



Common Core Curriculum for Rural Management P.G. Course



Fellow students with a shared interest Rural Management

Meaningful career opportunities in government, quasi-government, public and private initiatives in rural management

Hands on experience in rural community engagement

Simulating classroom sessions with real-life learning by doing

Department of Higher Education
Ministry of Human Resource Development
Government of India

About the Institutes

Mahatma Gandhi National Council of Rural Education (MGNCRE)

MGNCRE under the Ministry of Human Resource Development, in Government of India strives to promote resilient rural India through Higher Education interventions. MGNCRE designs, develops and promotes curriculum inputs for higher education programmes offered by Universities and Autonomous Institutions in India. The higher educational streams of focus for MGNCRE include: Rural Studies, Rural Development, Rural Management, Social Work and Education. The curriculum inputs are both theoretical and practical field-related relevant to rural India.

Vision

To involve higher education curriculum in India in the process of building resilient rural India i.e., Uthkrishit Gram for Unaat Bharat

Mission

Formulate and recognise curricular inputs and accredit courses and higher educational institutions, which enable development of sustainable, climate and disaster resilient rural livelihoods.

This curriculum has been developed in consultation with Institute of Rural Management Anand (IRMA).

Institute of Rural Management Anand (IRMA)

IRMA was established in 1979 at Anand, Gujarat with the support of the Swiss Agency for Development Cooperation (SDC), the Government of India, Government of Gujarat, the erstwhile Indian Dairy Corporation and the National Dairy Development Board (NDDB). The rationale behind its installation had to do with providing management education, training, research and consultancy support to co-operatives and rural development organisations in India. The genesis of IRMA is owed to Dr. Kurien's work with dairy co-operatives, which revolutionized the dairy industry in the country. It was founded with the belief that the key to effective rural development lies in professional management. Professionalising rural management involves synergising specific yet unmet needs of the rural sector with the formal techniques and skills of management professionals. Linking the two are the 'rural managers' graduating from IRMA after undergoing a two-year diploma (PRM) programme in rural management.

Key Features

The following core characteristics form the basic framework of the community based learning model in the rural management curriculum.

Contemporary, relevant, and completeness of Content: It adopts a multi-disciplinary approach incorporating key elements of rural management including

community development and planning, rural resilience management and social entrepreneurship. It will equip the student to harness emerging and growing opportunities in the public and private domains in the rural sector.

Inclusive and equitable: Rural management curriculum must promote opportunities to handle the scale and potential of village based economic activities efficiently for various social groups and encompassing the array of economic activities including the students who pursue the curriculum.

Experiential Learning: In Rural Management, learning tasks are active processes and they allow students to assume active role in the decision making process in practice.

Personal and Public Purpose: In rural field level engagement process, the learning goals connect personal achievement of the students for professional careers to public purpose of improving the managerial input into the rural sphere. It is a professional attempt to attain an effective balance between education and economic development.

Practical and Competency Based: A rural management course curriculum provides framework for continuous rural community-business interaction, exposing students to the challenges of rural living. It enables development of competencies and values to address rural challenges effectively.

Assessment and Feedback: Rural Management Course is based on ongoing assessment supported by mentoring. It provides the students an opportunity to learn from their successes and failures.

Resources and Relationships: Community partnerships increase effectiveness of harnessing community resources and community relationships. Students extensively use these partnerships during learning and action, making the process interactive and real time learning.

Curriculum Design

- Objectives
- Rationale
- Proposed Model of Curriculum
- Practicum Details
- Assessment
- Outcomes

Program Objectives

The following objectives have been framed for the proposed curriculum.

1. To study various farm based and non-farm based livelihoods of village communities and to explore solutions to enhance their incomes and quality of life.
2. To study the past and present perspectives in rural organisations and rural resource management in the transformation of India.
3. To study the changing profile of rural India in terms of value addition possible through agricultural and allied professions
4. To study and adopt various interventions in rural management including warehousing, marketing, communication, financial management, human resource management and project management.

5. To understand, learn and practice various research methodologies and use tools for data analytics in the rural sector.
6. To study rural infrastructure needs and align them with the local government budgets and programs.
7. To understand the new village-technology interface in terms of information, participatory processes, mainstream and alternative technologies in agriculture, rural livelihoods and industries and communication.
8. To provide practical opportunities for students for participation in rural community mobilization for rural infrastructure development and maintenance.
9. To create interface programs with public representatives and district authorities for implementing local projects, CENTRAL/STATE Government schemes and address their challenges.

Rationale

Rural Management with community engagement methodology will be a big game changer for rural communities. In view of the continued rural distress, though traditional extension and outreach programs have been desperately trying to bring in the desired outcomes, these are just not sufficient to bridge the gap between the demand for technically qualified professionals in rural management (to be supplied by the higher education institutions) and the current availability of rural managers. What is required is an approach that extends beyond service and outreach to actual 'engagement'.

Selection Process of Students

Applicants would be shortlisted on the basis of Written Test, Group Discussion and Personal Interview to test the communication skills and the interests of the students who would like to join the program in terms of their engagement with the rural communities, their development concerns and their business interests.

Strategy for Internship

Every department should have a database of the organizations, in their respective regions with whom the students will work for internship. The relationship with the organizations and the university needs to be on a continuum basis. The university can organize student-industry interactions throughout the year by inviting designated resource persons from the organization. It could be in the form of inviting the experts in the organizations in a respective field as a guest speaker or as an adjunct faculty for any of the subjects to be taught.

Placement

Placement cell in the respective university needs to develop a brochure of students with their background to facilitate the placement of students. The universities should build a network of institutions where students do internships get converted as Management Trainees at the end of the second year. The placement will include in the rural entrepreneurship, rural business planning, Banks, Financial Institutions, CSR, Nodal Officer for Rural Development, and many more.

Pedagogy

1. *Class Room teaching*
2. *Case Studies*
3. *Problem Solving*
4. *Group Exercise*
5. *Group Discussions*
6. *Audio, Video, Film-based discussions*
7. *Immersion*
8. *Internship*
9. *Report-writing and Documentation*

Common Core Curriculum For Rural management P G Course Introduction

Majority of India's population (68.4%) live in the rural areas. It contributes 37% to the country's GDP. From 80% share, our village population has declined to 68.4% of the total population. It shows a steady trend of migration from rural to urban areas in search of work and better quality of life apart from natural increase in rural population as well as urban population. The urban rural disparity in the access to basic amenities like drinking water, power supply, pucca households, sanitation and quality education is vivid. Nearly 300 million people are poor and majority of them live in rural India and have a per capita income of less than Rs. 5000 a month. The causes of rural poverty are manifold, primarily climatic, economic, social (low skills and education) and demographic. In the face of this growing rural poverty leading to distress, the society needs to respond quickly and effectively with a long term strategy. This is where professionally trained managerial inputs are required along with various rural development interventions and support from various organisations. A collaborative effort of various stakeholders including institutions of

higher education is a must for increasing the efficiency and effectiveness of rural economic activity.

The Programme

The rural economy has a vast potential for development through micro, social and innovative enterprises. Higher education Institutions need to contribute in this rural socio-economic development through capacity building and human resources development in the critical areas of market linkages, rural entrepreneurship, rural technology development, microfinance, livelihoods and skill development, natural resources management, management of agriculture and technical assistance in the areas of health, education, management of village administration, sanitation and infrastructure development. Thus, a two year rural management program developed with a multi-disciplinary approach will equip the student to tap the emerging and growing opportunities in the public and private domains of rural sector.

In the first year, this program will dwell into specially identified rural oriented courses that cover general principles of management and the core subjects provide students with basic analytical, decision making and inter personal skills. Thus most of the topics handled in the curriculum in the first year can be same as that are present in any other general management course. The context and the focus must be rural.

This program stands out for its rural engagement component- in-depth rural field exposure, duration and frequency. It has three components of field engagement and learning opportunities for students, covering a Government Organization, an NGO and a commercial rural enterprise like a co-operative

or social business enterprise. Vast online repositories through university libraries and other digital media provide a unique ability for Higher Education Institutions to share success and failure case studies and experiences in ways that were unimaginable in 1980s.

Structure for 2-Year PG Program in Rural Management

Curriculum for IRMA MGNCRE Rural Management P G Course First Year							
Semester 1				Semester 2			
Courses	No. of Credits (Sessions)	No. of Sessions		Courses	No. of Credits	No. of Sessions	
101: Indian Rural Society and Rural Administration	4(40hrs)	40 hrs	107: Village Immersion Programme: Village Field Experience – Participatory Rural Appraisal (1 Month) – (4 credits)	201: Individual and Organizational Behavior	4	40 hrs	206: Field Experience: Working in a Rural Enterprise/Cooperative Society – 2 months (8 credits)
102: Principles and Practices of Rural Management	4(40hrs)	40 hrs		202: Fundamentals of Operations Management	4	40 hrs	
103: Rural Planning and Development	4(40hrs)	40 hrs		203: Financial Management of Rural Organizations	4	40 hrs	
104: Managerial Economics	4(40hrs)	40 hrs		204: Marketing Management for Rural Organizations	4	40 hrs	
105: Accounting for Rural Management	4(40hrs)	40 hrs		205: Rural Entrepreneurship	4	40 hrs	
106: Research Methods for Rural Management including PRA	2(20hrs)	20 hrs					
Total Credits (22+4)	26				Total Credits (20+8)	28	
Curriculum for MGNCRE Rural Management PG Course Second Year							
Semester 3				Semester 4			
Courses	No. of Credits	No. of Sessions		Courses	No. of Credits	No. of Sessions	
301: Human Resource Management and Organizational Development	4	40 hrs	306: Rural NGO Experience in areas Like livelihoods, education, healthcare, technology or natural resources management (1 Month) (4 credits)	401: ICT and MIS	4	40 hrs	
302: Strategic Management	4	40 hrs		402: Project Management	4	40 hrs	
303: Social Entrepreneurship, Civil Society and NGO Management, Corporate Social Responsibility	4	40 hrs		403: Creativity and Innovation	4	40 hrs	
304: Elective 1	4	40 hrs		404: Elective 3	4	40 hrs	
305: Elective 2	4	40 hrs					
Credits (20+4)	24				Total Credits	16	

Electives	Code	Courses	Credits
Rural Finance- Electives	RF-1	Microfinance Management	4
	RF-2	Management of Cooperatives and Collectives	4
	RF-3	Agriculture Finance and Insurance and Risk Management	4
	RF-4	Commodity Markets, Pricing and Derivatives	4
Rural Marketing - Electives	RM-1	Linking Markets for Rural Produce &SCM	4
	RM-2	Consumer Behavior	4
	RM-3	Integrated Marketing communication	4
	RM-4	Value Chain Management(VCM)	4
	RM-5	Product and Brand Management	4
	RM-6	Rural Exports, Procedures and Documentation	4
	RM-7	Rural Procurement Management and Retailing	4
RD & Livelihood Electives	RD-1	NRM, Watershed Management, and Sustainable Livelihoods	4
	RD-2	Civil Society and Sustainable Development	4
	RD-3	Community Resilience and Disaster Risk Management	4

The students will be involved in the rural community engagements of three types:

1. The **first field assignment** will be a Village Immersion Program to obtain the Village Field Experience including conducting a Participatory Rural Appraisal (PRA). This assignment will be one month of stay in the village with the support of village administration. This stay arrangement will be finalised in consultation with the local administration. It will be for 4 credits with 200 hours of work. It comprises:

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

- i. Preparation of a village study report.



2. The **second field assignment** will be with a rural commercial organisation viz., rural business enterprise, Co-operative Society, Bank, training institutions or any other rural commercial enterprise. This assignment will be for two months - 8.0 credits with 320 hours of work. The topics for this assignment can be based on the course topics of either the core or elective courses that are rural in nature linked to

rural business or enterprise. Some examples are as follows:

- a. Rural Supply Chain Management
- b. Rural Marketing
- c. Rural Financing
- d. Agribusiness Management
- e. Rural handlooms and Handicrafts Management
- f. Rural Exports
- g. Rural Technology, e-Business and e-Commerce.
- h. Any other Rural Engagement topic as deemed fit by the University.

3. The **third field assignment** will be on working with a NGO. This assignment will be for one month 4.0 credits with 200 hours of work. The topic for assignment can be mutually decided between the University and the NGO, under the theme of Rural Engagement.

Assessment

Each full theory course could be of 4.0 credit equivalent to 40 hours of classroom transaction. The theory component can be of 80 marks and practical aspects can be for 20 marks. This P.G. program offers the following five streams of specialization as per the local facilities and demand:

1. Rural Financial Management
2. Rural Marketing Management
3. Agri-Business management
4. Rural Development and Livelihoods
5. Rural Tourism and Hospitality Management

If the department does not have faculty expertise in the respective area, faculties can be obtained from other departments such as sociology, environment, statistics, computer science, mass communication and public

administration from any relevant departments of the University

Outcomes

After completion of the course the student will be able to

- Have focussed understanding on the social, economic, political and cultural context of rural society.
- Address the economic and infrastructural challenges of rural India with suitable response
- Engage in the management of the rural community organisations, in areas of market linkages, rural financing, livelihoods and skill development, infrastructure, energy and natural resources management among others.
- Engage in teaching, research, action research, skill development and training for village community development.
- Engage in village development planning and village resource management functions.
- Set up a social enterprise that earns profits and provides income to the artisans, farmers or village workers.

Career Options

- Engage in rural product development and value addition enterprises
- Rural Entrepreneurship
- Careers in rural business planning and development
- Careers in marketing of rural products or produce
- Careers in Rural Finance Agencies like Banks, Agriculture Finance Banks, Microfinance Institutions, NBFCs
- Careers as Project Managers for Government engagements, Institutions,

NGOs, Farmer Producer Organisations and Cooperatives

- Career in Community Development Projects of State and Central Governments
- Career in Corporate Social Responsibility Projects
- Career with links in the Rural India including Rural Tourism and Hospitality Management and Facilities Management
- Career as Nodal Officer for Rural Development

- Career as Rural Infrastructure Manager
- Career in Energy, Environment and Natural Resource Management
- Career in Agribusiness, food processing, FMCG, retail and rural market chains.
- Career in research, training and skill development in Education / Training Institutions in Government and Non-Government Organisations.

2 years PG Programme in Rural Management Curriculum Details

Term 1 Core Subjects and Field-Work

S. No.	Course Code	Course Title
1.	101	Indian Rural Society and Rural Administration
2.	102	Principles and Practices of Rural Management
3.	103	Rural Planning and Development
4.	104	Managerial Economics
5.	105	Accounting for Rural Management
6.	106	Research Methods for Rural Management including PRA
7.	107	Village Immersion Programme: Village Field Experience – Participatory Rural Appraisal (1 Month)

Course Name: Indian Rural Society and Rural Administration

Course Code: 101

Learning Objectives:

- To facilitate the students to understand Rural Society- Features, value system, caste system.
- To facilitate students appraise the Rural Local Administration- Panchayati Raj Institutions, Village, Block, Zilla Panchayats.
- To enable students to understand Village Economy and its nature.

Course Content:

Unit 1: Rural Society: Its basic features, stratification, values and value system, rural-urban differences. Rural social structure, rural power structure – caste hierarchy, landlord-labour relationship, caste in rural society, tribes and their problems.

Unit 2 : Panchayati Raj: A brief history existing legal framework, working and problems. Gram Panchayat and Panchayat Samitis - Power, functions, elections, working problems, Zilla Parishad - Structure, Powers, function, working and problems, Rural Administration – Concept & Scope, Administrative structure. State - District - Block, Block Panchayat relationship.

Unit 3: Fundamentals of Rural Demography and Economics: Rural population – Size, birth and death rates, causes and socio-economic implications of rapid growth in rural population, occupational structure, Rural Economics - Its Nature, scope and importance, analysis of rural labour force, participation of women in rural labour force, rural poverty, inequality, rural unemployment.

Unit 4: Indian Agriculture: Importance, agricultural production and productivity, agricultural backwardness, causes and consequences, modernization of agriculture, green revolution, farm management and technology of farming, natural, organic farming, co-operative farming, minor irrigation - Problems of Agriculture in India.

Unit 5: Land Tenure Systems and Land Reforms: Tenancy laws, land ceiling and consolidation of holdings, land-ceiling laws, and distribution of surplus land among the rural poor, bataidari, problems of land alienation in the tribal areas.

Suggested Readings:

1. A R Desai, Rural Sociology and India, Popular Prakashan Bombay
2. P C Dib, Rural Sociology – An Introduction, Kalyan Publishers, Delhi.
3. Soran Singh, Scheduled Castes and India, Dimensions of Social Change, Jain Publication House, Delhi.
4. Budhadeb Choudhary, Tribal Development in India, Inter-India Publications, New Delhi.

Course Name: Principles and Practices of Rural Management

Course Code: 102

Learning Objectives:

- To facilitate the students to recognize the principles on which Management is based.
- To facilitate students appraise the different practices of Management and Management styles.
- To enable students to incorporate these theories as practices into their work life.

Course Content:

Unit 1: Introduction to Management: Management - Meaning, nature, scope and importance of Management, productivity, Management as a Science, Art or a Profession, Universality of Management, Management Principles, Functions of management, Management roles, Levels of Management, Management Skills, Social Responsibility, Ethics and Values in Management, Corporate Social Responsibility, Corporate Governance, Management Vs Administration, Evolution of Management thought- Scientific Management, Fayol's Principles of Management, Hawthorne Experiments, Decision Theory Approach, System Approach, Contingent Approach, Contribution of Peter Drucker.

Unit 2: Management Functions – Planning, Organizing: Planning – Meaning, nature and importance, Planning Process, Types of Planning, Measures of effective Planning, Barriers to Effective Plan, Management by Objectives; **Decision Making** - Meaning, Types of decisions, Decision Making Process, Individual Vs Group Decision Making, Decision Making Conditions, Creativity; **Organizing** - Meaning, Organization Structure, forms of Organization Structure, Departmentation, Task Force, Virtual Organization, power, authority, accountability, delegation, centralization, decentralization, working team, team effectiveness, dynamics of group behavior, influence of group on individual and group decision making

Unit 3: Staffing: Meaning, man power planning, job analysis, job description, job specification, recruitment and selection, training and development, transactional analysis, organization development, performance appraisal, job evaluation. **Directing**– Meaning, nature, scope and principles of direction, supervision;

Unit 4 : Motivation: Meaning, nature and importance of motivation, Theories of motivation – Maslow, Herzberg, McClelland, Alderfer, Vroom, Porter – Lawler, McGregor, Rewards – Monetary and Non – Monetary, Job design, job enrichment, job satisfaction, quality of work life, morale and productivity; **Leadership** - Meaning, importance, leadership theories, leadership styles – managerial grid, tridimensional grid, leadership as a continuum

Unit 5: Controlling: Meaning, importance, controlling process, types of control, essential of effective control system, behavioral importance of control, control techniques, quality circles. **Communication** - Meaning, process, oral, written, Non-verbal, pictorial communication, communication channel, barriers in communication

5a. Communication: Communication in Business: Importance and benefits, components – concepts and problems-nonverbal communication – The seven Cs of effective communication: Completeness,

Conciseness, consideration, concreteness, clarity, courtesy and correctness – Business Communication in the Global Context: Background to inter-cultural communication - cultural variables, individual cultural variables

5b.: Forms of Communication: Personal, Interpersonal, Technology & Communication, Communication for Organizational Effectiveness

Suggested Readings:

1. Koontz O Donnell– Principles of Management (Tata McGraw Hill)
2. L.M. Prasad – Principles & Practices of Management (Sultan Chand & Sons , New Delhi)
3. Parag Diwan – Management Principles and Practices (Excel Books, New Delhi)
4. Stoner, Freeman, Gilbert. Jr. – Management (Prentice Hall of India)
5. Koontz, Weihrich – Essentials of Management (Tata McGraw Hill)
6. Murphy A Herta, Hildebrandt W Herbert and Thomas P Jane, 2008, Effective Business Communication, 7th Edition, Tata McGraw Hill Publishing Company Limited, New Delhi.
8. Urmila Rai and S M Rai, 2008, Business Communication, 10th Edition, Himalaya Publishing House. Mumbai

Course Name: Accounting for Rural Management

Course Code: 105

Learning Objectives:

- To enable the students to understand, analyze and interpret the information provided by financial statements manually and using software.

Course Contents:

Unit 1: Introduction: Accounting and its functions, Accounting as an information system, Basic Accounting Concepts and Accounting Conventions, Accounting Principles, Generally Accepted Accounting Policies (GAAP), Accounting Standards, Accounting Structure, Types of Accounts. Rules regarding Journal Entries, Recording of Journal Entries, Ledger Posting, Cash book, Trial Balance

Unit 2: Preparation of Final Accounts: Preparation of Final Accounts, Trading Account, Profit & Loss Account, Balance Sheet, Treatment of Adjustments into trial balance. Accounting for Non-Profit Organizations

Unit 3: Financial Statement Analysis: Meaning and Objectives of Financial Statement Analysis, Limitation of Financial Analysis. Tools of financial analysis: Ratio analysis, Common size statements, Trend analysis, Fund flow and cash flow statement.

Unit 4: Cost Accounting: Cost Accounting, Elements of cost, Cost sheet, Budgeting and Budgetary control.

Unit 5: Application of Software: Application of Software: Tally Latest Version

Suggested Readings:

1. Charles T. Horngren, Gary L. Sundem, John A. Elliott and Donna Philbrick: Introduction to Financial Accounting, Prentice Hall India.
2. Hanif Mukherjee: Financial Accounting, Tata McGraw Hill
3. Charles T. Horngren, Jeff Schatzberg, Gary L. Sundem and William O. Ostratton: Introduction to Management Accounting, Pearson Education.
4. Charles T. Horngren, Srikant M. Datar and George Foster: Cost Accounting- A Managerial Emphasis, Prentice Hall India.
5. N.R.Swamy: Financial Accounting-A managerial Perspective, Prentice Hall India.
6. J.R. Williams, S.F. Haka, M.S. Bettner and R.F. Meigs: Financial and Managerial Accounting – The Basis for Business Decisions, Tata McGraw Hill.

Course Name: Research Methods for Rural Management including PRA

Course Code: 106

Learning Objectives:

- To initiate in the students the foundation of the methods of research in rural areas
- To generate amongst students the practice of conducting research especially in rural surroundings
- To introduce PRA and qualitative methods of research useful for rural areas

Course Content:

Unit 1: Introduction to Research methods: Concept, Role, nature, scope, need, objectives and managerial value of rural research, Types of research, Research process, Problems encountered by researcher Understanding the language of research: concept, construct, definition, variable **Research Design:** Concept, need, importance and feature of a good research design, Different research designs (Exploratory, Descriptive, Experimental and Diagnostic research) – Concept, types and uses;

Unit 2: Sampling: Concept of statistical population, sample, sampling frame, sampling error, sample size, characteristic of a good sample; Types of sampling: Probability sampling – simple random sampling, stratified sampling, cluster sampling, systematic sampling, Multi-stage sampling. Non- probability sampling – Judgment sampling, convenience sampling and quota sampling; Attitude Scaling Techniques: concept of scale, Rating scales – Likert scales, semantic differential scales and Graphic rating scales; Measurement: Concept of measurement, Level of measurement – Nominal, Ordinal, Interval, and ratio Types of data: Primary data and Secondary data Primary data– definition, Advantages and disadvantages over secondary data; Secondary data– definitions, sources, characteristics; Methods and tools for data collection

Unit 3: Introduction to Statistics: Meaning and definitions of statistics, scope and limitations of statistics, Role of statistics in Management decisions; **Measures of Central Tendency:** Mean, Median, Mode, Percentile and Quartiles; **Measures of Dispersion:** Range, Inter-quartile Range, Quartile Deviation, Mean Deviation, Standard Deviation, Variance and Coefficient of variation.

Probability and Testing of Hypothesis: Basic Concept and approaches of probability, Additive and Multiplicative law of probability, Conditional probability rules, Baye's Theorem; Probability distributions: Meaning, Types and Applications of Binomial, Poisson and Normal distributions. Hypothesis testing and statistical influence (Introduction to methodology and types of errors), Introduction to sample tests for univariate and bivariate analysis using Normal distribution, F-test, t-test, Z-test and Chi-Square test.

Unit 4: Correlation Analysis: Meaning and types of correlation, Karl Pearson's coefficient of correlation, Spearman's Rank correlation; **Regression Analysis:** Meaning and two lines of regression, Relationship between correlation and regression coefficients; **Time series Analysis:** Time series and its components, Methods of studying components of Time Series, Measurement of trend (Moving Average, Exponential Smoothing and Least Square method).

PRA-Participatory Action Research: Principles, Dangers and Drawbacks of Participatory Approaches, Application of PRA in Rural Setting, Tools of PRA: Wealth Ranking, Time line, Transact, Seasonality, Social Mapping, Resource Mapping, Venn Diagram, Focus group Discussion.

Unit 5: Data Analysis: Editing, coding, Classification and Tabulation; **Data Analysis** –Various kinds of charts and diagrams used in data analysis, Application of statistical techniques for analyzing the data, different statistical tests for hypothesis testing **Report writing**– Significance of report writing, steps in report writing, layout of research report and precautions in writing research reports.

Suggested Readings:

1. Gupta S.P, Statistical Methods.
2. Hooda P.R Statistics for Business and Economics Tata McGraw Hill
3. Levin & Rubin Statistics for Management PHI,
4. Kothari C. R., Research Methodology: Methods and Techniques, New Delhi, Vishwa Prakashan.
5. Cooper, Donald R- and Pamela Schindler, Business Research Methods , Tata McGraw Hills, New Delhi
6. Narayanasamy, N, Participatory Rural Appraisal: Principles, methods and application, Sage Publications India Ltd
7. <https://www.youtube.com/watch?v=cli-CruLcc8> - PRA tools and techniques
8. <https://www.youtube.com/watch?v=wLinH1rfJM> – social mapping

Course Name: Rural Planning and Development

Course Code: 103

Learning Objectives:

- To facilitate the students to understand Rural Development Programs and their impact.
- To create awareness about Institutional framework to support Rural Development study, research and documentation- MGNCRE, NIRD&PR, SIRDs etc.
- To enable students to know about RD initiatives of Central and State Governments.

Course Content:

Unit 1: Introduction: Rural Development: Concept, Elements, Importance and Scope - Approaches: Sectoral, Area Approach, Target Group Approach, Participatory Approach, Integrated Approach - Strategies of Rural Development.

Unit 2: Rural Management: Scope and Significance of Rural Management – Economic perspectives of Rural Development: Lack of access to assets, Micro finance, Capital market - Sectoral Issues in Rural development: Agriculture, Industries and Land Reforms.

Unit 3: Institutions for Rural Development and Management: Structure, Functions and Role in Rural Development - National level Institutions: Planning Commission, Ministry of Rural Development, Ministry of Panchayati Raj, NIRD&PR, CAPART and NABARD - State Level Institutions: State Planning Board, State Institute of Rural Development and Kerala Institute of Local Administration - District & Other Level Institutions: District Planning Committee; Panchayati Raj Institutions - Community Based Institutions – Scientific inputs and support from the Institutions like ICAR, ISRO, CSIR Institutes.

Unit 4: Major Development and Welfare Programs: Mahatma Gandhi National Rural Employment Guarantee Program (MGNREGS), Public Distribution System(PDS), Sarva Siksha Abhiyan(SSA) National Rural Livelihood Mission (NRLM), Pradhan Mantri Gramin Awaas Yojana (PMGAY), Swachh Bharat Mission (SBM), National Health Mission (NHM), Swajaldhara - Backward Region Grant Fund (BRGF), Pradhan Mantri Grameen Sadak Yojana (PMGSY), Integrated Wasteland Development Program (IWDP), Provisions of Urban Amenities in Rural Areas (PURA), PPP/CSR Initiatives in Rural Development (the names may be changed as per government programs)

Unit 5: Case Studies and Good Practices: Experiments in Rural Development before Independence: Sriniketan, Marthandam, Sevagram, Wardha experiment, Baroda experiment, Firka Development, Nilokheri and Etawa Pilot Project - Individual models: Ralegaon Siddhi experiments of Anna Hazare and impact on rural development - Tarun Bharat Sangh experiment of Rajendra Singh and its impact - Nandigram experiment of Gandhi Vichar Parishad, Bankura, West Bengal and its impact.

Suggested Readings:

1. Prasad, B.K.(2003), Rural Development: Concept, Approach and Strategy, New Delhi: Sarup& Sons.
2. Singh, Katar. (2009). Rural Development – Principles, Policies and management, New Delhi: Sage.
3. Srivastava, Madhuri and Alok Kumar Singh (Eds.) (2008), Rural development in India: Approaches, strategies, and programs, New Delhi: Deep and Deep Publications.

4. Sundaram, Satya. (2002), Rural Development Mumbai: Himalaya.
5. Government of India. (2012), Greening Rural Development in India, New Delhi: Ministry of Rural Development and UNDP.
6. Singh, Katar and RS Pundir. (2000), Co-operatives and Rural Development in India, IRMA.
7. India Rural Development Report 2013-14, Hyderabad: Orient Blackswan.

Course Name: Managerial Economics

Course Code: 104

Learning Objectives:

- To help students understand the concepts of Economics – Supply and Demand, Cost and Pricing, Theory of Consumer behavior.
- To understand Rural Economy- Competition- Monopoly, Duopoly, Oligopoly and Monopolistic Competition.

Course Content:

Unit 1: Managerial Economics: Ten Principles of Economics, Market Forces of Demand and Supply, Elasticity and its applications. Revenue, Cost and Pricing. Theory of Demand: Indifference Curve Approach and Utility theory, Marginal analysis, Theory of Consumer, Determinants of Demand, Modeling Consumer Demand, Forecasting Consumer Demand, Elasticity of Demand, Consumer Decisions in the Short Run and Long Run.

Unit 2: Production Analysis: Cost Approach v/s Resource Approach to Production Planning, Economies of Scope and Joint Products, Marginal Cost of Inputs and Economic Rent, Marginal Revenue Product and Derived Demand, Horizontal Integration, Vertical Integration, Transfer Costs, Cost Centre v/s Profit Centre.

Unit 3: Cost and Demand Analysis: Production with one and two variable inputs, cost concepts, short and long run cost functions, production function in short and long run, economies of scale and scope, Market Equilibrium, Shifts in Supply and Demand Curves, reject competition, Why perfect Competition is Desirable, Firm Strategies in Highly Competitive Markets.

Unit 4: Market Structure: Imperfect Competition, Monopolistic Competition, Monopoly, Oligopoly, Duopoly, Oligopoly and Cartels, Production Decisions in Non-Cartel Oligopolies, Seller Concentration, Competing in Tight Oligopolies: Pricing Strategies, Buyer Power.

Unit 5: Market Externalities: Free Market Economies v/s Collectivist Economies, Efficiency and Equity, Circumstances under which Market Regulation is desirable, Regulation to Offset Power of Seller and Buyers, Natural Monopoly, Externalities, Externality Taxes, High Cost to Initial Entrant and the Risk of Free Rider Products, Limitations of Market Regulation

Suggested Readings:

1. Arrow, K. J. (1962). The economic implications of learning by doing. *Review of Economic Studies* 29(3), 155–173.
2. Baumol, W. J., Panzar, J. C., & Willig, R. J. (1982). *Contestable markets and the theory of industry structure*. San Diego, CA: Harcourt Brace Jovanovich.
3. Coase, R. H. (1937). The nature of the firm. *Economica* 4(16), 386–405.
4. Milgrom, P. R., & Roberts, J. (1992). *Economics, organization & management*. Englewood Cliffs, NJ:
5. Porter, M. E. (1980). *Competitive strategy*. New York, NY: The Free Press.
6. Samuelson, W. F., & Marks, S. G. (2010). *Managerial economics* (6th ed.). Hoboken, NJ: John Wiley & Sons.
7. Shapiro, C., & Varian, H. R. (1999). *Information rules*. Boston, MA: Harvard Business School Press.

Course Name: Rural Immersion Camp: Village Field Experience – Participatory Rural Appraisal

Course Code: 107

Learning Objectives:

- To provide Village Field experience to students
- To enable students to understand the rural issues/ opportunities and limitations.

Course Content:

This is primarily a Village Field Experience (staying in a village for 4 weeks). The students are expected to stay in village at a common or private house and use all the PRA Tools (Social Mapping, Resource Mapping, Time-line, Transact-walk, Matrix- Ranking) to understand the rural realities in terms of following key areas-

- i. Water, sanitation and hygiene;
- ii. Health care (for children, women and elderly);
- iii. Education (both primary and secondary);
- iv. Infrastructure- Drainage, roads (connecting road and village roads etc.);
- v. Natural Resources;
- vi. Social Setting; and
- vii. Agri and Allied and Non-Agri livelihood systems.

In addition, the students are expected to take notes on existing government private support institutions. They need to closely observe the functioning of Panchayat Raj Institutions- Gram Panchayat Development Plans (GPDP) and their implementation status. They may also make notes on implementation and impact of National/ state schemes like MNREGA/ SBM etc. This field attachment is expected to make them understand the rural issues/ opportunities and limitations. The students will self finance for the assignment. Stay arrangements will be provided to students in discussion with local administration.

At the end of 4-week attachment, all the students are expected to submit a comprehensive report (not less than 10000 words) followed by a presentation at the Class-room.

Term-2 Core Subjects and Field-Work

S. No.	Course Code	Course Title
1.	201	Individual and Organizational Behavior
2.	202	Fundamentals of Operations Management
3.	203	Financial Management of Rural Organizations
4.	204	Marketing Management for Rural Organizations
5.	205	Rural Entrepreneurship
6.	206	Field Experience: Working in a Rural Enterprise/Cooperative Society – 2 months

Course Name: Individual and Organizational Behaviour

Course Code: 201

Learning Objectives:

- To provide a basic understanding of Organizational behavior (OB) – Evolution, challenges, opportunities, and Individual behavior- Values, types, Attitudes, Personality- Meaning, determinants, traits, and perception.
- To provide a basic understanding of Group behavior, Organizational process and Organizational Development (OD) - concept, scope, practice and processes.

Course Content:

Unit 1: Introduction: Organizational Behavior- Concept and Importance, Historical Development of O.B., Contributing disciplines to the O.B. field, Challenges and Opportunities for O.B., Models of O.B.

Unit 2: Individual Behavior: Values: Importance, types, values across culture, Attitudes: Types, cognitive dissonance theory, measuring attitude, Personality: Meaning, determinants, traits, major personality attitudes influencing O.B., Perception - Meaning, factors influencing perception, person perception.

Unit 3: The Group Behavior: Foundations of Group behavior, Defining and classifying groups, stages of group development, Group structure, Group decision making, Negotiation and Conflict Management, Understanding work teams, Difference between Groups and teams, types of teams, creating effective teams, turning individual into team players.

Unit 4: Organizational Process- Organizational Development: Concept, Scope, practice and process of organizational Development interventions, Personal, Interpersonal, group process, in Organizational development, Team Building and team development, Power and Politics, Case study & simulation exercise.

Unit 5: Organizational Culture and Emerging Trends: Definition, culture's functions, creating and sustaining culture, how employees learn culture, creating an ethical organizational culture, creating a Customer responsive culture, Organizational change, forces for change, resistance to change, managing, organizational change, Empowerment and quality of work life,

Suggested Readings:

1. Organizational Behaviour-Concept, Controversies, Applications-Stephan Robbins.
2. Organizational Behaviour-Fred Luthans
3. Organizational Theory and Behaviour- R.A. Sharma
4. Organizational Behaviour-K. Aswasthapa
5. Robbins, P. Stephen, Timothy, A. Judge, and Neharika Vohra (2013). Organizational Behavior, 15/e; New Delhi: Pearson Education

Course Name: Fundamentals of Operations Management

Course Code: 202

Learning Objectives:

- To make students understand the importance of production planning and control in rural organizations
- To enable students to calculate optimal costs of mandatory expenses.

Course Content:

Unit 1: Facilities Location and Layout & Production Planning and Control: Strategic Importance, Factors affecting Locations (and related problems) and Layout, Installation of facilities, Single Location and Multi location Decisions, Principles and Types of facilities layout. **Production Planning and Control :** Production Planning Techniques for various Process Choices, Techniques of production control, aggregate planning techniques, Master Production Schedule (MPS); Product Scheduling, Scheduling Procedure and Techniques.

Unit 2: Product and Service Design: Origin of the Product Idea and Selection from Various Alternatives, Characteristics of a Good Design, Process Design, Type of Process Designs, Process Planning Procedure.

Unit 3: Quality Management: Introduction, Meaning, Quality Characteristics of Goods and Services Tools and Techniques for Quality Improvement – Check Sheet, Histogram, Scatter Diagram, Cause and Effect Diagram, Pareto Chart, Statistical Control Chart, Quality assurance, Total Quality management, Model, Service Quality, Concept of Six Sigma and its Application; Maintenance: TPM: Total Productive Maintenance (TPM), Meaning and Objectives of TPM, Methodology of TPM, Advantages of TPM.

Unit 4: Inventory Management: Key Processes to Eliminate Waste, Implementation of JIT, Pre-requisites for implementation, JIT Inventory and Supply Chains Functions of Materials Management, Purchase Management, The Methods of Purchasing, Purchasing Procedure; Inventory Management and Coding , Related problems

Unit 5: Problem Solving: Problems on Transportation, Problems on Assignment, Linear Programming Problems-Formulation and Solving, Problems on Network Modeling

Suggested Readings:

1. R. Paneerselvam. Production and Operations Management, New Delhi, Prentice Hall of India Publications.
2. S.N.Chary, Cases and Problems in Production and Operations Management, New Delhi, Tata McGraw Hill Publications.
3. Everett E. Adam Jr. and R.J. Ebert, Production and Operations Management, New Delhi, Prentice Hall of India Publications.
4. Operations Research / S.D.Sharma-Kedarnath
5. Operations Research: Methods & Problems / Maurice S ashimi, Arhur Yaspan& Lawrence Friedman
6. Operations Research / R.Pannerselvam, PHI Publications.
7. Operation Research /J.K.Sharma/MacMilan.
8. Introduction to O.R /Taha/PHI

Course Name: Financial Management of Rural Organizations

Course Code: 203

Learning Objectives:

- To enable the students to understand concepts and applications related to financial management including investment, dividend, and financial decisions

Course Content:

Unit 1: Introduction: Introduction to Financial Management, Concept of time value of money and annuities, Introduction to risk and returns,

Unit 2: Investment Decisions: Capital budgeting techniques-traditional and discounted techniques, Management of Working Capital: Meaning of WC, Need of WC Management, Determinants of WC, Operating Cycle, Estimation of WC

Unit 3: Short Term Financing: Working Capital Financing: Trade credit, bank finance, commercial paper, factoring, money market instruments.

Unit 4: Financing Decisions: Cost of equity capital, Cost of preference shares, Cost of debt and weighted average cost, Capital structure theories, Concepts of operating, financial and total leverage

Unit 5: Dividend Decisions: Types of dividends, factors influencing dividends, dividend theories.

Suggested Readings:

1. I.M. Pandey: Financial Management, Vikas Publishing House
2. Prasanna Chandra: Financial Management, Tata McGraw-Hill Publishing.
3. M.Y. Khan and P.K. Jain: Financial Management-Text and Problems, McGraw-Hill.
4. James C. Van Horne: Financial Management, Pearson Education.
5. Richard A. Brearley and Stewart C. Myres: Principles of Corporate Finance, McGraw Hill.
6. John J. Hampton: Financial Decision Making-Concepts, Problems and Cases, Prentice Hall India

Course Name: Marketing Management for Rural Organizations

Course Code: 204

Learning Objectives:

- To provide an understanding of Rural Marketing issues and concepts,
- To familiarize the learners about the Rural Consumer Behavior and its limitation,
- To create awareness about Rural Communication Channels, Market Feedback and importance of Social Marketing in Rural Settings

Course Content:

Unit 1: Overview of Rural Marketing: Meaning and definition of Rural Markets. Issues in Rural Marketing. Rural Consumer Behavior

Unit 2: Rural Marketing Strategy: evolving Rural Marketing Strategy; role of informal communication,

Unit 3: Rural Distribution Systems: Rural Communication and Distribution systems, Agricultural Marketing, Role of Agricultural Produce Marketing Committees (APMCs),

Unit 4: ICTs in Rural Marketing: ICTs in Rural Marketing, Role of Social Media, e-NAM, Agricultural Marketing Network (AGMARKNET) and Rural Go downs. Rural v/s urban storage systems.

Unit 5: Market support: Role of commercial bank, Rural Credit and Marketing linkages

Suggested Readings:

1. Rural Marketing Management: Raja Gopal (Discovery Publications)
2. Marketing Management: Philip Kilter
3. Marketing Management: T.N.Chhabra
4. Principles of Marketing: Armstrong & Kotler

Course Name: Rural Entrepreneurship and Micro Enterprises

Course Code: 205

Learning Objectives:

- To understand Rural Entrepreneurship- Definition, Evolution, Characteristics, Qualities and Functions
- To appreciate Entrepreneurial Inputs, Micro Entrepreneurial Systems in the context of Rural settings
- To have basic understanding about Rural Financing, issues and limitations

Course Content:

Unit 1: Entrepreneurial Traits, Types & Significance: Definitions, Evolution, Characteristics of entrepreneur and entrepreneurship; Qualities and functions of entrepreneurs, Difference between entrepreneur, leader, businessman and Manager; Types of entrepreneur; Factors influencing entrepreneurship: Individual factors- Environmental factors- Socio-cultural factors- Support systems- Entrepreneurial motivation Role and importance of entrepreneur in economic growth. Entrepreneurship as a style of management. Cases of Entrepreneurship Culture.

Unit 2: Entrepreneurial Inputs: N-Achievement and Entrepreneurial success; Entrepreneurial Behaviors and entrepreneurial motivation Locus of control, Innovation and entrepreneur, sources of Innovation; Management of Innovation, creativity and risk taking. Case study & Simulation exercise

Unit 3: Entrepreneurial System: Search for business ideas, sources of idea, idea processing and selection. Input requirements; source and criteria of financing fixed and working capital, New venture management, corporate entrepreneurship, experimental learning of successful and unsuccessful entrepreneurs. Women Entrepreneur: Concept and functions of women entrepreneurs- Problems of women entrepreneurs- Developing women entrepreneurs. Case study & simulation exercise.

Unit 4: Rural Entrepreneurship: Scope and types of rural Entrepreneurship, Micro Rural Enterprise, Planning A Rural Enterprise, Human Resources and Infrastructure, Arranging and Managing Finance, Managing a Rural Enterprise, Successful Experiences, Government rules and regulation regarding small industries, role of financial institution – IDBI, SIDBI, SFCs and commercial banks in assisting entrepreneurs, Other supporting institutions- District Industries Centers (DIC), Small Industries Development Organization(SIDO), MSME-DI etc. Case study presentation

Suggested Readings:

1. C.B Gupta: Entrepreneurship Development, Sultan Chand and Sons, Delhi
2. Vasant Desai.: Dynamics of Entrepreneurship Development, Himalaya Publishing House
3. Charantinath, Poornima M., Entrepreneurship Development and Small Business Enterprises, Pearson Publication. 2nd edition.
4. S B Srivastava : A Practical Guide to Industrial Entrepreneurs, Sultan Chand and Sons, New Delhi
5. Pareck, Udai and T V Rao : Developing entrepreneurship, Sanjiv Printers, Ahmedabad
6. Drucker, Peter, "Innovation and Entrepreneurship" Heinemann London

Course Name: Field Experience: Working in a Rural Enterprise/Cooperative Society

Course Code: 206

Learning Objectives:

- To enable the students to understand practices & principles of Rural Enterprise Management
- To enable the students to observe the functioning of a rural enterprise closely
- To enable the students to have a first-hand experience of issues, challenges and opportunities in Rural enterprises.

Course Content:

This will be the second Village Field exposure (staying in a village and working in a rural enterprise/ cooperative society for 2 months) for the students. The students are expected to be attached with a successful Rural Enterprise/ Cooperative Society, so as to understand the practices and principles of Rural Enterprise Management. They are expected to interact with the top-management/ middle management of the enterprise / society and observe the functioning of the enterprise carefully. Stay and boarding of the students usually are taken care of. The students will get stipend from the organizations in the form of kind or cash. At the end of 8-week attachment, all the students are expected to submit a comprehensive report (not less than 40 pages) on the enterprise they were attached with. This report will contain: Vision/ Mission of the enterprise, Why this Enterprise, Value-addition to the society, Strategy, Credit and Financing of the Enterprise, Staffing/ HR, Management Control-systems, Procurement/ Marketing, Sales and Distribution and supply-chain management and Stakeholders/ partners engagement.

Term-3 Core Subjects and Field-Work

S. No.	Course Code	Course Title
1.	301	Human Resource Management and Organization Development
2.	302	Strategic Management
3.	303	Social Entrepreneurship, Civil Society and NGO Management, Corporate Social Responsibility
4.	306	Rural NGO Experience in Rural development in areas like livelihoods, education, healthcare, technology or natural resources management – 1 month

Course Name: Human Resource Management and Organization Development

Course Code: 301

Learning Objectives:

- To understand about Human Resource Management(HRM)-nature, scope, significance
- To facilitate student to appreciate HR Planning, Job Analysis, and Retentions issues.
- To understand contemporary issues in HRM
- To prepare the students as organizational change facilitators using the knowledge and techniques of behavioural sciences.
- To understand the applicability of OD interventions.

Course Content:

Unit 1: Introduction: Meaning of Human Resource Management, Evolution of HRM, Functions of HRM, Nature, Scope and significance of HRM. The changing environment and duties of HR Manager, HRM in Indian scenario. **Human Resource Planning:** Job Analysis, and Job Design: Assessing Human Resource requirements; Human resource forecasting; Work load analysis ; Job analysis; Job description and specifications; Job design; Job characteristic approach to job design.

Unit 2: Recruitment and Selection: HR planning, Job Analysis, Recruitment and Selection. Transfer and Promotion. An overview of Training and Development; Emerging trends in Recruitment, Selection, and development. **Contemporary Issues in HRM:** Employee compensation concept, factors affecting employee compensation, components of employee compensation, knowledge management, Human Resource Information System, issues of HRM in Rural organizations

Unit 3 : Introduction to Organisation Development: Concepts, Nature and Scope of O.D, Historical Perspective of O.D, Underlying Assumptions & Values Theory and Practice on change and changing, The Nature of Planned Change, The Nature of Client Systems : Group Dynamics, Intergroup, Dynamics and Organisations as Systems.

UNIT 4: O.D. Interventions: Team Interventions, Inter-group Interventions, Personal, Interpersonal and group process interventions, Comprehensive interventions, Structural Interventions.

UNIT 5: Implementation and assessment of O.D: Implementation conditions for failure and success in O.D efforts, Assessment of O.D. and change in organisational performance, The impact of O.D. **Some key considerations and Issues in O.D:** Issues in consultant, Client relationship, Mechanistic & Organic systems and contingency approach, The future of O.D, Some Indian experiences in O.D

Suggested Readings:

1. Human Resource Management-V.S.P. Rao
2. Human Resource Management-Keith Davis
3. HRD Practices-Bhatia B.S., Verma H.L.
4. Human Resource Management K. Aswathapa
5. Personnel Management Mamoria.

6. L Wendell, A Robert French, Organization Development and Transformation
7. L Wendell, French, Cecil H. Bell, Organization Development : Behavioral Science Interventions for Orgnaization Improvement, Pearson Education India

Course Name: Strategic Management

Course Code: 302

Learning Objectives:

- This course provides an understanding of the integration of the various functional areas management like marketing, accounting, finance, management, production/ operations management, information system and economics.
- To enable participants to identify central issues and problem in complex, comprehensive case
- To suggest alternative course of action; and present well-supported recommendations for future action
- To develop conceptual skills so that participants are able to integrate previously learned aspects of organizations in a holistic perspective critical from the point of view of the top executives.

Course Content:

Unit 1: Introduction to Strategic Management: Concepts of Strategic management, process and strategic decision making, defining business purpose, mission and objectives, strategic intent. Environmental Appraisal- external and internal and Industry analysis, corporate capabilities – SWOT analysis, concept of core competence and value chain analysis,(Case Studies for related topics)

Unit 2: Formulation of Strategy: Level of strategy formulation, Generic competitive strategies: cost leadership, and differentiation, framework for analyzing competition, competitive positioning of a firm, Game Theory approach to competitive dynamics.

Unit 3: Strategic Tools: business process reengineering, and Balance Score Card. Aggregate and granular metrics and metrics of value creation.(Case Studies for related topics)

Unit 4: Strategic alternatives and Choices: Grand strategies, business level strategies, horizontal, vertical integration, diversification. Strategic Choices- BCG matrix, G.E matrix portfolio analysis - Technology based versus mature industries, External growth strategy – Strategic Alliances, merger-acquisition, collaborative partnerships.(Case Studies for related topics)

Unit 5: Implementation of Strategy: Elements of strategy implementation, structure, McKinsey's 7s framework Resources allocation, corporate leadership, personal values, organizational culture, Strategy evaluation and control. Strategic Issues of development organizations. (Case Studies for related topics)

Suggested Readings:

1. David, Strategic Management, Prentice Hall of India
2. Kazmi, A - Strategic Management – Mc Graw-Hill Publications.
3. S.C. Bhattacharya - Strategic Management Concepts & Cases - S.Chand & Co.
4. William Gluck, Strategic Management and Business Policy, McGraw Hill
5. Crafting and Executing Strategy – Arthur A.Thomson, A.J. Strick land III, John E. Cambel

Course Name: Social Entrepreneurship and Corporate Social Responsibility

Course Code: 303

Learning Objectives:

- To enable the students to understand about social entrepreneurship and related opportunities and issues
- To enable students to understand principles and practices relating to NGO management
- To expose the students to the opportunities and challenges associated with CSR

Course Content:

Unit 1: Social Entrepreneurship: History, For-profit, Not-for-Profit, Source Funding, strategy, business models, finance management, marketing, staff management, finance networking, impact analysis, performance management

Unit 2: Civil Society and NGO management: History, scope, definitions for NGO, Voluntary organisation, Funding, strategy, finance management, staff, volunteer management, networking, Government interface, effective communication, impact analysis

Unit 3: Corporate Social Responsibility: History, scope, accounting, impact analysis, opportunities, challenges

Suggested Readings:

1. The business of Good: Social Entrepreneurship and the new bottom line - Jason Habor
2. Building Social Business: The New Kind of Capitalism that Serves Humanity's Most Pressing Needs - Muhammad Yunus
3. Bhose, J. S. G. R(2003), NGOs and RD Theory and Practice, Concept Publishers, New Delhi
4. Corporate Social Responsibility: Balancing Tomorrow's Sustainability and Today's Profitability, David E. Hawkins

Course Name: Rural NGO Experience in Rural development in areas like livelihoods, education, healthcare, technology or natural resources management – (1 Month)

Course Code: 306

Learning Objectives:

- To facilitate students interactions with an NGO
- To enable students to observe functioning of an NGO at village-level

Course Content:

This will be the third Village Field experience for the students (staying in a village and working with an NGO in rural area for 1 month). The students are expected to be attached with a successful and efficiently managed NGO so as to understand the practices and principles of NGOs. They are expected to interact with the top-management/ middle management of the NGO and observe the functioning of the NGO at village-level carefully. The students may get logistics support from the NGO. Universities can prioritise and focus on aspects that are relevant in their respective region.

At the end of 4-week attachment, all the students are expected to submit a comprehensive report (not less than 40 pages), individually, on the Objectives, Programs, Implementation Plan and Impact of NGO on the concerned village. Their report may include:

- Mission and Vision of NGO
- Why in this area (geographic as well as functional).
- Funding/ Accounting/ Reporting.
- Staffing Concerns.
- Volunteers (if any).
- Engagement with other stakeholders/ partners.
- Have they dovetailed their activities in village priorities.
- Social Impact

Term-4 Core Subjects

S. No.	Course Code	Course Title
1.	401	ICT and MIS
2.	402	Project Management
3.	403	Creativity and Innovation

Course Name: ICT and MIS

Course Code: 401

Learning Objectives:

- To equip a student with essential knowledge and skills required to handle ICT equipment and Software (MS Office).
- To create an awareness in upcoming managers, of different types of information systems in an organization so as to enable the use of computer resources efficiently, for effective decision making.
- To understand various MIS operating in functional areas of an organisation and explain its relationship with the various activities of the organization.

Course Content:

Unit 1: ICTs: Concept, Principles, and Scope of ICT in Rural Development, Introduction to Computers, Computer Generations, Operating systems, Browsers: Google Chrome, Internet Explorer, Microsoft Office: MS Word, MS PowerPoint, MS Excel and MS-Project. Use of e-mail, Facebook, twitter and WhatsApp.

Developing multi-media content and communication systems (DVD, CD, tele/video conferencing), ICT Applications in e-agriculture, e-awareness generation, e-banking, e-commerce, e-development, e-education, e-empowerment, e-entertainment, e-governance, e-health (human & veterinary), e-insurance, e-marketing, Applications of Local Area Portal (LAP) Software, Digital imaging and GIS mapping

Unit 2: Foundations of Information Systems: A framework for business users - Roles of Information systems - System concepts - Organization as a system - Components of Information Systems - IS Activities - Types of IS.

Unit 3: IS for operations and decision making: Marketing IS, Manufacturing IS, Human Resource IS, Accounting IS and Financial IS - Transaction Processing Systems- Information Reporting System - Information for Strategic Advantage.

Unit 4: Managing Information Technology: Managing Information Resources and technologies – IS architecture and management - Centralised, Decentralised and Distributed - EDI, Supply chain management & Global Information technology Management.

Unit 5: Security and Ethical Challenges: IS controls - facility control and procedural control - Risks to online operations - Ethics for IS professional - Societal challenges of Information technology.

Suggested Readings:

1. James A O'Brien, "Introduction to Information Systems", Tata McGraw Hill, 14th Edition, 2008.
2. O'Brien, J.A., and Marakas, G.M. Management Information Systems. (7th edn.), Tata McGraw Hill: India
3. Oz, E. (2008). Management Information Systems. (2nd edn.), India: Cengage Learning
4. Laudon, J.P and Laudon, K.C. (2007). Management Information System. (10th edn.), Pearson Education: India

5. Haag, S., Cummings, M., and Phillips, A. (2008). Management Information Systems. (6th edn.), Tata McGraw Hill: India

Course Name: Project Management

Course Code: 402

Learning Objectives:

- To facilitate the students to comprehend the uniqueness of a project as opposed to regular operations
- To help students evaluate the different phases of a project life cycle

Course Content:

Unit 1: Projects in Contemporary Organizations: Introduction to Project Management, Meaning of a project, Project vs. operations, Roles and Responsibilities of Project Manager, Benefits of project management, Project lifecycle.

Unit 2: Project Initiation (Screening and Selection Techniques): Beginning a project, Project Selection, Defining criteria, Project selection methods, Scope Definition, Project Charter development, Work break down structures, Project resources and scheduling, building a project schedule. Project Planning Tools (Bar charts, Logical Frame work approach, CPM, and PERT)

Unit 3: Implementing a Project: Project Execution, Monitoring through Information Systems, Project control, scope creep, Capital Cost Estimating, Monitoring Techniques and time control System, Project Cost Control and Time cost Trade-off, Project Procurement and Materials Management, Pre-Feasibility Study, Feasibility Studies, Project Break-even point.

Unit 4: Monitoring a Rural-based Project: Conflict Resolution, Team Management and Diversity Management, Change management, Quality, Quality Concepts, Risk Management- Risk identification, Qualitative risk analysis, Quantitative risk analysis, Risk planning, Risk control, Use of MS-Project Software for Project Planning and Monitoring.

Unit 5: Closing a Project: Project Close-out, Steps for Closing the Project, Project Termination, Project Follow-up, Project auditing, Case Studies for all the above Modules, should be incorporated as per the current requirements of the course.

Suggested Readings:

1. Glen B Alleman, performance based Project Management
2. Jack R. Meredith, Samuel J. Mantel, Jr., Project Management, A Managerial Approach.

Course Name: Creativity and Innovation

Course Code: 403

Learning Objectives:

- To enhance creative potential by strengthening various mental abilities; To expose the learners to creative problem-solving exercises by developing integrative intelligence to become managers with creative skills;
- To help the learners to become thoughtful managers by understanding workplace creativity and ways of harnessing it for organizational excellence

Course Content:

Unit 1: Realms of Creativity: Creativity-Concept-Convergent and Divergent Thinking-Creativity Intelligence-Enhancing Creativity Intelligence-Determinants of Creativity-Creativity Process-Roots of Human Creativity-Biological, Mental, Spiritual and Social-Forms of Creativity-Essence, Elaborative and Expressive- Existential, Entrepreneurial and Exponential.

Unit 2: Creative Personality: Traits Congenial to Creativity- Motivation and Creativity-Strategies for changing Motivation-Creativogenic Environment- Formative Environment and Creativity- Adult Environment-Environmental Stimulants-Blocks to Creativity-Strategies for unblocking Creativity.

Unit 3: Managerial Creativity: Creative Manager-Techniques of Creative Problem Solving- Creative Encounters and Creative Teams- Perpetual Creative Organizations-Creative Management Practices- Human Resource Management, Marketing Management, Management of Operations, Management of Product Design and Growth Strategies.

Unit 4: Management of Creativity: Issues and Approaches to the Design of Creative Organizations-Policy frameworks-Organizational Design for Sustained Creativity-Mechanism stimulating Organizational Creativity-Creative Diagnosing-Creative Societies-Necessity-Model of a Creative Society.

Unit 5: Innovation: Nature of Innovation-Technological Innovations and their Management-Inter-Organizational and Network Innovations- Design of a Successful Innovative Organization-Training for Innovation-Management of Innovation-Agents of Innovation- Skills for Sponsoring Innovation.

Suggested Readings:

1. Pradip Khandwalla- Lifelong Creativity- An Unending Quest, Tata McGraw Hill, 2006.
2. Pradip Khandwalla- The Corporate Creativity- The Winning Edge, Tata McGraw Hill, New Delhi
3. Pradip Khandwalla- The Fourth Eye, Wheeler Publishing, New Delhi.
4. Rastogi, P.N, Managing Creativity for Corporate Excellence, Macmillan, New Delhi.
5. Jone Ceserani, Peter Greatwood- Innovation and Creativity, Crest Publishing House, New Delhi.
6. Clayton, Christensen- Innovation and the General Manager, McGraw Hill.
7. Margaret,A. White & Gary D. Bruton- The Management of Technology Innovation- A Strategic Approach
8. Praveen Gupta-Business Innovations in the 21st Century, S.Chand, 2008.
9. CSG Krishnama Charyulu & R.Lalitha- Innovation Management, Himalaya Publishing House, 2007.

Rural Finance Electives

S. No.	Course Code	Course Title
1.	RF-1	Microfinance Management
2.	RF-2	Management of Cooperatives, Agriculture Finance and Insurance and Risk Management
3.	RF-3	Commodity Markets, Pricing and Derivatives

Rural Finance Electives

Course Name: Microfinance Management

Course Code: RF-1

Learning Objectives:

- To enable the students to understand the rural financial institutions operating in India in formal and informal sector.

Course Content:

Unit 1: Introduction to Rural Financial Systems: Rural Credit and Role of Banking System, Function and policies of NABARD in Rural Banking; Role, refinance support. Lead bank approach, State level and District level Credit committees. Rural Credit Institutions; Co-operative Credit Societies and Banks, Land Development Banks, Regional Rural Banks, Role of Commercial Banks in rural finance.

Unit 2: Financial Inclusion: Role of Information and communication technologies in rural banking-Models, Financial inclusion & inclusive growth for rural development banking, Concept of Business Facilitators and Business Correspondents in rural financing

Unit 3: Problems and Prospects in Rural Banking: Problems of Rural branches of Commercial banks – transaction costs and risk costs, Emerging trends in rural banking-financing poor.

Unit 4: Micro Finance: Concept of Micro Finance, Evolution and Growth, Micro- Finance and Social Security, Micro-Finance and Livelihood approach, Different models of Micro-Finance, Success Stories, Problems and Prospects of Micro Financing in Rural India

Unit 5: Rural Insurance and Finance Schemes at local level: Rural insurance, micro insurance scheme, Micro Finance Credit, Self Help Groups / NGOs, linkages with banking.

Suggested Readings:

1. Rural Banking for CAIIB, Macmillan Publishers India
2. IIBF: Rural Banking Operations, Taxmann Publications Pvt Ltd
3. KG Karmakar (Ed.): Microfinance in India, SAGE Publications India Pvt. Ltd.
4. Joanna Ledgerwood Microfinance Handbook-An Institutional and Financial Perspective, The World Bank.
5. K.B. Gupta, Faizia Siddiqui, Iftikhar Alam: Rural Management, Word Press, Lucknow.

Rural Finance Electives

Course Name: Management of Cooperatives

Course Code: RF-2

Learning Objectives:

- To enable the students to understand the cooperative agriculture finance, insurance
- To enable the students to understand as to how can the cooperative movement help in enhancing Rural Credit, and reducing Risk in Rural Credit Management.

Course Content:

Unit 1: Introduction to Cooperation: Principles of cooperation, process of cooperative formation, cooperative legislation

Unit 2: Introduction to Cooperatives: Governance in agribusiness cooperatives, management of cooperatives, principles of cooperatives, need for cooperatives, overview of agribusiness cooperatives

Unit 3: Types of Cooperatives: Credit cooperatives, production/processing based cooperatives, cooperative marketing, dairy cooperatives, tribal cooperatives

Unit 4: Financing & Management of Cooperatives: Financing agribusiness cooperatives, business development planning for cooperatives, MIS for agribusiness cooperatives, collective action and leadership in cooperatives, promotion of cooperative movement-education and training

Unit 5: Insurance Schemes for Rural areas: Rural Insurance and Insurance for weaker sections of society, Need for rural insurance, Marketing of Insurance Products – Selling Processes. Crop insurance, health insurance, livestock insurance, general insurance, life insurance, Recent government schemes in rural insurance.

Suggested Readings:

1. Prabhakar Agriculture Finance in India: The Role of NABARD
2. K.B. Gupta, Faizia Siddiqui, Iftikhar Alam: Rural Management, Word Press, Lucknow.
3. S Nakkiran: Cooperative Management-Principles and techniques, Deep & Deep Publications Pvt. Ltd. New Delhi.

Rural Finance Electives

Course Name: Commodity Markets, Indices and Derivatives

Course Code: RF-3

Learning Objectives:

- To enable the students to understand the commodity markets, various indices, derivatives on commodities.

Course Content:

Unit 1: Role and Functions of Derivatives: Economic Role, Risk Management, Price Discovery, and Transactional Efficiency. Types and Classification of Derivatives: Options, Forwards, Futures and Swaps. OTC Derivatives and Exchange Traded Derivatives. Users of Derivatives: Market makers, Hedgers, Speculators and Arbitrageurs

Unit 2: Commodity Markets: Key Characteristics, Market Participants, Commodity Investments, Commodity Return and Volatility, Commodity Return Correlations, Commodity Hedging.

Unit 3: Commodity Indexes: Concepts, Index Composition, Index Weights, Index Rebalancing and Return and Volatility calculation of Commodity Indexes.

Unit 4: Futures and Forwards: Mechanics of Future Markets: Specification of futures contracts, margin money on Futures Contract, Daily Settlement of the contracts and margin call and Futures Clearing Corporation. Futures pricing and Hedging strategies using Futures.

Unit 5: Options on Commodities and its Indexes: Types of Options, Options Clearing Corporations, Trading Strategies involving options, Combinations of options – spreads, straddle, strips, strangles and strangle. Pricing of options – Black & scholes Model, Option Greeks and Delta Hedging, Swaps, Modus Operandi of Swaps, Mechanics of Interest Rate Swaps, Valuation of Interest Rate Swaps, Credit Risk in Swaps.

Suggested Readings:

1. HelyetteGeman: Commodities and Commodity Derivatives: Modeling and Pricing for Agricultural, Metals and Energy, John Wiley & Sons Ltd.
2. Nit Nandini Chatnani: Commodity Markets-Operations, Instruments and Applications, Tata McGraw Hill Education Pvt. Ltd.
3. Neil C. Schofield: Commodity Derivatives: Markets and Applications, The Wiley Finance Series.
4. HelyetteGeman: Risk Management in Commodity Markets: From Shipping to Agriculturals and Energy, John Wiley & Sons Ltd.
5. PrabinaRajib: Commodity Derivatives and Risk Management, PHI Learning Pvt. Ltd.

Rural Marketing Electives

S. No.	Course Code	Course Title
1.	RM-1	Linking Rural Markets for Produce and SCM
2.	RM-2	Consumer Behavior
3.	RM-3	Integrated Marketing Communication
4.	RM-4	Service Relationship Management
5.	RM-5	Product and Brand Management
6.	RM-6	Rural Exports, Procedures and Documentation
7.	RM-7	Rural Procurement and Retailing

Rural Marketing Electives

Course Name: Linking Markets for Rural Produce and SCM

Course Code: RM-1

Learning Objectives:

- To help students understand the Sales & Distribution functions as integral part of marketing functions in a business firm.
- To make students appreciate the role of sales managers in the context of Indian economy with particular reference to essential consumer and industrial goods and services.

Course Content:

Unit 1: Introduction to sales and distribution Management: Nature and scope of sales management, personal selling objectives, Types of sales management positions, theories of personal selling, personal selling strategies, sales forecasting and budgeting decisions, emerging trends in selling, ethical leadership, case analysis.

Unit 2: Personal selling process, sales territories and quotas: Selling process, relationship selling, designing sales territories, sales quotas and sales organization structures, case analysis.

Unit 3: Sales Force & Distribution Management: Sales Force Management: Recruitment and selection of sales force, training, motivating and compensating the salesforce, controlling the salesforce, case analysis.

Unit 4: Distribution Management: Introduction, need and scope of distribution management, marketing channels strategy, levels of channels, institutions for channel-retailing wholesaling, designing channel systems, channel management, case analysis.

Unit 5: Management of logistics & SCM: Definition & Scope of logistics, Components of logistics, inventory & warehouse management, transportation, channel information systems, Extension into Supply Chain Management distribution management in international market.

Suggested Readings:

1. Krishna K. Havaladar and Others – Sales and Distribution Management, TATA Mcgraw.Hill Co.
2. Louis W. Stern and Ansar – Marketing Channels, Printice Hall India.
3. Dr. Matin Khan – Sales and Distribution Management, Excel Books.
4. S.A. Chunawala – Sales and Distribution Management, Himalaya Publishing House.
5. Mark W Johnstan and Others. – Sales Force Management, TATA McGraw Hill Co.
6. Spiro – Stanton Rich – Management of Sales Force, TATA Mcgraw Hill Co.
7. Richard R Still and Others – Sales Management,
10. Rosen bloom: Marketing Channels, Cengage Learning.
11. Shah, J, “Supply Chain Management”, 2009, 1st Ed. Pearson.
12. Crandall, Richard E & others, “Principles of Supply Chain Management”, 2010, CRC Press.

Rural Marketing Electives

Course Name: Consumer Behaviour

Course Code: RM-2

Learning Objectives:

- To enable students to understand Making, Post Choice Behaviour, Dissonance Reduction Behaviour, Satisfaction and Involvement, Family Buying Decisions and Affinity Groups

Course Content:

Unit 1: Consumer Behaviour: Concept -Types of consumers-Current Trends in consumer behaviour Approaches to studying Consumer Behaviour - Inter -disciplinary analysis -Consumer Behaviour applications in designing marketing strategies - Problems in studying Consumer Behaviour.

Unit 2: Internal Determinants of Consumer Behaviour: Motivation- Learning Perception-Attitude, Personality and life style.

Unit 3: External Determinants of Consumer Behaviour: Family Social Class Reference Group and Opinion Leader- Diffusion of innovations- Culture and Subculture.

Unit 4: Consumer Decision making Process: Consumer Dissonance – Consumer Decision Making Models: Howard Sheth Model-EKB Model-Organisational Buyer Behaviour and Influences on Organisational Buyer Behaviour.

Unit 5: CRM concept and components: Evolution and development- Challenges in implementing CRM- Organization for CRM, CRM Strategy cycle – CRM Program measurement and Tools – CRM practices in Banking, Insurance and Retail.

Suggested Readings:

1. Schiffman, Leon, G and Kannuk, Leslie Lazar: Consumer Behaviour Prentice Hall of India.
2. David L.Loudon & Albert J. Della Bitta: Consumer Behaviour, Mc Graw Hill.
3. Suja R.Nair: Consumer Behaviour in Indian Perspective, Himalaya Publishing House.
4. Dr. Rajeev Kumara, Consumer Behaviour: Himalaya Publishing.
5. Roger J.Baran, Robert J. Galka, Deniel P. Strunk: Customer Relationship management, South West Cengage Learning.
6. S. Shanmuka Sundaram: Customer Relationship management, Modern Trends and Perspective, Prentice Hall of India.
7. Peelan – Customer Relationship Management, Pearson Education.

Rural Marketing Electives

Course Name: Integrated Marketing Communication

Course Code: RM-3

Learning Objectives:

- To familiarize the students with concepts and practices in marketing communication
- To enable students learn various communication tools and its effectiveness, in contemporary time and to draw a lesson from that knowledge in form of various marketing communication tools with creative ideas for effective marketing

Course Content:

Unit 1: An Introduction to Integrated Marketing Communication (IMC): Meaning and role of IMC in Marketing process, one voice communication V/s IMC. Introduction to IMC tools – Advertising, sales promotion, publicity, public relations, and event sponsorship; The role of advertising agencies and other marketing organizations providing marketing services and perspective on consumer behaviour

Unit 2: Understanding Communication Process: Source, Message and channel factors, Communication response hierarchy- AIDA model, Hierarchy of effect model, Innovation adoption model, information processing model, The standard learning Hierarchy, Attribution Hierarchy, and low involvement hierarchy Consumer involvement- The Elaboration Likelihood (ELM) model, The Foote, Cone and Belding (FCB) Model

Unit 3: Planning for Marketing Communication (Marcom): Establishing marcom Objectives and Budgeting for Promotional Programs-Setting communication objectives, Sales as marcom objective, DAGMAR approach for setting ad objectives. Budgeting for marcom-Factors influencing budget, Theoretical approach to budgeting viz. Marginal analysis and Sales response curve, Method to determine marcom budget.

Unit 4: Developing the Integrated Marketing Communication Programs: Planning and development of creative marcom. Creative strategies in advertising, sales promotion, publicity, event sponsorships etc. Creative strategy in implementation and evaluation of marcom- Types of appeals and execution styles. Media planning and selection decisions- steps involved and information needed for media planning,

Unit 5: Measuring effectiveness and Control of Promotional Programs: Meaning and importance of measuring communication effectiveness, The testing process, measuring the effectiveness of other promotional tools and IMC. The ethical, social, and legal aspects of advertising and promotion-, Social Communication Different legislative and self regulatory codes controlling advertising and promotions in India viz. advertising councils code, print media codes, broadcasting media codes and regulations governing sales promotion, packaging, direct marketing and internet marketing.

Rural Marketing Electives

Course Name: Value Chain Management

Course Code: RM-4

Learning Objectives

- To familiarize the students with concepts of Service Relationship Management- Services Perspective, customer interface, balancing demand and supply.
- To provide a basic understanding of the Role of intermediaries, challenges of distribution in large domestic markets.
- To empower the students to understand profitable service strategies and need for short-term and long-term customer engagement.

Course Content:

Unit 1: Understanding Service Products: Why study services? Industries or the Service Sector? Powerful forces are transforming service market; four broad categories of services-A service perspective, Services pose distinct marketing challenges, the traditional marketing mix applied to services, the extended services marketing mix for managing the customer interface, a framework for developing effective service marketing strategies

Unit 2: Understanding Consumers and Markets: Consumer Behavior in service context, Positioning services in competitive markets

Unit 3: Apply the 4ps of Marketing to Services: Planning and creating service products, The flower of service, Branding service products and experiences, New service Development, Distribution in a services context, Distribution options for serving customer: Determining the type of contact, Place and Time Decisions, Delivering services in cyberspace, The role of intermediaries, The challenges of Distribution in large domestic markets, Distributing services internationally, Setting price and implementing revenue management, Promoting services and educating customers

Unit 4: Managing the Customer Interface: Designing and managing service processes-Flowcharting customer service processes, Blueprinting, Service process redesign, Balancing demand and productive capacity-Fluctuations in Demand threaten profitability, crafting the service environment, managing people for service advantage

Unit 5: Implementing profitable Services Strategies: Managing relationships and building loyalty-The search for customer loyalty, Understanding the customer firm relationship, the wheel of loyalty, Strategies for developing loyalty bonds with customer, Complaint Handling and Service Recovery, Improving Service Quality and Productivity, Striving for service leadership

Suggested Readings:

1. Anderson R. (2001): Customer Relationship Management, New York, McGraw Hill
2. Grover S.K. (2003): Marketing: A Strategic Orientation, New Delhi, S. Chand & Co.
3. Jain S.C. (2001): International Marketing, New Delhi, South-Western Thomson Learning

Rural Marketing Electives

Course Name: Product and Brand Management

Course Code: RM-5

Learning Objectives:

- To familiarize the students with concepts and practices in Product and Brand Management.
- To provide a basic understanding of the need for Product Strategy and Planning.
- To enable students to understand Product Offering and Analysis, Brand equity and related issues.

Course Content:

Unit 1: Introduction to Product and: Product Strategy and Planning, Product and Market Focused Organizations, Product and Market Evolution, Product Life Cycles,

Unit 2: Introduction to Competitive Structure: Defining the Competitive Set, Category Attractiveness Analysis, Competitor Analysis and Customer Analysis.

Unit 3: Product Strategy, Product Offering and Analysis: Developing Product Strategy, New Product Development, Designing the Offer, Market and Sales Potential, Pricing Decisions, Advertising and Promotion decisions, Concept and Product Testing, Financial Analysis for Product Management

Unit 4: Brands, Branding and Brand Equity: Introduction to Brands and Branding, Rationale for Building Brands, Types of Brands, Creating a Brand Designing Brand Identity using Kapferer's Identity Prism, Customer Brand Building Equity Model, Strategic Brand Wheel and Maps, Brand Mantras, Organization and Branding, Brand Equity and Building Brand Equity, Measuring Brand Equity.

Unit 5: Brand Positioning and Branding Strategy: Brand Positioning, Consumer Behaviour, Crafting Brand Positioning Strategy, Building Marketing Programs for Brands, E-Branding and building Online Brands, Brand Strategies including Line and Category Extensions, Umbrella Branding and Managing the Brand Architecture

Suggested Readings:

1. Product Management by Donald Lehman and Russell Winer, Tata McGraw Hill, Latest Edition
2. Product Management by Moore and Pessemer, McGraw International, Latest Edition
3. Strategic Brand Management by Kevin Keller, Pearson Education, Latest Edition
4. Brand Management, Principles and Practices by Kirti Dutta, Oxford Publication, Latest Edition.

Rural Marketing Electives

Course Name: Rural Exports; Procedures and Documentation

Course Code: RM-6

Learning Objectives:

- To provide an understanding of the nature of export-import business and trade regulations
- To familiarize with trade procedures and documentation involved in an international business

Course Content:

Unit 1: Meaning and definition of export: classification-strategy and preparation for export marketing-Export marketing Organizations-Registration formalities-IEC-RCMC-export licensing –selection of Export Product-Identification of Markets-Methods of Exporting-Pricing Quotations-Payment terms-letter of credit.

Unit 2: Export procedure: Starting an export firm- selection of an export product, market and buyer-Registration procedure with sales Tax, Central exercise and various boards and councils. Quality Control and Pre-shipment; inspection concept scheme and procedures. Export Promotion Councils; Commodity Boards/Product Export Development Authorities; Specific Service Institutions;

Unit 3: Export Documents: EXIM code number-Elements of export contract-Incoterms-Terms of payment and letter of Credit. Export Documentation: Types of documents-Transport, Negotiation and insurance documents. Processing of an Export Order: World Shipping: Structure, Liners and Tramps, Conference System Freight; and Structure. Containerisation and other developments, International Agreements and Conferences on Sea Transport. Concepts of Dry Port, Containerisation, Air Transport: International set-up, Freight rate structure. Role Of Clearing And Forward Agents.

Unit 4: Sources of finance: role of commercial bank, EXIM Bank, ECGC and others-Export Promotion Schemes-Insurance for Export-Types –export credit insurance

Unit 5: Risk Management: Types of Risks-mitigation methods. Documentation for Availing Export Incentives – Duty Drawbacks. Foreign Exchange Regulations and Formalities; Role of State Trading Organizations in Foreign Trade, Export Processing Zones; Export Oriented Units and Export and Trading House Schemes

Suggested Readings:

1. PK Khurana “Export Management”, Galgotia publishing company,
2. Rathor B.S, Export Marketing, Himalaya Publishing House
3. Foreign Trade Policy: Hand book of Export Procedure and Annual of the Ministry of Commerce, Government of India
4. Paras Ram “ Export : What, Where and How” Delhi, Anupam Publication
5. Export and Import Manual, Nabhi Publications, New Delhi.
6. World Development Indicator, World Bank Publication
7. Desai, H.B., Indian Shipping Perspective, Delhi, Anupam Publications, 1988

Rural Marketing Electives

Course Name: Rural Procurement Management and Retailing

Course Code: RM-7

Learning Objectives:

- To familiarize the students with concepts and practices in Procurement and Retail Management

Course Content:

Unit 1: Introduction: Definition and Concept of Retailing - Retailer's role in distribution channel – Functions of Retailing – Socio Economic significance of retailing - Formats of retailing – Recent trends in retailing - organized and unorganized retailing – Role of technology in retailing – E – retailing.

Unit 2: Procurement: Introduction, Category Management, Project Management for Procurement, Sales Skills for Procurement Professionals, Supplier Relationship Management, Negotiating and Influencing, Stakeholder Management, Finance and Procurement, ICTs in Procurement.

Unit 3: Retail Merchandising: Retail Merchandizing and Pricing Types of Merchandise - Merchandise assortments – Merchandise procurement – Process – Sales Forecasting – Merchandise Planning – Merchandise buying systems - Retail Pricing – Factors influencing Retail Pricing – Setting Retail Prices – Different approaches of Retail Pricing.

Unit 4: Retail Communication and Distribution & Store Management: Need and importance of promotion mix in retailing - Communication programs to develop brand images and customer loyalty – Methods of communication – Retail Promotion Budgets – Retail Logistics – Supply Chain Management – Transportation & Warehousing – Inventory Management. **Retail Store Location and Store Management:** Retail Locations – Store layout design – Store Design - Objectives – Space management – Visual Merchandising – Fixtures – Atmospherics – human Resource Management in Retailing - Recruitment, Selection Motivation, Compensation and Control of Store employees.

Unit 5: Retail Customer Behaviour and Customer Service: The buying Process – Types of Buying Decisions – Factors influencing buying process – Factors influencing customer loyalty – Customer Service Strategies- Setting Service standards – Improving retail service quality - Service recovery.

Suggested Readings:

1. Swapna Pradhan : Retail Marketing Management: Tata McGraw Hills.
2. Levy, Weitz and Pandit: Retailing Management:Tata McGraw Hills.
3. Managing Retailing – P.K. Sinha, D P Uniyal: Oxford University.
4. Suja Nair : Retail Management: Himalaya
5. Barry Berman and Joel R Evans: Retail Management - A Strategic Approach :Pearson Edn
6. Lamba: Art of Retailing : Tata McGraw Hill
7. KVS Madan : Fundamentals of Retailing: Tata McGraw Hill
8. A Shiva Kumar : Retail Marketing: Excel Books
9. Gipson G Vedamani: Retail Management. JAICO publishing house.

Rural Development and Livelihoods Electives

S. No.	Course Code	Course Title
1.	RD-1	NRM, Watershed Management and Sustainable Livelihoods
2.	RD-2	Civil Society and Sustainable Development
3.	RD-3	Community Resilience and Disaster Risk Management

Rural Development and Livelihoods Electives

Course Name: NRM, Watershed Management, and Sustainable Livelihoods

Course Code: RD-1

Learning Objectives:

- To give an in-depth understanding of critical role of Natural Resources in Rural Livelihood and importance of their conservation; and
- To facilitate the learners about the integrated and holistic approach of Watershed Management and Natural resources Management for sustainable rural livelihoods.
- To empower the Learners to understand the concept, methodology, planning, implementation and evaluation of Watershed Management;

Course Content:

Unit 1: Introduction to Natural Resource Bases: Concept of resource, classification of natural resources. Factors influencing resource availability, distribution and uses. Interrelationships among different types of natural resources. Ecological, social and economic dimension of resource management Natural resources and development. Forest resources: Forest vegetation, status and distribution, contribution as resource. Use and over-exploitation, deforestation. Timber extraction, mining, dams and their effects on forest and tribal people, Forest products. Developing and developed world strategies for forestry. Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources.

Unit 2: Watershed: Definition and scope: Concept, watershed problems and characteristics, types, watershed function, important objectives in management and development, classifications characteristics of water resources, surface runoff, rainfall-runoff relationship, erosion control, water conservation. Watershed - Planning and management: Watershed management, multi-objective planning, watershed restoration and prioritization, resource use patterns, land use practices, people participation, integrated watershed development, monitoring, economics of watershed protection, risks, climate change adaptation in watershed, ecosystem services of watershed.

Unit 3: Food resources: World food problems, changes caused by agriculture and over-grazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. Fish and other marine resources: Production, status, dependence on fish resource, unsustainable harvesting, issues and challenges for resource supply, new prospects.

Unit 4: Land resources: Land as a resource. Dry land, land use classification, land use planning and desertification. Land resource management and major issues.

Unit 5: An Introduction to Livelihood: Livelihood, Need of Livelihood Promotion, Sustainable Livelihood, Traditional & Modern, Rural & Urban Livelihood Systems. Understanding Livelihoods in Rural India: Diversity, Causes of Livelihood Change and Exclusion. Livelihood Interventions: Livelihood Intervention, Evolution of Livelihood Intervention of India Introduction Various Types of Livelihood Intervention: Spatial Interventions, Segmental Interventions, Sectoral Interventions, and Holistic Approaches to

Livelihood Promotion. Designing a Livelihood Intervention: Looking for livelihood opportunities, Observing and understanding the local economy, selecting livelihood activities suitable for the poor in the area, Deciding on Intervention.

Suggested Readings

1. Francois Ramade 1984. Ecology of Natural Resources. John Wiley & Sons Ltd.
2. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p. Coastal Ecology & Management, Mann, K.H. 2000. Ecology of Coastal Waters with Implications for Management (2nd Edition).Chap. 2-5, pp.18-78 & Chap. 16, pp.280- 303.
3. Harikesh N Mishra 2014 Managing Natural Resources- Focus on Land and Water. PHI Learning Publication.
4. Global Change and Natural Resource Management, Vitousek, P.M. 1994. Beyond global warming: Ecology and global change. Ecology 75, 1861-1876.

Rural Development and Livelihoods Electives

Course Name: Civil Society and Sustainable Development

Course Code: RD-2

Learning Objectives:

- To empower the Learners with understand the important role of Civil Society in Rural Development
- To give an in-depth understanding of role played by civil society organizations in improving sustainable Rural Livelihoods
- To share some important contemporary Rural Development Initiatives carried out by NGOs and Civil Society Organizations.

Course Content:

Unit 1: History of civil Society: History of civil Society, its origin, meaning and definition, its effect in Europe and India. The classical debate: Social contract theorists, Hobbes, Locke and Rousseau: Hegel, Emannel Kant, Karl Marx Engels and Neo.

Unit 2: Civil Society and Social Justice: Civil Society, State and Democracy, Pluralism and Civil Society, Social Justice in globalized Society, Civil Society and good Society.

Unit 3: Nature of Civil Society in India: Democracy and Civil Society in India, India and Civil Society: Religion Caste and Language in Civil Society and identity Politics in India. NGOs and Civil Society in India, Civil Society organization Partnership in urban governance: An appraisal of the Mumbai- experience of Civil Society and Social change in Modern India.

Unit 4: Civil Society and Sustainable Rural Development: Gandhian economic thought and Sustainable Rural Development, Civil Society Issues, Anna Hazare and Anti-Corruption Movement, Globalization – Basic Understanding and Contemporary Issues, Multilateral Agencies – WTO, IMF, World Bank.

Unit 5: Sustainable Development Goals (SDGs): Definition, meaning, indicators, Role of UNDP's, Governmental and Non-Governmental Organizations. Strengthening the means of implementations and revitalizing the global partnership, local connotation for SDGS.

Suggested Readings:

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

5. Heeks, R. (2005) Overestimating the Global Digital Divide, eDevelopment Briefing no.7, November. <http://www.sed.manchester.ac.uk/idpm/research/publications/wp/di/index.html>
6. Ashwani Saith, et.al. (2008). ICTs and Indian Social Change, New Delhi: Sage Publications.
7. CIMA (2007) Community Radio: Its Impact and Challenges to its Development, Center for International Media Assistance, Washington, DC. http://www.ned.org/cima/CIMACommunity_RadioWorking_Group_Report.pdf
8. Heeks, R. (2009) The ICT4D 2.0 Manifesto: Where Next for ICTs and International Development?, Development Informatics Working Paper no.42, Centre for Development Informatics, University of Manchester, UK. http://www.sed.manchester.ac.uk/idpm/research/publications/wp/di/di_wp42.htm
9. Samarajiva, Rohan and Zainudeen, Ayesha. (2008). ICT Infrastructure in Emerging Asia, New Delhi: Sage Publications.
10. Chandhoke, Neera. 1995. State and Civil Society New Delhi. Sage Publications
11. Oominen, T.K. 1990. State and Society in India New Delhi. Sage Publications.
12. Uberoi, J.P.S. 1996. Religion, Civil Society and the State, New Delhi, Oxford University Press.
13. Block. F. 1987. Revisiting State Theory. Essays in Politics and Post industrialism. Philadelphia, Temple University Press.
14. Gramsci, Anthonio. 1971 Selections from Prison Notebooks London, International Publishing Company.
15. Jessop, Bob. 1991. State Theory: Putting the Capitalist. Sate in its place. Philadelphia, Philadelphia, state University Press.
16. Jaya Ram. N. (ed) 2005. On Civil Society: Issues and Perspectives, New DelhiSage Publications.
17. www.undp.org/content/undp/en/home/sustainable-development-goals.html

Rural Development and Livelihoods Electives

Course Name: Community Resilience and Disaster Risk Management

Course Code: RD-3

Learning Objectives:

- To help the Learners to understand the concept of hazard, disaster, vulnerability, resilience, and risks; classification of disasters- Geological Disasters, Biological Disasters, technological disasters and Man-made Disasters;
- To give an in-depth understanding of Disaster Management Cycle- Risk Reduction, Risk Management, Relief and Rehabilitation, Reconstruction and Re-development.
- To facilitate the learners about Disaster Risk Reduction Tools, Capacity Building for Prevention and Mitigation of Disasters. Early Warning Systems, Use of Geo-informatics (RS, GIS, GPS) in Disaster Management, Disaster Risk Transfer and Financing.

Course Content:

Unit 1: Introduction: Concepts and definitions of Hazard, disaster, vulnerability, resilience, and risks; classification of disasters; brief introduction of Geological Disasters (earthquakes, landslides, tsunami, mining), Hydro-Meteorological Disasters (floods, cyclones, lightning, thunderstorms, hail storms, avalanches, droughts, cold and heat waves); Biological Disasters (epidemics, pest attacks, forest fire); Technological Disasters (chemical, industrial, radiological, nuclear) and Man-made Disasters (building collapse, rural and urban fire, road and rail accidents); Global Disaster Trends – Emerging Risks of Disasters; Climate Change and Urban Disasters.

Unit 2: Disaster Management Cycle, Risk Reduction and Managing Risks: Disaster Management Cycle; Principles of risk management, hazard and vulnerability mapping and analysis (physical, social, organizational, economic and technological). Developmental projects (dams, power plants etc.) and risk management; Evacuation, Communication, Search and Rescue; Emergency Operation Centre – Incident Command System; Relief and Rehabilitation; Post-disaster Damage and Needs Assessment; Restoration of Critical Infrastructure; Early Recovery – Reconstruction and Redevelopment;

Unit 3: Disaster Risk Reduction Tools and Capacity Building: Prevention and Mitigation of Disasters, Early Warning System; Preparedness, adaptive ecosystems management for disaster risk reduction; awareness during Disasters; Geo-informatics in Disaster Management (RS, GIS, GPS); Disaster Communication Systems (Early Warning and Its Dissemination); Land Use Planning and Development; Disaster safe designs and constructions; Structural and Non Structural Mitigation of Disasters; Disaster Risk Transfer and Financing; role of print and electronic media during disasters. Community based disaster risk reduction. Health issues and hospital preparedness and response; System approach in disaster management; Disasters and Ecosystems: Climate change and ecosystems based management for disaster risk reduction and resilience;

Unit 4: Disaster Management in India: Disaster Management in India; Disaster Management Act 2005; National Guidelines and Plans on Disaster Management; Role of Government (local, state and national),

Non-Government and Inter-Governmental Agencies; National Disaster Management Authority (NDMA); NIDM (National Institute of Disaster Management), State Disaster Management Authorities, National Disaster Response Force; Institutional arrangement during disasters;

Unit 5: International Frameworks: International Agencies (International Space Charter, UNISDR); International Strategy for Disaster Reduction; Hyogo Framework (2005-2015); Sendai Framework (2015-2030); S&T Institutions for Disaster Management in India; MDGs and SDGs and India's commitment at international Fora- COP21.

Suggested Readings:

1. BimalKanti Paul (2011). Environmental Hazards and Disasters-Contexts, Perspectives and Management, John Wiley & Sons, 332p.
2. Fabrice G. Renaud, Karen Sudmeier-Rieux and Marisol Estrella (Ed)(2013). The role of ecosystems in disaster risk reduction, United Nations University Press, 2013
3. Jack Pinkowski (Ed.) (2008). Disaster Management Handbook, CRC Press -Taylor & Francis Group, 595p.
4. Joseph F. Gustin (2010). Disaster & Recovery Planning: A Guide for Facility Managers, 5th Edition, Taylor & Francis., 436p.
5. Thomas D. Schneid and Larry Collins (2001). Disaster Management and Preparedness, Lewis Publishers, 247p.
6. Vlasta Molak (Edited) (1997). Fundamentals of Risk Analysis and Risk Management, Lewis Publishers, 451p.
7. Yacov Y. Haimes (2009). Risk Modeling, Assessment and Management, Third Edition, A John Wiley & Sons, Inc. Publication, 1033p.
8. Gupta, Anil. K. and Sreeja S. Nair (2011). Environmental Knowledge for Disaster Risk Management, National Institute of Disaster Management, New Delhi
9. Govt, of India (2005). Disaster Management Act 2005.
10. Publications of National Disaster Management Authority (NDMA), and National Institute of Disaster Management (NIDM).

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“Aano bhadra kratvo yantu vishwatah. (Let noble thoughts come to us from all directions.)”

- 1.89.1, Rig Veda

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