

# **M.A - RURAL DEVELOPMENT STUDIES**

## **Programme Syllabus**

**(to be implemented w.e.f. 2021-2022 Academic Year)**



**DEPARTMENT OF RURAL DEVELOPMENT  
School of Health Sciences & Rural Development  
The Gandhigram Rural Institute  
(Deemed to be University)  
Gandhigram – 624 302  
TAMIL NADU  
INDIA**

## **DEPARTMENT OF RURAL DEVELOPMENT**

### **About the DRD:**

The Department of Rural Development (DRD) is functioning under the School of Health Sciences and Rural Development, Gandhigram Rural Institute (Deemed to be University), Gandhigram. The Centre offers three academic programmes namely M.A. in Rural Development Studies (RDS) and M.Phil and Ph.D under the integrated mode on the same discipline.

### **M.A. in Rural Development Studies (RDS):**

The term “Development” broadly refers to the range of interventions that purport to advance and secure individual and social well-being in a sustainable and equitable manner. Improvement in the quality of life of rural people is the important agenda of rural development programme. Rural development implies both the economic betterment of people as well as greater social transformation. The basic objective of all rural development endeavors have been the welfare of the millions. In order to achieve this, planned attempts have been made to eliminate poverty, ignorance and inequality of opportunities. A wide spectrum of programmes are being undertaken to alleviate rural poverty and ensure improved quality of life for the rural population especially of those living below the poverty line. In the initial phase of planned rural development, the concentration was on sectors of agriculture industry, communication, education and health. The Ministry of Rural Development places importance now on health, education, drinking water, housing and road so that the quality of life in rural areas improves and the fruit of economic reform are shared by all sections of the society.

A forceful engagement with this domain needs trained human resources with varied backgrounds, capacities and interests and an ethical outlook that provide inspiration for development action. The DRD intends to contribute through its educational programmes to the knowledge and practice of rural development in India. It is recognized that development is not a unitary discipline but an integrative field that brings together understandings from the social and behavioral sciences, the humanities, science and technology within a framework of analysis, policy and institutional action.

This above said programme intends to prepare individuals capable of informed and thoughtful development action, empowered with awareness of the complexity, having depth of the discourse on rural development and contributing for policy and action with special reference to the Indian context.

Further, an important feature of the above programme is that it attempts to equip the students with training in skills that they can put to use in any challenging situation either in the field or in the policy sphere. Our students are enabled to make smooth transitions from the world of studentship to the world of trained work.

**Admission Eligibility:**

Admission into MA RDS programme is open to those candidates with a bachelor degree from any field of studies. In the said programme, DRD admits 20 students with excellent academic credentials from varying disciplinary backgrounds. These students graduate with social awareness, strong theoretical and analytical skills to make meaningful contributions as employees of local, national and international organizations and business involved in development, as researchers, and analysts and pursue academic paths relevant for grassroots development arena.

**Field work:**

Education in the field of rural development studies comprises of theoretical components taught in the classroom and field- based education involving integration of the academic aspect and practice. Fieldwork, which is also known as extension/service learning is an integral component of MA RDS curriculum.

**Internship:**

The program has a rigorous component of development research with hands-on experience of collecting primary and secondary data and its analysis by the students on the problems they are researching. After the end of fourth semester's final examinations, the students will undergo mandatory internship for a period of 4 weeks. The students will be placed in any Non-Government Organizations of repute for practical orientation. Each student has to submit a report on the basis of the work done during the Internship. The marks will be allotted by the organization concerned. On the basis of the report submitted by the students, a viva-voce examination will be conducted by the DRD.

**OBE Elements of  
M.A. RURAL DEVELOPMENT STUDIES**

**PROGRAMME OUTCOMES (POs)**

<b>PO No.</b>	<b>Programme Outcome</b>
PO1	<b><i>Foundational knowledge in Rural Development:</i></b> Graduates with presence of a comprehensive understanding of the key concepts, theories, and practices in rural development including social, economic, and environmental issues.
PO2	<b><i>Policy and Program Implementation:</i></b> Ability to critically analyse and implement various rural development policies and programmes at local, national, and international levels, addressing the needs of rural communities.
PO3	<b><i>Community Engagement and Empowerment:</i></b> Skilled in engaging rural communities through participatory approaches fostering local governance, leadership, and inclusive development.
PO4	<b><i>Research and analytical Skills;</i></b> Competence in using research methods and statistical tool assesses rural development initiatives, monitor their progress, and suggest improvements based on data-driven insights.
PO5	<b><i>Project Management in Rural contexts;</i></b> Proficiency in planning, managing ,and evaluating rural developments projects, ensuring their sustainability and impact on rural livelihoods.
PO6	<b><i>Ethical and professional Responsibility;</i></b> Understanding the ethical considerations and professional responsibilities in rural development, including environmental sustainability and social justice.
PO7	<b><i>Communication and Extension Skills;</i></b> Equipped with communication skills for Effective knowledge transfer, community mobilization, and rural extension work.

**PROGRAMME-SPECIFIC OUTCOMES (PSOs)**

<b>PSO No.</b>	<b>Programme-Specific Outcomes</b>
PS01	Agricultural and Environmental Management: Specialization in managing agricultural resources, sustainable practices, and environmental conservation tailored to rural needs.
PS02	Rural livelihood Promotion: Expertise in designing and implementing strategies to promote diversified rural livelihoods, including employment, income generation ,entrepreneurship.
PS03	Governance and Decentralization: Proficiency in understanding the structure and function of rural governance, an including the panchayati Raj System, Decentralized planning, and local government roles.
PS04	Social and Economic inclusion: Ability to identify and address the needs of marginalized groups in rural areas, including women, children, and disadvantaged communities, through targeted programmes and policies.
PS05	Technologies for Rural development: Understanding and applying appropriate technologies in agriculture, housing, water management, and renewable energy to enhance rural infrastructure and living standards.
PS06	Financial management and Micro-Finance: Skilled in managing rural financial institutions, including rural banks, micro finance, and cooperatives, to support sustainable economic development.

## SYLLABUS TEMPLATE (SEMESTER-WISE)

### SEMESTER – I

No.	Course Code	Course title	Nature (C/A/E)	Credits	Hrs.
1	21DRDP0101	Introduction to Rural Development	Core	3	3
2	21DRDP0102	Rural Society and Development	Core	3	3
3	21DRDP0103	Rural Extension, communication and Development	Core	3	3
4	21DRDP0104	Inclusive Development	Core	3	3
5	21ECOP01A1	Agricultural Economics	Allied	4	4
6	21APRP0101	Research Methods and Statistics	Allied	4	4
7	21ENGP00C1	Communication and Soft Skills	Skill Dev. course	2	2
8	21DRDP01F1	Extension /Field Visit	Extension	-	2
			<b>Total</b>	<b>22</b>	<b>24</b>

### SEMESTER – II

No.	Course Code	Course title	Nature (C/A/E)	Credits	Hrs.
1	21DRDP0205	Gandhian Perspectives of Rural Development	Core	3	3
2	21DRDP0206	Rural Development in India: Policies and Programmes	Core	3	3
3	21DRDP0207	Rural Organizations	Core	3	3
4	21DRDP0208	Project Management	Core	3	3
5	21DRDP0209	Perspectives in Development Studies	Core	3	3
6	21ECOP02A2	Indian Economy	Allied	4	4
7	Students choose Course from other Departments	Generic Elective	Generic Elective	3	3
8	21GTPP2VA1	Gandhi in Every Day life	Value added course	2	2
		<b>TOTAL</b>		<b>24</b>	<b>24</b>

### SEMESTER – III

No.	Course Code	Course title	Nature (C/A/E)	Credits	Hrs.
1	21DRDP0310	Social Sector Development	Core	3	3
2	22LLEP0001	Adult, Continuing Education and Extension	Core	4	4
3	21DRDP0312	Voluntary Action in Rural Development	Core	4	4
4	21DRDP0313	Governance and Development	Core	3	3
5	21DRDP0314	Experiences in Rural Development	Core	3	3
6	21DRDP03D1	Social Change and Development	<b>Discipline-Centric Electives</b>	3	3
	21DRDP03D2	Rural Technologies			
	22LLEP0004	Social Entrepreneurship			
	22LLEP0005	Rural Livelihood Promotion			
7	21DRDP03M1	Rural Planning	<b>Modular Courses</b>	2	2
	21DRDP03M2	Rural Social Problems			
	21DRDP03M3	Guidance and counseling			
8	21VPP03V1	Village Placement Programme	EXW	2	2
			<b>Total</b>	<b>24</b>	<b>24</b>

### SEMESTER – IV

No.	Course Code	Course title	Nature (C/A/E)	Credits	Hrs.
1	21DRDP0415	Rural Banking, Micro Finance and Micro Enterprises	Core	3	3
2	21DRDP0416	Public Policy	Core	3	3
3	21DRDP0417	Sustainable Rural Development	Core	3	3
4	21DRDP0418	Tribal development- Issues and challenges	Core	3	3
5	21DRDP04M1	Youth Development	Modular Courses	2	2
	21DRDP04M2	Social Psychology			
6	21DRDP0419	Internship	Core	4	4
7	21DRDP0420	Dissertation	Core	6	6
8	21GTPP4VA2	Human Values and professional ethics	Value added course	2	2
			<b>Total</b>	<b>26</b>	<b>26</b>

## CORE COURSES

Sl. No	Course code	Course Title	Credits	Hrs.
<b>SEMESTER-I</b>				
1	21DRDP0101	Introduction to Rural Development	3	3
2	21DRDP0102	Rural Society and Development	3	3
3	21DRDP0103	Rural Extension, Communication and Development	3	3
4	21DRDP0104	Inclusive Development	3	3
<b>SEMESTER – II</b>				
5	21DRDP0205	Gandhian Perspectives of Rural Development	3	3
6	21DRDP0206	Rural Development in India: Policies and Programmes	3	3
7	21DRDP0207	Rural Organizations	3	3
8	21DRDP0208	Project Management	3	3
9	21DRDP0209	Perspectives in Development studies	3	3
<b>SEMESTER – III</b>				
10	21DRDP0310	Social Sector Development	3	3
11	22LLEP0001	Adult, Continuing Education and Extension	4	4
12	21DRDP0312	Voluntary Action in Rural Development	4	4
13	21DRDP0313	Governance and Development	4	4
14	21DRDP0314	Experiences in Rural Development	4	4
<b>SEMESTER – IV</b>				
15	21DRDP0415	Rural Banking, Micro Finance and Micro Enterprises	3	3
16	21DRDP0416	Public Policy	3	3
17	21DRDP0417	Sustainable Rural Development	3	3
18	21DRDP0418	Tribal development- Issues and challenges	3	3
19	21DRDP0419	Internship	4	4
20	21DRDP0420	Dissertation	6	6

### ALLIED COURSES

Sl. No.	Course code	Course title	Credits	Hrs.
1	21ECOP01A1	Agricultural Economics	4	4
2	21APRP0101	Research Methods and Statistics	4	4
3	21ECOP02A2	Indian Economy	4	4

### DISCIPLINE-CENTRIC ELECTIVE COURSES

Sl. No.	Course Code	Course Title	Credits	Hrs.
<b>SEMESTER – III</b>				
1	21DRDP03D1	Social Change and Development	3	3
2	21DRDP03D2	Rural Technologies	3	3
3	22LLLEP0004	Social Entrepreneurship	3	3
4	22LLLEP0005	Rural Livelihood Promotion	3	3

### MODULAR COURSES

Sl. No.	Course code	Course title	Credits	Hrs.
<b>SEMESTER – III</b>				
1	21DRDP03M1	Rural Planning	2	2
2	21DRDP03M2	Rural Social Problems	2	2
3	21DRDP03M3	Guidance and counseling	2	2
<b>SEMESTER – IV</b>				
1	21DRDP04M1	Youth Development	2	2
2	21DRDP04M2	Social Psychology	2	2

### EXTENSION - RELATED COURSES

Sl. No.	Course code	Course title	Credits	Hrs.
<b>SEMESTER – I</b>				
1	21DRDP01F1	Extension/Field Visit	2	2
<b>SEMESTER – III</b>				
2	21VPP03V1	Village Placement Programme	2	2

### VALUE ADDED COURSES

No.	Course code	Course title	Credits	Hrs.
1	21GTPP2VA1	Gandhi in Every Day life	2	2
2	21GTPP4VA2	Human Values and professional ethics	2	2

## SKILL DEVELOPMENT COURSES

Sl. No.	Course code	Course title	Credits	Hrs.
1	21ENGP00C1	Communication and Soft Skills	2	2

## GENERIC ELECTIVE COURSES

(Courses offered to other Departments)

Sl. No.	Course code	Course title	Credits	Hrs.
<b>SEMESTER – II</b> (For Post Graduate Programme )				
1	21DRDP02G1	Rural Society and Development	3	3
2	21DRDP02G2	NGO Management	3	
3	21DRDP02G3	Rural Development in India: Policies and Programmes	3	
<b>SEMESTER-IV/ SEMESTER-V</b> (For Under Graduate Programme)				
1	21DRDU04G1/ 21DRDU05G1	Rural Social Problems	3	3
2	21DRDU04G2/ 21DRDU05G2	Introduction to Rural Development	3	3

## SEMESTER – I

<b>Course Code &amp; Title</b>	<b>21DRDP0101 INTRODUCTION TO RURAL DEVELOPMENT</b>		<b>Credit 3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>I</b>
<b>Cognitive Level</b>	<ul style="list-style-type: none"> <li>✓ K-1 (EXPLAIN)</li> <li>✓ K-2: (DESCRIBE)</li> <li>✓ K-5: ( CONCLUDE)</li> </ul>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To Understand the concept of Rural Development</li> <li>• To get an idea about the importance of rural development in India</li> <li>• To know the issues and elements of rural development</li> <li>• To gain insights into the challenges and outcomes of rural development policies and programmes in India.</li> </ul>		
<b>UNIT</b>	<b>Content</b>	<b>No. of Hours</b>	
<b>UNIT-1</b>	Defining Rural, Development, and Rural Development. Concept and connotations of Rural Development-Aims and Objectives of Rural Development. Rural development as policy and as process	10	
<b>UNIT-2</b>	Basic Elements of Rural Development-Basic Necessities of Life, Self - Respect and Freedom. Why Rural Development? Rural Vs Urban Development. Determinants of rural development.	10	
<b>UNIT-3</b>	Rural poverty and food insecurity -Rural livelihoods – concepts, characteristics and constraints. Rural poverty dynamics.	8	
<b>UNIT-4</b>	Top-down development Vs Bottom-up development-Community participation- Empowerment of poor- Anti-Poverty Programmes.	10	
<b>UNIT-5</b>	Emerging Issues in rural development : New consensus on poverty- post-Washington consensus’ on agriculture and rural development- Spatial dimensions of rural development- diversification- Technical change- Shocks and vulnerability- Decentralization: deconcentration and devolution.	12	
<b>References:</b>			
<ol style="list-style-type: none"> <li>1. Katar Singh (2009), Rural Development: Principles, Policies and Management, SAGE Publications India Pvt Ltd.</li> <li>2. Chambers, Robert. (1974): Managing Rural Development, Ideas and Experience from East Africa. Uppsala: Scandinavian Institute of African Studies.</li> <li>3. Chambers, Robert. (1983): Rural Development: Putting the Last First. London: Longman.</li> <li>4. Chambers, Robert. (1987): ‘Sustainable Rural Livelihoods: A Strategy for People, Environment and Development’, Commissioned Study No. 7, Institute of Development Studies at the University of Sussex, Brighton, England.</li> <li>5. Gary Paul Green et.al (2013): Handbook of Rural Development, , Edward Elgar Publishing Ltd , Madison, US</li> </ol>			
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Learners should be able to explain critically the role and origins of ‘participation’ in rural development,</li> <li>2. list the distinctive features of rural development</li> <li>3. Explain the origins of rural development in relation.</li> <li>4. To the failure of past development policies and value the decentralized development ideas.</li> </ol>		

Course Code & Title	21DRDP0102 RURAL SOCIETY AND DEVELOPMENT		Credit 3
Class	M.A Rural Development Studies	Semester	I
Cognitive Level	<ul style="list-style-type: none"> <li>✓ K-1 ( REMEMBER)</li> <li>✓ K-3: ( APPLY)</li> <li>✓ K-4: ( ANALYZE)</li> </ul>		
Course Objectives	<ul style="list-style-type: none"> <li>• Explain the nature of rural society.</li> <li>• To explain the structure and functions rural social organizations.</li> <li>• To understand the dynamics in rural society.</li> <li>• To introduce the concept of rural development and,</li> <li>• To understand the strategies adopted for rural development.</li> </ul>		
UNIT	Content		No. of Hours
UNIT-1	Rural society: Nature and Characteristics. Rural- Urban Differences, Rural- Urban Continuum, Study of Rural Society in India.		8
UNIT-2	Rural Social Organization: Kinds of Social Organization in Rural: Caste, Family, Education, Religion, Economy, Governance - concept, Nature, Functions and Present changes; Co-operatives- Concept Nature, Role and Significance in Rural Development.		12
UNIT-3	Dynamics in Rural Society: Rural Dynamics: Factors responsible for Rural dynamics - Planned and Unplanned Social Change- Conceptualizing Rural Development in India.		8
UNIT-4	Rural Development: Rural Development: Concept, Nature, Importance of Rural Development, Gandhiji's Perspective on Rural Development- Planning for Rural Development in India.		10
UNIT-5	Strategizing Rural Development: Sources of Rural Development: SHG- SGSY- Agro-Based industries-Rural Tourism: Concept, Nature, Importance; Development of Agriculture; Social Dimensions of Rural Development Policies and Programmes for Rural Development.		12
<b>References:</b>			
<ol style="list-style-type: none"> <li>1. Breman, J (2007): The Poverty Regime in Village India. Oxford University Press</li> <li>2. Thorner, Daniel and Thorner, (1962) Alice: Land and Labour in India, Bombay: Asia Publications.</li> <li>3. Desai, A.R. (1977): Rural Sociology in India. Bombay: Popular Prakashsn.</li> <li>4. Doshi, S.L.and P.C. Jain (1999), Rural Sociology, Rawat Publications, Jaipur and New Delhi.</li> <li>5. Sharma K.L., (1997): Rural Sociology in India, Rawat Publications.</li> <li>6. Sharma G.L (2003) Caste, Class &amp; Social Inequality in India, MDP.</li> <li>7. Chauhan, Brji Raj,(2009): Rural Life: Grass Roots Perspectives, New Delhi: Concept.</li> <li>8. Madan, Vandana (ed), 2004, The Village in India. New Delhi: OUP.</li> <li>9. Thankur, Manish, (2014), Indian Village: A Conceptual HISTORY. Jaipur: Rawat.</li> </ol>			
Course Outcomes	Learners would be able to <ol style="list-style-type: none"> <li>1. Explain the Concept and nature of rural society.</li> <li>2. Synthesize the structure and functions rural social organization.</li> <li>3. Capable of transitions happened in rural society.</li> <li>4. Approach the concept of rural development.</li> <li>5. Synthesize the strategies adopted for rural development.</li> </ol>		

Course Code & Title	21DRDP0103 RURAL EXTENSION, COMMUNICATION AND DEVELOPMENT		Credit 3
Class	M.A Rural Development Studies	Semester	I
Cognitive Level	<ul style="list-style-type: none"> <li>✓ K-1 (SKETCH)</li> <li>✓ K-2: (RELATE)</li> <li>✓ K-3: (COMPUTE)</li> </ul>		
Course Objectives	<ul style="list-style-type: none"> <li>✓ To explain the basic concepts of rural extension;</li> <li>✓ To express the importance of trainings, and its strategies for outreach;</li> <li>✓ To describe the strategies followed in the rural institutions.</li> </ul>		
UNIT	Content		No. of Hours
UNIT-1	<b>Basic Concept:</b> Meaning-Rural, development- Importance and need for Rural Extension, past attempts and present scenario of extension.		8
UNIT-2	<b>Extension Education: Meaning,</b> Philosophy, objectives, principles, functions, components and methods of extension.		10
UNIT-3	<b>Development Communication:</b> Definition, Nature, Role and Significance of Development Communication; Interrelation between Development and Development Communication; Models of Development Communication.		10
UNIT-4	<b>Training Strategies:</b> Meaning and importance of Training- Training Needs assessment- Training Techniques and Types- Steps in Training- Training Management.		12
UNIT-5	<b>Participatory Approaches:</b> Participatory Planning - Concept and importance of participatory planning, PRA- Meaning, Techniques and tools		10
<b>References:</b>			
<ul style="list-style-type: none"> <li>• A.Adivi Reddy, Extension Education, Lakshmi Press, Bepatala, Andrapradesh</li> <li>• Sanjoy Roy (2012), Fieldwork in Social Work, Rawat publications, Jawahar Nagar, Jaipur , India</li> <li>• I.S. Subhedar (2001), Field Work Training in Social Work, Rawat publications, Jawahar Nagar, Jaipur , India.</li> <li>• Indu Grover, Lali Yadav and Deepak Grover (2002), Extension Management, Geeta somani Agrotech Publishing Academy, Udaipur -313002.</li> <li>• Uttam Kumar Singh &amp; A.K.Nayak (2002), Extension Education, Common wealth publishers, New Delhi – 110002.</li> </ul>			
Course Outcomes	The students will be able to <ul style="list-style-type: none"> <li>• Explain the basic concepts of Rural Extension</li> <li>• Express the importance of trainings and its strategies for outreach</li> <li>• Describe the strategies followed in the rural Institutions</li> </ul>		

<b>Course Code &amp; Title</b>	<b>21DRDP0104 INCLUSIVE DEVELOPMENT</b>		<b>Credit 3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>I</b>
<b>Cognitive Level</b>	✓ <b>K-1 (DESCRIBE)</b> ✓ <b>K-3: (ANALYSE)</b> ✓ <b>K-5: ( CRITIQUE)</b>		
<b>Course Objectives</b>	✓ To provide insights into the modes of social exclusion. ✓ Its various dimensions besides understanding the need for inclusive approach to development. ✓ It lists different forms of social exclusion and enables analyzing poverty, discrimination, deprivation and inequality.		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>
<b>UNIT-1</b>	Concept of Social Exclusion; social inequalities- untouchability, stigmatization, Discrimination, deprivation, marginalization. Forms of Social Exclusion - Religion, Race, Caste, Class, Gender, Indigenous/Adivasi communities. The problems of Migrants and Refugees		8
<b>UNIT-2</b>	Caste as a barrier to the inclusive development of Scheduled Castes; constitutional provisions; reservation; policies and programmes; major issues and challenges in the inclusive development of Scheduled Castes.		10
<b>UNIT-3</b>	Ethnicity as a barrier to the inclusive development of Scheduled Tribes; constitutional provisions; reservation; policies and programmes; issues and challenges in the inclusive development of Scheduled Tribes.		10
<b>UNIT-4</b>	Religion as sources of deprivation for minorities; constitutional provisions; policies and programmes; minorities in the backdrop of communal politics and communal riots.		12
<b>UNIT-5</b>	Women; People with Disability; Transgender; Elderly; People Living with HIV/AIDS; Small and Marginal Farmers; Agricultural laborers; people working in unorganized sectors.		10
<b>References:</b> <ol style="list-style-type: none"> <li>Hickey, Sam, Kunal Sen, and Badru Bukenya (2014): The Politics of Inclusive Development: Interrogating the Evidence, Oxford University Press, Oxford.</li> <li>De Haan, Arjan.(1999). Social Exclusion: Towards a Holistic Understanding of Deprivation. London: Department for International Development.</li> <li>Chibba, Michael (2008): Perspectives on Inclusive Development: Concepts, Approaches and Current issues, World Economics, Vol. 9.</li> <li>Kothari, Rajni. (2003). Social Exclusion: Historical, Institutional and Ideological Dimensions. In A.K. Lal (ed.), Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak, (pp. 11- 23). New Delhi: Concept Publishing Company.</li> <li>Sen, Amartya. (2007). Social Exclusion: Concept, Application and Scrutiny. New Delhi: Critical Quest.</li> <li>Shariff, Abusalah (2012): Inclusive Development Paradigm: A Post - Sachar Report, US-India Policy Institute, Washington.</li> <li>Thorat, Sukhadeo and Narender Kumar (2008). B.R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies, New Delhi: Oxford University Press.</li> </ol>			

<b>Course Outcomes</b>	<p>The students will be able to</p> <ul style="list-style-type: none"><li>• To provide insights into the modes of social exclusion.</li><li>• Its various dimensions besides understanding the need for inclusive approach to development.</li><li>• To list different forms of social exclusion and enables analyzing poverty, discrimination, deprivation and inequality.</li></ul>
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Course Code & Title	21ECOP01A1 AGRICULTURAL ECONOMICS		Credit 4
Class	M.A Rural Development Studies	Semester	I
Cognitive Level	<ul style="list-style-type: none"> <li>✓ K-1 (EXPLAIN)</li> <li>✓ K-3: (EXAMPLE)</li> <li>✓ K-3: (ANALYZE)</li> </ul>	✓ K-5: (APPRAISE)	
Course Objectives	<ul style="list-style-type: none"> <li>✓ Students would have a clear knowledge and gained apparatus in recognizing problems in Indian agriculture.</li> <li>✓ To examining the economic issues in Indian agriculture.</li> <li>✓ To understand the planning and developing strategies for agricultural development.</li> </ul>		
UNIT	Content		No. of Hours
UNIT-1	<b>Introduction to Agricultural Economics:</b> Agricultural Economics: Definition, Nature and Scope – Traditional Agriculture and Modernization: Sustainable Agriculture and Organic Farming – Interdependence between Agriculture and Industry – Agriculture and Economic Development – Land, Labour and Capital in Agriculture- National Commission on Agriculture.		8
UNIT-2	<b>Cropping and Diversification of Agriculture:</b> Crop Planning – Cropping Intensity, Cropping Pattern and Influencing Factors – Diversification -Avenues of Diversification in India: - Dairy, Poultry, Fishery, Sericulture and Horticulture – Farm Budgeting.		8
UNIT-3	<b>Agricultural Inputs and Production:</b> Land Utilization Pattern – Land Holdings - Sub-division and Fragmentation – Tenancy – Land Reform Measures. Irrigation: Types – Water Management Technologies – Mechanization of Agriculture and its impact on Labour – Production Function Analysis in Agriculture.		10
UNIT-4	<b>Agricultural Finance:</b> Need for Agricultural Finance – Non-institutional Sources of Agricultural Finance – Institutional Sources of Agricultural Finance: Cooperative Institutions, Commercial Banks, NABARD, RRBs – Problems in institutional credit for agriculture – Micro Finance.		12
UNIT-5	<b>Agricultural Marketing:</b> Agricultural Marketing: Meaning– Classifications of Agricultural Markets –Marketable Surplus and Marketed Surplus – Marketing Channels – Defects of Agricultural Marketing – Lines of Improvement – Food Processing - Fluctuations in Agricultural Price: Causes and Impacts –Agricultural Price Policy - Agricultural Subsidies- Crop insurance - Problems of Indian Agriculture.		10
<b>Text Books</b>			
<ol style="list-style-type: none"> <li>1. Bilgrami, S.A.R. (1996) <b>Agricultural Economics</b>, Himalayas Publishing House, Delhi.</li> <li>2. Sadhu and Singh (2013) <b>Fundamentals of Agricultural Economics</b>, Himalaya, Delhi.</li> <li>3. Foster G.W and M.C Leager (2013) <b>Elements of Agricultural Economics</b>, AXIS Books (India), Jodhpur</li> <li>4. Memoria C.B (2006) <b>Agricultural Problems of India</b>, Kitab Mahal, Mumbai.</li> <li>5. Dhingra IC (1982) <b>Agricultural Economy of India</b>, Sutan &amp; Chand, New Delhi.</li> </ol>			
<b>References</b>			
<ol style="list-style-type: none"> <li>1. Dantwala, M.L. et al., (1991) <b>Indian Agricultural Development since Independence</b>, Oxford &amp; IBH, Delhi.</li> <li>2. GauravDatt and AshwaniMaharaj C (2014), <b>Datt and Sundaram’s IndianEconomy</b>,</li> </ol>			

<p>S.Chand&amp; Co., Delhi.</p> <p>3. Government of India, Economic Survey, various Years, Mistry of Fnance, New Delhi.</p> <p>4. Gulati, A. and T.Kelly (1999) Trade Liberalization and Indian Agriculture, Oxford University Press, Delhi.</p> <p>5. Kahion, A.S. and Tyagi D.D. (1983) Agriculture Price Policy in India, Allied Publishers, Delhi.</p> <p>6. Rao, C.H. Hanumanth (1975) Agricultural Growth, Rural Poverty and Environmental Degradation in India, Oxford , University Press, Delhi.</p>	
<b>Course Outcomes</b>	<p>The students will</p> <ul style="list-style-type: none"> <li>• Have a clear knowledge and gained apparatus in recognizing problems in Indian agriculture.</li> <li>• be able to examine the economic issues in Indian agriculture.</li> <li>• be able to plann and developing strategies for agricultural development.</li> </ul>

<b>Course Code &amp; Title</b>	<b>21APRP0101 RESEARCH METHODS AND STATISTICS</b>		<b>Credit 4</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>1</b>
<b>Cognitive Level</b>	<ul style="list-style-type: none"> <li>✓ <b>K-1 (DEFINE)</b></li> <li>✓ <b>K-3: (RELATE)</b></li> <li>✓ <b>K-4: (DETERMINE)</b></li> </ul>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To identify and formulate a problem for research.</li> <li>• Prepare suitable research design to study a research problem to be formulated</li> <li>• Choose appropriate methods of sampling, tools and techniques of data collection</li> <li>• Process the data collected in the field and to analyze using appropriate statistical methods</li> <li>• Prepare research report in a professional manner.</li> </ul>		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>
<b>UNIT-1</b>	<p>Research: objectives, functions, Characteristics of Scientific Research. Types of Research: Pure, Applied and Action Research. Steps in Research – Identifying and Selection of Research problem - review of literature, Conceptual framework, Variables – Hypothesis – formulation and types. Research skills and ethics – Ethical committee and Plagiarism</p>		12
<b>UNIT-2</b>	<p>Research design: Explorative, Descriptive, Experimental, Case study and Survey. Methods of Research: Multidisciplinary, Interdisciplinary and Transdisciplinary studies. Mixed Methods, Participatory research: RRA, PRA and PLA. Online research methods, Pilot Study and Pre-test</p>		13
<b>UNIT-3</b>	<p>Tools for Data collection: Types and sources of data, Interview, Schedule, Questionnaire and Observation. Scaling Techniques – Test of validity and reliability - Research Report – Components, format and types of research report - Reference materials, quotations, bibliography, webliography, footnotes, glossary and appendix,</p>		12

	dissemination of research findings.	
<b>UNIT-4</b>	Descriptive Statistics: Measures of central tendency, dispersion, skewness and kurtosis – Correlation, Regression Analysis. Sampling 13 techniques – random and non-random sampling. Statistical software and its uses.	8
<b>UNIT-5</b>	Inferential Statistics: Basic concepts and Hypothesis testing and Estimation; Steps in hypothesis testing. Tests for Large and small samples – Z test, t-test and F-test, Chi-square test, Mann-Whitney test, and ANOVA.	10
<b>Reference:</b>		
<ul style="list-style-type: none"> <li>• Gupta S.P and M.P.Gupta, Business Statistics, New Delhi: Sultan Chand and Sons, (19th Ed), 2019. Gupta.S.C, Fundamentals of Statistics, Mumbai: Himalaya Publishing House, 2018</li> <li>• Panneer Selvam, Research Methodology, New Delhi: PHI Learning Private Ltd, 2014.</li> <li>• Kothari.C.R, Research Methodology, New Delhi: Wishva Prakashan, 2019.</li> <li>• Tony Greenfield and Sue Greener, Research Methods for Post Graduates, John Wiley and Sons Ltd, 2016.</li> <li>• Text Books</li> <li>• Cauvery.R. and Girija. M, Research Methodology, New Delhi: S.Chand and Company Ltd, 2010. Gupta, S.P., Statistical Methods, New Delhi; Sultan Chand and Sons, 2012.</li> <li>• Nicholas Walliman, Research Methods: The basics. London; New York: Routledge, 2011.</li> <li>• Shajahan.S, Research Methods for Management (Text and Cases), New Delh: Jaico Publishing House, 2006.</li> <li>• Vijayalakshmi.G. and Sivapragasam.C, Research Methods: Tips and Techniques, Chennai: MJP Publishers, 2009</li> </ul>		
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• Formulate a research problem</li> <li>• Prepare suitable research design</li> <li>• Choose appropriate methods of sampling and tools for data collection</li> <li>• Process the data collected in the field and to analyze using appropriate statistical methods</li> <li>• Prepare research report in a professional manner.</li> </ul>	

<b>Course Code &amp; Title</b>	<b>21ENGP00C1 COMMUNICATION AND SOFT SKILLS</b>		<b>Credit 2</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>II</b>
<b>Cognitive Level</b>	<ul style="list-style-type: none"> <li>✓ <b>K-1: (GIVE EXAMPLES)</b></li> <li>✓ <b>K-3: (RELATE)</b></li> <li>✓ <b>K-4: (ASSOCIATE)</b></li> </ul>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To help the students improve their communication and life and soft skills; and</li> <li>• To enhance their personality and employability skills.</li> </ul>		
<b>UNIT-1</b>	Basics of Communication Barriers to Communication		8
<b>UNIT-2</b>	Communication and Language Skills Communicating in a Global Language		10
<b>UNIT-3</b>	Resumes and Cover Letters		

	Group Discussions	
<b>UNIT-4</b>	Business communication Intercultural Communication	8
<b>UNIT-5</b>	Professional Communication Interviews	10
<b>Textbook:</b> Krishnaswamy, Dhariwal and Krishnaswamy. <i>Mastering Communication Skills and Soft Skills</i> . Blomsbury, 2015.		
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• To help the students improve their communication and life and soft skills; and</li> <li>• To enhance their personality and employability skills.</li> </ul>	

<b>21DRDP01F1</b>	<b>Extension /Field Visit</b>	<b>credits</b>
<p>Extension has been considered as the most acceptable strategy for Rural Development in India. It aims at bringing about a change in human behavior towards development. The first need to be targeted at the rural people whose attitude is required to be changed as positive in respect of knowledge, skills on attitudes.</p> <p>The main objectives for undertaking Extension activities (Field work) are:</p> <ul style="list-style-type: none"> <li>• Assists people to discover and analyze the rural problems and identify the felt needs.</li> <li>• Develop leadership among students &amp; help them in organizing rural community to solve the rural problems.</li> <li>• Disseminate research findings and information in the simple forms and ways which rural people are able to understand.</li> </ul> <p>Extension is undertaken in different types and methods, one among this is extension education. Every semester during an academic year the Centre for Development Studies staff takes the PG students of Rural Development studies to the field for visiting various NGOs, SHGs, Rural industries, District Planning Board, Rural Banks, Panchayat office, co-operative institutions, Research Institutions, Village Knowledge Centres, villages etc., where students gain knowledge about the rural condition and expose themselves about the rural issues.</p>		2

## SEMESTER – II

Course Code & Title	21DRDP0205 GANDHIAN PERSPECTIVES OF RURAL DEVELOPMENT		Credit 3
Class	M.A Rural Development Studies	Semester	I
Cognitive Level	<ul style="list-style-type: none"> <li>✓ K-1 (IDENTIFY)</li> <li>✓ K-2: (EXPLAIN)</li> <li>✓ K-3: (RELATE)</li> </ul>		
Course Objectives	<ul style="list-style-type: none"> <li>✓ To make the student understand the present status of the Indian rural scenario.</li> <li>✓ To enable the student to have a clear knowledge on Gandhian concept of rural development and its relevance in the present day context.</li> <li>✓ To impart the knowledge on Gandhian views on women, children, dowry system and other issues on wider perspective.</li> <li>✓ To orient knowledge on Gandhian approach on eradication of poverty, inequality, unemployment and Gandhian remedies.</li> <li>✓ To understand the students about the post-Gandhian perspective on rural development.</li> </ul>		
UNIT	Content		No. of Hours
UNIT-1	<b>Rural Development</b> An Introduction: Concept, Definition of Rural Reconstruction, Rural Development before and after Independence - Present status of Rural Scenario.		8
UNIT-2	<b>Socio - Economic Development of Localized need - A Gandhian views:</b> Fundamental principles of Gandhi's economic Thought - Gandhian views on Sarvodaya, Village Industries, Machinery - Reality, Modern civilization viewed by Gandhi, Industrial civilization - Technology and their contemporary relevance.		8
UNIT-3	<b>Village Swaraj and Grass Root Democracy (Panchyati raj) in India:</b> Ideal society - State and Democracy, Human Rights & duties - Decentralization of power - Panchayati raj Planning from below - Gandhian perspective to upliftment of women, children and his resistance on to Dowry system, Child marriage and Pardha system		10
UNIT-4	<b>Gandhian Perspectives on Rural Development:</b> Gandhian views on eradicating poverty, inequality, unemployment - Swadeshi dimensions and contemporary relevance – Trusteeship - Gandhian Constructive Programmes and sustainable development.		12
UNIT-5	<b>Post Gandhian Perspectives on Rural Development:</b> Contribution of Vinoba Bhave: Bhoodhan Movement - Anna Hazera Model of Rural Development – Ekta Parishad and Land		10

	rights - A people's movement for self-reliance in Srilanka, Sarvodaya Shramdana Movement.	
<b>References:</b>		
<ol style="list-style-type: none"> <li>1. Gandhi, M.K. (1945) Constructive Programme - its Meaning and place, Navajivan publishingHouse Ahmadabad.</li> <li>2. Gandhi, M.K. (1948) Key to Health, Navajivan Publishing House Ahmadabad.</li> <li>3. Gandhi, M.K. Basic Education, Navajivan Publishing House Ahmadabad.</li> <li>4. Gandhi, M.K. (2004) Village Industries, Navajivan Publishing House Ahmadabad.</li> <li>5. Gandhi, M.K. (1962) Village Swaraj, Navajivan Publishing House Ahmadabad.</li> <li>6. Subramanian.R (1986) Integrated Rural Developement, Gandhigram Rural Institute.</li> <li>7. Katar Singh (1986) Rural Development - Principles, Polices and Management, Sage publication,New Delhi.</li> <li>8. Satya Sundaram., I (2002) Rural Development, Himalaya Publication House Delhi.</li> <li>9. Arunachalam.K.(1981), Gandhian Approach to Rural Development, Sarvodaya Ilakkia Pannai, Madurai.</li> <li>10. Gandhi. M.K (2005), Hind Swaraj or Indian hone role, Navajivan Publishing HouseAhmadabad.</li> <li>11. Mishra R.N., (1973), Bhoodan Movement in India: An Economic Assessment S.Chand, NewDelhi.</li> <li>12. Rootledge (2019), The Sarvodaya Movement: Holistic Development and Risk Governance inSrilanka., Routledge.</li> <li>13. Ratnapala (1999), A.T. Ariyaratne collected works (Vol. 1): A Sarvodaya Vishva LekhaPublication, Srilanka.</li> </ol>		
<b>Course Outcomes</b>	<p>The students will be able</p> <ul style="list-style-type: none"> <li>• To make the student understand the present status of the Indian Rural Scenario.</li> <li>• To enable the student to have a clear knowledge on Gandhian concept of RuralDevelopment and its relevance in the present day context.</li> <li>• To impart knowledge on Gandhian views on women, children, dowry system and otherissues on wider perspective.</li> <li>• To orient knowledge on Gandhian approach on Eradication of poverty, inequality,unemployment and Gandhian remedies.</li> <li>• To understand the students about the Post Gandhian Perspectives on Rural Development</li> </ul>	

Course Code & Title	21DRDP0206 RURAL DEVELOPMENT IN INDIA - POLICIES AND PROGRAMMES		Credit 3
Class	M.A Rural Development Studies	Semester	I
Cognitive Level	✓ K-1: (ILLUSTRATE) ✓ K-3: (COMPUTE) ✓ K-4: (EXAMINE)		
Course Objectives	✓ Familiarisation with rural development policies and programmes. ✓ To discuss about the impact of rural development programmes. ✓ Knowledge about the role of human resources in the process of development.		
UNIT	Content		No. of Hours
UNIT-1	Rural Development-Meaning, Definition, and Concept of Rural Development, Development and Change, Human beings as cause and consequences of Development. Determinants of Rural Development Natural Resources, Human Resources, Capital, Technology, Organizations &Institutions.		8
UNIT-2	Rural Poverty in India-Causes and consequences of rural Poverty. Poverty & Unemployment Eradication programmes: Wage Employment Programmes, Self Employment programmes, Public Distribution System and social security programmes		8
UNIT-3	Need for Rural Development policy, Goals of Rural Development, Policies Rural Development Policies in India.		10
UNIT-4	Rural Development Programmes: Community Development Programme (CDP),Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)- Swarnajayanthi Gram SwarojgarYojana (SGSY)- National Rural Livelihood Mission (NLRM)- Pradhan Mantri Gram Sadak Yojana (PMGSY) – Indira Aawas Yojana (IAY) National Social Assistant Programme (NSAP)- PURA- RURBAN Mission- Unnat Bharat Abiyan (UBA), Right Based Programmes: Right to Information Act, Right to work, Right to food Act, Right to Public services and Right to Education Act		12
UNIT-5	Planning for Rural Development- Levels & Functions of Planning, Decentralization of Planning, Micro Level Planning. Planning Methods: PRA		10
<b>References:</b>			
1. Singh, Katar (2015). Rural Development: Principles, Policies and Management, Sage Publications, New Delhi. 2. Sau, Sachinandan (1998). Rural Development: Theories and Experiences Allied Publishers Ltd., New Delhi. 3. Sreedhar&Rajasekhar (2014): Rural Development in India-Strategies and Processes, Concept Publihing Company Pvt Ltd., New Delhi.SayaSunaram, I. (2002). Rural Development, Himalaya Publishing House, Mumbai.			

	<p>4. Reddy, K. Venkata (2001), Agriculture and Rural Development: A Gandhian Perspective, Himalaya Publishing House, Mumbai.</p> <p>5. Jain, GopalLal (1997). Rural Development, Mangal Deep Publications, Jaipur.</p>
Course Outcomes	<ul style="list-style-type: none"> <li>• Familiarization with Rural Development policies in India</li> <li>• Discuss about the impact of Rural Development Programmes</li> <li>• Knowledge about the role of human resources in the process of development</li> </ul>

Course Code & Title	21DRDP0207 RURAL ORGANIZATIONS		Credit 3
Class	M.A Rural Development Studies	Semester	I
Cognitive Level	<ul style="list-style-type: none"> <li>✓ K-1: (REMEMBER)</li> <li>✓ K-3: (APPLY)</li> <li>✓ K-4: (ANALYZE)</li> </ul>		
Course Objectives	<ul style="list-style-type: none"> <li>• To provide knowledge on Concept, various type of rural organizations</li> <li>• To provide the familiarity on various rural organizations working for the rural development</li> <li>• To provide understanding about the rural organizations functional areas for the community development</li> </ul>		
UNIT	Content		No. of Hours
UNIT-1	<b>Introduction to Rural Organizations:</b> Meaning, Definition, Different types of rural organizations - Rural organizations and Development Functionaries - Distinction between Government organizations and non-governmental organizations - Role of rural organizations for the grassroots development		12 Hours
UNIT-2	<b>Rural Organizations:</b> Government Organizations (GOs), Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs), characteristics and functional aspects - Management of rural organizations – Management issues		8 Hours
UNIT-3	<b>Civil Society Organizations [CSO]</b> - Meaning, Type and Functions, Features - Meaning, characteristics, functional aspects, type, - Management issues, - Management of Self Help Groups:- Genesis, significance, characteristics / features, Organizational and functional aspects, Social development and women empowerment.		12 Hours
UNIT-4	<b>Panchayat Raj Institutions (PRI)</b> Rural Local Government in India: Emergence and Evolution. The 73 <sup>rd</sup> Constitutional Amendment Act: 11 <sup>th</sup> Schedule- Three Tier Structure: Powers and Functions. Finance Commissions		8 Hours
UNIT-5	<b>Development Organizations / Institutions-</b> CARITAS, VANI, AVARD, NCRI AND NIRD&PR. CAPART, NABARD - Help Age India, NCW Corporate Foundation - Project Based Government established Organizations - Women Development Corporation - SC ST and BC Finance Corporation		10 Hours
<b>References:</b>			
1. Goel, S.L.,Kumar.R.: Administration and Management of NGOs, Deep and Deep			

<p>Publications Private Limited.</p> <ol style="list-style-type: none"> <li>2. John Farrington: Non-governmental organization and the State in Asia: Rethinking roles in</li> <li>3. Lalitha, N. Nagarajan, B.S., Self Help Group in Rural Development, Dominant Publishers and Distributors, New Delhi (2002).</li> <li>4. Mark A Robinson : Evaluating the impact of NGOs in Rural poverty alleviation: Indian country study, overseas Development Institute, London</li> <li>5. Michael Edward and Alan Fowler, NGO Management, Earth Scan INDIA &lt; New Delhi (2003).</li> <li>6. Snehlata Chandra, Non-Governmental Organizations: Structure, relevance and function: Kanishka Publishing and Distributions, New Delhi.</li> <li>7. United Nations System: A Guide for NGOS (10<sup>th</sup> edition), January (2003).</li> <li>8. Venkata Ravi. R, "Partnership among Grassroots Organizations", MJP Publishers, Triplicane, Chennai - 600 005, 2017.</li> <li>9. Vijay Padaki, Manjulika Vaz. V. Padaki, (2005), Management Development in Non-Profit Organizations: A Programme for Governing Boards, Sage Publications.</li> <li>10. B. A. Aghion, J. Morduch, 2005, <i>The economics of micro finance</i>, MIT Press.</li> <li>11. J. Burgess, C. Hartley, K. Holly, 2004, <i>International Organizations funding directory: Grants and Projects involving non-Governmental Organizations</i>, Europa.</li> <li>12. K. A. Raju, 1998, <i>Directory of Rural Development Institutions in India</i>, National Institute of Rural Development, Centre on Rural Documentation.</li> <li>13. L. M. Bhole, 1982, <i>Financial Markets and Institutions: Growth, Structure, and Innovations</i>, Tata McGraw Hill.</li> <li>14. L. M. Bhole, 2004, <i>Financial Institutions and Markets: Structure, Growth and Innovations</i>, Tata McGraw-Hill Education.</li> <li>15. M. M. Shirley, 2008, <i>Institutions and Development</i>, Edward Elgar Publishing.</li> <li>16. M. Schreiner, Yaron, 2001, <i>Development Finance Institutions: Measuring their Subsidy</i>, World Bank Publications.</li> </ol> <p>P. K. Rao, 2003, <i>Development Finance</i>, Springer.</p>	
<p><b>Course Outcomes</b></p>	<ul style="list-style-type: none"> <li>• Understanding the fundamental of rural organizations and its roles in the process of rural development.</li> <li>• Gaining knowledge of Rural organizations settings.</li> <li>• Getting conceptual analyzing ideas and procedural structure of the rural organizations in the process of grassroots development.</li> <li>• Learning the rural organizational management concept of funding agencies.</li> <li>• Grabbing the knowledge on strategic planning of the rural organizations for the rural development</li> </ul>

<b>Course Code &amp; Title</b>	<b>21DRDP0208 PROJECT MANAGEMENT</b>		<b>Credit 3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>I</b>
<b>Cognitive Level</b>	<ul style="list-style-type: none"> <li>✓ <b>K-2: (EXPLAIN)</b></li> <li>✓ <b>K-3: (ORGANISE)</b></li> <li>✓ <b>K-6: (SYNTHESIZE)</b></li> </ul>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Understand the concepts of project and project management.</li> <li>• Identify the project opportunities and methods of projects formulation.</li> <li>• Analyze the feasibility for implementation and evaluation of project</li> </ul>		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>
<b>UNIT-1</b>	<b>Introduction to Project Management:</b> Meaning, Definition, Objectives of the project, Structure of the project, Features of the project. Life Cycle of Project – Project Selection, Project Planning, Project Implementation, Project Completion and Review. Project Management- Meaning, Definition, Need and importance of Project Management. Problems in managing projects.		12
<b>UNIT-2</b>	<b>Project Formulation and Appraisal:</b> SWOT analysis on various sources for project identification - Feasibility analysis for project preparation Technical Appraisal, Commercial Appraisal, Economic Appraisal, Financial Appraisal, Management Appraisal, Social Cost Benefit analysis and Project risk analysis. Meaning of Project Finance, Sources of Finance and Role of Financial Institutions in Project financing. Cost of the Project, Cost components of the Project, Cost control techniques.		8
<b>UNIT-3</b>	<b>Project Implementation:</b> Introduction, Measurement of Risk, Documentation Review, Brainstroming, Root Cause analysis, Checklist Analysis, Delphi Technique, Capital Asset Pricing Model (CAPM), Program Evaluation and Review Technique (PERT). Usage of Computers in Project Management, Project Management Software, Networking Technologies used for Project Management		12
<b>UNIT-4</b>	<b>Project Monitoring and Evaluation:</b> Need for project monitoring. Indicators of monitoring. Process and outcomes of monitoring. Designing a Monitoring system. Project management information - Terms of reference – Management		8

	Information System (MIS). <b>Evaluation</b> Types of evaluation - Internal, External, Self. Process, outcome and Impact evaluation. Approaches to evaluation. Developing indicators – Measuring costs – Evaluating benefits.	
<b>UNIT-5</b>	<b>Participatory Monitoring and Evaluation:</b> Need for Participatory Monitoring and Evaluation. Difference between conventional and participatory evaluation. Monitoring and Evaluation Methods and Tools. Designing Participatory Monitoring Systems and Evaluation Framework.	10
<b>Reference:</b>		
<ol style="list-style-type: none"> <li>1. Annabel Warbung“Toolkits : A practical guide to planning, monitoring, evaluation and impact assessment”.Save the Children, London, UK. (1995).</li> <li>2. Arun Kanda (2011), Project Management A Life Cycle Approach, PHI Learning Private Limited, New Delhi</li> <li>3. Britha Mikkelsen, Methods for Development Work and Research, Sage Publications Ltd., New Delhi, 2005.</li> <li>4. Chandra Prasanna (.....) Projects, Planning, Analysis, Selection, Implementation and Review, 5<sup>th</sup> Edition, Tata Mcgraw Hill, New Delhi</li> <li>5. David I.Cleland, Project Management: Strategic, Design and Implementation, McGraw Hill, New Delhi, 1995.</li> <li>6. Harold Kerzner (2009), Project Management: A Systems Approach to Planning, Scheduling, and Controlling, John Wiley and Sons Inc, New Jersey</li> <li>7. Moshin. M., Project Planning and Control, Vikas Publishing House Pvt. Ltd., 1977.</li> <li>8. Nagarajan. K (2002), Project Management, New Age International Private Limited, New Delhi</li> <li>9. Nick Salafsky and Richard A. Margduis “Measures of Success: Designing, Managing, and Monitoring Conservation and Development Projects”. Island Press, Washington D.C. (1998).</li> <li>10. Partha Dasgupta, Amartya Sen and Stephen Marglin, Guidelines for Project Evaluation, Oxford &amp; IBH Publishing Co., New Delhi, 1972.</li> <li>11. Patrick Gudda “A guide to Project Monitoring and Evaluation”, Author House, Bloomington (2011).</li> <li>12. Paul J. Gertler, Sebastian Martinez, “Impact Evaluation in Practice”. The World Bank/ The International Bank for Reconstruction and Development, Washington D.C. 2011.</li> <li>13. Prasanna Chandra, Project Planning, Appraisal, Budgeting and Implementation, Tata McGraw Hill Publishing Company Limited, New Delhi, 1980.</li> <li>14. R.G.Ghattas, Sandra L.McKee, Practical Project Management, Pearson Education (Singapore) Pvt. Ltd., Delhi, 2003.</li> <li>15. Shrutika Kasor, Project Management, Sumit Enterprises, New Delhi, 2003</li> <li>16.</li> </ol>		
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• have knowledge on Project Planning and Methods involved</li> <li>• understand the concept of monitoring and evaluation of projects</li> <li>• Gain skills in monitoring and evaluation of development projects</li> <li>• have skill in application of Participatory Methods in Project Management</li> </ul>	

<b>Course Code &amp; Title</b>	<b>21DRDP0209 PERSPECTIVES IN DEVELOPMENT STUDIES</b>		<b>Credit 3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>2</b>
<b>Cognitive Level</b>	<ul style="list-style-type: none"> <li>✓ <b>K-1: (INTERPRET)</b></li> <li>✓ <b>K-2: (COMPUTE)</b></li> <li>✓ <b>K-5: (EVALUATE)</b></li> </ul>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the concept of development</li> <li>• To explain the development as a process</li> <li>• To be familiar with the theories that dealt the process of development</li> <li>• To understand the means of development</li> <li>• To throw more light on the diverse dimensions of development</li> </ul>		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>
<b>UNIT-1</b>	Definitions of development-Measuring development-Actors in development-Approaches to development.		12
<b>UNIT-2</b>	Modernity Vs Development- Development as an economic process- Human Development. Poverty and development- Post modern development.		8
<b>UNIT-3</b>	Theories of Development: Classical Theories, Economic growth theory, Neo-liberalism, Modernization theories, Marxist Theories of development, World systems Theories, Socialist approach to development and dependency theories.		12
<b>UNIT-4</b>	Grassroots development- Basic needs approach-Decentralization-NGOs as the development solution- Empowerment of poor-People's participation in development- Civil Society interventions- Social capital for harmonious development.		8
<b>UNIT-5</b>	Social and Cultural dimensions of development-Ethno development-Gender and development-Inclusiveness in development- Need for intermediate technology-Sustainable development approach- SDGs as development framework-Right-based approach to development.		10
<b>Reference:</b>			
<ol style="list-style-type: none"> <li>1. Katie Willis &amp;, Royal Holloway (2011) : <i>Theories and Practices of Development</i> , University of London, UK</li> <li>2. Frik De Beer &amp; Hennie Swanepoel (2000): <i>Introduction to Development Studies</i>, Oxford University Press, London.</li> <li>3. Schaaf (2013): <i>Development Organization</i>, Routledge, London.</li> <li>4. Peter P Roger (2007): <i>An Introduction to Sustainable Development</i>, Earthscan Publications Ltd, UK.</li> <li>5. Roger Mac Ginty &amp; Andrew Williams (2016): <i>Conflict and Development</i>, University of York &amp; University of St. Andrews, UK.</li> </ol>			
<b>Course Outcomes</b>	The students will be able <ul style="list-style-type: none"> <li>• To understand the concept of development</li> <li>• To explain the development as a process</li> </ul>		

	<ul style="list-style-type: none"> <li>• To be familiar with the theories that dealt the process of development</li> <li>• To understand the means of development</li> <li>• To throw more light on the diverse dimensions of development</li> </ul>
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Course Code & Title	21ECOP02A2 INDIAN ECONOMY		Credit 4
Class	M.A Rural Development Studies	Semester	II
Cognitive Level	<ul style="list-style-type: none"> <li>✓ K-1: (EXPLAIN)</li> <li>✓ K-2: (RELATE)</li> <li>✓ K-4: (EXAMINE)</li> </ul>		
Course Objectives	<ul style="list-style-type: none"> <li>• To understand the nature and structure of Indian economy.</li> <li>• To study the economic planning in Indian economy.</li> <li>• To realize the significance of agriculture sector of economy.</li> <li>• To learn the industrial development in India.</li> <li>• To examine the budget and economic policy in India.</li> </ul>		
UNIT	Content		Hours
UNIT-1	<b>INDIA AS A DEVELOPING ECONOMY :</b> Economic Growth and Economics Development – Meaning of an Under Developed Economy – Basic Characteristics of Indian Economy – Major Issues of Developing Economy – India as a Mixed Economy – HDI – Sustainable Development.		12
UNIT-2	<b>INDIAN ECONOMIC PLANNING:</b> Rationale, Futures and Objectives of Planning – Historical Review of Planning in India Planning Commission – National Development Council – Finance Commissions – Five Year Plans in India – Achievements and Failures of Economic Planning in Indian Economy – NITI Aayog.		12
UNIT-3	<b>INDIAN AGRICULTURE:</b> Role of Agriculture in Indian Economy – Present Status of Indian Agriculture – Progress of Agriculture under Five Year Plans – Green Revolution – Agricultural Finance – National Commission on Farmers – Doubling farmer’s income – Impact of WTO on Indian Agriculture.		14
UNIT-4	<b>INDUSTRIALDEVELOPMENT IN INDIA:</b> Role of Industrialization in Indian Economy – Industrial Pattern during the Five Year Plans in India – Industrial Policy – Problems of Industrial Development – Some Major Industries – MSMEs – Industrial Finance – Industrial Sickness.		14
UNIT-5	<b>BUDGET AND ECONOMIC POLICY:</b> Budget – Revenues and Expenditures of the Central Government – Black Money – Corruption – New Economic Policy (LPG) – Demonetization – Goods and Service Tax.		12

<p><b>Text Books</b></p> <ol style="list-style-type: none"> <li>Gaurav Datt and Ashwani Mahajan C (2016), Datt and Sundaram's 'Indian Economy', S. Chand and Company Pvt. Ltd., Delhi.</li> <li>Mishra and Puri, (2005) 'Indian Economy', Himalaya Publishing House, Delhi.</li> <li>Brahmananda, P.R. and V.R. Panchmukhi (2001) 'Development Experience in the Indian Economy: Inter-State Perspectives', Delhi.</li> </ol> <p><b>References</b></p> <ol style="list-style-type: none"> <li>Basu Kaushik (2004) 'India's Emerging Economy: Performance and Prospects in the 1990s and Beyond', The MIT Press.</li> <li>Chelliah Raja J. and R. Sudarshan (1999) 'Income, Poverty and Beyond: Human Development in India', Social Science Press, Delhi.</li> <li>Dandekar V.M. (1996) 'The Indian Economy, 1947-92', Vol.II, Sage Publications, Delhi.</li> <li>Dreze, Jean and Sen, Amartya (2002), India: Development and Participation, Oxford University Press, New Delhi.</li> <li>Rangarajan C. (1998) 'Indian Economy: Essays on Money and Finance', UBS, Delhi.</li> </ol>	
<p><b>Course Outcomes</b></p>	<ol style="list-style-type: none"> <li>Examining the status of Indian economy.</li> <li>Evaluating the performance of five year plans in India.</li> <li>Assessing the agricultural sector in India.</li> <li>Analyzing industrial sector in Indian economy.</li> <li>Discussing economic policy and development of India.</li> </ol>

Course Code & Title	21GTPP2VA1 GANDHI IN EVERYDAY LIFE		Credit 2
Class	M.A Rural Development Studies	Semester	II
Cognitive level	<ul style="list-style-type: none"> <li>✓ K-1: (EXPLAIN)</li> <li>✓ K-3: (RELATE)</li> <li>✓ K-4: (JUSTIFY)</li> </ul>		
Course Objectives	<ol style="list-style-type: none"> <li>To understand and appreciate the principles and practices of Gandhi and their relevance in the contemporary times.</li> <li>To develop noble character and attitude to enable the students to cope up with the challenges of daily life.</li> </ol>		
UNIT	Content		Hours
UNIT-1	<p><b>Understanding Gandhi:</b> Childhood days, Student days influence of dramas, books, individuals, religions, family and social factors - Gandhi as rebel, mimicking western civilization, acquaintance with vegetarianism, as lawyer encountering and transforming humiliation in India: with British Agent - in south Africa: train incident, Coach incident on path way, at court, attack by protesters - Gandhi as political leader, social reformer and Constructive worker.</p>		8
UNIT-2	<p><b>Management:</b> Gandhi's experiments in managing family - Eleven vows - Managing Organizations - community living and financial ethics - Managing Social and political movements - Transvaal March - Noncooperation movement and Salt Satyagraha - non - attachment to position.</p>		8
UNIT-3	<p><b>Conflict Resolution:</b> Pursuance of Truth and nonviolence - Rights and duties, Ends and means - Openness, love and</p>		10

	kindness in handling relationship - nonviolent communication - nonviolent Direct Action (Satyagraha) and conflict Transformation - Conflict resolution practices in interpersonal relations, forgiveness and reconciliation - Shanti Sena.	
<b>UNIT-4</b>	<b>Humanism:</b> Trust in goodness of human nature - Respect for individual and pluralistic nature of society - equal regard for all religions (Sarvadharmā Samabhava) - simple and ethical life - swadeshi and unity of humankind.	8
<b>UNIT-5</b>	<b>Sarvodaya:</b> Concept of Sarvodaya - Constructive Programmes - Gandhian alternatives to poverty, terrorism, environmental degradation, issues in education, science and technology, centralization of power and governance and health and hygiene.	12
<b>References:</b>		
<p>M.K. Gandhi, <i>An Autobiography or The Story of My Experiments with Truth</i>, Navajivan Publishing House, Ahmedabad.</p> <p>---. <i>Satyagraha in South Africa</i>, Navajivan Publishing House, Ahmedabad.</p> <p>---. <i>Constructive Programme: Its Meaning and Place</i>, Navajivan Publishing House, Ahmedabad.</p> <p>---. <i>Key to Health</i>, Navajivan Publishing House, Ahmedabad.</p> <p>---. <i>Diet and Diet Reform</i>, Navajivan Publishing House, Ahmedabad.</p> <p>---. <i>Basic Education</i>, Navajivan Publishing House, Ahmedabad.</p> <p>---. <i>Village Industries</i>, Navajivan Publishing House, Ahmedabad.</p> <p>---. <i>Hind Swaraj</i>, Navajivan Publishing House, Ahmedabad.</p> <p>---. <i>Trusteeship</i>, Navajivan Publishing House, Ahmedabad.</p> <p>---. <i>India of my Dreams</i>, Navajivan Publishing House, Ahmedabad.</p> <p>Vinoba, <i>Shanti Sena</i>, Sarva Seva Sangh Prakashan, Varanasi.</p> <p>V.P.Varma, <i>Political Philosophy of Mahatma Gandhi and Sarvodaya</i>, Lakshmi Narain Agarwal, Agra.</p> <p>Louis Fisher, <i>Gandhi: His Life and Message</i> .</p> <p>B.R. Nanda. <i>Mahatma Gandhi: A Biography</i>, Allied Publishers Private Ltd., New Delhi.</p> <p>N.K. Bose. <i>Studies in Gandhism</i>, Navajivan Publishing House, Ahmedabad.</p> <p>Gopinath Dhawan, <i>The Political Philosophy of Mahatma Gandhi</i>, Navajivan Publishing House, Ahmedabad.</p> <p>N. Radhakrishnan, <i>Gandhi's Constructive Programmes: An Antidote to Globalized Economic Planning?</i>, Gandhigram Rural Institute, 2006.</p> <p><b>Films.</b></p> <ul style="list-style-type: none"> <li>➤ Richard Attenborough, <b>Gandhi</b>.</li> <li>➤ Syam Benegal, <b>Making of The Mahatma</b>.</li> <li>➤ Anupam P. Kher, <b>Mein Gandhi Ko Nahin Mara</b>.</li> <li>➤ Peter Ackerman and Jack Duvall, <b>A Force More Powerful</b>.</li> </ul>		
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>➤ To understand the life and message of Gandhi in modernity.</li> <li>➤ To know the Gandhian way of Management.</li> <li>➤ To practice the Gandhian model of conflict resolution.</li> <li>➤ To lead a humane life on Gandhian lines.</li> <li>➤ To become a Gandhian constructive worker.</li> </ul>	

## SEMESTER-III

Course Code & Title	21DRDP0310 SOCIAL SECTOR DEVELOPMENT		Credit 3
Class	M.A Rural Development Studies	Semester	III
Cognitive Level	<ul style="list-style-type: none"> <li>✓ K-1: (SKETCH)</li> <li>✓ K-2: (APPLY)</li> <li>✓ K-3: (ANALYZE)</li> </ul>		
Course Objectives	<ul style="list-style-type: none"> <li>• To understand basic concepts related to Education, Health, Rural Housing, Rural water supply and Rural Sanitation.</li> <li>• To make known the existing programmes and policies related to sector development.</li> <li>• To understand the planned efforts by various Institutions and Stakeholders</li> </ul>		
UNIT	Content		No. of Hours
UNIT-1	Social Sector and Rural Development- Significances of Social Sector development in Rural areas <b>Rural Education:</b> Types of Education-Formal & Non-formal, National Policies on Education, Educational facilities in Rural areas		12 Hours
UNIT-2	<b>Rural Health</b> Rural Health care- Primary health care – Development of health care services in rural India – National Health Policy and Programmes- Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) – IDRD.		8
UNIT-3	<b>Rural Housing</b> Shelter as a basic requirement - Types of rural houses – Housing as social security –Dimensions of rural housing problems- National Housing Policy (NHP) - Indira Aawas Yojana (IAY)- Pradan Mantri Gramodaya Yojana (Gramin Awaas)- Bharat Nirman - Role of housing in the well being of rural people.		14
UNIT-4	<b>Rural Water Supply</b> Sources of Drinking Water– National water Policy, Water Rights: Excess and under utilization of water. Demand and supply analysis- Spatial variations in standards and provisions-issues in water management- National Rural Drinking Water Programme (NRDWP) – Swajaldhara Yojana		10
UNIT-5	<b>Rural Sanitation</b> Policies and Programmes in the provision of Sanitation at various levels: Central Rural sanitation Programme (CRSP)-Nirmal Bharat Abhiyan (NBA) -Sanitation and MDGs Access to Sanitation -role of institutions in public health services- Public Private Partnership (PPP)-community participation - Sanitation and environment-Sanitation and health-Swatch Bharath Mission.		12
<b>References:</b>			
<ul style="list-style-type: none"> <li>• Lalitha N. 2004. Rural Development: Volume I and Volume II Trends and Issues, Dominant Publishers, New Delhi.</li> <li>• Venkata Reddy K. 2000. Rural Development in India. Himalaya Publishing House, New Delhi.</li> <li>• Maheswari S. 1985. Rural Development in India. A Public policy approach. Sages publication, New Delhi.</li> <li>• Hoshiar Singh 1995. Administration of Rural Development in India. Sterling publishers, New Delhi.</li> </ul>			

<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• To understand basic concepts related to Education, Health, Rural Housing, Rural water supply and Rural Sanitation.</li> <li>• To make known the existing programmes and policies related to sector development.</li> <li>• To understand the planned efforts by various Institutions and Stakeholders</li> </ul>

<b>Course Code &amp; Title</b>	<b>22LLEP0001 ADULT CONTINUING EDUCATION AND EXTENSION</b>		<b>Credit 4</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>III</b>
<b>Cognitive Level</b>	<ul style="list-style-type: none"> <li>✓ <b>K-1: (EXPLAIN)</b></li> <li>✓ <b>K-2: (DESCRIBE)</b></li> <li>✓ <b>K-4: (JUSTIFY)</b></li> </ul>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Make the students to understand the basic concepts, programmes of Adult Continuing Education and Extension. The course provides inputs to the students on how to educate the Adult Learners in the context of Lifelong Learning</li> <li>• To understand basic concepts related to Education, Adult Continuing Education and Extension</li> <li>• To familiarize the history of Adult Education including role of various organizations in development of Adult Education across various countries</li> <li>• To know the process and methods involved in material preparation for Adult Learners</li> <li>• To understand the planned efforts by various Institutions and Stakeholders</li> <li>• To make known the existing institutional arrangements for Adult Continuing Education and Open Learning</li> </ul>		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>

<b>UNIT-1</b>	<b>Theory and Concepts:</b> Andragogy, Pedagogy and Heutagogy – Illiteracy and Its Types, Literacy and Its Types – Traditional, Functional, Mass, Rapid, Legal, Technological – Adult Education Continuing Education, Lifelong Learning - Recurrent Education – Formal Education, - Non - Formal Education, Informal Education – Development and Its Indicators. Adult Education and Development – Social, Economic and Cultural – Extension Education	12
<b>UNIT-2</b>	<b>History of Adult Education:</b> Adult Education in Pre – Independence India – Post Independence India From 1947 upto the Twelfth Five Year Plans –Farmers Functional Literacy – Gram Shikshan Mohim, National Adult Education Program –Mass Programme for Functional Literacy, Saakshar Bharat Mission, Centre Model versus Each-One Teach – One Model – Adult Education in China, Denmark, Vietnam, Tanzania – Role of NGOs with Special Reference to Bengal Social Service League, Literacy House, Seva Mandir, Sriniketan - Gandhian Approach on Literacy.	8
<b>UNIT-3</b>	<b>Curriculum Development:</b> Psychology of Adults – Characteristics of Adult Learners, Theories of Adult Learning – Motivational Aspects of Adult Learning – Developing Curriculum, Types of Curriculum – Different Teaching Methods, Teaching Learning Materials for Adults, Teaching Aids. Identification and Preparation of Books for Illiterates, Literates (Neo), Publication And Marketing of Materials, Development of Materials – Print and Non – Print.	14
<b>UNIT-4</b>	<b>Current Trends in Adult Education / Lifelong Learning:</b> National Literacy Mission (NLM), Total Literacy Campaign (TLC), Post – Literacy Campaign (PLC) and Other Programmes of NLM - Literacy Programme under The NEP 2020. Role of NGOs, Universities and Other Government Agencies in Support of the NLM – UNICCO’s Efforts – Strategies for Bringing Extension as the Third Dimension of the University, System, Role and Functions of Department of Adult Continuing Education and Extension, Models for Extension Work. Role of Adult Education Teacher Educators in the Twenty First Century – Open Learning	10
<b>UNIT-5</b>	<b>Continuing Education, Training, field organization:</b> Jana Shiksham Nilayam, Jana Shikshan Sansthan (Shramik Vidyapeeth), Continuing Education Courses, Continuing Education and Technology, NIOS, OBE, Continuing Education and Vocational Courses – Planning Forums, Legal Literacy Programmes – Application of Management Principles at Program, Project, Management Information System for Programme Efficiency – Educational Technologies, Participatory Communication Methods – Training for Functionaries in ACE, NGOs, Participatory Approach - Current Trends in Adult Education Research	12
<b>References:</b>		
<ol style="list-style-type: none"> <li>1. Aggarwal, J.C., Adult and Social Education in India, Global Perspective, New Delhi, 1989.</li> <li>2. Grover, R.P. Rita Chopra, Adult Education, The Indian Publications, Ambala Cantt, 1998.</li> <li>3. Kundu, C.L., Adult Education, Principles, Practice and Prospects, Sterling Publishers Pvt. Ltd., New Delhi, 1984.</li> <li>4. Madan Singh, Adult Education in 21<sup>st</sup> Century, The Associated Publishers, Ambala Cantt, 2001.</li> <li>5. Mohanty J., Adult and Non - Formal Education, Deep &amp; Deep publications Pvt. Ltd., New Delhi, 2002.</li> </ol>		

6. N Hema Sarat & Gajanand Palve Chandra (2020), Adult Continuing and Extension Education at a Glance, Daya Publishing House
7. Parashar B.P., A Text Book of Adult Education, Dominant Publishers and Distributors, New Delhi, 2005.
8. Rajendra Singh Yadav, Adult Education Concept Theory and Practice, The Associated Publishers, Ambala Cantt, 2002.
9. Sharan B. Merriam & Laura L. Bierema: San Francisco, Adult Learning: Linking Theory and Practice, Jossey-Bass (Wiley), 2014
10. Stephen D. Brookfield, Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices, Jossey-Bass (Wiley), 1991

#### Journals

- Indian Journal of Adult Education, Published by Indian Adult Education Association, New Delhi,
- Journal of Adult and Continuing Education - SAGE Journals, New Delhi
- Indian Journal of Educational Research, University of Calcutta, Kolkata
- International Journal of Lifelong Education, Published Taylor and Francis Group, UK
- International Journal of Adult Education and Technology (IJAET), USA

#### Websites

- <https://dsel.education.gov.in/dsel> Government of India Programmes on Literacy
- <https://www.msde.gov.in/> Government of India Programmes on Skill Development
- <https://journals.sagepub.com> › home › aeq
- <https://journals.sagepub.com> › home › adu
- <https://www.igi-global.com> › journal › international-journal
- <http://www.dae.mhrd.gov.in>
- <http://iaea-india.in>
- <https://www.nios.ac.in>

#### Course Outcomes

- Understand the importance and role of Adult Continuing Education and Extension in the development scenario
- Gaining the knowledge on role of various Institutions working for the Adult Continuing Education and Extension
- Have working knowledge on material preparation for Adult Learners
- Understand the Institutional framework for the development of Adult Continuing Education and Extension in the context of development
- Organize the community for gaining from adult, continuing education and extension

<b>Course Code &amp; Title</b>	<b>21DRDP0312 VOLUNTARY ACTION IN RURAL DEVELOPMENT</b>		<b>Credit 4</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>III</b>
<b>Cognitive Level</b>	✓ <b>K-2: (RELATE)</b> ✓ <b>K-3: (APPLY)</b> ✓ <b>K-5: (APPRAISE)</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Explain distinct spiritual basis of philanthropy and voluntarism in India.</li> <li>• Assess Gandhi's influence on the nature and extend of voluntary effort in rural Development.</li> <li>• To know the legal framework of Voluntary organizations/Non-Government organizations.</li> <li>• To learn the various social reforms in India</li> <li>• To able to analyse the social problems and suggesting control measures to overcome those problems</li> </ul>		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>
<b>UNIT-1</b>	<b>Genesis of Philanthropy and Voluntarism-</b> Voluntarism and Gandhian Rural Reconstruction- State, Voluntary Effort and Rural Development- Government's role in promoting Voluntary Effort-People's Participation: Factors determining People's Participation- Problems of Voluntary effort- Strengthening Voluntary effort.		12
<b>UNIT-2</b>	<b>Voluntary Organisations:</b> Nature and Descriptive Typology of VOs-Generations and Typology of VOs/NGOs- Legal Framework and Vos in India: Formation and Strengthening of VOs		8
<b>UNIT-3</b>	<b>Voluntary Agency Administration:</b> Nature and scope of Voluntary Agency- Administration at the Design Stage- Planning and Budgeting- Administration at Implementation and Stabilization Stages- Staff Development-Planning Community Based Programmes- Working with Community Group.		14
<b>UNIT-4</b>	<b>Social Action:</b> Meaning-Features- Social Action and Social Reform-Strategies of Social Action-Social Action India		10
<b>UNIT-5</b>	<b>Rural Society and Voluntary Organisations:</b> Relational problems- Rural VOs and Internal Governance- Income tax related problems-Emerging Challenges, Tasks in Rural Development and VOs.		12
<b>References:</b>			
1. Gangarade. K.D (1990) 'Development of Voluntary action in India' Social Welfare Administration in India: Issues and Challenges, Tata Institute of Social Sciences, Mumbai. 2. Pawar,,S.N , Ambekar.J.B & et.al., (2004) NGOs and Development : the Indian Scenario, Rawat Publications, jaipur.			

<p>3. Satya Sundram.I (1986) Voluntary Agencies and Rural Development, B.R, Publishing Corporation</p> <p>4. Rajasekar.D, (1999)Decentralised Government and NGOs, Concept Publishing Corporation, New Delhi</p> <p>5. Rajasekar.D &amp; Sreedhar.G (2014) Rural Development in India : Strategies and Processes, Concept Publishing Corporation, New Delhi</p>	
<p><b>Course Outcomes</b></p>	<ul style="list-style-type: none"> <li>• Explain distinct spiritual basis of philanthropy and voluntarism in India.</li> <li>• Assess Gandhi’s influence on the nature and extend of voluntary effort in rural Development.</li> <li>• To know the legal framework of Voluntary organizations/Non-Government organizations.</li> <li>• To learn the various social reforms in India</li> <li>• To able to analyse the social problems and suggesting control measures to overcome those problems</li> </ul>

<b>Course Code &amp; Title</b>	<b>21DRDP0313 GOVERNANCE AND DEVELOPMENT</b>		<b>Credit 3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>III</b>
<b>Cognitive Level</b>	<ul style="list-style-type: none"> <li>✓ <b>K-1: (EXPLAIN)</b></li> <li>✓ <b>K-2: (ILLUSTRATE)</b></li> <li>✓ <b>K-6: (INTEGRATE)</b></li> </ul>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Explain the concept of good governance and administration</li> <li>• Elucidate the role of rural governance and mechanism of decentralized from village level to district levels</li> <li>• To know the process and methods involved in developing Good Governance.</li> </ul>		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>
<b>UNIT-1</b>	<b>The nature of Indian Political System:</b> Indian Constitution: Salient features with particular reference to Fundamental Rights, Citizens Charter		12
<b>UNIT-2</b>	<b>Democratic Decentralization:</b> Democracy-Types of Democracy: Direct & Representative – Basic Principles of Democracy: Pluralism, Citizenship and Respect for Human Rights. Decentralization-Types: Deregulation, Deconcentration, Delegation and devolution-Principles- Democratic Decentralization: Significance- Approaches: Political, Administrative and Fiscal.		8
<b>UNIT-3</b>	<b>Rural Local Government:</b> Structure and Functions: Rural Local Government in India: Emergence and Evolution. The 73rd Constitutional Amendment Act: 11th Schedule- Three Tier Structure: Powers and Functions.		14
<b>UNIT-4</b>	<b>Good Governance:</b> Good Governance-Features of Good Governance: Accountability, Transparency, Responsiveness, Equity & Inclusiveness, Effectiveness & Efficiency, Rule of law, Participatory, Consensus.		10
<b>UNIT-5</b>	<b>Initiatives in Local Governments:</b> Social Audit, Citizen Charter, Citizen Report and Ombudsman. Right to Education, Right to Information and Right to Public Services- E-Governance		12
<b>References:</b>			
<ul style="list-style-type: none"> <li>• Rajasekar.D, (1999)Decentralised Government and NGOs, Concept</li> </ul>			

Publishing Cooperation, New Delhi <ul style="list-style-type: none"> <li>• Battacharya, Mohit 1979, Bureaucracy and Development Administration, Uppal Publishing House, New Delhi</li> <li>• Jain L.C 1985, Grass without roots: Rural Development under Government Auspices, Sage Publications, New Delhi</li> <li>• Seshadri, K. 1976, Political Linkages and Rural Development, National Publishing House, New Delhi</li> <li>• Rajasekar.D &amp; Sreedhar.G (2014) Rural Development in India : Strategies and Processes, Concept Publishing Cooperation, New Delhi</li> </ul>	
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• Explain the concept of good governance and administration</li> <li>• Elucidate the role of rural governance and mechanism of decentralized from village level to district levels</li> <li>• To know the process and methods involved in developing Good Governance.</li> </ul>

<b>Course Code &amp; Title</b>	<b>21DRDP0314 EXPERIENCES IN RURAL DEVELOPMENT</b>		<b>Credit 3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>III</b>
<b>Cognitive Level</b>	✓ <b>K-1: (SHOW)</b> ✓ <b>K-2: (ILLUSTRATE)</b> ✓ <b>K-4: (JUSTIFY)</b>		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Explain the agriculture as an important component of rural development;</li> <li>• Discuss the rural developmental strategies in China, Taiwan, Indonesia, Thailand and India;</li> <li>• Explain the role and status of women in Rural Development; and</li> <li>• Analyze the similarities in developmental strategies of Asian countries.</li> </ul>		
<b>UNIT-1</b>	<b>Rural Development Experiences in China:</b> Liquidation of Land Ownership, Mutual Aid Teams, Elementary Cooperatives, Advanced Producers Cooperatives, People's Communes, Second Land Reform, Institutionalized Rural-Urban Divide, Different Approaches to Rural Development, Women in Rural Development in China		12
<b>UNIT-2</b>	<b>Rural Development Experiences In Taiwan:</b> Small-scale Farming Pattern, Paddy Field and Dryland project, Promoting Agri,cultural Trade, Protection of Natural Resources, Improving Rural Living Standards, Comprehensive Social Security System, Women in Rural Development in Taiwan		8
<b>UNIT-3</b>	<b>Rural Development Experiences In Indonesia:</b> Post-revolutionary Period, Emphasis on Soci~lHarmony, VillageUnit Cooperative, Land Law Initiative, Land Reform, Women in Rural Development in Indonesia		14
<b>UNIT-4</b>	<b>Rural Development Experiences In Thailand:</b> Changes in Farming, Leaders in Rural Society, Implementation of Projects, Top Priority to Rural Development, Action Plans and New Strategies, Rural Employment Generation, Policy Recommendations, Important Programmes for Rural Development, Women in Rural Development in Thailand		10
<b>UNIT-5</b>	<b>Rural Development Experiences In India:</b> Community Development Programme, Poverty Alleviation Programmes, Rural Employment Programmes, Bridging Rural-Urban Divide, Land Reforms and Area. Development, Women in Rural Development in India, Panchayati Raj Institutions, National Common Minimum		12

	Programme <b>Rural Development Experiences-Relevance To Indian Policy:</b> Monitoring and Evaluation, India and Other Developing Countries, Main Features in Rural Development, Women's Participadon and Empowerment, Relevance to Indian Policy .	
<b>References:</b>		
<ul style="list-style-type: none"> <li>• Katar Singh, (1999). Rural Development Principles, Policies and Management, Sage Publications, New Delhi.</li> <li>• Mokhzami, Abdul Rahim (ed.) (1979). Rural Development in Southeast Asia, Vikas Publishing House, New Delhi. .</li> <li>• Peter Ho, Jacob Eyferth, Eduard B. Vermeer (ed.), (2004). Rural Development in Transitional China, The New. Agriculture, Frank Cass, London.</li> </ul>		
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• Explain the agriculture as an important component of rural development;</li> <li>• Discuss the rural developmental strategies in China, Taiwan, Indonesia, Thailand and India;</li> <li>• Explain the role and status of women in Rural Development; and</li> <li>• Analyze the similarities in developmental strategies of Asian countries.</li> </ul>	

<b>Course Code &amp; Title</b>	<b>21DRDP03D1 SOCIAL CHANGE AND DEVELOPMENT</b>		<b>Credit 3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>III</b>
<b>Cognitive Level</b>	<ul style="list-style-type: none"> <li>✓ <b>K-1: (REMEMBER)</b></li> <li>✓ <b>K-2: (APPLY)</b></li> <li>✓ <b>K-3: (ANALYZE)</b></li> </ul>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Understanding the theories of social change</li> <li>• Knowledge of factors driving social change</li> <li>• Comprehension of social change and development</li> <li>• Understanding of social institutions and development</li> <li>• Insight into rural social dynamics</li> </ul>		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>
<b>UNIT-1</b>	<b>Social change:</b> Meaning and Definition of Social Change – Nature and Characteristics of Social Change, Classical Theories of Social Change: Evolutionary Theories- Cyclical Theories- Functionalist Theories- Conflict Theories- Social Evolution – Contemporary Theories: Modernization Theories- Dependency Theories Social Progress.		12
<b>UNIT-2</b>	<b>Factors of social change:</b> Geographic factors- biological factors cultural factors- technological factors, agencies of social change- informal agencies, family and religion. Formal agencies, education, legislation, and government.		8
<b>UNIT-3</b>	<b>Social Change and Development:</b> Development - meanings, definitions, facets and dimensions. Economic development and social development. Impact of economic growth on social development. Challenges to measure social development. Relevance of government and Non- Governmental		14

	Organization in social development. Relevance of political organizations in social development.	
<b>UNIT-4</b>	<b>Social Institution and Development:</b> community - relevance of community in creating oneness. Religious practices, magic power, social control, faith brotherhood, understating basic structure. Family: basic social institution, socialization process, protecting the members, providing care to individual, maintaining domestic economy. Education: transferring the knowledge, eliminating the ignorance, understanding the better world.	10
<b>UNIT-5</b>	<b>Dynamics of Development in Rural India:</b> Village Communities in India - Tribal and rural communities. Leadership in rural communities. Role of artisan and Services communities in rural development. Factors responsible for changing natural of rural communities.	12
<b>References:</b>		
<ul style="list-style-type: none"> <li>• M.Haralambos, R.M Heald (1980): Sociology- Themes and Perspective. Delhi: Oxford University Press.</li> <li>• R.M.Macivier and Charles H.Page (1981). Society- An Introductory Analysis. Macmillan, India Pvt Ltd.</li> <li>• William korblum (1988). Sociology in a changing world Holt. Riehart and Winston.Inc.</li> </ul>		
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• Understanding the theories of social change</li> <li>• Knowledge of factors driving social change</li> <li>• Comprehension of social change and development</li> <li>• Understanding of social institutions and development</li> <li>• Insight into rural social dynamics</li> </ul>	

<b>Course Code &amp; Title</b>	<b>21DRDP03D2 RURAL TECHNOLOGIES</b>		<b>Credit 3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>II</b>
<b>Cognitive Level</b>	<ul style="list-style-type: none"> <li>✓ <b>K-1: (EXPLAIN)</b></li> <li>✓ <b>K-3: (ILLUSTRATE)</b></li> <li>✓ <b>K-4: (ASSOCIATE)</b></li> </ul>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the concept of Technology relevant for Rural Development.</li> <li>• To know about the interventions of Government and Non-governmental organizations in promoting rural technologies</li> </ul>		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>

<b>UNIT-1</b>	<b>Science and Technology-</b> Significance- Appropriate Technology- Review of Efforts: Farm Practices, Waste recycling, Animal Husbandry practices, Technology for Rural industries. Technology Missions: Drinking Water-immunization, National Literacy Mission, Oil Seeds, Telecom, Wasteland Development, Dairy Development. Role of CAPART and Rural Technologies, S&T Schemes and Programmes	10
<b>UNIT-2</b>	<b>Transfer of Technology-</b> Problems and suggestions-Communication Technology- Meaning, Basic Elements in communication process, trends in communication Technologies- Innovation Decision process- barriers in communication. Development Communication- Meaning, Definition, communication Approaches and Audio Visual Aids	12
<b>UNIT-3</b>	<b>Rural Housing and Habitat development-</b> cost effective technologies for Rural Housing: Housing Problems of the rural poor-Availability of cost effective technologies- Rural Building Centres.	10
<b>UNIT-4</b>	<b>Bio technologies for Rural Development-</b> Mushroom cultivation, vermiculture, organic farming, floriculture, sericulture, herbal medicines cultivation. <b>Spatial Technologies:</b> Geographic Information System (GIS), Global Positioning (GPS) and Remote sensing.	10
<b>UNIT-5</b>	<b>Energy and sustainable development-</b> Rural Energy sources-renewable and Non-renewable energy- Bio-energy for Rural Areas: Biomass – Biogas- use of non-conventional energy sources.	12
<b>References:</b>		
<ol style="list-style-type: none"> <li>1. Lalitha N (2004): Rural Development- Emerging issues and Trends (Vol.II), Dominant Publications, New Delhi</li> <li>2. Debendra K. Das(1999), Rural Sector and Development: Experience and Challenges, Deep &amp; Deep Publications, New Delhi</li> <li>3. Promila Kandian &amp; Sushma Kaushik (2003), Rural Energy for Sustainable Development, Deep &amp; Deep Publications, New Delhi</li> <li>4. RC Maheswari &amp; Pradeep Chaturvedi (1997), Bio energy for Rural Energisation, Concept Publishing Company, New Delhi</li> </ol>		
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• Acquaintance with technologies available for application in the rural sector.</li> <li>• Appreciate the relevance of appropriate technology in rural development</li> </ul>	

Course Code & Title	22LLEP0004 SOCIAL ENTREPRENEURSHIP		Credit 3
Class	M.A Rural Development Studies	Semester	III
Cognitive Level	✓ K-1: (SKETCH) ✓ K-3: (RELATE) ✓ K-4: (RECOMMEND)		
Course Objectives	<b>Objective:</b> To make the students to understand the scope of social entrepreneurship and to develop skills in managing social enterprises in the context of sustainable development <b>Specific Course Objectives</b> <ol style="list-style-type: none"> <li>To sensitize on the structure and role of third sector in the sustainable development</li> <li>To provide basic understanding about the concept of social entrepreneurship and the port-folio of social enterprises</li> <li>To educate on the managerial knowledge and skills on social enterprises</li> <li>To provide hands-on-training and field level experience on real time basis</li> </ol> To gain the knowledge on social entrepreneurs issues and challenges and developing problem solving strategies		
UNIT	Content		Hours
UNIT-1	<b>Voluntary Sector:</b> Concept, Meaning, Definition, Scope, Type, Need and Importance of Third Sector in Development. Typologies of Third Sector – Voluntary, NGO, NPO, CBO, and CSO - Growth of Third Sector in India – Performance and Environment of Third Sector- Third Sector Relationship to State and Civil Society		12
UNIT-2	<b>Social Entrepreneurship:</b> Concept, Definition, Importance of Social Entrepreneurship – Social Entrepreneurship Vs Business Entrepreneurship – Social Entrepreneurs and Social Change – Qualities and Traits of Social Entrepreneurs – Social Capital Promotion through Voluntary Sectors.		10
UNIT-3	<b>Social Enterprises:</b> Concept, Definition and Importance of Social Enterprises – Similarities and Differences between Social Enterprises and Nonprofit Organization – Types of Social Enterprises – Concept of Triple Bottom Line- Bottom of the Pyramid – Corporate Social Responsibility – Select Case Studies of Indian Social Enterprises.		10
UNIT-4	<b>Management of Social Enterprises:</b> Global and National Environment to Promote Social Enterprises and Social Entrepreneurship. Financial Management of Social Enterprises – Venture Capital for Social Enterprises – Corporate and Government Support for Social Enterprises – Community Participation in Social Enterprises.		12
UNIT-5	<b>Social Marketing:</b> Marketing of Social Services- Application of Marketing Principles in Welfare and Development Field – Problems and Remedies in Social Marketing.		10

**References:**

- Alex Nicholls, (2006), Social Entrepreneurship: New Models of Sustainable Social Change, New York: Oxford University Press.
- David Bornstein, (2007), How to Change the World: Social Entrepreneurs and the Power of New Ideas, New York: Oxford University Press.
- Fred Setterberg, Kary Schulman (1985), Beyond Profit: Complete Guide to Managing the Non Profit Organizations, New York: Harper& Row.
- Gregory Dees, Jed Emerson, Peter Economy (2002), Enterprising Non Profits – A Toolkit for Social Entrepreneurs, New York: John Wiley and Sons.
- Peter Drucker (1990), Managing the Non Profits Organizations: Practices and Principles, New York: HarperCollins.

**Journals**

- Journal of Social Entrepreneurship | Taylor and Francis online
- International Journal of Social Entrepreneurship and Innovation
- Social Enterprise Journal | Emerald Publishing

**Websites**

- <https://www.tandfonline.com>
- <https://www.inderscience.com>
- <https://www.emeraldgroupublishing.com> › journal › sej
- <https://www.schwabfound.org>
- <https://www.msde.gov.in>
- <https://www.nimsme.org> › Social-Entrepreneurship
- <https://www.ediindia.org>

<https://www.un.org> › world-youth-report › wyr2020

<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• Able to analyze the third sector role in development process</li> <li>• Able to apply the concept of Social Entrepreneurship and Enterprises</li> <li>• Can design managerial applications for effective scaling up the Social Enterprises.</li> <li>• Can develop collaborative strategies and techniques for various stakeholders involved for societal development.</li> <li>• Have skill for networking of social marketing and provide possible solutions for problem</li> </ul>
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<b>Course Code &amp; Title</b>	<b>22LLEP0005 RURAL LIVELIHOOD PROMOTION</b>		<b>Credit 3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>III</b>
<b>Cognitive Level</b>	<ul style="list-style-type: none"> <li>✓ <b>K-1: (SHOW)</b></li> <li>✓ <b>K-3: (RELATE)</b></li> <li>✓ <b>K-4: (JUSTIFY)</b></li> </ul>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To make the students to understand the rural livelihood programmes and the development opportunities for the promotion of rural community.</li> <li>• To provide knowledge on Rural Livelihood programme related and its promotion</li> <li>• To provide understanding on relevance and</li> </ul>		

	<p>application of Information and Communication Technology for livelihood in rural areas</p> <ul style="list-style-type: none"> <li>To understand the stakeholders involvement in rural livelihood development process at grassroots level</li> </ul>	
<b>UNIT</b>	<b>Content</b>	<b>Hours</b>
<b>UNIT-1</b>	<b>An overview of Rural Livelihood:</b> – Introduction - Meaning & Definitions –Evolution- Significance of Rural Livelihood – Approaches and Strategies for Rural Livelihood promotion - Sustainable Rural Livelihood: Concept and Framework -Framework of livelihood analysis..	12
<b>UNIT-2</b>	<b>Institutional Arrangement:</b> Government Programmes for Rural Livelihood - Policies to promote rural livelihoods - Issues and Challenges. Rural Livelihood: Institutional Arrangement and Programme Intervention for Rural Livelihood - National Rural Livelihood Mission - State Rural Livelihood Mission.	10
<b>UNIT-3</b>	<b>Diversification of Rural Livelihood:</b> Issues and Strategies for livelihood and Alternative livelihood; Livelihood Promotion by different agencies and Challenges; Livelihood Mapping and uses.	10
<b>UNIT-4</b>	<b>Sustainability and Rural Livelihood:</b> Meaning of Sustainability – Concept and Issues of Sustainable Rural Livelihood and Sustainable livelihood approaches	12
<b>UNIT-5</b>	<b>Role and Efforts by Various Stakeholders:</b> Role of Panchayat Raj Institutions - Role of Banks - Role of NGOs in promoting Livelihood - Skill Development Training for Livelihood - Field Exposure on Livelihood Promoting Institutions - Case study Analysis	10

#### References

Duncombe R. and R. Heeks (1999) ‘Information, ICTs and Small Enterprise: Findings from Botswana’, IDPM Manchester Working Paper No. 7, 1999.

[Purushotham](#) P, Institutional Credit for Rural Livelihoods: A Study of SGSY in the Regions of High Poverty, National Institute of Rural Development, Ministry of Rural Development, Government of India, 2009.

Robert chambers and Gordon R. Conway; sustainable Rural Livelihoods practical concept for the 21<sup>st</sup> century IDS discussion paper.

Shree Chandra Jha, Poverty, Unemployment And National Rural Livelihood Mission (nrlm), Abhijeet publication; 1st edition, 2013

#### Journals

- Gurumurthy A., Singh, P.J.; Kasinathan, G., (2005) Case Study 5: The Akshaya Experience: Community Driven: Local Entrepreneurs in ICT Services
- Kuriyan, R., I. Ray and K. Toyama (2006) “Integrating Social Development and Financial Sustainability: The Challenges of Rural Kiosks in Kerala” in Proceedings of the 2006 International Conference on Information and Communications Technologies and Development, Berkeley
- Mansell & Wehn (1998:115) Mansell, R. and U. When (1998) Knowledge Societies: Information Technology for Sustainable Development. Prepared for the United Nations Commission on Science and Technology for Development. Oxford University Press.
- Rasheed Sulaim V, and N J Kalaivani, and Nimisha Mittal, ICTs and Empowerment of Indian Rural Women, Centre for Research on Innovation and Science Policy (CRISP), Hyderabad, India, 2011.

<ul style="list-style-type: none"> <li>• Samii Roxanna, Mobiles for Development, Information for Development, Volume VII, 2010.</li> <li>• Shradha H. Budhedeo, Issues And Challenges in Bringing ICT Enabled Education To Rural India, IJSRE Volume 4 Issue 1 2016</li> <li>• Vikram Gopinath, “Role of Information and Communication Technology in the Rural Development: Study of Thangachimadam Village Resource Center and its Village Knowledge Centers, 2007.</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.india.gov.in › national-rural-livelihoods-mission...">https://www.india.gov.in › national-rural-livelihoods-mission...</a></li> <li>• <a href="https://aajeevika.gov.in/">https://aajeevika.gov.in/</a> - Deendayal Antyodaya Yojana</li> <li>• <a href="https://rural.nic.in/en">https://rural.nic.in/en</a></li> <li>• <a href="https://darp.gov.in/sites/default/files/National%20Rural%20Livelihood%20Mission.pdf">https://darp.gov.in/sites/default/files/National%20Rural%20Livelihood%20Mission.pdf</a></li> <li>• <a href="https://www.nrlm.gov.in/outerReportAction.do?methodName">https://www.nrlm.gov.in/outerReportAction.do?methodName</a></li> <li>• <a href="http://nirdpr.org.in/nird_docs/nrlm/nrlmhandbook240614.pdf">http://nirdpr.org.in/nird_docs/nrlm/nrlmhandbook240614.pdf</a></li> </ul>	
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• Gaining knowledge of rural settings and its livelihood development process.</li> <li>• Able to understand on the use of ICT as source of information and livelihood; issues involved in such process.</li> <li>• Able to understand the stakeholders commitment on enablement of livelihood opportunities for rural community</li> </ul>

<b>Course Code &amp; Title</b>	<b>21DRDP03M1 RURAL PLANNING</b>		<b>Credit 2</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>III</b>
<b>Cognitive Level</b>	<b>K-1: (EXPLAIN)</b> <b>K-2: (GIVE EXAMPLE)</b> <b>K-4: (ASSOCIATE)</b>		
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To provide basic understanding about the concept of Rural Planning</li> <li>2. To educate on the managerial knowledge and skills on rural planning through PRA methods.</li> <li>3. To provide hands-on-training and field level experience on real time basis</li> </ol>		
<b>UNIT</b>	<b>Content</b>		<b>Hours</b>
<b>UNIT-1</b>	<b>Planning:</b> Definition and Concept of planning - types and characteristics of planning.		10
<b>UNIT-2</b>	<b>Centralized Vs decentralized planning:</b> Top down Vs bottom-up planning- Rationale for decentralized planning. Decentralized Planning in Multi level framework.		8
<b>UNIT-3</b>	<b>Micro-level Planning:</b> Concept of Micro-level Planning- Advantages of Micro-level Planning-Steps in Micro-level Planning.		8
<b>UNIT-4</b>	<b>Amendments:</b> 73 <sup>rd</sup> and 74 <sup>th</sup> Constitutional Amendments and New Panchayat Raj System in India – Eleventh schedule of the Constitution – Role of Panchayati Raj Institutions in		8

	decentralized planning.	
<b>UNIT-5</b>	<b>Participatory planning:</b> Concept and importance of Participatory planning. Participatory Rural Appraisal (PRA) as a tool in planning.	10
<b>References:</b>		
<ul style="list-style-type: none"> <li>• Sundaram K.V., Decentralised Multi Level Planning: Principles and Practice, Concept Publishing Company, New Delhi, 1997.</li> <li>• Mukherjee, Amitava, Methodology and Database for Decentralized Planning, Vol.3, Heritage Publishers, New Delhi, 1991.</li> <li>• United Nations Asian and Pacific Development Institute, Local Level Planning and Rural Development- Alternative Strategies, Concept Publishing Company, New Delhi, 1980</li> <li>• Misra R.P., (ED.), Local Level Planning and Development, Sterling Publishers, NewDelhi, 1980.</li> <li>• Yugandhar B.N. and MukharjeeAmitava, Readings in decentralized planning Vol.2 Concept Publications, New Delhi, 1991.</li> </ul>		
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• To provide basic understanding about the concept of Rural Planning</li> <li>• To educate on the managerial knowledge and skills on rural planning through PRA methods.</li> <li>• To provide hands-on-training and field level experience on real time basis</li> </ul>	

<b>Course Code &amp; Title</b>	<b>21DRDP03M2 RURAL SOCIAL PROBLEMS</b>		<b>Credit 2</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>III</b>
<b>Cognitive Level</b>	<b>K-1: (INTERPRET)</b> <b>K-2: (CLASSIFY)</b> <b>K-3: (ANALYZE)</b>		
<b>Course Objectives</b>	1.To introduce the concept of rural social problems; 2. To throw more light on the problem of unemployment in rural area; 3. To understand the causes and consequences of poverty in rural; 4. To delineate the adverse effects of casteism and untouchability in social interaction; 5. To elicit the problems of vulnerable groups in rural		
<b>UNIT</b>	<b>Content</b>		<b>Hours</b>
<b>UNIT-1</b>	<b>Introduction:</b> Social problems: Concept – Nature-Characteristics- Causes- Types; Study of Social Problems in India.		8
<b>UNIT-2</b>	<b>Unemployment:</b> Concept- Types-Causes- Features of unemployment in rural India-Effects on rural life; Eradication of Unemployment: Employment generation Programmes- Evaluation.		10
<b>UNIT-3</b>	<b>Rural poverty:</b> Concept- Nature-Extent of poverty- Types-Measurement of poverty – Consequences of poverty in		10

	rural life; Poverty alleviation programmes-Evaluation.	
<b>UNIT-4</b>	<b>Casteism and untouchability: Casteism:</b> Concept- Effects of casteism in rural life; Casteism and untouchability-Prejudice and untouchability. Inter-caste relations and conflict; strategies to eliminate the problem of casteism-GOs and NGOs in elimination of casteism.	8
<b>UNIT-5</b>	<b>Vulnerable groups:</b> Problems of Vulnerable groups in rural: Farmers Suicide- landless labourers- problems of elderly- status of women-child labour; Welfare Programmes for the care of Vulnerable groups.	10
<b>References:</b>		
<ol style="list-style-type: none"> <li>1. Ram Ahuja, (2001). Indian Social Systems, Jaipur, Rawat Publications.</li> <li>2. Shankar Rao, (2009). Principles of Sociology, S.Chand and Company Ltd., New Delhi.</li> <li>3. Kumar, (2010). Social Problems and Welfare, Lakshmi Narain Agarwal,agra.</li> <li>4. Sharma, R.N., (2009). Indian Social Problems, Media Promoters and Publishers Pvt., Ltd., Bombay.</li> <li>5. MADAN g.R. (1990). Indian Social Problems Vol.1. Social Disorganization. New Delhi: Allied Publishers.</li> <li>6. Pais, Richard (2010), Social Problems in India, Mangalore: Mangala Publications.</li> <li>7. Attachand, (1987). Poverty and Underdevelopment, Gian Publishinh House, Delhi.</li> <li>8. Prasad, (2001). Population growth and child labour, kanishka Publishers distributors, New Delhi.</li> <li>9. Sharma G.L (2003) Caste, Class &amp; Social Inequality in India, MDP.</li> <li>10. Merton Robert k and Robert Nisbert (1968): Contemporary Social Problems, New York Harcourt brace, Jovavich Ink.</li> </ol>		
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>● Will be able to explain the nature and features of rural social problems;</li> <li>○ Will be able to illustrate the measures taken for the generation of employment;</li> <li>○ Will be able to validate the programmes implemented for the alleviation of poverty;</li> <li>○ Will be able to diagnose the barriers in rural interpersonal relationships;</li> <li>○ Will be able to describe the interventional strategies adopted for the vulnerable groups.</li> </ul>	

<b>Course Code &amp; Title</b>	<b>21DRDP03M3 GUIDANCE AND COUNSELING</b>		<b>Credit 2</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>III</b>
<b>Cognitive Level</b>	✓ <b>K-1: (MATCH)</b> ✓ <b>K-2: (ILLUSTRATE)</b> ✓ <b>K-4: (EXAMINE)</b>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To understand the concept of counseling and its process.</li> <li>To know the approaches and techniques of counseling</li> </ul>		
<b>UNIT</b>	<b>Content</b>	<b>Hours</b>	
<b>UNIT-1</b>	<b>Growth and Development of Guidance and Counselling:</b> Concept and Definition of Counselling - Principles of Counselling - Objectives and goals of counselling - Factors affecting the Counselling PROCESS - effective Counselling – Role of Counsellor and Qualities of Counsellor.	8	
<b>UNIT-2</b>	<b>Development Tasks, Theories and Counselling Goals:</b> Development tasks - Adolescence - Erickson’s theory of Psychological development - Socio - Cultural factors - Problems in the Indian educational contexts - Expectations of different individuals - Counselling goal.	10	
<b>UNIT-3</b>	<b>Approaches to Counselling:</b> The directive or authoritarian approach (psychoanalytic) - Relevance of psychoanalysis to counselling - Humanistic approach – Roger’s Self - theory - Development of self - concept - The Counselling process - Theoretical approaches - Behavioral approaches - Cognitive approach - System approach	10	
<b>UNIT-4</b>	<b>Techniques in Counselling:</b> Non - verbal communication in interview - Counsellor - Counsellor relationship - interviewing techniques in counselling - Structuring the counselling relationship - Counselling in other settings : Group, Educational, Vocational, Family - organizational Counselling, Professional preparation and Training for Counselling, Academic preparation - Counselling skills - Ethical standards - Legal considerations, Selection and training of counselors - Modern trends in counseling – the status of the guidance and counselling movement in India.	8	
<b>UNIT-5</b>	<b>Career Planning and Decision making:</b> Definitions - Current interests in career planning - Theories of career Development and Decision making - Career counselling and the development of human potential – Career planning and Decision making .	10	
<b>References:</b>			
1. Ram Ahuja, (2001). Indian Social Systems, Jaipur, Rawat Publications. 2. Shankar Rao, (2009). Principles of Sociology, S.Chand and Company Ltd., New Delhi. 3. Kumar, (2010). Social Problems and Welfare, Lakshmi Narain Agarwal,agra. 4. Sharma, R.N., (2009). Indian Social Problems, Media Promoters and Publishers Pvt., Ltd., Bombay.			

<p>5. MADAN g.R. (1990). Indian Social Problems Vol.1. Social Disorganization. New Delhi: Allied Publishers.</p> <p>6. Pais, Richard (2010), Social Problems in India, Mangalore: Mangala Publications.</p> <p>7. Attachand, (1987). Poverty and Underdevelopment, Gian Publishinh House, Delhi.</p> <p>8. Prasad, (2001). Population growth and child labour, kanishka Publishers distributors, New Delhi.</p> <p>9. Sharma G.L (2003) Caste, Class &amp; Social Inequality in India, MDP.</p> <p>10. Merton Robert k and Robert Nisbert (1968): Contemporary Social Problems, New York Harcourt brace, Jovavich Ink.</p>	
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>❖ Knowledge about theories, tasks of and approaches to counseling.</li> <li>❖ Apply the techniques of guidance and counseling</li> </ul>

Code: 21VPP03V1	VILLAGE PLACEMENT PROGRAMME	Credit:
<p>Extension is an integral component of the academic programme of the Institute. It is envisioned in the ideals and enshrined in the objectives of the Institute. It remains the nucleus of teaching and research. An important component of extension is the ‘Village Placement Programme’. The students and staff, under this programme, stay in a village for a period of seven days and carry out various activities along with the people. The experience gained during this period would serve as a springboard for designing various activities to be carried out over a period of time. Hence, the staff and students should sit together and plan the programme in a systematic manner.</p> <p>The course is known as “Village Placement Programme”. It is a field based course conducted in a village for a period of 7 days at the beginning of the Third semester for all the programmes. Each student, at the end of the course will be evaluated for 100 marks.</p> <p><b>Objectives</b> The objectives of the Village Placement Programme are:</p> <ul style="list-style-type: none"> <li>• to offer an opportunity to the students to understand the different facets of the rural community;</li> <li>• to enable the students to comprehend and relate classroom learning to field realities;</li> <li>• to facilitate the students to identify rural issues and problems;</li> <li>• to share development information with the people</li> <li>• to inculcate socially relevant values and responsibilities among the students, and</li> <li>• to facilitate the initiation and sustenance of socially relevant programmes/projects that benefit the rural community</li> </ul>		<b>2</b>

## SEMESTER- IV

Course Code & Title	21DRDP0415 RURAL BANKING, MICRO FINANCE AND MICRO ENTERPRISES		Credit 3
Class	M.A Rural Development Studies	Semester	IV
Cognitive Level	<ul style="list-style-type: none"> <li>✓ K-1: (EXPLAIN)</li> <li>✓ K-3: (ILLUSTRATE)</li> <li>✓ K-4: (ASSOCIATE)</li> </ul>		
Course Objectives	<ul style="list-style-type: none"> <li>• To learn about the concept of Micro finance and Rural Banking</li> <li>• To study the various micro enterprises and their sources of funds</li> <li>• To learn the relevance of Sustainable Development Goals with Micro enterprises</li> </ul>		
UNIT	Content		No. of Hours
UNIT-1	<b>Rural Banking:</b> Development Banking, Commercial Banks and Rural Development; Co-operative Banks in Rural Credit; Role of Regional Rural Banks in Rural Credit; NABARD and Rural credit,		12
UNIT-2	<b>Micro Finance-</b> Evolution, Meaning, Definition, Features, Scope and Approaches; Micro Finance Vs Micro Credit; differences between conventional lending Vs Micro credit lending, Comparison of Formal, Semi-formal and Informal sector in Rural Finance; Social Intermediation and Financial Intermediation; International Experiences in Micro Finance- Bangladesh, Philippines, Bolivia		10
UNIT-3	<b>Micro finance and Millennium Development goals-</b> Micro finance and poverty Alleviation, Governance in Micro finance- key indicators for monitoring of Micro Finance, MIS in Micro Finance operations.		10
UNIT-4	<b>Micro Enterprise-</b> meaning, importance, Salient Features, types, Scope and limitations-Rural Micro enterprises- Individual Vs group enterprises- selection of enterprises- guidelines and issues- Growth oriented and livelihood oriented Micro Enterprises.		12
UNIT-5	<b>Sources of funds for Micro Enterprises-</b> NABARD Schemes- SIDBI, CAPART, KVIC, DIC, SGSY; Training for micro enterprises-EDP training; Various Schemes- Mahalir Thittam, Valugu, Kudumbasri; Preparation of project / business plan for micro enterprise; Promotional schemes of Ministry of Micro, Small and Medium industries, GOI- Best Practices in Micro Enterprises promotion.		10
<b>References:</b>			
<ol style="list-style-type: none"> <li>1. Dingra: Rural Banking in India- S.Chand&amp; Co. Limited, New Delhi-110055, 1994.</li> <li>2. Agarwal and KundanaLal:- Rural Economy of India – Vikas publishing House Ltd.- New Delhi-110014, 1990.s</li> <li>3. Reddi – Theory, History and Practice of Co-operation, Loyal Book Depot, Meerut,</li> </ol>			

1979. 4. Mathur- Co-operation in India –Sahitya Bhawan, Agra-282003, 1988. 5. Rais Ahmad – Rural Banking and Economic Development – Mittal publications, New Delhi -110059, 1998. 6. Datta – Co-operative Societies and Rural Development, Mittal Publications – New Delhi-110059, 1991. 7. New Delhi-110059, 1991. 8. Varma – Rural Banking in India –Rawaat Publications, Jeypore-302017, 1988.	
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the Micro finance concept</li> <li>• Learning the millennium development goals in Micro finance</li> <li>• Gaining knowledge of Micro enterprises</li> <li>• Understanding the funding sources of Micro enterprises</li> </ul>

<b>Course Code &amp; Title</b>	<b>21DRDP0416 PUBLIC POLICY</b>		<b>Credit 3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>IV</b>
<b>Cognitive Level</b>	<ul style="list-style-type: none"> <li>✓ <b>K-1: (DESCRIBE)</b></li> <li>✓ <b>K-2: (RELATE)</b></li> <li>✓ <b>K-5: (EVALUATE)</b></li> </ul>		
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Understanding public policy concepts</li> <li>• Knowledge of policy making structure and processes</li> <li>• Comprehension of policy planning and implementation</li> <li>• Evaluation of policy processes</li> <li>• Public policy management and delivery</li> </ul>		
<b>UNIT</b>	<b>Content</b>		<b>No. of Hours</b>
<b>UNIT-1</b>	<b>Public Policy</b> Meaning and Significance- Distinction between Policy, Decision and Goal. Models – Institutional, Rational, Systems and Classical models. Types of Rural Development Policies in India.		12
<b>UNIT-2</b>	<b>Public Policy making Structure and Processes</b> Intergovernmental Relations- Role of Political, Executive, Legislature, Bureaucracy and Judiciary. Major Determinants: Political Parties, Interest Groups, Mass Media, Social Movements, NGOs and International Agencies.		10
<b>UNIT-3</b>	<b>Public Policy Planning and Implementation</b> Role of Legislature, Executive, Judiciary and Bureaucracy- Role of Voluntary Organizations, Interface between NGOs and Government- Major constrains in Policy implementation.		10
<b>UNIT-4</b>	<b>Policy Process</b> Institutions, Elites and Policy Networks. Policy Evaluation- Criteria for evaluation- Cost Benefit Analysis, Equity and Responsiveness- Forums for Evaluation- Parliamentary Committees and Public		12

	Enquiry Commission.	
<b>UNIT-5</b>	<b>Public policy Management and Delivery</b> Managing Discretion, Centralization and Decentralization-Managing Reforms-Policy enforcement modes-New Public Management in the rural development sector- Pressures that affect public service organizations, Market based arrangements, Multi-service provider arrangements in public sector setting.	10
<b>References:</b>		
<ul style="list-style-type: none"> <li>• Thomas Dye (1995): Understanding Public Policy, Prentice Hal, New Jersey.</li> <li>• Michael Hill &amp; Peter Hupe (2002): Implementing Public Policy, Sage Publications, New Delhi.</li> <li>• Anderson James.E (1975): Public Policy Making, Praeger, New York.</li> <li>• Birkland Thomas. A (2005): An Introduction to the Public Policy Process, M.E. Sharpe, New York.</li> <li>• Dunn William. N (2004): Public Policy Analysis, Prentice Hall, New Jersey.</li> <li>• Gerston Fred N (2004): Public Policy Making, M.E. Sharpe, New York.</li> </ul>		
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• Understanding public policy concepts</li> <li>• Knowledge of policy making structure and processes</li> <li>• Comprehension of policy planning and implementation</li> <li>• Evaluation of policy processes</li> <li>• Public policy management and delivery</li> </ul>	

Course Code & Title	21DRDP0417 SUSTAINABLE RURAL DEVELOPMENT		Credit 3
Class	M.A Rural Development Studies	Semester	IV
Cognitive Level	<ul style="list-style-type: none"> <li>✓ K-1: (EXPLAIN)</li> <li>✓ K-2: (ILLUSTRATE)</li> <li>✓ K-6: (INTEGRATE)</li> </ul>		
UNIT	Content		No. of Hours
Course Objectives	<ul style="list-style-type: none"> <li>• Concepts, approaches and opportunities of sustainable development.</li> <li>• Knowledge about the human and natural / non-natural resources and their sustainable use.</li> <li>• Knowledge about policies and programmes of Central and State governments pertaining to rural development.</li> <li>• Best practises in institutional arrangements for sustainable development in developing countries and ;</li> <li>• High skills to develop and implement projects for application of sustainability concepts to accelerate rural development efforts in India and other developing countries.</li> </ul>		
UNIT-1	Understanding sustainable development: concept of sustainable development, its main principles and evolution of ideas of sustainability. Strategies for promoting sustainable development.		12
UNIT-2	Perceptions of conventional and Non-conventional Natural Resources and its Sustainability in the Context of Rural Development & Management: Concept, kinds and conservation/preservation of natural resources; resources and economic development. Renewable Resources, Concept, kinds, distribution and economic potential and its future		10
UNIT-3	Socio-Economic and Cultural Sustainability of Rural Resources –farm and non-farm activities. Agriculture and Domestic Waste and their recycling		10
UNIT-4	Rural Energy System, Conventional – Fire wood, cow dung, Non-Conventional – Bio gas. Solar. Need for Environmental awareness in rural area.		12
UNIT-5	Development of Indicators of Sustainability through studying some sustainable Rural Development projects (Case studies).		10
<b>References:</b>			
<ul style="list-style-type: none"> <li>• Robert chambers and Gordon R. Conway; sustainable Rural Livelihoods practical concept for the 21<sup>st</sup> century IDS discussion paper.</li> <li>• Lalitha N. 2004. Rural Development: Volume I and Volume II Trends and Issues, Dominant Publishers, New Delhi.</li> <li>• Rajasekar.D &amp; Sreedhar.G (2014) Rural Development in India : Strategies and Processes, Concept Publishing Corporation, New Delhi</li> </ul>			

<ul style="list-style-type: none"> <li>• Singh, Katar (2015). Rural Development: Principles, Policies and Management, Sage Publications, New Delhi.</li> </ul>	
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• Concepts, approaches and opportunities of sustainable development.</li> <li>• Knowledge about the human and natural / non-natural resources and their sustainable use.</li> <li>• Knowledge about policies and programmes of Central and State governments pertaining to rural development.</li> <li>• Best practises in institutional arrangements for sustainable development in developing countries and ;</li> <li>• High skills to develop and implement projects for application of sustainability concepts to accelerate rural development efforts in India and other developing countries.</li> </ul>

Course Code & Title	21DRDP0418 TRIBAL DEVELOPMENT – ISSUES AND CHALLENGES		Credit 3
Class	M.A Rural Development Studies	Semester	IV
Cognitive Level	<ul style="list-style-type: none"> <li>✓ K-1: (EXPLAIN)</li> <li>✓ K-3: (ANALYSE)</li> <li>✓ K-4: (DETERMINE)</li> </ul>		
Course Objectives	<ul style="list-style-type: none"> <li>• Understanding tribal societies</li> <li>• Analyzing tribal issues</li> <li>• Exploring tribal identity dynamics</li> <li>• Understanding tribal policies in India</li> <li>• Evaluating tribal development programmes</li> </ul>		
UNIT	Content		No. of Hours
UNIT-1	<b>Tribal Society:</b> Tribal – Concept – Geographic, ethnic and demographic characteristics of tribes in India; difference between tribes and non- tribes; methods of studying tribal issues		12
UNIT-2	<b>Tribal Issues:</b> Domains of tribal issues: social – cultural – ethic – religions – educational – economic- land – alienation –indebtedness- linguistic- problem of culture contact.		10
UNIT-3	<b>Dynamics in Tribal Identity:</b> Tribal status and development perspectives – ethnic relations – education and training health and nutrition – employment trends- marginalization and exclusion – tribal identity in contemporary society.		10
UNIT-4	<b>Tribal Policy in India:</b> Tribal development; historical concept of approach to tribal development: Pre- colonial – post – independent period; Tribal Governance.		12
UNIT-5	<b>Tribal Development:</b> constitutions provisions – protection of civil rights- reservation in legislatures, and services – tribal administration tribal welfare departments in state and central – welfare schemes and five year plans- tribal research.		10
<b>References:</b>			
<ul style="list-style-type: none"> <li>• Behera, M.C &amp; JUMyir Basar,2010 (Ed), Interventions and Tribal Development, Serial Publications, New delhi.</li> <li>• Pani, N., &amp; Sahoo,,J (2008), Tribal Development, New Delhi, Mahamaya Publishing House</li> <li>• Doshi S.L &amp; Jain P.C (1997), Introduction to Anthropology, Rawat Publications, New Delhi</li> <li>• Harasukar Laxmi (2005), the tribals and their Development, Current publications, Agra</li> <li>• Singh.K.S (1995), The Schedule Tribes, Oxford University Press, New Delhi</li> </ul>			
Course Outcomes	<ul style="list-style-type: none"> <li>• Understanding tribal societies</li> <li>• Analyzing tribal issues</li> <li>• Exploring tribal identity dynamics</li> <li>• Understanding tribal policies in India</li> <li>• Evaluating tribal development programmes</li> </ul>		

<b>Course Code &amp; Title</b>	<b>21DRDP04M1 YOUTH DEVELOPMENT</b>		<b>Credit 2</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>IV</b>
<b>Cognitive Level</b>	✓ <b>K-1: (EXPLAIN)</b> ✓ <b>K-3: (RELATE)</b> ✓ <b>K-4: (JUSTIFY)</b>		
<b>UNIT</b>	<b>Content</b>		<b>Hours</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To gain knowledge about the status of youth.</li> <li>• To understand the policies, techniques and models of youth development.</li> </ul>		
<b>UNIT-1</b>	<b>Youth:</b> Concept-Demographic Profile Indian Youth. Theories on Adolescence: Erickson's psychosocial theory of development, Blo's theory of process of Disengagement by adolescents, Richard lessor's Problem behavior theory.		8
<b>UNIT-2</b>	<b>Youth Development:</b> Concept- Youth Development index based on Human Development index dimensions - Youth led Sustainable Development in the focus areas of Health and Population dynamics, Education and Skill development, Gender equality and Women empowerment. Peace and Non- Violence.		10
<b>UNIT-3</b>	<b>Positive Youth Development:</b> Conceptual Understanding of Positive Youth Development (Competence, <i>Character</i> , Confidence, Connection and Caring).Community engagement framework for youth development – Factors promoting and hindering youth engagement in the community.		8
<b>UNIT-4</b>	<b>Approaches and Models of Youth Work:</b> Nature & definition of Youth Work, Approaches to Youth Work - Relief based approach, Welfare based approach, Development based approach and Policy Development based approach.		8
<b>UNIT-5</b>	<b>Youth Policy &amp; Programmes:</b> policy development framework – essential features of national youth policy of India (2014), National programme for youth & Adolescent development (NPYAD) OF Government of India, Rajiv Gandhi National Institute of Youth Development (RGNIYD).		10
<b>References:</b>			
<ol style="list-style-type: none"> <li>1. Chowdhry D.P.1988. Youth Participation and Development. New Delhi. Atman Ram and Sons Publications.</li> <li>2. Kenyon et.al. 1996. Youth policy 2000. Formulating and implementing national youth policies.CYP Publication. Chandigarh.</li> <li>3. Philip and M C Michael 1996. Development and social change, A global Perspective. Sage publications, London.</li> <li>4. Rajendran vasanthi and david paul.2006. Youth and Globalization. Rajiv Gandhi national institute of youth development, sriperumandur.</li> <li>5. Sibereisen K. and Richard m. Lerner. 2007. Approaches to positive youth development. Sage publications. New Delhi.</li> <li>6. Wn J and r.White.1997. Rethinking youth London. Sage publications limited.</li> <li>7. Phil Mizem (2004) the changing state of youth, palgrave publishers, New York.</li> </ol>			
<b>Course Outcomes</b>	<ol style="list-style-type: none"> <li>1. Acquire the skills of working with youth.</li> <li>2. Gain knowledge about the various approaches and models.</li> </ol>		

Course Code & Title	21DRDP04M2 SOCIAL PSYCHOLOGY		Credit 2
Class	M.A Rural Development Studies	Semester	II
Cognitive Level	✓ K-2: (RELATE) ✓ K-3: (PREPARE) ✓ K-4: (GENERALISE)		
UNIT	Content		Hours
Course Objectives			
UNIT-1	<b>Introduction to Social Psychology:</b> Nature, Definition and scope of social psychology. Social psychology and related disciplines- methods of social psychology – Importance of social psychology in studying rural life.		12
UNIT-2	<b>Perception and Attitudes:</b> Perception: meaning – means of perception: verbal and non- verbal communication- attribution. Attitudes – characteristics, formation of attitudes, attitude change. Interrelationship between perception and attitude.		10
UNIT-3	<b>Social interaction:</b> Meaning Interpersonal interaction – meaning- determinants; pro- social behavior: meaning – factors influencing pro- social behavior; aggression: meaning- origin and forms – control of aggression.		10
UNIT-4	<b>Group Processes:</b> Group- Characteristics and functions- group- roles, norms and cohesiveness. Leadership, Types of leadership, leadership training.		12
UNIT-5	<b>Social Influence:</b> social influence – conformity- compliance- obedience public opinion – meaning, formation of public opinion, Measuring public opinion. Propaganda- principles of propaganda, media of propaganda.		10
<b>Reference:</b>			
<ul style="list-style-type: none"> <li>• Baron, R.A &amp; Byrne .D (2003), Social Psychology, 7<sup>th</sup> ed New Delhi: Prentice hall</li> <li>• Taj.H (2007), An Introduction to Social Psychology, New Delhi: Neel Kamal</li> <li>• Aroson, Elliot, Wilson K.Timothy and Akery M.Robert (1997), Social Psychology, Longman Publishers.</li> <li>• Baron A. Robert Boon Byrne (1980), Social Psychology, prentice Hall of India, India</li> <li>• Taylor, S.E., Peplan, L.A &amp; Sears, D.O (19970, Social Psychology, Prentice Hall, New Nersey (USA)</li> </ul>			
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• Understanding social psychology</li> <li>• Analysing perception and attitude</li> <li>• Exploring social interaction</li> <li>• Understanding group processes</li> <li>• Analysisng social influence</li> </ul>		

Course Code & Title	21DRDP0419 INTERNSHIP		Credit 4
Class	M.A Rural Development Studies	Semester	IV
Cognitive Level	✓ K-1 (IDENTIFY) ✓ K-3: (APPLY) ✓ K-4: (ANALYZE)		
UNIT	Content		No. of Hours 4
<b>Introduction</b>	<p>All the students of Second year M.A. Rural Development Studies Programme will have Internship for four weeks during Semester break with Development organizations of repute. Internship is in part fulfillment of the academic programme for the final year students of P.G. in Rural Development. It has been planned with the support of development organisation engaged intensively in rural development and related activities in various locations. Each student will be attached with a Development Organisation identified for this purpose. He / She will also be required to stay in or visit the service villages of the Organisation concerned where actual work is on-going as decided by the Chief Functionary of the Organisations</p>		
<b>Major Objectives:</b>	<ul style="list-style-type: none"> <li>• To study the origin, ideology, objectives, structure and management of an Organisation including the decision making process.</li> <li>• To learn about the socio-economic and geographic condition of the organisation's service areas, sources of support available to the people and their problems to be tackled.</li> <li>• To understand the approaches, strategies and methods followed by the Organisation through various development programmes, for tackling these problems.</li> <li>• To know the systems of planning, appraising implementing, monitoring and evaluating development programmes, including training, reporting, accounting and auditing.</li> <li>• To examine the problems facing the Organisation in the process of development intervention and prepare an action plan for a problem facing the people.</li> </ul> <p>In order to fulfill these objectives, each student will associate himself/herself with the organisation allotted to him/ her and work in close cooperation with it. Besides observation and study, he/she will participate in the developmental activities of the organisation and carry out such tasks as are assigned by the Chief Functionary which are relevant to the fulfillment of the above objectives.</p>		
<b>Preparation of Programme Schedule</b>	<p>In the first two days, each student in cooperation with the Chief Functionary of the organization will prepare a tentative programme schedule. After discussion, the programme schedule will be finalized for the entire period of four weeks. The schedule may be kept flexible to the extent necessary in order to provide maximum benefit to the student in achieving the objectives of field training. Detailed programme for a week may also be planned for implementation by the students and sent through the Chief Functionary to the Head of the Department of Rural Development immediately.</p> <p>The first three Sundays (and public holidays, if any) are intended for preparing the previous weekly report by the students. In case the organisation has field/other programmes on these days, the students are required to participate in such programmes as decided by the organisation. Faculty Members from the Department of Rural Development may also visit students on these days for monitoring the programme.</p>		
<b>Maintenance of Records</b>	<p>During the period, each student will maintain a diary from the forenoon of joining the programme till completion independently record his/her</p>		

	<p>observations and participation in developmental activities noting down the place, time, persons and purpose, follow-up, if any, difficulties, etc., review of the day's activities of the students, his pains in the form of skills learnt, experiences, his/her capacity to cope up with the handicaps thereof, etc., may be diarized in a separate note book at the end of every day. The student shall submit his/ her diary to the Official –in- charge for perusal and his signature as frequently as possible, but not less than once or twice a week.</p> <p>Weekly reports, numbering four in all, for every completed week should be mailed to the Department not later than Monday of the subsequent week, with the signature of the Chief Functionary or Officer-in-charge of this programme. Students must have a carbon copy of all these four reports for preparing their consolidated final report.</p>
<b>Conduct</b>	<p>During the Internship Programme, every student will conform strictly to the rules and regulations of the respective institution to which he/she is attached and will be under its supervision, control and direction. No student attached to an agency shall leave the premises on any day without the knowledge and prior permission of the Official-in- charge of the Programme. Each student is advised to conduct himself/herself well and to the full satisfaction of the Chief Functionary of the organisation. No student will be absent from the programme without prior permission from the official and simultaneous intimation to the Department (by post to the latter)</p>
<b>General</b>	<p>Each student is advised to be serious, to work hard and derive the maximum advantage out of the opportunity given to him/her by the Internship Programme. In case of sickness or in need of any kind of medical aid, please contact the Chief Functionary of the agency for help. Each student should keep the office informed of his whereabouts, when he/she is away for the field programme.</p>

**INTERNSHIP  
II M.A. (RURAL DEVELOPMENT STUDIES)  
GANDHIGRAM RURAL INSTITUTE  
(Deemed to be University)  
GANDHIGRAM -624302.**

Evaluation Sheet

Name of the Institution & Address:

Name of the Student :

Sl.No	Evaluation Criteria	Max.Marks	Marks awarded
1.	Participation in Programme/Activities	20	
2	Ability to propose suggestions for field problems	20	
3	Linkages established with Organisations/ Institutions	10	
4	Contact with Extension Functionaries	10	
5	Maintenance of Diary	20	

6	Flair for field extension work	10	
7	General conduct	10	
<b>Total</b>		<b>100</b>	

Office Seal

Signature

Course Code & Title	21GTPP4VA2 HUMAN VALUES AND PROFESSIONAL ETHICS		Credit 2
Class	M.A Rural Development Studies	Semester	IV
Cognitive Level	<ul style="list-style-type: none"> <li>✓ K-1: (SHOW)</li> <li>✓ K-3: (APPLY)</li> <li>✓ K-4: (ASSOCIATE)</li> </ul>		
UNIT	Content	Hours	
Course Objectives	<ul style="list-style-type: none"> <li>❖ To enable students to acquire basic knowledge and exposure to human values and professional ethics.</li> <li>❖ To motivate the students to imbibe and practice values and ethics in their profession and social interactions.</li> </ul>		
UNIT-1	<b>Concept of Human values:</b> need for values and ethics in human life, types of values: Personal and moral values: love, truth, tolerance, wisdom, sacrifice, sincerity, self - control, altruism and scientific vision - Social values: equality, humaneness, universal brotherhood, empathy, probity.	10	
UNIT-2	<b>Political and Constitutional values:</b> democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity - Religious values: faith, love, compassion, forgiveness, tolerance, equal respect for all religions, selflessness, awareness, nonattachment, character and virtues.	10	
UNIT-3	<b>Aesthetic values:</b> appreciation of literature and fine arts and nature - Economic values: fairness, honesty, business integrity, eco-centric - Environmental values: respect and concern for nature and its fauna and flora - Professional values: quest for knowledge, competency, sincerity in profession, regularity, punctuality.	10	
UNIT-4	<b>Ethics:</b> Meaning, domains of ethics, need for ethics, challenges to ethics, ethics and morality, role of ethics in work environment.	8	
UNIT-5	<b>Professional Ethics:</b> pride in their work, trust with confidences, honesty, trustworthy, moral, corruption free and loyal, personal commitment to quality, sharing the burden – take responsibility,	12	

	Ethical Intelligence: Do no harm, make things better, respect others, be fair (no bias/ prejudice), be loving.	
<p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Dr.Shiva and Dr. Balaji Loganathan, 2011, 'Value Education', Sree Gomathi Publications, Chennai.</li> <li>• Babu Muthuja and R. Usharani, 2009, 'Peace and Value Education', Centrum Press, New Delhi,</li> <li>• S.Srinivasan, 2005, 'Value Based Management', Jaico Books, Mumbai,.</li> <li>• Herve Morisette, 2001, 'Paths to a New Value Education', Indian Catehetical Association, Bangalore,</li> <li>• R.S. Naagarazan, 2006, 'A Textbook on Professional Ethics and Human Values', New Age, International Publishers, New Delhi.</li> <li>• Pushpam Kumar and B. Sudhakara Reddy, 2007, 'Ecology and Human Well Being', Sage, Publications, New Delhi.</li> <li>• Dr. Kiruba Charles and V. Arul Selvi, 2016, 'Value Education, Neelkamal; First edition, New Delhi.</li> <li>• A.R. Mohapatra and Bijaya Mohapatra, 2014, 'Value Education: A Study in Human Values and Virtues, Readworthy Publications, New Delhi.</li> <li>• Gaur R.R, Sangal R, 2010, 'A Foundation Course in Human Values and Professional Ethics, Excel Books, New Delhi.</li> <li>• Justin Oakley, Dean Cocking, 2001, 'Virtue Ethics and Professional Roles, Cambridge University Press, United Kingdom.</li> <li>• Gogate S.B, 2010, 'Human Values and Professional Ethics, Human Values and Professional Ethics, Vikas Publishing House; First edition, New Delhi.</li> <li>• Gregory R Maio, 2016, 'The Psychology of Human Values, Rout ledge Publications, New York.</li> <li>• John Clammer, 2018, 'Cultural Rights and Justice: Sustainable Development, the Arts and the Body, Palgrave Macmillan, 1st ed. 2019 edition, U.K.</li> </ul> <p><b>Web links:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://archive.kdd.org/good_citizens_creating_enlightened_society_thich_nhat_hanh.pdf">http://archive.kdd.org/good_citizens_creating_enlightened_society_thich_nhat_hanh.pdf</a>.</li> <li>• Thought of Human Value education According to Mahatma Gandhi</li> <li>• <a href="http://management.nrjp.co.in/index.php/JSSMMS/article/download/155/294">management.nrjp.co.in/index.php/JSSMMS/article/download/155/294</a>.</li> </ul>		
Course Outcomes	<ul style="list-style-type: none"> <li>• Comprehend the significance and importance of values and their pervasiveness</li> <li>• Gain knowledge on the different aspects of values and ethics</li> <li>• Have exposure on the practical dimensions of professional ethics</li> </ul>	

## GENERIC ELECTIVE COURSES – Post Graduate

### (Courses offered to other Departments)

<b>Course Code &amp; Title</b>	<b>21DRDP02G1 RURAL SOCIETY AND DEVELOPMENT</b>		<b>Credit 3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>II</b>

<b>Cognitive Level</b>	<ul style="list-style-type: none"> <li>✓ <b>K-1: (EXPLAIN)</b></li> <li>✓ <b>K-2: (RELATE)</b></li> <li>✓ <b>K-4: (ASSOCIATE)</b></li> </ul>	
<b>UNIT</b>	<b>Content</b>	<b>Hours</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Explain the nature of rural society,</li> <li>• To explain the structure and functions rural social organizations,</li> <li>• To understand the dynamics in rural society,</li> <li>• To introduce the concept of rural development and</li> <li>• To understand the strategies adopted for rural development.</li> </ul>	
<b>UNIT-1</b>	<b>Rural society:</b> Nature and Characteristics. Rural- Urban Differences, Rural- Urban Continuum, Study of Rural Society in India.	10
<b>UNIT-2</b>	<b>Rural Social Organization:</b> Kinds of Social Organization in Rural: Caste, Family, Education, Religion, Economy, Governance - concept, Nature, Functions and Present changes; Co-operatives- Concept Nature, Role and Significance in Rural Development.	12
<b>UNIT-3</b>	<b>Dynamics in Rural Society:</b> Rural Dynamics: Factors responsible for Rural dynamics - Planned and Unplanned Social Change- Conceptualizing Rural Development in India.	10
<b>UNIT-4</b>	<b>Rural Development:</b> Rural Development: Concept, Nature, Importance of Rural Development, Gandhiji's Perspective on Rural Development- Planning for Rural Development in India.	8
<b>UNIT-5</b>	<b>Strategizing Rural Development:</b> Sources of Rural Development: SHG- SGSY- Agro-Based industries- Rural Tourism: Concept, Nature, Importance; Development of Agriculture; Social Dimensions of Rural Development Policies and Programmes for Rural Development.	12
<b>References:</b>		
<ol style="list-style-type: none"> <li>1. Breman, J (2007): The Poverty Regime in Village India. Oxford University Press</li> <li>2. Thorner, Daniel and Thorner, (1962) Alice: Land and Labour in India, Bombay: Asia Publications.</li> <li>3. Desai, A.R. (1977): Rural Sociology in India. Bombay: Popular Prakashsn.</li> <li>4. Doshi, S.L.and P.C. Jain (1999), Rural Sociology, Rawat Publications, Jaipur and New Delhi.</li> <li>5. Sharma K.L., (1997): Rural Sociology in India, Rawat Publications.</li> <li>6. Sharma G.L (2003) Caste, Class &amp; Social Inequality in India, MDP.</li> <li>7. Chauhan, Brji Raj, (2009): Rural Life: Grass Roots Perspectives, New Delhi: Concept.</li> <li>8. Madan, Vandana (ed), (2004), The Village in India. New Delhi: OUP.</li> <li>9. Thankur, Manish, (2014), Indian Village: A Conceptual HISTORY. Jaipur: Rawat.</li> </ol>		
<b>Course Outcomes</b>	Learners would be able to <ol style="list-style-type: none"> <li>1. Explain the Concept and nature of rural society.</li> <li>2. Synthesize the structure and functions rural social organization.</li> <li>3. Capable of transitions happened in rural society.</li> </ol>	

	4. Approach the concept of rural development.
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<b>Course Code &amp; Title</b>	<b>21DRDP02G2 NGO MANAGEMENT</b>		<b>Credit 3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>II</b>
<b>Cognitive Level</b>	✓ <b>K-1: (EXPLAIN)</b> ✓ <b>K-3: (APPLY)</b> ✓ <b>K-4: (ASSOCIATE)</b>		
<b>UNIT</b>	<b>Content</b>		<b>Hours</b>
<b>Course Objectives</b>	To learn about the structure and functions of NGOs, promoting Rural Development		
<b>UNIT-1</b>	Non-Governmental Organizations (NGOs)- Meaning, Definitions, concept, Characteristics, structures and functions, Classification/ Types. Evolution and growth of NGOs NGOs as alternative catalysts of development. Case studies.		10
<b>UNIT-2</b>	Registration and establishment of NGO- Societies Act-Trust act-Bylaws preparation- Legal Status of NGOs-Monitoring mechanism adopted by the government –FCR Act. Taxation for NGOs.		12
<b>UNIT-3</b>	Sources of funding-Internal &External- Government grants-Foreign Aid- Donations-Membership Fees and NGO contribution- Project approach to funding- Donor consortium approach- Project formulation: steps in NGOs project formulation -Proposal writing for funding agencies.		10
<b>UNIT-4</b>	Management: Meaning, Definition, Importance of Management, concept of Management of NGOs, different measures of control of NGOs. Nature and significance of NGO Management-organizational Structure- Strategies of social action adopted by NGOs. Values in Development Projects: Types of Values, NGOs Development Value. Human Needs in Development projects: Maslow's hierarchy of Needs		8
<b>UNIT-5</b>	Corporate Social Responsibility (CSR)- Definition and scope of CSR- Evolution of CSR- - Stages of organizational growth in CSR- Success and failures with CSR initiatives-Case studies.		12
<b>References:</b>			
1. Joel S.G.r Bhose(2003): NGOs and Rural Development- Theory and Practice, Concept Publications, New Delhi 2. Lawani B.T (1999) NGOs in Development, Rawat Publications, Jaipur 3. Ravi Shankar Kumar Singh(2003) Role of NGOs in Developing Countries (Potentials, Constraints and Policies), Deep & Deep Publications(P)Ltd., New Delhi 4. John M.Riley (2002), Stakeholders in Rural Development- Critical Collaboration in State-NGO Partnership, Sage Publications, New Delhi 10. Brent D.Beal (2014): Corporate Social Responsibility- Core issues and recent Developments, Sage Publications, New Delhi.			
	1.Gain an in-depth understanding of the developmental transactions of		

<b>Course Outcomes</b>	NGOs 2. Comprehend the process of establishing and managing NGOs
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<b>Course Code &amp; Title</b>	<b>21DRDP02G3 RURAL DEVELOPMENT IN INDIA - POLICIES AND PROGRAMMES</b>		<b>Credit 3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>II</b>
<b>Cognitive Level</b>	✓ <b>K-1: (EXPLAIN)</b> ✓ <b>K-2: (ILLUSTRATE)</b> ✓ <b>K-4: (ASSOCIATE)</b>		
<b>UNIT</b>	<b>Content</b>		<b>Hours</b>
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>To learn about policies and programmes of Government of India concerning rural development sector.</li> </ul>		
<b>UNIT-1</b>	Rural Development-Meaning, Definition, and Concept of Rural Development, Development and Change, Human beings as cause and consequences of Development. Determinants of Rural Development Natural Resources, Human Resources, Capital, Technology, Organizations &Institutions.		10
<b>UNIT-2</b>	Rural Poverty in India-Causes and consequences of rural Poverty.Poverty & Unemployment Eradication programmes: Wage Employment Programmes, Self Employment programmes, Public Distribution System and social security programmes		12
<b>UNIT-3</b>	Need for Rural Development policy, Goals of Rural Development, Policies Rural Development Policies in India.		10
<b>UNIT-4</b>	Rural Development Programmes: Community Development Programme (CDP),Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)- Swarnajayanthi Gram SwarojgarYojana (SGSY)- National Rural Livelihood Mission (NLRM)- Pradhan Mantri Gram Sadak Yojana ( PMGSY) – Indira Aawas Yojana (IAY) National Social Assistant Programme (NSAP)- PURA-RURBAN Mission- Unnat Bharat Abiyan (UBA), Right Based Programmes: Right to Information Act, Right to work, Right to food Act, Right to Public services and Right to Education Act		8
<b>UNIT-5</b>	Planning for Rural Development- Levels & Functions of Planning, Decentralization of Planning, Micro Level Planning. Planning Methods: PRA		12
<b>References:</b>			
<ul style="list-style-type: none"> <li>Singh,Katar (2015). Rural Development: Principles, Policies and Management, Sage Publications, New Delhi.</li> <li>Sau, Sachinandan (1998). Rural Development: Theories and Experiences Allied Publishers Ltd., New Delhi.</li> <li>Sreedhar&amp;Rajasekhar (2014): Rural Development in India-Strategies and Processes, Concept Publihing Company Pvt Ltd., New Delhi.</li> <li>SayaSunaram, I. (2002). Rural Development, Himalaya Publishing House, Mumbai.</li> <li>Reddy, K. Venkata (2001), Agriculture and Rural Development: A Gandhian</li> </ul>			

Perspective, Himalaya Publishing House, Mumbai. • Jain, GopalLal (1997). Rural Development, Mangal Deep Publications, Jaipur.	
<b>Course Outcomes</b>	<ul style="list-style-type: none"> <li>• Familiarization with Rural Development policies in India</li> <li>• Discuss about the impact of Rural Development Programmes</li> <li>• Knowledge about the role of human resources in the process of development</li> </ul>

## GENERIC ELECTIVE COURSES – Under Graduate

### (Courses offered to other Departments)

Course Code & Title	21DRDU04G1 / 21DRDU05G1 RURAL SOCIAL PROBLEMS		Credit 3
Class	M.A Rural Development Studies	Semester	II
Cognitive Level	<ul style="list-style-type: none"> <li>✓ K-1: (SKETCH)</li> <li>✓ K-2: (INTERPRET)</li> <li>✓ K-3: (ANALYZE)</li> </ul>		
UNIT	Content		Hours
Course Objectives	<ol style="list-style-type: none"> <li>1. To introduce the concept of rural social problems;</li> <li>2. To throw more light on the problem of unemployment in rural area;</li> <li>3. To understand the causes and consequences of poverty in rural;</li> <li>4. To delineate the adverse effects of casteism and untouchability in social interaction;</li> <li>5. To elicit the problems of vulnerable groups in rural</li> </ol>		
UNIT-1	<b>Introduction:</b> Social problems: Concept – Nature-Characteristics- Causes-Types; Study of Social Problems in India.		10
UNIT-2	<b>Unemployment:</b> Concept- Types-Causes- Features of unemployment in rural India-Effects on rural life; Eradication of Unemployment: Employment generation Programmes-		12

	Evaluation.	
<b>UNIT-3</b>	<b>Rural poverty:</b> Concept- Nature-Extent of poverty- Types- Measurement of poverty – Consequences of poverty in rural life; Poverty alleviation programmes-Evaluation.	10
<b>UNIT-4</b>	<b>Casteism and untouchability:</b> <b>Casteism:</b> Concept- Effects of casteism in rural life; Casteism and untouchability- Prejudice and untouchability. Inter-caste relations and conflict; strategies to eliminate the problem of casteism- GOs and NGOs in elimination of casteism.	8
<b>UNIT-5</b>	<b>Vulnerable groups:</b> Problems of Vulnerable groups in rural: Farmers Suicide-landless labourers- problems of elderly- status of women-child labour; Welfare Programmes for the care of Vulnerable groups.	12

**References:**

1. Ram Ahuja, (2001). Indian Social Systems, Jaipur, Rawat Publications.
2. Shankar Rao, (2009). Principles of Sociology, S.Chand and Company Ltd., New Delhi.
3. Kumar, (2010). Social Problems and Welfare, Lakshmi Narain Agarwal,agra.
4. Sharma, R.N., (2009). Indian Social Problems, Media Promoters and Publishers Pvt., Ltd., Bombay.
5. MADAN g.R. (1990). Indian Social Problems Vol.1. Social Disorganization. New Delhi: Allied Publishers.
6. Pais, Richard (2010), Social Problems in India, Mangalore: Mangala Publications.
7. Attachand, (1987). Poverty and Underdevelopment, Gian Publishinh House, Delhi.
8. Prasad, (2001). Population growth and child labour, kanishka Publishers distributors, New Delhi.
9. Sharma G.L (2003) Caste, Class & Social Inequality in India, MDP.
10. Mecton Robert k and Robert Nisbert (1968): Contemporary Social Problems, New York Harcourt brace, Jovavich Ink.

Course Outcomes	<ol style="list-style-type: none"> <li>1. Will be able to explain the nature and features of rural social problems;</li> <li>2. Will be able to illustrate the measures taken for the generation of employment;</li> <li>3. Will be able to validate the programmes implemented for the alleviation of poverty;</li> <li>4. Will be able to diagnose the barriers in rural interpersonal relationships;</li> <li>5. Will be able to describe the interventional strategies adopted for the vulnerable groups.</li> </ol>
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<b>Course Code &amp; Title</b>	<b>21DRDU04G2 / 21DRDU05G2</b>		<b>Credit</b>
	<b>INTRODUCTION TO RURAL DEVELOPMENT</b>		<b>3</b>
<b>Class</b>	<b>M.A Rural Development Studies</b>	<b>Semester</b>	<b>II</b>
<b>Cognitive Level</b>	✓ <b>K-1: (EXPLAIN)</b> ✓ <b>K-3: (RELATE)</b> ✓ <b>K-45 (ASSESS)</b>		
<b>UNIT</b>	<b>Content</b>		<b>Hours</b>
<b>Course Objectives</b>	To Understand the concept of Rural Development To get an idea about the importance of rural development in India		

	To know the issues and elements of rural development To gain insights into the challenges and outcomes of rural development policies and programmes in India.	
<b>UNIT-1</b>	Defining Rural, Development, and Rural Development. Concept and connotations of Rural Development-Aims and Objectives of Rural Development. Rural development as policy and as process	10
<b>UNIT-2</b>	Basic Elements of Rural Development-Basic Necessities of Life, Self - Respect and Freedom. Why Rural Development? Rural Vs Urban Development. Determinants of rural development.	12
<b>UNIT-3</b>	Rural poverty and food insecurity -Rural livelihoods – concepts, characteristics and constraints. Rural poverty dynamics.	10
<b>UNIT-4</b>	<u>Top-down development</u> Vs Bottom-up development-Community participation- Empowerment of poor- Anti-Poverty Programmes.	8
<b>UNIT-5</b>	Emerging Issues in rural development : New consensus on poverty- post-Washington consensus’ on agriculture and rural development- Spatial dimensions of rural development-diversification- Technical change- Shocks and vulnerability-Decentralization: deconcentration and devolution.	12
<b>References:</b>		
<ul style="list-style-type: none"> <li>❖ <u>Katar Singh</u> (2009), Rural Development: Principles, Policies and Management, SAGE Publications India Pvt Ltd.</li> <li>❖ Chambers, Robert. (1974): Managing Rural Development, Ideas and Experience From East Africa. Uppsala: Scandinavian Institute of African Studies.</li> <li>❖ Chambers, Robert. (1983): Rural Development: Putting the Last First. London: Longman.</li> <li>❖ Chambers, Robert. (1987): ‘Sustainable Rural Livelihoods: A Strategy for People, Environment and Development’, Commissioned Study No. 7, Institute of Development Studies at the University of Sussex, Brighton, England.</li> <li>❖ Gary Paul Green et.al (2013): Handbook of Rural Development, , Edward Elgar Publishing Ltd , Madison, US</li> </ul>		
<b>Course Outcomes</b>	1.Learners should be able to explain critically the role and origins of ‘participation’ in rural development, 2. list the distinctive features of rural development , 3. Explain the origins of rural development in relation to the failure of past development policies and value the decentralized development ideas.	