

“India lives in its villages”- Mahatma Gandhi

## **CENTRE FOR DEVELOPMENT STUDIES [CDS]**

### **About the CDS:**

The Centre for Development Studies (CDS) 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 CDS 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.

**Board of Studies:**

The CDS has its Board of Studies (BoS) consisting of internal and external subject experts. The present syllabus has been evolved in the meeting of BoS held on 09th June 2018. The Academic Council of the Institute granted approval for the syllabus in its meeting held on 13th June, 2018.

**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, CDS 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.

**Field placement:**

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 placement. 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 CDS.

## **OBE ELEMENTS**

Department/ Centre : Centre for Development Studies  
Academic Programme offered : M.A Rural Development Studies

### **OBE Elements for M.A Rural Development Studies Programme**

Post Graduate Programme is designed with an optimal combination of pure and applied courses in Rural Development Studies which is offered as M.A. Degree Programme by the Centre for Development Studies, under the School of Health Sciences and Rural, the Gandhigram Rural Institute – (Deemed to be University), Gandhigram.

### **Programme Educational Objectives (PEO)**

The Programme is designed to train and enable the students to acquire the necessary skills in Rural Development. The specific objectives are enabling the students:

**PEO1:** To understand the concepts and theories in Rural Development

**PEO2:** To pay attention on various dimensions and sectorial developments of the Rural Development

**PEO3:** To get a better exposure to the national and international Rural Development scenarios

**PEO4:** To familiarize with the real time basis issues and problems in Rural Development

**PEO5:** To gain confidence and develop necessary skills to face all kinds of Rural Development challenges and get continuous Research and Development skills to enable the Win-Win strategies on Rural Development

### **Programme Outcome (PO)**

The POS are statements that describe what the students graduating from any of the educational programmes are enabled to

**PO1:** Become knowledgeable in the subject of Rural Development and apply the principles of the same to the needs of the Employer/ Institution/ Enterprise/ Society.

**PO2 :** Gain analytical skills in the field /area of Rural Development

**PO3:** Understand and appreciate professional ethics, community living and Nation Building initiatives.

**PO4:** Identifying complex rural development issues and challenges to offer appropriate solutions

**PO5:** Formulating appropriate development policies and creating rural development scientists to steer the steady development of rural areas.

**Note:** PO1, PO2 and PO# can be common to all the departments. The respective department can add the rest.

### **Programme Specific Outcome (PSO)**

PSOs are statements that describe what the graduates of a specific educational programme should be able to do.

**PSO1:** Apply the knowledge of existing and contemporary theories and concepts for Rural Development

**PSO2:** Solve the complex problem in the field of Rural Development with an understanding of the societal, legal and cultural impacts of the solution

**PSO3:** Identifying and prioritizing the rural development issues

**PSO4:** Developing the integrated problem solving methods and skills

**PSO5:** Promote the Research and Development efforts

### Programme Structure including evaluation pattern

Semester	Category	Course Code	Course Title	No. of Credits	Theory (hours)	Practical	Duration of ESE (Hours)	Evaluation Marks		Total Marks
								CFA	ESE	
I	Core Courses	18CDSP0101	Rural Development - Concept and Strategies	4	4	-	3	40	60	100
		18CDSP0102	Sociology of Development	4	4	-	3	40	60	100
		18CDSP0103	Indian Economic Problems	4	4	-	3	40	60	100
		18CDSP0104	Rural Outreach Strategies	4	4	-	3	40	60	100
		18CDSP0105	Community - based Organizations	4	4	-	3	40	60	100
		18CDSP0106	Project Planning and Implementation	3	3	-	3	40	60	100
	CN CC	15CSKP00C1	Communication / Soft Skills	-	2		-	50	-	50
		18EXNP01F1	Extension / Field Visit	-		3	-	50	-	50
				<b>23</b>	<b>25</b>	<b>3</b>				
I I	Core Courses	18CDSP0208	Gandhian Approach to Rural Development	3	3		3	40	60	100
		18CDSP0209	Rural Development in India - Policies and Programme	4	4	-	3	40	60	100
		18CDSP0210	Social Research Methods	4	4	-	3	40	60	100
		18CDSP0211	Statistical Methods	4	4	-	3	40	60	100
		18CDSP 0212	Project Monitoring and Evaluation	3	3	-	3	40	60	100
	Offered to Other Department	18 CDSP02N1	<i>Non Major Elective:</i> Rural Development in India: Policies and Programmes	4	4		3	40	60	100
		18CDSP02N2	NGO Management							
	CN CC	15GTPP0001	Gandhi in Everyday Life	-	2	-	-	50	-	50
18EXNP02F2		Extension / Field Visit	-	-	3	-	100	-	100	
				<b>22</b>	<b>24</b>	<b>3</b>				

<b>II</b>	<b>Core Courses</b>	18CDSP 0314	Development Funding	3	3	-	3	40	60	100
		18CDSP 0315	Adult and Continuing Education and Extension	4	4	-	3	40	60	100
		18CDSP0316	Non-Government Organizations	3	3	-	3	40	60	100
		18CDSP0317	Health Care and Sanitation	2	2	-	2	40	60	100
		18CDSP0318	Local Governance	2	2	-	-	40	60	100
	Major Electives	18 CDSP03E1	<b>Major Elective</b> Values and Ethics in Development	4	4	-	3	40	60	100
		18 CDSP03E2	Life Skills Education							
		18 CDSP03E3	Technologies for Rural Development							
	VPP	15EXNP03V1	Village Placement Programme	2	-	2	-	50	-	50
	MC	18CDSP03M1	<i>Modular Course-I</i> Guidance and Counseling	2	2	-	-	50	-	50
		18CDSP03M2	GIS and Remote Sensing							
		18CDSP03M3	Youth Development							
				<b>22</b>	<b>20</b>	<b>2</b>	<b>-</b>			
<b>IV</b>	<b>Core Courses</b>	18CDSP0419	Welfare of Vulnerable Groups	3	3	-	3	40	60	100
		18 CDSP 0420	Human Resource Management	3	3	-	3	40	60	100
		18 CDSP 0421	Micro Finance and Micro Enterprises	3	3	-	3	40	60	100
		18 CDSP 0422	Dissertation	6	6	-	-			200*
	MC	18CDSP04M1	<i>Modular Course-II</i> Social Policies and Legislations in India	2	2	-	-	50	-	50
		18 CDSP04M2	Introduction to Behavioral Sciences							
		18CDSP0423	Summer Internship (4 weeks during the month of December)	4	-	-	-	-	100	100
				<b>21</b>	<b>17</b>	<b>-</b>	<b>-</b>	<b>-</b>		
<b>Grant Total (I + II + III + IV)</b>				<b>88</b>						

\*(1)150 marks for evaluation of report by External and Internal Examiners (75+75) &  
(2) 50 marks for viva voce examination jointly conducted by External and Internal.

<b>Code: 18CDSP0101</b>	<b>Rural Development- Concept and Strategies</b>		<b>Credit:4</b>
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-I</b>	
Cognitive Level	K-1	Understand the basic concepts of Rural Development	
	K-2	Awareness about various strategies adopted for Rural Development in India	
	K-3	Able to understand the Rural Development legislations and policies in India	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>To explain the basic concept of Rural Development</li> <li>To make known the Rural Development Scenario in India</li> <li>To teach methods, strategies, approaches and policies practiced in Rural Development</li> </ul>		
<b>UNIT</b>	<b>CONTENT</b>		<b>NO.OF HOURS</b>
<b>Unit 1</b>	Concept, Nature, elements and scope of rural development – Significance of rural development in Indian context.		<b>12</b>
<b>Unit 2</b>	History of rural development in India- pioneering efforts in rural reconstruction during the pre-independence period - Community Development Programme (CDP).		<b>14</b>
<b>Unit 3</b>	Strategies of rural development- Growth oriented strategy- welfare strategy- responsive strategy- holistic strategy -capacity building and empowerment strategies-participatory strategy-assets based development strategy - technology enabled rural development.		<b>14</b>
<b>Unit 4</b>	Project based Approaches to Rural Development- Community Development Approach- Sectoral development approach- Area-specific approach- Target oriented approach- development with social justice approach- integrated rural development approach.		<b>14</b>
<b>Unit 5</b>	Rural Development Legislations and Policies in India-Rural Development during the Five-year Plan periods – Revolutions in the Rural Sector - Case studies on the good practices in rural development.		<b>12</b>
<b>References: Text Books:</b>			
<ol style="list-style-type: none"> <li>Ram K. Parma (1996) Policy Approach to Rural Development, Print well, Jaipur.</li> <li>George H. Axinn and Nancy W. Axinn (1997) Collaboration in International Rural Development, Sage Publication, New Delhi.</li> <li>Laxmi Devi (Ed) (1996) Encyclopedia of rural Development (set of 5 vol.) Anmol Publications Pvt. Ltd. New Delhi.</li> <li>Katar Singh (1986) Rural Development, principles, policies and Management, Sage</li> </ol>			

	<p>Publication, New Delhi.</p> <p>5. Venkatta Reddy. K. (2000) Rural Development in India, Himalaya Publishing House, New Delhi.</p> <p>6. N.Lalitha, Rural Development in India: Emerging Issues and Trends- Dominant Publishers, Delhi, 2004.</p> <p>7. A.Vinayak Reddy and M. Yadagira Charyulu, Rural Development in India: Policies and Initiatives, New Century Publications, New Delhi, 2009.</p>
<p><b>Course outcomes</b></p>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Gaining in-depth knowledge about Rural Development in India</p> <p><b>CO2:</b> Knowing about Indian historical efforts and action for Rural Development</p> <p><b>CO3:</b> Understanding about Rural Development Strategies in India</p> <p><b>CO4:</b> Learning Rural Development Approaches and Policies</p> <p><b>CO5:</b> Understanding the existing Legislation and Plans for Rural Development</p>

<b>Code: 18CDSP0102</b>	<b>Sociology of Development</b>		<b>Credit:4</b>
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-I</b>	
Cognitive Level	K-1	Understand the conceptual perspectives on the sociology of Development	
	K-2	Know about the sociological theories of Development	
	K-3	Apply theoretical knowledge to solve the social problems	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To enable the students to understand basic sociological concepts in the context of development</li> <li>• To explain the Sociology Theories in the context of Development</li> <li>• To teach about social structure and social process related to development</li> <li>• To explain the relationship between cultural and development</li> </ul>		
<b>UNIT</b>	<b>CONTENT</b>		<b>NO.OF HOURS</b>
<b>Unit 1</b>	Conceptual perspectives on Development: Economic growth - Human Development - Socio Development - Sustainable development - Ecological and social environment - Change in structure and change of structure.		10
<b>Unit 2</b>	Theoretical perspectives: Liberal, Maxweber, Gunnar Myrdal, Emile Durkhem, Merton - Dependency: Centre - Periphery (Frank) - Uneven development (samir Amin) - World - system (Wallerstein).		10
<b>Unit 3</b>	Paths of Development: Modernization - Globalization - Socialist - Mixed - Gandhian ideas in the present contemporary issues - Trends of changes in rural society - Rural & Urban mobility.		14
<b>Unit 4</b>	Social structure and Development: Status and role - Multiple roles - Social structure as a facilitator / inhibitor - Development and Socio - economic disparities - Gender and development.		14
<b>Unit 5</b>	Culture and Development: Culture as an aid - impediment Development and displacement of tradition - Development and upsurge of ethnic movements - cultural change - material and non - material culture.		14
<b>References:Text Books:</b>			
<ol style="list-style-type: none"> <li>1. Introduction to the sociology of Development (2<sup>nd</sup> Edn), Andrew Webster - Publisher : Palgraue, 2<sup>nd</sup> Edition (April 15, 1997)</li> <li>2. Sociology of Development, Edition 1979 Sheo Bhala Singh, Rawat Publication : 2010 Edition (1 January, 2011).</li> <li>3. Sociology of modernization and Development, Routledge, Revisedead edition (25<sup>th</sup> August, 1988).</li> </ol>			

4. Sociology of change and Developemnt by Ritika Chuahan, Publisher : Pragun Publications (2012).
5. Culture and Development : A Critical introduction by Susanne Schech June - 200 Publisher : Blackwell publishers.

<b>Course outcomes</b>	<p>On completion of the course, students are enabled for</p> <p><b>CO1:</b> Getting basic Knowledge about the sociological dimensions of development</p> <p><b>CO2:</b> Understanding sociological theories in the context of development</p> <p><b>CO3:</b> Learning the process involved in sociological development</p> <p><b>CO4:</b> Learning about social structure and development</p> <p><b>CO5:</b> Gaining knowledge about the relationship between cultural development</p>
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Code <b>18CDSP0103</b>	<b>INDIAN ECONOMIC PROBLEMS</b>		Credit:4
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-I</b>	
Cognitive Level	K-1	Inculcate the knowledge on Indian Economy	
	K-2	Compiling the Indian Economic Problems	
	K-3	Analyse the role of Agriculture in the Indian Economy and its problems	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To teach conceptual framework of Indian economy</li> <li>• To understand the Indian demographic structures and its features</li> <li>• To explore the resources, infrastructures and its policies</li> <li>• To highlight the importance of agricultural sectors</li> <li>• To examine the Indian economic governance</li> </ul>		
<b>UNIT</b>	<b>CONTENT</b>		<b>NO.OF HOURS</b>
<b>Unit 1</b>	<b>Economic Development and its Determinants</b> Approaches to economic development and its measurement- sustainable development; Role of State, Market and other institutions; Indicators of Development- PQLI, Human Development Index (HDI), gender development indices.		<b>10</b>
<b>Unit 2</b>	<b>Demographic Features, Poverty and Inequality</b> Broad demographic features of Indian population; Rural-urban migration; Urbanization and civic amenities; poverty and inequality.		<b>10</b>
<b>Unit 3</b>	<b>Resource Base and infrastructure</b> Energy; Social infrastructure- Education and Health; Environment; Regional imbalance; Issues and policies in financing infrastructure development		<b>14</b>
<b>Unit 4</b>	<b>The Agricultural Sector</b> Institutional Structure- land reforms; Technological change in agriculture- pricing of agricultural inputs and output; Terms of trade between agriculture and industry; Agriculture finance policy; Agriculture Marketing and warehousing; Issues in food security- Policies for sustainable agriculture		<b>14</b>
<b>Unit 5</b>	<b>Economic reforms and its impact on rural sector</b> Rationale of internal and external reforms; Globalization of Indian economy; W.T.O. and its impact on the different sectors of the economy; Need for and issues in good governance; issues in competition and safety nets in Indian economy.		<b>14</b>
<b>References: Text Books:</b>			
<ol style="list-style-type: none"> <li>1. Haq.M. (1996), Reflections on Human Development, Oxford University press, New Delhi</li> <li>2. World Bank (2000), India: reducing Poverty, Accelerating Economic Development, Oxford University press, New Delhi</li> <li>3. Frederick,H. and A.M. Charles (1970), Education, Manpower and economic growth, New Delhi.</li> <li>4. Appu,P.S (1996), Land reforms in India, Vikas, New Delhi.</li> </ol>			

<p>5. Basu, K. et al (1995), Capital Investment and Development: Essays in Memory of Sukhamoy Chakravarty, Oxford University press, New Delhi</p>	
<p><b>Course outcomes</b></p>	<p>On completion of the course, students should be able to do  <b>CO1:</b> Gaining in-depth knowledge about the Indian Economy  <b>CO2:</b> Mapping the Indian demographic features  <b>CO3:</b> Understanding the Infrastructure in Indian Economy  <b>CO4:</b> Learning the Indian Agricultural Economy  <b>CO5:</b> Understanding the different sectors of the economy</p>

<b>Code: 18CDSP0104</b>	<b>Rural Outreach Strategies</b>		<b>Credit 4</b>
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-I</b>	
<b>Cognitive Level</b>	K-1	Disseminate the concept of outreach	
	K-2	Understand the importance of Extension education in Rural Development	
	K-3	Familiarise the strategies and participatory methods of outreach	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To learn the basic concept and Strategies of Rural outreach programmes.</li> <li>• To understand the fundamentals of Extension Education</li> <li>• To learn the role of Training in Extension and Rural Development</li> <li>• To know the importance of grassroots level organizations and people participation for development</li> </ul>		
<b>UNIT</b>	<b>CONTENT</b>		<b>NO.OF HOURS</b>
<b>Unit 1</b>	<b>Basic Concept</b> Meaning-Rural, outreach, development-Importance and need for outreach, Common methods of outreach, past attempts and present scenario of outreach.		<b>10</b>
<b>Unit 2</b>	<b>Extension Education Strategies</b> Meaning, Philosophy, objectives, principles, functions, components and methods of extension		<b>7</b>
<b>Unit 3</b>	<b>Training Strategies</b> Meaning and importance of Training- Training Needs assessment- Training Techniques and Types-Steps in Training-Training Management.		<b>7</b>
<b>Unit 4</b>	<b>Institutionalization Strategies</b> Community organizations-Meaning- objectives, scope and nature, principles, Self –Help Groups, Farmers Club, Youth Clubs, etc., Rural Institutions-Panchayati Raj Institution, cooperatives, non-governmental organizations.		<b>15</b>
<b>Unit 5</b>	<b>Participatory Approaches</b> Participatory Planning - Concept and importance of participatory planning, PRA- Meaning, Techniques and tools - Micro Level Planning- Methodology of MLP-principles of working with individuals, groups, communities and mass- participatory research and development.		<b>20</b>
<b>References: Text Books:</b>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. A.Adivi Reddy, Extension Education, Lakshmi Press, Bepatala, Andrapradesh</li> <li>2. Sanjoy Roy (2012), Fieldwork in Social Work, Rawat publications, Jawahar Nagar, Jaipur, India</li> </ol>		

	3. I.S. Subhedar (2001), Field Work Training in Social Work, Rawat publications, Jawahar Nagar, Jaipur , India.
<b>Course outcomes</b>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> explain the basic concepts of Extension and Rural outreach</p> <p><b>CO2:</b> express the need of Extension Strategies in Rural Development</p> <p><b>CO3:</b> realize and articulate the importance of trainings and its strategies for developing rural areas</p> <p><b>CO4:</b> Appreciate the importance of grassroots organizations in Rural Development</p> <p><b>CO5:</b> Become aware about role of people participation in Rural Development</p>

<b>Code:</b> <b>18CDSP0105</b>	<b>Community Based Organizations</b>		<b>Credit: 4</b>
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-I</b>	
<b>Cognitive Level</b>	K-1	Identification and recall of organizations that work in rural areas.	
	K-2	Understanding development concepts and evolution of welfare organizations	
	K-3	Application in the context of welfare delivery and participatory development	
	K-4	Analytical thinking on empowerment and community transformation	
	K-5	Evaluate project outcomes and participatory methods	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To study the genesis of development agencies and its participation</li> <li>• To understand about the fundamentals of Civil Society Organizations</li> <li>• To create knowledge about Community based Organizations in Development.</li> <li>• To utilize the project management functions for the development of CBOs.</li> <li>• To inculcate the financial and accounting aspects of CBOs.</li> </ul>		
<b>UNIT</b>	<b>CONTENT</b>		<b>NO. OF HOURS</b>
<b>Unit 1</b>	Introduction to Development and Development Agencies: Development and Participation: Content and Context, Concept of Welfare Organizations - Genesis and growth of Welfare Organization –Social Welfare in India: Welfare of Women, Child, Aged, Disabled and the Underprivileged sections of society – International Organizations: UNO, -CARITAS, VANI, AVARD, NCRI AND NIRD & PR.		<b>12</b>
<b>Unit 2</b>	Civil Society Organizations [CSO] - Meaning, Type and Functions, Features - Community Based Organizations (CBOs), 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.		<b>12</b>
<b>Unit 3</b>	Voluntary Organizations and NGOs: Meaning, definition, characteristics, types, functions-Distinction between voluntary organizations and NGOs- Forms of Organizations: Society, Trust, Company, Registration and requirements, Memorandum and by-law, Role in National Development, Management issues, Social accountability.		<b>14</b>
<b>Unit 4</b>	Project Management: Concept, Principles, scope, importance – Identification and formulation of project-Detailed Project Report-Planning and implementation – Features of a Good Project, Project Monitoring and Evaluation - Participatory Methods.		<b>14</b>
<b>Unit 5</b>	Legal aspects and Accounting, Tax laws, FCRA-Financial Administration: Concept of Accounting, Record Keeping,-Management Accounting Resource mobilization, funding pattern and problems –Accounting for change: Social Auditing.		<b>14</b>

<p><b>References:</b></p> <p><b>Text Books:</b></p>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Bhatia S.K, (2007), Management of Non-Profit Organizations, Deep &amp; Deep Publications Pvt.Ltd</li> <li>2. Vijay Padaki, Manjulika Vaz. V.Padaki, (2005), Management Development in Non-Profit Organizations: A Programme for Governing Boards, Sage Publications.</li> <li>3. David Hussey and Robert Perrin: How to Manage a Voluntary Organization, Kogan Page Limited, London (2003).</li> <li>4. Goel, S.L., Kumar.R.: Administration and Management of NGOs, Deep and Deep Publications Private Limited.</li> <li>5. Lalitha, N.Nagarajan, B.S., Self Help Group in Rural Development, Dominant Publishers and Distributors, New Delhi (2002).</li> <li>6. Michael Edward and Alan Fowler, NGO Management, Earth Scan INDIA&lt; New Delhi (2003).</li> <li>7. Snehlata Chandra, Non-Governmental Organizations: Structure, relevance and function: Kanishka Publishing and Distributions, New Delhi.</li> <li>8. United Nations System: A Guide for NGOS (10<sup>th</sup> edition), January (2003).</li> <li>9. Venkata Ravi. R, “Partnership among Grassroots Organizations”, MJP Publishers, Triplicane, Chennai - 600 005, 2017.</li> </ol>
<p><b>Course outcomes</b></p>	<p>On completion of the course, students are enabled for</p> <p><b>CO1:</b> Understanding the fundamental of development agencies and its roles in the process of rural development</p> <p><b>CO2:</b> Gaining knowledge of Community - based Organizations and Civil Society organizations settings</p> <p><b>CO3:</b> Getting conceptual analyzing ideas and procedural structure of the Non-Governmental organizations in the process of rural development</p> <p><b>CO4:</b> Learning the project management concept and project preparation, reporting methods</p> <p><b>CO5:</b> Grabbing the knowledge on legal aspects of development agencies</p>

<b>Code: 18CDSP0106</b>	<b>Project Planning and Implementation</b>		<b>Credit 3</b>
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-I</b>	
Cognitive Level	K-1	Recall the basic concept of Project Planning	
	K-2	Familiarise the feasibility analysis techniques to identify the development projects	
	K-3	Able to prepare a development projects using LFA method	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To learn the process and techniques of Project Planning</li> <li>• To understand the concept of feasibility analysis</li> <li>• To know the tool of planning in Development sector (LFA)</li> <li>• To learn the techniques of project appraisal</li> <li>• To gain knowledge of project implementation technique like PERT and CPM</li> </ul>		
<b>UNIT</b>	<b>CONTENT</b>		<b>NO.OF HOURS</b>
<b>Unit 1</b>	<b>Project Planning:</b> Concept of project and project cycle. Concept of project Planning and project planning cycle. Generation of project idea. Environment Scanning for project idea. Sources of project ideas. Preliminary screening of project ideas.		<b>10</b>
<b>Unit 2</b>	<b>Project feasibility analysis:</b> Economic and financial feasibility. Technical and Managerial feasibility. Environmental feasibility. Factors influencing the various Feasibility.		<b>7</b>
<b>Unit 3</b>	<b>Project Planning and Design Process - Logical Framework Analysis (LFA):</b> Concept of LFA – Stakeholder Analysis – Problem Tree and objectives tree analysis – analysis of strategies – fixing project output and activity. Assumptions and Risks. Monitoring and Evaluation indicators.		<b>8</b>
<b>Unit 4</b>	<b>Project Appraisal:</b> Concept and meaning. Appraisal Techniques Discounted and non-discounted cash flow techniques – social-cost benefits analysis.		<b>10</b>
<b>Unit 5</b>	<b>Project Implementation Planning:</b> Concept. Pre-requisites for Project implementation. Process of project implementation Planning. Networking techniques for project implementation. Development of project network. PERT and CPM model. Project Review and control. Advantage of limitation of each model.		<b>11</b>

<p><b>References: Text Books:</b></p>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Britha Mikkelsen, <b>Methods for Development work and research</b>, Sage Publications Ltd., New Delhi, 2005.</li> <li>2. David Mosse, <b>Cultivating Development</b>, Vistaar Publications, New Delhi, 2005.</li> <li>3. Jyotsna Bapat, <b>Development Projects and Critical Theory of Environment</b>, Sage Publications, New Delhi, 2005.</li> <li>4. John M. Nicholas, <b>Project Management for Business and Technology: Principles and Practice</b>, Pearson Prentice Hall, New Delhi, 2005.</li> <li>5. David I. Cleland, <b>Project Management: Strategic Design and Implementation</b>, McGraw Hill Inc. 1995.</li> <li>6. Prasanna Chandra, <b>Projects: Preparation, Appraisal, Budgeting and Implementation</b>, Tata McGraw Hill Publishing Company Ltd., New Delhi, 1987.</li> <li>7. Gopalakrishnan. P. and V.E.Ramamurthy, <b>Text Book of Project Management</b>, Macmillan India Ltd., 1993.</li> <li>8. Goodman.J. and Ralph Ngatata Love, <b>Integrated Project Planning and Management Cycle</b>, East-west Centre, Hawai 2000.</li> </ol>
<p><b>Course outcomes</b></p>	<p>On completion of the course, students are enabled for</p> <p><b>CO1:</b> Mapping skills in developing and screening project ideas using appropriate methodology.</p> <p><b>CO2:</b> Learning the preparation method of feasibility analysis report</p> <p><b>CO3:</b> Developing skills to prepare a project by using of Logical Framework Analysis Technique</p> <p><b>CO4:</b> Learning the preparation method of appraisal report and pre-investment analysis report</p> <p><b>CO5:</b> Gaining knowledge to prepare a planning for project implementation using PERT and CPM</p>

<b>15CSKP00C1</b>	<b>Communication and Soft skills</b>		<b>2 credits</b>
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-I</b>	
Cognitive Level	K-1	Improve the student's communication and soft skills	
	K-2	Enhance their personality and employability Skills	
<b>Course Objectives</b>	<b>The course aims</b> <ul style="list-style-type: none"> <li>• To teach the communication techniques and strategies</li> <li>• To teach the attitude enabling factors for effective communication</li> <li>• To enable the motivational factors to improve the communication</li> <li>• To stimulate the creative thought and skills to enhance the effective communication</li> </ul>		<b>Hours</b>
<b>Unit 1</b>	SELF ANALYSIS & SWOT Analysis, Whom am I, Attributes, Importance of Self Confidence, Self Esteem.		<b>9</b>
<b>Unit 2</b>	ATTITUDE Factors influencing Attitude, Challenges and lessons from Attitude. Change Management Exploring Challenges, Risking Comfort Zone, Managing Change.		<b>9</b>
<b>Unit 3</b>	MOTIVATION Factors of motivation, Self talk, Intrinsic & Extrinsic Motivators.		<b>8</b>
<b>Unit 4</b>	GOAL SETTING Wish List, SMART Goals, Blue print for success, Short Term, Long Term, Life Time Goals. - Time Management Value of time, Diagnosing Time Management, Weekly Planner To do list, Prioritizing work.		<b>8</b>
<b>Unit 5</b>	CREATIVITY Out of box thinking, Lateral Thinking Presentation		<b>8</b>
<b>References: Text Books:</b>	<b>References:</b> Krishnaswamy, Dhariwal and Krishnaswamy. Mastering Communication Skills and Soft Skills. Blomsbury, 2015.		
<b>Course outcomes</b>	On completion of the course, students are enabled in the process of <b>CO1:</b> Learning the basic communication techniques and strategies <b>CO2:</b> Improvising the positive attitude for effective communication <b>CO3:</b> Boosting up the motivational factors in communication and soft skills development <b>CO4:</b> Learning the Goal Setting to improve the communication and soft skills <b>CO5:</b> Thinking in the creative manner to have skills for effective communication		

<b>18EXNP01F1</b>	<b>Extension /Field Visit</b>	<b>2 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>		

## SEMESTER-II

<b>Code: 18CDSP0208</b>	<b>Gandhian Approach to Rural Development</b>		<b>3 Credit</b>
<b>Programme</b>	<b>M.A Rural Development studies</b>		<b>Semester-II</b>
<b>Cognitive Level</b>	K-2&K3	Understanding and applying knowledge of rural issues and schemes	
	K-3 &K4	Applying and analyzing philosophical foundations	
	K-3 &K4	Practical application and analysis of sustainable methods	
	K-3	Application of learning, health, and livelihood development	
	K-4 & K-5	Analytical and evaluative thinking with case-based application	
<b>Course Objectives</b>	<p style="text-align: center;"><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To provide the students with understanding on the Gandhian concept of Rural Development</li> <li>• To train the students to develop Gandhian perspective in Planning Rural Development.</li> </ul>		
<b>UNIT</b>	<b>CONTENT</b>		<b>NO. OF HOURS</b>
<b>Unit 1</b>	Status of Rural India –Social –Political-Economic problems of villages-Rural Development programmes implemented by Government of India.		<b>8</b>
<b>Unit 2</b>	Gandhian concept of Rural Development-Village Swaraj-Grama Rajyam-Planning from below-constructive programmes-Relevance of Gandhian approach in Current Political scenario.		<b>10</b>
<b>Unit 3</b>	Cattle based organic Agriculture-Agro based Industries-Appropriate technology Renewable energy sources for sustainable development		<b>10</b>
<b>Unit 4</b>	Education and Health – Practice based learning – skill development for livelihood-nature cure and indigenous medicine-Rural Development works.		<b>10</b>
<b>Unit 5</b>	Suitability of Gandhian concept of Rural Development amidst water crisis, energy crisis etc., solving rural problems emerged due to globalization with Gandhian ideas – A case analysis of Gandhian organization involved in Rural Development works.		<b>10</b>
<b>References: Text Books:</b>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Gandhi, M.K. (1945) <i>Constructive Programme-Its Meaning and place</i>, Navajivan publishing House Ahmadabad.</li> <li>2. Gandhi, M.K. (1948) <i>Key to Health</i>, Navajivan publishing House Ahmadabad.</li> <li>3. Gandhi, M.K. <i>Basic Education</i>, Navajivan publishing House Ahmadabad</li> <li>4. Gandhi, M.K.(2004) <i>Village Industries</i>, Navajivan publishing House Ahmadabad</li> <li>5. Gandhi, M.K.(1962) <i>Village Swaraj</i>, Navajivan publishing House Ahmadabad</li> </ol>		

	<ol style="list-style-type: none"> <li>6. Subramanian.R (1986)<i>Integrated Rural Development</i>, Gandhigram Rural Institute</li> <li>7. Katar Singh (1986) <i>Rural Development – Principles, Policies and Management</i>, Sage Publications, New Delhi</li> <li>8. Satya Sundaram., I (2002) <i>Rural Development</i>, Himalaya Publication House, Delhi</li> <li>9. Arunachalam.K. (1981), <i>Gandhian Approach to Rural Development</i>, Sarvodaya Ilakkia Pannai, Madurai.</li> </ol>
<b>Course outcomes</b>	<p>On completion of the course, students enable to have</p> <p><b>CO1:</b> Understanding on the relevance of Gandhi in current Indian Rural setting</p> <p><b>CO2:</b> Gaining a clear knowledge on Gandhian concept of Rural Development</p> <p><b>CO3:</b> Gaining knowledge on Gandhian approach Agriculture, Industry and Sustainable development.</p> <p><b>CO4:</b> Getting oriented towards Gandhian system of Planning</p> <p><b>CO5:</b> Equipping to solve rural problems with Gandhian approach</p>

<b>Code: 18CDSP0209</b>	<b>Rural Development in India - Policies and Programmes</b>		<b>Credit 4</b>
<b>Programme</b>	<b>M.A Rural Development studies</b>	<b>Semester-II</b>	
<b>Cognitive Level</b>	K1	Define rural development and list key poverty eradication schemes.	
	K2	Explain the need for decentralization in rural planning	
	K3	Apply micro-planning methods to a rural village case.	
	K4	Analyze the impact of natural resource availability on rural development	
	K5	Evaluate the effectiveness of MGNREGS in reducing rural unemployment	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To learn about policies and programmes of Government of India concerning rural development sector.</li> <li>• To increase the ability to analyze the causes and consequences of poverty</li> <li>• To become knowledgeable on Rural development Programmes in India</li> <li>• To know the administrative system to implement Rural Development Programme/Projects.</li> </ul>		
<b>UNIT</b>	<b>CONTENT</b>		<b>NO. OF HOURS</b>
<b>Unit 1</b>	Rural Development-Meaning, Definition, and Concept of Rural Development, Imperatives of Rural Development. Basic connotation of Rural Development, Development and Change, Human beings as cause and consequences of Development.		<b>10</b>
<b>Unit 2</b>	Rural Poverty in India-Causes and consequences of rural Poverty, Determinants of Rural Development Natural Resources, Human Resources, Capital, Technology, Organizations &Institutions.		<b>12</b>
<b>Unit 3</b>	Need for Rural Development policy, Rural Development Policies in India, Goals of Rural Development Policies.		<b>10</b>
<b>Unit 4</b>	<p>Current Rural Development/Welfare Programmes: Equity oriented programmes, Poverty &amp; Unemployment Eradication, Natural Resources &amp; Infrastructure Development, and Right Based Programmes.</p> <p>Eg. Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)- Swarnajayanthi Gram Swarojgar Yojana (SGSY)- Pradhan Mantri Gram Sadak Yojana (PMGSY) – Indira AawasYojana (IAY) National Social Assistant Programme (NSAP)- National Rural Livelihood Mission (NLRM)-PURA- RURBAN Mission- Unnat Bharat Abiyan (UBA)</p>		<b>22</b>
<b>Unit 5</b>	Planning for Rural Development- Levels & Functions of Planning, Decentralization of Planning, Micro Level Planning.		<b>10</b>

<p><b>References:</b> <b>Text Books:</b></p>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Singh, Katar (2015). Rural Development: Principles, Policies and Management, Sage Publications, New Delhi.</li> <li>2. Sau, Sachinandan (1998). Rural Development: Theories and Experiences Allied Publishers Ltd., New Delhi.</li> <li>3. SayaSunaram, I. (2002). Rural Development, Himalaya Publishing House, Mumbai.</li> <li>4. Reddy, K. Venkata (2001), Agriculture and Rural Development: A Gandhian Perspective, Himalaya Publishing House, Mumbai.</li> <li>5. Jain, Gopal Lal (1997). Rural Development, Mangal Deep Publications, Jaipur.</li> <li>6. Hundekar.S.G., (1995). Management of Rural Sector, Mittal Publication, New Delhi.</li> <li>7. Sreedhar &amp; Rajasekhar (2014): Rural Development in India-Strategies and Processes, Concept Publishing Company Pvt Ltd., New Delhi.</li> </ol>
<p><b>Course outcomes</b></p>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Understanding the Rural Development concepts</p> <p><b>CO2:</b> Obtain Knowledge about the role of human resources in the process of development</p> <p><b>CO3:</b> Familiare with Rural Development policies in India</p> <p><b>CO4:</b> Get information on Rural development programmes in the current situation</p> <p><b>CO5:</b> Become familiar about the administrative system to solve the grass root level issues</p>

<b>Code: 18CDSP0210</b>	<b>Social Research Methods</b>		<b>Credit 4</b>
<b>Programme</b>	<b>M.A Rural Development studies</b>	<b>Semester-II</b>	
Cognitive Level	K1	<b>Identify and differentiate</b> types of research	
	K2	<b>Understand</b> key concepts like variables, research design, interdisciplinary and participatory research.	
	K3	<b>Understand and implement</b> research report structure, bibliography, referencing, and <b>avoid plagiarism; disseminate</b> findings appropriately.	
<b>Course Objectives</b>	<b>The course aims</b> <ul style="list-style-type: none"> <li>To enable the students to understand the basics of research methodology, and</li> <li>To develop skill among the students to prepare Professional research report</li> </ul>		
<b>Unit 1</b>	Scientific Research-characteristics and functions of research, scientific methods, steps in research. Types of research: Pure, Applied and Action Research, Qualitative and Quantitative studies. Research Aptitude, s skills and ethics.		<b>14</b>
<b>Unit 2</b>	Research Process- Formulation and selection of research problem, statement of the problem and definition of terms, objectives, review of literature, Variables-Hypotheses – characteristics and functions-preparation of research design.		<b>14</b>
<b>Unit 3</b>	Methods of Research – Exploratory, descriptive and experimental designs, surveys, content analysis, case study, participatory and interdisciplinary studies, mixed methods.		<b>12</b>
<b>Unit 4</b>	Data collection – Sources and types of data – data base – conduct of Interview, observation, schedule and questionnaire. Sociometry, Psychological test –projective techniques, online research methods – types of scales, Pretest, reliability, and validity.		<b>12</b>
<b>Unit 5</b>	Report Writing – Research Report – format – types of reports – Reference materials bibliography, footnotes, glossary, index and appendix- Plagiarism –dissemination of research finding.		<b>12</b>
<b>References: Text Books:</b>	<b>References:</b> <ol style="list-style-type: none"> <li>Bandarkar and Wilkinson, <i>Methods and techniques of Social Research</i>, Bombay: Himalaya Publishing Co, 2006</li> <li>Donald H.Mc Burney, <i>Research Methods</i>, New Delhi: Library of Congress Cataloging-in Publication, 2003</li> <li>Goode and Hatt, <i>Methods in Social Research</i>, New Delhi: McGraw Hill, 2002</li> <li>John.W.Creswell, <i>Research Design: Qualitative and Quantitative Approaches</i>, New Delhi; Sage Publication, 1944</li> </ol>		

	<ol style="list-style-type: none"> <li>5. Kothari.C.R, <i>Research Methodology</i>, New Delhi: VishvaPrakashan, 2001</li> <li>6. Tim May, <i>Social Research Issues: Methods and Process</i>, Buckingham: Open University Press, 2001</li> <li>7. Tony Brown and Liz Jones, <i>Action Research and Postmodernism</i>, Buckingham; Open University Press 2001.</li> <li>8. William M.K, <i>Research Methods</i>, New Delhi: Automatic Publishing, 2003</li> <li>9. Young.P.V, <i>Scientific Social Surveys and Research</i>, New Delhi: Practice Hall, 1994</li> <li>10. Vijayalakshmi.G and Sivapragasam.C, <i>Research Methods: Tips and Techniques</i>, Chennai: MJP Publishers, 2009.</li> </ol>
<p><b>Course outcomes</b></p>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Identify and formulate a problem for research</p> <p><b>CO2:</b> Prepare suitable research design to study the research problem to be formulated</p> <p><b>CO3:</b> Choose appropriate methods of sampling, tools and techniques of data collection</p> <p><b>CO4:</b> Process the data collected in the field and analyze it using appropriate statistical methods</p> <p><b>CO5:</b> Prepare research report in professional manner.</p>

<b>Code: 18CDSP0211</b>	<b>Statistical Methods</b>		<b>Credit 4</b>
<b>Programme</b>	<b>M.A Rural Development studies</b>	<b>Semester-II</b>	
Cognitive Level	K-1	Understand the concept of <b>correlation</b> and <b>regression analysis</b> .	
	K-2	Understand the <b>statistical organization in India</b>	
	K-3	Apply <b>sampling techniques</b> : Simple random, stratified, cluster, multi-stage, non-probability methods	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>To understand the basics and uses of statistics in their field of study</li> <li>To study the various statistical methods that are required for the analysis of data in their field of study; and</li> </ul> <p>To develop skills among students to analyze data using appropriate statistical tools.</p>		
<b>Unit 1</b>	Statistics: Definition, scope, functions and limitations, Statistical Organization and Set up in India and Tamil Nadu.		<b>14</b>
<b>Unit 2</b>	Sources and types of data, Coding and classification, Tabulation and presentation data – Frequency distribution, Diagrammatic and Graphical presentation.		<b>12</b>
<b>Unit 3</b>	Sampling Techniques: Census Vs sampling, characteristics of a good sample, Sampling size and sampling error. Probability samples – simple random, stratified Random, systematic cluster, multi stage sampling. Non-probability samples – Accidental, purposive, judgment, convenient, volunteer, snow ball sampling.		<b>12</b>
<b>Unit 4</b>	Descriptive Statistics – Central Measures,, Variability measures, Skewness and Kurtosis, Measures of association, Coefficient of Correlation, Coefficient of determination, Coefficient of Association and Regression analysis.		<b>12</b>
<b>Unit 5</b>	Inferential Analysis – Testing of hypothesis, basics and steps in hypothesis testing Concept of sampling distribution and standard error. Parametric and non-Parametric tests – students’ test and ‘z’ test, ‘F’ test, Chi-square test: Statistical Analysis using Statistical Software.		<b>12</b>

<p><b>References: Text Books:</b></p>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Agarwal. Y.P., <i>Statistical methods</i>, New Delhi; Sultan Chand and sons, 1996</li> <li>2. Blalock. H.M. <i>Social Statistics</i>, New Delhi: McGraw Hill 1979</li> <li>3. Gupta.S.P. and Gupta.M.P. <i>Business Statistics</i>, New Delhi: Sultan Chand and Sons, 2006</li> <li>4. Hawley, Wareen, <i>Foundations of Statistics</i>, New York: Saunders College Publishing 1996</li> <li>5. Hooda.R.P. <i>Statistics for Business and Economics</i>, New Delhi; Macmillan, 2003</li> <li>6. Kothari.C.R. <i>Quantitative Techniques</i>, New Delhi; Vikas Publishing House, 1998</li> <li>7. Gupta, S.C. <i>Fundamentals of Statistics</i>, Mumbai: Himalaya Publishing House, 2006</li> <li>8. Rajamanickam.M. <i>Statistical methods in Psychological and Educational Research</i>, New Dehi: Concept Publishing Company, 2001</li> <li>9. Siegel, Sideny, <i>Non-Parametric Statistics for Behavioral Sciences</i>, New Delhi: MCGraw Hill, 2006</li> <li>10. Sinha B.L. <i>Statistics in Psychology and Education</i>, New Delhi: Anmol Publications, 2006</li> <li>11. Vijayalakshmi.G and Sivapragasam.C <i>Research methods: Tips and Techniques</i>, Chennai: MJP Publishers, 2009.</li> </ol>
<p><b>Course outcomes</b></p>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Be familiar with the basic concepts and terminology of statistics</p> <p><b>CO2:</b> Learning the importance and application of statistics in different disciplines</p> <p><b>CO3:</b> Learning appropriate sampling procedure and decide sample size</p> <p><b>CO4:</b> Develop skill in reading and understanding the results from data analysis</p> <p><b>CO5:</b> Known methods of data analyzing in SPSS.</p>

<b>Code: 18CDSP0212</b>	<b>Project Monitoring and Evaluation</b>		<b>Credit: 3</b>
<b>Programme</b>	<b>M.A Rural Development studies</b>	<b>Semester-II</b>	
<b>Cognitive Level</b>	K1	Define project evaluation and list different types of monitoring.	
	K2	Explain the difference between process and impact evaluation	
	K3	Use project indicators to track the progress of a real or simulated rural project.	
	K4	Compare conventional and participatory monitoring tools.	
	K5	Assess the effectiveness of MGNREGS using participatory evaluation tools.	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To provide knowledge on concepts of project management</li> <li>• To understand the significance of project monitoring system</li> <li>• To impart the skills on project monitoring and evaluation system</li> <li>• To provide knowledge on participatory monitoring and evaluation system</li> </ul> <p>To train develop the format for monitoring and evaluation of project report</p>		
<b>Unit 1</b>	<b>Concept, Meaning and Definition of Project Monitoring and Evaluation.</b> Participatory Monitoring. Participatory Evaluation. Importance, scope and functions of Project monitoring and Evaluation.		<b>14</b>
<b>Unit 2</b>	<b>Monitoring:</b> Need for project monitoring. Indicators of monitoring. Process and outcomes of monitoring. Designing a Monitoring system. Project management information - Terms of reference – Management Information System (MIS).		<b>12</b>
<b>Unit 3</b>	<b>Evaluation:</b> Types of evaluation - Internal, External, Self. Process, outcome and Impact evaluation. Approaches to evaluation. Developing indicators – Measuring costs – Evaluating benefits.		<b>12</b>
<b>Unit 4</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.		<b>12</b>
<b>Unit 5</b>	<b>Field Study and Reporting:</b> Developing a format for project monitoring and evaluation. Monitoring and Evaluation of On-going and completed project.		<b>12</b>
<b>References:</b>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Prasanna Chandra, <b>Project Planning, Appraisal, Budgeting and Implementation</b>, Tata McGraw Hill Publishing Company Limited, New Delhi, 1980.</li> <li>2. ShrutikaKasor, <b>Project Management</b>, Sumit Enterprises, New Delhi, 2003</li> </ol>		

	<ol style="list-style-type: none"> <li>3. Partha Dasgupta, Amartya Sen and Stephen Marlin, <b>Guidelines for Project Evaluation</b>, Oxford &amp; IBH Publishing Co., New Delhi, 1972.</li> <li>4. Moshin. M., <b>Project Planning and Control</b>, Vikas Publishing House Pvt. Ltd., 1977.</li> <li>5. David I. Cleland, <b>Project Management: Strategic, Design and Implementation</b>, McGraw Hill, New Delhi, 1995.</li> <li>6. R.G. Ghattas, Sandra L. McKee, <b>Practical Project Management</b>, Pearson Education (Singapore) Pvt. Ltd., Delhi, 2003.</li> <li>7. Britha Mikkelsen, <b>Methods for Development Work and Research</b>, Sage Publications Ltd., New Delhi, 2005.</li> <li>8. Patrick Gudda “A guide to Project Monitoring and Evaluation”, Author House, Bloomington (2011).</li> <li>9. 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>10. 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>11. Annabel Warbung “Toolkits: A practical guide to planning, monitoring, evaluation and impact assessment”. Save the Children, London, UK. (1995).</li> </ol>
<b>Course outcomes</b>	<p style="text-align: center;">On completion of the course, students are enabled to gain</p> <p><b>CO1:</b> Understanding on the concept of project monitoring and evaluation</p> <p><b>CO2:</b> Basic skills in monitoring and evaluation of development of projects</p> <p><b>CO3:</b> Designing the participatory monitoring and evaluation methods</p> <p><b>CO4:</b> Knowledge in Formulating project monitoring and evaluation reports</p>

Code 18CDSP02N1	Rural Development in India - Policies and Programmes		Credit 4
<b>Elective Course</b>			
<b>Cognitive Level</b>	K1	Define rural development and list key poverty eradication schemes.	
	K2	Explain the need for decentralization in rural planning	
	K3	Apply micro-planning methods to a rural village case.	
	K4	Analyze the impact of natural resource availability on rural development	
	K5	Evaluate the effectiveness of MGNREGS in reducing rural unemployment	
<b>Course Objectives</b>	<p style="text-align: center;"><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To learn existing policies and programmes of Government of India for rural development</li> <li>• Make to understand the linkage between Poverty and Development</li> <li>• Understand the focus of the Flagship Programme of Government of India To familiarize the linkage between various approaches</li> </ul>		
<b>Unit 1</b>	Rural Development-Meaning, Definition, and Concept of Rural Development, Imperatives of Rural Development. Basic connotation of Rural Development, Development and Change, Human beings as cause and consequences of Development.	<b>14</b>	
<b>Unit 2</b>	Rural Poverty in India-Causes and consequences of rural Poverty, Determinants of Rural Development Natural Resources, Human Resources, Capital, Technology, Organizations &Institutions.	<b>14</b>	
<b>Unit 3</b>	Need for Rural Development policy, Rural Development Policies in India, Goals of Rural Development Policies.	<b>12</b>	
<b>Unit 4</b>	Current Rural Development/Welfare Programmes: Equity oriented programmes, Poverty & Unemployment Eradication, Natural Resources & Infrastructure Development, and Right Based Programmes. Eg. Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)- Swarnajayanthi Gram SwarajgarYojana (SGSY)- PradhanMantri Gram SadakYojana ( PMGSY) – Indira AawasYojana (IAY) National Social Assistant Programme (NSAP)- National Rural Livelihood Mission (NLRM)-PURA-RURBAN Mission- Unnat Bharat Abiyan (UBA)	<b>14</b>	
<b>Unit 5</b>	Planning for Rural Development- Levels & Functions of Planning, Decentralization of Planning, Micro Level Planning.	<b>12</b>	
<b>References: Text Books:</b>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Singh, Katar (2015). Rural Development: Principles, Policies and Management, Sage Publications, New Delhi.</li> <li>2. Sau, Sachinandan (1998). Rural Development: Theories and Experiences Allied Publishers Ltd., New Delhi.</li> </ol>		

	<ol style="list-style-type: none"> <li>3. SayaSunaram, I. (2002). Rural Development, Himalaya Publishing House, Mumbai.</li> <li>4. Reddy, K. Venkata (2001), Agriculture and Rural Development: A Gandhian Perspective, Himalaya Publishing House, Mumbai.</li> <li>5. Jain, GopalLal (1997). Rural Development, Mangal Deep Publications, Jaipur.</li> <li>6. Hundekar.S.G., (1995). Management of Rural Sector, Mittal Publication, New Delhi.</li> <li>7. Sreedhar&amp;Rajasekhar (2014): Rural Development in India-Strategies and Processes, Concept Publihing Company Pvt Ltd., New Delhi.</li> </ol>
<b>Course outcomes</b>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Get familiarized with Rural Development policies in India</p> <p><b>CO2:</b> Gain Knowledge about the process of development in the poverty</p> <p><b>CO3:</b> Get an overall knowledge on Flagship Programmes</p> <p><b>CO4:</b> Become familiar with various Approaches</p>

<b>Code 18CDSP02N2</b>	<b>NME Non-Governmental Organizations</b>		<b>Credit: 4</b>
<b>Non-Major Elective Course</b>			
<b>Cognitive Level</b>	K1	Students recall definitions, characteristics, and types of NGOs.	
	K2	Learners differentiate and explain types based on focus and legal status.	
	K3	Applying structure and strategies to case scenarios or project planning.	
	K4	Analyzing the legal framework and how government monitors NGO activities.	
	K5	Evaluating recent trends and challenges facing NGOs.	
	K6	Designing an ideal NGO model based on best practices from real-world cases.	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To learn about the structure and functions of NGOs, promoting Rural Development</li> <li>• To understand the Legal aspects and procedural structure of NGOs</li> <li>• To gain the knowledge about the funding opportunities for NGOs</li> <li>• To teach the functions, systems and patterns of the NGOs in India</li> </ul> <p>To study the importance of CSR</p>		
<b>Unit 1</b>	Non-Governmental Organizations (NGOs)- Meaning, Definitions, concept, Characteristics, structures and functions, Classification/ Types. NGOs as alternative catalysts of development. Nature and significance of NGO Management-organizational Structure- Strategies of social action adopted by NGOs- Voluntary Action.		<b>14</b>
<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.		<b>12</b>
<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-funding criteria and conditionality. Managing relationship with donors- working with government-Networking of NGOs-Fund raising Mechanism-Proposal writing for funding agencies.		<b>14</b>
<b>Unit 4</b>	NGO Governance- Objectives or Mission Statement- Planning-organizing- controlling-Strategies, administrative and operational controls-Account maintenance and Auditing-Income tax provisions applicable for NGOs.		<b>12</b>
<b>Unit 5</b>	Corporate Social Responsibility for NGOs- NGOs creditability- It for NGO Management- National policy for voluntary sector-Changing scenario in the NGO sector-Case studies.		<b>12</b>

<b>References: Text Books:</b>	<b>References:</b> <ol style="list-style-type: none"> <li>1. Joel S.G.Bhose (2003): NGos and Rural Development- Theory and Practice, Concept Publications, New Delhi</li> <li>2. Lawani B.T (1999) NGOs in Development, Rawat Publications, Jaipur</li> <li>3. Ravi Shankar Kumar Singh(2003) Role of NGOs in Developing Countries (Potentials, Constraints and Policies), Deep &amp; Deep Publications(P)Ltd., New Delhi</li> <li>4. John M.Riley (2002), Stakeholders in Rural Development- Critical Collaboration in State-NGO Partnership, Sage Publications, New Delhi</li> <li>5. Norman Up off et al., (1998) Reasons for Success: Learning from instructive experiences in Rural Development, Vistaar Publications, New Delhi</li> </ol>
<b>Course outcomes</b>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Gaining an in-depth knowledge about the development of NGOs</p> <p><b>CO2:</b> Learning to comprehend the process of establishing and managing NGOs</p> <p><b>CO3:</b> Understanding fund raising strategies and methods in the NGOs</p> <p><b>CO4:</b> Learning the functioning systems of NGOs</p> <p><b>CO5:</b> Getting appropriate knowledge about the CSR</p>

<b>15GTPP0001</b>	<b>Gandhi in Everyday Life</b>		<b>Credit:2</b>
<b>Programme</b>	<b>M.A Rural Development studies</b>	<b>Semester-II</b>	
Cognitive Level	K-1	Identify the major incidents that shaped Gandhi in South Africa.	
	K-2	Recall Gandhi's perspectives on modern challenges	
	K-3	Summarize Gandhi's contributions to conflict resolution and social reform.	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>To study the Mahatma Gandhi's biography</li> <li>To understand the principles and practices of Gandhi and relevance in the present scenario</li> </ul> <p>To develop noble character and attitude to enable the students to cope up with the challenges of daily life</p>		
<b>Unit 1</b>	<b>Understanding Gandhi:</b> Child hood days, Student days, influence of Books and Individuals, Religion, Family, and Social factors. Gandhi as rebel, acquaintance with vegetarianism, as lawyer, encountering and transforming humiliation: in India, in south Africa- train incident, Coach incident, on path way, at court, attack by protesters. Gandhi as political leader and reformer.		<b>9</b>
<b>Unit 2</b>	<b>Management:</b> Gandhi's experiments in managing family- Eleven vows, non-possession and sacrifice begin at home – Managing Ashram - community living, service and financial ethics – Managing Social movements- Transvaal March and Salt Satyagraha and nonattachment to position (NishkamaSeva).		<b>9</b>
<b>Unit 3</b>	<b>Conflict Reduction:</b> Pursuance of truth and nonviolence ends and means, openness, transparence, love and kindness in handling relationship, nonviolent communication, practicing nonviolence in social and political issues (Satyagraha), conflict resolution practices, art of forgiveness and reconciliation and Shanti Sena.		<b>8</b>
<b>Unit 4</b>	<b>Humanism:</b> Trust in goodness of human nature, respect for individual and pluralistic nature of society, dignity of differences, equal regard for all religions (Sarvadharm Samabhava), castes, races, colours, languages etc., simple and ethical life, swadeshi and unity of humankind.		<b>8</b>
<b>Unit 5</b>	<b>Constructive programmes</b> and contemporary issues: Concept of Sarvodaya, poverty, terrorism, environmental degradation, problems in sharing common resources, health systems and education, science and technology and centralization of power and governance. Films. Richard Attenborough, <b>Gandhi</b> . Syam Benegal, <b>The Making of Mahatma</b> . Anupam P. Kher, <b>Mine Gandhi Ko Nahin Mara</b> . Peter Ackerman and Jack Duvall, <b>A Force More Powerful</b> .		<b>8</b>

<b>References:</b>	<ol style="list-style-type: none"> <li>1. M.K. Gandhi, (2012) An Autobiography or The Story of My Experiments with Truth,</li> <li>2. Navajivan Publishing House, Ahmedabad.</li> <li>3. 2003) Satyagraha in South Africa, Navajivan Publishing House, Ahmedabad.</li> <li>4. Basic Education, Navajivan Publishing House, Ahmedabad.</li> <li>5. (2004) Village Industries, Navajivan Publishing House, Ahmedabad.</li> <li>6. (1997) Hind Swaraj, Navajivan Publishing House, Ahmedabad.</li> <li>7. (2001) India of my Dreams, Navajivan Publishing House, Ahmedabad.</li> <li>8. K.S.Bharathi(1995)Thought of Gandhi and Vinoba, Shanti Sena, Sarva Seva Sangh Prakashan, Varanasi.</li> </ol>
<b>Course outcomes</b>	<p>On completion of the course, students should be able to do</p> <p><b>CO1:</b> Learning the knowledge about the life and message of Mahatma Gandhi</p> <p><b>CO2:</b> Understanding the Mahatma Gandhian life experience to manage the situation effectively</p> <p><b>CO3:</b> Learning the Gandhian model of conflict reduction</p> <p><b>CO4:</b> Understanding the Mahatma Gandhi approaches to become a real humane through exploration of Gandhian lines</p> <p><b>CO5:</b> Developing to become a Gandhian constructive worker</p>

<b>18EXNP02F2</b>	<b>Extension /Field Visit</b>	<b>Credit</b>
	<p>Extension has been considered as the most acceptable strategy for RD in country like India. It aims at bringing about a change in human behavior. The first target of this has been the rural people whose attitude is changed 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 their problems and identify the felt needs.</li> <li>• Develop leadership among people &amp; help them in organizing themselves to solve the problems.</li> <li>• Disseminate research findings and information of practical importance in a way which people would be 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 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>	

## Semester-III

Code: <b>18CDSP0314</b>	<b>Development Funding</b>		Credit: 3
<b>Programme</b>	<b>M.A Rural Development studies</b>	<b>Semester-III</b>	
<b>Cognitive Level</b>	K1	List major forms of development aid and donors.	
	K2	Funding process from proposal to evaluation	
	K3	Develop a basic proposal to approach a corporate donor.	
	K4	Analyze the challenges in donor-NGO relationships	
	K5	Evaluate the sustainability of a fundraising model	
	K6	Design a comprehensive fundraising strategy for a new NGO	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To study the fundamental concept of funding</li> <li>• To understand the funding sources and agencies</li> <li>• To get clear knowledge on how to prepare a funding proposal</li> <li>• To learn the funding agencies structure and functional system</li> </ul> <p>To inculcate the raising strategies and approaches of funding from donors</p>		
<b>Unit 1</b>	<p><b>Concepts:</b> Aid, Development aid, Forms of aid Donor, partner, nodal agencies</p> <p>Development ideologies Dependency Syndrome Direct and channelized funding, Co-financing</p>		<b>12</b>
<b>Unit 2</b>	<p><b>Typology of donors:</b> Funding Sources – individuals, Volunteers, Non-resident communities, corporate, Trust/foundation, Government sources, donor agencies Forms of support-Methods of identification sources – Factors motivating the sources – Reasons for supporting</p>		<b>12</b>
<b>Unit 3</b>	<p><b>Strategies and approaches :</b>Developing a fund raising proposal Mode of approaching funding sources Qualities of a good funds raiser.</p>		<b>12</b>
<b>Unit 4</b>	<p><b>Structure and functions:</b> Organizational structure and functions of Donors – Government, Embassies, Foreign Donors, Corporate Process of funding – Appraisal, Funding monitoring and evaluation</p>		<b>12</b>
<b>Unit 5</b>	<p><b>Methods of Fund Raising:</b> Methods of fund raising – Organizing and managing events– Cost of fund raising – Problems in fund raising</p>		<b>12</b>

<p><b>References:</b></p>	<ol style="list-style-type: none"> <li>1. Michael Norton, Murray Culshaw, Getting Started in Fundraising, Sage Publications, New Delhi, 2000</li> <li>2. Crackwell, Basil, Evaluating Development Aid, sage Publications, London 2000</li> <li>3. Schabbel, Cristian, The alue chain of Foreign Adi, (Sourced from Website)</li> <li>4. Disability Awareness in Action:L Fund Raising, Published by Disability Awareness in Action, London Resource Kit No.5</li> <li>5. Rural Development Management, IGNOU, School of Continuing Education,m Boo 2</li> <li>6. Project Evaluation: A Guide for NGOs, ODA Overseas Development Administration, June 1993</li> <li>7. ParthaDasgupta, AmertyaSen and Stephen Marglin, Guidelines for Project Evaluation, Oxford &amp; IBH Publishing Co., New Delhi 1972.</li> <li>8. BrithaMikkelsen, Methods for Development Work and Research, Sage Publications, New Delhi 2005</li> </ol>
<p><b>Course outcomes</b></p>	<p>On completion of the course, students are enabled</p> <p><b>CO1:</b> Gaining adequate knowledge about the significance of funding</p> <p><b>CO2:</b> Learning about the agencies of funding and their funding system</p> <p><b>CO3:</b> Learning the preparation method of a funding proposal</p> <p><b>CO4:</b> Understanding the functional and structure of funding agencies</p> <p><b>CO5:</b> Getting clear knowledge on raising strategies and approaches of funding from donors</p>

Code: <b>18CDSP0315</b>	<b>Adult and Continuing Education And Extension</b>		3 Credit
<b>Programme</b>	<b>M.A Rural Development studies</b>	<b>Semester-III</b>	
Cognitive Level	K1	Recall the types of literacy relevant to adult learners.	
	K2	Understand the various forms of education	
	K3	Apply participatory techniques in designing a field oriented program	
	K4	Analyze the role of NGOs in literacy movements.	
	K5	Evaluate the effectiveness of various literacy campaigns in rural areas	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To understand the concepts of adult, continuing education and extension</li> <li>• To make known about the Historical efforts and action in adult, continuing education and extension</li> <li>• To learn the techniques and methods of adult, continuing education and extension</li> <li>• To make known about the current trends in adult, continuing education and extension</li> <li>• To study the Flagship programmes in adult, continuing education and extension</li> </ul>		
<b>Unit 1</b>	<b>Concepts and Terminologies :</b> Andragogy and Pedagogy – 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.		<b>12</b>
<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 shikshanmohim, National Adult Education program –Mass programme for Functional literacy, 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, sevamandir, Sriniketan.		<b>12</b>
<b>Unit 3</b>	<b>Curriculum methods, Techniques of material preparation for Adults:</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 and 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.		<b>12</b>

<p><b>Unit 4</b></p>	<p><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. Role of NGOS, Universities and other Govt. 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.</p>	<p><b>12</b></p>
<p><b>Unit 5</b></p>	<p><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.</p>	<p><b>12</b></p>
<p><b>References:</b></p>	<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, AmbalaCantt, 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, AmbalaCantt, 2001.</li> <li>5) Mohanty J., Adult and Non - Formal Education, Deep &amp; Deep publications Pvt. Ltd., New Delhi, 2002.</li> <li>6) Parashar B.P., A Text Book of Adult Education, Dominant Publishers and Distributors, New Delhi, 2005.</li> <li>7) Rajendra Singh Yadav, Adult Education Concept Theory and Practice, The Associated Publishers, Ambala Cantt, 2002.</li> </ol>	
<p><b>Course outcomes</b></p>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Learning the concepts of adult, continuing education and extension</p> <p><b>CO2:</b> Understanding the Historical efforts and action in adult, continuing education and extension</p> <p><b>CO3:</b> Getting knowledge of the adult, continuing education and extension techniques and methods</p> <p><b>CO4:</b> Gaining the knowledge of the changing trending in adult, continuing education and extension</p> <p><b>CO5:</b> Knowing the adult, continuing education and extension Flagship programmes</p>	

Code <b>18CDSP0316</b>	<b>Non-Governmental Organizations</b>		Credit: 3
<b>Programme</b>	<b>M.A Rural Development studies</b>	<b>Semester-III</b>	
Cognitive Level	K1	Students recall definitions, characteristics, and types of NGOs.	
	K2	Learners differentiate and explain types based on focus and legal status.	
	K3	Applying structure and strategies to case scenarios or project planning.	
	K4	Analyzing the legal framework and how government monitors NGO activities.	
	K5	Evaluating recent trends and challenges facing NGOs.	
	K6	Designing an ideal NGO model based on best practices from real-world cases.	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To study the Management concept of Non-Governmental Organization [NGO]</li> <li>• To make known about the registration process of NGO</li> <li>• To understand the source of funding of NGO</li> <li>• To learn about the governance of NGO</li> <li>• To understand the Corporate Social Responsibilities [CSR] in NGO Management</li> </ul>		
<b>Unit 1</b>	Non-Governmental Organizations (NGOs) - Meaning, Definitions, concept, Characteristics, structures and functions, Classification/ Types. NGOs as alternative catalysts of development. Nature and significance of NGO Management-organizational Structure- Strategies of social action adopted by NGOs- Voluntary Action.		<b>12</b>
<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.		<b>12</b>
<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-funding criteria and conditionality. Managing relationship with donors- working with government-Networking of NGOs-Fund raising Mechanism-Proposal writing for funding agencies.		<b>12</b>
<b>Unit 4</b>	NGO Governance- Objectives or Mission Statement- Planning-organizing- controlling-Strategies, administrative and operational controls-Account maintenance and Auditing- Income tax provisions applicable for NGOs.		<b>12</b>
<b>Unit 5</b>	Corporate Social Responsibility for NGOs- NGOs creditability-It for NGO Management- National policy for voluntary sector-Changing scenario in the NGO sector-Case studies.		<b>12</b>

<p><b>References:</b> <b>Text Books:</b></p>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Joel S.G.rBhose (2003): NGos and Rural Development- Theory and Practice, Concept Publications, New Delhi</li> <li>2. Lawani B.T (1999) NGOs in Development, Rawat Publications, Jaipur</li> <li>3. Ravi Shankar Kumar Singh(2003) Role of NGOs in Developing Countries (Potentials, Constraints and Policies), Deep &amp; Deep Publications(P)Ltd., New Delhi</li> <li>4. John M.Riley (2002), Stakeholders in Rural Development- Critical Collaboration in State-NGO Partnership, Sage Publications, New Delhi</li> <li>5. Norman Uploff et al., (1998) Reasons for Success: Learning from instructive experiences in Rural Development, Vistaar Publications, New Delhi</li> </ol>
<p><b>Course outcomes</b></p>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Learning in-depth knowledge of the Non-Governmental Organization [NGO] Management</p> <p><b>CO2:</b> Knowing the legal process of NGO Management</p> <p><b>CO3:</b> Gaining knowledge of NGOs funding sources</p> <p><b>CO4:</b> Learning the Governance of NGOs</p> <p><b>CO5:</b> Understanding the Corporate Social Responsibilities [CSR] in NGO Management</p>

<b>Code</b> <b>18CDSP0317</b>	<b>Health Care and Sanitation</b>		Credit 2
<b>Programme</b>	<b>M.A Rural Development studies</b>	<b>Semester-III</b>	
Cognitive Level	K1	Remember dimensions of health and list major health issues in India.	
	K2	Understand the environmental factors affect public health.	
	K3	Apply water purification techniques in a community setting.	
	K4	Analyze trends in NFHS data related to maternal health.	
	K5	Evaluate the impact of sanitation programme in rural areas	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To learn the concept of health care and sanitation in rural development</li> <li>• To make known about the determinants of health</li> <li>• To understand the environmental health</li> <li>• To learn about health care system in India</li> <li>• To study the National Health Care policies</li> </ul>		
<b>Unit 1</b>	Health - Definition- concept- Dimensions of Health – Physical – social – spiritual – mental – emotional – vocational . Changing concepts in Public Health – Disease control phase – Health promotional phase – Social engineering phase and Health for all phase- Health problems of India- Communicable/Non Communicable diseases-Nutritional-Environmental Sanitation-Medical care-population problems .		<b>9</b>
<b>Unit 2</b>	Determinants of Health – Biological – Behavioural – Socio cultural – Environment, Socio economic Health services – Ageing of population – gender and other factors - Indicators of Health – Mortality – Morbidity – Disability – Nutritional status indicators – Health care delivery indicators and utilization rates.		<b>9</b>
<b>Unit 3</b>	Environmental Health – Components – Physical – Biological – Social – Water – Sources – uses – safe and wholesome water – requirement – Pollution – water related diseases – purification of water at domestic and community level – problems of waste water – safe disposal of waste water – solid waste – Bio degradable - Non bio degradable and Recyclable waste – Safe disposal of Human Excreta --New Sanitation Policy in Urban and Rural – Swachh Bharath Abhiyan		<b>8</b>
<b>Unit 4</b>	Primary Health Care in India – Components – Principles - Community Health Centre – Primary Health Centre, Health sub centre, District/Taluk Hospitals – Organisation structure and staffing pattern and their functions – Millennium Development Goals-National Health Mission(NHM)- National Rural Health Mission(NRHM)- National Urban Health Mission(NUHM)- Reproductive and Child Health Programme(RCH)- National Family Health Survey (NFHS)– District Level Household and Facility Survey(DLHS).		<b>8</b>

<b>Unit 5</b>	National Health Policies – National population policies – National Health Programmes – Role of National and International Organisations and NGOs in the delivery of Health Care Services	<b>8</b>
<b>References: Text Books:</b>	<ol style="list-style-type: none"> <li>1. Text book of Preventive and Social Medicine, K.Park, 24<sup>th</sup> Edition, M/s. Banarsidas Bhanot Publishers, Jabalpur, 2017.</li> <li>2. Living with Earth 3<sup>rd</sup> Edition, (Concepts in Environmental Health Science) 2007 Gary S. Moore. CRC Press.</li> <li>3. Environmental Health 4<sup>th</sup> Edition, Dade Moeller, Harvard University Press, 2011.</li> <li>4. Integrated Solid Waste Management, George Tchovanoglous and Hilary theisen, et. al Mcgraw Hill Publishers.</li> <li>5. Environmental Sanitation, Murali Krishna, K.V.S.G, Reem Publications, 2005</li> <li>6. Rural Health Education, Goel.S.L,Deep &amp; Deep Publications(P) Ltd, New Delhi, 2008</li> <li>7. National Family Health Survey, NFHS-4, International Institute for Population Sciences, Govandi Station Road, Deonar, MUMBAI-400088. NFHS Website.</li> <li>8. District Level Household and Facility Survey , DLHS-4, International institute for population sciences, (Deemed University), Mumbai, DLHS Website.</li> <li>9. Bulletin of the WHO, WHO Press, 1211 Geneva 27, Switzerland.</li> </ol> <p><b>Journals</b></p> <ol style="list-style-type: none"> <li>1. <i>Indian Journal of Public Health.</i></li> <li>2. <b><i>Indian Journal of Public Health Research &amp; Development (Institute of Medico-legal Publications, New Delhi.)</i></b></li> <li>3. <i>Indian Journal of Hygiene and Public Health,</i></li> <li>4. <i>Indian Journal of Community Medicine ,</i></li> </ol>	
<b>Course outcomes</b>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Understanding the concept of health care and sanitation in rural development</p> <p><b>CO2:</b> Getting knowledge about the health determinants</p> <p><b>CO3:</b> Knowing about the significance of environmental health</p> <p><b>CO4:</b> Learning about Indian health care system</p> <p><b>CO5:</b> Understanding the National Health Care policies</p>	

Code 18CDSP0318	Local Governance		Credit:2
Programme	M.A Rural Development Studies	Semester-III	
Cognitive Level	K1	Recall the decentralization and list its types	
	K2	Understand the features of good governance.	
	K3	Apply the 73rd Amendment framework to a rural governance scenario	
	K4	Analyze how devolution affects local participation.	
	K5	Evaluate the effectiveness of Social Audits in ensuring accountability	
Course Objectives	<b>The course aims</b> <ul style="list-style-type: none"> <li>To Understand the concepts of Democratic Decentralization</li> <li>To make known the significance of Local Governance in Rural Development</li> <li>To understand the functioning system of rural local government</li> <li>To learn about the good governance</li> <li>To study the existing systems and efforts taken in local government</li> </ul>		9
Unit 1	<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.		9
Unit 2	<b>Models of Local Governance:</b> Local Government and Local Governance- Models of Local Governance: Meaning and features- Localist, Individualist, Mobilization and Centralist-Citizen Centered Local Governance: Responsive, Responsible and Accountable.		8
Unit 3	<b>Rural Local Government: Structure and Functions:</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.		8
Unit 4	<b>Good Governance:</b> Good Governance-Features of Good Governance: Accountability, Transparency, Responsiveness, Equity & Inclusiveness, Effectiveness & Efficiency, Rule of law, Participatory, Consensus.		8
Unit 5	<b>Initiatives in Local Governments:</b> Initiatives in Local Governments: Social Audit, Citizen Charter, Citizen Report and Ombudsman. Right to Education, Right to Information and Right to Public Services- Measuring Local Governance.		8

<p><b>References:</b> <b>Text Books:</b></p>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Dhalimal S.S (2004), Good Governance in Local Self- Government, New Delhi, Deep&amp; Deep publications, New Delhi</li> <li>2. Jain L.C ed., (2005), Decentralization and Local Governance, Orient Longman, New Delhi.</li> <li>3. Abdul Aziz et. al., (2002), Decentralized Governance and Planning: A Comparative study of Three South Indian States MacMillan, New Delhi</li> <li>4. Kuldeep Mathur(2009) From Government to Governance, National Book Trust, New Delhi</li> <li>5. N.Lalitha (2004), Rural Development in India: Emerging Issues and Trends, Dominant Publishers, Delhi.</li> </ol>
<p><b>Course outcomes</b></p>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Learning the concepts of Democratic Decentralization</p> <p><b>CO2:</b> Understand the Local Governance in Rural Development</p> <p><b>CO3:</b> Getting knowledge of functioning system of rural local government</p> <p><b>CO4:</b> Understanding the good governance practices</p> <p><b>CO5:</b> Learning about the efforts taken for good governance by local government</p>

Code <b>18CDSP03E1</b>	<b>Major Elective: Values and Ethics in Development</b>		Credit: 4
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-III</b>	
Cognitive Level	K1	Remember the types of human values and ethical goals of development.	
	K2	Understand the theories related to development ethics.	
	K3	Apply ethical principles in evaluating a development project.	
	K4	Analyze the various elements of authentic development.	
	K5	Evaluate the effectiveness of humanistic approaches in sustainable development.	
<b>Course Objectives</b>	<b>The course aims</b> <ul style="list-style-type: none"> <li>To understand the human value concepts</li> <li>To study the development practices</li> <li>To learn about the development dilemma in ethics</li> <li>To make known about the humanistic approaches in development process</li> <li>To understand the authentic development concept</li> </ul>		
<b>Unit 1</b>	Concept of Human Values- Types of Values: Constitutional, Social, Professional, Religious, and Aesthetic values. Definition and origins of Development Ethics.		<b>14</b>
<b>Unit 2</b>	Development Practice and their relationships with Social Justice, Human Rights and Basic Needs. Denis Goulet's contribution to Development Ethics.		<b>14</b>
<b>Unit 3</b>	Ethical dilemmas in development- Ethical Goals and Strategies of Development- Life Sustenance, Esteem, Universal solidarity and Participation.		<b>12</b>
<b>Unit 4</b>	Sustainability and humanistic approaches in development process- Ecological balance and impact of technologies on development- Human Development Paradigm-Moral guidelines for development.		<b>12</b>
<b>Unit 5</b>	Concept of Authentic Development- Conceptual elements of authentic development: Economic, Social, Political, Cultural, Ecological and System of meaning-De-professionalization of development-People as agents of their destiny and builders of models of development.		<b>12</b>
<b>References: Text Books:</b>	1. Denis Goulet (1995): Development Ethics: A guide to Theory and Practice, Apex Press, Virginia. 2. Ethics and Development Discussion Series (1994): Development Bulletin, Vol.30, Australian National University, Canberra. 3. Gasper F. Lo Biondo, S.J. & Rita M. Rodriguez (2012): Development, Values, and the Meaning of Globalization: A Grassroots Approach, The Woodstock Theological Centre, Washington, DC.		
<b>Course outcomes</b>	On completion of the course, students are enabled to <b>CO1:</b> Learning about the human values in the context of development <b>CO2:</b> Gaining knowledge of development practices <b>CO3:</b> Understanding the ethical dilemma in development process <b>CO4:</b> Understanding the significance of values and ethics in development practices <b>CO5:</b> Learning the concept of authentic development		

Code <b>18CDSP03E2</b>	Major Elective: <b>Life Skills Education</b>		Credit: 4
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-III</b>	
Cognitive Level	K1	Recall adolescence life skills.	
	K2	Understand the various skills related to employment, decision making and leadership	
	K3	Apply SWOT analysis to understand personal strengths and weaknesses.	
	K4	Evaluate the pros and cons of job loyalty in changing work environments.	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To learn about the life skills of adolescences</li> <li>• To get knowledge of increasing employment skills</li> <li>• To learn the decision making skills</li> <li>• To make known the personality development and life skills</li> <li>• To learn about the leadership qualities</li> </ul>		
<b>Unit 1</b>	<b>Life Skills to the Adolescents:</b> Life Skills Meaning- adolescent Meaning- Life Skill to the adolescent- Social Awareness- peer pressure- fear, anger- SWOT- Proactive		<b>14</b>
<b>Unit 2</b>	<b>Employability Skills</b> Self-Concept and work, discrimination, earning money now, quality Vs Quantity, the interview, Job information, getting an job, loyalty to whom , job safety, productivity, advancement and raises successful work attitudes job quitting, unemployment		<b>14</b>
<b>Unit 3</b>	<b>Decision Making Skills</b> Future studies, careers, choosing, friend-time for work and studies-problem solving skill- identify individual problems and solving the problem, job problems and how to overcome to those problems, Time Management, Health related problems		<b>12</b>
<b>Unit 4</b>	<b>Life Skills and Personality Development</b> Goal Setting, self-assessment, managing relationship, personal management people management		<b>12</b>
<b>Unit 5</b>	<b>Leadership Skills</b> Functioning effectively as a group and consensus decision-making, public speaking, negotiation and conflict- resolution, learning about leadership and decision-making styles		<b>12</b>
<b>References: Text Books:</b>	<p><b>References:</b></p> <ol style="list-style-type: none"> <li>1. Package of Lessons and curriculum material on Life skills on Adolescent reproductive health, UNESCO Regional clearing House, Bangkok, Thailand.</li> <li>2. Communication and Advocacy strategies adolescent reproductive and sexual health Booklet1-3 series UNESCO Regional clearing House, Bangkok, Thailand</li> <li>3. Adolescent Reproductive &amp; Health package of research briefs series-2 UNESCO Regional clearing House, Bangkok, Thailand</li> <li>4. Partenership and reproductive bahaviour in low fertility countries, united</li> </ol>		

	nations The centre for development and population Activities (CEDA), choose a future: Issues and options for Adolescent Boys- A source Book of Participatory learning activities, Washington, D.C(1998)
<b>Course outcomes</b>	On completion of the course, students are enabled to <b>CO1:</b> Understanding the adolescences life skills <b>CO2:</b> Getting knowledge to enable the employability skills <b>CO3:</b> Developing skills to take appropriate decision making <b>CO4:</b> Gaining knowledge to develop the life skills and personality <b>CO5:</b> Developing the leadership qualities

Code <b>18CDSP03E3</b>	Major Elective: <b>Technologies for Rural Development</b>		Credit: 4
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-III</b>	
Cognitive Level	K1	Recall the various technology missions initiated by the Government of India.	
	K2	Understand role of appropriate technology in rural development.	
	K3	Apply communication strategies to promote technologies for village Development.	
	K4	Analyse the appropriate technologies for rural development	
	K5	Evaluate the sustainability of different rural energy sources	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <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> <li>• To understand the technology transferring mechanism</li> <li>• To learn the bio-technology techniques for rural development</li> </ul> <p>To make known the energy utilization pattern for sustainable development</p>		
<b>Unit 1</b>	Science and Technology- Significance- Appropriate Technology-sources of Technologies for Rural Areas- Review of Efforts- Farm Practices, Waste recycling, Animal Husbandry practices, Technology for Rural industries.		<b>14</b>
<b>Unit 2</b>	Technology Missions- Drinking Water- immunization, National Literacy Mission, Oil Seeds, Telecom, Wasteland Development, Dairy Development- Role of CAPART and Rural Technology- S&T inputs at planning stage and implementation stage of RD programmes.		<b>14</b>
<b>Unit 3</b>	Transfer of Technology-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.		<b>14</b>

<b>Unit 4</b>	Bio technologies for Rural Development- Mushroom cultivation, vermiculture, organic farming, floriculture, sericulture, herbal medicines Rural Housing and Habitat development- cost effective technologies for Rural Housing- Rural Building Centres.	<b>14</b>
<b>Unit 5</b>	Energy and sustainable development- Rural Energy sources-renewable and Non-renewable energy- Energy assessment of village-Bio-energy for Rural Areas-Biomass – Biogas- use of non-conventional energy sources.	<b>12</b>
<b>References: Text Books:</b>	<p><b>References:</b></p> <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; SushmaKaushik (2003), Rural Energy for Sustainable Development, Deep &amp; Deep Publications, New Delhi</li> <li>4. RC Maheswari&amp;PradeepChaturvedi(1997), Bio energy for Rural Energisation, Concept Publishing Company, New Delhi</li> </ol>	
<b>Course outcomes</b>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Learning the concept of science and technology for rural development</p> <p><b>CO2:</b> Getting knowledge about the interventions of Government and Non-governmental</p> <p><b>CO3:</b> Understanding the technology transferring mechanism</p> <p><b>CO4:</b> Learning the bio-technology systems and techniques for rural development</p> <p><b>CO5:</b> Getting knowledge about the energy utilization pattern in sustainable development</p>	

## MODULAR COURSES

Code <b>18CDSP03M1</b>	Modular Course : <b>Career Guidance and Counseling</b>		Credit:2
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-III</b>	
Cognitive Level	K1	Recall the principles and goals of counseling.	
	K2	Understand the theories on adolescent counseling.	
	K3	Apply counseling techniques in a role-play scenario	
	K4	Analyze ethical considerations in counseling.	
	K5	Evaluate the effectiveness of group counseling in adolescent behavior change	
<b>Course Objectives</b>	<p style="text-align: center;"><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To understand the concept of counseling and its process</li> <li>• To make known the theories of counseling</li> <li>• To learn the approaches and techniques in counseling</li> <li>• To study the career planning and decision making methods in counseling</li> </ul>		
<b>Unit 1</b>	<b>Growth and Development of Guidance and Counseling:</b> Concept and Definition of Counseling - Principles of Counseling - Objectives and goals of counseling - Factors affecting the Counseling PROCESS - effective Counseling – Role of Counselor and Qualities of Counselor.		<b>9</b>
<b>Unit 2</b>	<b>Development Tasks, Theories and Counseling Goals:</b> Development tasks - Adolescence - Erickson’s theory of Psychological development - Socio - Cultural factors - Problems in the Indian educational contexts - Expectations of different individuals - Counseling goal.		<b>8</b>
<b>Unit 3</b>	<b>Approaches to Counseling:</b> The directive or authoritarian approach (psychoanalytic) - Relevance of psychoanalysis to counseling - Humanistic approach – Roger’s Self - theory - Development of self - concept - The Counseling process - Theoretical approaches - Behavioral approaches - Cognitive approach - System approach		<b>8</b>
<b>Unit 4</b>	<b>Techniques in Counseling:</b> Non - verbal communication in interview - Counselee - Counselor relationship - interviewing techniques in counseling - Structuring the counseling relationship - Counseling in other settings : Group, Educational, Vocational, Family - organizational Counseling, Professional preparation and Training for Counseling, Academic preparation - Counseling skills - Ethical standards - Legal considerations, Selection and training of counselors - Modern trends in counseling – the status of the guidance and counseling movement in India.		<b>8</b>
<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 counseling and the development of human potential – Career planning and Decision making .		<b>8</b>

<p><b>References: Text Books:</b></p>	<ol style="list-style-type: none"> <li>1. Antony D. John, 1994, Dynamics of Counselling, Nagercoil, Anugraha Publications.</li> <li>2. Eggert A. Max., 1999, Perfect Counselling, UK, Random House Business books.</li> <li>3. Fuster, J.M., 1964, Psychological Counselling in India, London, Macmillian and Co.</li> <li>4. Lindon Jennie and Lindon Lance, 2000, Mastering Counselling Skills, London</li> <li>5. NarayanaRao, 2003, Counselling and Guidance, New Delhi, Tata McGraw – Hill</li> <li>6. Patterson, C.H., 1966, Theories of Counselling and Psychotherapy, New York, Harper &amp; Row</li> <li>7. Prasantham, B.J., 1987, Therapeutic Counselling, Vellore, Christian Counselling Centre.</li> <li>8. Rimm C. David &amp; Masters C. John, 1974, Behavior Therapy, New York, Academic press.</li> <li>9. Nenett, Margeret E. (1963), Guidance and Counselling in Groups, MC raw Hill, Newyork.</li> <li>10. Downing, Lester N. : (1964), Guidance and Counselling Service, McGraw Hill, New York.</li> <li>11. Seema Yadaw, (2005), Guidance and Counselling, Anmol publications Pvt. Ltd. Ramesh Chaturvedi (2008), Guidance and Counselling SKILLS Crescent Publishing Corporation, New Delhi.</li> </ol>
<p><b>Course outcomes</b></p>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Understanding the concept of counseling</p> <p><b>CO2:</b> Knowing the counseling theories</p> <p><b>CO3:</b> Learning the counseling approaches</p> <p><b>CO4:</b> Learning the counseling techniques</p> <p><b>CO5:</b> Getting knowledge to do career planning and decision making</p>

Code: <b>18CDSP03M2</b>	Modular Course : <b>Geographic Information System and Remote Sensing</b>		<b>2 Credits</b>
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-III</b>	
Cognitive Level	K1	List the components of GIS and GPS.	
	K2	Understand the concept of buffer and overlay in GIS.	
	K3	Apply onscreen digitization techniques to map a village	
	K4	Analyze the results of supervised image classification	
	K5	Evaluate the effectiveness of remote sensing in rural planning	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To learn concept of Geographic Information System [GIS]</li> <li>• To make known the method of data uploading in GIS</li> <li>• To understand the capabilities of GIS</li> <li>• To learn about the analyzing techniques of surface and network</li> <li>• To make known about the remote sensing mechanism</li> </ul>		
<b>Unit 1</b>	<b>Map appreciation – Conventional signs and symbols.</b> Geographic Information System (GIS): Definition – components – contributing disciplines.		<b>9</b>
<b>Unit 2</b>	Scanning – data input in GIS – onscreen digitization and editing of spatial data – mapping techniques		<b>9</b>
<b>Unit 3</b>	GIS Capabilities I: Buffer – Overlay – Interpolation - Reclassification		<b>8</b>
<b>Unit 4</b>	<b>GIS Capabilities II: Surface Analysis – Network Analysis.</b> GPS: Definition – Segments of GPS – <b>use of GPS.</b> Areas of Applications of Geoinformatics.		<b>8</b>
<b>Unit 5</b>	Remote Sensing: Definition – components of remote sensing. Digital Image Processing : Image enhancement – Image Classification ( <b>Supervised – Unsupervised</b> )		<b>8</b>
<b>References: Text Books:</b>	<ol style="list-style-type: none"> <li>1. Ian Heywood, Sarah Cornelivs and Steve Carver, An Introduction to Geographical Information System, Pearson Education Pvt .Ltd., New Delhi, 2010.</li> <li>2. Burrough, Peter A. and Rachael A. McDonnell, Principles of Geographical Information Systems, Oxford University Press Inc., New York, 2004.</li> <li>3. Anji Reddy, Geoinformatics for Environmental Management, BS Publications, Hyderabad, 2004.</li> <li>4. Thomas M.Lillesand and Ralph W. Kiefer, Remote Sensing and Image Interpretation, John Wiley &amp; New York, 2002.</li> <li>5. Misra, R.P. and Ramesh A. Fundamentals of Cartography, Prasaranga, ManasaGanagotri, Mysore 1995.</li> </ol>		

<b>Course outcomes</b>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Understanding the concept of Geographic Information System [GIS]</p> <p><b>CO2:</b> Learning the tools applying techniques in GIS</p> <p><b>CO3:</b> Make visual interpretation and processing of satellite images</p> <p><b>CO4:</b> Getting knowledge in analyzing techniques of surface and network</p> <p><b>CO5:</b>Gaining skills on remote sensing mechanism</p>
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Code <b>18CDSP03M3</b>	Modular Course : <b>Youth Development</b>		Credit:2
Programme	<b>M.A Rural Development Studies</b>		<b>Semester-III</b>
Cognitive Level	K1	List dimensions of the Youth Development Index.	
	K2	Understand various theories of adolescent development	
	K3	Apply the Positive Youth Development model in a community program.	
	K4	Analyze the challenges in implementing the National Youth Policy.	
	K5	Evaluate the effectiveness of RGNIYD's youth initiatives	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To understand the concept of youth</li> <li>• To study the youth development process</li> <li>• To make known the positive development of youth</li> <li>• To learn about the youth development approaches and models</li> <li>• To make known about the Flagships programmes 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 Jessor's Problem behavior theory.		<b>9</b>
<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.		<b>9</b>
<b>Unit 3</b>	<b>Positive Youth Development :</b> Conceptual Understanding of Positive Youth Development (Competence, Character, Confidence, Connection and Caring). Community engagement framework for youth development - Factors promoting and hindering youth engagement in the community.		<b>8</b>
<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.		
<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).		<b>8</b>

<b>References:</b> <b>Text Books:</b>	<ol style="list-style-type: none"> <li>1. Chowdhry D.P. 1988. Youth Participation and Development. New Delhi. Atma 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 MCMichael 1996. Development and Social Change, A global Perspective. Sage publications, London.</li> <li>4. RajendranVasanthi 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. Monica Barry (2005), Youth Policy and Social Inclusion, Routledge, London.</li> <li>8. PhilMizem (2004) The Changing state of Youth, Palgrave Publishers, New York.</li> </ol>
<b>Course outcomes</b>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Learning about the concept of youth  <b>CO2:</b> Knowing the process of youth development  <b>CO3:</b> Understanding strategies of youth positive development  <b>CO4:</b> Learning the approaches and models in youth development  <b>CO5:</b> Gaining knowledge of youth development Flagships programmes</p>

<b>Code: 15EXNP03V1</b>	<b>VILLAGE PLACEMENT PROGRAMME</b>	<b>Credit:2</b>
<p style="text-align: center;"><b>INTRODUCTION</b></p> <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 carries 0+4 credit. 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> <ol style="list-style-type: none"> <li>i) to offer an opportunity to the students to understand the different facets of the rural community;</li> </ol>		

ii) to enable the students to comprehend and relate classroom learning to field realities; iii) to facilitate the students to identify rural issues and problems; iv) to share development information with the people v) to inculcate socially relevant values and responsibilities among the students, and vi) to facilitate the initiation and sustenance of socially relevant programmes/projects that benefit the rural community	
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Code 18CDSP0419	Welfare of Vulnerable Groups		Credit:3
Programme	M.A Rural Development Studies	Semester-IV	
Cognitive Level	K1	Recall vulnerability and list constitutional provisions for vulnerable groups.	
	K2	Understand the concept of inclusive development and how it differs from inclusive growth.	
	K3	Use demographic data to assess the reach of development programs to vulnerable groups.	
	K4	Analyze caste and ethnicity intersects with economic exclusion.	
	K5	Critically assess the effectiveness of reservation policies in promoting inclusion.	
Course Objectives	<b>The course aims</b> <ul style="list-style-type: none"> <li>To understand the concept of vulnerable groups and inclusive development</li> <li>To study about the scheduled caste development perspective</li> <li>To learn about the inclusive development of scheduled Tribe</li> <li>To study the minorities development</li> <li>To learn about the marginalized groups development</li> </ul>		
Unit 1	<b>Vulnerable Groups and Inclusive Development:</b> Vulnerable - Concept, Definition, Types- Inclusive development - origin, meaning and definition; inclusive growth vs inclusive development.		12
Unit 2	<b>Inclusive Development of Scheduled Castes:</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		12
Unit 3	<b>Inclusive Development of Scheduled Tribes:</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.		12

<b>Unit 4</b>	<b>Inclusive Development of Minorities:</b> Religion as sources of deprivation for minorities; constitutional provisions; policies and programmes; minorities in the backdrop of communal politics and communal riots.	<b>12</b>
<b>Unit 5</b>	<b>Inclusive Development of other Marginal Groups:</b> Women; People with Disability; Transgender; Elderly; People Living with HIV/AIDS; Small and Marginal Farmers; Agricultural laborers; people working in unorganized sectors.	<b>12</b>
<b>References: Text Books:</b>	<ol style="list-style-type: none"> <li>1. Hickey, Sam, KunalSen, and BadruBukanya (2014): The Politics of Inclusive Development: Interrogating the Evidence, Oxford University Press, Oxford.</li> <li>2. Tsujita, Yuko (2014): Inclusive Growth and Development in India: Challenges for Underdeveloped Regions and the Underclass, Palgrave Macmillan, Hampshire.</li> <li>3. Shariff, Abusalah (2012): Inclusive Development Paradigm: A Post - Sachar Report, US-India Policy Institute, Washington.</li> <li>4. Cast an eye on Dalits of India: Dalits of India 166,635,700 of them: Impoverished and Excluded; Abused and Humiliated; Denied justice Exploited Untouchable: How Can This Still Be Going on in The 21st Century?</li> <li>5. Zacharias, Ajitand Vakulabharanam, Vamsi (2009): Caste and Wealth Inequality in India, Working Paper No. 566, The Levy Economic Institute, Annandale, New York.</li> <li>6. Thorat, Sukhadeo ( 2007):Economic Exclusion and Poverty in Asia: The Example of Castes in India, 2020 Focus Brief on The World's Poor and Hungry People</li> <li>7. Thorat, Sukhadeo and Newman, Katherine. S:Caste and Economic Discrimination: Causes,</li> <li>8. India Exclusion Report 2013-14 (2014):A Comprehensive, Annually Updated Analysis on the Exclusion of Disadvantaged Groups in India, Books for Change, New Delhi</li> <li>9. Borooah, Vani K., Dubey, Amaresh, and Iyer, Sriya. (2007). The Effectiveness of Jobs Reservation: Caste, Religion, and Economic Status in India. Development &amp; Change, vol. 38, pp. 423-455, 2007.</li> <li>10. Chibba, Michael (2008): Perspectives on Inclusive Development: Concepts, Approaches and Current issues, World Economics, Vol. 9.</li> </ol>	
<b>Course outcomes</b>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Getting knowledge of inclusive development and vulnerable groups in India</p> <p><b>CO2:</b> Understanding the setting of Scheduled Caste</p> <p><b>CO3:</b> Understanding the setting of Scheduled Tribe</p> <p><b>CO4:</b> Learning about the development process of Minorities</p> <p><b>CO5:</b> Learning about the development process of Marginalized Groups</p>	

<b>Code</b> <b>18CDSP0420</b>	<b>Human Resource Management</b>		<b>Credit:3</b>
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-IV</b>	
<b>Cognitive Level</b>	K1	Remember the objectives and functions of HRM.	
	K2	Understand the various roles of Human Resource Manager	
	K3	Apply forecasting techniques to determine future HR needs	
	K4	Analyze performance appraisal methods;	
	K5	Evaluate the effectiveness of employee development programs.	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To understand the concepts of Human Resource Management</li> <li>• To make known the process of selection and recruitment</li> <li>• To learn about the system of compensation and maintenance</li> <li>• To understand the counseling pattern and career planning</li> <li>• To learn about the safety and security measurement of employees</li> </ul>		
<b>Unit 1</b>	<p><b>Human Resource Management</b> Meaning-nature and scope-functions and role of HR manager-Objective: and policies – system approach to HRM-Organizing HRM department –Human Resource Planning – Concept and techniques</p>		<b>12</b>
<b>Unit 2</b>	<p><b>Recruitment and Selection :</b> Job Analysis – Job Description and Specification Process of recruitment: selection, Placement and induction Training and Development – Job changes Performance appraisal; Objective: and methods – Performance appraisal of Managers</p>		<b>12</b>
<b>Unit 3</b>	<p><b>Compensation and Maintenance:</b> Job evaluation – Primary compensation – Incentive compensation – types – advantage – Wages and incentives – regulation of payment of wages. Administration of welfare – Amenities and fringe benefits-reward systems</p>		<b>12</b>
<b>Unit 4</b>	<p><b>Career Planning and counseling:</b> Career choices, Career Planning: promotion, demotion, transfer, separations, career path development, counseling</p>		<b>12</b>
<b>Unit 5</b>	<p><b>Employees Safety and Security Measures:</b> Safety and accident prevention – Quality circles – Employee grievances and Redressal system – Gender Diversity; Sexual Harassment at the work place- Quality of work life – trade unions, employee participation and employee engagement Human Resource accounting – Human Resource Information Systems.</p>		<b>12</b>

<b>References: Text Books:</b>	<ol style="list-style-type: none"> <li>1. Aswathappa, K. (2013) Human Resource Management: Text and Cases, McGraw-Hill, New Delhi</li> <li>2. Desler, Gary and BijuVarkkey (2016) Human Resource Management Pearson Education, New Delhi</li> <li>3. Bernardin, John H (2013) Human Resource Management: An Experiential Approach, McGraw-Hill New Delhi</li> <li>4. Cupta, C.B (2014), Human Resource Management, Sultan Chand &amp; sons, New Delhi</li> <li>5. Aswathappa, K. (2013) Human Resource Management McGraw-Hill Education Private Limited New Delhi</li> <li>6. Rao., V.S.P. (2008), Human Resource Management, Excel Books, New Delhi</li> <li>7. SanghiSeema (2014). Human Resource Management Vikas publishing House Pvt. Ltd., New Delhi.</li> </ol>
<b>Course outcomes</b>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b>Plan for the human resource requirement using tools and techniques</p> <p><b>CO2:</b>Gain knowledge to formulate strategies for selection, training and retaining the best employees</p> <p><b>CO3:</b> Assess the training needs and select the best training methods. Familiarized with Career Planning and Counseling</p> <p><b>CO4:</b> Knowledge about the different performance appraisal techniques</p> <p><b>CO5:</b>Acquire skill in designing the right wage structure.</p> <p><b>CO6:</b> Understand the standards pertaining to the occupational safety and security.</p>

Code <b>18CDSP0421</b>	<b>Micro Finance and Micro Enterprises</b>		Credit: 3
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-IV</b>	
Cognitive Level	K1	Identify key practices in international microfinance models and assess their outcomes.	
	K2	Understand the basic concept of Micro Finance and its evolution	
	K3	Apply Management Information System (MIS) to improve microfinance operations.	
	K4	Asses Microfinance contribution to poverty alleviation and MDGs.	
	K5	Evaluate microfinance models in India and evaluate their effectiveness.	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>• To understand the concept of Micro finance</li> <li>• To make known about the models of Micro finance in India</li> <li>• To understand the millennium development goals in Micro finance</li> <li>• To study the significance of Micro enterprises</li> <li>• To study the funding sources of Micro enterprises</li> </ul>		
<b>Unit 1</b>	<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.		<b>12</b>
<b>Unit 2</b>	<b>Micro Finance Models in India-</b> Poverty lending approach, financial system lending approach, minimalist approach, and empowerment approach ; Micro Finance Institutions (MFI) - Definition, types, challenges faced by MFIs, Best practice in MFIs, regulation Norms.		<b>12</b>
<b>Unit 3</b>	<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.		<b>12</b>
<b>Unit 4</b>	<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.		<b>12</b>
<b>Unit 5</b>	<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.		<b>12</b>

<b>References: Text Books:</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 Kundana Lal:- Rural Economy of India – Vikas publishing House Ltd.- New Delhi-110014, 1990.</li> <li>3. Reddi – Theory, History and Practice of Co-operation, Loyal Book Depot, Meerut, 1979.</li> <li>4. Mathur- Co-operation in India –Sahitya Bhawan, Agra-282003, 1988.</li> <li>5. Rais Ahmad – Rural Banking and Economic Development – Mittal publications, New Delhi -110059, 1998.</li> <li>6. Datta – Co-operative Societies and Rural Development, Mittal Publications New Delhi-110059, 1991.</li> </ol> <p>Varma – Rural Banking in India –Rawaat Publications, Jeypore-302017, 1988.</p>
<b>Course outcomes</b>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Understand the Micro finance concept</p> <p><b>CO2:</b> Getting knowledge of Indian Micro finance models</p> <p><b>CO3:</b> Learning the millennium development goals in Micro finance</p> <p><b>CO4:</b> Gaining knowledge of Micro enterprises</p> <p><b>CO5:</b> Understanding the funding sources of Micro enterprises</p>

Code <b>18CDSP04M1</b>	<b><u>Modular Courses</u></b> <b>Social Policies and Legislations in India</b>		Credit:2
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-IV</b>	
Cognitive Level	K1	Recall public, social, and economic policies and their objectives.	
	K2	Understand the sources of Indian social policy in the Constitution.	
	K3	Apply legal knowledge to case scenarios involving social assistance.	
<b>Course Objectives</b>	<p><b>The course aims</b></p> <ul style="list-style-type: none"> <li>To study the concept of Indian Social policies and legislations</li> <li>To make known the social policies settings in India</li> <li>To learn the formulation process of policies</li> <li>To understand the special groups legal provisions</li> <li>To study the legal supports for social weaker section</li> </ul>		
<b>Unit 1</b>	Concepts: Policy, Public policy, Public Welfare, Social Policy, Economic Policy, Social Welfare Policy, Affirmative Actions, Protective Discrimination, Distributive and Redistributive Justice.		<b>9</b>
<b>Unit 2</b>	Social Policy in India: Processes and Actors-Sources of Policy: Indian Constitution-Fundamental Rights and Directive Principles of State Policy,-Overview of the basic structure of the Indian Political System -Legislature, Judiciary and executive.		<b>9</b>
<b>Unit 3</b>	Policy Formulation Process, Role of Various actors in policy formulation: International Organizations (UN, W.T.O, World Bank), Pressure Groups, Lobbies, Advocacy Networks, Academic and Research Organization, Industry and Market Forces; Role of Social Workers.		<b>8</b>

<b>Unit 4</b>	Legal Provisions for Special Groups-Rights of the disadvantaged sections of population. and the Constitution-Legal provisions for women-Legal provisions for persons with Disability-Legal Provisions for Children. Legislations Pertaining to Social Defence, Social Security and Social Assistance.	<b>8</b>
<b>Unit 5</b>	Legal Aid, Social Advocacy and Role of Social Workers-Legal Aid and Government Initiatives-Social Advocacy and Public Interest Litigation-Law and Social Activism: Consumer Protection and Right to Information-Social Welfare administration. Role of development workers promoting Social Legislation and Social Justice.	<b>8</b>
<b>References:</b> <b>Text Books:</b>	1. Vivekanandan, B. and NimmiKurian (2005) Welfare State and the Furture, Hampshire: Palgrave Macmillan 2. Williams (1989), Social Policy: A Critical Introduction. Polity Press	
<b>Course outcomes</b>	On completion of the course, students are enabled to <b>CO1:</b> Learning the concept of social policies and legislations in India <b>CO2:</b> Comprehend the significance of various Social policies and Legislations <b>CO3:</b> Understanding the Indian social policies structure and process <b>CO4:</b> learning the policies formulation process <b>CO5:</b> Gaining knowledge legal aid of Social worker section	

Code <b>18CDSP04M2</b>	Modular Course : <b>Introduction to Behavioral Sciences</b>		Credit:2
<b>Programme</b>	<b>M.A Rural Development Studies</b>	<b>Semester-IV</b>	
Cognitive Level	K1	Understand principles of community psychology and the impact of media on behavior	
	K2	Apply community development and empowerment concepts in analyzing local social issues	
	K3	Apply psychological insight to suggest basic solutions.	
<b>Course Objectives</b>	<b>The course aims</b> <ul style="list-style-type: none"> <li>• To understand the concept of behavioral science</li> <li>• To make known about the behavior of Individual</li> <li>• To learn about the scientific approach in maintenance of relationship</li> <li>• To understand the work behavior</li> <li>• To orient on the psychology of the community and the dimensions of social problems</li> </ul>		
<b>Unit 1</b>	Concept of Behavioral Science and -Methods used in behavioral sciences.		<b>9</b>
<b>Unit 2</b>	Behavior of the Individual -Nature/nurture debate -Behaviorism and learning theories -Behavior Modification.		<b>9</b>
<b>Unit 3</b>	Science of Relationships -Non-verbal communication -Interpersonal relationships.		<b>8</b>

<b>Unit 4</b>	Behavior at Work -Adjustment to Work -Motivation at work -Group dynamics -Decision-making.	<b>8</b>
<b>Unit 5</b>	Community Psychology - Concept, nature, principles of community psychology- Problems of community life: Poverty -unemployment, alienation, aggression and violence-Role of media- Community development and empowerment.	<b>8</b>
<b>References: Text Books:</b>	<ol style="list-style-type: none"> <li>1. Nirajkumar (1998), A Genesis of Behavioural Science , Gyan publishing Company ,New Delhi</li> <li>2. Craig R. Fox and Sim B. Sitkin(Ed)(2017), Behavioral Science &amp; Policy, Volume 3, No. 1, Brookings Institutions, Washington, DC</li> <li>3. Journal of Applied Behavioral Science, Sage Publications International Journal of Developmental Science</li> </ol>	
<b>Course outcomes</b>	<p>On completion of the course, students are enabled to</p> <p><b>CO1:</b> Learning the science of behaviour</p> <p><b>CO2:</b> Understanding the Individual behaviour</p> <p><b>CO3:</b> Learning the scientific approach in maintenance of relationship</p> <p><b>CO4:</b> Gaining knowledge of working mannerism and cultural behavior</p> <p><b>CO5:</b> Learning the psychology of the community and the social problems dimension</p>	

**18CDSP0423**  
**FIELD PLACEMENT TRAINING IN DEVELOPMENT ORGANISATIONS**  
**M.A. (RURAL DEVELOPMENT STUDIES)**

All the students of M.A. (Rural Development Studies) Programme will have Field Training Programme for four weeks during semester break with Development Organizations of repute.

Field training is in part fulfillment of the academic programme for the Fourth semester students of P.G. in Rural Development Studies. It has been planned with the support of Development Organizations engaged intensively in rural development and related activities in various locations in India. Each student will be attached to a related Development Organisation identified for this purpose. The Students 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 Organisation.

**Major Objectives:**

1. To study the origin, ideology, objectives, structure and management of the Organisation including the decision making process.
2. 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.
3. To understand the approaches, strategies and methods followed by the Organisation through various development programmes, for tackling these problems.
4. To know the systems of planning, appraising implementing, monitoring and evaluating development programmes, including training, reporting, accounting and auditing.
5. To examine the problems facing your Organisation in the process of your development intervention and prepare an action plan for a problem facing the people.

In order to fulfill these objectives, each student will associate himself/herself with the Organisational lotted 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.

**FIELD PLACEMENT IN DEVELOPMENT ORGANISATIONS**  
**I 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 :

<b>Sl.No</b>	<b>Evaluation Criteria</b>	<b>Max.Marks</b>	<b>Marks awarded</b>
<b>1.</b>	Participation in Programme/Activities	20	
<b>2</b>	Ability to propose suggestions for field problems	20	
<b>3</b>	Linkages established with Organisations/ Institutions	10	
<b>4</b>	Contact with Extension Functionaries	10	
<b>5</b>	Maintenance of Diary	20	
<b>6</b>	Flair for field extension work	10	
<b>7</b>	General conduct	10	
<b>Total</b>		<b>100</b>	

Signature

Office Seal