

**DEPARTMENT OF INTERDISCIPLINARY STUDIES
HIMACHAL PRADESH UNIVERSITY**

(NAAC Accredited 'A' Grade University)

Summer Hill, Shimla- 171005



**REGULATIONS AND SYLLABUS
UNDER CBCS**

**MASTER IN BUSINESS ADMINISTRATION IN
RURAL DEVELOPMENT (MBA-RD)**

(To be implemented from 2026 – 27 onwards)

Annexure 'A'

Approved by PG Board of Studies (School of Development Studies) held on
7th May 2026

Approved by Faculty of Environment, Development and Sustainability Studies held on
14th May 2026

SYLLABUS OF MASTER IN BUSINESS ADMINISTRATION IN RURAL DEVELOPMENT (MBA-RD)

The following detailed syllabus, under Choice Based Credit System for MBA-Rural Development to be offered by the Department of Interdisciplinary Studies to regular students enrolled in the department only, was prepared by the Department Council. The PG BoS reviewed the same and after making some changes approved and recommended this detailed syllabus on 07/05/2026. The Faculty of Environment, Development and Sustainability Studies accorded its approval to this syllabus on 14/05/2026. The scheme is placed before the Academic Council/ Executive Council for approval for implementation from 2026-27 onwards.

Table 1 Semester wise Courses with Codes, Credits, Contact Hours and Marks Scheme

SEMESTER-I									
Course Code	Nature of Course	Course Title	Credit	Theory Contact Hours (L-4Hrs//T=Tutorial Hrs/ P = Practical Hrs)			Marks Scheme		
				L	T	P	Theory/ Dissertation	IA/ Viva Voce	Total
MBARD111	DSC	Principles of Management	4	3	1	0	80	20	100
MBARD112	DSC	Sustainable Rural Economies and Digital Transformation	4	3	1	0	80	20	100
MBARD113	DSC	Rural Development in the Digital and AI Era	4	3	1	0	80	20	100
MBARD114	DSC	Accounting for Management	4	3	1	0	80	20	100
MBARD115	DSC	Rural Psychology	4	3	1	0	80	20	100
MBARD116	DSC	Research Methodology & Quantitative Techniques	4	3	1	0	80	20	100
1st Semester Total			24	18	6	0	480	120	600
SEMESTER-II									
MBARD121	DSC	Financial Management	4	3	1	0	80	20	100
MBARD122	DSC	Organizational Behaviour	4	3	1	0	80	20	100
MBARD123	DSC	Development Administration & Panchayati Raj Institutions	4	3	1	0	80	20	100
MBARD124	DSC	Rural Marketing Management	4	3	1	0	80	20	100
MBARD125	DSC	Sustainable Agribusiness Systems	4	3	1	0	80	20	100
MBARD126	DSC	Rural Livelihoods	4	3	1	0	80	20	100
MBARD127	GE-I	Rural Development in India	4 [^]	3 [^]	1 [^]	0	80	20	100
2nd Semester Total			24+4[^] 28	18+3[^] 21	6+1[^] 7	0	560 (480 +80)	140 (120+20)	700 (600+100)
SEMESTER-III									
MBARD231	DSC	Dynamics of Rural Development In India	4	3	1	0	80	20	100
MBARD232	DSC	Rural Project Management	4	3	1	0	80	20	100
MBARD233	DSC	Rural Banking and Micro Finance	4	3	1	0	80	20	100
MBARD234	DSC	Rural Development, Climate and Disaster Management	4	2	0	2	80	20	100
MBARD235	DSC	Rural Immersion and Development Practice	4	3	1	0	80	20	100
MBARD236 OR MBARD237	DSE-I OR DSE-II	PG Dissertation OR Rural Governance	4	0 OR 3	3 OR 1	1 OR 0	80	20	100
MBARD238	AEC	Basic Communication and Presentation Skills	4	3	1	0	80	20	100
3rd Semester Total			24	14 OR 17[#]	7 OR 5[#]	3 OR 2	480	120	600
SEMESTER-IV									
MBARD241	DSC	Natural Resource Management for Sustainable Development	4	3	1	0	80	20	100
MBARD242	DSC	Village Study Programme	4	1	0	3	80	20	100
MBARD243	DSC	Management for Social Empowerment	4	3	1	0	80	20	100
MBARD244	DSC	Rural Farm Management	4	3	1	0	80	20	100
MBARD245	DSC	ICT and Rural Development	4	3	1	0	80	20	100

MBARD246	DSC	Corporate Social Responsibility	4	3	1	0	80	20	100
MBARD247 OR MBARD248	DSE-III OR DSE -IV	Global Economic Environment OR Rural Tourism & Entrepreneurship	4	3	1	0	80	20	100
MBARD249	GE-II	Rural Entrepreneurship	4 [^]	3 [^]	1 [^]	0	80	20	100
4th Semester Total			28+4[^] 32	19+3[^] 22	6+1[^] 7	3	640 (560 +80)	160 (140+20)	800 (700+100)
Total Credits/L,T,P Hours & Marks			108	75 OR 78	27 OR 25	6 OR 5	2160	540	2700
IA = Internal Assessment Grand Total* (1+2+3+4) [Grand total includes courses offered by the Department of Interdisciplinary Studies to students of MBA–RD & GE Courses offered to other students from other departments]. Total marks = 2700 Marks (with 108 Credits) includes the GE credits/marks DIS students will attain from other departments where they opt for GE courses. AEC (MBARD238) = 4 Credits (100 Marks) is a Non CGPA Course In Semester 3 each student will receive a total of 14 OR 17[#] Lectures, 7 OR 5[#] Tutorials & 3 or 2 Practicals depending upon whether the student opts for DSE–I or DSE – II. Accordingly the total number of Lecture, Tutorial and Practical will vary between 75/78 27/25 and 6/5 i.e., 75 + 27 + 6 = 108 & 78 + 25 + 5 = 108.									

Note:

I) *Grand Total includes course offered by the DIS-IIHS, to regular students enrolled in MBA Rural Development i.e. 108 credits including GE courses offered to regular students from other Departments/ Faculties.

Regular students of MBA Rural Development will earn 8 credits opting for GE courses from other courses from other Departments/faculties as indicated in guidelines below, thereby securing 108 credits required for the MBA Rural Development degree

II) Course code number MBARD238 is Non-CGPA Ability Enhancement Course (AEC)

III) In Reference to Table 1 the Following Points are relevant:

A. Course code descriptions: the codes for the four types of courses on offer are explained as follows:

1. Discipline Specific Core Courses (DSC) e.g., MBARD111
2. Discipline Specific Elective Courses (DSE) e.g., MBARD236
3. Generic Elective (GE) e.g., MBARD127
4. Ability Enhancement Course (AEC) e.g. MBARD238

Here: MBARD111 denotes MBARD 1st Year, 1st Semester and 1st Course. Similarly, MBARD245 denotes 2nd Year, 4th Semester and 5th Course.

B. Regarding DSE Courses

1. Semester-III: Any one course to be opted from Course- DSE-I OR DSE-II
2. Semester IV: Any one course to be opted from Course- DSE-III OR DSE-IV

C. Regarding GE Courses

1. Department shall offer Generic Elective (GE) Courses in 2nd and 4th Semesters.
2. Such GE Course offered by this Department will be open as interdisciplinary courses to all full-time students registered in any regular master's programme of the faculty of Social Science, Commerce & Management or other Faculties as permitted by this University.
3. The total number of such students accepted in each semester will not exceed the student strength in respective semester of MBA-Rural Development Programme.
4. The criterion admission to GE course in the Department will be as determined by the Department Council or university guidelines that may be issued for this purpose.

5. Students of MBA-RD cannot opt the GE subjects offered by the BoS(PG) as these are for regular students of regular departments of the university other than MBARD.

D. Regarding AEC Course (MBARD238)

Question paper setting for AEC (Ability Enhancement Course) shall be external, under the aegis of the Controller of Examinations, HPU, however the evaluation shall be internal, i.e., by the Department.

E. Regarding Dissertation or Paper

Students have to opt either P.G. Dissertation work (MBARD)236 which is to be completed within the academic session or they have to opt for the Paper code MBARD237 in the third semester.

IV) SCHEME OF COURSES

Categories of Courses offered are as follows:

Course Category	Semester				All Semesters I-IV
	I	II	III	IV	
Discipline Specific Core Courses (DSC) including Dissertation & Village Study Programme	6	6	5	6	23
Discipline Specific Elective Courses (DSE)	-	-	2	1	3
Generic Elective (GE)	-	1	-	1	2
Ability Enhancing Course (AEC) [Non CGPA Course]	-	-	1	-	1
Total	6	7	8	8	29

V) SCHEME OF EXAMINATION

FORMAT of QUESTION PAPERS & MARKS ALLOTTED to each paper:

Each DSC (except DSCS- MBARD236 & MBARD242), DSE, GE and AEC Course shall be of 100 marks and qualifying marks in each Course shall be as per HP University stipulations/guidelines. The distribution of 100 marks shall be 80 for Theory and 20 for Internal Assessment. The Internal Assessment of 20 marks shall comprise of 5 marks each for: i) Assessment (CCA), ii) Assignment(s) and iii) Presentation(s)/Seminar(s) and iv) attendance. Marks for attendance are given as per following criteria:

<u>Attendance Percentage</u>	<u>Marks</u>
>75% but < 80%	: 1
80% to 85%	: 2
>85% but <90%	: 3
90% to 95%	: 4
>95%	: 5

For DSC (except DSCs- MBARD236 & MBARD242), DSE, GE and AEC Courses the question paper format and marks distribution shall be as follows:

The ESE will be of 80 marks. One Compulsory question shall consist of 10 short answer questions of 2 marks each i.e., total 20 marks. 5 long answer questions carrying 15 marks each per unit i.e., total 60 marks. There shall be two long answer questions set from each Unit and the student shall have to attempt any one question from each Unit i.e. internal choice within each Unit.

Assessment (CCA) and End-Semester Examination (ESE), failing which the student shall be considered failed in the concerned course and shall have to take the exam for the said course again. In case the student fails the CCA, their form for ESE shall be withheld and a notice put up in the department to the effect. The student, then, shall have to again take a Mid-term (Minor) Test and submit an assignment in the concerned course and pass the same. If the student fails the ESE, they shall have to take the concerned end-semester examination again.

For DSC - MBARD236 the following marks scheme shall apply:

This course is PG Dissertation and is a 4 credit course and carrying 100 marks as follows:
Dissertation -80 Marks and Viva-Voce-20 Marks.

PG Dissertation III Semester will be:

- Supervised by faculty who are teaching PG classes.
- Evaluation will be of 80 marks for Dissertation and 20 marks for Viva Voce by an External Examiner (i.e., from university other than HPU) duly recommended by the Department Council and approved by the competent authority, specifically for– i.e., PG Dissertation.
- Not more than 7 (seven) dissertations to be evaluated by one external examiner.
- Remuneration for Evaluation of PG Dissertation; viva-voce and TA/DA claim of External Examiner(s) are to be borne by this University.

For DSC- MBARD242 the syllabus comprises four units. The question paper format and marks distribution shall be as follows:

- i) The ESE exam is for 80 marks consisting of:
 - a) Question paper of 60 marks wherein questions are to be set from Modules I, II, & III of the syllabus. One Compulsory question shall consist of 9 short answer questions of 2 marks each i.e., total 18 marks. 3 long answer questions carrying 14 marks each per unit i.e., total 42 marks. There shall be two long answer questions set from each Unit and the student shall have to attempt any one question from each Unit i.e. internal choice within each Unit.
 - b) The Field Work based Village Study Report of 20 marks. This report will be evaluated internally by a Teacher of HP University from any one of the concerned interdisciplinary subjects.
- ii) Internal Assessment of 20 Marks from will consist of 5 marks for attendance during the semester + 15 marks for viva-voce based on the Village Study Report.
- iii) The students will be encouraged to complete Village Study Reports through internships with grassroots organizations, research institutes etc., engaged in rural studies and policy formulation.

VI DURATION OF DSC, DSE, GE & AEC Examination

- i) Duration of DSC, DSE, GE & AEC Papers will be three (3) hours. Except DSC – MBARD236.

VII GENERAL INFORMATION

1. Number of seats, eligibility, basis of admission, age limit, reservation, fee structure, scheme of examination and qualifying marks will be as per the University rules as prescribed in the Himachal Pradesh University Ordinance and Handbook of Information

- from time to time.
2. In case of ambiguity or conflict in provisions, the HP University Ordinance shall prevail.
 3. The content not covered herein will be covered as per HPU regulations 2022 onwards Choice Based Credit System (CBCS) for Post-Graduate (PG) Classes
 4. Total Seats for the admission to MBA-Rural Development will be 50 out of which 50% will be subsidized and 50% will be non-subsidized (i.e. 25 seats subsidized and 25 non-subsidized).

VIII PROGRAMME SPECIFIC OUTCOMES (PSOs)

Upon successful completion of MBA-Rural Development, the students will be able to:

- **Analyze the socio-economic, cultural, and environmental dynamics of rural India** and interpret how changing patterns in consumption, technology, agriculture, livelihoods, and natural resources influence rural development outcomes.
- **Integrate managerial competencies with rural development perspectives** to design, implement, monitor, and evaluate Government and Non-Government programmes, projects, and interventions in diverse rural settings.
- **Use appropriate research methodologies and data analytics tools** to investigate social sector issues, conduct field-based studies, interpret data, and generate evidence-based recommendations for rural development.
- **Assess rural infrastructure needs**-including water, roads, health, education, sanitation, digital connectivity, and markets-and link them with relevant policies, budgets, schemes, and programmes.
- **Apply knowledge of modern and traditional rural technologies** to enhance agricultural productivity, livelihoods, rural industries, and community engagement through participatory approaches.
- **Understand and evaluate employment programmes, farm and non-farm livelihood opportunities**, and develop innovative strategies to increase household incomes and improve quality of life in rural communities.
- **Engage effectively with rural communities**, mobilising groups, strengthening local institutions, and facilitating participatory decision-making processes.
- **Prepare professional and well-structured research reports**, policy briefs, and field documentation based on grassroots-level assessments, backed by conceptual clarity and strong analytical skills.
- **Collaborate with public representatives, district authorities, and development agencies**, gaining first-hand understanding of rural development governance, scheme functioning, resource allocation, and administrative processes.
- **Develop leadership qualities, ethical responsibility, and managerial confidence** to work in government departments, CSR units, NGOs, cooperatives, producer organisations, and social enterprises.
- **Combine management skills with rural development knowledge** to work efficiently in government missions, CSR projects, NGOs, cooperatives, and rural enterprises.
- **Design and execute rural development projects** using analytical tools, participatory methods, and field-based learning.
- **Apply digital and managerial competencies** for improving market linkages, livelihoods, and rural institutional functioning.
- **Provide practical solutions to grassroots challenges** through research, community engagement, and evidence-based decision-making.

INTRODUCTION & BACKGROUND

Nearly 65% of India continues to live in rural areas, yet the rural economy contributes only a modest share to national income, with agriculture accounting for barely 15–20% of GDP despite employing a large workforce. While rural poverty has declined to an estimated 4.86% in 2023–24, deep disparities remain in access to quality education, healthcare, sanitation, housing, drinking water, and diversified livelihood opportunities, reflecting a persistent rural–urban divide. Steady rural-to-urban migration further highlights the search for better jobs and improved living conditions. These challenges—rooted in structural, economic, climatic, and demographic factors—underscore the continued vulnerability of rural communities. In this context, collaborative action involving government agencies, financial institutions, civil society, and academic institutions is essential to promote sustainable rural development. For students of MBA–Rural Development, understanding these realities is crucial, as it prepares them to design effective interventions, strengthen rural institutions, support community enterprises, and contribute meaningfully to inclusive and balanced national growth.

The MBA–Rural Development programme is designed to respond to the growing potential of the rural economy, which rapid transformation is ongoing. With management forming nearly seventy percent of the curriculum, the programme strengthens students’ core competencies in analytical thinking, decision-making, communication, organizational behaviour, finance, marketing, HRM, and strategic management, enabling them to function effectively in complex development environments. The remaining thirty percent focuses on rural development perspectives—rural governance, natural resource management, microfinance, rural technology, agricultural systems, social sector administration, and digital inclusion—ensuring that students understand both managerial and grassroots realities.

Higher Education Institutions play a central role in this transformation by building capacities in market linkages, entrepreneurship, community engagement, and rural institutional strengthening. A strong field-exposure component further enriches the programme, offering students practical insights through visits to government organizations, NGOs, cooperatives, producer companies, and social enterprises. With easy access to vast digital repositories, online case studies, and national open educational resources, universities can now integrate real-world experiences, best practices, and lessons from both successes and failures, making the MBA–RD programme a unique blend of management education and rural development insight suited for emerging opportunities across government missions, CSR initiatives, start-ups, and community-based organizations.

MBA RURAL DEVELOPMENT 1st SEMESTER

DSC Course Code: MBARD111 PRINCIPLES OF MANAGEMENT

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: Course provides foundational knowledge of management functions-planning, organizing, directing and controlling-and their practical application. It builds decision-making, leadership and ethical skills required to manage organizations effectively in dynamic environments.

Course Outcomes: After the Successful completion of the course, student would be able to:

CO₁: Explain core management concepts, major schools of thought, and the management process.

CO₂: Apply planning methods and decision-making tools, including MBO, to set and align organizational goals.

CO₃: Design appropriate organizational structures, foster culture and ethos, and align staffing and authority for performance.

CO₄: Use effective communication, leadership and motivation techniques to improve team performance.

CO₅: Implement control systems and tools, incorporate social responsibility, and anticipate future management challenges.

MODULE	CONTENT
I	CONCEPTS OF MANAGEMENT: Concepts, nature, significance and scope of Management; Management Process; Schools of Management thoughts; Functional dimensions of Management.
II	PLANNING: Meaning, nature and importance; Purpose and Process; Methods of Planning; Decision Making and management by objective.
III	ORGANIZATION: Nature and importance of organization; organizations, Organization Theories; Organizational Structure and Organizational Culture and Management Ethos; Staffing and Human Resource Development; Authority and Responsibility.
IV	DIRECTING: Communication, leadership and motivation;
V	CONTROLLING: Nature and Process of Control; Important Devices tool of control; Social Responsibility of Business; Management in the future

Suggested Reading

1. Kapur, S.K. Principles and Practice of Management, S.K. Publishers, New Delhi.
2. Prasad, L. M. Principles and Practice of Management. Sultan Chand and Sons, New Delhi.
3. Ramnarayan S., Rao, T.V. and Singh, K. Organizational Development Intervention and strategies, Sage Publication New Delhi .
4. Srinivasan, R. and Chunawalla, S.A. Management Principles and Practice. Himalaya Publishing House New Delhi.
5. Terry and Franklin, Principles of Management. AITBS Publishers & Distributors, Delhi.
6. Thripathy, P.C. and Reddy, P. N. Principles of Management, Tata McGraw Hill, New Delhi.
7. Rao, VSP, Principle of Management, Himalayan Publishing House, New Delhi
8. Rao, S. Management Theory & Practices, Himalayan Publishing House, New Delhi

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activities	Assessment Tasks
I.	Explain key management concepts, schools of thought, and the management process.	Interactive lectures, concept mapping, and class discussions.	Quiz, short reflective write-up, participation.
II.	Apply planning methods and decision-making tools to align organizational goals.	Problem-based learning, MBO workshop, decision-making simulations.	Case analysis, scenario quiz, group MBO plan.
III.	Design suitable organizational structures and align culture, staffing, and authority.	Structure design lab, culture diagnosis, and role-plays.	Organization design report, culture memo, peer reflection.
IV.	Demonstrate effective communication, leadership, and motivation for team performance.	Leadership self-assessment, communication workshop, motivation exercises.	Communication plan, leadership brief, short quiz.
V.	Develop control systems, integrate CSR, and address emerging management challenges.	Scorecard lab, CSR/ESG discussion, trend seminar.	Control system design, CSR analysis, final test.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD112
SUSTAINABLE RURAL ECONOMIES AND DIGITAL
TRANSFORMATION

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course provides students with a comprehensive understanding of the economic foundations of rural development in India, with special emphasis on emerging challenges, digital transformation, agri-economics, inclusive growth, and sustainable development. It integrates modern analytical tools such as AI, Big Data, GIS, and digital platforms to support evidence-based planning, decision-making, and policy evaluation for sustainable rural livelihoods.

COURSE OUTCOMES: After successful completion of the course, students will be able to:

- CO₁:** Analyze key economic issues and challenges faced by rural India, including employment, poverty, health, nutrition, sanitation, digital divide, and climate vulnerability.
- CO₂:** Explain and apply core concepts of micro and macroeconomics in the context of rural development and agricultural economics.
- CO₃:** Evaluate consumer behaviour, market demand, price trends, and rural consumption patterns using elasticity, forecasting and basic data analytics tools.
- CO₄:** Assess production efficiency, cost structures and productivity in agriculture and rural enterprises using modern techniques and AI-supported tools.
- CO₅:** Analyze market structures, price-output decisions, rural value chains, and apply basic input-output, linear programming, and data-based decision techniques.

MODULE	CONTENT
I	ISSUES & CHALLENGES BEFORE RURAL SOCIETY: Composition of Rural Population & Workforce, Unemployment & Underemployment in Rural India, Informal economy and gig economy in villages, Migration, seasonal employment and distress migration, Changing Structure of Rural Economy in India, Rural Health Systems (Ayushman Bharat, NHM), Nutrition, Drinking Water & Sanitation (Jal Jeevan Mission, Swachh Bharat), Climate change impacts on rural livelihoods; Digital Divide & Financial Inclusion; Introduction to Rural Digital Economy & Smart Villages.
II	CONCEPTS & ANALYTICAL TECHNIQUES: Meaning & Scope of Economics, Micro & Macro Economics Concepts (Applied to Rural Context), Circular Economy, Green Economy & Blue Economy; Behavioural Economics & Rural Consumer Behaviour; Introduction to Development Economics; Basics of Data Analysis in Economics (Excel / Dashboard / AI tools).
III	DEMAND ANALYSIS & RURAL CONSUMPTION: Demand Concepts & Determinants; Elasticity of Demand (Price, Income, Cross); Engel's Law & Rural Consumption Patterns; Demand Forecasting Techniques; Rural Market Demand Trends; Impact of E-commerce & Digital Platforms (ONDC, e-NAM); Use of Data for demand estimation;
IV	PRODUCTION & COST ANALYSIS IN RURAL ENTERPRISES: Production Function (Land, Labour, Capital, Tech); Law of Diminishing Returns; Cost Concepts – Fixed, Variable, Marginal, Average; Break-even Analysis; Economies of scale in Agri-enterprises; Introduction to Precision Agriculture & Smart Inputs; AI / IoT supported productivity analysis; Sustainable & climate-smart production practices

V	MARKET STRUCTURES & PRICE-OUTPUT DECISIONS: Perfect & Imperfect Competition; Monopoly, Monopolistic & Oligopoly Markets; Agricultural Price Policy (MSP, APMC, e-NAM); Rural Value Chains & Supply Chain Economics; Farmer Producer Organizations (FPOs); Cooperative & SHG-based markets; Introduction to Input-Output Analysis; Linear Programming (basic concept + application); Digital trading & blockchain in agriculture.
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Suggested Reading

1. Adhikari, M. – Business Economics
2. Dwivedi, D.N. – Managerial Economics
3. Singh, Katar – Rural Development in India
4. Todaro & Smith – Economic Development
5. FAO – The State of Food and Agriculture
6. World Bank – World Development Report
7. NITI Aayog – Strategy for New India @ 75
8. NABARD – Annual Report on Rural Economy
9. Provost & Fawcett – Data Science for Business
10. World Bank – ICT in Agriculture
11. UNDP – Human Development Report

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching and Learning Activity	Assessment Tasks
I.	Analyze key economic and social issues affecting rural India, including employment, health, and sanitation.	Lectures, case studies, group discussions.	Lectures, case studies, group discussions.
II.	Understand fundamental concepts of micro and macroeconomics and their relevance to rural development.	Concept-based lectures, interactive sessions.	Concept-based lectures, interactive sessions.
III.	Apply demand and utility theories, elasticity, and forecasting techniques to analyze consumer behaviour.	Problem-solving sessions, numerical practice, examples.	Problem-solving sessions, numerical practice, examples.
IV.	Evaluate production and cost relationships for efficient resource use in rural enterprises.	Case discussions, numerical exercises, practical examples.	Case discussions, numerical exercises, practical examples.
V.	Examine market structures and use basic analytical tools for pricing and output decisions.	Lectures, simulations, applied exercises.	Lectures, simulations, applied exercises.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD113
RURAL DEVELOPMENT IN THE DIGITAL AND AI ERA

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course provides an understanding of the conceptual, historical, socio-economic and technological dimensions of rural development in India. It enables students to analyze traditional and modern approaches, including Gandhian philosophy, participatory models, and data-driven interventions, and to apply AI, Data Science, GIS and digital technologies in planning, implementation and evaluation of sustainable and inclusive rural development.

CO₁: Explain the meaning, scope, and evolution of rural development in India and identify major causes and constraints, including the digital divide.

CO₂: Analyze traditional and modern approaches to rural development, including Gandhian principles, participatory models, and technology-enabled strategies such as AI, e-governance, and precision agriculture.

CO₃: Describe the structure of rural society and evaluate the role of key social institutions and local governance in rural transformation and digital inclusion.

CO₄: Assess socio-cultural changes in rural India resulting from modernization, globalization, automation, and digital transformation.

CO₅: Apply sustainable rural development strategies, including ecological practices, renewable energy, livelihood diversification, and the use of AI and Big Data for planning and monitoring.

MODULE	CONTENT
I	RURAL DEVELOPMENT & DIGITAL TRANSFORMATION: Meaning and definition of rural development; Importance and scope of rural development in the 21st century; Gandhian Theory: Trusteeship, Sarvodaya and Non-violence; Causes of Rural Backwardness and Development Gaps; Constraints in Rural Development; Need and Strategies of Rural Development in the Digital Age; Introduction to AI and Digital Technology in Rural Development; Definition and scope, Role in planning, monitoring and evaluation, Digital India, Smart Villages & e-Governance
II	APPROACHES TO RURAL DEVELOPMENT & TECHNOLOGY-ENABLED MODELS: Community Development Approach, Sectoral & Target Group Approach, Participatory Rural Development (PRA), Gandhian Approach – Gram Swaraj & Village Self-Sufficiency, Role of Five-Year Plans and Flagship Programs; Technology-Enabled Development Models, AI-driven rural planning models, Precision agriculture, IoT (Smart farming & irrigation), Remote sensing and GIS for development planning, Digital Platforms in Rural Development, e-NAM, Direct Benefit Transfer (DBT), e-Governance & digital service delivery, Mobile apps for farmers & SHGs.
III	RURAL SOCIETY, DIGITAL CULTURE & DATA LITERACY: Meaning and characteristics of rural society, Rural vs Urban society, Rural social structure & caste system, Social institutions: Family, Marriage, Religion, Occupation, Types of Indian villages; Digital Divide in Rural Society, Access to internet and technology, Gender and digital literacy gap, Impact of AI and Social Media on Rural Communities, Digital Literacy & Skill Development in villages, Role of SHGs, youth & institutions in digital empowerment

IV	SOCIO-CULTURAL CHANGE & TECHNOLOGY IMPACT: Socialization & social control, Changing caste & gender patterns, Impact of industrialization & globalization, Land reforms & agrarian movements, Social change and stratification, Westernization; Impact of Artificial Intelligence and Automation on rural livelihoods, Migration & technological displacement, Rise of rural entrepreneurship through digital platforms, E-commerce, freelancing, agritech startups in villages, Cyber risks & digital ethics in rural areas.
V	SUSTAINABLE RURAL DEVELOPMENT & DATA-DRIVEN SOLUTIONS: Concept & Principles of Sustainable Development, Ecological sustainability, Sustainable agricultural practices, Organic farming, Sustainable rural livelihood & diversification; AI for sustainable agriculture, Crop prediction models, Weather forecasting & climate-smart agriculture, Use of Big Data & Analytics in Climate Change adaptation, Renewable energy (solar villages, biogas, wind energy), Sustainable smart villages (UN SDGs + digital tools), Data-based monitoring of rural development indicators

SUGGESTED READING

1. Singh, Katar – Rural Development: Principles, Policies and Management
2. Vasant Desai – Rural Development in India
3. Robert Chambers – Rural Development: Putting the Last First
4. M.N. Srinivas – Social Change in Modern India
5. A.R. Desai – Rural Sociology in India
6. Jules Pretty – Agri-Culture: Reconnecting People, Land and Nature
7. Miguel Altieri – Agroecology: The Science of Sustainable Agriculture
8. Provost & Fawcett – Data Science for Business
9. Wes McKinney – Python for Data Analysis
10. NITI Aayog / NABARD / Ministry of Rural Development – Reports
11. Michael P. Todaro & Stephen C. Smith – Economic Development
12. Paul Longley et al. – Geographic Information Systems and Science
13. World Bank – *ICT in Agriculture: Connecting Smallholders to Knowledge Networks*

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activities	Assessment Tasks
I.	Understand the concept, scope, importance, and historical evolution of rural development in India.	Lectures, discussions, case illustrations.	Short quiz, written assignment, participation.
II.	Analyze various approaches and strategies, including Gandhian and participatory models.	Case studies, group presentations, policy review.	Case analysis, group presentation, mid-term test.
III.	Describe the structure, institutions, and occupational patterns of rural society.	Interactive lectures, field observation, class discussion.	Field report, class test, reflective note.
IV.	Examine factors of social change and the impact of modernization, reforms, and globalization.	Documentary analysis, seminar discussions, debates.	Seminar presentation, essay, viva-voce.
V.	Evaluate sustainable development practices and livelihood diversification strategies.	Field-based projects, expert talks, group discussions.	Project report, group presentation, end-term exam.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD114
ACCOUNTING FOR MANAGEMENT

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course aims to equip students with a comprehensive understanding of accounting principles, systems, and their managerial applications. It enables learners to analyze financial statements, apply cost and management accounting tools for decision-making, and prepare and interpret budgets for effective financial planning and control. The course develops analytical and interpretative skills necessary for informed managerial and financial decisions in organizational contexts.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** Explain the fundamental concepts, principles, and processes of accounting, and prepare journal entries, ledgers, trial balance, and bank reconciliation statements.
- CO₂** Prepare final accounts of a sole proprietorship, analyze financial performance using ratio analysis, and interpret cash flow statements for managerial decision-making.
- CO₃:** Distinguish between financial and cost accounting, classify costs, and prepare cost sheets for determining cost of production and profitability.
- CO₄:** Analyze cost behaviour and apply marginal costing techniques to determine break-even points, profit-volume ratios, and margins of safety for decision-making.
- CO₅:** Develop various types of budgets and apply budgetary control techniques for planning, coordination, and performance evaluation in management.

MODULE	CONTENT
I	MEANING, SCOPE AND OBJECTIVES OF ACCOUNTING: Accounting principles Accounting cycle, Journal, Rules of debit and credit. Relationship between journal and ledger, Trial balance, Sub-division of journal, Three-column cash book, Bank reconciliation statement.
II	FINAL ACCOUNTS (relating to sole proprietor) manufacturing account, Trading account, Profit and loss account, Balance sheet, Cash flow statement. Ratio analysis of financial statements.
III	COST ACCOUNT: meaning objectives, financial accounting Vs cost accounting, Advantage of cost account ting, Methods of costing, Types of costing, Cost centers, Profit centre, Cost units, Concept of cost and classification of costs and preparation of cost sheet.
IV	CONCEPT OF MARGINAL COST & COST BEHAVIOUR: fixed, variable & semi-variable costs, contribution, B.E.P, P/V ration, Margin of safety, Advantage and limitations of marginal costing.
V	CONCEPT OF BUDGETING: Concept of budgetary control objectives and functions of budgeting. Budgeting process, types of budgets: Fixed and flexible budgets.

Suggested Reading

1. Juneja, C. M. Chawla, R. C. and Saxena, K. K. Double entry bookkeeping, Kalyani Publishing House, New Delhi.
2. Grewal, T. S. Double Entry Book keeping, Sultan Chand & Co., Ltd. New Delhi\
3. Arora, MN, Accounting for Management, Himalayan Publishing House, New Delhi
4. Arora, MN, Cost Accounting Theory & Problems, Sultan Chand & Sons, New Delhi
5. Khan & Jain, Cost Accounting, Tata McGraw Hills, New Delhi
6. Srinivasan, NP, Murugem S. Accounting for Management, Sultan Chand & Sons, New Delhi

7. Rao, M E & Thukaram, Accounting for Managers, New Age International Publisher, New Delhi
8. Jain SP & Narang, K L, Financial Accounting, Sultan Chand & Sons, New Delhi
9. Madegowda, J, Accounting for Managers, Himalayan Publishing House, New Delhi

Teaching Plan: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activities	Assessment Tasks
I.	Understand and apply basic accounting principles and prepare journal, ledger, trial balance, and reconciliation statements.	Interactive lectures, problem-solving exercises, and class demonstrations.	Class tests, practice problems, and assignments.
II.	Prepare and interpret final accounts, cash flow statements, and perform ratio analysis for decision-making.	Case-based learning, numerical exercises, and real-life financial report analysis.	Mid-term exam, practical exercises, and group discussion.
III.	Prepare cost sheets and apply cost accounting techniques for cost control and decision-making.	Lecture-cum-discussion, numerical illustrations, and tutorial sessions.	Class assignments, quizzes, and practical exercises.
IV.	Apply marginal costing techniques to analyze cost behaviour and make short-term managerial decisions.	Problem-solving sessions, case studies, and group activities.	Term test, case-based evaluation, and viva voce.
V.	Develop and analyze different types of budgets and apply budgetary control tools for performance evaluation.	Simulation exercises, practical illustrations, and group presentations.	End-term exam, presentation, and written assignment.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD115
RURAL PSYCHOLOGY

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: The course aims to provide a comprehensive understanding of human behaviour in rural settings by exploring psychological processes shaped by social structure, culture, ecology, and community dynamics. It enables students to apply major psychological theories to rural development contexts, examine mental health challenges, analyze behavioural barriers affecting technology adoption and change, and use research methods suited to rural populations for promoting sustainable human and community development.

Course Outcomes: After the Successful completion of the course, student would be able to:

After successful completion of the course, students will be able to:

- CO₁:** Explain the foundations of rural psychology and analyze how culture, ecology, social norms, and community structures shape rural behaviour.
- CO₂:** Evaluate key social processes such as socialization, attitudes, prejudice, leadership, and decision-making in rural communities.
- CO₃:** Assess mental health patterns, stressors, and help-seeking behaviour in rural populations, and identify culturally appropriate interventions.
- CO₄:** Analyze behavioural factors influencing rural development, technology adoption, gender empowerment, and community mobilization.
- CO₅:** Apply qualitative and quantitative research methods suitable for rural contexts to study attitudes, perceptions, and behavioural change.

MODULE	CONTENT
I	FOUNDATIONS OF RURAL PSYCHOLOGY: Definition, evolution, and scope of Rural Psychology, Distinctive features of rural communities: demographic patterns, social structure, cultural norms, belief systems, and kinship networks, Rural–urban contrasts in behaviour, values, and mental health patterns, The role of ecology, livelihood patterns, and traditional institutions in shaping rural behaviour, Relevance of Rural Psychology in contemporary India, with emphasis on Himalayan and tribal regions.
II	SOCIAL PROCESSES AND COMMUNITY DYNAMICS IN RURAL SETTINGS: Rural socialization: family, caste, village panchayat, informal groups, and religious institutions, Community cohesion, trust, interdependence, and collective identity formation, Attitudes, norms, prejudice, and traditional power hierarchies in rural communities, Behavioural dynamics in rural decision making: conformity, persuasion, and leadership patterns, Migration, urban influence, and changing social relations in rural areas.
III	MENTAL HEALTH, STRESS, AND WELL-BEING IN RURAL POPULATIONS: Prevalence and patterns of mental health disorders in rural India, Stressors unique to rural life: poverty, environmental uncertainty, indebtedness, agrarian distress, disaster vulnerability, gendered burdens, and social stigma. Help-seeking behaviour in rural communities and barriers to mental healthcare, Role of ASHAs, Aanganwadi workers, local healers, and community-based interventions, Culturally responsive counselling approaches for rural populations.

IV	BEHAVIOURAL ASPECTS OF RURAL DEVELOPMENT AND CHANGE: psychological dimensions of rural development: motivation, aspirations, and readiness for change, Behavioural constraints in adoption of new technologies and schemes, Rural entrepreneurship, self-help groups, and community mobilization, Gender roles, empowerment, and behavioural change communication, Impact of digital inclusion, media exposure, and government welfare programmes on behavioural change in rural areas.
V	RESEARCH METHODS AND THEIR APPLICATIONS IN RURAL PSYCHOLOGY: Designing psychological research in rural contexts: sampling, community access, and ethical considerations, Qualitative and quantitative techniques suited for rural settings, Participatory approaches: PRA, FGDs, ethnography, community mapping, Measuring attitudes, perception, well-being, and behavioural change in rural populations, Applied Rural Psychology: case studies from agriculture, health, education, disaster management, and local governance.

Suggested Reading

1. Schmuck, P. & Schultz, W. P. (2002). Psychology of Sustainable Development. Kluwer Academic.
2. Hoehl, T. (2016). New Technologies, Human Behaviour and Sustainable Development. GRIN Publishing.
3. Geldart, P. (2016). Experiential Learning: Changing Behaviour to Improve Performance. Eagle's Flight.
4. Tiwari, M. & Ibrahim, S. (Eds.) (2014). The Capability Approach: From Theory to Practice. Palgrave Macmillan.
5. Skiffington, S. & Zeus, P. (2003). Behavioural Coaching. McGraw-Hill.
6. Myers, D. – Social Psychology. McGraw-Hill.
7. Berry, J. W. – Cultural Psychology. Pearson.
8. Raju, P. S. – Psychology in India and the Rural Context. (Relevant readings/chapters)
9. WHO – Mental Health Gap Action Programme (mhGAP): Rural and community mental health interventions.
10. NIRDPR Publications – Rural Development and Behavioural Change (latest editions).

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activity	Assessment Tasks
I.	Understand key concepts of rural psychology and how social, cultural, and ecological factors shape rural behaviour.	Interactive lectures supported by real rural case examples and discussions.	Quizzes and short tests on rural psychology concepts and theories.
II.	Analyze social processes such as socialization, attitudes, norms, and leadership within rural communities.	Group activities on social processes, attitude formation, and behaviour analysis.	Assignments or reflective notes on community behaviour, attitudes, or mental health issues.
III.	Assess mental health issues, stressors, and help-seeking patterns specific to rural populations.	Case studies and role plays on mental health, community dynamics, and development behaviour.	Group presentations on social processes, behavioural change, or applied psychological cases.
IV.	Examine behavioural aspects influencing rural development, technology adoption, gender roles, and community change.	Field-based or simulation-based exercises to understand rural contexts and decision-making.	Case analysis or practical reports based on rural scenarios or interventions.
V.	Apply appropriate rural research methods to measure attitudes, perceptions, and behavioural change.	Workshops on PRA tools, FGDs, behavioural assessment techniques, and research design.	Final project or viva assessing research application, behavioural analysis, or intervention design.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD116
RESEARCH METHODOLOGY & QUANTITATIVE TECHNIQUES

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course aims to build a strong foundation in scientific research methodology by introducing students to the principles, processes and scope of scientific inquiry. It enables learners to formulate research problems and hypotheses and apply quantitative techniques relevant to rural development. The course develops analytical skills through univariate, bivariate, time series and index number analysis for evidence-based decision-making. It further equips students to interpret statistical data and apply research tools effectively in rural planning and management contexts.

Course Outcomes: After completing this course, students will be able to:

- CO₁:** Understand the principles of scientific inquiry and distinguish between scientific and non-scientific methods.
- CO₂:** Formulate research problems and hypotheses suitable for rural development studies.
- CO₃:** Apply quantitative techniques—including univariate, bivariate, time series and index number analysis—to interpret rural data.
- CO₄:** Use measures of dispersion, correlation, regression and trend analysis to support evidence-based decision-making.
- CO₅:** Present, analyze and interpret statistical data for rural planning, forecasting and managerial applications.

MODULE	CONTENT
I	INTRODUCTION TO RESEARCH METHODOLOGY: Nature of Scientific Inquiry, Scientific Methods vs Non-scientific Methods: Meaning, Characteristics and scope of scientific methods, Induction and Deduction: Meaning, Conditions, Merits and Demerits, Need for Interdisciplinary Research Approach in Rural development.
II	PLANNING OF RESEARCH: Factors affecting selection of research Problem (Internal and External), Hypothesis, types (Null, Alternative, Directional, Non-directional), role and sources of Hypothesis.
III	QUANTITATIVE TECHNIQUES & UNIVARIATE ANALYSIS: Quantitative Techniques: Concept, Need and Applications in rural planning and decision-making; Presentation of statistical data, Univariate Analysis: Measures of Central Tendency: Mean, Median and Mode computation and their managerial implications in the rural context
IV	MEASURES OF DISPERSION, SKEWNESS & KURTOSIS Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Coefficient of Variation (C.V.) and their uses; Skewness and Kurtosis: Meaning, basic types, and managerial significance (No Computations)
V	BIVARIATE ANALYSIS, TIME SERIES & INDEX NUMBERS a) Bivariate Analysis: Correlation: types of correlation, Karl Pearson and Spearman rank correlation, Regression: regression equations (two-variable), Prediction and rural Applications b) Time Series Analysis & Index Numbers Time Series: Concept and components, Additive and Multiplicative models, Linear Trend Analysis (Least Squares), Applications in forecasting and rural decision-making. Index Numbers: Types and use of index numbers, Computations of Price Index, Quantity Index, Fixed Base and Chain Base methods.

Suggested Reading

1. Bhome, S., Jha, N., Chandwani, V., Iyer, S., Prabhudesai, A., Desai, M. S., & Koshti, S. D. (Year). Research Methodology. Mumbai: Himalaya Publishing House.
2. Bamberger Michael, Integrating Qualitative and Research in Development Projects, World Bank, New York
3. Berg, B. L. Qualitative Research Methods for the Social Sciences. Boston: Allyn and Bacon.
4. Berry, W.D., & Lewis-Beck, M.S. (Eds.) New Tools for Social Scientists: Advances and Applications In
5. Research Methods. Beverly Hills: Sage.
6. Elhance, D.N. Fundamentals of Statistics, Kitab Mahal
7. Gupta, S. C. An Introduction to Statistical Methods. Sultan Chand & Sons
8. Kalton, G. and Moser, C.A. Survey Methods in Social Investigation, English Language Book Society and Heineman Education Books, London
9. Krishnaswami O.R.: Methodology of Research in Social Sciences, Himalaya Publishing House, 1993.
10. Simon L. Julian, Basic Research Methods in Social Science, Random House, New York.

Teaching Plan: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activities	Assessment Tasks
I.	Understand the foundations of scientific inquiry and distinguish between scientific and non-scientific methods.	Interactive lectures supported by numerical illustrations and rural data examples.	Written examinations on research concepts, methods and quantitative techniques.
II.	Identify and formulate research problems and hypotheses relevant to rural development contexts.	Hands-on exercises on statistical computations using datasets.	Assignments involving computation of statistical measures and interpretation of results.
III.	Apply quantitative techniques—such as univariate, bivariate, time series and index number analysis—to interpret rural data.	Group discussions on hypothesis formulation and research problem identification.	Short quizzes on research design, sampling, and hypothesis testing.
IV.	Use statistical tools including measures of dispersion, correlation and regression for evidence-based rural planning and decision-making.	Practical sessions using spreadsheets/software for correlation, regression and index numbers.	Group presentations on analytical findings or rural data analysis exercises.
V.	Present, analyze and interpret statistical information for forecasting, problem-solving and managerial applications in rural development.	Review of case studies and published rural research to connect methods with real-world applications.	Practical assessments requiring students to conduct regression, time series or index number calculations.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

MBA RURAL DEVELOPMENT 2nd SEMESTER

DSC Course Code: MBARD121 FINANCIAL MANAGEMENT

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course builds a rigorous foundation in financial decision-making for managers, integrating time value of money, risk–return trade-offs, investment appraisal, financing choices, working capital optimization, and dividend policy. Students will apply analytical models and quantitative tools to evaluate alternatives and recommend value-maximizing decisions under real-world constraints.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** Explain the goals and functions of financial management and apply time value of money concepts (compounding/discounting) to evaluate cash flows under risk–return trade-offs.
- CO₂:** Evaluate capital budgeting proposals using payback, ARR, NPV, IRR, and PI; compare DCF techniques under capital rationing; and compute specific and weighted average cost of capital for project appraisal.
- CO₃:** Assess long-term financing sources and analyse capital structure using leverage measures and theories (NI, NOI, Traditional, MM), identifying determinants of an optimal capital mix.
- CO₄:** Estimate working capital needs and design policies for cash, inventory, and receivables; recommend appropriate short-term financing options (trade credit, bank finance, commercial paper).
- CO₅:** Evaluate dividend policy alternatives using Walter, Gordon, and MM frameworks; articulate objectives, practical considerations, and forms of dividends to align payout policy with firm value.

MODULE	CONTENT
I	FINANCIAL MANAGEMENT: Concept-Goals-Functions- Concepts of value and return: Time value of money – Compounding and Discounting-Risk and return trade off.
II	INVESTMENT DECISION: Concept-Nature of Capital Budgeting, Evaluation; Techniques, Pay back, Accounting Rate of Return, Net Present Value, Internal Rate of Return, Profitability Index, Comparison of DCF techniques-Capital Rationing-Concept and Measurement of Cost of Capital – Specific and Overall cost of Capital
III	FINANCIAL DECISIONS: Types and sources of long-term capital, Capital Structure – Meaning, financial leverage and operating leverage – Capital Structure theories: Net income approach, Net operating income approach, Traditional approach, MM Hypothesis - Determinants of capital structure.
IV	WORKING CAPITAL MANAGEMENT: Working Capital – Concept, need determinants – estimation of working capital – Components of working capital: Cash, Inventory and Receivables, Working capital financing: Trade Credit, Bank finance and Commercial papers.
V	DIVIDEND DECISIONS: Issues in dividend policy, Walter’s Model, Gordon’s Model M. M. Hypotheses – Objectives of dividend policy – Practical considerations – Forms of dividend.

Suggested Reading

1. James C. Van Horne, Financial Management and Policy. Prentice Hall of India, New Delhi.
2. Johnson, R.W. Financial Management. Prentice Hall of India.
3. Brigham, E. F. Financial Management – Theory and Practice. Dryden Press, Illinois
4. Pandey, I. M. Financial Management. Vikas Publishing House, New Delhi
5. Khan and Jain, Financial Management. Tata McGraw Hill, Bombay.

6. Munshi, K. G. Financial Management Techniques. Arina Publishers, New Delhi
7. Bowlin, Guide to Financial Analysis. Tata McGraw Hill Bombay.
8. Chandra, P. Financial Management Cases, Prentice Hall, Delhi.
9. Peterson, Financial Management and Analysis. McGraw Hill Publications, New York.
10. Prasanna, C. Financial Management; Theory and Practice. Tata McGraw Hill, Publications; New Delhi.
11. Bhalla, V.K. Financial Management and Policy: Text and Cases. Anmol Publications, New Delhi.
12. Maheswari, S.N. Financial Management: Principles and Practice. Sultan Chand & Sons, New Delhi.
13. Srivastava, R M, Financial Management, Himalayan Publishing House, New Delhi
14. Raddy, S. Financial Management, Himalayan Publishing House, New Delhi

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activity	Assessment Tasks
I.	Explain finance goals/functions; apply TVM under risk–return.	Concept lecture, problem workshop, mini-case.	Problem set, quiz, short case memo.
II.	Appraise projects using Payback, NPV, IRR; compute WACC.	Excel lab, case discussion, cost of capital clinic.	Excel assignment, WACC sheet, case analysis.
III.	Analyze leverage; apply capital structure theories for financing decisions.	Lecture, debate, case study.	Worksheet, theory quiz, case memo.
IV.	Estimate and manage working capital; design cash/inventory/credit policies.	Workshop, simulation, guest talk.	Assignment, policy brief, short note.
V.	Evaluate dividend policies using models; assess payout strategies.	Concept session, problem-solving, case study.	Problem set, case write-up, quiz.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD122
ORGANIZATIONAL BEHAVIOUR

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: The course aims to provide students with an in-depth understanding of individual and group behaviour within organizations and its impact on organizational effectiveness. It seeks to equip students with analytical and behavioural skills to manage people, design structures, and foster positive work environments for enhanced organizational performance.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** Explain the concept, scope, and significance of organizational behaviour and identify key contributing disciplines influencing human behaviour at work.
- CO₂:** Analyze various organizational structures and their relevance in achieving efficiency, differentiating between formal and informal organizations, and understand the implications of centralization, specialization, and span of control.
- CO₃:** Examine the determinants of individual behaviour including personality, emotions, and motivation, and apply leadership theories to enhance individual and team performance.
- CO₄:** Evaluate the relationship between values, attitudes, and job satisfaction, and interpret their influence on employee performance, commitment, and organizational culture.
- CO₅:** Assess the role and techniques of organizational development interventions in improving quality of work life, team effectiveness, and organizational learning and transformation.

MODULE	CONTENT
I	INTRODUCTION TO ORGANIZATIONAL BEHAVIOUR: Introduction (Definitions, contributing fields to organizational behaviour); Behaviour model for organizational efficiency-Organizational components that need to be managed
II	ORGANIZATIONAL STRUCTURE: Introduction: Definition, Form of organizational structure: Organic form of organizational structure, Bureaucracy. Concepts of organizational structure: Centralization, Decentralization, Bureaucracy, Formalization, Standardization, Specialization, Stratification. Formal and Informal organizations, Span of Management; Designing of organizational structure; Types of organizational structure
III	INDIVIDUAL DIMENSIONS OF ORGANIZATIONAL BEHAVIOUR: Foundation of Individual Behaviour; Causes of human behaviour; Biological characteristics (Age, Gender, Religion, Marital status, Tenure: Ability, Emotions); Framework of Emotional Competence; Learned characteristics; Leadership and Motivation
IV	VALUE, ATTITUDE & JOB SATISFACTION: Introduction: Values; Types of values; Rokeach values survey (RVS), Value, loyalty and ethical behaviour. Attitude: Components of attitude; Types of attitudes; Attitude and consistency; Cognitive dissonance theory. Job satisfaction: Factors determining job satisfaction; Effect of Job satisfaction on performance & Organizational commitment
V	ORGANIZATIONAL DEVELOPMENT: Introduction: Quality of work life, Objective of OD programme, Basic OD Assumptions. OD Interventions: Sensitivity training, Transactional analysis, Process consultations. Third party interventions: Team building, Individual Counseling, Career planning & development. Job Related Interventions: Socio-Technical Interventions, Structural Interventions & Learning Organizations, Skill Development

Suggested Reading

1. Fred Luthans, Organizational Behaviour. Mc Graw hill, New York
2. Hersey, Paul & others. Management of Organizational Behaviour: Utilizing Human Resources, Prentice Hall, New Delhi
3. Kondalkar, V.G. Organizational Behaviour. New Age International Publishers, New Delhi
4. Prasad, L. M. Organizational Behaviour. S. Chand Publishers, New Delhi
5. Robbins, S. Organizational Behaviour. Prentice Hall, New Delhi
6. Robbins, S. and Judge, T. Essentials of Organizational Behaviour, Global Edition, Pearson
7. Schermerhorn, Hunt and Osborn, Managing Organizational Behaviour. John Wiley and Sons, New York
8. Sukla, M. Understanding Organizations: Organization Theory and Practice in India. Prentice Hall, New Delhi
9. Aswathapa, K. Organizational Behaviour, Himalayan Publishing House, New Delhi
10. Rao, S. Organizational Behaviour, Himalayan Publishing House, New Delhi

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching–Learning Activity	Assessment Task
I.	Understand the fundamentals, scope, and relevance of Organizational Behaviour and its role in enhancing organizational efficiency.	Interactive lectures, classroom discussions.	Short tests, class participation.
II.	Explain types and determinants of organizational structures and analyze their influence on efficiency and communication.	Case studies, group discussions, presentations.	Written assignments, quizzes.
III.	Examine individual behaviour determinants such as ability, emotions, motivation, and leadership in the workplace.	Role plays, lectures, experiential exercises.	Mid-term exam, reflective notes.
IV.	Assess how values, attitudes, and job satisfaction influence employee commitment and organizational performance.	Case analysis, surveys, class debates.	Case study evaluation, written test.
V.	Apply organizational development techniques for improving effectiveness, team building, and learning culture.	Workshops, simulations, project-based learning.	Project report, end-term examination.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD123
DEVELOPMENT ADMINISTRATION & PANCHAYATI RAJ
INSTITUTIONS

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: The course aims to equip students with a comprehensive understanding of the historical, constitutional, and operational frameworks of Development Administration and Panchayati Raj Institutions in India. It enables learners to critically analyze decentralized governance structures, district-level administrative mechanisms, and key principles of equitable and accountable development planning. Upon completion, students will be capable of designing and evaluating sustainable development strategies aligned with democratic institutional frameworks.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** Trace the historical evolution of State, Government, and Administration concepts and explain the emergence of Development Administration from Public Administration theories.
- CO₂:** Describe the structure, functions, and interrelationships of Union/State Governments, Panchayati Raj, Urban Local Bodies, Judiciary, Audit systems, and key democratic institutions.
- CO₃:** Apply principles of participation, decentralization, transparency, equity, efficiency, and accountability in designing and evaluating Development Administration processes.
- CO₄:** Analyze the structure, functions, and accountability of District Administration, including the role of District Collector and district-level committees in development planning and coordination.
- CO₅:** Interpret the 73rd & 74th Amendments, PESA, and related constitutional schedules, while assessing the roles of State Election/Finance Commissions and District Planning Committees in decentralized governance.

MODULE	CONTENT
I	HISTORICAL PERSPECTIVE: Historical perspective & emergence of concepts of the State, Government and Administration;
II	CONSTITUTION OF INDIA: The structure and function of Union and State Government; Panchayati Raj Institutions and Urban Local Bodies, Union & State Legislative, Executive and Fiscal relationships.
III	DEVELOPMENT ADMINISTRATION: Theory of Public Administration and evolution of Development Administration. Important elements of Development Administration; Participation, Devolution, Decentralization, Process of empowerment and consensus Orientation; Rule of law and Coordination; Transparency, integrity and vigilance; Responsiveness – Orienting institutions and processes to serve all stakeholders; Equity (Economic, Social, Ethnic and Gender equity).
IV	DISTRICT ADMINISTRATION: Evolution of District Administration, structure and functions, accountability of District level development Departments- Role of District Magistrate/District collector vis-à-vis various Departments' hierarchies; Overview of District Planning committees and Programme based Special Committees – Functions at village level government functionaries.
V	LOCAL SELF-GOVERNMENT IN INDIA: Meaning, need and scope of local self-government; pre- and post-independence development; Balwant Rai Mehta & Ashok Mehta Committees; Constitutional recognition of PRIs and ULBs.; - Mandatory features of the (i) Constitution of India (73rd Amendment) Act, 1992 (ii) Constitution of India (74th Amendment) Act, 1992 and (iii) The Provision of Panchayat (Extension to scheduled Area) Act, 1996, and variations in the conforming State Laws; Constitutional provisions under (a) 5 th schedule (b) 6 th schedule (c) 11 th schedule and (d) 12 th schedule of the Indian constitution (impacts and implications). Role & functions of State Election Commission, State Finance

	Commission, and District Planning Committee (DPC); Audit and financial accountability mechanisms.
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Suggested Reading

1. Basu, D.D. Introduction to the Constitution of India. LexisNexis Publisher, Gurgaon, India.
2. Ed. Schunrman F. J. Globalization and Development studies. Sage Publications, New Delhi.
3. Five Year Plans (Approach Paper and Documents)
4. Mahajan, G. The Multicultural Path: Issues of Diversity and Discrimination in. Democracy. Sage Publication, London:.
5. Nagvi, S. N. H. Development Economics: Nature and Significance, Sage Publication, New Delhi

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activity	Assessment Task
I.	Trace historical evolution of State, Government, Administration; explain emergence of Development Administration from Public Administration theories.	Lectures, case studies on Balwant Rai Mehta Committee, timeline mapping.	MCQ quiz, short essay on evolution of Development Administration.
II.	Describe structure, functions, interrelationships of Union/State Govts, PRIs, ULBs, Judiciary, Audit & key democratic institutions.	Guest lecture by DM/Collector, chart-based group discussion on Schedules 11-12.	Flowchart submission, viva on fiscal relations.
III.	Apply principles of participation, decentralization, transparency, equity, efficiency, accountability in Development Administration.	Workshop on poverty alleviation schemes, role-play on stakeholder consultation.	Group project report on sustainable development plan.
IV.	Analyze structure, functions, accountability of District Administration; role of Collector & district committees in planning/coordination.	Field visit to DRDA/District Planning Committee, case analysis of 20-Point Programme.	Case study presentation, role-play evaluation.
V.	Interpret 73rd/74th Amendments, PESA, constitutional schedules; assess roles of State Election/Finance Commissions & DPC in decentralized governance.	Comparative state law analysis, mock State Finance Commission hearing.	Policy brief on PESA implementation, MCQ on amendments.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD124
RURAL MARKETING MANAGEMENT

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course equips students with an advanced understanding of rural markets by integrating technology-driven marketing, digital inclusion, AI-enabled consumer insights, e-commerce in rural areas, government interventions, **and** sustainable rural business models. It emphasizes developing strategic rural marketing skills aligned with emerging trends such as ONDC, digital payments, agri-tech platforms, rural creator economy, and data analytics.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** Explain the foundations, scope, and strategic importance of rural marketing in the digital era, including AI-driven marketing mix planning.
- CO₂:** Examine the evolution of haats, bazaars, and melas with current modernization trends such as smart rural markets, e-NAM integration, and digital grievance systems.
- CO₃:** Analyze rural consumer behaviour using psychological, sociological, and data-driven digital insights, including mobile usage patterns, social media influence, and fintech adoption.
- CO₄:** Classify rural market product categories and design tech-enabled distribution channels, focusing on ONDC, logistics innovations, and rural supply chain digitalization.
- CO₅:** Integrate modern market intelligence tools, GIS-based surveys, AI-based MIS, and evaluate contemporary pricing and procurement policies like MSP reforms, e-procurement, and digital state intervention systems.

MODULE	CONTENT
I	RURAL MARKETING FOUNDATIONS IN THE DIGITAL AGE Definition, nature, scope, and importance of rural marketing.; Factors accelerating rural market growth: Digital India, Jan Dhan–Aadhaar–Mobile (JAM) trinity, UPI expansion, ONDC, rural broadband, SHG digitization, agri-tech startups. Accelerated rural consumption and emerging rural middle class. Inflow and outflow marketing in the modern rural ecosystem. Systems approach to rural marketing management. Market structure, classification, and contemporary price mechanisms. Rural Marketing Mix (4Ps + 3Ps + Digital P):– Digital promotion, mobile-first campaigns, AI personalization, social media outreach. Designing rural marketing strategies using AI tools, WhatsApp commerce, and influencer marketing.
II	MODERN & TRADITIONAL RURAL MARKETS Historical and socio-economic significance of Haats, Bazaars, and Melas. Contemporary digitization: Digital Haats, Rural Trade Facilitation Centres, Smart Village Markets. Integration with e-NAM, Farmer Producer Organizations (FPOs), and rural e-commerce. Laws regulating traditional markets and government initiatives for modernization: – APMC reforms, Model APLM Act, digital land records, e-chaupals. Spatial issues, logistics challenges and modern rural supply chain management. Best practices: – Reliance Jio Krishi, DeHaat, BigHaat, Ninjacart, ONDC-based rural sellers.

III	RURAL CONSUMER BEHAVIOUR Psychological, cultural, and social dimensions of rural consumer behaviour. Recent trends: – Mobile-first behaviour, social media impact, creator & influencer economy in rural India. – Rise of women-led purchasing, SHG purchasing collectives. Digital literacy & its impact on decision-making. Consumer attitudes, trust patterns, and informal information channels. Motivation & goals: role of aspiration, upward mobility, and brand identity. Rural family decision-making and collective purchase behaviour. Emerging insights from:– AI-based consumer segmentation, rural big data, geolocation-based marketing.
IV	RURAL MARKET PRODUCTS & DISTRIBUTION Product classification:(i) Consumer goods (ii) Consumer durables (iii) Agricultural inputs (iv) Capital goods (v) Transport goods. Digital transformation in rural distribution: – ONDC rural onboarding, last-mile delivery innovations, Kirana-tech models. – Micro-warehousing, rural logistics hubs, drone delivery pilots. Channel management using technology: – Hybrid channel design, rural e-retail, retailer apps, rural franchise models. Rural packaging and communication strategies (low-cost, vernacular, visual cues). Role of FMCGs, Fintech, and Agri-tech in transforming rural product access.
V	MARKET INTELLIGENCE, MIS & PRICING POLICIES Rural market research updates: – Mobile surveys, GIS mapping, drone-based crop surveys, AI-enabled sentiment analysis. Digital MIS for rural marketing: dashboards, predictive analytics. Report writing: integrating big data and visualization. State intervention operations:– e-procurement platforms, digital MSP systems, FPO participation, real-time price discovery apps. Types of pricing: – MSP, SMP, SAP, dynamic pricing models. Policies linked to:– PMFBY, PM-KISAN, agri-insurance tech, e-NAM, rural credit digitalization. Ethical issues & sustainability in rural marketing.

Suggested Reading

1. Singh, Katar – Rural Development: Principles, Policies and Management
2. Amartya Sen – Development as Freedom
3. UNDP – Human Development Report (Latest Edition)
4. World Bank – World Development Report (Latest Edition)
5. NITI Aayog – National Multidimensional Poverty Index Report (Latest)
6. NABARD – Annual Report (Latest)
7. Economic Survey of India (Latest Edition)
8. IFAD – Rural Development Report (Latest)
9. OECD – Rural Well-Being: Geography of Opportunities
10. Chambers, Robert – Rural Development: Putting the Last First

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activity	Assessment Tasks
I.	Analyze rural poverty, inequality, and key poverty alleviation programmes.	Lecture, data analysis, discussion on poverty reports.	Short test, case brief on rural poverty programme.

II.	Evaluate evolution and policy frameworks of rural development in India.	Concept lectures, policy review, group discussion.	Policy review note, quiz on RD strategies.
III.	Explain institutional role and financial mechanisms for rural development.	Case study on NABARD/DRDA, seminar, interaction with experts.	Case analysis report, presentation.
IV.	Assess implementation and impact of major social security and welfare schemes.	Scheme mapping exercise, field visit, multimedia lecture.	Field report, MCQ-based quiz.
V.	Examine gender dimensions and role of women in rural development initiatives.	Discussion, role play, documentary review, guest lecture.	Reflection essay, class participation.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD125
SUSTAINABLE AGRIBUSINESS SYSTEMS

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: The course equips students with advanced knowledge of modern agribusiness systems, including agro-economic principles, food and value-chain management, agri-marketing, financial planning, and digital technologies. It enables learners to apply AI, Data Analytics, Agri-Fintech, e-commerce platforms, and climate-smart practices to develop profitable, sustainable, and globally competitive agribusiness enterprises.

Course Outcomes: After the Successful completion of the course, student would be able to:

CO₁: Apply agro-economic and production theories, analyze input–output relationships, and use modern data tools for profit optimization in agribusiness.

CO₂: Assess consumer behaviour and market demand using digital tools, design product and pricing strategies, and integrate e-commerce and Agri-Stack platforms.

CO₃: Develop marketing and value-chain strategies for agricultural products including FPO-based, export-oriented, and start-up models.

CO₄: Evaluate financial needs of agribusiness ventures using agri-finance, fintech, credit models, subsidies and insurance mechanisms.

CO₅: Design innovative communication, branding, and digital marketing campaigns for agricultural and food products in domestic and global markets.

MODULE	CONTENT
I	AGRO-PRODUCTION & SMART FARMING SYSTEMS: Theory of agro-production; Factor–Product, Factor–Factor and Product–Product relations; Cost analysis & profit maximization; Economies of scale in agriculture; Precision farming, Smart irrigation & IoT in agriculture; AI-based crop planning & yield prediction; Sustainable & climate-smart production systems
II	CONSUMER BEHAVIOUR & AGRO-MARKETS: Consumer behaviour in rural & urban agri-markets; Market segmentation & demand analysis; Demand & supply forecasting; Product & pricing policy in agriculture; Agri-Market Information Systems (AMIS); Digital platforms: e-NAM, ONDC, Agri-Stack; Marketing laws, standards & food safety regulations (FSSAI, GI Tags).
III	AGRICULTURAL MARKETING & VALUE CHAIN MANAGEMENT: Traditional & modern marketing channels; Procurement, storage, processing & logistics; Cold chain & warehouse management; Value-chain analysis & agribusiness clusters; Vertical & horizontal integration; Role of FPOs, SHGs & agri-startups; Export marketing & global value chains; Blockchain for traceability & certification
IV	Finance for Modern Agribusiness: Sources of finance: NABARD, banks, NBFCs, MFIs; Working capital & project appraisal; Agri-insurance & risk management (PMFBY); MSME & Start-up funding options; Agri-fintech, digital payments & credit scoring; Government subsidies & schemes (PMFME, SFURTI); Impact investment & green finance.
V	BUSINESS DEVELOPMENT & DIGITAL MARKETING: Branding & positioning for agri-products; Advertising strategy & consumer psychology;

	Creative & media planning; Digital marketing (SEO, social media, influencer marketing); E-commerce & D2C models; Export branding & international markets; Business plan & pitch development; Role of incubators & accelerators.
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Suggested Reading

1. Kotler, Philip – Marketing Management
2. Sadhu & Singh – Fundamentals of Agricultural Economics
3. Nagraj, H.L. – Agricultural Business Management
4. FAO – Agri-business and Value Chain Development
5. World Bank – ICT & Digital Agriculture
6. OECD – Innovation in Agro-Food Systems
7. NABARD & APEDA – Agribusiness Reports
8. Porter, Michael – Competitive Strategy

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Modules	Course Learning Outcome	Teaching & Learning Activity	Assessment Task
I.	Apply agro-production theories; analyze factor-product/factor-factor/product-product relationships; determine cost-profit maximization.	Lecture on production functions, numerical exercises on cost curves, case on input substitution.	Profit maximization worksheet, MCQ on relationships.
II.	Assess consumer behaviour; forecast demand/supply; formulate product/pricing policies; design marketing research systems.	Demand forecasting simulation, group segmentation exercise, guest session on APMC policy.	Demand forecast report, policy quiz.
III.	Develop commodity marketing strategies; manage procurement/processing/inventory; implement vertical integration & channels.	Channel mapping workshop, case study on ITC e-Choupal, commodity pricing role-play.	Marketing channel plan, case presentation.
IV.	Evaluate external finance role; appraise working capital for agro-marketing/processing.	Financial appraisal template exercise, NABARD loan case analysis, capital budgeting game.	Working capital appraisal sheet, finance viva.
V.	Design ad campaigns; construct messages/media strategies; allocate budgets; coordinate creative/account roles.	Mock ad agency pitch, media planning software demo, creative storyboard workshop.	Full ad campaign deck, budget justification.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD126
RURAL LIVELIHOODS

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course aims to provide students with an understanding of the livelihood systems, conditions, and challenges faced by rural households. It also aims to equip them with analytical frameworks and knowledge of programmes that support sustainable rural livelihoods.

Course Outcomes: After the Successful completion of the course, student would be able to:

CO₁: Explain the basic concepts, types, and outcomes of rural livelihoods.

CO₂: Assess rural living conditions and factors influencing poverty and inequality.

CO₃: Apply livelihood analysis frameworks to understand assets, indicators, and strategies.

CO₄: Evaluate major livelihood programmes and institutional interventions in rural development.

CO₅: Interpret sustainable livelihood models and their relevance to rural development practice.

MODULE	CONTENT
I	INTRODUCTION TO RURAL LIVELIHOODS: Concept and components of livelihoods; major rural livelihood types; livelihood processes, opportunities, and outcomes in rural India.
II	LIVING CONDITIONS AND WELLBEING: Income and consumption patterns of rural households; poverty, deprivation, and inequality; social and economic vulnerability factors.
III	FRAMEWORK FOR LIVELIHOOD ANALYSIS: Meaning and scope of livelihood analysis; Sustainable Livelihood Framework (SLF); livelihood assets and indicators; livelihood strategies; tools and methods for livelihood assessment.
IV	LIVELIHOOD DEVELOPMENT PROGRAMMES AND INSTITUTIONAL INTERVENTIONS: Key Central and State livelihood schemes (NRLM, NREGA, PMEGP, DDU-GKY); role of Panchayati Raj Institutions, NGOs, cooperatives, and international development agencies in promoting livelihoods and skill development.
V	RURAL LIVELIHOODS AND SUSTAINABILITY: Meaning and principles of sustainable livelihoods; livelihood diversification, migration, and self-employment; climate and environmental impacts; models and case studies of sustainable rural livelihoods from India.

Suggested Reading

1. Chambers, R. (1995). Poverty and Livelihoods: Whose Reality Counts? Intermediate Technology Publications.
2. Scoones, I. (1998). Sustainable Rural Livelihoods: A Framework for Analysis. IDS.
3. Ellis, F. (2000). Rural Livelihoods and Diversity in Developing Countries. Oxford University Press.
4. DFID (2001). Sustainable Livelihoods Guidance Sheets. Department for International Development.
5. Katar Singh (2009). Rural Development: Principles, Policies and Management. SAGE Publications.
6. Nair, K. N. & Menon, V. (2017). Livelihood and Wellbeing in the Himalayan Region. Springer.

7. Turton, C. (2020). Livelihoods Approaches in Development Practice. Routledge.
8. MoRD (2019). DAY-NRLM Framework Guidelines. Government of India.

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome (CLO)	Teaching & Learning Activities	Assessment Tasks
I.	Understand rural livelihood concepts	Lectures, discussions	Short tests
II.	Examine rural living conditions	Caselets, data review	Assignments, MCQs
III.	Apply livelihood analysis frameworks	SLF exercises, case studies	Case analysis
IV.	Evaluate livelihood programmes	Policy reviews, group tasks	Quiz, written test
V.	Interpret sustainable livelihood models	Field examples, guest talks	Field report, viva

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

GENERIC ELECTIVE Course Code: MBARD127
RURAL DEVELOPMENT IN INDIA

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course aims to provide students with a comprehensive understanding of the concepts, principles, and processes underlying rural development in India. It enables learners to analyse rural development paradigms, policies, and strategies, and to develop managerial insights for effective planning, implementation, and evaluation of rural development programmes in a sustainable manner.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** Explain the concept, structure, and characteristics of the rural economy, and identify key elements and indicators used to measure the level of rural development.
- CO₂:** Analyse major theories and paradigms of rural development, understand their determinants, and evaluate the policy frameworks guiding rural transformation in India.
- CO₃:** Critically assess the strategies of rural development, distinguish between sustainable and non-sustainable development patterns, and propose elements of a sustainable development strategy for rural India.
- CO₄:** Understand and evaluate policy instruments and action systems of rural development, differentiating between equity-oriented and growth-oriented programmes.
- CO₅:** Design and appraise rural development plans at various administrative levels, understand the principles of decentralized and micro-level planning, and assess the implementation, monitoring, and evaluation mechanisms for effective programme management.

MODULE	CONTENT
I	INTRODUCTION: concept and connotation of Rural Development, Basic Elements of Rural Development, Structure of Rural Economy, Characteristics of Rural Sector, Measures of Level of Rural Development.
II	SOME PARADIGMS OF RURAL DEVELOPMENT: Theories of Rural Development, Determinants of Rural Development, Rural Development policies.
III	STRATEGIES OF RURAL DEVELOPMENT: Concepts, indicators of non-sustainable development, critical reviews of India's strategies for Rural Development and Some elements of a new strategy for Sustainable Development
IV	POLICY INSTRUMENTS OF RURAL DEVELOPMENT: Conceptual Framework, Action System and Policy Instrument. Equity oriented and Growth Oriented Programmes.
V	PLANNING FOR RURAL DEVELOPMENT: Introduction, Level and Functions of Planning, Decentralization of Planning, Methodology of micro-level planning and methodology for block and district level planning. Organizing and Financing for Rural Development. Implementation, Monitoring and Evaluation.

Suggested Reading

1. Agrawal, A.N. and S.P. Singh (eds). 1975. The Economics of Under Development. New Delhi: Oxford University Press.

2. Chambers, R. (1974). *Managing Rural Development, Ideas and Experience From East Africa*. Uppsala: Scandinavian Institute of African Studies.
3. Chambers, R. (1983). *Rural Development: Putting the Last First*. London: Longman.
4. Chambers, R. (1987). 'Sustainable Rural Livelihoods: A Strategy for People, Environment and Development', Commissioned
5. Singh, K. (2009). *Rural Development Principles, Policies and Management*. Sage

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcomes	Teaching & Learning Activities	Assessment Tasks
I.	Explain the concept, nature, and structure of the rural economy and identify key indicators of rural development.	Interactive lectures, class discussions, conceptual mapping, and reading assignments.	Short tests, participation in discussions, and written assignment on rural economy indicators.
II.	Analyze major theories, paradigms, and determinants of rural development and assess rural development policies in India.	Lectures with case illustrations, group presentations, policy review exercises.	Class presentation, quiz, and review paper on rural development theories and policies.
III.	Critically evaluate India's rural development strategies and propose sustainable alternatives.	Case study analysis, debate on sustainability issues, and student-led seminars.	Case analysis report, seminar evaluation, and written test on sustainable development strategies.
IV.	Examine various policy instruments, action systems, and programme frameworks for equity and growth in rural areas.	Policy analysis workshops, lectures, and expert interaction sessions.	Policy critique assignment, mid-term exam, and participation in policy discussion.
V.	Develop micro-level and decentralized planning frameworks and assess implementation, monitoring, and evaluation systems.	Practical exercises on planning models, project report writing, and field exposure.	Field-based project report, viva, and end-semester examination.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

MBA RURAL DEVELOPMENT 3rd SEMESTER

DSC Course Code: MBARD231 DYNAMICS OF RURAL DEVELOPMENT IN INDIA

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course develops an integrated understanding of development dynamics, linking concepts, theories, and ideologies with sustainable and human-centered development frameworks. Students will analyze crises, state-building, and policy paradigms, and apply sustainability models, indicators, and strategies. Emphasis is placed on leadership, capacity building, and global commitments shaping rural development practice.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** Define development, rural and socio-economic development, and compare Gandhian, Marxian, and conventional approaches in rural contexts.
- CO₂:** Critically assess crises in development theories, the role of the nation-state in modernization and legitimacy, and Western development ideologies including the modernization paradigm.
- CO₃:** Explain determinants, principles, models, challenges, and indicators of sustainability, and design context-appropriate strategies for sustainable development.
- CO₄:** Articulate the concept of sustainable human development, the role of social capital, and plan leadership and capacity-building interventions for rural communities.
- CO₅:** Evaluate key global milestones (Stockholm, Brundtland, Earth Summit, MDGs/SDGs, UN Decade 2005–2014, Kyoto Protocol) and translate them into actionable rural development agendas.

MODULE	CONTENTS
I	INTRODUCTION: Concept and definition of development, rural development, socio-economic development, rural development, approaches to development - Gandhian, Marxian and conventional.
II	THEORIES OF DEVELOPMENT: Crisis of theories and theory of crises (Erosion of confidence, The concept of crisis and its manifestations in there worlds); The Nation State (Modernization and Nation building, Question of legitimacy); Development ideologies in Western history (Mainstream and counterpoint, Modernization paradigm)
III	SUSTAINABLE DEVELOPMENT: Definition and Meaning, Determinants & factors governing Sustainable development, Models for Sustainable Development, Principles of Sustainable Development, Challenges of sustainability, Indicators of Sustainability, strategies for sustainable development,
IV	SUSTAINABLE HUMAN DEVELOPMENT: Definition and meaning, sustainable human development and social capital. Leadership development and capacity building of rural people as long-term strategies with regard to sustainable human development.
V	INTERNATIONAL COMMITMENT TOWARDS SUSTAINABLE DEVELOPMENT: Stockholm Conference, The Brundtland Commission, Earth Summit, Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs), UN Decade For Sustainable Development 2005 – 2014, Kyoto Protocol 2005.

Suggested Reading

1. Abaza, Hussein, and Andrea Baranzini. Implementing Sustainable Development: Integrated Assessment and Participatory Decision-Making Processes. Cheltenham, UK: Edward Elgar
2. Adam, Frane. The Challenges of Sustained Development: The Role of Socio-Cultural Factors in East-Central Europe. New York: Central European University Press, 2005.
3. Agyeman, Julian, Robert D. Bullard, and Bob Evans. Just Sustainabilities: Development in an Unequal World. Cambridge, MA: MIT Press
4. Ahlering, B., and C. Smallman. Altered States: The Impact of the New Economy on Sustainable Development in Southeast Asia. Cambridge: Judge Institute of Management Studies
5. Chambers R., - Poverty in India, Concept, Research in reality, Discussion paper 241, IDS sussex, U.K.
6. Datta, S. K. and Virgo, K. J. Towards Sustainable Watershed Development through People's Participation: Lesson from the Lesser Himalaya, Utter Pradesh, India. Mountain Research and Development 18(1), 213-233
7. Farrington, J. and Lobo, C. Scaling-up Participatory Watershed Development in India: Lessons from the Indo- German Watershed Development Program. London: Overseas Development Institute, pp1-5
8. Gupta, A. and Sinha, R. Criteria and Indicators of Sustainability in Rural Development: A Natural Perspective" <http://www.sristi.org>
9. Hettne B, Development theory and the three worlds, Longman development series
http://www.fiepr.org.br/adr/uploadAddress/Anand_Human%20development%20and%20Economic%20sustainability.pdf
10. Pandey, B.P. Pant, C. C., K.L Arya & Sharma, A. K. Watershed management in Himalaya: Concept and Strategy, Watershed management Directorate, Uttaranchal, Nainital, India
11. Pieterse, J.N., Development theory, Deconstruction/ Reconstruction, Vistaar Pub.
12. Report on the Aggregation of Indicators of Sustainable Development: Background Paper for the Ninth Session of the Commission on Sustainable Development. Department of Economic and Social Affairs, Division of Sustainable Development, New York (www.un.org)
13. UNDP Policy Document, Integrating human rights with sustainable human development, United Nations Development Programme, 1998, by the United Nations Development Programme, One United Nations Plaza, New York, NY 10017, USA
14. Verma, L. R. Natural Resources and Development in Himalaya, Malhotra Publishing House, New Delhi

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching and Learning Activity	Assessment Tasks
I.	Define development (rural and socio-economic) and compare Gandhian, Marxian, and conventional approaches.	- Interactive lecture with concept mapping - Comparative approach workshop - Short case discussion on rural contexts	- Concept quiz - Comparison matrix submission - Reflection note (300–400 words)
II.	Summarize theory crises, nation-state roles, and Western ideologies including modernization.	- Mini-lectures on crises and legitimacy - Timeline of theory shifts - Guided reading seminar	- Short-answer test - One-page brief on legitimacy and development - Participation rubric
III.	Explain principles, models, indicators, challenges, and strategies of sustainability.	- Model-building workshop - Indicator design lab - Case analysis on sustainability trade-offs	- Indicator dashboard worksheet - Case memo (problem–strategy–impact) -- In-class quiz
IV.	Describe SHD, social capital, and basic leadership/capacity-building interventions.	- Stakeholder and social-capital mapping - Leadership skills clinic - Capacity-building plan studio	- Social capital map submission - Brief capacity-building plan - Peer assessment
V.	Outline key global agreements and link them to rural planning.	- Policy brief workshop - Comparative review of global commitments - Application exercise to a rural program	- Two-page policy brief - Alignment matrix (global goal → rural action) - Oral presentation (5 minutes)

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD232
RURAL PROJECT MANAGEMENT

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: The course equips students with comprehensive project management frameworks tailored to rural development contexts, emphasizing lifecycle planning, scheduling, and participatory appraisal techniques. It enables learners to design, schedule, monitor, and appraise rural projects using advanced tools like PERT/CPM, logical frameworks, and earned value analysis.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** Differentiate projects, programmes, and ongoing activities while analyzing the unique features of rural project management environments and their implications for strategic planning.
- CO₂:** Navigate the project management cycle, conduct support studies, assess rural project environments, and perform identification and feasibility analyses for viable rural initiatives.
- CO₃:** Design project logical frameworks, conduct work analysis, develop scheduling plans, and establish monitoring and control mechanisms for effective rural project execution.
- CO₄:** Apply PERT/CPM networks, manage time-cost trade-offs, allocate resources, compress schedules, and utilize project scheduling software alongside earned value analysis for optimized rural project delivery.
- CO₅:** Evaluate project appraisal methods, implement participatory monitoring, select and prioritize rural projects, and integrate recent trends in project management for sustainable outcomes.

MODULE	CONTENT
I	FOUNDATIONS OF PROJECT AND RURAL PROJECT MANAGEMENT: Concept of Project and Project Management: Scope and Principles, Programme v/s Ongoing Activities, Rural Project Management: Concept, Special Features of the Rural Environment, Scope, Importance and Constraints of Rural Project management, Project Management Cycle.
II	RURAL PROJECT SELECTION AND APPRAISAL: Objectives, Need, and Importance of Rural Project Selection; assessment of economic and financial feasibility; time value of money (Present Value and Future Value concepts); project decision criteria — Payback Period, Net Present value (NPV), Internal Rate of Return (IRR), Benefit–Cost Ratio, and Average Rate of Return (ARR).
III	RURAL PROJECT PLANNING AND DESIGNING: PROJECT PLANNING: Project environment, Feasibility studies: concept, purpose and types, Project Design: Logical framework Approach, Work Breakdown Structure
IV	RURAL PROJECT SCHEDULING: Purpose of Rural Project Scheduling, Network techniques for scheduling (Network diagrams, Precedence diagrams, Generalized activity networks) Assumptions in PERT Modeling, PERT and CPM, Decision CPM, Graphical Evaluation and Review Technique (GERT), Time–cost trade-offs, Scheduling with limited resources, Resource planning and allocation, Project schedule compression, Linear programming and network flow formulations, PERT/COST accounting, Estimation of project costs, Project

	scheduling software
V	Project Monitoring and Controlling: Meaning, process of monitoring and controlling, difference between monitoring and controlling, qualitative monitoring for project management, Earned Value Management (EVM) as a quantitative monitoring tool to monitor and control project progress.

Suggested Reading

1. Oguz, Abdullah. Project Management: Navigating the Complexity with a Systematic Approach. 2nd Edition. Cleveland, OH: MSL Academic Endeavors, 2025. ISBN: 978-1-936323-99-9.
2. Pandey, Devendra Prasad. Rural Project Management. New Delhi: Vikas Publishing House, 2005.
3. Watt, Adrienne. Project Management – 2nd Edition. BCcampus Open Education, Victoria, B.C., 2014.
4. Nair, B. M. Project Management – Scheduling and Monitoring PERT/CPM. Van, Sahibabad.
5. Kapoor, V. K. Operation Research. Sultan Chand and Sons Publishers.
6. Austin, Vincent. Rural Project Management. Batsford Academic and Educational Ltd., London.
7. Cleland, David I. System Analysis and Project Management. McGraw-Hill Publisher, New Delhi, 1988.
8. Goel, B. B. Project Management – A Development Perspective. Deep & Deep, New Delhi.
9. Maylor, Harvey. Project Management. Pitman Publishing.
10. Rao, P. C. K. Project Management & Control. Sultan Chand and Sons Publisher.
11. Srivastava, U. K. Project Planning, Financing, Implementation and Evaluation. IIM, Ahmedabad.
12. Wiest, J. D. and Levy, F. K. A Management Guide to PERT/CPM. Prentice Hall of India Pvt. Limited.
13. Desai, V. Project Management.

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activity	Assessment Task
I.	Differentiate project/programme; analyze rural project environment features.	Lecture on project typology, group debate on rural vs. urban challenges.	MCQ on concepts, short note on rural special features.
II.	Navigate project cycle; conduct identification & feasibility studies.	Project cycle flowchart exercise, case on watershed feasibility.	Feasibility report outline, viva on support studies.
III.	Design logical framework; perform work analysis & scheduling.	Logframe workshop, Gantt chart hands-on, monitoring dashboard demo.	Completed logframe template, scheduling plan submission.
IV.	Apply PERT/CPM, time-cost tradeoffs, resource allocation; use earned value.	MS Project lab session, PERT network simulation, resource leveling game.	PERT diagram with cost analysis, earned value chart.
V.	Evaluate appraisal methods; implement participatory monitoring; integrate trends.	PRA tools workshop, NPV/IRR calculation, trend panel discussion.	Appraisal comparison sheet, participatory monitoring report.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD233
RURAL BANKING AND MICRO FINANCE

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: The course equips students with strategic insights into rural financial ecosystems, microfinance models, and SHG-based credit systems to foster inclusive economic growth and women's empowerment. It enables learners to design, manage, and evaluate microfinance operations, assess SHG performance, and integrate gender equity in rural development financing.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO1:** Analyse the institutional framework for rural credit, evaluate NABARD and government financing schemes, and design effective bank-SHG linkages to support cooperative and development banking in rural India.
- CO2:** Define microfinance, assess its features and benefits, and develop targeted micro-financing strategies for micro-enterprises to promote entrepreneurship and economic inclusion among rural poor.
- CO3:** Establish and manage Self-Help Groups, articulate their structural and operational roles, and leverage SHGs for credit delivery and rural community development.
- CO4:** Implement financial management practices in SHGs, monitor loan repayment and performance, conduct impact assessments, and strengthen capacity building to ensure operational sustainability and scalability.
- CO5:** Integrate gender equity in rural financing; evaluate the role of Mahila Mandals, PRIs, and institutions like Grameen, SEWA, and Rashtriya Mahila Kosh in driving women's empowerment through microfinance and participatory governance.

MODULE	CONTENT
I	FINANCIAL INSTITUTIONS IN RURAL DEVELOPMENT: Basic understanding of rural and development credit; Institutional structure for rural financing in India: Policy and schemes of -National Bank for Agriculture and Rural Development; District Rural Development Agency; National Institute of Rural Development; Council for Advancement of People's Action and Rural Technology; Khadi and Village Industries Commission policy and schemes of NABARD; financing schemes of the Government; Development of cooperative banks in India; Linkages between small group and Banks
II	MICRO FINANCE AT SMALL GROUP LEVEL: Micro-finance: Definition, Salient features of micro finance, benefits of micro finance; Concept, emergence and objectives of micro-financing; Target groups in micro finance, Micro financing micro-enterprises; Benefits of micro financing micro enterprises
III	SELF HELP GROUPS AS MICRO-FINANCE INSTITUTIONS: Background & Concept of elf-Help Groups; objectives and Functions of SHGs, Structural Features of Self-Help Groups; Self-Help Groups – Promotion (Need, importance and objectives of SHGs); Problems and Prospects of SHGs, credit operation of SHG's; Role of Self-Help Groups in rural development
IV	FINANCIAL MANAGEMENT & PERFORMANCE ASSESSMENT OF SELF-HELP GROUPS: Management of SHG Funds, Repayment of Loans, categorization of Loans Given by SHGs; Self-Help Group Meetings; Monitoring,

	evaluation and impact assessment of saving and credit programmes, SHG Performance Assessment; Strengthening the Linkage, SHG Capacity Building, Operational Problems
V	WOMEN EMPOWERMENT& MICRO FINANCE FOR WOMEN ENTREPRENEURS IN RURAL AREAS: Empowerment- Meaning and significance; Importance of Women Empowerment; Role of Mahila Mandals and PRIs/ Gram Sabha in Women Empowerment; Experience of GRAMEEN, SEWA and role of Rashtriya Mahila Kosh

Suggested Reading

1. Ahmed, R. Rural banking and economic development. Mittal Publications, New Delhi
2. Dholakia, R. H. Micro economic for Management studies. Oxford University Press
3. Fisher, T. and M.S. Sri Ram. Beyond micro credit. Sage Publications
4. Jhingan, M. L. Micro economic theory. Vikas Publication House, New Delhi
5. Karmakar, K.G. Rural credit and self-help groups. Sage Publications
6. Livinus, K. K. Credit Delinquency in India. Punthi Pustak, Kolkata
7. Roy, N.C. Micro economics
8. Rural & Micro Finance, Himalayan Publishing House, New Delhi

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Modules	Course Learning Outcome	Teaching & Learning Activity	Assessment Task
I.	Analyze rural credit institutions; evaluate NABARD/govt schemes; design bank-SHG linkages.	Guest lecture NABARD, flowchart SHG-bank linkage, case on coop banks.	Linkage model diagram, scheme quiz.
II.	Define microfinance; assess benefits; develop strategies for micro-enterprises.	SHG success video, micro-loan simulation, target group profiling.	Micro-enterprise funding pitch, benefit MCQ.
III.	Establish/manage SHGs; leverage for credit & rural development.	SHG formation role-play, field visit to active SHG, credit cycle demo.	SHG charter submission, role-play evaluation.
IV.	Implement SHG fund/loan management; monitor performance & impact.	Book-keeping workshop, repayment tracker Excel, impact survey design.	SHG performance scorecard, impact report.
V.	Integrate gender equity; evaluate Mahila Mandals, Grameen/SEWA, RMK in empowerment.	SEWA case study, Mahila Mandal mock meeting, women SHG panel.	Gender-empowerment policy brief, viva on institutions.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD234
RURAL DEVELOPMENT, CLIMATE AND DISASTER MANAGEMENT

Credit	Lecture	Tutorial	Practical
4	2	0	2

COURSE OBJECTIVES: This course equips students with integrated knowledge of rural development in mountain regions, climate change impacts, and disaster management systems. It enables learners to analyze rural ecosystems, watershed sustainability, and tourism-related environmental pressures. The course develops skills to assess risks, apply hazard zonation, and design mitigation strategies for natural and anthropogenic disasters. It further promotes community-based preparedness, early warning systems, and resilience-building for sustainable rural development in fragile mountain environments.

- CO₁:** Analyze mountain landforms, rural ecosystems, biodiversity, and settlement patterns to support environmentally sensitive rural development planning.
- CO₂:** Apply watershed management principles and assess rural tourism impacts using carrying capacity, sustainability, and ecotourism frameworks.
- CO₃:** Differentiate hazards and disasters, analyze disaster management cycles, and design mitigation strategies using hazard zonation and risk assessment tools.
- CO₄:** Assess seismic, landslide, and avalanche risks in Himalayan rural regions and propose appropriate structural and non-structural mitigation measures.
- CO₅:** Develop disaster management plans for floods, droughts, and extreme weather events, integrating early warning systems and community preparedness for rural resilience.

MODULE	CONTENT
I	RURAL MOUNTAIN ENVIRONMENT & DEVELOPMENT: Introduction to mountain environment and rural development linkages; Mountain landform systems and geomorphological processes; Mountain ecosystems and biodiversity; Mountain people, rural livelihoods and cultural practices; Rural settlement patterns and development challenges in high-altitude regions.
II	ENVIRONMENT, CLIMATE & RURAL TOURISM: Watershed concept and characteristics; Watershed delineation and codification; Principles of watershed management; Environmental & Climatic issues and development prospects in mountain regions; Impact of tourism: environmental, socio-cultural and economic; Carrying capacity, sustainability and limits of acceptable change; Ecotourism and community-based rural tourism models
III	DISASTERS, HAZARDS & RISK MANAGEMENT: Meaning and types of disasters and hazards; Disaster management cycle: prevention, mitigation, preparedness, response, recovery; Natural and man-made disasters and causal factors; Classification and hierarchy of disaster categories; Hazard zonation and rural risk assessment; Strategies for disaster mitigation; Anthropogenic disasters: nature, impacts and rural concerns.
IV	DISASTER MANAGEMENT IN MOUNTAIN REGIONS-I: Earthquakes: origin, intensity, impacts and risk evaluation; Seismic zones of India with focus on Himalayan region; Coping strategies and mitigation of seismic hazards; Landslides: causes, vulnerability, impacts and early warning; Landslide risk reduction and slope stabilization measures; Snow avalanches: formation, classification and management strategies.
V	DISASTER MANAGEMENT IN MOUNTAIN REGIONS – II: Floods and droughts: causes, impacts and rural vulnerability; Erosion, sedimentation and watershed degradation; Flood-prone areas of India and mountain flood risks (including cloudbursts); Flood management and climate adaptation strategies; Heat and cold waves: causes, impacts and preparedness; Disaster preparedness: concept and planning; Role of information, education, communication and awareness (IEC);

	Identification of hazard-prone belts and early warning systems; Community-based disaster risk reduction and resilience building.
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SUGGESTED READING

1. Mishra, R.K. & Kumari, Lakshmi — Climate Change and Sustainable Development, Academic Foundation
2. Handmer, J. & Dovers, S. — Handbook of Disaster Policies and Institutions, Routledge
3. Sharma, K. Vinod — Disaster Management, Medtech
4. Ho, K., Lacasse, S., & Picarelli, L. — Slope Safety and Climate Change Impacts, CRC Press
5. Nibanupudi, H.K. & Shaw, R. — Mountain Hazards and Disaster Risk Reduction, Springer

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcomes	Teaching & Learning Activity	Assessment Task
I	Analyze rural mountain ecosystems, biodiversity and settlements	GIS mapping, virtual Himalayan trek, eco-profile discussion	Ecosystem mind-map, MCQ
II	Apply watershed tools and assess rural tourism sustainability	QGIS watershed lab, Ladakh ecotourism case, LAC simulation	Watershed coding sheet, tourism impact report
III	Design mitigation using hazard zonation and risk tools	Disaster cycle charts, hazard mapping workshop, Bhopal case	Risk zonation map, mitigation brief
4.	Assess seismic, landslide and avalanche risks	Shake-table demo, slope stability simulation, avalanche zoning	Hazard risk profile, mitigation checklist
5.	Prepare disaster plans and community preparedness models	Mock warning drill, IEC poster design, role-play	Disaster plan, IEC material + viva

NOTE: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD235
RURAL IMMERSION AND DEVELOPMENT PRACTICE

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course aims to build an understanding of human resource principles and their strategic use in managing people. It further equips students to apply HRM concepts effectively within rural development organizations and community-based institutions.

Course Outcomes: After the Successful completion of the course, student would be able to:

CO₁: Understand core concepts, evolution, and strategic relevance of HRM.

CO₂: Apply HR planning, recruitment, and selection methods effectively.

CO₃: Demonstrate understanding of training, development, and performance appraisal systems

CO₄: Explain employee relations, compensation structures, and essential labour laws.

CO₅: Analyze and apply HRM practices in rural development and community-based institutions

MODULE	CONTENT
I	FOUNDATIONS OF HRM: meaning, nature, scope, and importance of Human Resource Management, tracing its evolution from traditional personnel management to contemporary strategic HRM. Changing role of HR in modern organizations, the distinction between HRM and personnel management, and the emergence of competency-based HRM as a key approach to managing people effectively.
II	HR PLANNING, RECRUITMENT & SELECTION: Human Resource Planning and its various stages, job analysis, job design, job descriptions, and job specifications. Recruitment sources and methods, followed by the selection process, tools, and techniques.
III	TRAINING, DEVELOPMENT & PERFORMANCE MANAGEMENT: Training needs assessment, the design and delivery of training programmes, the distinction between training and management development. On-the-job and off-the-job training methods, performance appraisal approaches, tools, and issues. Career planning, employee counselling, and strategies for continuous employee development.
IV	EMPLOYEE RELATIONS, COMPENSATION & LABOUR LAWS: Employee relations, engagement practices, grievance handling procedures, and disciplinary systems. Compensation management, wage and salary structures, incentive systems, and social security measures. Foundational understanding of key labour laws relevant to organizations, emphasizing compliance and fair labour practices including of four labour codes.
V	HRM IN RURAL DEVELOPMENT CONTEXT: Role and functioning of HRM in rural development organizations such as NGOs, SHGs, FPOs, Cooperatives, Panchayati Raj Institutions, and government development departments. It focuses on HR needs for rural programmes, community mobilization, staff capacity building, and challenges such as retention, motivation, and working in low-resource settings.

Suggested Reading

1. Aswathappa, K. Human Resource Management: Text and Cases (8th Edition). McGraw Hill, 2017.
2. DeCenzo, David A., Robbins, Stephen P., & Verhulst, Susan. Fundamentals of Human Resource Management (12th Edition). Wiley, 2019.

3. Ivancevich, John M. Human Resource Management (12th Edition). McGraw Hill, 2010.
4. Mondy, R. Wayne & Martocchio, Joseph. Human Resource Management (14th Edition). Pearson, 2016.
5. B. Reference Books (HRM Practices & Theory)
6. Flippo, Edwin B. Principles of Personnel Management (Original Classic). McGraw Hill, 1984 (latest Indian reprints also used).
7. Pattanayak, Biswajeet. Human Resource Management (5th Edition). PHI Learning, 2013.
8. Rao, VSP. Human Resource Management: Text and Cases (4th Edition). Excel Books, 2010.
9. C. Rural Development & HRM in Development Sector
10. Tripathi, P.C. & Reddy, P.N. Principles of Management and Rural Development (Latest Indian Edition). McGraw Hill, 2019.
11. Singh, Katar. Rural Development: Principles, Policies and Management (3rd Edition). Sage Publications, 2009.
12. Chambers, Robert. Rural Development: Putting the Last First. Longman, 1983.
13. Kumar, S. & Sharma, R. Rural Management: Concepts and Practices. Sage Publications, 2020.
14. Meena, R.D. Human Resource Management in Rural Development. (Typical Indian academic edition, 2018).
15. D. HRM in NGOs, Community Institutions & Social Sector
16. Lewis, David. The Management of Non-Governmental Development Organizations (2nd Edition). Routledge, 2006.
17. Hailey, John. NGO Leadership and HRD in Developing Countries (Selected articles). Routledge Collections, 2001–2003.
18. Pfeffer, Jeffrey. Managing People in Non-Profits (Harvard Business Review Articles Collection), 2015.
19. Edwards, Michael & Hulme, David. NGOs, States and Donors: Too Close for Comfort? Palgrave Macmillan, 1996.
20. E. Government, UN & Policy Documents (Useful for Unit V – Rural Development Context)
21. (These documents update regularly; years reflect major versions)
22. Ministry of Rural Development, GoI – NRLM Framework for Implementation, 2013 (revised versions up to 2022).
23. MGNREGA Operational Guidelines, Ministry of Rural Development, 2013 & 2020.
24. Ministry of Jal Shakti – JJM (Jal Jeevan Mission) Operational Guidelines, 2019.
25. Ministry of Panchayati Raj – Capacity Building Framework for PRIs, 2018.
26. ILO India – India Wage Report, 2018.
27. UNDP India – Human Development Report (Latest India HDR), 2022.
28. World Bank – Community-Driven Development Reports, 2017–2021.

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activities	Assessment Tasks
I.	Understand HRM fundamentals and organizational relevance	Lectures, short readings, concept discussions	Short tests, participation
II.	Demonstrate HRP, recruitment, and selection processes	Caselets, role-plays, recruitment exercises	Assignments, MCQs
III.	Explain training, appraisal, and compensation systems	Demonstrations, examples, mini case studies	Written test, case analysis
IV.	Interpret key labour laws and ER mechanisms	Law-based discussions, simple problem-solving	Quiz, scenario-based questions
V.	Apply HRM concepts to PRIs, NGOs, SHGs, rural institutions	Field exposure, rural cases, guest talks	Field report, short viva

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSE-I Course Code: MBARD236
P.G. DISSERTATION

Credit	Lecture	Tutorial	Practical
4	0	3	1

Course Overview: The dissertation is a requirement of the MBA (Rural Development) programme during the final semester intended to demonstrate the student's ability to integrate theoretical knowledge with empirical research and practical understanding of rural development and management.

Course Outcome: By the end of the course student will be able to:

CO₁: design and execute field-based empirical studies and present arguments/findings logically.

CO₂: develop the ability to critically examine economic issues.

CO₃: apply analytical and statistical tools to interpret data.

CO₄: develop actionable policy and evaluate policies and strategies of economic development

CO₅: conduct independent research integrating rural development and management perspectives.

Guidelines for PG Dissertation

Students are encouraged to undertake PG Dissertation work based on a combination of primary and secondary data/information. While the broad theme is Rural Development (Interdisciplinary), the specific topic for each dissertation must be form among the courses of study offered in MBA(RD). The work should demonstrate originality, analytical depth, and a clear contribution to the field of rural development and management.

1. Dissertation

a) Each student will undertake an individual dissertation ideally of 60 -80 pages. It will be reported in on A4 size paper in Times New Roman Font. Font size: Main Heading =16; Subheading=14 & Text 12. Line spacing 1.5 and margins 1" top, bottom & right margin and 1.5" on left margin. Font size for tables/figures may be suitably adjusted. The dissertation is to be printed on both sides of the paper using mirror margins.

IMPORTANT: A dissertation of less than 50 pages in this specified format *will not* be accepted for evaluation.

b) The dissertation work will be carried out in consultation with the supervisor to whom each student is allotted for the purpose.

c) A seminar on the research proposal will be presented to the Department Council and Students to help finalize the topic & methodology and latest version of style sheet (APA/MLA etc.) of the proposed study prior to its commencement.

d) Pre submission seminar will be presented to the Department Council.

e) Only after Plagiarism Check and approval of the supervisor will the Dissertation be submitted for evaluation.

2. Dissertation: will be as per APA/MLA/any other standard style sheet to be specified at the time of Seminar presentation at 1c) above.

3. Chapter Scheme

i) Introduction

This Chapter will outline the background, problem statement, research questions, objectives, hypotheses, and significance of the study. It should establish the rationale and direction of the research with clarity and relevance to rural development and management.

ii) Review of Literature

A critical review of literature is expected, covering relevant studies. Identification of research gaps, theoretical frameworks, and conceptual linkages to justify the need and originality of the study.

iii) **Research Methodology**

This chapter will specify the design of the study, sampling methods, sources of data, data collection tools, analytical techniques, and statistical tests used.

IMPORTANT: At the time of Seminar [1c) above], in place of “Limitations”, “Expected Outcome” will be reported.

iv) **Data Analysis & Findings**

v) **–do–**

These Chapters will systematically present field data using tables, graphs, and figures. The analysis must be a meaningful interpretation of data/information aligned with the research objectives.

vi) **Summary and Conclusion**

This Chapter will present the summary of findings and recommendations, highlighting key results, policy implications, managerial insights, and suggestions for future research.

- **References/Bibliography:** Must strictly follow the style sheet identified at point 2 above.
- **Annexure** (Annexure I will be the Questionnaire/Interview schedule). Other Annexures will be on a purely need basis and will include all supplementary materials used.

NOTE: The number of Chapters pertaining to data analysis may vary in accordance with the objectives. Here Chapters iv, & v are shown as an example.

4. Ethical Standards: The dissertation must uphold the highest standards of academic integrity and originality, ensuring that the work is plagiarism-free with an acceptable similarity limit not exceeding 10%. All data collection must be carried out ethically, with the informed consent of participants, ensuring their privacy, confidentiality, and voluntary participation. All sources of information, ideas, and quotations through accurate citations and referencing in accordance with APA 7th edition standards must be acknowledged. Adherence to these ethical principles is essential to maintain the credibility and authenticity of the research work.

DSC-II Course Code: MBARD237
RURAL GOVERNANCE

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course aims to provide students with a comprehensive understanding of rural local governance structures in India, with a focus on Panchayati Raj Institutions, decentralization, and the legal-administrative frameworks shaping rural development. It equips learners to critically analyze governance challenges, devolution mechanisms, and good-governance practices essential for strengthening participatory rural development. The course prepares students to work effectively with PRIs, government agencies, and community institutions in real-world rural governance settings.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** understand the meaning, nature, importance, and evolution of local government along with the role of key committees in post-independence India.
- CO₂:** analyze the 73rd Constitutional Amendment, the role of Gram Sabha, structure of PRIs, and issues affecting their efficient functioning.
- CO₃:** understand the functions under the 11th Schedule and evaluate the interface between Panchayats, government officials, NGOs, and community organizations.
- CO₄:** examine PESA (1996), governance in Schedule V and VI areas, forest rights issues, and challenges in implementing self-governance in tribal regions.
- CO₅:** learn key principles of good governance—accountability, transparency, responsiveness, equity, social audit—and their application in rural governance systems.

MODULE	CONTENT
I	IMPORTANCE OF LOCAL GOVERNMENT: Meaning, Nature and Importance, Thoughts on Local Government, Important Committees on Local Government in post independent India
II	PANCHAYATI RAJ SYSTEM AND RURAL LOCAL GOVERNANCE IN INDIA: 73rd Amendment Act (1992) Significance of Grama Sabha, Panchayati Raj Institutions (PRI) - Difficulties and Issues in functioning—Suggestions for improving the functioning of PRIs.
III	DEVOLUTION OF FINANCE AND POWER IN PANCHAYATI RAJ SYSTEM: 11th Schedule; Interface in Panchayati Raj System -Panchayats and Govt. Officials; Government & Non-Government Organizations, Community Based Organizations etc.
IV	LOCAL GOVERNMENT SYSTEM IN SELECTED AREAS: Panchayat Extended to Schedule V Areas - Scheduled areas - Schedule V and VI - PESA (1996)-Key Provisions- Implications - Status of Panchayats in Scheduled Areas, Issues in Implementation- Forest Right Act- Suggestions.
V	GOOD GOVERNANCE INITIATIVES IN LOCAL GOVERNMENTS: Good Governance - Features of Good Governance: Accountability, Transparency, Responsiveness, Equity & Inclusiveness, right based Approach, Social Audit

Suggested Reading

1. Maheswari, Shriram. (2008), Local Government in India, Agra: Lakshmi Nara in Agarwal.

2. Sachdeva, Pradeep. (2011), Local Government in India, New Delhi: Pearson Education India.
3. Bijoy, C,R. (2012), Policy Brief on PESA (1996)- United Nations Development Plan, 012 New Delhi.
4. Bevir, Mark (Ed.). (2011), The Sage Handbook of Governance, Sage.
5. Chakrabarty, Bidyut and Mohit Bhattacharya (Eds). (2008), the Governance Discourse, New Delhi: Oxford University Press.
6. Goel,S.L. (2007), Good Governance – An Integral Approach, New Delhi: Deep and Deep Publications Private Limited. Manor,
7. James. (1999), The Political Economy of Democratic Decentralisation, Washington DC: The World Bank.
8. Mathew G and Jain L. C (Eds.). (2005), Decentralisation and Local Governance, New Delhi: Orient Blackswan.

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome (CLO)	Teaching– Learning Activities	Assessment Tasks
I.	Explain the nature, evolution, and significance of local government	Lecture, discussion	Short test
II.	Analyze the structure, role, and challenges of PRIs	Case studies, class discussion	Assignment/quiz
III.	Understand functional devolution and institutional linkages	Scheme review, group activity	Written assignment
IV.	Evaluate governance provisions and implementation issues in tribal areas	Policy analysis, presentations	Presentation/case test
V.	Apply good governance principles in rural governance contexts	Examples, social audit exercises	Exam question/short assignment

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

ABILITY ENHANCEMENT COURSE NON CGPA: COURSE CODE: MBARD238
BASIC COMMUNICATION AND PRESENTATION SKILLS

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course aims to develop students' communication competence for academic, professional, and social contexts. It enhances their verbal and non-verbal communication abilities, interpersonal and presentation skills, and confidence in public and digital communication settings, essential for effective managerial performance and leadership.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** Explain the principles, process, and elements of communication, distinguishing between verbal and non-verbal forms and appropriate communication channels.
- CO₂:** Demonstrate different types of communication and apply effective LSRW (Listening, Speaking, Reading, Writing) skills in various organizational and social situations.
- CO₃:** Develop self-presentation, interview, and professional writing skills for effective individual and intermediary communication in business and digital environments.
- CO₄:** Exhibit social and intercultural communication competence using polite, empathetic, and gender-sensitive language in professional contexts.
- CO₅:** Prepare and deliver structured, audience-specific, and technology-supported presentations with clarity, confidence, and professionalism.

MODULE	CONTENT
I	PRINCIPLES OF COMMUNICATION – Communication as coding and decoding – Signs and symbols – Verbal and non –verbal symbols – Language AND communication; language VS communication – media/channels for communication
II	TYPES OF COMMUNICATION- Functional, Situational, Verbal and Non-verbal, Interpersonal, Group, Interactive, public, mass line, dyadic – with illustrations. LSRW in Communication – Listening – active vs passive (Talk less, listen more); Speaking - Speech vs enunciation (mind your tone); Reading –Focus on the structure not on the theme alone; Writing – Precise, not only précis writing
III	INDIVIDUAL COMMUNICATION – Self advertising – Over stating and under stating – Overcoming shyness – Writing curriculum vitae, Statement of Purpose – Talking about oneself; interview. Intermediary Communication – Overcoming mental blocks, prejudices and hotspots of the addressee – telephone, teleconferencing, web chat – greeting, introducing –memos, reports, minutes, business correspondence.
IV	SOCIAL COMMUNICATION – Etiquette in LSRW – Polite yet assertive, Tackling questions, Seeking permission, Expressing gratitude – Gender fair language – Discourse and transactional analysis – Empathy.
V	GENERAL COMMUNICATION SKILLS FOR PRESENTATION – Content matching and language matching for specific audience – etiquette, clarity – delivery – use and abuse of hitech aids. Professional Communication Skills for Presentation – Technical presentations – too much or too little use of technology – Turn taking – Effective not offensive or defensive handling of questions

Suggested Reading

1. Hall and Shephard. The Anti-Grammar Grammar Book: Discovery Activities for Grammar Teaching. Longman
2. Hewings, Martin. 1999. Advanced English Grammar: A Self-Study Reference and Practice Book for South Asian Students. Reprint 2003. Cambridge University Press. New Delhi
3. Lewis, Norman. 1991. Word Power Made Easy. Pocket Books
4. Monippally, Matthukutty. M. 2001. Business Communication Strategies. 11th Reprint. Tata McGraw-Hill. New Delhi
5. Sasikumar.V and P.V. Dhamija. 1993. Spoken English: A Self-Learning Guide to Conversation Practice. 34th Reprint. Tata McGraw-Hill. New Delhi
6. Swets, Paul. W. 1983. The Art of Talking So That People Will Listen: Getting Through to Family, Friends and Business Associates. Prentice Hall Press. New York
7. Raydu, C.S., Communication

Teaching Plan: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcomes (CLOs)	Teaching & Learning Activities	Assessment Tasks
I.	Understand the principles, process, and elements of communication and differentiate between verbal, non-verbal, and media-based communication.	Lectures, discussions, and illustrative examples.	Short tests, concept-based assignments.
II.	Identify and apply various types and modes of communication and enhance LSRW (Listening, Speaking, Reading, Writing) skills.	Audio-visual sessions, role plays, listening & speaking exercises.	Practical tests, LSRW skill evaluation.
III.	Develop effective self-presentation, CV writing, and interview skills for professional contexts.	Mock interviews, resume writing workshops, simulations.	Resume & SOP evaluation, viva voce.
IV.	Demonstrate social and gender-sensitive communication with empathy and etiquette in diverse interactions.	Group discussions, etiquette exercises, case studies.	Observation of group tasks, reflective journal.
V.	Deliver impactful professional presentations using appropriate language, structure, and technology.	Classroom presentations, use of PPT and multimedia tools.	Individual/group presentations, peer evaluation.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

MBA RURAL DEVELOPMENT 4th SEMESTER

DSC Course Code: MBARD241 NATURAL RESOURCE MANAGEMENT FOR SUSTAINABLE DEVELOPMENT

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course aims to equip students with an in-depth understanding of the types, uses, and management of natural resources with a focus on sustainability, traditional practices, and modern technological applications. It develops analytical, managerial, and technological competencies for sustainable rural development through effective resource management.

Course Outcomes: After the Successful completion of the course, student would be able to:

CO₁: Identify and classify natural resources, analyze causes of resource degradation, and evaluate the role of traditional knowledge and IPR in sustainable resource management.

CO₂: Assess the distribution, utilization, and challenges of water resources in India and propose sustainable strategies for effective water management.

CO₃: Explain the principles of watershed development, evaluate modern and traditional irrigation systems, and design sustainable water conservation approaches.

CO₄: Examine the relationship between forestry, industry, and rural livelihoods, and assess the potential of herbal products in sustainable rural economy.

CO₅: Evaluate the role of NTFPs in community-based forest management and apply Remote Sensing (RS) and GIS tools for resource mapping and natural resource planning.

MODULE	CONTENT
I	NATURAL RESOURCES: Introduction, Characteristics & classification; Plants as a natural resource: a general account with reference to timber, Food & medicines; Degradation of plant resources: Causes & Consequences, Traditional wisdom and IPR in management of natural resources.
II	WATER AS A NATURAL RESOURCE: As a medium for life and as a life support system; Water forms, their distribution and water resources of India; surface water and ground water resources in India-potential and utilization, problems in water management (depletion of water table, water logging, soil salinity, transmission losses)
III	WATERSHED APPROACH OF DEVELOPMENT: Micro-Irrigation system, Drip and sprinkler Irrigation; Traditional irrigation institutions and their role in the management of irrigation systems (decline of traditional irrigation institutions and their relevance in modern context); Sustainable water management
IV	a). FORESTRY AND HERBAL PRODUCTS: Extent, types and importance of forestry; Rural development V/S forestry interface; industry V/S forestry interface; ethno-forestry and concept of sustainable forestry; scope and marketing of herbal products. b.) NON-TIMBER FOREST PRODUCTS: Types of products, Preservation, Storage, Grading, Marketing; Concept sustainable forest management, Community Forest management, social forestry, Eco-tourism, Wild-life and forestry.
	APPLICATION OF REMOTE SENSING AND GEOGRAPHIC INFORMATION SYSTEM IN NATURAL RESOURCE MANAGEMENT:

	Understanding RS and GIS and its use in resource mapping, application of the tools to effectively manage natural resources.
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Suggested Reading

1. Chanduri, B. and Maiti, A.K. Forest and Forest Development in India
2. Pandey, D.N. Ethno-Forestry-Local Knowledge for Sustainable Forestry and Livelihood Security
3. Rao, K.L, India's Water Wealth,
4. Satish & Sunder, People's Participation and Irrigation Management-Experiences, Issues and Opinion
5. Shiva, V. Bio-Diversity-Social and Ecological Perspectives
6. Sing et. al., Irrigation Systems in Decay-What the Farmers Can Do,

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activity	Assessment Tasks
I.	Understand types, uses, and degradation of natural resources and the role of traditional wisdom.	Lectures, case discussions, short videos on resource conservation.	Quiz, short notes, class participation.
II.	Analyze India's water resources, utilization, and management challenges.	Field visits, group discussion on water issues, expert talk.	Assignment on water resource problems, presentation.
III.	Explain watershed principles and sustainable irrigation systems.	Demonstrations, project-based learning, case study on watershed projects.	Project report, viva, written test.
IV.	Evaluate forestry's role in rural economy and scope of herbal product marketing.	Lectures, industrial visit, group seminar on forest-industry linkages.	Seminar evaluation, short quiz, report writing.
V.	Assess community forest management and apply RS-GIS tools for resource mapping.	Practical session on GIS, demonstrations, field exercises.	Practical assignment, GIS-based project, viva.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD242
VILLAGE STUDY PROGRAMME

Credit	Lecture	Tutorial	Practical
4	1	0	3

Course Objective: This course is a field work based practical course which aims to equip students with foundational research knowledge and practical field exposure to rural contexts. It will develop the student's ability to identify research problems, design research frameworks, collect and analyze data, and document village-level socio-economic and resource-based realities through participatory methods.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** Explain the fundamentals of research, its types, processes, and applications in rural and business studies.
- CO₂:** Identify and define research problems, prepare research proposals, and select appropriate research designs for field-based studies.
- CO₃:** Design and execute data collection methods, apply sampling techniques, and ensure data accuracy and validity in rural research contexts.
- CO₄:** Conduct field surveys, PRA exercises, and focus group discussions to assess village resources and livelihoods.
- CO₅:** Prepare and present a comprehensive field visit report and seminar presentation, showcasing critical thinking, teamwork, communication skills, and the ability to relate theory to real-life field situations.

NOTE: The syllabus for this course covers four units. The distribution of marks is as follows:

- iv) The ESE question paper will be of 60 marks. Questions are to be set from Modules I, II, III & IV i.e., each question will carry 15 marks.
- v) The Field Work based Village Study Report carries 20 marks and will be evaluated internally by a Teacher of HP University from any one of the concerned interdisciplinary subjects .
- vi) Internal Assessment of 20 Marks from will consist of 5 marks for attendance during the semester + 15 marks for viva-voce based on the Village Study Report.
- vii) The students will be encouraged to complete Village Study Reports through internships with grassroots organizations, research institutes engaged in rural studies and policy formulation.

MODULE	CONTENT
I	INTRODUCTION TO RESEARCH: Meaning of research, types of research, research process, applications of research in social and business sciences, features of a good research study.
II	RESEARCH PROBLEM FORMULATION AND RESEARCH DESIGN: Defining research problem, identification of research problem, components of research problem, writing a research proposal, meaning of research design, nature and classification of research design, research design methods
III	RESEARCH DATA COLLECTION, MEASUREMENT AND SAMPLING: Classification of data, types of data collection, types of measurement of data, basic concepts of sampling, types of sampling, sampling error, sampling design and determination of sampling size.
IV Field Visits	1. Appraisal and assessment of natural, physical, social, cultural, human, (Social mapping, Resource mapping, base line Survey)

	2. Identification of Developmental-Livelihood opportunities in the Village (Focus Group Discussion) 3. Documentation of Resources of the studied Village: Socio-Cultural, agriculture/ horticulture, house structure, fairs or festivals, water, land and forests etc. (Photography/ audio or video). 4. Report Submission and Seminar presentation.
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Guidelines for Village Study Report (VSR)

1. Report

- a) Each student will undertake an individual VSR ideally of 20 - 25 pages. It will be reported on A4 size paper in Times New Roman Font. Font size: Main Heading =16; Subheading=14 & Text 12. Line spacing 1.5 and margins 1” top, bottom & right margin and 1.5” on left margin. Font size for tables/figures may be suitably adjusted. The dissertation is to be printed on both sides of the paper using mirror margins.

IMPORTANT: A report of less than 18 pages in this specified format *will not* be accepted for evaluation.

- b) The VSR work will be carried out in consultation with the supervisor to whom each student is allotted for the purpose.
- c) A seminar of the VSR proposal will be presented in the presence of all Supervisors and students, to help finalize the topic & methodology and latest version of style sheet (APA/MLA etc) of the proposed study prior to its commencement.
- d) Only after plagiarism check and approval of the Supervisor will the Village Study Report be submitted for evaluation.

2. **Report:** will be as per APA/MLA/any other standard stylesheet to be specified at the time of Seminar presentation at 1c) above.

Suggested Reading

- 1) Donald R. Cooper, Pamela S. Schindler, Business Research Methods, Tata Mcgraw Hill.
- 2) U.K.Srivastava, G.V.Shenoy, and S.C.Sharma – Quantitative Techniques for managerial decisions, New Age International, Mumbai
- 3) C.R.Kothari, Research Methodology amp, Techniques, 2/e, Vishwa Prakashan
- 4) William G. Zikmund, Business Research Methods, Thomson
- 5) D.M.Pestonjee, (Ed) Secomd Handbook of Psychological and Social Instruments
- 6) Amir D. Aczel amp; Jayavel Soundarpandian, Complete Business Statistics, Tata Mcgraw Hill
- 7) C.B.Gupta amp; Vijay Gupta, An Introduction to Statistical Methods, 23rd Revised Edition, Vikas Publishing House
- 8) Kumar, R. – Research Methodology: A Step-by-Step Guide for Beginners, SAGE Publications
- 9) Saunders, Lewis & Thornhill – Research Methods for Business Students, Pearson Education
- 10) Bryman, Alan – Social Research Methods, Oxford University Press

- 11) Naresh K. Malhotra – Marketing Research: An Applied Orientation, Pearson
- 12) Festinger, L. & Katz, D. – Research Methods in the Behavioural Sciences, Holt Rinehart
- 13) Somesh Kumar – Methods for Community Participation: A Complete Guide for Practitioners, Vistaar Publications
- 14) Jules Pretty et al. – Participatory Learning and Action: A Trainer's Guide
- 15) Beebe, James – Rapid Rural Appraisal: The Critical First Step in Development Projects
- 16) Narayanasamy N. – Participatory Rural Appraisal: Principles, Methods and Applications, SAGE
- 17) Velankar & Others – Tools for Community Participation

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activity	Assessment Tasks
I.	Understand fundamentals, types, and applications of research.	Lectures, discussion on research examples.	- Quiz, short assignment, class participation. - Research proposal submission, peer review. - Data collection assignment, mini-project report. - Field report, seminar presentation, participation evaluation.
II.	Formulate research problems and design appropriate research frameworks.	Workshops, group exercises, proposal drafting.	
III.	Apply data collection methods, measurement tools, and sampling techniques.	Practical sessions on surveys, sampling exercises.	
IV. Field Visits	Conduct PRA exercises, focus group discussions, and village resource documentation.	Field surveys, social/resource mapping, photography/video documentation.	

DSC Course Code: MBARD243
MANAGEMENT FOR SOCIAL EMPOWERMENT

Credit	Lecture	Tutorial	Practical
4	3	1	0

COURSE OBJECTIVE: This course develops strategic competencies for promoting social empowerment in rural areas, focusing on gender justice, human rights, digital inclusion, and NGO-led development. It enables learners to design advocacy strategies, navigate legal frameworks, understand social justice perspectives, and leverage community-based institutions, social enterprises, technology, and global empowerment frameworks for inclusive and sustainable development.

COURSE OUTCOMES (COs): After successful completion of the course, students will be able to:

- CO₁:** Explain the meaning, nature, and determinants of empowerment in the context of globalization, digital transformation, and climate challenges.
- CO₂:** Evaluate historical and contemporary efforts toward women's empowerment and identify socio-cultural, economic, and political barriers using gender-sensitive frameworks.
- CO₃:** Apply concepts of justice, social justice, and human rights (UN, Indian Constitution, SDGs) to marginalized groups in rural society.
- CO₄:** Examine the evolution, roles, strengths, and limitations of NGOs/CSOs in social empowerment, rural development, and community mobilization.
- CO₅:** Design NGO-driven rural development, advocacy, networking, and digital empowerment models while ensuring compliance with Societies Registration Act, FCRA, Cooperative Act, CSR guidelines, and Impact Assessment frameworks.

MODULE	CONTENT
I	EMPOWERMENT CONCEPTS & GLOBAL TRANSFORMATIONS: Meaning, nature, concept & objectives of empowerment, Determinants & target groups for empowerment (women, youth, tribals, PwDs, minorities), Empowerment in the era of globalization, Digital empowerment & digital inclusion (DigiLocker, online rights, digital gender divide), Social empowerment and climate resilience, Role of SDGs (SDG 1, 5, 10, 16) in empowerment.
II	WOMEN'S EMPOWERMENT & GENDER JUSTICE: Women's empowerment before & after independence, Problems of Indian women: socio-cultural, economic, political, digital; Gender exploitation & structural discrimination, Women's property rights, inheritance laws, marriage laws Women's participation in decision-making, Reservation for women in PRIs & political institutions, Gender budgeting, gender audits & SDG-5 Digital safety, cybercrime & women's online rights, International conventions: CEDAW, Beijing Platform for Action.
III	SOCIAL JUSTICE, HUMAN RIGHTS & CONSTITUTIONAL FRAMEWORK: Concepts of justice: liberal, radical, social justice perspectives, Universal Declaration of Human Rights, Constitution of India: Fundamental Rights, DPSPs, human rights protections, UN Human Rights Declarations on women, children, labour, indigenous people, Rights-based approach to rural development, Social protection rights: food, health, employment (MGNREGA, NFSA, ICDS, Ayushman Bharat), Vulnerability, exclusion & intersectional marginalization.
IV	NGOs, VOLUNTARY ORGANIZATIONS & CIVIL SOCIETY: NGOs:

	concept, characteristics & classification, Strengths & weaknesses of NGOs, Evolution of voluntarism and civil society in India, Role of NGOs in rural governance, SHG movement, and community empowerment Digital NGOs, online fundraising, crowd-funding & social media mobilization, CSR 2.0, ESG, social enterprises & impact investing Networking, coalition building, multi-stakeholder partnerships
V	NGO ADVOCACY, GOVERNANCE & LEGAL FRAMEWORKS: Role of NGOs in advocacy, social mobilization & networking, Societies Registration Act, Cooperative Societies Act, FCRA Act (latest amendments), foreign funding norms, Income Tax Act provisions (12A, 80G), NITI Aayog DARPAN registration, online compliance & transparency tools, Impact Assessment, social audit & monitoring frameworks, Ethical governance, accountability & financial management Designing advocacy campaigns using digital tools and media.

Suggested Reading

- 1) John Clark – Democratizing Development
- 2) Darlene Russ-Eft – Human Resource Development Review (Relevant Chapters)
- 3) Rao, T.B. – HRD Missionary
- 4) Amartya Sen – Development as Freedom
- 5) Bina Agarwal – A Field of One's Own: Gender and Land Rights in South Asia
- 6) Naila Kabeer – Reversed Realities: Gender Hierarchies in Development Thought
- 7) Prahalad, C.K. – The Fortune at the Bottom of the Pyramid (for social enterprises)
- 8) UN Women – Progress of the World's Women
- 9) UNDP – Human Development Report
- 10) EPW, Social Action (relevant articles)
- 11) NITI Aayog – India SDG Index

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activity	Assessment Tasks
I.	Understand concepts, determinants, and goals of social empowerment.	Lectures with case studies and policy discussions.	Written tests on empowerment, gender, rights, and NGOs.
II.	Analyze women's empowerment issues and policy reforms.	Group debates on empowerment, gender issues, and rights.	Short assignments or reports on gender issues and human rights.
III.	Interpret justice and human rights frameworks for rural communities.	NGO field visits and documentary-based learning.	Group presentations on NGO roles and advocacy models.
IV.	Evaluate roles, strengths, and limitations of NGOs in development.	Workshops on advocacy, networking, and legal compliance.	Quizzes on legal frameworks and rights provisions.
V.	Design advocacy and networking strategies with legal compliance.	Practical exercises using human rights charters and empowerment tools.	Project work designing an NGO advocacy or empowerment plan.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD244
RURAL FARM MANAGEMENT

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course equips learners with knowledge and skills for scientific farm planning, resource allocation, enterprise management, and decision-making in modern rural farming systems. It integrates traditional farm management concepts with contemporary tools such as digital agriculture, precision farming, climate-smart practices, and farm budgeting for sustainable and profitable farm enterprises.

Course Outcomes (COs): After completing this course, students will be able to:

CO1: Explain farm management concepts, farm types, and the socio-economic importance of farm enterprises.

CO2: Apply principles of resource organization, capital, labour and enterprise planning in diversified farming systems.

CO3: Analyze crop and livestock enterprises using profitability factors, enterprise combinations, and resource relationships.

CO4: Use farm-level financial tools to assess returns, allocate resources, and support decision-making.

CO5: Prepare comprehensive farm budgets and apply modern tools such as break-even analysis, partial budgeting and digital farm planning.

MODULE	CONTENT
I	FARM AS A SOCIAL & ECONOMIC INSTITUTION: Meaning, nature and scope of farm management, Farm management vs. agricultural economics, Types of farms: subsistence, commercial, cooperative, corporate, organic Planning environment & managerial functions, Basic principles and concepts of farm planning, Modern additions: Digital farm management tools (apps, dashboards), Precision farming & decision support systems (DSS), Climate-smart farm planning.
II	ORGANIZING FARM RESOURCES & CAPITAL: Organizing capital, labour and land resources, Enterprise organization: fixed vs. variable resources, Resource use efficiency & resource allocation, Labour planning: family vs. hired labour, Modern additions: Mechanization & smart tools (drones, sensors, IoT), FPOs & cooperative models for resource pooling, Farm risk management & insurance.
III	CROP & LIVESTOCK ENTERPRISES: Factors affecting profitability of crop enterprises, Profitability factors in livestock enterprises, Enterprise combination: principles, objectives and constraints, Resource–enterprise relationships, Modern additions: Integrated farming systems (IFS), Climate-resilient crops and livestock practices, Organic, natural farming and regenerative agriculture, Agri-value chains & market linkages,
IV	ENTERPRISE RETURNS, RESOURCE USE & DECISION-MAKING: Financial returns: variable, fixed and total returns, Variable input requirements & fixed resource needs, Return on fixed resources, Decision-making tools & graphical analysis, Modern additions: Data-driven decision making (AI, satellite data), Mobile-based farm advisory systems, Cost-benefit analysis in digital/agri-tech interventions, Sustainability indicators for farm decisions
V	FARM BUDGETING & ECONOMIC PLANNING: Types of farm budgets:

	complete, partial, enterprise, cash flow Rules and uses of farm budgeting, Break-even budgeting – concept and applications, Limitations of traditional budgeting, Modern additions: Digital tools for budgeting (Excel, apps, software), Sensitivity analysis & scenario planning, Climate risk budgeting & disaster preparedness, Business planning for farm enterprises & FPOs
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Suggested Reading

1. Barnard, C.S. & Nix, J.S. – Farm Planning and Control, *Cambridge University Press*
2. Buckett, M. – An Introduction to Farm Organization and Management
3. Norman & Coote R.B. – The Farm Business, Longman
4. Snodgrass & Wallace L.T. – Agricultural Economics and Resource Management, PHI
5. Tandon, R.K. & Dhondyal S.P. – Principles & Methods of Farm Management
6. FAO – Climate-Smart Agriculture Sourcebook
7. World Bank – Digital Agriculture: Technologies & Applications
8. NITI Aayog – Doubling Farmers' Income Reports
9. NABARD – Farm Sector Policy & Reports
10. ICAR – Handbook of Agricultural Economics

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activity	Assessment Tasks
I.	Understand basic concepts and scope of farm management.	Lectures with examples from real farm situations.	Written tests on farm management concepts.
II.	Organize farm resources for efficient enterprise planning.	Group discussions on farm planning and resource use.	Assignments on enterprise planning or resource analysis.
III.	Analyze profitability of crop and livestock enterprises.	Field visits to farms/FPOs for practical observation.	Group presentations on crop/livestock enterprises.
IV.	Apply resource-use and decision-making tools in farming.	Practical exercises on budgeting and enterprise analysis.	Quizzes on budgeting and decision tools.
V.	Prepare farm budgets and use economic tools like break-even analysis.	Use of digital tools, apps, and worksheets for planning.	Project work on preparing a complete farm budget.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD245
ICT AND RURAL DEVELOPMENT

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: The course equips students with strategic communication frameworks and ICT applications to accelerate inclusive rural development. It enables learners to design effective communication strategies, leverage digital tools across agriculture, health, and governance, and address connectivity challenges through policy-aware interventions.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** Analyse the role of communication in development, apply core principles and processes, and design need-based communication strategies to support rural transformation initiatives.
- CO₂:** Select and deploy individual, group, and mass communication methods, integrate traditional and electronic media with audio-visual aids, and evaluate their merits and limitations in rural outreach contexts.
- CO₃:** Assess post-liberalization ICT approaches to rural development, evaluate government initiatives from socio-cultural perspectives, and apply analytical frameworks to measure ICT project effectiveness.
- CO₄:** Implement ICT solutions across agricultural supply chains, natural resource management, health systems, community radio, tele-centres, e-governance, and rural e-commerce to enhance service delivery and economic participation.
- CO₅:** Diagnose rural connectivity and digital divide challenges, formulate policy-aligned strategies, and design sustainable ICT interventions that promote long-term rural growth and resilience.

MODULE	CONTENT
I	COMMUNICATION: Importance - elements of communication, Basic theory, concepts and meaning of communication, Development and communication, role of communication in development; Communication process, principles and needs.
II	COMMUNICATION METHODS: Individual, Group and Mass method, Features and limitations; Traditional and Electronic media- Features, Audio-visual aids, its classification and application in rural development; Communication tools, features of various tools, its techniques, method of uses, and merits and limitations.
III	COMMUNICATION TECHNOLOGY & RURAL DEVELOPMENT: Post Media Liberalization Approach to Rural Development; Socio-Cultural Perspective, Government Initiatives; Framework for Analysis of ICT-based Development Initiatives
IV	SCOPE OF ICT IN RURAL DEVELOPMENT: Application of ICT in Rural Development (ICT in Agricultural Supply Chains, planning, natural resource management, Health Information Systems, Concept of community radio, Tele-centers, Rural Telephony, ICTS to support improved government services, Internet Banking and E-Commerce, e-Governance for Rural Development

V	CHALLENGES OF APPLICATION OF ICT IN RURAL DEVELOPMENT: ICT and Sustainable Rural Growth, Policy Initiatives in Telecom Sector, Rural Connectivity Challenge, strategies for overcoming the challenges
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Suggested Reading

1. Singh, R. Communication Technology for Rural Development. B. R. Publishing Corporation, Delhi
2. Ray, G. L. Extension Communication and Management. Naya prokash, Kolkata
3. Edwin, F. Brackenbach and Charles B Tompkins, Concept of Communication. John Wiley and sons, Inc.
4. Kirishna Mohan Meera Benerjee, Developing Communication Skills. Macmillan India, New Delhi
5. Francis J Bergin, Practical Communication. The English language Book Society, London
6. Ambedkar, J.B. Communication and Rural Development. Mittal Publications, New Delhi
7. Chrissie Wrihr, Handbook of Practical Communication Skills. Jaico Publishing house, Mumbai
8. Gupta, V. S. Communication and Development. Concept publishing house, New Delhi

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcome	Teaching & Learning Activity	Assessment Task
I.	Analyze communication role in development; design need-based strategies.	Communication model flowchart, rural campaign brainstorming, guest from AKASHVANI.	Strategy one-pager, MCQ on process/principles.
II.	Select/deploy individual/group/mass methods; integrate AV aids.	AV tool demo (puppet show + PPT), mock community radio script, media merit matrix.	Media selection matrix, 2-min AV clip.
III.	Assess post-liberalization ICT; evaluate govt initiatives via frameworks.	e-Choupal case, policy timeline mapping, socio-cultural impact debate.	ICT initiative scorecard, framework application note.
IV.	Implement ICT in agri-supply, health, e-gov, tele-centers, e-commerce.	App demo (Kisan Suvidha), tele-center role-play, e-gov portal audit.	ICT use-case dashboard, service flow diagram.
V.	Diagnose connectivity challenges; design policy-aligned sustainable ICT.	Digital divide gap analysis, BharatNet case, strategy pitch workshop.	Challenge-solution policy brief, 5-min pitch.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSC Course Code: MBARD246
CORPORATE SOCIAL RESPONSIBILITY

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course aims to provide students with a comprehensive understanding of the concept, evolution, and practices of Corporate Social Responsibility (CSR) in global and Indian contexts. It develops analytical and managerial skills to design, implement, and evaluate CSR initiatives that contribute to ethical business conduct, sustainable development, and inclusive rural growth.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** Explain the meaning, evolution, and principles of CSR and assess its role as an instrument for achieving sustainable development goals.
- CO₂:** Analyze global CSR frameworks, including UN, OECD, and ILO guidelines, and evaluate their relevance to responsible and sustainable business practices.
- CO₃:** Interpret the legal provisions governing CSR in India under the Companies Act, 2013, including computation of net profit and the role of boards in CSR governance.
- CO₄:** Examine the market-based, regulatory, and social factors driving CSR initiatives in India and evaluate the performance and societal impact of such programs.
- CO₅:** Develop the ability to manage CSR stakeholders effectively, assess contemporary CSR issues, and identify emerging trends and opportunities for CSR as a tool for rural and sustainable development.

MODUEL	CONTENT
I	INTRODUCTION TO PRINCIPLES OF CSR: Meaning and definition of CSR, Historical evolution of CSR in India, need for CSR, CSR as an intervention for sustainable development
II	INTERNATIONAL FRAMEWORK FOR CSR: International Policy framework for CSR, CSR and Sustainable Development Goals, UN guiding principles on conducting business and human rights, OECD CSR policy tool, ILO tri-partite declaration on social policy.
III	CSR LEGISLATIVE FRAMEWORK IN INDIA: Need for CSR in India, Legislation under section 135 of The Companies Act 2013, Appointment of Board of Directors and Computation of Net Profit.
IV	WHAT DRIVES CSR IN INDIA? Market based incentives and pressures to bring socio-economic equity and development, Regulatory environment, Performance of CSR programmes in India, Voluntarism and activism in civil society
V	MANAGEMENT OF CSR: (A) Stakeholders in CSR, Understanding roles and responsibilities of the various stakeholders, Contemporary issues in CSR, Assessment of CSR programmes in India. (B) REVEIEW OF CURRENT STATE OF CSR IN INDIA (TRENDS AND OPPORTUNITIES): Review of current trends, Emerging opportunities in CSR, CSR as a corporate tool for rural development, Review of success and failures of CSR initiatives.

Suggested Reading

1. C.V.Baxi, Ajit Prasad, Corporate Social Responsibility, Concepts and Cases – The Indian

2. Srinivasan, Growth, Sustainability and India's Economic Reforms
3. M.A. Quaddus, Mohammad Abu. B. Siddique, Handbook of Corporate Sustainability: Frameworks, Strategies and Tools
4. CII, Handbook of Corporate Social Responsibility in India
5. Lelouche, Idowu and Filho, Innovative CSR
6. Wayne Visser and Nick Tolhurst, The World Guide to CSR
7. Mark S. Schwartz, Corporate Social Responsibility: An Ethical Approach
8. Mallin, Chritine A., Corporate Governance 9 Indian Edition), Oxford University press, New Delhi
9. Sharma J.P., Corporate Governance, Business Ethics & CSR, Ane Books Pvt Ltd, New Delhi
10. Sharma J.P., Corporate Governance and Social responsibility of Business, Ane Books Pvt Ltd, New Delhi

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcomes	Teaching & Learning Activities	Assessment Tasks
I.	Explain the concept, meaning, and evolution of CSR in India and its relevance to sustainable development.	Lectures, Conceptual Discussions, Case Study on CSR Evolution in India.	Short notes, Class participation, Written test.
II.	Analyze major international CSR policy frameworks and their linkage with Sustainable Development Goals (SDGs).	Interactive lectures, Group discussions, Review of UN/ILO/OECD guidelines.	Presentation on international CSR frameworks, MCQ/Quiz.
III.	Interpret the provisions of Section 135 of the Companies Act 2013 and evaluate their implications for CSR governance.	Lecture with legal references, Practical exercises on CSR computation, Case review of Indian companies.	Written assignment, Open-book test, Case analysis.
IV.	Assess key drivers such as market forces, regulation, voluntarism, and activism shaping CSR practices in India.	Seminars, Case study of corporate CSR programmes, Guest lecture by CSR professionals.	Individual presentation, Reflective report, Group discussion evaluation.
Va.)	Examine the roles and responsibilities of various CSR stakeholders and analyze contemporary issues and programme assessments.	Field-based learning, Role-play on stakeholder engagement, Review of CSR reports.	Stakeholder mapping project, Viva-voce.
Vb.)	Evaluate current CSR trends, opportunities, and CSR as a strategic tool for rural development through case-based review.	Case-based learning, Review of CSR success/failure stories, Field assignments.	Term paper/report, End-semester examination.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSE-III Course Code: MBARD247
GLOBAL ECONOMIC ENVIRONMENT

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: The course equips students with a strategic understanding of global economic forces, trade frameworks, and financial mechanisms to harness international opportunities for rural development. It enables learners to analyse geopolitical risks, navigate WTO/GATT regulations, and evaluate globalization impacts on Indian industry and EXIM policies.

Course Outcomes: After the Successful completion of the course, student would be able to:

- CO₁:** Critically evaluate globalization dimensions, apply classical trade theories (Adam Smith, Ricardo, Ohlin-Heckscher), and analyse tariff/non-tariff barriers and trade blocs impacting rural commodity markets.
- CO₂:** Conduct PESTLN-based global environment analysis, perform country risk assessments, and identify opportunities/threats for rural enterprises in emerging economies (BRIC, ASEAN).
- CO₃:** Interpret Balance of Payments, utilize IMF/World Bank/ADB financing, and structure export-import payment mechanisms and financial instruments for rural agribusiness internationalization.
- CO₄:** Navigate GATT/WTO frameworks, including TRIPS/TRIMS/GATS, SAARC agreements, and ministerial rounds to ensure compliance and leverage trade laws for rural sector advocacy.
- CO₅:** Assess globalization's impact on Indian industry via current EXIM policy, conduct case-based analysis of global marketing, finance, and risk, and formulate strategies for rural industrialization in liberalized markets.

MODULE	CONTENT
I	GLOBALIZATION FORCES –Meaning, dimensions and stages in Globalization -Globalization Boon or bane – Introduction to theories of International Trade by Adam Smith, Ricardo and Ohlin & Heckler – Trading Environment of International Trade- Tariff and Non-Tariff Barriers– Trade blocks.
II	ANALYSIS OF GLOBAL ENVIRONMENT – Political Economic, Social & Cultural Legal, Technological, Natural Environment. Rise of New economics like Brazil, Russia, India and China (BRIC) and ASIAN countries.
III	INTERNATIONAL FINANCIAL MANAGEMENT – Balance of Trade and Balance of Payment – International Monetary fund. Asian Development Bank, World Bank.
IV	BILATERAL AND MULTILATERAL TRADE LAWS – general Agreements on Trade & Tariffs (GATT), World Trade Organization (WTO), different rounds, IPR, TRIPS, TRIMS, GATS, Ministerial Conferences, SAARC.
V	GLOBALIZATION AND ITS IMPACT ON INDIAN INDUSTRY -globalization and Internal reform process, current Exim Policy. Case Studies on: Global Environment Analysis, International Marketing, International Finance, Country Risk Analysis

Suggested Reading

1. Sundaram & Black, (1995) International Business Environment, Prentice Hall, Incorporated

2. Apte, P.G., (2010) International Financial Management, Tata McGraw-Hill Education
3. Cherunilam, F. (2010) International Business: Text & Cases, PHI Learning Pvt. Ltd. New Delhi,
4. Hill, C. (2013) Global Business Today, McGraw Hill Higher Education
5. Daniels, J. D. (2007) International Business Environment and operation, Pearson Education India
6. Paul, J. (2011) International Business, PHI Learning Pvt. Ltd
7. Rugmen, A. & Hodgetts R. (2006) International Business, Prentice Hall
8. Shajahan, S. (2006) International Business, Macmillan Publishers India Limited
9. International Business – Rao and Rangachari
10. Export Management – Rathod
11. International Business – Charles Hill
12. International Business Environment – Bhalla and Raju
13. Cherulinun, F. Global Economy and Environment,

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcomes	Teaching–Learning Activities	Assessment Tasks
I.	Understand globalization, its dimensions, stages, pros/cons, and trade theories; identify trade barriers and blocs.	Lectures, discussions, and case illustrations.	Class test, short assignment, presentation.
II.	Analyze global business environment (PESTLE); assess risks, opportunities; study BRIC & ASEAN economies.	Case studies, seminars, expert talks.	Case report, seminar evaluation, quiz.
III.	Explain BoT, BoP, IMF, World Bank, ADB roles; understand export-import finance and trade payments.	Lecture-cum-discussion, practical examples, exercises.	Assignment, class test, participation.
IV.	Describe GATT, WTO, IPR, TRIPS, TRIMS, GATS, and SAARC; understand global trade regulations.	Lectures, role-play, group discussions.	Written test, group presentation, viva.
V.	Evaluate globalization's impact on Indian industries; understand Exim policy and reforms.	Case-based learning, group projects, presentations.	Project report, end-term exam, presentation.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

DSE-IV Course Code: MBARD248
RURAL TOURISM AND ENTREPRENEURSHIP

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objectives: This course aims to develop a comprehensive understanding of tourism concepts, systems, and practices with a focus on rural and sustainable tourism. It equips students with analytical, managerial, and entrepreneurial competencies necessary to plan, promote, and manage tourism initiatives that foster local development, environmental sustainability, and community participation.

Course Outcomes: After completing this course, students will be able to:

CO1: Describe the forms, features and evolution of rural tourism.

CO2: Analyze rural tourism products, tourist behaviour and market segments.

CO3: Develop entrepreneurial business models for rural tourism enterprises.

CO4: Apply marketing, branding and digital promotion tools for rural tourism.

CO5: Evaluate sustainability, policy frameworks and impact assessment in rural tourism.

MODULE	CONTENT
I	INTRODUCTION TO RURAL TOURISM AND ENTREPRENEURSHIP • Meaning, nature and scope of rural tourism • Global and Indian evolution of rural tourism • Types of entrepreneurship and relevance to rural settings • Entrepreneurship as a tool for rural development • Livelihood diversification through tourism • Overview of rural tourism in Himachal Pradesh
II	RURAL TOURISM PRODUCTS, EXPERIENCES AND MARKETS • Types of rural tourism: farm tourism, village tourism, eco-tourism, heritage tourism, adventure-based tourism • Rural culture, cuisine, crafts and festivals as tourism products • Tourist motivations and behaviour in rural contexts • Market segmentation, demand analysis and tourist profiling • Case examples from Spiti, Kinnaur, Kullu, Shimla and Chamba
III	TOURISM ENTREPRENEURSHIP AND ENTERPRISE DEVELOPMENT • Identifying business opportunities in rural tourism • Business models: homestays, farm-stays, guided tours, cultural experiences, handicraft enterprises • Steps in business planning: vision, mission, SWOT analysis • Costing, pricing and financial planning • Funding sources, government schemes and Himachal Pradesh tourism incentives Community-based tourism and role of cooperatives, SHGs and PRIs
IV	MARKETING, BRANDING AND DIGITAL PROMOTION • Basics of tourism marketing • Positioning and branding rural destinations • Designing rural tourism packages and itineraries • Digital marketing: social media, SEO, online travel platforms, influencer collaboration

	• Customer service and reputation management • Networking with NGOs, travel agents and government bodies
V	SUSTAINABILITY, POLICY AND IMPACT ASSESSMENT • Principles of sustainable rural tourism • Environmental, cultural and socio-economic impacts • Benefit sharing and community engagement • National and state tourism policies, homestay guidelines and rural tourism schemes • Risk management for rural enterprises • Tools for monitoring and evaluation • Case studies of successful rural tourism entrepreneurship in India (e.g., Sikkim homestays, Spiti Ecosphere, Meghalaya community tourism)

Suggested Reading

1. Sharpley, R., & Roberts, L. (Eds.). Rural Tourism and Recreation: Principles to Practice.
2. Dixit, S. K. Rural Tourism: Opportunities and Challenges.
3. Lane, B. What is Rural Tourism? Annals of Tourism Research.
4. Singh, S., & Rana, P. Entrepreneurship Development.
5. Bhatia, A. K. Tourism Development: Principles and Practices.
6. OECD. Tourism and Rural Development.
7. Ministry of Tourism, Government of India. Rural Tourism Guidelines.
8. Himachal Pradesh Tourism Development Corporation. Reports and policy documents.
9. Case studies of Spiti Ecosphere, Naggar Heritage Village and Bir-Billing.
10. Theobald, W. F. Global Tourism.
11. Kotler, P., Bowen, J., & Makens, J. Marketing for Hospitality and Tourism.
12. Rasool, H. G. Ecotourism in the Himalayas.

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module-wise Course Learning Outcomes, Teaching–Learning Activities & Assessment Tasks

Module	Course Learning Outcomes	Teaching–Learning Activities	Assessment Tasks
I.	To explain the concepts, scope and significance of rural tourism in sustainable rural development.	Interactive lectures with real-life rural tourism examples and case studies.	Written tests assessing understanding of rural tourism concepts and entrepreneurship.
II.	To enable students to identify and develop entrepreneurial opportunities in rural tourism.	Group discussions on rural tourism models, visitor behaviour and rural entrepreneurship.	Assignments or field reports on rural tourism products, markets or case studies.
III.	To understand rural tourism products, markets and visitor behaviour.	Field visits to homestays, villages, cultural sites or tourism clusters.	Group presentations on tourism business models or marketing strategies.
IV.	To equip learners with skills in business planning, marketing and digital promotion of rural tourism enterprises.	Practical exercises on business planning, digital promotion and itinerary design.	Practical evaluation through preparation of a rural tourism business plan or itinerary.
V.	To promote sustainability-oriented tourism practices and assess social, cultural and environmental impacts.	Guest lectures from tourism entrepreneurs, SHGs, travel professionals and policy experts.	End-of-semester examination covering all units of the course.

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.

GE-II Course Code: MBARD249
RURAL ENTREPRENEURSHIP

Credit	Lecture	Tutorial	Practical
4	3	1	0

Course Objective: This course aims to develop an in-depth understanding of entrepreneurship in rural settings by exploring opportunities, challenges, and institutional support systems. It equips students with the skills to identify, appraise, and develop rural enterprises while fostering practical exposure to grassroots entrepreneurial ecosystems.

Course Outcomes: After the Successful completion of the course, student would be able to:

CO₁: Understand fundamental concepts and evolution of entrepreneurship with a focus on rural contexts.

CO₂: Analyze rural resources, government schemes, and institutional support systems enabling rural entrepreneurship.

CO₃: Apply tools for identifying, formulating, and appraising micro and small rural enterprise projects.

CO₄: Evaluate entrepreneurial career choices and emerging start-up opportunities in rural areas.

CO₅: Demonstrate hands-on entrepreneurial skills through field interactions and live rural enterprise projects.

MODULE	CONTENT
I	INTRODUCTION TO ENTREPRENEURSHIP: Evolution of Entrepreneurship; Concepts and Theories; Types of Rural Entrepreneurs; Challenges of Rural Entrepreneurship Development in India
II	NATURAL AND HUMAN RESOURCES: Panchayati Raj System; Government schemes promoting Rural Skill Sets and Enhancing Opportunities; Institutional Support for Finances; Private–Public Partnership; Corporate Social Responsibility
III	MICRO AND SMALL RURAL ENTERPRISES: Understanding Micro and Small Enterprises; Project Identification and Selection; Project Formulation; Project Appraisal; Government Policies for Micro and Small Enterprises; Rural Business Environment – Social, Economic, Political and Cultural Issues
IV	EVALUATING ENTREPRENEURIAL CAREER OPTIONS AND START-UP OPPORTUNITIES: Overview of Entrepreneurship; Evaluating New Business Opportunities
V	LIVE PROJECT AND HANDS-ON SUPPORT: Study of Rural Entrepreneurs; Growth and Replicability Issues; Entrepreneurial Opportunities – Potential and Limitations; Active Interaction with key Stakeholders – Panchayats, NGOs, CBOs; Networking with all Rural Support Systems

Suggested Reading

1. Burns, P. (2001). Entrepreneurship and small business. New Jersey: Palgrave.
2. Drucker, P.F. (2006). Innovation and entrepreneurship: Practice and principles, USA: Elsevier.

3. Chandra, P (2009). Project preparation, appraisal, and implementation: Tata McGraw Hill, New Delhi. Wei-Skillern, J.C., Austin, J.E., Leonard, H.B. & Stevenson, H.H. (2007). Entrepreneurship in the Social Sector. Thousand Oaks, CA: Sage Publication.
4. Welch, W. & Hopkins, D. (2009). The Tactics of Hope: How Social Entrepreneurs are Changing our World. San Rafael, CA: Earth Aware Editions.
5. Steyaert, C. & Hjorth, D. (2006). Entrepreneurship as Social Change: A Third Movements in Entrepreneurship Book. Northampton, Massachusetts: Edward Elgar Publishing Limited.

TEACHING PLAN: At the beginning of each semester faculty teaching the course will provide (i) Teaching Plan, (ii) updated reading list, and (iii) the list of case studies for uploading on Department website.

Module	Course Learning Outcomes (CLOs)	Teaching–Learning Activities	Assessment Tasks
I	Explain basic concepts and challenges of rural entrepreneurship.	Lectures, discussions	Short tests / class assignments
II	Describe rural resources and govt. support systems.	Case studies, presentations	Case analysis / quiz
III	Prepare and appraise rural enterprise project ideas.	Practical exercises, group work	Project report / viva
IV	Assess new business opportunities in rural settings.	Brainstorming, field examples	Reflection note / MCQs
V	Execute live project and stakeholder engagement tasks.	Field visits, interaction with entrepreneurs	Field report / practical evaluation

Note: Apart from the assessment tasks listed above, overall course assessment will also include evaluation based on class attendance, mid-term examinations, student presentations in class, and submitted written assignments.