

## Master of Rural Studies

Name of Program	<b>Master of Rural Studies</b>
Abbreviation	<b>MRS</b>
Duration	<b>2 Years</b>
Eligibility Criteria	Bachelors Degree with 40% of marks in any subject with English as one of the subjects during any one of the years of graduation.
Objective of Program	The core objective of the MRS programme is to inculcate diagnostic ability and prepare the students for productive career in rural development as trained and committed personnel who understands the real cause of under development and provides solutions for development. The student can become an agent of change with extension and research activities.
Program Outcome	<p><b>PO1 : Fundamental Knowledge Enrichment</b>  Program trains students with the basics components of rural society and the problems faced by them. It includes socio-economic environment of rural areas and technological gaps in various fields of rural livelihood.</p> <p><b>PO2 : Critical Thinking Development</b>  The program develops the skills of critical thinking, identifying root causes of the problem and their solutions, evaluative learning of various techniques, and understanding the essence of the problem.</p> <p><b>PO3 : Evaluation of the problems</b>  The program trains students with the latest methodologies that are being used in evaluation of the problems faced by the rural society. The continuous syllabi review adds value to the program for the outgoing students and make them ready to face challenging demands of the real world.</p> <p><b>PO4 : Resource mapping</b>  The program teaches the students to apply the advanced tools to evaluate the human and natural resources to solve real world problems faced by the rural society.</p> <p><b>PO5 : Nurturing Project Planning and Management Capabilities</b>  The program trains students for designing and conceptualizing the village development plans through techniques of PRA and augmenting the resources and Government interventions for sustainable rural development.</p> <p><b>PO6 : Real World Problem</b>  Real world problems related to climate change, sustainable development and gender sensitization provides the candidates exposure to work in the challenging and demanding environment of the rural areas.</p> <p><b>PO7 : Team Work and Leadership Development</b>  Trains students to work in a team and also to take leadership of the of the project development team.</p>

Program Specific Outcomes	<p>PSO1 : Develop and strengthen the fundamental core concepts that are required to solve complex problems of rural areas.</p> <p>PSO2 : Develop the professional and entrepreneurship skills that needs independent logical and analytical thinking, teamwork and leadership.</p> <p>PSO3 : Nurture the students to investigate for the design and development of a workable solution for a real world problem</p> <p>PSO4 : Develop students for self-learning, practicing challenging problem solution provision and ultimately betterment of rural people.</p> <p>PSO5 : Train students to apply managerial skills to learn diagnostic abilities to solve the problems of rural people in various fields including livelihood support.</p> <p>PSO6 : Train students to use recent methods of data collection, analysis and interpretation.</p> <p>PSO7 : Train students to take-up the real world challenges to develop workable solution to a specific problem</p> <p>PSO8 : Inculcate the passion for continuous learning and doing research for making a successful professional career</p>
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Mapping between POs and PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	PO1							
	PO2							
	PO3							
	PO4							
	PO5							
	PO6							
	PO7							

Medium of Instruction	Gujarati and English
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Program Structure		Semester 1						
Course Code	Title	Teaching per week		Course Credits	University Examination		Internal Marks	Total Marks
		Theory	Practical		Duration	Marks		
CC-01	Extension Education for rural Development	4	0	4	3 Hrs	70	30	100
CC-02	Rural Economic Environment	4	0	4	3 Hrs	70	30	100
CC-03	Rural Social Structure and Transformation	4	0	4	3 Hrs	70	30	100
CC-04	<b>Research Methodology</b>	4	0	4	3 Hrs	70	30	100
ID-01	Agriculture and Allied Technologies	4	0	4	3 Hrs	70	30	100
<b>SOC-1</b>	<b>Participatory Rural Appraisal-1</b>	4	0	4	3 Hrs	70	30	100
ID-2	Climate Change and Rural Society	4	0	4	3 Hrs	70	30	100
	Total	28	0	28				

Program Structure		Semester 2						
Course Code	Title	Teaching per week		Course Credits	University Examination		Internal Marks	Total Marks
		Theory	Practical		Duration	Marks		
CC-05	Theories and Strategies for Rural Development	4	0	4	3 Hrs	70	30	100
CC-06	Animal Husbandry and Dairying	4	0	4	3 Hrs	70	30	100
CC-07	Natural Resource Management	4	0	4	3 Hrs	70	30	100
EC-01	Corporate Social Responsibility/Development of Rural Children	4	0	4	3 Hrs	70	30	100
SOC-2	Computer Applications in Rural Studies/HR-2 / Sociology of health/ Political Sociology	4	0	4	3 Hrs	70	30	100
ID-03	Sustainable Development	4	0	4	3 Hrs	70	30	100
SOC-3	Participatory Rural Appraisal-2	4	0	4	3 Hrs	70	30	100
Total		28	0	28				
Program Structure		Semester 3						
Course Code	Title	Teaching per week		Course Credits	University Examination		Internal Marks	Total Marks
		Theory	Practical		Duration	Marks		
CC-08	Common Property Resource Management / Rural Development Administration	4	0	4	3 Hrs	70	30	100
CC-09	Natural Resources for Sustainable Livelihood / Rural Development Planning & Management	4	0	4	3 Hrs	70	30	100
CC-010	Water Harvesting Technologies / Rural Development Organizations and Management	4	0	4	3 Hrs	70	30	100
CC-11	Extension for Natural Resource Management / Development of Weaker Section	4	0	4	3 Hrs	70	30	100
EC-03	<b>Gender Equality and Women Empowerment/</b> Gender and rural Development	4	0	4	3 Hrs	70	30	100
<b>SOC-4</b>	<b>Participatory Rural Appraisal-3</b>	4	0	4	3 Hrs	70	30	100

<b>SOC-5</b>	<b>Participatory Rural Appraisal-4 (Dissertation)</b>	4	0	8	3 Hrs	140	60	200
	Total	28	0	32				
<b>Program Structure</b>		<b>Semester 4</b>						
Course Code	Title	Teaching per week		Course Credits	University Examination		Internal Marks	Total Marks
		Theory	Practical		Duration	Marks		
CC-12	<b>Internship</b>	4	0	12	3 Hrs	210	90	300
CC-13	<b>Dissertation</b>	4	0	12	3 Hrs	210	90	300
SOC-6	Seminar	4	0	0				
	Total	12	0	24				

## Semester: I

### Course Code-01: Extension Education for Rural Development

Course Code	CC-01								
Course Title	Extension Education for rural Development								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	The purpose of the course is to make the student capable of implementing the concepts, methods, and tools of Artificial Intelligence and learn their implementation in Knowledge-Based Systems Course Objective To acquaint students with concepts of Artificial Intelligence and its applications.								
Course Objective	To impart the basic theoretical elements and techniques of Extension Education for transferring knowledge and technologies in different fields of Rural Development. It will help students to understand the problems and enable them to find appropriate solution by encouraging people participation								
Course Outcomes	CO1 : Explain students the insight of the extension education and its historical and fundamental aspects. CO2 : Train students to differentiate between adoption and diffusion process. CO3 : Train students to use communication and strategies for rural development. CO4 : Explain and train students to use suitable methods of extension and its combinations for effective rural development.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of Mathematics, Data Structures								
Course Content	<b>Unit : - 1                    Concepts, Philosophy and Principles of Extension</b> 1.1. Introduction 1.2. Meaning and Concept of Extension 1.3. Definitions of Extension 1.4. Philosophy of Extension 1.5. Principles of Extension 1.6. Objectives of Extension  <b>Unit : - 2                    Historical Development of Rural Extension in India</b> 2.1. Introduction 2.2. Individual/Group/Community Initiatives for extension								

	<p>in India.</p> <p>2.3. Organized Government Efforts in Extension and Rural Development in India</p> <p>2.4. Broad Based Extension System</p> <p><b>Unit : - 3 Adoption and Diffusion</b></p> <p>3.1. Adoption</p> <p>3.2. Categories of adopters</p> <p>3.3. Individual characteristics of the adopters</p> <p>3.4. Diffusion</p> <p><b>Unit : - 4 Communication Strategies for Rural Development</b></p> <p>4.1. Introduction</p> <p>4.2. Communication Strategy</p> <p>4.3. Management Plan</p> <p>4.4. Media and Material Production Plan</p> <p>4.5. Monitoring and Evaluation (M&amp;E) Plan</p> <p><b>Unit : - 5 Selection and Combination of Extension Method</b></p> <p>5.1. Criteria for Selection of Extension Methods</p> <p>5.2. Implications for Rural Development</p>
Reference Books	<p><b>Reference : -</b></p> <ol style="list-style-type: none"> <li>1. Ishwarbhai Patel - Education of agri. Extension</li> <li>2. Pro. Dhiraj Dhakan - Principle of agri. Extension</li> <li>3. Sanders, H.C. (ed) (1966) The Cooperative Extension Service, Prentice hall, Inc, Englewood, cliffs, New York USA</li> <li>4. Dahama, O.P. and Bhatnagar, O.P. 1987 Education and Communication for Development, Oxford and IBH Publishing Co. New Delhi.</li> <li>5. Directorate of Extension, Govt. of India, 1961 Extension Education in Community Development, DOE Ministry of food and Agriculture , GOI New Delhi.</li> <li>6. Roy G. L. (1991) Extension Communication and Management, Naya Prokash Calcutta</li> <li>7. Supe S.V. (1983) An Introduction to Extension Education Oxford &amp; IBH Publishing Co. New Delhi.</li> </ol>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## Semester: I

### Course Code - 02: Rural Economic Environment

Course Code	CC-02								
Course Title	Rural Economic Environment								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	The purpose of the course is to familiarize students with the forces unleashed by economic liberalization and globalization and its impact on Rural Economy of India								
Course Objective	To impart the basic theoretical elements of rural economy and the impacts of economic policies adopted by the country since 1990. It will also prepare the students to meet the challenges of new economic policies on rural livelihood.								
Course Outcomes	<p>CO1 : Explain students the insight of the rural economy and the role played by agriculture and animal husbandry in rural economy.</p> <p>CO2 : Make students aware about the basic concept of poverty and various dimensions of poverty and ways and means to eradicate it. It will also make students familiar with the various attempts made by Government of India to eradicate poverty.</p> <p>CO3 : To make students aware about reasons, types and characteristics of unemployment and various measures taken by the Government to provide employment in rural areas.</p> <p>CO4 : Explain the students various types of rural labours and their characteristics and various issues faced by rural labours. The students will learn the role of rural labour in rural economy.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of economics								
Course Content	<p><b>Unit : - 1      Introduction</b></p> <ul style="list-style-type: none"> <li>- Concept, Meaning of Rural Economy</li> <li>- Rural Economy: Agriculture and Industries</li> <li>- Problems/Issues of Rural Economy in India (Hunger and Food Security etc.)</li> <li>- Reforms in rural economy agriculture and agribusiness in a Globalised Economy.</li> </ul>								

	<ul style="list-style-type: none"> <li>- Introduction of new Agricultural Acts</li> </ul> <p><b>Unit : - 2      Rural Poverty</b></p> <ul style="list-style-type: none"> <li>- Concepts and Measures of rural poverty</li> <li>- Determinants of Poverty.</li> <li>- Causes of Rural Poverty</li> <li>- Poverty alleviation programmes in India</li> </ul> <p><b>Unit : - 3      Rural Unemployment</b></p> <ul style="list-style-type: none"> <li>- Concept, Types and Characteristic of Rural Unemployment.</li> <li>- Causes of Unemployment</li> <li>- Economic Reforms and their impact on Rural Unemployment Situation.</li> <li>- Measures to reduce unemployment in rural areas.</li> </ul> <p><b>Unit : - 4      Rural Labour</b></p> <ul style="list-style-type: none"> <li>- Concept, types and Characteristics of Rural Labour</li> <li>- Economic Liberalization and its impact on Rural Labour.</li> <li>- Various Issues Faced by Rural Labour.</li> <li>- Labour Force Participation in Rural Economy</li> </ul>
Reference Books	<p><b>Reference : -</b></p> <ol style="list-style-type: none"> <li>1. Bardhan, P. (1984) "Land, Labour and Rural Poverty", Oxford University Press, New Delhi.</li> <li>2. Bhalla. G.S. (1994) "Economic Liberalization and Indian Agriculture" Institute for studies in Industrial Development, New Delhi.</li> <li>3. Chaddha, G.K. and A.N.Sharma (1997), Growth, Employment and Poverty: Change and Continuity in Rural India" Vikas Publishing House, New Delhi.</li> <li>4. Dantwala, M.L.et. al (1991), "Indian Agricultural Development Since Independence Oxford &amp; IBH, New Delhi.</li> <li>5. Gulati Ashok ; Kelly Tim (1999), "Trade Liberalization and Indian Agriculture", Oxford University Press, New Delhi.</li> <li>6. Joshi B.H. (1999), "Indian Agriculture development and Challenges", University Granth Nirman Board, Ahmedabad.</li> <li>7. Pandya Kiran, (1996), "Agrarian Structure, New Technology and labour in India", Himalaya Publishing House, Mumbai.</li> <li>8. Rao C.H. Hanumantha, (2005), "Agriculture, Food Security, Poverty and Environment: Essay on Post-reform India", Oxford University Press, New Delhi.</li> <li>9. S.S.Acharya &amp; D.P.Choudhri:, (2001), "India Agriculture Policy at the Crossroads, Ed; Rawat Publication, Japur.</li> <li>10. Vaidyanathan, A. (1985), The Indian Economy : Crisis, response and Prospect", Orient Longmans, New Delhi.</li> <li>11. Visaria, P. and R. Basant (1994) "Non-Agriculture employment in Indian: Trends and Prospects", Sage Publication, New Delhi.</li> <li>12. Bhalla G.S. Singh Gumail, (201), "Indian Agriculture: Four Decades of</li> </ol>

	<p>Development”, Sage Publication, New Delhi.</p> <p>13. Prasad C.S. (2006), “Sixty Years of Indian Agriculture: 1947 to 2007”, New Century Publication, New Delhi.</p> <p>14. Padmanabhan M. and Swaminathan M.C. (1994), Rural Development report: National Institute of Rural Development, Hyderabad.</p> <p>15. Lipton Michael, (1989), “Poverty, Undernutrition, and Hunger.</p> <p>16. Lipton Michael, (1988), “The Poor and The poorest World Bank Discussion Papers.</p> <p>17. Planning Commission, (Dec.2006), “Report of the XI Plan Working Group on Poverty Elimination Programmes”, New Delhi.</p> <p>18. Renana Jhabvala, Ratna M. Sudarshan and Jeemol University. (2003).” Informal Economy &amp; Food &amp; Agriculture., New Delhi.</p> <p>19. Dandekar V.M. &amp; Rath Nilakantha. (1971), “Poverty in India” Indian School of Political Economy.</p> <p>20. Shukla Rohit, “Poverty in India”, University Granth Nirman Board, Ahmedabad,</p> <p>21. Chakravarthy, Sukhamoy (1997) Development Planning : The Indian Experience. Oxford University Press : Oxford.</p> <p>22. International Bank for Reconstruction and Development, 1989, World Development Report 1989, Oxford University Press:New York.</p> <p>23. Kindleberger, Charles P. and Harrick, Bruce, 1977, <i>Economic Development</i>, Mc Grawhill. Kogakusha Ltd. : New Delhi.</p> <p>24. Mishra, R.P.1985, Development Issues of Our Time, Concept Publishing Company: New Delhi.</p> <p>25. Mier Gerald (Ed), 1987, Leading Issues in Economic Development, (Fourth Edition), Oxford University Press: New Delhi.</p> <p>26. Todaro, Michael P. 1997, Economics for a Developing World: An Introduction to Principles, Problems and Policies for Development. Orient Longman : London.</p>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## Semester: I

### Course Code - 03: Rural Social Structure and Transformation

Course Code	CC-03								
Course Title	Rural Social Structure and Transformation								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	In order to gain an understanding of rural social structure, first clarify that what mean by social structure and understanding of the concept to ethnographic description of society as well as transformation through various factors in the rural areas of India.								
Course Objective	This Paper is designed to equip the students to understand the rural sociology and society, economic life of the rural people as well as modalities of Socio-Cultural transformation in rural Society.								
Course Outcomes	<p>CO1 : Explain students the insight of the Indian rural society and social structure through Subject matter of rural sociology and Importance of rural sociology in India.</p> <p>CO2 : Make students aware about the Nature and characteristics of rural society in India, Elements of rural community, Concept and characteristics of little community. It will also make students familiar with the Peasant Society and its Culture and characteristics as well as Caste and Caste Dominance In rural society.</p> <p>CO3 : To make students aware about Economic Life and problems as well as Agrarian Class structure in rural society.</p> <p>CO4: Make students aware about Factors of change in rural economic life through various measures taken by the government.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite (Changes: 75%)	<b>Basics of sociology</b>								
Course Content Employability	<p><b>Unit:1. Introduction and Importance of Rural Sociology</b></p> <p>1.1 Origin and development of rural sociology in india</p> <p>1.2 Subject matter of rural sociology</p> <p>1.3 Importance of rural sociology in India</p>								

Employability	<b>Unit:2. Rural Society and nature</b> 2.1 Nature and characteristics of rural society in India 2.2 Elements of rural community 2.3 Concept and characteristics of little community 2.4 Peasant Society :Culture and characteristics 2.5 Caste and Caste Dominance In rural society
Employability	<b>Unit:3. Economic Life of the Rural People</b> 3.1 Meaning of Economic Life 3.2 Means and characteristics of Economic Life of the rural People 3.3 Village as a self sufficient unit 3.4 Occupation and Agrarian Class structure in rural society 3.5 Jajmani system and Labour Market in rural society 3.6 Economic Problems of rural People 3.7 Factors of change in rural economic life
Employability	<b>Unit:4. Modalities of Socio - Cultural Transformation</b> 4.1 Transformation of Societies 4.2 Strategies for Social and Cultural Transformation 4.3 Process of Social Change: Sanskritization, westernization, Industrialization and Urbanization as factor for social change 4.4 Features, Explanation, Factors and Processes of Change in Caste System 4.5 Migration and rural Transformation
Reference Books	<ol style="list-style-type: none"> <li>1. Singer Milton, 1972, When a great Tradition Modernizes: An Anthropological Approach to Indian civilization, Vikas, New Dlh.</li> <li>2. Singh Yogendra, 1972, Modernization of Indian Tradition, Thomson press, New Delhi.</li> <li>3. Agarwal, J. 1983, Landmark in the History of Modern Indian Education, vikas, New Delhi.</li> <li>4. Naik, J. P. 1982, The Education commission and after, Allied Publishers New Delhi.</li> <li>5. Srinivas, M. N. 1967, Social Change in modern India, Orient Longman, New Delhi.</li> <li>6. Bottomore, T. B. 1975, Sociology as social racism, George Allen and Unwin: London.</li> <li>7. Srinivas, M. N. 1966, Social change in modern India, allied publishers: Bombay</li> <li>8. Ajzen, I. 1987, "Attitude" in concise Encyclopedia of Psychology, (ed), J. Ramond Cossini, John wiley &amp; sons: New York.</li> <li>9. Goode and Hatt, 1952, Methods in social Research, McGraw Hill, New York.</li> <li>10. Lindgren, C. Henry, 1969, Introduction to Social Psychology, John wiley &amp; sons: New York.</li> <li>11. Gupta motilal (2003),Bharat me Samaj, Rajasthan Hindi granth Aakadami, Jaypur.</li> </ol>

	12. Mahajan Rajiv (2004), Rural Sociology, Arjun publishing House, new delhi.
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## Semester: I

### Course Code - 04 : Research Methodology

Course Code	CC-04								
Course Title	<b>Research Methodology</b>								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	To familiarize students with basic of research and the research process. To enable the students in conducting research work and formulating research proposal and report. Develop understanding of the various kinds of research, objectives of doing research, research process, research designs and sampling etc.								
Course Objective	This Paper is designed to equip the student with basic elements of Social Survey and Social Research methodology, Data Processing and Outline of Report writing which may be useful to study and analyze the rural issues in India.								
Course Outcomes	<p>COP 1: This course is designed to enable students to identify and discuss the complex issues inherent in selecting a research problem, Review of Related Literatur and Hypothesis of the study.</p> <p>COP 2 : Make students aware about Types of Social Research, Process of Social research and Research Design.</p> <p>COP 3 : Make students aware about Sampling and Inquiry, Content Analysis and Logic of Inquiry of the research problem.</p> <p>COP 4: Make students inculcate about Some Statistical Concepts and Variables for the research process.</p> <p>COP 5 : To make students aware about Coding, Checking and Editing of Data ,Classification, Tabulation and Interpretation of Data as well as Report Writing of the study.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of sociology								
Course Content	<p><b>Unit: 1. Research Methodology</b></p> <ul style="list-style-type: none"> <li>➤ Selection of Problem Reflective Thinking</li> <li>➤ Concept</li> <li>➤ Selection and Formation of Research Problem</li> <li>➤ Review of Related Literature ( Meaning; Objectives; Sources</li> <li>➤ Hypothesis</li> </ul> <p><b>Unit: 2. Designing a Research Study</b></p> <ul style="list-style-type: none"> <li>➤ Types of Social Research</li> </ul>								

	<ul style="list-style-type: none"> <li>➤ Process of Social research</li> <li>➤ Research Design</li> </ul> <p><b>Unit: 3. Sampling and Inquiry</b></p> <ol style="list-style-type: none"> <li>1. Content Analysis <ul style="list-style-type: none"> <li>➤ Meaning, Characteristics, Steps, Process, Types, Trends and Limitations</li> </ul> </li> <li>2. Logic of Inquiry <ul style="list-style-type: none"> <li>➤ Science and Logic</li> <li>➤ Elements of Logical Analysis: Terms, Propositions, Arguments and Syllogisms</li> <li>➤ Validity and Truth</li> <li>➤ Types of Reasoning of Arguments</li> <li>➤ Strategies in Research</li> </ul> </li> </ol> <p><b>Unit: 4. Some Statistical Concepts</b></p> <ol style="list-style-type: none"> <li>1. <b>Variables</b> <ul style="list-style-type: none"> <li>➤ Quantitative and Qualitative Variables</li> <li>➤ Discrete and Continuous Variables</li> <li>➤ Independent and Dependent Variables</li> </ul> </li> <li>2. <b>Scale</b> <ul style="list-style-type: none"> <li>➤ Nominal Scale</li> <li>➤ Ordinal Scale</li> <li>➤ Interval Scale</li> <li>➤ Ratio Scale</li> <li>➤ Limitations of Hypothesis</li> </ul> </li> </ol> <p><b>Unit: 5. Data Processing and Report writing</b></p> <ul style="list-style-type: none"> <li>➤ Coding, Checking and Editing of Data</li> <li>➤ Classification, Tabulation and Interpretation of Data</li> <li>➤ Report Writing: Introduction, Research Methodology, Analysis of Data, Findings of the Study, Conclusions, Bibliographical References and Appendix</li> </ul> <p><b>Unit: 6. Field work</b></p>
Reference Books	<ol style="list-style-type: none"> <li>1. Ram Ahuja: Social Survey and Research, Ravat pub.,ISBN-81-7033-750-x</li> <li>2. Research Methodology: Methods and Techniques C.R. Kothari, Wiley Eastern Ltd., New Delhi.</li> <li>3. Research Methods in Commerce - Amarchand D, Emeraled Publishers, Chennai.</li> <li>4. Conceptual Foundations of Business Research - Rigley, Paul - H, John Wiley and Sons, New York.</li> <li>5. Research Methodology in Social Science - B.C. Tandon, Allahabad.</li> <li>6. Thesis and Assignment writing - Anderso J.berry H.D. &amp; Poole M. Wiley Eastern Limited, Delhi.</li> <li>7. Research Methodology Techniques and Trends, Singh Y.K.; R.B. Bajpai, 2007.</li> <li>8. Methods in Social research - IGNOU - 2008</li> <li>9. Research Methodology, Sharma Virendra Prakash Punchshil Pub. Jaypur, 2004</li> </ol>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment

Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination
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### ID - 01 Agriculture and allied Technologies

Course Code	ID-01								
Course Title	<b>Agriculture and allied Technologies</b>								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	To make students aware of climate resilient agriculture. It also familiarise students about the alternative sources of energy and about the hygiene and sanitation in rural India								
Course Objective	To obtain higher returns from agriculture under changed climatic conditions, use of alternative sources of energy and making aware the rural population about the health and hygiene and sanitation facilities.								
Course Outcomes	Students learn about the climate change and its impact on agriculture and way out for getting agricultural production, soil and water conservation, bio-gas, wind and solar energy and availability of low cost sanitation technologies for rural India.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of agriculture								
Course Content	Unit - 1 : Agricultural Technologies 1 :Climate resilient agriculture, horticultural practices, pest and disease management (Integrated Pest Management), post-harvest technology. Unit - 2 : Agricultural Technologies 2 : Water management, soil management, agricultural engineering, Unit - 3 : Alternative energy resources Bio-gas, Solar and Wind Energy Unit - 4 : Sanitation and Hygiene: Its need and correlation with malnutrition, low cost technologies for sanitation in rural areas.								
Reference Books	1. ICAR 92004) Selected Technologies for Agriculture - A compendium. ICAR Publication, New Delhi. 2. Selendy J.M.H. (ed) Water and Sanitation Related Diseases and Environment, Wiley-Blackwell. 2011. 3. Smith Z.A. andA.D. Taylor Renewable Energy Resources : Basic								

	<p>Principles and Applications Alpha Science International</p> <p>4. Tiwari G. N. and M. K. Ghosai (2005) Renewable Energy resources : Basic Principles and Applications. Alpha Science International</p> <p>5. Rathore NS and NI Panwar (2007) Renewable Energy Sources for Sustainable Development. New India Publishing Agency, New Delhi.</p> <p>6. Satyanarayan G &amp; H. S. Madhusudan (2012) Rural Development and Poverty Alleviation in India, New Century Publication, New Delh</p> <p>7. Shrivastava M.P. &amp; Jaishankar Singh (2008) Dairy Development in the New Millennium Deep &amp; Deep Pub. Pvt. Ltd.</p>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## Semester: I

### SOC - 1 : Participatory Rural Appraisal - I

Course Code	SOC-1								
Course Title	<b>Participatory Rural Appraisal – I</b>								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	The course on PRA is designed to develop student's understanding of the Participatory Rural Appraisal for Advantages and Limitation for planning and development of projects. Except this Participatory Modelling and Transects walks participatory mapping.								
Course Objective	The aim of PRA is to help strengthen the capacity of villagers to plan, make decisions, and to take action towards improving their own situation. Participatory Rural Appraisal (PRA) is considered one of the popular and effective approaches to gather information in rural areas. In addition that this paper is designed to equip the students to understand concept, theoretical approaches, Principles, Mapping, Modelling and Transects etc.								
Course Outcomes	<p>COP 1: This course is designed to enable students to Concept, Objective, Meaning and approaches of PRA technique.</p> <p>COP 2 : Make students aware about Evolution of Participatory Rural Appraisal and of Participatory Rural Appraisal.</p> <p>COP 3 : Make students aware about Principles of Rapid Rural Appraisal &amp; Participatory Rural Appraisal and Additional Principles of Rapid Rural Appraisal.</p> <p>COP 4: Make students aware about Application of Participatory Modeling with Merits and Limitations as well as Village Transects and Resource Transects during the field work.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of sociology								
Course Content	<p><b>Unit - I. Introduction of Participatory Rural Appraisal</b></p> <ul style="list-style-type: none"> <li>▪ Concept, Objective, Meaning and approaches of PRA</li> </ul> <p><b>Unit:- II. Evolution of Participatory Rural Appraisal (PRA)</b></p> <ul style="list-style-type: none"> <li>▪ Evolution of Participatory Rural Appraisal (PRA)</li> <li>▪ Participation: Meaning, Types, Advantages and Limitation</li> </ul>								
Skill Development and									

<p>Employability</p> <p>Skill Development and Employability</p> <p>Skill Development and Employability</p>	<ul style="list-style-type: none"> <li>▪ Sources of Participatory Rural Appraisal</li> <li>▪ Rapid Rural Appraisal (RRA): Meaning, Features, Limitations</li> <li>▪ Phases of Participatory Rural Appraisal: First Phase (Late 1980s and early 1990s), Second Phase (Mid- 199s) and Third Phase (Late 1990s to date)</li> </ul> <p><b>Unit-III: Principles of Participatory Rural Appraisal</b></p> <ul style="list-style-type: none"> <li>▪ Definition and Features of Participatory Rural Appraisal</li> <li>▪ Principles of Rapid Rural Appraisal &amp; Participatory Rural Appraisal <ul style="list-style-type: none"> <li>○ Reversal of Learning</li> <li>○ Learning Rapidly and Progressively</li> <li>○ Offsetting Biases</li> <li>○ Optimizing Trade-off</li> <li>○ Triangulating</li> <li>○ Seeking Complexity and Diversity</li> </ul> </li> <li>▪ Additional Principles of Rapid Rural Appraisal <ul style="list-style-type: none"> <li>○ Facilitating</li> <li>○ Self-Critical Awareness and Responsibility</li> <li>○ Sharing</li> </ul> </li> </ul> <p><b>Unit-IV: Participatory Modeling and Transects</b></p> <ul style="list-style-type: none"> <li>▪ Meaning, Participants, Procedure</li> <li>▪ Application of Participatory Modeling with Merits and Limitations</li> <li>▪ Transects: Meaning</li> <li>▪ Types: Village Transects and Resource Transects</li> <li>▪ Cultural Transects</li> <li>▪ Evaluation of Agro-forestry</li> </ul>
<p>Reference Books</p>	<p>Amitava Mukherjee (2004), Participatory Rural Appraisal: Methods and Applications In Rural Planning (Essays In Honour Of Robert Chambers), Concept Publishing Company, India [ISBN: 8180691055]</p> <p>H. P. S. Arya (2004), Participatory Rural Appraisal in Agriculture and Animal Husbandry: A Training Manual, Concept Publishing Company, India [ISBN: 8180691160]</p> <p>Kirti Shukla (2011), Participatory Rural Appraisal Technique for Farm Women, Discovery Publishing Pvt.Ltd, India [ISBN: 8183567169]</p> <p>Mamata Swain (2014), Participatory Rural Appraisal (PRA): Issues and Approaches, SSDN Publishers &amp; Distributors, India [ISBN: 9381176795]</p> <p>N. Narayansamy (2005), Participatory Rural Appraisal: The Experience of NGOs in South India, Concept Publishing Company., India [ISBN: 8180691667]</p> <p>N. Narayanasamy (2009), Participatory Rural Appraisal: Principles, Methods and Application, SAGE Publication India Pvt. Ltd. New Delhi [ISBN:9352801369]</p> <p>Neela Mukherjee (1993), Participatory rural appraisal: Methodology and</p>

	<p>applications (Studies in rural participation), Ceocept Pub. Co. India [ISBN: 817022473X]</p> <p>Neela Mukherjee (1995), Participatory Rural Appraisal and Questionnaire Survey, Concept Publishing Company Pvt. Ltd., India [ISBN: 8170225604]</p> <p>Neela Mukherjee (1997), Participatory appraisal of natural resources, Concept Pub. Co. India [ISBN: 817022618X]</p> <p>Prahlad Mishra (2014), Participatory Rural Appraisal (PRA): Issues and Application, SSDN Publishers &amp; Distributors, India [ISBN: 9383158131]</p>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	<p>30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc.</p> <p>70% External based on semester end University examination</p>

## Semester: I

### ID - 02: Climate change and Rural Society

Course Code	ID-02								
Course Title	Climate change and Rural Society								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	To make students aware of climate change, its causes and impact on socio-economic and culture. It also deals with impact on livelihood of rural people.								
Course Objective	To make aware the students about the changing climatic conditions and its causes and how it is affecting human life. The course also suggests the ways out from the changing scenario.								
Course Outcomes	Students learn about the climate change and its impact on agriculture, social and economic relations and way out. Students will understand the impact of changing climatic conditions on human health, sources livelihood, migration etc. They will learn about the national and international efforts to mitigate and adopt and avert impacts of climate change.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of agriculture								
Course Content	<p>Unit - 1 : Climate Change meaning and factors responsible for it. Global Warming and Climate Change, Indicators of climate change, impact of global warming, green house gases and emissions. International and national initiatives to limit global warming</p> <p>Unit - 2 : Climate change and agriculture and animal husbandry- impact, mitigation strategies and aversion at national and international level.</p> <p>Unit - 3 : Impact of change in climate on rural economy- farmers, food security, agro-based industries, rural poverty, health-working hours/day. Role and response of women to climate change</p> <p>Unit - 4 : Impact of climate change on rural society : Social behavior,</p>								

	habitation, Health, food habit, livelihood and migration at regional, national and international level.
Reference Books	<ol style="list-style-type: none"> <li>1. Purdom &amp; Anderson (1983) Environmental Science Bell &amp; Howell</li> <li>2. Shivakumar A K, P. Panda &amp; R. R. Ved (eds) (2010) Hand Book of Population &amp; Development, Oxford</li> <li>3. Ehrlich P R, A.H.Ehrlich and H.P.Holdgen (1977) Ecoscience : Population, Resources, Environment, W.H.freeman &amp; Co Sanfransico</li> <li>4. Subramanian V. (2002) textbook in Environmental Science, Narosa Publication, New Delhi.</li> <li>5. Kadekodi G. K. (2004) Common Property Resource Management, Oxford University Press.</li> <li>6. Vijay V K and H. P. Gard (eds) (2009) renewable energy &amp; Environment for Sustainable Development, Narosa Publishing House, New Delhi.</li> <li>7. UNDP (2007) Human Development Report 2007-08, Fighting Climate Change Human solidarity in a divided world. UNDP.</li> <li>8. Chakrabarty PGD (ed) (2015) Climate Change and Sustainable Development Oxford University Press, (2011) The Economics of Climate Change Mitigation Book well, New Delhi.</li> </ol>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## Semester: II

### Course Code - 05 Theories and Strategies for Rural Development

Course Code	CC-05								
Course Title	Theories and Strategies for Rural Development								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	The purpose of the course is to make the student aware about Concept, Indicators Development, various theories, approaches and major programmes of Rural Development in India.								
Course Objective	To familiarize students with the concept of Development, various theories and programmes pertaining to the Development and their critical evaluation.								
Course Outcomes	<p>CO1 : Demonstrate knowledge and understanding in rural development through various theories of rural development.</p> <p>CO2 : Demonstrate knowledge and understanding in different approaches of rural development.</p> <p>CO3 : Demonstrate knowledge and understanding about major programmes of rural development in India.</p> <p>CO4 : Demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning Strategies in rural development program under NITI Ayog.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of Economics								
Course Content	<p><b>Unit : - 1                    Development</b></p> <p>1.1      Concept of Development</p> <p>1.2      Indicators Development</p> <p>1.3      Theories of Development</p> <ul style="list-style-type: none"> <li>-    Rostow's stages of Growth.</li> <li>-    The lewis Theory of Development</li> <li>-    International Dependency theories</li> <li>-    Gandhian View of Development</li> <li>-    Marxian Theory of Development</li> </ul> <p>1.4      Michael Lipton, A.K.sen and Robert Chamber's views on Development</p>								

	<p><b>Unit : - 2 Approaches for Rural Development</b></p> <p>2.1 Community Development approach  2.2 Area Development approach  2.3 Beneficiary Development approach  2.4. Integrated Rural Development approach  2.5 Minimum needs  2.6 Employment approach  2.7 Participatory Approach</p> <p><b>Unit : - 3 Major Programmes for rural Development</b></p> <p><b>3.1</b> Rural Development Programmes (Pre-New Economic Policy reforms <b>(1951-1990)</b>)  <b>3.2</b> Rural Development Programmes (Post- New Economic Policy Reforms - up to 12<sup>th</sup> Five Year Plan)</p> <p><b>Unit : - 4 Rural Development Programs under NITI Ayog.</b></p> <p>4.1 Water, Food Security and Health Programmes  4.2 Land, Forestry and Environment Programmes  4.3 Housing and Electricity Programmes  4.4 Road &amp; Transportation Communication Connectivities Programmes  4.5 Welfare Programmes</p> <p><b>Unit: 5 Field Work</b></p>
Reference Books	<ol style="list-style-type: none"> <li>1. David Morawetz, Twenty year of Economic Development (1950-175), The World Bank, 1997.</li> <li>2. Mahebul ul Haq, The poverty curtain – Choices for the third world – Colombia University press, 1976.</li> <li>3. Toddaro Michael, Economics for a developing world Longman, 1995.</li> <li>4. Katarsingh, rural Development Sage, (New revised edition) 2004, World Bank</li> <li>5. Rural Development sector policy, World Bank. 1975.</li> <li>6. John Harries, Rural Development 2005, (New addition),</li> <li>7. Uma Lele, the design of Rural Development Lessongs from Africa, 1080.</li> <li>8. Michael Lipton, Why people stay poor. Vikram Sarabhai Memorial Lecture in John Harris edited Rural Development</li> <li>9. Robert Chambers., Rural Development : Putting the last first, Oxford.</li> <li>10. Robert Chambers., Challenging the Precessions Frontiers for Rural Development. Intermediate Technology Publication, London UK 1993.</li> <li>11. Michael Lipton (edited), Including the Rural Poor, The World Bank, 1993.</li> <li>12. M. L. Dantwala (edited), Asian Rural Development JIM, 1989.</li> <li>13. C. T. Kurien, Poverty, Planning and Social change, Allied, 1980.</li> <li>14. U. M. Dandekar., Poverty in India, 1970.</li> <li>15. Government of India – Planning Commission Five Year Plans (1951-</li> </ol>

	<p>– 2007 – 12)</p> <p>16. Indira Hirway, Target Group Approach to poverty – Oxford IBH, New Delhi.</p> <p>17. Dharam Ghai, Agricultural systems and Rural Development, ILO, 1980.</p> <p>18. Satya Sundram, Voluntary Agencies and Rural Development Concept – 2004</p> <p>19. L. C. Jain, Grass without Roots, Sage, 1990.</p> <p>20. K. Gandhi, Hindswaraj, Navjivan, 1995 (New Edition)</p> <p>21. M. K. Gandhi, Rebuilding our village, Navjivan, 1969.</p> <p>22. V.M.Dandekar, Gandhian Economic System – A path to Non – Economic goals in Gandhian Economy system by Radha Mohan Vichare, 1990.</p> <p>23. Paul Samuel, Managing Development Programmes Boulder West Press, 1990.</p> <p>24. IRMA, Managerial Issue of Voluntary Organizations, 1992.</p> <p>25. Shankar Datta and Others., Management of Development Organizations, 1996.</p> <p>26. Dilip Shah, Alternatives in Rural Development Sterling – 1988.</p> <p>27. Dilip Shah, Gandhian Approach to Rural Development. 2000.</p> <p>28. Batra, Globalization and Rural Development SAGE, 2006.</p> <p>29. S. B. Varma, P. N. Shanker and Others Rural Based Development strategies Development – 2006.</p> <p>30. NITI Ayog, Government of India</p> <p>31. Planning Commission of India</p>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination.
Pre-requisite	Basics of Economics
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination.

## Semester: II

### Course Code - 06 Animal Husbandry and Dairying

Course Code	CC-06								
Course Title	Animal Husbandry and Dairying								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	To make students aware of an alternative source of livelihood in rural areas and increasing milk production from the existing cattle with the help of various government schemes.They will also learn about potentials of fisheries and poultry.								
Course Objective	The course is designed to give primary information on animal husbandry for which the Government of India and State Government provides number of incentives. It deals with causes of low production and alternatives to increase it. New segments of fisheries and poultry in rural areas of south Gujarat can promote livelihood activities.								
Course Outcomes	Students can start animal rearing, fish cultivation and poultry as a profitable business. It will help increasing employability in rural areas.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of agriculture								
Course Content	<p>Unit - 1            Need for animal management, animal husbandry as profitable occupation. Government interventions to promote animal husbandry in Gujarat and India. Interventions of various other agencies-co-operative and NGO.</p> <p>Unit - 2            Breed Improvement-need and various methods, Artificial Insemination-need and technique. Feed management, Housing, Health Management-selected diseases and vaccination, Management of animal reproduction</p> <p>Unit - 3            Scope for inland fisheries in rural areas of Gujarat. Various types of fishes suitable for inland fisheries. Fresh water fish culture.</p>								

	<p>Unit - 4 Poultry rearing for livelihood, Various types of poultry breeds and rearing methods suitable for small scale rearing, diseases and vaccination.</p> <p>Unit - 5 Field Visits</p>
Reference Books	<ol style="list-style-type: none"> <li>1. ICAR (2010) Animal Husbandry, ICAR Publication, New Delhi.</li> <li>2. EIRI Hand book of poultry farming and feed formulations.</li> <li>3. Pashu Vyavastha: Arun D. Dave, Universtiy Granth Nirman Board, Ahmedabad</li> <li>4. Vyavahary Gopalan : Krushanlal Shukal, University Granth Nirman Board Ahmedabad</li> <li>5. "Godarshan" A Monthly Gujarati Magazine, Dept. of A.H., Gujarat State, Gandhinagar</li> <li>6. A Text Book of Animal Husbandry : G.C.Banerjee : Oxford &amp; IBH Publishing Co. Pvt. Ltd., New Delhi.</li> <li>7. A Hand Book of Animal Husbandry : By ICAR, New Delhi</li> <li>8. Principle and Methods of Plant - Breeding - B.D.Sinh</li> <li>9. Plant Breeding - V. L. Chopra</li> </ol>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## SEMESTER - II

### Course Code – 07 Natural Resources Management for Rural Development

Course Code	CC-07								
Course Title	<b>Natural Resources Management for Rural Development</b>								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	To introduce students with the role of natural resources in rural development and the newer technologies that help in development using natural resources.								
Course Objective	The course is designed to make students understand the role of natural resources in development of rural areas and need for their conservation. It also makes them familiar with the newer technologies available in the field of forestry, fisheries, horticulture and biotechnology for making best use of the resources.								
Course Outcomes	Students will be able to understand the role of and need to conserve natural resources like land, water, biodiversity etc. It is expected that know about the role of horticulture, forestry, fisheries and biotechnology in improving life of rural people and conservation of resources.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of sociology and science								
Course Content	<p><b>Unit 1:</b> What is the N.R.M. meaning importance of N.R.M. for Rural Development. Types of N.R.M. preservation and development of natural resources.</p> <p><b>Unit 2 - Horticulture</b></p> <ul style="list-style-type: none"> <li>❖ Care taken at the time of planting</li> <li>❖ Cultivation practices of fruit crops in Gujarat state</li> <li>❖ Harvesting and value addition in fruit crops</li> <li>❖ Fruit growers motivation policy of Gujarat state</li> </ul> <p><b>Unit 3 - Forestry</b></p>								

	<ul style="list-style-type: none"> <li>❖ Defination of Forest, Types of Forest importance, Forest management in Gujarat state</li> <li>❖ Forest products, Major and allied products</li> <li>❖ Forest conservation needs and solution</li> <li>❖ Concepts and needs of Social forestry</li> <li>❖ Importance and functions of forest co-op. society</li> </ul> <p><b>Unit 4 - Fisheries</b></p> <ul style="list-style-type: none"> <li>❖ Importance of Fisheries activities, its economic value in Rural Development</li> <li>❖ Fisheries research in Gujarat state (sea and sweet water)</li> <li>❖ Co Operative Societies for Fisheries activities needs and importance</li> <li>❖ Fish preservation uses of ice, salt and sunlight</li> </ul> <p><b>Unit 5 - Biotechnology</b></p> <ul style="list-style-type: none"> <li>❖ Tissue culture what is tissue culture, methods of tissue culture, General procedure to raise a plant by cell culture use of tissue culture in agriculture</li> <li>❖ B.T. seed, what is B.T. seed ? use of B.T. seeds in crop production, Merits and demerits of B.T. seeds</li> <li>❖ Use of Biotechnology in crop production</li> </ul>
Reference Books	<ol style="list-style-type: none"> <li>1. Principals of Horticulture Adam C.R. burn ford K.M. and Early M.P. (1992)</li> <li>2. Parthsarathy, V.A.; T K Bose; S K Mitra; M K Sandhu, P. Das and D. Sanyal (2005) Propagation of Horticulture and subtropical Horticulture Crop. Naya Udyog Publications.</li> <li>3. Baudendistel R F (1979) Horticulture a basic awareness, Reston publishing Co.</li> <li>4. Avarani B. (1980) Jamin Vigyan and Vyavastha, Anada Prakashan, Ahemadabad.</li> <li>5. Tishil Kheti (Guj.) Pub by Sayolay Smruti Kendra, Junagadh</li> <li>6. Biotechnology Vishneshank (Godarshan) Guj. Edi.</li> <li>7. Dwivedi A.P. Forestry in India. Surya Prakashan, 1993.</li> <li>8. Sagreiya K P. (1979) Forests and Forestry, National Book Trust, New Delhi.</li> <li>9. Jhinagran V.G (1991) Fish and Fisheries of India. Hindustan Publishing Corporation, New Delhi.</li> <li>10. Maslekar A. F (1981) Forester's Companion: Indian Forestry Handbook. Jugal Kishore Publishing, New Delhi.</li> <li>11. Satyanarayanaa U. (2017) A text book of biotechnology. LSA, Gwalior.</li> </ol>
Teaching Methodology	Class room teaching, Discussion, practical demonstration at select biotechnology laboratory, Self-Study, Seminars and/or Assignment

Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination
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## SEMESTER - II

### EC-01: Corporate Social Responsibility for Rural Development

Course Code	EC-01
Course Title	<b>Corporate Social Responsibility for Rural Development</b>
Credit	4
Teaching per Week	4 Hrs.
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)
Effective From	June 2021
Purpose of Course	This paper is intended to introduce the students of the new emerging field providing financial and technical help in rural development. Purpose of the course is to make the students aware about the concept, strategy, rules and regulation of CSR Act. This paper will enable students to get practical knowledge of the method of implementation of the Corporate Social responsibility (CSR) activities of various companies.
Course Objective	To impart the basic theoretical elements and techniques of Extension Education for transferring knowledge and technologies in different fields of Rural Development. It will help students to understand the problems and enable them to find appropriate solution by encouraging people participation.
Course Outcomes	<p>CO1: The students will come to know about the Concept of CSR, dimensions and importance of CSR, understand the historical development of CSR in the world as well in India.</p> <p>CO2: The students will critically observe the historical scenario of Rural development in India and identify the role and importance of Charitable / Philanthropic &amp; Volunteer sectors as accepted and promoted by the Government in the Rural Development Sectors. The students will be practically able to identify and categorize the Financial and technical support being provided to NGOs for developing CSR. The students will be able to practically classify the role of corporate sectors in Rural Development by observing the CSR initiatives and interventions.</p> <p>CO3: It will clarify the students about the Legal provisions of CSR in other countries, mandatory provisions under Companies Act 2013, director's duties, spend obligations and the companies under CSR Spend obligations.</p> <p>CO4: Students will come to know about various Gujarat models, CSR activities of various corporate and the positive and negative aspects of CSR.</p> <p>Students will have visits of various Corporate sectors and NGOs for having</p>

	personal experience regarding the CSR initiatives in various Rural Development Sectors.																																																															
Mapping between COs with PSOs	<table border="1"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> <th>PSO8</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	CO1									CO2									CO3									CO4									CO5									CO6								
		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8																																																							
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CO6																																																																
Pre-requisite																																																																
Course Content	<p><b>Unit : - 1                    Introduction :</b> Introduction of CSR dimensions and importance of CSR understanding CSR history of CSR in India.</p> <p><b>Unit : - 2                    Need for intervention in Rural Development</b> Rural development in India Government driven areas where government is lagging NGOs Financial and technical support to NGO role of corporate sector</p> <p><b>Unit : - 3                    Provisions under Companies ACT 2013</b> Legal provisions of CSR in other countries mandatory provisions under Companies Act 2013 director's duties spend obligations companies under CSR Spend obligations.</p> <p><b>Unit : - 4                    CSR models in India</b> Gujarat model CSR activities of various corporate positive and negative aspects</p> <p><b>Unit : - 5                    Field Visits.</b></p>																																																															
Reference Books	<p><b>Reference :-</b></p> <ol style="list-style-type: none"> <li>1. Chatterji Madhumita (2014) Corporate Social Responsibility. Oxford University Press. New Delhi.</li> <li>2. Agrawal Sanjay (2014) Corporate Social Responsibility, Sage Publication, New Delhi.</li> <li>3. Garg Kamal (2014) Corporate Social Responsibility with Companies Rule Book 2014. Bharat Law House, New Delhi.</li> <li>4. CII-PwC Handbook on Corporate Social Responsibility in India.</li> <li>5. Baxi C V and Prasad A. (2013) Corporate Social responsibility. Concepts and Cases. Excel Book, New Delhi.</li> <li>6. Baxi C V and Ray R S (2015) Corporate Social Responsibility, Vikas Publication, New Delhi.</li> </ol>																																																															
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment																																																															
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination																																																															

## SEMESTER - II

### SOC – 2 Computer Application in Rural Studies

Course Code	SOC-2								
Course Title	<b>Computer Application in Rural Studies</b>								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	To introduce students about the technology that is helpful in preparation of reports and analysis of the data obtained from rural areas. It gives basic knowledge on computers.								
Course Objective	The course is designed to introduce student to the basics of computer and computing, preparation of data sheets and basic of word processing for writing reports and their presentations.								
Course Outcomes	Students will be able to use desktops, laptops and mobile phones for report writing, internet surfing and computation and analysis of data obtained from field.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of sociology								
Course Content	<p><b>Unit : - 1      Fundamental of Computers</b></p> <p>1.1 Computer Block diagram</p> <p>1.2 Input and output devices</p> <p>1.3 Memory (Storage Devices)</p> <ul style="list-style-type: none"> <li>- Primary memory</li> <li>- Secondary memory</li> </ul> <p>Peripherals</p> <p>Classification of computer</p> <p>Generation of computers</p> <p>• <b>Software</b></p> <ul style="list-style-type: none"> <li>• What is software? Types of software. Classification of software.</li> <li>• System Software <ul style="list-style-type: none"> <li>○ What is operating system?</li> <li>○ Why of is required?</li> <li>○ Classification of OS.</li> </ul> </li> </ul>								

	<ul style="list-style-type: none"> <li>○ Task of OS</li> <li>○ Introduction to windows XP</li> </ul> <p>Application software.</p> <p><b>Network</b></p> <ul style="list-style-type: none"> <li>▪ Network fundamentals</li> <li>▪ Need of network</li> <li>▪ Types of network</li> <li>▪ Network hardware.</li> </ul> <p><b>Unit : - 2      Microsoft Word</b></p> <p>2.1    Network fundamentals.</p> <p>2.2    Formatting document (Page setup)</p> <p>2.3    Drawing, graphics and wordart</p> <p>2.4    Mailmerge</p> <p>2.5    Macro.</p> <p>2.6    All the menus.</p> <p><b>Unit : - 3      Microsoft Excel</b></p> <p>3.1    Introduction to MS EXCEL.</p> <p>3.2    Creating workbook and worksheet.</p> <p>3.3.    Applying various formulas</p> <p>3.4    Various functions</p> <p>3.5    Working with Charts</p> <p>3.6    Data handling in Excel.</p> <p>3.7    All the menus</p> <p><b>Unit : - 4      Internet</b></p> <p>4.1    Uses of Internet</p> <p>4.2    How internet works</p> <p>4.3    Internet addresses</p> <p>4.4    World Wide web</p> <p>4.5    Email (From, To, Cc, Bcc, Subject)</p> <p>5.6    Viruses</p>
Reference Books	<ol style="list-style-type: none"> <li>1      Reyazzuddin and R.P. Singh (2010) Challenges to Sustainable development in India. Deep and Deep Publications, New Delhi</li> <li>2      Sakarama Somayaji Environmental concern and Sustainable Development. TERI Publication</li> <li>3      Baumgartner R. and R. Hogger (ed) (2004) In Search of Sustainable Livelihood. Sage Publications.</li> <li>4.     Singh K. (2009) Rural Development : Principles, Policies &amp; Management. Sage Publication</li> <li>5      Rogers P.P., Jalal K.F and J A Boyd (2008) An Introduction to Sustainable Development P rentice-Hass of India Pvt.Ltd. New Delhi</li> <li>6.     Das Kumar (2009) Sustainable Development Reference Press, New Delhi.</li> <li>7.     Biswas M. (2007) Environmental Economics, Mittal Publication, New Delhi.</li> <li>8.     Ganesamurthy V.S. (2009) Environmental Economics in India. New Century Publication, New Delhi.</li> <li>9.     Ray S. (2008) Management of N.R. Institution for Sustainable Livelihood, Academic Foundation, New Delhi.</li> </ol>

Teaching Methodology	Class room teaching, Discussion, practical training in computer laboratory. Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## SEMESTER - II

### ID - 03 Sustainable Rural Development

Course Code	ID-03																																																															
Course Title	<b>Sustainable Rural Development</b>																																																															
Credit	4																																																															
Teaching per Week	4 Hrs																																																															
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)																																																															
Effective From	June 2021																																																															
Purpose of Course	To sensitize the students about sustainable development needs and the way to achieve it especially in rural areas.																																																															
Course Objective	The course is designed to introduce student to the need of sustainable development by comparing it with the present way of development. It also introduces with Sustainable Development Goals and its impact on rural society and economy.																																																															
Course Outcomes	Students will be sensitized about the need of sustainable rural development and how the SDG's will help achieve it.																																																															
Mapping between COs with PSOs	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> <th>PSO4</th> <th>PSO5</th> <th>PSO6</th> <th>PSO7</th> <th>PSO8</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td style="background-color: #cccccc;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO4</td> <td></td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> <tr> <td>CO5</td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CO6</td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> <td></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> <td style="background-color: #cccccc;"></td> </tr> </tbody> </table>		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	CO1									CO2									CO3									CO4									CO5									CO6								
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CO4																																																																
CO5																																																																
CO6																																																																
Pre-requisite	Basics of sociology																																																															
Course Content	<p><b>Unit :- 1</b> Challenges to development, concept of sustainability, need of sustainability</p> <p><b>Unit :- 2</b> Brief history of sustainable development, issues and problems of sustainable development</p> <p><b>Unit :- 3</b> Environmental ethics, goals and strategies of sustainable development</p> <p><b>Unit :- 4</b> Sustainable development yardsticks: Measuring process and success. Future of sustainable development.</p> <p><b>Unit :- 5</b> Field Visits.</p>																																																															
Reference Books	<ol style="list-style-type: none"> <li>1 Reyazzuddin and R.P. Singh (2010) Challenges to Sustainable development in India. Deep and Deep Publications, New Delhi</li> <li>2 Sakarama Somayaji Environmental concern and Sustainable Development. TERI Publication</li> <li>3 Baumgartner R. and R. Hogger (ed) (2004) In Search of Sustainable Livelihood. Sage Publications.</li> <li>4. Singh K. (2009) Rural Development : Principles, Policies &amp;</li> </ol>																																																															

	<p>Management. Sage Publication</p> <p>5. Rogers P.P., Jalal K.F and J A Boyd (2008) An Introduction to Sustainable Development Prentice-Hall of India Pvt.Ltd. New Delhi</p> <p>6. Das Kumar (2009) Sustainable Development Reference Press, New Delhi.</p> <p>7. Biswas M. (2007) Environmental Economics, Mittal Publication, New Delhi.</p> <p>8. Ganesamurthy V.S. (2009) Environmental Economics in India. New Century Publication, New Delhi.</p> <p>9. Ray S. (2008) Management of N.R. Institution for Sustainable Livelihood, Academic Foundation, New Delhi.</p>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## SEMESTER - II

### SOC - 3 : Participatory Rural Appraisal - II

Course Code	SOC-3								
Course Title	Participatory Rural Appraisal - II								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	The course on PRA is designed to develop student's understanding of the Participatory Rural Appraisal for Advantages and Limitation for planning and development of projects. Except this Participatory Modelling and Transects walks participatory mapping.								
Course Objective	The aim of PRA is to help strengthen the capacity of villagers to plan, make decisions, and to take action towards improving their own situation. Participatory Rural Appraisal (PRA) is considered one of the popular and effective approaches to gather information in rural areas. In addition that this paper is designed to equip the students to understand concept, theoretical approaches, Principles, Mapping, Modeling and Transects etc.								
Course Outcomes	<p>COP 1: This course is designed to enable students to Concept, Objective, Meaning and approaches of PRA technique.</p> <p>COP 2 : Make students aware about Evolution of Participatory Rural Appraisal and of Participatory Rural Appraisal.</p> <p>COP 3 : Make students aware about Principles of Rapid Rural Appraisal &amp; Participatory Rural Appraisal and Additional Principles of Rapid Rural Appraisal.</p> <p>COP 4: Make students aware about Application of Participatory Modeling with Merits and Limitations as well as Village Transects and Resource Transects during the field work.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of sociology								
Course Content	<p><b>Unit - I. Introduction of Participatory Rural Appraisal</b></p> <ul style="list-style-type: none"> <li>▪ Concept, Objective, Meaning and approaches of PRA</li> </ul> <p><b>Unit:- II. Evolution of Participatory Rural Appraisal (PRA)</b></p> <ul style="list-style-type: none"> <li>▪ Evolution of Participatory Rural Appraisal (PRA)</li> <li>▪ Participation: Meaning, Types, Advantages and Limitation</li> </ul>								

	<ul style="list-style-type: none"> <li>▪ Sources of Participatory Rural Appraisal</li> <li>▪ Rapid Rural Appraisal (RRA): Meaning, Features, Limitations</li> <li>▪ Phases of Participatory Rural Appraisal: First Phase (Late 1980s and early 1990s), Second Phase (Mid- 199s) and Third Phase (Late 1990s to date)</li> </ul> <p><b>Unit-III: Principles of Participatory Rural Appraisal</b></p> <ul style="list-style-type: none"> <li>▪ Definition and Features of Participatory Rural Appraisal</li> <li>▪ Principles of Rapid Rural Appraisal &amp; Participatory Rural Appraisal <ul style="list-style-type: none"> <li>○ Reversal of Learning</li> <li>○ Learning Rapidly and Progressively</li> <li>○ Offsetting Biases</li> <li>○ Optimizing Trade-off</li> <li>○ Triangulating</li> <li>○ Seeking Complexity and Diversity</li> </ul> </li> <li>▪ Additional Principles of Rapid Rural Appraisal <ul style="list-style-type: none"> <li>○ Facilitating</li> <li>○ Self-Critical Awareness and Responsibility</li> <li>○ Sharing</li> </ul> </li> </ul> <p><b>Unit-IV: Participatory Modeling and Transects</b></p> <ul style="list-style-type: none"> <li>▪ Meaning, Participants, Procedure</li> <li>▪ Application of Participatory Modeling with Merits and Limitations</li> <li>▪ Transects: Meaning</li> <li>▪ Types: Village Transects and Resource Transects</li> <li>▪ Cultural Transects</li> <li>▪ Evaluation of Agro-forestry</li> </ul>
Reference Books	<p>Amitava Mukherjee (2004), Participatory Rural Appraisal: Methods and Applications In Rural Planning (Essays In Honour Of Robert Chambers), Concept Publishing Company, India [ISBN: 8180691055]</p> <p>H. P. S. Arya (2004), Participatory Rural Appraisal in Agriculture and Animal Husbandry: A Training Manual, Concept Publishing Company, India [ISBN: 8180691160]</p> <p>Kirti Shukla (2011), Participatory Rural Appraisal Technique for Farm Women, Discovery Publishing Pvt.Ltd, India [ISBN: 8183567169]</p> <p>Mamata Swain (2014), Participatory Rural Appraisal (PRA): Issues and Approaches, SSDN Publishers &amp; Distributors, India [ISBN: 9381176795]</p> <p>N. Narayansamy (2005), Participatory Rural Appraisal: The Experience of NGOs in South India, Concept Publishing Company., India [ISBN: 8180691667]</p> <p>N. Narayanasamy (2009), Participatory Rural Appraisal: Principles, Methods and Application, SAGE Publication India Pvt. Ltd. New Delhi [ISBN:9352801369]</p> <p>Neela Mukherjee (1993), Participatory rural appraisal: Methodology and applications (Studies in rural participation), Ceocept Pub. Co. India [ISBN: 817022473X]</p> <p>Neela Mukherjee (1995), Participatory Rural Appraisal and Questionnaire</p>

	<p>Survey, Concept Publishing Company Pvt. Ltd., India [ISBN: 8170225604]</p> <p>Neela Mukherjee (1997), Participatory appraisal of natural resources, Concept Pub. Co. India [ISBN: 817022618X]</p> <p>Prahlad Mishra (2014), Participatory Rural Appraisal (PRA): Issues and Application, SSDN Publishers &amp; Distributors, India [ISBN: 9383158131]</p>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	<p>30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc.</p> <p>70% External based on semester end University examination</p>

## Semester: III

### Course Code – 08 Common Property Resource Management

Course Code	CC-08								
Course Title	<b>Common Property Resource Management</b>								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	To introduce students with the role of common property resources in rural development and the need for its conservation for poorest among poor.								
Course Objective	The course is designed to make students understand the role of common property resources in development of rural poorest and need for their conservation.								
Course Outcomes	Students will be able to understand the role of and need to conserve common property resources like pasture, lakes, land, water bodies, biodiversity etc. It is expected that the students can help the locals in developing policies for conservation of these resources for improving the lives of rural poor.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of sociology and science								
Course Content	<p><b>Unit 1 :</b></p> <ul style="list-style-type: none"> <li>- Concept and methods of CPRM</li> <li>- Definition and Characteristics of CPRM</li> <li>- Importance of CPR for the poor: Tragedy of commons</li> <li>- Need for CPRM</li> </ul> <p><b>Unit 2 :</b></p> <ul style="list-style-type: none"> <li>- Traditional CPRM systems in India</li> <li>- CPRM in transitional villages</li> <li>- Alternatives Resource Management Systems: Privatization, Public management and Collective management including CSR activities.</li> </ul> <p><b>Unit 3 :</b></p> <ul style="list-style-type: none"> <li>- Management of CPR in selected dry areas of India for animal husbandry and dry farming</li> <li>- Managing CPR in India – Case Studies.</li> </ul>								

	<ul style="list-style-type: none"> <li>- Conservation of water in Gujarat – Case Studies.</li> <li>- Impact of participation in the management of CPR: Selected Case Studies</li> <li>- Community Forestry- As practiced in India prior to Independence, after independence and Joint Forest management</li> </ul> <p><b>Unit 4 :</b></p> <ul style="list-style-type: none"> <li>- Conflicts in CPRM</li> <li>- Conflict resolution cases from local, national and international background.</li> </ul> <p><b>Unit 5 : Field Visits</b></p>
Reference Books	<ol style="list-style-type: none"> <li>1. Agarwal, R. M. (2000), 'Possibilities and Limitations to Cooperation in Small Groups: The Case of Group-Owned Wells in Southern India,' World Development 28(8):1481 - 1497.</li> <li>2. Agrawal, A. (2001), 'Common Property Institutions and Sustainable Governance of Resources', World Development Report 29 1649-1672.</li> <li>3. Agrawal, B. (2000), 'Conceptualizing environmental collective action: why gender matters,' Cambridge Journal of Economics 24: 283-310. Annual conference the International Association for the Study of Common Property (IASCP), Simon Fraser University, Vancouver, British Columbia, Canada, June 10- 14,1998.</li> <li>4. Arnold, J. E. M. (1990), 'Common Property Management and Sustainable Development in India', Working Paper No. 9, Forestry for Sustainable Development Program, Department of Forest Resources, University of Minnesota, St. Paul, MN.</li> <li>5. Bank, B. C. and P. Kumar (1999), 'National seminar on 'Common Property Resources and Planned Development in Western India: Challenges and prospects', Indian Journal of Social Work 60(3): 419-426.</li> <li>6. Chopra, K., G. K. Kadekodi and M. N. Murty (1989), 'Peoples participation and common property resources', Economic and Political Weekly 24(51-52): A189-195</li> <li>7. Chopra, K., G. K. Kadekodi and M. N. Murty (1990), 'Participatory Development: People and common property resources', Sage Publications, New Delhi.</li> <li>8. Chopra, K., G. K. Kadekodi and M. N. Murty (1990), 'Participatory Development: People and Common Property Resources', Newbury Park, Sage publications, CA.</li> <li>9. Dadibhavi, R. V. (2000), 'Management of common property resources: a review and some policy issues', Journal of Rural Development 19(2): 199-217.</li> <li>10. n, G. (1998), 'Extensions of the tragedy of the commons', Science 280:</li> <li>11. Jodha, N. and A. Bhatia (1998), 'Community Management of the Commons:</li> </ol>

	<p>Re-empowerment Process and the Gaps’, presented at “Crossing Boundaries”, the seventh</p> <ol style="list-style-type: none"> <li>12. Jodha, N. S. (1990), ‘Rural common property resources: Contributions and crisis’, <i>Economic and Political Weekly</i> 25(26): A65 – A78.</li> <li>13. Jodha, N. S. (1992), ‘Common property resources, A missing dimension of development strategies,’ <i>World Bank Discussion Paper</i> no. 169, The World Bank, Washington D. C.</li> <li>14. Jodha, N. S. (1994), ‘Management of common property resources in selected dry areas of India’, in Kerr, John et al., op cit, pp. 339-361.</li> <li>15. Jodha, N. S. (1995), ‘Common property resources and the dynamics of rural poverty in India’s dry regions’, <i>Unasylva</i> 46(1): 23-29.</li> <li>16. Jodha, N. S. (1995), ‘Common property resources and the environmental context: Role of biophysical versus social stresses’, <i>Economic and Political Weekly</i> 30(51): 3278-3283.</li> <li>17. Kothari, A., N. Pathak, R. V. Anuradha and B. Taneja (Eds.) (1998), ‘Communities and Conservation: Natural Resource Management in South and Central Asia,’ <i>UNESCO and Sage Publications</i>, New Delhi.</li> <li>18. Mishra, G. P. and B. K. Bajpai (Eds.) (2001), ‘Community Participation in Natural Resource Management’, <i>Rawat Publications</i>, Jaipur and New Delhi.</li> <li>19. Pasha, S. A. (1992), ‘CPRs and rural poor: a micro level analysis’, <i>Economic and Political Weekly</i> 27(46): 2499-2503.</li> <li>20. Poffenberger, M. (Ed.) (1996), ‘Communities and Forest Management: A Report of the IUCN Working Group on Community Involvement in Forest Management with Recommendations to the Intergovernmental Panel on Forests’, <i>Gland, Switzerland, World Conservation Union (IUCN)</i>.</li> <li>21. Shiva, V. (1986), ‘Coming Tragedy of the Commons’, <i>Economic and Political Weekly</i> 21(15): 613-614.</li> <li>22. Singh, K. (1994), ‘Managing Common Pool Resources: Principles and Case Studies,’ <i>Oxford University Press</i>, New Delhi.</li> <li>23. Singh, K. and V. Ballabh (Eds.) (1996), ‘Cooperative Management of Natural Resources’, <i>Sage Publications</i>, New Delhi.</li> <li>24. Srivastava, H. C. and M. K. Chaturvedi (1989), ‘Dependency and Common Property Resources of Tribal and Rural Poor,’ <i>Commonwealth Publications</i>, New Delhi.</li> </ol>
Teaching Methodology	Class room teaching, Discussion, field visits to selected villages and own villages self-study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## Semester: III

### Course Code - 08 Rural Development Administration

Course Code	CC-08							
Course Title	Rural Development Administration							
Credit	4							
Teaching per Week	4 Hrs							
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)							
Effective From	June 2021							
Purpose of Course	The purpose of the course is to make the student aware about Constitution and role of Government, Bureaucracy and Development as well as Good Governance in India							
Course Objective	This Paper is designed to make student understand legislation and its Importance in Rural Development. the students will be also gained in depth knowledge of development administration concept and approaches, bureaucracy and good governance for the rural development in india.							
Course Outcomes	<p>CO1 : Demonstrate knowledge and understanding in Forms of Government, Directive Principles of State Policy, Fundamental Duties and Center - State Relations in India.</p> <p>CO2 : Demonstrate knowledge and understanding in the Early Approaches and Contemporary Approaches of Development Administration.</p> <p>CO3 : Demonstrate knowledge and understanding about Administrative Structure and Organizations for Rural Development in India</p> <p>CO4 : Demonstrate the ability to identify the Role of Bureaucracy and structure and features of e-governance in Rural Development process.</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO6							
Pre-requisite	Basics of sociology and administration							
Course Content Change: 90%	<p><b>Unit:1. Constitution and Government in India</b></p> <ul style="list-style-type: none"> <li>- Nature and Characteristics of the Constitution of India</li> <li>- Preamble</li> <li>- Forms of Government</li> <li>- Directive Principles of State Policy</li> <li>- Fundamental Duties</li> <li>- Center - State Relations</li> </ul>							
Employability	<p><b>Unit: 2. Development Administration: Concept and Approaches</b></p>							

Employability	<ul style="list-style-type: none"> <li>- Concept, Meaning, Evolution, scope, Characteristics and Features of Development Administration</li> <li>- Critique of Development Administration</li> <li>- Difference between Traditional Administration and Development Administration</li> <li>- Riggs and Weidner on Development Administration</li> <li>- Early Approaches and Contemporary Approaches of Development Administration</li> <li>- People as an agent of Development Administration</li> </ul>
Employability	<p><b>Unit: 3. Rural Development Administration in India</b></p> <ul style="list-style-type: none"> <li>- Rural Administration during the British Period</li> <li>- Administrative Structure and Organizations for Rural Development in India</li> <li>- Rural Development Administration</li> <li>- Centralized and Decentralized Rural Development Administration</li> <li>- Panchayat Raj Institution and District Rural Development Agency</li> </ul>
Employability	<p><b>Unit: 4. Bureaucracy and Development</b></p> <ul style="list-style-type: none"> <li>- Concept, Meaning, Characteristics and Features of Bureaucracy</li> <li>- Importance and Role of Bureaucracy</li> <li>- Structure and Functions of Bureaucracy; Bureaucracy and Development</li> <li>- Rural Bureaucracy</li> <li>- Role of Bureaucracy in Rural Development</li> <li>- Bureaucracy and Peoples' Representatives</li> </ul>
Skill Developme and Employability	<p><b>Unit: 5. Good Governance</b></p> <ul style="list-style-type: none"> <li>- Concept and Criteria of Good Administration</li> <li>- Concept of Good Governance</li> <li>- structure and features of e-governance</li> <li>- e-governance in the rural development sector</li> </ul> <p><b>Field work:</b> the students will go for various Line department of rural development in the Gujarat state and outside of the state also for the observation of the governance and administration practice.</p>
Reference Books	<ul style="list-style-type: none"> <li>- Basu, Rumki, Public Administration: Concepts and Theories, Sterling Publishers Private Limited</li> <li>- Bhattacharya, Mohit, Bureaucracy and Development Administration, Uppal Publishing House</li> <li>- Crozier, Michael, The Bureaucratic Phenomemon, Eurosion Publishing House, New Delhi</li> <li>- Gant, George, Development Administration: Concepts, Goals, Methods, University of Wisconsin Press Houghton</li> <li>- Government of India, Second Administrative Reforms</li> </ul>

	<p>Commission, 15<sup>th</sup> report, State and District Administration, 2009.</p> <ul style="list-style-type: none"> <li>- Mifflin, Boston, The Ecology of Public Administration, Asia Publishing House, Mumbai. Jagannadham, V., 1971, 'Administration and the Citizen' in Indian Journal of Public Administration</li> <li>- Nayak, Dolatbhai (2014). Constitutional law of India, University granth Nirman board, Gujarat state.</li> <li>- Khosla, J.N. ' Development Administration- New Dimensions', Indian Journal of Public Administration</li> <li>- Panandikar Pai, V.A &amp; S.S Kshirsagar, Bureaucracy and Development Administration, Centre of Policy Research, New Delhi</li> <li>- Ray, Amal &amp; Venkatsubbiah, Vanita, Studies in Rural Development and Administration, The Third World Press Pvt Ltd.</li> <li>- Kolkata Riggs, F. W., Administration in Developing Countries, Asia Publishing House, Mumbai Dwivedi. O.P : Development Administration, Macmillan, London.</li> <li>- Khosla.J( 1979): Crisis in India's Development and Administration, Bangalore University Press.</li> <li>- PanandikarPai.V.A (1979): Development Administration in India, Macmillan, New Delhi.</li> <li>- Panandikar Pai.V.A &amp; Kshirsagar.S.S (1978): Bureaucracy and Development, Centre for Policy Research, New Delhi.</li> <li>- Sapru R.K ( 2002): Development Administration, Sterling Publishers , New Delhi.</li> <li>- SAGY Guideline, Government of India</li> <li>- Singh surat and mohindar singh (2006),Rural Development Administration in the 21<sup>st</sup> Century- A Multi Dimensional study.</li> <li>- Abimanyu Singh (2010): Development Administration Challenges, APH Publishing House, New Delhi.</li> </ul> <p><a href="https://nurseinnursing.com/organization-and-administration-of-health-services-in-india-at-differentlevels/#:~:text=The%20Government%20of%20India%20Act,having%20its%20own%20health%20administration.">https://nurseinnursing.com/organization-and-administration-of-health-services-in-india-at-differentlevels/#:~:text=The%20Government%20of%20India%20Act,having%20its%20own%20health%20administration.</a></p> <p>Organization and administration of Health service in India.</p>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination.
Pre-requisite	Basics of Economics
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination.

# VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

M.R.S.

SEMESTER - III

## Paper Title : Rural Development Administration

### Objectives:-

This Paper is designed to make student understand legislation and various their Importance in Rural Development. Also the student gain in depth knowledge of different rural development Services, programmes and its administrative management.

#### Unit: 1. Constitution and Government

change: 10%

- Salient Features of the “ Constitution of India”
- Forms of Government
- Center - State Relation
- Power – Responsibility

#### Unit: 2. Rural Development Administration

Change: 20%

- Introduction
- Importance and Role of Bureaucracy
- Functions of the Administration
- Relation between Political and Administrative Functionaries
- Future Prospects

#### Unit: 3. Administrative Structure

Change: 20%

##### 1. Administrative Machinery

- Centre Level
- State Level
- District Level
- Block Level
- Village Level
- Creation of the District Rural Development Agency (DRDA)

##### 2. Change in the Administrative Setup at the District Level After the Constitution (73<sup>rd</sup> Amendment) Act.1992

- Special Features of the Amendment
- District Planning Committee
- Gram Panchayat
- Relationship between the Official functionaries and the Elected Representatives of the People

#### Unit: 4. Rural Development Services & Its Administration

Change: 20%

- Health
- Housing
- Education
- Water
- Road

#### Unit: 5. Rural Development Administration

- Participatory Approach to Rural Development Administration
- Peoples Participation in Panchayati raj administration
- Administration of Member of Parliament's Local Area Development Scheme : A Plea for Reforms
- Application of ITC in Rural Development Administration
- Citizen Participation in Grass Root Governance

#### Unit: 6. Field work

## Semester: III

### Course Code – 09 Natural Resources for Sustainable Livelihood

Course Code	CC-09								
Course Title	<b>Natural Resources for Sustainable Livelihood</b>								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	To introduce students with the role of natural resources in rural livelihood and how to get better living by management of natural resources and its use sustainable in agriculture and animal husbandry.								
Course Objective	The course is designed to make students understand the role of natural resource in sustainable development of rural livelihood including agriculture and animal husbandry.								
Course Outcomes	Students will be able to understand the role of and need to conserve natural resource and optimally utilize them for enhancing livelihood for improvement of the lives of rural poor on a sustainable basis.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of sociology and science								
Course Content	<p><b>Unit 1 : Micro and macro perspectives of rural livelihood:</b> Understanding livelihood systems as complex wholes. Economic reforms and the livelihood of rural households: evidence and future prospects</p> <p><b>Unit 2 : Risks and opportunities for livelihood security in the villages</b></p> <ol style="list-style-type: none"> <li>1. Core issues in the agrarian economy and society about livestock and agriculture</li> <li>2. Technology adoption and farm management in rural livelihood systems.</li> <li>3. Rural-urban linkages, occupational diversification, and sustainable rural livelihood systems.</li> <li>4. Role of non-economic motivation in natural resource management.</li> <li>5. Women and rural livelihood – conservation and utilization of natural resources.</li> </ol> <p><b>Unit 3 : Indian livelihood systems in transition:</b></p>								

	<ol style="list-style-type: none"> <li>1. The threshing floor disappears: rural livelihood systems in transition.</li> <li>2. From Marey to market: changing faces of rural livelihood systems.</li> <li>3. Emerging rural leadership and sustainable management of natural resources.</li> <li>4. Integrating local experiences into watershed interventions: a modern drainage line treatment</li> </ol> <p><b>Unit 4 : From research to practice:</b></p> <ol style="list-style-type: none"> <li>1. Participatory research on rural livelihood.</li> <li>2. GIS and natural resource management.</li> </ol> <p><b>Unit 5 : Field Visits</b></p>
Reference Books	<ol style="list-style-type: none"> <li>1. Mishra, G. P. and B. K. Bajpai (Eds.) (2001), 'Community Participation in Natural Resource Management', Rawat Publications, Jaipur and New Delhi.</li> <li>2. Poffenberger, M. (1990), 'Joint Management of Forest lands, Experiences from South Asia', Ford Foundation, New Delhi.</li> <li>3. Agarwal, C. and S. Saigal (1996), 'Joint Forest Management in India: A Brief Review,' Society for Promotion of Wastelands Development, New Delhi, India.</li> <li>4. Ahmed, S. (1995), 'Who Participates? The Case of Rural Women, an NGO and Joint Forest Management in Gujarat', Working Paper No. 83, Institute of Rural Management, Anand, India.</li> <li>5. Barry Pound, Sieglinde Snapp, Cynthia McDougall and Ann Braun (Ed) (2003) Managing Natural Resources for Sustainable Livelihoods Uniting Science and Participation. Earth Scan, New Delhi.</li> <li>6. Gupta Anil (1985) Managing Common properties: Some issues in institutional designs. IIM working Paper.</li> <li>7. Jean-Marc Faurès and Guido Santini (2008) Water and the Rural Poor Interventions for improving livelihoods in sub-Saharan Africa. Food and Agriculture Organization of the United Nations, Rome.</li> <li>8. K.V. Sundaram, M. Moni and Mrityunjay M. Jha (2004) Natural Resources Management and Livelihood Security : Survival Strategies and Sustainable Policies. New Delhi, Concept.</li> <li>9. Nursadh A (Edt) (2007). Natural Resource Management and Sustainable Livelihood in North-East India. New Delhi, Mittal Pub., 2007</li> <li>10. Richard Matthew, Mark Halle and Jason Switzer (Ed.) (2002) Conserving the Peace: Resources, Livelihoods and Security. International Institute for Sustainable Development. Winnipeg, Manitoba, Canada</li> </ol>

	<p>11. Ruedi Baumgartner and Ruedi Hogger.(Ed) (2004). In Search of Sustainable Livelihood Systems: Managing Resources and Change. New Delhi, Sage, 2004.</p> <p>12. Singh, K. and V. Ballabh (Eds.) (1996), 'Cooperative Management of Natural Resources', Sage Publications, New Delhi.</p> <p>13. Elinor Ostrom, Thomas Dietz, Nives Dolsak, Paul C. Stern, Susan Stonich, and Elke U. Weber, (Eds), 2002 The Drama of the Commons, The National Academic Press, Washington (DC) USA.</p>
Teaching Methodology	Class room teaching, Discussion, field visits to selected villages and own villages self-study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## Semester: III

### Course Code - 09 Rural Development Planning and Management

Course Code	CC-09								
Course Title	Rural Development Planning and Management								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	The purpose of the course is to make the student aware about Planning, Policies and Programmes as well as Decentralized and Multilevel Planning and . Management of Rural Development Project.								
Course Objective	The Objective of the paper is to make students appreciate the role of Planning in the Economy and familiarize them with the linkages between Decentralized Planning and the total system of Planning.								
Course Outcomes	<p>CO1 : Demonstrate knowledge and understanding in the nature, strategies and approaches of planning in india.</p> <p>CO2 : Demonstrate knowledge and understanding in the Needs and Justifications of Decentralized Planning in India.</p> <p>CO3 : Demonstrate knowledge and understanding about Multilevel Structure of Planning.</p> <p>CO4 : Demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning Strategies in Grassroots Level Planning.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of Economics								
Course Content	<p><u>Unit 1. Introduction</u></p> <ul style="list-style-type: none"> <li>❖ Concept and Nature of Planning</li> <li>❖ Indian Planning : The General Approach</li> <li>❖ Basic Objectives and Strategy</li> <li>❖ Planning, Policies and Programmes</li> </ul> <p><u>Unit 2. Decentralized and Multilevel Planning</u></p> <ul style="list-style-type: none"> <li>❖ The Need and Justifications</li> <li>❖ Merits and Demerits</li> <li>❖ Decentralized Planning in India</li> </ul>								

	<ul style="list-style-type: none"> <li>❖ Levels and Functions of Planning</li> </ul> <p><u>Unit 3. Multilevel Structure of Planning</u></p> <ul style="list-style-type: none"> <li>❖ Macro-Meso-Micro Level Plans</li> <li>❖ Significance of Micro Level Plans</li> <li>❖ Identification of Area Levels, Activities and Planning Agencies</li> </ul> <p><u>Unit 4. District, Block Level and Grassroots Level Planning</u></p> <ul style="list-style-type: none"> <li>❖ Need, Concept and Scope</li> <li>❖ Components of District Planning</li> <li>❖ Process of District Planning</li> <li>❖ Block Planning and the District Plan</li> <li>❖ Planning Process at Block Level</li> <li>❖ The Panchayati Raj System and Village Level Planning</li> <li>❖ Planning Process at Village Level Planning</li> </ul> <p><u>Unit 5. Management of Rural Development Project</u></p> <ul style="list-style-type: none"> <li>❖ Meaning and Importance of Management</li> <li>❖ Scope for use of Management Techniques in Rural Development</li> <li>❖ Project Identification and Formulation</li> <li>❖ Different Types of Project Appraisals</li> <li>❖ Planning and Management of Project Implementation</li> <li>❖ Monitoring Development Projects</li> <li>❖ Project Evaluation</li> </ul>
Reference Books	<ul style="list-style-type: none"> <li>▪ IGNOU Planning for Development 4-EEC-02</li> <li>▪ IGNOU Rural Development Management 2-RDD-3</li> <li>▪ IGNOU Rural Development Planning 1-MRD-103</li> <li>▪ IGNOU Planning, Policies &amp; Programmes 5-MS-3</li> <li>▪ Rural Development Principles, Policies and Management 3rd Edition by Katarsing -Sage Texts</li> <li>▪ Decentralized Multilevel Planning Principles and Practice, Asian &amp; African Experiences - K.V. Sundaram</li> <li>▪ Concept Publishing Company, N.Delhi-110059</li> </ul>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination.
Pre-requisite	Basics of Economics
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination.

## Semester: III

### Course Code – 010 Water Harvesting Technologies

Course Code	CC-010								
Course Title	<b>Water Harvesting Technologies</b>								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	To introduce students with the role of water in human life and need for its conservation. They will learn various methods of water conservation.								
Course Objective	The course is designed to make students understand the role of water and need for its conservation.								
Course Outcomes	Students will be able to conserve water in their villages using various methods suitable to their environment in collective manner either using their own funds or government schemes.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of sociology and science								
Course Content	<p><b>Unit 1 : Water Harvesting Technologies</b></p> <ul style="list-style-type: none"> <li>- Need for Water Harvesting in Rain-fed agriculture.</li> <li>- Traditional Water Harvesting Technologies <ul style="list-style-type: none"> <li>- Multipurpose Tank Methods of South India,</li> <li>- Vav and Talav in Gujarat</li> <li>- Phad system of Maharashtra.</li> <li>- Roof-rain water harvesting in Gujarat and Rajasthan</li> </ul> </li> <li>- Concept of Basin area treatment and Watershed.</li> </ul> <p><b>Unit 2 : Recent Techniques in water harvesting</b></p> <ul style="list-style-type: none"> <li>- Check dams</li> <li>- Continuous Contour Trench (CCT) and Deep CCT</li> <li>- Well Recharge</li> <li>- Bore well Recharge/ Dug well Recharge</li> <li>- Farm pond</li> <li>- Nala bunds/ Nala plugs</li> </ul>								

	<ul style="list-style-type: none"> <li>- Field bunds and Field waste weir</li> <li>- Gabion Structure</li> <li>- Loose Boulders</li> <li>- Percolation Tank</li> <li>- Percolation Well and Waste weir</li> </ul> <p><b>Unit 3 : Post Water Harvesting Technologies.</b></p> <ul style="list-style-type: none"> <li>- Water harvesting and conservation including modern irrigation practices.</li> <li>- Use of GIS in Water Harvesting Programs.</li> </ul> <p><b>Unit 4 : Case studies from arid and semi-arid regions of Gujarat – Benefits in agriculture and allied sectors.</b></p> <p><b>Unit 5 : Field Visits</b></p>
Reference Books	<ol style="list-style-type: none"> <li>1. <a href="http://www.rainwaterharvesting.org">www.rainwaterharvesting.org</a></li> <li>2. Central Public Works Department, (2002) - Rainwater Harvesting and Conservation Manual, Government of India, New Delhi</li> <li>3. Atharale R.N. (2003) Water Harvesting and Sustainable supply in India, Centre for Environment Education, New Delhi, India</li> <li>4. Lancaster Brad (2006) Rainwater Harvesting for Drylands and Beyond, Oasis Design, USA</li> <li>5. Vivekanand Hand Book on Rain Water Harvesting, Vivekand Kendra, Kanyakumari</li> <li>6. Oweis T.Y. Rainwater Harvesting for Agriculture in the Dry Areas, CRC Press, London</li> <li>7. Umashankari and Esha Shah (1993) Water Management Traditions in India, PP ST Foundation, Chennai, India</li> <li>8. Government of India (2008) Common Guidelines for Watershed Development Project, Government of India, New Delhi</li> </ol>
Teaching Methodology	Class room teaching, Discussion, field visits to selected villages and own villages self-study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## SEMESTER - III

### Course Code - 010 Rural Development Organizations and Management

Course Code	CC-010								
Course Title	Rural Development Organizations and Management								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	The purpose of the course is to make the student aware about panchayati raj, cooperative Institutions, <b>Voluntary and Participatory Organizations and NGOs.</b>								
Course Objective	This paper is designed to make student understand rural organizational structure and management at rural areas. also the student gain in depth knowledge of different rural Organizations like PRIs, NGOs, VO's and Cooperatives Through theoretical and field work.								
Course Outcomes	<p>CO1 : Demonstrate knowledge and understanding in the <b>Panchayati Raj System and functions in India.</b></p> <p>CO2 : Demonstrate knowledge and understanding in the main field of Co Operative Institutions.</p> <p>CO3 : Demonstrate knowledge and understanding about <b>Voluntary and Participatory Organizations and Management for Rural Development.</b></p> <p>CO4 : Demonstrate the ability to identify the personal need for further knowledge and take responsibility for his or her ongoing learning Strategies in NGO Management.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of sociology								
Course Content Change: 60%	<p><b>Unit: 1. Panchayati Raj System in India</b></p> <ul style="list-style-type: none"> <li>➤ History of panchayati raj system in India</li> <li>➤ Three tier of Panchayati raj system</li> <li>➤ Functions of panchayat raj Institutions</li> <li>➤ 73<sup>rd</sup> Amendmen act.1993 and Rural Development</li> <li>➤ Panchayats Extension to the Scheduled Areas (PESA) Act 1996</li> </ul> <p><b>Unit: 2. Co-operative Institutions</b></p>								
<b>EMPLOYABILITY</b>									



**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**M.R.S.**

**SEMESTER - III**

**Paper Title : Rural Organizations and Management**

**Objectives :-**

This Paper is designed to make student understand Rural Organizational Structure and Management at Rural Areas. Also the student gain in depth knowledge of different rural Organisations Through Field Work.

**Unit: 1. Panchayati Raj**

**CHANGE: 10%**

- Evolution
- Structure
- Functions
- 73<sup>rd</sup> Amendment
- Role of PRIs In Rural Development

**Unit: 2. Cooperative Institutions**

**CHANGE: 10%**

- Introduction
- Concept and Principles of Cooperation
- Development of Cooperatives
- Cooperative Credit
- Various types of Cooperatives( Marketing, Processing etc.)
- Prospects

**Unit: 3. Non Government Organizations**

**CHANGE: 20%**

- Concept
- Structure
- Funding
- Personal
- Problems
- Limitations

**Unit: 4. Civil Society Organisations, VOs and People's Participation In Rural**

**CHANGE: 20%**

- Development Management
- Introduction & Meaning Of VOs
- The Role of Functions of the VOs
- Case Study of an NGO – CAPART
- People's Participation
- VOs and Government
- Limitations of the VOs

**Unit: 5. Field Work**

**Reference:**

- 1.Rural Development Administration and Institutions,ERD-01, Rural Development – Indian Context, IGNOU, 2009.
- 2.Shahu, Saket (2007), Management of NGOs, Print Media Publication, Jaipur.
- 3.Goel, S.L., R. Kumar ( 2005), Administration and Management of NGOs Text and Case Studies, Deep&Deep Publication, New Delh

## SEMESTER – III

### Course Code – 11 Extension For Natural Resource Management

Course Code	CC-11								
Course Title	<b>Extension For Natural Resource Management</b>								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	To introduce students with various extension strategies used for conservation of natural resources.								
Course Objective	The course is designed to make students understand the role of various extension strategies for conservation of natural resources and strategies in practice with the help of case studies from Gujarat, other states of India and from the world.								
Course Outcomes	Students will be able to implement effective strategies for conservation of natural resources in rural areas.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of sociology and science								
Course Content	<p><b>Unit 1 : Concepts:</b></p> <ol style="list-style-type: none"> <li>1. Natural Resource Management (NRM): Concept, Issue and Approaches.</li> <li>2. Need for developing extension strategies for NRM</li> <li>3. Extension strategy for disaster management.</li> <li>4. Research in NRM by prioritization approach and techniques.</li> </ol> <p><b>Unit 2 : Issues and strategies:</b></p> <ol style="list-style-type: none"> <li>1. Issues in management of NRM.</li> <li>2. Case Studies explaining Extension methods adopted for conservation of Soil, Water, Air and Forests in India and world.</li> <li>3. Monitoring and auditing in Natural Resource Management (NRM).</li> </ol> <p><b>Unit 3 : Problems, Applications and responsibilities:</b></p> <ol style="list-style-type: none"> <li>1. Joint forest management: an approach for Natural Resource Management.</li> <li>2. The role of State and Central Government.</li> <li>3. Responsibility and involvement of (Corporate sector) Indian agro-</li> </ol>								

	<p>chemical industry in Natural Resource Management and ensuring food safety.</p> <p>4. Context of Natural Resource Management in Urban ecology.</p> <p><b>Unit 4 : Field Visits</b></p>
Reference Books	<ol style="list-style-type: none"> <li>1. Adhikary M M, S.K. Acharya and Debabrata Basu. (2007) Extension Strategy on Natural Resource Management, Udaipur, Agrotech Publishing Academy, 2007.</li> <li>2. Agarwal, C. and S. Saigal (1996), 'Joint Forest Management in India: A Brief Review,' Society for Promotion of Wastelands Development, New Delhi, India.</li> <li>3. Ahmed, S. (1995), 'Who Participates? The Case of Rural Women, an NGO and Joint Forest Management in Gujarat', Working Paper No. 83, Institute of Rural Management, Anand, India.</li> <li>4. Mishra, O. P. and B. K. Bajpai (Eds.) (2001), 'Community Participation in Natural Resource Management', Rawat Publications, Jaipur and New Delhi.</li> <li>5. Poffenberger, M. (1990), 'Joint Management of Forest lands, Experiences from South Asia', Ford Foundation, New Delhi.</li> <li>6. Richard Matthew, Mark Halle and Jason Switzer (Ed.) (2002) Conserving the Peace: Resources, Livelihoods and Security. International Institute for Sustainable Development. Winnipeg, Manitoba, Canada.</li> <li>7. Singh, K. and V. Ballabh (Eds.) (1996), 'Cooperative Management of Natural Resources', Sage Publications, New Delhi.</li> <li>8. Jean-Marc Faurés and Guido Santini (2008) Water and the Rural Poor Interventions for improving livelihoods in sub-Saharan Africa. Food and Agriculture Organization of the United Nations, Rome.</li> <li>9. Greg Leach (2007) Implementing extension in natural resource management: NR&amp;M the Agency, NRM the business <a href="http://www.regional.org.au/au/apen/2001/n/Leach2.htm">http://www.regional.org.au/au/apen/2001/n/Leach2.htm</a></li> <li>10. Sharad Singh Negi (2001), Participatory Natural Resource Management, Indus Publishing, Delhi.</li> </ol>
Teaching Methodology	Class room teaching, Discussion, field visits to selected villages and own villages self-study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## SEMESTER - III

### Course Code - 11: Development of Weaker Sections of Rural India

Course Code	CC-11							
Course Title	Development of Weaker Sections of Rural India							
Credit	4							
Teaching per Week	4 Hrs							
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)							
Effective From	June 2021							
Purpose of Course	The purpose of the course is to make the student aware about socio economic situation of weaker sections of the rural society and they to be sensitise about the issues and problems at grass root level through field exposure visits in rural areas.							
Course Objective	To understand the Socio-Economic condition of Scheduled caste and Scheduled Tribe, other backward class, economical weaker sections and women in India. except this the students also tries to understand the process of developmental efforts and welfare schemes run by different ministries/departments of central and state government for the betterment of the weaker sections.							
Course Outcomes	<p>CO1 : Explain students the insight of the concept, characteristics and problems of weaker sections in India and Structure and Role of Commissions for weaker sections betterment in India.</p> <p>CO2 : Understand students the Historical perspective, Problems and Issues of Scheduled Caste as well as Developmental Efforts at centre and State Govt. of Gujarat.</p> <p>CO3 : Understand students the Historical perspective, Problems and Issues of Scheduled Tribe as well as Developmental Efforts at centre and State Govt. of Gujarat.</p> <p>CO4 : Explain and train students to gain knowledge through field visit in various line department of the SC,ST, OBC and EWS in the Gujarat state and outside of the state also for the observation of the good governance and developmental activities.</p>							
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
	CO1							
	CO2							
	CO3							
	CO4							
	CO5							
	CO6							
Pre-requisite	Basics of sociology							

<p>Course Content Change: 100%</p> <p><b>Employability</b></p> <p><b>Employability</b></p> <p><b>Employability</b></p> <p><b>Employability</b></p> <p><b>Skill Development</b></p>	<p><b>Unit : 1. Introduction of weaker sections of India</b></p> <p>1.1 Concept, Meaning, characteristics of weaker sections in India</p> <p>1.2 Problems of weaker sections in India</p> <p>1.3 Structure and Role of Commissions for weaker sections in India (SC,ST,OBC,EWS and Women)</p> <p><b>Unit : 2. Development of Scheduled castes</b></p> <p>2.1 Introduction to caste system</p> <p>2.2 Concept, characteristics of Caste System</p> <p>2.3 Historical perspective of Scheduled Castes</p> <p>2.4 Characteristics and situation of Scheduled Caste in India</p> <p>2.5 Problems and Issues of Scheduled Caste</p> <p>2.6 Developmental Efforts at centre and (Gujarat)State Level Government</p> <p><b>Unit : - 3. Development of Scheduled Tribes</b></p> <p>3.1 Introduction to Scheduled Tribe</p> <p>3.2 Concept and Definition and characteristics of Tribe in India</p> <p>3.3 Classification of scheduled tribes in India</p> <p>3.3 Problems and Issues of scheduled tribes in India</p> <p>3.4 Developmental Efforts at center and state (Gujarat) level Government</p> <p><b>Unit : - 4 Other Backward Class, Economical Weaker Section and Women</b></p> <p>4.1 Introduction of OBC, EWS and Women In India</p> <p>4.2 Concept and characteristics of OBC and EWS in India</p> <p>4.3 Problems and Issues of the OBCs, EWSs and Women in India</p> <p>4.4 Developmental Efforts at center and (Gujarat) state level Government for OBCs, EWS and Women in India</p> <p><b>Field work:</b> the students will go for various Line department of the SC,ST, OBC and EWS in the Gujarat state and outside of the state also for the observation of the good governance and developmental activities.</p>
<p>Reference Books</p>	<ol style="list-style-type: none"> <li>1. Chaurasia, B.P. (1990), Scheduled castes and scheduled tribes, allagabad</li> <li>2. Saksena H.S. (1981), Safeguards for scheduled caste and tribes, New delhi</li> <li>3. National commission for scheduled caste and scheduled tribes, a handbook, 1997, New delhi, India.</li> <li>4. Annual report 2033-04, India, Ministry of social justice and empowerment, govt. of India, new delhi.</li> <li>5. Ramashray, Roy, 1999, Dalits Development and Democracy, Shipra pub.</li> <li>6. chaudhari, B (ed),1982, tribal development of India, Problems and prospects, delhi</li> <li>7. Singh, K.S.1985, tribal development of India, problems and prospects, delhi</li> <li>8. Beteille, Andre, 1974, studies in agrarian social structure, delhi</li> <li>9. Papola T.S., 1986, rural Industrialization and agricultural Growth : A Case Study on Inidia, ILO ARPEP, New Delhi</li> </ol>

	<ol style="list-style-type: none"> <li>10. Govt. of India, Tenth five year Plan Planning Commission, New Delhi.</li> <li>11. Govt. of India, Ministry of Labour, Annual Report 2002-03, New Delhi.</li> <li>12. Govt. of India, Ministry of Rural Area &amp; Employment, Annual Report, 2002-03, New Delhi.</li> <li>13. Chambers, R., 1983, Rural Development : Putting the Last First, London</li> <li>14. Nadeem Hasnain : Tribal India, New Royal Book Co., Lucknow, ISBN:81-89267-34-5, 2007.</li> <li>15. Aggarwal, P.K.: Tribal Development Planning in India, Pub. Mahavir &amp; Sons, New Delhi, ISBN-978-81-8377-184-9, 2007.</li> <li>16. H.R. Krishnaiah Gowda ; Tribal Development Through Tribal Cooperatives in India, Serials Publications, new Delhi, 2007</li> <li>17. S. Ramalingham, Women Welfare and NGO's Programmes of Vountary Agencies, Arise Publication, New Delhi, 2007</li> <li>18. Vanbandhu Kalyan Yojana, Tribal Development Department Govt. of Gujarat</li> <li>19. Right to Forest Act.2005. Government of India.</li> <li>20. Behura, N.K., 1982. "Anthropology and Development", in Golden Jubilee Souvenir, THRTI, Bhubaneswar.</li> <li>21. Belshaw, Cyuril, S,1977. "The Contribution of Anthropologist to Development" Anthropology in Development Process, ed. By H.M. Mathur, Vikas Publishing House Pvt. Ltd., New Delhi.</li> <li>22. Bhowmick, P.K. 1982. "Approaches to Tribal Welfare" in Tribal Development in India: Problems and Prospects, ed. By B. Chaudhuri, Inter-India Publications, New Delhi.</li> <li>23. Das, S.T. 1993. Tribal Development and Socio-Cultural Matrix. Delhi: Kanishka Publishers Distributers.</li> <li>24. Escobar, A. 1995. Encountering Development: The Making and Unmaking of the Third World. Princeton. NJ.: Princeton University Press.</li> <li>25. Gardner, K. and Lewis, D. 1996. Anthropology, Development and the Post-Modern Challenge. London: Pluto Press.</li> <li>26. Lipton, M., and Toye, J. 1990. Does Aid Work in India? A Country Study of the Impact of Official Development Assistance. London: Routledge.</li> <li>27. Rahnema, M. 1997. Participation. In W. Sachs (ed.), The Development Dictionary: A Guide to Knowledge as Power. Hyderabad: Orient Longman.</li> <li>28. Rao, D. Pulla, 2015 Development of weaker sections in india, mangalam publishers and distributors.</li> <li>29. Roy Burman, B.K. 1989b. Tribal Development in Perspectives in Singh, J.P. and N.N. Vyas edited Tribal Development: Past Effort</li> </ol>
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	<p>and New Challenges. Udaipur: Himanshu Publications.</p> <p>30. Singh, J.P. and N.N.Vyas (Edt.). 1989. Tribal Development: Past Effort and New Challenges. Udaipur: Himanshu Publications.</p> <p>31. Szirmai, Adam. 2005. Dynamics of Socio-Economic Development: An Introduction. Cambridge: Cambridge University Press.</p> <p>32. Vyas, N.N. 1989. Tribal Development: Between Primordality and Change in J.P.Singh and N.N.Vyas edited Tribal Development: Past Effort and New Challenges. Udaipur: Himanshu Publications.</p> <p>33. Watts, M. J. 1993. Development I: Power, knowledge, discursive practice in Progress in Human Geography, 17(2), 257–27</p> <p>34. Gupta, Ashish. Oct 2016. Tribal Development: A journey so far and Tribal Development. IJIR. Vol 2. Issue 9. ISSN: 2454-1362</p> <p>35. Verma.M.M.2011, Empowerment of weaker sections in india, Perspectives and approaches, serial publication</p> <p>36. <a href="https://books.google.co.in/books?id=WgF7DwAAQBAJ&amp;redir_e_sc=y">https://books.google.co.in/books?id=WgF7DwAAQBAJ&amp;redir_e_sc=y</a></p> <p>37. <a href="tps://www.sociologyguide.com/tribal-society/characteristics.php">tps://www.sociologyguide.com/tribal-society/characteristics.php</a></p> <p>38. <a href="https://www.sociologyguide.com/tribal-society/index.php">https://www.sociologyguide.com/tribal-society/index.php</a></p> <p>39. <a href="http://egyankosh.ac.in/bitstream/123456789/17180/1/Unit-5.pdf">http://egyankosh.ac.in/bitstream/123456789/17180/1/Unit-5.pdf</a></p> <p>40. <a href="https://www.researchgate.net/publication/313297803_Tribal_Development_Journey_So_Far_and_the_Way_Ahead">https://www.researchgate.net/publication/313297803 Tribal Development Journey So Far and the Way Ahead</a></p> <p>41. <a href="https://shodhganga.inflibnet.ac.in/bitstream/10603/71427/8/08_chapter%201.pdf">https://shodhganga.inflibnet.ac.in/bitstream/10603/71427/8/08_chapter%201.pdf</a></p> <p>42. <a href="https://www.manifestias.com/2018/12/04/tribals-and-tribal-policy/">https://www.manifestias.com/2018/12/04/tribals-and-tribal-policy/</a></p> <p>43. <a href="https://www.sociologyguide.com/tribal-society/tribal-development-strategy.php">https://www.sociologyguide.com/tribal-society/tribal-development-strategy.php</a></p> <p>44. National commission of scheduled tribe – A hand book , <a href="https://ncst.nic.in/sites/default/files/documents/NCST_HANDBOOK_WEB.pdf">https://ncst.nic.in/sites/default/files/documents/NCST_HANDBOOK_WEB.pdf</a></p> <p>45. <a href="http://ncsc.nic.in/files/NEW%20BROCHURE%202018.pdf">http://ncsc.nic.in/files/NEW%20BROCHURE%202018.pdf</a></p>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

**VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT**

**M.R.S.**

**SEMESTER - III**

**Subject :- Development of Weaker Sections of Rural India**

**Objectives :**

Understand the Socio-Economic condition of Scheduled caste and Scheduled Tribe. Understand the Process of socio cultural transformation in Human Society, Acquaint the students about the working and living conditions of artisans and Landless Labourers; and know the Link between Peoples Participation and Development Process and Discuss Various dimensions of Participation.

**Unit : - 1 Development of Scheduled castes**

- 1.1 Introduction
- 1.2 Caste – System
- 1.3 Scheduled Castes
- 1.4 Socio – Economic Conditions
- 1.5 Development Efforts
- 1.6 Representation in Services
- 1.7 Reform and Integration

**Unit : - 2 Development of Scheduled Tribes**

- 2.1 Introduction
- 2.2 Meaning of Scheduled Tribe
- 2.3 Constitutional Status
- 2.4 Tribal Social Structure
- 2.5. Levels of Socio-Economic Development
- 2.6 Nature of Development Strategies

**Unit : - 3 Development of Artisans and Landless Labourers**

- 3.1 Introduction
- 3.2 Artisans and Craftsmen
- 3.3 Khadi and Village Industries
- 3.4 Agricultural Labourers
- 3.5 Historical context
- 3.6 State Policy and Programmes for Labourers
- 3.7 Employment Generation Programmes.

**Unit : - 4 People's Participation in The Development Process**

- 4.1 Introduction

- 4.2 Concept of Development
- 4.3. Relation between Participation and Development
- 4.4 People's Participation as a Basic Policy Measure
- 4.5 Purposes of Participation
- 4.6 Dimensions of Participation
- 4.7 Constraints in Participation
- 4.8 Nature of Participation in Rural Areas
- 4.9 Present Level of Participation

**REFERENCE :**

1. Chaurasia, B.P. (1990), Scheduled castes and scheduled tribes, allagabad
2. Saksena H.S. (1981), Safegiards for scheduled caste and tribed, New delhi
3. India, National commission for scheduled caste and scheduled tribes, a handbook, 1997, New delhi
4. Annual report 2033-04, India, Ministry of social justice and empowerment, govt. of India, new delhi.
5. Ramashray, Roy, 1999, Dalits Development and Democracy, Shipra pub.
6. chaudhari, B (ed),1982, tribal development of India, Problems and prospects, delhi
7. Singh, K.S.1985, tribal development of India, problems and prospects, delhi
8. Beteille, Andre, 1974, studies in agrarian social structure, delhi
9. Papola T.S., 1986, rural Industrialization and agricultural Growth : A Case Study on Inidia, ILO ARPEP, New Delhi
10. Govt. of India, Tenth five year Plan Planning Commission, New Delhi.
11. Govt. of India, Ministry of Labour, Annual Report 2002-03, New Delhi.
12. Govt. of India, Ministry of Rural Area & Employment, Annual Report, 2002-03, New Delhi.
13. Chambers, R., 1983, Rural Development : Putting the Last First, London

## SEMESTER - III

### Subject EC - 03 : Gender Equality and Women Empowerment

Course Code	EC-03								
Course Title	Gender Equality and Women Empowerment								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	The course on PRA is designed to develop student's understanding of the Participatory Rural Appraisal for Field Analysis and SWOT Analysis, Pie Diagram and Body Mapping, Semi-Structured Interview, Focus Group Discussion and Direct Observation and Role and Responsibilities & Application of PRA Methodology.								
Course Objective	To introduce redefinition of gender equality concept, discourse of Women empowerment and Interconnection between Indian Constitution Relating to Women and Legal Rights.								
Course Outcomes	<p>COP 1: Demonstrate knowledge and understanding about Gender Equality and Paradigm shift from women well-being to Women's Empowerment.</p> <p>COP 2 : Demonstrate the ability to identify the problems and aware about women development programs and women's representation in local bodies for women empowerment.</p> <p>COP 3: Demonstrate knowledge and understanding about employment Generation Schemes, Approaches and Access to Credit From traditional form of credit to micro credit to economic empowerment of women.</p> <p>COP 4: Demonstrate the ability to develop the Indian Constitution Relating to Women and Legal Rights including Directive principles and fundamental rights and duties related to women.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of Economics								
Course Content	<p><b>Unit: I Gender Equality and Planning</b></p> <ul style="list-style-type: none"> <li>- Concept of Gender Equality</li> <li>- Methods of Activity at Gender Based Analysis : Gender Related Development Index, Gender Empowerment Measures</li> </ul>								

	<ul style="list-style-type: none"> <li>- Mainstreaming Gender development policies</li> <li>- Paradigm shift from women well-being to Women's Empowerment</li> <li>- Gender and Power : Resistance and Movements</li> </ul> <p><b>Unit-II Women Empowerment</b></p> <ul style="list-style-type: none"> <li>- Women Empowerment : Meaning, Concept, Nature, Objectives.</li> <li>- women Development and Women Empowerment</li> <li>- programmes of central and state government</li> <li>- Women's Representation in Local Bodies</li> </ul> <p><b>Unit-III Women Employment</b></p> <ul style="list-style-type: none"> <li>- employment Generation Schemes</li> <li>- Approaches and Access to Credit From traditional form of credit to micro credit</li> <li>- micro finance Revolution</li> <li>- SHGs and Economic Empowerment</li> </ul> <p><b>Unit-IV Indian Constitution Relating to Women and Legal Rights</b></p> <ul style="list-style-type: none"> <li>- Fundamental Rights</li> <li>- Directive principles and fundamental duties related to women</li> <li>- Laws' related to Marriage, Divorce and maintenance</li> <li>- Inheritance of property</li> <li>- Dowry prohibition Act</li> <li>- Domestic violence Act</li> </ul>
Reference Books	<p>Abu-Lughod, L. 2002. 'Do Muslim Women Really Need Saving?': Anthropological Reflections on Cultural Relativism and its Others', in American Anthropologist 104 (3). (Pages 783-790).</p> <p>Ghosh, A. (ed.). 2007. Behind the Veil: Resistance, Women and the Everyday in Colonial South Asia. Ranikhet: Permanent Black</p> <p>Kumar, R. 1999. 'From Chipko to Sati: The Contemporary Indian Women's Movement', in N. Menon (ed.) Gender and Politics in India. New Delhi: Oxford University Press. (Pages 342-369)</p> <p>Susie, T and Tejaswini Niranjana. 1999. 'Problems for a contemporary theory of gender' in N. Menon (ed.) Gender and Politics in India. New Delhi: Oxford University Press. (Pages 494-525)</p> <p>Weeks, J., Donovan, C. and Heaphy, B. 1999. 'Everyday Experiments: Narratives of Non-heterosexual Relationships', in E. B. Silva and C. Smart (eds.) The New Family?. London: Sage. (Pages 83-99)</p>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

# VEER NARMAD SOUTH GUJARAT UNIVERSITY, SURAT

M.R.S.

SEMESTER - III

**Subject : Gender and Rural Development**

**Change: 100%**

**Objectives :**

This Paper is designed to reveal to students the contribution of women in Rural Development and yet how society in general and family in particular ignore their contribution and mete out inequities. The paper is expected to make students amply clear that truly inclusive and sustainable development presupposes gender understanding and sensitivity essential for bridging the “gender gap”

**Unit : - 1      Gender**

- 1.1 Meaning and Concept
- 1.2 Socialization and Gendering
- 1.3 Patriarchy as a Social System
- 1.4 Sexual Division of Work and Subordination of Women

**Unit : - 2      Gender and Rural Development**

- 2.1. Introduction
- 2.2 Gender Issues regarding resources and Entitlements
- 2.3 Women’s Labur, Gendered definition of Work and Wage differentials
- 2.4 Gender Equality Integral to Development

**Unit : - 3      Empowerment of Rural Women**

- 3.1 Meaning of Empowerment and Significance of Women’s Empowerment
- 3.2 Role of Women’s Organizations and NGO’s
- 3.3. States Actions and Legal Provisions for Women
- 3.4 Review of Programmes and Measures for Women’s Empowerment.

**Unit : - 4      Rural Women’s Status : rhetoric and Reality**

- 4.1 Status : Meaning and Implications
- 4.2 Economic, Political and Social Status of Women
- 4.3 Violence against Women, at domestic, community and societal Level
- 4.4 From equality de jure to equality de facto.

## REFERENCE :

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- (૨) કમલા બક્ષીન, (અનુ : નિમિષા એમ.એન.), "છોકરી એટલે શું ? છોકરો એટલે શું ?", પ્રકાશન : 'ઓળખ', વડોદરા
- (૩) કમલા બક્ષીન, (અનુ : નિમિષા એમ.એન.), "પિતૃસત્તા શું છે ?", પ્રકાશન : 'ઓળખ', વડોદરા
- (૪) કમલા બક્ષીન, (અનુ : પ્રજ્ઞા પટેલ, નિમિષા એમ.એન.), "નહીવાદ આખરે છે શું ?", પ્રકાશન : 'ઓળખ', વડોદરા
- (૫) ડૉ. કલ્પના શાહ, "સ્ત્રીના હરજાહો અને ભૂમિકા", યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ-અમદાવાદ
- (૬) ડૉ. તુષિત શાહ, સહિયર (સ્ત્રી સંગઠન), "નારીમુક્તિ આંદોલન : પ્રશ્નો અને પડકારો ખાન ૧ પી ય", પ્રકાશન : ઈન્વિતિ-વિકાસ શિક્ષણ સંગઠન અને સહિયર
- (૭) Govt. of India (1974) 'Towards Equality', Report of the Committee on the Status of Women in India, Dept. of Social Welfare, Ministry of Education & Social Welfare, New Delhi
- (૮) World Health Organisation, The World Health Statistics 2012
- (૯) The World Health Report 2012, Shramshakti : Report of the National Commission of self Employed Women and Women in Informal Sector 1988.
- (૧૦) Mazumdar V., K. Sharma, and S. Acharya (1979), Country Review and Analysis on the Role and Participation of Women in Agriculture and Rural Development in India, ICSSR New Delhi.
- (૧૧) Awasthy, Indira (1982), Rural Women of India, B.R. Publishing Corporation, New Delhi
- (૧૨) Jain, Devaki (1975), Indian Women, India Publication Division I & B, New Delhi
- (૧૩) Usha Rao N.J. (1982), Women in Developing Society, Ashish Publishing House, New Delhi
- (૧૪) Uday Pareek (1982), Education and Rural Development in Asia, Oxford and IBH Publication, New Delhi
- (૧૫) Wallace T & March (ed) (1991), Changing Perceptions, Reading in Gender and Development
- (૧૬) Gujji Irne and Meera Kaul Shah (ed) (1988), The Myth of Community in Gender Issues in Participatory Development and Intermediate Technology, London

## SEMESTER - III

### SOC - 4 : Participatory Rural Appraisal - III

Course Code	SOC-4								
Course Title	<b>Participatory Rural Appraisal – III</b>								
Credit	4								
Teaching per Week	4 Hrs								
Minimum weeks per Semester	15 (Including Class-work, examination, preparation, holidays etc.)								
Effective From	June 2021								
Purpose of Course	The course on PRA is designed to develop student's understanding of the Participatory Rural Appraisal for Field Analysis and SWOT Analysis, Pie Diagram and Body Mapping, Semi-Structured Interview, Focus Group Discussion and Direct Observation and Role and Responsibilities & Application of PRA Methodology.								
Course Objective	The aim of PRA is to help strengthen the capacity of villagers to plan, make decisions, and to take action towards improving their own situation. Participatory Rural Appraisal (PRA) is considered one of the popular and effective approaches to gather information in rural areas. In addition that this paper is designed to equip the students to understand SWOT, Mapping, Data Collection and PRA Methodology etc.								
Course Outcomes	<p>COP 1: Demonstrate knowledge and understanding about Forced Field Analysis and SWOT Analysis Procedure &amp; Application.</p> <p>COP 2 : Demonstrate the ability to identify the problems in the villages and prepare Pie Diagram Procedure and Application of Body Mapping.</p> <p>COP 3: Demonstrate knowledge and understanding about Semi-Structured Interview, Focus Group Discussion and Direct Observation during field work.</p> <p>COP 4: Demonstrate the ability to develop the Role of Members of PRA Team, Role and Responsibilities through Application of PRA Methodologies.</p>								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of Economics								
Course Content	<b>Unit-I: Forced Field Analysis and SWOT Analysis</b> <ul style="list-style-type: none"> <li>▪ Forced Field Analysis: Meaning, Procedure</li> <li>▪ Assignment of Weights to Forces</li> </ul>								

	<ul style="list-style-type: none"> <li>▪ Application: Family Level, Community Based Organization (CBO) Level, Village Level, Institutional Level, Individual Level</li> <li>▪ STEEPLED Analysis</li> <li>▪ Monitoring and Evaluation of Forced Field Analysis</li> <li>▪ SWOT Analysis: Meaning, Procedure &amp; Application</li> </ul> <p><b>Unit-II: Pie Diagram and Body Mapping</b></p> <ul style="list-style-type: none"> <li>▪ Pie Diagram: Meaning, Procedure</li> <li>▪ Application: Population details, Agriculture and Natural Resources, Individual Level</li> <li>▪ Comparative Analysis &amp; Deeper Analysis</li> <li>▪ Body Mapping: Meaning, Purpose, Procedure</li> <li>▪ Application of Body Mapping</li> <li>▪ Body Mapping: Complementary with Other Methods, Merits and Limitations</li> </ul> <p><b>Unit-III: Semi-Structured Interview, Focus Group Discussion and Direct Observation</b></p> <ul style="list-style-type: none"> <li>▪ Semi-Structured Interviewing (SSI)</li> <li>▪ Types of Interviews</li> <li>▪ Semi-Structured interview Technique under PRA</li> <li>▪ Semi-Structured interview: Guidelines, Errors and Limitations</li> <li>▪ Focus Group Discussion (FGD): Basic Tenet and Uses</li> <li>▪ Steps in Conducting Focus Group Discussion</li> <li>▪ Direct Observation: Characteristics and Types</li> </ul> <p><b>Unit-IV: Members of PRA Team: Role and Responsibilities &amp; Application of PRA Methodology</b></p> <ul style="list-style-type: none"> <li>▪ Roles: Facilitator, Interviewer and Content Writer</li> <li>▪ Process Observer and Gatekeeper</li> <li>▪ Application of PRA Methodology <ul style="list-style-type: none"> <li>○ Participatory Poverty Assessment</li> <li>○ Sustainable Livelihood Assessment</li> <li>○ Analysis of Hunger</li> <li>○ Vulnerability Analysis</li> <li>○ Institutional Analysis</li> <li>○ Participatory Evaluation</li> </ul> </li> </ul>
Reference Books	<p>Amitava Mukherjee (2004), Participatory Rural Appraisal: Methods and Applications In Rural Planning (Essays In Honour Of Robert Chambers), Concept Publishing Company, India [ISBN: 8180691055]</p> <p>H. P. S. Arya (2004), Participatory Rural Appraisal in Agriculture and Animal Husbandry: A Training Manual, Concept Publishing Company, India [ISBN: 8180691160]</p> <p>Kirti Shukla (2011), Participatory Rural Appraisal Technique for Farm Women, Discovery Publishing Pvt.Ltd, India [ISBN: 8183567169]</p>

	<p>Mamata Swain (2014), Participatory Rural Appraisal (PRA): Issues and Approaches, SSDN Publishers &amp; Distributors, India [ISBN: 9381176795]</p> <p>N. Narayansamy (2005), Participatory Rural Appraisal: The Experience of NGOs in South India, Concept Publishing Company., India [ISBN: 8180691667]</p> <p>N. Narayanasamy (2009), Participatory Rural Appraisal: Principles, Methods and Application, SAGE Publication India Pvt. Ltd. New Delhi [ISBN:9352801369]</p> <p>Neela Mukherjee (1993), Participatory rural appraisal: Methodology and applications (Studies in rural participation), Ceocept Pub. Co. India [ISBN: 817022473X]</p> <p>Neela Mukherjee (1995), Participatory Rural Appraisal and Questionnaire Survey, Concept Publishing Company Pvt. Ltd., India [ISBN: 8170225604]</p> <p>Neela Mukherjee (1997), Participatory appraisal of natural resources, Concept Pub. Co. India [ISBN: 817022618X]</p> <p>Prahlad Mishra (2014), Participatory Rural Appraisal (PRA): Issues and Application, SSDN Publishers &amp; Distributors, India [ISBN: 9383158131]</p>
Teaching Methodology	Class room teaching , Discussion, practical training in selected village, Self-Study, Seminars and/or Assignment
Evaluation Method	30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## SEMESTER – IV

### Course Code – 12 Internship

Course Code	CC-12								
Course Title	<b>Internship</b>								
Credit	12								
Teaching per Week	Eight weeks								
Minimum weeks per Semester	Minimum eight weeks								
Effective From	June 2021								
Purpose of Course	To learn the application of basics of rural studies at field level. It is expected that the students get first-hand information about various aspects of rural society and their problems and possibilities of their development.								
Course Objective	To get first-hand information and experience of working with various government and non-government agencies engaged in rural development.								
Course Outcomes	Students become competent enough to understand the root cause of a problem in implementing programs of rural development and get competence to solve them.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of sociology and science								
Course Content	<b>Modality:</b> The internship will be for eight weeks. The students will be placed with two agencies for a period of four weeks each. Preferably these agencies are selected based on their works in various aspects of rural development.								
Reference Books	1. Ram Ahuja: Social Survey and Research, Ravat pub., ISBN-81-7033-750-x 2. Research Methodology: Methods and Techniques C.R. Kothari, Wiley Eastern Ltd., New Delhi. 3. Research Methods in Commerce - Amarchand D, Emeraled Publishers, Chennai. 4. Conceptual Foundations of Business Research - Rigley, Paul - H, John Wiley and Sons, New York. 5. Research Methodology in Social Science - B.C. Tandon, Allahabad. 6. Thesis and Assignment writing - Anderson J. berry H.D. & Poole M. Wiley Eastern Limited, Delhi. 7. Research Methodology Techniques and Trends, Singh Y.K.; R.B. Bajpai,								

	<p>2007.</p> <p>8. Methods in Social research - IGNOU - 2008</p> <p>9. Research Methodology, Sharma Virendra Prakash Punchshil Pub. Jaipur, 2004</p> <p>and</p> <p>Literature related to the topic of internship</p>
Teaching Methodology	Discussion, field visits to selected villages and own villages self-study, Seminars.
Evaluation Method	30% Internal assessment based on participation, assignment, seminar, internal examination, etc. 70% External based on semester end University examination

## SEMESTER – IV

### Course Code – 13 Dissertation

Course Code	CC-13								
Course Title	<b>Dissertation</b>								
Credit	12								
Teaching per Week	Eight weeks field								
Minimum weeks per Semester	Minimum eight weeks								
Effective From	June 2021								
Purpose of Course	To understand the problem and provide solutions based on theory. To make the students competent to accept challenges at grass root level.								
Course Objective	The field based dissertation will make the students competent to learn problems as grass root level and prepare a report of their experience either through observations or through data collection or both. They will learn to prepare tools for data collection, its analysis, interpretation and report writing.								
Course Outcomes	Students become competent enough to understand the root cause of a problem and suggest remedies to solve it using local resources and government interventions.								
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
	CO1								
	CO2								
	CO3								
	CO4								
	CO5								
	CO6								
Pre-requisite	Basics of sociology and science								
Course Content	A) Introduction and Review of literature B) Selection of research problem, objectives and Hypothesis of the Study (if any) C) Methodology D) Analysis and interpretation E) Conclusion and Suggestion if any F) References and Appendix if any								
Reference Books	1. Ram Ahuja: Social Survey and Research, Ravat pub., ISBN-81-7033-750-x 2. Research Methodology: Methods and Techniques C.R. Kothari, Wiley Eastern Ltd., New Delhi. 3. Research Methods in Commerce - Amarchand D, Emeraled Publishers, Chennai. 4. Conceptual Foundations of Business Research - Rigley, Paul - H, John								

	<p>Wiley and Sons, New York.</p> <p>5. Research Methodology in Social Science - B.C. Tandon, Allahabad.</p> <p>6. Thesis and Assignment writing - Anderson J. Berry H.D. &amp; Poole M. Wiley Eastern Limited, Delhi.</p> <p>7. Research Methodology Techniques and Trends, Singh Y.K.; R.B. Bajpai, 2007.</p> <p>8. Methods in Social research - IGNOU - 2008</p> <p>9. Research Methodology, Sharma Virendra Prakash Punchshil Pub. Jaipur, 2004 and Literature related to the topic of dissertation.</p>
Teaching Methodology	Class room teaching, Discussion, field visits to selected villages and own villages self-study, Seminars and/or Assignment
Evaluation Method	<p>30% Internal assessment based on class attendance, participation, class test, quiz, assignment, seminar, internal examination, etc.</p> <p>70% External based on semester end University examination</p>



Re-Accredited by 2.82 CGPA by MAAC  
**VEER NARMAD SOUTH GUJARAT UNIVERSITY**  
University Campus, Udhna-Magdalla Road, SURAT - 395 007, Gujarat, India.  
**વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી**  
યુનિવર્સિટી કેમ્પસ, ઉધના-મગદલા રોડ, સુરત - ૩૯૫ ૦૦૭, ગુજરાત, ભારત.  
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E-mail : info@vnsqu.ac.in, Website : www.vnsqu.ac.in

ક્રમાંક : એકે./૨૧૧૭૩/૧૬  
તા. ૧૫/૧૨/૨૦૧૬

પ્રતિ,  
ડૉ. વિપુલ સોમાણી,  
પ્રોફેસર એન્ડ હેડ,  
ડીપાર્ટમેન્ટ ઓફ રૂરલ સ્ટડીઝ,  
મહાત્મા ગાંધી ગ્રામઅભ્યાસ બિલ્ડીંગ,  
વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી,  
સુરત.

**વિષય :- એમ.આર.એસ. (પાંચ વર્ષીય ઈન્ટીગ્રેટેડ પ્રોગ્રામ) બાબત.**

સુજશ્રી,

સવિનય જણાવવાનું કે, પાંચ વર્ષીય ઈન્ટીગ્રેટેડ પ્રોગ્રામ ઈન સસ્ટેનેબલ ડેવલપમેન્ટ ( 5 yrs Integrated Programme in Sustainable Development ) ના અભ્યાસક્રમ અંગે ગ્રામઅભ્યાસ વિદ્યાશાખાએ તેની તા. ૨૮/૦૪/૨૦૧૬ ની સભાના ઠરાવ ક્રમાંક : ૪ અન્વયે કરેલ નીચેની ભલામણ બી.યુ.ટી.એ. તેની તા.૦૬/૦૫/૨૦૧૬ ની સભામાં તેમજ એકેડેમિક કાઉન્સિલે તેની તા. ૧૮/૦૮/૨૦૧૬ ની સભામાં નીચે મુજબ સ્વીકારી તે અંગે સિન્ડિકેટને કરેલ ભલામણ અન્વયે સિન્ડિકેટે તેની તા. ૦૨/૦૮/૨૦૧૬ ની સભાના ઠરાવ ક્રમાંક : ૭૭ થી ડીગ્રીના નોમેન કલેચર અંગે યુ.જી.સી.માં ચકાસણી કરવા ઠરાવેલ હતું, જે અંગે ગ્રામઅભ્યાસ વિદ્યાશાખાએ તેની તા. ૨૧/૧૧/૨૦૧૬ ની સભાના ઠરાવ ક્રમાંક : ૩ અન્વયે કરેલી નીચેની ભલામણ સિન્ડિકેટે તેની તા.૦૬/૧૨/૨૦૧૬ ની સભાના ઠરાવ ક્રમાંક : ૯ અન્વયે યથાવત્ સ્વીકારેલ છે, તેની જાણ સબંધકર્તા શિક્ષકો અને વિદ્યાર્થીઓને કરવી, તદ્ઉપરાંત તેનો અમલ કરવો.

**ગ્રામઅભ્યાસ વિદ્યાશાખાની તા. ૨૮/૦૪/૨૦૧૬ ની સભાની ભલામણ ક્રમાંક : ૪**

:: આથી ઠરાવવામાં આવે છે કે, બોર્ડની તા. ૨૮/૦૪/૨૦૧૬ ની સભામાં મંજૂર થયેલ 5 Yrs Integrated Program in Sustainable development ના સ્ટ્રક્ચર અને સેમેસ્ટર-૧ અને ૨ ના અભ્યાસક્રમો મંજૂર કરવા બી.યુ.ટી.ને ભલામણ કરવામાં આવે છે.

**અનુસ્નાતક શિક્ષણ મંડળની તા. ૦૬/૦૫/૨૦૧૬ ની સભાની ભલામણ ક્રમાંક : ૫૭**

:: આથી ઠરાવવામાં આવે છે કે, ગ્રામઅભ્યાસ વિષયની સંયુક્ત અભ્યાસસમિતિની 5 Yrs Integrated Program in Sustainable development ના સ્ટ્રક્ચર અને સેમેસ્ટર-૧ અને ૨ ના અભ્યાસક્રમો મંજૂર કરવા B.U.T. ને ભલામણ કરેલ હોય જે ભલામણ સ્વીકારી એકેડેમિક કાઉન્સિલને ગ્રામઅભ્યાસ વિદ્યાશાખાની ભલામણ સ્વીકારવા ભલામણ કરવામાં આવે છે.



Re-Accredited by NAAC with 'A' Grade

**VEER NARMAD SOUTH GUJARAT UNIVERSITY**

University Campus, Udhna-Magdalla Road, SURAT - 395 007, Gujarat, India.

**વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી**

યુનિવર્સિટી કેમ્પસ, ઉદ્ધના-મગદલા રોડ, સુરત - ૩૯૫ ૦૦૭, ગુજરાત, ભારત.

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No. AK/ 21173/16

Date: 15/12/2016

To,

**Dr. Vipul Somani,**  
Professor and Head,  
Department of Rural Studies,  
Mahatma Gandhi Rural Studies Building  
Veer Narmad South Gujarat University,  
Surat

**Subject:** M R S (Five years integrated program) regarding

Sir,

Respectfully it is submitted that the recommendation of Board of Studies in Rural Studies wide its resolution no. 4 dated 29<sup>th</sup> April 2016, to forward the syllabus Five years Integrated Programme in Sustainable Development (MRS (SD)) to the Board of University Teaching (BUT) approved the same in its meeting dated 6<sup>th</sup> May 2016 and the Academic Council in its meeting dated 19<sup>th</sup> August 2016 and recommended it to the Syndicate. The syndicate wide its resolution no. 77 in its meeting dated 2<sup>nd</sup> November 2016 had asked to check with UGC regarding nomenclature of the program. Regarding this the Board of Studies in Rural Studies wide its resolution no. 3 had made recommendation and the same was accepted by the Syndicate in its meeting wide resolution no. 9 in its meeting dated 6<sup>th</sup> February 2016. This may be informed to concerned teachers and students and be implemented.

**Resolution No.4 of Faculty of Rural Studies meeting held on 18<sup>th</sup> March 2021**

It is hereby resolved that the structure and syllabus of Semester I and II of Five Years Integrated Programme in Sustainable Development approved by Board in its meeting held on 28<sup>th</sup> April 2016 is approved and it is further resolved to recommend it to Board of University Teaching (BUT) for its approval.

**Resolution 57 of Board of University Teaching held on 6<sup>th</sup> May 2016**

It is hereby resolved that the joint board of studies has recommended Board of University Teaching and Research to approve the structure and syllabi of Semester I and II of 5 years Integrated Program in Sustainable Development, the recommendation is accepted and it is hereby recommended to Academic Council to accept the recommendation.

એકેડેમિક કાઉન્સિલની તા. ૧૯/૦૮/૨૦૧૬ ની સભાની ભલામણ ક્રમાંક : ૨૮

:: આથી ઠરાવવામાં આવે છે કે, ગ્રામઅભ્યાસ વિષયની સંયુક્ત અભ્યાસસમિતિની 5 Yrs Integrated Program in Sustainable development ના સ્ટ્રક્ચર અને સેમેસ્ટર-૧ અને ૨ ના અભ્યાસક્રમો મંજૂર કરવા B.U.T. ને ભલામણ કરેલ હોય જે ભલામણ સ્વીકારી એકેડેમિક કાઉન્સિલને કરેલ ભલામણ સૈધ્ધાંતિક સ્વીકારી પ્રસ્તુત કોર્ષનું નામ MRS Integrated રાખવા અંગે સિન્ડિકેટને ભલામણ કરવામાં આવે છે.

સિન્ડિકેટની તા. ૦૨/૦૮/૨૦૧૬ ની સભાનો ઠરાવ ક્રમાંક : ૭૭

:: આથી ઠરાવવામાં આવે છે કે, પ્રસ્તુત બાબત અંગે ડીગ્રીનું નોમેન કલેચર યુ.જી.સી.માં છે કે કેમ તેની ચકાસણી કરવી અને જો હોય તો મંજૂરી આપવી તથા સ્ટેટ્યૂટમાં સદર ડીગ્રી આમેજ કરવા ઘટતી કાર્યવાહી કરવી.

ગ્રામઅભ્યાસ વિદ્યાશાખાની તા.૨૧/૧૧/૨૦૧૬ ની સભાની ભલામણ ક્રમાંક : ૩

:: આથી ઠરાવવામાં આવે છે કે, તા. ૨૯/૦૪/૨૦૧૬ ની ગ્રામવિદ્યાશાખાના સમાવિષ્ટ બાબત ક્રમાંક : ૪ થી મંજૂર થયેલ પાંચ વર્ષીય ઈન્ટીગ્રેટેડ પ્રોગ્રામ ઈન સસ્ટેનેબલ ડેવલપમેન્ટ ( 5 yrs Integrated Programme in Sustainable Development ) કોર્ષનું નામાભિધાન એમ.આર.એસ. (પાંચ વર્ષીય ઈન્ટીગ્રેટેડ પ્રોગ્રામ) સુધારીને આગળની કાર્યવાહી માટે સિન્ડિકેટ સમક્ષ રજૂ કરવી.

બિડાણ : ઉપર મુજબ

ઈ.ચા.કુલસચિવ

પ્રતિ,

- ૧) અધ્યક્ષશ્રી, ગ્રામઅભ્યાસ વિદ્યાશાખા
- ૨) પરીક્ષા નિયામકશ્રી, પરીક્ષા વિભાગ, વીર નર્મદ દ. ગુ. યુનિવર્સિટી, સુરત.  
...તરફ જાણ તેમજ ઘટતી કાર્યવાહી સારૂ.

**Resolution no. 28 of Academic Council meeting held on 19<sup>th</sup> August 2016**

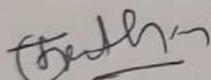
It is hereby resolved that the joint board of studies has recommended Board of University Teaching and Research to approve the structure and syllabi of Semester I and II of 5 years Integrated Program in Sustainable Development, the recommendation made to Academic Council is accepted in principle and it is recommended to Syndicate to have the nomenclature of the proposed course be MRS Integrated.

**Resolution no 77 of the Syndicate meeting held on 2<sup>nd</sup> Sept 2016**

It is hereby resolved that regarding the present matter, it is to be ascertained that the nomenclature exists in U.G.C. or not; and if it is there give approval and take necessary actions to include it in the Statutes

**Resolution 3 of Faculty of Rural Studies meeting held on 21<sup>st</sup> Nov 2016**

It is resolved that the approved matter of agenda no. 4 of the meeting of Faculty of Rural Studies of 29<sup>th</sup> April 2016 regarding Five years Integrated Program in Sustainable Development be amended and the new name of the course be MRS (Five Years Integrated Program) is recommended to the Syndicate for further necessary actions.

  
**Translated from Gujarati**  
Enclosures: As above

**I/C Registrar**  
**Veer Narmad South Gujarat University**

Copy to: **SURAT.**

1. The Dean, Faculty of Rural Studies
2. Controller of Examination, Examination Section, Veer Narmad South Gujarat University. for information and necessary action

**Sd-**  
In-charge Registrar



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**VEER NARMAD SOUTH GUJARAT UNIVERSITY**

University Campus, Udhna-Magdalla Road, SURAT - 395 007, Gujarat, India.

**વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી**

યુનિવર્સિટી કંપસ, ઉધના-મગદલા રોડ, સુરત - ૩૯૫ ૦૦૭, ગુજરાત, ભારત

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E-mail : info@vnsgu.ac.in, Website : www.vnsgu.ac.in

ક્રમાંક : એકે./૧૯૧૬૮/૧૮

તા.૨૦/૧૦/૨૦૧૮

પ્રતિ,  
ડૉ. વિપુલ સોમાણી,  
પ્રોફેસર એન્ડ હેડ,  
ડીપાર્ટમેન્ટ ઓફ રૂરલ સ્ટડીઝ,  
મહાત્મા ગાંધી ગ્રામઅભ્યાસ બિલ્ડીંગ,  
વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી,  
સુરત.

**વિષય :- M.R.S.Sem.-II નાં અભ્યાસક્રમ તથા સ્ટ્રક્ચર બાબત.**

સુજ્ઞા શ્રી,

સવિનય જણાવવાનું કે, શૈક્ષણિક વર્ષ ૨૦૧૮-૧૯ થી અમલમાં આવનાર M.R.S.Sem.-II. Corporate Social Responsibility and Rural Development વિષયનો અભ્યાસક્રમ તથા સ્ટ્રક્ચર ગ્રામઅભ્યાસ વિદ્યાશાખાની તા.૨૫/૦૮/૨૦૧૮ની સભાનાં ઠરાવ ક્રમાંક: ૨ અન્વયે મંજૂર કરેલ છે જે આગળની કાર્યવાહી માટે એકેડેમિક કાઉન્સિલને ભલામણ કરેલ છે હાલમાં એકેડેમિક કાઉન્સિલ મળનાર ન હોય એકેડેમિક કાઉન્સિલની મંજૂરીની અપેક્ષા એકેડેમિક કાઉન્સિલવતી માનનીય કુલપતિશ્રી ધ્વારા મંજૂર કરેલ છે. તેની જાણ સંબંધકર્તા શિક્ષકો અને વિદ્યાર્થીઓને કરવી, તદ્ઉપરાંત તેનો અમલ કરવો.

બિડાણ: ઉપર મુજબ

ઈ.ચા.કુલસચિવ

પ્રતિ,

- ૧) ડીનશ્રી, ગ્રામઅભ્યાસ વિદ્યાશાખા,
- ૨) પરીક્ષા નિયામકશ્રી, પરીક્ષા વિભાગ, વીર નર્મદ દ. ગુ. યુનિવર્સિટી, સુરત.

...તરફ જાણ તેમજ ઘટતી કાર્યવાહી સારૂ.



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**વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી**

યુનિવર્સિટી કેમ્પસ, ઉધના-મગદલ્લા રોડ, સુરત - ૩૯૫ ૦૦૭, ગુજરાત, ભારત.

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E-mail : info@vnsgu.ac.in, Website : www.vnsgu.ac.in

No. AK/19168/18

Date: 20/10/2018

To,

**Dr. Vipul Somani,**  
Professor and Head,  
Department of Rural Studies,  
Mahatma Gandhi Rural Studies Building  
Veer Narmad South Gujarat University,  
Surat

**Subject:** Syllabus and structure of MRS Sem II regarding

Sir,

Respectfully it is submitted that the Faculty of Rural Studies in its meeting held on 25<sup>th</sup> Sept 2018 wide resolution no. 2 has approved the syllabus of subject Corporate Social Responsibility and Rural Development to be implemented from academic year 2018-19 of MRS Sem.-II and has recommended to Academic Council for further necessary action. Since in near future there will be no meeting of Academic Council is scheduled, Honorable Vice Chancellor has approved the matter on behalf of and in anticipation of approval of Academic Council. This may be informed to concerned teachers and students and be implemented.

**Translated from Gujarati**

Enclosures: As above

**I/C Registrar**

**Veer Narmad South Gujarat University**

Copy to: SURAT.

1. The Dean, Faculty of Rural Studies
2. Controller of Examination, Examination Section, Veer Narmad South Gujarat University, for information and necessary action

**Sd-**  
In-charge Registrar



પ્રતિ,  
ડૉ. વિપુલ સોમાણી,  
પ્રોફેસર એન્ડ હેડ,  
ડીપાર્ટમેન્ટ ઓફ રૂરલ સ્ટડીઝ,  
મહાત્મા ગાંધી ગ્રામઅભ્યાસ ભિલ્ડીંગ,  
વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી,  
સુરત.

વિષય :- M.R.S. ના સેમેસ્ટર-૧ થી ૪ ના વિવિધ વિષયનો અભ્યાસક્રમ બાબત.

સુજ્ઞાની,

સવિનય જણાવવાનું કે, M.R.S. ના સેમે. ૧ થી ૪ નો અભ્યાસક્રમ અંગે ચર્ચા કરતા બોર્ડ દ્વારા નિમાયેલ પેટાસમિતિએ તૈયાર કરેલ નવું માળખું અને વિવિધ વિષયોના નવા / સુધારેલા અભ્યાસક્રમો ગ્રામઅભ્યાસ વિષયની અભ્યાસસમિતિ તથા ગ્રામઅભ્યાસ વિદ્યાશાખાની સંયુક્ત સભાની તા.૧૮-૦૩-૨૦૨૧નાં ઠરાવ ક્રમાંક: ૩ અન્વયે નીચે મુજબ બી.યુ.ટી. ને ભલામણ કરેલ, જે અંગે અનુસ્નાતક શિક્ષણ મંડળ (બી.યુ.ટી) એ તેની તા.૧૦/૦૬/૨૦૨૧ ની સભાના ઠરાવ ક્રમાંક : ૧૦ અન્વયે કરેલી નીચેની ભલામણ એકેડેમિક કાઉન્સિલની તા.૨૫-૨૬/૦૬/૨૦૨૧ ની સભાનાં ઠરાવ ક્રમાંક:૦૪ અન્વયે સિન્ડિકેટને ભલામણ કરેલ છે જે ભલામણ સિન્ડિકેટે તેની તા.૦૮/૦૭/૨૦૨૧ની સભાનાં ઠરાવ ક્રમાંક: ૧૭ થી સ્વીકારેલ છે. તેની જાણ સંબંધકર્તા શિક્ષકો અને વિદ્યાર્થીઓને કરવી, તદ્ઉપરાંત તેનો અમલ કરવો.

ગ્રામઅભ્યાસ વિષયની અભ્યાસસમિતિ તથા ગ્રામઅભ્યાસ વિદ્યાશાખાની સંયુક્ત સભાની

તા. ૧૮-૦૩-૨૦૨૧નાં ઠરાવ ક્રમાંક: ૩

:: આથી ઠરાવવામાં આવે છે કે, M.R.S. નવું ક્રેડિટ માળખું અને તેમાં સામેલ જુદા - જુદા વિષયોના અભ્યાસક્રમો સર્વાનુમતે મંજૂર કરવા બી.યુ.ટી. ને ભલામણ કરવામાં આવે છે. પ્રસ્તુત અભ્યાસક્રમો શૈક્ષણિક વર્ષ ૨૦૨૧-૨૨ થી લાગુ કરવા.

અનુસ્નાતક શિક્ષણ મંડળ તા. ૧૦-૬-૨૦૨૧ ઠરાવ ક્રમાંક (૧૦)

:: આથી ઠરાવવામાં આવે છે કે, ગ્રામ અભ્યાસ વિષયની અભ્યાસ સમિતિ તથા ગ્રામ અભ્યાસ વિદ્યાશાખાની સંયુક્ત સભાની તા. ૧૮-૩-૨૦૨૧ના ઠરાવ ક્રમાંક:(૩) થી કરેલ ભલામણ મંજૂર કરી એકેડેમિક કાઉન્સિલને ભલામણ કરવામાં આવે છે

એકેડેમિક કાઉન્સિલની તા.૨૫-૨૬/૦૬/૨૦૨૧ ની સભાનાં ઠરાવ ક્રમાંક: ૦૪

:: આથી ઠરાવવામાં આવે છે કે, ગ્રામઅભ્યાસ વિષયની અભ્યાસસમિતિ તથા ગ્રામઅભ્યાસ વિદ્યાશાખાની સંયુક્ત સભાની તા. ૧૮/૦૩/૨૦૨૧ ની સભાની ભલામણ ક્રમાંક : ૩ અને અનુસ્નાતક શિક્ષણ મંડળની તા. ૧૦/૦૬/૨૦૨૧ ની સભાની ભલામણ ક્રમાંક : ૧૦ અન્વયે સ્વીકારેલ શૈક્ષણિક વર્ષ ૨૦૨૧-૨૨ થી અમલમાં આવનાર જુદા જુદા વિષયોના અભ્યાસક્રમો મંજૂર કરવામાં આવે છે તેમજ M.R.S. ના નવા અમલમાં આવનાર અભ્યાસક્રમના ક્રેડિટ માળખાનો સૈધ્ધાંતિક સ્વીકાર કરી આગળની કાર્યવાહી માટે સિન્ડિકેટને ભલામણ કરવામાં આવે છે.

સિન્ડિકેટની તા.૮/૦૭/૨૦૨૧ની સભાનાં ઠરાવ ક્રમાંક:૧૭

:: આથી ઠરાવવામાં આવે છે કે, એકેડેમિક કાઉન્સિલ તા.૨૫-૨૬/૬/૨૦૨૧ના ઉપરોક્ત ઠરાવ ક્રમાંક (૦૪) થી કરેલ ભલામણનો યથાવત સ્વીકાર કરવો.

બિડાણ: ઉપર મુજબ

ઈ.ચા.કુલસચિવ

પ્રતિ,

- ૧) ડીનશ્રી, ગ્રામઅભ્યાસ વિદ્યાશાખા,
- ૨) પરીક્ષા નિયામકશ્રી, પરીક્ષા વિભાગ, વીર નર્મદ દ. ગુ. યુનિવર્સિટી, સુરત.



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**વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી**

યુનિવર્સિટી કેમ્પસ, ઉધના-મગદલા રોડ, સુરત - ૩૯૫ ૦૦૭, ગુજરાત, ભારત.

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E-mail : info@vnsgu.ac.in, Website : www.vnsgu.ac.in

No. AK/Paripatra/10482/2021

Date: 17/07/2021

To,

**Dr. Vipul Somani,**  
Professor and Head,  
Department of Rural Studies,  
Mahatma Gandhi Rural Studies Building  
Veer Narmad South Gujarat University,  
Surat

**Subject:** Syllabus of various subjects of MRSSemester 1 to 4 regarding

Sir,

Respectfully it is submitted that after discussion with various sub-committees appointed by the Board of Studies in Rural Studies has revised/ added new subjects in the syllabus for various subjects in all the semesters of MRS and the structure of the programme has been approved by the Board of Studies in Rural Studies and the Faculty of Rural Studies at their joint meeting held on 18<sup>th</sup> March 2021 wide resolution no.3 and was recommended to B U T (Board of University Teaching and Research). The BUT in its meeting dated 10<sup>th</sup> June 2021 has recommended the matter wide resolution no.10 to the Academic Council which in its meeting held during 25/26 June 2021 has recommended it to the Syndicate wide resolution no.4. This recommendation was approved by the Syndicate its meeting held on 9<sup>th</sup> July 2021 wide resolution no. 17. This may be informed to concerned teachers and students and be implemented.

**Resolution No.3 of joint meeting of Board of Studies in Rural Studies and Faculty of Rural Studies held on 18<sup>th</sup> March 2021**

It is hereby resolved that the credit structure and syllabus of various subjects in MRSSemesters1 to 4 is recommended to Board of University Teaching for its approval. These syllabi be implemented from the Academic Year 2021-22.

**Resolution 10 of Board of University Teaching held on 10<sup>th</sup> June 2021**

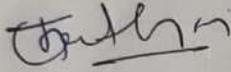
It is hereby resolved that the recommendation made at the joint meeting of Board of Rural Studies and Faculty of Rural Studies held on 18<sup>th</sup> March 2021 wide resolution no. 3 is approved and recommended to Academic Council for its approval.

**Resolution no. 4 of Academic Council meeting held during 25/26<sup>th</sup> June 2021**

It is hereby resolved that the recommendation of joint meeting of Board of Studies in Rural Studies and the Faculty of Rural Studies held on 18<sup>th</sup> March 2021 wide its resolution no. 3 and the recommendation of Board of University Teaching (BUT) in its meeting held on 10<sup>th</sup> June 2021 to approve the structure and syllabus of various subjects of MRS (SD) and its implementation from Academic Year 2021-22 wide its resolution no. 10 is approved. Further the new structure of credit system of the syllabus is approved in principle and recommended to the Syndicate for further action.

**Resolution no 17 of the Syndicate meeting held on 09/07/2021**

It is resolved that the recommendation of resolution no. 04 of the meeting of Academic Council held on 25/26<sup>th</sup> June 2021 be accepted in *toto*.



**Translated from Gujarati**

Enclosures: As above

**I/C Registrar**

**Veer Narmad South Gujarat University**

**SURAT.**

**Sd-**  
In-charge Registrar

Copy to:

1. Dean, Faculty of Rural Studies
2. Controller of Examination, Examination Section, Veer Narmad South Gujarat University.



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University Campus, Udhna-Magdalla Road, SURAT - 395 007, Gujarat, India.

**વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી**

યુનિવર્સિટી કેમ્પસ, ઉદ્દના-મગદલા રોડ, સુરત - ૩૯૫ ૦૦૭, ગુજરાત, ભારત.

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E-mail: info@vnsgu.ac.in, Website: www.vnsgu.ac.in

ક્રમાંક : એકે./૧૯૧૬૮/૧૮

તા.૨૦/૧૦/૨૦૧૮

પ્રતિ,  
ડૉ. વિપુલ સોમાણી,  
પ્રોફેસર એન્ડ હેડ,  
ડીપાર્ટમેન્ટ ઓફ રુરલ સ્ટડીઝ,  
મહાત્મા ગાંધી ગ્રામઅભ્યાસ બિલ્ડીંગ,  
વીર નર્મદ દક્ષિણ ગુજરાત યુનિવર્સિટી,  
સુરત.

**વિષય :- M.R.S.Sem.-II નાં અભ્યાસક્રમ તથા સ્ટ્રક્ચર બાબત.**

સુજ્ઞા શ્રી,

સવિનય જણાવવાનું કે, શૈક્ષણિક વર્ષ ૨૦૧૮-૧૯ થી અમલમાં આવનાર M.R.S.Sem.-II. Corporate Social Responsibility and Rural Development વિષયનો અભ્યાસક્રમ તથા સ્ટ્રક્ચર ગ્રામઅભ્યાસ વિદ્યાશાખાની તા.૨૫/૦૯/૨૦૧૮ની સભાનાં ઠરાવ ક્રમાંક: ૨ અન્વયે મંજૂર કરેલ છે જે આગળની કાર્યવાહી માટે એકેડેમિક કાઉન્સિલને ભલામણ કરેલ છે હાલમાં એકેડેમિક કાઉન્સિલ મળનાર ન હોય એકેડેમિક કાઉન્સિલની મંજૂરીની અપેક્ષા એકેડેમિક કાઉન્સિલવતી માનનીય કુલપતિશ્રી ધ્વારા મંજૂર કરેલ છે. તેની જાણ સંબંધકર્તા શિક્ષકો અને વિદ્યાર્થીઓને કરવી, તદ્દઉપરાંત તેનો અમલ કરવો.

બિડાણ: ઉપર મુજબ

ઈ.ચા.કુલસચિવ

પ્રતિ,

- ૧) ડીનશ્રી, ગ્રામઅભ્યાસ વિદ્યાશાખા,
- ૨) પરીક્ષા નિયામકશ્રી, પરીક્ષા વિભાગ, વીર નર્મદ દ. ગુ. યુનિવર્સિટી, સુરત.

...તરફ જાણ તેમજ ઘટતી કાર્યવાહી સારૂ.

Veer Narmad South Gujarat University  
Faculty of Rural Studies  
Master of Rural Studies Semester II  
Paper –  
Corporate Social Responsibility and Rural Development

Credits--- 4

**Objectives:**

This paper is intended to introduce the students of the new emerging field providing financial and technical help in rural development. Field visits prescribed in the syllabus will enable students to get practical knowledge of the method of implementation of the Corporate Social Responsibility (CSR) activities of various companies.

**Detailed Syllabus**

1. Introduction  
Introduction of CSR, dimensions and importance of CSR, understanding CSR, history of CSR in India.
2. Need for intervention in Rural Development  
Rural development in India- Government driven, areas where government is lagging, NGOs, Financial and technical support to NGO, role of Corporate sector
3. Provisions under Companies Act, 2013  
Legal provisions of CSR in other countries, mandatory provisions under Companies Act, 2013, director's duties, spend obligations, companies under CSR spend obligations
4. CSR models in India  
Gujarat model, CSR activities of various corporate, positive and negative aspects
5. Field visits.

**References:**

1. Chatterji Madhumita (2014) Corporate Social Responsibility, Oxford University Press, New Delhi.
2. Agrawal Sanjay (2014) Corporate Social Responsibility, Sage Publication, New Delhi
3. Garg Kamal (2014) Corporate Social Responsibility with Companies Rule Book, 2014, Bharat Law House, New Delhi.
4. CII-PwC Handbook on Corporate Social Responsibility in India
5. Baxi C V and Prasad A. (2013) Corporate Social Responsibility: Concepts and Cases, Excel Books, New Delhi.
6. Baxi C V and Ray R S (2015) Corporate Social Responsibility, Vikas Publication, New Delhi.

## PROJECT WORK :

Students will have to undertake fieldwork/Project work and submit their dissertations. This will be of 200 marks and 12 Credit. Internal evaluation will be out of 60 marks and will be based on the report/thesis and External evaluation will be Out of 140 marks based on Viva voce conducted by University appointed Examiners.

The Students in the IV<sup>th</sup> Semester shall have to give seminar to the satisfaction of the department teachers in order to qualify for appearing in University Final Examination.

### Semester wise Program and Credits

SEMESTER – I			
NO.	COURSE CODE	NAME OF THE COURSE	CREDITS
1	CC-01	Extension Education for rural Development	4
2	CC-02	Rural Economic Environment	4
3	CC-03	Animal Husbandry and Dairying	4
4	EC-01	Development of weaker section of Rural India/ Development and Management of cooperative organizations.	4
5	ID	Agriculture and Allied Technologies	4
6	SOC	Climate Change and rural Society	4
7	SOC	Communication Skills for rural Development	No Credit
8		Term Paper	2
Total			26

SEMESTER – II			
NO.	COURSE CODE	NAME OF THE COURSE	CREDITS
1	CC-04	Rural Development theories & Programmes	4
2	CC-05	Rural Social transformation	4
3	CC-06	Natural Resource Management	4
4	EC-02	<b>Corporate Social Responsibility and Rural Development/</b> Development of Rural Children	4
5	ID	Computer Applications in Rural Studies/HR-2 Sociology of health/ Political Sociology	4
6	SOC	Sustainable Development	4
7	SOC	Communication Skills for Rural Development	No Credit
8		Term Paper	2
Total			26

### Semester wise Program and Credits

SEMESTER – III ( <i>Specialization : Natural Resource Management / Rural Development</i> )			
NO.	COURSE CODE	NAME OF THE COURSE	CREDITS
1	CC-07	Common Property Resource Management / Rural Development Administration	4
2	CC-08	Natural Resources for Sustainable Livelihood / Rural Development Planning & Management	4