

Post Graduate Curriculum Framework

With effect from the Academic Session 2026–27, the Master in Rural Studies (Rural Management & Development) programme in the Universities of Bihar shall be offered in accordance with the UGC Curriculum and Credit Framework for Postgraduate Programmes (PGCF) and the provisions of the National Education Policy (NEP), 2020.

The programme provides flexibility to students to pursue either a Two-Year Master's Degree Programme or a One-Year Master's Degree Programme for candidates who have completed a four-year undergraduate degree with the requisite credits and qualifications as prescribed by UGC.

The curriculum is designed under the Choice Based Credit System (CBCS) and comprises a combination of Core Courses (CCs), Discipline Specific Electives (DSEs), Generic Electives (GEs), Skill Enhancement Courses (SECs), Ability Enhancement Courses (AECs), and Value-Added Courses (VACs). The programme seeks to impart advanced theoretical knowledge, computational proficiency, research aptitude, and practical skills in Statistics and its applications.

Each academic year shall consist of two semesters. Students shall be required to successfully complete the prescribed combination of Core, Elective (Discipline/Generic/Open), Skill Enhancement, Ability Enhancement, and Value-Added Courses in each semester to fulfil the credit requirements of the programme.

The curriculum incorporates contemporary developments in Rural Studies (Rural Management & Development), including relevant topics of Master in Rural Studies (Rural Management & Development). The syllabus and reading materials shall be reviewed periodically to ensure alignment with emerging developments in academia, research, industry, and public policy.

Teaching-learning methodologies may include lectures, tutorials, seminars, laboratory sessions, statistical computing exercises, case studies, project work, field-based applications, and research assignments. Practical training shall provide hands-on experience in the use of statistical software packages, data analysis techniques, computational tools, and real-world problem-solving.

Assessment shall be conducted through a combination of continuous evaluation and end-semester examinations, including assignments, presentations, practical examinations, projects, viva-voce examinations, and written tests, as prescribed by the authorities concerned from time to time.

Students shall have the opportunity to choose elective and generic courses in accordance with their academic interests, subject to the availability of courses and institutional regulations, thereby promoting interdisciplinary learning and specialization within the broad domain of Rural Studies (Rural Management & Development).

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COURSE OF STUDIES	
Rural Studies (Rural Management & Development)	
Programme Level	Master of RS (RM&D)
Subject / Discipline	Rural Studies (Rural Management & Development)
Faculty	Faculty of Social Sciences
University	PU Act 1976.
Duration	One Years / Two Semesters
NHEQF Level	Level 6.5
Effective from	2026-27 onwards

A PART A — PROGRAMME OVERVIEW & OBJECTIVES

A.1 Graduate Attributes (GAs)

GRADUATE ATTRIBUTES

- Rural Development Leadership and Management:** The ability to lead, plan, implement, and manage rural development programmes, projects, and institutions effectively.
- Community Development and Participatory Approaches:** The ability to address the socio-economic needs of rural communities through participatory and sustainable approaches.
- Analytical and Problem-Solving Competence:** Strong analytical, research, and critical-thinking skills to identify rural development challenges.
- Policy and Programme Evaluation:** The ability to evaluate policies and programmes and design evidence-based solutions for inclusive rural growth and community empowerment.
- Social Responsibility and Community Engagement:** Ethical values, social sensitivity, and a commitment to community participation.
- Collaboration and Stakeholder Engagement:** The ability to work collaboratively with diverse stakeholders to promote equitable and sustainable rural transformation.
- Innovation, Entrepreneurship, and Sustainability Orientation:** The capability to promote innovation, rural entrepreneurship, and sustainable resource management.
- Technology Integration and Sustainable Practices:** The ability to integrate modern technologies, indigenous knowledge, and environmentally responsible practices to enhance rural livelihoods.
- Professional Competence and Career Readiness:** Preparation for careers in rural development agencies, NGOs, government organizations, cooperatives, social enterprises, and academic institutions through the integration of modern technologies, indigenous knowledge, and environmentally responsible practices to enhance rural livelihoods.

A.2 Programme Outcomes (POs)

In view of the complex environment in which rural institutions and organizations operate today, there is a growing need for professional management within these institutions. The effective planning, implementation, and management of rural development and welfare programmes require a cadre of professionally trained rural managers with a sound understanding of the principles and practices of rural management and welfare administration.

This vision has been duly recognized by the University Grants Commission (UGC) and the Government of Bihar through the establishment of the Postgraduate Department of Rural Studies. The establishment of this Department marks a significant milestone in enhancing the academic status of Rural Studies and expanding opportunities for the development of competent professionals capable of addressing the complex and evolving challenges of the rural sector.

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Through a well-structured, multidisciplinary, and practice-oriented curriculum, the Department seeks to equip students with the knowledge, analytical abilities, technical competencies, and professional skills required for effective planning, management, research, and policy interventions in rural development. The programme aims to prepare socially committed and professionally competent rural managers, researchers, development practitioners, and policymakers who can contribute meaningfully to sustainable, inclusive, and equitable rural transformation at the local, national, and global levels to achieve the goal of Viksit Bharat.

Programme Outcomes (POs)

PO 1: — Development of scientific knowledge and professional competence to effectively address rural development challenges in order to contribute to sustainable and inclusive rural development of the country.

PO 2: — Demonstration of leadership qualities, effective communication skills, professional ethics and social values in rural development practices.

PO 3: — Development of entrepreneurial and innovative capabilities to create sustainable solutions and startups for rural development.

PO 4: — Ability to apply problem-solving skills to improve the quality of life and promote the socio-economic development of rural communities.

A.3 Programme Specific Outcomes (PSOs)

This programme develops an understanding of the social and economic conditions of rural areas and provides a comprehensive understanding of the economic, social, political, legal, and cultural dimensions of rural society.

Upon successful completion of the programme, students shall be able to:

PSO 1: — Application of development and management theories, principles, and practices to address rural development challenges and solve the problems of rural communities.

PSO 2: — Demonstration of analytical and critical-thinking skills to make evidence-based decisions on rural development issues.

PSO 3: — Ability to design and conduct independent research on rural issues by applying appropriate research methodologies, data collection techniques, analytical tools, and ethical research practices.

PSO 4: — Interpretation and analysis of research findings and observations effectively, and present them in a clear, coherent, and professional manner.

PSO 5: — Demonstration of value-based leadership capabilities to promote sustainable and inclusive rural development.

PSO 6: — Capability to contribute to sustainable, inclusive, and equitable rural transformation through professional knowledge, ethical practices, and community engagement.

B

PART B — COURSE STRUCTURE (CBCS/NHEQF FRAMEWORK)

B.1 Semester-wise Course Structure

The following table presents the complete course structure for the four-semester programme. The abbreviations used in the table are as follows: **L** = Lectures per week; **T** = Tutorials per week; **P** = Practicals per week; **CC** = Core Course; **DSE** = Discipline-Specific Elective; **GE/OE** = Generic/Open Elective; **SEC** = Skill Enhancement Course; and **PROJ** = Project/Dissertation.

S.No.	Paper Code	Title of the Course/Paper	L	T	P	Credits	Max. Marks	Type
SEMESTER I								

S.No.	Paper Code	Title of the Course/Paper	L	T	P	Credits	Max. Marks	Type
1	MRSMD-CC101	Indian Rural Society and Rural Administration	3	1	0	4	100	Core Course
2	MRSMD-CC102	Rural Economics and Development	3	1	0	4	100	Core Course
3	MRSMD-CC103	Rural Marketing	3	1	0	4	100	Core Course
4	MRSMD-CC104	Management: Principles and Practices	3	1	0	4	100	Core Course
5	MRSMD-GE105	Indian Knowledge Systems and Rural Management	3	1	0	4	100	Generic Elective
6	MRSMD-GE106	Organizational Behaviour	3	1	0	4	100	Generic Elective
Total — Semester I			17	5	0	22	600	
SEMESTER II								
1	MRSMD-CC201	Rural Project Management	3	1	0	4	100	Core Course
2	MRSMD-CC202	Management of Rural Development Programme	3	1	0	4	100	Core Course
3	MRSMD-CC203	Rural Entrepreneurship	3	1	0	4	100	Core Course
4	MRSMD-CC204	Sustainable Rural Technology, Land and Watershed Management	3	1	0	4	100	Core Course
5	MRSMD-GE205	Rural Welfare	3	1	0	4	100	Generic Elective
6	MRSMD-GE206	Environmental Studies	3	1	0	4	100	Generic Elective
Total — Semester II			17	5	0	22	600	

C

PART C — COURSES OF STUDIES

Instructions to Course Experts: Replicate Part C in full for each paper listed in the Course Structure above. Complete all fields; do not leave sections blank. Use 'Not Applicable' where a field genuinely does not apply.

C.1 Paper Identification

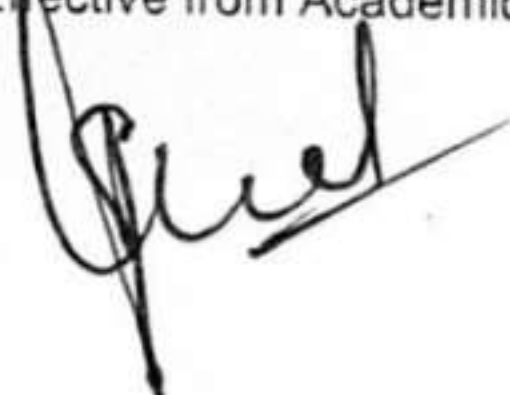
PAPER PROFILE	
Paper Code	MRSMD-CC101

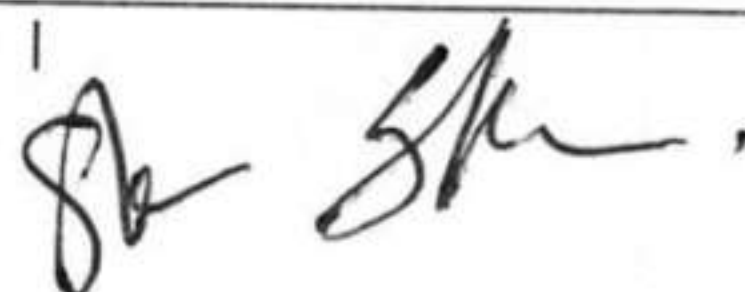
Effective from Academic Session [2026-27] | NHEQF Level 6.5 |

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Title of the Paper	Indian Rural Society and Rural Administration
Programme / Subject	Master in Rural Studies (Rural Management & Development)
Semester	Semester I
Nature of Course	Core Course (CC-1)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours
Paper Code	MRSMD-CC102
Title of the Paper	Rural Economics and Development
Programme / Subject	Master in Rural Studies (Rural Management & Development)
Semester	Semester I
Nature of Course	Core Course (CC-2)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours
Paper Code	MRSMD-CC103
Title of the Paper	Rural Marketing
Programme / Subject	Master in Rural Studies (Rural Management & Development)
Semester	Semester I
Nature of Course	Core Course (CC-3)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours
Paper Code	MRSMD-CC104
Title of the Paper	Management: Principles and Practices
Programme / Subject	Master in Rural Studies (Rural Management & Development)
Semester	Semester I
Nature of Course	Core Course (CC-4)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)

Duration of Examination	3 Hours
Paper Code	MRSMD-GE105
Title of the Paper	Indian Knowledge Systems and Rural Management
Programme / Subject	Master in Rural Studies (Rural Management & Development)
Semester	Semester I
Nature of Course	Generic Elective (GE I)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours
Paper Code	MRSMD-GE106
Title of the Paper	Organizational Behaviour
Programme / Subject	Master in Rural Studies (Rural Management & Development)
Semester	Semester I
Nature of Course	Generic Elective (GE II)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours
Paper Code	MRSMD-CC201
Title of the Paper	Rural Project Management
Programme / Subject	Master in Rural Studies (Rural Management & Development)
Semester	Semester II
Nature of Course	Core Course (CC-5)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours
Paper Code	MRSMD-CC202
Title of the Paper	Management of Rural Development Programme
Programme / Subject	Master in Rural Studies (Rural Management & Development)
Semester	Semester II
Nature of Course	Core Course (CC-6)





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L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours
Paper Code	MRSMD-CC203
Title of the Paper	Rural Entrepreneurship
Programme / Subject	Master in Rural Studies (Rural Management & Development)
Semester	Semester II
Nature of Course	Core Course (CC-7)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours
Paper Code	MRSMD-CC204
Title of the Paper	Sustainable Rural Technology, Land and Watershed Management
Programme / Subject	Master in Rural Studies (Rural Management & Development)
Semester	Semester II
Nature of Course	Core Course (CC-8)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours
Paper Code	MRSMD-GE205
Title of the Paper	Rural Welfare
Programme / Subject	Master in Rural Studies (Rural Management & Development)
Semester	Semester II
Nature of Course	Generic Elective (GE-II)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours
Paper Code	MRSMD-GE206
Title of the Paper	Environmental Studies

Programme / Subject	Master in Rural Studies (Rural Management & Development)
Semester	Semester II
Nature of Course	Generic Elective (GE-II)
L – T – P	3 – 1 – 0
Credits	4
Maximum Marks	100 (ESE: 70 + Internal Assessment: 30)
Duration of Examination	3 Hours

Particulars	Semester	Course Code	Course Title
Basket I	I	MRSMD-GE105	Indian Knowledge Systems and Rural Management
		MRSMD-GE106	Organizational Behaviour
Basket I	II	MRSMD-GE205	Rural Welfare
		MRSMD-GE206	Environmental Studies

C.2 Marks Distribution

Component	Paper I	CIA	Total (ESE+IA/ESE+PRAC)
End Semester Examination	70	—	70
Internal Assessment	—	30	30
Maximum Marks	70	30	100
Passing Marks	32	13	45 (45%)

Note: Internal Assessment shall be conducted on the basis of attendance, class tests, seminars, assignments, and viva voce as provided in the regulation.

Indian Rural Society and Rural Administration (MRSMD-CC101)**C.3 Course Objectives (COBs)**

COB No.	Course Objectives
COB 1	To understand the various components of the socio-economic structure of Indian rural society.
COB 2	To understand rural administration, rural power structures and the Panchayati Raj system.
COB 3	To examine the emerging challenges of rural society in a rapidly changing political, economic, social, technological, and demographic environment.
COB 4	To develop the ability to effectively achieve organizational goals through teamwork.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Ability to describe the structure and characteristics of rural society.
CLO 2	Ability to explain the economic, social, and developmental issues in the rural context.
CLO 3	Critical analysis of the challenges faced by rural communities.
CLO 4	Implementing concepts and knowledge of management and development to address rural-specific problems.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Indian Rural Society and Rural Administration (MRSMD-CC101)		
Unit	Content	Suggested Lectures hours
I	Rural Society and Social Structure: <i>Rural society</i> – features of rural society; stratification; values and value systems. <i>Rural social structure</i> – physical, social, cultural, regional, and economic dimensions.	12–15
II	Rural Power Structure: Caste hierarchy; landlord–tenant relationships; moneylenders; rural power groups and their roles in the socio-economic structure.	12–15
III	Rural Change and Social Movements: <i>Factors of change in rural India</i> – technological, demographic, democratic, and political factors. <i>Social movements and unrest</i> – <i>Bhoodan</i> and <i>Gramdan</i> movements; rural unrest and violence. <i>Gandhian thought</i> – concepts of <i>Gramodaya</i> and <i>Sarvodaya</i> ; relevance in the contemporary context.	12–15
IV	Rural Administration: Concept and scope of rural administration; local governance; administrative structure of rural institutions.	12–15
V	Panchayati Raj System: Powers and functions of Panchayati Raj institutions; elections; problems and challenges. Panchayati Raj Act, 2006; role of Panchayati Raj in rural development. (Case study – success stories of Panchayati Raj institutions in Bihar)	8–10

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	Total Suggested Lectures	60 (For 4 Credit Course)
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C.6 Prescribed Textbooks

1. Desai, A. R. — *Rural Sociology in India*, Popular Prakashan, Mumbai.
2. Srinivas, M. N. — *Social Change in Modern India*, Orient Longman, New Delhi.
3. Olsen, Wandy Kay — *Rural Indian Social Relations*, Oxford University Press, Mumbai.

C.7 Reference Books & Readings

1. Doshi, S. L., & Jain, P. C. — *Rural Sociology*, Rawat Publications, Jaipur & New Delhi.
2. Dube, P. C. — *An Introduction to Rural Sociology*, Kalyani Publishers, Delhi.
3. Singh, Soran — *Scheduled Castes and India: Dimensions of Social Change*, Jain Publication House, Delhi.
4. Choudhary, B. B. — *Tribal Development in India*, Inter-India Publications, New Delhi.

C.7 Suggested E-Resources / Digital Repositories

1. *Introductory Rural Sociology: Continuity and Change* — SWAYAM/NPTEL
Instructor: Prof. Ashish Saxena, University of Allahabad / IIT Kanpur
Course Link: https://onlinecourses.nptel.ac.in/noc25_hs221/preview
2. *Rural Local Governance* — SWAYAM (CEC)
Course Link: https://onlinecourses.swayam2.ac.in/cec24_hs55/preview
Focus: Panchayati Raj Institutions, decentralization, local self-government, rural administration, participatory governance, and sustainable rural development.

Rural Economics and Development (MRSMD-CC102)**C.3 Course Objectives (COBs)**

COB No.	Course Objectives
COB 1	To develop an understanding of the concepts, scope, and significance of rural economics and the structure of the rural economy.
COB 2	To familiarize students with the role of agriculture, rural industries, cooperatives, and financial institutions in rural development.
COB 3	To enable students to understand and evaluate rural development policies, government programmes, and sustainable strategies for improving rural livelihoods.
COB 4	To examine the major issues and challenges of rural development, including poverty, unemployment, inequality, and rural infrastructure.

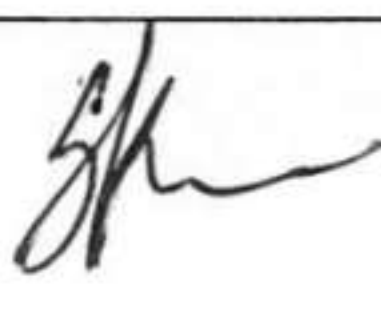
C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Explain the concepts, scope, and significance of rural economics and describe the structure and characteristics of the rural economy.
CLO 2	Explain the role of agriculture, rural industries, cooperatives, and financial institutions in promoting sustainable rural development.
CLO 3	Analyse rural development policies, government programmes, and poverty alleviation schemes, and evaluate their impact on rural livelihoods.
CLO 4	Apply economic principles to identify rural development challenges and propose appropriate strategies for inclusive and sustainable rural development.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Rural Economics and Development (MRSMD-CC102)		
Unit	Content	Suggested Lectures hours
I	Rural Economics and Demographic Structure: <i>Rural economics</i> – nature, scope, and importance. <i>Rural population</i> – population size and density; age-sex composition; fertility and mortality; and migration patterns. <i>Rural labour force</i> – nature and composition of rural labour force; participation of women in the rural labour force. (data collection of male-female labour ratio of a village panchayat)	12–15
II	Indian Agriculture and Rural Economy: <i>Indian agriculture</i> – importance; agricultural production systems; Green Revolution; farm management and cooperative farming. <i>Agricultural backwardness</i> – causes and consequences. Problems of agriculture in Bihar.	12–15
III	Land Tenure Systems and Land Reforms: <i>Land tenure systems and land reforms</i> – tenancy laws; consolidation of holdings; land ceiling laws; distribution of surplus land among the rural poor; Bataidari system.	12–15
IV	Rural Labour and Migration: <i>Rural labour problems</i> – unemployment and poverty.	12–15



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	<i>Migration in Bihar</i> – types, causes, consequences, and remedial measures. <i>Case study:</i> labour-related issues after COVID-19 with special reference to Bihar.	
V	Rural Labour Legislation and Social Protection <i>Characteristics and problems of rural labour.</i> Laws relating to rural labour: • The Code on Wages 2019 (provisions relating to Minimum Wages, Payment of Wages. • Bonded Labour System (Abolition) Act, 1976 • Child and Adolescent Labour (Prohibition and Regulation) Act, 1986 • Social Security provisions for workers in the unorganized sector (2008 framework) <i>(Case study: child labour in rural areas of selected Indian states.)</i>	8–10
	Total Suggested Lectures	60 (For 4 Credit Course)

C.6 Prescribed Textbooks

1. Desai, S. S. M. — *Fundamentals of Rural Economics*, Himalaya Publishing House, Mumbai.
2. Prasad, K. N. — *Dimensions of Development*, Vols. I–IV, Concept Publishing Company, New Delhi.
3. Pandit, K. — *New Dimensions of Labour Economics*, Novelty & Co., Patna.

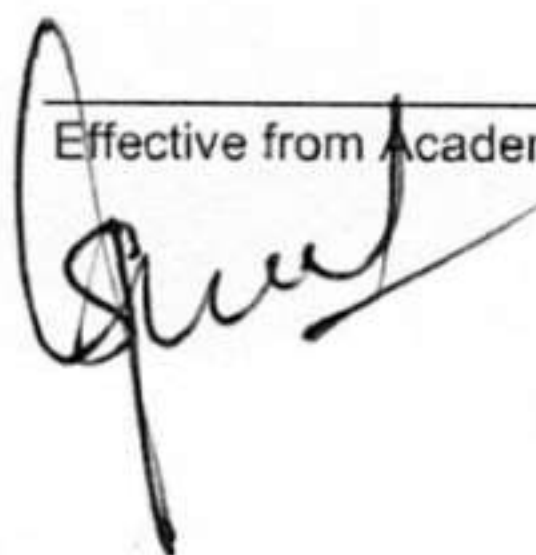
C.7 Reference Books & Readings

1. Ganguli, N. N. — *Problems of Rural India*, Mittal Publications, Delhi.
2. Joshi, P. C. — *Organising the Unorganised Labour*, Oxford and IBH Publishing Co., New Delhi.

C.8 Suggested E-Resources / Digital Repositories

- SWAYAM (MOOC Platform): <https://swayam.gov.in>
- NPTEL (Video Lectures – IITs): <https://nptel.ac.in>
- e-PG Pathshala (UGC e-Content Portal): <https://epgp.inflibnet.ac.in>
- Shodhganga (Indian Theses Repository): <https://shodhganga.inflibnet.ac.in>
- National Digital Library of India (NDL): <https://ndl.iitkgp.ac.in>
- DIKSHA (Educational Platform): <https://diksha.gov.in>
- e-Pathshala (NCERT e-Content): <http://epathshala.gov.in>
- SWAYAM Prabha (DTH Educational Channels): <https://www.swayamprabha.gov.in>

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Rural Marketing (MRSMD-CC103)**C.3 Course Objectives (COBs)**

COB No.	Course Objectives
COB 1	To develop a comprehensive understanding of rural marketing concepts, agricultural marketing systems, and the institutional framework governing rural markets in India.
COB 2	To examine traditional and modern rural marketing practices, government interventions, storage infrastructure, and regulatory mechanisms for improving market efficiency and consumer welfare.
COB 3	Analyze the structure, challenges, and dynamics of rural markets, including marketing channels, pricing, promotion strategies, and rural market information systems.
COB 4	Equip learners with the ability to apply marketing research, environmental analysis, and digital marketing approaches for designing effective rural marketing strategies.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Explanations of the principles, functions, and institutional mechanisms of rural and agricultural marketing, including marketing channels, pricing, and government regulatory measures.
CLO 2	Evaluate the effectiveness of traditional and modern rural marketing systems, storage facilities, standardization practices, and consumer protection initiatives in enhancing market performance.
CLO 3	Analyze rural market environments to identify marketing opportunities, challenges, and appropriate promotional strategies for diverse rural market segments.
CLO 4	Design evidence-based rural marketing strategies by integrating market research, environmental analysis, digital marketing tools, and policy perspectives to improve market outreach and sustainability.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Rural Marketing (MRSMD-CC103)		
Unit	Content	Suggested Lectures hours
I	Introduction to Rural Marketing: Concept, nature, scope, and significance of rural marketing; major issues and challenges in rural marketing; traditional marketing systems in rural areas and their limitations; modern rural marketing systems and their characteristics; marketing channels; price spread and its impact on producers and consumers.	12–15
II	Agricultural Marketing: Functions and importance of agricultural marketing; marketing agencies and institutions; government regulatory programmes; standardization and grading for internal trade and exports; Rural Marketing Information System (RMIS); promotion techniques and communication strategies in rural markets. (case study of marketing techniques in a nearby rural area)	12–15
III	Government Interventions in Rural Marketing: Legislative measures for improving the marketing system; procurement and levy policies; government agencies and institutions established to strengthen agricultural and rural marketing; evaluation of their achievements,	12–15

	limitations, and remedial measures; consumer protection mechanisms in rural markets.	
IV	Storage and Warehousing: Traditional storage systems in India and Bihar and their limitations; need for modern storage infrastructure, including cold storages and warehouses (godowns); advantages of scientific storage; regulations governing cold storage facilities and warehouses.	12–15
V	Contemporary Rural Markets: Meaning, importance, characteristics, and challenges of rural markets; types of rural markets; rural-specific promotional media and communication techniques, environmental analysis of rural markets; digital marketing and role of digital platforms in the rural market development.	8–10
Total Suggested Lectures		60 (For 4 Credit Course)

C.6 Prescribed Textbooks

1. Rajagopal. *Rural Marketing Management*. Discovery Publishing House, New Delhi.
2. Kuchi, Sayulu. *Rural Marketing in India*. Annual Publications Pvt. Ltd., New Delhi.
3. Kotler, Philip. *Principles of Marketing*. Prentice Hall of India Pvt. Ltd., New Delhi.
4. Ganguli, A. S. *The Growing Rural Market in India*. Hindustan Lever Ltd., Mumbai.

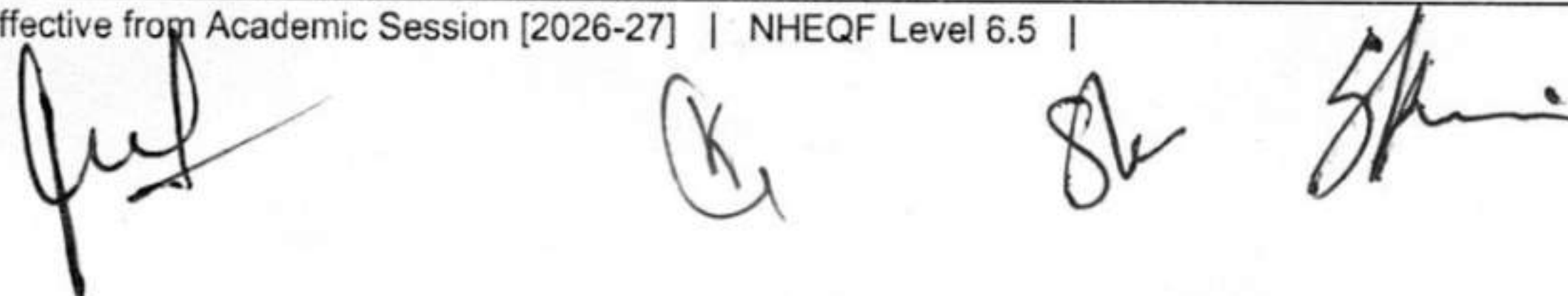
C.7 Reference Books & Readings

1. Kohls, Richard L., and Uhl, Joseph N. *Marketing of Agricultural Products*. Macmillan Publishing Company, New York.
2. Saxena, Anjila, Harsh, Samimuddin, Dwivedi, and M. Rahman. *Rural Marketing: Thrust and Challenges*. National Publishing House, New Delhi.
3. Acharya, S. S., and Agarwal, N. L. *Agricultural Marketing in India*. Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
4. Krishnamacharyulu, C. S. G., and Ramakrishnan, Lalitha. *Rural Marketing: Text and Cases*. Pearson Education, New Delhi.
5. Dogra, Balram, and Ghuman, Karminder. *Rural Marketing: Concepts and Practices*. Tata McGraw-Hill Education, New Delhi.
6. Kashyap, Pradeep, and Raut, Siddhartha. *The Rural Marketing Book*. Biztantra Publishing, New Delhi.

C.7 Suggested E-Resources / Digital Repositories

- **SWAYAM** – Online courses on Rural Development, Marketing, Agricultural Economics, and related disciplines: <https://swayam.gov.in>
- **NPTEL** – Video lectures and certification courses in Marketing Management, Agricultural Economics, Rural Development, and Business Studies: <https://nptel.ac.in>
- **e-PG Pathshala** – UGC e-content covering Commerce, Economics, Management, Marketing, and Rural Development: <https://epgp.inflibnet.ac.in>
- **National Digital Library of India (NDLI)** – Comprehensive digital library providing access to books, journals, research articles, reports, and learning resources across disciplines: <https://ndli.iitkgp.ac.in>

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Management: Principles and Practices (MRSMD-CC104)**C.3 Course Objectives (COBs)**

COB No.	Course Objectives
COB 1	To understand the basic principles, functions, and processes of management in organizations.
COB 2	To examine the evolution of management thought and its relevance to modern business.
COB 3	To apply managerial techniques for planning, organizing, staffing, leading, and controlling organizational activities.
COB 4	To develop decision-making and problem-solving skills by considering ethical, social, and global business perspectives.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Explain the basic concepts, functions, and evolution of management and their application in organizations.
CLO 2	Apply management principles and tools for planning, organizing, staffing, leadership, and decision-making.
CLO 3	Analyze organizational structures, business environments, and control techniques to improve managerial effectiveness.
CLO 4	Evaluate managerial decisions by considering ethical practices, corporate social responsibility, sustainability, and global business challenges.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Management Principles & Practices (MRSMD-CC104)		
Unit	Content	Suggested Lectures hours
I	Introduction to Management: Meaning, nature, objectives, and importance of management; functions, roles, and managerial skills; evolution and major approaches to management; Corporate Social Responsibility (CSR), types, importance of CSR (Case study of CSR activities of a private sector company)	12–15
II	Planning Concept, nature and objectives of planning Planning Premises - concept and types. Types of Plan and Steps in Planning. Decision-making process: significance and steps of rational decision-making. Planning techniques- budgeting, benchmarking, scheduling, forecasting, and SMART goals.	12–15
III	Organizing: Meaning and importance of organizing; organizational structure; tall and flat organizational structures; delegation of authority; centralization and decentralization; departmentalization and coordination. (Case study of a public sector organization and private organization)	12–15
IV	Directing: Concept, characteristics, importance, principles and techniques of Directing.	12–15

	Leadership- Meaning and characteristics of a leader, different leadership styles. (Case study of different leadership styles of public figures, celebrities, corporate leader).	
V	Controlling: Meaning, objectives, and process of controlling; types of control (feedforward, concurrent, and feedback); key performance indicators (KPIs); budgeting and budgetary control; quality control; and the Balanced Scorecard as a performance measurement tool.	8–10
	Total Suggested Lectures	60 (For 4 Credit Course)

C.6 Prescribed Textbooks

1. Koontz, H., O'Donnell, C., and Weihrich, H. *Essentials of Management*. McGraw-Hill Education.
2. Drucker, Peter F. *The Practice of Management*. Harper Business.
3. Mishra, S. N. *Rural Development Planning: Design and Methods*. Satvahan Publications, New Delhi.

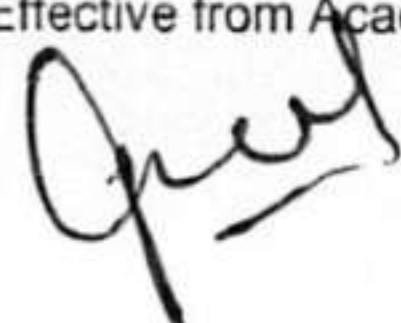
C.7 Reference Books & Readings

1. Bhatia, B. S. *Management of Rural Development*. Deep & Deep Publications, New Delhi.
2. Desai, A. K. *Management in Rural Development*. Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
3. Robbins, Stephen P., Coulter, Mary, and DeCenzo, David A. *Fundamentals of Management*. Pearson Education.
4. Gupta, C. B. *Business Management*. Sultan Chand & Sons, New Delhi.
5. Stoner, James A. F., Freeman, R. Edward, and Gilbert, Daniel R. *Management*. Pearson Education.

C.8 Suggested E-Resources / Digital Repositories

- OpenStax – Principles of Management: <https://openstax.org>
- MIT OpenCourseWare (Management): <https://ocw.mit.edu>
- SWAYAM (UGC MOOC Platform): <https://swayam.gov.in>
- NPTEL (Management Courses): <https://nptel.ac.in>
- National Digital Library of India (NDLI): <https://ndl.iitkgp.ac.in>

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Indian Knowledge Systems and Rural Management (MRSMD-GE105)

C.3 Course Objectives (COBs)

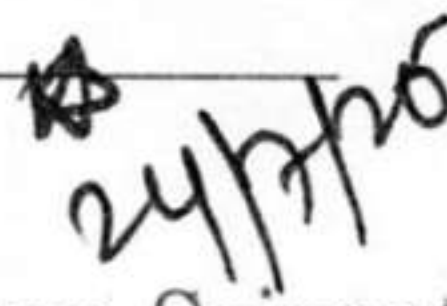
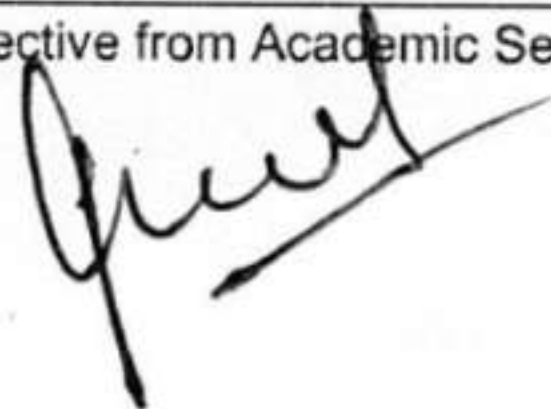
COB No.	Course Objectives
COB 1	To introduce learners to the foundational concepts, evolution, and philosophical basis of the Indian Knowledge System (IKS).
COB 2	To examine management principles embedded in ancient Indian texts and traditions and their relevance to contemporary management thought.
COB 3	To develop an understanding of indigenous approaches to leadership, governance, ethics, and value-based management practices rooted in Indian intellectual traditions.
COB 4	To encourage the application of Indian knowledge systems in addressing modern organizational, social, and rural development challenges.

C.4 Course Outcomes (COs)

CLO 1	Explain the key concepts, components, and philosophical foundations of the Indian Knowledge System and its relevance to management.
CLO 2	Analyze management principles and organizational ideas derived from classical Indian texts and traditions.
CLO 3	Evaluate indigenous Indian perspectives on leadership, ethics, and governance in the context of modern organizations and rural systems.
CLO 4	Apply value-based and sustainable management principles derived from Indian knowledge systems to decision-making in contemporary contexts.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Indian Knowledge Systems and Rural Management (MRSMD-GE105)		
Unit	Content	Suggested Lectures hours
I	Introduction to Indian Knowledge System (IKS): Meaning, scope, and significance of Indian Knowledge Systems; historical evolution of Indian knowledge traditions; major sources of knowledge in ancient India, including the Vedas, Upanishads, Smritis, Epics, and Puranas; knowledge traditions of ancient Indian universities such as <i>Takshashila</i> and <i>Nalanda</i> ; relevance of IKS in contemporary rural development.	12–15
II	Traditional Rural Knowledge and Sustainable Livelihoods: Indigenous agricultural practices and organic farming systems; traditional water conservation and irrigation techniques; ethnobotanical knowledge and traditional healthcare systems; livestock management practices; and indigenous approaches to biodiversity conservation and ecological sustainability.	12–15
III	Indian Knowledge Systems and Rural Development: Gandhian philosophy of rural self-reliance (Gram Swaraj); role of indigenous knowledge systems in sustainable rural development and environmental conservation; integration of traditional knowledge with modern science and technology for inclusive rural growth.	12–15



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IV	Indian Knowledge Systems and Rural Development (Applied Dimensions): Application of Indian knowledge traditions in contemporary rural governance and development; community-based resource management; participatory development approaches; and synthesis of traditional and modern knowledge systems for rural transformation.	12–15
V	Ethics, Governance, and Management in Indian Tradition: Corporate Social Responsibility (CSR) from an Indian philosophical perspective; human resource management principles in <i>Arthashastra</i> ; ethics, accountability, and public administration in Indian tradition; case studies of indigenous and community-based successful rural practices in India.	8–10
Total Suggested Lectures		60 (For 4 Credit Course)

C.6 Prescribed Textbooks

1. Chakraborty, S. K. *Management by Values: Towards Cultural Congruence*. Oxford University Press, New Delhi.
2. Swami Ranganathananda. *Eternal Values for a Changing Society*. Bharatiya Vidya Bhavan, Mumbai.
3. Subhash Sharma. *Management in New Age: Western Windows, Eastern Doors*. New Age International, New Delhi.
4. Kapur, Subhash C. *India: From Midnight to the Millennium and Beyond* (selected chapters on knowledge systems and development). Academic Foundation, New Delhi.

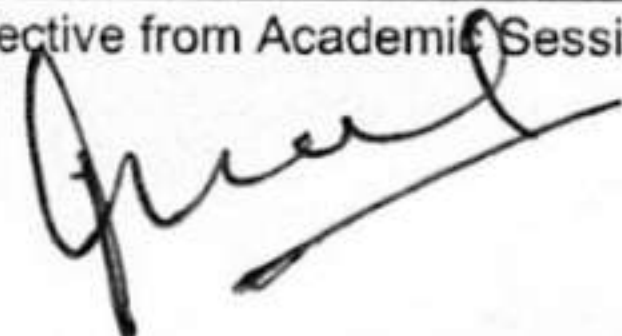
C.7 Reference Books & Readings

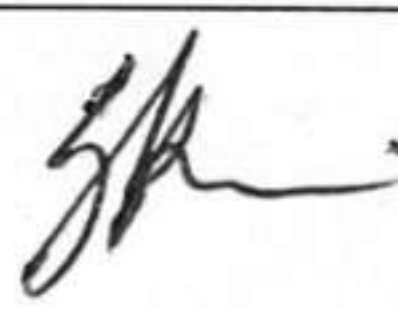
1. Kautilya (Chanakya). *Arthashastra* (translated editions by R. Shamasastri or L. N. Rangarajan). Penguin Classics / other academic editions.
2. Altekar, A. S. *Education in Ancient India*. Nand Kishore & Bros., Varanasi.
3. Dharampal. *Indian Science and Technology in the Eighteenth Century*. Academy of Gandhian Studies, Hyderabad.
4. Sharma, Ram Nath. *Indian Society and Culture*. Atlantic Publishers, New Delhi.

C.8 Suggested E-Resources / Digital Repositories

- Indian Knowledge Systems (IKS Division, AICTE): <https://iksindia.org>
- SWAYAM (UGC MOOCs on Indian Knowledge Systems & Rural Development): <https://swayam.gov.in>
- NPTEL (IIT Lecture Series on Ethics, Governance, and Development): <https://nptel.ac.in>
- National Digital Library of India (NDLI): <https://ndli.iitkgp.ac.in>

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Organizational Behaviour (MRSMD-GE106)**C.3 Course Objectives (COBs)**

COB No.	Course Objectives
COB 1	To understand the basic concepts, models, and importance of organizational behaviour in management.
COB 2	To study individual behaviour in organizations, including personality, perception, learning, and attitudes.
COB 3	To understand group behaviour, communication, power, and conflict in organizations.
COB 4	To learn how organizational culture, change, and development affect workplace performance.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Explain the basic theories and concepts of organizational behaviour.
CLO 2	Analyze individual and group behaviour in organizational settings.
CLO 3	Evaluate communication, power relations, and conflict management in organizations.
CLO 4	Apply organizational behaviour concepts to improve culture, manage change, and enhance organizational effectiveness.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Organizational Behaviour (MRSMD-GE106)		
Unit	Content	Suggested Lectures hours
I	Introduction to Organizational Behaviour: Meaning, nature, characteristics, and importance of organizational behaviour; foundations of OB; major models of organizational behaviour, their relevance in managerial practice.	12–15
II	Individual Behaviour in Organizations: Foundations of individual behaviour; personality—concept, nature, determinants, and types Perception—concept, factors, and perceptual process; learning—meaning, definitions, and types Attitudes—concept, nature, and components.	12–15
III	Group Behaviour, Power, and Conflict Management: Group dynamics—concept, types of groups, advantages and limitations of groups stages of group development, and group cohesiveness; Power and power dynamics—sources of power and ethical dimensions of organizational politics; Conflict management—concept, types, and conflict management styles.	12–15

IV	Communication in Organizations: Meaning, definition, and significance of communication; types and channels of communication; barriers to effective communication; Corporate communication—concept and applications; media relations—tools, techniques, media monitoring, Social Media.	12–15
V	Organizational Culture, Change, and Development: Concept and dimensions of organizational culture; types of Organizational culture, development of innovative work culture; Organizational change—meaning, importance, levels, barriers to change; organizational development—concept, prerequisites, and OD interventions. Case study of organizational culture in Google/ Microsoft)	8–10
Total Suggested Lectures		60 (For 4 Credit Course)

C.6 Prescribed Textbooks

1. Prasad, L. M. *Organisational Behaviour*. Sultan Chand & Sons, New Delhi.
2. Luthans, Fred. *Organisational Behaviour*. McGraw Hill Education, New Delhi.
3. Davis, Keith. *Organisational Behaviour*. Tata McGraw Hill (TMH), New Delhi.
4. Robbins, Stephen P. *Organisational Behaviour*. Pearson/PHI Learning, New Delhi.

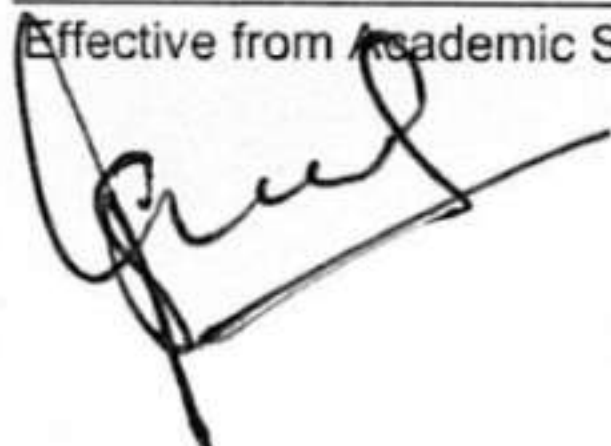
C.7 Reference Books and Readings

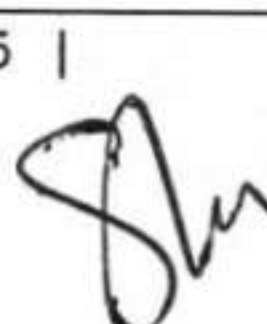
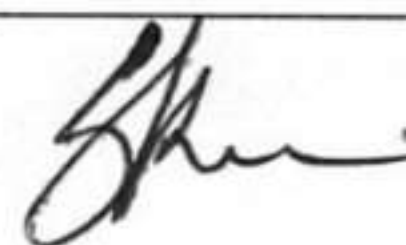
1. Dwivedi, R. S. *Organisational Behaviour*. Macmillan Publishers, New Delhi.
2. Aswathappa, K. *Organisational Behaviour*. Himalaya Publishing House, Mumbai.
3. Jain, P. K. *Organisational Behaviour*. Rajasthan Hindi Granth Academy, Jaipur.
4. Hersey, Paul, and Blanchard, Kenneth H. *Management of Organisational Behaviour*. Prentice Hall.
5. Schein, Edgar H. *Organizational Psychology*. Prentice Hall.
6. Pareek, Udai, and Khanna, Sushma. *Understanding Organisational Behaviour*. Oxford University Press, New Delhi.

C.8 Suggested E-Resources / Digital Repositories

- e-PG Pathshala (UGC e-Content on Organizational Behaviour):
<https://epgp.inflibnet.ac.in>
- SWAYAM – Organizational Behaviour & Management Courses (UGC/NPTEL MOOCs):
<https://swayam.gov.in>
- NPTEL – IIT Video Lectures on Organizational Behaviour and Management:
<https://nptel.ac.in>

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Rural Project Management (MRSMD-CC201)**C.3 Course Objectives (COBs)**

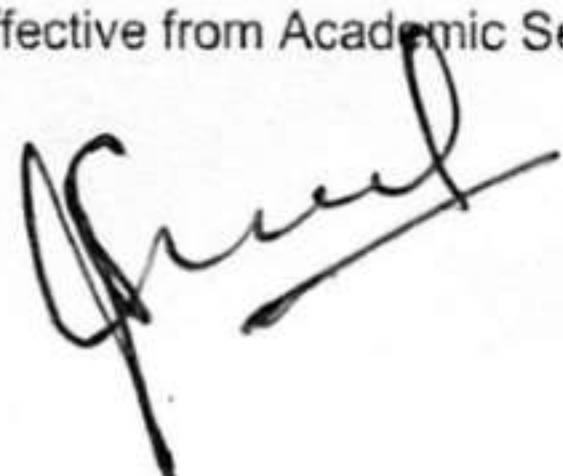
COB No.	Course Objectives
COB 1	To understand the basic concepts, principles, and stages of project management in rural development contexts.
COB 2	To develop skills in project planning, design, implementation, monitoring, and evaluation of rural development projects.
COB 3	To learn tools, techniques, and institutional mechanisms used in managing rural development projects, including government and community-based systems.
COB 4	To build the ability to design and manage participatory and sustainable rural projects aligned with local needs and development goals.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Insight on the concepts, stages, and processes of rural project management.
CLO 2	Implementation of project planning and appraisal tools such as LFA, budgeting, PERT, and CPM in rural development projects.
CLO 3	Analysis of project implementation, monitoring, and stakeholder participation in rural development programmes.
CLO 4	Capability to design and evaluate sustainable and participatory rural projects using appropriate management and evaluation techniques.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Rural Project Management (MRSMD-CC201)		
Unit	Content	Suggested Lectures hours
I	Introduction to Project Management: Concept, nature, and types of projects; project management in the development sector; and stages of the project life cycle.	12–15
II	Project Formulation and Design: Project identification and need assessment; problem analysis; setting of objectives and goals; preparation of implementation plan; and estimation of project budget.	12–15
III	Project Planning: Concept of planning; micro-planning and participatory planning approaches; time–cost trade-off and need for flexibility; scheduling and control techniques using graphical and network methods.	12–15
IV	Project Implementation:	8–10






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	Meaning and elements of project implementation; project screening; scheduling and control techniques; Bar charts, PERT, and CPM methods.	
V	Project Appraisal, Monitoring, and Evaluation: Concept and methods of project appraisal (undiscounted and discounted techniques); Participatory Rural Appraisal (PRA) tools and report writing; monitoring and evaluation—concept, design, differences, participatory evaluation, performance indicators, and appraisal systems. (case study of a government project in rural area, Exercise on Drafting of project proposal)	12–15
	Total Suggested Lectures	60 (For 4 Credit Course)

C.6 Prescribed Textbooks

1. Patel, Bhavesh M. *Project Management: Strategic Financial Planning, Evaluation and Control*. Vikas Publishing House Pvt. Ltd., New Delhi.
2. Korgaonkar, M. G. *Project Management: A Survey of Current Practices and Implications*. Vikas Publishing House Pvt. Ltd., New Delhi.
3. Chandra, Prasanna. *Projects: Preparation, Appraisal, Budgeting and Implementation*. Tata McGraw Hill Education, New Delhi.
4. Nagarajan, K. *Project Management*. New Age International Publishers, New Delhi.

C.7 Reference Books and Readings

1. Cleland, David I., and King, William R. *Systems Analysis and Project Management*. McGraw Hill Inc., New York.
2. Gittinger, J. Price. *Economic Analysis of Agricultural Projects*. Johns Hopkins University Press, Baltimore.
3. Food and Agriculture Organization (FAO). *Monitoring Systems for Agricultural and Rural Development Projects*. FAO Publications.
4. Desai, Vasant. *Project Management*. Himalaya Publishing House, Mumbai.

C.8 Suggested E-Resources / Digital Repositories

- SWAYAM (Project Management & Rural Development Courses): <https://swayam.gov.in>
- NPTEL (IIT Lectures on Project Management and Operations Research): <https://nptel.ac.in>
- e-PG Pathshala (UGC e-content on Management and Development Studies): <https://epgp.inflibnet.ac.in>
- Food and Agriculture Organization (FAO) e-Library (Rural Development Projects): <https://www.fao.org/publications/en/>

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Management of Rural Development Programmes (MRSMD-CC202)**C.3 Course Objectives (COBs)**

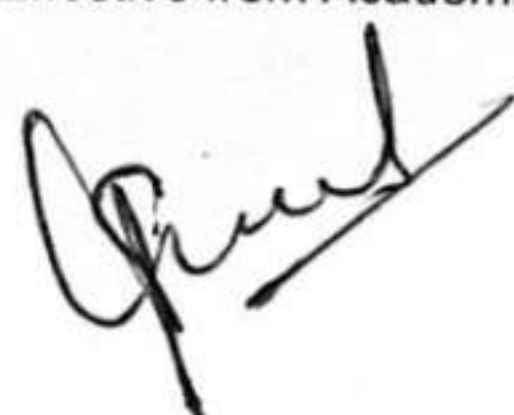
COB No.	Course Objectives
COB 1	To understand the evolution, structure, and institutional framework of rural development programmes in India.
COB 2	To study major rural development policies and schemes at national and state levels and their role in rural transformation.
COB 3	To develop skills for planning, implementing, monitoring, and evaluating rural development programmes.
COB 4	To build the ability to ensure community participation, coordination, and sustainable outcomes in rural development initiatives.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Understanding of institutional and policy framework of rural development programmes in India.
CLO 2	Analysis of major rural development schemes and evaluate their impact on rural livelihoods, employment, and poverty reduction.
CLO 3	Application of management tools and techniques in planning, implementation, and evaluation of rural development programmes.
CLO 4	Assessment of rural development strategies in terms of sustainability, convergence, and community participation.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Management of Rural Development Programmes (MRSMD-CC202)		
Unit	Content	Suggested Lectures hours
I	Introduction to Rural Development: Meaning, definition, and significance of rural development; key factors essential for rural development; major challenges of rural development in a predominantly subsistence-based economy, with special reference to Bihar.	12–15
II	Rural Planning: Nature, scope, objectives, need, and importance of rural planning; patterns of economic development—capitalist, socialist, and mixed economies; their relevance to rural development.	12–15
III	Rural Development in India: Rural development in India's Five-Year Plans—objectives, strategies, and changing priorities; role of NITI Aayog in rural development—objectives, strategies, and evolving policy approaches.	12–15






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IV	Major Rural Development Programmes and Schemes: Community Development Programme—historical background, objectives, administrative structure, achievements, and limitations. National Rural Livelihoods Mission (NRLM)—objectives, coverage, financial provisions, beneficiary identification, project planning, monitoring, and evaluation. Viksit Bharat – Guaranteed Employment and Livelihood Mission (Gramin) (V-RAMG)—objectives, coverage, funding, wage system, implementation, monitoring, and evaluation. Case Study: Viksit Bharat – Guaranteed Employment and Livelihood Mission (Gramin) (V-RAMG).	12–15
V	Sustainable Rural Development: Sustainable Development Goals (SDGs)—aims, objectives, and strategies; linkage between SDGs and rural development; development and adoption of appropriate rural technologies in energy, fuel, and housing; promotion of non-conventional and renewable energy sources in rural areas in the current context.	8–10
Total Suggested Lectures		60 (For 4 Credit Course)

C.6 Prescribed Textbooks

1. Bhadauria, P. B. S., and Dua, S. C. *Rural Development: Strategy and Perspective*. Ammol Publications, New Delhi.
2. Arora, R. C. *Integrated Rural Development*. S. Chand & Company Pvt. Ltd., New Delhi.
3. Desai, Vasant. *Rural Development* (Five Volumes). Himalaya Publishing House, Mumbai.
4. Jain, S. *Rural Development: Institutions and Strategies*. Rawat Publications, Jaipur.

C.7 Reference Books and Readings

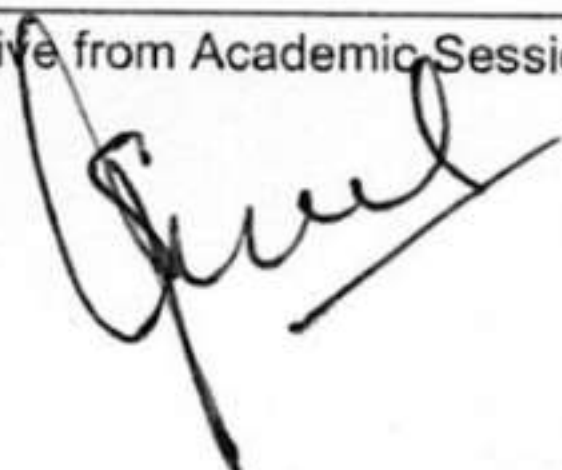
1. Jain, C. M., and Cangan, T. *Forty Years of Rural Development in India*. Printwell Publishers, Jaipur.
2. Kumar, M. Ashok. *Rural Development in India*. Inter India Publications, New Delhi.
3. Maheshwari, S. R. *Rural Development in India: A Public Policy Approach*. Sage Publications, New Delhi.
4. Government of India. *Report of the National Commission on Agriculture (1976)*. Ministry of Agriculture and Irrigation, New Delhi.
5. Chambers, Robert. *Rural Development: Putting the Last First*. Longman, London. (Added for conceptual strengthening)
6. Pandit, K. – *New Dimensions of Labour Economics*, Novelty & Co. Patna

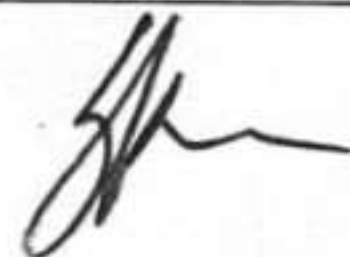
C.8 Suggested E-Resources / Digital Repositories

- SWAYAM (Rural Development and Public Policy Courses): <https://swayam.gov.in>
- NPTEL (Rural Development, Public Policy, and Management Lectures): <https://nptel.ac.in>
- e-PG Pathshala (UGC e-content on Rural Development and Economics): <https://epgp.inflibnet.ac.in>
- National Digital Library of India (NDLI): <https://ndl.iitkgp.ac.in>

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Rural Entrepreneurship (MRSMD-CC203)**C.3 Course Objectives (COBs)**

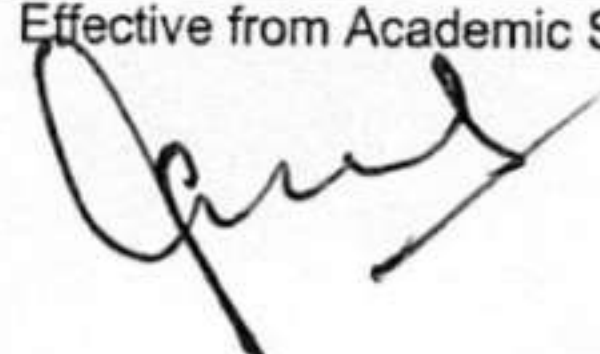
COB No.	Course Objectives
COB 1	To understand the concept, scope, and importance of rural entrepreneurship in rural development and livelihood generation.
COB 2	To learn the process of entrepreneurship development, including opportunity identification, business planning, and enterprise creation in rural areas.
COB 3	To study institutional, financial, and policy support systems available for rural entrepreneurs.
COB 4	To develop skills for promoting innovation, self-employment, and sustainable rural enterprises using local resources.

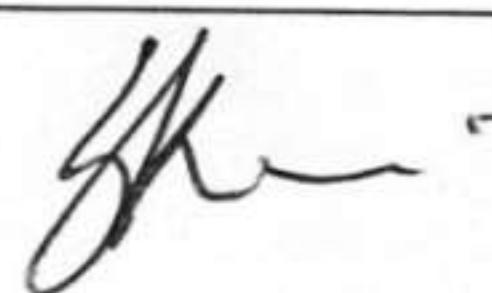
C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Explain the concept, characteristics, and role of rural entrepreneurship in socio-economic development.
CLO 2	Identify business opportunities and prepare basic entrepreneurial plans suitable for rural areas.
CLO 3	Analyze institutional support systems, including government schemes, banks, and support organizations for rural enterprises.
CLO 4	Evaluate challenges faced by rural entrepreneurs and suggest practical and sustainable solutions for enterprise development.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Rural Entrepreneurship (MRSMD-CC203)		
Unit	Content	Suggested Lectures hours
I	Introduction to Rural Entrepreneurship: Entrepreneurship- Concept, need, types, entrepreneurship development programmes (EDP) in India; role of support institutions such as DIC, SISI, KVIC, Udyam Mitra, financial institutions in promoting rural enterprises.	12–15
II	Entrepreneurship Development Programme (EDP): Identification and selection of entrepreneurs; training inputs and capacity building; post-training follow-up and support mechanisms; design and implementation of EDPs for different rural activities; rural women entrepreneurship—nature, scope, and challenges.	12–15
III	Self-Employment and Rural Enterprise Development: Rural handlooms and handicraft-based enterprises; rural exports and market linkages; rural e-business and e-commerce opportunities; role of rural	12–15



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	workers, skilled persons, and para-professionals in promoting self-employment.	
IV	Rural Industries and Artisan Economy: Objectives, growth, achievements, and challenges of micro and small rural industries; rural crafts and artisan-based enterprises; with special reference to Bihar's rural industrial structure and traditional skills.	12–15
V	Rural Tourism and Cultural Entrepreneurship: Concept, types, and significance of rural tourism; promotion of rural trade, culture, art, and livelihoods through tourism; cultural and intangible heritage of Bihar. (Case study of <i>Bidesia</i> and <i>Jat-Jatin</i> folk traditions, traditional cuisine, and craft clusters in Bihar, Chokhi Dhani (Rajasthan) and Periyar (Kerala) cultural and ecological tourism models.)	8–10
Total Suggested Lectures		60 (For 4 Credit Course)

C.6 Prescribed Textbooks

1. Desai, Vasant. *Dynamics of Entrepreneurial Development and Management*. Himalaya Publishing House, Mumbai.
2. Khanka, S. S. *Entrepreneurial Development*. S. Chand Publishing, New Delhi.
3. Hisrich, Robert D., Peters, Michael P., and Shepherd, Dean A. *Entrepreneurship*. McGraw Hill Education, New Delhi.
4. Gupta, C. B., and Srinivasan, N. P. *Entrepreneurial Development*. Sultan Chand & Sons, New Delhi.

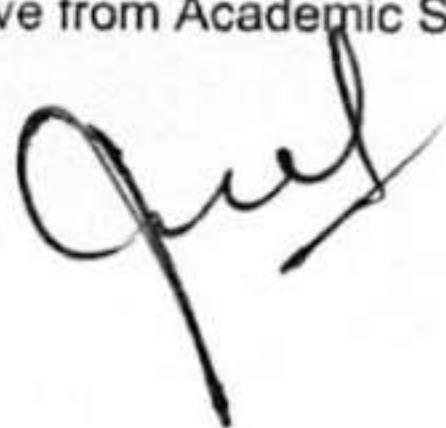
C.7 Reference Books and Readings

1. Rao, T. V. *Entrepreneurship and Rural Development*. ICFAI University Press, Hyderabad.
2. Government of India. *Annual Reports of Ministry of Micro, Small and Medium Enterprises (MSME)*. New Delhi.
3. SIDBI. *Rural Enterprise Development and Financing Reports*. Small Industries Development Bank of India.
4. Pandey, I. M. *Financial Management and Entrepreneurship Development*. Vikas Publishing House, New Delhi.
5. Drucker, Peter F. *Innovation and Entrepreneurship*. Harper & Row, New York.

C.8 Suggested E-Resources / Digital Repositories

- SWAYAM (Entrepreneurship Development and Management Courses): <https://swayam.gov.in>
- NPTEL (Entrepreneurship and Management Lectures): <https://nptel.ac.in>
- MSME Development Institute Portal: <https://msme.gov.in>
- SIDBI (Small Industries Development Bank of India): <https://www.sidbi.in>
- Jeevika / NRLM Bihar Rural Livelihoods Portal: <https://brlps.in>
- National Digital Library of India (NDLI): <https://ndl.iitkgp.ac.in> Shodhganga (Research Theses Repository): <https://shodhganga.inflibnet.ac.in>

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Sustainable Rural Technology, Land and Watershed Management (MRSMD-CC204)**C.3 Course Objectives (COBs)**

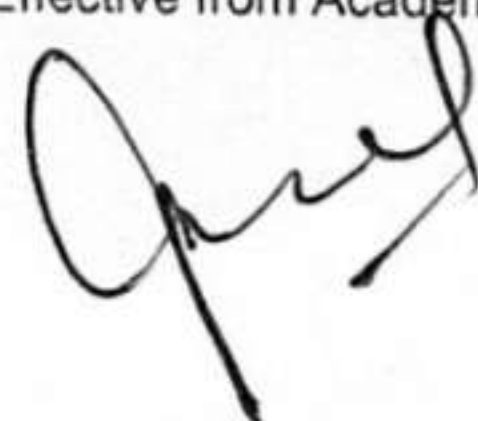
COB No.	Course Objectives
COB 1	To understand rural socio-ecological systems with special reference to land, water, and natural resources in Bihar.
COB 2	To analyze issues of equity, access, and power relations in land and water resource management.
COB 3	To develop skills in using sustainable and nature-based technologies, including GIS tools, for resource mapping and watershed management.
COB 4	To evaluate the role of community institutions and rural technologies in achieving sustainable and inclusive rural development.

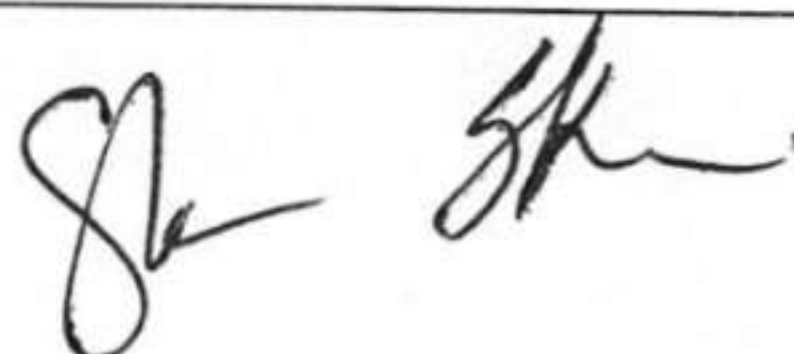
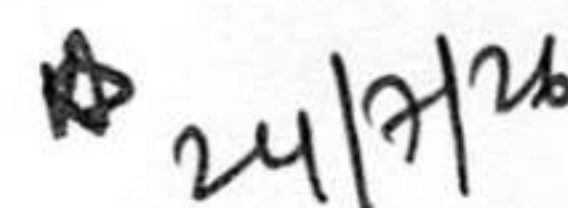
C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	Analysis of socio-ecological systems to identify issues of equity and access in land and water resources in rural Bihar.
CLO 2	Application of basic spatial tools to map land use, water resources, and watershed boundaries.
CLO 3	Evaluation of the role of community institutions such as SHGs and JEEViKA in sustainable resource management.
CLO 4	Ability to design simple, sustainable solutions for land and watershed management using traditional and modern approaches.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Sustainable Rural Technology, Land and Watershed Management (MRSMD-CC204)		
Unit	Content	Suggested Lectures hours
I	Resources and Resource Access in Bihar: Meaning and nature of resources; classification of natural resources—land, soil, water, and forests; key resource-related challenges in Bihar, including floods, droughts, high population pressure, and migration; traditional ecological knowledge systems such as <i>Ahar-Pyne</i> irrigation and common property resource (CPR) governance; (<i>case study</i> - basic resource mapping of a village).	12–15
II	Rural Technology and Agricultural Systems: Concept and scope of rural technology; agricultural tools, implements, and machinery; crop production systems and types; concepts of genotypic, phenotypic, indigenous, hybrid, and genetically engineered crops; farm operations and input management; weed control, plant protection, disease	12–15



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	management, food preservation, and storage; role of institutions such as ATMA; System of Rice Intensification (SRI-Vidhi cultivation).	
III	Sustainable Land Management: Concept of sustainable and regenerative land management; low-cost and eco-friendly practices such as bunding, agroforestry, and natural farming; challenges faced by small and marginal farmers in adopting sustainable practices; land-use change dynamics and contributing factors; issues of land degradation, soil erosion, and forest conservation.	12–15
IV	Watershed Management and Nature-Based Solutions: Concept, principles, and importance of watershed management; water harvesting and conservation techniques; integrated water resource management; nature-based solutions for water sustainability; traditional and modern approaches to water harvesting and conservation.	12–15
V	Animal Husbandry and Allied Rural Enterprises: Livestock-based rural enterprises including dairy, goat, pig, poultry, sericulture, fishery, and apiculture; induced breeding techniques; genetic improvement of breeds; animal diseases and remedy; challenges of animal production in Bihar; horticulture and olericulture (fruits and vegetables); use of phytohormones; cultivation of medicinal plants (<i>case study</i> on cultivation practices of major crops in Bihar.)	8–10
Total Suggested Lectures		60 (For 4 Credit Course)

C.6 Prescribed Textbooks

1. Marriott, McKim. *Village India: Studies in the Little Community*. University of Chicago Press, Chicago.
2. Majumdar, D. N. *Rural Profiles*. Ethnographic and Folk Culture Society, Lucknow.
3. Murty, J. V. S. *Watershed Management*. New Age International Publishers, New Delhi.
4. Murty, J. V. S. and J. Y. Wang. *Agriculture and Its Environment: Production and Control*. Kendall Hunt Publishing Company, Dubuque, USA.
5. Mumtamayee, C. *Rural Ecology*. Ashish Publishing House, New Delhi.

C.7 Reference Books and Readings

1. van der Kwast, H., and Menke, K. *Land Use/Cover Datasets and Validation Tools*. International Centre for Forestry Research and Education (ICFRE), 2023.
2. ICFRE. *Sustainable Land and Ecosystem Management in India*. Indian Council of Forestry Research and Education, Dehradun.
3. Berkes, F. *Sacred Ecology: Traditional Ecological Knowledge and Resource Management*. Routledge.
4. World Bank. *Community-Based Natural Resource Management and Watershed Development in India: Critical Assessments*. Washington, D.C.
5. Satoh, et al. Research articles on traditional irrigation systems (*Ahar-Pyne*) and common property resource governance in South Bihar floodplains (International Journal of Traditional Knowledge and related journals).

C.8 Suggested E-Resources / Digital Repositories

- India Water Portal: <https://www.indiawaterportal.org>
- Bhuvan (ISRO Geoportal): <https://bhuvan.nrsc.gov.in>
- QGIS Official Platform: <https://qgis.org>
- JEEViKA / NRLM Portal: <https://www.brlps.in> / <https://aaajeevika.gov.in>
- ICAR–CRIDA Resources: <https://www.crida.in>
- IWMI Publications Database: <https://www.iwmi.cgiar.org>

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Rural Welfare (MRSMD-GE205)**C.3 Course Objectives (COBs)**

COB No.	Course Objectives
COB 1	Understand the concepts, scope, and importance of rural welfare and rural development.
COB 2	Examine major rural issues related to livelihoods, women, children, health, education, and disadvantaged groups.
COB 3	Understand government welfare policies, schemes, and institutions for rural development.
COB 4	Develop the ability to analyze rural problems and suggest suitable solutions for community development.

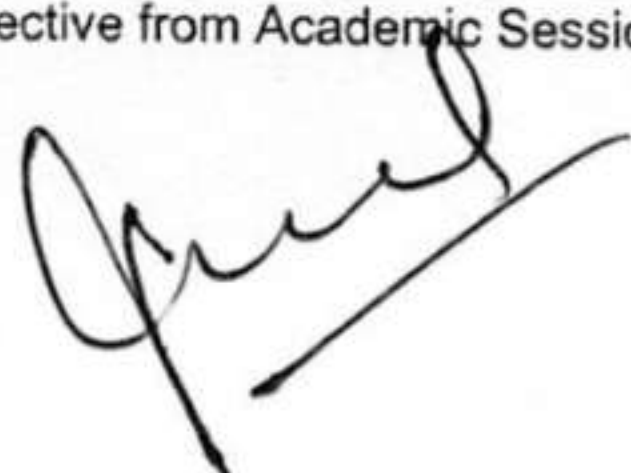
C.4 Course Outcomes (COs)

After successful completion of the course, students will be able to:

CLO No.	Course Learning Outcome
CLO 1	Explain the basic concepts and importance of rural welfare and rural development.
CLO 2	Analyze major rural welfare issues and government welfare programmes.
CLO 3	Evaluate the role of policies and institutions in improving rural welfare.
CLO 4	Apply suitable approaches to solve rural welfare problems and support community development.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Rural Welfare (MRSMD-GE205)		
Unit	Content	Suggested Lectures hours
I	Rural Welfare, Livelihoods and Community Institutions: Concept, objectives, and importance of rural welfare in India. Approaches to rural welfare. Rural livelihoods and community institutions. Social security and social assistance schemes for rural areas by the Central and State Governments.	12–15
II	Child and Women Welfare: Child welfare: meaning, need, services in rural areas, developments after Independence, problems of different groups of children, and child welfare agencies. Women welfare: status of rural women in India and Bihar, issues of household women, working women, unmarried women, and student mothers. National Policy for Women (2001), Central Social Welfare Board, and National Commission for Women. Case Study: Comparative analysis of the issues faced by household and working women.	12–15
III	Livelihoods, Value Chains and SC & ST Welfare:	12–15





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	Farm and non-farm livelihood opportunities for poor rural families. Value chain analysis of products made by Jeevika groups. Role of rural technologies in enterprise development. Welfare of Scheduled Castes and Scheduled Tribes: major issues, constitutional safeguards, welfare measures, and Special Component Plans under Central assistance. Case Study: Tribal Sub-Plans with special reference to Bihar.	
IV	Natural Farming, Environment and Equity: Principles and benefits of natural farming for soil health, water conservation, and biodiversity. Role of natural farming in improving livelihoods of women and poor families. Equity in the use of land and water resources. Case Study: Environmental and livelihood benefits of Jeevika group initiatives.	12–15
V	Education, Health, Housing and Future Challenges: Rural education: primary education, Samagra Shiksha, adult education, non-formal education, and literacy programmes. Rural health: National Health Policy, primary health care, prevention of communicable diseases, health administration at district and block levels. Government schemes for rural housing, sanitation, and safe drinking water. Case Study: Challenges in rural welfare delivery and future directions.	12–15
Total Suggested Lectures		60 (For 4 Credit Course)

C.6 Prescribed Textbooks

1. Singh, Katar. *Rural Development: Principles, Policies and Management*. Sage Publications.
2. Prasad, B. K. *Indian Social Welfare: Policies and Programmes*. New Royal Book Company.
3. Scoones, Ian (Ed.). *Livelihoods and Development: New Perspectives*. Routledge.
4. Singh, S. K. *Self-Help Groups and Rural Development*. Mittal Publications.
5. Bihar Rural Livelihoods Promotion Society (JEEViKA). *Implementation and Programme Reports* (Latest Edition).

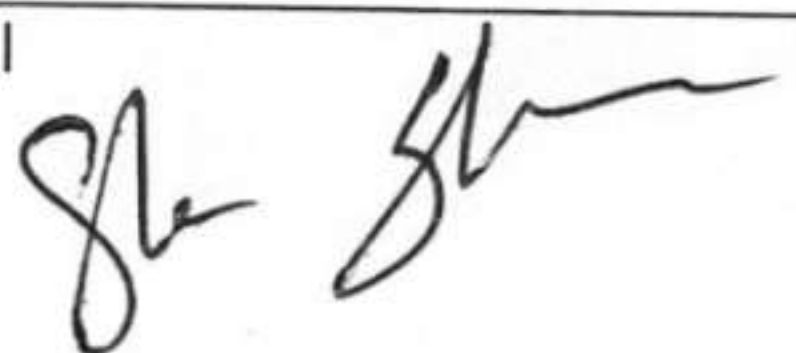
C.7 Reference Books & Readings

1. Sen, Amartya. *Development as Freedom*. Oxford University Press.
2. Ostrom, Elinor. *Governing the Commons*. Cambridge University Press.
3. Ellis, Frank. *Rural Livelihoods and Diversity in Developing Countries*. Oxford University Press.
4. Government of Bihar. *Economic Survey of Bihar* (Latest Edition).
5. Selected reports and research papers by the World Bank, FAO, ICAR, NITI Aayog, and *Economic & Political Weekly* on rural livelihoods, natural farming, JEEViKA, and rural welfare.

C.8 Suggested E-Resources / Digital Repositories

- Bihar Rural Livelihoods Promotion Society (BRLPS): <https://brlps.in>
- Ministry of Rural Development, Government of India: <https://rural.gov.in>
- National Rural Livelihoods Mission (DAY-NRLM): <https://aajeevika.gov.in>
- World Bank Open Knowledge Repository: <https://openknowledge.worldbank.org>
- Shodhganga (INFLIBNET): <https://shodhganga.inflibnet.ac.in>





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Environmental Studies (MRSMD-GE206)**C.3 Course Objectives (COBs)**

COB No.	Course Objectives
COB 1	To understand basic concepts of environmental studies and their relevance to rural development.
COB 2	To develop knowledge of ecosystems, biodiversity, and sustainable management of natural resources.
COB 3	To apply environmental laws, policies, and community-based approaches for environmental conservation and sustainability.
COB 4	To analyze major environmental issues and their social and economic impacts on rural communities.

C.4 Course Outcomes (COs)

CLO No.	Course Learning Outcome
CLO 1	basic concept of environment, ecosystem and the role of natural resources in rural development.
CLO 2	Analyze environmental problems affecting rural areas and suggest appropriate sustainable solutions.
CLO 3	Application of principles of natural resource management, climate resilience, and environmental governance in rural planning.
CLO 4	Ability to design sustainable and community-based strategies for environmental protection and rural development.

C.5 Syllabus — Unit-wise Breakdown

Course Name: Environmental Studies (MRSMD-GE206)		
Unit	Content	Suggested Lectures hours
I	Fundamentals of Environmental Studies: Concept, scope, importance, and multidisciplinary nature of environmental studies; structure and functions of ecosystems; energy flow and ecological succession; biodiversity and its significance in rural livelihoods; human-environment relationship and environmental ethics.	12–15
II	Environmental Issues and Rural Development: Environmental degradation—causes, impacts, and mitigation measures; types of pollution (air, water, soil, noise, and solid waste) and their effects on rural environmental health; impacts of population growth, urbanization, and industrialization on rural ecosystems; environmental effects of agricultural practices and rural industries.	12–15
III	Sustainable Natural Resource Management:	12–15

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	Sustainable agriculture and conservation of natural resources; biodiversity conservation, agroforestry, and sustainable forestry practices; renewable energy sources and appropriate rural technologies; role of community participation in resource management; linkage with Sustainable Development Goals (SDGs).	
IV	Climate Change, Disaster Management, and Environmental Governance: Climate change—causes, impacts, adaptation, and mitigation strategies; disaster risk reduction and management in rural areas; role of environmental education; environmental policies, legislation, and institutional frameworks for governance.	12–15
V	Rural Environmental Planning and Sustainable Development: Rural environmental planning and integrated natural resource management; circular economy and waste management systems; development of green rural enterprises; environmental auditing, environmental impact assessment (EIA), and social impact assessment (SIA); case studies and best practices in sustainable rural development and environmental conservation.	12–15
Total Suggested Lectures		60 (For 4 Credit Course)

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C.6 Prescribed Textbooks

1. Rajagopalan, R. *Environmental Studies: From Crisis to Cure*. Oxford University Press, 4th Edition, 2023.
2. Kaushik, Anubha, and Kaushik, C. P. *Perspectives in Environmental Studies*. New Age International Publishers, New Delhi.
3. Gupta, Abhik, and Gupta, Susmita. *Environmental Studies: Principles and Practices*. SAGE Publications, New Delhi.

C.7 Reference Books and Readings

1. Masters, Gilbert M., and Ela, Wendell P. *Introduction to Environmental Engineering and Science*. Pearson Education.
2. Henry, J. Glynn, and Heinke, Gary W. *Environmental Science and Engineering*. Pearson Education.
3. Joseph, Benny. *Environmental Studies*. McGraw Hill Education, New Delhi.
4. Dave, Deeksha, and Reddy, E. Sai Baba. *Textbook of Environmental Science*. Cengage Learning India.

C.8 Suggested E-Resources / Digital Repositories

- SWAYAM–NPTEL (Environmental Studies MOOCs): <https://swayam.gov.in>
- United Nations Environment Programme (UNEP): <https://www.unep.org>
- Intergovernmental Panel on Climate Change (IPCC) Reports: <https://www.ipcc.ch>
- Ministry of Environment, Forest and Climate Change (MoEFCC), Government of India: <https://moef.gov.in>

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C.9 Assessment Pattern & Question Paper Design

The End-Semester shall be conducted as per the following question paper design:

- Section A: Short Answer Questions (10×2 marks = 20 marks) — Covering all units (mandatory)
- Section B: Medium Answer Questions (4×5 marks = 20 marks) — Attempt any 4 out of 6
- Section C: Long Answer / Essay Questions (3×10 marks = 30 marks) — Attempt 3 out of 5.

Internal Assessment (20 marks) breakdown:

- Written Test(s): 20 marks
- Seminar / Assignment / Project: 05 marks
- Attendance & Class Participation: 05 marks

Note: Generic/Open Elective–I (Course Code) and II (Course Code) courses in Semester- I and Generic/Open Elective–III (Course Code) and IV (Course Code) courses in Semester- II of 2 Year Postgraduate Programme may be offered by an institution based on student demand, academic interest, and the availability of qualified faculty members. These courses shall be open to students of the concerned discipline as well as students from other disciplines, with the objective of promoting multidisciplinary and interdisciplinary learning in accordance with the principles of the National Education Policy (NEP), 2020.

For fulfilment of the programme requirements, a student shall be required to successfully complete any one of the Generic Elective courses offered during the semester. The institution may decide to offer either or both of the Generic Elective courses, subject to academic feasibility, availability of faculty expertise, and student enrolment.

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D**PART D — GENERAL REGULATIONS & PROVISIONS****D.1 Attendance & Eligibility**

- A student must have a minimum of 75% attendance in each paper to be eligible to appear in the Semester / Annual Examination.
- Condonation of attendance deficiency shall be governed by the Regulation..
- A student detained due to shortage of attendance may appear to the examinations of same semester in the next academic session subject to payment of prescribed fees.

D.2 Examination & Promotion Rules

- A student is required to clear **at least 45%**(4 out of 6) papers of a particular Semester before being promoted to the succeeding Semester.
- Back / Ex-Student candidates shall be governed by the rules in force at the time of their original admission unless otherwise specifically notified.
- A candidate who fails in one or more papers shall be required to appear only in the failed paper(s) (Carry Forward System) in subsequent examinations of the same Semester.
- A candidate is required to clear all his papers within a maximum of **Five Years of duration** to qualify for the degree.

D.3 Grading System (CBCS)

Letter Grade	Grade Point	Performance Description	Remarks
O	10	Outstanding	Pass
A+	9	Excellent	Pass
A	8	Very Good	Pass
B+	7	Good	Pass
B	6	Above Average	Pass
C	5	Average	Pass
P	4	Pass	Pass
F	0	Fail	Fail
Ab/M	0	Absent/Malpractice	Fail / Reappear

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E**PART E — ABBREVIATIONS & AUTHENTICATION****E.1 List of Abbreviations**

Abbr.	Expansion	Abbr.	Expansion
CC	Core Course	DSE	Discipline Specific Elective
GE	Generic Elective	OE	Open Elective
AEC	Ability Enhancement Course	VAC	Value Added Course
SEC	Skill Enhancement Course	IKS	Indian Knowledge System
L	Lecture (hours per week)	T	Tutorial (hours per week)
P	Practical (hours per week)	IA	Internal Assessment
CCA	Continuous & Comprehensive Assess.	CLO	Course Learning Outcome
PLO	Programme Learning Outcome	GA	Graduate Attribute
NHEQF	National HE Qualifications Framework	PROJ	Project / Dissertation

E.2 Authentication

Prof. Sharad Prawal
Head

Subject Expert-1

[Department of PMIR]

[Patna University, Patna]

Date: 30.06.2026

Dr. Supriya Krishnan
Assistant Professor

Subject Expert-3

[Department of PMIR]

[Patna University, Patna]

Date: 30.06.2026

Prof. Kameshwar Pandit
Professor

Subject Expert-2

[Department of PMIR]

[Patna University, Patna]

Date: 30.06.2026

Dr. Shashi Gupta
Assistant Professor

Subject Expert-4 (If applicable)

[Department of Rural Studies (RM&D)]

[Patna University, Patna]

Date: 30.06.2026

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