	<b>MAHATMA GANDHI UNIVERSITY</b> Kottayam, Kerala <b>Undergraduate Programmes (HONOURS)</b> <b>2024 Admission Onwards</b>
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SYLLABUS					
SIGNATURE COURSE					
Name of the College	Bishop Abraham Memorial College, Thuruthicaud				
Faculty/ Discipline	Economics				
Programme	BA (Hons) Economics				
Course Coordinator	Dr. Thomson K Alex				
Contributors					
Course Name	Fundamentals of Rural Management				
Type of Course	DSE				
Specialization title	Rural Management				
Course Code	MG3DSEEOA00				
Course Level	200				
Course Summary	This course covers the conceptual and theoretical foundations of rural development and rural management, offering students a comprehensive understanding of the field. It aims to familiarize learners with the evolution of rural development policies and programmes in India, tracing their historical progression and impact. The course also seeks to develop a critical understanding of participatory and inclusive approaches that empower rural communities and ensure equitable development. Additionally, students will be introduced to practical frameworks for planning, managing, and evaluating rural development projects, equipping them with the necessary tools to implement effective and sustainable interventions in rural contexts.				
Semester	3	Credits			4
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others
		3	1	1	75
Pre-requisites, if any	Students who have completed at least two foundation-level courses in Social Sciences or Humanities.				

Course Outcomes (CO)

Number of COs		4	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand key rural development concepts and their historical evolution.	K, U	PO2, PO3, PO6, PO7, PO10
2	Analyze the socio-economic challenges of rural India.	AN	PO1, PO2, PO4, PO5, PO6
3	Examine the role of governance, institutions, and civil society in rural development	K, U, A, AN	PO4, PO5, PO6, PO7, PO8, PO9, PO10
4	Critically assess major rural development programmes in India.	K, U, E	PO1, PO2, PO3, PO6, PO7, PO9, PO10

\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

## CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	-	2	3	-	-	3	3	-	-	2
CO 2	3	2	-	2	2	2	-	-	-	-
CO 3	-	-	-	2	2	3	3	2	3	3
CO 4	3	3	2	-	-	2	3	-	1	-

'0' is No Correlation, '1' is Slight Correlation (Low level), '2' is Moderate Correlation (Medium level) and '3' is Substantial Correlation (High level).

## Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Introduction to Rural Development and Management			
	1.1	Definition: Rural Management - Rural Development; Concepts: Rural economy, inclusive growth, backwardness, multidimensional poverty, human development, basic services; Scope: Agricultural development - Infrastructure development (roads, electricity, irrigation) - Employment generation - Health and sanitation - Education and skill development - Gender empowerment - Environmental sustainability; significance: Reducing rural-urban disparities - Enhancing agricultural productivity - Poverty alleviation - Social inclusion - National development	4	["1", "3"]
	1.2	Evolution of rural development in India: Pre-Independence Era (Focused mainly on agrarian reform and community development (e.g., efforts by Gandhi, Tagore)) - 1950s-1960s: (Community Development Programme (1952), Integrated Rural Development) - 1970s-1980s: (Targeted poverty alleviation (IRDP, TRYSEM, SFDA(State Forest Development Agency)) - 1990s-2000s: (Liberalisation era - SHGs, microfinance, employment schemes like SGSY) 2005 onwards: Rights-based approaches (MGNREGS, NRLM), decentralised planning (Panchayati Raj), convergence models; Key Concepts: Decentralisation, convergence, participatory planning, livelihood promotion, rural entrepreneurship	4	["1", "3"]
	1.3	Key indicators of rural development and measurement: Economic indicators- Income levels, employment/unemployment rate, land ownership, asset index, agricultural productivity; Social indicators - Literacy rate, gender ratio, child nutrition, housing conditions, access to health and education; Infrastructure indicators - Availability of electricity, drinking water, sanitation, road connectivity, digital access; Governance indicators - Functioning of Gram Sabhas, participation in Panchayati Raj Institutions; Measurement Tools: Census data, NSSO surveys, SECC (Socio-Economic and Caste Census) - Human Development Index (HDI), Multidimensional Poverty Index (MPI), Livelihood Security Index - PRA tools like wealth ranking, resource mapping; Key Concepts: Quantitative vs. qualitative indicators, baseline survey, monitoring & evaluation, outcome vs. output	3	["1", "3"]
	1.4	Practicum: Discussion and Debates on performance of various Government Schemes and Programmes for Rural Development (IRDP, DPAP, SGSY, MGNREGS, NRLM, PMGSY, Bharat Nirman, PURA (Provision of Urban Amenities in Rural Areas) etc.)	8	["1", "2", "3"]

Module	Units	Course Description	Hrs	CO No.
2	Principles and Strategies in Rural Development and Management			
	2.1	Application of Management in Rural Contexts: - Planning: Identification of needs and formulation of development plans through participatory rural appraisal. Organising: Structuring rural institutions (cooperatives, SHGs, farmer groups) and decentralised governance. Staffing: Involving local leadership, volunteers, and extension workers. Directing: Mobilising community action through awareness and capacity building. Controlling: Monitoring progress and using feedback for corrective actions.	4	["1", "3", "4"]
	2.2	Key Concepts: - Participatory planning, capacity building, community-based management, result-based management, institutional development, transparency and accountability; Special Considerations: Managing limited resources and infrastructure -Dealing with socio-cultural diversity - Gender-sensitive management -Community ownership and sustainability	4	["3", "4"]
	2.3	Top-down Approach: (Definition: Planning and implementation are designed by central authorities (government or external agencies) and passed down to the local level.) -Key Concepts: Centralized planning, expert-driven models, target-driven schemes. Limitations: Lack of local context, low community ownership, inefficient delivery of benefits; • Bottom-up Approach: (Definition: Communities actively participate in identifying needs, planning, and executing development programmes.) Key Concepts: Decentralization, participatory governance, local knowledge integration. Benefits: Empowerment, ownership, better sustainability, transparency.	4	["3", "4"]
	2.4	Practicum- I : Pannel Discussion on Five-Year Plans, centrally sponsored schemes (like PMGSY, MNREGS in early stages). Practicum -II : Presentations on Watershed management projects involving community inputs, Kerala's People's Planning Campaign.	8	["1", "3", "4"]
3	Approaches in Rural Development and Resource Management			
	3.1	Livelihoods Approach: Definition (Focuses on how people access and combine various assets to make a living) - Key Concepts: Sustainable Livelihoods Framework (SLF), five capital assets — human, social, physical, financial, natural)- Key Features: People-centered, holistic, responsive and participatory, sustainable - Application: Used by NGOs, UNDP, and rural projects to assess vulnerabilities and plan interventions; Integrated Rural Development: Definition (A comprehensive approach combining economic, social, and infrastructural aspects of development) - Historical Reference: Integrated Rural Development Programme (IRDP, 1978-1999) - Components: Agriculture, health, education, housing, employment generation - Goal: To eliminate poverty by addressing all aspects of rural life in an integrated manner.	4	["2", "3"]
	3.2	Sustainable Development: Definition: (Development that meets the needs of the present without compromising the ability of future generations) Pillars: Economic growth, social inclusion, and environmental protection- Application in Rural Context: Sustainable agriculture, energy-efficient housing, renewable energy adoption - Related Concepts: SDGs (especially Goals 1, 2, 6, 7, 13, and 15), green economy	4	["2", "3"]
	3.3	Rural Resource Management: Definition: (Strategic planning and responsible use of rural resources (land, water, forests, livestock) - Tools & Strategies: Watershed management, agroforestry, commons management - Institutions Involved: Forest Rights Committees, Watershed Committees, Farmer Producer Organizations (FPOs). Challenges: Climate change, land degradation, water scarcity, governance issues.	3	["2", "3"]
	3.4	Practicum: Application of PRA techniques: Social mapping, seasonal calendars, wealth ranking, Venn diagrams	6	["1", "4"]

Module	Units	Course Description	Hrs	CO No.
4	Institutions and Contemporary Issues in India			
	4.1	Panchayati Raj Institutions (PRIs): Three-tier structure: Gram Panchayat (village), Panchayat Samiti (block), Zila Parishad (district) - 73rd Constitutional Amendment Act (1992): Constitutional status to PRIs; Article 243-243(O) - Devolution of Powers: Functions, funds, and functionaries assigned to PRIs for local governance - Gram Sabha: Direct democracy at village level for participatory decision-making - Key Roles: Implementation of rural schemes (MGNREGA, NRLM), infrastructure development, local dispute resolution; From Planning Commission to NITI Aayog (2015): Old Model: Five-Year Plans with centralized planning - New Model: Cooperative federalism and outcome-based planning- Key Concepts: Vision Documents: NITI Aayog's Strategy for New India @75 outlines rural development goals - Aspirational Districts Programme: Focus on 112 backward districts using real-time data and governance reforms - Decentralized Planning: Emphasis on local needs and data-driven policy formulation - Thematic Areas: Agriculture, health, education, water, financial inclusion	4	["4"]
	4.2	Non-Governmental Organisations (NGOs): Role in Advocacy and Service Delivery: Health, education, women's empowerment - Community Mobilisation: Formation of SHGs, awareness campaigns, capacity building - PPP Model (Public-Private Partnership): Collaboration with government for inclusive growth - Monitoring and Evaluation: NGOs often act as third-party evaluators for rural projects; Cooperatives: Self-help Economic Institutions: Owned and managed by members (producers/consumers) - Types: Dairy (Amul), agricultural marketing, credit societies - Cooperative Principles: Voluntary membership, democratic control, economic participation - Link to Rural Livelihoods: Enable access to markets, inputs, and fair prices.	4	["1", "4"]
	4.3	Poverty, Inequality, and Migration (Multidimensional Poverty - Gini Coefficient - Inter-generational Poverty - Push and Pull Factors - Seasonal and Distress Migration - Left-Behind Populations); Agrarian Distress and Rural Employment (Agrarian Crisis-Debt Trap-Minimum Support Price (MSP) - Underemployment and Disguised Unemployment - MGNREGA (Mahatma Gandhi National Rural Employment Guarantee Act) - Land Fragmentation); Gender and Caste in Rural Society (Patriarchy and Gender Roles - Feminization of Agriculture - Caste Discrimination -Intersectionality - SHGs (Self Help Groups) - Social Exclusion); Health, Education, and Rural Infrastructure (Health Inequity -Sanitation and Safe Drinking Water-Digital Divide - Dropout Rates -Infrastructure Gaps- Health Schemes)	3	["3", "4"]
	4.4	Practicum: Visit to Panchayat, SHGs, Gramasabha, VDCs etc. and prepare reports.	8	["3", "4"]

Teaching and Learning Approach	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>1. Lecture-Based Instruction will serve as the primary mode of content delivery, introducing students to core concepts, theories, and frameworks in rural management and development. 2. Case Study Analysis will connect classroom theory with field practice by examining real-life rural projects, demonstrating the use of methods like surveys, evaluations, and participatory research. 3. Group Discussions will encourage collaborative learning, where students will analyse the use of primary versus secondary data and critically interpret rural issues from both micro and macro perspectives. 4. Role-Play Scenarios will simulate field settings, allowing students to practice observational methods, interviews, and data collection through structured research role-playing. 5. Practical Report Writing will reinforce methodological learning, with students preparing structured reports based on fieldwork or case-based exercises, applying formats and reflecting on data-driven insights. 6. Peer Review Sessions will be conducted to promote critical feedback and academic dialogue, where students will review each other's tools, reports, and proposals, thereby enhancing evaluative and communication skills.</p>
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Assessment Types	<p><b>MODE OF ASSESSMENT</b> Mode of Assessment: Theory</p>
	<p><b>A. Continuous Comprehensive Assessment (CCA)</b> • <b>Theory - 30 Marks</b> Class Tests, Field Visit Report, PRA Workbook, Assignment, Practicum Notes</p>
	<p><b>B. End Semester Evaluation (ESE)</b> • <b>Theory - 70 Marks</b> Assessment Methods - Written Examination Duration of Examination - 2.00 Hrs Pattern of examination for Theory - Non-MCQ Different parts of written examination - Part - A , B Answer Type: ◦ PART - A ◦ One or two Sentences - (10 out of 12 ) - 10 × 2 = 20 ◦ PART - B ◦ Short answer - (10 out of 15 ) - 10 × 5 = 50</p>



## References


- Chambers, Robert. Rural Development: Putting the Last First. Longman, 1983.
- Singh, Katar. Rural Development: Principles, Policies and Management. Sage Publications, 2019.
- Desai, Vasant. Rural Development in India. Himalaya Publishing House, 2022.
- Jodhka, Surinder S. Rural India: Understanding the Contemporary Challenges. Orient BlackSwan, 2017.
- Jacob, Reni K. Advocacy for Social Action: A Handbook for Development Practitioners. Bluerose Publishers Pvt. Ltd. 2025 ISBN : 9789370189751
- Shah, Mihir. Transforming Rural India. Routledge India, 2022.

## Suggested Readings

- Beteille, Andre. Studies in Agrarian Social Structure. Oxford University Press, 1974.
- Desai, Vasant. Rural Development in India: Past, Present and Future. Himalaya Publishing House, 2022.
- Dreze, Jean, and Amartya Sen. An Uncertain Glory: India and Its Contradictions. Princeton University Press, 2013.
- Ellis, Frank, and Stephen Biggs. "Evolving Themes in Rural Development 1950s–2000s." Development Policy Review, vol. 19, no. 4, 2001, pp. 437–448.
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- Singh, Katar. Rural Development: Principles, Policies and Management. 4th ed., Sage Publications, 2019.
- Singh, R. P. Management of Rural Development. Mittal Publications, 2005.
- Sundaram, K. P. M. Rural Development. Himalaya Publishing House, 2020.
- Uphoff, Norman. Learning from Gal Oya: Possibilities for Participatory Development and Post-Newtonian Social Science. Cornell University Press, 1992.

## Affidavit

- We, Bishop Abraham Memorial College, Thuruthicaud and Dr. Thomson K Alex, retain the copyright of this syllabus and expressly prohibit its distribution in complete form to any institution outside our own.
- We, Bishop Abraham Memorial College, Thuruthicaud, agree to appoint a new course coordinator for the proposed Rural Management in the event of the unavailability of the currently nominated coordinator. This appointment will ensure the continued coordination of course delivery, assessments, and all related academic responsibilities necessary for the successful implementation of the specialization, for as long as the college offers this programme.
- We, Bishop Abraham Memorial College, Thuruthicaud and Dr. Thomson K Alex, declare that no part of this signature course submitted here for approval has been taken from the course content developed by, or from any of the course titles prepared by, the BoS/expert committee in the same discipline under our University.

	<p style="text-align: center;"><b>MAHATMA GANDHI UNIVERSITY</b> Kottayam, Kerala</p> <p style="text-align: center;"><b>Undergraduate Programmes (HONOURS)</b> <b>2024 Admission Onwards</b></p>
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SYLLABUS						
SIGNATURE COURSE						
<b>Name of the College</b>	Bishop Abraham Memorial College, Thuruthicaud					
<b>Faculty/ Discipline</b>	Economics					
<b>Programme</b>	BA (Hons) Economics					
<b>Course Coordinator</b>	Dr. Thomson K Alex					
<b>Contributors</b>						
<b>Course Name</b>	Rural Marketing and Agri-Business Management					
<b>Type of Course</b>	DSE					
<b>Specialization title</b>	Rural Management					
<b>Course Code</b>	MG4DSEEOA00					
<b>Course Level</b>	200					
<b>Course Summary</b>	<p>This course introduces students to the unique features of rural markets and the growing field of agri-business. It helps learners understand rural consumer behavior, influenced by income, culture, and lifestyle. The course also explores key challenges in rural supply chains and how innovations can improve efficiency and farmer income. Students will study marketing strategies used by FMCG companies to reach rural customers and examine the role of cooperatives, FPOs, and rural retail models. A strong focus is placed on practical learning through field visits and case studies, encouraging students to apply classroom knowledge to real-life situations. The course prepares students to analyze rural marketing problems, develop effective strategies, and understand the role of agri-tech and entrepreneurship in rural development. By the end, students will be equipped to work with rural communities, contribute to agri-business growth, and design inclusive and sustainable solutions for rural markets.</p>					
<b>Semester</b>	4	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Others	
		3		1		75
<b>Pre-requisites, if any</b>	Only those who completed an introductory course on Rural Development or Rural Management at 200 level.					

#### Course Outcomes (CO)

Number of COs		5	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the socio-economic factors influencing rural consumer behavior.	K, U	PO1, PO2, PO3, PO10
2	Analyze supply chain inefficiencies and innovations in agri-business	K, U, A, AN	PO1, PO4, PO6, PO7, PO8, PO9, PO10
3	Evaluate marketing strategies for FMCG and rural retail sectors	K, U, A, AN, E	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10

Number of COs		5	
CO No.	Expected Course Outcome	Learning Domains *	PO No
4	Understand Sustainable rural agri-business and emerging Policies.	K, U, A	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10
5	Develop practical solutions through fieldwork and case-based learning.	A	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10

\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

### CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	2	-	-	-	-	-	-	3
CO 2	2	-	-	2	-	3	3	3	2	2
CO 3	3	3	2	2	2	1	1	2	3	3
CO 4	3	3	3	3	3	3	3	1	2	3
CO 5	2	2	2	2	1	3	3	2	3	3

'0' is No Correlation, '1' is Slight Correlation (Low level), '2' is Moderate Correlation (Medium level) and '3' is Substantial Correlation (High level).

### Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Fundamentals of Rural Consumer Behaviour			
	1.1	Rural Market: Dispersed and scattered population- Lower income levels and purchasing power- Seasonal demand patterns (linked to agriculture) - Dominance of traditional retail outlets - Limited access to modern infrastructure and logistics - Higher reliance on word-of-mouth communication - Greater influence of cultural and social factors - Slow adoption of technology - Price sensitivity is high - Limited brand awareness and product variety	4	["1"]
	1.2	Urban Market: High population density and market concentration - Higher income levels and greater purchasing power - Continuous and stable demand - Presence of organized retail and e-commerce - Better infrastructure and transportation facilities - Wider access to media and advertising channels - Fast-paced lifestyle influencing consumption patterns - Greater exposure to global brands and trends - Technology-driven purchasing behavior - Less price-sensitive, more brand-conscious	4	["1"]
	1.3	Psychological and cultural drivers of rural consumption - Aspirational buying behavior - Value for money orientation - Trust in familiar/local brands - Family-based decision making - Festival and tradition-driven consumption - Risk aversion and preference for tested products - Word-of-mouth influence - Consumption linked to social status - Gender-based preferences and roles - Influence of local customs and beliefs	4	["1", "4"]
	1.4	Practicum - I: Conduct interviews/surveys with rural consumers (onsite or simulated). Practicum II: Map decision-making processes for a selected product (e.g., fertilizers, packaged goods). Practicum- III: Discuss a Case Study (for example Hindustan Unilever's "Shakti" distribution model)	8	["5"]

Module	Units	Course Description	Hrs	CO No.
2	Agri-Business Supply Chains and Cooperatives			
	2.1	• Challenges in last-mile delivery and cold chains: Inadequate infrastructure - High transportation costs - Lack of skilled workforce - Limited cold storage facilities - Breaks in cold chain - Technology gaps - Regulatory and logistical hurdles - Product spoilage and wastage - Low investment - Fragmented supply chain	4	["2"]
	2.2	• Role of farmer-producer organizations (FPOs) and cooperatives: Collective bargaining for better prices - Aggregation of produce and inputs - Access to markets and reduction of middlemen - Facilitation of credit and financial services - Support for value addition and processing - Improved supply chain and logistics - Capacity building and technical training - Employment generation in rural areas - Promotion of rural entrepreneurship - Inclusive participation of women and marginal groups.	3	["2"]
	2.3	• Digital innovations - e-NAM (National Agriculture Market) for transparent online agri-trading - Agri Tech platforms like DeHaat, AgriBazaar, and Ninjacart - Mobile apps for farmers (e.g., Kisan Suvidha, IFFCO Kisan) - IoT and AI for supply chain management and precision agriculture - Blockchain for traceability and quality assurance - Online marketplaces connecting farmers to buyers - Digital payment systems (e.g., UPI, mobile wallets) - Drones and satellite imagery for crop monitoring - FPOs using digital tools for aggregation and marketing - Remote advisory services via tele-agri platforms - Online weather and price forecasting systems - Agri-data platforms for planning and policy support - SMS/IVR-based services for non-smartphone users - Geo-tagged farm records and e-land registration - Government digital initiatives like AgriStack and PM- KISAN	4	["2"]
	2.4	Practicum-I: Discuss a Case Study. (example Amul Cooperative's supply chain success) Practicum-II: Visit a local cooperative/FPO and document operational workflows. Practicum-III: Design a supply chain improvement plan for a hypothetical agri-product.	8	["5"]
3	Rural Retail and FMCG Marketing Strategies			
	3.1	Distribution Models: Hub-and-spoke model - Direct-to-farmer model - Mobile van distribution - Village-level entrepreneurs (VLEs) - Franchise-based rural retail chains; Rural Retail & FMCG Marketing Strategies: Low unit packaging (LUP) - Localized communication - Demo-based promotion - Trust-based selling - Seasonal and festival targeting - Rural-specific product innovation	4	["3"]
	3.2	Pricing and promotion strategies for low-literacy audiences: - Visual pricing cues (colors, symbols, ₹10 packs) - Small sachets/unit packs for affordability - Pictorial and audio-based promotions - Oral communication via folk media - Local influencers and community leaders - Product demonstrations in local markets - Fixed price and no hidden cost policies - Color-coded, symbol-rich packaging - Free samples and combo offers - Promotional events in villages/melas - Mobile van/audio-visual advertising - Local dialect radio and cable ads	3	["3"]
	3.3	Role of micro-entrepreneurs and kirana stores - Act as last-mile distributors - Enable deeper market penetration - Maintain strong local customer relationships - Provide informal credit facilities - Offer region-specific product mix - Serve as real-time feedback channels - Function as brand influencers - Support promotional and sampling activities - Operate with low overhead costs - Enhance product accessibility and availability - Adapt quickly to local market changes - Strengthen supply chain in rural areas - Build trust through personalized service - Bridge formal-informal retail divide - Create employment and entrepreneurial opportunities	4	["3"]
	3.4	Practicum -I: Discuss a Case Study. (Example ITC's "e-Choupal" or DCM Shriram's rural retail network) Practicum -II: Develop a rural marketing campaign for an FMCG product (e.g., soap, seeds). Practicum - III: Simulate a "rural mart" setup with budget constraints.	8	["5"]



Module	Units	Course Description	Hrs	CO No.
4	Sustainable Agri-Business and Policy			
	4.1	Government schemes and private sector partnerships: Minimum Support Price (MSP) - PM-KISAN direct income support - e-NAM digital market platform - Formation of Farmer Producer Organizations (FPOs) - Contract farming agreements - Public-Private Partnerships (PPP) in agri-infrastructure - Promotion of agri-tech startups - National Mission for Sustainable Agriculture (NMSA) - Pradhan Mantri Fasal Bima Yojana (PMFBY) - Crop Insurance - Reforms in agri-marketing and land leasing policies	4	["4"]
	4.2	Climate-smart agriculture and ESG in agri-business: Climate-resilient crop varieties - Sustainable irrigation techniques - Renewable energy in farming - Low-emission agricultural practices - Soil health and organic farming - Precision agriculture and digital tools - ESG compliance in agri-business - Transparent and traceable supply chains - Support for smallholder farmers - Alignment with SDGs and climate policies - Carbon credit and climate financing - Ethical labor and fair trade practices - Public-private sustainability partnerships - Monitoring and evaluation of ESG metrics - Community-based adaptation strategies	4	["4"]
	4.3	Agri-Fintech Innovations: Digital credit platforms for small farmers - Use of blockchain for supply chain transparency - Mobile-based crop insurance and weather-linked financial products - AI-driven credit scoring and risk assessment tools; Contract Farming Models: Pre-agreed price mechanisms to reduce market risk - Quality assurance and input supply from agri-business firms - Legal frameworks ensuring farmer protection and dispute resolution - Inclusive models integrating smallholders into value chains; Sustainable Agribusiness Policies: Promotion of climate-resilient farming practices- Incentives for organic and low-carbon agriculture - Public-private partnerships for rural agri-infrastructure - Support for FPOs (Farmer Producer Organizations) and cooperative models.	3	["4"]
	4.4	Practicum- I: Discuss a Case Study (example Amul's Cooperative Dairy Model in Gujarat, India) Practicum- II: Group project: Propose a sustainable agri-business model for a NGO/corporate. Practicum- III: Policy debate: Discuss MSP reforms or FDI in agriculture.	6	["5"]

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> 1. Lecture-Based Instruction introduces foundational concepts, frameworks, and structures related to rural marketing and agri-business. 2. Case Study Analysis helps students apply theoretical knowledge to real-world scenarios from FMCG, cooperatives, and agri-tech sectors. 3. Group Discussions promote collaborative thinking and diverse perspectives on key rural economic and marketing issues. 4. Peer Review Sessions enhance academic quality by encouraging feedback, reflection, and refinement of student work. 5. Field Work provides experiential learning through direct engagement with rural enterprises, supply chains, and community organizations.
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> Mode of Assessment: Theory
	<b>A. Continuous Comprehensive Assessment (CCA)</b> • <b>Theory - 30 Marks</b> Class Tests, Field Visit Report, Peer Review Report, Case Study Record, Practicum Notes
	<b>B. End Semester Evaluation (ESE)</b> • <b>Theory - 70 Marks</b> Assessment Methods - Written Examination Duration of Examination - 2.00 Hrs Pattern of examination for Theory - Non-MCQ Different parts of written examination - Part - A , B , C Answer Type: ◦ PART - A ◦ One or two Sentences - (10 out of 15 ) - 10 × 3 = 30 ◦ PART - B ◦ Short answer - (4 out of 7 ) - 4 × 5 = 20 ◦ PART - C ◦ Short Essays - (2 out of 4 ) - 2 × 10 = 20

## References


- Badi, R. V., and N. V. Badi. Rural Marketing. Himalaya Publishing House, 2015.
- Birthal, Pratap Singh, and P. K. Joshi, editors. Agribusiness and Rural Transformation in India. Springer, 2019.
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- Kashyap, Pradeep. Rural Marketing. 3rd ed., Pearson Education India, 2016.
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- Mittal, Surabhi, and Gunjan Jain. Digital Technologies and Agriculture in India. Indian Council for Research on International Economic Relations (ICRIER), 2018.
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- Prahalad, C. K. The Fortune at the Bottom of the Pyramid: Eradicating Poverty Through Profits. 5th ed., Pearson FT Press, 2010.
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- Singh, Katar. Rural Development: Principles, Policies and Management. 4th ed., Sage Publications, 2019.
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## Suggested Readings

- Bhattacharya, B. B. Rural Marketing in India: Changing Paradigms. New Century Publications, 2017.
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- Bhardwaj, R. K. Rural Consumer Behaviour in India. Mittal Publications, 2011

## Affidavit

- We, Bishop Abraham Memorial College, Thuruthicaud and Dr. Thomson K Alex, retain the copyright of this syllabus and expressly prohibit its distribution in complete form to any institution outside our own.
- We, Bishop Abraham Memorial College, Thuruthicaud, agree to appoint a new course coordinator for the proposed Rural Management in the event of the unavailability of the currently nominated coordinator. This appointment will ensure the continued coordination of course delivery, assessments, and all related academic responsibilities necessary for the successful implementation of the specialization, for as long as the college offers this programme.
- We, Bishop Abraham Memorial College, Thuruthicaud and Dr. Thomson K Alex, declare that no part of this signature course submitted here for approval has been taken from the course content developed by, or from any of the course titles prepared by, the BoS/expert committee in the same discipline under our University.

	<p style="text-align: center;"><b>MAHATMA GANDHI UNIVERSITY</b> Kottayam, Kerala</p> <p style="text-align: center;"><b>Undergraduate Programmes (HONOURS)</b> <b>2024 Admission Onwards</b></p>
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SYLLABUS						
SIGNATURE COURSE						
Name of the College	Bishop Abraham Memorial College, Thuruthicaud					
Faculty/ Discipline	Economics					
Programme	BA (Hons) Economics					
Course Coordinator	Dr. Thomson K Alex					
Contributors						
Course Name	Community Organization and Rural Governance					
Type of Course	DSE					
Specialization title	Rural Management					
Course Code	MG5DSEECOA00					
Course Level	300					
Course Summary	This course explores the foundational theories and philosophies behind community organization and examines the evolving framework of rural governance in India. With a blend of theoretical grounding and practical engagement, students will study the principles of community participation, group work, local self-governance, and policy mechanisms. The course is aimed at building a strong understanding of participatory development, administrative structures, and the role of Panchayati Raj institutions in facilitating democratic decentralization.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				
Pre-requisites, if any	Those who are opting Rural Management as their Specialization.					

#### Course Outcomes (CO)

Number of COs		4	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate a comprehensive understanding of the foundational theories and philosophies of community organization and their relevance to participatory rural development.	K, U, A, AN	PO1, PO2, PO6, PO7, PO10
2	Analyze and evaluate the processes of group formation, microfinance institutions, and self-help group models in fostering social capital and economic empowerment, particularly for rural women.	K, U, A, AN, E	PO1, PO2, PO6, PO7, PO8, PO9, PO10
3	Interpret the structure, functions, and evolution of the Panchayati Raj system in India, with a focus on constitutional amendments, administrative functionaries, and democratic decentralization.	K, U, A, AN, E	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10

Number of COs		4	
CO No.	Expected Course Outcome	Learning Domains *	PO No
4	Assess the effectiveness of policy committees, Kerala's model of decentralized planning, e-governance tools, and training systems in strengthening rural governance and development administration.	K, U, A, AN, E	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10

\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

### CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	2	-	-	-	2	3	-	-	3
CO 2	2	2	-	-	-	3	3	3	3	3
CO 3	2	3	3	2	2	2	3	2	2	2
CO 4	2	2	2	2	3	3	3	2	3	3

'0' is No Correlation, '1' is Slight Correlation (Low level), '2' is Moderate Correlation (Medium level) and '3' is Substantial Correlation (High level).

### Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Theories and Philosophies of Community Organization			
	1.1	Introduction to Community Organization: Definition and scope of community organization as a practice-based discipline; Core objectives in the context of rural development: promoting social change, enhancing participation, and building collective identity; Fundamental principles such as democratic participation, inclusion, empowerment, and sustainability. (Key terms: Collective action, community welfare, participatory approach)	4	["1"]
	1.2	Theoretical Approaches to Community Organization: Systems Theory -Understanding communities as interconnected social systems, with feedback loops and functional components-Ecological Perspective: Interaction between individuals, groups, and their physical-social environments; community as a habitat - Strengths-Based and Empowerment Approaches: Recognizing and mobilizing community assets, fostering agency and leadership (Key terms: Social systems, environmental fit, empowerment)	4	["1"]
	1.3	Philosophical Foundations of Community Practice: Gandhian Philosophy: Principles of Sarvodaya, Gram Swaraj, and constructive programs for rural self-reliance and social justice; Paulo Freire's Participatory Education: Education as a tool for awareness (conscientization), dialogic engagement, and action; Amartya Sen's Capabilities Approach: Development as freedom; focus on expanding real opportunities and functioning in rural lives. (Key terms: Self-reliance, conscientization, development as freedom)	4	["1"]
	1.4	Process and Techniques of Community Organization: Steps in Community Organizing: Problem identification, resource mapping, leadership mobilization, planning, and evaluation; Participatory Rural Appraisal (PRA): Community-driven research tools for planning and action; Field techniques such as social mapping, transect walks, seasonal calendars, and timeline analysis for grassroots data collection and planning (Key terms: Facilitation, mobilization, participatory tools)	4	["1"]



Module	Units	Course Description	Hrs	CO No.
2	Group Work and Microfinance in Community Development			
	2.1	Group Work in the Rural Context: Definition and Objectives: Understanding group work as a social work method tailored to rural community development; exploring its role in mobilization and capacity-building; Principles and Stages: Key principles such as participation, trust, and voluntarism; stages including forming, storming, norming, performing, and adjourning; Group Dynamics and Leadership: Insights into internal group processes—cohesion, roles, norms—and the role of formal and informal leadership in sustaining effective groups. (Key Terms: group cohesion, facilitation, shared goals)	4	["2"]
	2.2	Self-Help Groups (SHGs) and Collective Action: Structure and Functioning: Composition, rules, and internal systems of SHGs; rotational leadership, savings practices, and record-keeping mechanisms; Role in Poverty Alleviation: SHGs as grassroots tools for economic self-reliance, especially among rural poor; convergence with government schemes; SHG-Bank Linkage Model: NABARD-led linkage evolution; models of direct and indirect financing; roles of NGOs and banks in sustaining credit relationships; (Key Terms: thrift and credit, peer support, collective bargaining)	3	["2"]
	2.3	Microfinance and Financial Inclusion: Concept and Models: Defining microfinance; various delivery models such as Grameen, SHG-Bank Linkage, and Joint Liability Groups (JLGs); Role of Microfinance Institutions (MFIs): Organizational types (NBFCs, NGOs, cooperatives); service portfolios including credit, savings, and insurance; Challenges and Sustainability: Operational and regulatory hurdles, repayment issues, over-indebtedness, and pathways to inclusive and ethical microfinance; (Key Terms: credit access, women entrepreneurs, financial services)	4	["2"]
	2.4	Microfinance and Women's Empowerment: Gender-Sensitive Microfinance Strategies: Designing financial services that account for social barriers, literacy levels, and cultural roles of rural women; Empowerment Indicators: Measuring empowerment through indicators such as mobility, control over income, decision-making power, and asset ownership; Case Studies and Best Practices: Real-world examples of successful rural women-led SHGs and cooperatives; impact on health, education, and livelihoods (Key Terms: gender equity, decision-making, livelihood security)	3	["2"]
3	Rural Governance and Administrative Structures			
	3.1	Foundations of Local Self-Government: Concept and importance of local self-governance in rural development; Fundamental elements: autonomy, participation, and accountability; Historical trajectory and evolution of Panchayati Raj Institutions (PRIs) in India. (Key terms: Decentralization, grassroots democracy, principle of subsidiarity)	4	["3"]
	3.2	The Three-Tier Panchayati Raj System: Structure and functions of Gram Panchayat, Block Panchayat (Panchayat Samiti), and Zilla Panchayat (District Panchayat); Roles, responsibilities, and financial resources of each tier; Importance and functioning of the Grama Sabha in participatory democracy. (Key terms: Governance structure, fiscal decentralization, citizen accountability)	4	["3"]
	3.3	Administrative Functionaries and Coordination: Roles and responsibilities of administrative officials: District Collector (DC), Chief Executive Officer (CEO), Executive Officer (EO), and Panchayat Development Officer (PDO); Mechanisms for coordination between elected representatives and administrative functionaries; Enhancing administrative efficiency, transparency, and service delivery at the local level. (Key terms: Administrative machinery, decentralized planning, role clarity)	4	["3"]
	3.4	Constitutional Framework and Institutional Reforms: Overview of the 73rd and 74th Constitutional Amendments: objectives, structure, and provisions; Constitutional recognition of PRIs and Urban Local Bodies (ULBs); Contributions to strengthening democratic decentralization and inclusive governance. (Key terms: Constitutional mandate, devolution of powers, institutional reforms)	4	["3"]

Module	Units	Course Description	Hrs	CO No.
4	Institutional Strengthening and Innovations in Rural Governance			
	4.1	Landmark Committees on Panchayati Raj Reforms: Overview of Balwant Rai Mehta Committee (1957): Concept of democratic decentralization and the Three-Tier system; Ashok Mehta Committee (1978): Two-tier structure, political representation, and district planning; G.V.K. Rao Committee and L.M. Singhvi Committee: Role of administrative reform and constitutional status. (Key terms: Committee recommendations, structural reforms, decentralization framework, historical milestones)	4	["4"]
	4.2	Evolution and Functioning of Panchayati Raj Institutions (PRIs) in Kerala: Historical development of PRIs in Kerala with focus on the 1990s decentralization wave; Structure, composition, and operational mechanisms of District, Block, and Gram Panchayats; Role of PRIs in local-level planning, social audits, and service delivery. (Key terms: People's Plan Campaign, participatory governance, Kerala model, decentralized planning)	3	["4"]
	4.3	E-Governance and Digital Transformation in Rural Administration: Definition, principles, and major components of e-Governance in the rural sector; Applications: e-Gram Swaraj, digital land records, e-Krishi, and service delivery portals; Benefits (transparency, efficiency) and challenges (digital divide, capacity gaps) (Key terms: ICT for development, digital inclusion, service automation, rural informatics)	4	["4"]
	4.4	Training, Coordination, and Capacity Building for Rural Governance: Importance of continuous training for PRI members and rural administrators; Types of training: Induction, refresher, thematic, and digital literacy programs; Coordination techniques and capacity-building frameworks for inclusive and accountable governance. (Key terms: Human Resource Development (HRD), institutional support, inter-agency collaboration, multi-stakeholder governance)	3	["4"]

Teaching and Learning Approach	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Conceptual Lectures with Philosophical Anchoring: Lectures will introduce the core theories and philosophies of community organization (e.g., functionalism, empowerment, participatory democracy). Emphasis will be placed on historical and intellectual frameworks that shaped participatory rural development, setting a foundation for further applied learning. Case Study Analysis and Policy Mapping: Students will analyze real-world cases and policy reports such as the Balwant Rai Mehta Committee or Kerala's People's Plan Campaign. This method enhances understanding of governance structures, decentralization models, and the impact of administrative reforms in rural India. Structured Group Discussions and Community Mapping Simulations: Through guided discussions and small group exercises, students will explore themes like group dynamics, microfinance, and SHG-led empowerment. Role-play and simulation of Gram Sabha and Panchayat meetings will foster collaborative decision-making skills. Peer Review and Reflective Learning Journals: Assignments and group presentations will be peer-reviewed to build critical feedback and reflective thinking. Students will maintain journals to connect course theory with lived realities encountered during fieldwork.</p>
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Assessment Types	<p><b>MODE OF ASSESSMENT</b></p> <p>Mode of Assessment: Theory</p>
	<p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>• <b>Theory - 30 Marks</b></p> <p>Class Tests, Peer Review Report, Case Study Record, Practicum Notes</p>
	<p><b>B. End Semester Evaluation (ESE)</b></p> <p>• <b>Theory - 70 Marks</b></p> <p>Assessment Methods - Written Examination Duration of Examination - 2.00 Hrs Pattern of examination for Theory - Non-MCQ Different parts of written examination - Part - A , B , C Answer Type: ◦ PART - A ◦ One or two Sentences - (10 out of 15 ) - 10 × 3 = 30 ◦ PART - B ◦ Short answer - (4 out of 7 ) - 4 × 5 = 20 ◦ PART - C ◦ Short Essays - (2 out of 4 ) - 2 × 10 = 20</p>

## References


- Aslam, M. Panchayat Raj in India. National Book Trust, 2007.
- Biddle, William W., and Loureide J. Biddle. The Community Development Process: The Rediscovery of Local Initiative. Holt, Rinehart and Winston, 1965.
- Dubashi, P. R. Democratic Decentralisation. Sage Publications, 1986.
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- Gangrade, K. D. Community Organisation in India. Popular Prakashan, 1971.
- Jacob, Reni K. Models of Community Organization: For Social Work Practice. Notion Press, 9 Oct. 2023. ISBN 979-8891333871.
- Kashyap, Pradeep. Rural Marketing. 3rd ed., Pearson Education India, 2016.
- Maheshwari, S. R. Local Government in India. 9th ed., Orient BlackSwan, 2006.
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- Prahalad, C. K. The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits. 5th anniversary ed., Pearson FT Press, 2009.
- Ross, Murray G. Community Organization: Theory and Principles. Harper & Row, 1967.
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## Suggested Readings

- Ledwith, Margaret. Community Development: A Critical Approach. 2nd ed., Policy Press, 2011.
- Bhattacharyya, Asoke Kumar. Social Work: An Integrated Approach. Deep & Deep Publications, 2005.
- Cornwall, Andrea, and Vera Schattan Coelho, editors. Spaces for Change? The Politics of Citizen Participation in New Democratic Arenas. Zed Books, 2007.
- Venkatraman, M. Decentralized Governance and Planning in India. Concept Publishing Company, 2009.
- Mathew, George. Status of Panchayati Raj in the States of India, 1994. Institute of Social Sciences, 1995.
- Korten, David C. Getting to the 21st Century: Voluntary Action and the Global Agenda. Kumarian Press, 1990.
- Tandon, Rajesh. Participatory Research and Development: It's Theoretical Base. PRIA, 1988.
- Kumar, Somesh. Methods for Community Participation: A Complete Guide for Practitioners. Vistaar Publications, 2002.

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	<p style="text-align: center;"><b>MAHATMA GANDHI UNIVERSITY</b> Kottayam, Kerala</p> <p style="text-align: center;"><b>Undergraduate Programmes (HONOURS)</b> <b>2024 Admission Onwards</b></p>
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SYLLABUS						
SIGNATURE COURSE						
<b>Name of the College</b>	Bishop Abraham Memorial College, Thuruthicaud					
<b>Faculty/ Discipline</b>	Economics					
<b>Programme</b>	BA (Hons) Economics					
<b>Course Coordinator</b>	Dr. Thomson K Alex					
<b>Contributors</b>						
<b>Course Name</b>	Rural Futures and Livelihood Strategies in the Globalizing Economy					
<b>Type of Course</b>	DSE					
<b>Specialization title</b>	Rural Management					
<b>Course Code</b>	MG6DSEECOA00					
<b>Course Level</b>	300					
<b>Course Summary</b>	This course investigates the dynamics of rural livelihoods within a globalizing economy. It introduces students to key concepts, theoretical perspectives, and evolving strategies for livelihood sustainability in rural areas. With a focus on globalization, technological transitions, and environmental challenges, the course emphasizes the interface between global economic processes and local livelihood realities. Practical engagement in Kerala and Indian rural settings allows students to bridge theory with grounded action.					
<b>Semester</b>	6	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	<b>Learning Approach</b>	Lecture	Tutorial	Practical	Others	
		3		1		75
<b>Pre-requisites, if any</b>	Students enrolling in this course are expected to have completed coursework in Rural Studies, Development Studies, Economics, or Social Sciences at the 200-level.					

#### Course Outcomes (CO)

Number of COs		5	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Critically evaluate how globalization and trade policies impact rural livelihoods, focusing on changes in India and Kerala.	K, U, AN, E	PO1, PO2, PO3, PO6, PO7, PO9, PO10
2	Apply frameworks like the Sustainable Livelihood and Capabilities Approach to analyze livelihood patterns and poverty.	U, A, AN	PO1, PO2, PO3, PO7, PO8, PO9, PO10
3	Examine the role of innovation, climate change, and infrastructure in shaping rural futures.	K, U, A, AN, E	PO1, PO2, PO3, PO6, PO7, PO8, PO10
4	Assess traditional and emerging livelihoods—agrarian, non-farm, gig, green—for sustainability and inclusiveness.	K, U, AN, E	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10



Number of COs		5	
CO No.	Expected Course Outcome	Learning Domains *	PO No
5	Design and conduct field-based studies to generate insights on rural livelihoods in Kerala and India.	C	PO1, PO2, PO3, PO4, PO5, PO6, PO7, PO8, PO9, PO10

\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

### CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	3	3	3	-	-	2	2	-	3	2
CO 2	2	2	3	-	-	-	2	3	2	3
CO 3	2	2	3	-	-	3	3	2	-	3
CO 4	3	3	2	2	2	3	3	2	2	3
CO 5	3	3	3	3	3	3	2	3	3	3

'0' is No Correlation, '1' is Slight Correlation (Low level), '2' is Moderate Correlation (Medium level) and '3' is Substantial Correlation (High level).

### Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Foundations of Rural Livelihoods and Global Economic Contexts			
	1.1	Rural Livelihoods – Concepts and Frameworks: Evolution of rural livelihood as a concept - Sustainable Livelihoods Framework (DFID) - Livelihood capitals: Natural, Human, Social, Financial, Physical. (Key Terms: Vulnerability Context - Livelihood Assets - Livelihood Strategies - Capability Approach - Sustainability - Resilience)	4	["1"]
	1.2	Globalization and Livelihood Change: Liberalization and its rural consequences in India-WTO, GATT, and agriculture - International migration, remittances, and rural linkages (Key Terms: Terms of Trade - Agro-export Orientation - Remittance Economy - De-agrarianization)	4	["1"]
	1.3	Livelihood Diversification in the Global South: Agrarian vs non-farm livelihood transitions - Emerging sectors: Rural enterprises, services, gig economy - Role of remittances in rural income (Key Terms: Pluriactivity, Trans-local Livelihoods, Precarity)	4	["1"]
	1.4	Practicum-I: Field Study: Survey of livelihood patterns in a selected Kerala village. Practicum - II: Mini-Project: Analyze global commodity prices and their impact on Kerala farmers.	10	["5"]

Module	Units	Course Description	Hrs	CO No.
2	Theoretical Foundations and Livelihood Movements			
	2.1	Theories of Social Justice and Livelihood Rights: Marxist and Neo-Marxist approaches - Amartya Sen's Capability Approach - Rights-based approach to rural development (Key Terms: Capability Deprivation - Distributive Justice - Class Struggle - Entitlement Theory - Rights-Based Development)	4	["2"]
	2.2	Livelihood Movements and Struggles: Chipko Movement, Narmada Bachao Andolan - Kudumbashree and local women's movements in Kerala - Forest rights movements and tribal assertion. (Key Terms: Environmental Justice - Ecological Citizenship - Social Capital - Development-Induced Displacement (DID) - Sustainable Development - Commons and Common Property Resources (CPRs) - Participatory Governance - Climate Justice)	3	["2"]
	2.3	Political Ecology and Livelihoods: Relationship between environment, policy, and community survival - Commons and community-based resource management - Displacement and land alienation (Key Terms: Resource Rights - Resistance Ecology - Gendered Livelihoods - Alternative Development Paradigms - Decolonial Environmentalism - Cultural Survival - Grassroots Mobilization)	4	["2"]
	2.4	Practicum - I: Case Study Presentation: Livelihood-based people's movements in India. Practicum - II: Interview Assignment: Local activists or SHG members in Kerala on livelihood rights.	8	["5"]
3	Technology, Climate, and Livelihood Resilience			
	3.1	ICT and Digital Rural Economies: Digital literacy and service delivery in rural areas - E-governance, Aadhaar-linked platforms - Rural fintech and micro-credit innovations. (Key Terms: Digital Divide - E-Governance - Aadhaar-Enabled Payment System (AEPS) - Digital Public Infrastructure (DPI) - Fintech Inclusion - Mobile Money Ecosystem - Interoperability Frameworks - Digital Identity Infrastructure)	4	["3"]
	3.2	Climate Change and Rural Livelihoods - Climate vulnerabilities in India's agro-climatic zones - Adaptation: Agroecology, climate-smart farming - Policy responses and SDG integration. (Key Terms: Climate Resilience - Agroecology - Climate-Smart Agriculture (CSA) - Vulnerability Assessment - Adaptive Capacity - Carbon Sequestration - Sustainable Development Goals (SDGs) - Integrated Climate Policy)	3	["3"]
	3.3	Infrastructure, Energy, and Mobility - Clean energy innovations for villages - Rural transport and logistics chains - Mobile-based agricultural extension. (Key Terms: Decentralized Renewable Energy (DRE) - Last-Mile Connectivity - Climate-Smart Infrastructure - Just Energy Transition - Digital Public Goods (DPGs) - Sustainable Mobility - Agri-Tech Platforms - Global Value Chains (GVCs))	4	["3"]
	3.4	Practicum - I: Climate Vulnerability Mapping in selected Kerala panchayats. Practicum - II: Tech Lab: Explore ICT solutions for rural access to health/market information.	6	["3"]

# Syllabus

Module	Units	Course Description	Hrs	CO No.
4	Emerging Livelihood Models and Future Pathways			
	4.1	Labour Markets and Migration: Push-pull theory and circular migration- Rural-urban remittance loops - Kerala Gulf migration and socio-economic impacts (Key Terms: Push-Pull Theory, Circular Migration, Remittance Economy, Labour Export Policy, Brain Drain and Brain Gain, Transnational Social Networks, Migration-Development Nexus, Precariat)	3	["4"]
	4.2	Skilling and Employment Generation: Vocational training, NSDC, and state-level initiatives - Role of Kudumbashree and NRLM - Gig economy and platform-based employment in villages (Key Terms: Human Capital Development, Skill Gap Analysis, Inclusive Growth, Digital Labour Platforms, Informal Employment, Labour Market Flexibilization, Livelihood Security, Social Protection Floors)	4	["4"]
	4.3	New Livelihood Frontiers: Eco-tourism and rural creative industries - Green jobs and circular economy - Agro-based startups and social enterprises (Key Terms: Bioeconomy, Sustainable Value Chains, Impact Investment, Regenerative Agriculture, Carbon Footprint Auditing, Cultural Capital Utilization, Ecological Entrepreneurship, Creative Placemaking, Triple Bottom Line, Green Infrastructure, Upcycling Innovation, Community-Based Tourism, Inclusive Business Models, Environmental Impact Assessment, Agri-tech Integration)	4	["4"]
	4.4	Practicum – I: Skilling Workshop: Create a micro-plan for village employment generation. Practicum – II: Survey: Rural youth aspirations and migration intentions in Kerala.	6	["5"]

Teaching and Learning Approach	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Lecture-Cum-Interactive Discussion: The course begins with interactive lectures introducing key concepts, theories, and global-local livelihood linkages. Using real-life cases, multimedia, and critical questioning, students engage in discussions, debates, and reflections. This method helps them contextualize rural livelihood issues in India and Kerala while enhancing comprehension of complex theoretical frameworks.</p> <p>Case-Based Learning and Problem Solving: Students explore livelihood challenges through case studies like the Chipko Movement or Kudumbashree. Working in teams, they analyze causes, impacts, and interventions, applying theoretical models to real situations. The approach develops analytical, problem-solving, and policy reasoning skills, often culminating in policy briefs or presentations evaluated on depth and creativity.</p> <p>Practicum-Oriented Field-Based Learning: Fieldwork activities involve village visits, livelihood surveys, and stakeholder interviews. Supported by prior training in PRA tools and ethics, students gather field data on topics like climate resilience or migration. They present findings through reports and discussions, linking experiential insights to academic theory while fostering empathy, critical thinking, and civic engagement.</p> <p>Technology-Integrated Collaborative Projects: Students work in groups to design tech-based solutions—like rural service apps, vulnerability maps, or enterprise models—using digital tools. These projects promote digital fluency, creativity, and collaborative thinking. Emphasis is placed on the relevance, innovation, and social impact of outputs within new rural employment contexts such as agro-startups and green enterprises.</p>
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Assessment Types	<p><b>MODE OF ASSESSMENT</b></p> <p>Mode of Assessment: Theory</p>
	<p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>• <b>Theory - 30 Marks</b></p> <p>Class Tests, Presentations, Mini Projects, Record Books, Field Visit Report, Viva, Seminar</p>
	<p><b>B. End Semester Evaluation (ESE)</b></p> <p>• <b>Theory - 70 Marks</b></p> <p>Assessment Methods - Written Examination</p> <p>Duration of Examination - 2.00 Hrs</p> <p>Pattern of examination for Theory - Non-MCQ</p> <p>Different parts of written examination - Part - A , B , C</p> <p>Answer Type:</p> <ul style="list-style-type: none"> <li>◦ PART - A</li> <li>◦ One or two Sentences - (10 out of 15 ) - 10 × 3 = 30</li> <li>◦ PART - B</li> <li>◦ Short answer - (4 out of 7 ) - 4 × 5 = 20</li> <li>◦ PART - C</li> <li>◦ Short Essays - (2 out of 4 ) - 2 × 10 = 20</li> </ul>

## References

- Department for International Development (DFID). Sustainable Livelihoods Guidance Sheets. DFID, 1999.
- Ellis, Frank. Rural Livelihoods and Diversity in Developing Countries. Oxford University Press, 2000.
- Carney, Diana, editor. Sustainable Rural Livelihoods: What Contribution Can We Make? DFID, 1998.
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- We, Bishop Abraham Memorial College, Thuruthicaud and Dr. Thomson K Alex, retain the copyright of this syllabus and expressly prohibit its distribution in complete form to any institution outside our own.
- We, Bishop Abraham Memorial College, Thuruthicaud, agree to appoint a new course coordinator for the proposed Rural Management in the event of the unavailability of the currently nominated coordinator. This appointment will ensure the continued coordination of course delivery, assessments, and all related academic responsibilities necessary for the successful implementation of the specialization, for as long as the college offers this programme.
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