

TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Science ☐ Arts, Humanities & Social Science ☒
 Commerce ☐ BBA ☐ BCA ☐

Subject Name: **DISASTER MANAGEMENT**

Subject Code: (Will be provided by the University)

Semester: Semester I ☐ Semester II ☒ Semester III ☐ Semester IV ☐
 Semester V ☐ Semester VI ☐ Semester VII ☐ Semester VIII ☐

Course Name: **RURAL STUDIES**

Course Code: (Will be provided by the University)

Course Credit: Theoretical **03** Practical/Tutorial

Marks Allotted: Theoretical **50** Practical/Tutorial **10**

Continuing Evaluation **10** Attendance **05**

Course Type (tick the correct alternatives):

Major Core ☐ AEC ☐
 Interdisciplinary/ DSE ☐ SEC ☐
 Multidisciplinary/MDC ☒
 Minor / Generic Elective ☐ VAC ☐
 Research Project/Dissertation ☐ Vocational ☐

Is the course focused on employability / entrepreneurship? YES ☒ NO ☐

Is the course focused on imparting life skill? YES ☒ NO ☐

Is the course based on Activity ? YES ☒ NO ☐

Remarks by Chairman, UG BOS, if any

This is the new course introduced by the University of North Bengal under Four Years Undergraduate Course, NEP-2020. The course disaster management covers a much broader scope, and many modern disaster managers may find themselves far more involved in pre-disaster activities than in post-disaster response. Those are 1. The refugee field of disaster management is highly specialized and requires not only many development skills but also a broader awareness of political, legal, and humanitarian issues. 2. DM aims and objectives, elements, Natural/man-made Disasters, 3. Victims, Relief Systems, 4. Phases of Disaster Response/Relief Operations, Government's Role, 5. Refugee Assistance Models, 6. Prevention and Mitigation Tools, Preparedness Tools, 7. Tools of Post-Disaster Management, Mapping, 8. Aerial Photography and Remote Sensing, 9. Information Management, 10. Logistics, Epidemiology.

UG BOS Meeting Reference Number:

Ref. No. 259/UG-23

Date:

21/07/202

Below is the template for illustrative purpose only.

Course Code:

Course Name: Rural Studies

Brief Course Description:

The world over disaster management is seen as evolving process. There cannot be a single model or approach towards management of disasters. Thus the objective of disaster management comprises six elements: the pre-disaster phase includes prevention, mitigation and preparedness, while the post disaster phase includes response, rehabilitation, reconstruction and recovery. Although the actions taken to address a specific disaster vary depending on the hazard, four objectives of disaster management apply to every situation: 1. Reduce Damages and Deaths 2. Reduce Personal Suffering 3. Speed Recovery 4. Protect Victims

Prerequisite(s) and/or Note(s):

- (1) High school in any subjects
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

Course Objectives:

Knowledge acquired:

- (1) Identifying the hazard and its cause.
- (2) Reducing vulnerability and potential losses of hazard.
- (3) Assessing, reviewing and controlling the risk
- (4) Institutional arrangement for Disaster Management

Skills gained:

- (1) Applying efficient, effective, sustainable relief (food, shelter and money), medical and other facilities in disaster affected people thus they can survive
- (2) Building up capacity in every sector like- individual, social, economic, environmental, regional, national and international.
- (3) Prepare report on different disaster at international, national, regional and local level

Competency Developed:

- (1) Reducing the damage, death, sufferings and destruction of any natural and human induced disaster.
- (2) Increasing the strength among people to survive against disasters.
- (3) Comprehend the importance of disaster management and the need of awareness

Course Syllabus Overview:

COURSE CONTENT (Theoretical)

Marks-50

Unit-I: Introduction to Disaster Management

- a) Concept of the hazard, risk, vulnerability and disaster;
- b) Types of disaster: Natural and Man-made;
- c) Nature, importance, dimensions and scope of Disaster Management;
- d) Disaster Management Cycle: mitigation, preparedness, response, recovery;
- e) Institutional arrangement for Disaster Management: Disaster Management Act. and National Policy on Disaster Management.

Unit-II: Disaster Preparedness and Awareness

- a) Concept and nature of disaster preparedness and awareness;
- b) Disaster preparedness plane: Earthquake, Landslide, Accidental Fire, Different Accidents and Snakebite;
- c) Community based Disaster Management preparedness and awareness;
- d) Role of IT in Disaster Management preparedness and awareness.

Unit-III: Disaster Response, Recovery and Management

- a) Disaster Risk Reduction Crisis Management;
- b) Needs of damage assessment: types and technique;
- c) Disaster response by Central, State and Local Authority;
- d) Disaster Recovery and Rehabilitation.

REPORT WRITING (Practical)

Marks-10

Student will choose any topic related to any types of disaster (Natural and Man-Made) at International, National, Regional and Local level occurred during last 10 years and students have to submit a report relevant to disaster management in a particular any topic and at any level.

Selected Readings:

1. Disaster Management Guidelines, GOI-UND Disaster Risk Program (2009-2012) 2
2. Damon, P. Coppola, (2006) Introduction to International Disaster Management, Butterworth Heineman.
3. Gupta A.K., Niar S.S and Chatterjee S. (2013) Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi.
4. Murthy D.B.N. (2012) Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi.
5. Modh S. (2010) Managing Natural Disasters, Mac Millan publishers India LTD.
6. Carter, W. Nick (1991), Disaster Management: A Disaster Manager's Handbook, Asian Development Bank, Manila
7. Green Stephen.1980. International Disaster Relief: Towards A Responsive system, Mc Graw Hill Book Company, New York.
8. Prakash, Indu (1995), Disaster Management, Rashtra Prahari Prakashan, Gaziaba
9. Talwar, Arun Kumar, Juneja and Satish (2008): Encyclopedia of Disaster Management (10 volumes)- saujanya books, Delhi
10. Damon P. Coppola (2006) : Introduction to International Disaster Management.
11. Smith K and Petley DN. (2009): Environmental Hazards: Assessing risk and reducing disaster. 5th edition, Routledge: New York.

Four Year Under Graduate Course under NEP-2020

Multidisciplinary Course (MDC)

COURSE TITLE: DISASTER MANAGEMENT

Credit: 03

Total Marks:75

(End Semester Examination: 50 Marks, Report Writing: 10 Marks, Continuing Evaluation: 10 Marks, Attendance: 05 Marks; Total: 50+10+10+5=75 Marks)

Objective of the Course:

1. To understand the concept of hazard, risk, vulnerability and disaster;
2. To develop skills on Disaster management cycle;
3. To know the institutional arrangement for Disaster Management;
4. To gain knowledge on disaster response and recovery;
5. To develop practical skill to prepare report on disaster.

Outcome of the Course:

1. Understand disasters, disaster preparedness and apply the mitigation measures;
2. Apply knowledge of disaster management acts and guidelines;
3. Understand the nature, cause and effects of disasters;
4. Comprehend the importance of disaster management and the need of awareness;
5. Enable to prepare report on different disaster at international, national, regional and local level.

COURSE CONTENT (Theoretical)

Marks-50

Unit-I: Introduction to Disaster Management

- a) Concept of the hazard, risk, vulnerability and disaster;
- b) Types of disaster: Natural and Man-made;
- c) Nature, importance, dimensions and scope of Disaster Management;
- d) Disaster Management Cycle: mitigation, preparedness, response, recovery;
- e) Institutional arrangement for Disaster Management: Disaster Management Act. and National Policy on Disaster Management.

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REPORT WRITING (Practical)

Marks-10

Student will choose any topic related to any types of disaster (Natural and Man-Made) at International, National, Regional and Local level occurred during last 10 years and students have to submit a report relevant to disaster management in a particular any topic and at any level.

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9. Talwar, Arun Kumar, Juneja and Satish (2008): Encyclopedia of Disaster Management (10 volumes)- saujanya books, Delhi
10. Damon P. Coppola (2006) : Introduction to International Disaster Management.
11. Smith K and Petley DN. (2009): Environmental Hazards: Assessing risk and reducing disaster. 5th edition, Routledge: New York.

NATIONAL EDUCATION POLICY

FYUGP REGULATIONS-2022

B.A/B.COM/BBA/B.SC/BCA 4 –YEAR UNDERGRADUATE PROGRAM FYUGP WITH SINGLE MAJOR UNDER THE NEW CURRICULUM AND CREDIT FRAMEWOK, 2022

MULTIDISCIPLINARY COURSES (MDC)
GLOBAL ENVIRONMENT AND HEALTH



समानो मन्त्रः समितिः समानी

UNIVERSITY OF NORTH BENGAL

RAJA RAMMOHUNPUR, P.O.-N.B.U; DISTRICT- DARJEELING, PIN-734013, WEST BENGAL, INDIA

Course Code	Course Name	Lectures/Tutorials	Credits	Marks		
	Global Environment and Health	Nos.		Theory	Mid-Semester Exams & Assignment	Attendance
		45	3	75	10	05

Course Description:

Global Environment and Health is an interdisciplinary course focused on the science and practice of preventing injury and illness due to exposure to pollution and hazards in our environments. This course interprets the relationship between the environment and human health. It appraises the major groups of environmental contaminants and different causative agents of diseases as well as different media and pathways (air, water, food, and occupational) of exposure to diseases are being discussed. This course also focuses on various global climatic changes and their adverse impact on human health. Important legislative policies and initiatives associated with Environmental Health to Improve Public Health is also discussed.

Course Outcomes:

After completing this course, the student will be able to:

1. Apply the basic concepts and relationship between environment and human health issues.
2. Interpret in appropriate biological, chemical and physical terms the potential consequences of exposure to hazardous environmental/ occupational agents.
3. Develop skills in analyzing, sensitizing and managing the community about environmental health issues.
4. Diagnose the cause of environmental pollution and plan appropriate control measures to improve the health problem.
5. Develop an arbitrary plan of action to improve the solid waste disposal methods in urban and rural context.

Unit I - Relationship between Environment and Health:

8-Lectures

Understanding relationship between Environment and Health: Introduction to Environment and Health, Determinants of Health, Perspective on Individual health: Nutritional, socio-cultural and developmental aspects. Dietary diversity for good health; Human developmental indices for public health.

Unit II - Environmental pollution and consequences on Public Health: 12 Lectures

Effect of water pollution: Sources of water pollution, Classification of Water Borne Diseases according to Causative Agents, Effect on Human Health.

Effect of air pollution: sources of air pollution, Human habitation and Air Pollution; Indoor Air Pollution-Sources and effect on human health.

Effects of Biological, Chemical, and Physical agents in Food Resources: types of food-borne diseases- infectious and chemical contamination.

Effects of land/soil pollution: source, effect on human health. Prevention and control of diseases.

Unit III - Climate Change and consequences on Public Health

10-Lectures

Global warming, Acid rain and ozone layer depletion - Burning of fossil fuels, automobile emissions, use of synthetic chemicals loss of green cover. Agricultural practices (chemical agriculture) and Industrial technologies (use of non-biodegradable materials like plastics, aerosols, refrigerants, pesticides). Prevention and control of diseases.

Unit IV – Diseases in Modern Society

8-Lectures

Definition, need for good health, factors affecting health.

Types of diseases - deficiency, infection, pollution diseases- allergies, respiratory, cardiovascular, and cancer. Personal hygiene, food and balanced diet. Food habits and cleanliness, food adulterants, implications of smoking, drugs and alcohol.

Communicable diseases: Mode of transmission -epidemic, endemic and pandemic diseases. Infectious diseases: Role of sanitation and poverty. Case studies on TB,

diarrhea, malaria, COVID and other viral diseases.

Non-communicable diseases: Role of lifestyle and built environment. Diabetes and Hypertension.

Occupational health hazards: physical, chemical and biological. Occupational diseases-prevention and control.

Unit V - Legislative Policies and initiatives associated with Environmental Health to Improve Public Health

7- Lectures

Health Sectors in India, Role of Government of India in Preservation and Promotion of Public Health: Health Mission, Landmark Health Policies, Plans and Program in India.

Policies and practices with respect to Environmental Protection Act, Forest Conservation Act, Wild life protection Act, Water and Air Act, Industrial, Biomedical and E-waste disposal rules.

Global Burden of disease and surveillance; Ayurveda, Yoga, Unani, Siddha and Homeopathy (AYUSH); Universal Immunization Programme (UIP); Reproductive health-Youth Unite for Victory on AIDS (YUVA) programme of Government of India.

References

1. Lakshminarayanan S. (2011). Role of government in public health: Current scenario in India and future scope. Journal of family & community medicine.
2. Kumar, G. S., Kar, S. S., & Jain, A. (2011). Health and environmental sanitation in India: Issues for prioritizing control strategies. Indian journal of occupational and environmental medicine.
3. <https://www.healthandenvironment.org/environmental-health/environmental-risks/global-environment>
4. Public Health Nutrition in Developing Countries (Part-2). Wood head Publishing India
5. Aakriti Grover, R.B. Singh, (2019). Urban Health and Wellbeing- Indian Case Studies
6. R K Mutatkar, 2017, Ayush in Public Health

E-resources:

1. www.traditionalmedicine.nic.in
2. www.moef.nic.in
3. www.iucn.org/india/
4. www.who.int
5. www.wwfindia.org
6. www.unep.org

TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Science ☐ Arts, Humanities & Social Science ☐
Commerce ☐ BBA ☐ BCA ☐

Subject Name:

Subject Code: (Will be provided by the University)

Semester: Semester I ☐ Semester II ☐ Semester III ☐ Semester IV ☐
Semester V ☐ Semester VI ☐ Semester VII ☐ Semester VIII ☐

Course Name:

Course Code: (Will be provided by the University)

Course Credit: Theoretical Practical/Tutorial

Marks Allotted: Theoretical Practical/Tutorial

Continuing Evaluation Attendance

Course Type (tick the correct alternatives):

Major Core	<input type="checkbox"/>	AEC	<input type="checkbox"/>
Multidisciplinary	<input type="checkbox"/>	SEC	<input type="checkbox"/>
Minor / Generic Elective	<input type="checkbox"/>	VAC	<input type="checkbox"/>
Research Project/Dissertation	<input type="checkbox"/>	Vocational	<input type="checkbox"/>

Is the course focused on employability / entrepreneurship? YES ☐ NO ☐

Is the course focused on imparting life skill? YES ☐ NO ☐

Is the course based on Activity ? YES ☐ NO ☐

Remarks by Chairman, UG BOS, if any

UG BOS Meeting Reference Number:

279A/UG-23

Date

25.07.2023

SYLLABUS FOR MDS PROGRAMME

in

Gender Studies

Effective from the Academic Session 2023-2024

UNIVERSITY OF NORTH BENGAL

RAJA RAMMOHUNPUR

DIST. DARJEELING

PIN- 734013

	(Practical based Course)	Duration Of Exams	(Non- Practical Course)	Duration of Exams
Semester End Examination (Theoretical)	60	2.5 hours	60	2.5 hours
Continuing Evaluation/Internal Assessment/Mid Semester Exams (By the Colleges)	10		10	
Attendance	5		5	
Total	75		75	

Semester End Written Examination

60

Question Pattern:

2 questions of 10 marks (from 4 options) $10 \times 2 = 20$

4 questions of 5 marks $5 \times 4 = 20$

10 questions of 2 marks $2 \times 10 = 20$

The word limits to answers is as follows: (NOT EXCEEDING)

50 words for 02 marks

150 words for 05 marks

350 words for 10 marks

Semester I

Course objective

The objective of the course is to familiarize the learner with the following:

- Gender sensitivity and awareness
- Understanding societal structure and stereotypes
- Towards Gender Equality

Course outcome

This course looks at gender as a category and introduces to students to the concept of patriarchy and gender hierarchy in contemporary society. Students will be able to comprehend how the gender hierarchies are produced and maintained and grow up in a more egalitarian society.

Module I

Unit 1: Introduction to Gender Studies

Unit 2: Key Concepts : Gender and Sex, Patriarchy , Gender Stereotypes

Unit 3: Society and Gender: Issues related to Roles and Conflicts

Unit 4: State and Gender: Discourse on Gender Equality: Gendered Insecurities, Gender Mainstreaming
Gender Neutrality and Role of State.

Unit 5: Gender and Economy: Division of Labour, Gender Discrimination, Unpaid Work.

Semester II

Course Objectives :

The objective of the course is to familiarize the learner with the following:

- Awareness of gender violence and gender discrimination
- Gender Empowerment
- Awareness and understanding Gender Rights

Course outcome

This course looks at the constructions of masculinity and femininity as categories, introduces understanding of role of media in construction gender identities. The students pursuing this course will grow aware of workplace discriminations, learn about gender discrimination and violence and ways to gender empowerment.

Module II

Unit 1: Role of Media in constructing ideologies

Unit 2: Workplace discrimination

Unit 3: Gender Empowerment

Unit 4: Domestic violence

Unit 5: Sexuality rights

Suggested Reading:

Connell, R.W. (2002). *Gender*. Cambridge: Polity Press

Crompton, Rosemary (2012). *Gender Inequality and the Gendered Division of Labour*
Cambridge University Press

Christine L., Williams, S. A. (Ed.) (2002). *Sexuality and Gender*. Massachusetts,
Blakwell.

Gulliver, Amanda and Jayneen Sanders . (2016) *No Difference Between Us: Teach Children Gender Equality, Respect, Choice, Self-Esteem, Empathy, Tolerance, and Acceptance* .Ingram.

Jackson S and Scott S (2002). *Gender: A Sociological Reader*. New York, Routledge.

Kessler S J and McKenna W (1978). *Gender: An Ethno methodological Approach*.
Chicago, University of Chicago Press.

Kimmel S Michael (2004) *The Gendered Society: Reader*. Oxford: Oxford University
Press.

Krijnen, Tonny and Sofie Van Bauwel . (2015) *Gender and Media: Representing, Producing, Consuming*
Routledge.

Lipman-Blumen J (1984). *Gender Roles and Power*. New Jersey, Prentice Hall.

Oakley A (1985). *Sex, Gender and Society*. London, Temple Smith

Raymond F. Gregory. (2022) *Women and Workplace Discrimination: Overcoming Barriers to Gender Equality* . Rutgers University Press.

Whelehan, I., & Pilicher, J (2004) . *50 Key Concepts in Gender Studies*. New Delhi,
Sage Publications.

TEMPLATE FOR COURSE SYLLABUS FOR NEP IMPLEMENTATION

Discipline: Science ☐ Arts, Humanities & Social Science ☒
 Commerce ☐ BBA ☐ BCA ☐

Subject Name: **RURAL STUDIES**

Subject Code: (Will be provided by the University)

Semester: Semester I ☐ Semester II ☐ Semester III ☐ Semester IV ☒
 Semester V ☐ Semester VI ☐ Semester VII ☐ Semester VIII ☐

Course Name: **RURAL STUDIES**

Course Code: (Will be provided by the University)

Course Credit: Theoretical **03** Practical/Tutorial

Marks Allotted: Theoretical **60** Practical/Tutorial

Continuing Evaluation **10** Attendance **05**

Course Type (tick the correct alternatives):

Major Core ☐ AEC ☐
 Interdisciplinary/ DSE ☐ SEC ☐
 Multidisciplinary/MDC ☒
 Minor / Generic Elective ☐ VAC ☐
 Research Project/Dissertation ☐ Vocational ☐

Is the course focused on employability / entrepreneurship? YES ☒ NO ☐

Is the course focused on imparting life skill? YES ☒ NO ☐

Is the course based on Activity ? YES ☐ NO ☒

Remarks by Chairman, UG BOS, if any

This is the new course introduce by the University of North Bengal under Four Years Undergraduate Course, NEP-2020. This course has been made on life skills as well as scope for employability and Entrepreneurship. The course mainly focused on to understand rural society, rural economy and rural development. Outcome of the courses is that concept, nature and indicator as well as identify the challenges and opportunity for uplifting the rural communities. The course is skills based as well as scope for employability and Entrepreneurship in rural areas.

UG BOS Meeting Reference Number:

Ref. No. 259/UG-23

Date:

21/07/202

Below is the template for illustrative purpose only.

Course Code:

Course Name: Rural Studies

Brief Course Description:

This course deals with life skills as well as scope for employability and Entrepreneurship in rural areas. The course mainly focused on to understand rural society, rural economy and rural development. Outcome of the courses is that concept, nature and indicator as well as identify the challenges and opportunity for uplifting the rural communities. The course is skills based as well as scope for employability and Entrepreneurship in rural areas.

Prerequisite(s) and/or Note(s):

- (1) High school in any subjects.
- (2) Note(s): Syllabus changes yearly and may be modified during the term itself, depending on the circumstances. However, students will be evaluated only on the basis of topics covered in the course.

Course Objectives:

Knowledge acquired:

- (1) Comprehensive understanding of rural development, rural society, and economy;
- (2) Rural areas, identify their key characteristics, and analyze the challenges and opportunities for rural development;
- (3) Knowledge on the role of different rural institutions

Skills gained:

- (1) analytical and critical thinking skills on rural development
- (2) knowledge and skills on rural entrepreneurship;
- (3) Identifying and analyzing the problems and challenges of rural communities

Competency Developed:

- (1) The challenges and opportunities for uplifting rural communities.
- (2) Improved analytical and critical thinking skills
- (3) Evaluating the structural problems of rural society, identifying factors contributing to poverty and unemployment, and assessing the impact of various rural development programs and policies.

Course Syllabus Overview:

Unit-I Introduction of Rural Studies

- a) Importance and scope of rural studies;
- b) Defining rural areas and its characteristics;
- c) Concept, nature and indicators of rural development;
- d) Challenges and opportunities for rural development;
- e) Rural development programme: MGNREGS, PMAY, DAY-NRLM and ICDS.

Unit -II Rural Society and Economy of India

- a) Concept nature structure and problems of rural society;
- b) Rural urban differences;
- c) Poverty and unemployment in rural areas;
- d) Role of agriculture non-agricultural sector in rural economy;
- e) Demographic composition and migration of rural areas.

Unit-III Rural Governance and Institutions

- a) Panchayat Raj Institutions (PRI): evaluation, structure, functions and role;
- b) E-governance initiatives;
- c) NABARD, Regional Rural Banks (RRBs) and Co-operative Societies;
- d) Microfinance Institutions(MFI) and SHGs;
- e) Role of NGOs in rural development.

Unit-V Rural Entrepreneurship

- a) Concept, types, scope and importance of rural entrepreneurship;
- b) Opportunities and challenges of entrepreneurship in rural areas;
- c) Skill development and entrepreneurship;
- d) Central and State Government initiatives for the promotion of rural entrepreneurship;
- e) Start-up India.

Selected Readings:

1. Singh, Katar, and Shisodia, Anil (2022), *Rural Development: Principles, Policies and Management*. 3rd ed. New Delhi: SAGE Publications India Pvt. Ltd
2. G. Sreedhar and D. Rajasekhar (2014). *Rural Development in India: Strategies and Processes*. Concept Publishing House New Delhi.
3. Robert Chambers (1983), *Rural Development—Putting The Last First*. Essex, England: Longmans Scientific and Technical Publishers; New York:
4. Madan, G.R. (1983): *India's Developing Villages*. Print House, Lucknow
5. Singh, Vijendra (2003). *Panchayati Raj and Village Development: Volume 3, Perspectives on Panchayati Raj Administration*. SPA. New Delhi: Sarup & Sons.
6. G. Satyanarayana et al. (2012). *Rural Development and Poverty Alleviation in India - Policies and Programmes*. New Century Publications: New Delhi
7. Madan Mohan (2008), *Rural Development and Education*, Omega Publication: New Delhi
8. Singh, Vijendra (2003). *Panchayati Raj and Village Development: Volume 3, Perspectives on Panchayati Raj Administration*. SPA. New Delhi: Sarup & Sons.
9. V. Thadaboina, *E-Governance and Rural Development Hardcover* (2013), B.R. Publishing, New Delhi
10. R. P. Joshi, G. S. Narwani (2002), *Panchayat Raj in India: Emerging Trends Across the States*, Rawat Publications
11. Mustafa (2009). *Indian Rural Economy*. Serials Publications: New Delhi
12. A. Kumar & P.K. Tripathi (2014) *Skill Development in India: An Overview of Initiatives and Schemes*, Kanishka Pub.: New Delhi

Four Year Under Graduate Course under NEP-2020

Multidisciplinary Course (MDC)

COURSE TITLE: RURAL STUDIES

Credit: 03

Marks: 75

(End Semester Examination: 60 Marks, Continuing Evaluation: 10 Marks, Attendance: 05 Marks; Total: 50+10+10+5=75 Marks)

Objective of the Course:

1. To know comprehensive understanding of rural development, rural society, and economy;
2. To define rural areas, identify their key characteristics, and analyze the challenges and opportunities for rural development;
3. To understand the complex rural issues, such as poverty, unemployment, and rural-urban differences;
4. To gain knowledge on the role of different rural institutions in rural development;
5. To develop knowledge and skills on rural entrepreneurship.

Outcomes of the Course:

1. Students will be able to analyze the concept, nature, and indicators of rural development, as well as identify the challenges and opportunities for uplifting rural communities;
2. Students will enhance their analytical and critical thinking skills;
3. Students will be capable of evaluating the structural problems of rural society, identifying factors contributing to poverty and unemployment, and assessing the impact of various programs and policies;
4. Students will gain knowledge about rural entrepreneurship, skill development opportunities, and the role of various institutions in rural governance.

COURSE CONTENT

Unit-I Introduction of Rural Studies

- a) Importance and scope of rural studies;
- b) Defining rural areas and its characteristics;
- c) Concept, nature and indicators of rural development;
- d) Challenges and opportunities for rural development;
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3. Robert Chambers (1983), Rural Development—Putting The Last First. Essex, England: Longmans Scientific and Technical Publishers; New York:
4. Madan, G.R. (1983): India's Developing Villages. Print House, Lucknow
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