

BSc_HonsAgriculture

Title of the Course	Rural Sociolo	al Sociology and Educational Psychology							
Course Code	AEXT-111 (T	Г-111 (T)							
			Part A						
Year	1st	Semester	1ot	Credits	L	Т	Р	С	
Teal	151	Semester	1st	Credits	2	0	0	2	

Year	1st	Semester	1st	Credits	L	Т	Р	С
real	131	Semester	131	Credits 2	2	0	0	2
Course Type	Theory only					•		
Course Category	Discipline Co	re						
Pre-Requisite/s	Social Scien	ce at secondary level		Co-Requisite/s	Agriculture a	t secondary lev	el	
Course Outcomes & Bloom's Level	CO2- Unders CO3- Apply 1	stand the socioeconomic status of the different psychological and be	of indian social groups in relati ehaviorist theories and method	n of improved agricultural technologies to farn on to assessing the feasibility of adaptation ne ds in agriculture extension(BL3-Apply) ment of agrarian society(BL4-Analyze)				d)
Skill Development X Entrepreneurship X Employability X Coures Elements Professsonal Ethics ✓ Gender X Human Values ✓ Environment X SDG (Goals) SDG3(Zero hunger) SDG4(Zeldy education) SDG5(Gender equality) SDG5(Clean water and sanitation) SDG5(Clean water and SDG5)Clean water and SDG5(Clean water and SDG5(Clean water and SDG5)Clean water and SDG5(Clean water and SDG5(Clean water and SDG5)Clean water and SDG5(Clean water and SDG5(Clean water and SDG5)Clean water and SDG5(Clean water and SDG5(Clean water and SDG5)Clean water and SDG5(Clean water and SDG5(Clean water and SDG5)Clean water and SDG5(Clean water and SDG5(Clean water and SDG5)Clean water and SDG5(Clean water and SDG5(Clean water and SDG5)Clean water and SDG5(Clean water and SDG5(Clean water and SDG5)Clean water and SDG5(Clean water and SDG5(Clean water and SDG5)Clean water and SDG5(Clean water and SDG5(Clean water and SDG5)Clean water and SDG5(Clean water and SDG5(Clean water and SDG5)Clean water and SDG5(Clean water a								

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Sociology and Rural sociology: Definition and scope, its significance in agriculture extension	Cooperative Learning Strategies (CLS), Role-play, Brainstorming, Critical incidents and Case studies	6
Unit 2	Social Ecology, Rural society, Social Groups, Social Stratification	PowCooperative Learning Strategies (CLS), Role-play, Brainstorming, Critical incidents and Case studieser point, Classroom teaching, Quiz, Assignment, and Mid and End term and Practical records	6
Unit 3	Culture concept, Social Institution, Social Change & Development	Cooperative Learning Strategies (CLS), Role-play, Brainstorming, Critical incidents and Case studies	6
Unit 4	Educational psychology: Meaning & its importance in agriculture extension. Behavior: Cognitive, affective, psychomotor domain	Cooperative Learning Strategies (CLS), Role-play, Brainstorming, Critical incidents and Case studies	7
Unit 5	Personality, Learning, Motivation, Theories of Motivation, Intelligence	Cooperative Learning Strategies (CLS), Role-play, Brainstorming, Critical incidents and Case studies	7

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Practical 1	Identification of garden tools	Field work		2

Part D(Marks Distribution)

	Theory							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
100	41	50		50				
			Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
0								

Part E

Books	Velusamy, R. (2017). Textbook on Rural Sociology and Educational Psychology. Daya Publishing House. Ray, G L. (2015). Extension Communication and Management. Kalyani Publications.
Articles	NA NA
References Books	
MOOC Courses	
Videos	NA NA

COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	-	-	-	-	-	-	-	-	-	-	3	1	-
CO2	-	-	-	3	3	-	-	-	1	-	-	-	1	2	-
CO3	2	-	1	-	-	-	2	-	-	3	-	-	-	-	2
CO4	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



BSc_HonsAgriculture

Title of the Course	Human Values and Ethics
Course Code	AEXT-112 [T]

			Part A					
Year	1st	Semester	1st	Credits	L	Т	Р	С
Teal	151	Semester	151	Credits	1	0	0	1
Course Type	Theory only							
Course Category	Discipline Co	ore						
Pre-Requisite/s	Social Scien	ce at secondary level		Co-Requisite/s	Agriculture a	t secondary lev	/el	
Course Outcomes & Bloom's Level	CO2- Unders CO3- Demor	strate the skills of philosophy of	attitude, mental satisfaction a self-exploration (BL3-Apply)	mber) nd selfless service. (BL2-Understand) of humans with changing eras. (BL4-Analyze))			
Skill Development X Entrepreneurship X Employability X Professsonal Ethics ✓ Gender X Human Values ✓ Environment X SDG (Goals) SDG1(No poverty) SDG2(Zero hunger) SDG4(Quality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG15(Life on land)								

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Universal human aspirations: Happiness and prosperity & Management of anger and stress.	Storytelling, Stimulus activities and Case studies	3
Unit 2	Human values and ethics: Concept, definition, significance and sources; Fundamental values: Right conduct, peace, truth, love and non-violence; Principles and Philosophy. Self Exploration. Self Awareness. Self Satisfaction.	Storytelling, Stimulus activities and Case studies	3
Unit 3	Decision Making. Motivation. Sensitivity. Success. Selfless Service. Case Study of Ethical Lives. Positive Spirit. Body, Mind and Soul. Attachment and Detachment. Spirituality Quotient. Examination.	Storytelling, Stimulus activities and Case studies	3
Unit 4	Ethics: professional, environmental, ICT; Sensitization towards others particularly senior citizens, developmentally challenged and gender	Storytelling, Stimulus activities and Case studies	3
Unit 5	Spirituality, positive attitude and scientific temper; Team work and volunteering; Rights and responsibilities; Road safety; Human relations and family harmony; Modern challenges and value conflict: Sensitization against drug abuse and other social evils; developing personal code of conduct (SWOT Analysis);	Storytelling, Stimulus activities and Case studies	4

Part D(Marks Distribution)

	Theory							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
100	41	50		50				
			Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
0	0	0	0	0	0			

Part E

Books	Mathur, S.S. (2010). Education for Values, Environment and Human Rights. RSA. International. Sharma, R.P. and Sharma, M. (2011). Value Education and Professional Ethics. Kanishka Publishers. Srivastava, S. (2011). Human Values and Professional Ethics. S K Kataria and Sons.
Articles	
References Books	
MOOC Courses	
Videos	

COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	1	1	2	-	-	-	-	-	-	-	-	-	-
CO2	-	1	2	-	1	2	-	1	1	3	1	-	-	-	-
CO3	2	-	-	1	1	3	2	2	2	3	1	2	-	-	-
CO4	-	-	-	-	-	-	-	1	-	-	1	2	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



BSc_HonsAgriculture

Title of the Course	Agriculture Heritage
Course Code	AGRON-112 [T]

			Part A					
Year	1st Semester		1st	Credits	L	Т	Р	С
Teal			151	Credits	1	0	0	1
Course Type	Theory only	heory only						
Course Category	Discipline Co	ore						
Pre-Requisite/s	Social Science at secondary level Co-Requisite/s Agriculture at secondary level							
Course Outcomes & Bloom's Level	CO1- Describe the need and importance of Indian agricultural heritage and agricultural resources (BL1-Remember) CO2- Understand the ancient agricultural practices and its relevant to modern agricultural practices (BL2-Understand) CO3- Examine the various indigenous technical knowledge (ITK) used in agriculture (BL3-Apply) CO4- Analyse the rich cultural and spiritual heritage of India in relation to agriculture (BL4-Analyze)							
Coures Elements	Skill Development X Entrepreneurship X Employability X Professsonal Ethics X Gender X Human Values ✓ Environment X SDG (Goals) SDG3(Zero hunger) SDG4(Quality education) SDG5(Gender equality) SDG6(Clean water and sanitation) SDG5(Clean water and sanitation)							

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Introduction of Indian agricultural heritage; Ancient agricultural practices, Relevance of heritage to present day agriculture;	Brainstorming, Group discussions	3
Unit 2	Past and present status of agriculture and farmers in society; Journey of Indian agriculture and its development from past to modern era;	Brainstorming, Group discussions	3
Unit 3	Plant production and protection through indigenous traditional knowledge, Crop voyage in India and world	Brainstorming, Group discussions	3
Unit 4	Agriculture scope; Importance of agriculture and agricultural resources available in India; Crop significance and classifications;	Brainstorming, Group discussions	4
Unit 5	National agriculture setup in India; Current scenario of Indian agriculture; Indian agricultural concerns and future prospects.	Brainstorming, Group discussions	4

Part D(Marks Distribution)

	Theory								
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation				
80	31	50		50					
			Practical						
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation				
20	10								

Part E

Books	Reddy, S.R. (2018). Agriculture Heritage. Agriculture Heritage. Kalyani Publishers
Articles	
References Books	
MOOC Courses	
Videos	

COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	-	1	3	-	2	-	-	-	-	-	3	1	-
CO2	-	-	-	-	3	-	2	-	-	-	-	1	1	3	-
CO3	2	-	3	-	2	-	-	-	-	-	-	1	-	-	2
CO4	-	2	-	-	-	-	-	1	-	-	1	-	-	-	-
CO5	-	3	2	-	-	-	-	-	-	-	-	-	-	-	1
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



BSc_HonsAgriculture

Title of the Course	National Cadet Core
Course Code	BNCC01GE03 [T]

			Part A						
Year	1st	Semester	1st	Credits	L	Т	Р	С	
leai	151	Semester	151	Credits	1	0	1	2	
Course Type	Lab only	Lab only							
Course Category	Foundation of	core							
Pre-Requisite/s	Physical Education at secondary level Co-Requisite/s Agriculture at secondary level								
Course Outcomes & Bloom's Level	CO2- Unders CO3- Organi	be the role and scope of NSS pr stand the community mobilization ize various social activities (BL3- te the role citizenship, constitution	n, Social harmony and nationa - Apply)	l integration (BL2-Understand)					
Coures Elements	Entrepreneu Employabilit	Development X epreneurship X eloyability X esssonal Ethics ✓ der X lan Values ✓ SDG (Goals) SDG3(Good health and well-being) SDG5(Gender equality)							

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	NCC General: Introduction of NCC, History, Aims, Objective of NCC & NCC as Organization, Incentives of NCC, Duties of NCC Cadet. NCC Camps: Types & Conduct	Activity Based Learning, Assignment, Extempore, Group discussions	4
Unit 2	National Integration & Awareness: National Integration: Importance & Necessity, Factors Affecting National Integration, Unity in Diversity & Role of NCC in Nation Building, Threats to National Security.	Activity Based Learning, Assignment, Extempore, Group discussions	4
Unit 3	Personality Development: Intra & Interpersonal skills - Self-Awareness- &Analysis, Empathy, Critical & creative thinking, Decision making and problem solving.	Activity Based Learning, Assignment, Extempore, Group discussions	4
Unit 4	Social Service and Community: Development: Basics of social service and its need, Types of social service activities, Objectives of rural development programs and its importance, NGO's and their contribution in social welfare, contribution of youth and NCC in Social welfare.	Activity Based Learning, Assignment, Extempore, Group discussions	4

Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Practical 1	Drill: Foot Drill- Drill ki Aam Hidayaten, Word ki Command, Savdhan, Vishram, Aram Se, Murdna, Kadvar Sizing, Teen Line Banana, Khuli Line, Nikat Line, Khade Khade Salute Karna Parade Par, Visarjan, Line Tod, Tej Chal, Tham aur Dhire Chal, Tham.	Field work	BL2-Understand	3
Practical 2	Weapon Training: Introduction & Characteristics of .22 rifle, Handling of .22 rifle	Field work	BL2-Understand	3
Practical 3	Map Reading: Definition of Map, Conventional signs, Scale and Grid System, Topographical forms and technical terms, Relief, Contours and gradients, Cardinal points and types of North, Magnetic Variation and Grid Convergence.	Field work	BL3-Apply	3
Practical 4	Field Craft & Battle Craft (FC & BC): Introduction of Field Craft & Battle craft, Judging Distance, Method of Judging Distance.	Field work	BL4-Analyze	3
Practical 5	Social Service and Community Development: (SSCD): Cadets will participate in various activities throughout the semester e.g., Blood donation Camp, Swachhata Abhiyan, Constitution Day, Jan Jeevan Hariyali Abhiyan, Beti Bachao Beti Padhao etc.	Field work	BL5-Evaluate	4

Part D(Marks Distribution)

	Theory									
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation					
80	31	50		30						
			Practical							
Total Marks	Total Marks Minimum Passing Marks External Evaluation Min. External Evaluation Internal Evaluation Min. Internal Evaluation									
20	10									

Part E

Books	Ramachandra Rao P. and Samath Kumar, R.D. 2017. Training of Trainers in National Service Scheme. Uday Publishing House.
Articles	
References Books	
MOOC Courses	
Videos	

COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	-	-	1	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	1	-	-	-	1	-	2	-	-	-
CO3	-	-	-	-	-	1	-	-	-	-	-	=	-	-	-
CO4	-	-	-	-	-	1	-	-	2	-	-	1	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	•	-	-	-
CO6	-	-	-	-	-	-	,	-	-	-	-	•	-	-	-



BSc_HonsAgriculture

Title of the Course	National Service	ational Service Scheme							
Course Code	NSS-111 [P]	NSS-111 [P]							
	Part A								
Year	1st	Semester	1st	Credits	L	Т	Р	С	
Tear	ist	1st Semester	ist	Credits	0	0	2	2	
Course Type	Lab only								
Course Category	Foundation co	ore							
Pre-Requisite/s	NSS at secoul	NSS at secoundary level Co-Requisite/s Agriculture							
Course Outcomes & Bloom's Level	CO2- Underst	CO1- Describe the role and scope of NSS program activities(BL1-Remember) CO2- Understand the community mobilization, Social harmony and national integration(BL2-Understand) CO3- Organize various social activities(BL3-Apply) CO4- Analyze the role clitzenship, constitution and human right(BL4-Analyze)							

Skill Development X
Entrepreneurship X
Employability X
Professsonal Ethics ✓
Gender X
Human Values ✓
Environment X

Contents

Coures Elements

Modules

Hours

Pedagogy

SDG3(Good health and well-being) SDG5(Gender equality)

Part C

Part B

SDG (Goals)

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
Practical-1	History, objectives, principles, symbol, badge, regular programmes under NSS, organizational structure of NSS, code of conduct for NSS volunteers, points to be considered by NSS volunteers awareness about health, concept of regular activities, special camping, day camps, basis of adoption of village/slums, conducting survey, analysing guiding financial patterns of scheme, youth programme/ schemes of GOI, coordination with different agencies and maintenance of diary, Definition, profile, categories, issues and challenges of youth; and opportunities for youth who is agent of the social change, Mapping of community stakeholders, designing the message as per problems and their culture; identifying methods of mobilisation involving youth-adult partnership, Indian history and culture, role of youth in nation building, conflict resolution and peace-building, Indian iradition of volunteership, its need, importance, motivation and constraints; shramdan as part of volunteerism, Basic features of constitution of India, fundamental rights and duties, human rights, consumer awareness and rights and rights to information, Concept of family, community (PRIs and other community based organisations) and society.	Field work	BL4-Analyze	32

Part D(Marks Distribution)

	Theory							
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
100	41							
			Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation			
100	41							

Part E

	1 41/2
Books	Ramachandra Rao P. and Samath Kumar, R.D. (2017). Training of Trainers in National Service Scheme. Uday Publishing House.
Articles	NA NA
References Books	
MOOC Courses	
Videos	NA NA

COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	-	-	-	-	2	-	-	2	1	2	-	-	-
CO2	-	-	-	-	-	-	1	-	-	1	1	1	-	-	-
CO3	-	-	-	-	-	-	1	-	-	1	1	1	-	-	-
CO4	-	-	-	-	-	-	1	-	-	1	1	1	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-



MSc_Agriculture-Agronomy

Title of the Course	Agricultural Research Research Ethics and Rural Development Programmes
Course Code	PGS-505 [T]

			Part A						
Year	2nd	Semester	3rd	Credits	L	Т	Р	С	
tear	Zild	Semester	Sid	Credits	1	0	0	1	
Course Type	Theory only	Theory only							
Course Category	Discipline Core								
Pre-Requisite/s	basic knowledge	e of Agriculture ug courses		Co-Requisite/s	human and farmer wrights				
Course Outcomes & Bloom's Level	CO2- Understar CO3- Apply the CO4- Relate the	CO1- Define various aspects of agricultural research. (BL1-Remember) CO2- Understand the research ethics. (BL2-Understand) CO3- Apply the skill for rural development programmes. (BL3-Apply) CO4- Relate the functioning of agricultural research systems at national and international levels. (BL4-Analyze) CO5- Equip the students/scholars with skills to perform research.(BL5-Evaluate)							
Coures Elements	Skill Development X Entrepreneurship X Employability X Professsonal Ethics ✓ Gender X Human Values ✓ Environment X			SDG1(No poverty)					

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	: Agricultural Research: History of agriculture in brief. Global agricultural research system: need, scope, opportunities. Role in promoting food security, reducing poverty and protecting the environment.	Brain storming, Guided learning, Cooperative Learning Strategies	3
Unit 2	NARS and CGIAR: National Agricultural Research Systems (NARS) and Regional Agricultural Research Institutions. Consultative Group on International Agricultural Research (CGIAR): International Agricultural Research Centres (IARC), partnership with NARS, role as a partner in the global agricultural research system, strengthening capacities at national and regional levels. International fellowships for scientific mobility.	Brain storming, Guided learning, Cooperative Learning Strategies	2
Unit 3	Research Ethics: Research ethics: research integrity, research safety in laboratories. Welfare of animals used in research, computer ethics. Standards and problems in research ethics.	Guided learning, Brain storming, Cooperative Learning Strategies	3
Unit 4	RDP- Concept and policies: Concept and connotations of rural development, rural development policies and strategies. Rural development programmes: Community Development Programme, Intensive Agricultural District Programme, Special group Area Specific Programme, Integrated Rural Development Programme (IRDP) Panchayati Raj Institutions, Co-operatives, Voluntary Agencies/ NonGovernmental Organisations.	Cooperative Learning Strategies, Fieldwork and outdoor learning, Problem-based learning	3
Unit 5	RDP- Evaluation and implementation: Critical evaluation of rural development policies and programmes. Constraints in implementation of rural policies and programmes.	Brain storming, Problem-based learning ,Discussions and Presentation, ABL	4

Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	41	50		50	
			Practical		
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
	0				

Part E

Books	Bhalla, G. S., and Singh, G. (2001). Indian Agriculture - Four Decades of Development. Sage Publ. Punia, M. S., and Punia, M. S. (2006). Manual on International Research and Research Ethics. CCS Haryana Agricultural University, Hisar. Rao, B. S. V. (2007). Rural Development Strategies and Role of Institutions - Issues, Innovations and Initiatives. Mittal Publ. Singh, K. (1998). Rural Development - Principles, Policies and Management. Sage Publ.
Articles	
References Books	
MOOC Courses	
Videos	

	Course / Industrial Material														
COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	-	-	1	-	-	-	-	-	-	-	1	-	-
CO2	-	1	-	-	2	-	-	1	-	-	-	-	-	-	1
CO3	-	-	-	-	-	1	-	-	-	-	-	-	-	2	-
CO4	-	1	-	1	-	-	-	1	-	-	-	-	1	-	1
CO5	-	-	1	-	2	-	1	-	-	-	-	-	-	1	1
CO6	1	-	-	-	1	-	-	2	-	-	-	-	-	2	-



MSc_Agriculture-Genetics_and_Plant_Breeding

Title of the Course	Agriculture Research Research Ethics and Rural development Programmes
Course Code	PGS-505[T]

Part A											
Year	2nd	Semester	3rd	Credits	L	Т	Р	С			
rear	Zilu	Jeniester	Sid	Credits	1	0	0	1			
Course Type	Theory only										
Course Category	Discipline Core	e									
Pre-Requisite/s	Agriculture Ex	tension		Co-Requisite/s	Rural Exter	sion & Ethics					
Course Outcomes & Bloom's Level	CO2- Understa CO3- Apply th CO4- Relate the	CO1- Define various aspects of agricultural research. (BL1-Remember) CO2- Understand the research ethics. (BL2-Understand) CO3- Apply the skill for rural development programmes. (BL3-Apply) CO4- Relate the functioning of agricultural research systems at national and international levels. (BL4-Analyze) CO5- Equip the students/scholars with skills to perform research.(BL5-Evaluate)									
Coures Elements	Skill Developm Entrepreneurs Employability i Professsonal E Gender X Human Values Environment >	hip X X Ethics ✓	SDG (Goals)	SDG4(Quality education) SDG8(Decent work and economic growth)							

Part B

Modules	Contents	Pedagogy	Hours
Unit 1	Agricultural Research: History of agriculture in brief. Global agricultural research system: need, scope, opportunities. Role in promoting food security, reducing poverty and protecting the environment.	Classroom Lectures, Web-based information, Student Seminars/ Presentations/Workshop, ABL activities, Case studies, Community development programs,	3
Unit 2	NARS and CGIAR: National Agricultural Research Systems (NARS) and Regional Agricultural Research Institutions. Consultative Group on International Agricultural Research (CGIAR): International Agricultural Research Centres (IARC), partnership with NARS, role as a partner in the global agricultural research system, strengthening capacities at national and regional levels. International fellowships for scientific mobility.	Classroom Lectures, Web-based information, Student Seminars/ Presentations/Workshop, ABL activities, Case studies, Community development programs,	3
Unit 3	Research Ethics: Research ethics: research integrity, research safety in laboratories. Welfare of animals used in research, computer ethics. Standards and problems in research ethics.	Classroom Lectures, Web-based information, Student Seminars/ Presentations/Workshop, ABL activities, Case studies, Community development programs,	3
Unit 4	RDP- Concept and policies: Concept and connotations of rural development, rural development policies and strategies. Rural development programmes: Community Development Programme, Intensive Agricultural District Programme, Special group Area Specific Programme, Integrated Rural Development Programme (IRDP) Panchayati Raj Institutions, Co-operatives, Voluntary Agencies/ NonGovernmental Organisations.	Classroom Lectures, Web-based information, Student Seminars/ Presentations/Workshop, ABL activities, Case studies, Community development programs,	3
Unit 5	RDP- Evaluation and implementation: Critical evaluation of rural development policies and programmes. Constraints in implementation of rural policies and programmes.	Classroom Lectures, Web-based information, Student Seminars/ Presentations/Workshop, ABL activities, Case studies, Community development programs,	4

Part D(Marks Distribution)

Theory										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation					
100	41	50		50						
Practical										
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation					
0	0									

Part E

Books	Bhalla, G. S., and Singh, G. (2001). Indian Agriculture - Four Decades of Development. Sage Publ. Punia, M. S., and Punia, M. S. (2006). Manual on International Research and Research Ethics. CCS Haryana Agricultural University, Hisar. Rao, B. S. V. (2007). Rural Development Strategies and Role of Institutions - Issues, Innovations and Initiatives. Mittal Publ. Singh, K. (1998). Rural Development - Principles, Policies and Management. Sage Publ.
Articles	
References Books	
MOOC Courses	
Videos	

	Coulou i i i condition manix														
COs	PO1	PO2	PO3	PO4	PO5	PO6	P07	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	-	-	-	-	-	-	-	1	-	-	-	-	3	-	-
CO2	2	2	-	-	-	-	-	-	-	-	-	-	-	3	-
CO3	1	-	-	2	-	-	-	-	-	-	-	-	2	-	1
CO4	1	-	-	-	-	-		2	-	-	-	-	-	-	-
CO5	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-
CO6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-