

M.A - RURAL DEVELOPMENT STUDIES

**Programme Syllabus
(to be implemented w.e.f. 2018-2019 Academic Year)**



**Centre for Development Studies
School of Health Sciences & Rural Development
The Gandhigram Rural Institute
(Deemed to be University)
Gandhigram – 624 302**

“India lives in its villages”- Mahatma Gandhi

CENTRE FOR DEVELOPMENT STUDIES [CDS]

About the CDS:

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

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

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

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

This above said programme intends to prepare individuals capable of informed and thoughtful development action, empowered with awareness of the complexity, having depth of the discourse on rural development and contributing for policy and action with special reference to the Indian context. Further, an important feature of the above programme is that it attempts to equip the students with training in skills that they can put to use in any challenging situation either in the field or in the policy sphere. Our students are enabled to make smooth transitions from the world of studentship to the world of trained work.

Board of Studies:

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

Admission Eligibility:

Admission into MA RDS programme is open to those candidates with a bachelor degree from any field of studies. In the said programme, CDS admits 20 students with excellent academic credentials from varying disciplinary backgrounds. These students graduate with social awareness, strong theoretical and analytical skills to make meaningful contributions as employees of local, national and international

organizations and business involved in development, as researchers, and analysts and pursue academic paths relevant for grassroots development arena.

Field work:

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

Field placement:

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

Programme Structure including evaluation pattern

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

		18EXNP02F2	Extension / Field Visit	-	-	3	-	100	-	100
				22	25	3				
III	Core Courses	18CDSP 0314	Development Funding	3	3	-	3	40	60	100
		18CDSP 0315	Adult and Continuing Education and Extension	4	4	-	3	40	60	100
		18CDSP0316	Non-Government Organizations	3	3	-	3	40	60	100
		18CDSP0317	Health Care and Sanitation	2	2	-	2	40	60	100
		18CDSP0318	Local Governance	2	2	-	-	40	60	100
	Major Electives	18 CDSP03E1	Major Elective Values and Ethics in Development	4	4	-	3	40	60	100
		18 CDSP03E2	Life Skills Education							
		18 CDSP03E3	Technologies for Rural Development							
	VPP	15EXNP03V1	Village Placement Programme	2	-	2	-	50	-	50
	MC	18CDSP03M1	<i>Modular Course-I</i> Guidance and Counseling	2	2	-	-	50	-	50
		18CDSP03M2	GIS and Remote Sensing							
		18CDSP03M3	Youth Development							
				22	20	2	-			
IV	Core Courses	18CDSP0419	Welfare of Vulnerable Groups	3	3	-	3	40	60	100
		18 CDSP 0420	Human Resource Management	3	3	-	3	40	60	100
		18 CDSP 0421	Micro Finance and Micro Enterprises	3	3	-	3	40	60	100
		18 CDSP 0422	Dissertation	6	6	-	-			200*
	MC	18CDSP04M1	<i>Modular Course-II</i> Social Policies and Legislations in India	2	2	-	-	50	-	50
		18 CDSP04M2	Introduction to Behavioral Sciences							
		18CDSP0423	Summer Internship	4	-	-	-	-	100	100
				21	17	-	-	-		
Grant Total (I + II + III + IV)				88						

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

Code: 18CDSP0101	Rural Development - Concept and Strategies	Credit:4
Objective: To describe the concepts of Rural Development besides various Strategies practiced in India		
Learning outcome: <ul style="list-style-type: none">Understand the basic concepts, elements and strategies of Rural DevelopmentKnowledge about the India’s major strategies of Rural Development followed in the past and their merits and demerits		
Unit 1	Concept, Nature, elements and scope of rural development – Significance of rural development in Indian context.	
Unit 2	History of rural development in India- pioneering efforts in rural reconstruction during the pre-independence period - Community Development Programme (CDP).	
Unit 3	Strategies of rural development- Growth oriented strategy-welfare strategy-responsive strategy- holistic strategy -capacity building and empowerment strategies-participatory strategy-assets based development strategy - technology enabled rural development.	
Unit 4	Project based Approaches to Rural Development- Community Development Approach- Sectoral development approach- Area-specific approach- Target oriented approach-development with social justice approach- integrated rural development approach.	
Unit 5	Rural Development Legislations and Policies in India-Rural Development during the Five-year Plan periods – Revolutions in the Rural Sector - Case studies on the good practices in rural development.	
References: <ol style="list-style-type: none">Ram K. Parma (1996) Policy Approach to Rural Development, Print well, Jaipur.George H. Axinn and nancy W. Axinn (1997) Collaboration in International Rural Development, Sage Publication, New Delhi.Laxmi Devi (Ed) (1996) Encyclopedia of rural Development (set of 5 vol.) Anmol Publications Pvt. Ltd. New Delhi.Katar Singh (1986) Rural Development, principles, polices and Management, Sage Publication, New Delhi.Venkatta Reddy. K. (2000) Rural Development in India, Himalaya Publishing House, New Delhi.N.Lalitha, Rural Development in India: Emerging Issues and Trends- Dominant Publishers, Delhi, 2004.A.Vinayak Reddy and M. YadagiraCharyulu, Rural Development in India : Policies and Initiatives, New Century Publications, New Delhi, 2009.		

Code: 18CDSP0102	Sociology of Development	Credit:4
Objective: To enable the students gain the basic understanding about sociological concepts, Theories and practices.		
Learning outcome: <ul style="list-style-type: none">• Knowledge about the sociological dimensions of development• Understanding of theories of development• Diagnosis of the concepts of social structure and culture		
Unit 1	Conceptual perspectives on Development: Economic growth - Human Development - Socio Development - Sustainable development - Ecological and social environment - Change in structure and change of structure.	
Unit 2	Theoretical perspectives : Liberal, Maxweber, Gunnar Mydral, Emile Durkhem, Merton - Dependency : Centre - Periphery (Frank) - Uneven development (samir Amin) - World - system (Wallerstein).	
Unit 3	Paths of Development: Modernization - Globalization - Socialist - Mixed - Gandhian ideas in the present contemporary issues - Trends of changes in rural society - Rural & Urban mobility.	
Unit 4	Social structure and Development: Status and role - Multiple roles - Social structure as a facilitator / inhibitor - Development and Socio - economic disparities - Gender and development.	
Unit 5	Culture and Development : Culture as an aid - impediment Development and displacement of tradition - Development and upsurge of ethnic movements - cultural change - material and non - material culture.	
References: <ol style="list-style-type: none">1. Introduction to the sociology of Development (2nd Edn), Andrew Webster - Publisher : Palgraue, 2nd Edition (April 15, 1997)2. Sociology of Development, Edition 1979 SheoBhala Singh,Rawat Publication : 2010 Edition (1 January, 2011).3. Sociology of modernization and Development,Routledge, Revisedead edition (25th August, 1988).4. Sociology of change and Developemnt by Ritika Chuahan,Publisher : Pragun Publications (2012).5. Culture and Development : A Critical introduction by Susanne Schech June - 200 Publisher : Blackwell publishers.		

Code 18CDSP0103	INDIAN ECONOMIC PROBLEMS	Credit:4
Objectives: •		
Learning Outcome:		
Unit 1	Economic Development and its Determinants Approaches to economic development and its measurement- sustainable development; Role of State, Market and other institutions; Indicators of Development- PQLI, Human Development Index (HDI), gender development indices.	
Unit 2	Demographic Features, Poverty and Inequality Broad demographic features of Indian population; Rural-urban migration; Urbanization and civic amenities; poverty and inequality.	
Unit 3	Resource Base and infrastructure Energy; Social infrastructure- Education and Health; Environment; Regional imbalance; Issues and policies in financing infrastructure development	
Unit 4	The Agricultural Sector Institutional Structure- land reforms; Technological change in agriculture- pricing of agricultural inputs and output; Terms of trade between agriculture and industry; Agriculture finance policy; Agriculture Marketing and warehousing; Issues in food security- Policies for sustainable agriculture.	
Unit 5	Economic reforms and its impact on rural sector Rationale of internal and external reforms; Globalization of Indian economy; W.T.O. and its impact on the different sectors of the economy; Need for and issues in good governance; issues in competition and safety nets in Indian economy.	
References: 1. Haq.M. (1996), Reflections on Human Development, Oxford University press, New Delhi 2. World Bank (2000), India:reducing Poverty, Accelerating Economic Development, Oxford University press, New Delhi 3. Frederick,H. and A.M. Charles (1970), Education, Manpower and economic growth, New Delhi. 4. Appu,P.S (1996), Land reforms in India, Vikas, New Delhi. 5. Basu, K.etal (1995), Capital Investment and Development: Essays in Memory of Sukhamoy Chakravarty, Oxford University press, New Delhi		

Code: 18CDSP0104	Rural Outreach Strategies	Credit 4
Objective: To learn the Strategies of Rural outreach programmes		
Learning outcome: <ul style="list-style-type: none">• Explain the basic concepts of Extension and Rural outreach• Express the importance of trainings and its strategies for outreach• Describe the strategies followed in the rural Institutions		
Unit 1	Basic Concept Meaning-Rural, outreach, development- Importance and need for outreach, Common methods of outreach, past attempts and present scenario of outreach.	
Unit 2	Extension Education Strategies Meaning, Philosophy, objectives, principles, functions, components and methods of extension.	
Unit 3	Training Strategies Meaning and importance of Training- Training Needs assessment- Training Techniques and Types-Steps in Training- Training Management.	
Unit 4	Institutionalization Strategies Community organizations- Meaning- objectives, scope and nature, principles, Self – Help Groups, Farmers Club, Youth Clubs, etc., Rural Institutions- Panchayati Raj Institution, cooperatives, non-governmental organizations.	
Unit 5	Participatory Approaches Participatory Planning - Concept and importance of participatory planning, PRA- Meaning, Techniques and tools - Micro Level Planning- Methodology of MLP- principles of working with individuals, groups, communities and mass- participatory research and development.	
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.		

Code: 18CDSP0105	Community - based Organizations	Credit: 4
Objective: To understand about the fundamentals of Civil Society Organizations and Community based Organizations in Development.		
Learning outcome: <ul style="list-style-type: none">Express the importance of Community - based Organizations and Civil Society organizationsExplain the legal aspects regarding Community - based organizationsDescribe the role of Non Governmental organizations for development		
Unit 1	Introduction to Development and Development Agencies: Development and Participation: Content and Context, Concept of Welfare Organizations - Genesis and growth of Welfare Organization –Social Welfare in India: Welfare of Women, Child, Aged, Disabled and the Underprivileged sections of society –International Organizations: UNO, -CARITAS, VANI, AVARD, NCRI AND NIRD&PR.	
Unit 2	Civil Society Organizations [CSO] - Meaning, Type and Functions, Features - Community Based Organizations (CBOs), Meaning, characteristics, functional aspects, type, - Management issues, - Management of Self Help Groups:- Genesis, significance, characteristics / features, Organizational and functional aspects, Social development and women empowerment.	
Unit 3	Voluntary Organizations and NGOs: Meaning, definition, characteristics, types, functions- Distinction between voluntary organizations and NGOs- Forms of Organizations: Society, Trust, Company, Registration and requirements, Memorandum and by-law, Role in National Development, Management issues, Social accountability.	
Unit 4	Project Management: Concept, Principles, scope, importance –Identification and formulation of project-Detailed Project Report- Planning and implementation – Features of a Good Project, Project Monitoring and Evaluation - Participatory Methods.	
Unit 5	Legal aspects and Accounting, Tax laws, FCRA-Financial Administration: Concept of Accounting, Record Keeping,- Management Accounting Resource mobilization, funding pattern and problems –Accounting for change: Social Auditing.	
References: <ol style="list-style-type: none">Bhatia S.K, (2007), Management of Non-Profit Organizations, Deep & Deep Publications Pvt.LtdVijay Padaki, Manjulika Vaz. V.Padaki, (2005), Management Development in Non-Profit Organizations: A Programme for Governing Boards, Sage Publications.David Hussey and Robert Perrin: How to Manage a Voluntary Organization, Kogan Page Limited, London (2003).Goel, S.L.,Kumar.R.: Administration and Management of NGOs, Deep and Deep Publications Private Limited.Lalitha, N.Nagarajan, B.S., Self Help Group in Rural Development, Dominant Publishers and Distributors, New Delhi (2002).Michael Edward and Alan Fowler, NGO Management, Earth Scan INDIA< New Delhi (2003).Snehlata Chandra, Non-Governmental Organizations: Structure, relevance and function: Kanishka Publishing and Distributions, New Delhi.United Nations System: A Guide for NGOS (10th edition), January (2003).Venkata Ravi. R, “Partnership among Grassroots Organizations”, MJP Publishers, Triplicane, Chennai - 600 005, 2017.		

Code: 18CDSP0106	Project Planning and Implementation	Credit 3
Objectives: <ul style="list-style-type: none">To learn about project planning and implementation.		
Learning outcome: <ol style="list-style-type: none">Skills in developing and screening project ideas using appropriate methodology.Design a project using Logical Framework Analysis Technique.		
Unit 1	Project Planning: Concept of project and project cycle. Concept of project Planning and project planning cycle. Generation of project idea. Environment Scanning for project idea. Sources of project ideas. Preliminary screening of project ideas.	
Unit 2	Project feasibility analysis: Economic and financial feasibility. Technical and Managerial feasibility. Environmental feasibility. Factors influencing the various Feasibility.	
Unit 3	Project Planning and Design Process - Logical Framework Analysis (LFA): Concept of LFA – Stakeholder Analysis – Problem Tree and objectives tree analysis – analysis of strategies – fixing project output and activity. Assumptions and Risks. Monitoring and Evaluation indicators.	
Unit 4	Project Appraisal: Concept and meaning. Appraisal Techniques – Discounted and non-discounted cash flow techniques – social-cost benefits analysis.	
Unit 5	Project Implementation Planning: Concept. Pre-requisites for project implementation. Process of project implementation planning. Networking techniques for project implementation. Development of project network. PERT and CPM model. Project review and control. Advantage of limitation of each model.	
References: <ol style="list-style-type: none">Britha Mikkelsen, Methods for Development work and research, Sage Publications Ltd., New Delhi, 2005.David Mosse, Cultivating Development, Vistaar Publications, New Delhi, 2005.Jyotsna Bapat, Development Projects and Critical Theory of Environment, Sage Publications, New Delhi, 2005.John M. Nicholas, Project Management for Business and Technology: Principles and Practice, Pearson Prentice Hall, New Delhi, 2005.David I. Cleland, Project Management: Strategic Design and Implementation, McGraw Hill Inc. 1995.Prasanna Chandra, Projects: Preparation, Appraisal, Budgeting and Implementation, Tata McGraw Hill Publishing Company Ltd., New Delhi, 1987.Gopalakrishnan. P. and V.E.Ramamurthy, Text Book of Project Management, Macmillan India Ltd., 1993.Goodman.J. and Ralph Ngatata Love, Integrated Project Planning and Management Cycle, East-west Centre, Hawai 2000.		

15CSKP00C1	Communication and Soft skills	2 credits
Unit 1	SELF ANALYSIS & SWOT Analysis, Whom am I, Attributes, Importance of Self Confidence, Self Esteem.	
Unit 2	ATTITUDE Factors influencing Attitude, Challenges and lessons from Attitude. Change Management Exploring Challenges, Risking Comfort Zone, Managing Change.	
Unit 3	MOTIVATION Factors of motivation, Self talk, Intrinsic & Extrinsic Motivators.	
Unit 4	GOAL SETTING Wish List, SMART Goals, Blue print for success, Short Term, Long Term, Life Time Goals. - Time Management Value of time, Diagnosing Time Management, Weekly Planner To do list, Prioritizing work.	
Unit 5	CREATIVITY Out of box thinking, Lateral Thinking Presentation	

18EXNP01F1	Extension /Field Visit	2 credits
<p>Extension has been considered as the most acceptable strategy for RD in country like India. It aims at bringing about a change in human behavior. The first target of this has been the rural people whose attitude is changed in respect of knowledge, skills on attitudes.</p> <p>The main objectives for undertaking Extension activities (Field work) are:</p> <ul style="list-style-type: none"> • Assists people to discover and analyze their problems and identify the felt needs. • Develop leadership among people & help them in organizing themselves to solve the problems. • Disseminate research findings and information of practical importance in a way which people would be able to understand. <p>Extension is undertaken in different types and methods, one among this is extension education. Every semester during an academic year the Centre for Development Studies staff takes the PG students of Rural Development studies to the field for visiting various NGOs, SHGs, Rural industries, District Planning Board, Rural Banks, Panchayat office, co-operative institutions, Research Institutions, Village Knowledge Centres, villages etc., where students gain knowledge about the rural condition and expose themselves about the rural issues.</p>		

Code: 18CDSP0208	Gandhian Approach to Rural Development	3 Credit
Objectives: 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 1. To make the students understand the present status of the Indian Rural Scenario 2. To enable the students 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 approach to Organic Agriculture and Sustainable development. 4. To orient the students towards Gandhian system of holistic Education, Health and Sanitation. 5. To train the students to solve rural problems emerged in the context of globalization.		
Unit 1	Status of Rural India –Social –Political-Economic problems of villages-Rural Development programmes implemented by Government of India.	
Unit 2	Gandhian concept of Rural Development-Village Swaraj-Grama Rajyam-Planning from below-constructive programmes-Relevance of Gandhian approach in Current Political scenario.	
Unit 3	Cattle based organic Agriculture-Agro based Industries-Appropriate technology Renewable energy sources for sustainable development	
Unit 4	Education and Health – Practice based learning – skill development for livelihood-nature cure and indigenous medicine- Rural Development works.	
Unit 5	Suitability of Gandhian concept of Rural Development amidst water crisis, energy crisis etc., solving rural problems emerged due to globalization with Gandhian ideas – A case analysis of Gandhian organization involved in Rural Development works.	
References: 1. Gandhi,M.k.(1945) Constructive Programme-Its Meaning and place , Navajivan publishing House 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 Development , Gandhigram Rural Institute 7. Katar Singh (1986) Rural Development – Principles, Policies and Management , Sage Publications, 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.		

Code: 18CDSP0209	Rural Development in India - Policies and Programmes	Credit 4
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 IndiaKnowledge about the role of human resources in the process of development		
Unit 1	Rural Development- Meaning, Definition, and Concept of Rural Development, Imperatives of Rural Development. Basic connotation of Rural Development, Development and Change, Human beings as cause and consequences of Development.	
Unit 2	Rural Poverty in India-Causes and consequences of rural Poverty, Determinants of Rural Development Natural Resources, Human Resources, Capital, Technology, Organizations &Institutions.	
Unit 3	Need for Rural Development policy, Rural Development Policies in India, Goals of Rural Development Policies.	
Unit 4	Current Rural Development/Welfare Programmes: Equity oriented programmes, Poverty & Unemployment Eradication, Natural Resources & Infrastructure Development, and Right Based Programmes. Eg. Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)- Swarnajayanthi Gram SwarojgarYojana (SGSY)- Pradhan Mantri Gram Sadak Yojana (PMGSY) – Indira Aawas Yojana (IAY) National Social Assistant Programme (NSAP)- National Rural Livelihood Mission (NLRM)-PURA- RURBAN Mission- Unnat Bharat Abiyan (UBA)	
Unit 5	Planning for Rural Development- Levels & Functions of Planning, Decentralization of Planning, Micro Level Planning.	
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.SayaSunaram, I. (2002). Rural Development, Himalaya Publishing House, Mumbai.Reddy, K. Venkata (2001), Agriculture and Rural Development: A Gandhian Perspective, Himalaya Publishing House, Mumbai.Jain, GopalLal (1997). Rural Development, Mangal Deep Publications, Jaipur.Hundekar.S.G., (1995). Management of Rural Sector, Mittal Publication, New Delhi.Sreedhar&Rajasekhar (2014): Rural Development in India-Strategies and Processes, Concept Publihing Company Pvt Ltd., New Delhi.		

Code: 18CDSP0210	Social Research Methods	Credit 4
Objectives: <ul style="list-style-type: none">• To enable the students to understand the basics of research methodology, and• To develop skill among the students to prepare Professional research report		
Learning outcome: <ol style="list-style-type: none">1. Identify and formulate a problem for research2. Prepare suitable research design to study the research problem to be formulated3. Choose appropriate methods of sampling, tools and techniques of data collection4. Process the data collected in the field and analyze it using appropriate statistical methods5. Prepare research report in professional manner.		
Unit 1	Scientific Research-characteristics and functions of research, scientific methods, steps in research. Types of research: Pure, Applied and Action Research, Qualitative and Quantitative studies. Research Aptitude, skills and ethics.	
Unit 2	Research Process- Formulation and selection of research problem, statement of the problem and definition of terms, objectives, review of literature, Variables- Hypotheses – characteristics and functions-preparation of research design.	
Unit 3	Methods of Research – Exploratory, descriptive and experimental designs, surveys, content analysis, case study, participatory and interdisciplinary studies, mixed methods.	
Unit 4	Data collection – Sources and types of data – data base – conduct of Interview, observation, schedule and questionnaire. Sociometry, Psychological test – projective techniques, online research methods – types of scales, Pre test, reliability, and validity.	
Unit 5	Report Writing – Research Report – format – types of reports – Reference materials bibliography, footnotes, glossary, index and appendix- Plagiarism – dissemination of research finding.	
References: <ol style="list-style-type: none">1. Bandarkar and Wilkinson, Methods and techniques of Social Research, Bombay: Himalaya Publishing Co, 20062. Donald H.McBurney, Research Methods, New Delhi: Library of Congress Cataloging-in Publication, 20033. Goode and Hatt, Methods in Social Research, New Delhi: McGraw Hill, 20024. John.W.Creswell, Research Design: Qualitative and Quantitative Approaches, New Delhi; Sage Publication, 19445. Kothari.C.R, Research Methodology, New Delhi: Vishva Prakashan, 20016. Tim May, Social Research Issues: Methods and Process, Buckingham: Open University Press, 20017. Tony Brown and Liz Jones, Action Research and Postmodernism, Buckingham; Open University Press 2001.		

8. William M.K, **Research Methods**, New Delhi: Automatic Publishing, 2003
9. Young.P.V, **Scientific Social Surveys and Research**, New Delhi: Practice Hall, 1994
10. Vijayalakshmi.G and Sivapragasam.C, **Research Methods: Tips and Techniques**, Chennai: MJP Publishers, 2009.

Code: 18CDSP0211	Statistical Methods	Credit 4
Objectives: <div>1. To enable students to understand the basics and uses of statistics in their field of study</div> <div>2. To enable students familiar with various statistical methods that are required for the analysis of data in their field of study; and</div> <div>3. To develop skills among students to analyze data using appropriate statistical tools.</div>		
Learning outcome: <div>1. Be familiar with the basic concepts and terminology of statistics:</div> <div>2. Understand the importance and application of statistics in different disciplines</div> <div>3. Choose appropriate sampling procedure and decide sample size</div> <div>4. Develop skill in reading and understanding the results from data analysis</div> <div>5. Able to demonstrate competence in analyzing statistical data using SPSS.</div>		
Unit 1	Statistics: Definition, scope, functions and limitations, Statistical Organization and Set up in India and Tamil Nadu.	
Unit 2	Sources and types of data, Coding and classification, Tabulation and presentation data – Frequency distribution, Diagrammatic and Graphical presentation .	
Unit 3	Sampling Techniques: Census Vs sampling, characteristics of a good sample, sampling size and sampling error. Probability samples – simple random, stratified random, systematic cluster, multi stage sampling. Non- probability samples – accidental, purposive, judgment, convenient, volunteer, snow ball sampling.	
Unit 4	Descriptive Statistics – Central Measures,, Variability measures, Skewness and Kurtosis, Measures of association, Coefficient of Correlation, Coefficient of determination, Coefficient of Association and Regression analysis.	
Unit 5	Inferential Analysis – Testing of hypothesis, basics and steps in hypothesis testing – Concept of sampling distribution and standard error. Parametric and non-parametric tests – students’ test and ‘z’ test, ‘F’ test, Chi-square test: Statistical analysis using Statistical Software.	
References: <div>1. Agarwal. Y.P., <i>Statistical methods</i>, New Delhi; Sultan Chand and sons, 1996</div> <div>2. Blalock.H.m. <i>Social Statistics</i>, New Delhi: McGraw Hill 1979</div> <div>3. Gupta.S.P. and Gupta.M.P. <i>Business Statistics</i>, New Delhi: Sultan Chand and Sons, 2006</div> <div>4. Hawley, Wareen, <i>Foundations of Statistics</i>, New York: Saunders College Publishing 1996</div> <div>5. Hooda.R.P. <i>Statistics for Business and Economics</i>, New Delhi; Macmillan, 2003</div> <div>6. Kothari.C.R. <i>Quantitative Techniques</i>, New Delhi; Vikas Publishing House, 1998</div>		

7. Gupta, S.C. *Fundamentals of Statistics*, Mumbai: Himalaya Publishing House, 2006
8. Rajamanickam.M. *Statistical methods in Psychological and Educational Research*, New Dehi: Concept Publishing Company, 2001
9. Siegel, Sideny, *Non-Parametric Statistics for Behavioral Sciences*, New Delhi: MCGraw Hill, 2006
10. Sinha B.L. *Statistics in Psychology and Education*, New Delhi: Anmol Publications, 2006
11. Vijayalakshmi.G and Sivapragasam.C *Research methods: Tips and Techniques*, Chennai: MJP Publishers, 2009.

Code: 18CDSP0212	Project Monitoring and Evaluation	Credit: 3
Objectives: <ul style="list-style-type: none">To learn about the concepts and techniques of project monitoring and evaluation		
Learning outcome <ol style="list-style-type: none">understand the concept of monitoring and evaluation of projectsGain skills in monitoring and evaluation of development projects		
Unit 1	Concept, Meaning and Definition of Project Monitoring and Evaluation. Participatory Monitoring. Participatory Evaluation. Importance, scope and functions of Project monitoring and Evaluation.	
Unit 2	Monitoring: 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).	
Unit 3	Evaluation: Types of evaluation - Internal, External, Self. Process, outcome and Impact evaluation. Approaches to evaluation. Developing indicators – Measuring costs – Evaluating benefits.	
Unit 4	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.	
Unit 5	Field Study and Reporting: Developing a format for project monitoring and evaluation. Monitoring and Evaluation of On-going and completed project.	
References: <ol style="list-style-type: none">Prasanna Chandra, Project Planning, Appraisal, Budgeting and Implementation, Tata McGraw Hill Publishing Company Limited, New Delhi, 1980.Shrutika Kasor, Project Management, Sumit Enterprises, New Delhi, 2003Partha Dasgupta, Amartya Sen and Stephen Marlin, Guidelines for Project Evaluation, Oxford & IBH Publishing Co., New Delhi, 1972.Moshin. M., Project Planning and Control, Vikas Publishing House Pvt. Ltd., 1977.David I.Cleland, Project Management: Strategic, Design and Implementation, McGraw Hill, New Delhi, 1995.R.G.Ghattas, Sandra L.McKee, Practical Project Management, Pearson Education (Singapore) Pvt. Ltd., Delhi, 2003.Britha Mikkelsen, Methods for Development Work and Research, Sage Publications Ltd., New Delhi, 2005.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.Nick Salafsky and Richard A. Margduis “Measures of Success: Designing, Managing, and Monitoring Conservation and Development Projects”. Island Press, Washington D.C. (1998).Annabel Warbung “Toolkits : A practical guide to planning, monitoring, evaluation and impact assessment”. Save the Children, London, UK. (1995).		

Code: 18 CDSP02N1	Rural Development in India - Policies and Programmes	Credit 4
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 IndiaKnowledge about the role of human resources in the process of development		
Unit 1	Rural Development- Meaning, Definition, and Concept of Rural Development, Imperatives of Rural Development. Basic connotation of Rural Development, Development and Change, Human beings as cause and consequences of Development.	
Unit 2	Rural Poverty in India-Causes and consequences of rural Poverty, Determinants of Rural Development Natural Resources, Human Resources, Capital, Technology, Organizations &Institutions.	
Unit 3	Need for Rural Development policy, Rural Development Policies in India, Goals of Rural Development Policies.	
Unit 4	Current Rural Development/Welfare Programmes: Equity oriented programmes, Poverty & Unemployment Eradication, Natural Resources & Infrastructure Development, and Right Based Programmes. Eg. Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)- Swarnajayanthi Gram SwarojgarYojana (SGSY)- Pradhan Mantri Gram Sadak Yojana (PMGSY) – Indira Aawas Yojana (IAY) National Social Assistant Programme (NSAP)- National Rural Livelihood Mission (NLRM)-PURA- RURBAN Mission- Unnat Bharat Abiyan (UBA)	
Unit 5	Planning for Rural Development- Levels & Functions of Planning, Decentralization of Planning, Micro Level Planning.	
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.SayaSunaram, I. (2002). Rural Development, Himalaya Publishing House, Mumbai.Reddy, K. Venkata (2001), Agriculture and Rural Development: A Gandhian Perspective, Himalaya Publishing House, Mumbai.Jain, GopalLal (1997). Rural Development, Mangal Deep Publications, Jaipur.Hundekar.S.G., (1995). Management of Rural Sector, Mittal Publication, New Delhi.Sreedhar&Rajasekhar (2014): Rural Development in India-Strategies and Processes, Concept Publihing Company Pvt Ltd., New Delhi.		

Code 18CDSP02N2	NME Non-Governmental Organizations	Credit: 4
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">Gain an in-depth understanding of the developmental transactions of NGOsComprehend the process of establishing and managing NGOs		
Unit 1	Non-Governmental Organizations (NGOs)- Meaning, Definitions, concept, Characteristics, structures and functions, Classification/ Types. NGOs as alternative catalysts of development. Nature and significance of NGO Management-organizational Structure- Strategies of social action adopted by NGOs- Voluntary Action.	
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.	
Unit 3	Sources of funding-Internal &External- Government grants- Foreign Aid- Donations- Membership Fees and NGO contribution- Project approach to funding- Donor consortium approach-funding criteria and conditionality. Managing relationship with donors- working with government-Networking of NGOs-Fund raising Mechanism-Proposal writing for funding agencies.	
Unit 4	NGO Governance- Objectives or Mission Statement- Planning-organizing-controlling-Strategies, administrative and operational controls-Account maintenance and Auditing- Income tax provisions applicable for NGOs.	
Unit 5	Corporate Social Responsibility for NGOs- NGOs creditability-It for NGO Management- National policy for voluntary sector- Changing scenario in the NGO sector-Case studies.	
References: <ol style="list-style-type: none">Joel S.G.r Bhose(2003): NGos and Rural Development- Theory and Practice, Concept Publications, New DelhiLawani B.T (1999) NGOs in Development, Rawat Publications, JaipurRavi Shankar Kumar Singh(2003) Role of NGOs in Developing Countries (Potentials, Constraints and Policies), Deep & Deep Publications(P)Ltd., New DelhiJohn M.Riley (2002), Stakeholders in Rural Development- Critical Collaboration in State-NGO Partnership, Sage Publications, New DelhiNorman Uploff et al., (1998) Reasons for Success: Learning from instructive experiences in Rural Development, Vistaar Publications, New Delhi		

15GTPP0001	Gandhi in Everyday Life	Credit:2
Objectives: <ul style="list-style-type: none"> To understand and appreciate the principles and practices of Gandhi and their relevance in the contemporary times. <p>To develop noble character and attitude to enable the students to cope up with the challenges of daily life.</p>		
Learning outcomes: <ul style="list-style-type: none"> To study in-depth the life and message of Gandhi. To understand the Gandhian way of Management. To practice the Gandhian model of conflict reduction. To lead a humane life on Gandhian lines. To become a Gandhian constructive worker. 		
Unit 1	Understanding Gandhi: Child hood days, Student days, influence of Books and Individuals, Religion, Family, and Social factors. Gandhi as rebel, acquaintance with vegetarianism, as lawyer, encountering and transforming humiliation: in India, in south Africa- train incident, Coach incident, on path way, at court, attack by protesters Gandhi as political leader and reformer.	
Unit 2	Management: Gandhi's experiments in managing family- Eleven vows, non-possession and sacrifice begin at home – Managing Ashram - community living, service and financial ethics – Managing Social movements- Transvaal March and Salt Satyagraha and nonattachment to position (Nishkama Seva).	
Unit 3	Conflict Reduction: Pursuance of truth and nonviolence ends and means, openness, transparency, love and kindness in handling relationship, nonviolent communication, practicing nonviolence in social and political issues (Satyagraha), conflict resolution practices, art of forgiveness and reconciliation and shanti sena.	
Unit 4	Humanism: Trust in goodness of human nature, respect for individual and pluralistic nature of society, dignity of differences, equal regard for all religions (Sarvadharm Samabhava), castes, races, colours, languages etc., simple and ethical life, swadeshi and unity of humankind.	
Unit 5	Constructive programmes and contemporary issues: Concept of Sarvodaya, poverty, terrorism, environmental degradation, problems in sharing common resources, health systems and education, science and technology and centralization of power and governance. Films. Richard Attenborough, Gandhi . Syam Benegal, The Making of Mahatma . Anupam P. Kher, Mine Gandhi Ko Nahin Mara . Peter Ackerman and Jack	

	Duvall, A Force More Powerful.
References: <ol style="list-style-type: none"> 1. M.K. Gandhi, (2012) An Autobiography or The Story of My Experiments with Truth, 2. Navajivan Publishing House, Ahmedabad. 3. 2003) Satyagraha in South Africa, Navajivan Publishing House, Ahmedabad. 4. Basic Education, Navajivan Publishing House, Ahmedabad. 5. (2004) Village Industries, Navajivan Publishing House, Ahmedabad. 6. (1997) Hind Swaraj, Navajivan Publishing House, Ahmedabad. (2001) India of my Dreams, Navajivan Publishing House, Ahmedabad. 8.K.S.Bharathi (1995)Thought of Gandhi and Vinoba, Shanti Sena, Sarva Seva Sangh Prakashan, Varanasi.	

18EXNP02F2	Extension /Field Visit	
<p>Extension has been considered as the most acceptable strategy for RD in country like India. It aims at bringing about a change in human behavior. The first target of this has been the rural people whose attitude is changed in respect of knowledge, skills on attitudes.</p> <p>The main objectives for undertaking Extension activities (Field work) are:</p> <ul style="list-style-type: none"> • Assists people to discover and analyze their problems and identify the felt needs. • Develop leadership among people & help them in organizing themselves to solve the problems. • Disseminate research findings and information of practical importance in a way which people would be able to understand. <p>Extension is undertaken in different types and methods, one among this is extension education. Every semester during an academic year the Centre for Development studies staff takes the PG students of Rural Development to the field for visiting various NGOs, SHGs, Rural industries, District Planning Board, Rural Banks, Panchayat office, co-operative institutions, Research Institutions, Village Knowledge Centres, villages etc., where students gain knowledge about the rural condition and expose themselves about the rural issues.</p>		

Code: 18CDSP0314	Development Funding	Credit: 3
Objectives: <ul style="list-style-type: none">To make the students to learn about the concepts of development aid and funding processes		
Learning Outcome <ul style="list-style-type: none">Oriented towards the financial linkages between the donor agencies and NGOsMonitor the development aid to NGOs by donor agencies.		
Unit 1	Concepts: Aid, Development aid, Forms of aid Donor, partner, nodal agencies Development ideologies Dependency Syndrome Direct and channelized funding, Co-financing	
Unit 2	Typology of donors: Funding Sources – individuals, Volunteers, Non-resident communities, corporate, Trust/foundation, Government sources, donor agencies Forms of support-Methods of identification sources – Factors motivating the sources – Reasons for supporting	
Unit 3	Strategies and approaches : Developing a fund raising proposal Mode of approaching funding sources Qualities of a good funds raiser.	
Unit 4	Structure and functions: Organizational structure and functions of Donors – Government, Embassies, Foreign Donors, Corporate Process of funding – Appraisal, Funding monitoring and evaluation	
Unit 5	Methods of Fund Raising: Methods of fund raising – Organizing and managing events– Cost of fund raising – Problems in fund raising	
References: <ul style="list-style-type: none">Michael Norton, Murray Culshaw, Getting Started in Fundraising, Sage Publications, New Delhi, 2000Crackwell, Basil, Evaluating Development Aid, sage Publications, London 2000Schabbel, Cristian, The alue chain of Foreign Adi, (Sourced from Website)Disability Awareness in Action:L Fund Raising, Published by Disability Awareness in Action, London Resource Kit No.5Rural Development Management, IGNOU, School of Continuing Education,m Boo 2Project Evaluation: A Guide for NGOs, ODA Overseas Development Administration, June 1993Partha Dasgupta, Amertya Sen and Stephen Marglin, Guidelines for Project Evaluation, Oxford & IBH Publishing Co., New Delhi 1972.Britha Mikkelsen, Methods for Development Work and Research, Sage Publications, New Delhi 2005		

Code: 18CDSP0315	Adult and Continuing Education And Extension	3 Credit
Objective <ul style="list-style-type: none"> To expose the students to the concepts of adult, continuing education and extension, and methods and techniques of material preparation for adults 		
Learning Outcome <ol style="list-style-type: none"> Apply the methods and techniques of material preparation for adult, continuing education and extension Organize the community for gaining from adult, continuing education and extension 		
Unit 1	Concepts and Terminologies : Andragogy and Pedagogy – Illiteracy and its types, Literacy and its types – traditional, functional, mass, rapid, legal, technological – Adult Education Continuing Education, Lifelong Learning - recurrent Education – Formal education, - Non - Formal education, informal education – Development and its indicators. Adult education and development – Social, economic and cultural – Extension Education.	
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, 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.	
Unit 3	Curriculum methods, Techniques of material preparation for Adults: Psychology of Adults – Characteristics of Adult learners, Theories of Adult learning – motivational aspects of Adult learning – Developing curriculum, types of curriculum – Different teaching methods, Teaching and learning materials for Adults, Teaching aids. Identification and preparation of books for illiterates, literates (neo), publication and marketing of materials, Development of materials – print and non – print.	
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. Role of NGOS, Universities and other Govt. agencies in support of the NLM – UNICCO's efforts – Strategies for bringing Extension as the third dimension of the university, system, Role and functions of Department of Adult Continuing Education and Extension, models for Extension work. Role of Adult Education teacher educators in the twenty - first century – open learning.	
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.
References: <ol style="list-style-type: none"> 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) Parashar B.P., A Text Book of Adult Education, Dominant Publishers and Distributors, New Delhi, 2005. 7) Rajendra Singh Yadav, Adult Education Concept Theory and Practice, The Associated Publishers, Ambala Cantt, 2002. 	

Code 18CDSP0316	Non-Governmental Organizations	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. NGOs as alternative catalysts of development. Nature and significance of NGO Management-organizational Structure- Strategies of social action adopted by NGOs- Voluntary Action.	
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.	

Unit 3	Sources of funding-Internal &External- Government grants- Foreign Aid- Donations- Membership Fees and NGO contribution- Project approach to funding- Donor consortium approach-funding criteria and conditionality. Managing relationship with donors- working with government-Networking of NGOs-Fund raising Mechanism-Proposal writing for funding agencies.
Unit 4	NGO Governance- Objectives or Mission Statement- Planning-organizing-controlling-Strategies, administrative and operational controls-Account maintenance and Auditing- Income tax provisions applicable for NGOs.
Unit 5	Corporate Social Responsibility for NGOs- NGOs creditability-It for NGO Management- National policy for voluntary sector- Changing scenario in the NGO sector-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. Norman Uploff et al., (1998) Reasons for Success: Learning from instructive experiences in Rural Development, Vistaar Publications, New Delhi 	

Code 18CDSP0317	Health Care and Sanitation	Credit 2
Objective: To learn about the need and importance of health care and sanitation in rural development.		
Learning outcome: <ul style="list-style-type: none">Feminization of health problems and health care delivery mechanisms in the villagesUnderstanding the determinants of health		
Unit 1	Health - Definition- concept- Dimensions of Health – Physical – social – spiritual – mental – emotional – vocational . Changing concepts in Public Health – Disease control phase – Health promotional phase – Social engineering phase and Health for all phase- Health problems of India- Communicable/Non Communicable diseases-Nutritional- Environmental Sanitation-Medical care-population problems .	
Unit 2	Determinants of Health – Biological – Behavioural – Socio cultural – Environment, Socio economic Health services – Ageing of population – gender and other factors - Indicators of Health – Mortality – Morbidity – Disability – Nutritional status indicators – Health care delivery indicators and utilization rates.	
Unit 3	Environmental Health – Components – Physical – Biological – Social – Water – Sources – uses – safe and wholesome water – requirement – Pollution – water related diseases – purification of water at domestic and community level – problems of waste water – safe disposal of waste water – solid waste – Bio degradable - Non bio degradable and Recyclable waste – Safe disposal of Human Excreta —New Sanitation Policy in Urban and Rural - Swachh Bharath Abhiyan	
Unit 4	Primary Health Care in India – Components – Principles - Community Health Centre – Primary Health Centre, Health sub centre, District/Taluk Hospitals – Organisation structure and staffing pattern and their functions – Millennium Development Goals- National Health Mission(NHM)- National Rural Health Mission(NRHM)- National Urban Health Mission(NUHM)- Reproductive and Child Health Programme(RCH)- National Family Health Survey (NFHS)– District Level Household and Facility Survey(DLHS).	
Unit 5	National Health Policies – National population policies – National Health Programmes – Role of National and International Organisations and NGOs in the delivery of Health Care Services .	
References: <ol style="list-style-type: none">Text book of Preventive and Social Medicine, K.Park, 24th Edition, M/s. Banarsidas Bhanot Publishers, Jabalpur, 2017.Living with Earth 3rd Edition, (Concepts in Environmental Health Science) 2007 Gary S. Moore. CRC Press.Environmental Health 4th Edition, Dade Moeller, Harvard University Press, 2011.Integrated Solid Waste Management, George Tchovanoglous and Hilary theisen, et. al McGraw Hill Publishers.Environmental Sanitation, Murali Krishna, K.V.S.G, Reem Publications, 2005Rural Health Education, Goel.S.L,Deep&Deep Publications(P) Ltd, New Delhi,2008National Family Health Survey, NFHS-4, International Institute for Population Sciences, Govandi Station Road, Deonar, MUMBAI-400088. NFHS Website.District Level Household and Facility Survey , DLHS-4, International institute for population		

sciences, (Deemed University), Mumbai, DLHS Website.

9. Bulletin of the WHO, WHO Press, 1211 Geneva 27, Switzerland.

Journals

1. *Indian Journal of Public Health.*
2. ***Indian Journal of Public Health Research & Development*** (Institute of Medico-legal Publications, New Delhi.)
3. *Indian Journal of Hygiene and Public Health,*
4. *Indian Journal of Community Medicine ,*

Code 18CDSP0318	Local Governance	Credit:3
Objectives <ul style="list-style-type: none">• To Understand the concepts of Democratic Decentralization• To know the significance of Local Governance in Rural Development		
Learning outcomes: <ol style="list-style-type: none">1. Familiarization with models of Local Governance and its structures2. Understand the initiatives by local governments and also good governance		
Unit 1	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 2	Models of Local Governance: Local Government and Local Governance- Models of Local Governance: Meaning and features- Localist, Individualist, Mobilization and Centralist- Citizen Centered Local Governance: Responsive, Responsible and Accountable.	
Unit 3	Rural Local Government: Structure and Functions: Rural Local Government in India: Emergence and Evolution. The 73 rd Constitutional Amendment Act: 11 th 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: Initiatives in Local Governments: Social Audit, Citizen Charter, Citizen Report and Ombudsman. Right to Education, Right to Information and Right to Public Services- Measuring Local Governance.	
References: <ol style="list-style-type: none">1. Dhalimal S.S(2004),Good Governance in Local Self- Government, New Delhi,Deep & Deep publications, New Delhi2. Jain L.C ed., (2005), Decentralization and Local Governance, Orient Longman, New Delhi.3. Abdul Aziz et.al., (2002), Decentralized Governance and Planning: A Comparative study of Three South Indian StatesMac Millan, New Delhi4. Kuldeep Mathur(2009) From Government to Governance, National Book Trust, New Delhi		

5. N.Lalitha (2004), Rural Development in India: Emerging Issues and Trends, Dominant Publisers, Delhi.

Major Electives

Code 18CDSP03E1	Major Elective: Values and Ethics in Development	Credit: 4
Objectives: To enable the learners to acquaint with values and ethical principles that are essential for achieving harmony in development.		
Learning outcome: 1. Imbibe values and ethics relevant for development 2. Understand the significance of values and ethics in development practices		
Unit 1	Concept of Human Values- Types of Values: Constitutional, Social, Professional, Religious, and Aesthetic values. Definition and origins of Development Ethics.	
Unit 2	Development Practice and their relationships with Social Justice, Human Rights and Basic Needs. Denis Goulet’s contribution to Development Ethics.	
Unit 3	Ethical dilemmas in development- Ethical Goals and Strategies of Development- Life Sustenance, Esteem, Universal solidarity and Participation.	
Unit 4	Sustainability and humanistic approaches in development process-Ecological balance and impact of technologies on development-Human Development Paradigm-Moral guidelines for development.	
Unit 5	Concept of Authentic Development- Conceptual elements of authentic development: Economic, Social, Political, Cultural, Ecological and System of meaning-De-professionalization of development-People as agents of their destiny and builders of models of development.	
References: 1. Denis Goulet (1995): Development Ethics: A guide to Theory and Practice, Apex Press, Virginia. 2. Ethics and Development Discussion Series (1994): Development Bulletin,Vol.30 , Australian National University ,Canberra . 3. Gasper F. Lo Biondo, S.J. &, Rita M. Rodriguez (2012): Development, Values, and the Meaning of Globalization: A Grassroots Approach, The Woodstock Theological Centre, Washington, DC.		

Code 18CDSP03E2	Major Elective: Life Skills Education	Credit: 4
Objective: <ul style="list-style-type: none">• Enable the students to learn about different types of life skills		
Learning Outcome: <ol style="list-style-type: none">1. Practice the skills acquired in day today life2. Gain confidence in employability and decision making skills		
Unit 1	Life Skills to the Adolescents: Life Skills Meaning- adolescent Meaning- Life Skill to the adolescent- Social Awareness- peer pressure- fear, anger- SWOT- Proactive	
Unit 2	Employability Skills Self Concept and work, discrimination, earning money now, quality Vs Quantity, the interview, Job information, getting an job, loyalty to whom , job safety, productivity, advancement and raises successful work attitudes job quitting, unemployment	
Unit 3	Decision Making Skills Future studies, careers, choosing, friend-time for work and studies-problem solving skill- identify individual problems and solving the problem, job problems and how to overcome to those problems, Time Management, Health related problems	
Unit 4	Life Skills and Personality Development Goal Setting, self assessment, managing relationship, personal management people management	
Unit 5	Leadership Skills Functioning effectively as a group and consensus decision- making, public speaking, negotiation and conflict- resolution, learning about leadership and decision-making styles	
References: <ol style="list-style-type: none">1. Package of Lessons and curriculum material on Life skills on Adolescent reproductive health, UNESCO Regional clearing House, Bangkok, Thailand.2. Communication and Advocacy strategies adolescent reproductive and sexual health Booklet1-3 series UNESCO Regional clearing House, Bangkok, Thailand3. Adolescent Reproductive & Health package of research briefs series-2 UNESCO Regional clearing House, Bangkok, Thailand4. Partnership and reproductive bahaviour in low fertility countries, united nations5. The centre for development and population Activities (CEDA), choose a future: Issues and options for Adolescent Boys- A source Book of Participatory learning activities, Washington, D.C(1998)		

Code 18CDSP03E3	Major Elective: Technologies for Rural Development	Credit: 4
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- sources of Technologies for Rural Areas- Review of Efforts- Farm Practices, Waste recycling, Animal Husbandry practices, Technology for Rural industries.	
Unit 2	Technology Missions- Drinking Water- immunization, National Literacy Mission, Oil Seeds, Telecom, Wasteland Development, Dairy Development- Role of CAPART and Rural Technology- S&T inputs at planning stage and implementation stage of RD programmes.	
Unit 3	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 4	Bio technologies for Rural Development- Mushroom cultivation, vermiculture, organic farming, floriculture, sericulture, herbal medicines Rural Housing and Habitat development- cost effective technologies for Rural Housing- Rural Building Centres.	
Unit 5	Energy and sustainable development- Rural Energy sources-renewable and Non-renewable energy- Energy assessment of village- Bio-energy for Rural Areas- Biomass – Biogas- use of non-conventional energy sources.	
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		

MODULAR COURSES

Code 18CDSP03M1	Modular Course : Career 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"> Knowledge about theories, tasks of and approaches to counseling 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:

1. Antony D. John, 1994, Dynamics of Counselling, Nagercoil, Anugraha Publications.
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9. Nenett, Margeret E. (1963), Guidance and Counselling in Groups, MC raw Hill, Newyork.
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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: 18CDSP03M2	Modular Course : Geographic Information System and Remote Sensing	2 Credits
Objective: To learn about the use of GIS and Remote sensing in Panchayat Planning.		
Learning Outcome: <ol style="list-style-type: none">1. Skills in data entry, editing etc.,2. Apply the tools of GIS3. Make visual interpretation and processing of satellite images		
Unit 1	Map appreciation – Conventional signs and symbols. Geographic Information System (GIS): Definition – components – contributing disciplines.	
Unit 2	Scanning – data input in GIS – onscreen digitization and editing of spatial data –	

	mapping techniques
Unit 3	GIS Capabilities I: Buffer – Overlay – Interpolation - Reclassification
Unit 4	GIS Capabilities II: Surface Analysis – Network Analysis. GPS: Definition – Segments of GPS – use of GPS. Areas of Applications of Geoinformatics.
Unit 5	Remote Sensing: Definition – components of remote sensing. Digital Image Processing : Image enhancement – Image Classification (Supervised – Unsupervised)
References <ol style="list-style-type: none"> 1. Ian Heywood, Sarah Cornelivs and Steve Carver, An Introduction to Geographical Information System, Pearson Education Pvt .Ltd., New Delhi, 2010. 2. Burrough, Peter A. and Rachael A. McDonnell, Principles of Geographical Information Systems, Oxford University Press Inc., New York, 2004. 3. Anji Reddy, Geoinformatics for Environmental Management, BS Publications, Hyderabad, 2004. 4. Thomas M.Lillesand and Ralph W. Kiefer, Remote Sensing and Image Interpretation, John Wiley & New York, 2002. 5. Misra, R.P. and Ramesh A. Fundamentals of Cartography, Prasaranga, Manasa Ganagotri, Mysore 1995. 	

Code 18CDSP03 M3	Modular Course : 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"> 1. Acquire the skills of working with youth 2. 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: <ol style="list-style-type: none"> 1. Chowdhry D.P. 1988. Youth Participation and Development. New Delhi. Atma Ram and Sons Publications. 2. Kenyon et.al. 1996. Youth Policy 2000. Formulating and Implementing National Youth policies. CYP Publication. Chandigarh. 3. Philip and MCMichael 1996. Development and Social Change, A global Perspective. Sage publications, London. 4. Rajendran Vasanthi and David Paul. 2006. Youth and Globalization. Rajiv Gandhi National Institute of Youth Development, Sriperumandur. 5. Sibereisen K. and Richard M. Lerner. 2007. Approaches to Positive Youth Development. Sage Publications. New Delhi. 6. Wn J and R. White. 1997. Rethinking Youth. London. Sage Publications limited. Monica Barry (2005), Youth Policy and Social Inclusion, Routledge, London. 7. PhilMizem (2004) The Changing state of Youth, Palgrave Publishers, New York. 	

Code 15EXNP03V1	VILLAGE PLACEMENT PROGRAMME	Credit:2
<p style="text-align: center;">INTRODUCTION</p> <p>Extension is an integral component of the academic programme of the Institute. It is envisioned in the ideals and enshrined in the objectives of the Institute. It remains the nucleus of teaching and research. An important component of extension is the 'Village Placement Programme'. The students and staff, under this programme, stay in a village for a period of seven days and carry out various activities along with the people. The experience gained during this period would</p>		

serve as a springboard for designing various activities to be carried out over a period of time. Hence, the staff and students should sit together and plan the programme in a systematic manner.

The course is known as “Village Placement Programme”. It carries 0+4 credit. It is a field based course conducted in a village for a period of 7 days at the beginning of the Third semester for all the programmes. Each student, at the end of the course will be evaluated for 100 marks.

Objectives

The objectives of the Village Placement Programme are:

- i) to offer an opportunity to the students to understand the different facets of the rural community;
- ii) to enable the students to comprehend and relate classroom learning to field realities;
- iii) to facilitate the students to identify rural issues and problems;
- iv) to share development information with the people
- v) to inculcate socially relevant values and responsibilities among the students, and
- vi) to facilitate the initiation and sustenance of socially relevant programmes/projects that benefit the rural community

Code 18CDSP0419	Welfare of Vulnerable Groups	Credit:3
Objective: <ul style="list-style-type: none">To learn about vulnerable groups for their inclusive development		
Learning Outcome <ol style="list-style-type: none">To identify and suggest strategies for the welfare of vulnerable groups		
Unit 1	Vulnerable Groups and Inclusive Development: Vulnerable - Concept, Definition, Types- Inclusive development - origin, meaning and definition; inclusive growth vs inclusive development.	
Unit 2	Inclusive Development of Scheduled Castes: 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	Inclusive Development of Scheduled Tribes: 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	Inclusive Development of Minorities: Religion as sources of deprivation for minorities; constitutional provisions; policies and programmes; minorities in the backdrop of communal politics and communal riots.	
Unit 5	Inclusive Development of other Marginal Groups: Women; People with Disability; Transgender; Elderly; People Living with HIV/AIDS; Small and Marginal Farmers; Agricultural laborers; people working in unorganized sectors.	
References: <ol style="list-style-type: none">Hickey, Sam, Kunal Sen, and Badru Bukenya (2014): The Politics of Inclusive Development: Interrogating the Evidence, Oxford University Press, Oxford.Tsujita, Yuko (2014): Inclusive Growth and Development in India: Challenges for Underdeveloped Regions and the Underclass, Palgrave Macmillan, Hampshire.Shariff, Abusalah (2012): Inclusive Development Paradigm: A Post - Sachar Report, US-India Policy Institute, Washington.Cast an eye on Dalits of India: Dalits of India 166,635,700 of them: Impoverished and Excluded; Abused and Humiliated; Denied justice Exploited Untouchable: How Can This Still Be Going on in The 21st Century?Zacharias, Ajit and Vakulabharanam, Vamsi (2009): Caste and Wealth Inequality in India, Working Paper No. 566, The Levy Economic Institute, Annandale, New York.Thorat, Sukhadeo (2007):Economic Exclusion and Poverty in Asia: The Example of Castes in India, 2020 Focus Brief on The World’s Poor and Hungry PeopleThorat, Sukhadeo and Newman, Katherine. S: Caste and Economic Discrimination: Causes,India Exclusion Report 2013-14 (2014): A Comprehensive, Annually Updated Analysis on the		

- Exclusion of Disadvantaged Groups in India, Books for Change, New Delhi
9. Borooah, Vani K., Dubey, Amaresh, and Iyer, Sriya. (2007). The Effectiveness of Jobs Reservation: Caste, Religion, and Economic Status in India. *Development & Change*, vol. 38, pp. 423-455, 2007.
10. Chibba, Michael (2008): Perspectives on Inclusive Development: Concepts, Approaches and Current issues, *World Economics*, Vol. 9.

Code 18CDSP0420	Human Resource Management	Credit:3
Objective: <ol style="list-style-type: none"> 1. To know the basic concepts and functions and applications of HRM tools 		
Specific Learning Outcome: <ol style="list-style-type: none"> 1. Plan for the human resource requirement using tools and techniques 2. Gain knowledge to formulate strategies for selection, training and retaining the best employees. 3. Assess the training needs and select the best training methods. Familiarized with Career Planning and Counselling 4. Knowledge about the different performance appraisal techniques 5. Acquire skill in designing the right wage structure. 6. Understand the standards pertaining to the occupational safety and security. 		
Unit 1	Human Resource Management Meaning-nature and scope-functions and role of HR manager-Objective: and policies – system approach to HRM-Organizing HRM department –Human Resource Planning – Concept and techniques	
Unit 2	Recruitment and Selection : Job Analysis – Job Description and Specification Process of recruitment: selection, Placement and induction Training and Development – Job changes Performance appraisal; Objective: and methods – Performance appraisal of Managers	
Unit 3	Compensation and Maintenance: Job evaluation – Primary compensation – Incentive compensation – types – advantage – Wages and incentives – regulation of payment of wages. Administration of welfare – Amenities and fringe benefits-reward systems	
Unit 4	Career Planning and counseling: Career choices, Career Planning: promotion, demotion, transfer, separations, career path development, counseling	
Unit 5	Employees Safety and Security Measures: Safety and accident prevention – Quality circles – Employee grievances and	

	Redressal system – Gender Diversity; Sexual Harassment at the work place- Quality of work life – trade unions, employee participation and employee engagement Human Resource accounting – Human Resource Information Systems.
References: <ol style="list-style-type: none"> 1. Aswathappa, K. (2013) Human Resource Management: Text and Cases, McGraw-Hill, New Delhi 2. Desler, Gary and Biju Varkkey (2016) Human Resource Management Pearson Education, New Delhi 3. Bernardin, John H (2013) Human Resource Management: An Experiential Approach, McGraw-Hill New Delhi 4. Gupta, C.B (2014), Human Resource Management, Sultan Chand & sons, New Delhi 5. Aswathappa, K. (2013) Human Resource Management McGraw-Hill Education Private Limited New Delhi 6. Rao., V.S.P. (2008), Human Resource Management, Excel Books, New Delhi 7. Sanghi Seema (2014). Human Resource Management Vikas publishing House Pvt. Ltd., New Delhi. 	

Code 18CDSP0421	Micro Finance and Micro Enterprises	Credit: 3
Objective: <ul style="list-style-type: none"> • To learn about the concept and models of Micro finance • 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 finance 2. To comprehend the relevance of micro finance and micro enterprises 		
Unit 1	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 2	Micro Finance Models in India- Poverty lending approach, financial system lending approach, minimalist approach, and empowerment approach ; Micro Finance Institutions (MFI) - Definition, types, challenges faced by MFIs, Best practice in MFIs, regulation Norms.	

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.s 3. 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 18CDSP04M1	<u>Modular Courses</u> Social Policies and Legislations in India	Credit:2
Objective: To study about Social policies and legislations in India		
Learning Outcome: <ol style="list-style-type: none"> 1. Comprehend the significance of various Social policies and Legislations 2. Enablement of Social workers to avail legal aid 		
Unit 1	Concepts: Policy, Public policy, Public Welfare, Social Policy, Economic Policy, Social Welfare Policy, Affirmative Actions, Protective Discrimination, Distributive and Redistributive Justice.	

Unit 2	Social Policy in India: Processes and Actors-Sources of Policy: Indian Constitution-Fundamental Rights and Directive Principles of State Policy,-Overview of the basic structure of the Indian Political System -Legislature, Judiciary and executive.
Unit 3	Policy Formulation Process, Role of Various actors in policy formulation: International Organizations (UN, W.T.O, World Bank), Pressure Groups, Lobbies, Advocacy Networks, Academic and Research Organization, Industry and Market Forces; Role of Social Workers.
Unit 4	Legal Provisions for Special Groups-Rights of the disadvantaged sections of population. and the Constitution-Legal provisions for women-Legal provisions for persons with Disability-Legal Provisions for Children. Legislations Pertaining to Social Defence, Social Security and Social Assistance.
Unit 5	Legal Aid, Social Advocacy and Role of Social Workers-Legal Aid and Government Initiatives-Social Advocacy and Public Interest Litigation-Law and Social Activism: Consumer Protection and Right to Information-Social Welfare administration. Role of development workers promoting Social Legislation and Social Justice.
References: <ol style="list-style-type: none"> 1. Vivekanandan, B. and Nimmi Kurian (2005) Welfare State and the Furture, Hampshire: Palgrave Macmillan 2. Williams (1989), Social Policy: A Critical Introduction. Polity Press 	

Code 18CDSP04M2	Modular Course : Introduction to Behavioral Sciences	Credit:2
Objectives: <ul style="list-style-type: none"> • To learn about the concept and theories of Behavioral Sciences • To orient on the psychology of the community and the dimensions of social problems 		
Learning Outcome: <ol style="list-style-type: none"> 1. To describe the behavior of individuals, groups and community in rural development 		
Unit 1	Concept of Behavioral Science and -Methods used in behavioral sciences.	
Unit 2	Behavior of the Individual -Nature/nurture debate -Behaviorism and learning theories -Behavior Modification.	
Unit 3	Science of Relationships -Non-verbal communication -Interpersonal relationships.	
Unit 4	Behavior at Work -Adjustment to Work -Motivation at work -Group dynamics - Decision-making.	
Unit 5	Community Psychology - Concept, nature, principles of community psychology-Problems of community life: Poverty -unemployment, alienation, aggression and violence-Role of media- Community development and empowerment.	

References:

1. Niraj kumar (1998), A Genesis of Behavioural Science , Gyan publishing Company ,New Delhi
2. Craig R. Fox and Sim B. Sitkin(Ed)(2017), Behavioral Science & Policy, Volume 3, No. 1, Brookings Institutions, Washington, DC
3. Journal of Applied Behavioral Science, Sage Publications
4. International Journal of Developmental Science

18CDSP0423

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

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

Field training is in part fulfillment of the academic programme for the Fourth semester students of P.G. in Rural Development Studies. It has been planned with the support of Development Organizations engaged intensively in rural development and related activities in various locations in India. Each student will be attached to a related Development Organisation identified for this purpose. The Students will also be required to stay in or visit the service villages of the Organisation concerned where actual work is on-going as decided by the Chief Functionary of the Organisation.

Major Objectives:

1. To study the origin, ideology, objectives, structure and management of the Organisation including the decision making process.
2. To learn about the socio-economic and geographic condition of the Organisation's service areas, sources of support available to the people and their problems to be tackled.
3. To understand the approaches, strategies and methods followed by the Organisation through various development programmes, for tackling these problems.

4. To know the systems of planning, appraising implementing, monitoring and evaluating development programmes, including training, reporting, accounting and auditing.
5. To examine the problems facing your Organisation in the process of your development intervention and prepare an action plan for a problem facing the people.

In order to fulfill these objectives, each student will associate himself/herself with the Organisation allotted to him/ her and work in close cooperation with it. Besides observation and study, he/she will participate in the developmental activities of the Organisation and carry out such tasks as are assigned by the Chief Functionary which are relevant to the fulfillment of the above objectives.

FIELD PLACEMENT IN DEVELOPMENT ORGANISATIONS
I M.A. (RURAL DEVELOPMENT STUDIES)
GANDHIGRAM RURAL INSTITUTE
(Deemed to be University)
GANDHIGRAM -624302.

Evaluation Sheet

Name of the Institution & Address:

Name of the Student :

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

5	Maintenance of Diary	20	
6	Flair for field extension work	10	
7	General conduct	10	
	Total	100	

Signature
Office Seal