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 |
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., Utkrisht 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 interpersonal skills. Thus most of the topics handled in the curriculum in the first year can be same as that are present in any other general management course. 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 PG Course First Year

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses</strong></td>
<td><strong>Courses</strong></td>
</tr>
<tr>
<td>No. of Credits (Sessions)</td>
<td>No. of Sessions</td>
</tr>
<tr>
<td>101: Indian Rural Society and Rural Administration</td>
<td>4(40hrs) 40 hrs</td>
</tr>
<tr>
<td>103: Rural Planning and Development</td>
<td>4(40hrs) 40 hrs</td>
</tr>
<tr>
<td>104: Managerial Economics</td>
<td>4(40hrs) 40 hrs</td>
</tr>
<tr>
<td>105: Accounting for Rural Management</td>
<td>4(40hrs) 40 hrs</td>
</tr>
<tr>
<td>106: Research Methods for Rural Management including PRA</td>
<td>2(20hrs) 20 hrs</td>
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</tbody>
</table>

**Total Credits (22+4) 26**

## Curriculum for MGNCRE Rural Management PG Course Second Year

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
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<tbody>
<tr>
<td><strong>Courses</strong></td>
<td><strong>Courses</strong></td>
</tr>
<tr>
<td>No. of Credits</td>
<td>No. of Sessions</td>
</tr>
<tr>
<td>301: Human Resource Management and Organizational Development</td>
<td>4 40 hrs</td>
</tr>
<tr>
<td>302: Strategic Management</td>
<td>4 40 hrs</td>
</tr>
<tr>
<td>303: Social Entrepreneurship, Civil Society and NGO Management, Corporate Social Responsibility</td>
<td>4 40 hrs</td>
</tr>
<tr>
<td>304: Elective 1</td>
<td>4 40 hrs</td>
</tr>
<tr>
<td>305: Elective 2</td>
<td>4 40 hrs</td>
</tr>
</tbody>
</table>

**Credits (20+4) 24**

**Total Credits (20+8) 28**
<table>
<thead>
<tr>
<th>Electives</th>
<th>Code</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Finance - Electives</td>
<td>RF-1</td>
<td>Microfinance Management</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>RF-2</td>
<td>Management of Cooperatives and Collectives</td>
<td>4</td>
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<tr>
<td></td>
<td>RF-3</td>
<td>Agriculture Finance and Insurance and Risk Management</td>
<td>4</td>
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<tr>
<td></td>
<td>RF-4</td>
<td>Commodity Markets, Pricing and Derivatives</td>
<td>4</td>
</tr>
<tr>
<td>Rural Marketing - Electives</td>
<td>RM-1</td>
<td>Linking Markets for Rural Produce &amp; SCM</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>RM-2</td>
<td>Consumer Behavior</td>
<td>4</td>
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<tr>
<td></td>
<td>RM-3</td>
<td>Integrated Marketing communication</td>
<td>4</td>
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<tr>
<td></td>
<td>RM-4</td>
<td>Value Chain Management(VCM)</td>
<td>4</td>
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<td></td>
<td>RM-5</td>
<td>Product and Brand Management</td>
<td>4</td>
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<td></td>
<td>RM-6</td>
<td>Rural Exports, Procedures and Documentation</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>RM-7</td>
<td>Rural Procurement Management and Retailing</td>
<td>4</td>
</tr>
<tr>
<td>RD &amp; Livelihood Electives</td>
<td>RD-1</td>
<td>NRM, Watershed Management, and Sustainable Livelihoods</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>RD-2</td>
<td>Civil Society and Sustainable Development</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>RD-3</td>
<td>Community Resilience and Disaster Risk Management</td>
<td>4</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>101</td>
<td>Indian Rural Society and Rural Administration</td>
</tr>
<tr>
<td>2.</td>
<td>102</td>
<td>Principles and Practices of Rural Management</td>
</tr>
<tr>
<td>3.</td>
<td>103</td>
<td>Rural Planning and Development</td>
</tr>
<tr>
<td>4.</td>
<td>104</td>
<td>Managerial Economics</td>
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<td>Research Methods for Rural Management including PRA</td>
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<tr>
<td>7.</td>
<td>107</td>
<td>Village Immersion Programme: Village Field Experience – Participatory Rural Appraisal (1 Month)</td>
</tr>
</tbody>
</table>
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 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
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 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 McGrew Hill)
2. L.M. Prasad – Principles & Practices of Management (Sultan Chand & Sons, New Delhi)
4. Stoner, Freeman, Gilbert. Jr. – Management (Prentice Hall of India)
**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 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:**


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).

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:

3. Levin & Rubin Statistics for Management PHI,
5. Cooper, Donald R- and Pamela Schindler, Business Research Methods , Tata McGraw Hills, New Delhi
7. https://www.youtube.com/watch?v=cli-CruLcc8 - PRA tools and techniques
8. https://www.youtube.com/watch?v=wiLinH1rfJM – 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 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 Gramineen 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)


Suggested Readings:


5. Government of India. (2012), Greening Rural Development in India, New Delhi: Ministry of Rural Development and UNDP.


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 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:

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;
vii. 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.
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<th>S. No.</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>1.</td>
<td>201</td>
<td>Individual and Organizational Behavior</td>
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<tr>
<td>2.</td>
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<td>Fundamentals of Operations Management</td>
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<td>3.</td>
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<td>Financial Management of Rural Organizations</td>
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<td>Marketing Management for Rural Organizations</td>
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<td>5.</td>
<td>205</td>
<td>Rural Entrepreneurship</td>
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<td>6.</td>
<td>206</td>
<td>Field Experience: Working in a Rural Enterprise/Cooperative Society – 2 months</td>
</tr>
</tbody>
</table>
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 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:

2. Organizational Behaviour-Fred Luthans
3. Organizational Theory and Behaviour- R.A. Sharma
4. Organizational Behaviour-K. Aswasthapa
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 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:

5. Operations Research: Methods & Problems / Maurice S ashimi, Arhur Yaspan& Lawrence Friedman
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 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:

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 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
5. Pareck, Udaí and T V Rao : Developing entrepreneurship, Sanjiv Printers, Ahmedabad
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

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<td>2.</td>
<td>302</td>
<td>Strategic Management</td>
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<td>3.</td>
<td>303</td>
<td>Social Entrepreneurship, Civil Society and NGO Management, Corporate Social Responsibility</td>
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<td>4.</td>
<td>306</td>
<td>Rural NGO Experience in Rural development in areas like livelihoods, education, healthcare, technology or natural resources management – 1 month</td>
</tr>
</tbody>
</table>
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 4: O.D. Interventions: Team Interventions, Inter-group Interventions, Personal, Interpersonal and group process interventions, Comprehensive interventions, Structural Interventions.


Suggested Readings:

2. Human Resource Management-Keith Davis
3. HRD Practices-Bhatia B.S., Verma H.L.

7. L Wendell, French, Cecil H. Bell, Organization Development : Behavioral Science Interventions for Organization 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 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
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
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

<table>
<thead>
<tr>
<th>S. No.</th>
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<tbody>
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<td>ICT and MIS</td>
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<td>Project Management</td>
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<td>3.</td>
<td>403</td>
<td>Creativity and Innovation</td>
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</table>
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.


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:

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 breakdown structures, Project resources and scheduling, building a project schedule. Project Planning Tools (Bar charts, Logical Frame work approach, CPM, and PERT)


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
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.


Suggested Readings:

7. Margaret,A. White & Gary D. Bruton- The Management of Technology Innovation- A Strategic Approach
## Rural Finance Electives

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<th>Course Code</th>
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<td>Microfinance Management</td>
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<td>Management of Cooperatives, Agriculture Finance and Insurance and Risk Management</td>
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<td>3.</td>
<td>RF-3</td>
<td>Commodity Markets, Pricing and Derivatives</td>
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</table>
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 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.
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
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 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.


Suggested Readings:


# Rural Marketing Electives

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<td>RM-1</td>
<td>Linking Rural Markets for Produce and SCM</td>
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<td>Rural Procurement and Retailing</td>
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</table>
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:

2. Louis W. Stern and Ansar – Marketing Channels, Printice Hall India.
5. Mark W Johnstan and Others. – Sales Force Management, TATA McGraw Hill Co.
7. Richard R Still and Others – Sales Management,
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 lifestyle.


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:

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 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:

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:

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:

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 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
6. World Development Indicator, World Bank Publication
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 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.


Suggested Readings:

4. Suja Nair : Retail Management: Himalaya
5. Barry Berman and Joel R Evans: Retail Management - A Strategic Approach :Pearson Edn
8. A Shiva Kumar : Retail Marketing: Excel Books
## Rural Development and Livelihoods Electives

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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.

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**


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 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 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:


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:**

10. Publications of National Disaster Management Authority (NDMA), and National Institute of Disaster Management (NIDM).
Acknowledgement

“Aano bhadra kratvo yantu vishwatah. (Let noble thoughts come to us from all directions.)”
- 1.89.1, Rig Veda

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