

M.A - RURAL DEVELOPMENT STUDIES

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



Department of Rural Development
School of Health Sciences & Rural Development
The Gandhigram Rural Institute
(Deemed to be University)
Gandhigram – 624 302

"India lives in its villages"- Mahatma Gandhi

DEPARTMENT OF RURAL DEVELOPMENT [DRD]

About the DRD:

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

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

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

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

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

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

Board of Studies:

The DRD 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, DRD admits 20 students with excellent academic credentials from varying disciplinary backgrounds. These students graduate with social awareness, strong theoretical and analytical skills to make meaningful contributions as employees of local, national and international organizations and business involved in development, as researchers, and analysts and pursue academic paths relevant for grassroots development arena.

Field work:

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

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 DRD.

SEMESTER-I					
Sl. No	Course code	Course title	Nature (M/A/E)	No.of credits	No.of hours
1	21DRDP0101	Introduction to Rural Development	Major	3	4
2	21DRDP0102	Rural Society and Development	Major	3	4
3	21DRDP0103	Rural Extension, communication and Development	Major	2+1	4
4	21DRDP0104	Inclusive Development	Major	3	3
5	21ECOP01B1	Agricultural Economics	Major	4	4
6	21APRP0003	Research Methods and Statistics	Major	4	4
7	21ENGP00P1	Communication and Soft Skills	Skill Development course	2	2
Total				22	
SEMESTER-II					
Sl. No	Course code	Course title	Nature (M/A/E)	No. of credits	No. of hours
1	21DRDP0205	Gandhian Perspectives of Rural Development	Major	3	4
2	21DRDP0206	Rural Development in India: Policies and Programmes	Major	2+1	1
3	21DRDP0207	Rural Organizations	Major	2+1	4

4	21DRDP0208	Project Management	Major	2+1	4
5	21DRDP0209	Perspectives in Development studies	Major	3	3
6	21ECOP01B2	Indian Economy	Allied	3	4
7	21DRDP02NME1	NME (Generic) Rural Management	Elective (PG)	3	3
	21DRDP02NME2	Rural Development- International perspective			
	21DRDP02NME3	Rural Society and Development			
	21DRDP02NME4	NGO Management			
	21DRDP02NME5	Rural Development in India: Policies and Programmes			
8	21DRDU02NME 1	NME (Generic) Rural Management	Elective (UG)	3	3
	21DRDU02NME 2	Rural Social Problems			
	21DRDU02NME 3	Introduction to Rural Development			
	21DRDU02NME 4	CSR in Rural Development			
9	21HVGTP001	Human Values and professional ethics	Value added course	1	1
10	21GEGTP001	Gandhi in Every Day life	Value added course	2	3
Total				24	

SEMESTER-III

Sl. No	Course code	Course title	Nature (C/A/E)	No. of credits	No. of hours
1	21DRDP0310	Social Sector Development	Major	3	3
2	21DRDP0311	Adult, Continuing Education and Extension	Major	4	4
3	21DRDP0312	Voluntary Action in Rural Development	Major	3+1	4
4	21DRDP0313	Governance and Development	Major	2+1	4
5	21DRDP0314	Experiences in Rural Development		2+1	4

6	21DRDP03ME1	Discipline Generic (ME) Social change and Development	Elective	3	3
	21DRDP03ME2	Rural Technologies			
	21DRDP03ME3	Rural Livelihood			
	21DRDP03ME4	Social Entrepreneurship			
7	21DRDP03MC1	Modular course Rural Planning	MC	2	2
	21DRDP03MC2	Rural Social Problems			
	21DRDP03MC3	Guidance and counseling			
8	VPP	Village Placement Programme	VPP	2	2
Total				24	
SEMESTER-IV					
Sl. No	Course code	Course title	Nature (C/A/E)	No. of credits	No. of hours
1	21DRDP0415	Rural Banking, Micro Finance and Micro Enterprises	Major	3	3
2	21DRDP0416	Public Policy	Major	3	3
3	21DRDP0417	Sustainable Rural Development	Major	3	3
4	21DRDP0418	Tribal development- Issues and challenges	Major	3	3
5	21DRDP04MC1	Modular Course: Youth Development	MC	2	2
6	21DRDP04MC2	Social Psychology			
7	21DRDP0419	Internship	Major	4	4
8	21DRDP0420	Dissertation	Major	6	6
Total				24	24

Code 21DRDP0101	Generic Electives-UG Programmes INTRODUCTION TO RURAL DEVELOPMENT	Credit 3
Objectives	To Understand the concept of Rural Development To get an idea about the importance of rural development in India To know the issues and elements of rural development To gain insights into the challenges and outcomes of rural development policies and programmes in India.	
Outcome	Learners should be able to explain critically the role and origins of ‘participation’ in rural development, list the distinctive features of rural development , explain the origins of rural development in relation to the failure of past development policies and value the decentralized development ideas.	
UNIT-1	Defining Rural, Development, and Rural Development. Concept and connotations of Rural Development-Aims and Objectives of Rural Development. Rural development as policy and as process	
UNIT-2	Basic Elements of Rural Development-Basic Necessities of Life, Self - Respect and Freedom. Why Rural Development? Rural Vs Urban Development. Determinants of rural development.	
UNIT-3	Rural poverty and food insecurity -Rural livelihoods – concepts, characteristics and constraints. Rural poverty dynamics.	
UNIT-4	<u>Top-down development</u> Vs Bottom-up development- Community participation- Empowerment of poor- Anti-Poverty Programmes.	
UNIT-5	Emerging Issues in rural development : New consensus on poverty- post-Washington consensus’ on agriculture and rural development- Spatial dimensions of rural development- diversification- Technical change- Shocks and vulnerability- Decentralization: deconcentration and devolution.	
References: 1. <u>Katar Singh</u> (2009), Rural Development: Principles, Policies and Management,		

SAGE Publications India Pvt Ltd.

2. Chambers, Robert. (1974): Managing Rural Development, Ideas and Experience From East Africa. Uppsala: Scandinavian Institute of African Studies.
3. Chambers, Robert. (1983): Rural Development: Putting the Last First. London: Longman.
4. Chambers, Robert. (1987): 'Sustainable Rural Livelihoods: A Strategy for People, Environment and Development', Commissioned Study No. 7, Institute of Development Studies at the University of Sussex, Brighton, England.
5. Gary Paul Green et.al (2013): Handbook of Rural Development, , Edward Elgar Publishing Ltd , Madison, US

Code 21DRDP0102	RURAL SOCIETY AND DEVELOPMENT	Credit 3
Objectives	1. Explain the nature of rural society, 2.To explain the structure and functions rural social organizations, 3. To understand the dynamics in rural society, 4. To introduce the concept of rural development and 5. To understand the strategies adopted for rural development.	
Outcome	Learners would be able to 1.Explain the Concept and nature of rural society. Synthesize the structure and functions rural social organization. Capable of transitions happened in rural society. 4. Approach the concept of rural development. 5. Synthesize the strategies adopted for rural development.	
UNIT-1	Rural society: Nature and Characteristics. Rural- Urban Differences, Rural-Urban Continuum, Study of Rural Society in India.	
UNIT-2	Rural Social Organization: Kinds of Social Organization in Rural: Caste, Family, Education, Religion, Economy, Governance - concept, Nature, Functions and Present changes; Co-operatives- Concept Nature, Role and Significance in Rural Development.	
UNIT-3	Dynamics in Rural Society: Rural Dynamics: Factors responsible for Rural dynamics - Planned and Unplanned Social Change- Conceptualizing Rural Development in India.	
UNIT-4	Rural Development: Rural Development: Concept, Nature, Importance of Rural Development, Gandhiji's Perspective on Rural Development- Planning for Rural Development in India.	
UNIT-5	Strategizing Rural Development: Sources of Rural Development: SHG-SGSY- Agro-Based industries-Rural Tourism: Concept, Nature, Importance; Development of Agriculture; Social Dimensions of Rural Development Policies and Programmes for Rural Development.	
References:		
1. Breman, J (2007): The Poverty Regime in Village India. Oxford University Press		
2. Thorner, Daniel and Thorner, (1962) Alice: Land and Labour in India, Bombay: Asia Publications.		
3. Desai, A.R. (1977) : Rural Sociology in India. Bombay: Popular Prakashsn.		

4. Doshi, S.L.and P.C. Jain (1999), Rural Sociology, Rawat Publications, Jaipur and New Delhi.
5. Sharma K.L., (1997): Rural Sociology in India, Rawat Publications.
6. Sharma G.L (2003) Caste, Class & Social Inequality In India, MDP.
7. Chauhan, Brji Raj,(2009): Rural Life: Grass Roots Perspectives, New Delhi: Concept.
8. Madan, Vandana (ed), 2004, The Village in India. New Delhi: OUP.
9. Thankur, Manish, (2014), Indian Village: A Conceptual HISTORY. Jaipur: Rawat.

Code: 21DRDP0103	RURAL EXTENSION, COMMUNICATION AND DEVELOPMENT	Credit 2+1
Objective: To learn the Strategies of Rural Extension Programmes		
Learning outcome: <ul style="list-style-type: none">• Explain the basic concepts of Rural Extension• Express the importance of trainings and its strategies for outreach• Describe the strategies followed in the rural Institutions		
Unit 1	Basic Concept: Meaning-Rural, development- Importance and need for Rural Extension, past attempts and present scenario of extension.	
Unit 2	Extension Education: Meaning, Philosophy, objectives, principles, functions, components and methods of extension.	
Unit 3	Development Communication: Definition, Nature, Role and Significance of Development Communication; Interrelation between Development and Development Communication; Models of Development Communication.	
Unit 4	Training Strategies: Meaning and importance of Training- Training Needs assessment- Training Techniques and Types-Steps in Training- Training Management.	
Unit 5	Participatory Approaches: Participatory Planning - Concept and importance of participatory planning, PRA- Meaning, Techniques and tools	
References: <ul style="list-style-type: none">1. A.Adivi Reddy, Extension Education, Lakshmi Press, Bepatala, Andrapradesh2. Sanjoy Roy (2012), Fieldwork in Social Work, Rawat publications, Jawahar Nagar, Jaipur , India3. I.S. Subhedar (2001), Field Work Training in Social Work, Rawat publications,Jawahar Nagar, Jaipur , India.4. Indu Grover, Lali Yadav and Deepak Grover (2002), Extension Management, Geeta somani Agrotech Publishing Academy, Udaipur -313002.		

5. Uttam Kumar Singh & A.K.Nayak (2002), Extension Education, Common wealth publishers, New Delhi – 110002.

Code 21DRDP0104	INCLUSIVE DEVELOPMENT	Credit: 3
Objectives	To provide insights into the modes of social exclusion and its various dimensions besides understanding the need for inclusive approach to development. It lists different forms of social exclusion and enables analyzing poverty, discrimination, deprivation and inequality.	
Outcome	To enable the learners to identify and suggest strategies for the welfare of socially and economically excluded groups.	
UNIT-1	Concept of Social Exclusion; social inequalities- untouchability, stigmatization, Discrimination, deprivation, marginalization. Forms of Social Exclusion - Religion, Race, Caste, Class, Gender, Indigenous/Adivasi communities. The problems of Migrants and Refugees	
UNIT-2	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.	
UNIT-3	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.	
UNIT-4	Religion as sources of deprivation for minorities; constitutional provisions; policies and programmes; minorities in the backdrop of communal politics and communal riots.	
UNIT-5	Women; People with Disability; Transgender; Elderly; People Living with HIV/AIDS; Small and Marginal Farmers; Agricultural laborers; people working in unorganized sectors.	
References: 1. Hickey, Sam, Kunal Sen, and Badru Bukenya (2014): <i>The Politics of Inclusive Development: Interrogating the Evidence</i> , Oxford University Press, Oxford. 2. De Haan, Arjan.(1999). <i>Social Exclusion: Towards a Holistic Understanding of Deprivation</i> . London: Department for International Development. 3. Chibba, Michael (2008): <i>Perspectives on Inclusive Development: Concepts, Approaches and Current issues</i> , World Economics, Vol. 9. 4. Kothari, Rajni. (2003). <i>Social Exclusion: Historical, Institutional and Ideological Dimensions</i> . In A.K. Lal (ed.), <i>Social Exclusion: Essays in Honour of Dr. Binswars Pathak</i> , (pp. 11- 23). New Delhi: Concept Publishing Company. 5. Sen, Amartya. (2007). <i>Social Exclusion: Concept, Application and Scrutiny</i> . New Delhi: Critical Quest. 6. Shariff, Abusalah (2012): <i>Inclusive Development Paradigm: A Post - Sachar Report</i> , US-India Policy Institute, Washington. 7. Thorat, Sukhadeo and Narender Kumar (2008). <i>B.R. Ambedkar: Perspectives on Social Exclusion and Inclusive Policies</i> , New Delhi: Oxford University Press.		
Code	AGRICULTURAL ECONOMICS	Credit

21ECOP01A1		4
Objectives	To facilitate the students to obtain a thorough knowledge of and analytical skills issues in agricultural economics, particularly in the Indian context.	
Outcome	1. Students would have a clear knowledge and gained apparatus in recognizing problems in Indian agriculture. 2. Examining the economic issues in Indian agriculture. 3. Planning and developing strategies for agricultural development.	
UNIT-1	Introduction to Agricultural Economics: Agricultural Economics: Definition, Nature and Scope – Traditional Agriculture and Modernization: Sustainable Agriculture and Organic Farming – Interdependence between Agriculture and Industry – Agriculture and Economic Development – Land, Labour and Capital in Agriculture- National Commission on Agriculture.	
UNIT-2	Cropping and Diversification of Agriculture: Crop Planning – Cropping Intensity, Cropping Pattern and Influencing Factors – Diversification -Avenues of Diversification in India: - Dairy, Poultry, Fishery, Sericulture and Horticulture – Farm Budgeting.	
UNIT-3	Agricultural Inputs and Production: Land Utilization Pattern – Land Holdings - Sub-division and Fragmentation – Tenancy – Land Reform Measures. Irrigation: Types – Water Management Technologies – Mechanization of Agriculture and its impact on Labour – Production Function Analysis in Agriculture.	
UNIT-4	Agricultural Finance: Need for Agricultural Finance – Non-institutional Sources of Agricultural Finance – Institutional Sources of Agricultural Finance: Cooperative Institutions, Commercial Banks, NABARD, RRBs – Problems in institutional credit for agriculture – Micro Finance.	
UNIT-5	Agricultural Marketing: Agricultural Marketing: Meaning– Classifications of Agricultural Markets –Marketable Surplus and Marketed Surplus – Marketing Channels – Defects of Agricultural Marketing – Lines of Improvement – Food Processing - Fluctuations in Agricultural Price : Causes and Impacts – Agricultural Price Policy - Agricultural Subsidies- Crop insurance - Problems of Indian Agriculture.	
Text Books <ol style="list-style-type: none">1. Bilgrami, S.A.R. (1996) Agricultural Economics, Himalayas Publishing House, Delhi.2. Sadhu and Singh (2013) Fundamentals of Agricultural Economics, Himalaya, Delhi.3. Foster G.W and M.C Leager (2013) Elements of Agricultural Economics, AXIS Books (India), Jodhpur4. Memoria C.B (2006) Agricultural Problems of India, Kitab Mahal, Mumbai.5. Dhingra IC (1982) Agricultural Economy of India, Sutan & Chand, New Delhi.		
References <ol style="list-style-type: none">1. Dantwala, M.L. et al., (1991) Indian Agricultural Development since Independence, Oxford & IBH, Delhi.2. GauravDatt and AshwaniMaharaj C (2014), Datt and Sundaram's IndianEconomy, S.Chand& Co., Delhi.3. Government of India, Economic Survey, various Years, Mistry of Fnance, New Delhi.4. Gulati, A. and T.Kelly (1999) Trade Liberalization and Indian Agriculture, Oxford University Press, Delhi.5. Kahion, A.S. and Tyagi D.D. (1983) Agriculture Price Policy in India, Allied Publishers, Delhi.6. Rao, C.H. Hanumanth (1975) Agricultural Growth, Rural Poverty and Environmental Degradation in India, Oxford , University Press, Delhi.		

COURSE CODE: 21DRDP0205	GANDHIAN PERSPECTIVES OF RURAL DEVELOPMENT	Credit 3
Objectives: <ol style="list-style-type: none">1. To enable the students to understand Gandhian concept of Rural Development.2. To train the students for planning Rural Development projects with Gandhian perspectives.		
Specific Objectives of Learning: <ol style="list-style-type: none">1. To make the student understand the present status of the Indian Rural Scenario.2. To enable the student to have a clear knowledge on Gandhian concept of Rural Development and its relevance in the present day context.3. To impart knowledge on Gandhian views on women, children, dowry system and other issues on wider perspective.4. To orient knowledge on Gandhian approach on Eradication of poverty, inequality, unemployment and Gandhian remedies. <ul style="list-style-type: none">• To understand the students about the Post Gandhian Perspectives on Rural Development		
Unit-1	Rural Development An Introduction: Concept, Definition of Rural Reconstruction, Rural Development before and after Independence - Present status of Rural Scenario.	
Unit-2	Socio - Economic Development of Localized need - A Gandhian views: Fundamental principles of Gandhi's Economic Thought - Gandhian views on Sarvodaya, Village Industries, Machinery - Reality, Modern civilization viewed by Gandhi, Industrial civilization - Technology and their contemporary relevance.	
Unit-3	Village Swaraj and Grass Root Democracy (Panchyati raj) in India: Ideal society - State and Democracy, Human Rights & duties - Decentralization of power - Panchayati raj Planning from below - Gandhian perspective to upliftment of women, children and his resistance on to Dowry system, Child marriage and Pardha system	
Unit-4	Gandhian Perspectives on Rural Development: Gandhian views on eradicating poverty, inequality, unemployment - Swadeshi dimensions and contemporary relevance – Trusteeship - Gandhian Constructive Programmes and sustainable development.	
Unit-5	Post Gandhian Perspectives on Rural Development: Contribution of Vinoba Bhave: Boodhan Movement - Anna Hazera Model of Rural Development – Ekta Parishad and Land rights - A people's movement for self-reliance in Srilanka, Sarvodaya Shramdana Movement.	
References: <ol style="list-style-type: none">1. Gandhi, M.K.(1945) Constructive Programme - its Meaning and place, Navajivan publishingHouse Ahmadabad.2. Gandhi, M.K.(1948) Key to Health, Navajivan Publishing House Ahmadabad.3. Gandhi, M.K. Basic Education, Navajivan Publishing House Ahmadabad.4. Gandhi, M.K.(2004) Village Industries, Navajivan Publishing House Ahmadabad.5. Gandhi, M.K.(1962) Village Swaraj, Navajivan Publishing House Ahmadabad.6. Subramanian.R (1986) Integrated Rural Developement, Gandhigram Rural Institute.7. Katar Singh (1986) Rural Development - Principles, Polices and Management, Sage publication,New Delhi.8. Satya Sundaram., I (2002) Rural Development, Himalaya Publication House Delhi.9. Arunachalam.K.(1981), Gandhian Approach to Rural Development, Sarvodaya Ilakkia		

Pannai, Madurai.

10. Gandhi. M.K (2005)., Hind Swaraj or Indian home rule, Navajivan Publishing House Ahmadabad.
11. Mishra R.N., (1973)., Bhodan Movement in India: An Economic Assessment S.Chand, New Delhi.
12. Routledge (2019), The Sarvodaya Movement: Holistic Development and Risk Governance in Sri Lanka., Routledge.
13. Ratnapala (1999), A.T. Ariyaratne collected works (Vol. 1): A Sarvodaya Vishva Lekha Publication, Sri Lanka.

Code:	Rural Development in India - Policies and Programmes	Credit
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21DRDP0206/ 21DRDP02G3		2+1
Objective: To learn about policies and programmes of Government of India concerning rural development sector.		
Learning Outcomes: <ul style="list-style-type: none">• Familiarization with Rural Development policies in India• Discuss about the impact of Rural Development Programmes• Knowledge about the role of human resources in the process of development		
Unit 1	Rural Development-Meaning, Definition, and Concept of Rural Development, Development and Change, Human beings as cause and consequences of Development. Determinants of Rural Development Natural Resources, Human Resources, Capital, Technology, Organizations & Institutions.	
Unit 2	Rural Poverty in India-Causes and consequences of rural Poverty. Poverty & Unemployment Eradication programmes: Wage Employment Programmes, Self Employment programmes, Public Distribution System and social security programmes	
Unit 3	Need for Rural Development policy, Goals of Rural Development, Policies Rural Development Policies in India.	
Unit 4	Rural Development Programmes: Community Development Programme (CDP), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)- Swarnajayanthi Gram Swarojgar Yojana (SGSY)- National Rural Livelihood Mission (NLRM)- Pradhan Mantri Gram Sadak Yojana (PMGSY) – Indira Awas Yojana (IAY) National Social Assistant Programme (NSAP)- PURA- RURBAN Mission- Unnat Bharat Abiyan (UBA), Right Based Programmes: Right to Information Act, Right to work, Right to food Act, Right to Public services and Right to Education Act	
Unit 5	Planning for Rural Development- Levels & Functions of Planning, Decentralization of Planning, Micro Level Planning. Planning Methods: PRA	
References: <ol style="list-style-type: none">1. Singh, Katar (2015). Rural Development: Principles, Policies and Management, Sage Publications, New Delhi.2. Sau, Sachinandan (1998). Rural Development: Theories and Experiences Allied Publishers Ltd., New Delhi.3. Sreedhar&Rajasekhar (2014): Rural Development in India-Strategies and Processes, Concept Publishing Company Pvt Ltd., New Delhi. Sanyal, I. (2002). Rural Development, Himalaya Publishing House, Mumbai.4. Reddy, K. Venkata (2001), Agriculture and Rural Development: A Gandhian Perspective, Himalaya Publishing House, Mumbai.5. Jain, Gopal Lal (1997). Rural Development, Mangal Deep Publications, Jaipur.		

Code: 21DRDP0207	Rural Organizations	Credit: 2+1
Course Objectives <ul style="list-style-type: none">• To provide knowledge on Concept, various type of rural organizations• To provide the familiarity on various rural organizations working for the rural development• To provide understanding about the rural organizations functional areas for the community development		
Unit 1	Introduction to Rural Organizations: Meaning, Definition, Different types of rural organizations - Rural organizations and Development Functionaries - Distinction between Government organizations and non-governmental organizations - Role of rural organizations for the grassroots development	
Unit 2	Rural Organizations: Government Organizations (GOs), Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs), characteristics and functional aspects - Management of rural organizations – Management issues	
Unit 3	Civil Society Organizations [CSO] - Meaning, Type and Functions, Features - Meaning, characteristics, functional aspects, type, - Management issues, - Management of Self Help Groups:- Genesis, significance, characteristics / features, Organizational and functional aspects, Social development and women empowerment.	
Unit 4	Panchayat Raj Institutions (PRI) Rural Local Government in India: Emergence and Evolution. The 73 rd Constitutional Amendment Act: 11 th Schedule- Three Tier Structure: Powers and Functions. Finance Commissions	
Unit 5	Development Organizations / Institutions- CARITAS, VANI, AVARD, NCRI AND NIRD&PR. CAPART, NABARD - Help Age India, NCW Corporate Foundation - Project Based Government established Organizations - Women Development Corporation - SC ST and BC Finance Corporation	
References: <ol style="list-style-type: none">1. Goel, S.L.,Kumar.R.: Administration and Management of NGOs, Deep and Deep Publications Private Limited.2. John Farrington:Non- governmental organization and the State in Asia: Rethinking roles in3. Lalitha, N.Nagarajan, B.S., Self Help Group in Rural Development, Dominant Publishers and Distributors, New Delhi (2002).4. Mark A Robinson : Evaluating the impact of NGOs in Rural poverty alleviation: Indian country study, overseas Development Institute, London5. Michael Edward and Alan Fowler, NGO Management, Earth Scan INDIA< New Delhi (2003).6. Snehlata Chandra, Non-Governmental Organizations: Structure, relevance and function: Kanishka Publishing and Distributions, New Delhi.7. sustainable agricultural Development.8. United Nations System: A Guide for NGOS (10th edition), January (2003).9. Venkata Ravi. R, “Partnership among Grassroots Organizations”, MJP Publishers, Triplicane, Chennai - 600 005, 2017.10. Vijay Padaki, ManjulikaVaz. V.Padaki, (2005), Management Development in Non-Profit Organizations: A Programme for Governing Boards, Sage Publications.11. B. A. Aghion, J. Morduch, 2005, <i>The economics of micro finance</i>, MIT Press.12. J. Burgess, C. Hartley, K. Holly, 2004, <i>International Organizations funding directory: Grants and Projects involving non-Governmental Organizations</i>, Europa.		

13. K. A. Raju, 1998, <i>Directory of Rural Development Institutions in India</i> , National Institute of Rural Development, Centre on Rural Documentation. 14. L. M. Bhole, 1982, <i>Financial Markets and Institutions: Growth, Structure, and Innovations</i> , Tata McGraw Hill. 15. L. M. Bhole, 2004, <i>Financial Institutions and Markets: Structure, Growth and Innovations</i> , Tata McGraw-Hill Education. 16. M. M. Shirley, 2008, <i>Institutions and Development</i> , Edward Elgar Publishing. 17. M. Schreiner, Yaron, 2001, <i>Development Finance Institutions: Measuring their Subsidy</i> , World Bank Publications. 18. P. K. Rao, 2003, <i>Development Finance</i> , Springer.	
Course outcomes	<p>On completion of the course, students are enabled for</p> <p>CO1:Understanding the fundamental of rural organizations and its roles in the process of rural development</p> <p>CO2:Gaining knowledge of Rural organizations settings</p> <p>CO3:Getting conceptual analyzing ideas and procedural structure of the rural organizations in the process of grassroots development</p> <p>CO4:Learning the rural organizational management concept of funding agencies</p> <p>CO5:Grabbing the knowledge on strategic planning of the rural organizations for the rural development</p>

PROJECT MANAGEMENT
(Course code: 21DRDP0208)

Credit: 2+1	Marks: 100	(CFA: 40, ESE 60)
Objectives: On completion of this course, the students will be able to: <ul style="list-style-type: none"> • understand the concepts of project and project management • identify the project opportunities and methods of projects formulation • analyze the feasibility for implementation and evaluation of project 		
Contents		
Unit 1: Introduction to Project Management Meaning, Definition, Objectives of the project, Structure of the project, Features of the project. Life Cycle of Project – Project Selection, Project Planning, Project Implementation, Project Completion and Review. Project Management- Meaning, Definition, Need and importance of Project Management. Problems in managing projects.		
Unit 2: Project Formulation and Appraisal SWOT analysis on various sources for project identification - Feasibility analysis for project preparation Technical Appraisal, Commercial Appraisal, Economic Appraisal, Financial Appraisal, Management Appraisal, Social Cost Benefit analysis and Project risk analysis. Meaning of Project Finance, Sources of Finance and Role of Financial Institutions in Project financing. Cost of the Project, Cost components of the Project, Cost control techniques		
Unit 3: Project Implementation Introduction, Measurement of Risk, Documentation Review, Brainstroming, Root Cause analysis, Checklist Analysis, Delphi Technique, Capital Asset Pricing Model (CAPM), Program Evaluation and Review Technique (PERT). Usage of Computers in Project Management, Project Management Software, Networking Technologies used for Project Management		
Unit 4: Project Monitoring and Evaluation: 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). Evaluation Types of evaluation - Internal, External, Self. Process, outcome and Impact evaluation. Approaches to evaluation. Developing indicators – Measuring costs – Evaluating benefits.		
Unit 5: Participatory Monitoring and Evaluation: 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.		
Learning Outcomes: <ul style="list-style-type: none"> • have knowledge on Project Planning and Methods involved • understand the concept of monitoring and evaluation of projects • Gain skills in monitoring and evaluation of development projects • have skill in application of Participatory Methods in Project Management 		
Reference: Annabel Warbung“Toolkits : A practical guide to planning, monitoring, evaluation and impact		

assessment”. Save the Children, London, UK. (1995).

Arun Kanda (2011), Project Management A Life Cycle Approach, PHI Learning Private Limited, New Delhi

Britha Mikkelsen, **Methods for Development Work and Research**, Sage Publications Ltd., New Delhi, 2005.

Chandra Prasanna (.....) Projects, Planning, Analysis, Selection, Implementation and Review, 5th Edition, Tata Mcgraw Hill, New Delhi

David I. Cleland, **Project Management: Strategic, Design and Implementation**, McGraw Hill, New Delhi, 1995.

Harold Kerzner (2009), Project Management: A Systems Approach to Planning, Scheduling, and Controlling, John Wiley and Sons Inc, New Jersey

Moshin. M., **Project Planning and Control**, Vikas Publishing House Pvt. Ltd., 1977.

Nagarajan. K (2002), Project Management, New Age International Private Limited, New Delhi

Nick Salafsky and Richard A. Margduis “Measures of Success: Designing, Managing, and Monitoring Conservation and Development Projects”. Island Press, Washington D.C. (1998).

Partha Dasgupta, Amartya Sen and Stephen Marglin, **Guidelines for Project Evaluation**, Oxford & IBH Publishing Co., New Delhi, 1972.

Patrick Gudda “A guide to Project Monitoring and Evaluation”, Author House, Bloomington (2011).

Paul J. Gertler, Sebastian Martinez, “Impact Evaluation in Practice”. The World Bank/ The International Bank for Reconstruction and Development, Washington D.C. 2011.

Prasanna Chandra, **Project Planning, Appraisal, Budgeting and Implementation**, Tata McGraw Hill Publishing Company Limited, New Delhi, 1980.

R.G. Ghattas, Sandra L. McKee, **Practical Project Management**, Pearson Education (Singapore) Pvt. Ltd., Delhi, 2003.

Shrutika Kasor, **Project Management**, Sumit Enterprises, New Delhi, 2003

INDIAN ECONOMY

Semester : II

No. of Credits: 4

Course Code : 21ECOP02A2

No. of Hours: 64

Objective

To make the students understand the structure and development of Indian economy,

Specific Course Objectives of Learning

1. To understand the nature and structure of Indian economy.
2. To study the economic planning in Indian economy.
3. To realize the significance of agriculture sector of economy.
4. To learn the industrial development in India.
5. To examine the budget and economic policy in India.

Specific Course Outcomes

1. Examining the status of Indian economy.
2. Evaluating the performance of five year plans in India.
3. Assessing the agricultural sector in India.
4. Analyzing industrial sector in Indian economy.
5. Discussing economic policy and development of India.

UNIT - I: INDIA AS A DEVELOPING ECONOMY

(12 Hrs)

Economic Growth and Economics Development - Meaning of an Under Developed Economy - Basic Characteristics of Indian Economy - Major Issues of Developing Economy - India as a Mixed Economy - HDI - Sustainable Development.

UNIT - II: INDIAN ECONOMIC PLANNING

(12 Hrs)

Rationale, Futures and Objectives of Planning - Historical Review of Planning in India Planning Commission - National Development Council - Finance Commissions - Five Year Plans in India - Achievements and Failures of Economic Planning in Indian Economy - NITI Aayog.

UNIT - III: INDIAN AGRICULTURE

(14 Hrs)

Role of Agriculture in Indian Economy - Present Status of Indian Agriculture - Progress of Agriculture under Five Year Plans - Green Revolution - Agricultural Finance - National Commission on Farmers - Doubling farmer's income - Impact of WTO on Indian Agriculture.

UNIT - IV: INDUSTRIAL DEVELOPMENT IN INDIA

(14 Hrs)

Role of Industrialization in Indian Economy - Industrial Pattern during the Five Year Plans in India - Industrial Policy - Problems of Industrial Development - Some Major Industries - MSMEs - Industrial Finance - Industrial Sickness.

UNIT - V: BUDGET AND ECONOMIC POLICY**(12 Hrs)**

Budget - Revenues and Expenditures of the Central Government - Black Money - Corruption - New Economic Policy (LPG) - Demonetization - Goods and Service Tax.

Text Books

1. Gaurav Datt and Ashwani Mahajan C (2016), Datt and Sundaram's 'Indian Economy', S. Chand and Company Pvt. Ltd., Delhi.
2. Mishra and Puri, (2005) 'Indian Economy', Himalaya Publishing House, Delhi.
3. Brahmananda, P.R. and V.R. Panchmukhi (2001) 'Development Experience in the Indian Economy: Inter-State Perspectives', Delhi.

References

1. Basu Kaushik (2004) 'India's Emerging Economy: Performance and Prospects in the 1990s and Beyond', The MIT Press.
2. Chelliah Raja J. and R. Sudarshan (1999) 'Income, Poverty and Beyond: Human Development in India', Social Science Press, Delhi.
3. Dandekar V.M. (1996) 'The Indian Economy, 1947-92', Vol.II, Sage Publications, Delhi.
4. Dreze, Jean and Sen, Amartya (2002), India: Development and Participation, Oxford University Press, New Delhi.
5. Rangarajan C. (1998) 'Indian Economy: Essays on Money and Finance', UBS, Delhi.

Code 21DRDP02G1	Generic Electives-PG Programmes RURAL SOCIETY AND DEVELOPMENT	Credit 3
Objectives	1. Explain the nature of rural society, 2.To explain the structure and functions	

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

Code 21DRDP02G2	Generic Electives-PG Programmes NGO Management	Credit: 3
Objectives <ul style="list-style-type: none"> • To learn about the structure and functions of NGOs, promoting Rural Development 		

Learning outcome <ol style="list-style-type: none"> 1. Gain an in-depth understanding of the developmental transactions of NGOs 2. Comprehend the process of establishing and managing NGOs 	
Unit 1	Non-Governmental Organizations (NGOs)- Meaning, Definitions, concept, Characteristics, structures and functions, Classification/ Types. Evolution and growth of NGOs NGOs as alternative catalysts of development. Case studies.
Unit 2	Registration and establishment of NGO- Societies Act-Trust act-Bylaws preparation- Legal Status of NGOs-Monitoring mechanism adopted by the government –FCR Act. Taxation for NGOs.
Unit 3	Sources of funding-Internal &External- Government grants- Foreign Aid- Donations- Membership Fees and NGO contribution- Project approach to funding- Donor consortium approach- Project formulation: steps in NGOs project formulation - Proposal writing for funding agencies.
Unit 4	Management: Meaning, Definition, Importance of Management, concept of Management of NGOs, different measures of control of NGOs. Nature and significance of NGO Management-organizational Structure- Strategies of social action adopted by NGOs. Values in Development Projects: Types of Values, NGOs Development Value. Human Needs in Development projects: Maslow's hierarchy of Needs
Unit 5	Corporate Social Responsibility (CSR)- Definition and scope of CSR- Evolution of CSR- - Stages of organizational growth in CSR- Success and failures with CSR initiatives- Case studies.
References: <ol style="list-style-type: none"> 1. Joel S.G.r Bhose(2003): NGOs and Rural Development- Theory and Practice, Concept Publications, New Delhi 2. Lawani B.T (1999) NGOs in Development, Rawat Publications, Jaipur 3. Ravi Shankar Kumar Singh(2003) Role of NGOs in Developing Countries (Potentials, Constraints and Policies), Deep & Deep Publications(P)Ltd., New Delhi 4. John M.Riley (2002), Stakeholders in Rural Development- Critical Collaboration in State-NGO Partnership, Sage Publications, New Delhi 5. Brent D.Beal (2014): Corporate Social Responsibility- Core issues and recent Developments, Sage Publications, New Delhi. 	

Code: 21DRDP0206/ 21DRDP02G3	Generic Electives-PG Programmes Rural Development in India - Policies and Programmes	Credit 3
Objective: To learn about policies and programmes of Government of India concerning rural development sector.		

Learning Outcomes:	
<ul style="list-style-type: none"> Familiarization with Rural Development policies in India Discuss about the impact of Rural Development Programmes Knowledge about the role of human resources in the process of development 	
Unit 1	Rural Development-Meaning, Definition, and Concept of Rural Development, Development and Change, Human beings as cause and consequences of Development. Determinants of Rural Development Natural Resources, Human Resources, Capital, Technology, Organizations & Institutions.
Unit 2	Rural Poverty in India-Causes and consequences of rural Poverty. Poverty & Unemployment Eradication programmes: Wage Employment Programmes, Self Employment programmes, Public Distribution System and social security programmes
Unit 3	Need for Rural Development policy, Goals of Rural Development, Policies Rural Development Policies in India.
Unit 4	Rural Development Programmes: Community Development Programme (CDP), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)- Swarnajayanthi Gram Swarojgar Yojana (SGSY)- National Rural Livelihood Mission (NLRM)- Pradhan Mantri Gram Sadak Yojana (PMGSY) – Indira Aawas Yojana (IAY) National Social Assistant Programme (NSAP)- PURA- RURBAN Mission- Unnat Bharat Abiyan (UBA), Right Based Programmes: Right to Information Act, Right to work, Right to food Act, Right to Public services and Right to Education Act
Unit 5	Planning for Rural Development- Levels & Functions of Planning, Decentralization of Planning, Micro Level Planning. Planning Methods: PRA
References:	
<ol style="list-style-type: none"> Singh, Katar (2015). Rural Development: Principles, Policies and Management, Sage Publications, New Delhi. Sau, Sachinandan (1998). Rural Development: Theories and Experiences Allied Publishers Ltd., New Delhi. Sreedhar&Rajasekhar (2014): Rural Development in India-Strategies and Processes, Concept Publishing Company Pvt Ltd., New Delhi. Sanyal, I. (2002). Rural Development, Himalaya Publishing House, Mumbai. Reddy, K. Venkata (2001), Agriculture and Rural Development: A Gandhian Perspective, Himalaya Publishing House, Mumbai. Jain, Gopal Lal (1997). Rural Development, Mangal Deep Publications, Jaipur. 	

Code 21DRDU03G1 21DRDU04G1 21DRDU05G1	Generic Electives-UG Programmes RURAL SOCIAL PROBLEMS	Credit 3
Objectives	<ol style="list-style-type: none"> To introduce the concept of rural social problems; To throw more light on the problem of unemployment in rural area; To understand the causes and consequences of poverty in rural; To delineate the adverse effects of casteism and untouchability in social 	

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

Code 21DRDP0101	Generic Electives-UG Programmes INTRODUCTION TO RURAL DEVELOPMENT	Credit 3
Objectives	To Understand the concept of Rural Development To get an idea about the importance of rural development in India To know the issues and elements of rural development To gain insights into the challenges and outcomes of rural development policies and programmes in India.	
Outcome	Learners should be able to explain critically the role and origins of	

	‘participation’ in rural development, list the distinctive features of rural development , explain the origins of rural development in relation to the failure of past development policies and value the decentralized development ideas.
UNIT-1	Defining Rural, Development, and Rural Development. Concept and connotations of Rural Development-Aims and Objectives of Rural Development. Rural development as policy and as process
UNIT-2	Basic Elements of Rural Development-Basic Necessities of Life, Self - Respect and Freedom. Why Rural Development? Rural Vs Urban Development. Determinants of rural development.
UNIT-3	Rural poverty and food insecurity -Rural livelihoods – concepts, characteristics and constraints. Rural poverty dynamics.
UNIT-4	<u>Top-down development</u> Vs Bottom-up development- Community participation- Empowerment of poor- Anti-Poverty Programmes.
UNIT-5	Emerging Issues in rural development : New consensus on poverty- post-Washington consensus’ on agriculture and rural development- Spatial dimensions of rural development- diversification- Technical change- Shocks and vulnerability- Decentralization: deconcentration and devolution.
References: <ol style="list-style-type: none"> 6. Katar Singh (2009), Rural Development: Principles, Policies and Management, SAGE Publications India Pvt Ltd. 7. Chambers, Robert. (1974): Managing Rural Development, Ideas and Experience From East Africa. Uppsala: Scandinavian Institute of African Studies. 8. Chambers, Robert. (1983): Rural Development: Putting the Last First. London: Longman. 9. Chambers, Robert. (1987): ‘Sustainable Rural Livelihoods: A Strategy for People, Environment and Development’, Commissioned Study No. 7, Institute of Development Studies at the University of Sussex, Brighton, England. 10. Gary Paul Green et.al (2013): Handbook of Rural Development, , Edward Elgar Publishing Ltd , Madison, US 	

21GSPSP001 - GANDHI IN EVERYDAY LIFE

(2 Hours per week)

Objectives:

- To understand and appreciate the principles and practices of Gandhi and their relevance in the contemporary times.
- To develop noble character and attitude to enable the students to cope up with the challenges of daily life.

Specific Objectives of Learning:

To enable students to:

- › To understand the life and message of Gandhi in modernity.
- › To know the Gandhian way of Management.
- › To practice the Gandhian model of conflict resolution.
- › To lead a humane life on Gandhian lines.
- › To become a Gandhian constructive worker.

Unit 1 Understanding Gandhi: Childhood days, Student days, influence of dramas, books, individuals, religions, family and social factors - Gandhi as rebel, mimicking western civilization, acquaintance with vegetarianism, as lawyer - encountering and transforming humiliation in India: with British Agent - in south Africa: train incident, Coach incident, on path way, at court, attack by protesters - Gandhi as political leader, social reformer and Constructive worker.

Unit 2 Management: Gandhi's experiments in managing family - Eleven vows - Managing Organizations - community living and financial ethics - Managing Social and political movements - Transvaal March - Noncooperation movement and Salt Satyagraha - non - attachment to position.

Unit 3 Conflict Resolution: Pursuance of Truth and nonviolence - Rights and duties, Ends and means - Openness, love and kindness in handling relationship - nonviolent communication - nonviolent Direct Action (Satyagraha) and conflict Transformation - Conflict resolution practices in interpersonal relations, forgiveness and reconciliation - Shanti Sena.

Unit 4 Humanism: Trust in goodness of human nature - Respect for individual and pluralistic nature of society - equal regard for all religions (Sarvadharmā Samābhava) - simple and ethical life - swadeshi and unity of humankind.

Unit 5 Sarvodaya: Concept of Sarvodaya - Constructive Programmes - Gandhian alternatives to poverty, terrorism, environmental degradation, issues in education, science and technology, centralization of power and governance and health and hygiene.

References:

- M.K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*, Navajivan Publishing House, Ahmedabad.
- . *Satyagraha in South Africa*, Navajivan Publishing House, Ahmedabad.
- . *Constructive Programme: Its Meaning and Place*, Navajivan Publishing House, Ahmedabad.
- . *Key to Health*, Navajivan Publishing House, Ahmedabad.
- . *Diet and Diet Reform*, Navajivan Publishing House, Ahmedabad.
- . *Basic Education*, Navajivan Publishing House, Ahmedabad.
- . *Village Industries*, Navajivan Publishing House, Ahmedabad.

---. *Hind Swaraj*, Navajivan Publishing House, Ahmedabad.

---. *Trusteeship*, Navajivan Publishing House, Ahmedabad.

---. *India of my Dreams*, Navajivan Publishing House, Ahmedabad.

Vinoba, *Shanti Sena*, Sarva Seva Sangh Prakashan, Varanasi.

V.P.Varma, *Political Philosophy of Mahatma Gandhi and Sarvodaya*, Lakshmi Narain Agarwal, Agra.

Louis Fisher, *Gandhi: His Life and Message*.

B.R. Nanda. *Mahatma Gandhi: A Biography*, Allied Publishers Private Ltd., New Delhi.

N.K. Bose. *Studies in Gandhism*, Navajivan Publishing House, Ahmedabad.

Gopinath Dhawan, *The Political Philosophy of Mahatma Gandhi*, Navajivan Publishing House, Ahmedabad.

N. Radhakrishnan, *Gandhi's Constructive Programmes: An Antidote to Globalized Economic Planning?*, Gandhigram Rural Institute, 2006.

Films.

- Richard Attenborough, **Gandhi**.
- Syam Benegal, **Making of The Mahatma**.
- Anupam P. Kher, **Mein Gandhi Ko Nahin Mara**.
- Peter Ackerman and Jack Duvall, **A Force More Powerful**.

Code 21DRDP0310	Social Sector Development	Credit 3
Objective: <ul style="list-style-type: none">To understand basic concepts related to Education, Health, Rural Housing, Rural water supply and Rural Sanitation.To make known the existing programmes and policies related to sector development.To understand the planned efforts by various Institutions and Stakeholders		
Unit 1	Social Sector and Rural Development- Significances of Social Sector development in Rural areas Rural Education: Types of Education-Formal & Non-formal, National Policies on Education, Educational facilities in Rural areas	
Unit 2	Rural Health Rural Health care- Primary health care – Development of health care services in rural India – National Health Policy and Programmes- Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) – IDRD.	
Unit 3	Rural Housing Shelter as a basic requirement - Types of rural houses – Housing as social security –Dimensions of rural housing problems- National Housing Policy (NHP) - Indira Aawas Yojana (IAY)- Pradan Mantri Gramodaya Yojana (Gramin Awaas)- Bharat Nirman - Role of housing in the well being of rural people.	
Unit 4	Rural Water Supply Sources of Drinking Water– National water Policy, Water Rights: Excess and under utilization of water. Demand and supply analysis- Spatial variations in standards and provisions- issues in water management- National Rural Drinking Water Programme (NRDWP) – Swajaldhara Yojana	
Unit 5	Rural Sanitation Policies and Programmes in the provision of Sanitation at various levels: Central Rural sanitation Programme (CRSP)-Nirmal Bharat Abhiyan (NBA) - Sanitation and MDGs Access to Sanitation -role of institutions in public health services- Public Private Partnership (PPP)-community participation - Sanitation and environment-Sanitation and health-Swatch Bharath Mission.	
References: <ul style="list-style-type: none">Lalitha N. 2004. Rural Development: Volume I and Volume II Trends and Issues, Dominant Publishers, New Delhi.Venkata Reddy K. 2000. Rural Development in India. Himalaya Publishing House, New Delhi.Maheswari S. 1985. Rural Development in India. A Public policy approach. Sages publication, New Delhi.Hoshiar Singh 1995. Administration of Rural Development in India. Sterling publishers, New Delhi..		

Code 22LLEP0001	Adult Continuing Education And Extension	4 Credit
Objective <ul style="list-style-type: none"> • Make the students to understand the basic concepts, programmes of Adult Continuing Education and Extension. The course provides inputs to the students on how to educate the Adult Learners in the context of Lifelong Learning • To understand basic concepts related to Education, Adult Continuing Education and Extension • To familiarize the history of Adult Education including role of various organizations in development of Adult Education across various countries • To know the process and methods involved in material preparation for Adult Learners • To understand the planned efforts by various Institutions and Stakeholders • To make known the existing institutional arrangements for Adult Continuing Education and Open Learning • 		
Learning Outcomes <ul style="list-style-type: none"> • Understand the importance and role of Adult Continuing Education and Extension in the development scenario • Gaining the knowledge on role of various Institutions working for the Adult Continuing Education and Extension • Have working knowledge on material preparation for Adult Learners • Understand the Institutional framework for the development of Adult Continuing Education and Extension in the context of development • Organize the community for gaining from adult, continuing education and extension 		
Unit 1	Theory and Concepts: Andragogy, Pedagogy and Heutagogy – Illiteracy and Its Types, Literacy and Its Types – Traditional, Functional, Mass, Rapid, Legal, Technological – Adult Education Continuing Education, Lifelong Learning - Recurrent Education – Formal Education, - Non - Formal Education, Informal Education – Development and Its Indicators. Adult Education and Development – Social, Economic and Cultural – Extension Education	
Unit 2	History of Adult Education: Adult Education in Pre – Independence India – Post Independence India From 1947 upto the Twelfth Five Year Plans –Farmers Functional Literacy – Gram Shikshan Mohim, National Adult Education Program –Mass Programme for Functional Literacy, Saakshar Bharat Mission, Centre Model versus Each-One Teach – One Model – Adult Education in China, Denmark, Vietnam, Tanzania – Role of NGOs with Special Reference to Bengal Social Service League, Literacy House, Seva Mandir, Sriniketan - Gandhian Approach on Literacy.	
Unit 3	Curriculum Development: Psychology of Adults – Characteristics of Adult Learners, Theories of Adult Learning – Motivational Aspects of Adult Learning – Developing Curriculum, Types of Curriculum – Different Teaching Methods, Teaching Learning Materials for Adults, Teaching Aids. Identification and	

	Preparation of Books for Illiterates, Literates (Neo), Publication And Marketing of Materials, Development of Materials – Print and Non – Print.
Unit 4	Current Trends in Adult Education / Lifelong Learning: National Literacy Mission (NLM), Total Literacy Campaign (TLC), Post – Literacy Campaign (PLC) and Other Programmes of NLM - Literacy Programme under The NEP 2020. Role of NGOs, Universities and Other Government Agencies in Support of the NLM – UNICCO’s Efforts – Strategies for Bringing Extension as the Third Dimension of the University, System, Role and Functions of Department of Adult Continuing Education and Extension, Models for Extension Work. Role of Adult Education Teacher Educators in the Twenty First Century – Open Learning
Unit 5	Continuing Education, Training, field organization: Jana Shiksham Nilayam, Jana Shikshan Sansthan (Shramik Vidyapeeth), Continuing Education Courses, Continuing Education and Technology, NIOS, OBE, Continuing Education and Vocational Courses – Planning Forums, Legal Literacy Programmes – Application of Management Principles at Program, Project, Management Information System for Programme Efficiency – Educational Technologies, Participatory Communication Methods – Training for Functionaries in ACE, NGOs, Participatory Approach - Current Trends in Adult Education Research

References:

1. Aggarwal, J.C., Adult and Social Education in India, Global Perspective, New Delhi, 1989.
2. Grover, R.P. Rita Chopra, Adult Education, The Indian Publications, Ambala Cantt, 1998.
3. Kundu, C.L., Adult Education, Principles, Practice and Prospects, Sterling Publishers Pvt. Ltd., New Delhi, 1984.
4. Madan Singh, Adult Education in 21st Century, The Associated Publishers, Ambala Cantt, 2001.
5. Mohanty J., Adult and Non - Formal Education, Deep & Deep publications Pvt. Ltd., New Delhi, 2002.
6. N Hema Sarat & Gajanand Palve Chandra (2020), Adult Continuing and Extension Education at a Glance, Daya Publishing House
7. Parashar B.P., A Text Book of Adult Education, Dominant Publishers and Distributors, New Delhi, 2005.
8. Rajendra Singh Yadav, Adult Education Concept Theory and Practice, The Associated Publishers, Ambala Cantt, 2002.
9. Sharan B. Merriam & Laura L. Bierema: San Francisco, Adult Learning: Linking Theory and Practice, Jossey-Bass (Wiley), 2014
10. Stephen D. Brookfield, Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices, Jossey-Bass (Wiley), 1991

Journals

- Indian Journal of Adult Education, Published by Indian Adult Education Association, New Delhi,
- Journal of Adult and Continuing Education - SAGE Journals, New Delhi

- Indian Journal of Educational Research, University of Calcutta, Kolkata
- International Journal of Lifelong Education, Published Taylor and Francis Group, UK
- International Journal of Adult Education and Technology (IJAET), USA

Websites

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

Code 21DRDP0312	Voluntary Action in Rural Development	Credit 3 +1
Objective: <ul style="list-style-type: none">• Explain distinct spiritual basis of philanthropy and voluntarism in India• Assess Gandhi's influence on the nature and extend of voluntary effort in rural Development.• To know the legal framework of Voluntary organizations/Non-Government organizations.• To learn the various social reforms in India• To able to analyse the social problems and suggesting control measures to overcome those problems		
Unit 1	Genesis of Philanthropy and Voluntarism- Voluntarism and Gandhian Rural Reconstruction- State, Voluntary Effort and Rural Development- Government's role in promoting Voluntary Effort-People's Participation: Factors determining People's Participation- Problems of Voluntary effort- Strengthening Voluntary effort.	
Unit 2	Voluntary Organisations: Nature and Descriptive Typology of VOs-Generations and Typology of VOs/NGOs- Legal Framework and Vos in India: Formation and Strengthening of VOs	
Unit 3	Voluntary Agency Administration: Nature and scope of Voluntary Agency- Administration at the Design Stage- Planning and Budgeting- Administration at Implementation and Stabilization Stages- Staff Development-Planning Community Based Programmes- Working with Community Group.	
Unit 4	Social Action: Meaning-Features- Social Action and Social Reform-Strategies of Social Action-Social Action India	
Unit 5	Rural Society and Voluntary Organisations: Relational problems- Rural VOs and Internal Governance- Income tax related problems-Emerging Challenges, Tasks in Rural Development and VOs.	
References: <ol style="list-style-type: none">1. Gangarade. K.D (1990) 'Development of Voluntary action in India' Social Welfare Administration in India: Issues and Challenges, Tata Institute of Social Sciences, Mumbai.2. Pawar,.S.N , Ambekar.J.B & et.al., (2004) NGOs and Development : the Indian Scenario, Rawat Publications, jaipur.3. Satya Sundram.I (1986) Voluntary Agencies and Rural Development, B.R, Publishing Corporation4. Rajasekar.D, (1999)Decentralised Government and NGOs, Concept Publishing Coorporation, New Delhi5. Rajasekar.D & Sreedhar.G (2014) Rural Development in India : Strategies and Processes, Concept Publishing Coorporation, New Delhi		

Code 21DRDP0313	Governance and Development	Credit 2+1
Objective: <ul style="list-style-type: none">• Explain the concept of good governance and administration• Elucidate the role of rural governance and mechanism of decentralized from village level to district levels• To know the process and methods involved in developing Good Governance.		
Unit 1	The nature of Indian Political System: Indian Constitution: Salient features with particular reference to Fundamental Rights, Citizens Charter	
Unit 2	Democratic Decentralization: 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.	
Unit 3	Rural Local Government: Structure and Functions: Rural Local Government in India: Emergence and Evolution. The 73rd Constitutional Amendment Act: 11th Schedule- Three Tier Structure: Powers and Functions.	
Unit 4	Good Governance: Good Governance-Features of Good Governance: Accountability, Transparency, Responsiveness, Equity & Inclusiveness, Effectiveness & Efficiency, Rule of law, Participatory, Consensus.	
Unit 5	Initiatives in Local Governments: Social Audit, Citizen Charter, Citizen Report and Ombudsman. Right to Education, Right to Information and Right to Public Services- E-Governance	
References: <ol style="list-style-type: none">1. Rajasekar.D, (1999)Decentralised Government and NGOs, Concept Publishing Corporation, New Delhi2. Battacharya, Mohit 1979, Bureaucracy and Development Administration, Uppal Publishing House, New Delhi3. Jain L.C 1985, Grass without roots: Rural Development under Government Auspices, Sage Publications, New Delhi4.Seshadri, K. 1976, Political Linkages and Rural Development, National Publishing House, New Delhi5.Rajasekar.D & Sreedhar.G (2014) Rural Development in India : Strategies and Processes, Concept Publishing Corporation, New Delhi		

Code 21DRDP0314	Experiences in Rural Development	Credit 2+1
Objective: <ul style="list-style-type: none">• Explain the agriculture as an important component of rural development;• Discuss the rural developmental strategies in China, Taiwan, Indonesia, Thailand and India;• Explain the role and status of women in Rural Development; and• Analyse the similarities in developmental strategies of Asian countries.		
Unit 1	Rural Development Experiences in China: Liquidation of Land Ownership, Mutual Aid Teams, Elementary Cooperatives, Advanced Producers Cooperatives, People's Communes, Second Land Reform, Institutionalized Rural- Urban Divide, Different Approaches to Rural Development, Women in Rural Development in China	
Unit 2	Rural Development Experiences In Taiwan: Small-scale Farming Pattern,Paddy Field and Dryland project, Promoting Agri,cultural Trade, Protection of Natural Resources, Improving Rural Living Standards, Comprehensive Social Security System, Women in Rural Development in Taiwan	
Unit 3	Rural Development Experiences In Indonesia: Post-revolutionary Period, Emphasis on Soci~lHarmony, VillageUnit Cooperative, Land Law Initiative, Land Reform, Women in Rural Development in Indonesia	
Unit 4	Rural Development Experiences In Thailand: Changes in Farming, Leaders in Rural Society, Implementation of Projects, Top Priority to Rural Development, Action Plans and New Strategies, Rural Employment Generation, Policy Recommendations, Important Programmes for Rural Development, Women in Rural Development in Thailand	
Unit 5	Rural Development Experiences In India: Community Development Programme, Poverty Alleviation Programmes, Rural Employment Programmes, Bridging Rural-Urban Divide, Land Reforms and Area. Development, Women in Rural Development in India, Panchayati Raj Institutions, National Common Minimum Programme Rural Development Experiences-Relevance To Indian Policy: Monitoring and Evaluation, India and Other Developing Countries, Main Features in Rural Development, Women's Participadon and Empowerment, Relevance to Indian Policy .	
References: <ol style="list-style-type: none">1. Katar Singh, (1999). Rural Development Principles, Policies and Management, Sage Publications, New Delhi.2. Mokhzami, Abdul Rahim (ed.) (1979). Rural Development in Southeast Asia, Vikas Publishing House, New Delhi. .3. Peter Ho, Jacob Eyferth, Eduard B. Vermeer (ed.), (2004). Rural Development in Transitional China, The New. Agriculture, Frank Cass, London.		

DISCIPLINE ELECTIVE

Code 21DRDP03ME1	Social change and Development	Credit-3
UNIT-1	Social change: Meaning and Definition of Social Change – Nature and Characteristics of Social Change, Classical Theories of Social Change: Evolutionary Theories- Cyclical Theories- Functionalist Theories- Conflict Theories- Social Evolution – Contemporary Theories: Modernization Theories- Dependency Theories Social Progress.	
UNIT-2	Factors of social change: Geographic factors- biological factors cultural factors- technological factors, agencies of social change- informal agencies, family and religion. Formal agencies, education, legislation, and government.	
UNIT-3	Social Change and Development: Development - meanings, definitions, facets and dimensions. Economic development and social development. Impact of economic growth on social development. Challenges to measure social development. Relevance of government and Non- Governmental Organization in social development. Relevance of political organizations in social development.	
UNIT-4	Social Institution and Development: community - relevance of community in creating oneness. Religious practices, magic power, social control, faith brotherhood, understating basic structure. Family: basic social institution, socialization process, protecting the members, providing care to individual, maintaining domestic economy. Education: transferring the knowledge, eliminating the ignorance, understanding the better world.	
UNIT-5	Dynamics of Development in Rural India: Village Communities in India - Tribal and rural communities. Leadership in rural communities. Role of artisan and Services communities in rural development. Factors responsible for changing natural of rural communities.	
References: <ul style="list-style-type: none"> • M.Haralambos, R.M Heald (1980): Sociology- Themes and Perspective. Delhi: Oxford University Press. • R.M.Macivier and Charles H.Page (1981). Society- An Introductory Analysis. Macmillan, India Pvt Ltd. • William korblum (1988). Sociology in a changing world Holt. Riehart and Winston.Inc. 		

Code 21DRDP03ME2	Rural Technologies	Credit: 3
Objectives: <ul style="list-style-type: none">To understand the concept of Technology relevant for Rural DevelopmentTo know about the interventions of Government and Non-governmental organizations in promoting rural technologies		
Learning Outcome <ul style="list-style-type: none">1. Acquaintance with technologies available for application in the rural sector2. Appreciate the relevance of appropriate technology in rural development		
Unit 1	Science and Technology- Significance- Appropriate Technology- Review of Efforts: Farm Practices, Waste recycling, Animal Husbandry practices, Technology for Rural industries. Technology Missions: Drinking Water- immunization, National Literacy Mission, Oil Seeds, Telecom, Wasteland Development, Dairy Development. Role of CAPART and Rural Technologies, S&T Schemes and Programmes	
Unit 2	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	
Unit 3	Rural Housing and Habitat development- cost effective technologies for Rural Housing: Housing Problems of the rural poor-Availability of cost effective technologies- Rural Building Centres.	
Unit 4	Bio technologies for Rural Development- Mushroom cultivation, vermiculture, organic farming, floriculture, sericulture, herbal medicines cultivation. Spatial Technologies: Geographic Information System (GIS), Global Positioning (GPS) and Remote sensing.	
Unit 5	Energy and sustainable development- Rural Energy sources-renewable and Non-renewable energy- Bio-energy for Rural Areas: Biomass – Biogas- use of non-conventional energy sources.	
References: <ul style="list-style-type: none">1. Lalitha N (2004): Rural Development- Emerging issues and Trends (Vol.II), Dominant Publications, New Delhi2. Debendra K. Das(1999), Rural Sector and Development: Experience and Challenges, Deep & Deep Publications, New Delhi3. Promila Kandian & Sushma Kaushik (2003), Rural Energy for Sustainable Development, Deep & Deep Publications, New Delhi4. RC Maheswari & Pradeep Chathurvedi(1997), Bio energy for Rural Energisation, Concept Publishing Company, New Delhi		

Code 22LLEP0005	Rural Livelihood Promotion	Credit 3
Objective: <ul style="list-style-type: none">To make the students to understand the rural livelihood programmes and the development opportunities for the promotion of rural community.		
Specific Course Objectives <ul style="list-style-type: none">To provide knowledge on Rural Livelihood programme related and its promotionTo provide understanding on relevance and application of Information and Communication Technology for livelihood in rural areasTo understand the stakeholders involvement in rural livelihood development process at grassroots level		
Learning Outcomes <ul style="list-style-type: none">Gaining knowledge of rural settings and its livelihood development process.Able to understand on the use of ICT as source of information and livelihood; issues involved in such process.Able to understand the stakeholders commitment on enablement of livelihood opportunities for rural community		
Unit 1	An overview of Rural Livelihood: – Introduction - Meaning & Definitions – Evolution- Significance of Rural Livelihood – Approaches and Strategies for Rural Livelihood promotion - Sustainable Rural Livelihood: Concept and Framework - Framework of livelihood analysis..	
Unit 2	Institutional Arrangement: Government Programmes for Rural Livelihood - Policies to promote rural livelihoods - Issues and Challenges. Rural Livelihood: Institutional Arrangement and Programme Intervention for Rural Livelihood - National Rural Livelihood Mission - State Rural Livelihood Mission.	
Unit 3	Diversification of Rural Livelihood: Issues and Strategies for livelihood and Alternative livelihood; Livelihood Promotion by different agencies and Challenges; Livelihood Mapping and uses.	
Unit 4	Sustainability and Rural Livelihood: Meaning of Sustainability – Concept and Issues of Sustainable Rural Livelihood and Sustainable livelihood approaches	
Unit 5	Role and Efforts by Various Stakeholders: Role of Panchayat Raj Institutions - Role of Banks - Role of NGOs in promoting Livelihood - Skill Development Training for Livelihood - Field Exposure on Livelihood Promoting Institutions - Case study Analysis	
References <ul style="list-style-type: none">Duncombe R. and R. Heeks (1999) ‘Information, ICTs and Small Enterprise: Findings from Botswana’, IDPM Manchester Working Paper No. 7, 1999.Purushotham P, Institutional Credit for Rural Livelihoods: A Study of SGSY in the Regions of High Poverty, National Institute of Rural Development, Ministry of Rural Development, Government of India, 2009.Robert chambers and Gordon R. Conway; sustainable Rural Livelihoods practical concept for the 21st century IDS discussion paper.Shree Chandra Jha, Poverty, Unemployment And National Rural Livelihood Mission (nrlm), Abhijeet publication; 1st edition, 2013		
Journals		

- Gurumurthy A., Singh, P.J.; Kasinathan, G., (2005) Case Study 5: The Akshaya Experience: Community Driven: Local Entrepreneurs in ICT Services
- Kuriyan, R., I. Ray and K. Toyama (2006) “Integrating Social Development and Financial Sustainability: The Challenges of Rural Kiosks in Kerala” in Proceedings of the 2006 International Conference on Information and Communications Technologies and Development, Berkeley
- Mansell & Wehn (1998:115) Mansell, R. and U. When (1998) Knowledge Societies: Information Technology for Sustainable Development. Prepared for the United Nations Commission on Science and Technology for Development. Oxford University Press.
- Rasheed Sulaim V, and N J Kalaivani, and Nimisha Mittal, ICTs and Empowerment of Indian Rural Women, Centre for Research on Innovation and Science Policy (CRISP), Hyderabad, India, 2011.
- Samii Roxanna, Mobiles for Development, Information for Development, Volume VII, 2010.
- Shradha H. Budhedeo, Issues And Challenges in Bringing ICT Enabled Education To Rural India, IJSRE Volume 4 Issue 1 2016
- Vikram Gopinath, “Role of Information and Communication Technology in the Rural Development: Study of Thangachimadam Village Resource Center and its Village Knowledge Centers, 2007.

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- <https://www.india.gov.in › national-rural-livelihoods-mission...>
- <https://aajeevika.gov.in/> - Deendayal Antyodaya Yojana
- <https://rural.nic.in/en>
- <https://darpg.gov.in/sites/default/files/National%20Rural%20Livelihood%20Mission.pdf>
- <https://www.nrlm.gov.in/outerReportAction.do?methodName>
- http://nirdpr.org.in/nird_docs/nrlm/nrlmhandbook240614.pdf

Code 22LLEP0004	Social Entrepreneurship	Credit 3
Objective: To make the students to understand the scope of social entrepreneurship and to develop skills in managing social enterprises in the context of sustainable development		
Specific Course Objectives <ol style="list-style-type: none"> 1. To sensitize on the structure and role of third sector in the sustainable development 2. To provide basic understanding about the concept of social entrepreneurship and the port-folio of social enterprises 3. To educate on the managerial knowledge and skills on social enterprises 4. To provide hands-on-training and field level experience on real time basis 5. To gain the knowledge on social entrepreneurs issues and challenges and developing problem solving strategies 		
Learning Outcomes <ol style="list-style-type: none"> 1. Able to analyze the third sector role in development process 2. Able to apply the concept of Social Entrepreneurship and Enterprises 3. Can design managerial applications for effective scaling up the Social Enterprises 4. Can develop collaborative strategies and techniques for various stakeholders involved for societal development 5. Have skill for networking of social marketing and provide possible solutions for problem 		
Unit 1	Voluntary Sector: Concept, Meaning, Definition, Scope, Type, Need and Importance of Third Sector in Development. Typologies of Third Sector – Voluntary, NGO, NPO, CBO, and CSO - Growth of Third Sector in India – Performance and Environment of Third Sector- Third Sector Relationship to State and Civil Society	
Unit 2	Social Entrepreneurship: Concept, Definition, Importance of Social Entrepreneurship – Social Entrepreneurship Vs Business Entrepreneurship – Social Entrepreneurs and Social Change – Qualities and Traits of Social Entrepreneurs – Social Capital Promotion through Voluntary Sectors.	
Unit 3	Social Enterprises: Concept, Definition and Importance of Social Enterprises – Similarities and Differences between Social Enterprises and Nonprofit Organization – Types of Social Enterprises – Concept of Triple Bottom Line- Bottom of the Pyramid – Corporate Social Responsibility – Select Case Studies of Indian Social Enterprises.	
Unit 4	Management of Social Enterprises: Global and National Environment to Promote Social Enterprises and Social Entrepreneurship. Financial Management of Social Enterprises – Venture Capital for Social Enterprises – Corporate and Government Support for Social Enterprises – Community Participation in Social Enterprises.	
Unit 5	Social Marketing: Marketing of Social Services- Application of Marketing Principles in Welfare and Development Field – Problems and Remedies in Social Marketing.	

References

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

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

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- <https://www.schwabfound.org>
- <https://www.msde.gov.in>
- <https://www.nimsme.org> › Social-Entrepreneurship
- <https://www.ediindia.org>

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

MODULAR COURSES

Code 21DRDP03MC1	Rural Planning	Credits 2
<div>1. To provide basic understanding about the concept of Rural Planning</div> <div>2. To educate on the managerial knowledge and skills on rural planning through PRA methods</div> <div>3. To provide hands-on-training and field level experience on real time basis</div>		
Unit 1	Planning Definition and Concept of planning - types and characteristics of planning.	
Unit 2	Centralized Vs decentralized planning Top down Vs bottom-up planning- Rationale for decentralized planning. Decentralized Planning in Multi level framework.	
Unit 3	Micro-level Planning Concept of Micro-level Planning- Advantages of Micro-level Planning-Steps in Micro-level Planning.	
Unit 4	Amendments 73 rd and 74 th Constitutional Amendments and New Panchayat Raj System in India – Eleventh schedule of the Constitution – Role of Panchayati Raj Institutions in decentralized planning.	
Unit 5	Participatory planning Concept and importance of Participatory planning. Participatory Rural Appraisal (PRA) as a tool in planning.	
References <ul style="list-style-type: none">• Sundaram K.V., Decentralised Multi Level Planning: Principles and Practice, Concept Publishing Company, New Delhi, 1997.• Mukherjee, Amitava, Methodology and Database for Decentralized Planning, Vol.3, Heritage Publishers, New Delhi, 1991.• United Nations Asian and Pacific Development Institute, Local Level Planning and Rural Development- Alternative Strategies, Concept Publishing Company, New Delhi, 1980• Misra R.P., (ED.), Local Level Planning and Development, Sterling Publishers, NewDelhi, 1980.• Yugandhar B.N. and MukharjeeAmitava, Readings in decentralized planning Vol.2 Concept Publications, New Delhi, 1991.		

Code 21DRDP03MC2		Rural Social Problems	Credit 2
Objectives	1. To introduce the concept of rural social problems; 2. To throw more light on the problem of unemployment in rural area; 3. To understand the causes and consequences of poverty in rural; 4. To delineate the adverse effects of casteism and untouchability in social interaction; 5. To elicit the problems of vulnerable groups in rural		
Outcome	1. Will be able to explain the nature and features of rural social problems; 2. Will be able to illustrate the measures taken for the generation of employment; 3. Will be able to validate the programmes implemented for the alleviation of poverty; 4. Will be able to diagnose the barriers in rural interpersonal relationships; 5. Will be able to describe the interventional strategies adopted for the vulnerable groups.		
UNIT-1	Introduction: Social problems: Concept – Nature-Characteristics- Causes- Types; Study of Social Problems in India.		
UNIT-2	Unemployment: Concept- Types-Causes- Features of unemployment in rural India- Effects on rural life; Eradication of Unemployment: Employment generation Programmes- Evaluation.		
UNIT-3	Rural poverty: Concept- Nature-Extent of poverty- Types- Measurement of poverty – Consequences of poverty in rural life; Poverty alleviation programmes-Evaluation.		
UNIT-4	Casteism and untouchability: Casteism: Concept- Effects of casteism in rural life; Casteism and untouchability- Prejudice and untouchability. Inter-caste relations and conflict; strategies to eliminate the problem of casteism- GOs and NGOs in elimination of casteism.		
UNIT-5	Vulnerable groups: Problems of Vulnerable groups in rural: Farmers Suicide- landless labourers- problems of elderly- status of women-child labour; Welfare Programmes for the care of Vulnerable groups.		
References: 1. Ram Ahuja, (2001). Indian Social Systems, Jaipur, Rawat Publications. 2. Shankar Rao, (2009). Principles of Sociology, S.Chand and Company Ltd., New Delhi. 3. Kumar, (2010). Social Problems and Welfare, Lakshmi Narain Agarwal,agra. 4. Sharma, R.N., (2009). Indian Social Problems, Media Promoters and Publishers Pvt., Ltd., Bombay. 5. MADAN g.R. (1990). Indian Social Problems Vol.1. Social Disorganization. New Delhi: Allied Publishers. 6. Pais, Richard (2010), Social Problems in India, Mangalore: Mangala Publications. 7. Attachand, (1987). Poverty and Underdevelopment, Gian Publishinh House, Delhi. 8. Prasad, (2001). Population growth and child labour, kanishka Publishers distributors, New Delhi. 9. Sharma G.L (2003) Caste, Class & Social Inequality in India, MDP. 10. Mecton Robert k and Robert Nisbert (1968): Contemporary Social Problems, New York Harcourt brace, Jovavich Ink.			

Code 21DRDP03MC3	Guidance and Counseling	Credit:2
Objectives : <ul style="list-style-type: none">• To understand the concept of counseling and its process.• To know the approaches and techniques of counseling		
Learning Outcome <ol style="list-style-type: none">1. Knowledge about theories, tasks of and approaches to counseling2. Apply the techniques of guidance and counseling		
Unit 1	Growth and Development of Guidance and Counselling: Concept and Definition of Counselling - Principles of Counselling - Objectives and goals of counselling - Factors affecting the Counselling PROCESS - effective Counselling – Role of Counsellor and Qualities of Counsellor.	
Unit 2	Development Tasks, Theories and Counselling Goals: Development tasks - Adolescence - Erickson’s theory of Psychological development - Socio - Cultural factors - Problems in the Indian educational contexts - Expectations of different individuals - Counselling goal.	
Unit 3	Approaches to Counselling: The directive or authoritarian approach (psychoanalytic) - Relevance of psychoanalysis to counselling - Humanistic approach – Roger’s Self - theory - Development of self - concept - The Counselling process - Theoretical approaches - Behavioral approaches - Cognitive approach - System approach	
Unit 4	Techniques in Counselling: Non - verbal communication in interview - Counsellor - Counsellor relationship - interviewing techniques in counselling - Structuring the counselling relationship - Counselling in other settings : Group, Educational, Vocational, Family - organizational Counselling, Professional preparation and Training for Counselling, Academic preparation - Counselling skills - Ethical standards - Legal considerations, Selection and training of counselors - Modern trends in counseling – the status of the guidance and counselling movement in India.	
Unit 5	Career Planning and Decision making: Definitions - Current interests in career planning - Theories of career Development and Decision making - Career counselling and the development of human potential – Career planning and Decision making .	
References: <ol style="list-style-type: none">1. Antony D. John, 1994, Dynamics of Counselling, Nagercoil, Anugraha Publications.2. Eggert A. Max., 1999, Perfect Counselling, UK, Random House Business books.3. Fuster, J.M., 1964, Psychological Counselling in India, London, Macmillan and Co.4. Lindon Jennie and Lindon Lance, 2000, Mastering Counselling Skills, London5. Narayana Rao, 2003, Counselling and Guidance, New Delhi, Tata McGraw – Hill6. Patterson, C.H., 1966, Theories of Counselling and Psychotherapy, New York, Harper &		

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7. Prasantham, B.J., 1987, Therapeutic Counselling, Vellore, Christian Counselling Centre.
8. Rimm C. David & Masters C. John, 1974, Behavior Therapy, New York, Academic press.
9. Nenet, Margeret E. (1963), Guidance and Counselling in Groups, MC raw Hill, Newyork.
10. Downing, Lester N. : (1964), Guidance and Counselling Service, McGraw Hill, New York.
11. Seema Yadaw, (2005), Guidance and Counselling, Anmol publications Pvt. Ltd.
12. Ramesh Chaturvedi (2008), Guidance and Counselling SKILLS Crescent Publishing Corporation, New Delhi.

Code 21DRDP0415	Rural Banking, Micro Finance and Micro Enterprises	Credit: 3
Objective: <ul style="list-style-type: none">• To learn about the concept of Micro finance and Rural Banking• To study the various micro enterprises and their sources of funds		
Learning Outcome: <ol style="list-style-type: none">1. To apply the models of micro finance2. To comprehend the relevance of micro finance and micro enterprises		
Unit 1	Rural Banking: Development Banking, Commercial Banks and Rural Development; Co-operative Banks in Rural Credit; Role of Regional Rural Banks in Rural Credit; NABARD and Rural credit,	
Unit 2	Micro Finance- 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	
Unit 3	Micro finance and Millennium Development goals- Micro finance and poverty Alleviation, Governance in Micro finance- key indicators for monitoring of Micro Finance, MIS in Micro Finance operations.	
Unit 4	Micro Enterprise- 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.	
Unit 5	Sources of funds for Micro Enterprises- 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.	
References: <ol style="list-style-type: none">1. Dingra: Rural Banking in India- S.Chand& Co. Limited, New Delhi-110055, 1994.2. Agarwal and KundanaLal:- Rural Economy of India – Vikas publishing House Ltd.- New Delhi-110014, 1990.s3. Reddi – Theory, History and Practice of Co-operation, Loyal Book Depot, Meerut, 1979.4. Mathur- Co-operation in India –Sahitya Bhawan, Agra-282003, 1988.5. Rais Ahmad – Rural Banking and Economic Development – Mittal publications, New Delhi -110059, 1998.6. Datta – Co-operative Societies and Rural Development, Mittal Publications – New Delhi-110059, 1991.7. Varma – Rural Banking in India –Rawaat Publications, Jeypore-302017, 1988.		

Code 21DRDP0416		Public Policy	3 Credits
Unit 1	Public Policy Meaning and Significance- Distinction between Policy, Decision and Goal. Models – Institutional, Rational, Systems and Classical models. Types of Rural Development Policies in India.		
Unit 2	Public Policy making Structure and Processes Intergovernmental Relations- Role of Political, Executive, Legislature, Bureaucracy and Judiciary. Major Determinants: Political Parties, Interest Groups, Mass Media, Social Movements, NGOs and International Agencies.		
Unit 3	Public Policy Planning and Implementation Role of Legislature, Executive, Judiciary and Bureaucracy- Role of Voluntary Organizations, Interface between NGOs and Government- Major constraints in Policy implementation.		
Unit 4	Policy Process Institutions, Elites and Policy Networks. Policy Evaluation- Criteria for evaluation- Cost Benefit Analysis, Equity and Responsiveness- Forums for Evaluation- Parliamentary Committees and Public Enquiry Commission.		
Unit 5	Public policy Management and Delivery Managing Discretion, Centralization and Decentralization-Managing Reforms-Policy enforcement modes-New Public Management in the rural development sector- Pressures that affect public service organizations, Market based arrangements, Multi-service provider arrangements in public sector setting.		
References			
<ul style="list-style-type: none">• Thomas Dye (1995): Understanding Public Policy, Prentice Hal, New Jersey.• Michael Hill & Peter Hupe (2002): Implementing Public Policy, Sage Publications, New Delhi.• Anderson James.E (1975): Public Policy Making, Praeger, New York.• Birkland Thomas. A (2005): An Introduction to the Public Policy Process, M.E. Sharpe, New York.• Dunn William . N (2004): Public Policy Analysis, Prentice Hall, New Jersey.• Gerston Fred N (2004): Public Policy Making, M.E. Sharpe, New York.			

Code 21DRDP0417	Sustainable Rural Development	Credit: 2+1
<p>1. Concepts, approaches and opportunities of sustainable development.</p> <p>2. Knowledge about the human and natural / non-natural resources and their sustainable use.</p> <p>3. Knowledge about policies and programmes of Central and State governments pertaining to rural development.</p> <p>4. Best practises in institutional arrangements for sustainable development in developing countries and ;</p> <p>5. High skills to develop and implement projects for application of sustainability concepts to accelerate rural development efforts in India and other developing countries.</p>		
Unit 1	Understanding sustainable development: concept of sustainable development, its main principles and evolution of ideas of sustainability. Strategies for promoting sustainable development.	
Unit 2	Perceptions of conventional and Non-conventional Natural Resources and its Sustainability in the Context of Rural Development & Management: Concept, kinds and conservation/preservation of natural resources; resources and economic development. Renewable Resources, Concept, kinds, distribution and economic potential and its future	
Unit 3	Socio-Economic and Cultural Sustainability of Rural Resources –farm and non farm activities. Agriculture and Domestic Waste and their recycling	
Unit 4	Rural Energy System, Conventional – Fire wood, cow dung, Non Conventional – Bio gas. Solar. Need for Environmental awareness in rural area.	
Unit 5	Development of Indicators of Sustainability through studying some sustainable Rural Development projects (Case studies).	
References: <ul style="list-style-type: none">• Robert chambers and Gordon R. Conway; sustainable Rural Livelihoods practical concept for the 21st century IDS discussion paper.• Lalitha N. 2004. Rural Development: Volume I and Volume II Trends and Issues, Dominant Publishers, New Delhi.• Rajasekar.D & Sreedhar.G (2014) Rural Development in India : Strategies and Processes, Concept Publishing Cooperation, New Delhi• Singh, Katar (2015). Rural Development: Principles, Policies and Management, Sage Publications, New Delhi.		

Code 21DRDP0418		Tribal Development – Issues and Challenges	Credit 3
UNIT-1	Tribal Society: Tribal – Concept – Geographic, ethnic and demographic characteristics of tribes in India; difference between tribes and non- tribes; methods of studying tribal issues		
UNIT-2	Tribal Issues: Domains of tribal issues: social – cultural – ethic – religions – educational – economic- land – alienation –indebtedness- linguistic- problem of culture contact.		
UNIT-3	Dynamics in Tribal Identity: Tribal status and development perspectives – ethnic relations – education and training health and nutrition – employment trends- marginalization and exclusion – tribal identity in contemporary society.		
UNIT-4	Tribal Policy in India: Tribal development; historical concept of approach to tribal development: Pre- colonial – post – independent period; Tribal Governance.		
UNIT-5	Tribal Development: constitutions provisions – protection of civil rights- reservation in legislatures, and services – tribal administration tribal welfare departments in state and central – welfare schemes and five year plans- tribal research.		
References			
<ul style="list-style-type: none">• Behera, M.C & JUMyir Basar,2010 (Ed), Interventions and Tribal Development, Serial Publications, New delhi.• Pani, N., & Sahoo,,J (2008), Tribal Development, New Delhi, Mahamaya Publishing House• Doshi S.L & Jain P.C (1997), Introduction to Anthropology, Rawat Publications, New Delhi• Harasukar Laxmi (2005), the tribals and their Development, Current publications, Agra• Singh.K.S (1995), The Schedule Tribes, Oxford University Press, New Delhi			

MODULAR COURSE

Code 21DRDP04MC1	Youth Development	Credit:2
Objectives: <ul style="list-style-type: none"> To gain knowledge about the status of youth To understand the policies, techniques and models of youth development 		
Learning outcome : <ol style="list-style-type: none"> Acquire the skills of working with youth Gain knowledge about the various approaches and models. 		
Unit 1	Youth: 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.	
Unit 2	Youth Development : 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.	
Unit 3	Positive Youth Development: 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.	
Unit 4	Approaches and Models of Youth Work : Nature & definition of Youth Work, Approaches to Youth Work - Relief based approach, Welfare based approach, Development based approach and Policy Development based approach.	
Unit 5	Youth Policy & Programmes : 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).	

References:

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Code 21DRDP04MC2		Social Psychology	Credit 2
UNIT-1	Introduction to Social Psychology: Nature, Definition and scope of social psychology. Social psychology and related disciplines- methods of social psychology – Importance of social psychology in studying rural life.		
UNIT-2	Perception and Attitudes: Perception: meaning – means of perception: verbal and non- verbal communication- attribution. Attitudes – characteristics, formation of attitudes, attitude change. Interrelationship between perception and attitude.		
UNIT-3	Social interaction: Meaning Interpersonal interaction – meaning- determinants; pro- social behavior: meaning – factors influencing pro- social behavior; aggression: meaning- origin and forms – control of aggression.		
UNIT-4	Group Processes: Group- Characteristics and functions- group- roles, norms and cohesiveness. Leadership, Types of leadership, leadership training.		
UNIT-5	Social Influence: social influence – conformity- compliance- obedience public opinion – meaning, formation of public opinion, Measuring public opinion. Propaganda- principles of propaganda, media of propaganda.		
References: <ul style="list-style-type: none">• Baron, R.A & Byrne .D (2003), Social Psychology, 7th ed New Delhi: Prentice hall• Taj.H (2007), An Introduction to Social Psychology, New Delhi: Neel Kamal• Arosen, Elliot, Wilson K.Timothy and Akery M.Robert (1997), Social Psychology, Longman Publishers.• Baron A. Robert Boon Byrne (1980), Social Psychology, prentice Hall of India, India• Taylor, S.E., Peplan, L.A & Sears, D.O (19970, Social Psychology, Prentice Hall, New Nersey (USA)			