paying livelihoods and holds the promise to a livable future. The student who chooses this line of study is opting into not just a career, but a healthy living for themselves and for society. BBA in Rural Management will empower today's youth to leave an indelible mark on the sands of time.</p>
<b>3.</b>	<b>KEY FEATURES</b>
	The following core characteristics form the basic framework of the community based learning model in the rural management curriculum.
<b>4.</b>	<b>CONTEMPORARY, RELEVANT, AND COMPLETENESS OF CONTENT:</b>
	It adopts a multi-disciplinary approach incorporating key elements of rural management including community development and planning, rural resilience management and social entrepreneurship. It will equip the student to harness emerging and growing opportunities in the public and private domains in the rural sector.
<b>5.</b>	<b>INCLUSIVE AND EQUITABLE:</b>
	Rural management curriculum need to promote opportunities to handle the scale and potential of village based economic activities efficiently for various social groups and encompassing the array of economic activities including the students who pursue the curriculum.
<b>6.</b>	<b>EXPERIENTIAL LEARNING:</b>
	In Rural Management, learning tasks are active processes and they allow students to assume active role in the decision making process in practice.
<b>7.</b>	<b>PERSONAL AND PUBLIC PURPOSE:</b>
	In rural field level engagement process, the learning goals connect personal achievement of the students for professional careers to public purpose of improving the managerial input into the rural sphere. It is a professional attempt to attain an effective balance between education and economic development.
<b>8.</b>	<b>PRACTICAL AND COMPETENCY BASED:</b>
	A rural management course curriculum provides framework for continuous rural community-business interaction, exposing students to the challenges of rural living. It enables development of competencies and values to address rural challenges effectively.
<b>9.</b>	<b>ASSESSMENT AND FEEDBACK:</b>
	Rural Management Course is based on ongoing assessment supported by mentoring. It provides the students an opportunity to learn from their successes and failures.
<b>10.</b>	<b>RESOURCES AND RELATIONSHIPS:</b>
	Community partnerships increase effectiveness of harnessing rural community resources and rural community relationships. Students extensively use these rural partnerships during learning and action, making the process interactive and real time learning.
<b>11.</b>	<b>PARTICIPATORY AND COMMUNITY PARTICIPATION:</b>
	Community life with its varied complexities is closely intertwined with socio-economic phenomena. In this context, Rural Immersion is an exploration of human



	<p>behavior in its natural zone. Villages showcase community life in its myriad forms of social groups, institutions and challenges which mutually influence each other. Participatory learning takes place by direct contact with people in the village and by listening to them the student gets to know and understand realities, issues and problems, local knowledge, and traditional practices. S/he also learns how to address people with a social conscience, along with academic approach.</p>
<b>12.</b>	<b>CURRICULUM DESIGN</b>
	<ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Rationale</li> <li>• Proposed Model of Curriculum</li> <li>• Practicum Details</li> <li>• Assessment</li> <li>• Outcomes</li> </ul>
<b>13.</b>	<b>PROGRAM OBJECTIVES</b>
	<p>The following objectives have been framed for the proposed curriculum.</p> <ol style="list-style-type: none"> <li>1. To provide the fundamental concepts and theory of rural management in general and rural businesses in India</li> <li>2. To provide a strong foundation through a blend of courses through which students gain an appreciation and understanding of the humanities, behavioral sciences, social sciences and natural sciences knowledge, attitude and skills required for rural management discipline.</li> <li>3. To provide firm foundation of Experiential learning to give students opportunities to develop the confidence through real-world experience of entrepreneurial spirit</li> <li>4. To develop the ability to think critically, analyze challenges quantitatively with appropriate methods/tools and use Information technology to address business challenges of rural India.</li> <li>5. To develop model water conservation plans containing effective short and long term water conservation procedures and practices reflecting local water resource needs and water quality as well as quantity.</li> </ol>
<b>14.</b>	<b>RATIONALE</b>
	<p>Rural Management with community engagement methodology will be a big game changer for rural communities in India. In view of the continued rural distress, though traditional extension and outreach programs have been desperately trying to bring in the desired outcomes, these are just not sufficient to bridge the gap between the demand for technically qualified professionals in rural management (to be supplied by the higher education institutions) and the current availability of rural managers.</p> <p>With this pragmatic and realistic outlook, this curriculum is expected to hold the interest of the student and guarantee their lifelong dedication to the arena of rural management and development while building a better nation – both entrepreneurially as well as with personal commitment. At the end of the programme, our students need to transform into confident, responsible, reflective, innovative individuals who are socially and intellectually engaged in rural management. The potential areas that such students can venture into further are annexed to this document.</p>



15.	<b>PEDAGOGY</b>
	<ul style="list-style-type: none"> <li>A. Class Room teaching</li> <li>B. Case Method based discussions</li> <li>C. Problem Solving</li> <li>D. Individual and Group Exercises/tasks</li> <li>E. Demonstrations (laboratory and field activities)</li> <li>F. Group Discussions</li> <li>G. Audio, Video, Film-based discussions</li> <li>H. Immersion</li> <li>I. Internship</li> <li>J. Report-writing and Documentation</li> </ul>
16.	<b>TRANSACTION APPROACH AND TEACHING METHODOLOGY</b>
	<p>The course covers a variety of topics. It is recommended that the educational Institute offering this course collaborates with a large number of rural entrepreneurs as well as enterprises working in respective states, during and after the course. Through this association the Institution initiating this Course can benefit in the following manner:</p> <ul style="list-style-type: none"> <li>• Firstly, the experts from these rural enterprises as well as entrepreneurs could be invited to speak on the subject, thereby enriching classroom lectures.</li> <li>• Secondly, the same experts could liaison for a field visit to their workplace as well as institution.</li> <li>• Finally, they can also guide a certain number of students during their internship within their own organization.</li> </ul>
17.	<b>TRANSACTION RESOURCES</b>
	<p>Resources including Reference Books, Films, PPTs, Caselets and Case Studies, Community Project Work and Field Work; Course material and caselets will be prepared by Mahatma Gandhi National Council of Rural Education, Hyderabad. Suitable video and text resource material along with case studies will be identified and a copy will be provided where they are available free of cost in open source.</p>
18.	<b>PROPOSED COURSE SCHEDULE</b>
	<p>This UG Course is of three -year duration consisting of six semesters:</p>
19.	<b>Field Visits</b>
	<p>The course allocates 15 working days for field work or field experiments in the first semester and one month for field work or field experiments in second semester. Third field engagement is for one month which would be at the end of the fourth semester. The fourth field engagement would be of whole sixth semester.</p> <p><b><i>The purpose of the field engagement is to observe and participate through relevant interventions in identified aspects at each location.</i></b></p> <p>Working in teams, students will analyze the information gathered from their field visit and present their findings and suggestions in their weekly seminar. It is essential for students to be exposed to well- managed places as a source of inspiration as well as poorly managed places to give them an opportunity to compare and intervene with economically viable responses to relevant management issues. This will help them appreciate as well as examine the issue critically. If students arrive at any particular interventions, these need to be intimated in a well-written report, suitably edited with the support of the Teacher Concerned. If the</p>



	institution visited is suitable for encouraging further engagement, this need to be welcomed and organized by the educational institution offering this course.
<b>20.</b>	<b>PRACTICAL'S</b>
	<p>The course prescribes practical activities, conducted systematically in a scientific manner. These experiments need to include testing the quality of water and soil. For instance, it is necessary to understand the concept of hardness of water, microbial growth, composition and nature of common cleaning agents. Also documenting experience on people's participation is integral to the exercise. Often people ignore important but manageable aspects until they become too large to tackle. Every student in class need to be exposed to this mindset and be trained to persuasively position to transform this mindset. The intent of this entire curriculum is to create a well-rounded individual ready to intervene addressing the challenges of rural upliftment armed with the knowledge and skills to handle the issues with confidence and professionalism. As the course extensively relies on out-of classroom activities, it is recommended that this point is known at the time of admission and an appropriate expenditure is borne by students as required during field visits. The most cost-effective mode of public transport needs to be selected for each field visit.</p>
<b>21.</b>	<b>PROJECT</b>
	<p>Students get a chance to apply their knowledge and skills in an individual project investigating a rural management issue in the local context. They need to identify a local village problem, which is specific, accessible and measurable. They need to then analyse it from the point of view of a natural resource, its use and progress to the impact of the activity with details of management as well as mismanagement. Data collection needs to include a component of field work to collect relevant primary data using a suitable range of research techniques. Primary and secondary analysis needs to draw some meaningful conclusions and workable interventions. Students are to present the orderly and reasoned report, supported by a suitable range of scientific techniques. This project will be conducted under the guidance of a teaching faculty in association with the collaborating agency where the student completes Internship.</p> <p>At the end of the fourth and fifth semester, the student will submit a concise written report (of about 3,000-4,000 words) and make a verbal presentation before his peers, presenting the project to critical support. The written report needs to be compact, with a clear title, Contents page, logically ordered sections, list of sources, bibliography, acknowledgements. The sections need to include aim, background information, and description of research methods, proper presentation of primary and secondary data, analysis, a reasoned conclusion, and suggestions for improvement. If a response was tested in field, the report needs to contain the results of the field trials and further insights from it. Summary of raw data, questionnaires and experiments needs to be included in the appendix.</p>
<b>22.</b>	<b>GUIDE'S ROLE IN PROJECT WORK</b>
	<p>The faculty member explains the scope of topic, range of research methods available, helps the student to choose a project topic which is of particular interest to him or her. The topic may be or may not be original, but the research needs to be done afresh with primary data collection and a new line of enquiry so that it leads to new conclusions, analysis and improved responses. The guide discusses the challenges</p>



	and difficulties encountered during the research. He or she suggests appropriate interventions. Guide needs to ensure that photographs and tables of data from other sources (source mentioned). The candidates need to translate such data into a form of their own. The primary data needs to be original (not copied). Similarly, plagiarism from library, Internet or other sources is not permitted.
<b>23.</b>	<b>ASSESSMENT</b>
	Each subject can be assessed based on written examination or a seminar presentation, classroom participation and discussion. They could be individual or group assignments or projects or seminars, individual or group presentation, individual or group project and field visit based engagement as well as reporting. The respective faculty may devise their own methodology for assessing the students.
<b>24.</b>	<b>MODEL OF CURRICULUM FOR BBA IN RURAL MANAGEMENT (BACHELOR OF RURAL MANAGEMENT- BRM)</b>
	<b>THE PROGRAMME</b> The rural economy has a vast potential for development through micro, social and innovative enterprises. Higher Education Institutions need to contribute in this rural socio-economic transformation through capacity building and human resource development in the critical areas of market linkages, rural entrepreneurship, rural technology development, microfinance, livelihoods and skill development, natural resources management, management of agriculture and technical assistance in the areas of health, education, management of village administration, sanitation and infrastructure development. Thus, a two year rural management program developed with a multi- disciplinary approach will equip the student to tap the emerging and growing opportunities in the public and private domains of rural sector. This program will dwell into specially identified rural oriented courses that cover general principles of management and the core subjects provide students with basic analytical, decision making and interpersonal skills. Thus most of the topics handled in the curriculum in the first year can be same as that are present in any other general management course, however the context and the focus would be rural. This program stands out for its rural engagement, in-depth rural field exposure, duration and frequency. It has four components of field engagement and learning opportunities for students, covering a Government Organization, an NGO and a commercial rural enterprise like a co- operative or social business enterprise. Today, vast online repositories through libraries and other digital media, provide a unique ability for Higher Education Institutions to share successful and not so successful case studies and experiences in the ways that were unimaginable earlier.
<b>25.</b>	<b>IMPLEMENTATION AND FEEDBACK ASSESSMENT</b>
	Each full theory course could be of 40 hours of classroom transaction. This UG program offers the following five streams of specialization as per the local facilities and demand:  <ol style="list-style-type: none"> <li>1. Rural WASH</li> <li>2. Rural Marketing</li> <li>3. Rural Livelihoods</li> <li>4. Rural Finance</li> <li>5. Rural IT</li> </ol>

	<p>If the department in the institution offering this course does not have faculty expertise in the respective area, faculties can be drawn from other departments such as sociology, environment, statistics, computer science, mass communication and public administration from any relevant departments of the institution.</p>
<b>26.</b>	<b><u>OUTCOMES OF THE BBA PROGRAM</u></b>
	<p>Since rural management is all about running a business in rural area, a student aspiring to start a career in rural management needs to possess the basic skills and traits required for BBA. Some of them are sharp analytical skills and reasoning skills, strong at calculation, team spirit, communication skills, leadership qualities, innovative with foresight. The person needs to be strong willed and self- driven.</p>
<b>27.</b>	<b><u>AFTER COMPLETION OF THE COURSE THE STUDENT WILL BE ABLE TO</u></b>
	<ul style="list-style-type: none"> <li>• Have focused understanding on the social, economic, political and cultural context of rural society and its natural resources including water resources.</li> <li>• Address the economic and infrastructural challenges of rural India with suitable response in natural resource management including water resource management</li> <li>• Understand the concerns on management of our surroundings along with water and sanitation management.</li> <li>• Will be able to gain a specialised understanding of the subject which will pave the way for scientific handling of land, water and other natural resources for both domestic and industrial uses.</li> <li>• Engage in the management of the rural community organisations, in areas of market linkages, rural financing, livelihoods and skill development, infrastructure, energy, water and other natural resources management among others.</li> <li>• Engage in teaching, research, action research, skill development and training for village community development.</li> <li>• Engage in village development planning and village resource management functions.</li> <li>• Set up a social enterprise that earns profits and provides income to the artisans, farmers or village workers.</li> </ul>
<b>28.</b>	<b><u>STRATEGY FOR INTERNSHIP</u></b>
	<p>If institution offering this course requires to develop a database of the organizations, in their respective regions with whom the students will work for internship. The relationship with the organizations, villages and the institution offering the course needs to be a continuum. The institution offering this course can organize student-industry interactions at specific points of time in the year by inviting designated resource persons from those organizations. It could be in the form of inviting the experts in those organizations in a specific field. This could be as a guest speaker or as an adjunct faculty for any of the courses taught.</p>
<b>29.</b>	<b><u>PLACEMENT</u></b>
	<p>Placement cell in the respective institution offering this course needs to develop a brochure of students with their background to facilitate the placement of students. They need to build a network of institutions where students do internships. The students can also get in as Management Trainees at the end of the third year in these institutions.</p>



<b>29.1.</b>	<b><u>CAREER OPTIONS</u></b>		
	<ul style="list-style-type: none"> <li>• Farmers Producers Organisations</li> <li>• Rural and Agricultural Tourism</li> <li>• Engage in rural product development and value addition enterprises</li> <li>• Rural Entrepreneurship</li> <li>• Rural business planning and development</li> <li>• Marketing for rural products and produce</li> <li>• Rural water supply and irrigation management products</li> <li>• Rural Finance Agencies like Banks, Agriculture Finance Banks, Microfinance Institutions, NBFCs</li> <li>• Project Managers for Government engagements, Institutions, NGOs and Cooperatives</li> <li>• Community Development Projects of State and Central Governments</li> <li>• Corporate Social Responsibility Projects</li> <li>• Those linked to Rural India including Rural Tourism and Hospitality Management and Facilities Management</li> <li>• Nodal Officer for Rural Development</li> <li>• Rural Infrastructure Manager</li> <li>• Energy, Environment and Natural Resource Management</li> <li>• Agribusiness, food processing, FMCG, retail and rural market chains.</li> <li>• Research, training and skill development in Education as well as Training Institutions in Government and Non-Government Organisations.</li> </ul>		
<b>30.</b>	<b><u>RURAL MANAGEMENT: TOP RECRUITERS</u></b>		
1	District Water Management Agency, O&M Works of Rural Water Supply and Sanitation Projects, Watershed and Micro Irrigation Projects, Rural Tourism Sector	1	SAGY (Sansad Adarsh Gram Yojana) Rural Livelihoods Promotion Societies – JEEVIKA KVIC, Handicraft and handloom industry
2	Milk Cooperatives, National Dairy Development Board (NDDB), Food Processing Industry	2	CSR Activities of Corporates and Commercial agencies
3	Water supply, fecal sludge management and sanitation agencies	3	Agro forestry agencies like ITC Limited
4	Foundations like BAIF Development Research Foundation	4	Banks in Rural Development initiatives including lead banks like SBI
5	Finance Corporations like IDFC Bank Ltd and Private sector banks like ICICI Bank	5	Tata Steel Ltd - Agrico, Tubes and Wires, Jamshedpur
6	LIC and other insurance agencies	6	NABARD
7	Animal Husbandry and veterinary sector: Godrej Agrovet Limited	7	Rural Roads O&M and Rural Transport O&M
8	ADM Agro Industries	8	Farmers Producers Organisation
9	Fisheries, Poultry, Horticulture and Floriculture	9	Drip and Sprinkler Irrigation Management

In view of the large requirement of man power as well as rural infrastructure planning, there are tremendous opportunities for those who have undergone professional training and capacity building in this sector. Some of them are listed below:

- Community management of resources: water, sanitation and public health

- Agri business industry
- Agri processing industry
- Public health, home safety and public hygiene
- Rural Infrastructure management including drinking water, irrigation and sanitation
- Rural Community engagement in projects and programmes of the government and agencies
- Planning and management of water and other natural resources
- Active liaison with government agencies in programme implementation
- Collaborative approaches with NGOs, RWAs, community groups and educational institutions

<b>31.0</b>	<b>ELIGIBILITY REQUIREMENTS</b>
31.1	A candidate shall be eligible for appearing in the Entrance Test leading to admission to BBA RM (Bachelor of Business Administration in Rural Management) Semester I, if he/she has passed the following:
31.1.1	A minimum of 50% of marks in Pre-University as well as Higher Secondary (10 and +2 or Intermediate examination or equivalent examination) in any discipline or equivalent, from any recognized Board or Council in the country. 5% relaxation in marks will be provided to the candidates belong from SC/ST/ or PH category.
<b>31.2</b>	<b>INTAKE OF THE COURSE</b>
	There will be 60 seat available for the admission to the BBA-RM, Course
<b>32.0</b>	<b>ADMISSION PROCEDURE</b>
<b>32.1</b>	Admission in BBA RM I-Semester programme of study shall be made on merit in the Entrance Test.
<b>32.2</b>	The Faculty shall have an Admission Committee for BBA RM undergraduate admission, constituted under the provisions of Ordinances and consisting of the Dean or his nominee and two senior-most members of the teaching staff of the Faculty. Admission shall be made in accordance with these ordinances and the rules made there under.
<b>32.3</b>	Admission cannot, however, be claimed by any candidate as a matter of right. The admission or re-admission of a candidate shall be entirely at the discretion of the Admission Committee which may refuse to admit any student without assigning any reason there for.
<b>32.4</b>	On his/her selection for admission to the BBA RM Semester I programme, the candidate shall, within the time fixed by the Dean of the Faculty after deposit the fees prescribed for the programme. If the candidate fails to deposit fees within the stipulated time, his/her selection shall automatically stand cancelled.
<b>32.5</b>	Reservation in admission will be made as Govt. of Bihar rules.
<b>33.0</b>	<b>ATTENDANCE</b>
<b>33.1</b>	A student is required to have full, i.e., 100%, attendance and condonation up to 25% can be considered for specific cogent reasons. Out of this 25%, only 10% condonation will be permitted without taking any application from the student. Rest 15% condonation may be given by the Dean. Further, a student shall be deemed to have minimum percentage of attendance only if, apart from the above, he/she has attended at least 50% of the classes in each subject also. The cogent reasons for condonation are given below.



33.1.1	Participation in NCC/NSC/NSS Camps duly supported by certificate.
33.1.2	Participation in University or College Team Games or Interstate or Inter-University tournaments, duly supported by certificate from the Secretary of the University Sports Board or President of the College Athletic Association concerned.
33.1.3	Participation in Educational Excursions, which form a part of teaching in any subject conducted on working days duly certified by the Dean.
33.1.4	University Deputation for Youth Festival duly certified by the Dean.
33.1.5	Prolonged illness duly certified by the Medical Officer or any other Registered Medical Practitioner, provided such certificate is submitted to the Dean, Faculty of Management Studies in time.
33.1.6	<b>No relaxation beyond 25% shall be considered in any case.</b>
33.2	The attendance of a newly admitted candidate shall be counted from the date of his/her admission, or date of beginning of classes whichever is later, while in the case of promoted candidates, attendance shall be counted from the date on which respective class begins. However in case of promotion after declaration of results of supplementary examination (if any), the attendance will be counted from the date of admission in the respective case.
33.3	There shall be an Attendance Monitoring Committee in the Faculty under the Chairmanship of the Dean.
34.0	<b>SCALE OF TUITION AND OTHR FEES</b>
34.1	FEE: Admission Fee, Tuitions Fee, Hostel Fee, and other Fee will be paid by the candidate as per University Rules.
35.0	<b>SYSTEM OF EXAMINATION</b>
	Each course shall be of 100 marks. For evaluation, the overall structure of the distribution of marks in a theory based course shall be such that 25 marks are allotted to various assessments during the semester, while 75 marks shall be allotted for the end semester examinations. For core, elective and activity based compulsory courses, the examination system would be different as per details given under:
35.1	<b>Theory Course:</b> Following scheme of examination shall be applicable for <b>theory courses:</b>
35.1.1	<b>Sessionals:</b>
	<ul style="list-style-type: none"> <li>i) The assessment (Sessionals) in theory courses will comprise of written assignment (Project work), Oral presentation and regularity in each of the courses offered by them.</li> <li>ii) Such assessment in each course shall carry 25 marks, of which 15 marks will be for written part including tests/quizzes/assignments and Oral presentation and 10 marks for performance, regularity and alertness in the class pertaining to the concerned course.</li> <li>iii) The written assignment(s) and oral presentation shall be submitted by the students to the teachers concerned, by a date fixed by the Dean. After valuation of the above, the teacher concerned shall submit the result to the Dean who shall forward the</li> </ul>

	<p>same to the Controller of Examinations.</p> <p>iv) The marks obtained as aforesaid will be displayed on the notice board.</p> <p>v) Where candidate fails to take examination in any one or more courses or having taken the examination has failed to secure the minimum pass marks in any one or more courses or in the aggregate, his Sessionals marks will be carried forward to the subsequent examination.</p>
<b>35.1.2</b>	<b>End Semester Examination and evaluation (for 75 marks):</b>
	<p>(i) The question papers shall be set and the answer-scripts shall be evaluated by the teachers appointed by the University. The question paper shall ordinarily be set and evaluated by a teacher of the group, appointed by the Board of Examiners. However, if the Board of Examiners considers appropriate, it can constitute a group of evaluators comprising of University teachers/out-side of the University belonging to the concerned subject.</p> <p>(ii) The marks obtained by students in End Semester examination shall be displayed on the notice board.</p> <p>(iii) In case of any objection by a student in the evaluation, the same shall be looked after by a panel of two senior faculty members, to be nominated by the Dean, whose decision shall be final.</p>
<b>35.1.3</b>	<b>Semester Viva-Voce and Presentation:</b>
	In the first three semesters, Viva Voce and Presentations as indicated in the Scheme of BBA RM programme shall be evaluated out of 50 marks by a team comprising of internal faculty members constituted by the Director/Dean for the purpose.
<b>35.2</b>	The examinations of BBA RM programme in the Faculty of Management Studies shall be conducted in six semesters ordinarily in December/May or on such dates as may be fixed by the Dean.
<b>35.3</b>	The academic performance of a candidate shall be evaluated in respect of the courses of study prescribed for each semester through the examinations held for respective semesters.
<b>35.4</b>	<b>The credit system:</b> The credits specified for BBA RM programme describe the weightages of various courses of the programme. The number of credits along with grade points that the student has satisfactorily completed measures the performance of the student. Satisfactory progress of a student is subject to his/ her maintaining a minimum Cumulative Grade Point Average (CGPA), as well as minimum grades in different courses of the programme. A certain number of credits as specified in these Ordinances must be earned by the student to qualify for the degree. Description of credit distribution for core Courses, elective Courses, and language course has already been shown.
<b>35.5</b>	<b>Assignment of credits:</b>
<b>35.5.1</b>	<b>Credits of a course shall be assigned in the following manner:</b>
	<p>(a) For all theory (Lecture) courses, one credit shall be assigned for one one-hour lecture per week in a semester.</p> <p>(b) Credits shall be in whole numbers.</p>



35.5.2	<p><b>The Performance of a candidate in a semester or upto a semester shall be measured by SGPA and CGPA, details of which are given below:</b></p> <p style="text-align: center;"><i>SGPA : Semester Grade Point Average.</i> <i>CGPA : Cumulative Grade Point Average.</i></p> <p><b>Calculation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <math display="block">(i). \text{ SGPA} = \frac{\sum_{i=1}^n C_i \cdot P_i}{\sum_{i=1}^n C_i}</math> </td> <td style="width: 50%; padding: 5px;"> <p>where,</p> <p><math>C_i</math> = Number of credits assigned for the <math>i^{\text{th}}</math> course of a semester for which SGPA is to be calculated.</p> <p><math>P_i</math> = Grade point earned in the <math>i^{\text{th}}</math> course.</p> <p><math>i = 1, \dots, n</math>, represent the number of courses in which a student is registered in the concerned semester.</p> </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <math display="block">(ii). \text{ CGPA} = \frac{\sum_{j=1}^m C_j \cdot P_j}{\sum_{j=1}^m C_j}</math> </td> <td style="width: 50%; padding: 5px;"> <p>where,</p> <p><math>C_j</math> = Number of credits assigned for the <math>j^{\text{th}}</math> course, up to the semester for which CGPA is to be calculated.</p> <p><math>P_j</math> = Grade point earned in <math>j^{\text{th}}</math> course.</p> <p><math>j = 1, \dots, m</math>; represent the number of courses in which a student was registered up to the semester for which CGPA is to be calculated.</p> </td> </tr> </table>			$(i). \text{ SGPA} = \frac{\sum_{i=1}^n C_i \cdot P_i}{\sum_{i=1}^n C_i}$	<p>where,</p> <p><math>C_i</math> = Number of credits assigned for the <math>i^{\text{th}}</math> course of a semester for which SGPA is to be calculated.</p> <p><math>P_i</math> = Grade point earned in the <math>i^{\text{th}}</math> course.</p> <p><math>i = 1, \dots, n</math>, represent the number of courses in which a student is registered in the concerned semester.</p>	$(ii). \text{ CGPA} = \frac{\sum_{j=1}^m C_j \cdot P_j}{\sum_{j=1}^m C_j}$	<p>where,</p> <p><math>C_j</math> = Number of credits assigned for the <math>j^{\text{th}}</math> course, up to the semester for which CGPA is to be calculated.</p> <p><math>P_j</math> = Grade point earned in <math>j^{\text{th}}</math> course.</p> <p><math>j = 1, \dots, m</math>; represent the number of courses in which a student was registered up to the semester for which CGPA is to be calculated.</p>																										
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35.6	<b>Script and Duration of Examinations</b>																																
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35.7	<b>Evaluation Pattern:</b>																																
35.7.1	<p><b>Point Scale for Grading (Award of Grades Based on Absolute Marks)</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">Marks Range (Out of 100)</th> <th style="width: 20%;">Grade</th> <th style="width: 30%;">Grade Point</th> </tr> </thead> <tbody> <tr><td>90 - 100</td><td>S</td><td>10</td></tr> <tr><td>80 - 89</td><td>A</td><td>9</td></tr> <tr><td>70 - 79</td><td>B</td><td>8</td></tr> <tr><td>60 - 69</td><td>C</td><td>7</td></tr> <tr><td>50 - 59</td><td>D</td><td>6</td></tr> <tr><td>40 - 49</td><td>E</td><td>5</td></tr> <tr><td>Passed with Grace</td><td>P</td><td>4</td></tr> <tr><td>00 - 39</td><td>F</td><td>0</td></tr> <tr><td>Non-appearance in examination (Incomplete)</td><td>I</td><td>-</td></tr> </tbody> </table>			Marks Range (Out of 100)	Grade	Grade Point	90 - 100	S	10	80 - 89	A	9	70 - 79	B	8	60 - 69	C	7	50 - 59	D	6	40 - 49	E	5	Passed with Grace	P	4	00 - 39	F	0	Non-appearance in examination (Incomplete)	I	-
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Non-appearance in examination (Incomplete)	I	-																															
35.7.2	<b>Explanation:</b>																																
	Latter grades <b>S, A, B, C, D, E and P</b> in a course mean that the candidate has passed that course.																																

	<p><b>The F grade</b> denotes poor performance, i.e., failing in the course. A student has to appear at subsequent examination(s), if provided under the ordinances in all courses in which he/she obtains "F" grade, until a passing grade is obtained.</p> <p><b>The I Grade:</b> The "I" Grade is awarded, when a student does not appear in the examination of course/courses. This shall be treated as "F" Grade.</p>
<b>35.7.3</b>	<b>Grace Rule:</b> Tabulators shall award grace marks as per the following guidelines:
	<p>(a). Grace 0.5 marks will be awarded to each subject maximum three subjects (papers) including theory and practical separately, (any fraction is rounded off to the next higher number), shall be awarded grade "P" (in place of grade "F"). Grace marks awarded be shown as +G in the Grand Total as well as the places where the grace marks were awarded.</p> <p>(b). Grace mark will not be awarded for making up shortfall in minimum SGPA/CGPA or improving the grade.</p>
<b>35.8</b>	<b>Admit Card (for End Semester Examination):</b>
	A candidate may not be admitted into examination room unless he/she produces his/her admit card to the officer conducting the examination or satisfies such officer that it shall be subsequently produced.
<b>35.9</b>	<b>Question Paper Format</b>
	<p>Time: 3 Hours <span style="float: right;">Max. Marks: 75</span></p> <p><b>SECTION-A</b> (Concept based short answer type) <b>15 marks</b></p> <p>Q1. Answer any THREE of the following parts: (3 x 5 marks)</p> <p>(a) (b) (c) (d) (e)</p> <p><b>SECTION-B</b> (Illustrative long answer type) <b>45 marks</b></p> <p>Answer any THREE of the following Questions (3 x 15 marks)</p> <p>Q2. Q3. Q4. Q5. Q6.</p> <p><b>SECTION-C</b> (Practical Question or Case based) <b>15 marks</b></p> <p>Answer any ONE of the following: (1 x 15 marks)</p> <p>Q7. Q8.</p> <p style="text-align: center;">OR</p> <p>Study the case below and answer the questions that follow:</p> <p>Q7.</p> <p>(a), (b), (c) <span style="float: right;">(3 x 5 marks)</span></p>



35.10	<b>PROMOTION RULES AND SUPPLEMENTARY EXAMINATION</b>
	There shall be no supplementary examination for I, II, III and IV semesters. However, there shall be a provision of supplementary examination for V and VI semesters after declaration of the result of VI Semester. Students failing in courses of V and VI semesters may appear in supplementary examination(s) or subsequent main examination(s).
35.10.1	<p><b><u>First Semester Course &amp; Examination:</u></b></p> <p>The candidates who have taken admission in BBA RM programme First Semester in a session can be put in the following two categories on the basis of their attendance in the Semester:</p> <p>I. (i) Those who have put in the required minimum percentage of attendance for appearing in the I-Semester Examination and filled up the examination form in time for appearing at the I-Semester Examination.</p> <p>(ii) Those who did not put in the required minimum percentage of attendance for appearing at the I-Semester Examination or did not fill up examination form in time for appearing at the I-Semester Examination.</p> <p>Candidates under Category-I</p> <p>(i) are eligible for appearing at the examination of I-Semester, while candidates under Category. I (ii) are not allowed to appear at the examination of the Semester. However, category I (ii) candidates are allowed to reappear at the Entrance Test of subsequent year(s) for seeking admission afresh. This implies that no readmission is permissible to those who do not put in the required percentage of attendance for taking the examination or did not submit the examination form in time.</p> <p>II. After appearing at the Examination of the I-Semester the candidates can be put in the following categories in the context of declaration of the results of the I-Semester Examination:</p> <p>(i) <b>Passed</b>, i.e., those who have passed in all courses of the examination of the Semester.</p> <p>(ii) <b>Promoted</b>, i.e., those who have not passed in all the courses of the Semester.</p> <p>(iii) <b>Minimum passing grade</b> shall be Grade 'E' for each course. However, candidates with grade 'P' in a course shall also be considered as passed in that course.</p> <p>(iv) <b>Promotion to II-Semester:</b> All students who have put in the minimum percentage of attendance in I-Semester and filled up the examination form in time shall be promoted to the II-Semester.</p>
35.10.2	<p><b><u>II- Semester Course &amp; Examination:</u></b></p> <p>As in the I Semester, in the II and subsequent Semesters, all the candidates who have put in the minimum percentage of attendance for appearing at the Examination and have filled in the examination form in time for appearing at the End Semester Examination shall be allowed to appear at the respective examinations. However, students who have not put in the minimum percentage of attendance or did not fill up the examination form in time in a Semester shall be allowed to take re-admission in that Semester (<b>except in the First Semester where re-admission is not permitted</b>).</p>
35.10.3	<p><b><u>Declaration of results after II-Semester (based on the results of I and II-Semester Examinations):</u></b></p> <p>After declaration of results of the I &amp; II-Semesters, a candidate can be put in the</p>



	<p>following two categories:</p> <p>(i) <b>Passed:</b> A candidate who has passed in examinations of all the courses of I and II-Semesters.</p> <p>(ii) <b>Promoted:</b> A student, who does not pass in all the courses of either I or II-Semester or both, shall be promoted to the III-Semester if he/she has obtained at least 4.0 CGPA. All such students shall have the option to clear the courses, in which they had failed, in the subsequent available examination(s) of the concerned semester as ex-students.</p> <p>(iii) <b>Failed:</b> A candidate who has obtained less than 4.0 CGPA in the examinations of I and II-Semesters taken together shall be treated as failed.</p>
35.10.4	<p><b><u>Promotion to III-Semester:</u></b></p> <p>(i) A candidate who comes under the category '<b>Passed or Promoted</b>' is eligible to be promoted to III-Semester if otherwise eligible.</p> <p>(ii) Failed candidates shall not be promoted to the 3<sup>rd</sup> Semester. However, they shall be promoted to the third semester when they become eligible to come under the category of either 'Passed' or 'Promoted' as explained above after passing the Failed papers in the subsequent available examinations as ex-students.</p>
35.10.5	<p><b><u>Promotion to IV-Semester:</u></b></p> <p>All students who have put in the minimum percentage of attendance in III-Semester and filled in the examination form in time shall be promoted to IV-Semester.</p>
35.10.6	<p><b><u>Declaration of Results after IV Semester (based on the results of I, II, III &amp; IV Semester Examinations):</u></b></p> <p>After declaration of results of III &amp; IV-Semesters, a candidate can be put in the following two categories:</p> <p>(i) <b>Passed:</b> A candidate who has passed in all the courses of Examinations of I, II, III &amp; IV Semesters.</p> <p>(ii) <b>Promoted:</b> A student, who does not pass in one or more courses of I, II, III or IV semesters or all of them, shall be promoted to the V semester if he/she has obtained at least 4.0 CGPA. All such students shall have the option to clear the courses, in which they had failed, in the subsequent available examination(s) of the concerned semester as ex-students.</p> <p>(iii) <b>Failed:</b> A candidate who has obtained less than 4.0 CGPA in the examinations of I, II, III and IV -Semesters taken together shall be treated as failed.</p>
35.10.7	<p><b><u>Promotion to the V-Semester:</u></b></p> <p>A student, who passes all courses of Semester I, II, III, &amp; IV is eligible to be promoted to the V Semester if otherwise eligible. Further, a student who has not passed all the courses of Semester I, II, III or IV can be promoted to the V Semester if he/she has obtained at least 4.0 CGPA. All such students shall have the option to clear the courses in which they had failed, in the subsequent available examination(s) of the concerned semester as ex-students.</p> <p>Failed candidates shall not be promoted to the V Semester. However, they shall be promoted to the V semester when they become eligible to come under the category of either 'Passed' or 'Promoted', as explained above, after passing the Failed papers in the subsequent available examinations as ex-students.</p>
35.10.8	<p><b><u>Promotion to VI-Semester:</u></b></p> <p>All students who have put in the minimum percentage of attendance in V Semester and filled in the examination form in time shall be promoted to VI Semester.</p>



35.10.9	<p><b><u>Declaration of Results after VI-Semester (based on results of I, II, III, IV, V &amp; VI Semester Examinations):</u></b></p> <p>After declaration of results of V &amp; VI Semesters, a candidate can be put in the following two categories:</p> <p>(i) <b>Passed:</b> A candidate who has passed in all the courses of I, II, III, IV, V &amp; VI Semesters and obtained at least CGPA of 5.0.</p> <p>(ii) <b>Failed:</b> All those students who have not "Passed" shall be categorized as "Failed".</p> <p>Such failed students may clear their failed courses in subsequent examinations as ex-students. There shall be a provision of supplementary examinations for V and VI Semesters after declaration of results of VI Semester. Students failing in courses of V and VI Semesters may appear in the supplementary examination or subsequent main examination(s).</p> <p><b><i>A student who has failed in a course shall get two more chances to clear this course subject to the maximum duration for passing the course. Further, each candidate shall have to clear all the courses within the maximum period of 6 years from the date of his/her latest admission.</i></b></p>
35.10.10	<p><b><u>Declaration of Division:</u></b></p> <p>A candidate who has passed in all the papers/ courses of I, II, III, IV, V &amp; VI Semesters of the 3-year BBA RM programme taken together shall be declared as 'Passed'. Such passed candidates may be awarded with the division according to the following criteria:</p> <p>(i) First Division with distinction : CGPA 8.5 and above</p> <p>(ii) First Division : CGPA 6.5 and above, but below 8.5</p> <p>(iii) Second Division : CGPA 5.0 and above, but below 6.5</p> <p><b>Note:</b> The SGPA and CGPA shall be computed upto 2 places of decimals (truncated at the second place). The conversion formula for converting CGPA to the corresponding Percentage of Marks will be as follow:</p> $X = 10 Y - 4.5$ <p>where, X = Percentage of Marks Y = CGPA</p>
35.10.11	<p><b><u>Further Clarifications:</u></b></p> <p>(a) A student has to clear the whole BBA-RM programme in <b><u>NOT MORE THAN SIX YEARS</u></b> from the latest admission to the I-Semester of the programme. Even after that if a student fails, he/she shall have to leave the programme.</p> <p>(b) A student who is promoted to a higher semester or readmitted to a semester due to shortage of attendance shall be required to study the same syllabus as being taught in that year.</p>
35.11	<p><b><u>RANKING TO THE CANDIDATES</u></b></p> <p>Ranking shall be given to only those candidates who pass all the courses of the programme in one attempt.</p> <p>Notwithstanding any provision in the ordinances to the contrary, the following category of examinee is also eligible for ranking:</p> <p>The student who, having been duly admitted to a regular examination of the course, was unable to take that examination in full or in part due to some cogent reasons, and took the next following examination of that course and passed the course.</p>

	<p>The marks obtained by him/her at the examination shall be considered as the basis for the University Ranking, Scholarships and other distinctions.</p> <p>In order to get the benefit of this provision, the student should claim that he/she is eligible for this benefit and get a decision in writing after proving his/her eligibility there for.</p>
35.12	<p><b><u>BREAK IN THE COURSE</u></b></p> <p>Any student taking admission in BBA-RM Degree programme of the Faculty shall not be allowed to pursue any other full time programme/ course in the Faculty or elsewhere in the entire period of the programme meaning thereby that if a student leaves the programme after passing some of the semesters/ courses and takes up a full-time programme/ course elsewhere, then he/she shall not be allowed to continue the programme further in the Faculty.</p>
35.13	<p><b><u>Definition</u></b></p> <ol style="list-style-type: none"> <li>1. A 'Regular Student' is one who has pursued a regular course of study and obtained prescribed attendance mentioned in the ordinances and is eligible to appear in the examination.</li> <li>2. 'Ex-student' means one who has studied in the Faculty for at least one semester preceding the date of the examination and has filled up the examination form but failed or has failed to appear in the examination, though otherwise eligible.</li> </ol>



## SEMESTER WISE COURSE STRUCTURE

<b>1<sup>st</sup> SEMESTER</b>			
<b>S. No.</b>	<b>Paper Code</b>	<b>Paper</b>	<b>Credits</b>
1	BRM-111	English-1     3	3
2	BRM-112	Regional Language (Free Elective 1)	2
3	BRM-113	Rural Society and Polity	3
4	BRM-114	Foundations of Management and Entrepreneurship	3
5	BRM-115	Ecology and Environment	3
6	BRM-116	Business Analytics - 1	3
7	BRM-117	Management Decision Making Tools	3
8	BRM-118	Field Work Segment – (15 days) a) Rural Immersion- Do PRA / PLA Exercise and submit the report. b) Village Survey on Jal Shakthi, Use Jal Shakthi Manual and submit a report c) Village Sanitation survey and submit a report	2
<b><u>TOTAL CREDITS=</u></b>			20+2

<b>2<sup>nd</sup> SEMESTER</b>			
<b>S. No.</b>	<b>Paper Code</b>	<b>Paper</b>	<b>Credits</b>
1	BRM-121	Business Communication	3
2	BRM-122	Regional Language (Free Elective 2)	2
3	BRM-123	Financial Accounting	3
4	BRM-124	Organizational Behavior	3
5	BRM-125	Business Environment	3
6	BRM-126	Business Analytics-2	3
7	BRM-127	Rural Marketing Management	3
8	BRM-128	Field Work Segment: Working in a Rural Enterprise (1 Month) Working in a Grameen bank, Panchayat, Zilla Parishad Office, Swachh Bharat Related Project, Village Post Office, Community Based Organisations, NGOs and SHGs. Staying in the village is mandatory during the period	4
<b><u>TOTAL CREDITS=</u></b>			20+ 4

<b>3rd SEMESTER</b>			
<b>S. No.</b>	<b>Paper Code</b>	<b>Paper</b>	<b>Credits</b>
1	BRM-211	Agronomy	4
2	BRM-212	Panchayati Raj	2
3	BRM-213	Natural Resources Management	2
4	BRM-214	Water and Sanitation Management	3
5	BRM-215	Public Health Management	3
6	BRM-216	Business Laws	3
7	BRM-217	Rural Institutions, Planning and development	3
<b><u>TOTAL CREDITS=</u></b>			<b>20</b>

<b>4<sup>th</sup> SEMESTER</b>			
<b>S. No.</b>	<b>Paper Code</b>	<b>Paper</b>	<b>Credits</b>
1	BRM-221	Rural Livelihoods and Production Systems	3
2	BRM-222	Rural Finance	4
3	BRM-223	Human Resource Management	3
4	BRM-224	Understanding WASH Organizations and SDGs	3
5	BRM-225	Cooperation and Collective Action	3
6	BRM-226	Financial Management	2
7	BRM-227	Rural Economy	2
8	BRM-228	Field Work Segment Rural NGO experience (1 month)	4
<b><u>TOTAL CREDITS=</u></b>			<b>20+4</b>



5 <sup>th</sup> SEMESTER			
S. No.	Paper Code	Paper	Credits
1	BRM-311	Strategic Management	3
2	BRM-312	Rural Entrepreneurship (With components of WASH) 3	3
3	BRM-313	Change Management 3	3
4	BRM-314EL-1	<b>Elective 1: WASH</b> WASH-1 Water, Sanitation and Hygiene- A Rural Perspective WASH-2 - Sanitation and Hygiene WASH-3 - Accountability in WASH WASH-4 - WASH and Nutrition	3
5	BRM-314EL-2	<b>ELECTIVE 2: RURAL LIVELIHOODS</b> RL1: Rural Community Resilience and Disaster Risk Reduction Management RL2: Civil Society and Sustainable Development RL3: Irrigation Management RL4: Tribal Development Management RL5: Resettlement and Rehabilitation RL6: Project management in Development Organizations	3
6	BRM-314EL-3	<b>ELECTIVE 3: RURAL MARKETING</b> RM1: Rural Value Chain Management RM2: Rural Supply Chain Management RM3: Rural Exports, Procedures and Documentation RM4 :Rural Tourism RM5: Sales and Distribution Management for Rural Products RM6: Agri-business Management	3
7	BRM-314EL-4	<b>ELECTIVE 4: RURAL FINANCE</b> RF1 :Management of cooperatives and FPOs RF2: Financial Products for Rural Markets RF3: Taxation RF4: Rural Banking	3
8	BRM-314EL-5	<b>ELECTIVE 5: RURAL IT</b> RIT1: E-Commerce in Rural Business RIT2: ICT and MIS in Rural Business	3
<b>TOTAL CREDITS=</b>			<b>24</b>

6 <sup>th</sup> SEMESTER			
S. No.	Paper Code	Paper	Credits
1	BRM-321	<p><b><u>FIELD WORK SEGMENT</u></b></p> <p>The purpose of the field engagement is to observe relevant aspect at each location.</p> <p>Questions that need to be pondered during such visits are:</p> <ul style="list-style-type: none"> <li>➤ How are the systems identified, created, operated and maintained?</li> <li>➤ How are the water facilities identified?</li> <li>➤ What are the legal permissions sought and secured?</li> <li>➤ How do the authorities maintain sanitation and drainage?</li> <li>➤ How is the recycling of water undertaken to be of use for irrigation?</li> <li>➤ What are some of the good practices and avoidable practices?</li> <li>➤ Which of the areas would need improvement? Students interact with not only the rural entrepreneurs they visit, but also the community living around the area to verify and validate claims and counter-claims through discussions and observations. For instance, look at the rural artisans and their livelihoods. Allow them to interact on the pros and cons of each aspect of living.</li> <li>➤ She as well as he may follow the following structure for the study: Challenge identification, Response proposal, Action plan, Implementation and Feedback</li> </ul>	20
<b><u>TOTAL CREDITS=</u></b>			20

Semester	Credits
1	20
FW-1	2
2	20
FW-2	4
3	20
4	20
FW-3	4
5	24
Internship	20
<b>Total=</b>	<b>134</b>



# **SYLLABUS**

# **SEMESTER-1**



**COURSE OBJECTIVES**

1. To facilitate learning: reading, writing, listening and speaking
2. To develop the ability to think critically
3. To facilitate learning to write cohesively
4. To introduce the effective forms of writing
5. To improve relevant vocabulary of students

**LEARNING OUTCOMES**

At the end of the course, the student will be able to

1. Write and speak without grammatical errors
2. Think creatively
3. Write in a logical and systematic way
4. Communicate effectively
5. Use relevant vocabulary with ease

**COURSE CONTENT:**

**Unit1: Grammar**

English grammar through workbooks and exercises in business correspondence

**Suggested Readings**

1. Wren, P.C.; Martin, H.; Prasada Rao, N.D.V. (1973-2010). High School English Grammar & Composition. S. Chand: New Delhi

**Unit2: Poetry**

Poetry would enhance the creativity of students and help them perceive the challenges and responses in Rural India through different perspectives.

**Poems:**

“I Want to be Killed by an Indian Bullet” by Thangjam Ibopishak - “Palanquin Bearers” by Sarojini Naidu- “The Election” by Sitakant Mahapatra

**Unit3: Essays**

Essays that motivate the students to think about the enterprise and business in Indian society; and pen their thoughts systematically in the form of essays.

**Essays:**

“My Experiments With Truth”- M K Gandhi , “What Young India Wants” and “India Positive” by Chetan Bhagat, “Wings of Fire: An autobiography of Abdul Kalam” , “Sevagram to Shodhgram” by Bang A, “Wise and other Wise” by Sudha Murthy, “Half-Lion” by Vinay Sitapati

**Unit4: Short stories**

Short stories would expose the students to a simple and effective form of writing.

**Short Stories:** “Travel the Road” by Mamang Dai- “How a Tribal Boy became a King by Ruskin Bond”- “In the Flood” by Thakazhi Shivashankara Pillai

**Unit5: Novel (Literature)** Excerpts from Novels (long and short stories) would improve the vocabulary of students and help them develop the habit of critical thinking.

**Novels:** “The Inheritance of Loss” by Kiran Desai, The White Tiger by Aarvind Adiga (Man Booker Prize winner 2008) , “Malgudi Days” and “The Guide” by R.K Narayan ; “Nectar in a Sieve” by Kamala Markandaya

**COURSE OBJECTIVE:** To hone and tone the language skills, better and effective communication.

इकाई-1

भाषा- परिभाषा, प्रकार, महत्व, विशेषताएँ,

वर्ण-परिभाषा, भेद, प्रकार

शब्द विचार

वाक्य विचार

संज्ञा, सर्वनाम,

काल, लिंग

इकाई-2

कारक

मुहाबरा, अलंकार,

संधि विच्छेद, समास.

पत्र लेखन, पत्र लेखन के प्रकार, व्यवसायिक पत्राचार, कार्यालयी पत्राचार

इकाई-3

निबंध

ग्रामीण परिवेश में भाषा का उपयोग एवं महत्व.

ग्रामीण परिवेश में प्रयोग होने वाले शब्द एवं इसकी उपयोगिता.

पुस्तक:

सामान्य हिन्दी, लेखक-प्रो० विजयपाल सिंह, प्रकाशक- प्रचारक संस्थान, वाराणसी।



**COURSE OBJECTIVES**

1. To facilitate the students to understand the basic nature of rural society in India
2. To explain important structural components of Indian society and their significance for rural social life.
3. To explain the nature of local governance structure and social processes of rural India.
4. To enable the students to have basic ideas of rural demography and rural economy in contemporary India.
5. To familiarize with the rural social transformation aspects in contemporary times

**Learning Outcomes**

At the end of the course, the student will be able to

1. Describe the key aspects of Rural Society in India
2. Identify important structural components of Indian society and their significance for rural social life
3. Apply the knowledge of local governance structure and social processes of rural India
4. Analyse the dynamics of local rural population and local rural economy
5. Comprehend on rural transformation in contemporary terms

**COURSE CONTENT:**

**Unit 1: Rural Society in India: Historical understanding and Perspectives**

India and its villages- historical understanding, rural-urban differences and continuum- Various perspectives for understanding rural India- nationalist and subaltern perspectives, stereotypes and myths about Indian villages- Various dimensions of rural life: economic, political and religious

**Transaction Methodology:** Classroom teaching and discussion

**Unit 2: Rural Society: Basic Social Structure**

Understanding village through various social categories-Caste as a social institution-privileges and exclusions- Tribes/Indigenous people in rural India- problems of identity and development, relation between state and the Adivasis/indigenous people- Gender aspects of rural society- impact on life chances.

**Transaction Methodology:** Case analysis and discussion

**Unit-3: Village India: Political Structure and Processes**

Historical understanding of village political self-governance; contemporary rural local self- governance after 73<sup>rd</sup> Constitutional amendment: structure and political process; Challenges for Panchayati-raj governance in rural India

**Transaction Methodology:** Village visit, Participative Rural Appraisal and debriefing in the class

#### **Unit 4: Fundamentals of Rural Demography and Economics**

Rural population (size, birth and death rates, causes and socio-economic implications of rapid growth in rural population and pressure on occupational structure) – Rural Economics (Nature, scope and importance) – Analysis of rural labour force - Participation of women in rural labour force-Rural poverty (Inequality, Rural unemployment)

**Transaction Methodology:** Classroom teaching

#### **Unit-5: Rural Social Transformation in Contemporary Times**

Education, health and sanitation challenges in rural society; religion and caste based social processes; consumerism and aspiration of rural population; challenges for rural transformation.

**Transaction Methodology:** Classroom teaching and Discussion

#### **Suggested Readings:**

- Choudhary, B. (1982). *Tribal Development in India*. Inter-India Publications: New Delhi.
- Desai, A.R. (1969). *Rural Sociology and India*. Popular Prakashan: Bombay .
- Puri.V.K. and Misra.S.K (2014). *Indian Economy*. Himalaya Publishing House.
- Singh,S. (1987). *Scheduled Castes and India- Dimensions of Social Change*. Jain Publication House: Delhi.



**COURSE NAME** : FOUNDATIONS OF MANAGEMENT AND ENTREPRENEURSHIP  
**COURSE CODE** : BRM-114

### **COURSE OBJECTIVES**

1. To facilitate the students in recognizing the principles of management in organisations.
2. To appraise students on different functions of Management and Management styles.
3. To provide insights to students on manpower planning, training and development and performance appraisal
4. To apprise students on motivation theories and leadership theories
5. To provide insights on controlling process and its techniques
6. To provide insights on social entrepreneurship

### **Learning Outcomes**

At the end of the course, the student will be able to

1. Apply the principles and functions of management in small organisations
2. Plan, organize, and take decisions working in small organizations
3. Conduct manpower planning, carry out recruitment process, and plan training and development programs for any small organization.
4. Apply motivation theories for effective management of personnel in small organisations
5. Review, provide feedback and take corrective actions for any deviations in the tasks carried out in small organizations
6. Take up the role of a social entrepreneur

### **COURSE CONTENT:**

#### **Unit1: Introduction to Management**

Management - Meaning, nature, scope and importance of Management, productivity, Management as a Science, Art or a Profession, Universality of Management, Management Principles, Functions of management, Management roles, Levels of Management, Management Skills, Social Responsibility, Ethics and Values in Management, Corporate Social Responsibility, Corporate Governance, Management Vs Administration.

**Transaction Methodology:** Role play, Case analysis and discussion

#### **Unit2: Management Functions**

Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting: Meaning, nature and importance Planning Process, Types of Planning, Measures of effective Planning, Barriers to Effective Plan, Management by Objectives; Decision Making - Meaning, Types of decisions, Decision Making Process, Individual Vs Group Decision Making, Decision Making Conditions, Creativity.

**Transaction Methodology:** Role Play and discussion

### **Unit3: Staffing**

Meaning - Man Power Planning - Job Analysis - Job Description - Job Specification - Recruitment and Selection - Training and Development - Transactional Analysis - Organization Development - Performance Appraisal - Job Evaluation.

**Transaction Methodology:** Role Play, Group Activity and case discussion and analysis

### **Unit4: Motivation**

Meaning, nature and importance of motivation - Theories of motivation - Maslow, Herzberg, Porter-Lawler, McGregor, Rewards - Monetary and Non - Monetary, Job Design, Job Enrichment, job Satisfaction, Quality of Work Life, Morale and Productivity; Leadership Meaning, Importance - Leadership theories - leadership Styles - Managerial grid, Three-dimensional Grid, Leadership as a Continuum.

**Transaction Methodology:** Case analysis, Role Play and discussion

### **Unit5: Controlling**

Meaning, importance, controlling process - Types of control - Essential of effective control system - Behavioral importance of control - Control techniques - Quality circles.

**Transaction Methodology:** Case analysis and discussion

### **Unit 6: Entrepreneurship**

Introduction to social enterprise- social entrepreneurs, McClelland's Needs Theory, Self Determination Theory of Edward Deci Richard M Rayon (Autonomy, Competence and Relationship Theory),

**Transaction Methodology:** Role Play

### **Suggested Readings**

- Koontz, H., Weihrich, H., and Aryasri, A.R. (2006). *Principles of Management*. Tata McGraw Hill Publishing Company Ltd.
- Prasad, L.M. (2013). *Principles & Practices of Management*. Sultan Chand & Sons: New Delhi.
- Diwan, P (2002). *Management Principles and Practices*. Excel Books: New Delhi.



**COURSE OBJECTIVES:**

1. To explain the nature of environmental studies
2. To introduce aspects of Natural resources
3. To introduce aspects of ecosystems
4. To provide insights into bio-diversity and its conservation
5. To introduce aspects of environmental pollution
6. To create awareness on social issues and environment
7. To provide insights on symbiotic relationship between human population and environment

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Describe the nature of environmental studies
2. Classify renewable and non-renewable resources
3. Value the moral, diverse, and authentic setting of ecological issues
4. Explain aspects of bio-diversity and its conservation
5. Analyse aspects of environmental pollution
6. Describe aspects of social issues and environment
7. Explain the symbiotic relationship between human population and environment

**COURSE CONTENT:**

**Unit1: Multidisciplinary Nature of Environmental Studies**

Definition, scope and importance-Need for public awareness

**Transaction Methodology:** Classroom teaching and discussion

**Unit2: Natural Resources- Renewable and Non-Renewable resources Natural Resources and Associated Challenges**

- Forest Resources:** Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people and case studies on these issues.
- Water Resources:** Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and challenges
- Mineral Resources:** Use and exploitation, environmental effects of extracting and using mineral resources and case studies on these issues
- Food Resources:** World food challenges, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide challenges, water logging, salinity and case studies on these issues

**Energy Resources:** Growing energy needs renewable and non renewable energy sources use of alternate energy sources and case studies on these issues.

**Land Resources:** Land as a resource, land degradation, man induced landslides, soil erosion and desertification-Role of an individual in conservation of natural resources-Equitable use of resources for sustainable lifestyles.

**Transaction Methodology:** Case analysis and discussion

### **Unit 3: Ecosystems**

Concept of an ecosystem- Structure and function of an ecosystem- Producers, consumers and decomposers- Energy flow in the ecosystem-Ecological succession-Food chains, food webs and ecological pyramids-Introduction, types, characteristic features, structure and function of the following ecosystem :- a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans and estuaries).

**Transaction Methodology:** Group Project

### **Unit 4: Biodiversity and its Conservation**

Introduction – Definition : genetic, species and ecosystem diversity-Bio-geographical classification of India-Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values-Biodiversity at global, National and local levels-India as a mega-diversity nation- Hot-spots of biodiversity-Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts- Endangered and endemic species of India-Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.

**Transaction Methodology:** Classroom Teaching

### **Unit 5: Environmental Pollution**

Definition- Cause, effects and control measures of: - a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards- Solid waste Management: Causes, effects and control measures of urban and industrial wastes. - Role of an individual in prevention of pollution- Pollution case studies- Disaster management: floods, earthquake, cyclone and landslides.

**Transaction Methodology:** Classroom teaching

### **Unit 6: Social Issues and the Environment**

From Unsustainable to Sustainable development-Urban challenges related to energy-Water conservation, rain water harvesting, watershed management-Resettlement and rehabilitation of people; its challenges and concerns. Case Studies-Environmental ethics: Issues and possible responses- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies-Wasteland reclamation-Consumerism and waste



products-Environment Protection Act-Air (Prevention and Control of Pollution) Act-Water (Prevention and control of Pollution) Act-Wildlife Protection Act -Forest Conservation Act- Issues involved in enforcement of environmental legislation-Public awareness.

**Transaction Methodology:** Classroom teaching, Role play and group discussion

### **Unit 7: Human Population and the Environment**

Population growth, variation among nations-Population explosion – Family Welfare Programme- Environment and human health-Human Rights-Value Education-HIV as well as AIDS-Women and Child Welfare-Role of Information Technology in Environment and human health- and case studies on these issues.

**Transaction Methodology:** Classroom teaching and discussion

### **Field Work**

Visit to a local area to document environmental assets river as well as forest as well as grassland as well as hill as well as mountain –Visit to a local polluted site-Urban as well as Rural as well as Industrial as well as Agricultural-Study of common plants, insects, birds- Study of simple ecosystems- pond, river and hill slopes.

### **Suggested Readings**

- Agarwal, K.C. (2001). *Environmental Biology*. Nidi Publ. Ltd: Bikaner.
- Cunningham, W.P., Cooper, T.H., Gorhani, E. and Hepworth, M.T. (2001). *Environmental Encyclopedia*, Jaico Publ. House: Mumbai.
- Wanger K.D. (1998). *Environmental Management*. W.B. Saunders Co. Philadelphia: USA.

**COURSE OBJECTIVES**

1. To equip students with Mathematical skills to be used in business perspective
2. To provide practice in the handling of business challenges that deal with day-to-day transactions encountered by business administrators
3. To enable students to use the results of mathematical calculations to help evaluate various options in reaching financial decisions, whether personal or business-related
4. To orient the students on graphical presentation of business data.

**LEARNING OUTCOMES**

At the end of the course, the student will be able to

1. Apply mathematical skills in business perspective
2. Handle day-to-day business challenges
3. Make financial decisions
4. Present business data graphically

**COURSE CONTENT:**

**Unit1: Business Analytics**

Arithmetic progression- geometric progression- Statistics in Business and Management- Evolving Role of business analyst

**Transaction Methodology:** Project Work, Case analysis and discussion

**Unit2: Permutations and Combinations**

Permutations and Combinations- Binomial Theorem—Data- types of Data- attributes and measurement

**Transaction Methodology:** Problem analysis

**Unit3: Data Types**

Data visualization- line chart pie chart-bar chart-pie chart-histogram

**Transaction Methodology:** Case analysis and discussion

**Unit4: Graphs and Graphic Representation**

Definition- Types of Graphs- Diagrammatic and graphic representation of data- minimization and maximization challenges- Analysis of Data

**Transaction Methodology:** Classroom teaching and practice making graphs with data

**Unit 5: Forecasting Models**

Time series forecasting models with stationary data, linear data, seasonal data, moving average- exponential smoothing methods

**Transaction Methodology:** Classroom teaching and practice making graphs with data

**Suggested Readings-**

1. Sharma J K (2014). *Business Statistics*, Vikas publishing house: Uttar Pradesh.
2. Raghavachari (2004). *M-Mathematics for management*, Tata McGraw Hill: New Delhi.
3. Sancheti , D.C., and Kapoor, V.K (1982). *-Business Mathematics*, Sultan Chand & Sons: New Delhi.



**COURSE OBJECTIVES:**

1. To introduce the basics of business situation analysis through research and design
2. To facilitate statistical inference of the obtained data and sampling methods
3. To provide insights on PRA as well as PLA techniques
4. To enable writing research reports

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Do business situation analysis through systematic research
2. Define research problem, choose appropriate research method, and statistical method for analysis
3. Execute the PRA as well as PLA exercise
4. To write good research reports

**COURSE CONTENT:****Unit1: Introduction to Research Methods**

Business Situation Analysis - Research (meaning) – The research process (characteristics and requirements) – Types of research- research design (meaning) – functions – The theory of causality Research ethics.

**Transaction Methodology:** Individual assignment

**Unit2: Statistical Inference and Sampling from Statistics**

Sampling frames – Probability as well as non-probability samples – Method of sampling – Sampling errors

**Transaction Methodology:** Case analysis and discussion

**Unit3: Understanding PRA / PLA**

Objectives of PRA / PLA – Methodological principles – Cautions – Transect walk – Historical mapping-Social map – Resource map – Seasonal calendar – Venn Diagram-Focused group discussion.

**Transaction Methodology:** Village visit, do PRA / PLA and report submission

**Unit4: Writing Research Report**

Introduction – objectives – Group Composition – Process description – Findings – Artifacts

**Transaction Methodology:** Individual Assignment

**Suggested Readings**

1. Babbie, E. (2004). *The practice of social research Chennai*. Thomson and Wadsworth.
2. Blaike, N. (2000). *Designing social research: The logic of anticipation*. Oxford Polity Press: Blackwell Publishers.
3. Chawla, D. and Sondhi, N. (2011). *Research methodology: Concepts and cases*. Vikas Publishing House Pvt. Ltd: New Delhi.
4. Dawson, C. (2002). *Practical research methods*. UBS Publishers: New Delhi.
5. Kothari, C. R. (2008). *Research methodology: Methods and techniques*. New Age International (P) Limited Publishers: New Delhi.
6. Kumar, R. (2005). *Research methodology – A step-by-step guide for beginners*. Pearson: Singapore

# **SEMESTER-2**

**COURSE NAME:** BUSINESS COMMUNICATION

**COURSE CODE:** BRM-121

**COURSE OBJECTIVES**

- To enable students to communicate in a business context
- To enable students as to how to write letters to government officials with focus to rural context
- To provide insights on rapport building with the rural stakeholders
- To enable students to write reports including notes, minutes, and agenda

**LEARNING OUTCOMES**

At the end of the course, the student will be able to

- Communicate effectively in a business context
- Write effective letters to government officials
- Build rapport with rural stakeholders and mobilise their support for further actions
- Document step by step process of the project initiated and also document data effectively

**COURSE CONTENT:**

**Unit1: Introduction to Communication in a Professional Context**

Introduction to Business Communication: Basic forms of communication, Process of communication, Principles of effective Business Communication and 7 Cs.

**Transaction Methodology:** Role Play and Writing Practice with exercise

**Unit 2: Business Letter Writing (With focus on village)**

Need, Functions and Kinds - Layout of letter writing - Types of letter writing: Persuasive letters, Request letters, Sales letters, Complaints and Adjustments- Letters to Government Officials- Letters to officers at block level and district level.

**Transaction Methodology:** Project work and problem solving exercises

**Unit 3: Rapport Building with Rural Stakeholders**

Meetings for Mobilisation- Understanding Farmers' language- Persuasive Communication- Listening Skills

**Transaction Methodology:** Role Play and problem solving exercises

**Unit 4: Report Writing**

Basics of report writing- Types of meetings- Preparing agenda and notices- Writing Minutes of the Meeting

**Transaction Methodology:** Project work

**Suggested Readings:**

- Sinha, K.K (2012). *Business Communication*. Galgotia Publishing Company: New Delhi.
- Pal, R and Korlahalli, J S (2017) *Essentials of Business Communication*. Sultan Chand and Sons Publications: New Delhi.



**COURSE NAME:** REGIONAL LANGUAGE (HINDI)

**COURSE CODE:** BRM-122

**COURSE OBJECTIVE:** To hone and tone the language skills, better and effective communication.

इकाई-1

कहानी- पंच परमेश्वर,  
सवासेर गेहूँ,  
दो बैलो की जोड़ी,  
पंचलैट,

उपन्यास- बाबा बटेसर नाथ, नागार्जून  
आखरी छलांग- शिवमूर्ति  
ग्लोबल गाँव का देवता-रनेन्द्र, भारतीय ज्ञानपिठ

इकाई-2

निबंध

भारत में गाँव  
ग्राम स्तरीय शिक्षा सुविधाएँ, / ग्रामीण शिक्षा  
ग्रामिण विद्युतिकरण  
ग्राम स्तरीय सड़के,

**COURSE OBJECTIVES:**

1. To enable the students to understand the principles and concepts of Accounting
2. To enable the students to understand accounting systems and process
3. To provide basic knowledge about subsidiary books
4. To provide insights on preparation of trial balance
5. To demonstrate how to prepare final accounts

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Apply basic concepts of accounting
2. Explain accounting systems and process
3. Prepare appropriate subsidiary books
4. Prepare trial balance
5. Prepare final accounts

**COURSE CONTENT:**

**Unit1: Introduction to Financial Accounting**

Meaning, Need for accounting - Internal and external users of accounting information - Limitations of accounting - Accounting Concepts and Conventions - Accounting Practices, Generally Accepted Accounting Principles, IFRS, GSB, CIPF, Not-it-Accounting- Appreciation of different accounting systems for different types of organizations such as Sec 25 Organizations, FPOs, NGOs and Co- operatives

**Transaction Methodology:** Case analysis and discussion

**Unit2: Accounting Systems and Process**

Nature of Accounting, Accounting equation - Systems of Accounting, Process of Accounting transactions, types of Accounts, Rules of Accounting. Journal - Meaning, features, simple and compound entries, Capital and revenue expenditures, Capital and revenue receipts, Contingent assets and contingent liabilities and Preparation of ledgers.

**Transaction Methodology:** Classroom teaching and problem solving exercises

**Unit3: Subsidiary Books**

Subsidiary books - Material evidences - Proforma invoice, debit and credit note, types of subsidiary books (Sales book, Sales return book, Purchases book, Purchase returns book, receivable book, payable book - Cash book (Single column, double column, and triple column cash book, petty cash book) and journal proper and Bank Reconciliation Statement

**Transaction Methodology:** Classroom teaching, Problem solving exercises and discussion

#### **Unit4: Trial Balance**

Importance - Preparation of trial balance – Challenges in preparation of Trial Balance – Interpretation.

**Transaction Methodology:** Individual assignment and problem solving exercises

#### **Unit5: Final Accounts**

Preparation of Trading and Profit and Loss account and Balance Sheet of sole trading concerns- Receipts and Payments Account-Income & Expenditure Account and Balance Sheets of Not for Profit Organizations.

**Transaction Methodology:** Individual Assignment and problem solving exercises

#### **Suggested Readings-**

1. Gupta, A. (2014). *Financial Accounting for Management: An Analytical Perspective* (1stedi), Pearson Education: Noida.
2. Maheshwari, S.N., & Maheshwari, S.K. (2014). *Advanced Accountancy*. Jain Book Agency: New Delhi.
3. Radhaswamy, M & Gupta, R.L. (2014). *Advanced Accountancy*. Sultan Chand & Sons: New Delhi.
4. Raman, B. S. (2014). *Financial Accounting*. United Publishers: New Delhi.
5. Reddy, A. (2014). *Fundamentals of Accounting*. Himalaya Publishing House: New Delhi.
6. Shukla, M. (2014). *Advanced Accounts*. S Chand Group : New Delhi



**COURSE NAME:** ORGANIZATIONAL BEHAVIOUR

**COURSE CODE:** BRM-124

**COURSE OBJECTIVES:**

1. To provide a basic understanding of organizational behaviour
2. To provide insights on Individual behaviour in organizations
3. To learn about the group behaviour patterns in organizations
4. To provide insights into team dynamics
5. To be aware of organizational culture and emerging trends in organizations.

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Explain the concepts of Organizational behaviour and apply in appropriate contexts
2. Apply the concepts of values, attitudes, perceptions
3. Work in groups
4. Work in teams and take appropriate necessary actions for effective team output
5. Cope with the organizational culture and work accordingly

**COURSE CONTENT:**

**Unit1: Introduction to Organizational Behaviour**

Organizational Behaviour – Concept and importance, Historical Development of OB - Challenges and Opportunities for OB – Models of OB – Application of OB

**Transaction Methodology:** Case discussion and simulation exercise

**Unit2: Individual Behaviour**

Values: Importance, types, values across culture – Attitudes: Types - Cognitive dissonance theory Measuring attitude – Personality: Meaning, determinants, traits, major personality attitudes influencing OB – Perception: Meaning, factors influencing perception and person perception.

**Transaction Methodology:** Case analysis and discussion

**Unit3: Group Behaviour**

Foundations of Group behaviour – Defining and classifying groups, stages of group development – Group structure – Group decision making – Negotiation and Conflict Management

**Transaction Methodology:** Management Games and debriefing

**Unit4: Team Dynamics**

Understanding work teams – Difference between Groups and teams, types of teams, creating effective teams, turning individuals into team players– Team building and team development - Power and politics.

**Transaction Methodology:** Management Games and debriefing

**Unit5: Organizational Culture and Emerging Trends**

Definition, functions of Culture, creating and sustaining culture – Ethical organizational culture – Customer responsive culture – Organizational change – Forces for Change –

Resistance to change – Empowerment and quality of work life.  
**Transaction Methodology:** Case analysis and discussion

**Suggested Readings:**

1. Aswathappa, K (2018). *Organizational Behaviour*. Himalaya Publishing House.
2. Robbins, P. S and Timothy, A. J (2017). *Organizational Behavior*, 17<sup>th</sup> Ed. New Delhi: Pearson Education

**COURSE OBJECTIVES:**

1. To provide insights on different facets of Indian Business Environment
2. To help students understand the contemporary perspective of Indian Rural Business Environment
3. To enable them to apply the unique advantages offered by Indian Rural Business Environment and improve upon its shortcomings
4. To provide insights on national income, inflation and socio-economic indicators
5. To provide basic understanding of legal framework

**LEARNING OUTCOMES**

At the end of the course, the student will be able to

1. Identify appropriate products for manufacturing and marketing
2. Apply appropriate strategy or take appropriate actions for rural business sustainability
3. Explain the various aspects of plans and reforms necessary to take action
4. Identify the macroeconomic indicators
5. Follow appropriate legal procedures for carrying out rural business

**COURSE CONTENT:**

**Unit1: Introduction to Indian Business environment for Rural Products**

Business environment and strategic management – Economic and non-economic environment – Technological environment – Rural Product-specific Challenges in Indian Environment.

**Transaction Methodology:** Role Play and Lecture

**Unit2: Contemporary Perspectives**

Public Policy – Monetary and fiscal policies –Corporate Social Responsibility – Sustainable Development.

**Transaction Methodology:** Case analysis and discussion

**Unit3: Planning and Reforms in India**

Five-year plans – Land reforms – Economic Liberalization and Globalization - Green revolution – Evolution of Public sector.

**Transaction Methodology:** Role Play and discussion

**Unit4: Macroeconomics Indicators**

National income – consumption and investment – Inflation – Business Cycle – Socio-economic indicators.

**Transaction Methodology:** Case analysis and discussion

**Unit5: Legal Framework**

Legal procedure – Companies Act 2013 – Foreign Exchange Management Act – Consumer Protection Act.

**Transaction Methodology:** Classroom teaching

**Suggested Readings-**

1. Ahmed. F. and Alam, A. (2014).*Business Environment: Indian and Global Perspective*. Prentice Hall: New Delhi.

**COURSE OBJECTIVES**

1. To familiarize the students with the basic concepts of statistics
2. To provide insights on statistical techniques useful in business decisions
3. To help students describe different aspects of data
4. To familiarise with evidence-based interpretation

**LEARNING OUTCOMES**

At the end of the course, the student will be able to

1. Classify the data, tabulate the data and represent the data graphically.
2. Study the characteristics of the sample and take appropriate measures for further analysis.
3. Describe the data and its various aspects
4. Interpret the business data

**COURSE CONTENT:**

**Unit1: Overview of Basic Statistics**

Growth and development of Statistics– Definition– Descriptive and inferential statistics– Importance and scope of Statistics – Limitations of statistics – Classification and tabulation of data.

**Transaction Methodology:** Case analysis and report submission

**Unit2: Measure of Central Tendency, Dispersion, Skewness and Curtosis**

Arithmetic mean – Weighted mean, – Median, – Mode, – Range, – Quartile deviation, – Mean Deviation– Standard deviation, – Coefficient of variation - Meaning of Skewness,

**Transaction Methodology:** Case analysis and problem solving exercises

**Unit3: Probability Distributions and Estimation**

Probability concepts– Probability distributions - Discrete and continuous probability distributions, – Normal distribution– Estimation – Point and interval estimation, – Statistic, Parameter –Confidence Interval estimation for single mean and single proportion (only).

**Transaction Methodology:** Case analysis and problem solving exercises (Individual / Group)

**Suggested Readings-**

1. Beri, G. C. (2011). *Business Statistics*. New Delhi: Tata McGraw Hill Educations Pvt Ltd.
2. Foster, D. & Stine, E. R., (2010). *Statistics For Business: Decision Making And Analysis*, NewDelhi: Pearson Publishers
3. Gupta, S. P. (2010). *Statistical Methods*. New Delhi: Sultan Chand.



**COURSE OBJECTIVES:**

- To provide an understanding of Rural Marketing issues and concepts
- To familiarize Rural marketing strategy
- To create awareness about Rural Communication Channels and distribution systems
- To provide insights on ICTs in Rural Marketing
- To make the students acquainted with commercial bank, rural credit and marketing linkages

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Market their products
2. Strategise how to increase the marketing of rural products
3. Choose an appropriate distribution system
4. Apply ICT in rural marketing
5. Source the finance for rural products

**COURSE CONTENT:**

**Unit 1: Overview of Rural Marketing:**

Meaning and definition of Rural Markets. Marketing the Rural Products - Issues in Rural Marketing and Rural Consumer Behavior – Rural Products and Consumer Behaviour.

**Transaction Methodology:** Project- Ask students to market a product and debriefing in the class

**Unit 2: Rural Marketing Strategy:**

Tangible and intangible rural products - Evolving Rural Marketing Strategy - marketing strategy for rural products ; role of informal communication.

**Transaction Methodology:** Case analysis and discussion

**Unit 3: Rural Distribution Systems:**

Rural Communication and Distribution systems, Distribution system for small markets, niche markets and exclusive products, market segmentation, Agricultural Marketing and Role of Agricultural Produce Marketing Committees (APMCs).

**Transaction Methodology:** Case analysis and discussion

**Unit 4: ICTs in Rural Marketing:**

ICTs in Rural Marketing, Role of Social Media, e-NAM, Agricultural Marketing Network (AGMARKNET) and Rural warehouse. Rural as well as urban storage systems.

**Transaction Methodology:** Group Project work

**Unit 5: Market support:**

Role of commercial bank and Rural Credit and Marketing linkages

**Transaction Methodology:** Role play

**Suggested Readings:**

1. Kotler, P and Armstrong, G (2015). *Principles of Marketing*. Pearson Education: India
2. Kotler, P, et al (2017). *Marketing Management*. Pearson Education.
3. Rajagopal (1994). *Rural Marketing Management*. Discovery Publishing House: New Delhi.

# **SEMESTER-3**

**COURSE OBJECTIVES:**

1. To provide insights into the principles of agronomy and agriculture
2. To familiarise them with basics of dry land agriculture
3. To provide insights on efficient resource management
4. To provide insights on crops and cropping
5. To familiarise them with the advanced practices in crops

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Take appropriate action on selection of location and type of agriculture
2. Apply the basic principles of dry land agriculture to get good yield
3. Provide consultation services on resource management
4. Identify the right crops for the right land
5. Introduce best practices in agriculture

**Unit 1: Principles of Agronomy and Agriculture**

Introduction to Indian agriculture- Basic principles of agronomy-Agro-climatic zones of India-Agro meteorology.

**Transaction Methodology:** Farm visit, discussion, debriefing and report submission (Individual / Group)

**Unit 2: Dry land Agriculture**

Dry land Agriculture - Challenges in dry land farming-Cropping pattern -Drought management - Watershed management.

**Transaction Methodology:** Field Visit, Case analysis and debriefing

**Unit 3: Resource Management**

Soil management-Water management-Nutrient management -Weed management-Farm machinery.

**Transaction Methodology:** Field Visit, Case analysis and debriefing

**Unit 4: Crops and cropping**

Introduction to crops and cropping - Cereals - Oil seed – Pulses - Fibre crops.

**Transaction Methodology:** Village visit, debriefing and report submission.

**Unit 5: Modern Agriculture**

Advanced practices in crops-Farm mechanisation-Organic farming-Integrated farming-Hydroponics.

**Transaction Methodology:** Group project work

**SUGGESTED READINGS:**

1. Reddy, S. R. (2016). *Principles of agronomy*. Kalyani Publishers.
2. Reddy, S. R. (2014). *Introduction to agronomy and principles of crop production*. Ludhiana: Kalyani Publishers.
3. Singh, C., Singh, R., & Singh, P. (2017). *Modern techniques of raising field crops*. New Delhi: Oxford & IBH Publishing.
4. Katyayan, A. (2018). *Fundamentals of agriculture*. Varanasi: Kushal Publication.



5. Tiwari, R. B., & Pandey, T. D. (2012). *Practical agronomy*. Varanasi: Kushal Publications & Distributors.
6. Biswas, T. D., & Mukherjee, S. K. (2008). *Textbook of soil science*. New Delhi: Tata McGraw-Hill Publishing Company.
7. Kolay, A. K., & Kolay, A. K. (2002). *Basic Concepts of Soil Science*. New Delhi: New Age International (P) Ltd., Publishers.
8. Ali, H. (2014). *Fundamentals of irrigation and on-farm water management: volume 1*. Place of publication not identified: Springer.

**COURSE OBJECTIVES**

1. To facilitate students to appraise the Rural Local Administration
2. To provide insights into working of Gram Panchayat and Panchayat Samitis
3. To create awareness on Zilla Parishad system of governance
4. To provide insights on Rural Administration
5. To provide insights on Panchayati Raj System and Rural Development schemes

**LEARNING OUTCOMES**

At the end of the course, the student will be able to

1. Comprehend the aspects on Panchayati Raj
2. Utilise the knowledge of Gram Panchayat and Panchayat Samitis to introduce village development interventions
3. Design proper intervention programs through the awareness of Zilla Parishads and its power structure
4. Apply the information on provincial organization to actualize new government plans and plans
5. Comprehend the aspects on Panchayati Raj system and Rural Development schemes

**Unit 1**

Panchayati Raj: A brief history existing legal framework, working and challenges.

**Transaction Methodology:** Classroom teaching

**Unit 2**

Gram Panchayat and Panchayat Samitis - Power, functions, elections and working challenges.

**Transaction Methodology:** Visit to gram panchayat office, discussion with village administration (official and non official) and report submission

**Unit 3**

Zilla Parishad - Structure, Powers, function, working and challenges.

**Transaction Methodology:** Case analysis and report submission

**Unit 4**

Rural Administration – Concept & Scope, Administrative structure. State - District – Block and Block- Panchayat relationship.

**Transaction Methodology:** Visit to Gram Sabha and Role play

**Unit5: Panchayati Raj System and Government Schemes**

Panchayati Raj System – Government Schemes- Swachha Bharat Abhiyan, Jal Shakti Abhiyan, Unnat Bharat Abhiyan and Pradhan Mantri Kaushal Vikas Yojana.

**Transaction Methodology:** Classroom teaching

**Suggested Readings:**

- Gandhi, M.K. (1959). *Panchayat Raj*. Navajivan Trust Publications: Ahmedabad, 1959
- Sharda, M. (2010). *Evolution of Panchayati Raj in India: From Traditional to Constitutionalise Panchayats*. Kanishka Publishers: New Delhi.
- Mohammed (2004). *Panchayati Raj: System and Rural Development*. D P S Publishing: New Delhi.

**COURSE OBJECTIVES:**

1. To provide insights on natural resources and role of rural interventions in managing the available natural resources
2. To assist students to understand sustainable land resource management
3. To help students draw learnings from forest resource management strategies
4. To assist students to understand sustainable energy resource management techniques
5. To help students to understand the criticality of climate change

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Analyse the current aspects of natural resource management and explore the role of rural interventions for the same
2. Apply the knowledge of sustainable land resource management and come up with innovative ideas about the same
3. Explain current forest resource management strategies
4. Explain how to manage energy resources efficiently and sustainably
5. Critically analyse the current situation of adverse climate change and suggest recommendations

**COURSE CONTENT:**

**Unit1: Introduction to Natural Resource Management with special focus on Water**

Availability of Natural Resources – Technologies for Conservation, Management of Natural Resources - Sustainable Utilization of Natural Resources – Role of Local Governance in restoring Natural Resources – Neglect of Common Property Resources – Need of Community Institutions – Role of Ecological Health in improving Livelihoods – Holistic Rural Interventions - Meaning – Salient features – Importance – Types – Objectives of Watershed Management – Factors affecting Watershed Management - Key steps in Watershed Management – Resources required – Identification of area – Building Local Partnerships – Implementation and Follow-up – Evaluation - Pros and Cons of Watershed Management – Agriculture intensification – Livelihood Diversification – Social Impact – Economic Impact.

**Transaction Methodology:** Case Analysis, Film analysis and discussion

**Unit2: Land Resource Management**

Land Resource Management – Sustainable Land Management practices - Land use Patterns in India (new and traditional means) – types of land and its utilization – Land resource Planning – Importance of Land Resource Management –Land Management in rural Planning – Challenges associated with Land Resources – Developing a Land management Plan.

**Transaction Methodology:** Case analysis and discussion

**Unit3: Forest Resource Management**

Major Forest Resources – Major and Minor forest produce - Goals of Forest Management –Types of Forests and utilization patterns in Indian context–Non Timber Forest Produce–Importance of Forest Management- Forest Produce dependent livelihoods– Forest Resource Management Strategies wrt India – Joint Forest Management.



**Transaction Methodology:** Case analysis, guest lectures and discussion

#### **Unit4: Energy Resource Management**

Major and subsidiary sources of energy - Principles of energy Management & Practice - Need for energy management - energy manager - Benefits of Energy Management - Distributed energy resource Management system - Clean Energy & Disaster Resilience.

**Transaction Methodology:** Individual / Group Project Work and presentations

#### **Unit5: Climate Change**

Climate Change - Evidences of Climate change - Timeline of Climate Change - Steps taken to mitigate Climate change - What can an individual do to stop Climate change - IPCC framework - COP 21, Kyoto protocol, Paris climate agreement, Sendai Framework - Changes in the environment due to Climate change - Sustainable Development goals - Role of industries and government towards mitigating Climate Change.

**Transaction Methodology:** Case analysis and discussion

#### **Suggested Readings:**

1. <http://fes.org.in/impact/internal-strengthening-livelihoods-of-rural-households-through-natural-resource-management.pdf> Accessed on 12.06.2019
2. [http://worldbank.org/archive/website/00948A\\_WEB\\_PDF\\_CAP\\_09\\_R.PDF](http://worldbank.org/archive/website/00948A_WEB_PDF_CAP_09_R.PDF) Accessed on 12 06 2019
3. [http://agritech.tnau.ac.in/agriculture/agri\\_major\\_areas/watershed/watershedmgt.html](http://agritech.tnau.ac.in/agriculture/agri_major_areas/watershed/watershedmgt.html) Accessed on 12.06.2019
4. <http://www.fao.org/3/a-i5937e.pdf>
5. <http://www.ciesin.org/lw-kmn/slm/slm.html>
6. <https://www.ifpri.org/land-management>
7. <https://www.eolss.net/Sample-Chapters/C16/E1-54-19.pdf>
8. [https://www.canr.msu.edu/uploads/375/57719/LandResourceManagementBook\\_Final\\_010314.pdf](https://www.canr.msu.edu/uploads/375/57719/LandResourceManagementBook_Final_010314.pdf)
9. <http://www.environmentalpollution.in/land-land-use-pattern-in-india-with-statistics-1217>
10. [https://data.gov.in/catalog/land-use-pattern?filters%5Bfield\\_catalog\\_reference%5D=88749&format=json&offset=0&limit=6&sort%5Bcreated%5D=desc](https://data.gov.in/catalog/land-use-pattern?filters%5Bfield_catalog_reference%5D=88749&format=json&offset=0&limit=6&sort%5Bcreated%5D=desc)
11. <http://www.knowledgeuniverseonline.com/ntse/Geography/land-use-pattern-in-India.php>
12. <https://www.encyclopedia.com/environment/energy-government-and-defense-magazines/forest-resources>
13. <https://dnr.maryland.gov/forests/Pages/mission.aspx>
14. [https://study.com/directory/category/Physical\\_Sciences/Forestry\\_and\\_Wildlands\\_Management/Forest\\_Resources\\_Management.html](https://study.com/directory/category/Physical_Sciences/Forestry_and_Wildlands_Management/Forest_Resources_Management.html)

**COURSE OBJECTIVES:**

1. To understand concepts, perspectives and evolution water, sanitation and hygiene sector
2. To be aware of guidelines for WASH
3. To provide insights on liquid resource management
4. To provide insights on solid resource management
5. To provide insights on diseases related to water and sanitation.

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Explain the basics of water, sanitation and hygiene
2. Apply guidelines and create business models for sustenance of WASH organizations
3. Explain on better liquid resource management
4. Explain on better solid resource management
5. Prevent diseases related to water and sanitation

**COURSE CONTENT:**

**Unit1: Fundamentals of WASH**

Introduction to water, sanitation and hygiene – History of WASH with respect to India – Importance of WASH in India – Current situation regarding WASH.

**Transaction Methodology:** Classroom teaching

**Unit2: Trajectory of WASH Policies and Programmes in India**

Understanding WASH organisations around the world – Government Policies – International Policies including WASH SDG - Implementation of national guidelines and Programmes in India.

**Transaction Methodology:** Case analysis, debriefing and report submission

**Unit3: Liquid Resource Management**

Definition – Government Policies and Schemes – Contemporary Technology – Faecal Sludge Management -- calculation of solid waste - Case of Warangal (Model Sanitation)- grey water management- reuse.

**Transaction Methodology:** Demonstration and field visit, Case analysis, debriefing and report submission

**Unit 4: Solid Resource Management**

Definition- Dry waste-wet waste-plastic management- menstrual health management- calculation of solid waste - Government policies and schemes – Contemporary Technologies.

**Transaction Methodology:** Demonstration and field visit

**Unit 5: Water Quality**

Water quality parameters- standards-water quality issue in India- water quality measurement, drinking water community management.

**Transaction Methodology:** Demonstration and field visit, classroom teaching, group discussion and report submission.

**SUGGESTED READINGS:**

1. [https://swachhbharatmission.gov.in/SLRM/SLRM\\_Page.aspx?id=12](https://swachhbharatmission.gov.in/SLRM/SLRM_Page.aspx?id=12) Accessed on 07.06.2019
2. <https://mdws.gov.in/Primer%20SLWM.pdf> Accessed on 07.06.2019
3. Nag, A. (2005). *Environmental education and solid waste management*. New Age International.

**COURSE OBJECTIVES:**

1. To make students aware of principles of public health and health systems
2. To enable students implement methods of prevention of diseases and promotion of health
3. To enable students in effectively dealing with determinants and measures for diseases and health related states
4. To enable evaluation of health care status and disease control at national and global levels
5. To enable management issues and challenges related to public health
6. To make students aware of Public health regulations

**LEARNING OUTCOMES**

At the end of the course, the student will be able to

1. Apply principles of public health in the national and international contexts
2. Effectively apply the methods of prevention of disease and promotion of health
3. Conceive, prepare and implement business model for prevention of diseases
4. Understand the design and implementation strategy for policies of public health systems
5. Efficiently and effectively contribute to public health management
6. Comprehend the public health regulations.

**COURSE OUTLINE:**

**Unit 1: Introduction to Public Health**

Definition of public health - Evolution of public and community health - Core functions and scope of public health- Health care vs. Medical care -Determinants and public health-The science and practice of public health.

**Transaction Methodology:** Classroom Discussion and role play

**Unit 2: Principles and Practices of Public Health**

Concept of health and disease -Causation and prevention - Social determinants of health, health systems and health policy-Health equity -Environments and health - Health regulations - Public Health action - Ethical issues in public health.

**Transaction Methodology:** Classroom Discussion and Role play

**Unit 3: Disease, Measurement and Prevention**

Foundations of Epidemiology - Practical Disease Concepts in Epidemiology- General Health and Population Indicators - Global health and epidemiological transition- Sources of global health data - Emerging Environmental Public Health Threats Common Water and Sanitation-related Diseases - Current statistics of people affected - Importance of Prevention of Diseases - Methods of Prevention through Water and Sanitation Management-- Sanitation and Hygiene in Schools and Anganwadis - Challenges in Public Health Management.

**Transaction Methodology:** Case analysis, debriefing, preparation and presentation of report.



#### **Unit 4: Public Health Policy and Reforms in India**

Healthcare systems –National health programs in India – Health sector reforms-Public health initiatives: primary health care, selective primary health care, MDGs, SDGs – Global health programs- Public Health and Sanitation as an Entrepreneurship activity.

**Transaction Methodology:** Case analysis, Role play and report submission

#### **Unit 5: Health care Management in India**

Health care delivery in India - Planning, implementation, monitoring and evaluation of Health Programmes –Best practices in health care management - Components of strategic management- Behavioural aspects of governmental and other non-governmental organizations in health care management- Challenges in health care management.

**Transaction Methodology:** Role play, debriefing and report submission

#### **Unit 6: Public Health Regulations and International Regulatory Requirements**

National Public Health Regulations, Public Nuisance Act, World Health Organization (WHO) - Rockefeller Foundation - Ford Foundation - FAO, CARE, World Bank, DFID, UNFPA, USAID, IRCS, UNICEF - International Health Regulations (IHR) - International Statistical Classification of Diseases and Related Health Challenges (ICD-10).

**Transaction Methodology:** Classroom teaching, group discussion and presentation

#### **Suggested Readings:**

1. Lal, S (2016). *Public Health Management Principles and Practices*. CBS Publishers and Distributors Pvt Ltd.
2. Srivastava, R.K (2014). *Public Health System in India*, DPS Publishing House: New Delhi

**COURSE OBJECTIVES:**

1. To enable the students to gain legal knowledge of Business functions
2. To demonstrate how to optimally apply the law of contracts
3. To acquaint students with updated relevant portions of business laws in India
4. To assist students in understanding the law of consumer protection and its application

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Demonstrate knowledge of business functions and apply the concepts with respect to contemporary situations
2. Demonstrate knowledge of law of contract and explore applications of the same
3. Analyse the relevant portions of business laws in India
4. Analyse the law of consumer protection and its application

**COURSE CONTENT:**

**Unit1: Introduction to Business Law**

Meaning - Scope of Business Law – Sources of Indian Business Law

**Transaction Methodology:** Classroom teaching, group discussion and presentation

**Unit2: Law of Contracts**

Definition – types of contracts – Government Contracts: Article 299 Requirements under Constitution, Scope and Extent of Article 299, 'Equity, Fairness and reasonableness, Doctrine of Promissory Estoppel Executive Necessity – No person liability – E-Contracts: Meaning & need for Digital Goods – Unfair terms in E-contract – Information technology Act and E-Contract.

**Transaction Methodology:** Moot Court, discussion and report submission

**Unit 3: Various Acts**

Provident Fund(PF), Gratuity, Employees Provident Fund (EPF), Public Provident Fund (PPF), FSSAI, The Sale of Goods Act- Definition of goods, Sale and Agreement to Sell, Conditions and Warranties – Rights & Liabilities of a Buyer & Seller - Rights of an Unpaid Seller- Employee Compensation – GST.

**Transaction Methodology:** Case analysis and discussion

**Unit 4: Law of Consumer Protection**

Consumer Protection Act 1986: Back ground – definitions – consumer, consumer dispute, Complaint Procedure, defect, deficiency, and service, Remedies – Consumer Protection Council – Consumer Redress Agencies, District Forum, State Commission and National Commission.

**Transaction Methodology:** Case analysis and discussion

**Suggested Readings:**

1. Gunningham, N., Kagan, R. A., & Thornton, D. (2003). *Shades of green: business, regulation, and environment*. Stanford University Press.
2. Kuchhal M.C., & Vivek, K (2018). *Business Laws*.Vikas Publication.
3. *Legal Aspects of Business* by Akhilesh
4. Maheshwari, S. N., & Maheshwari, S. K. (2011). *MANUAL OF BUSINESS LAWS*. Himalaya Publishing House.

**COURSE NAME:** RURAL INSTITUTIONS, PLANNING AND DEVELOPMENT

**COURSE CODE:** BRM 217

**COURSE OBJECTIVES:**

1. To facilitate the students to understand Rural Development Programs and their impact
2. To create awareness among students about Institutional framework to support Rural development study, research and documentation
3. To help students explore major development and welfare programs implemented
4. To assist students in understanding the scope and significance of rural development
5. To create awareness of good practices in rural development governance among students

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Analyse the impact of rural development programs
2. Demonstrate knowledge about the importance and working of institutional framework
3. Discuss the major development and welfare programs
4. Explore and analyse the scope of rural development
5. Comprehend the good practices in rural development governance

**COURSE CONTENT:**

**Unit 1: Rural Development**

Rural Development – Meaning- Concept- Objectives- Need- Indicators- Approaches- Strategies Planning: Definitions- Meaning- Need- Types- Steps; Theories and Techniques of Planning; Introduction to Rural Planning- Rural Planning Challenges and Opportunities; Role and importance of planning for development. Introduction to Decentralised and Participatory Plan Concepts- role and importance. Methodologies for participatory planning. Issues in decentralized participatory planning: organizational issues and capacity building in participatory planning; Devolution of power- Functions- functionaries and finance for decentralized; Rural development in 5 yrs plan.

**Transaction Methodology:** Case analysis and discussion

**Unit2: Process of Planning at Different Levels**

Multi Level Planning; different levels of planning. Situation analysis at deferent levels- data requirements data source- data interpretation- for situation analysis- identification of challenges setting up of goals and objective- priority fixation strategies Plan Formulation: Resource mobilization- machinery for planning- capacity building of the planning machinery- interlink age among the levels and integration of planning higher level plan formulation- implementation and evaluation. District Plan- Block Plan and Gram Panchayat Plan ( GPDP).

**Transaction Methodology:** Role play, Group discussion and presentation



### **Unit3: Institutions for Rural Development Planning**

Structure- Functions and Role in Rural Development - National level Institutions: Planning Commission as well as NitiAyog; Ministry of Rural Development- Ministry of Panchayati Raj- NIRD&PR- CAPART and NABARD - State Level Institutions: State Planning Board- State Institute of Rural Development - District & Other Level Institutions: District Planning Committee; Panchayati Raj Institutions - Community Based Institutions. Provisions of the Panchayats Extension to the Scheduled Areas (PESA).

**Transaction Methodology:** Classroom teaching and discussion

### **Unit4: Major Development and Welfare Programs**

History of Rural development Programme - CDP- NFFW; Self-Employment Programme - IRDP- SGSY- national Rural Livelihood Mission- SPM-national Rurban Mission- DDY- Grameen Kausal Yojana Wage Employment Programme- Employment Assurance Scheme (EAS); Jahar Rojgar Yojana (JRY); Mahatma Gandhi National Rural Employment Guarantee Program (MGNREGS); Public Distribution System (PDS)- Sarva Siksha Abhiyan(SSA) National Rural Livelihood Mission (NRLM)- Pradhan Mantri Awaas Yojana- Gramin (PMAY-G)- Swachh Bharat Mission (SBM)- National Health Mission (NHM)- Swajaldhara- Pradhan Mantri Grameen Sadak Yojana (PMGSY)- Integrated Wasteland Development Program (IWDP)- Provisions of Urban Amenities in Rural Areas (PURA)- PPP as well as CSR Initiatives in Rural Development- RURBAN mission- National Social Assistant Programme (NSAP)- Saamsad Adarsh Gram Yojana (SAGY)

### **Unit 5: Case Studies and Good Practices**

Sharing Best Practices in Rural Development, Nilokheri and Etawa Pilot Project - Individual models: Gandhi's Sevagram Experience & Tagore's Sriniketan Experience; Ralegaon Siddhi experiments of Anna Hazare and impact on rural development - Tarun Bharat Sangh experiment of Rajendra Singh and its impact - Nandigram experiment of Gandhi Vichar Parishad, A Case Study of Rural Development Programmes In India, Other Relevant Case Studies related to Rural development.

**Transaction Methodology:** Case analysis and discussion

### **Suggested Readings:**

1. Alam.M.A. (2012). *Planning and Rural Development* New Delhi: Rajat Publications.
2. Carlow, V.M, (2017). *Ruralism : The Future of Villages and Small Towns in an Urbanizing World*. JOVIS Publications: Berlin.
3. Government of India. (2012). *Greening Rural Development in India*. New Delhi: Ministry of Rural Development and UNDP.
4. Hodge, I & Peter, M. (2008). *Models of Rural Development and Approaches to Analysis Evaluation And Decision-Making. Économierurale*. 307. 10.4000 as well as economierurale.406.
5. Katar, S. (2009). *Rural Development – Principles, Policies and management*. New Delhi: Sage.
6. Prasad, B.K.(2003). *Rural Development: Concept, Approach and Strategy*, New Delhi: Sarup& Sons.

# **SEMESTER 4**

**COURSE NAME:** RURAL LIVELIHOODS AND PRODUCTION SYSTEMS

**COURSE CODE:** BRM 221

**COURSE OBJECTIVES:**

1. To enable students understand and explore livelihoods and livelihood programs in India
2. To help students understand the current scenario and challenges pertaining to agricultural production system in India
3. To assist students understand land tenure system and land reforms in India
4. To help students gain perspective about government scheme and IT in rural development

**LEARNING OUTCOMES**

At the end of the course, the student will be able to

1. Draw learnings from livelihood opportunities and programs
2. Analyse the challenges faced by the agriculture production system in India
3. Demonstrate knowledge about land tenure system and reforms in India
4. Analyse the role and scope of government schemes and IT in rural development

**COURSE CONTENT:**

**Unit1: Rural livelihoods**

Meaning and basic concept of livelihoods – Types of livelihood interventions – Sustainable livelihood approaches –Livelihood programs in India.

**Transaction Methodology:** Case analysis and discussion

**Unit 2: Agricultural Production System**

Importance, agricultural production and productivity – Agricultural backwardness, causes and consequences – Modernization of agriculture (Green revolution, farm management and technology of farming, natural, organic farming, co-operative farming, minor irrigation) – Challenges of Agriculture in India.

**Transaction Methodology:** Case analysis and discussion

**Unit3: Land Tenure Systems and Land Reforms**

Tenancy laws - Land ceiling and consolidation of holdings – Land-ceiling laws, fragmentation and consolidation of land and distribution of surplus land among the rural poor – Bataidari – Challenges of land alienation in tribal areas.

**Transaction Methodology:** Discussion and Case Analysis

**Unit 4: Government Schemes and Rural IT**

Bharat Nirman – Swacch Bharat Mission (Gramin) – Rural IT and other infrastructure development programmes- Recent development programs and schemes introduced by GOI like National Rural Livelihood Mission NRLM.

**Transaction Methodology:** Case analysis and discussion

**SUGGESTED READINGS**

- Bordet, D. and Rabezandrina, S. (1996): *Sustainable Rural Livelihoods: What Contribution Can We Make?* London Department for International Development
- Sharma, A.N. (1984): *Economic Structure of Indian Agriculture*, Himalaya Publication House.

**COURSE NAME:** RURAL FINANCE

**COURSE CODE:** BRM 222

**COURSE OBJECTIVES:**

1. To enable the students to understand the rural financial systems
2. To provide insights on financial inclusion
3. To familiarise students with challenges and prospects in rural banking
4. To provide basic understanding of concept of micro finance
5. To acquaint students on Rural Insurance and Finance schemes

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Comprehend rural financial systems
2. Apply the concept of financial inclusion
3. Provide appropriate suggestions on rural banking
4. Source finance appropriately
5. Facilitate the people in insuring and provide suggestions on available finance schemes

**COURSE CONTENT:**

**Unit 1: Introduction to Rural Financial Systems:**

Rural Credit and Role of Banking System, Functions and policies of NABARD in Rural Banking; Role, refinance support. Lead bank approach, State level and District level Credit committees. Rural Credit Institutions; Co-operative Credit Societies and Banks, Land Development Banks, Regional Rural Banks, Role of Commercial Banks in rural finance.

**Transaction Methodology:** Classroom teaching and discussion

**Unit 2: Financial Inclusion:**

Role of Information and communication technologies in rural banking- Models, Financial inclusion & inclusive growth for rural development banking, Concept of Business Facilitators and Business Correspondents in rural financing.

**Transaction Methodology:** Case analysis and discussion

**Unit 3: Challenges and Prospects in Rural Banking:**

Challenges of Rural branches of Commercial banks transaction costs and risk costs, Emerging trends in rural banking-financing poor.

**Transaction Methodology:** Case analysis and discussion

**Unit 4: Micro Finance:**

Concept of Micro Finance, Evolution and Growth, Micro- Finance and Social Security, Micro-Finance and Livelihood approach, Different models of Micro-Finance, Success Stories, Challenges and Prospects of Micro Financing in Rural India.

**Transaction Methodology:** Case analysis and discussion

**Unit 5: Rural Insurance and Finance Schemes at local level:**

Rural insurance- micro insurance scheme- Micro Finance Credit- Self Help Groups as well as NGOs- linkages with banking.

**Transaction Methodology:** Case analysis and discussion

**Suggested Readings:**

1. Ledgerwood (2010). *Microfinance Handbook-An Institutional and Financial Perspective*. The World Bank.
2. Karmakar, K.G. (2008). *Microfinance in India*. SAGE Publications India Pvt. Ltd.

**COURSE OBJECTIVES:**

1. To make students aware of the relevance of modern human resource requirements and challenges in the ever-changing business environment
2. To facilitate students to apply the conceptual knowledge of human resource management
3. To acquaint students to appreciate and apply appropriate Job analysis in conjunction with organization need
4. To provide students an overview of recruitment
5. To help students understand the importance and process of selection

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Demonstrate knowledge about human resource management
2. Execute human resource planning
3. Analyse different types of job profiles
4. Screen the right person for the right job at right time
5. Select the right fit for the organization

**COURSE CONTENT:**

**Unit1: Introduction to Human Resource Management**

Concept of HRM – Evolution of HRM – Role and Status of Human Resource Manager – Functions of HRM – HR structure and Strategic HRM- Work-life balance-context and complexities balance.

**Transaction Methodology:** Classroom teaching, role play and discussion

**Unit2: Human Resource Planning**

Concept of HRP – Different stages of HRP – Short-Term and Long-Term Planning – Action Plans in case of shortage and surplus of HR-HRIS.

**Transaction Methodology:** Case analysis and discussion

**Unit3: Job Analysis**

Concept of Job Analysis – Importance and Benefits of Job Analysis – Job Analysis Process – Job Description– Job Specification and other Job-related concepts.

**Transaction Methodology:** Group project and presentation

**Unit4: Recruitment**

Concept of Recruitment – Factors affecting Recruitment – Sources of Recruitment – Alternative to Recruitment.

**Transaction Methodology:** Case analysis and discussion



**Unit5: Selection**

Definition and Importance of Selection – Stages involved in Selection Process – Types of Selection Tests – Types of Interviews.

**Transaction Methodology:** Case analysis and discussion

**Suggested Readings:**

1. Ahuja, S. (2013). Human Resource Development: Theoretical & Practical. New Delhi: Regal Publications.
2. Armstrong, M. & Baron, A. (2010). Handbook of strategic HRM.
3. Dessler, G. & Varrkey, B. (2017). Human Resource Management, 15e. Pearson Education India.

**COURSE NAME:** UNDERSTANDING INTERNATIONAL ORGANIZATIONS AND SDGS  
**COURSE CODE:** BRM -224

**COURSE OBJECTIVES:**

1. To introduce students to the functioning of International developmental organizations
2. To introduce students aspects relating to the evolution of international developmental organisations
3. To help students to understand the functioning of national and international developmental organizations
4. To enable students to be aware of national and international developmental organisation management
5. To provide insights on Multinational Developmental organisation networking

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Draw learnings from International Developmental Organizations across the world and apply in Indian context
2. Explain the evolution of International developmental organizations
3. Describe the functioning of national and international developmental organizations
4. Present the aspects relating to national and international developmental organization management
5. Initiate actions required for international developmental organisation networking

**COURSE CONTENT:**

**Unit1: Introduction to International Development Organizations**

Types of International Organization- Role of International Developmental Organizations- Functions of Organizations-Multi National Development Networking for promoting work on SDGs.

**Transaction Methodology:** Classroom teaching and discussion

**Unit2: Evolution of International Developmental Organisations**

History of International Organisations-Major Events in the History of International Developmental Organisations- Introduction of Millennium Development Goals-Evolution of MDGs to Sustainable Development Goals SDGS, Sendai Framework on Disaster Risk Reduction SFDRR and Climate Action Plan.

**Transaction Methodology:** Individual assignment and presentation

**Unit3: Functioning of National and International Developmental Organisations**

Introduction to Development Agenda Setting in India; National developmental organisations working on developmental agenda, International Organisation- Short-Term and Long-Term Planning - Action Plan and Policy for International Development in development domain.

**Transaction Methodology:** Individual / group project and presentation

#### **Unit4: International Developmental Organization Management**

Structure of Organizations– Factors affecting the Operations–Human Resource Management– Promoting Sustainable Development Agenda, UNICEF, UNDP, WHO and UNEP and WASH Functions.

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit5: Multi National Development Networking**

Understanding the Role of Digital Strategy in Networking– Applying for Funding and Donation– Social Media Management– Offline Networking through Events and Workshops.

**Transaction Methodology:** Classroom teaching and discussion

#### **Suggested Readings**

1. Assembly, G. (2015). Sustainable Development goals. *SDGs), Transforming our world: the, 2030*.
2. Charles, A., Lauras, M., &Tomasini, R. (2010, October). Collaboration networks involving humanitarian organisations–particular challenges for a particular sector. In *Working Conference on Virtual Enterprises* (pp. 157-165). Springer, Berlin, Heidelberg.
3. Griggs, D., Stafford-Smith, M., Gaffney, O., Rockström, J., Öhman, M. C., Shyamsundar, P., ... & Noble, I. (2013). Policy: Sustainable development goals for people and planet. *Nature*, 495(7441), 305.
4. Heller Baird, C., &Parasnis, G. (2011). From social media to social customer relationship management. *Strategy & leadership*, 39(5), 30-37.
5. Kumar, S., Kumar, N., &Vivekadhish, S. (2016). Millennium development goals (MDGS) to sustainable development goals (SDGS): Addressing unfinished agenda and strengthening sustainable development and partnership. *Indian journal of community medicine: official publication of Indian Association of Preventive & Social Medicine*, 41(1), 1.
6. Shimp, T. A., &DeLozier, M. W. (1993). Promotion management and marketing communications.
7. World Health Organization. (2015). Health in 2015: from MDGs, Millennium development goals to SDGs. *Sustainable development goals*, 17.

**COURSE OBJECTIVES:**

1. To enable them to understand the principles, legislation and process of formation of cooperation.
2. To enable them to understand principles and need of cooperatives.
3. To facilitate them to understand the types of cooperatives
4. To provide insights on financing and management of cooperatives
5. To be aware of the insurance schemes for rural areas

**LEARNING OUTCOMES:**

At the end of the course, the students are expected to

1. Discuss and describe the principles, legislation and process of formation of cooperation
2. Demonstrate the knowledge about principles and need of cooperatives
3. Identify and suggest appropriate type of cooperative for a village
4. Evaluate the right source of finance for the agribusiness
5. Demonstrate knowledge on insurance schemes and facilitate in choosing the best insurance product

**COURSE CONTENT:**

**Unit 1: Introduction to Cooperation:**

Principles of cooperation, process of cooperative formation, cooperative legislation

**Transaction Methodology:** Classroom teaching and discussion

**Unit 2: Introduction to Cooperatives:**

Governance in agribusiness cooperatives, management of cooperatives, principles of cooperatives, need for cooperatives, overview of agribusiness cooperatives.

**Transaction Methodology:** Classroom teaching and discussion

**Unit 3: Types of Cooperatives:**

Credit cooperatives, production as well as processing based cooperatives, cooperative marketing, dairy cooperatives, tribal cooperatives.

**Transaction Methodology:** Individual / Group Project and presentation

**Unit 4: Financing & Management of Cooperatives:**

Financing agribusiness cooperatives, business development planning for cooperatives, MIS for agribusiness cooperatives, collective action and leadership in cooperatives, promotion of cooperative movement-education and training.

**Transaction Methodology:** Classroom teaching and discussion

## **Unit 5: Insurance Schemes for Rural areas:**

Rural Insurance and Insurance for weaker sections of society, Need for rural insurance, Marketing of Insurance Products - Selling Processes. Crop insurance, health insurance, livestock insurance, general insurance, life insurance and Recent government schemes in rural insurance.

**Transaction Methodology:** Group Project and Presentation

### **Suggested Readings:**

1. Gupta, K.B, Siddiqui, F and Alam, I(2011). *Rural Management*. Word Press, Lucknow.
2. Nakkiran, S (2006). *Cooperative Management-Principles and Techniques*, Deep & Deep Publications Pvt. Ltd: New Delhi.



**COURSE NAME: FINANCIAL MANAGEMENT**

**COURSE CODE: BRM 226**

**COURSE OBJECTIVES:**

1. To familiarize students with the nature and scope of financial management
2. To assist students in understanding the sources of financing and risks involved
3. To help students understand capital structure management and the factors determining it
4. To enable students to get acquainted with different capital budgeting techniques and take dividend policy decisions
5. To help students to learn the importance and application of working capital management

**LEARNING OUTCOMES:**

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

1. Demonstrate the knowledge of financial management and analyse its scope
2. Apply the concept of financing and understand the risks in financing
3. Apply capital structure management in current challenges
4. Apply capital budgeting techniques and take dividend policy decisions
5. Analyse and apply working capital management in various scenarios

**COURSE CONTENT:**

**Unit1: Introduction to Financial Management**

Meaning, nature, scope and objectives of Financial Management – Profit Margins Vs. Wealth Maximization – Financial Management and other Areas of Management – Liquidity Vs Profitability, Methods of Financial Management – Organization of Finance Function.

**Transaction Methodology:** Case analysis and discussion

**Unit2: Sources of Financing**

Sources and Applications of Funds – Security financing - Loan financing, Project financing, Loan Syndication – Book Keeping and book building – New financial institutions and Instruments (in brief) viz. depositories, venture capital, credit rating, commercial paper, Certificate of deposit, Stock investment and Global depository receipts.

**Transaction Methodology:** Group Project, Case analysis and discussion

**Unit3: Capital Structure**

Meaning of capital structure and financial structure – Principles of capital structure – Optimum capital structure – Determinants of capital structure – Capital structure and Earnings per Share.

**Transaction Methodology:** Case analysis and discussion

#### **Unit4: Capital Budgeting and Dividend Policy Decisions**

Meaning of capital budgeting, Importance – Time value of money – Capital Budgeting Process – Project appraisal by using traditional methods and modern methods – Practical challenges on payback period, rate of return, Net Present Value method, Profitability Index, Internal Rate of Return methods – Kinds of Dividend Policy Decisions – Bonus Shares – Merits and Demerits, Determinants of Dividend Policy Decisions- Agricultural Commodity Trading and Stock Market.

**Transaction Methodology:** Case analysis and Discussion

#### **Unit5: Working Capital Management**

Meaning of Working Capital – Types of Working Capital – Working Capital Cycle – Determinants of Working Capital – Estimation of Working Capital – Management of Cash – Cash Budget – Management of Inventory and Debtors.

**Transaction Methodology:** Case Analysis and Discussion

#### **Suggested Readings:**

1. Gupta,S,K., Sharma,R.K.,& Gupta ,N(2018).*Financial Management*.Kalyani
2. Khan, M.Y. & Jain, P.K.(2018). *Financial Management*. New Delhi, India. Tata McGraw Hill.
3. Chandra, P.(2018).*Financial Management*.New Delhi, India. Tata McGraw Hill Book Co.
4. Pandey,I.M.(2018). *Financial Management*. New Delhi, India. Vikas Publishing House.

**COURSE NAME:** RURAL ECONOMY

**COURSE CODE:** BRM 227

**COURSE OBJECTIVES**

1. To orient the students on various aspects of rural economy
2. To help students understand their role in rural economic development
3. To enable students to gain insights on rural human resources
4. To gain insights on rural infrastructure including drinking water and sanitation
5. To create awareness on rural economic development

**LEARNING OUTCOMES**

At the end of the course, the student will be able to

1. Explain knowledge on various aspects of rural economy
2. Devise suitable response to specific economic challenges in any specific village
3. Provide immediate local alternatives to rural-urban migration issues
4. Design proper rural infrastructure facilities which includes drinking water and sanitation facilities
5. Design short term responses for agriculture development to improve rural economy

**COURSE CONTENT:**

**Unit1: Introduction**

Economic Resources (Human or Physical) in rural areas and their distribution- Production system in rural areas- Agriculture: crop production, horticulture, livestock, fisheries(including marine fishing), forestry- Non-Agriculture: Forward and backward linked activities in agriculture, individual production, other production services.

**Transaction Methodology:** Classroom teaching

**Unit 2: Economic Perspectives of Rural Development**

Economic perspectives of Rural Development: access to assets, Micro finance, Capital market – Sectoral Issues in Rural development: Agriculture, Agro and non agro Industries and Land Reforms.

**Transaction Methodology:** Case analysis and discussion

**Unit 3: Human Resources**

Employment situation – Migration – Rural poverty – Poverty alleviation programs (analysis) – Role of Micro Finance Institutions MFIs and Self Help Groups SHGs.

**Unit 4: Rural Infrastructure**

Rural Roads, Energy, Drinking Water and Sanitation.

**Transaction Methodology:** Village visit and Project work

## **Unit 5: Rural Economic Development**

Agriculture development – Agriculture finance and marketing – IT in agriculture – Rural industrialization – Cottage industries – Policies and Programmes for the Development of Rural Industries – Rural Industrial Sectors: Handloom and Handicrafts.

**Transaction Methodology:** Village visit and Group-wise Project work

### **Suggested Readings:**

1. Chandra, B.K. (2013). *Indian rural economy*, Neha publishers and distributors: Delhi
2. Mustafa A (2009), *Indian Rural Economy*, Serials, New Delhi
3. Narula, U. (2010). *Dynamics of Indian Rural Economy: Growth Perspective*. Atlantic Publishers and Distributors: New Delhi.
4. Sinha. S. K. (2010). *Economics of Rural Development*. Mahamaya Publishing House: New Delhi.

# **SEMESTER-5**



**COURSE NAME:** STRATEGIC MANAGEMENT

**COURSE CODE:** BRM 311

**COURSE OBJECTIVES:**

1. To provide an integrated outlook on various functional areas of management
2. To make students aware of central issues and problems in complex organizations
3. To introduce aspects relating to alternative courses of action
4. To develop conceptual skills on holistic perspective in business decision making
5. To develop skills for implementation of strategies

**LEARNING OUTCOMES:**

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

1. Explain the concepts in strategic management
2. Formulate strategies for success of businesses
3. Devise tools in dealing with a business effectively in a global setting
4. Analyse business decision making aspects
5. Implement strategy for organizational success

**COURSE CONTENT:**

**Unit 1: Introduction to Strategic Management:**

Concepts of Strategic management, process and strategic decision making, defining business purpose, mission and objectives, strategic intent. Environmental Appraisal- external and internal and Industry analysis, corporate capabilities – SWOT analysis, concept of core competence and value chain analysis (Case Studies for related topics).

**Transaction Methodology:** Classroom teaching and discussion

**Unit 2: Formulation of Strategy:**

Level of strategy formulation, Generic competitive strategies: cost leadership, and differentiation, framework for analyzing competition, competitive positioning of a firm, Game Theory approach to competitive dynamics.

**Transaction Methodology:** Case analysis and discussion

**Unit 3: Strategic Tools:**

Business process reengineering and Balance Score Card. Aggregate and granular metrics and metrics of value creation (Case Studies for related topics).

**Transaction Methodology:** Case analysis and discussion

**Unit 4: Strategic alternatives and Choices:**

Grand strategies, business level strategies, horizontal, vertical integration, diversification. Strategic Choices- BCG matrix, G.E matrix portfolio analysis - Technology based versus mature industries, External growth strategy – Strategic

Alliances, merger- acquisition, collaborative partnerships (Case Studies for related topics).

**Transaction Methodology:** Case analysis and discussion

#### **Unit 5: Implementation of Strategy:**

Elements of strategy implementation, structure, McKinsey's 7s framework Resources allocation, corporate leadership, personal values, organizational culture, Strategy evaluation and control. Strategic Issues of development organizations. (Case Studies for related topics)

**Transaction Methodology:** Case analysis and discussion

#### **Suggested Readings:**

1. David,F (2011). *Strategic Management*, Prentice Hall of India
2. Kazmi, A (1986). *Strategic Management* – Mc Graw-Hill Publications.

**COURSE NAME:** RURAL ENTREPRENEURSHIP (WITH FOCUS ON WASH)  
**COURSE CODE:** BRM 312

**COURSE OBJECTIVES:**

1. To introduce types of entrepreneurs and their characteristics
2. To introduce the evolution of rural entrepreneurship
3. To familiarize students with entrepreneurial competencies and challenges
4. To provide insights on ecosystems for promotion of rural entrepreneurship
5. To familiarise them with Micro Enterprises and Source of Financing

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Classify the type of entrepreneurs
2. Explain the aspects relating to evolution of rural entrepreneurship
3. Identify the gaps in the skills required for particular type of enterprise and plan relevant training
4. Promote rural entrepreneurship through appropriate steps
5. Source the finance for entrepreneurial activity

**COURSE CONTENT:**

**Unit1: Understanding Rural Entrepreneurship**

Definition – Classification – Rural-Urban Entrepreneurship – Types: Innovative, Adaptive, Fabian, Drone – Techno-entrepreneur – Women Entrepreneur – Social Entrepreneur – Intra-preneur- Factors influencing entrepreneurship: Individual factors- Environmental factors- Socio-cultural factors- Support systems- Entrepreneurial motivation Role and importance of entrepreneur in economic growth- Entrepreneurship as a style of management.

**Transaction Methodology:** Individual / Group Project, presentations and Report submission

**Unit2: Evolution of Rural Entrepreneurship**

History of Rural Entrepreneurship – Comparison with other types of Entrepreneurship – Scope in future

**Transaction Methodology:** Classroom teaching and discussion

**Unit3: Rural Entrepreneurial Competencies**

Characteristics of Rural Entrepreneurship–Entrepreneurial Competencies–Challenges.

**Transaction Methodology:** Case analysis and discussion

**Unit4: Institutional Ecosystems for Promotion of Rural Entrepreneurship**

Definition – Natural Resource Base – Human Resource base – Institutes designated to promote Rural Development.

**Transaction Methodology:** Role Play and discussion

### **Unit 5: Micro Enterprises and Source of Financing**

Managing a Rural Enterprise (with components of WASH Technologies), Successful Experiences, Government rules and regulation regarding small industries, role of financial institutions – IDBI, SIDBI, SFCs and commercial banks in assisting entrepreneurs, Other supporting institutions- District Industries Centers (DIC), Small Industries Development Organization (SIDO), MSME-DI etc. Case study presentation.

**Transaction Methodology:** Case analysis and discussion.

### **Suggested Readings:**

1. Carlen, J (2016). *A Brief History of Entrepreneurship: The Pioneers, Profiteers, and Racketeers Who Shaped Our World*. Columbia University press.
2. Shillingford, R (2009): *History of the World's Greatest Entrepreneurs: The Biography of Success*, The History of the World's Greatest Publisher: UK
3. Drucker, P.E (2006). *The Effective Executive*. Harper Collins Publishers: USA
4. Drucker, P., (1999). *Innovation and Entrepreneurship: Practice and Principles*, Butterworth- Heinemann: Oxford.

**COURSE OBJECTIVES**

1. To introduce the concept of change management and its trends
2. To provide insights on emerging paradigms in development organisations
3. To create awareness on organizational dynamics and managing people and emotions in workplace in context of change management
4. To explain the models and frameworks of change management in developmental organisations
5. To explain how to manage change in development organizations

**LEARNING OUTCOMES:**

At the end of the course student will be able to

1. Describe the concepts of change management and their trends
2. Discuss and describe the emerging paradigms of change management
3. Manage people and emotions at workplace in the context of change management
4. Apply appropriate model and framework of change management
5. Apply change management strategies at appropriate situations

**Unit 1: Understanding Change Management**

Change Management- Principles of Change Management- Process of Change Management-Why Change Management?- Emerging Trends in Development Organisations

**Transaction Methodology:** Classroom teaching and discussion

**Unit 2: Why Change Management- Emerging Paradigms**

Bridging Gap between Environment and Organisation- Internal Conflict Response and Management- The New Paradigm Approach- Organisational Capacity Development- Discovering Why: A Contemporary Perspective

**Transaction Methodology:** Classroom teaching and discussion

**Unit 3: Roles of Change Management**

Understanding Organisational Dynamics -Managing People and Emotions at Workplace- Defining Roles: A Contemporary Perspective-Role of a Leader in Management of Change- Projects of Change Management.

**Transaction Methodology:** Role Play, simulation game and debriefing

**Unit 4: Change Management: Models and Frameworks**

Models and Frameworks in Modern Change Management -Merits and Demerits of Models and Frameworks-Understanding Organisational Development-The Need for Organisational Development- Application of Change Management Models

**Transaction Methodology:** Case analysis and discussion



## **Unit 5: Managing Change in Development Organizations**

Functioning of Development Organisation- What Creates Change?- Contemporary Strategies for Managing Change in Development Sector- Applying Change Management Strategies to Specific Situations- Conclusion

**Transaction Methodology:** Problem Solving, Case analysis and discussion

### **Suggested Readings:**

- Todnem By, R. (2005). Organisational change management: A critical review. *Journal of change management*, 5(4), 369-380.
- Burns, J., & Vaivio, J. (2001). Management accounting change. *Management accounting research*, 12(4).
- Aladwani, A. M. (2001). Change management strategies for successful ERP implementation. *Business Process management journal*, 7(3), 266-275.

## **ELECTIVE: WASH (WATER, SANITATION AND HYGIENE) 1**

**COURSE NAME:** WATER, SANITATION AND HYGIENE- A RURAL PERSPECTIVE

**CODE:** BRM314EL-1-WASH-1

### **COURSE OBJECTIVES:**

1. To explain the types of WASH goods, international and national policies
2. To provide insights on water supply initiatives
3. To introduce various sanitation initiatives and government schemes
4. To introduce the hygiene initiatives and government schemes
5. To explain the concept of link – unlink between water-sanitation and hygiene

### **LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Describe the types of WASH goods, international and national policies
2. Appreciate the significance and strategies for activity and upkeep of water supply works
3. Choose the best sanitation practice among the alternatives
4. Choose the best hygiene practice among the alternatives
5. Link water-sanitation and Hygiene and apply appropriate interventions

### **COURSE CONTENT:**

#### **Unit 1: Introduction: WASH**

Types of Goods: Description and production of WASH goods - Complexities: government and private-Case for public intervention - International and National Policies

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit 2: Water Supply**

Introduction - Initiatives, Government Programs as well as Schemes - Current Scenario - Challenges and Best Practices.

**Transaction Methodology:** Field Visits, Individual / Group Project work and presentation

#### **Unit 3: Sanitation**

Introduction - Initiatives, Government Programs as well as Schemes - Current Scenario, Challenges - STPs, Environmental Sanitation and other technical interventions - Best Practices.

**Transaction Methodology:** Field Visits, Film based discussions, Case analysis, presentation and discussion.

#### **Unit 4: Hygiene**

Introduction - Initiatives, Government Programs as well as Schemes - Current Scenario, Challenges - Technical interventions - Best Practice.

**Transaction Methodology:** Field Visits, case analysis, presentation and discussion

### **Unit 5: Conclusion and Remarks**

Link-Unlink between Water, Sanitation and Hygiene - Implications and role for managers - Interventions by managers - Health implications.

**Transaction Methodology:** Field Visits and interactions, Case analysis, presentation and discussion

### **Reading Materials**

1. Tiwari, G., De, I., & Biswas, S. N. (2017). *Determinants of demand of Sanitation in rural India: A study of three states*. NIRD and IRMA.

## ELECTIVE : WASH (WATER, SANITATION AND HYGIENE) 2

**COURSE NAME:** SANITATION AND HYGIENE

**CODE:** BRM314EL-1-WASH-2

### **COURSE OBJECTIVES:**

1. To provide basic understanding and importance of sanitation and hygiene
2. To provide insights on types of toilets, latest technologies in toilet infrastructure
3. To familiarize them with the faecal sludge treatment and management technologies
4. To familiarize them with Sanitation Infrastructure and its maintenance
5. To explain the link between various aspects of community and sanitation

### **LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Describe and underline the importance of sanitation and hygiene
2. Explain types of toilets, latest technologies in toilet infrastructure
3. Apply faecal sludge treatment and technologies
4. Describe Sanitation Infrastructure and indentify its maintenance aspects
5. Link various aspects of community and sanitation

### **COURSE CONTENT:**

#### **Unit 1: Sanitation and Hygiene –**

definition, scope, importance, its link with health, relation with economic development, specific areas to focus, effects of poor sanitation, personal and domestic hygiene: habits, behavior and practices; Sanitation in everyday life, sanitation ladder – sanitation technologies and concepts of ODF.

**Transaction Methodology:** Field Visits, Film / Case analysis, presentation and discussion

#### **Unit 2: Toilets:**

Proportion and Number of toilets, Gender sensitive sanitation facilities, Ramps for differently abled, Types–Indian, Western; Latest technologies in Toilet infrastructure with emphasis on feasibility of usage, WASH in Institutions, maintenance and sustainability

**Transaction Methodology:** Field Visits, Individual / Group Project work and presentation

#### **Unit 3: Faecal Sludge treatment:**

Single /twin pit, EcoSan, Septic tank, Formal sewerage, Sanitation infrastructure Status evaluation; Robust decentralised /centralised solutions including source segregation, composting and recycling, Zero Waste Institution; Wastewater technologies to separate black and grey water, waste water treatment methods, Quality of treated water, Sludge management as well as treatment and wetland treatment.

**Transaction Methodology:** Visit to sludge management facilities, Water treatment Plants/Sewage Treatment Plants, presentation and report submission.

#### **Unit 4: Sanitation Infrastructure -**

Technology in sanitation, Evaluation of Construction and Maintenance of Community, Public, Institutional and Individual Sanitation Infrastructure, temporary sanitation arrangements and their management, Levels of investment, Resource Allocation, Subsidies for sanitation and Sanitation marketing.

**Transaction Methodology:** Field Visits, Individual / Group Project work and presentation

#### **Unit 5: Community and Sanitation-**

Community Sanitation, Maintenance of Community Toilets, IHHL procedures, Promotion of Sanitation & Hygiene, Capacity Building at Community level, Subsidy Mechanism, Partnership, Participation and Working with Communities & households and Behaviour Change Communication.

**Transaction Methodology:** Field Visits, Individual / Group Project Work and Presentation

#### **Suggested Readings:**

1. Gupta, S (2012). *Rural Water Supply and Sanitation*, Vayu Education of India
2. Manual on liquid and solid waste management by Ministry of drinking water and sanitation  
<http://documents.worldbank.org/curated/en/298721467993218355/pdf/102623-WP-Box394834B-PUBLIC-WSP-Handbook-SLWM.pdf> Accessed on Nov 11, 2019 at 17.39

## ELECTIVE: WASH (WATER, SANITATION AND HYGIENE) 3

**COURSE NAME:** ACCOUNTABILITY IN WASH (INCLUDING RIGHTS)

**CODE:** BRM 314EL-1-WASH-3

### **COURSE OBJECTIVES:**

1. To provide basic understanding of water governance, WASH and sustainability
2. To explain the types of accountability
3. To provide insights on accountability relations in WASH services
4. To familiarize working with accountability
5. To provide insights on water budgeting

### **LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Explain water governance, WASH and sustainability
2. Describe types of accountability
3. Explain accountability relations in WASH services
4. Work with accountability
5. Do water budgeting

### **COURSE CONTENT:**

#### **Unit 1: Water Governance, WASH and Sustainability**

Policy and law making- building capacity-planning and budgeting-financing-organising service delivery arrangements (public, private, and mixed)- regulating water services

**Transaction Methodology:** Field Visits based interaction, classroom teaching and discussion

#### **Unit 2: WASH and Accountability**

Types of accountability-transparency and participation -accountability and water integrity-gender and accountability.

**Transaction Methodology:** Field Visits, Individual / Group Project work and presentation

#### **Unit 3: Accountability Relations in WASH Services**

Water service delivery accountability chain-weaknesses in accountability relating to market processes- role of regulators in safe water services-WASH accountability in rural areas.

**Transaction Methodology:** Field Visit based interaction, Individual / Group Project work and presentation.

#### **Unit 4: Working with Accountability**

Role of external support agencies in the promotion of accountability

**Transaction Methodology:** Field Visit based interaction and Group presentations



## Unit 5: Water Budgeting

Sources of water in villages- availability of water- water requirement for domestic purpose- water requirement for agricultural purpose- water requirement for industrial purposes- role of local bodies in water budgeting.

**Transaction Methodology:** Problem solving exercises, Individual / Group Project work and presentation

### References

- Rural Water Supply Network, *Myths of the Rural Water Supply Sector*, Perspectives No 4, May 2010; and IRC. 2009.
- WHO/UNICEF (2013)- Progress on Sanitation and Drinking-Water 2013 Update, Joint Monitoring Programme (JMP) for Water Supply and Sanitation
- Rogers, P. and Hall, A.W (2003), Effective Water Governance, <https://www.gwp.org/globalassets/global/toolbox/publications/background-papers/07-effective-water-governance-2003-english.pdf> Accessed on Nov 11, 2019 @ 18:00

## ELECTIVE: WASH (WATER, SANITATION AND HYGIENE) 4

COURSE NAME: WASH AND NUTRITION

CODE: BRM314EL-1-WASH-4

### COURSE OBJECTIVES:

1. To emphasize the influence of WASH on nutrition
2. To provide insights on WASH interventions to prevent diseases and improve nutritional status
3. To familiarize with aspects of integrated interventions and approaches
4. To provide insights on monitoring and evaluation
5. To introduce interrelationship between WASH, nutrition and good health
6. To introduce aspects relating to WASH emergencies

### Learning Outcomes:

At the end of the course, the student will be able to

1. Explain the influence of WASH on nutrition
2. Explain the role of WASH interventions in preventing diseases and improving nutritional status
3. Apply integrated interventions and approaches in WASH
4. Describe monitoring and evaluation
5. Analyse interrelationship between WASH, nutrition and good health
6. Devise response mechanisms for WASH emergencies

### COURSE CONTENT:

#### Unit 1: WASH and nutrition-

Global WASH Situation- preventing transmission of WASH related diseases- under nutrition-impact of WASH on nutritional status- Global commitments for WASH and nutrition.

**Transaction Methodology:** Classroom Teaching and discussion

#### Unit 2: WASH interventions to prevent diseases and improve nutritional status -

WASH programming framework-WASH interventions-Hygiene promotion-sanitation-water quantity and quality.

**Transaction Methodology:** Field visit based interaction, Group Presentation and discussion.

#### Unit 3: Integrated Interventions and Approaches-

Integrated activities at the community level, health care facility level- evidence-based and effective approaches to behavioral change

**Transaction Methodology:** Individual / Group Project work and presentation

#### Unit 4: Monitoring and Evaluation -

Framework for designing monitoring and evaluation component- key WASH and nutrition indicators- Resources for developing and implementing monitoring and evaluation of WASH and nutrition.

**Transaction Methodology:** Individual / Group Project work and presentation.

#### **Unit 5: Case Studies-**

National nutrition programmes including WASH component- Large scale programmes aimed at reducing malnutrition through a cross-sectional approach-Integrating WASH into nutrition programming during humanitarian emergencies- combining WASH and nutrition to meet specific population needs or tackle a distinctive problem.

**Transaction Methodology:** Case Analysis, presentation and report submission.

#### **Unit 6: WASH Emergencies:**

Networking with agencies, Emergency response preparedness and planning: Drinking water, sanitation and hygiene in case of fire, floods, cyclones, earthquakes, tsunamis, landslides, war and conflict times.

**Transaction Methodology:** Case Analysis, presentation and report submission

#### **References**

Dewey K.G, Mayers, D.R (2011). Early child growth: how do nutrition and infection interact? *Matern Child Nutr.*7( 3), 129-42.

## **ELECTIVE: RURAL LIVELIHOODS 1**

**COURSE NAME:** RURAL COMMUNITY RESILIENCE AND DISASTER RISK REDUCTION  
MANAGEMENT

**COURSE CODE:** BRM314EL-2-RL-1

### **COURSE OBJECTIVES**

1. To familiarise types of disasters, vulnerability and disaster management
2. To provide understanding of types, trends, causes, consequences and controls of disasters
3. To give an in-depth understanding of Disaster Management Cycle
4. To help students understand risk reduction, risk management, relief and rehabilitation, Reconstruction and Re-development
5. To orient students on community based disaster risk management and resilience building.

### **LEARNING OUTCOMES**

At the end of the course, the student will be able to

1. Manage disasters effectively and efficiently
2. Take appropriate actions and corrective measures
3. Prevent and mitigate disasters
4. Apply disaster reduction strategies
5. Build resilience through community based disaster risk management system.

### **COURSE CONTENT:**

#### **Unit1: Understanding Disasters**

Understanding the Concepts and definitions of Disaster, Hazard, Vulnerability, Risk, Capacity – Disaster and Development, and disaster management.

**Transaction Methodology:** Film analysis and discussion.

#### **Unit2: Types, Trends, Causes, Consequences and Controls of Disasters**

Geological Disasters (earthquakes, landslides, tsunami, mining) - Hydro-Meteorological Disasters (floods, cyclones, lightning, thunder-storms, hail storms, avalanches, droughts, cold and heat waves)-Global Disaster Trends – Emerging Risks of Disasters – Climate Change and Urban Disasters.

**Transaction Methodology:** Classroom teaching and discussion.

#### **Unit3: Disaster Management Cycle**

Disaster Management Cycle – Vulnerability, Risk and Hazard Analysis and Assessment, Risk Mapping, zonation and Microzonation, Prevention and Mitigation of Disasters, Early Warning System; Preparedness, Capacity Development; Awareness During Disaster – Relief and Rehabilitation-Post-disaster – Damage and Needs Assessment – Reconstruction and Redevelopment.

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit4: Approaches to Disaster Risk Reduction**

Disaster Risk Reduction Strategies – Phases of Disaster – Preparedness Plans – Early warning Systems Models in disaster preparedness – Components of Disaster Relief – Undertaking risk and vulnerability assessments, Policies for Disaster Preparedness Programs – Preparedness Planning – Public Awareness and Warnings – Sustainable Management – Capacity Building – Rehabilitation measures and long-term reconstruction.

**Transaction Methodology:** Case analysis and discussion.

#### **Unit5: Community Adaptation through Resilience Building**

Importance of Community Resilience – Community Based Disaster Risk Management, Study of Impact on Disasters on Developed and Developing Countries – Link between Disaster Risk and Development – Sendai Framework on Disaster Risk Reduction in Japan (2015) – Initiatives to build Resilient Communities in Rural India.

**Transaction Methodology:** Role play and discussion.

#### **Suggested Readings:**

1. Bhandani, R.K (n.d) *An overview on natural & man-made disasters and their reduction*, CSIR, New Delhi
2. Kapur, A, et.al. (2005). *Disasters in India Studies of Grim Reality*. Rawat Publishers: Jaipur
3. [https://www.un.org/development/desa/policy/undfthinkpieces/disaster\\_risk\\_resilience.pdf](https://www.un.org/development/desa/policy/undfthinkpieces/disaster_risk_resilience.pdf) Accessed on 12 .06. 2019

## **ELECTIVE: RURAL LIVELIHOODS 2**

**COURSE NAME:** CIVIL SOCIETY AND SUSTAINABLE DEVELOPMENT

**COURSE CODE:** BRM314EL-2-RL-2

### **COURSE OBJECTIVES:**

1. To make the learners understand the important role of Civil Society in Rural Development
2. To provide insights on civil society and social justice
3. To give an in-depth understanding of role played by Civil Society Organizations in improving sustainable Rural Livelihoods
4. To share some important contemporary Rural Development Initiatives carried out by NGOs and Civil Society Organizations
5. To familiarize with sustainable development goals

### **LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Comprehend the history of civil society
2. Comprehend the interdependence of civil society and social justice
3. Take appropriate measures in improving the rural livelihoods
4. Plan for suitable interventions in improving the rural livelihoods
5. Explain sustainable developmental goals

### **COURSE CONTENT:**

#### **Unit 1: History of Civil Society:**

History of civil Society, its origin, meaning and definition, its effect in Europe and India.

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit 2: Civil Society and Social Justice:**

Civil Society, State and Democracy, Pluralism and Civil Society, Social Justice in globalized Society, Civil Society and good Society.

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit 3: Nature of Civil Society in India:**

Democracy and Civil Society in India, India and Civil Society: Religion Caste and Language in Civil Society and identity Politics in India. NGOs and Civil Society in India, Civil Society organization Partnership in urban governance: An appraisal of the Mumbai- experience of Civil Society and Social change in Modern India.

**Transaction Methodology:** Case analysis and discussion.

#### **Unit 4: Civil Society and Sustainable Rural Development:**

Gandhian economic thought and Sustainable Rural Development, Civil Society Issues, Anna Hazare and Anti-Corruption Movement, Globalization – Basic Understanding and Contemporary Issues, Multilateral Agencies – WTO, IMF, World Bank.

**Transaction Methodology:** Film analysis and discussion



### **Unit 5: Sustainable Development Goals (SDGs):**

Definition, meaning, indicators, Role of UNDP's, Governmental and Non-Governmental Organizations. Strengthening the means of implementations and revitalizing the global partnership, local connotation for SDGS.

**Transaction Methodology:** Group presentations and discussion

### **Suggested Readings:**

1. Backus, M. (2001). *E- Governance in Developing Countries*. The International Institute for Communication and Development. Research Brief – No.1, pp. 1 -4.
2. Kiran. B et.al. (2001). *Government @ net*, New Delhi: Sage Publications.
3. Subhash, B. and Schware. R (2000). *Information and Communication Technology in Development: Cases from India*. New Delhi.
4. Subhash. B. (2009). *Unlocking E-Government Potential – Concepts, Cases and Practical Insights*. New Delhi: Sage Publications.

## ELECTIVE : RURAL LIVELIHOODS 3

**COURSE NAME:** IRRIGATION MANAGEMENT

**COURSE CODE:** BRM 314EL-2-RL-3

### **COURSE OBJECTIVES:**

1. To expose the students to various principles of irrigation methods
2. To help students understand the importance of water budgeting and irrigation scheduling
3. To provide insights on approaches of irrigation scheduling
4. To create awareness on irrigation management under limited water supply
5. To help students understand the role of irrigation management in water use efficiency

### **LEARNING OUTCOMES:**

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

1. Choose an appropriate irrigation method
2. Plan water budgeting and scheduling efficiently
3. Choose an appropriate approach for irrigation scheduling
4. Apply the irrigation management techniques under limited water supply
5. Use water efficiently and effectively

### **COURSE CONTENT:**

#### **Unit 1: Development of Irrigation in India**

Meaning – Importance of Irrigation Management – Impact of excess and insufficient water on crops-Irrigation History and Statistics – Irrigation Projects in India- Schemes and New Technologies.

**Transaction Methodology:** Group project and discussion

#### **Unit 2: Water Budgeting and Irrigation Scheduling**

Meaning – Importance of Water Budgeting – Irrigation Scheduling – Irrigation Scheduling according to nature of work (Irrigation Engineers, Soil Scientists, Agronomists) – Considerations for Scheduling (Crop factors, water delivery system, type of soil)

**Transaction Methodology:** Case analysis and discussion

#### **Unit 3: Approaches of Irrigation Scheduling**

Direct Approach (Depth interval and yield approach, Optimum moisture regime approach, Sensitive crop approach) – Predictive or Indirect Approach (Critical Stage Approach, Climatologic Approach) – Mathematical Approach (Estimation Method, Simple Calculation Method, Simulation Approach, Empirical Approach)

**Transaction Methodology:** Case analysis and discussion

#### **Unit 4: Irrigation Management under Limited Water Supply**

Water scarcity conditions – Irrigation Management techniques – Drought alleviating methods (Contingent plan for Sugarcane, Groundnut, Cotton)- Technology in irrigation  
**Transaction Methodology:** Project work and discussion

#### **Unit 5: Water Use Efficiency and Indices**

Meaning and importance – Irrigation efficiency – Water conveyance efficiency – Water application efficiency – Water use efficiency – Water Storage efficiency – Water distribution efficiency – Consumptive use efficiency

**Transaction Methodology:** Group activity and presentation

#### **Suggested Readings:**

1. Chandrasekaran, B.A. (2010). *Textbook of Agronomy*. New Age International Publishers: New Delhi
2. Wolfe and Kipps (1959). *Production of Field Crops: a Textbook of Agronomy*. McGraw-Hill Publications: New York.

## **ELECTIVE: RURAL LIVELIHOODS 4**

**COURSE NAME: TRIBAL DEVELOPMENT MANAGEMENT**

**COURSE CODE: BRM314EL-2-RL-4**

### **COURSE OBJECTIVES**

1. To expose students to various dimensions of tribal society and culture
2. To create awareness on current tribal development problems in India
3. To introduce tribal history, governance and constitutional provisions
4. To help students understand the various aspects of resource management of tribes
5. To provide insights on challenges in sustainable tribal development programs and interventions

### **LEARNING OUTCOMES**

At the end of the course, the student will be able to

1. Comprehend various dimensions of tribal society and culture
2. Able to critically analyze the tribal problems with respect to development
3. Understand and apply the trajectory of tribal development and necessary provisions for the same
4. Plan appropriate resource management tools for managing the natural and non-natural resources of tribals
5. Devise sustainable strategies for tribal area development programs

### **Unit 1 Tribal Society and Culture**

Tribe concept, meaning and Identity – Territorial Distribution – Classification of Tribes in India – Tribal Economy and Society – Tribal Culture

**Transaction Methodology:** Classroom teaching and discussion

### **Unit 2: Tribal Development Problems in India**

Approaches to the study of tribal problem–History of tribal welfare in India, Constitution and Tribes–Tribal Problems as: a) Distinct Problems. b) As regional and national problems– Socio-Political and Economic Issues–Infrastructural and cultural issues, Isolation, integration and assimilation strategies.

**Transaction Methodology:** Classroom teaching and discussion

### **Unit 3: Tribal Development Policies, Programmes and Governance**

History of Tribal Administration –Development of Tribal Policy– Constitutional provisions relating to Scheduled areas and Scheduled Tribes –Tribal Rehabilitation: migration, displacement and rehabilitation, policies and Development –Tribal Movements and National Integration: tribal movements and tribal policies–Tribal Plans and Sub-plans: Denotified tribes particularly vulnerable tribal groups (PVTGs)

**Transaction Methodology:** Film analysis and discussion

### **Unit 4: Tribal Resource Management**

Introduction to Tribal Resource Management – Land Management – Water Management  
–Management of Natural Produce – Environment Management and Modern Development  
**Transaction Methodology:** Case analysis and discussion

**Unit 5: Sustainable Development in Tribal Areas**

Traditional Knowledge Management– Forms of Tribal Livelihood–Sustainable Tribal  
Livelihood –Tribal Entrepreneurship– Who Needs to Develop Tribals

**Transaction Methodology:** Case analysis and discussion

**Suggested Readings:**

- Mehta, B.C. (1999). *Rural Poverty in India*. Concept Publications: New Delhi.
- Powell, B.H. (1992). *The Land systems of British India*. Atlantic Publishers and Distributors: New Delhi.
- Sharma, A (2003). *Socio-Economic Development of Indian Tribes*. Mohit Publications: New Delhi

## ELECTIVE: RURAL LIVELIHOODS 5

**COURSE NAME:** RESETTLEMENT AND REHABILITATION

**COURSE CODE:** BRM314EL-2-RL-5

### **COURSE OBJECTIVES**

1. To explain the concept of resettlements and rehabilitation
2. To provide insights on land development and resultant resettlement
3. To make them aware of the skills required to understand issues related to Resettlement and Rehabilitation
4. To share techniques of minimising issues associated with R and R, through proper planning
5. To create awareness on relief, relocation and resettlement policy

### **LEARNING OUTCOMES**

At the end of the course, the student will be able to

1. Describe the concept of community resettlements and rehabilitation
2. Advise on land development and resultant resettlement
3. Provide suggestions for addressing issues related to resettlement and rehabilitation
4. Apply the R and R tool
5. Choose appropriate resettlement policy

#### **Unit 1: Community and Settlements**

Social challenges of slums and squatters communities – Urban and rural social transformation and its effects on social life, safety, security and crime in urban areas and its spatial planning implications, social structure and spatial planning; Social planning and policy – community participation – Marginalization and concepts of inclusive planning – Gender concerns

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit 2: Land Development and Resultant Resettlement**

Land acquisition models and practices – Development induced relocation – Voluntary and involuntary resettlement – R and R policies-Policies of funding institutions – Sector specific policies for large projects such as multi-purpose dam projects, mining projects, highway projects and SEZ

**Transaction Methodology:** Film analysis and discussion

#### **Unit 3: Rehabilitation**

Livelihood impact assessment – Skill mapping surveys – Income restoration strategies – Skill upgradation – meeting demands for shifting economic profiles

**Transaction Methodology:** Case analysis and discussion

#### **Unit 4: Participation as a tool for R and R**

Use of participatory tools for resettlement planning – Institutional arrangements for R and R – Role of NGOs, local, national and international organizations in R and R – Evaluating R and R interventions.

**Transaction Methodology:** Project work and discussion

#### **Unit 5: Resettlement Policy**



National Commission on Urbanisation, Rural Habitat Policy – Experiences in developing countries regarding relocation, relief, rehabilitation and resettlement structure, growth and its spatial distribution.

**Transaction Methodology:** Case analysis and discussion

**Suggested Readings:**

- Emani, A (2009). *Rehabilitation and Resettlement Policies: A Comparison of National and Multilateral Agency Policies and issues in Implementation*. India: Infrastructure Report 107.
- Balagopal, K (2007). *Illegal Acquisition in Tribal Areas*. 6 October Economic and Political Weekly, pp 4032.

## ELECTIVE: RURAL LIVELIHOODS 6

**COURSE NAME:** PROJECT MANAGEMENT IN DEVELOPMENT ORGANIZATIONS

**COURSE CODE:** BRM 314EL-2-RL-6

### **COURSE OBJECTIVES:**

1. To explain the basics of project management and its life cycle to the students
2. To impart the skills of development project identification, planning and implementation
3. To help them learn the techniques of project appraisal
4. To equip the students with various tools and techniques of project management

### **Learning Outcomes:**

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

1. Apply their knowledge on project management
2. Plan and write a project proposal
3. Appraise the projects and take appropriate actions
4. Monitor and evaluate the projects

### **COURSE CONTENT:**

#### **Unit1: Development Organizations and Projects**

Types of development organizations and their projects– Project management – Project lifecycle.

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit2: Community Projects**

Community project identification – Project planning – Project proposal development.

**Transaction Methodology:** Project work and discussion

#### **Unit3: Project Appraisal**

Project viability and sustainability analysis – Market Analysis – Project risk analysis – Project cost benefit analysis

**Transaction Methodology:** Individual / Group Project and Presentations

#### **Unit4: Project Monitoring and Evaluation**

Impact assessment – Social and ethical audits – Scaling up – Replication

**Transaction Methodology:** Individual / Group Project and Presentations

### **Suggested Readings:**

1. Chandra, P. (2014). *Projects: Planning, Analysis, Selection, Implementation and review*. 8<sup>th</sup> edition, McGraw Hill: New Delhi.

## ELECTIVE : RURAL MARKETING 1

**COURSE NAME:** RURAL VALUE CHAIN MANAGEMENT  
**COURSE CODE:** BRM 314EL-3-RM-1

**COURSE OBJECTIVES:**

1. To help students understand the concept of Value Chain
2. To help students understand various activities that help bring the product or service from conception stage to delivery to final consumer and disposal after that, particularly in the rural ecosystem
3. To familiarise the students with cooperative movement in value chain development
4. To help students map value chains in rural set-ups for creating sustainable business models
5. To help them learn profitable service strategies

**Learning Outcomes:**

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

1. Describe the concept of value chain
2. Analyse value chain for rural products and services
3. Develop value chain through cooperative model
4. Develop effective marketing strategies for service sector
5. Develop loyalty through application of appropriate service strategies

**COURSE CONTENT:**

**Unit1: Introduction to Value Chain**

Porter's Value Chain Model: Elements in value chain – Opportunities to increase value – Importance of a strong Value Chain.

**Transaction Methodology:** Classroom teaching and discussion

**Unit2: Rural Value Chain Analysis**

Meaning – Basic concepts of Value Chain Analysis – Primary Activities – Support Activities – Competitive Advantage – Link between Primary and Secondary Activities – Value Chain Diagrams – Application of Value Chain analysis for Rural Products and Services.

**Transaction Methodology:** Case analysis and discussion.

**Unit3: Cooperative Movement in Value Chain Development**

Meaning, importance and evolution of Cooperatives – Introduction to the Cooperative Movement in India – Issues and Challenges of Traditional Value Chain – Value Chain Development through the Cooperative Model – Model followed by Amul

**Transaction Methodology:** Film analysis and discussion

**Unit4: Value Chain for Service Sector**

Introduction to Service Sector – Forces transforming the service market – Broad categories of services – The traditional marketing mix applied to services, the extended services marketing mix for managing the customer interface, a framework for developing effective service marketing strategies.

**Transaction Methodology:** Case analysis and discussion

### **Unit5: Profitable Service Strategies**

Managing relationships and building loyalty – Understanding the customer firm relationship – Strategies for developing loyalty bonds with customer – Complaint Handling and Service Recovery – Improving Service Quality and Productivity – Striving for service leadership.

**Transaction Methodology:** Case analysis and discussion

### **Suggested Readings:**

1. Anderson R. (2001): Customer Relationship Management, New York, McGraw Hill
2. Madan, G. R. (2007). *Co-operative movement in India*. Mittal Publications.
3. Miller, C., & Jones, L. (2010). *Agricultural value chain finance: Tools and lessons*. Food and Agriculture Organization of the United Nations and Practical Action Pub.

## ELECTIVE : RURAL MARKETING 2

**COURSE NAME:** RURAL SUPPLY CHAIN MANAGEMENT

**COURSE CODE:** BRM 314EL-3-RM-2

### **COURSE OBJECTIVES:**

1. To help students understand the concept of supply chain
2. To help students understand individual processes of supply chain management and their inter-relationships within and across supply chains
3. To familiarise the students with the tools useful in implementing rural supply chain management
4. To help students map supply chains in rural set-ups for creating sustainable business models
5. To help students gain knowledge about scope of rural supply chain management in India

### **LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Describe the concept of supply chain
2. Analyse processes of supply chain management
3. State the tools useful in implementing rural supply chain management
4. Map supply chains in rural set-ups for sustainable business models
5. Describe the scope of supply chain management in India

### **COURSE CONTENT:**

#### **Unit1: Introduction to Supply Chain**

Defining supply chain management – Evolution of operations and supply chain management – Impact of globalization – Productivity and competitiveness

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit2: Process of Supply Chain Management**

Flow in supply chain management – inventory management – Areas of inventory control system – Bullwhip effect – Designing the distribution network in a supply chain – Logistics management – Integration of processes in supply chain

**Transaction Methodology:** Field visit and report submission

#### **Unit3: Tools used in Implementing Rural Supply Chain Management**

Importance of tools in supply chain management – Shipping status tools – Order processing tools – Lean inventory and warehouse management tools – supplier management and demand forecasting tools – Supply chain analytics and reports

**Transaction Methodology:** Group project, presentation and discussion

#### **Unit4: Mapping Supply Chain in Rural Context**

Defining rural supply chain mapping–Importance of rural supply chain management– Supply chain mapping methodologies–Supply chain mapping using value stream mapping.

**Transaction Methodology:** Case Analysis and discussion

#### **Unit5: Scope of Rural Supply Chain Management in India**

Current opportunities in supply chain management – Impact of goods and services tax on rural supply chain – Impact of foreign direct investment on rural supply chain – Scope of rural managers in rural supply chain management

**Transaction Methodology:** Classroom teaching and discussion

**Suggested Readings:**

- Russell, R. S., & Taylor-Iii, B. W. (2008). *Operations management along the supply chain*. John Wiley & Sons.



### **ELECTIVE: RURAL MARKETING 3**

**COURSE NAME:** RURAL EXPORTS, PROCEDURES AND DOCUMENTATION

**COURSE CODE:** BRM314EL-3-RM-3

#### **COURSE OBJECTIVES:**

1. To provide an understanding of the nature of export-import business and trade regulations
2. To explain the trade procedures and documentation involved in an international business
3. To acquaint the students with the export documents
4. To explain bank promotion schemes and insurance in reference to exports procedures
5. To acquaint students with types of risks, mitigation and other regulations and formalities

#### **LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Describe the basics of export – import business and trade regulations
2. Select an appropriate product to export, and carry out the registration procedure
3. Document export procedures
4. Source funds appropriately
5. Appreciate the importance of mitigating export risks

#### **COURSE CONTENT:**

##### **Unit1: Introduction to Export**

Classification of export goods – Export marketing – Export registration – Licensing – Methods of exporting – Pricing quotations – Payment Terms – Letter of Credit  
**Transaction Methodology:** Classroom teaching and discussion

##### **Unit2: Export Procedure**

Selection of export product – Market and buyer registration procedure – Quality control and pre- shipment – Inception concept scheme and procedures – Export promotion councils

**Transaction Methodology:** Case analysis and discussion

##### **Unit3: Export Documents**

EXIM (export-import) code number – Elements of export contract – Incoterms – Export documentation – Processing of export order – Role of Clearing and Forward agents

**Transaction Methodology:** Project work, presentation and discussion

##### **Unit4: Sources of Finance**

Role of banks (EXIM bank, ECGC and others) – Export Promotion Schemes – Insurance for exports

**Transaction Methodology:** Case analysis and discussion

##### **Unit5: Risk Management**

Types of Risks – Mitigation methods – Documentation for Availing Export Incentives – Duty Drawbacks – Foreign Exchange Regulations and Formalities – Role of State

Trading Organizations in Foreign Trade – Export Processing Zones – Export Oriented Units and Export and Trading House Schemes

**Transaction Methodology:** Case analysis and discussion

**Suggested Readings:**

1. Khurana, P.K (2017). *Export Management*, Galgotia publishing company.

## ELECTIVE : RURAL MARKETING 4

COURSE NAME: RURAL TOURISM

COURSE CODE: BRM314EL-3-RM-4

### COURSE OBJECTIVES:

1. To introduce the principles of rural tourism, including the scope of rural tourism
2. To introduce aspects of demand and supply for rural tourism
3. To orient on planning and the management process for rural tourism
4. To introduce ways to apply the marketing concept to rural tourism
5. To introduce the concept of responsible and sustainable rural tourism

### LEARNING OUTCOMES:

At the end of the course, the student will be able to

1. Describe the principles of rural tourism
2. Strategise and plan for rural livelihoods based on demand analysis
3. Plan to increase the rural tourists
4. Apply marketing concepts to rural tourism
5. Practice sustainable and responsible rural tourism

### COURSE CONTENT:

#### **Unit 1 The Countryside: A Resource For Tourism**

The countryside: a multi-purpose resource-Tourism, agriculture and rural development policy (Case Study)- Rural tourism development (Benefits) - Rural tourism development (Costs) -Case Study: Rural tourism: The impact on rural communities

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit 2 The Demand for Rural Tourism**

Rural tourism: measurement criteria - the historical development of rural tourism - (Case Study: Rural tourism in Utah) - Rural tourism: demand factors - Rural tourism: motivation factors Case Study: Tourism in the Lake District Case Study: Understanding the Motivations of Eco-tourists: the Case of Trekkers in Annapurna, Nepal

**Transaction Methodology:** Case analysis and discussion

#### **Unit 3 Planning and Managing Rural Tourism**

The need for planning and management - Rural tourism: the planning and management process - Issues in rural tourism - Access issues - Sustainable transport in the countryside - Housing issues in the countryside Case Study: Factors for success in rural tourism development

**Transaction Methodology:** Project work, presentation and discussion

#### **Unit 4: Marketing the Countryside for Tourism**

The definition of marketing - Applying the marketing concept to rural tourism - Rural tourism marketing: public sector roles - Challenges of marketing rural tourism: marketing the place - Challenges of marketing rural tourism: the private sector - Marketing rural tourism: a structured approach Case Study: Trends of Tourism Market for Agro- Tourism

**Transaction Methodology:** Project work, role play and discussion

#### **Unit 5 The Concept of Sustainable and Responsible Rural Tourism**

Sustainable and responsible rural tourism development - Community involvement in rural tourism - Partnerships in rural tourism development - Visitor management Case Study: Rural tourism development: shifting basis of community solidarity.

**Transaction Methodology:** Film Analysis and discussion

### **Suggested Readings**

- Bramwell, B. (1993). *Tourism Strategies and Rural Development*. Paris: OECD.
- Clark, J. (1999). *Marketing Structures for Farm Tourism*. Beyond the Individual Provider of Rural Tourism, *Journal of Sustainable Tourism*, 7,(1), 26-45.
- Gannon, A. (1994). *Rural Tourism as a Factor in Rural Community Economic Development for Economies in Transition*. *Journal of Sustainable Tourism*, 2 (1-2), 51-60.
- Lesley, R. (2001). *Rural Tourism and Recreation: Principles and Practice*. Massachusetts: CABI Publishing.
- Sharpley, R. and Sharpley, J. (1998). *Rural Tourism: An Introduction*. Singapore: International Thomson Business Press:Haryana.
- Swarbrooke, J. (1998). *Sustainable Tourism Management*. Biddles Ltd:London.



## ELECTIVE : RURAL MARKETING 5

**COURSE NAME:** SALES AND DISTRIBUTION MANAGEMENT FOR RURAL PRODUCTS

**COURSE CODE:** BRM 314EL-3-RM-5

### **COURSE OBJECTIVES:**

1. To introduce the concept of sales management for rural products
2. To explain the concept of sales force management
3. To provide insights on distribution management
4. To explain relationship management
5. To explain the concept of sales planning and budgeting

### **Learning Outcomes:**

At the end of the course, the student will be able to

1. Manage sales for rural products
2. Manage sales force for selling of rural products
3. Manage logistics and distributions system of rural products
4. Maintain channel relationship
5. Plan sales and budgets

### **COURSE CONTENT:**

#### **Unit1: Introduction to Sales Management**

Objectives and scope of personal selling – Role of sales management in marketing – Role of sales management in marketing strategy – Development Nature and responsibilities of Sales Management.

**Transaction Methodology:** Visit Rural organization and report submission

#### **Unit2: Sales Force Management**

Overview of sales forces performance - Developing control techniques - Evaluating sales force performance - Recruiting and training sales personnel - Motivating and leading the sales force

**Transaction Methodology:** Simulation games, role play and debriefing

#### **Unit3: Distribution Management**

Designing distribution channel - Managing marketing logistics - Information Systems for distribution channels - Elements of channel information system

**Transaction Methodology:** Case analysis and discussion

#### **Unit4: Customer Oriented Market Channels**

Introduction - Marketing channels - Designing channels - Selection and Recruitment of channel partners - Channel relationships management - Channel evaluation

**Transaction Methodology:** Group Project and presentation

#### **Unit5: Sales Planning and Budgeting**

Introduction to Sales Forecast – Types of sales forecasting techniques – Sales budgeting

**Transaction Methodology:** Project work, presentations and discussion

### **Suggested Readings:**

1. Johnson, E.M (2007). *Sales Management: Concepts Practices&Cases*, McGraw Hill Co: Hyderabad.
2. Tanner, J; Honeycutt E.D; and Erffmeyer R C (2009). *Sales Management*, Pearson Education: Harlow.

## ELECTIVE: RURAL MARKETING 6

**COURSE NAME:** AGRI-BUSINESS MANAGEMENT

**COURSE CODE:** BRM 314EL-3-RM-6

### **COURSE OBJECTIVES:**

1. To provide an understanding on the need of Agribusiness Management in the present context of Indian agriculture
2. To determine challenges and response potentials of different institutions for agribusiness and models in agribusiness
3. To explain what is agri marketing
4. To describe the agri business models
5. To explain the basic concepts of project proposal preparation, appraisal, and carrying out feasibility study

### **LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Comprehend aspects of agri business
2. Analyse any agri business model
3. Plan marketing of agri products
4. Choose an appropriate agri business model
5. Write project proposal for starting an agri business

### **COURSE CONTENT:**

#### **Unit1: Introduction to Agribusiness**

Introduction to Agribusiness, Status of Indian Agriculture, Need of Agribusiness Management, Agribusiness Opportunity, Challenges, Forms of Agribusiness Organization

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit2: Analysing Agribusiness**

Production relationship, cost concept, farm planning, value addition & value chain Analysis with relevance to Agribusiness Industries, Porter's 5 forces analysis of Agribusiness, Determining and analyzing External and Internal Factor

**Transaction Methodology:** Case analysis and discussion

#### **Unit3: Agri-marketing**

Role of Agricultural Marketing, E-NAM, APMC, CACP, MSP, ORMAS; role of agro-processing in agribusiness development

**Transaction Methodology:** Field visit, presentation and discussion

#### **Unit4: Agribusiness models**

Cooperative farming, Corporate farming, Contract farming, Farmers Producer Company, Cases on Agribusiness

**Transaction Methodology:** Group presentations and discussion

#### **Unit5: Project Management**

Project Preparation & Appraisal for taking up Entrepreneurship- Finding viability & Feasibility of Project, Revenue Model & Business Model, Balance sheet, Report Preparation & Presentation

**Transaction Methodology:** Individual / Group project and presentation



**Suggested Readings:**

1. Broadway, A.C., and Broadway, A.A.(2010). *A text book of Agri Business Management*. Kalyani Publishers: New Delhi.
2. Meena, G.L., Burak, S.S., Pant, D.C., and Sharma, R. (2017). *Fundamentals of Agribusiness Management*. Bio-Green Publications: New Delhi.
3. Murthy, H.L.N. (2017). *Agricultural Business Management* Himalaya Publishing House.

## **ELECTIVE: RURAL FINANCE 1**

**COURSE NAME:** MANAGEMENT OF COOPERATIVES AND FPOS

**COURSE CODE:** BRM314EL-4-RF-1

### **COURSE OBJECTIVES:**

1. To explain the principles of cooperatives
2. To describe the functioning of cooperatives
3. To explain the structure, evolution, establishment and formation of FPOs
4. To enable students to explore the challenges faced in managing cooperatives and FPOs
5. To provide insights through case studies on cooperatives and FPOs

### **Learning Outcomes:**

At the end of the course, the student will be able to

1. Apply the concepts of cooperatives
2. Provide appropriate suggestions for managing cooperatives
3. Describe the structure, evolution, establishment and formation of FPOs
4. Mobilise the support of FPOs
5. Create an appropriate model for managing rural finance

### **COURSE CONTENT:**

#### **Unit1: Introduction to Cooperatives**

Meaning and explanation through examples – Principles of cooperatives – Process of cooperative formation – Governance in agri-business cooperatives

**Transaction Methodology:** Case analysis and discussion

#### **Unit2: Understanding Cooperatives**

Management of cooperatives – Production and processing-based cooperatives– Cooperative marketing – Dairy cooperatives – Tribal cooperatives

**Transaction Methodology:** Visit a cooperative, report submission and presentation

#### **Unit3: Introduction to FPOs**

Evolution, structure of FPOs – Legislation for FPOs – Provision in Companies Act 2013 – Establishment and formation of FPOs – Need for FPOs

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit4: Understanding FPOs**

Management of FPOs – Comparison between FPOs and cooperatives – Challenges faced by FPOs – Mobilization of FPOs – Role of institutions like NABARD, SFAC, BIRD and ICMARD

**Transaction Methodology:** Case analysis and discussion

#### **Unit5: Case studies on Cooperatives and FPOs**

AMUL, IFFCO, SEWA, Kudumbashree

**Transaction Methodology:** Case analysis, presentation and discussion

### Suggested Readings-

- Farmer Producer Organization, NABARD (2015). <https://www.nabard.org/auth/writereaddata/CareerNotices/2708183505/Paper%20on%20FPOs%20-%20Status%20&%20%20Issues.pdf> Accessed on Sep 25, 2019 @ 23.50.
- Nakkiran, S. (2006). *Cooperative Management: Principles & Techniques*. Deep & Deep Publications: New Delhi.
- Singh, K. (2008). *Rural Development: Principles, Policies & Management*. Sage Publications: New Delhi.

## **ELECTIVE: RURAL FINANCE 2**

**COURSE NAME:** FINANCIAL PRODUCTS FOR RURAL MARKETS

**COURSE CODE:** BRM314EL-4-RF-2

### **COURSE OBJECTIVES:**

1. To explain the significance of rural financial services and framework
2. To explain the financial system and rural finance in India
3. To explain short term agri-credit
4. To provide insights on financial products in India
5. To make them learn integration of rural markets

### **LEARNING OUTCOMES:**

At the end of the course, students will be able

1. Describe the rural financial services
2. Describe the financial system and rural finance in India
3. Source funds for short term agri-credit
4. Suggest appropriate financial products for rural India
5. Discuss and describe the integration of rural markets

### **COURSE CONTENT:**

#### **Unit 1 Idea and Significance of Rural Financial Inter intercession**

Financial Services Needs for improvement , Rural improvement: Credit for open and private products, Role of Financial Intermediation , Structure of Financial System and RFS , Rural Financial framework: Goals and Policies in India , Money related Inclusion , Financial Inclusion: Need for comprehensive improvement and activities for India , Technology driven activities for FI and PMJDY, Financial Products and Services ,Savings and Deposits and Credit , Pension, Remittance and protection plans .

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit 2 Financial System and Rural Finance in India: Structure, progress and Policy**

Rural Credit as well as Financial Institutions (RFIs) in India , Principles of loaning for development with value , Agriculture credit in India: Status, issues and points of view , Priority Sector Lending , Lead Bank Scheme and Service Area Approach , Standards and Methods of Financing and Rural Lending , Techniques for Lending and Loan Appraisal System , Principles and Methods of Rural as well as Farm Lending, Loan Types for homestead and non-ranch division , Loan Application: on Agricultural Project , Detailed Project Report (DPR) and Documentation, Loan Appraisal for farming task.

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit 3 - Financing of Short term Agri-credit**

System of ST (Ag) advances and Kisan Credit Card (KCC): Innovation in Rural Lending ,Policy Initiatives , KCC: Fixing Maximum Permissible Limit , Refinance offices and Govt Supports , Loan Repayment and over levy , Monitoring and Repayment as well as defaults , Loan Repayment and Over levy , Non-performing resources (NPAs) , Insurance, Pension and Remittance , Crop Insurance: Practice in

India , Protection: Concept and Method , Insurance items , Life and individual mishap protection , General protection , Social Security conspire India , Crop Insurance in India.

**Transaction Methodology:** Case analysis and discussion

#### **Unit 4 - Financial Products for Rural India**

Savings, term deposits and loan products, Savings at Post Offices, Micro finance, Self Help Groups and Farmers Clubs, Nationalised Banks, Cooperative Banks, Regional Rural Banks (RRBs) and Local Area Banks (LABs), Loans for Tenant Farmers, Specific loans from Micro Finance Institutions, Large loans for fishing business, Loans for adolescent girls and changing the dowry system , Consumption loans for men, as well as women.

**Transaction Methodology:** Case analysis and discussion

#### **Unit 5 Integration of Rural Markets**

Rural Marketing, Rural Financial markets , Industry analysis , market integration.

**Transaction Methodology:** Classroom teaching and discussion

#### **Suggested Readings**

- Mohanty, B. K., & Sahoo, B. (2011). *Economic development in India: issues and challenges*. New Delhi, India: New Century Publications.
- Roy, D. (2006). *Rural banking and agricultural finance in India: promise and reality*. New Delhi, India: Rajat Publications.
- Sharma, V (2014). *Agricultural finance and management*. Random Publications: New Delhi

## ELECTIVE: RURAL FINANCE 3

**COURSE NAME:** TAXATION

**COURSE CODE:** BRM 314EL-4-RF-3

### **COURSE OBJECTIVES:**

1. To provide insights on various kinds of taxation
2. To provide basic understanding of businesses and professionals
3. To help students to analyse and describe the Goods and Services Tax in India
4. To enable students to correlate rules and regulations of Customs Duty in India in real life scenario

### **LEARNING OUTCOMES**

At the end of the course, the student will be able to

1. Describe direct and indirect taxes
2. Comprehend on profits of businesses and professionals
3. Calculate tax appropriately
4. Apply rules and regulations of customs duty in India Course Content:

### **COURSE CONTENT:**

#### **Unit1: Introduction to Taxation**

Meaning of tax – Types of tax – (Direct and Indirect) – Taxes and other sources of revenue- Canons/ principles of taxation-objectives of taxation

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit2: Concepts of Taxation**

Taxable Capacity-Factors influencing taxable capacity and limits-Taxation and public expenditure- CSR and Taxation- Tax collection: Tax compliance and productivity

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit3: Federal Taxation**

Central Taxes, State Taxes and local taxes- Types: Direct taxes and Indirect Taxes: GST, Customs, Progressive, proportionate and regressive taxes -Federal Taxation: Central Taxes, state Taxes and local Taxes- Evolution of taxation in India and main issues in Indian Taxation- Computation of income Tax in India- Evolution of GST and computation of GST in India

**Transaction Methodology:** Case analysis and discussion

#### **Unit4: Customs Duty in India**

Federal Taxation: Meaning -Central Taxes in India - State and Local taxes in India- Trends in taxation in India -Finance Commission-

**Transaction Methodology:** Role play, discussion

#### **Unit 5: Professionals and Businesses**

Meaning of professions and businesses-income chargeable under each head - Corporate taxes, Retained earnings and taxation -Allowed and disallowed expenditure-Trends in National income, international trade, exchange rate and taxation, environmental taxes

**Transaction Methodology:** Role play, discussion.

### **Suggested Readings:**

- Gaur, V.P. and Narang, B.K. (2018). *Income Tax Law and practice*. Kalyani Publishers: New Delhi



**COURSE OBJECTIVES:**

1. To provide insights on rural economy
2. To facilitate the understanding of the basic structure of rural finance
3. To familiarize them with the concept of rural banking
4. To familiarize them with the concept of legal and regulatory framework
5. To explain the role of IT in Rural Banking

**LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Describe the concept of rural economy
2. Discuss and describe the structure of rural finance
3. Classify the types of banks, choose an appropriate bank, do paperwork for getting the loan sanctioned
4. Apply the legal and regulatory framework
5. Appraise the advantage of role of IT in rural banking

**COURSE CONTENT**

**Unit 1: Introduction to Rural Economy**

Introduction to rural economy – importance of finance as a scarce resource - - need for financing rural economy- Agriculture and allied activities – challenges of Indian agriculture- rural unemployment.

**Transaction Methodology:** Classroom teaching and discussion

**Unit 2: Structure of Rural Finance**

Structure of rural finance – overview – indigenous bankers – money lenders-organised sector – banks –structure of Indian banking system- co-operative banking- three tier system of lending – public sector banks- RRBs- private sector banks – MFI – SHGs- JLGs- FPOs- Farmers clubs, NBFIs.

**Transaction Methodology:** Classroom teaching and discussion

**Unit 3: Rural Banking**

Agricultural banking – crop loan system- three tier system – role of PACS- scale of finance – disbursement - kisan credit cards- monitoring and recovery of crop loans – paper work – documentation – Short term as well as medium term and long term needs of Indian agriculture – organization of co-operative banks as well as credit societies –functions of co-operative banks – functions of nationalized banks as well as RRBs – critical evaluation of role played by co-operative as well as nationalised as well as RRBs in the development of rural India – the way ahead –self sustenance.

**Transaction Methodology:** Group project, presentation and discussion

**Unit 4: Rural Banking- Legal and Regulatory Framework number**

Functions of banks – primary functions-deposit mobilization- KYC norms- secondary functions- agency functions-banker as well as customer relationship - role of government agencies- agricultural lending by nationalised banks as well as RRBs – limitations of RRBs – schematic approach – medium term lending by public sector

banks. Legal and Regulatory Framework – overview – NI Act – BR act - cooperative societies Act – Role of NABARD, RBI.

**Transaction Methodology:** Case analysis and discussion

#### **Unit5: Role of IT in Rural Banking**

Role of IT in rural Banking – IT enabled services – Delivery channels – IT security.

**Transaction Methodology:** Project work, presentation and discussion.

#### **Suggested Readings**

- Indian Institute of Banking and Finance (2017). *Rural Banking Operations*. Taxman: New Delhi.
- Rathore, S.S.(2004). *Rural Banking in India with special reference to Avadh Gramin Bank*. New Royal Book Company: Lucknow.
- Dilip, C.K.(1998). *Rural Banking System-Promises and Performance Evaluation*. Bharatiya-Kala Prakashan: New Delhi.
- Bharathi, R.K. (1997). *Rural Banking Changing Scenario*. Aditya Publications: Bina
- Dhingral.C (1993). *Theory and Practice of Rural Banking in India*. Sultan Chand and Sons: New Delhi.
- Anil, K.G. (1990). *Rural Banking*. Oxford and IBH: New Delhi.
- Rayudu, C.S. (1991). *Management of Rural Banking*. Deep and Deep Publications: New Delhi.

## **ELECTIVE: RURAL IT 1**

**COURSE NAME:** E-COMMERCE IN RURAL BUSINESS

**COURSE CODE:** BRM 314EL-4-IT-1

### **COURSE OBJECTIVES:**

1. To explain the various concepts related to E-Commerce
2. To explain the different payment methods and their security
3. To describe the e-commerce applications in select sectors
4. To provide insights on E-commerce in rural areas

### **LEARNING OUTCOMES:**

At the end of the course, the student will be able to

1. Describe the e-commerce
2. Make e-payments
3. Apply e-commerce in various sectors
4. Share the expertise on e-commerce in rural areas

### **COURSE CONTENT:**

#### **Unit1: Introduction to E-Commerce**

Definitions, types of e-commerce, benefits of e-commerce, limitations of e-commerce, business models of e-commerce, types of electronic market places, electronic stores and malls, electronic catalogues, online auctioning, growth of e-commerce in India and infrastructure for e-commerce in rural areas

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit2: Electronic Payment Systems and Securities**

Electronic payment methods and requirements – credit, debit and virtual Cards, RuPay, Bharat Interface for Money (BHIM), electronic wallets, electronic fund transfer, security for electronic transactions, prevention of frauds and opportunities and challenges related to electronic payments in rural areas

**Transaction Methodology:** Individual activity and report submission

#### **Unit3: Applications of E-Commerce**

E-Commerce applications in travel, tourism and hospitality, insurance, banking and manufacturing sectors, e-commerce in consumer goods, mobile commerce and social media and e-commerce

**Transaction Methodology:** Case analysis and discussion

#### **Unit4: E-Commerce in Rural Areas**

E-Commerce applications in agriculture and allied sectors, online food and grocery, rural non-farm sectors covering handloom and handicrafts, E-Commerce applications in public sector of rural areas.

**Transaction Methodology:** Group presentations

### **Suggested Readings:**

1. Bhanver. J. and Bhanver K (2017). *The Amazing Story of India's E-commerce Boom and Where it's Headed*, Hachette. ISBN-13: 978-9351950271
2. Chopra, R and Gupta, K (2017). *E-Commerce (A Text book for B.Com Students of University of Delhi)*. Indian Books and Periodicals
3. Parekh P, Deepak V, Kumar K, Choudhry S and Koushik P (2013). *'Rebirth of e-Commerce in India'* Ernst and Young LLP, Kolkata.

## ELECTIVE: RURAL IT 2

**COURSE NAME:** ICT AND MIS IN RURAL BUSINESS

**COURSE CODE:** BRM 314EL-4-IT-2

### **COURSE OBJECTIVES:**

1. To equip the students with essential knowledge and skills required to handle ICT equipment and Software (MS Office)
2. To create awareness about different types of information systems, for effective decision making
3. To introduce the information systems for operations and decision making
4. To acquaint students with the latest technology available in ICT and MIS
5. To familiarise with security and ethical challenges related to Information Systems

### **LEARNING OUTCOMES:**

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

1. Work using MS office tools
2. Describe the basics of information systems
3. Process information systems
4. Manage information technology
5. Follow security and ethical guidelines for IS Controls

### **COURSE CONTENT:**

#### **Unit1: ICTs**

Concept, principles and Scope of ICT in Rural Development – Introduction to Computers –Computer Generations - Operating systems – Browsers: Google Chrome - Internet Explorer – Microsoft Office: MS Word, MS PowerPoint, MS Excel and MS-Project – Use of e-mail, Facebook, twitter and Whatsapp

**Transaction Methodology:** Individual / Group Project work and presentation

#### **Unit2: Foundation of Information Systems**

A framework for business users – Roles of Information systems – System concepts - Organization as a system – Components of Information Systems – IS Activities – Types of IS

**Transaction Methodology:** Classroom teaching and discussion

#### **Unit3: IS for Operations and Decision Making**

Marketing IS – Manufacturing IS – Human Resource IS – Accounting IS and Financial IS – Transaction Processing Systems – Information Reporting System – Information for Strategic Advantage

**Transaction Methodology:** Individual / Group Project work and presentation

#### **Unit4: Managing Information Technology**

Managing Information Resources and technologies – IS architecture and management – Centralised, Decentralised and Distributed – Supply chain management & Global Information technology Management

**Transaction Methodology:** Individual / Group Project work and presentation

## **Unit5: Security and Ethical Challenges**

IS controls – facility control and procedural control – Risks to online operations –  
Ethics for IS professional – Societal challenges of Information technology

**Transaction Methodology:** Case analysis, presentation and discussion

### **Suggested Readings:**

1. O'Brien, J.A. (2008). *Introduction to Information Systems*. Tata McGraw Hill. 14th Edition, 2008.
2. O'Brien, J.A., and Marakas, G.M. (2006). *Management Information Systems*. Tata McGraw Hill: India

# SEMESTER-6



**FIELD WORK SEGMENTS**

Students would be involved in four field work segments. The first will be for 15 days and the second and third field work segments would be of 30 days duration each and the fourth field work segment would be for a whole semester. The four field segments are expected to help the students gain practical knowledge through experiential learning in rural areas.

**1. Field Work Segment-1**

Duration: 15 days

Credits: 2

The **first field work assignment** will be a Village Immersion Program. This will be to have the Village Field Experience including conducting a Participatory Rural Appraisal (PRA). This assignment will be fifteen days of stay in the village with the support of village administration. This stay arrangement will be finalised in consultation with the local administration. Students will get 2 credits for 100 hours of work. It would comprise of the following components-

- a. Village transect walk.
- b. Study and preparation of social, human and seasonal resource maps.
- c. Interaction with schools, students, youth, SHGs and women SHGs.
- d. Interactive Awareness programs with community experts and village leaders utilising PRA.
- e. Interactive community exercise with community experts and village leaders on Village Development Planning (Gram Panchayat Development Plans-GPDP).
- f. Involving students of the selected village in the literacy as well as awareness programs.
- g. Conducting training programs with Self Help Groups and government officials for training in different vocations and developing skills.
- h. Conducting workshops on information collection, collation and use (Data Management) with the help of local resources in selected villages and through Self Help Groups.
- i. Preparation of a village study report.

**2. Field Work Segment 2** Duration: 30 days Credits: 4

The **second field work assignment** will be working in a rural enterprise. Working in a Grameen bank, Panchayat; Zilla Parishad Office, Swachh Bharat Related Project, Village Post Office, Community Based Organisations, NGOs and SHGs. Staying in the village is mandatory during the period

**3. Field Work Segment 3** Duration: 30 days Credits: 4

The **third field work assignment** will be in the end of the 3<sup>rd</sup> semester, in collaboration with an NGO. The tasks would be assigned by the NGO and communicated to the college. The students will work on the pre-decided tasks and would be assessed partly by the NGO and partly by the college.

#### 4. Field Work Segment 4

**Duration: Semester 6** (The whole semester will be devoted to field work) **Credits: 20**

The purpose of the field engagement is to observe and get involved in relevant aspect at each location. Aspects that need to be pondered during such visits are: How are the systems identified, created, operated and maintained? How do the authorities maintain sanitation? How are the water facilities identified? How is the recycling of water undertaken to be of use for irrigation? Which of the areas need improvement? What are the legal permissions sought and secured? What are some of the good practices and avoidable practices? Students interact with not only the rural entrepreneurs they visit, but also the community living around the area to verify, triangulate, validate claims and counter-claims through discussions and observations. For instance, look at the rural artisans and their livelihoods. Allow them to debate on the pros and cons of each style of living she as well as he may follow. The structure for the study could be: Problem identification, Response proposal and Action plan pattern.