

## CURRICULUM

# Post Graduate Course in Rural Management



**MHRD**

Government of India

Ministry of Human Resource Development

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# **Common Core Curriculum for Post Graduate Course (MBA) in Rural Management**

## **1. Partnership**

This Common Core Curriculum for MBA in Rural Management has been developed in consultation with Institute of Rural Management, Anand (IRMA) and other rural management institutions in the country.

## **2. About Mahatma Gandhi National Council of Rural Education (MGNCRE)**

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

### **Vision**

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

### **Mission**

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

## **3. About Institute of Rural Management, Anand (IRMA)**

IRMA was established in 1979 at Anand, Gujarat with the support of the Swiss Agency for Development Cooperation (SDC), the Government of India, Government of Gujarat, the erstwhile Indian Dairy Corporation and the National Dairy Development Board (NDDB). The rationale behind its installation had to do with providing management education, training, research and consultancy support to co-operatives and rural development organizations in India. The genesis of IRMA is owed to Dr. Kurien's work with dairy co-operatives, which revolutionized the dairy industry in the country. It was founded with the belief that the key to effective rural development lies in professional management. Professionalizing rural management involves synergizing specific yet unmet needs of the rural sector with the formal

techniques and skills of management professionals. Linking the two are the 'rural managers' graduating from IRMA after undergoing a two-year diploma (PRM) programme in rural management.

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

#### **4. Introduction**

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

#### **5. The Programme**

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

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

This program stands out for its rural engagement component- in-depth rural field exposure, duration and frequency. It has three components of field engagement and learning opportunities for students, covering a Government Organization, an NGO and a commercial rural enterprise like a co-operative or social business enterprise. Vast online repositories through university libraries and other digital media provide a unique ability for Higher Education Institutions to share success and failure case studies and experiences in ways that were unimaginable in 1980s.

## 6. Key Features

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

1. **Contemporary, Relevant, and Completeness of Content:** It adopts a multi-disciplinary approach incorporating key elements of rural management including community development and planning, rural resilience management and social entrepreneurship. It will equip the student to harness emerging and growing opportunities in the public and private domains in the rural sector.
2. **Inclusive and Equitable:** Rural management curriculum must promote opportunities to handle the scale and potential of village based economic activities efficiently for various social groups and encompassing the array of economic activities including the students who pursue the curriculum.
3. **Experiential Learning:** In Rural Management, learning tasks are active processes and they allow students to assume active role in the decision making process in practice.
4. **Personal and Public Purpose:** In rural field level engagement process, the learning goals connect personal achievement of the students for professional careers to public purpose of improving the managerial input into the rural sphere. It is a professional attempt to attain an effective balance between education and economic development.
5. **Practical and Competency Based:** A rural management course curriculum provides framework for continuous rural community-business interaction, exposing students to the challenges of rural living. It enables development of competencies and values to address rural challenges effectively.
6. **Assessment and Feedback:** Rural Management Course is based on ongoing assessment supported by mentoring. It provides the students an opportunity to learn from their successes and failures.
7. **Resources and Relationships:** Community partnerships increase effectiveness of harnessing community resources and community relationships. Students extensively use these partnerships during learning and action, making the process interactive and real time learning.

## 7. Curriculum Design

- a. Course Objectives
- b. Rationale
- c. Selection Process of Students
- d. Strategy for Internship
- e. Placement
- f. Pedagogy
- g. Course Structure of MBA in RM
- h. Field Assignments
- i. Assessment
- j. Course Outcomes
- k. Career Options

### a. Course Objectives

The following objectives have been framed for the proposed curriculum.

1. To study various farm based and non-farm based livelihoods of village communities and to explore solutions to enhance rural incomes and quality of life.
2. To study rural resource management and new village-technology interface in Indian context.
3. To study and adopt various interventions in rural management
4. To understand, learn and practice various research methodologies and use tools for data analytics in the rural sector.
5. To study rural infrastructure needs and align them with the local government budgets, representatives and programs.
6. To provide experiential opportunities for students in the rural community, mobilization for rural infrastructure development and maintenance.

### b. Rationale

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

It is therefore crucial to make these three years in the students' life as most useful and enriching to their careers. The success of the first few batches could well be the turning point. Being a newly introduced course, it is likely that it may not be well known for attracting more students to join this course on their own accord. They may be looking at it from a career point of view.

With this pragmatic and realistic outlook, this curriculum is expected to hold the interest of the student and guarantee their lifelong dedication to the arena of rural management and development while building a better nation – both entrepreneurially as well as with personal commitment. At the end of the programme, our students need to transform into confident, responsible, reflective, innovative individuals who are socially and intellectually engaged in rural management. The potential areas that such students can venture into further are annexed to this document.

### **c. Selection Process of Students**

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

### **d. Strategy for Internship**

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

### **e. Placement**

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

### **f. Pedagogy**

1. Class Room teaching
2. Case Study Analysis and Discussion
3. Group Exercises
4. Group Discussions
5. Role Plays
6. Audio, Video, Film-based discussions/analysis

7. Buzz Groups (Buzz group discussion is a method in which small groups of 2-3 participants discuss a specific question or issue in order to come up with many ideas in a short time. Since the small groups produce a buzzing sound while discussing, this method is known as buzz group)
8. Guest Lectures
9. Seminars
10. E Learning
11. Demonstration
12. Individual Assignments/Practice
13. Simulation
14. Management Games
15. Product Analysis and Discussion
16. Field Trip/Visit
17. Mock Drills
18. Event Management (Exhibitions, Seminars, Fairs)
19. Real Time Activities - For e.g. Setting up (or Executing) NGO Activities; HEI Social Responsibility Activities (Funding, Planning and Execution of Projects, Writing Reports)
20. Self-Study
21. Debates
22. Rural Immersion (Village Study, Village Survey, Project Work)
23. Internship
24. Report Writing and Documentation



### g. Course Structure of MBA in Rural Management

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

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

Semester	Credits
1	22
FW-1	4
2	20
FW-2	8
3	20
FW-3	4
4	16
<b>Total</b>	<b>94</b>

### h. Field Assignments of MBA in Rural Management

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

1. The **first field assignment (Course Code 107)** will be a Village Immersion Program to obtain the Village Field Experience including conducting a Participatory Rural Appraisal (PRA). This assignment will be one month of stay in the village with the support of village

administration. This stay arrangement will be finalised in consultation with the local administration. It will be for 4 credits with 200 hours of work. It comprises:

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

2. The second field assignment (Course Code 206) will be with a rural commercial organisation viz., rural business enterprise, Co-operative Society, Bank, training institutions or any other rural commercial enterprise. This assignment will be for two months - 8.0 credits with 320 hours of work. The topics for this assignment can be picked up from core or elective courses that are rural in nature, linked to rural business or enterprise. Some examples are as follows:

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

3. The third field engagement (Course Code 306) will be on working with a NGO. This engagement will be for one month 4.0 credits with 200 hours of work. The topic can be mutually decided between the University / institution and the NGO, under the theme of Rural Engagement.

## **i. Assessment**

Each full theory course (except Course #106 which is of 2.0 Credit) could be of 4.0 credit equivalent to 40 hours of classroom transaction. The theory component can be of 80 marks and practical aspects can be for 20 marks. This P.G. program offers the following three streams of specialization as per the local facilities and demand:

1. Rural Finance
2. Rural Marketing
3. Rural Development and Livelihoods

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

## **j. Course Outcomes**

After completion of the course the student will be able to

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

## **k. Career Options**

- Engage in Rural Product Development and Value Addition Enterprises
- Rural Entrepreneurship
- Careers in Rural Business Planning and Development
- Careers in Marketing of Rural Products or Produce
- Careers in Rural Finance Agencies like Banks, Agriculture Finance Banks, Microfinance Institutions, Non-Banking Financial Companies(NBFCs)
- Careers as Project Managers for Government engagements, Institutions, NGOs, Farmer Producer Organisations and Cooperatives
- Career in Community Development Projects of State and Central Governments
- Career in Corporate Social Responsibility Projects
- Career as Nodal Officer for Rural Development
- Career as Rural Infrastructure Manager

- Career in Energy, Environment and Natural Resource Management
- Career in Agribusiness, food processing, FMCG, retail and rural market chains.
- Career in Research, Training and Skill Development in Education / Training Institutions in Government and Non-Government Organisations.

<b>Rural Management: Top Recruiters</b>	
District Water Management Agency, O& M Works of Rural Water Supply and Sanitation Projects, Watershed and Micro Irrigation Projects, Rural Tourism Sector	SAGY (Sansad Adarsh Gram Yojana) Rural Livelihoods Promotion Societies – JEEVIKA KVIC, Handicraft and handloom industry
Milk Cooperatives, National Dairy Development Board (NDDB), Food Processing Industry	CSR Activities of Corporates and Commercial agencies
Water supply, fecal sludge management and sanitation agencies	Agro forestry agencies like ITC Limited
Foundations like BAIF Development Research Foundation	Banks in Rural Development initiatives including lead banks like SBI
Finance Corporations like IDFC Bank Ltd and Private sector banks like ICICI Bank	Tata Steel Ltd - Agrico, Tubes and Wires, Jamshedpur
LIC and other insurance agencies	NABARD
Animal Husbandry and veterinary sector: Godrej Agrovet Limited	Rural Roads O&M and Rural Transport O&M
ADM Agro Industries	Farmers Producers Organisation
Fisheries, Poultry, Horticulture and Floriculture	Drip and Sprinkler Irrigation Management

## 8. MBA in Rural Management: Curriculum Details

### a. Semester - 1 Core Subjects and Field-Work

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

## **Course Name: Indian Rural Society and Rural Administration**

**Course Code: 101**

### **Course Objectives:**

1. To facilitate the students to understand the basic nature of rural society in India
2. To appraise students about the Rural Local Administration
3. To provide insights on rural demography and rural economy in India
4. To provide insights on various processes and challenges of agriculture in India
5. To make students aware of the land tenure systems and land reforms in India

### **Learning Outcomes:**

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

1. Describe the key aspects of rural society in India
2. Describe the rural local administration
3. Analyse the dynamics of local rural population and local rural economy
4. Explain the processes and challenges of agriculture in India
5. Summarise the components and implications of land tenure systems and land reforms in India

### **Course Content:**

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

**Transaction Methodology:** Video/Movie Analysis, Classroom teaching and discussion

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

**Transaction Methodology:** Village Study, Presentation and Discussion

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

**Transaction Methodology:** Village Survey, Analysis, and Presentation

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

**Transaction Methodology:** Group Exercise, Presentation and discussion

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

**Transaction Methodology:** Case Analysis and Discussion

**Suggested Readings:**

1. Choudhary, B (1990). *Tribal Development in India*, Inter-India Publications, New Delhi.
2. Desai, A. R (1969). *Rural Sociology and India*, Popular Prakashan: Bombay
3. Singh. S (1987). *Scheduled Castes and India, Dimensions of Social Change*, Jain Publication House, Delhi.



## **Course Name: Principles and Practices of Rural Management**

**Course Code: 102**

### **Course Objectives:**

1. To facilitate in recognizing the principles of management in rural business organizations
2. To appraise on different functions of Management and Management styles.
3. To provide insights on manpower planning, training and development and performance appraisal
4. To appraise on motivation theories and leadership theories
5. To explain about control systems and communication channels for effective rural business management

### **Learning Outcomes**

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

1. Apply the principles of management
2. Plan, organize, and take decisions in any organization
3. Conduct manpower planning, carry out recruitment process, and plan training and development programs for an organization.
4. Apply motivation theories for effective management of personnel
5. Communicate effectively, review, provide feedback and take corrective actions

### **Course Content:**

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

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

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

**Transaction Methodology:** Role Play and discussion

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

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

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

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

**Unit 5: Controlling:** Meaning, importance, controlling process, types of control, essential of effective control system, behavioral importance of control, control techniques, quality circles.

**Communication** - Meaning, process, oral, written, Non-verbal, pictorial communication, communication channel, barriers in communication- Communication in Business: Importance and benefits, components – concepts and problems-nonverbal communication – The seven Cs of effective communication: Completeness, Conciseness, consideration, concreteness, clarity, courtesy and correctness – Business Communication in the Global Context: Background to inter-cultural communication - cultural variables, individual cultural variables

**Forms of Communication:** Personal, Interpersonal, Technology & Communication, Communication for Organizational Effectiveness

**Transaction Methodology:** Videos, Role Play and discussion

#### **Suggested Readings:**

1. Diwan, P (2002). *Management Principles and Practices*. Excel Books: New Delhi.
2. Koontz and O'Donnell (1980). *Principles of Management*, Tata McGraw Hill: New York.
3. Murphy, A.H; Hildebrandt, W.H; and Thomas, P J (2008). *Effective Business Communication*, 7<sup>th</sup> Edition, Tata McGraw Hill Publishing Company Limited: New Delhi.
4. Prasad, L.M. (2013). *Principles & Practices of Management*. Sultan Chand & Sons: New Delhi.
5. Rai, U and Rai, S M (2008). *Business Communication*, 10<sup>th</sup> Edition, Himalaya Publishing House: Mumbai

## **Course Name: Rural Planning and Development**

**Course Code: 103**

### **Course Objectives:**

1. To introduce the students to the concept of rural development
2. To orient the students on the scope and significance of rural management
3. To create awareness about Institutional frameworks for rural development and management
4. To create awareness about rural development and welfare initiatives of Central and State Governments.
5. To help students to understand experiments in rural development before Independence and analyze their impact.

### **Learning Outcomes:**

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

1. Explain the concepts, elements and importance of rural development
2. Describe the scope and significance of rural management
3. Discuss Institutional frameworks for rural development and management
4. Explain rural development and welfare initiatives of Central and State Governments
5. Describe experiments in Rural Development before independence and analyze their impact

### **Course Content:**

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

**Transaction Methodology:** Guest Lecture/Seminar and discussion

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

**Transaction Methodology:** Guest Lecture/Seminar and discussion

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

**Transaction Methodology:** Field Visits/Case Analysis and discussion

**Unit 4: Major Development and Welfare Programs:** Mahatma Gandhi National Rural Employment Guarantee Program (MGNREGS), Public Distribution System(PDS), Sarva Siksha Abhiyan(SSA) National Rural Livelihood Mission (NRLM), Pradhan Mantri Gramin AwaasYojana (PMGAY), Swachh Bharat

Mission (SBM), National Health Mission (NHM), Swajaldhara - Backward Region Grant Fund (BRGF), Pradhan MantriGrameenSadakYojana (PMGSY), Integrated Wasteland Development Program (IWDP), Provisions of Urban Amenities in Rural Areas (PURA), PPP/CSR Initiatives in Rural Development (the names may be changed as per government programs)

**Transaction Methodology:** Group Exercise, Village Study of Status of Programmes and Report Submission

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

**Transaction Methodology:** Case Analysis and Discussion

**Suggested Readings:**

1. Government of India. (2012), *Greening Rural Development in India*, New Delhi: Ministry of Rural Development and UNDP.
2. India Rural Development Report 2013-14, Hyderabad: Orient Blackswan.

**Course Name: Managerial Economics**

3. Prasad, B.K.(2003). *Rural Development: Concept, Approach and Strategy*, New Delhi: Sarup& Sons.
4. Singh, K and Pundir, R.S. (2000). *Co-operatives and Rural Development in India*, IRMA.
5. Singh, K. (2009). *Rural Development – Principles, Policies and management*, New Delhi: Sage.
6. Srivastava, M.S. Kumar, A. (Eds.) (2008). *Rural development in India: Approaches, strategies, and programs*, New Delhi: Deep and Deep Publications.
7. Sundaram, S. (2002). *Rural Development Mumbai*: Himalaya.

**Course Code: 104****Course Objectives:**

1. To introduce to the concepts of Managerial Economics
2. To enable students to practice production analysis
3. To enable students to practice cost and demand analysis
4. To analyze the various components in the market structure of the rural economy
5. To create awareness on the importance of market regulation and its limitations

**Learning Outcomes:**

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

1. Describe the concepts of Managerial Economics
2. Do production analysis
3. Do cost and demand analysis
4. Analyze the various components in the market structure of the rural economy
5. Describe the importance of market regulations and limitations

**Course Content:**

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

**Transaction Methodology:** Group Exercise, Case Analysis and Discussion

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

**Transaction Methodology:** Project, Presentation and Analysis

**Unit 3: Cost and Demand Analysis:** Production with one and two variable inputs, cost concepts, short and long run cost functions, production function in short and long run, economies of scale and scope,

Market Equilibrium, Shifts in Supply and Demand Curves, reject competition, Why perfect Competition is Desirable, Firm Strategies in Highly Competitive Markets.

**Transaction Methodology:** Guest Lecture /Classroom Teaching and Discussion

**Unit4: Market Structure:** Imperfect Competition, Monopolistic Competition, Monopoly, Oligopoly, Duopoly, Oligopoly and Cartels, Production Decisions in Non-Cartel Oligopolies, Seller Concentration, Competing in Tight Oligopolies: Pricing Strategies, Buyer Power.

**Transaction Methodology:** Case Analysis and discussion

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

**Transaction Methodology:** Classroom Teaching and discussion

**Suggested Readings:**

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

## **Course Name: Accounting for Rural Management**

**Course Code: 105**

### **Course Objectives:**

1. To introduce students to basic accounting and its functions
2. To inculcate skills of preparation of various final accounts
3. To build awareness about financial statement analysis and the tools used for it
4. To orient students about Cost Accounting and Budgetary Control
5. To enable the students to understand, analyze and interpret the information provided by financial statements manually and using software

### **Learning Outcomes:**

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

1. Apply basic concepts of accounting
2. Prepare final accounts
3. Analyse financial statements
4. Prepare cost accounting and budgetary control
5. Use all features of Tally Software in prepare accounting statements

### **Course Contents:**

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

**Transaction Methodology:** Classroom Teaching and discussion

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

**Transaction Methodology:** Demo, case analysis, presentation and discussion

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

**Transaction Methodology:** Case analysis and discussion

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

**Transaction Methodology:** Case analysis and discussion

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

**Transaction Methodology:** Demo and Individual Assignment

**Suggested Readings:**

1. Horngren, C.T; Datar, S. M; and Foster. G (2012). *Cost Accounting- A Managerial Emphasis*, Prentice Hall India.
2. Horngren, C.T; Gary L; John E.A; Philbrick.D : *Introduction to Financial Accounting*, Prentice Hall India.
3. Mukherje.H (2011.) *Financial Accounting*, Tata McGraw Hill: New Delhi
4. Narayanaswamy. R(2014).*Financial Accounting-A Managerial Perspective*, Prentice Hall India.



**Course Name: Research Methods for Rural Management including Participatory Rural Appraisal (PRA)**

**Course Code: 106**

**Course Objectives:**

1. To introduce the basic methods of research in rural management context
2. To introduce on various sampling techniques and methods
3. To sensitize students about the importance of statistical findings in research, probability and testing of hypothesis.
4. To introduce quantitative and qualitative data analysis
5. To enable writing research reports

**Learning Outcomes:**

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

1. Conduct research systematically.
2. Define a research problem, choose appropriate sampling method
3. Do testing of hypothesis
4. Execute the PRA and PLA in a chosen village, data analysis and test the significance level
5. Write good research reports

**Course Content:**

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

**Transaction Methodology:** Classroom teaching and discussion

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

**Transaction Methodology:** Case analysis and discussion

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

**Transaction Methodology:** Project Work in Pairs

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

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

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

**Transaction Methodology:** Case analysis and discussion

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

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

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

**Transaction Methodology:** Individual assignment

**Suggested Readings:**

1. Cooper, Donald R- and Pamela S, *Business Research Methods* , Tata McGraw Hills, New Delhi
2. Gupta S.P (2017). *Statistical Methods*. Sultan Chand and Sons: New Delhi
3. Kothari C. R., *Research Methodology: Methods and Techniques*, New Delhi, VishwaPrakashan.
4. Narayanasamy, N, *Participatory Rural Appraisal: Principles, methods and application*, Sage Publications India Ltd

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

**Course Code: 107**

### **Course Objectives:**

- To provide village field experience to students
- To enable students to appraise the rural issues/ opportunities and challenges

### **Learning Outcomes:**

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

1. Analyse rural society and the development programs being implemented in the village
2. Explore and analyse the scope of rural management
3. Practice PRA/PLA Techniques
4. Document the outcome of the village experience

### **Course Content:**

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

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

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

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

### **b. Semester-2 Core Subjects and Field-Work**

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

## **Course Name: Individual and Organizational Behaviour**

**Course Code: 201**

### **Course Objectives:**

1. To provide a basic concepts of organizational behaviour
2. To provide insights on individual behavior in organizations
3. To make them aware about the group behavior patterns in organizations
4. To introduce organizational processes
5. To provide insights on organizational culture and emerging trends

### **Learning Outcomes:**

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

1. Explain the concepts of organizational behaviour and apply in appropriate contexts
2. Apply the concepts of values, attitudes and perceptions
3. Work in groups
4. Describe the organizational processes
5. Describe organizational culture and emerging trends

### **Course Content:**

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

**Transaction Methodology:** Classroom teaching and dicussion

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

**Transaction Methodology:** Case analysis and discussion

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

**Transaction Methodology:** Management games and debriefing

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

**Transaction Methodology:** Management Games and debriefing

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

**Transaction Methodology:** Case analysis and discussion

**Suggested Readings:**

1. Aswathappa K (2010). *Organisational Behavior*. Himalaya Publishing House Pvt Ltd.
2. Langton, N., Robbins, S. P., & Robbins, S. P. (2007). *Organizational behaviour: Concepts, controversies, applications*. Toronto: Pearson Prentice Hall.
3. Luthans, F (1998). *Organizational Behavior*. Boston, Mass. McGraw-Hill: Irwin

## **Course Name: Fundamentals of Operations Management**

**Course Code: 202**

### **Course Objectives:**

1. To introduce concepts of facilities location, layout and production planning and control
2. To make students aware of importance of product and service design
3. To sensitize on various tools and techniques of quality management
4. To provide insights on inventory management techniques
5. To create awareness on various challenges in Operations Management

### **Learning Outcomes:**

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

1. Explain facilities location, layout and production planning and control
2. Describe importance of product and service design
3. Apply various tools and techniques of quality management
4. Describe inventory management techniques
5. Describe challenges in Operations Management

### **Course Content:**

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

**Transaction Methodology:** Classroom teaching and discussion

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

**Transaction Methodology:** Case analysis and discussion

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

**Transaction Methodology:** Guest Lecture/Student Seminar and discussion

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

**Transaction Methodology:** Field Visit (Study Inventory Management in Village Institutions), presentation and discussion

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

**Transaction Methodology:** Case analysis and discussion

**Suggested Readings:**

1. Chary S.N (1995). Cases and Problems in Production and Operations Management, New Delhi, Tata McGraw Hill Publications: New Delhi.
2. Chase, R., Jacobs, R., and Aquilano, N. (2006). *Operations Management for competitive advantage* ( 11th edition). McGraw-Hill: New York
3. Heizer, J., and Render, B,. (2013). *Principles of Operations Management*, 9th edition PrenticeHall: New York



## **Course Name: Financial Management of Rural Organizations**

**Course Code: 203**

### **Course Objectives:**

1. To familiarize concepts related to financial management
2. To introduce capital budgeting techniques and working capital management
3. To provide insights on short term financing solutions
4. To facilitate to take financing decisions
5. To familiarize students with various aspects on dividends

### **Learning Outcomes:**

At the end of this course, the students will be able to:

1. Demonstrate the knowledge of financial management
2. Apply capital budgeting techniques and working capital management
3. Apply short term financing solutions
4. Demonstrate knowledge on financing decisions
5. Demonstrate knowledge on financing decisions

### **Course Content:**

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

**Transaction Methodology:** Classroom teaching and discussion

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

**Transaction Methodology:** Simulation Games and debriefing

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

**Transaction Methodology:** Guest lecture/student seminar and discussion

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

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

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

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

### **Suggested Readings:**

1. Chandra, P (2007). *Financial Management*. Tata McGraw-Hill Publishing: New Delhi
2. Khan M.Y. and Jain P.K (2011). *Financial Management-Text and Problems*. McGraw-Hill.
3. Pandey I.M.(2015). *Financial Management*. Vikas Publishing House

## **Course Name: Marketing Management for Rural Organizations**

**Course Code: 204**

### **Course Objectives:**

1. To provide an understanding of Rural Marketing issues and concepts
2. To orient the students on rural marketing strategies
3. To familiarize the students about the Rural Distribution Systems
4. To create awareness on ICTs in rural marketing
5. To make the students acquainted with commercial banks and rural credit & marketing linkages for rural organizations.

### **Learning Outcomes:**

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

1. Identify issues in rural marketing and suggest strategies to overcome them.
2. Discuss the need, importance and process of Rural Marketing Strategy.
3. Study about rural communication and distribution systems and role of Agricultural Produce Marketing Committees (APMCs)
4. Apply ICT tools in rural marketing
5. Source the finance for rural products

### **Course Content:**

**Unit 1: Overview of Rural Marketing:** Meaning and definition of rural markets. issues in rural marketing- rural products and rural consumer behavior

**Transaction Methodology:** Classroom teaching and discussion

**Unit 2: Rural Marketing Strategy:** Tangible and intangible rural products - Evolving Rural Marketing Strategy - marketing strategy for rural products ; role of informal communication

**Transaction Methodology:** Case analysis and discussion

**Unit 3: Rural Distribution Systems:** Rural Communication and Distribution systems, Distribution system for small markets, niche markets and exclusive products, market segmentation, Agricultural Marketing and Role of Agricultural Produce Marketing Committees (APMCs)

**Transaction Methodology:** Village Visit on Rural Distribution Systems, Presentation and distribution

**Unit 4:ICTs in Rural Marketing:** ICTs in Rural Marketing, Role of Social Media, e-NAM, Agricultural Marketing Network (AGMARKNET) and Rural Go downs. Rural vs. Urban storage systems.

**Transaction Methodology:** Village Visit and Recommendations for use of effective ICT in Rural Marketing, project work, presentation and discussion

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

**Transaction Methodology:** Village Visit and Study of Role of commercial bank, Rural Credit and Marketing linkages and Presentation

**Suggested Readings:**

1. Dogra, B.& Karminder, G. (2008). *Rural Marketing: Concept & Cases*, Tata McGraw-Hill Publishing Company, New Delhi
2. Kotler, P(2002). *Marketing Management* (11<sup>th</sup> Edition). Prentice - Hall India Ltd:New Delhi
3. Singh A.K. & Pandey.S (2007). *Rural Marketing: Indian Perspective*, New Age International Publishers: New Delhi

## **Course Name: Rural Entrepreneurship and Micro Enterprises**

**Course Code: 205**

### **Course Objectives:**

1. To introduce evolution and types of entrepreneurs and their characteristics
2. To familiarize with entrepreneurial inputs in the context of Rural settings
3. To familiarise ideation for a new business and management of new ventures
4. To provide insights on ecosystems for promotion of rural entrepreneurship
5. To familiarise with micro enterprises and source of financing

### **Learning Outcomes:**

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

1. Classify entrepreneurs, explain evolution, and describe characteristics of entrepreneurship
2. Explain aspects related to entrepreneurial behaviours, sources and management of innovation
3. Suggest business ideas, entrepreneurial competencies and challenges
4. Promote rural entrepreneurship through appropriate steps
5. Source the finance for entrepreneurial activity

### **Course Content:**

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

**Transaction Methodology:** Village Visit – Survey of Entrepreneurs: Individual / Group Project, presentations and Report submission

**Unit 2: Entrepreneurial Inputs:** Achievement and Entrepreneurial success; Entrepreneurial Behaviors and entrepreneurial motivation Locus of control, Innovation and entrepreneur, sources of Innovation; Management of Innovation, creativity and risk taking.

**Transaction Methodology:** Guest Lectures by Successful Rural Entrepreneurs

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

**Transaction Methodology:** Case analysis and discussion

**Unit 4: Institutional Ecosystems for Promotion of Rural Entrepreneurship:** Scope and types of rural Entrepreneurship, Micro Rural Enterprise, Planning A Rural Enterprise, Human Resources and Infrastructure, Arranging and Managing Finance, Managing a Rural Enterprise, Successful Experiences

**Transaction Methodology:** Case analysis and discussion

**Unit 5: Micro Enterprises and Sources of Financing:** Government rules and regulation regarding small industries, role of financial institution – IDBI, SIDBI, SFCs and commercial banks in assisting entrepreneurs, Other supporting institutions- District Industries Centers (DIC), Small Industries Development Organization(SIDO), MSME-DI etc. Case study presentation

**Transaction Methodology:** Case analysis and discussion

**Suggested Readings:**

1. Ani, J. J. (2014). *Women Entrepreneurship in Rural Areas*. Star Publishers' Distributors
2. Baporikar, N. (2013). *Entrepreneurship Development & Project Management (Text & Cases)*. Mumbai: Himalaya Publishing House Pvt. Ltd.
3. Begum, D. a. (2012). *Women Entrepreneurship and Small Enterprises in India*. New Delhi, India: New Century Publications.
25. Dr. Bhawna Bhatnagar, A. B. (2009). *Entrepreneurship Development & Small Business Management*. New Delhi: Vasu Education of India.
4. Gupta, S. G. (1997). *Business Statistics*. New Delhi: Sultan Chand & Sons
5. Gyanmudra, D. (2013). *Development of Rural Women Entrepreneurship (An Analysis of Social and Psychological Dimensions)*. New Delhi, India: Daya Publishing House A Division of Astral International (P) Ltd.
6. Khanka, D. S. (2010). *Entrepreneurial Development*. New Delhi: S.Chand& Company Ltd..
7. Kumar, A. (2015). *Entrepreneurship: Creating and Leading an Entrepreneurial Organization*. Pearson India Education Services Pvt. Ltd
8. Namboodiri, D. B. (2006). *Unleashing Rural Entrepreneurship*. The ICFAI University Press.

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

**Course Code: 206**

### **Course Objectives:**

1. To enable the students to understand practices & principles of Rural Enterprise Management
2. To enable the students to observe closely, the functioning of a rural enterprise
3. To enable the students to have a first-hand experience of issues, challenges and opportunities in rural enterprises.
4. To strengthen understanding on concepts of rural development with specific reference to the Indian context.
5. To provide exposure to grassroots realities, in the rural setting, with a focus on participation in interventions by rural institutions.
6. To strengthen insights and develop skills on participatory methodologies and tools used in rural development.
7. To understand and appreciate broader contexts of other stakeholders, like government agencies, donors and local self-governance institutions, while participating in existing field projects.
8. To facilitate cross-cultural learning on development issues as well as other areas of inter-personal growth and learning.

### **Learning Outcomes:**

At the end of the field experience, the students will:

1. Be part of a sensitized workforce in rural management sector who are socially concerned and willing to positively contribute to the society.
2. Have increased awareness about rural issues.
3. Gain a thorough understanding about the rural socio-economic scenario.
4. Understand the functioning of rural institutions/enterprises.
5. Explore challenging issues in existing systems and suggest possible solutions.
6. Become aware of the job opportunities in rural management.
7. Enhance their understanding about rural development and rural management.
8. Become socially responsible professionally and personally.
9. Enhance skills of observation, analysis, decision making, communication, negotiating, writing, team work, etc.

### **Course Content:**

This will be the second Village Field exposure (staying in a village and working in a rural enterprise/cooperative society for 2 months) for the students. The students are expected to be attached with a successful Rural Enterprise/ Cooperative Society, so as to understand the practices and principles of Rural Enterprise Management. They are expected to interact with the top-management/ middle management of the enterprise / society and observe the functioning of the enterprise carefully. Stay and

boarding of the students usually are taken care of. The students will get stipend from the organizations in the form of kind or cash. At the end of 8-week attachment, all the students are expected to submit a comprehensive report (not less than 40 pages) on the enterprise they were attached with. This report will contain: Vision/ Mission of the enterprise, Why this Enterprise, Value-addition to the society, Strategy, Credit and Financing of the Enterprise, Staffing/ HR, Management Control-systems, Procurement/ Marketing, Sales and Distribution and supply-chain management and Stakeholders/ partners engagement.

### c. Semester-3 Core Subjects and Field-Work

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

## **Course Name: Human Resource Management and Organization Development**

**Course Code: 301**

### **Course Objectives:**

1. To familiarize the relevance of modern human resource requirements, and identify human resource needs
2. To facilitate students to get familiarized with the recruitment and selection process
3. To introduce to the concepts of organization development
4. To familiarize with organization development interventions
5. To provide insights on implementation and assessment skills on OD interventions

### **Learning Outcomes:**

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

1. Define HRM and explain the role of HRM in effective business/enterprise administration.
2. Select the right person for the right job at the right place
3. Describe the concepts of organization development
4. Suggest organization development interventions
5. Suggest, implement and assess organization development interventions

### **Course Content:**

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

**Transaction Methodology:** Classroom teaching, case analysis and discussion

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

**Transaction Methodology:** Case Analysis, Presentation and discussion

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

**Transaction Methodology:** Case Analysis, Presentation and discussion

**UNIT 4:O.D. Interventions:** Team Interventions, Inter-group Interventions, Personal, Interpersonal and



group process interventions, Comprehensive interventions, Structural Interventions.

**Transaction Methodology:** Role Plays, Management Games and debriefing

**UNIT5: Implementation and assessment of O.D:** Implementation conditions for failure and success in O.D efforts, Assessment of O.D. and change in organizational performance, The impact of O.D. **Some key considerations and Issues in O.D:** Issues in consultant, Client relationship, Mechanistic & Organic systems and contingency approach, the future of O.D, Some Indian experiences in O.D

**Transaction Methodology:** Case Analysis, Presentation and discussion, Guest Lectures by eminent HR Managers (who may share some Indian experiences in OD)

**Suggested Readings:**

1. Ahuja, S. (2013). Human Resource Development: Theoretical & Practical. New Delhi: Regal Publications.
2. Armstrong, M. & Baron, A. (2010). *Handbook of strategic HRM*.
3. Aswathappa, K. and Dash, S (2008). *International Human Resource Management*. New Delhi: Tata McGraw-Hill Publications
4. Dessler, G. & Varrkey, B. (2017). Human Resource Management (15 edition). Pearson Education India.
5. French, W; Bell, C & Zawacki, R. (2005). *Organization Development and Transformation*. McGraw Hill Education.
6. Mamoria C. B (199). *Personnel Management*. Hyderabad: Himalaya Publishing House.

## **Course Name: Strategic Management**

**Course Code: 302**

### **Course Objectives:**

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

### **Learning Outcomes:**

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

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

### **Course Content:**

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

**Transaction Methodology:** Classroom Teaching, Case Analysis and Discussion

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

**Transaction Methodology:** Rural Business Simulation Games/Case Analysis, Strategy Formulation Exercise, debriefing

**Unit 3: Strategic Tools:** business process reengineering, and Balance Score Card. Aggregate and granular metrics and metrics of value creation

**Transaction Methodology:** Case Analysis and discussion

**Unit 4: Strategic Alternatives and Choices:** Grand strategies, business level strategies, horizontal, vertical integration, diversification. Strategic Choices- BCG matrix, G.E matrix portfolio analysis - Technology based versus mature industries, External growth strategy – Strategic Alliances, merger-acquisition, collaborative partnerships

**Transaction Methodology:** Case Analysis and discussion

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

**Transaction Methodology:** Case Analysis, Presentation and Discussion

**Suggested Readings:**

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

## **Course Name: Social Entrepreneurship and Corporate Social Responsibility**

**Course Code: 303**

### **Course Objectives:**

1. To orient on new ways of thinking to organize and lead sustainable development through social entrepreneurship
2. To familiarize with the building sustainable social business models
3. To provide insights on NGO management
4. To provide insights on the opportunities and challenges associated with CSR

### **Learning Outcomes:**

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

1. Organise and lead sustainable development through social entrepreneurship.
2. Develop business models in social entrepreneurship.
3. Explain the concepts of NGO management
4. Describe opportunities and challenges associated with CSR

### **Course Content:**

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

**Transaction Methodology:** Video Analysis (Ted Talks-India)/Guest Lectures/Village Visit and Interview with Social Entrepreneurs in a nearby Village and Report Submission

**Unit 2: Building a Sustainable Business Model:** The business model- financial management- marketing and human resource management- performance management- the future challenges ahead

**Transaction Methodology:** Case analysis and discussion

**Unit 3: NGO management:** History, scope, definitions for NGO, Voluntary Organization, Funding, strategy, finance management, staff, volunteer management, networking, Government interface, effective communication, impact analysis, project management in NGOs- project life cycle

**Transaction Methodology:** Visit to NGOs, presentation and discussion

**Unit 4: Corporate Social Responsibility:** History, scope, accounting, impact analysis, opportunities, challenges- CSR in India- Future of CSR

**Transaction Methodology:** Practical Work(Project): Set up a HEI Social Responsibility Team –Fund Raising and use the fund for a noble rural social cause/Case Study Analysis/ Self Study about CSR in Rural Development/Debates

### **Suggested Readings:**

1. Dees, J.G., Emerson, J & Economy, P (2001). *Enterprising Nonprofits: A Toolkit for Social Entrepreneurs*. Wiley.
2. Dees, J.G., Emerson, J & Economy, P. (2002). *Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit*. ISBN: 978-0-471-15068-8

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

**Course Code: 306**

**Course Objectives:**

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

**Learning Outcomes:**

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

1. Understand the ground realities and scope of social innovations and entrepreneurship
2. Apply academic knowledge into practical situations
3. Identify, plan and develop social enterprise project
4. Increase the ability to recognize and critically assess various forms of social enterprise strategies as tools of economic development and social transformation
5. Gain greater understanding of the challenges of growing and sustaining a social enterprise, as well as deeper insights into enterprise development and growth
6. Improve consulting skills, including project planning, issue analysis, formulation of strategic and tactical recommendations and client relationship management.
7. Reflect on SWOT of self in the role of a social entrepreneur

**Course Content:**

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

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

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

**d. Semester -4 Core Subjects**

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

**Course Name: ICT and MIS**

**Course Code: 401**

**Course Objectives:**

1. To equip the students with essential knowledge and skills required to handle ICT applications in rural context
2. To familiarize with the foundations of Information Systems
3. To introduce the information systems for operations and decision making
4. To familiarize with security and ethical challenges related to information systems

**Learning Outcomes:**

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

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

**Course Content:**

**Unit 1: ICTs:** Concept, Principles, and Scope of ICT in Rural Development, Introduction to Computers, Computer Generations, Operating systems, Browsers: Google Chrome, Internet Explorer, Microsoft Office: MS Word, MS PowerPoint, MS Excel and MS-Project. Use of e-mail, Facebook, twitter and WhatsApp; Develop multi-media content and communication systems (DVD, CD, tele/video conferencing), ICT Applications in e-agriculture, e-awareness generation, e-banking, e-commerce, e-development, e-education, e-empowerment, e-entertainment, e-governance, e-health (human & veterinary), e-insurance, e-marketing, Applications of Local Area Portal (LAP) Software, Digital imaging and GIS mapping

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

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

**Transaction Methodology:** Group project and discussion

**Unit 3: Information Systems (IS) for Operations and Decision Making:** Marketing IS, Manufacturing IS, Human Resource IS, Accounting IS and Financial IS - Transaction Processing Systems- Information Reporting System - Information for Strategic Advantage.

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

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

**Transaction Methodology:** Individual / Group Project work, Presentation and Discussion

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

**Transaction Methodology:** Case analysis, Presentation and Discussion

**Suggested Readings:**

1. Haag, S., Cummings, M., and Phillips, A. (2008). *Management Information Systems*. (6th edition), India: Tata McGraw Hill
2. Laudon, J.P & Laudon, K.C. (2007). *Management Information System*. (10th edition). India: Pearson Education
3. O'Brien, J.A. (2008). *Introduction to Information Systems*. Tata McGraw Hill. 14th Edition, 2008.
4. O'Brien, J.A., and Marakas, G.M. (2006). *Management Information Systems*. Tata McGraw Hill: India



## **Course Name: Project Management**

**Course Code: 402**

### **Course Objectives:**

- To familiarize to the concepts of project management
- To facilitate with the project initiation techniques
- To provide insights on the steps for implementing a project
- To develop skills for monitoring a rural based project
- To familiarize with steps in project closure

### **Learning Outcomes:**

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

1. Describe the roles, responsibilities, and benefits of project management
2. Initiate and write a project proposal
3. Execute projects
4. Monitor and evaluate a rural based project
5. Suggest project closure methods for rural projects

### **Course Content:**

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

**Transaction Methodology:** Guest Lecture/Classroom teaching and discussion

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

**Transaction Methodology:** Case Analysis and Discussion

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

**Transaction Methodology:** Case Analysis and Discussion

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

**Transaction Methodology:** Group Project, Presentations and Discussion

**Unit 5: Closing a Project:** Project Close-out, Steps for Closing the Project- Project Termination- Project Follow-up- Project auditing- Case Studies

**Transaction Methodology:** Group Project, Presentations and Discussion

**Suggested Readings:**

1. Ahuja, G K & Gupta, R (1997). *Systematic Approach to Income Tax*. Allahabad: Bharat Law House.
2. Bhalla, V K (1997). *Modern Working Capital Management*. New Delhi: Anmol.
3. Bhalla, V. K (1998). *Financial Management and Policy*.( 2nd ed). New Delhi: Anmol.
4. Chandra, P. (2014).*Projects: Planning, Analysis, Selection, Implementation and review*. 8<sup>th</sup> edition, New Delhi: McGraw Hill
5. Dhankar, R. S (1995). *Financial Management of Public Sector Undertakings*, New Delhi: Westvile.
6. Glen B Alleman, performance based Project Management

## **Course Name: Creativity and Innovation**

**Course Code: 403**

### **Course Objectives:**

1. To familiarize the realms of creativity
2. To orient on traits, strategies and challenges for unblocking creativity
3. To acquaint with creative techniques of problem solving
4. To familiarize concepts on workplace creativity
5. To make them aware the aspects of innovation

### **Learning Outcomes**

At the end of this course, the students will be able to:

1. Describe the importance of creativity and innovation
2. Explain traits, strategies and challenges for unblocking creativity
3. Apply creative techniques of problem solving
4. Practice workplace creativity
5. Apply the aspects of innovation

### **Course Content:**

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

**Transaction Methodology:** Classroom teaching and Discussion

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

**Transaction Methodology:** Classroom Teaching, Case Study Analysis and Discussion

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

**Transaction Methodology:** Individual exercises

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

**Transaction Methodology:** Individual or group exercises

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

**Transaction Methodology:** Exercises, Individual Projects, Presentation and Discussion

**Suggested Readings:**

1. Gupta, P (2008). *Business Innovations in the 21<sup>st</sup> Century*. New Delhi: S.Chand.
2. Khandwalla, P(2006). *Lifelong Creativity- An Unending Quest*. New Delhi: Tata McGraw Hill.

### e. Rural Finance Electives

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>
<b>1.</b>	RF-1	Microfinance Management
<b>2.</b>	RF-2	Management of Cooperatives and Collectives
<b>3.</b>	RF-3	Commodity Markets, Pricing and Derivatives

## Rural Finance Electives

**Course Name: Microfinance Management**

**Course Code: RF-1**

**Course Objectives:**

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

**Learning Outcomes:**

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

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

**Course Content:**

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

**Transaction Methodology:** Field Visit to NABARD, Video Analysis – Group Exercise, Discussion

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

**Transaction Methodology:** Case Analysis and Discussion

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

**Transaction Methodology:** Role Play and Discussion

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

**Transaction Methodology:** Village Study, presentation and Discussion

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

**Transaction Methodology:** Guest Lecture and debriefing

**Suggested Readings:**

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

## Rural Finance Electives

**Course Name: Management of Cooperatives and Collectives**

**Course Code: RF-2**

### Course Objectives:

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

### Learning Outcomes:

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

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

### Course Content:

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

**Transaction Methodology:** Classroom Teaching and Discussion

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

**Transaction Methodology:** Buzz Groups

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

**Transaction Methodology:** Case analysis and Discussion

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

**Transaction Methodology:** Group Exercise, Presentation and Discussion

**Unit 5: Insurance Schemes for Rural areas:** Rural Insurance and Insurance for weaker sections of society  
Need for rural insurance, Marketing of Insurance Products – Selling Processes; Crop insurance, health



insurance, livestock insurance, general insurance, life insurance, recent government schemes in rural insurance.

**Transaction Methodology:** Group Exercise, Presentation and Discussion

**Suggested Readings:**

1. Nakkiran, S. (1998). *Cooperative Management-Principles and Techniques*. New Delhi: Deep & Deep Publications Pvt. Ltd.
2. Rajkumar, P.K (2008). *Agriculture Finance in India, The Role of NABARD*. Ingram.

## Rural Finance Electives

**Course Name: Commodity Markets, Pricing and Derivatives**

**Course Code: RF-3**

### Course Objectives:

1. To acquaint with the role and functions of derivatives
2. To orient on key characteristics of commodity markets
3. To introduce the students to the concepts of commodity indexes
4. To appraise on futures and forwards
5. To provide insights on options on commodities and its indices

### Learning Outcomes

At the end of this course, the students will be able to:

1. Explain the role and functions of derivatives
2. Describe key characteristics of commodity markets
3. Explain the concepts of commodity indexes
4. Describe futures and forwards
5. Explain options on commodities and its indices

### Course Content:

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

**Transaction Methodology:** Classroom Teaching and Discussion

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

**Transaction Methodology:** Classroom Teaching and Discussion

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

**Transaction Methodology:** Case Analysis and Discussion

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

**Transaction Methodology:** Classroom Teaching and Discussion

**Unit 5: Options on Commodities and its Indexes:** Types of Options, Options Clearing Corporations, Trading Strategies involving options, Combinations of options – spreads, straddle, strips, straps and strangle. Pricing of options – Black & schools Model, Option Greeks and Delta Hedging, Swaps, Modus

Operandi of Swaps, Mechanics of Interest Rate Swaps, Valuation of Interest Rate Swaps, Credit Risk in Swaps.

**Transaction Methodology:** Group Project, Presentation and Discussion

**Suggested Readings:**

1. Chatnani, N. N (2009). *Commodity Markets-Operations: Instruments and Applications*, Tata McGraw Hill Education Pvt. Ltd.
2. Geman, H (2005). *Commodities and Commodity Derivatives: Modeling and Pricing for Agricultural. Metals and Energy*, John Wiley & Sons Ltd.

## f. Rural Marketing Electives

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

## Rural Marketing Electives

**Course Name: Linking Markets for Rural Produce and Supply Chain Management**

**Course Code: RM-1**

### Course Objectives:

1. To familiarize with sales and distribution management of rural products
2. To appreciate the role of sales managers for selling rural products
3. To familiarize with recruitment and selection of sales force
4. To familiarize on distribution management of rural products
5. To create an awareness management of logistics and supply chain management of rural products

### Learning Outcomes:

At the end of this course, the students will be able to:

1. Explain sales and distribution management of rural products
2. Create an action plan for sales personnel
3. Identify the right personnel for the right job at right time
4. Create an action plan distribution of rural products
5. Manage logistics and supply chain for the rural products

### Course Content:

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

**Transaction Methodology:** Classroom Teaching and Discussion

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

**Transaction Methodology:** Role Play, Case Analysis and Presentation

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

**Transaction Methodology:** Case Analysis, Presentation and Discussion

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

**Transaction Methodology:** Guest Lecture, Case Analysis, Presentation and Discussion

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

**Transaction Methodology:** Case Analysis, Presentation and Discussion

**Suggested Readings:**

1. Crandall, R. E & others (2010). *Principles of Supply Chain Management*. CRC Press.
2. Johnson, E.M (2007). *Sales Management: Concepts Practices&Cases*, McGraw Hill Co: Hyderabad.
3. Shah, J (2009). *Supply Chain Management*. ( 1st Ed). Pearson.
4. Tanner, J; Honeycutt E.D; and Erffmeyer R C (2009). *Sales Management*, Pearson Education: Harlow.

## Rural Marketing Electives

**Course Name: Consumer Behaviour**

**Course Code: RM-2**

**Course Objectives:**

1. To familiarise current trends in rural and urban consumer behavior
2. To orient on internal determinants of rural and urban consumer behavior
3. To orient on external determinants of rural and urban consumer behavior
4. To acquaint on consumer decision making process
5. To familiarize with CRM concepts and components

**Learning Outcomes:**

At the end of this course, the students will be able to:

1. Describe current trends in rural and urban consumer behavior
2. Explain internal determinants of rural and urban consumer behavior
3. Explain external determinants of rural and urban consumer behavior
4. Analyse consumer and buyer behaviors, and develop action plan for rural products
5. Explain CRM concepts and components

**Course Content:**

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

**Transaction Methodology:** Classroom Teaching and Discussion

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

**Transaction Methodology:** Case Analysis, Presentation and Discussion

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

**Transaction Methodology:** Role Play, Case Analysis, Presentation and Discussion

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

**Transaction Methodology:** Simulation games, Debriefing and Discussion

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

**Transaction Methodology:** Role Play, Case Analysis, Presentation and Discussion

**Suggested Readings:**

1. Nair, S. R (2017). *Consumer Behaviour in Indian Perspective*. Hyderabad: Himalaya Publishing House.
2. Schiffman, L. G. & Kannuk, L.L (2007). *Consumer Behaviour*. Prentice Hall of India.
3. Solomon, M. R; Russell-Bennett, R & Josephine, P (2017). *Consumer Behaviour: Buying, Having, Being*. (4th Ed.). Australia: Pearson.



## Rural Marketing Electives

**Course Name: Integrated Marketing Communication**

**Course Code: RM-3**

### Course Objectives:

1. To familiarize with concepts and practices in integrated marketing communication
2. To acquaint on various communication tools
3. To provide insights on planning for marketing communication
4. To create an awareness on developing integrated marketing communication programs
5. To provide insights on measuring effectiveness and control of promotional programs

### Learning Outcomes:

At the end of this course, the students will be able to:

1. Explain concepts and practices in integrated marketing communication
2. Apply various communication tools
3. Plan for marketing communication
4. Create action plans for developing integrated marketing communication programs
5. Measure effectiveness and control of promotional programs

### Course Content:

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

**Transaction Methodology:** Classroom Teaching and Discussion

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

**Transaction Methodology:** Role Plays, Case Analysis and Discussion

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

**Transaction Methodology:** Interactive Lecture, Presentation and Discussion

**Unit 4: Developing the Integrated Marketing Communication Programs:** Planning and development of creative marcom. Creative strategies in advertising, sales promotion, publicity, event sponsorships, etc.

Creative strategy in implementation and evaluation of marcom- Types of appeals and execution styles.  
Media planning and selection decisions- steps involved and information needed for media planning,

**Transaction Methodology:** Case Analysis and Discussion

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

**Transaction Methodology:** Case Analysis and Discussion

**Suggested Readings:**

1. Andreasen (2006). *Social marketing in the 21st century*. SAGE Publications.
2. French, M & Reynolds (2011). *Social Marketing Case Book*. London: Sage publications.
3. Lee and Kotler (2016). *Social marketing Changing Behaviours for Good*. USA: Sage Publications.

## Rural Marketing Electives

**Course Name: Rural Service Marketing**

**Course Code: RM-4**

### Course Objectives

1. To familiarize with concepts of service products
2. To create awareness on consumer behaviors and markets for rural products
3. To familiarize the role of 4Ps of Marketing to Services
4. To provide insights on managing customer interface
5. To familiarize students with profitable service strategies

### Learning Outcomes:

At the end of this course, the students will be able to:

1. Explain concepts of service products
2. Explain consumer behaviors and markets for rural products
3. Explain role of 4Ps of Marketing to Services
4. Manage customer interface
5. Describe profitable service strategies

### Course Content:

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

**Transaction Methodology:** Buzz Group Exercise and Discussion

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

**Transaction Methodology:** Guest Lecture and Discussion

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

**Transaction Methodology:** Role Plays, Case Analysis, Presentation and Discussion

**Unit 4: Managing the Customer Interface:** Designing and managing service processes-Flowcharting customer service processes, Blueprinting, Service process redesign, Balancing demand and productive

capacity-Fluctuations in Demand threaten profitability, crafting the service environment, managing people for service advantage

**Transaction Methodology:** Case Analysis, Presentation and Discussion

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

**Transaction Methodology:** Role Plays, Case Analysis, Presentation and Discussion

**Suggested Readings:**

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

## Rural Marketing Electives

**Course Name: Product and Brand Management**

**Course Code: RM-5**

### Course Objectives:

- To familiarize with concepts of product strategy and planning
- To acquaint students on competitive structure
- To acquaint on product Strategy, product offering and analysis
- To familiarize with brands, branding and brand equity
- To provide insights on brand promotion and brand strategy

### Learning Outcomes:

At the end of this course, the students will be able to:

1. Prepare strategic action plan for rural products
2. Do competitor analysis for rural products
3. Strategise new product development, do concept and product testing
4. Action plan for branding of rural products
5. Positioning rural brands

### Course Content:

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

**Transaction Methodology:** Classroom Teaching and Discussion

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

**Transaction Methodology:** Group Exercises, Simulation Games, Role Plays and Discussion

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

**Transaction Methodology:** Guest Lecture, Case analysis and Discussion

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

**Transaction Methodology:** Project Work, Presentation and Discussion

**Unit 5: Brand Positioning and Branding Strategy:** Brand Positioning, Consumer Behaviour, Crafting Brand Positioning Strategy, Building Marketing Programs for Brands, E-Branding and building Online

Brands, Brand Strategies including Line and Category Extensions, Umbrella Branding and Managing the Brand Architecture

**Transaction Methodology:** Project Work, Presentation and Discussion

**Suggested Readings:**

1. Lehman, D. and Winer, R. (2004). *Product Management*, Tata McGraw Hill
2. Moore and Pessemer (1992). *Product Management*, McGraw International

## Rural Marketing Electives

**Course Name: Rural Exports; Procedures and Documentation**

**Course Code: RM-6**

### Course Objectives:

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

### Learning Outcomes:

At the end of this course, students will be able to:

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

### Course Content:

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

**Transaction Methodology:** Classroom Teaching and Discussion

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

**Transaction Methodology:** Role Play, Simulation, Debriefing and Discussion

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

**Transaction Methodology:** Video Presentations, Role Plays, Process Flow Diagrams-Group exercise and Discussion

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

**Transaction Methodology:** Field Visits, Case Analysis and Discussion

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

**Transaction Methodology:** Guest Lecture/Student Seminar and Discussion

**Suggested Readings:**

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



## Rural Marketing Electives

**Course Name: Rural Procurement Management and Retailing**

**Course Code: RM-7**

### Course Objectives:

1. To familiarize concepts on retailing
2. To orient aspects of procurement
3. To provide insights on retail merchandising of rural products
4. To acquaint on retail communication, distribution and store management for rural products
5. To provide insights on retail customer behaviour and service

### Learning Outcomes:

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

1. Explain concepts on retailing
2. Describe aspects of procurement
3. Describe retail merchandising of rural products
4. Explain retail communication, distribution and store management for rural products
5. Describe retail customer behaviour and service

### Course Content:

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

**Transaction Methodology:** Classroom Teaching and Discussion

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

**Transaction Methodology:** Classroom Teaching and Discussion

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

**Transaction Methodology:** Guest Lecture/Student Seminar and Discussion

**Unit 4: Retail Communication, Distribution & Store Management:** Need and importance of promotion mix in retailing - Communication programs to develop brand images and customer loyalty – Methods of communication – Retail Promotion Budgets – Retail Logistics – Supply Chain Management – Transportation & Warehousing – Inventory Management. **Retail Store Location and Store Management:** Retail Locations – Store layout design – Store Design - Objectives – Space management –

Visual Merchandising – Fixtures – Atmospherics – Human Resource Management in Retailing - Recruitment, Selection Motivation, Compensation and Control of Store employees.

**Transaction Methodology:** Classroom Teaching, Case Analysis and Discussion

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

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

**Suggested Readings:**

1. Madan KV (2009). *Fundamentals of Retailing*. Tata McGraw Hill.
2. Pradhan, S. (2009). *Retail Marketing Management*. Tata McGraw Hill.

### **g. Rural Development and Livelihoods Electives**

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

## Rural Development and Livelihoods Electives

**Course Name: Natural Resources Management (NRM), Watershed Management, and Sustainable Livelihoods**

**Course Code: RD-1**

### Course Objectives:

1. To introduce to natural resource bases
2. To familiarize with aspects of Watershed Management
3. To create awareness on world food problems and effects of modern agriculture
4. To provide insights on major issues in land resource planning
5. To provide insights livelihood opportunities for a community

### Learning Outcomes:

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

1. Explain natural resource bases
2. Explain aspects of Watershed Management
3. Describe world food problems and effects of modern agriculture
4. Explain major issues in land resource planning
5. Facilitate in creating livelihood opportunities for a community

### Course Content:

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

**Transaction Methodology :** Classroom Teaching, Case Analysis and Discussion

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

**Transaction Methodology:** Case Analysis, Presentation and Discussion

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

**Transaction Methodology:** Group Project, Presentation and Discussion

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

**Transaction Methodology:** Group Exercise – Infographic Creation, Presentation and Discussion

**Unit 5: An Introduction to Livelihood:** Livelihood, Need of Livelihood Promotion, Sustainable Livelihood, Traditional & Modern, Rural & Urban Livelihood Systems, Understanding Livelihoods in Rural India: Diversity, Causes of Livelihood Change and Exclusion. Livelihood Interventions: Livelihood Intervention, Evolution of Livelihood Intervention of India Introduction Various Types of Livelihood Intervention: Spatial Interventions, Segmental Interventions, Sectoral Interventions, and Holistic Approaches to Livelihood Promotion. Designing a Livelihood Intervention: Looking for livelihood opportunities, Observing and understanding the local economy, selecting livelihood activities suitable for the poor in the area, deciding on Intervention.

**Transaction Methodology:** Guest Lecture, Project work :Designing a Livelihood Intervention and Discussion

#### **Suggested Readings**

1. Francois, R. (1984). *Ecology of Natural Resources*. John Wiley & Sons Ltd.
2. Vitousek, P.M (1994). *Global Change and Natural Resource Management*.

## Rural Development and Livelihoods Electives

**Course Name: Civil Society and Sustainable Development**

**Course Code: RD-2**

### Course Objectives:

- To make the learners understand the important role of Civil Society in Rural Development
- To provide insights on civil society and social justice
- To give an in-depth understanding of role played by Civil Society Organizations in improving sustainable Rural Livelihoods
- To share some important contemporary Rural Development Initiatives carried out by NGOs and Civil Society Organizations

### Learning Outcomes:

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

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

### Course Content:

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

**Transaction Methodology:** Classroom Teaching and Discussion

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

**Transaction Methodology:** Buzz Groups

**Unit 3: Nature of Civil Society in India:** Democracy and Civil Society in India, India and Civil Society: Religion Caste and Language in Civil Society and identity Politics in India; NGOs and Civil Society in India, Civil Society Organization Partnership in Urban Governance: An appraisal of the Mumbai- experience of Civil Society and Social change in Modern India.

**Transaction Methodology:** Case Analysis, Presentation and Discussion

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

**Transaction Methodology:** Project Work, Presentation and Discussion

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

**Transaction Methodology:** Pair Work – Presentation of SDGs in Pairs build in local connotations and Discussion

**Suggested Readings:**

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

## Rural Development and Livelihoods Electives

**Course Name: Rural Community Resilience and Disaster Risk Management**

**Course Code: RD-3**

### Course Objectives:

1. To provide understanding of types, trends, causes, consequences and controls of disasters
2. To give an in-depth understanding of Disaster Management Cycle, reduction, risk management
3. To familiarise with disaster risk reduction tools and capacity building
4. To orient on disaster management in India
5. To familiarise on the international frameworks

### Learning Outcomes:

At the end of this course, the students will be able to:

1. Explain types, trends, causes, consequences and controls of disasters
2. Describe disaster management cycle, reduction, risk management
3. Apply disaster risk reduction tools and capacity building
4. Explain disaster management in India
5. Explain international frameworks

### Course Content:

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

**Transaction Methodology:** Classroom Teaching, Group Presentations and Discussion

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

**Transaction Methodology:** Guest Lecture and Discussion

**Unit 3: Disaster Risk Reduction Tools and Capacity Building:** Prevention and Mitigation of Disasters, Early Warning System; Preparedness, Adaptive Ecosystems Management for Disaster Risk Reduction; awareness during Disasters; Geo-informatics in Disaster Management (RS, GIS, GPS); Disaster



Communication Systems (Early Warning and Its Dissemination); Land Use Planning and Development; Disaster safe designs and constructions; Structural and Non Structural Mitigation of Disasters; Disaster Risk Transfer and Financing; Role of Print and Electronic Media during Disasters; Community based Disaster Risk Reduction; Health Issues and Hospital Preparedness and Response; Systems approach in Disaster Management; Disasters and Ecosystems: Climate Change and Ecosystems Based Management for Disaster Risk Reduction and Resilience.

**Transaction Methodology:** Creation of Village Disaster Management Plan – Group Exercise, Presentation and Discussion

**Unit 4: Disaster Management in India:** Disaster Management in India; Disaster Management Act 2005; National Guidelines and Plans on Disaster Management; Role of Government (local, state and national), Non-Government and Inter-Governmental Agencies; National Disaster Management Authority (NDMA); NIDM (National Institute of Disaster Management), State Disaster Management Authorities, National Disaster Response Force; Institutional arrangement during disasters

**Transaction Methodology:** Classroom Teaching, Video Presentation/Guest Lecture, Presentation and Discussion

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

**Transaction Methodology:** Classroom Teaching/Self Study by students, Presentation and Discussion

**Suggested Readings:**

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

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“Aanobhadratvovantuvishwatah. (Let noble thoughts come to us from all directions.)”

-1.89.1, Rig Veda

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