

North East Institute of Social Sciences and Research (NEISSR)		
Paper: SW-301		
Title: COUNSELLING AND GUIDANCE		
Semester Teaching Plan		
Official Address: 7 th Mile, Chümoukedima, Nagaland – 797103		
	Teaching Plan • Course Summary • Expanded Course Description • Teaching and Evaluation • Class Schedule and Reading	
Course summary		
Paper number: SW-301		
Paper Title: COUNSELLING AND GUIDANCE		
Instructor: Mrs. Judith Huidina		
Class hours: 11.30 AM -12.30 PM		

COURSE DESCRIPTION

The paper course will provide students with a foundational understanding of counselling and guidance, encompassing both theoretical approaches and practical skills. It aims to equip students with the knowledge and attitudes necessary to practice counselling effectively in diverse settings. The curriculum delves into the philosophical, sociological, and psychological underpinnings of counselling, explores various therapeutic interventions, details the stages and essential skills of the counselling process, and examines the dynamics of the counsellor-client relationship. Furthermore, the course highlights the relevance of counselling across different social work settings.

OBJECTIVES:

- To let the students acquire knowledge of the theoretical approaches to counselling.
- To sensitize the students to the attitudes required for the practice of counselling.
- To let students gain knowledge of practice of Counselling in different settings.
- To engage the students to identify and practice the appropriate skills.

LEARNING OUTCOMES:

- Students show ability to articulate theoretical foundation of counselling in their expressions.
- Students are able to demonstrate peer counselling and guidance skills in classroom and community settings.
- Explore and understand the different theoretical approaches to counselling.
- Acquire basic knowledge and processes and skills in counselling and guidance.

TEACHING METHODS

Primary Methods			Optional Methods		
	Recapitulation			Gaming and simulation	
	Lecture			Survey	
	Lecture with discussion			Quiz down gaming	
	Teach back session			Story telling	
	Panel discussion			Project writing	
	Brainstorming			Mapping	
	Debate			News reading	
	Group discussion			Music	
	Report back session			Art	
	Case study method			Puzzle gaming	
	Poster presentation			Article review	
	Guest speaker			Buddying and grouping	
	Motivational talk of student			Any other methods:	
	Role play				

CLASS PARTICIPATION**ASSIGNMENTS AND EVALUATION**

The criterion for evaluation of the course is as follow

• University Examination (External)	60 marks
• Internal Assessment	40 marks
1. Written Internal Test	25 marks
2. Assignment	10 marks
3. Class participation and attendance	05 marks
Total	100 marks

FACE SHEET/COVER PAGE OF THE ASSIGNMENT
Name of the student:
Semester and Year:
Paper no.
Paper Title:
Category of Assignment: Individual
Types of Assignment:
1. Field visit and documentation
Title of the Assignment
Name of the Course Teacher: Ms. Judith Huidina
Name of the Student:
Date of Submission:

CLASS SCHEDULE AND READINGS

Transaction Time: 3 hours per week for 15 weeks (44 hours)

Duration: July 2025 to December 2025

Date of Commencement: 21 July, 2025

UNIT	MONTH & WEEK	TIME	MONTH & DATE
UNIT I: CONCEPTS AND PHILOSOPHIC AL FOUNDATION S OF COUNSELLIN G	Two weeks	Total 6 hours	July: 21, 22, 23, 28, 29,30
	July, Week: three	3 hours	July: 21, 22, 23
	• Introduction of the course paper. • Definition, Elements, Characteristics, and Goals of Counselling. • Evolution of Counselling- Traditional to Modern.		
	July, Week: four	3 hours	July: 28, 29,30
	• Philosophical Foundations of Counselling-dignity of the human person. • Sociological foundations- influence of social system. • Psychological foundations- concept of self, goal directed behavior, learning.		
UNIT II: THERAPEUTIC COUNSELLIN G INTERVENTIO N	Four weeks	Total 11 hours	August: 4,5,6,11,12,13,19, 20, 25, 26, 27.
	August, Week: one	3 hours	August: 4,5,6
	Personality, Psychoanalysis, Adlerian		
	August, Week: two	3 hours	August: 11, 12, 13
	• Client-centered Transactional analysis, Existential counselling		
	August, week: three	2 hours	August: 19 and 20
	Gestalt approach, Rational Emotive Therapy		
	August, week: four	3 hours	August: 25, 26, 27
	• Behavior therapy and Reality therapy. • Psychodrama, Family Therapy, Feminist Therapy.		
UNIT III: COUNSELLIN G PROCESS AND SKILLS IN COUNSELLIN G	One weeks	Total 3 hours	Sept: 8,9,10
	September, week: two	3 hours	September: 8,9,10
	• Stage – I – Problem Exploration and Clarification • Stage – II – Integrative Understanding – Dynamic Self-Understanding • Stage– III – Facilitation Action; Developing a New Perspective, Preferred Scenario. • Skills of effective counsellor- Verbal and Non- Verbal Communication skills, Questioning or Probing, Active Listening, Reflection of Feelings, Silence, Termination, Writing Skills-Case Recording.		
UNIT IV: COUNSELLIN G	Two weeks	Total 5 hours	September: 14, 15, 16, 23, 24
	September, week: three	3 hours	September: 14, 15, 16

RELATIONSHIP	Personal Growth and Effectiveness of the Counsellor- Qualities of an effective counsellor, Counsellor as a helper.		
	Characteristics of clients, Voluntary and non-voluntary clients		
	September, week: four	2 hours	September: 23, 24
UNIT V: SETTINGS OF COUNSELLING AND SOCIAL WORK	- Regard and respects, Authenticity, Empathy - Concerns of self, attitudes, values, beliefs, relationships, self-esteem, openness to others - Accepting personal responsibility, realistic levels of aspiration, self-actualization.		
	Three weeks	Total hours 7	October: 6,7,8,20,22, 27,28
	October, week: two	3 hours	October: 6,7,8
	- Community setting, Family setting - School/Institutional setting		
	October, week: four	2 hours	October: 20 and 22
	Prison and Correctional homes, Hospital setting		
	October, week: five	2 hours	October: 27, 28
	- Vocational guidance center or Industrial setting. - Relevance of counselling in social work		
Assignment Presentation	Four weeks	Total hours 12	November: 3,4,5,10, 11, 12, 17, 18, 19, 24, 25, 26
	November, week: two, three, four and five		Case presentation

SUGGESTED READINGS:

- Currie, Fr. J. (1989). Barefoot Counselling – A Primer in building relationship. Bangalore: Asian Trading Corp.
- Egan, Gerard. (2006). The skilled helper: A problem management and opportunity, Development Approach to helping. Boston: Wadsworth publishers,
- Hough & Margaret. (2006). Counselling skills and theory. UK: Hodder Arnold publishers
- Lapworth, Phil. (2001). Integration in Counselling and Psychotherapy: Developing a personal approach. New Delhi: Sage publications.
- McLeod & John. (2003). Introduction to Counselling. UK: Open university press,
- Mearns & Dave. (1999). Person-Centered Counselling in Action. New Delhi: Sage Publications.
- Palmer. (2004). Counselling, The BAC Counselling reader, British Association for counselling, Vol. 1 & 2. New Delhi: Sage publications.
- Rao, Narayana. (2003). Counselling and Guidance. New Delhi: Tata McGraw Hill,
- Sanders. (2002). First steps in Counselling. UK: PCCS Books Ltd.
- Windy, Dryden. (2002). Handbook of Individual Therapy New Delhi: Sage Publications.

North East Institute of Social Sciences and Research
(NEISSR)

Paper: SW302

Title: Social Policy and Social Legislations

Semester Teaching Plan

Official Address: 7th Mile, Chümoukedima, Nagaland – 797103



Teaching Plan

- Course Summary
- Expanded Course Description
- Teaching and Evaluation
- Class Schedule and Reading

Course Summary

Paper Number: SW302

Paper Title: Social Policy and Social Legislations

Semester & Year: MSW IIIrd Semester 2025

Instructors: Dr. Abel Ariina

Class hours: 1 Hr

Course Description: Social Policy is a course of action which is formulated and implemented by the government to achieve the pre-determined and well-defined objectives. It is the settled course of action adopted and followed by the government or political party and is a part of planning process and social administration. Social policy is an instrument for bringing about structural and functional changes in the society so as to reach the desired goals.

Social legislation is an important area of the study for the social work profession where, they understand, study learned, and interacts with their situation. Social worker not necessarily is a lawyer to solve the social problem of their clients rather he/she needs to know certain principles to solve their problems

Course Objectives

- To provide a conceptual and theoretical understanding of Social Policy and Planning
- To facilitate students' understanding of the various issues of Social Policy formulation and implementation
- To orient the students of issues of social justice.
- To acquire information on legislation relevant to practice situations.

Learning outcomes:

1. Students show awareness of various social policies, legislations and planning exercises for vulnerable and weaker sections of society.
2. Students are able to review, critique and comments on various social policies and legislations in place through their group works and curricular activities.
3. Students show ability to assess implementation of various social policies, laws and plans for weaker and marginalized sections of society.

Teaching Methods

Lectures, class room discussions, PowerPoint presentations, Videos, recapitulation, question and answer round, presentations by the students & practical exam.

Class Participation:

Recapitulation, group discussion, group & Individual assignment, Question and Answer Round.

Assignments and Evaluation

The criterion for evaluation of the course is as follow

• University Examination (External)	60 Marks
• Internal Assessment	40 Marks
1. Written Internal Test	25 Marks
2. Assignment	10 Marks
3. Class Participation and attendance	05 Marks
	Total 100 Marks

CLASS SCHEDULE

MONTH/ WEEK (Date from 21th July – to 31st October 2025)

Unit 1: 21st July – 31st August

Evolution of welfare state

- Concept of welfare state- Rights, Justice, citizenship and welfare state; Post- colonial welfare state- policy making processes and structures in India- The role of Executive, Legislature and Judiciary.
- Social Policy- Concept, definition, characteristics, and objectives; Liberalism, Globalization and changing nature of social policy in India.
- Policy Implementation- The role of Government agencies, Non-governmental organizations and citizen participation. Problems in implementation of policies by central and state government.
- Social Legislation- Concept, meaning and objectives importance of social legislation.

Unit II: 1st Sept – 20th Sept

Social planning

- Concept, and Definition; Nature and Scope of Social Planning
- Social policy and economic policy; Types of planning (social, economic, & Developmental)
- Techniques of social planning; Process of social planning.
- Legislation: concept, definition, and characteristics
- Social justice and social change; Law and legislation.

Unit III: 21st Sept – 5th Oct (Assignment & Presentation)

Social legislation pertaining to women and children

- Indecent representation of Women (Prohibition) Act, 1986; Sexual Harassment in Work Place Guidelines.
- Prevention of Immoral Trafficking Act, 1956
- Protection of Women against Domestic Violence Act, 2005; Medical Termination of Pregnancy Act, 1978.
- Child Marriage Restraint (Amendment) Act, 1978; Child Labour (Prohibition and Regulation) Act, 1986;

Unit IV: 6th Oct – 31st Oct**Policies and legal measures for marginal groups**

- The persons with Disabilities (Equal Opportunities, Protection of the Rights and Full Participation) 1995.
- Welfare programmes and services for the disabled group and aged in India
- Institutional and non-institutional services for the disabled groups and aged.
- Problems of scheduled castes, scheduled tribes and backward classes.
- The Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Act, 1989

Unit V: 1st Nov – 15th Nov**Social legislation pertaining to marriage and succession**

- Special Marriage Act, 1954; Hindu Marriage Act, 1955; Muslim Women (Protection of Rights on Divorce) Act, 1986; The Indian Christian Marriage Act, 1872
- Dowry Prohibition Act, 1961;
- Indian Succession Act, 1925
- Customary law; Article 371(A).

November/ December

- Revision
- Discussion on elected topics according to the suggestion of the students
- Evaluation and Feedback

Name of the Student:

Semester and year: MSW IIIrd Semester

Paper No. : SW302

Paper Title: Social Policy and Social Legislations

Category of assignment: Group

Group/Sl. No.	Title of the Assignment	Unit
Group 1	Indecent representation of Women (Prohibition) Act, 1986	Unit-3
Group 2	Sexual Harassment in Work Place guidelines	Unit-3
Group 3	Prevention of Immoral Trafficking Act, 1956	Unit-3
Group 4	Protection of Women against Domestic Violence Act, 2005	Unit-3
Group 5	Medical Termination of Pregnancy Act, 1978	Unit-3
Group 6	Child Marriage Restraint (Amendment) Act, 1978	Unit-3
Group 7	Child Labor (Prohibition and Regulation) Act, 1986	Unit-3
Group 8	Right of Children to Free and Compulsory Act, 2009	Unit-3
Group 9	Juvenile Justice (Care and Protection) Act, 2000	Unit-3
Group 10	The SC & ST (Prevention of Atrocities) Act, 1989	Unit-4

Types of Assignment

1. PPT presentation
2. Reflection

Title of the Assignment:

Name of the Course Teacher: Dr. Abel Ariina

Date of Submission: October week – IV

SUGGESTED READING LIST

1. Ahmed, R. (2015). Rights of persons with disability in India. Chandigarh: White Falcon Publishing.
2. Bose, A. B. (1971). Social welfare planning in India. Bangkok: U. N. Publications.
3. Chatterjee, B. B. (1971). Impact of social legislation on social change. Kolkata: Mineva Associate.
4. Gangrade, K. D. (2011). Social Legislation in India. New Delhi: Concept Publishing Company Pvt. Ltd.
5. Gore, M. S. (2003). Social Development: Challenges faced in an unequal and plural society. New Delhi: Rawat Publications.
6. Hall, A., & Midgley, J. (2004). Social Policy for Development New Delhi: Sage Publications.
7. Jacob, K. K. (1992). Social Policy in India. Udaipur: Himanshu Publications.
8. Jain, N. K. (2007). Right to Information: Concept, Law, Practice. New Delhi: Regal Publications.
9. Lavallete, M., & Pratt, A. (2002). Social Policy: A Conceptual and Theoretical Introduction (2nd Eds). New Delhi: Sage Publications.
10. Levis, G., Gewity, S., & Clarke, J. (2000). Rethinking Social Policy. London: Sage Publications.
11. Paul Spicker. (2014). Social Policy: Theory and Practice. USA: The University of Chicago.

Date: 1-3/8/2025	Class Hour:	Time Management: 40 mins + 20 mins																																																				
C Course No: SCD303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:1	Unit No: 1	Topic: Understanding Rural Community and Development																																																				
Objectives: To orient students on broad outline of lesson-expectation and mode of assessment. To help learner understand the meaning and definition of Rural Community																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
Methodology (Please tick whichever is appropriate)																																																						
<u>Primary Methods</u> <table border="1"> <tr><td>Recapitulation</td><td></td></tr> <tr><td>Lecture</td><td></td></tr> <tr><td>Lecture with discussion</td><td>*</td></tr> <tr><td>Teach back session</td><td></td></tr> <tr><td>Panel discussion</td><td></td></tr> <tr><td>Brainstorming</td><td>*</td></tr> <tr><td>Debate</td><td></td></tr> <tr><td>Group discussion</td><td></td></tr> <tr><td>Report back session</td><td>*</td></tr> <tr><td>Case study method</td><td></td></tr> <tr><td>Poster presentation</td><td></td></tr> <tr><td>Motivational talk of student</td><td></td></tr> <tr><td>Role play</td><td></td></tr> </table>		Recapitulation		Lecture		Lecture with discussion	*	Teach back session		Panel discussion		Brainstorming	*	Debate		Group discussion		Report back session	*	Case study method		Poster presentation		Motivational talk of student		Role play		<u>Optional Methods</u> <table border="1"> <tr><td>Gaming and simulation</td><td></td></tr> <tr><td>Survey</td><td></td></tr> <tr><td>Quiz down gaming</td><td></td></tr> <tr><td>Story telling</td><td></td></tr> <tr><td>Project writing</td><td></td></tr> <tr><td>Mapping</td><td></td></tr> <tr><td>News reading</td><td></td></tr> <tr><td>Music</td><td></td></tr> <tr><td>Art</td><td></td></tr> <tr><td>Puzzle gaming</td><td></td></tr> <tr><td>Article review</td><td></td></tr> <tr><td>Buddying and grouping</td><td></td></tr> <tr><td>Activity based presentation.</td><td></td></tr> </table>	Gaming and simulation		Survey		Quiz down gaming		Story telling		Project writing		Mapping		News reading		Music		Art		Puzzle gaming		Article review		Buddying and grouping		Activity based presentation.	
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Outline of the Topic: Outline of the Lesson plan- expectation and mode of assessment. Meaning of Rural vs Urban Rural Community																																																						
Suggested Readings: Singh, K (2009): Rural Development: Principles, Policies and Management, Sage Publication. Singha, K (2010): Rural Development in India: Retrospect and Prospects, Concept Publication. William & Christopher (2013): Rural Development Concept and Recent Approaches, Rawat Publication.																																																						
Signature (Self)		Signature (Reporting Authority)																																																				

Introduction to Course Content

3 internal test, Individual + Group Assignment and presentation.

Meaning of Rural

No exact definition on what constitute rural and urban. It varies. But common aspect that differentiate between rural and urban is population or density of population. Rural sparsely populated while urban density of population is high.

Urban communities are those settings involving metropolitan areas with an increase in population density, a decrease in general size, and an increase in access to social services for its population.

Rural - those non-metropolitan areas, including surrounding towns with a reduced population that have limited to no access to social services (Lohmann, 2012)

Rural - Is an area, where the people are engaged in primary industry in the sense that they produce things directly for the first time in cooperation with nature(Srivastava, 1961).

Rural areas are sparsely settled places away from the influence of large cities and towns. Such areas are distinct from more intensively settled urban and suburban areas, and also from unsettled lands such as outback or wilderness.

People live in village, on farms and in other isolated houses. Rural areas can have an agricultural character, though many rural areas are characterized by an economy based on logging, mining, oil and gas exploration, or tourism. Lifestyles in rural areas are different than those in urban areas, mainly because limited services are available. Governmental services like law enforcement, schools, fire departments, and libraries may be distant, limited in scope, or unavailable. Utilities like water, sewer, street lighting, and garbage collection may not be present. Public transport is sometimes absent or very limited; people use their own vehicles, walk or ride an animal. A society or community can be classified as rural based on the criteria of lower population density, less social differentiation, less social and spatial mobility, slow rate of social change, etc. Agriculture would be the major occupation of rural area

Characteristics of Rural Community

People are directly or indirectly dependent on agriculture.

The upper caste people still hold larger lands compare to the lower caste people.

The values of the rural people are too traditional.

The output of the agriculture produces is less in relation to the work they put in.

Rural Social Problems

Poverty

Unemployment

Migration

Labour intensive – Agri and allied sector

Lack of service sector or industry

Lack of access to modern facilities and basic services- health, transportation etc.

Illiteracy

Date: 4/8/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:2	Unit No: 1	Topic: Chief of Seattle																																																				
Objectives: 1.To help students understand meaning of development and 2. To discuss and critically analyse development from the margin and local perspective.																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
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Suggested Readings: Chief Seattle's Letter. http://www.csun.edu/~vcpsy00h/seattle.htm																																																						
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"The President in Washington sends word that he wishes to buy our land. But how can you buy or sell the sky? the land? The idea is strange to us. If we do not own the freshness of the air and the sparkle of the water, how can you buy them?
Every part of the earth is sacred to my people. Every shining pine needle, every sandy shore, every mist in the dark woods, every meadow, every humming insect. All are holy in the memory and experience of my people.

We know the sap which courses through the trees as we know the blood that courses through our veins. We are part of the earth and it is part of us. The perfumed flowers are our sisters. The bear, the deer, the great eagle, these are our brothers. The rocky crests, the dew in the meadow, the body heat of the pony, and man all belong to the same family.

The shining water that moves in the streams and rivers is not just water, but the blood of our ancestors. If we sell you our land, you must remember that it is sacred. Each glossy reflection in the clear waters of the lakes tells of events and memories in the life of my people. The water's murmur is the voice of my father's father.

The rivers are our brothers. They quench our thirst. They carry our canoes and feed our children. So you must give the rivers the kindness that you would give any brother.

If we sell you our land, remember that the air is precious to us, that the air shares its spirit with all the life that it supports. The wind that gave our grandfather his first breath also received his last sigh. The wind also gives our children the spirit of life. So if we sell our land, you must keep it apart and sacred, as a place where man can go to taste the wind that is sweetened by the meadow flowers.

Will you teach your children what we have taught our children? That the earth is our mother? What befalls the earth befalls all the sons of the earth.

This we know: the earth does not belong to man, man belongs to the earth. All things are connected like the blood that unites us all. Man did not weave the web of life, he is merely a strand in it. Whatever he does to the web, he does to himself.

One thing we know: our God is also your God. The earth is precious to him and to harm the earth is to heap contempt on its creator.

Your destiny is a mystery to us. What will happen when the buffalo are all slaughtered? The wild horses tamed? What will happen when the secret corners of the forest are heavy with the scent of many men and the view of the ripe hills is blotted with talking wires? Where will the thicket be? Gone! Where will the eagle be? Gone! And what is to say goodbye to the swift pony and then hunt? The end of living and the beginning of survival.

When the last red man has vanished with this wilderness, and his memory is only the shadow of a cloud moving across the prairie, will these shores and forests still be here? Will there be any of the spirit of my people left?

We love this earth as a newborn loves its mother's heartbeat. So, if we sell you our land, love it as we have loved it. Care for it, as we have cared for it. Hold in your mind the memory of the land as it is when you receive it. Preserve the land for all children, and love it, as God loves us.

As we are part of the land, you too are part of the land. This earth is precious to us. It is also precious to you.

One thing we know - there is only one God. No man, be he Red man or White man, can be apart. We ARE all brothers after all."

Date: 4/8/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:3	Unit No: 1	Topic: Rural Development Concept and Meaning																																																				
Objectives: 1.To help students learn and understand the concept of rural development 2. To discuss the objectives of rural development																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
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Development Vs Growth
 All round Vs Economic (income)

Development: It refers to growth, evolution, stage of inducement or progress. This progress or growth is gradual and had sequential phases. Always there is increasing differentiation. It also refers to the over all movement towards greater efficiency and complex situations.

Rural Development

Rural Development (RD) is a process, which aims at improving the well being and self realization of people living outside the urbanized areas through collective process.

According to Agarwal (1989), rural development is a strategy designed to improve the economic and social life of rural poor.

Rural Development is a process of change, by which the efforts of the people themselves are united, those of government authorities to improve their economic, social and cultural conditions of communities in to the life of the nation and to enable them to contribute fully to national programme. Rural Development is a process of bringing change among rural community from the traditional way of living to progressive way of living. It is also expressed as a movement for progress

The primary objectives of rural development are

- a) To improve the living standards by providing food, shelter, clothing, employment and education;
- b) To increase productivity in rural areas and reduce poverty;
- c) To involve people in planning and development through their participation in decision making and through decentralization of administration;
- d) To ensure distributive justice and equalization of opportunities in the society.

Date: 5/8/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:4	Unit No: 1	Topic: Scope and Need for Rural Development																																																				
Objectives: 1.To help students learn and understand the Scope and need for rural development.																																																						
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SCOPE AND IMPORTANCE OF RURAL DEVELOPMENT

Rural development has always been an important issue in all discussions pertaining to economic development, especially of developing countries, throughout the world. In the developing countries and some formerly communist societies, rural mass comprise a substantial majority of the population. Over 3.5 billion people live in the Asia and Pacific region and some 63% of them in rural areas. Although millions of rural people have escaped poverty as a result of rural development in many Asian countries, a large majority of rural people continue to suffer from persistent poverty. The socio-economic disparities between rural and urban areas are widening and creating tremendous pressure on the social and economic fabric of many developing Asian economies. These factors, among many others, tend to highlight the importance of rural development. The policy makers in most of the developing economies recognize this importance and have been implementing a host of programs and measures to achieve rural development objectives.

Need for Rural Development

Why do Government spent millions of rupees every year for rural development?

1. About three-fourth of India's population live in rural areas, thus rural development is needed to develop nation as whole.
2. Nearly half of the country's national income is derived from agriculture, which is major occupation of rural India.
3. Around seventy per cent of Indian population gets employment through agriculture.
4. Bulks of raw materials for industries come from agriculture and rural sector.
5. Increase in industrial population can be justified only in rural population's motivation and increasing the purchasing power to buy industrial goods.
6. Growing disparity between the urban elite and the rural poor can lead to political instability.

Importance of rural development Rural development is a national necessity and has considerable importance in India because of the following reasons.

1. To develop rural area as whole in terms of culture, society, economy, technology and health.
2. To develop living slandered of rural mass.
3. To develop rural youths, children and women.
4. To develop and empower human resource of rural area in terms of their psychology, skill, knowledge, attitude and other abilities.
5. To develop infrastructure facility of rural area.
6. To provide minimum facility to rural mass in terms of drinking water, education, transport, electricity and communication.
7. To develop rural institutions like panchayat, cooperatives, post, banking and credit.
8. To provide financial assist to develop the artisans in the rural areas, farmers and agrarian unskilled labor, small and big rural entrepreneurs to improve their economy.
9. To develop rural industries through the development of handicrafts, small scaled industries, village industries, rural crafts, cottage industries and other related economic operations in the rural sector.
10. To develop agriculture, animal husbandry and other agricultural related areas.

11. To restore uncultivated land, provide irrigation facilities and motivate farmers to adopt improved seed, fertilizers, package of practices of crop cultivation and soil conservation methods.
12. To develop entertainment and recreational facility for rural mass.
13. To develop leadership quality of rural area.
14. To improve rural marketing facility
15. To minimise gap between the urban and rural in terms of facilities availed.
16. To improve rural people's participation in the development of state and nation as whole.
17. To improve scopes of employment for rural mass.
18. For the sustainable development of rural area.
19. To eliminate rural poverty.
20. To solve the problems faced by the rural mass for their development

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Lesson Plan No:5	Unit No: 1	Topic: Principles of Rural Development																																																				
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Principles of rural development

Accessibility. Try to ensure that the programme and its benefits can reach those in need, and beware of the consequences if some farmers have access to the programme while others do not.

Independence. Devise a programme which helps and supports the farmer but which does not make him or his livelihood dependent upon the programme.

Sustainability. Ensure that the programme's plans and solutions are relevant to the local economic, social and administrative situation. Short-term solutions may yield quick results, but long-term programmes that are suitable to the local environment have greater success.

Going forward. Technological aspects of rural development programmes should help the farmer to take the next step in his development and not demand that he take a huge technological leap. It is better to secure a modest advance which can be sustained than to suggest a substantial advance which is beyond the ability of most.

Participation. Always try to consult the local people, seek out their ideas and involve them as much as possible in the programme.

Effectiveness. A programme should be based on the effective use of local resources and not necessarily on their most efficient use. While efficiency is important, its requirements are often unrealistic. For example, the maximum use of fertilizer is beyond the means of most farmers. But an effective use of resources, which is within the capabilities of most farmers, will have a better chance of a wider impact.

Date: 9-10/8/2025	Class Hour:	Time Management:																																																				
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Lesson Plan No:6	Unit No: 1	Topic: Rural Development Approaches																																																				
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Rural Development Approach

Target Approach

-Farmers- Small, marginal Farmers

-SFDA

Sectoral Approach

Agriculture

Green Revolution

1960s

Area Approach

-DDP, DPAD

Participatory Approach

Robert Chambers

People Centric- people participation

PRA- design and tools

Gandhian Approach

Real India is found not in its cities, but in its villages.

The revival of villages is possible only when the villagers are exploited no more. Exploitation of villagers by city dwellers was 'violence' in Gandhiji's opinion.

Simple living and high thinking, implying voluntary reduction of materialistic wants, and pursuit of moral and spiritual principles of life.

Dignity of labour: everyone must earn his bread by physical labour and one who labours must necessarily get his subsistence.

Preference to the use of indigenous (*swadeshi*) products, services and institutions.

Balance between the ends and the means: Gandhiji believed that non-violence and truth could not be sustained unless a balance between the ends and the means was maintained.

Principal Components of Gandhian Model

Self sufficient village economy

Decentralization

Khadi and village Industries

Implementing Strategy under Gandhian Model

Panchayati raj- each village in India would be a republic

Cooperatives- cooperation as an instrument. Cooperative farming

Trusteeship- collectively owned by and operated for the welfare of the community.

Nai Taleem- Education – body, mind and soul.

The Gandhian model, like any other development model, has both its proponents and opponents. The proponents argue that under the prevailing socio-cultural and economic conditions in India, the Gandhian model is still relevant, and is the only alternative available for bringing about

equitable and sustainable rural development. They assert that panchayati raj institutions and cooperatives are still as relevant as when they were in Gandhiji's days, and that the role of appropriate education cannot be overemphasised even in the present Indian context. The critics argue that Gandhiji's ideals of swadeshi, voluntary curtailment of one's wants, trusteeship, self-sufficient villages, and the use of manual labour in preference to machines sound obsolete these days, particularly in the wake of India's new economic policy characterised by privatisation, liberalisation and globalisation. As a matter of fact, by adopting an economic growth oriented development path and by following the Western model of industrialisation, both under the influence of Jawaharlal Nehru, India had abandoned the Gandhian model long ago, they assert further. To conclude, we could say that Gandhiji wanted India to travel east but India decided to travel west, and we know that 'the twain never meet'. Now, we have gone probably too far in the wrong direction, and turning around and travelling eastward is perhaps not a feasible course of action. But, then, nothing is impossible, and if there is a will, there is a way.

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C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:7	Unit No: 1	Topic: Hiware Bazaar																																																				
Objectives: 1.To broaden students views on rural development initiatives through screening of model village.																																																						
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Lesson Plan No:8	Unit No: 1	Topic: MDG																																																				
Objectives: 1.To understand the evolution of MGD 2. To learn the components of MDG.																																																						
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Outline of the Topic: MGD																																																						
Suggested Readings: United Nations Development Fund. <i>Millennium Development Goals</i> . Nath (2011): India's Progress Toward Achieving the MDGs.																																																						

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Millennium Development Goals

The Millennium Development Goals (MDGs) which include eight goals were framed to address the world's major development challenges with health and its related areas as the prime focus

The MDGs adopted by the United Nations in the year 2000 project the efforts of the international community to “spare no effort to free our fellow men, women and children from the abject and dehumanizing conditions of extreme poverty.” The MDGs are eight goals to be achieved by 2015 that respond to the world's main development challenges. These goals are further subdivided into 18 numerical targets which are further measured by means of 40 quantifiable indicators. Health constitutes the prime focus of the MDGs. While three out of eight goals are directly related to health, the other goals are related to factors which have a significant influence on health. Hence the goals and targets are inter-related in many ways

-8 MDGs to achieve by 2015-

- eradicate extreme poverty and hunger,
- achieve universal primary education,
- promote gender equality and empower women,
- reduce child mortality,
- improve maternal health,
- combat HIV/AIDS, malaria and other disease,
- ensure environmental sustainability
- global partnership for development.

Date: 17/8/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:9	Unit No: 1	Topic: MDG India's progress and Achievement																																																				
Objectives: 1.To assess India's progress toward achieving the MDG																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
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Suggested Readings: Nath (2011): India's Progress Toward Achieving the MDGs. United Nations Development Fund. <i>Millennium Development Goals</i>																																																						

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In India, considerable progress has been made in the field of basic universal education, gender equality in education, and global economic growth. However there is slow progress in the improvement of health indicators related to mortality, morbidity, and various environmental factors contributing to poor health conditions.

Goal 1: in the Indian context, the below poverty line (BPL) has been defined as the cost of an all India average consumption basket at which calorie norms were met, this being 2400 calories per capita per day for rural areas and 2100 calories for urban areas

The poverty gap ratio which refers to the mean distance below the \$1 (1993 PPP US\$) a day poverty line, decreased from 10.9% in 1993 to 7.2% for 1999 to 5.2% for 1999-2000. The share of the poorest quintile in the national consumption was observed to sharply decline in the urban areas from 8% in 1993-94 to 7.3% in 2004-05 compared to in rural areas, 9.6% in 1993-94 to 9.5% in 2004-05

Undernutrition of women and children, especially the female child, continues to be a major issue, given the unequal status to women. A number of antipoverty programs have been launched to decrease the incidence of poverty in India. The National Program of Mid-Day Meals in Schools covers approximately 11.74 crore children

Goal 2: The youth literacy rate, that is the literacy rate of the 15- to 24-year olds, has shown an appreciable increase from 61.9% (1991) to 82.1% (2007). The net enrollment ratio (NER), which refers to the proportion of school children in the age group of 6-11 years enrolled in grades I-V to the population of children in the same age group, increased by almost 10 points from 84.9% in 2000 to 94.2% in 2006

SSA: Education for All by 2010. *PrarambhikShikshaKosh* (PSK) to help finance the government's commitment to quality basic education, District Primary Education Programme (DPEP) –to revitalize the primary education system and setting up of institutions for teacher education.

Goal 3: There has been an appreciable increase in the gender parity index at all levels of education which is the ratio of the number of female students enrolled at primary, secondary, and tertiary levels of education to the number of male students in each level

Goal 4: The under-five mortality rate (U5MR) and infant mortality rate (IMR) are best key indicators for monitoring child health. India is ranked at the 49th position. The percentage of children under 1 year of age immunized against measles. was reported to be very low at a figure of 48.4%

Goal 5: the maternal mortality ratio (MMR) was 570 per 100,000 live births in 1990 which dropped down to 254 per 100,000 live births in 2006

Goal 6: As of November 2009 there are a total of 230 anti-retroviral treatment (ART) centers with a total of 313,161 patients receiving free ART. From November 2006 onward, pediatric ART is also available at these centers with 14,303 children living with HIV/AIDS receiving free ART as of March 2009

The urban malaria scheme under the NVBDCP gives protection to a 113.2 million population in 131 towns in 19 states and union territories

India accounts for nearly one fifth of the global burden of tuberculosis, which amounts to 1.9 million cases. TB mortality in the country has reduced from over 42/100,000 population in 1990 to 28/100,000 population in 2006.

Goal 7: The proportion of land covered by the forest area has shown a very marginal increase from 21.5% in 1990 to 22.8% in 2005. Joint Forest Management schemes are in operation wherein rural women living below the poverty line are provided with financial assistance to raise nurseries in forest areas. The *Rajiv Gandhi GrameenVidyutikiranYojana* started in the year 2005 aims to provide all rural households with access to electricity within the next 5 years.

Goal 8: India's diverse economy ranges from traditional village farming to a wide range of modern industries, and a multitude of services. India achieved 8.5% GDP growth in 2006, 9.0% in 2007, and 7.3% in 2008. The promotion of e-governance on a massive scale is one of the important areas of concern of the National Common Minimum Needs Programme of the Government.

Date: 22/8/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:10	Unit No: 1	Topic: HDI																																																				
Objectives: 1.To understand the evolution of HDI 2. To learn the components of HDI																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
Methodology (Please tick whichever is appropriate)																																																						
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Outline of the Topic: HDI																																																						
Suggested Readings:																																																						
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HDI

The Human Development Index (HDI) is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and have a decent standard of living. The HDI is the geometric mean of normalized indices for each of the three dimensions.

The health dimension is assessed by life expectancy at birth, the education dimension is measured by mean of years of schooling for adults aged 25 years and more and expected years of schooling for children of school entering age. The standard of living dimension is measured by gross national income per capita. The HDI uses the logarithm of income, to reflect the diminishing importance of income with increasing GNI. The scores for the three HDI dimension indices are then aggregated into a composite index using geometric mean. Refer to Technical notes for more details.

The HDI can be used to question national policy choices, asking how two countries with the same level of GNI per capita can end up with different human development outcomes. These contrasts can stimulate debate about government policy priorities.

The HDI simplifies and captures only part of what human development entails. It does not reflect on inequalities, poverty, human security, empowerment, etc. The HDRO provides other composite indices as broader proxy on some of the key issues of human development, inequality, gender disparity and poverty.

Sen's capabilities.

Dimensions and Indicators

The Human Development Index (HDI) is a measurement system to measure various countries' levels of social and economic development.

It was introduced by the U.N. in 1990.

It measures the average achievement of a country in three basic dimensions of human development viz.,

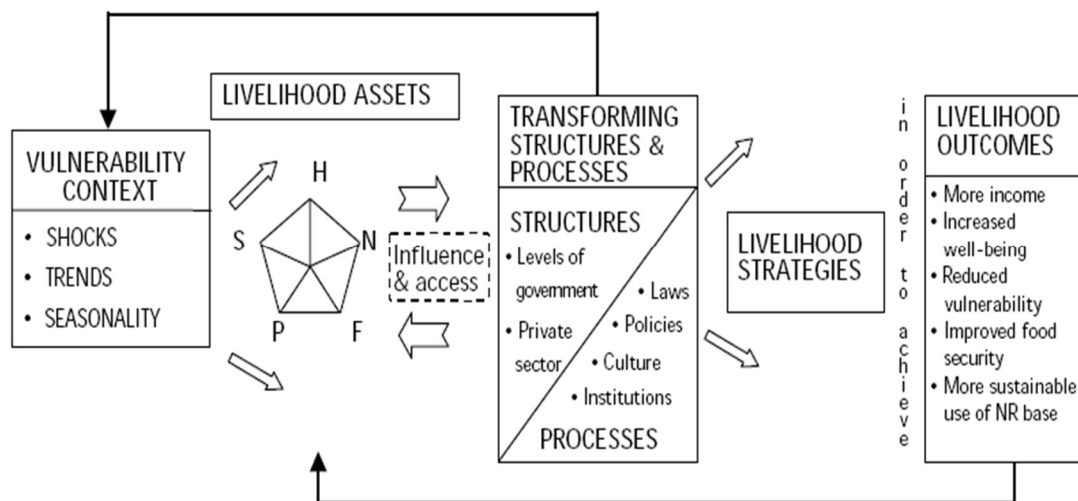
- 1) Long and healthy life
- 2) Education
- 3) Decent standard of living

Date: 23-24/8/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:11	Unit No: 1	Topic: SDA																																																				
Objectives: 1.To orient students on Sustainable Livelihood Approach																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
Methodology (Please tick whichever is appropriate)																																																						
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Outline of the Topic: Livelihood- Sustainable Livelihood framework.																																																						
Suggested Readings: De haan,L.J.(2012). The Livelihood Approach: A Critical Exploration. <i>Erdkunde</i> , Bd. 66, H. 4 (October - December 2012), 345-357. Department for International Development. (2008). DFID's Sustainable Livelihoods Approach and its Framework. London: DFID.																																																						
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Sustainable Livelihood Framework (SLF)

Sustainable Livelihood Framework (SLF) enables a description of the local individual, household or community assets to be positioned and analysed against the existing vulnerabilities context, structures and processes that shape and govern their livelihood. SLF framework placed the asset status of people as fundamental in determining the options open to them and the choice in pursuing strategies to attain livelihood.

People centric, Livelihood capitals, vulnerability context.



Date: 29- 30/8/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:12	Unit No: 1	Topic: SDG																																																				
Objectives: 1.To orient students on broad outline of SDGs																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
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Group wise presentation																																																						
Outline of the Topic: SDG																																																						
Suggested Readings: UN (2025/23): Global Sustainable Development Reprot. https://sdgs.un.org/gsdrgsd2023																																																						
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2030 Agenda for SD adopted by all UN Member states in 2015.

At its heart are the 17 Sustainable Development Goals (SDGs). It recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

Date: 1/9/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:13	Unit No: II	Topic: Pre Independence: Rural Development																																																				
Objectives: 1. To assess students level of understanding of Unit I through recapitulation by the students on points / themes they remember as well on topics they would like more explanation. 2.To orient students on rural development initiatives during pre-Independence period																																																						
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HISTORY OF RURAL DEVELOPMENT IN INDIA

Pre Independence

British Rule main concerned was not to development but maintenance of law and order and collection of revenue.

The introduction of Zamindari, Ryotwari and Mahalwari systems- revenue collection

It was the famine of 1899 which forced the British Government to think about the people.

Bengal famine of 1943- not to do with result of drought but with administrative policy of Britisher.

During the British period, the government adopted several measures such as provision of irrigation facilities, setting up of cooperative societies, creation of a research committee for the comprehension of problems in agriculture etc

Sriniketan Experiment: Early effort at rural development was initiated by Shri, Rabindranath Tagor in 1908 by establishing youth organization in the kalgan Progan of his Zamindari. He tried to create a class of functionary workers who could learn to identify themselves with the people. This was a very comprehensive programme combining culture, health, education and economic aspects of village life together

The Martandam Experiment: The aim of this project was to bring more abundant life to the rural people. It was intended to symbolize the three-fold development, not only spiritual, mental and physical but also economic and social. The essential technique of the centre was 'Self-help with intimate expert counsel'. From the demonstration centre at Martandam, about a hundred villages were covered through Y.M.C.A. centres in villages.

The Gurgaon Experiment: It was started by Mr. F.L. Brayne, Deputy Commissioner in the Gurgaon district of Punjab State as he was prompted by the backwardness, poverty and misery of the people. Introduction of this programme has improved seeds, implements, the methods of cultivation, etc. This project could not develop leadership in the villages that would continue working when the village's guides had left the villages

Gandhian Constructive Programme/ Sewagram: The dream of the Gandhiji was to see the village as self-contained and self-sufficient. The problem of the rural people which he was aware, he wanted to remove that problem without any intervention of outside agencies. He wanted to solve these problems with local people and through local resources. Therefore, for the betterment of people he formulated 18 programmes, which includes the promotion of village industries, basic and adult education in rural sanitation, upliftment of backward tribes, upliftment of women, education in public health and hygiene, propagation of natural language. Love for the mother tongue, economic equality, organization of kisans, labour and students and so on. He gave special attention to revive crafts, especially spinning and weaving, traditional oil press, grain processing and leather work. Gandhian rural reconstruction activities were based on the principles of truth and non-violence. His ideas of rural reconstruction were adopted officially and resulted in the adoption of khadi and Village Industries Programme, the principle of Village Self-sufficiency and the faith in the Panchayati Raj and Sahakari Samaj Movement

Rural Reconstruction Programmes in Baroda: The Maharaja of Baroda was a progressive and enlightened man and therefore, he started the Baroda experiment in 1932. This programme aimed at developing "will to live better" and a capacity for the self-help and self-reliance.

The Firka Development scheme: The Firka Development scheme of Madras was a Government sponsored scheme in 1946. This programme aimed at organizing the villages for a happier, more prosperous and fuller life in which the individual villagers had the opportunity to develop both as an individual and as a unit of a well-integrated society

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Post-Independence

The country adopted the planned development. The very first five-year plan laid stress on agriculture development.

The Etawah Pilot Project: It was started in the year 1948 by Albert Mayor for the development of the rural areas of Etawah District in Uttar Pradesh. The main objective of this project was “to see what degree of productive and social improvement as well as initiative, self- confidence and co-operation can be developed.

The Nilokheri Experiment: S.K. Dey, the former Minister for Community Development and Co-operation was the founder of the Nilokheri Experiment in 1948, when nearly 7,000 displaced persons were rehabilitated in the Nilokheri town after the Independence. The scheme was also known as “MazdoorManzil” because of its principle ‘he who will not work, neither shall he eat’. Under this programme, the main activities were a Vocational Training Centre run on co-operative lines and the Colony had its own dairy, poultry, piggery, printing press, engineering workshops, tannery and bone- meal factory. People were given vocational training of their choice to run these Co-operative Enterprises Rights for education and medical care for the sick were also guaranteed

The Bhoodan Movement: The objective of Bhoodan campaign was to prevent the emergence of bloody revolution by solving the land problems in a peaceful way. The real intention was to create the right atmosphere so that the progressive land reforms could follow

The CommunityDevelopment Programme was the first organized attempt for the rural development. The programme was launched on 2nd October in 1952. This programme focused in all round development or rural areas and it touched uponnearly all facets of rural life such as agriculture, animal husbandry, roads, communication facilities, health, education, housing, employment and nutrition.

India adopted Plan Economy -1952

CDP- National Extension service- Village level Worker.

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RURAL DEVELOPMENT IN INDIA AND 5 YEAR PLAN

Planned Development

Development is a long term phenomenon. In order to achieve in the long run it is essential to plan keeping in mind the goals that we wish to attain

Planning is a conscious attempt to achieve the set of objective that it has set for itself.

India, after Independence, decided to opt for a planned course towards development and coordinate the process of planning. The Planning Commission was set up in 1950.

Phases of Indian Economic

- i) the preparatory phase in planning for development (from independence to the mid-1950s);
- ii) the phase of industrialization led by heavy industry (from the mid- 1950s to the mid-1960s);
- iii) the phase of pulling up agriculture (the late 1960s and 1970s);
- iv) the phase of pump-priming of aggregate demand (the decade of the 1980s); and
- v) the phase of economic liberalization (from July 1991 to the present).

First Plan (1951-56)

Emphasized the importance of raising the level of savings in the economy to accelerate the rate of growth

Projects pertaining to infrastructure and agriculture, in particular public irrigation, received emphasis

Community Development was taken as a method and national extension services as the agency for rural development

Community Development Programme was launched in 1952.

Second 5 year plan (1956-61)

Nehru- Mahalanobis strategy of development

Industrialisation

‘If industrialization is to be rapid enough, the country must aim at developing basic industries and industries which make machines to make the machines needed for further development

Co –operative farming with local participation was the focus of the second plan

Panchayat – Balwant Rai Mehta committee appointed in 1957 to examine and suggest measures for better working of the CDP and the NES. The committee suggested the establishment of a democratic decentralized local government which came to be known as PRI

PRI introduced in the year 1959- Rajasthan and Andhra Pradesh. Madras on pilot basis.

Third 5 year plan(1961-66)

a continuation of the second plan in terms of the broad thrust and emphasis on industries such as machinery and steel.

Due to two successive monsoon failure in 1965 and 1966 lead to drastic reductions in the production of food and availability- this shows India’s vulnerability in the area of the most basic need

Annual Plan (1966-1969) also known as Plan Holiday

-India abandoned 5 year plan and opted for annual plans

Fourth 5 year plan (1969-1974)

Formulation of a new strategy of agricultural development became the overriding objective.

Agriculture first.

It launched and adopted a strategy 'Green Revolution' in 1969 (agriculture)
Special Area Programmes were started for the development of backward areas

Fifth 5 year Plan (1974-79)

Agriculture first- focus on technological modernization

Land reforms was neglected.

Direct attack on Poverty and Unemployment.

the concept of minimum needs programme was introduced to eradicate poverty in rural areas-
Food for Work

Area development Program- Drought Prone Area program, Desert Development Program, Target group program viz., Small farmers' development agency program, the marginal farmers' and agriculture labourers development agency program, sub plans for the Hill and Tribal areas

Sixth 5 year plan (1980-85)

paradigm shift in the strategy for rural development

The emphasis was on strengthening the socio-economic infrastructure in rural areas, and initiatives were taken to alleviate disparities through the Integrated Rural Development Programme (IRDP).

The District Rural Development Agencies were specifically established to plan and implement IRDP and monitor/review the performance with regard to number of targeted beneficiaries crossing the poverty line, among others. Thus, IRDP basically attempted to attack directly on rural poverty aiming at removing the poverty and unemployment in rural areas through the adoption of the family as a unit of planning and making it self-employed by providing technically feasible and bankable schemes which lead to generation of additional income

Seventh 5 year plan (1985-90)

a new strategy was chalked out to create skill-based employment opportunities under different schemes. Special programmes for income generation through creation of assets, endowments and land reforms were formulated for participation by the people at the grassroots level.

India could not achieve much improvement despite investment .post-independence Indian economy has depended to a large extent on public investment, and thus the state's ability to maintain growing productive expenditures becomes crucial in this regard.

1991- The period since then, that of economic reforms/liberalization. structural adjustment programme' (SAP). It aims at changing the structure of the economy through major changes in the functioning of different markets as well as through a drastic overhauling of the role of the state.

-the SAP advocates the case for a free play of market forces in the different product and factor markets, including the financial markets, and a reduced role of the state, particularly as a producer and promoter but also as a regulator, in the economy

Eight 5 year plan (1992-97)

was to build up rural infrastructure through participation of the people. Priorities were given to rural roads, minor irrigation, soil conservation and social forestry.

Ninth 5 year Plan (1997-2002)

-to promote the process of nation-building through decentralized planning. Greater role of private sector was also ensured in the development process.

-The Ninth Plan laid stress on a genuine thrust towards decentralization and people's participation in the planning process through institutional reforms. It emphasized strengthening of the panchayati raj and civil society groups for promoting transparency, accountability and responsibility in the development process. The role of the government, in general, had to shift, from being the provider, to the facilitator of development processes by creating right types of institutional infrastructure and an environment conducive to broad-based economic development.

- SGSY (swarnajayanti gram swarozgaryojana was launched in april 1999 for self employment. Merged with IRDP. Later merged as NRLM in 2011.

Tenth 5 year plan(2002-2007)

The main objectives of the Tenth Five-Year Plan:

- Attain 8% GDP growth per year.
- Reduction of [poverty rate](#) by 5% by 2007.
- Providing gainful and high-quality employment at least to the addition to the labour force.
- Reduction in gender gaps in literacy and wage rates by at least 50% by 2007.
- 20-point program was introduced.
- Target growth: 8.1% – growth achieved: 7.7%.
- The Tenth Plan was expected to follow a regional approach rather than sectoral approach to bring down regional inequalities.
- Expenditure of ₹43,825 crore (US\$5.5 billion) for tenth five years.

Out of total plan outlay, ₹921,291 crore (US\$120 billion) (57.9%) was for central government and ₹691,009 crore (US\$87 billion) (42.1%) was for states and union territories.

Eleven 5 year plan

The Eleventh Five Year Plan (2007-2012)

Aims to **achieve improved quality of life for the citizens of the state and contribute to the larger national goals of socio-economic development.** This will require faster and more equitable social and economic development of the state.

- It was in the period of [Manmohan Singh](#) as the prime minister.
- It aimed to increase the enrolment in higher education of 18–23 years of age group by 2011–12.
- It focused on distant education, convergence of formal, non-formal, distant and [IT](#) education institutions.
- Rapid and inclusive growth (poverty reduction).
- Emphasis on social sector and delivery of service therein.
- Empowerment through education and skill development.
- Reduction of gender inequality.
- Environmental sustainability.
- To increase the growth rate in agriculture, industry and services to 4%, 10% and 9% respectively.
- Reduce total fertility rate to 2.1.

- Provide clean drinking water for all by 2009.
- Increase agriculture growth to 4%

Twelfth Five Year Plan

Aim to reduce poverty estimates by 9% annually on a sustainable basis during the Plan period

- Achieve growth rate of 8% for the Twelfth Plan

The objectives of the Twelfth Five-Year Plan were:

- To create 50 million new job opportunities in non-agricultural sectors.
- To remove gender and social gaps in school enrollment.
- To enhance access to higher education.
- To reduce malnutrition amongst children aged 0–3 years.
- To provide electricity to all villages.
- To ensure that 50% of the rural population has access to proper drinking water.
- To increase green coverage by 1 million hectares every year.
- To provide access to banking services to 90% of households.

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LAND REFORMS

Land reform is defined as the redistribution of property or rights in land for the benefit of the landless, tenants and farm labourers. It is sometime used interchangeable with agrarian reform.

Land reforms as an integrated programme with main objective to remove the barriers for economic and social development that emerged from deficiencies in the land tenure.

Restructuring of tenure right and the redistribution of land.

To lay the foundation for a progressive rural society, it is necessary to reorder the agrarian structure. A sound land reforms policy can contribute significantly to agricultural and rural development, and therefore, deserves high priority. The land policy should be such that it ensures the scientific and intensive use of land, creates productive employment, reduces disparities in the distribution of land, provides incentives to increase the productivity of land, and induces changes in property relations and social structure, with a view to enabling the wider participation of landowners and tenants in the process of rural development. The agrarian structure should be based on peasant proprietorship, strengthened and supplemented by cooperative and joint farming systems, and backed by necessary supplies and services for optimum utilisation of land.

After independence, the GoI formulated a comprehensive national land reforms policy for the first time in the First Five Year Plan. The main objectives of the policy were to remove such impediments to the modernisation of agriculture as were innate in the agrarian structure inherited from the past, and the reduction of gross inequalities in the agrarian economy and the rural society. It accorded a high priority to programmes that increased agricultural production, promoted diversification, reduced disparities in distribution of income and wealth, eliminated exploitation, and provided security to tenants and workers. This policy has been followed in all the subsequent five year plans with marginal reshuffling of the priorities of its components. Necessary land reform legislation has already been enacted by the state governments and is now in force. The policy and the programmes have been periodically reviewed and evaluated. One of the common findings of the reviews is that the implementation of the programmes has been lax. Many glaring gaps have occurred between the objectives of the policy and the legislation enacted to achieve them, and between the laws and their enforcement (Singh 1997: 152–55). The programmes, therefore, need to be implemented more rigorously than in the past. For optimum results, the programmes of land reforms, consolidation of fragmented landholdings, land development, irrigation and drainage, and acquisition of surplus land and its distribution should be integrated and executed properly. Special attention must be directed at the restoration of degraded common property land resources and their proper utilisation for the larger benefit of the

rural masses. With the establishment of the National Wastelands Development Board (NWDB), it is hoped that some 100 mha of India's wastelands would be properly developed and utilised.

The National Agriculture Policy 2000 stipulated the following approach to land reforms:

Consolidation of holdings all over the country on the pattern of northwestern states.

Redistribution of ceiling surplus lands and wastelands among the landless farmers and unemployed youth with initial startup capital.

Tenancy reforms to recognise the rights of the tenants and sharecroppers.

Development of lease markets for increasing the size of the holdings by making legal provisions for giving private lands on lease for cultivation and agro-business.

Update and improvement of land records, computerisation and issue of land passbooks to the farmers.

Recognition of women's rights in land.

The rural poor will be increasingly involved in the implementation of land reforms with the help of panchayati raj institutions, voluntary groups, social activists and community leaders.

Important features of land reform programmes

1) Elimination of the traditional economic-political exploitative power structure in rural society at large.

2) Redistribution of surplus agricultural land which would lead to more extensive utilization of factors of production specially land and labour.

3) More rapid adoption of innovative technology and thereby increasing production and productivity.

4) Strengthening of motivation of the peasants for work and readiness to invest in agriculture.

Scope of Land Reform

Redistribution of land

Revision of land ceiling limit

Systematic restructuring of land involving optimal use of energy and water

Enable the small farmers to improve agricultural productivity of their land

Need for Land Reform

It is an instrument of both direct and indirect poverty reduction.

It results in greater agricultural asset ownership and improved income for small farmers.

It increases employment opportunities in the agricultural sector. It ensures security and increased access to financial credit for small rural producers.

It enhances agricultural incomes leading to increased demand for tradable commodities and manufactured goods, stemming from both expanded agricultural potential and a general increase in consumer demand.

Date: 9/9/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:17	Unit No: II	Topic: White Revolution																																																				
Objectives: 1.To orient students on white revolution in India and its significance.																																																						
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White Revolution

Operation Flood (OF) programme led to white revolution (Milk production).

Today, India is the world's largest producer of milk and DrVergheseKurien is known as the father of the White Revolution in India.During the year 1964-1965, the Intensive Cattle Development Programme was introduced in India in which the cattle owners were provided with a package of improved animal husbandry for promoting the white revolution in the country. Later on, the National Dairy Development Board introduced a new programme named "operation flood" to increase the speed of the white revolution in the country.

Operation Flood started in the year 1970 and was aimed to create a nationwide milk grid. It was a rural development programme initiated by NDDB – National Dairy Development Board of India.

Features Of White Revolution

- Adopting new methods for animal husbandry, and
- Altering the composition of feed ingredients in different proportions.

Objectives of White Revolution in India

- Village milk producers cooperatives laid the foundation of the operation flood. With the optimum use of modern technology and management, they procured milk and provided the services.
- Creating a flood of Milk by Increase production
- Increase the incomes of the rural population
- Provide milk to consumers at fair prices

Significance Of Operation Flood

- The White Revolution in India helped in reducing malpractice by traders and merchants. It also helped in eradicating poverty and made India the largest producer of milk and milk products.
- Operation Flood empowered the dairy farmers with control of the resource created by them. It helped them in directing their own development.
- To connect milk producers with the consumers of more than 700 cities and towns and throughout the country, a 'National Milk Grid' was formed.
- The revolution also reduced regional and seasonal price variations ensuring customer satisfaction and at the same time. Also, it ensured that the producers get a major share of the price that customers pay.
- Improved the living standards of the rural people and led to the progress of the rural economy.

Producers' Cooperative model- It created a national milk grid linking producers throughout India to consumers in over 700 towns and cities and reducing seasonal and regional price variations while ensuring that producers get a major share of the profit by eliminating the middlemen. At the bedrock of Operation Flood stands the village milk producers' co-operatives, which procure milk and provide inputs and services, making modern management and technology available to all the members.

Different Phases of the White Revolution

- Operation Flood was launched in three – phases that are discussed below:
- Phase I started from 1970 and lasted for 10 years i.e. till 1980. This phase was financed by the sale of butter oil and skimmed milk powder donated by the European Union through the World Food Program.

For the successful implementation of the programme, certain aims were defined in the initial stage of Phase I. One such aim was the improvement in the marketing strategy of milk in the metropolitan cities to accomplish the goals.

- Phase II lasted for five years from 1981 to 1985. During this phase, the number of milk sheds increased from 18 to 136, milk outlets were expanded to about 290 urban markets, a self-sustaining system was set up that included 4,250,000 milk producers spread across 43,000 village cooperatives. The production of domestic milk powder increased from 22,000 tons in the year 1980 to 140,000 tons by 1989, and the sale of milk also increased by several million litres a day due to direct marketing of milk by the cooperatives. All of

the enhancements in production were simply because of the dairies set up under Operation Flood.

- Phase III also lasted for almost 10 years i.e. 1985-1996. This phase enabled the dairy cooperatives to expand and gave a finishing touch to the programme. It also strengthens the infrastructure required to procure and market increasing volumes of milk.

Towards the end of White Revolution or Operation Flood, 73,930 dairy cooperatives had set up that links more than 3.5 crore dairy farmer members. At present, due to the White Revolution, there are several hundred Cooperations in India that are working very efficiently. Hence, the revolution is the cause of the prosperity of many Indian villages.

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Blue Revolution

Blue Revolution, popularly known as Neel Kranti Mission, was a famous initiative launched by DrHiralalChaudhari and DrArunKrishnsan in 1985. They are known to be the father of the Blue Revolution. This scheme was adopted by the Indian Government during the introduction of the seventh five-year plan in 1985 -1990, under the Fish Farmers Development Agency (FFDA).

Inland fisheries and aquaculture are the main components of the fisheries sector in India whose production is more than twice that in marine fisheries. The geographical diversity in India is also ideal for both marine and inland fisheries, thereby making it one of the lead producers of fish globally. India's coastline extends over 8,118 kilometres with an Exclusive Economic Zone of 2.02 million square kilometres. The total area covered by inland water bodies is 73.59 Lakh hectares, almost two times the size of the state of Kerala. Focuses mainly on increasing fisheries production and productivity from aquaculture and fisheries resources, both inland and marine.

The first national policy for managing (marine) fisheries was announced in 2004.

The GoI had sought to increase fish production in the country through several research and development programmes.

GoI launched a national level programme, Fish Farmer Development Agency (FFDA) in 1976. Also established several fisheries research institutes under the aegis of the Indian Council of Agricultural Research (ICAR).

Objectives of Blue Revolution

To increase the overall fish production in a responsible and sustainable manner for economic prosperity

- To modernize the fisheries with special focus on new technologies
- To ensure food and nutritional security
- To generate employment and export earnings
- To ensure inclusive development and empower fishers and aquaculture farmers

In October 2018, the government launched the Fisheries and Aquaculture Infrastructure Development Fund (FIDF) to meet the infrastructural requirements in the sector. The target set was to produce 15 million tonnes by 2020

as a part of the Atmanirbhar package, the Central Government has announced a new scheme by name 'Pradhan MantriMatsyaSampadaYojana (PMMSY)' with the objective to bring about 'integrated, sustainable, inclusive development of marine and inland fisheries

Target 20 Million tonnes by 2025-23

Andhra pradesh is leading in total area under culture and production followed by states like Gujarat , W Bengal and Tamil Nadu. All India average productivity is 7.52 MT/ha/year.

(1 MT= 1000 kg)

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Lesson Plan No:19	Unit No: II	Topic: Yellow Revolution in India																																																				
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YELLOW REVOLUTION

Launched in 1986-1987 to increase the production of edible oil, especially mustard and sesame seeds.

Sam Pitroda is known as the father of Yellow Revolution in India.

It target nine oilseeds- groundnut, mustard, soybean, sunflower, sesame, sunflower, niger , linseed and castor.

Oil Technology Mission in 1986.

Features of Yellow Revolution

The yellow revolution included incentives to farmers who were also provided processing facilities that included irrigation, fertilizers, pesticides, etc. transportation facility, minimum support price, warehousing, etc.

Under the revolution, many boards such as the National Dairy Board were entrusted with responsibilities to promote oilseed production. The NDB has the responsibility to increase groundnut oil production in Gujarat. Similarly, the National Oilseeds and Vegetable Oils Development Board were responsible for the production enhancement of oilseeds in non-traditional areas.

Oilseeds Production Thrust was established to popularize the four major oilseeds that are mustard, groundnut, soybean, and sunflower. Also, there were about 3000 oilseed societies established with 13 lakh farmers and 25 hectares of cultivable land in a different state of the country.

Though India achieved self-sufficiency in oil production in the next ten years, sadly the output of India does not meet its consumption. To meet demand, India started to import oilseeds from other countries. India imported about 5 million tonnes in 2007 from many countries like Malaysia, Argentina, Brazil, etc.

Date: 16/9/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:20	Unit No: II	Topic: Rural Credit and its importance																																																				
Objectives: 1.To orient students on broad outline of rural credit meaning 2. To broaden students understanding on the role of rural credit for rural development																																																						
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RURAL CREDIT

Rural Credit Policy

India has a long history of government intervention in the rural credit market. Duly recognising the need for providing institutional credit to cultivators to protect them from the exploitation of private moneylenders and traders, the GoI started granting loans to the cultivators under: (a) the Improvements Loans Act of 1883; and (b) the Agriculturists' Loans Act of 1884. Such loans are

called *taccaviloans*. The act of 1883 authorises the grant of long-term loans for effecting permanent improvements on land. Under the act of 1884, short- and medium-term loans are granted to meet the current agricultural needs, such as purchase of seeds, fertilisers, and small tools and implements. The record of *taccaviloans* has been rather poor. Some of the drawbacks are inadequate amount, inordinate delays in sanctioning the loans, lack of supervision, poor recovery and lack of coordination.

The Reserve Bank of India (RBI) and the National Bank for Agriculture and Rural Development (NABARD) have both played a very important role in shaping the rural credit policies of India, and in building its rural economy through institutional credit. The rural credit policy has been reviewed by a number of committees from time to time. The following are the major landmarks in the history of the evolution of India's rural credit policy:

Date: 17/9/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:21	Unit No: II	Topic: Cooperatives																																																				
Objectives: 1.To orient students on broad outline of cooperatives and its role.																																																						
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The Cooperative Credit Societies Act of 1904.

All-India Rural Credit Survey Committee (1954): Introduction of three-tier cooperative credit structure and state participation in the equity of cooperatives.

All-India Credit Review Committee (1969): Multi-agency approach with the entry of commercial banks in the field of rural credit.

Nationalisation of 14 commercial banks in 1969.

Nariman Committee 1971: Priority sector lending and Lead Bank Scheme.

Introduction of Differential Rate of Interest (DRI) Scheme 1972.

Narasimham Committee 1975: Regional Rural Banks (RRBs) were set up.

Committee to Review Arrangements for Institutional Credit for Agricultural and Rural Development, 1981 (CRAFICARD): NABARD was set up in 1982.

Agriculture Credit Review Committee 1989: A new credit policy was formulated.

Agricultural and Rural Debt Relief Scheme 1990.

Narasimham Committee 1991: Financial Sector reforms were introduced.

Cooperative credit societies were the first of all types of cooperatives established in India, with the objective of liberating the poor cultivator from the clutches of the moneylender through providing adequate credit on easy terms. The credit cooperatives have played an important role in providing credit to the farmers and they occupy a significant place in India's rural credit system. In 2005–06, they accounted for about 24 per cent of the total institutional credit supply in the rural sector; their share has declined from about 40 per cent in 1999–2000 to about 24 per cent in 2005–06. Besides, their main objective also remains, by and large, unfulfilled even after more than 100 years of their existence in India. They suffer from many financial, organisational, managerial and legal constraints. Their limited ability to mobilise resources, low levels of recovery, high transaction costs, frequent suspension of recovery, low administered interest rates, government controls, and political interference in their business and management affairs have all taken a heavy toll on their viability and sustainability. There is need to liberate them from these constraints, and revamp the cooperative credit structure to make it viable, vibrant and robust enough to face the challenges posed by the new economic policy of liberalisation and privatisation. Otherwise, most of the credit cooperatives will have to die sooner or later.

The present credit policy needs to be reoriented, so that a package of all essential financial services is provided to the needy rural people to enable them to adopt new technologies, and thereby enhance their income and socio-economic condition. Greater flexibility in timing the repayment of loans is also needed. In a nutshell, rural credit institutions should try to copy those practices of the private moneylenders that make them so popular even now, that is, after 60 years of independence.

The National Agriculture Policy 2000 asserts that progressive institutionalisation of rural and farm credit will be continued for providing timely and adequate credit to farmers. The rural credit institutions will be geared to promote savings, investments and risk management.

Particular attention will be paid to the removal of distortions in the priority sector lending by commercial banks for agriculture and rural sectors. Special measures will be taken for the revamping of cooperatives to remove the institutional and financial weaknesses, and evolving simplified procedure for sanction and disbursement of agricultural credit. The endeavour will be to ensure distribution equity in the disbursement of credit. Microcredit will be promoted as an effective tool for alleviating poverty. Self-help groups and Bank linkage system, suited to the Indian rural sector, will be developed as a supplementary mechanism for bringing the rural poor into the formal banking system, thereby improving banks outreach and the credit flows to the poor in an effective and sustainable manner.

National Policy on Cooperatives

The cooperative movement in India traces its origin to the agriculture and allied sectors, and was originally evolved as a mechanism for pooling people's meagre resources with a view to providing them the advantages of the economies of scales. The first attempt to institutionalise the cooperatives began with the enactment of the Cooperative Credit Societies Act, 1904, the scope of which was subsequently enlarged by the more comprehensive Cooperative Societies Act of 1912. Under the Government of India Act, 1919, the subject of cooperation was transferred to the then provinces, which were authorised to enact their own cooperative laws. Under the Government of India Act, 1935, cooperatives remained a provincial subject. Presently, the item 'Cooperative Societies' is a state subject under entry 32 of the State List of the Constitution of India. The Cooperative Societies Acts enacted by state governments are now in place in the states.

In order to administer the operations of cooperative societies where membership was from more than one province, the GoI enacted the Multi-Unit Cooperative Societies Act, 1942, which was subsequently replaced by the Multi-State Cooperative Societies Act, 1984, under entry 44 of the Union List of the Constitution of India.

In the pre-independence era, the government did not play an active role in the promotion and development of cooperatives. After independence, the advent of planned economic development ushered in a new era for the cooperatives. Cooperation came to be regarded as a preferred instrument of planned economic development and emerged as a distinct sector of the national economy. It was specifically stated in the First Five Year Plan document that the success of the plan should be judged, among other things, by the extent to which it was implemented through cooperative organisations. In the 1960s, special importance was attached to achieving an increased agricultural production as well as rural development through cooperatives. A significant development on the agricultural front, during 1966–71, was the implementation of a new agricultural strategy, the Green Revolution, which was aimed at achieving self-sufficiency in food. The introduction of high-yielding and hybrid varieties of seeds and the allocation of large outlays for the provision of irrigation facilities and adequate application of farm inputs led to a manifold increase in the role of cooperatives. Thus, Green Revolution gave a big boost to the activities of the cooperative societies, increased agricultural production and enhanced productivity, necessitated an emphasis on value-addition in the agricultural produce, and marketing and storage, and the development of allied sectors. As a result, specialised cooperative societies in the fields of milk, oil seeds, sugarcane, cotton, agro-processing, and so on, were set up. Many large cooperatives emerged in the fields of fertiliser manufacture and marketing of agricultural produce. The role of cooperatives, thus, no longer remained confined to

their traditional activities and expanded to new economic ventures as in the case of other such enterprises in the public or the private sector.

The role of cooperatives has acquired a new dimension in the changing scenario of globalisation and liberalisation of the nation's economy. Internal and structural weaknesses of these institutions combined with the lack of proper policy support have neutralised their positive impact. There are wide regional imbalances in the development of the cooperatives in the country. Notwithstanding their achievements and their phenomenal growth, cooperatives are beset with several financial, organisational and management constraints and problems. In view of this, there is an urgent need for restructuring them. They are also in search of a new direction and a new strategy for their survival and growth in the changing national and international economic environment.

This has necessitated the need for a clear-cut national policy on cooperatives to enable sustained development and growth of healthy and self-reliant cooperatives for meeting the sectoral/regional aspirations of the people in consonance with the principles of cooperation. In this connection, it is also imperative to address the issues which require to be attended to by evolving a suitable legislative and policy support to these institutions.

In view of the state of cooperatives described above, the GoI announced a National Policy on Cooperatives in April 2002. The Policy is an integral part of the concerted efforts of GoI to create a congenial environment for cooperatives through appropriate policy measures and legislative support with a view to revitalising them. Some salient features of the Policy are briefly described in this section (GoI 2002d). This augurs well for the millions of rural poor producers and consumers in the country. However, to impart credibility to them, the commitments of the GoI need to be institutionalised through the passage of an appropriate (model) central cooperative law. It is hoped that the government will implement the new Policy faithfully and honour its commitment to action. Then only will the good intentions of the government will fructify.

The main objective of the National Policy is to facilitate the all round development of the cooperatives in the country. Under this Policy, cooperatives would be provided necessary support, encouragement and assistance, so as to ensure that they work as autonomous, self-reliant and democratically managed institutions accountable to their members and make a significant contribution to the national economy, particularly in the areas which require people's participation and community efforts. This is all the more important in view of the fact that still a sizeable segment of the population in the country is below the poverty line and the cooperatives are the only appropriate mechanism to lend support to this section of the people.

The Policy seeks to achieve its objectives mainly through several measures, including the following:

Ensuring the functioning of the cooperatives based on the basic cooperative values and principles as enshrined in the declaration of the International Cooperative Alliance Congress, 1995.

Revitalisation of the cooperative structure, particularly in the agricultural credit subsector.

Reduction of regional imbalances through provision of support measures by the central/state governments, particularly in the underdeveloped states/regions, where cooperatives are weak.

Strengthening of the cooperative education and training.

Professionalisation of management of cooperatives through human resource development.

Greater participation of members in the management of the cooperatives and promoting the concept of user members.

Amendment/removal of the provisions in cooperative laws, which seek to unnecessarily restrict and regulate the functioning of cooperatives as autonomous organisations.

The GoI proposes to formulate a timebound plan of action for implementation of the policy and back it up with adequate budgetary support in cooperation with the state governments and other concerned agencies including federal/national level cooperative organisations.

The policy commitments of the GoI to do certain things and not to do certain other things are also laudable. But as the saying goes, the taste of pudding is in eating it. So it is the implementation of the Policy and its impact on cooperatives and their stakeholders that will determine how good or bad the Policy is. We would suggest the following steps to improve the chances of the Policy being effective and successful in achieving its objectives: First, a time limit should be set for formulating 'a timebound plan of action for implementation.' Second, a few reputed national-level organisations would have to be identified and designated as 'Policy Implementing Agencies' (PIA). For example, the National Dairy Development Board (NDDB) could be designated as the PIA for dairy cooperatives, NABARD for credit cooperatives, and the National Cooperative Development Corporation (NCDC) for marketing and processing cooperatives.

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C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:22	Unit No: II	Topic: SCBs and DCCB, and NABARD																																																				
Objectives: 1.To orient students on broad outline of SCBS and DCCB structure for facilitating rural credit 2. To orient students on the role of NABARD																																																						
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Signature (Self)	Signature (Reporting Authority)

- 3 tier cooperative credit was evolved to provide finance to agriculture
- 1. Primary Agricultural Cooperative Credit Societies (PAC) at village level.
 - PAC foundation of credit structure but the weakest link.
- 2. District Central Cooperative Bank (DCCB) at district level.
 - DCCB is the federation of PACs. DCCB acts as an intermediary between SCB and PACs.
 - Objectives of DCCB- finance PACs, collect deposits, make available banking facilities to the public, to inspect guide and control PACs.
 - DCCB approach SCB and NABARD for borrowings.
- 3. State Cooperative Bank (SCB) at the state level.

NABARD

- Initially finance for agriculture was provide by RBI through Agricultural Credit department (ACD) routed through the three tier structure.
- Increasing demand and need- led to establishment of NABARD in 1982.
- NABARD- apex developmental institution to take care of the financial requirements of agriculture and rural development in place of ACD.
- NABARD provides finance through SCBs, LDBs, nationalised banks

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Lesson Plan No:23	Unit No: III	Topic: Rural Governance in India																																																				
Objectives: 1.To understand the concept of democratic decentralisation																																																						
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Democratic Decentralization

Democratic decentralization is the development of reciprocal relationships between central and local governments and between local governments and citizens. It addresses the power to

develop and implement policy, the extension of democratic processes to lower levels of government, and measures to ensure that democracy is sustainable. Democratic decentralization incorporates both decentralization and democratic local governance.

Decentralization is the transfer of authority, responsibility, and accountability from central to local governments. Decentralization can take various forms, commonly described in public administration terms as deconcentration, devolution, and delegation. Decentralization also has several dimensions that reflect, in general terms, increasing and often sequential stages of progress in achieving the governance objectives of decentralization. These stages are

- Administrative decentralization (functional responsibility)
- Financial decentralization (access to resources)
- Political decentralization (accountability)

Democratic Local Governance Democratic local governance is autonomous levels of local government, vested with authority and resources, that function in a democratic manner. That is, they are accountable and transparent, and involve citizens and the institutions of civil society in the decision-making process. Democratic local governance looks beyond local government administration and service delivery to institutions and structures that enable people to decide things and do things for themselves. It emphasizes the presence of mechanisms for fair political competition, transparency, and accountability, government processes that are open to the public, responsible to the public, and governed by the rule of law.

Why Is Democratic Decentralization Important? Political and economic changes during the past decade have demonstrated people's interest in democratic ideals of freedom, human rights, and accountable government. Because democratic regimes contribute to peace and security in the world and because democracy and respect for human rights coincide with fundamental American values, democratic decentralization is an important part of the foreign policy of the United States. As described in USAID's Strategies for 3 Sustainable Development, Democratization is an essential part of sustainable development because it facilitates the protection of human rights, informed participation, and public sector accountability. USAID's success in the other core areas of sustainable development is inextricably related to democratization and good governance.

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C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:24	Unit No: III	Topic: Evolution of Democratic Decentralisation																																																				
Objectives: 1.To learn the evolution of democratic decentralisation																																																						
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After Second World War, the newly – formed nation-states adopted the growth-centered model for development. In this model, the state assured the moral and political responsibilities for the development of the society. It became gradually evident that the growth-centred model for development aimed only at economic growth and increased Gross Domestic Product (GDP) of the country. But, it could achieve these at great social and environmental costs. This development model had bypassed large sections of the society, leading to a greater disparity,

further marginalizing the deprived sections. The special programmes initiated for the vulnerable sections failed to make an impact because the people were treated as mere 'beneficiaries' and 'objects' of development. World-wide discontent and disillusionment generated by this dominant model for development led to its severe criticism. A crucial debate is on in developing countries regarding the degree of control that central governments, should exercise over development planning and administration. The past experience of planned development for the last 50 years in India and the results thereof have raised doubts regarding achievement of the welfare objectives, removal of poverty and social inequalities, economic growth with social justice, etc. There was disillusionment with the results of highly centralized planning. It resulted in economic inequalities, regional disparities and increased absolute poverty. Therefore, the basic premises of development theory came into question during the 1970s. The growing realization among policy analysts that as government activities expand, it is increasingly difficult to plan and administer all development activities effectively and efficiently from the centre. Hence, local autonomy in making decisions of primary concern to the locality and greater responsibility for designing and implementing development programmes became a necessity. This revived interest in the notion of decentralization. Participatory development has emerged as an alternative paradigm over the past two decades as a result of the criticism of the dominant model for development. Development would mean a process of change from the present situation to a better one, with deliberative interventions by citizens and institutions. New perspective of development stressed that along with economic growth, development of the quality of life of individuals, families and community should also be ensured. It can be feasible through greater people's participation in decision-making, creating opportunities for productive employment, access to consumer goods and basic services such as health, sanitation, education and communication. Development can be sustained if special efforts are made to systematically involve the deprived sections of the society in the process by taking into account their special needs. It can reduce inequalities and bridge the ever-widening gap between the rich and the poor. Participatory development strategy should also ensure that more people have access to and control over their resources. The alternative participatory development paradigm necessitates creation of pressure from the grass-roots which can enable them to participate actively in planning, involve them in execution and monitoring and more equitably distribution of resources. People-centred development model make people active in development process. Further, it is now realized that the upward shift of functions from the districts to the states and from the states to the union has not contributed either to the strengthening of the centre or to making planning more effective. Indeed, it has had the opposite effect on both counts. The machinery of government has become excessively flabby at the centre as well as in the states. Planning has become so out of touch with ground level reality that is in danger of losing credibility. These developments have made political parties and scholars think in terms of reversing the upward trend, which unambiguously put means decentralizing functions from the union to the states and from the states to the sub-state levels. In addition, everywhere the leaven of democracy has stated a process towards mass politics. People are beginning to demand a say in the running of their own affairs. It is this, more than the creeping decay of centralized governance that has impelled political parties to turn their attention towards decentralized governance. The major thrusts of decentralized governance are bringing administration at the door steps of the people and establishing direct relationship between the client and the administration. The local institutions, the private sector, and the civil society organizations, all play an important role in decentralized governance. Post-Independence India adopted a democratic system of governance. Institutions of democracy in India infact began to

grow during the colonial rule. The provisions of democracy found their place in the Government of India Acts of 1909, 1919 and 1935. Following the deliberations within the Constituent Assembly, democracy was introduced in the Post-Independence India in 1950. In India, Mahatma Gandhi, Jawaharlal Nehru and Jai Prakash Narayan described democracy as the government that gives 'power to the people'. Gandhi said "True democracy could not be worked by some persons sitting at the top. It had to be worked from below by the people of every village". Democracy at the top could not be a success unless it was built from below. In India the Panchayati Raj Institutions can set an example for the world for to emulate in the matter of democratic decentralization. On the first point of decentralization there are broadly three views. The Balwantrai Mehata Report favoured the block as being nearest to the people (1957). The Sukhamoy Chakravarty (Economic Advisory Council, 1984) Report on decentralization of planning considered even the district to be too small for proper area planning. The Ashok Mehata Report (1978) on the Panchayati Raj, however, categorically favoured the district because historically it had been the pivot of local administration for centuries and also because the requisite expertise for planning and related purposes could be mustered at this level and not lower. The Dantwala Report (1978) on block level planning and the Hanumantha Rao Report (1984) on district planning endorsed this view in essence. In political parties too thinking has crystallized on the district as the most appropriate level for first-stage decentralization from the state level.

Date: 29/9/2025	Class Hour:	Time Management:																																																		
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																			
Lesson Plan No:25	Unit No: III	Topic: Significance of Democratic Decentralisation																																																		
Objective: 1.To learn the significance of democratic decentralisation																																																				
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																				
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	Activity based presentation.
Outline of the Topic: Significance of Democratic Decentralisation	
Suggested Readings: Democratic Local Governance in the Philippines, Impact Evaluation (Washington, DC:USAID/Center 2 for Development Information and Evaluation, 1997 ChakrabartyBidyut and Mohit Bhattacharya (ed), 2003, Public Administration : A Reader, Oxford University Press, New Delhi. Joshil. R. P. and G.S. Narwani, 2002, Panchayat Raj in India: Emerging Trends Across the states, Rawat Publications, Jaipur, New Delhi. Bhattacharya Mohit, 1999, Restructing Public Administration : Essays in Rehabilitation, Jawahar Publishers & Distributors, New Delhi.	
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Today democratic decentralization is a global phenomenon. Decentralization should be seen as a theory of development, which requires a variety of institutions for empowering and uplifting the marginalized and the poor. It is expected to work for the building up of an administrative space at the cutting edge level where the felt needs of the poor could be ventilated. Decentralization is a prime mechanism through which democracy becomes truly representative and responsive. G.Shabbir Cheema and Dennis A.Rondinelli, in their book Decentralization and Development, have enumerated the following advantages of decentralization:

- 1) Tailor-made plans as per the needs of heterogeneous regions and groups are possible.
- 2) It can cut red-tape.
- 3) Closer contact between government officials and local population is possible.
- 4) It can allow better penetration of national policies to areas remote from the national capital.
- 5) It will ensure greater representation of political, religious, ethnic and tribal groups in development decision-making that could lead to greater equity in allocation of resources.
- 6) Capacity of local institutions and their managerial and technical skills will develop.
- 7) Top management would be relieved of routine jobs and devote time to more important jobs.
- 8) It will ensure better coordination.
- 9) It will institutionalize the participation of the citizens and exchange of information.
- 10) It will offset the influence of the elite people.
- 11) It will lead to a more flexible, innovative and creative administration.

Decentralization leads to the empowerment of the local people through deconcentration and devolution. Decentralized governance seeks to tap local initiatives and practices by involving gross roots organizations such as self-help groups. Representative democracy and participatory democracy both become possible through decentralized governance. Another important feature of decentralized governance is interactive policy making which leads to decentralized decision-making. Interactive policy is a process where government and non-governmental sectors such

as private sector, non-governmental organizations, communities, grass roots organizations, pressure groups all participate in decision-making so as to influence issues and suggest alternatives. Therefore, decentralized governance is an alternative strategy of development, which is people-centred, participatory and bottomup development mechanism. Decentralised governance is good for the people. The people will have a better understanding of what the government does. It is a concept based on the right of the people to initiative and executes policy decisions in an autonomous manner. It is a more effective way meeting local needs. It also provides a mechanism responsive to the variety of circumstances encountered from place to place. Decentralize governance enable poor people to take part in politics, which is necessary for successful implementation of antipoverty programmes. In the context of the Third World, decentralized governance has special significance because the target group of development in the Third World is the poor people. The World Bank Report indicates that all about 12 of the 75 developing countries with more than 5 million inhabitants have implemented some form of decentralization, with varying degrees of financial and political power. Parallel to these developments establishing legal frameworks and institutional mechanisms for people's participation at the local levels have been developed in countries like Philippine, India, Honduras, Bolivia, Namibia, Uganda, Tanzania, Brazil and Nigeria. Many countries like India have embarked on constitutional amendments to strengthen the process of decentralization. The seventy-third and seventyfourth constitutional amendments in India have sought to create a new tier in country's governance structure by giving constitutional sanction to panchayats and urban local bodies. The amendments provide a long list of functions to be devolved on the local self-governments, both urban and rural. These amendments have institutionalized peoples' participation through gram sabhas and ward committees.

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C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:26	Unit No: III	Topic: 73 rd Amendment																																																				
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73rd Amendment Act proposed to add a new Part relating to Panchayats in the Constitution to provide for among other things, Gram Sabha in a village or group of villages; constitution of Panchayats at village and other level or levels; direct elections to all seats in Panchayats at the village and intermediate level, if any, and to the offices of Chairpersons of Panchayats at such levels; reservation of seats for the Scheduled Castes and Scheduled Tribes in proportion to their population for membership of Panchayats and office of Chairpersons in Panchayats at each level; reservation of not less than one-third of the seats for women; fixing tenure of 5 years for Panchayats and holding elections within a period of 6 months in the event of supersession of any Panchayat; disqualifications for membership of Panchayats; devolution by the State Legislature of powers and responsibilities upon the Panchayats with respect to the preparation of plans for economic developments and social justice and for the implementation of development schemes; sound finance of the Panchayats by securing authorisation from State Legislatures for grants-in-aid to the Panchayats from the Consolidated Fund of the State, as also assignment to, or appropriation by, the Panchayats of the revenues of designated taxes, duties, tolls and fees; setting up of a Finance Commission within one year of the proposed amendment and thereafter every 5 years to review the financial position of Panchayats; auditing of accounts of the Panchayats; powers of State Legislatures to make provisions with respect to elections to Panchayats under the superintendence, direction and control of the chief electoral officer of the State; application of the provisions of the said Part to Union territories; excluding certain States and areas from the application of the provisions of the said Part; continuance of existing laws and Panchayats until one year from the commencement of the proposed amendment and barring interference by courts in electoral matters relating to Panchayats.

PART IX

THE PANCHAYATS

243. Definitions.- In this Part, unless the context otherwise requires,-

- (a) "district" means a district in a State;
- (b) "Gram Sabha" means a body consisting of persons registered in the electoral rolls relating to a village comprised within the area of Panchayat at the village level;
- (c) "Intermediate level" means a level between the village and district levels specified by the Governor of a State by public notification to be the intermediate level for the purposes of this Part;
- (d) "Panchayat" means an institution (by whatever name called) of self-government constituted under article 243B, for the rural areas;

(e) "Panchayat area" means the territorial area of a Panchayat;

(f) "population" means the population as ascertained at the last preceding census of which the relevant figures have been published;

(g) "village" means a village specified by the Governor by public notification to be a village for the purposes of this Part and includes a group of villages so specified.

243A. Gram Sabha.- A Gram Sabha may exercise such powers and perform such functions at the village level as the Legislature of a State may, by law, provide.

243B. Constitution of Panchayats.- (1) There shall be constituted in every State, Panchayats at the village, intermediate and district levels in accordance with the provisions of this Part.

(2) Notwithstanding anything in clause (1), Panchayats at the intermediate level may not be constituted in a State having a population not exceeding twenty lakhs.

243C. Composition of Panchayats.- (1) Subject to the provisions of this Part, the Legislature of a State may, by law, make provisions with respect to the composition of Panchayats:

Provided that the ratio between the population of the territorial area of a Panchayat at any level and the number of seats in such Panchayat to be filled by election shall, so far as practicable, be the same throughout the State.

(2) All the seats in a Panchayat shall be filled by persons chosen by direct election from territorial constituencies in the Panchayat area and; for this purpose, each Panchayat area shall be divided into territorial constituencies in such manner that the ratio between the population of each constituency and the number of seats allotted to it shall, so far as practicable, be the same throughout the Panchayat area.

(3) The Legislature of a State may, by law, provide for the representation-

(a) of the Chairpersons of the Panchayats at the village level, in the Panchayats at the intermediate level or, in the case of a State not having Panchayats at the intermediate level, in the Panchayats at the district level;

(b) of the Chairpersons of the Panchayats at the intermediate level, in the Panchayats at the district level;

(c) of the members of the House of the People and the members of the Legislative Assembly of the State representing constituencies which comprise wholly or partly a Panchayat area at a level other than the village level, in such Panchayat;

(d) of the members of the Council of States and the members of the Legislative Council of the State, where they are registered as electors within-

(i) a Panchayat area at the intermediate level, in Panchayat at the intermediate level;

(ii) a Panchayat area at the district level, in Panchayat at the district level.

(4) The Chairperson of a Panchayat and other members of a Panchayat whether or not chosen by direct election from territorial constituencies in the Panchayat area shall have the right to vote in the meetings of the Panchayats.

(5) The Chairperson of -

(a) a Panchayat at the village level shall be elected in such manner as the Legislature of a State may, by law, provide; and

(b) a Panchayat at the intermediate level or district level shall be elected by, and from amongst, the elected members thereof.

243D. Reservation of seats.- (1) Seats shall be reserved for-

(a) the Scheduled Castes; and

(b) the Scheduled Tribes,

in every Panchayat and the number of seats of reserved shall bear, as nearly as may be, the same proportion to the total number of seats to be filled by direct election in that Panchayat as the population of the Scheduled Castes in that Panchayat area or of the Scheduled Tribes in that Panchayat area bears to the total population of that area and such seats may be allotted by rotation to different constituencies in a Panchayat.

(2) Not less than one-third of the total number of seats reserved under clause (1) shall be reserved for women belonging to the Scheduled Castes or, as the case may be, the Scheduled Tribes.

(3) Not less than one-third (including the number of seats reserved for women belonging to the Scheduled Castes and the Scheduled Tribes) of the total number of seats to be filled by direct election in every Panchayat shall be reserved for women and such seats may be allotted by rotation to different constituencies in a Panchayat.

(4) The offices of the Chairpersons in the Panchayats at the village or any other level shall be reserved for the Scheduled Castes, the Scheduled Tribes and women in such manner as the Legislature of a State may, by law, provide:

Provided that the number of offices of Chairpersons reserved for the Scheduled Castes and the Scheduled Tribes in the Panchayats at each level in any State shall bear, as nearly as may be, the same proportion to the total number of such offices in the Panchayats at each level as the population of the Scheduled Castes in the State or of the Scheduled Tribes in the State bears to the total population of the State:

Provided further that not less than one-third of the total number of offices of Chairpersons in the Panchayats at each level shall be reserved for women:

Provided also that the number of offices reserved under this clause shall be allotted by rotation to different Panchayats at each level.

(5) The reservation of seats under clauses (1) and (2) and the reservation of offices of Chairpersons (other than the reservation for women) under clause (4) shall cease to have effect on the expiration of the period specified in article 334.

(6) Nothing in this Part shall prevent the Legislature of a State from making any provision for reservation of seats in any Panchayat or offices of Chairpersons in the Panchayats at any level in favour of backward class of citizens.

243E. Duration of Panchayats, etc.- (1) Every Panchayat, unless sooner dissolved under any law for the time being in force, shall continue for five years from the date appointed for its first meeting and no longer.

(2) No amendment of any law for the time being in force shall have the effect of causing dissolution of a Panchayat at any level, which is functioning immediately before such amendment, till the expiration of its duration specified in clause (1).

(3) An election to constitute a Panchayat shall be completed-

(a) before the expiry of its duration specified in clause (1);

(b) before the expiration of a period of six months from the date of its dissolution:

Provided that where the remainder of the period for which the dissolved Panchayat would have continued is less than six months, it shall not be necessary to hold any election under this clause for constituting the Panchayat for such period.

(4) A Panchayat constituted upon the dissolution of a Panchayat before the expiration of its duration shall continue only for the remainder of the period for which the dissolved Panchayat would have continued under clause (1) had it not been so dissolved.

243F. Disqualifications for membership.-(1) A person shall be disqualified for being chosen as, and for being, a member of a Panchayat-

(a) if he is so disqualified by or under any law for the time being in force for the purposes of elections to the Legislature of the State concerned:

Provided that no person shall be disqualified on the ground that he is less than twenty-five years of age, if he has attained the age of twenty-one years;

(b) if he is so disqualified by or under any law made by the Legislature of the State.

(2) If any question arises as to whether a member of a Panchayat has become subject to any of the disqualifications mentioned in clause (1), the question shall be referred for the decision of such authority and in such manner as the Legislature of a State may, by law, provide.

243G. Powers, authority and responsibilities of Panchayats.- Subject to the provisions of this Constitution, the Legislature of a State may, by law, endow the Panchayats with such powers and authority as may be necessary to enable them to function as institutions of self-government and such law may contain provisions for the devolution of powers and responsibilities upon Panchayats at the appropriate level, subject to such conditions as may be specified therein, with respect to-

(a) the preparation of plans for economic development and social justice;

(b) the implementation of schemes for economic development and social justice as may be entrusted to them including those in relation to the matters listed in the Eleventh Schedule.

243H. Powers to impose taxes by, and Funds of, the Panchayats.-The Legislature of a State may, by law,-

(a) authorise a Panchayat to levy, collect and appropriate such taxes, duties, tolls and fees in accordance with such procedure and subject to such limits;

(b) assign to a Panchayat such taxes, duties, tolls and fees levied and collected by the State Government for such purposes and subject to such conditions and limits;

(c) provide for making such grants-in-aid to the Panchayats from the Consolidated Fund of the State; and

(d) provide for Constitution of such Funds for crediting all moneys received, respectively, by or on behalf of the Panchayats and also for the withdrawal of such moneys therefrom,

as may be specified in the law.

243-I. Constitution of Finance Commission to review financial position.-(1) The Governor of a State shall, as soon as may be within one year from the commencement of the Constitution (Seventy-third Amendment) Act, 1992, and thereafter at the expiration of every fifth year, constitute a Finance Commission to review the financial position of the Panchayats and to make recommendations to the Governor as to-

(a) the principles which should govern-

(i) the distribution between the State and the Panchayats of the net proceeds of the taxes, duties, tolls and fees leviable by the State, which may be divided between them under this Part and the allocation between the Panchayats at all levels of their respective shares of such proceeds;

(ii) the determination of the taxes, duties, tolls and fees which may be assigned to, or appropriated by, the Panchayat;

(iii) the grants-in-aid to the Panchayats from the Consolidated Fund of the State;

(b) the measures needed to improve the financial position of the Panchayats;

(c) any other matter referred to the Finance Commission by the Governor in the interests of sound finance of the Panchayats.

(2) The Legislature of a State may, by law, provide for the composition of the commission, the qualifications which shall be requisite for appointment as members thereof and the manner in which they shall be selected.

(3) The Commission shall determine their procedure and shall have such powers in the performance of their functions as the Legislature of the State may, by law, confer on them.

(4) The Governor shall cause every recommendation made by the Commission under this article together with an explanatory memorandum as to the action taken thereon to be laid before the Legislature of the State.

243J. Audit of accounts of Panchayats.- The Legislature of a State may, by law, make provisions with respect to the maintenance of accounts by the Panchayats and the auditing of such accounts.

243K. Elections to the Panchayats.-(1) The superintendence, direction and control of the preparation of electoral rolls for, and the conduct of, all elections to the Panchayats shall be vested in a State Election Commission consisting of a State Election Commissioner to be appointed by the Governor.

(2) Subject to the provisions of any law made by the Legislature of a State, the conditions of service and tenure of office of the State Election Commissioner shall be such as the Governor may by rule determine:

Provided that the State Election Commissioner shall not be removed from his office except in like manner and on the like grounds as a Judge of a High Court and the conditions of service of the State Election Commissioner shall not be varied to his disadvantage after his appointment.

(3) The Governor of a State shall, when so requested by the State Election Commission, make available to the State Election Commission such staff as may be necessary for the discharge of the functions conferred on the State Election Commission by clause (1).

(4) Subject to the provisions of this Constitution, the Legislature of a State may, by law, make provision with respect to all matters relating to, or in connection with, elections to the Panchayats.

243L. Application to Union territories.-The provisions of this Part shall apply to the Union territories and shall, in their application to a Union territory, have effect as if the references to the Governor of a State were references to the Administrator of the Union territory appointed under article 239 and references to the Legislature or the Legislative Assembly of a State were references, in relation to a Union territory having a Legislative Assembly, to that Legislative Assembly:

Provided that the President may, by public notification, direct that the provisions of this Part shall apply to any Union territory or part thereof subject to such exceptions and modifications as he may specify in the notification.

243M. Part not to apply to certain areas.-(1) Nothing in this Part shall apply to the Scheduled Areas referred to in clause (1), and the tribal areas referred to in clause (2), of article 244.

(2) Nothing in this Part shall apply to-

(a) the States of Nagaland, Meghalaya and Mizoram;

(b) the Hill Areas in the State of Manipur for which District Councils exist under any law for the time being in force.

(3) Nothing in this Part-

(a) relating to Panchayats at the district level shall apply to the hill areas of the District of Darjeeling in the State of West Bengal for which Darjeeling Gorkha Hill Council exists under any law for the time being in force;

(b) shall be construed to affect the functions and powers of the Darjeeling Gorkha Hill Council constituted under such law.

(4) Notwithstanding anything in this Constitution,-

(a) the Legislature of a State referred to in sub-clause (a) of clause (2) may, by law, extend this Part to that State, except the areas, if any, referred to in clause (1), if the Legislative Assembly of that State passes a resolution to that effect by a majority of the total membership of that House and by a majority of not less than two-thirds of the members of that House present and voting;

(b) Parliament may, by law, extend the provisions of this Part to the Scheduled Areas and the tribal areas referred to in clause (1) subject to such exceptions and modifications as may be specified in such law, and no such law shall be deemed to be an amendment of this Constitution for the purposes of article 368.

243N. Continuance of existing laws and Panchayats.-Notwithstanding anything in this Part, any provision of any law relating to Panchayats in force in a State immediately before the commencement of the Constitution (Seventy-third Amendment) Act, 1992, which is inconsistent with the provisions of this Part, shall continue to be in force until amended or repealed by a competent Legislature or other competent authority or until the expiration of one year from such commencement, whichever is earlier:

Provided that all the Panchayats existing immediately before such commencement shall continue till the expiration of their duration, unless sooner dissolved by a resolution passed to that effect by the Legislative Assembly of that State or, in the case of a State having a Legislative Council, by each House of the Legislature of that State.

Date: 1-2 /10/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:27	Unit No: III	Topic: VC and VDB In Nagaland																																																				
Objectives:																																																						
1. To understand local governance system in Nagaland																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
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Date: 3/10/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:28	Unit No: III	Topic: Evolution of PRI																																																				
Objectives: 1.To learn the evolution of PRI																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
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Though the Panchayati Raj Institutions have been in existence for a long time, it has been observed that these institutions have not been able to acquire the status and dignity of viable and responsive people's bodies due to a number of reasons including absence of regular elections, prolonged supersession, insufficient representation of weaker sections like Scheduled Castes, Scheduled Tribes and women, inadequate devolution of powers and lack of financial resources.

2. Article 40 of the Constitution which enshrines one of the Directive Principles of State Policy lays down that the State shall take steps to organise village panchayats and endow them with such powers and authority as may be necessary to enable them to function as units of self-government. In the light of the experience in the last forty years and in view of the short-comings which have been observed, it is considered that there is an imperative need to enshrine in the Constitution certain basic and essential features of Panchayati Raj Institutions to impart certainty, continuity and strength to them.

Panchayat: An assembly of elected persons of the village.

Decentralization : Devolution of power to the local unit.

Democratic Decentralization: Devolution of power to the people. Local self government.

Philosophy of PRI

Village as a republic.

People's participation

Local self governance at the village

Panchayati Raj System

Balwant Rai Mehta Recommendation

Three tier system

Gram Panchayat- primary unit, 5 years tenure, income through taxes.

Samiti/Taluka/Block Panchayat-

Panchayat Samiti - Second tier- BDO is appointed by the Government. The main functions of the Panchayat Samitis are planning, execution and supervision of all developmental programmes in the Block. It also supervises the works of Gram Panchayats within its Jurisdiction .

Zilla Panchayat- District level also known as District Development Council

Functions of Zilla Panchayat

It works as advisory body for blocks.

It approves budget and plan of blocks.

It allots funds to the blocks.

It approves budget and plan of blocks. It allots funds to the blocks.

Secondary education is the responsibility of this council.

It should advise Government in all matters relating to rural development in the district.

It has to review the results achieved under various items in all the blocks.

The state of Madras tried this as a pilot project as early as 1957. Rajasthan was the first to implement PRI.

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C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:29	Unit No: III	Topic: PESA ACT 1996																																																				
Objectives: 1.To learn about PESA Act and it implication for tribal areas																																																						
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PESA is meant to recognize, empower and promote the social, economic, cultural and political way of life of the Scheduled Tribes (adivasis). The main rationale behind the Act is to preserve the tribal population from exploitation with an active involvement of the Gram Sabha.

In India most of the tribes are collectively identified under Article 342 (1&2) as Scheduled Tribes and right to self determination guaranteed by Part X : The Scheduled and Tribal Areas – Article 244: Administration of Scheduled Areas and Tribal Areas.

(1). The provisions of the Fifth Schedule shall apply to the administration and control of the Scheduled Areas and Scheduled Tribes in any State (other than the states of Assam, Meghalaya, Tripura and Mizoram).

(2). The provisions of the Sixth Schedule shall apply to the administration of the tribal areas in the State of Assam, Meghalaya, Tripura and Mizoram

PESA ACT- Applicable to areas under fifth schedule.

Andhra Pradesh
Chhattisgarh
Gujarat
Himachal Pradesh
Jharkhand
Maharashtra
Madhya Pradesh
Orissa
Rajasthan

The Fifth Schedule envisages notification of tribal-dominated areas as Scheduled Areas and the formation of a Tribal Advisory Council (TAC) at the State level. Since these Scheduled Areas are supposed to enjoy autonomy protected by the Constitution, the laws passed by parliament and the State legislatures do not automatically apply to them. Hence, the Fifth Schedule defines Governors' powers to adapt laws to these areas. It provides for making regulations by the State Government for the Scheduled Areas having the force of law. It also allows the Union Government to give directions to a State regarding the administration of Scheduled Areas.

Bhuria Committee

The Rao government appointed a committee headed by Mr. Dileep Singh Bhuria, MP, in June 1994, to work out the details as to how structures similar to Panchayati Raj Institutions can take shape in Tribal Areas and Scheduled Areas and to define their powers. The Committee submitted its report in January 1995. The Bhuria Committee recommended a three-tier structure of self-

governance in the tribal areas: (1) Gram Sabha - Every “habitation community” to have a Gram Sabha which will exercise command over natural resources, resolve disputes and manage institutions under it like schools and cooperatives;(2) Gram Panchayat - Elected body of representatives of each Gram Sabha, also to function as an appellate authority for unresolved disputes at lower level; and (3) A block or taluka level body as the next higher level.

Date: 7/10/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:30	Unit No: IV	Topic: Rural Education																																																				
Objectives: 1.To understand rural education 2.To Discuss challenges of education in rural areas																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
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Education in Rural Areas

- ▶ Rethinking education in rural areas requires first reviewing the characteristics of the rural sector.
- ▶ A community cannot foster development without an educated population.
- ▶ It is accepted that farmers with basic education are more likely to adopt new technology and become more productive, access to market.
- ▶ With increase in population excess rural labour force has to find work outside the farm.
- ▶ Addis Ababa Conference of 1961 recognised the necessity of reforming the content of education in order to adapt programmes to the conditions of rural life, to establish linkages between the school and the local community and to meet the needs and interests of the rural population.
- ▶ Bring schools closer to the rural world- ruralization

Human Capital Theory

- ▶ Education is an investment
 - ▶ According to HCT , the educational level of the agricultural labour force has an influence on agriculture productivity.
1. Education can improve the quality of farmers' labour by enabling them to produce more with their available stock of production factors
 2. Education can increase the efficiency of resource allocation

Education can help farmers to choose more effective means of production by adopting new techniques

Rural Education: Problems

- Rural urban disparities in access to basic education
 - Inadequate geographical distribution of schools
 - Schools in rural areas are poorly equipped
 - Economic and social obstacles- financial constrain of household, gender, household priorities.
 - Costs and financing issues
 - Lack of qualified teachers
 - Motivation to work in rural areas
-
- ▶ ICDS (Integrated Child Development Service) and ECE (early childhood education).
 - PM POSHAN-** Pradhan Mantri Poshan Shakti Nirman- the scheme address hunger and education. Mid Day Meal in schools.
 - ▶ Samagra Shiksha Abhivan 2018– integrate vocational education with general academic education covering from pre school to class till 12 std. Samagra subsumed the following three schemes

1. RMSA- RashtriyaMadhyamikShikshaAbhiyan- Class 9-10 . Secondary
2. SSA (SarvaShikshaAbhiyan) 2001- government's flagship programme for the universalisation of elementary education (UEE).
3. Teacher Education
 - ▶ National Curriculum Framework 2005.
 - ▶ RTE Act 2009

Date: 13 /10/2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:31	Unit No: IV	Topic: Watershed Development																																																				
Objectives: 1.To understand the concept of watershed development and its importance 2. To learn about DDP and DPA Programmes																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
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Outline of the Topic: Watershed Development: meaning concept and importance, DDP,DPA																																																						
Suggested Readings: 1.Singh, K (2009): Rural Development: Principles, Policies and Management, Sage Publication. 2.Singha, K (2010): Rural Development in India: Retrospect and Prospects, Concept Publication																																																						

3. William & Christopher (2013): Rural Development Concept and Recent Approaches, Rawat Publication.

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Watershed Development

- Its not a new concept
- Water scare countries is projected to increase to 34 in 2025 from 20 in 1955.
- Food security and environmental issues are related to watershed management.
- Watershed development and management programme emerged as a strategy to manage natural resources (land, water and forest) and to provide sustainable livelihood
- Modern history of watershed management begins in india in 1956- soil and water conservation research.
- Village level micro watershed experiment started in 1974 (4 places later expanded to 47 model watershed in 1982-83
- Fifth 5 year Plan (1974-79)- Area Development Programme
- Drought Prone Area program, Desert Development Program,
- 1980 more participation from various stakeholders
- Coverage of watershed development expanded- treatment of preventing siltation, improving productivity of dry land, crop management, soil moisture conservation, water harvesting, alternative land use system.
- 1992 established integrated wasteland development programme
- Involvement of different department, ngos, shg community.
- Atleast one watershed development committee is to be formed.
- The programme envisage that a micro watershed would be taken up for the development in every block having assured irrigation on less than 30%.

Objectives of Watershed Development

- To control the erosion of the soil and improving the groundwater potential by taking up the soil and moisture conservation works and plantation giving predominance to the people's participation duly creating awareness.
- Sustainable development of the socio economic status of the community through systematic and scientific approach.
- Sustainable development
 - i. Ecological sustainable (check in soil erosion, check in run off due to forest regeneration, water conservation)
 - ii. Economic sustainable (increase in crop intensity and crop productivity, milk production)
 - iii. Social sustainable (equitable distribution of common property, resources like water , forest, community participation)

- The DPAP and the DDP aim at restoring the ecological balance through soil and moisture conservation measures on watershed basis.
- The objectives of DPAP and DDP are:
 - i) Developing wastelands/degraded lands, drought-prone and desert areas on watershed basis, keeping in view the capability of land, site-conditions and local needs.
 - ii) Promoting the overall economic development and improving the socio-economic conditions of the resource poor and disadvantaged sections of the society.
 - iii) Mitigating the adverse effects of extreme climatic conditions such as drought and desertification on crops and human and livestock populations for the overall improvement.
 - iv) Restoring ecological balance by harnessing, conserving and developing natural resource base, i.e. land, water and vegetative cover.
 - v) Encouraging village the community for active participation in the planning and implementation of developmental projects and the sustainable maintenance of the assets created through their collective wisdom and indigenous technology.

Date: 14/10/2025	Class Hour:	Time Management:																																																				
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Lesson Plan No:32	Unit No: IV	Topic: National Water Policy																																																				
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National Water Policy (NWP)

Water is the most critical natural resource affecting the level and pace of agricultural and rural development. Optimum development and efficient utilisation of water resources, therefore, assumes great significance. Nearly 36 per cent of the total gross cropped area in the country is irrigated, and the irrigated area contributes over 55 per cent of the total agricultural output. The Union Ministry of Water Resources is responsible for laying down policies and programmes for the development and regulation of the country's water resources. India's first NWP was announced by the GoI in September 1987. It stressed that 'water is a prime natural resource, a basic human need and a precious national asset. Planning and development of water resources need to be governed by national perspectives' (GoI 1987). It recommended an integrated and multidisciplinary approach to planning, formulation and implementation of projects in such a way as to be able to meet the demands of water from various sectors and to free the country, as far as possible, from the scourge of recurring floods and droughts.

The NWP 1987 highlights the following points:

Need for efficient use of water.

Need for a well-designed information system.

Need for preservation of the quality of the environment and the ecological balance.

Periodic reassessment on a scientific basis of the groundwater potential, taking into account the quality of water available and the economic viability of its exploitation.

Integrated and coordinated development of surface water and groundwater, and their conjunctive use.

Equity and social justice considerations in water allocation.

Involvement of farmers in various aspects of water management, particularly water distribution and collection of water charges through water users' associations.

A new NWP was announced by the GoI in April 2002 (GoI 2002c). It also highlights the similar concerns as the first NWP. The Policy highlighted, *inter alia*, the need for the efficient use of water and for preservation of the quality of environment and ecological balance. This policy supersedes the 1987 Policy but it also echoes similar concerns.

The NWP 1987 and NWP 2002 do not clearly specify their goals, nor any operational guidelines as to how various provisions made in the Policy documents would be actualised. In view of this, we could say that the Policy framework is ineffective. In our opinion, its main goal should be to attain water security for all and forever through restoring, developing, conserving, utilising and managing the surface water and groundwater resources of the country in the socially optimum and ecologically sound and sustainable way. Besides, the policy should have a legal backup and operational guidelines to achieve its objectives. Also, the government must accept the access to

water for survival as a basic human right and include it in the set of development goals and use it as an entry point for development work. A minimum of 40 litres of water per capita per day is required for meeting personal consumption, hygiene and sanitation requirement (Water Supply and Sanitation Collaborative Council [WSSCC] 1999).

Agriculture

- Backbone of Indian economy
- 70% are hilly and mountainous
- Jhum cultivation
- Average annual operational area under jhum cultivation has reduced to less than 1 hectare
- Fallow period has reduced from 10 years to $\frac{3}{4}$ years

In spite of covering 8.8 per cent of the country's total geographical area, NER produces only 1.5 per cent of the country's total foodgrain production

- ICAR, Shillong recommended a model of 3 tier land use for hilly region
 1. The upper 1/3 of slope be allowed for forestry
 2. The middle part – plantation and horticulture
 3. Lower 1/3 for terrace cultivation
- Animal husbandry- Livestock
- Sericulture
- horticulture

Constraints to Agricultural Growth and Agro Based Industries

- small landholdings- labour intensive. This hamper mechanization of agriculture
- In high altitudes, water run-off is rapid, and therefore the region lacks water for agriculture.
- Soil- acidic
- Mono cropping- lack of irrigation facilities and absence of water-retention practices severely limit possibilities of multiple cropping resulting in low land productivity
- land is common property; cultivators have no incentive to invest in it to improve its quality
- Credit
- Poor Connectivity and infrastructure

Opportunities and Way forward

- People centric to people determined programmes
- Post-harvest processing and value addition
- Fruits (pineapple, banana, orange and passion fruit)
- Spices (ginger, chilli, turmeric and large cardamom)
- Vegetables
- Rural artisan- handicrafts (tools, design and finishing)
- Handloom, weaving (improved looms, product diversification, design and finishing)
- Quality & branding - “Regional Identity.

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The Government of India created the Integrated Rural Development Program (IRDP) in 1978 and implemented it in 1980. The program's goal is to give disadvantaged people work possibilities as well as chances to enhance their skill sets in order to better their living situations. The program is regarded as one of the greatest yojanas for addressing poverty-related issues by

providing essential subsidies in parallel with job possibilities to people who fall below the poverty line.

IRDP Scheme Overview – Objectives of IRDP

As previously stated, the goal of IRDP is to raise the standard of living in disadvantaged rural regions above the poverty line. IRDP's additional goals are as follows:

- To improve the rural population's living conditions by providing long-term employment.
- Increasing agricultural and small-scale rural industry production.

These goals are met by supplying this population with productive assets from the primary, secondary, and tertiary sectors. These folks receive financial support in the form of government subsidiaries or an IRDP loan and credits from various financial organizations.

Beneficiaries Under Integrated Rural Development Program

IRDP focuses on all rural areas of the block that are impoverished. However, its beneficiaries can be broadly divided into the following groups.

- Artists from the rural
- Labourers.
- Farmers on the margins
- Scheduled castes and scheduled tribes
- Low-income classes with yearly incomes of less than Rs 11,000

Subsidies Provided Under Integrated Rural Development Program

As financial aid, the government provides subsidies and loans or credits to the target population. These financial assets are offered by a variety of government-approved financial institutions.

Subsidies are allocated based on the target group's needs. The distribution is carried out in accordance with the following guidelines:

- Financial institutions provide a 25% subsidy to the first target category of small farmers.
- The second target category, rural craftsmen, marginal farmers, and agricultural laborers, receives a subsidy of 33.5 percent.
- Finally, these financial institutions subsidize the SC/ST and physically handicapped groups by 50%.

The ceiling for SC/ST and differently-abled group subsidies has been set at Rs.6000. For now, DPAP and non-DDP localities will be charged Rs.4000, while DPAP and DDP localities will be charged Rs.5000.

Guaranteed subsidies of 50%, 40%, and 3% are available to SC/ST, women, and differently-abled people, respectively. Priority is always given to groups with a limit excess, as well as Green Card holders, under free bonded worker and family assistance programs.

Eligibility of Integrated Rural Development Program

The IRDP is a Central Government initiative that is supported 50:50 by the federal and state governments. The Central Government provides funding to the states based on the proportion of the poor rural population in the state to the total poor rural population in the country. This process is followed in all Indian states and has been in place since 1980.

Various cooperatives, commercial banks, and regional rural banks provide productive financial assets and subsidies.

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Suggested Readings: Jain (2011): Rural Development Programmes in India, Deep and Deep Publication																																																						
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MGNREGA is the most important social legislation in Indian history because it ensures the rights to rural people to secure their livelihood. It guarantees 100 days of employment and strengthens the livelihood assets at an individual and community level. Employment security brings financial stability, reducing the risk of hunger and distress migration. It strengthens the natural and physical assets at an individual and the community level, by permitting works on

land development, water conservation, etc. At the same time, it gives an opportunity to the people to take up livelihood activities such as fishery and poultry through a convergence approach. MGNREGA is being appreciated across the world for its uniqueness. It provides not only employment and durable assets, but also strengthens Panchayati Raj Institutions (PRIs), thereby helping these to discharge their responsibilities.

Although the programme is well structured, the implementation of the programme on the ground still struggles. This is because of the low capacity of the local implementing organization-both, the District Administration and the gram panchayats (GPs)- caused by poor accountability, absence of performance appraisal, lack of motivation, absence of system of incentives and penalties, poor working conditions, shortage of staff and their absenteeism, and large-scale leakages due to corruption.

At the receiving end, the poor are disempowered, and are not included in the decision-making processes. During our engagement with the community, we have experienced that the issues in governance political interests and lack of capacity-building of MGNREGA functionaries, GPs and the people remain unnoticed or unaddressed to a great extent.

MGNREGS: Paradigm Shift

Non Negotiable Rule

Social Audit

Bottom up Approach

Right Based Approach

MGNREGA Yojna: Objectives

- Its objective is to provide a minimum of 100n days of guaranteed non-skilled manual employment to rural workers every year, so that rural households are able to sustain themselves.
- The core aim of the NREGA scheme is to ensure that there is a source of livelihood for the economically weaker section of the population.
- Strengthening the livelihood and provide resources to the poor.
- The NREGA also aims to proactively include the weaker section of society.
- The scheme also aims at strengthening of Panchayati Raj establishments across India.

MGNREGA Schemes: Goals

1. The goal of MGNREGA is to provide social protection for the most vulnerable people living in rural India by guaranteeing wage employment opportunities.
2. It aims at enhancing the livelihood security of the rural poor through the generation of wage employment opportunities in works leading to the creation of durable assets.
3. The goal of MGNREGA is to rejuvenate the natural resource base of rural areas.
4. MGNREGA aims to creating a durable and productive rural asset base.
5. To strengthen decentralized participatory planning through convergence of various anti-poverty and livelihoods initiatives.
6. It aims at strengthening democracy at the grassroots level by strengthening Panchayati Raj Institutions.

Date:27 /10 /2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:37	Unit No: IV	Topic: Programmes for RD- Livelihood Mission																																																				
Objectives: 1.To orient students on MGNREGS																																																						
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Outline of the Topic: Livelihood Mission																																																						
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NRLM – National Rural Livelihood Mission is a poverty alleviation project implemented by the Ministry Of Rural Development (**MORD**), Government of India. This plan is focused on promoting self-employment and the organization of rural poor. The idea behind this program is to organize the poor into SHG groups and make them capable of self-employment.

NRLM aims to alleviate rural poverty and create sustainable livelihood opportunities for the rural poor. Towards this objective, NRLM seeks to promote sustainable community based institutions which will facilitate provision of financial services, economic services and other entitlements to the rural poor.

- **Launch Year :** 2011
- **Sector :** Rural area
- **Launch by :** (prime minister) Manmohan Singh

NRLM MISSION

- To reduce poverty by enabling the poor households to access gainful self-employment and skilled wage employment opportunities.

NRLM AIMS

- To alleviate Rural poverty & create Sustainable livelihood opportunities for the Rural poor.

Guiding principles

- ❖ **Poor have a strong desire to come out of poverty, and they have inborn capabilities.**
- ❖ **An external dedicated & sensitive support structure is required to induce the social mobilization.**
- ❖ **Facilitating Knowledge dissemination, skill building, access to marketing.**

The idea behind this program is to organize the poor into SHG & make them capable of self – employment.

In 1999 after restructuring Integrated Rural Development Programme (IRDP), the Ministry of Rural Development (MORD) launched SwarnajayantiGrameenSwarajgarYojana (SGSY) to focus on promoting self-employment among the rural poor. SGSY is now remodelled to form NRLM. This program was launched in 2011 with a budget of 5.1 billion & is one of the flagship programs of the Ministry of Rural Development.

“One of the World’s most prominent initiatives to improve the livelihood of the poor”

Approaches

In order to build, support and sustain livelihood of the poor, NRLM will harness their capability and complement them with capacities, so that the poor can deal with the external world.

NRLM works on 3 pillars:

- Enhancing and expanding existing livelihood options of the poor
- Building skills for the job market outside &
- Nurturing self- employment and entrepreneurs.

NSRLM
DDU GKY
SHG

Date: 28-29/10 /2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:38	Unit No: IV	Topic: SGSY																																																				
Objectives: 1.To orient students on SGSY																																																						
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Activity based presentation.																																																						
Outline of the Topic: National Forest Policy																																																						
Suggested Readings: 1.Singh, K (2009): Rural Development: Principles, Policies and Management, Sage Publication. 2.Singha, K (2010): Rural Development in India: Retrospect and Prospects, Concept Publication																																																						
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SwarnajayantiGrameenSwarajgarYojana (SGSY) to focus on promoting self-employment among the rural poor. SGSY is now remodelled to form NRLM.

The SGSY Scheme is operative from 1st April 1999 in rural areas of the country. SGSY is a holistic Scheme covering all aspects of self employment such as organisation of the poor into Self Help Groups, training, credit, technology, infrastructure and marketing. The scheme will be funded by the Centre and the States in the ratio of 75 : 25 and ***will be implemented by Commercial Banks, Regional Rural Banks and Co-operative Banks***. Other financial institutions, Panchayat Raj Institutions, District Rural Development Agencies (DRDAs), Non Government Organisations(NGOs), Technical institutions in the district, will be involved in the process of planning, implementation and monitoring of the scheme. NGO's help may be sought in the formation and nurturing of the Self Help Groups (SHGs) as well as in the monitoring of the progress of the Swarozgaris. Where feasible their services may be utilised in the provision of technology support, quality control of the products and as recovery monitors cum facilitators.

The Scheme aims at establishing a large number of micro enterprises in the rural areas. The list of Below Poverty Line (BPL) households identified through BPL census duly approved by Gram Sabha will form the basis for identification of families for assistance under SGSY. The objective of SGSY is to bring every assisted family above the poverty line within three years by providing them income generating assets through a mix of bank credit and Government subsidy. The rural poor such as those with land, landless labour, educated unemployed, rural artisans and disabled are covered under the scheme.

The assisted families known as Swarozgaris can be either individuals or groups and would be selected from BPL families by a three member team consisting of Block Development Officer, Banker and Sarpanch.

Focus on vulnerable sections of the rural poor. Accordingly, the SC/ST will account for atleast 50%, Women 40% and the disabled 3% of those assisted

Date: 30/10 /2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:39	Unit No: IV	Topic: Presentation on SHG in Nagaland																																																				
Objectives: 1.To orient students on some successful SHGs in Nagaland																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
Methodology (Please tick whichever is appropriate)																																																						
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Presentation by students																																																						
Outline of the Topic: Success stories of SHG in Nagaland																																																						
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Date: 31/10 /2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:40	Unit No: IV	Topic: Recapitulate of Unit IV																																																				
Objectives: 1.To assess students' understanding of the unit 2. To fill in learning gaps of students																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
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Outline of the Topic: Recapitulate and Feedback session.																																																						
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Date: 3- 4/11 /2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:42	Unit No: V	Topic: Forest Policy																																																				
Objectives: 1.To help students learn and understand various forest policies in India																																																						
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Outline of the Topic: Pre and Post Independence Forest Policies in India																																																						
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FOREST ACT

The main objective of the Act is to recognise the rights of the forest dwelling tribal communities and other traditional forest dwellers to forest resources for livelihood and habitation.

India is one of the few countries in the world that has had a forest policy since 1894. After independence, in recognition of the importance of forests in the national economy and to ensure the best possible use of land, a new forest policy was enunciated in May 1952. The new policy

provided, *inter alia*, that the area under forests should be at least one-third of the total geographical area, and that the forest areas should not be brought under cultivation of crops indiscriminately. The National Commission on Agriculture (NCA) (1976) recommended a further revision of the 1952 forest policy. The forest policy was revised in 1988. The main plank of the revised forest policy of 1988 is protection, conservation and development of forests. The salient features of the revised policy are as follows:

A minimum of one-third of the total land area of the country has to be brought under forest or tree cover.

Total protection of tropical rain/moist forests.

The extent of forest use for grazing and extraction will be determined on the basis of the carrying capacity of the forests.

Involvement of tribals/forest dwellers in protection, regeneration and development of forests to be encouraged.

Forest-based industries would have to raise their own plantations to meet their requirements, and the practice of supplying forest produce to industries at concessional rates would cease.

These principles are necessary to ensure that the forest area can increase from its present level of 75 million hectare (mha) to 110 mha (33 per cent of the total land area). The revised forest policy has several implications for various sectors of the economy like energy, industry and agriculture. Development projects now are carefully examined to ensure that the ecological balance is not destroyed. This is done through an assessment of their impact on the ecosystem.

However, in the past, India's forest policy has not been congenial to promoting a sustainable use and management of forest resources. The current policy also needs to be overhauled if the link between scarcity of forest resources and their prices is to be reestablished. Now that we are facing a growing scarcity of forest resources, forest product prices should be rising to slow down deforestation and accelerate reforestation. At present, not only are many of the forest products and services not priced at all, but even timber which is an internationally tradable commodity is priced below its true scarcity value due to implicit and explicit subsidies, and institutional failures. Forest concessions are typically inadequate to provide incentives for conservation and replanting. Failure to value non-timber goods and services results in excessive deforestation, conflicts with local communities, loss of economic value and environmental damage. Promotion of local processing of timber often leads to inefficient plywood mills, excess capacity, wastage of valuable tropical timber and loss of government revenues. Replanting subsidies often end up subsidising the conversion of a valuable natural forest to inferior monospecies plantations, with the associated loss of the value of both tropical hardwoods and biological diversity.

There is also need to adopt a better system of Forest Resource Accounting (FRA). The existing FRA system has several drawbacks. For example, there is no accounting of the free collection of fuel wood, grass and other non-wood forest products, benefits from free grazing of animals in forest and a whole set of intangible benefits, such as soil and water conservation, maintenance of productivity of adjoining lands, biodiversity conservation, moderation of micro climate, carbon sequestration, release of oxygen, recreation, and so on. This leads to gross underestimation of the forestry sector to India's GDP. In view of this, there is need to adopt the new system of FRA.³

Further, in view of the rising demand for forest-based products, there is a need to pay far greater attention to increasing the productivity of forests and to their scientific management on modern lines. The NFP should rest on two pivotal points, namely, meeting the requirement of raw materials for the forest-based industries; small timber, fuel wood and fodder for the rural

community; satisfying the present and future demands for protective and recreative functions of the forests and for environmental amenities. Social forestry and afforestation of wastelands should receive a very high priority.

In June 1990, the Union Ministry of Environment and Forests issued guidelines to the forest departments of all states and union territories, directing them to involve village communities and voluntary agencies for the regeneration of degraded forest lands on a usufruct sharing basis. Most of the state governments responded positively to the Ministry's directive, and launched what have come to be known as Joint Forest Management (JFM) programmes. The Ministry of Environment and Forests had issued fresh operational guidelines for the formulation of a new programme called the National Afforestation Programme (NAP) for the Tenth Five Year Plan (2002–07). These guidelines seek to encourage a participatory approach to the development of forests for the GoI-sponsored afforestation schemes. Afforestation schemes operational during the Ninth Five Year Plan have been merged in the new NAP so as to avoid multiplicity of schemes with similar objectives and to ensure uniformity in the funding pattern and implementation mechanism (see Chapter 11: 'Joint Forest Management [JFM] and National Afforestation Programme [NAP]' for details). The Tenth Five Year Plan provided for the universalisation of the JFM in the country.

Forest Rights Act

Scheduled Tribes And Other Traditional Forest Dwellers (Recognition Of Forest Rights) Act, 2006

The Forest Rights Act (FRA), 2006 recognizes the rights of the forest dwelling tribal communities and other traditional forest dwellers to forest resources, on which these communities were dependent for a variety of needs, including livelihood, habitation and other socio-cultural needs. The forest management policies, including the Acts, Rules and Forest Policies of Participatory Forest Management policies in both colonial and post-colonial India, did not, till the enactment of this Act, recognize the symbiotic relationship of the STs with the forests, reflected in their dependence on the forest as well as in their traditional wisdom regarding conservation of the forests.

The Act encompasses Rights of Self-cultivation and Habitation which are usually regarded as Individual rights; and Community Rights as Grazing, Fishing and access to Water bodies in forests, Habitat Rights for PVTGs, Traditional Seasonal Resource access of Nomadic and Pastoral community, access to biodiversity, community right to intellectual property and traditional knowledge, recognition of traditional customary rights and right to protect, regenerate or conserve or manage any community forest resource for sustainable use. It also provides rights to allocation of forest land for developmental purposes to fulfil basic infrastructural needs of the community. In conjunction with the Right to Fair Compensation and Transparency in Land Acquisition, Rehabilitation and Settlement Act, 2013 FRA protects the tribal population from eviction without rehabilitation and settlement.

The Act further enjoins upon the Gram Sabha and rights holders the responsibility of conservation and protection of bio-diversity, wildlife, forests, adjoining catchment areas, water sources and other ecologically sensitive areas as well as to stop any destructive practices affecting these resources or cultural and natural heritage of the tribals. The Gram Sabha is also a highly empowered body under the Act, enabling the tribal population to have a decisive say in the determination of local policies and schemes impacting them.

Thus, the Act empowers the forest dwellers to access and use the forest resources in the manner that they were traditionally accustomed, to protect, conserve and manage forests, protect forest

dwellers from unlawful evictions and also provides for basic development facilities for the community of forest dwellers to access facilities of education, health, nutrition, infrastructure etc.
Objectives:

To undo the historical injustice occurred to the forest dwelling communities

To ensure land tenure, livelihood and food security of the forest dwelling Scheduled Tribes and other traditional forest dwellers

To strengthen the conservation regime of the forests by including the responsibilities and authority on Forest Rights holders for sustainable use, conservation of biodiversity and maintenance of ecological balance.

Date: 5-6/11 /2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:43	Unit No: V	Topic: Infrastructure Development in NE																																																				
Objectives: 1.To help students understand infrastructure development in NE																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
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Date: 7/11 /2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:49	Unit No: V	Topic: Water Scarcity and Its Impact																																																				
Objectives: 1.To discuss on water scarcity and its impact																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
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Date: 10/11 /2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:50	Unit No: V	Topic: Agriculture Development in India																																																				
Objectives: 1.To discuss on agriculture development in India																																																						
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Outline of the Topic: Agriculture Development																																																						
Suggested Readings: Fan,S and Otsuka, K (2021): Agriculture Development: New Perspectives in a Changing World. International Food Policy Research Institute. Ram, Singh and Prasad (2012): Prospects of Agriculture and Allied Entrepreneurship Development in North-East India, <i>Indian Research Journal of Extension Education</i> , Vol II.																																																						
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The world has been changing rapidly, and major issues surrounding agriculture have evolved as well. In fact, over the last several decades major shifts have occurred in the thinking on and practice of agricultural development. Accordingly, agricultural development goals have moved far beyond traditional ones such as food production and availability, agricultural productivity,

farmers' incomes (particularly those of smallholders), and employment. The set of new goals includes poverty reduction, adequate nutrition, functioning food value chains (FVCs), environmental sustainability, climate adaptation and mitigation, and gender equality and equity. Looking forward, agriculture will face new challenges and will have to be positioned to deliver broader development outcomes such as those mandated under the Sustainable Development Goals (SDGs).

Early development theories, most prominently, Lewis's dual economy theory in the 1950s, viewed the agriculture sector as a supplier of surplus labor whose share in the labor force and economy declined through the course of development (Lewis 1954). Surplus labor from the traditional, rural agriculture sector has a negligible or zero marginal product. The modern, urban, nonagricultural industrial sector has a higher marginal product and absorbs this surplus labor by creating jobs, thereby increasing aggregate output and incomes and stimulating economic growth. Ranis and Fei (1961) built upon this model to assert that without agricultural growth and sufficient food output, development of the industrial sector will be constrained. In these models, agriculture plays a critical but passive role in economic development and transformation. In the 1960s, a new paradigm extended the duality model to view agricultural development as an engine for industrialization and economic growth. Conceptually, agriculture contributes to development of industry by raising farmers' incomes and earning foreign exchange and by generating surplus capital and labor (Johnston and Mellor 1961). Higher farmer incomes from higher output increase demand for farm inputs and value-added services, and higher incomes for farmers and laborers increase the demand for food and nonagricultural goods and services. Agricultural growth then has a multiplier effect on other sectors, jump-starting transformation and accelerating growth. Schultz (1964) argued that poor smallholder farmers are rational, as they respond to price incentives and will adopt new profitable technologies, but are constrained by the absence of such technologies. Schultz's "efficient but poor" hypothesis inspired subsequent research by Hayami and Ruttan (1971, 1985), who formalized the theory of agricultural growth by highlighting the importance of technological innovations. They state that technological and institutional changes are induced through responses of actors to changing resource endowments. In other words, as scarcity of a factor of production increases, technology that saves the use of the factor is induced to develop, along with supportive institutions, such as property rights systems, public-sector research and extension systems, and marketing institutions. Binswanger (1974) later demonstrated that changes in product prices also play an important role in stimulating innovations. With the rapid economic growth in developing countries in the 1990s, especially in Asia, Timmer (1988) marked a shift in the theory of agricultural development toward structural transformation. The theory noted that agriculture enhances labor productivity in the rural economy, increasing wages and driving urbanization and industrialization. As a result, the share of agriculture in economic output and employment falls, and urban economic activity in industry and services grows. At the same time, rural workers migrate to urban areas and the overall population undergoes a demographic transition (Timmer 1988, 2017). Initially, empirical studies focused on the importance of agriculture for nonfarm economic growth as well as spillovers of growth across sectors, as seen in Gemmell, Lloyd, and Mathew (2000) and Tiffin and Irz (2006), among others. Agriculture was considered in the context of a broader development agenda, highlighting the role of agriculture in the formulation of development strategies. Studies also looked at agriculture's impact on poverty reduction—in particular, its role in driving overall economic growth and, indirectly, reductions in food prices,

which especially benefit the poor. For instance, Ravallion and Chen (2007) found the impact of agricultural growth on poverty in China to be four times greater than that of nonagriculture. Christiaensen, Demery, and Kuhl (2011) found that the poverty reduction impact of agricultural growth in Africa south of the Sahara was two to three times greater than that of growth in nonagriculture, but also noted substantial heterogeneity depending on country characteristics like natural resources and initial economic conditions (Dercon and Gollin 2014). Computable general equilibrium (CGE) modeling was later added as one of the tools for analyzing the role of agriculture in overall economic growth and poverty reduction (for example, in Dorosh and Haggblade 2003; Diao and Dorosh 2007; Dorosh and Thurlow 2012). Much of the CGE modeling focused on African economies found that agricultural productivity growth generates positive impacts on overall growth and positive poverty impacts as well. However, it should be noted that much of this literature was based on assumptions that the model economies are closed and must meet their food needs through domestic production (Dercon and Gollin 2014). Together with agricultural development, the food value chain evolved over time as well. With rising incomes and growing urbanization, the FVC became spatially longer, stretching across rural and urban areas. This transition also led to the emergence of food industries such as milling and food processing to add value and transport food. Reardon et al. (2003) and others added to the notion of the modern FVC, focusing on the rapid rise of supermarkets, which further transformed and integrated food markets, driven by urbanization, economic growth, and improved infrastructure. Fan, Yosef, and Pandya-Lorch (2019) further analyzed how agriculture can contribute to nutrition through FVCs, nutrition-sensitive programs, government policies, and private sector investments. Triggered by the 2008 food price crisis, Díaz-Bonilla (2015) systematically analyzed how macroeconomic policies like fiscal policies, monetary and financial policies, exchange rate policies, and trade policies can fundamentally affect the agricultural sector. He argues that a macroeconomic policy framework is needed to maintain fiscal balances and avoid the overvaluation of the exchange rate, thereby reducing significantly the possibility of financial/fiscal crises and ensuring that tradable products (particularly agricultural and food products) are not disadvantaged. A monetary policy that maintains low inflation levels is also needed. On credit, Díaz-Bonilla suggests that agriculture needs specific credit programs, institutions, and instruments that emphasize a variety of instruments and approaches for financial inclusion for the poor.

- Backbone of Indian economy
- 70% ne hilly and mountainous
- Jhum cultivation
- Average annual operational area under jhum cultivation has reduced to less than 1 hectare
- Fallow period has reduced from 10 years to $\frac{3}{4}$ years
- In spite of covering 8.8 per cent of the country's total geographical area, NER produces only 1.5 per cent of the country's total foodgrain production.

Date: 11 /11 /2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:51	Unit No: V	Topic: Agro based Industries and Allied activities																																																				
Objectives: 1.To discuss on potentials of agro and allied based activities in NE region																																																						
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																																						
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- Animal husbandry- Livestock
- Sericulture
- horticulture

Non Farm

- major rural non-farm activities include handicrafts and handlooms, bamboo based activities and processing of dairy products (into butter and cheese), poultry, fish and other livestock and agro and horticultural products.
- Lack of a proper market and supply network remains a major problem in the development of handicrafts in the region.
- Food habits- predominantly non-vegetarian and the production of meat and eggs is inadequate to meet the demand.
- Horticulture- king chilies, lakadong , spices , medicinal plants, orchid etc
- Plantation- bamboo, palm oil, rubber, Assam tea.
- The region is predominantly rural with over 84 per cent of the population living outside towns and cities.
- The region is identified as one of the world's biodiversity hotspots

Challenges and Constraint: Agro Based Industries

- small landholdings- labour intensive. This hamper mechanization of agriculture
- In high altitudes, water run-off is rapid, and therefore the region lacks water for agriculture.
- Soil- acidic
- Mono cropping- lack of irrigation facilities and absence of water-retention practices severely limit possibilities of multiple cropping resulting in low land productivity
- land is common property, cultivators have no incentive to invest in it to improve its quality
- Credit
- Poor Connectivity and infrastructure.
- Irrigation facilities –terrain
- High cost of agricultural inputs and unawareness of effective adaptation technologies are the core barriers for adaptation in NER.

Opportunities

- People centric to people determined programmes
- Post-harvest processing and value addition
- Fruits (pineapple, banana, orange and passion fruit)
- Spices (ginger, chilli, turmeric and large cardamom) •
- Vegetables
- Rural artisan- handicrafts (tools, design and finishing)
- Handloom, weaving (improved looms, product diversification, design and finishing)
- Quality & branding - “Regional Identity.
- Organic

Date: 12/11 /2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:52	Unit No: V	Topic: Rural Tourism																																																				
Objective: 1.To learn about rural tourism																																																						
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Outline of the Topic: Rural Tourism																																																						
Suggested Readings: GoI(2021): National Strategy and Roadmap for Development of Rural Tourism in India: An Initiative towards Aatmanirbhar Bharat. https://tourism.gov.in/sites/default/files/2021-06/Draft%20Strategy%20for%20Rural%20Tourism%20June%2012.pdf																																																						
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Any form of tourism that showcases the rural life, art, culture, and heritage at rural locations, thereby benefiting the local community economically and socially as well as enabling interaction between the tourists and the locals for a more enriching tourism experience can be termed as rural tourism. Rural Tourism focuses on the visitor actively participating in a rural lifestyle. The tourist travels to a rural location and experiences the life while taking part in the daily activities of the village. The tourist also gets a chance to imbibe the traditions and culture of the area. Rural tourism may also include overnight stay in which the visitor also gets to know the unique lifestyle of the village at much closer quarters. Rural tourism is multi-faceted and entails

agricultural tourism, cultural tourism, nature tourism, adventure and ecotourism, which are all closely aligned.

National Strategy for Development of Rural Tourism

National strategy and roadmap for development of rural tourism aims at prioritization of rural tourism at national level. It further aims at convergence of various schemes addressing issues such as poverty, empowerment of women and strengthening the economic status of the rural people. The strategy is based on overarching theme of sustainable and responsible tourism, which will be supported by the following strategic pillars: (i). Benchmarking of state policies and best practices (ii). Digital technologies and platforms for rural tourism (iii). Developing clusters for rural tourism (iv). Marketing support for rural tourism (v). Capacity building of stakeholders (vi). Governance and Institutional Framework.

Vision , Mission and Goals Rural Tourism

Vision : To make tourism an important driver for rural economy and jobs while promoting sustainable and responsible tourism.

Mission: To facilitate an enabling environment comprising of Government, Industry, NGO, Community for development and promotion of rural tourism in the Country.

Objectives :

- (i). To identify strategies for development of Rural Tourism and stimulate job creation;
- (ii). To bring synergy and convergence in the Central and State programs for development and promotion of Rural Tourism in the Country;
- (iii). To facilitate coordination of rural tourism development initiatives amongst relevant stakeholders;
- (iv). To create a platform to share knowledge of best practices, development opportunities and challenges in rural areas for tourism development;
- (v). To identify and recommend strategic areas/ clusters for tourism development in rural areas within the sector;

SWOT analysis of Rural Tourism

Strengths

Rural tourism in India has the following strengths (i). Indian villages have unparalleled culture, craft, music, dance and heritage to offer to the visitors (ii). Expansion of road infrastructure has made most of the rural areas accessible, (iii). Well-developed agriculture and farms to provide stay facilities and experiences (iv). Beautiful climate conditions and Bio-diversity (v). Apart from the mainland rural areas, India has coastal, Himalayan, desert, forest and tribal areas amongst others for tourists (vi). India has huge potential for related areas such as Eco-tourism, Nature Reserves, Wildlife tourism

Weaknesses

Rural tourism has the following weaknesses: (i). Lack of prioritization for rural tourism at the State and National level (ii). Poor profiling of rural product offerings (iii). Poor tourism supporting infrastructure including ICT in rural areas (iv). Lack of tourism awareness and skills in rural areas, (v). Poor resource allocation and lack of inclusive planning and community involvement, (vi). Poor coordination of tourism initiatives, (vii). Capacity gap at the Panchayati Raj Institutions to promote rural tourism (viii). Poor service delivery and lack of implementation

Opportunities

The Rural Tourism offers a wide range of opportunities: (i). Creation of jobs, retention of jobs and new business opportunities (ii). Rural tourism can lead the way for sustainable and responsible tourism (iii). Sustainable exploitation of untapped rural culture and heritage offerings (iv). Unspoilt natural and rural tranquility, Indigenous knowledge systems, (vi). Promoting Agri-tourism, (vii). Promoting Eco-tourism, (viii). Promoting Adventure-tourism, (ix). Promoting Leisure tourism, (x). Promoting Marine tourism, (xi). Volunteer tourism, (xii). Rural Tourism Circuits.

Threats

Rural tourism also faces following threats (i). Lack of reliable data and statistics, (ii). Lack of well-planned approach, (iii). Environmental degradation (iv). Social and cultural influences

Date: 13-14/11 /2025	Class Hour:	Time Management:																																												
C Course No: SCD 303	Paper Title: Rural Governance and Development																																													
Lesson Plan No:53	Unit No: V	Topic: MSEM																																												
Objectives: 1.To learn about MSEM																																														
Teaching-Learning Tools: 1) Laptop 2) Whiteboard 3) LCD Projector																																														
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Motivational talk of student		Buddying and grouping	
Role play		Presentation*	
Outline of the Topic: MSME enterprise			
Suggested Readings: Garg (2020): Handbook on MSEM, Bharat Publication.			
Signature (Self)		Signature (Reporting Authority)	

Introduced by the government of India in agreement with the **MSMED (Micro, Small and Enterprises Development) ACT** of 2006. As per this act, MSMEs are the enterprise involved in the processing ,production and preservation of goods and commodities.

Micro ,Small and Medium Enterprises (MSMEs) sector is a power house of immense opportunity and is contributing significantly towards the growth of rural economy. For which this has been called as building blocks of nation as they assist in the generation of large-scale employment ,provides significant stimulus to the (GDP) growth of nation by providing countless jobs opportunities to the masses and from time to time government have supported this sectors through various aspects and are considered as the fundamental tool for economic growth, they face continuous financing challenges . MSMEs are major source for generating employment , creation of wealth and alleviating or decreasing the level of poverty from the rural region . They have emerged as dynamic and vibrant sector of economy.

Industries comes under MSMEs are **Agriculture inputs** which was the largest share of employment they emerged as a dynamic and vibrant sector of economy , **food processing , Engineering , Textiles & Garments, Meat products, Sports goods, plastic products and computer software.**

Types of MSEM

1. Manufacturing Enterprise 2. Service Enterprises

1. Manufacturing enterprises

Manufacturing enterprises means the enterprise engaged in the manufacture or production of goods pertaining to any industry specific in the first schedule to the industries (development and regulation) Act, 1951 or employing plant and machinery in the process of value addition to the final product having a distinct name or character or use.

Micro enterprise

- Micro enterprise generally refers to a small business employing 10 people or less
- It is an enterprise in which investments in plant and machinery is between 5lakh to 25lakh.

- These enterprises work and operate not by choice but of necessity

Small enterprise

- Small enterprise generally refers to a business employing 50 % or less
- It is an enterprise in which investment in plant and machinery is between 25 lakh to 5 crores
- These enterprises work and operate to earn a small amount of profit.

Medium enterprise

- Medium enterprise refers to a business employing maximum to 250 employees
- It is an enterprise in which investment in plant and machinery is 5 crores to 10 crores
- These enterprises work and operate to earn a fair amount of profits to increase their standards of living.

Service Enterprise

A service enterprise is an organization that doesn't just engage volunteer, but operates with a culture of volunteerism that enables it to fundamentally leverage volunteers and their skills to achieve its social mission. These high performing organizations have deeply integrated volunteers into strategic plan and day to day operation, thereby allowing them to reduce costs and increase efficiency and effectiveness in providing services to fulfill their mission.

A service enterprise promotes organization through a prescribed training and coaching process to build their capacity to operate in this way.

The goal of the service enterprise initiatives is to strengthen the capacity of organization to strategically and effectively engage volunteers to address community needs.

- **Employment generation-**

Around 50% of the total MSMEs operate in rural areas and provide 45% of the total employment. About 97% of the total employment in the MSME sector comes from the micro segment. To lend a helping hand to this sector, the government has come up with several schemes. MSMEs contribute more than 29% to the GDP and are responsible for 50% of the country's total exports. They are also accountable for one-third of India's manufacturing output. MSMEs employ and produce a variety of over 6,000 products for both domestic as well as international markets. They help to promote the growth and development of khadi, village and coir industries.

- **Export contribution –**

Commodity prices and commodity exports including petroleum, steel and other metals, and food grains have jumped record high recently. In these segments MSMEs are not the key players while non-MSME exporters account for exports of petroleum products, steel, food grains etc.

- **Production-**

MSMEs produce and manufacture a variety of products such as: leather products, training and educational institute, servicing of agricultural farm equipment. This includes tractor, pump repairing, ring boring machine, engineering and fabrication, testing labs for industries, retail and wholesale business etc.

- **Utilizing resource optimally-**

In rendering the services such as information provided/process design, manufacturing practices involved, testing and control, selection and making use of the resources in a appropriate machinery and equipment, project profile preparation, marketing avenues/techniques , finance export opportunities, infrastructure facilities available etc.

• **Increase in (GDP) Gross Domestic Product-**

Increasing MSMEs contribution to India's gross domestic products (GDP), from nearly 30% to 40% by 2025 is a task the government, institution and banks have to provide big supports.

Date: 17/11 /2025	Class Hour:	Time Management:																																																				
C Course No: SCD 303	Paper Title: Rural Governance and Development																																																					
Lesson Plan No:55	Unit No: V	Topic: Recapitulate																																																				
Objectives: 1.To assess students understanding of unit v 2. To conduct unit test																																																						
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North East Institute of Social Sciences and Research (NEISSR)

Paper: SCD 304

Title: COMMUNITY HEALTH AND HYGIENE

Semester Teaching Plan

Official Address: 7th Mile, Chümoukedima, Nagaland – 797103

Teaching Plan

- Course Summary
- Expanded Course Description
- Teaching and Evaluation
- Class Schedule and Reading

Course summary

Paper number: SCD 304

Paper Title: COMMUNITY HEALTH AND HYGIENE

Instructor: Mrs. Judith Huidina

Class hours: 1.10-2.10 PM

COURSE DESCRIPTION

This paper course introduces students to the fundamental concepts of health, disease, and community health, emphasizing the intricate relationship between health and development. It aims to equip students with the knowledge to analyze existing health policies and programs, preparing them to assume roles as health educators, counsellors, and enablers in addressing community health challenges. The curriculum covers various aspects of health, including environmental, occupational, nutritional, and family health, alongside key health statistics and indicators. Students will explore national and regional health policies and programs, focusing on critical areas such as mental health, HIV/AIDS, and reproductive health. The course also delves into common community health concerns and concludes by examining principles of health education and the vital role of social workers in promoting community well-being.

OBJECTIVES:

- To orient the students to the concept of health, disease, and community health
- To impart knowledge and help students to understand the relationship between health and development
- To analyse health policies and programmes
- To equip students for their role as health educators, counsellors, and enablers while dealing with health problems at various levels

LEARNING OUTCOMES:

- Students show abilities to identify community health and sanitation issues based on their comprehensive knowledge on community health and hygiene.
- Students demonstrate capabilities of designing health and sanitation awareness programs in the community.
- Students are able to review existing health policies and programs and suggest areas for improvements in local specific situation.

TEACHING METHODS

Primary Methods			Optional Methods		
	Recapitulation			Gaming and simulation	
	Lecture			Survey	
	Lecture with discussion			Quiz down gaming	
	Teach back session			Story telling	
	Panel discussion			Project writing	
	Brainstorming			Mapping	
	Debate			News reading	
	Group discussion			Music	
	Report back session			Art	
	Case study method			Puzzle gaming	
	Poster presentation			Article review	
	Guest speaker			Buddying and grouping	
	Motivational talk of student			Any other methods:	
	Role play				

Class participation**Assignments and evaluation**

The criterion for evaluation of the course is as follow

• University Examination (External)	60 marks
• Internal Assessment	40 marks
1. Written Internal Test	25 marks
2. Assignment	10 marks
3. Class participation and attendance	05 marks
Total	100 marks

FACE SHEET/COVER PAGE OF THE ASSIGNMENT
Name of the student:
Semester and Year:
Paper no.
Paper Title:
Category of Assignment: Individual/ group
Types of Assignment:
1. Field visit and documentation
Title of the Assignment
Name of the Course Teacher: Ms. Judith Huidina
Name of the Student:
Date of Submission:

CLASS SCHEDULE AND READINGS

Transaction Time: 3 hours per week for 15 weeks (44 hours)

Duration: July 2025 to December 2025

Date of Commencement: 21 July, 2025

UNIT	MONTH & WEEK	TIME	MONTH & DATE
UNIT I: CONCEPT OF HEALTH	Two weeks	Total 8 hours	July: 21, 22, 23, 28, 29,30. August: 4& 5
	July, Week: three	3 hours	July: 21, 22, 23
	• Introduction of the course paper. • Concept of health, disease, and sickness • Standard of health and factors affecting health		
	July, Week: four	3 hours	July: 28, 29,30
	• Environmental health, occupational health, Nutritional health		
	August, Week: one	3 hours	August: 4 & 5
	• Tribal health • Family health and welfare programmes		
UNIT II: STATISTIC AND INDICATORS OF HEALTH	Four weeks	Total 9 hours	August:6,11,12,13,19, 20, 25, 26, 27.
	August, Week: one	1 hours	August: 6
	• Morbidity and mortality- MMR, IMR, TFR		
	August, Week: two	3 hours	August: 11, 12, 13
	• Morbidity and mortality- MMR, IMR, TFR • Classification of disease- communicable and non- communicable diseases		
	August, week: three	2 hours	August: 19 & 20
	• Primary, public, and community health care services-structure, organization, and community participation.		
	August, week: four	3 hours	August: 25, 26, 27
	• Disease control and disease eradication • Physical and psychological aspects of community health.		
UNIT III: HEALTH AND POPULATION-POLICIES AND PROGRAMMES	One weeks	Total 6 hours	Sept: 8,9,10,14, 15, 16,
	September, week: two	3 hours	September: 8,9,10
	Alma at a declaration, national health policy, national health mission		
	September, week: three	3 hours	September: 14, 15, 16
	• Mental health: mental health act • HIV/AIDS: preventive, promotive, and rehabilitative programmes • Reproductive, maternal and child health- schemes and programmes • Population policies and population dynamics: national and north east context		
UNIT IV: ASPECTS OF COMMUNITY HEALTH	Two weeks	Total 5 hours	September: 23, 24 October: 6,7, 8
	September, week: four	2 hours	September: 23 & 24
	• Drugs and alcoholism • Sexually transmitted disease (STD) and HIV/AIDs		
	October, week: two	3 hours	October: 6,7,8
	• Diseases and conditions related to malnutrition		

	• Implication of ill health on individual, family and community • Individual's and community's attitude towards health and diseases		
UNIT V: HEALTH EDUCATION AND THE ROLE OF SOCIAL WORKER	Three weeks	Total 7 hours	October: 20,22,27,28 November: 3,4,5
	October, week: four	2 hours	October: 20 and 22
	• Principles and components of health education • Information, Education, and Communication (IEC) for health- mass media, folk media, audio visual		
	October, week: five	2 hours	October: 27, 28
	• Agencies for health education- government and non-government (IHMP, Pachod CRHP Jamkhed), consumer health and health products, consumer law on health and agencies		
	November, week: one	3 hours	November: 3,4,5
	• Formal and informal health care providers, modern and traditional practices, quackery • Skills and abilities of social worker in dealing with infected and affected people in the community		
Assignment Presentation	Three weeks	Total 9 hours	November: 10, 11, 12, 17, 18, 19, 24, 25, 26
	November, week: three, four and five	Case presentation	

SUGGESTED READINGS:

1. Bedi, Yash Pal. (1997). Social and Preventive Medicine. Delhi: Atma Ram and Sons.
2. Cambell, Ian.D., Ted Lankester, Alison D. Rader. (2000). Setting up Community Health Programme. New Delhi: VHAJ.
3. Das, N.P., Mishra, V.K., Saha, P.K. (2001). Does Community Access Affect the Use of Health and Family Welfare Services in Rural India.
4. Gerald, Caplan. (1969). An Approach to Community Health. London: Tavistock Publications.
5. Goyal, R.S. (1990). Community Participation in Primary Health Care. Chandigarh: Arun Publishing House.
6. Gracious, Thomas. (1994). AIDS in India: Myth and Reality. New Delhi: Rawat Publications.
7. Green, L.W., & Anderson. C. L. (1982). Community Health London: the C.V. Mosby Company.
8. Gupta, V.S. and Singh, Ranjit (1994). Communication Planning for Economic Development, New Delhi: Har-Anand Publication Pvt. Ltd.
9. ICSSR. (1981). Health for All: An Alternative Strategy. Pune: Indian Institute of Education.
10. Kakar, N., Kakar, S.N. (2002). Combating AIDS in the 21st Century: Issues and Challenges. New Delhi: Sterling Publishers Pvt. Ltd.
11. Park. K., Park. (2009). Textbook of Preventive and Social Medicine, 20th edition. Bhanot.
12. Patil, Jaya. (1994). Media for Rural Communication. Hyderabad: Kelta Publishing House.
13. Servages, Jan Jacobson, Thomas White, Shirley (eds). (1996). Participatory Communication for Social Change. New Delhi: Sage Publication.

14. Sinha, A.K. (ed). (1997). Human Health and Environment Vol. I, II. New Delhi: A.P.H. Publishing Corp.
15. Wood, Clive. (1969). Birth Control: Now and Tomorrow. London: Peter Davies.

North East Institute of Social Sciences and Research
(NEISSR)

Paper: SYD 305

Title: Growth and Development of Youth

Semester Teaching Plan 2025

Official Address: 7th Mile, Chümoukedima, Nagaland – 797103

Youth
development

Teaching Plan

- Course Summary
- Expanded Course Description
- Teaching and Evaluation
- Class Schedule and Reading

Course Summary

Paper Number: SYD 305

Paper Title: Growth and Development of Youth

Semester & Year : 3th Semester 2025

Instructors: Dr. Abel Ariina

Class hours: 01.10-02.10 pm from Monday to Friday

Course Description:

The growth and development of youth is of utmost importance as they represent the future of society. Studying youth helps us understand their needs, challenges, aspirations, and potential contributions. By gaining insights into their development, we can design effective policies, programs, and interventions to support their holistic growth. Investing in youth education, skill development, mental health, and empowerment nurtures their talents, enhances their well-being, and prepares them to become responsible and productive citizens. By studying youth, we can create a positive environment that harnesses their potential, encourages their active participation, and ensures a sustainable future for all.

Course Objectives

- To understand the concept of youth in a holistic perspective
- To analyze the factors of youth formation, their growth and development
- To understand youth as positive factor of the community

Teaching Methods

The teaching of the course will be carried out with the help of lectures, class room discussions, PowerPoint presentations, audio visual aids, role plays, buddy assignments, individual assignments, guest lectures and presentations by the students. The level of participation of the students in the classroom and their attendance will impact the evaluation of their performance.

Class Participation:

Classroom participation includes daily attendance, participation in group discussion, role plays, completion of field based assignments and participation in various other group activities of the class. Attendance for class is important and the participation of students in classroom activities is very essential. The students' contribution to small group assignment and informal participation in class discussions is important. Informed participation refers to demonstration of one's completion of assigned readings. Excellent participation means that the participation in role plays or other class activities, comments made by the students are thoughtful, focused and respectful. If the students miss classes, are late, leave early, disappear for long periods on break or are unprepared, it will be considered a poor class participation and it will affect their internal assessment. Students are expected to turn off cell phones during the class. Laptops may be used only to access the power-point slides during the lecture in the event of power failure and malfunctioning of LCD projector in the classroom.

Credits and Evaluation:

Total credits = 3.

The criterion for evaluation of the course is as follows:

- **Term End University Examination (External):** **60 marks**
 - 1. Essay type questions: write any four questions (4×15=60 marks)
- * **Internal assessment:** **40 marks**
 - 1. First internal test (written): 25 marks
 - 2. Second internal test (written) : 25 marks
 - 3. Assignment (written/written along with presentation): 10 marks
 - 4. Participation in various activities and attendance: 05 marks

Internal Examination:

Internal examination will be conducted twice during the semester to cover the whole syllabus. The contents for the examination will be notified prior to the class by which students can learn these contents. Internal examinations are viewed seriously and maintain all decorum like external examination.

Types of Individual/ Group Assignment and its Selection:

Assignments are based on 10 marks and should be evaluated by the students and the faculty members.

There are several types of assignments. Assignments should be linked with subject matter. Types of assignments are shown below-

- Flash mob (group assignment),
- Street play/drama (group assignment),
- Poster presentation (individual/group assignment),
- Article in newspaper/journal (individual/group assignment),
- Case study (individual assignment)
- Survey (individual/group assignment),
- Action research (group assignment),
- You Tube video making (group assignment),
- Debate,
- Panel discussion,

- Students classroom power point presentation,
- Organizing seminar & workshops (group assignment),
- Training module preparation,
- Interview recoding with individuals on social issues (individual/group assignment),

Students can opt. any type of assignment either in a form of group assignment or individual assignment. Sometimes, students may be asked to give presentation based on their assignment. All assignments should be recorded for future references.

Face sheet/cover page of the assignment:

Name of the student:

Semester and year: III/ 2025

Paper No, & Name: SW/SYD 305 (Growth and Development of Youth)

Category of assignment: Individual or Group

Title of the Assignment:

Name of the Course Teacher:

Date of submission: _____

Signature of the student:_____

Participation in the Classroom Activities:

Participation in activities means the classroom activities, NEISSR academic activities, students's field based activities, and overall semester activities such as class attendance, program attendance and participation, etc.

Regular classroom Management and Time Frame:

Classroom management is an important component for the faculty members. The faculty member can opt any three techniques for better classroom representation and learning-

- **Recap:** A method to understand students learning in the previous session. This should be done always for 5 to 10 minutes. Advantages: Better understanding of the topic, student those who missed previous session can also gain knowledge of previous session.
- **Experiential learning:** A method by which both faculty and students share on a particular topic. It is a holistic method of teaching where people share their experiences and knowledge to broaden the idea of a particular situation. This should be continued for 20-25 minutes.

- **Brainstroming:** It is a technique used to understand the conceptual clarity of the student. It starts with simple questions to very complex questions. It helps the faculty to understand the knowledge level of the student. This should be continued for 5 to 10 minutes
- **Pre Distribution of Learning Materials:** This is also a useful technique where faculty member used to deliver the learning materials beforehand by which students should be prepared for the current class. This is very useful for participatory learning.
- **Lecture method: Lecture method can also be used.** This is one way of traditional teaching method where faculty used to speak on a particular topic. Students used to listen and record the key points.
- **Group discussion and presentation:** After giving the concept of a particular topic, this method can be used while handling the classroom. Students should be given some related topic for group discussion and there after each group should present their findings. Time limit: 15 – 20 minutes.
- **Showing audio- visual aid and presentation:** Faculty may show video on a particular topic and asked to present the key learning points from the video. This should be continued for 15 – 20 minutes.

Objectives of Teaching Plan:

- a) To make the classroom learner centric with the application of experiential learning method,
- b) To manage the time and to cover the whole course contents.
- c) To deliver and adopt best teaching method to enhance the productivity of the class,
- d) To deliver the outcome based learning to the students for their better knowlwdge formation.

Expected Dates to Receive Assignments:

All assignments are expected to receive on 21st October, 2025. The types of assignments may be flash mob, poster presentation, and You Tube video.

LEARNING OUTCOMES:

- Students are able to present a demographic profile of youth at global and local levels
- Students are able to identify psycho-social development issues and needs of youth
- Acquire skills to empower youth socially and economically.

UNIT I: MEANING & CONCEPTS OF YOUTH DEVELOPMENT

- Concept, meaning and interpretations
- Indian concept of youth- profile of Indian youth
- Youth as positive component of the society challenges
- Negative concepts of youth and interpretations
- Demographic profile of youth in India

UNIT II: ADOLESCENT PERIOD AND YOUTH

- Meaning and concept, features of adolescents
- Transmission period: teenage, adolescence and youth
- Stanley hall: storm and stress model
- Erik Eriksons stages of psycho-social development
- Richard Jessor: problem behavior theory

UNIT III: WORKING WITH YOUTH

- Concepts, definition and scope
- Youth education and associated problems
- Government initiatives in youth education
- Models and approaches to youth work- (a) treatment model
(b) Reform model (c) advocacy model (radical & non radical)
(d) Empowerment model (radical and non-radical)

UNIT IV: YOUTH EMPOWERMENT

- Concept, meaning and challenges
- Dimensions of empowerment: Social, economic, educational and legal
- Youth empowerment: as a means of social development
- Gandhian concepts and ideologies of youth
- Swami Vivekananda and his school of thought on youth

UNIT V: GOVERNANCE AND YOUTH

- Concept, relevance and importance
- Local village councils, VDB and significance
- Constitutional amendments: 73rd and 74th
- Role of youth/ youth organizations in local governance
- Condition of women youth folk in Naga society

SUGGESTED READINGS:

- a. Adamson C. And Coleman, J.C. (1992). The Nature of Adolescence. 2nd ed. Rutledge. London.
- b. Bowie, V.(1997). Lecture Notes-Models of Youth Work. UMS. Sydney.
- c. Candi Westey – Australia. (1998). Principles and Practice of Youth in Development work. Module 3. Chandigarh: CYP – Asia Regional Centre.
- d. Cooper, Ta and White R. (1994). Models of Youth Work Intervention. Youth Studies Australia. Australia.
- e. Gore, M.S. (1997). Indian Youth. New Delhi: Vishwa Yuvak Kendra.
- f. Lincoln Williams – Jamaica. (1998). Young People and Society. Module 2. India: CYP. Asia Regional Centre.
- g. Saraswathi, S. (1988). Youth in India. New Delhi: Indian Council of Social science Research.
- h. Siddique, C.M. and Darcy C. (1984). Adolescence, stress and Psychological well-being in. Journal of Youth and Adolescence 13:459 – 74
- i. Smith and Mark. (1998). Developing Youth Work. Informal Education, Mutual Aid and Popular Practice. Great Britain: Oxford University Press.

UNIT	WEEK (DATE)	CONTENTS	REFERENCES:
Unit-I	Week – 1 (6 th to 9 th August, 2025)	- Explain the learners objectives - Explain the course structure and teaching plan - Explain the internal and external evaluation - Explain the assignment plan - Concept & Definition of Growth and Development of Youth	• Smith and Mark. (1998). Developing Youth Work. Informal Education, Mutual Aid and Popular Practice. Great Britain: Oxford University Press. • Adamson C. And Coleman, J.C. (1992). The Nature of Adolescence. 2nd ed. Rutledge. London.
Unit-I	Week – 2 (13 th to 14 th August, 2025)	- Concept, meaning and interpretations - Indian concept of youth- profile of Indian youth	• Smith and Mark. (1998). Developing Youth Work. Informal Education, Mutual Aid and Popular Practice. Great Britain: Oxford University Press. • Adamson C. And Coleman, J.C. (1992).

			The Nature of Adolescence. 2nd ed. Rutledge. London
Unit - I	Week – 3 (19 th to 21 st August, 2025)	- Youth as positive component of the society challenges - Negative concepts of youth and interpretations -	- Smith and Mark. (1998). Developing Youth Work. Informal Education, Mutual Aid and Popular Practice. Great Britain: Oxford University Press. - Adamson C. And Coleman, J.C. (1992). The Nature of Adolescence. 2nd ed. Rutledge. London
UNIT	WEEK (DATE)	CONTENTS	REFERENCES
Unit – I & II	Week – 4 (26 th to 28 st August, 2025)	- Unit I (class room test) - Demographic profile of youth in India	• Smith and Mark. (1998). Developing Youth Work. Informal Education, Mutual Aid and Popular Practice. Great Britain: Oxford University Press. • Adamson C. And Coleman, J.C. (1992). The Nature of Adolescence. 2nd ed. Rutledge. London
Unit – II	Week – 5 (2 nd to 4 th September, 2025)	- Meaning and concept, features of adolescents - Transmission period: teenage, adolescence and youth -	- Richard Jessor: problem behavior theory • Adamson C. And Coleman, J.C. (1992). The Nature of Adolescence. 2nd ed. Rutledge. London

Unit – II	Week – 6 (9 th to 11 th September, 2025)	- Stanley hall: storm and stress model - Erik Eriksons stages of psycho-social development -	- Siddique, C.M. and Darcy C. (1984). Adolescence, stress and Psychological well-being in. Journal of Youth and Adolescence 13:459 – 74 - Richard Jessor: problem behavior theory - Adamson C. And Coleman, J.C. (1992). The Nature of Adolescence. 2nd ed. Rutledge. London
UNIT	WEEK (DATE)	CONTENTS	REFERENCES
Unit – II	Week – 7 (16 th to 18 th September, 2025)	- Richard Jessor: problem behavior theory -	- Richard Jessor: problem behavior theory - Adamson C. And Coleman, J.C. (1992). The Nature of Adolescence. 2nd ed. Rutledge. London
Unit – II & III	Week – 8 (23 rd to 25 th September, 2025)	- Class test (Unit – II) - Submission of assignments - Basic concepts, meaning, techniques and relevance -	- Richard Jessor: problem behavior theory - Adamson C. And Coleman, J.C. (1992). The Nature of Adolescence. 2nd ed. Rutledge. London
Unit – III	Week – 9 (30 th September to 1 st October, 2025)	- Education system and employability - Techniques to acquire employability -	- Candi Westey – Australia. (1998). Principles and Practice of Youth in Development work. Module 3. Chandigarh: CYP – Asia Regional Centre.
UNIT	WEEK (DATE)	CONTENTS	REFERENCES

Unit – III	Week – 10 (14 th to 16 th October, 2025)	• Features of an employable youth • Entrepreneurship, job portals, job surfing skills • Class test (Unit – III)	• Bowie, V.(1997). Lecture Notes-Models of Youth Work. UMS. Sydney. • Candi Westey – Australia. (1998). Principles and Practice of Youth in Development work. Module 3. Chandigarh: CYP – Asia Regional Centre.
Unit – IV	Week – 11 (21 st to 23 rd October, 2025)	- Second Internal Test - Concept, meaning and challenges - Dimensions of empowerment: Social, economic, educational and legal -	- Cooper, Ta and White R. (1994). Models of Youth Work Intervention. Youth Studies Australia. Australia. - Gore, M.S. (1997). Indian Youth. New Delhi: Vishwa Yuvak Kendra. - Lincoln Williams – Jamaica. (1998). Young People and Society. Module 2. India: CYP. Asia Regional Centre. -
Unit – IV	Week – 12 (4 th to 6 th November, 2025)	- Youth empowerment: as a means of social development - Gandhian concepts and ideologies of youth - Swami Vivekananda and his school of thought on youth	• Cooper, Ta and White R. (1994). Models of Youth Work Intervention. Youth Studies Australia. Australia. • Gore, M.S. (1997). Indian Youth. New Delhi: Vishwa Yuvak Kendra. • Lincoln Williams – Jamaica. (1998). Young People and Society. Module 2. India: CYP. Asia Regional Centre.

UNIT	WEEK (DATE)	CONTENTS	REFERENCES
Unit – IV & V	Week – 13 (11 th to 13 th November, 2025)	- Class test (Unit – IV) - Concept, relevance and importance - Local village councils, VDB and significance - Constitutional	- Adamson C. And Coleman, J.C. (1992). The Nature of Adolescence. 2nd ed. Rutledge. London. - Bowie, V.(1997). Lecture Notes-Models of Youth Work. UMS. Sydney. - Candi Westey – Australia. (1998). Principles and Practice of Youth in Development work. Module 3. Chandigarh: CYP – Asia Regional Centre.
Unit – V	Week – 14 (18 th to 20 th November, 2025)	- amendments: 73rd and 74th - Role of youth/ youth organizations in local governance - Condition of women youth folk in Naga society -	- Adamson C. And Coleman, J.C. (1992). The Nature of Adolescence. 2nd ed. Rutledge. London. - Bowie, V.(1997). Lecture Notes-Models of Youth Work. UMS. Sydney. - Candi Westey – Australia. (1998). Principles and Practice of Youth in Development work. Module 3. Chandigarh: CYP – Asia Regional Centre.
	Week – 15 (25 th to 27 th November, 2025)	- Class test (Unit – V) - Revision & clarification of doubts.	

North East Institute of Social Sciences and Research
(NEISSR)

Paper: SYD306

Title: Strategies of Youth Development

Semester Teaching Plan

Official Address: 7th Mile, Chümoukedima, Nagaland – 797103

Teaching Plan

- Course Summary
- Expanded Course Description
- Teaching and Evaluation
- Class Schedule and Reading

Course Summary

Paper Number: SYD306

Paper Title: Strategies of Youth Development

Semester & Year: MSW IIIrd Semester 2025

Instructors: Ms. Bokatoli Kinimi Z

Class hours: 1 Hr

Course Description:

Youth development is a process that prepares a young person to meet the challenges of adolescence and adulthood and achieve his or her full potential. Youth development is promoted through activities and experiences that help youth develop social, ethical, emotional, physical, and cognitive competencies. This paper will help to understand about employability, Career planning, Training & Development, Youth Counselling & Social work in Educational setting.

Course Objectives:

- To understand the youth development plans and programmes
- To understand youth are in the need of support and guidance
- To develop programmes for youth entrepreneurship, counselling and training

Course Outcome:

- Students are able to demonstrate comprehensive understand of existing youth development policy, plan and programs
- Students are able to identify youth development issues and skill development needs based on the larger economic development efforts.
- Students are able to design youth development programs at community level and undertake psycho-social and career counselling at community level.

Teaching Methods

Lectures, class room discussions, Class activity, Role-play, Exposure visit, PowerPoint presentations, Videos, recapitulation, question and answer round, presentations by the students & practical exam.

Class Participation:

Recapitulation, group discussion, group & Individual assignment, Question and Answer Round.

Assignments and Evaluation

The criterion for evaluation of the course is as follow

- | | |
|---------------------------------------|----------|
| • University Examination (External) | 60 Marks |
| • Internal Assessment | 40 Marks |
| 1. Written Internal Test | 25 Marks |
| 2. Assignment | 10 Marks |
| 3. Class Participation and attendance | 05 Marks |

Total 100 Marks

CLASS SCHEDULE

MONTH /WEEK

August Week I & II- Unit 1: Employability

- Basic concepts, meaning, techniques and relevance
- Education system and employability

August Week III & IV - Unit 1: Employability

- Techniques to acquire employability
- Features of an employable youth
- Entrepreneurship, job portals, job surfing skill

September Week I- Unit 2: Career Planning (Role Play)

- Meaning, definition, concept and importance
- Interview

September Week II & III- Unit 2: Career Planning

- Group discussion, written tests and panel interviews
- Interview etiquettes, preparing for interview
- Drafting a sample resume and covering letter

September Week IV - Unit 3: Training & Development

- Meaning, concept and importance
- Features of training
- Training need analysis

October Week I - Unit 3 & Unit 4: Social Work in Educational Setting

- Evaluation of training programmes
- Difference between training and development
- Basic concepts, history and importance

October Week II & III- Unit 4: Social Work in Educational Setting

- Working with troubled students
- Educational needs of adolescents/youth
- Partnering parents in education

October Week IV Unit 4 & Unit 5: Youth Counselling

- Students problems at school- gangs, bullying, depression and suicide
- Introduction, definition and need for youth counselling
- Qualities of counsellor/personal characteristics of an effective counsellor

November Week I & II- Unit 5: Youth Counselling (Role Play)

- Types of counselling
- Areas of counselling: basic concepts of the areas of counselling-children, adolescents, youth, family, marital, pre-marital, women, weaker sections, elderly and people affected by violence and conflict

November / December

- Revision
- Discussion on elected topics according to the suggestion of the students
- Evaluation and Feedback

FACE SHEET/COVER PAGE OF THE ASSIGNMENT

Name of the Student:

Semester and year: MSW IIIrd Semester

Paper No. : SYD306

Specialization: Youth Development

Paper Title: Strategies of Youth Development

Category of Assignment: Individual

Types of Assignment

1. PPT presentation
2. Reflection

Title of the Assignment:

Name of the Course Teacher: Ms. Bokatoli Kinimi Z

Date of Submission: September Week- IV

SUGGESTED READING LIST

1. Alan Twelve trees. (1991). Community Work 2nd Edition. Practical Social Work Series. London: Macmillan/BASW.
2. FEMNET. (1994). Gender and Development: A FEMNET Manual for Trainers. Nairobi.
3. Jack Rothman, et.al. (1985). Strategies of Community Intervention - Macro Practice. Fifth Edition. Peacock Publishers Inc.
4. Mable Milimo - Zambia. (1998). Gender and Development. Module 5. CYP - Asia Regional Centre. Chandigarh.
5. Peta-Anne Baker - Jamaica. (1998). Working People and their Communities Module 4 CYP - Asia Regional Centre. Chandigarh.
6. Shariff, I.A. et.al. (1981). School social work. Bangalore: NIMHANS
7. UN Dept. of Economic and Social Affairs. (1971). Popular Participation in Development. New York: United Nations.
8. UNESCO. (1995). Educating Girls and Women in Africa. UNESCO Paris.
9. United Nations. (1995). The world's Women 1995: trends and status. Newyork: United Nations.
10. Verma. Ratna. (1991). Psychiatric Social work in India. New Delhi: Sage Publications.

North East Institute of Social Sciences and Research
(NEISSR)

Paper: SPC-308

Title: Methods of Peace Building

Semester Teaching Plan

Official Address: 7th Mile, Chümoukedima, Nagaland – 797103

Teaching Plan

- Course Summary
- Expanded Course Description
- Teaching and Evaluation
- Class Schedule and Reading

Course Summary

Paper Number: SPC 308

Paper Title: Methods of Peace Building

Semester & Year: Third Semester, 2025

Instructors: Ms. Elizabeth Pojar

Class hours: 1:10-02:10 AM

Course Description: Methods of Peace Building consists of five units. This course will help the students to articulate methods of peacebuilding and conflict transformation and application in specific context. The course is designed to help the students to demonstrate comprehensive understanding of conflict situations and design conflict transformation strategies.

Course Objectives

- Students are able to articulate various methods of peacebuilding and conflict transformation and applications in specific context.
- Students are able to demonstrate nonviolent communication and intercultural skills in improving interpersonal relations and gain trusts of the people in the community.
- Students demonstrate comprehensive understanding of conflict situations and design conflict transformation strategies.

Teaching Methods: Lecture and Discussion, Recapitulation, Presentation, teach back session, group discussion, Question and answer session, buddy system, brainstorming, debate, storytelling, motivational talk and role play

Class Participation: Recapitulation, Presentation, teach back session, group discussion, Question and answer session, buddy system, brainstorming, debate, storytelling, motivational talk and role play

Assignments and Evaluation

The criterion for evaluation of the course is as follow

• University Examination (External)	60 Marks
• Internal Assessment	40 Marks
1. Written Internal Test	25 Marks
2. Assignment	10 Marks
3. Class Participation and attendance	05 Marks
Total 100 Marks	

FACE SHEET/COVER PAGE OF THE ASSIGNMENT

Name of the student:

Semester and year: Third, 2025

Paper No. SPC 308

Paper Title: **Methods of Peace Building**

Category of assignment: Individual or Group

Types of Assignment

1. Research Project
2. Documentation
3. Role-plays/PPT presentation

Title of the Assignment

Name of the Course Teacher

Date of Submission_____

CLASS SCHEDULE AND READINGS

August Week 1, 2, 4 & 5 (Date from 01 – 31)

(UNIT 1)

- Gandhi in global perspective
- Fasting, mediation, dialogue, negotiation, reconciliation
- Satyagraha as a creative technique of conflict resolution
- Gandhian approach to development: Hind Swaraj
- Shanti Sena: a nonviolent peace force

(UNIT 2)

- Fundamental concepts of peace building
- Principles of conflict transformation
- Peacebuilding approaches: peacekeeping, peace-making, peace building, and sustaining reconciliation
- Case studies: Northern Ireland and Sierra Leone, etc.
- Peace through art and performance

September Week 1,2,3,4 & 5 (Date from 01 –31)

(UNIT 3)

- Concept and theories of conflict transformation
- Nature and approaches of conflict transformation
- Arbitration, negotiation, litigation, facilitation, mediation, legislation, conciliation
- Advantages and disadvantages of different types of conflict resolution methods
- Skills for the peace builder: facilitation skills, communication skills and tools, listening skills, listening as transformation, body language, emotional intelligence and the importance of self-awareness

(UNIT 4)

- Dialogue: an inclusive approach to end violent conflict
- Ground rules for dialogue & fostering dialogue through good communication
- Crafting dialogue questions, phases of a dialogue, debate versus dialogue

OCTOBER WEEK 1,2, 3,4 &5(Date from 01 –31)

(UNIT 4)

- Mediation - meaning and purpose, tool kit: four stage approach to mediation
- Communication skills: summarizing, paraphrasing, reframing, asking open ended questioning: role of a mediator

(UNIT 5)

- Traditional methods of conflict resolution with reference to local context, amalgamation of traditional and modern methods of conflict resolution
- Advantages and disadvantages of traditional methods of conflict resolution, case studies of traditional peace building methods

NOVEMBER WEEK 2,3,4 and 5 (Date from 03-29)

(UNIT 5)

- Concept of retributive and restorative justice in traditional methods
- Conflict mapping: traditional methods of enquiry, scientific methods of enquiry
- Significance of narratives and storytelling in conflict research

- Revision
- Discussion on elected topics according to the suggestion of the students
- Evaluation and Feedback

SUGGESTED READING LIST

1. Anand, Y.P. (2006). Mahatma Gandhi and Satyagraha: A Compendium. New Delhi: National Gandhi Museum.
2. Bondurant, Joan Valérie. (1988). Conquest of Violence: The Gandhian Philosophy of Conflict. USA: Princeton University Press
3. Bose, Anima. (1987). Dimensions of Peace and Non-violence: The Gandhian Perspectives.
4. Dalton, Dennis. (2001). Mahatma Gandhi: Nonviolent Power in Action. Columbia: Columbia University Press.
5. Gandhi, M.K. (1927). My Experiment with Truth. Ahmadabad: Navjeevan Publishing House
6. Gandhi, M.K. (1948). Non-violence in Peace and War, 2 vol. Ahmedabad: Navjeevan
7. Gandhi, M.K. (2006). Hind Swaraj. Ahmedabad: Navajivan Publishing House.
8. Hardiman, David. (2003). Gandhi in his Time and Ours. New Delhi: Permanent Black
9. Herman, A.L. (1969). 'Satyagraha: A New Indian Word for Some Old Ways of Western Thinking.' Philosophy East and West, 19(2): 123-142.
10. Juergensmeyer, Mark. (2003). Gandhi's Way: A Handbook of Conflict Resolution. New Delhi: Oxford University Press.
11. Mukherjee, Subrata and Sushila Ramaswamy. (1999). Facets of Mahatma Gandhi: Non-Violence and Satyagraha, Vol. 1. New Delhi: Deep and Deep Publications
12. Parekh, Bhikhu. (1989). Gandhi's Political Philosophy: A Critical Examination. Basingstoke: Macmillan.
13. Singh, Savita. (1991). Global Concern with Environmental Crisis and Gandhi's Vision. New Delhi: A.P.H. Publishing Corp.
14. Weber, Thomas. (1991). Conflict Resolution and Gandhian Ethics. New Delhi: Gandhi Peace Foundation.
15. Weber, Thomas. (2006). Gandhi, Gandhism and the Gandhians. New Delhi: Lotus Publication.
16. Burton, J. (1990). Conflict: Human Needs Theory. London: Macmillan.
17. Giri, A Kumar. (2005). Creative Social Research: Rethinking Theories and Methods. Maryland: Lexington Books
18. Lederach, J.P. (1997). Building Peace – Sustainable Reconciliation in Divided Societies. Washington DC: USIP.

North East Institute of Social Sciences and Research
(NEISSR)

Paper: SSE – 316

Title: Introduction to Social Entrepreneurship

Semester Teaching Plan

Official Address: 7th Mile, Chümoukedima, Nagaland – 797103

Teaching Plan

- Course Summary
- Expanded Course Description
- Teaching and Evaluation
- Class Schedule and Reading

Course Summary

Paper Number: SSE – 316

Paper Title: Introduction to Social Entrepreneurship

Semester & Year

Instructors: Mr. Vivosü Kikhi

Class hours: 2:10 PM- 3:10 PM

Course Description:

Introduction to Social Entrepreneurship of five units. This course will help the students to understand the basic of social entrepreneurship, different terms of social entrepreneurship, process of social entrepreneurship, theories of social entrepreneurship. The course is designed to

help the students to understand the importance of entrepreneurship and will be able to bring some changes in society through social entrepreneurship and its practices.

Course Objectives:

- To provide knowledge about the social entrepreneurship
- To provide knowledge about different terms of social entrepreneurship
- To develop the awareness about the process of social entrepreneurship
- To provide the knowledge about different theories of social entrepreneurship.
- To develop “a Social entrepreneurial imagination and to bring out the practice of Social Entrepreneurship in India

Teaching Methods: Lecture, Lecture with Discussion, Recapitulation, Presentation, Teach back session, Group discussion, Question and answer session, Buddy system, Brainstorming, Debate, Book review, motivational talk, Mock interview etc.

Class Participation: Recapitulation, Presentation, teach back session, group discussion, Question and answer session, buddy system, brainstorming, debate, motivational talk and Mock interview, etc.

Assignments and Evaluation

The criterion for evaluation of the course is as follow

• University Examination (External)	60 Marks
• Internal Assessment	40 Marks
1. Written Internal Test	25 Marks
2. Assignment	10 Marks
3. Class Participation and attendance	05 Marks
Total 100 Marks	

FACEE SHEET/COVER PAGE OF THE ASSIGNMENT

Name of the student:

Semester and year: Third, 2025

Paper No. SSE 316

Paper Title: **Introduction to Social Entrepreneurship**

Category of assignment: Individual or Group

Types of Assignment

1. Research Project
2. Documentation
3. Role-plays/PPT presentation

Title of the Assignment

Name of the Course Teacher: Mr. Vizosü Kikhi

Date of Submission_____

CLASS SCHEDULE AND READINGS

JULY and AUGUST WEEK 1,2,3,4 & 5 (Date 01 –31)

(UNIT-1)

- Concepts, meaning, and definitions of entrepreneur, entrepreneurship.
- History of entrepreneurship development
- Characteristics of an entrepreneur.
- Types of entrepreneurs and entrepreneurship.
- Scope of entrepreneurship development

(UNIT-2)

- Meaning, definition: social entrepreneur, social entrepreneurship, social enterprises.
- Characteristics of social entrepreneur and entrepreneurship
- Differences between business and social entrepreneurship
- Social entrepreneurship in developing countries and in India
- Significance and growth of social entrepreneurship in North East India

September Week 1,2,3,4 & 5(Date 01-30)

(Unit 3)

- The models of the social entrepreneurship process
- The PCDO (The people, context, deal, and opportunity) framework
- Sources of social entrepreneurship
- Qualities and skills of social entrepreneurs
- Challenges of social entrepreneurship

(Unit 4)

- Theories of entrepreneurship. McClelland and Joseph Schumpeter
- Motivation theories: Maslow's need hierarchy theory
- Social Intrapreneurship, CSV & B-Corps, Agripreneurship
- Social capital theory of entrepreneurship
- Soft skill -intrapersonal and interpersonal problem solving

October WEEK 1,2,3,4&5 (Date 1 –30)

(Unit 5)

- Bangladesh Rural Advancement Committee (BRAC),
- The Grameen Bank (GB), The Self Employment Women's Association (SEWA)
- Barefoot College
- Boundaries of social entrepreneurship
- Social entrepreneurship practices in Northeast India

November

- Revision
- Discussion on elected topics according to the suggestion of the students
- Evaluation and Feedback

SUGGESTED READING LIST

1. Rabindra N. Kanungo "Entrepreneurship and innovation", Sage Publications, New Delhi, 1998.
2. Peter F. Drucker, Innovation and Entrepreneurship
3. EDII "Faculty and External Experts - A Hand-Book for New Entrepreneurs Publishers: Entrepreneurship Development" Institute of India, Ahmadabad, 1986.
4. Philips, Bonefiel and Sharma (2011), Social Entrepreneurship, Global vision publishing house, New Delhi
5. Robert A. Philips Margret Bonefiel Ritesh Sharma, Social entrepreneurship, the next big business opportunity Global Vision Publishing House, New Delhi, 2011
6. S.S.Khanka, Entrepreneurship in India, perspective and practice, Akansha publishing house, New Delhi, 2009.
7. Methodological Issues in Social Entrepreneurship Knowledge and Practice (Springer Proceedings in Business and Economics) by Satyajit Majumdar and Edakkandi Meethal Reji | 14 August 2019
8. Social Entrepreneurship as a Catalyst for Social Change (Research in Management Education and Development) by Charles Wankel and Larry Pate | 30 July 2013
9. Institutionalization of Entrepreneurship Research by Alain Fayolle, Hans Landström, et al. | 30 June 2020

North East Institute of Social Sciences and Research
(NEISSR)

Paper: SSE 317

Title: Management of Social Entrepreneurship
Semester Teaching Plan

Official Address: 7th Mile, Chümoukedima, Nagaland – 797103

Teaching Plan

- Course Summary
- Expanded Course Description
- Teaching and Evaluation
- Class Schedule and Reading

Course Summary

Paper Number: SSE 317

Paper Title: Management of Social Entrepreneurship

Semester & Year: MSW IIIrd Semester 2025

Instructors: Dr. Abel Ariina

Class hours: 1 Hr

Course Description:

Management for social entrepreneurship provides an in-depth understanding of entrepreneurship management. Students will explore the essential concepts and techniques necessary to navigate the challenges. Through real-world case studies and practical exercises, learners will develop the knowledge and skills needed to identify opportunities, create innovative business models, and effectively manage all aspects of the entrepreneurial journey. This paper will help to understand

about Management of Social Entrepreneurship, Marketing Management, Human Resource Management, Marketing Intelligence and Management, Development Of Social Entrepreneurship.

Course Objectives:

- To facilitate understanding of the conceptual framework of marketing and its application in decision making under various environment constrains
- To understanding the relevance of management in social enterprises
- To understand the concept and functions of management
- Enable the students to gain the ability to apply the knowledge and understanding of risk management practices to any type of organization

Course Outcome:

- Students demonstrate the various application level of management in the filed of social entrepreneurship
- Students will be able to understand the various skills of market management and human resources

Teaching Methods

Lectures, class room discussions, Class activity, Role-play, Exposure visit, PowerPoint presentations, Videos, recapitulation, question and answer round, presentations by the students & practical exam.

Class Participation:

Recapitulation, group discussion, group & Individual assignment, Question and Answer Round.

Assignments and Evaluation

The criterion for evaluation of the course is as follow

- | | |
|---------------------------------------|----------|
| • University Examination (External) | 60 Marks |
| • Internal Assessment | 40 Marks |
| 1. Written Internal Test | 25 Marks |
| 2. Assignment | 10 Marks |
| 3. Class Participation and attendance | 05 Marks |

Total 100 Marks

CLASS SCHEDULE

MONTH /WEEK

August Week I & II- Unit 1: Management Of Social Entrepreneurship

- Meaning of management, Characteristics of management
- Difference between management and administration
- Scope of management

August Week III & IV - Unit 1: Management Of Social Entrepreneurship

- Functions of management
- Process of management

September Week I- Unit 2: Marketing Management

- Concept and Definition of marketing
- Problems, branding, and packaging

September Week II & III- Unit 2: Marketing Management

- Pricing policy, distribution channels,
- Business location
- Methods of marketing

September Week IV - Unit 3: Human Resource Management

- Meaning, Definition, Importance,
- Factors affecting and different processes of Human Resource Planning
- Long term and Short term planning

October Week I - Unit 3: Human Resource Management

- Job Analysis - Skill Inventory
- Job Description and Job Specification-Succession Planning

October Week II & III- Unit 4: Marketing Intelligence And Management

- Introduction, Decision making, distribution channelize marketing Research.
- Issues and Development of marketing.
- Developing social marketing strategies:
- Managing social marketing program:
- Selecting target audiences, objectives, and goals

October Week IV Unit 5: Development Of Social Entrepreneurship

- Proprietorships, partnership, Profit and non-profit, Non-Governmental Organizations
- Society trust and company registration

November Week I & II- Unit 5: Development Of Social Entrepreneurship

- Business plan
- Enterprise launching and its procedure
- Steps for starting social entrepreneurship

November / December

- Revision
- Discussion on elected topics according to the suggestion of the students
- Evaluation and Feedback

FACE SHEET/COVER PAGE OF THE ASSIGNMENT

Name of the Student:

Semester and year: MSW IIIrd Semester

Paper No. : SSE317

Specialization: Management of Social Entrepreneurship

Paper Title: Management of Social Entrepreneurship

Category of Assignment: Individual

Types of Assignment

1. PPT presentation
2. Reflection

Title of the Assignment:

Name of the Course Teacher: Dr. Abel Ariina

Date of Submission: September Week- IV

SUGGESTED READING LIST

- HellriEgel/ Jackson/ Solum, Management-A Competency-based approach, a. Thomas, South Western, 11th Edition, 2007 2.
- Allen, L.A., Management and organization, McGraw Hill publishing co., ltd. 2002 3.
- Chandra Bose D. Principles of Management and Administration PHI 2002. 4.
- Hannagan, Management concepts and practices, Macmillan India Ltd., 2009 5.
- Koontz O'Donnell, Principles of Management McGraw Hill publishing co., ltd.,2011 6.
- Prasad, L.M. Principles, and Practices of Management Sultan hand & Sons. 9th Edition, 2016. 7.
- Sathya Raju, Management: Text & Cases, PHI, 2002 8.
- Pattanayak: Human Resource Management, PHI, 2002