


Proposed Revised Syllabus
for
M. A. RURAL DEVELOPMENT

As per
Himachal Pradesh University Regulations
2022 Onwards
Under the Choice Based Credit System (CBCS)

Department of Lifelong Learning
Himachal Pradesh University, Shimla-5
(NAAC Accredited 'A' Grade University)


विभागाध्यक्ष शिक्षा विभाग,
हि.प्र. विश्वविद्यालय,
शिमला-5

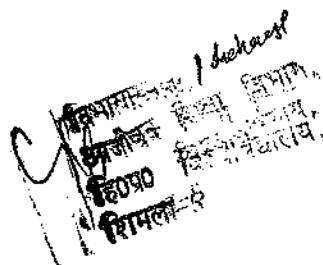
ABOUT THE PROGRAMME:

In the recent years rural development is getting increased attention in countries around the world. It is one of the most important items in the development agenda of the countries. The *M. A. Rural Development* is a unique master degree programme designed to expose the students to the rural life of people and problem prevailing in rural area. India is a land of villages; rural economy is the backbone of Indian economy. There is a desperate need for strengthening the rural economy and this will address such issues. Several NGOs are engaged in the process of rural development of India where many opportunities are opened to this degree holder. Realizing the need for this kind of study many institutions are established exclusively for this programme.

Master of Arts in Rural Development is a Post-Graduate Programme. Rural Development is the process of improving the quality of life and economic well-being of people living in relatively isolated and sparsely populated areas. The discipline of Rural Development is of vital significance for understanding the development issues related to rural society. Himachal Pradesh University is also one of the pioneering Universities in the Northern India which is offering this programme since the year 2012. A Part from the learning within the four walls of classrooms, students of rural development course also learn in the field by carrying out projects and visits to the agricultural fields, in villages, in forests and in the operational areas of the voluntary organizations. Master of Arts in Rural Development is designed to include such diverse academic content as is essential in the making of this discipline in the Indian context. The duration of the Rural Development course is two years and its syllabus is divided into four semesters.

OBJECTIVES OF THE PROGRAMME:

1. The Programme has been framed to provide an understanding and experience of different aspects of Rural Development and to understand the socio economic conditions of rural folk.
2. This programme is innovative, skilled and employment oriented to attract students to the discipline of rural development. Thus, ensuring University-Industry interface under CSR Programme.
3. It is to also provide a holistic perspective of schemes and programmes of Central Government and State Government.



4. It is to develop expertise in planning and management of rural development programmes with focus on participatory development.
5. Programme will promote interest among the villagers in the utilization and consumption of different agriculture, animal husbandry and social welfare policies and programmes on local needs for supporting development process.
6. It also makes the students knowledgeable and skillful to help the society on awarding the rural development scheme.
7. To undertake programmes for the poor, especially tribal, scheduled caste, women and children for their livelihood security.

VISION:

1. To impart better education with values and transformation of knowledge from class room to rural common man.
2. To attain inclusive growth and reduce regional imbalances and income inequalities in rural area.
3. To bring awareness and conduct campaigns relating to women empowerment and remove gender disparities.

MISSION:

1. To analyze the factors contributing to the improvement of economic and social well being of people in rural areas on a sustainable basis with focus on the rural poor through project work and extension work.
2. To facilitate the rural development efforts with particular emphasis and focus on the rural poor by improving the knowledge, skills and attitudes of rural development through conducting class room training programmes.
3. To organize workshops, seminars, conferences and extension activities.

PROGRAMME OUTCOME:

By the end of the M.A. in Rural Development programme the students will able to:

1. Define the rural areas, rural economy and Rural Development in general and address them through various development strategies.
2. Acquaint the knowledge on theories of development, social political structure, and economic structure of rural areas and rural communities.

3. Explain the rural local self-governance namely Pachayati Raj Institutions and its role in planning and development of rural areas.
4. Identify the importance of empowerment of women and community participation for good Governance.
5. Elucidate the importance of conservation of resources, ecology and environment in rural areas for Sustainable Rural Development.
6. To understand different categories of rural development policies and programmes and its impact on rural poverty and unemployment.
7. To know the importance, structure, significance, resources of Indian Rural Economy.
8. To understand the problem of rural sector, backwardness, income inequalities, regional imbalances, gender disparities and remedial measures.

Table 1: Semester wise Structure of the Courses, Credit and Total Marks

Name of Course	Semester I	Semester II	Semester III	Semester IV	Total Courses	Total Credits	Total Marks	Marks in Theory	Marks in Assessment
DSC	5	3	3	4	15	90	1500	1200	300
DSE	-	1/3	1/3	-	2	12	200	160	40
GE	-	1	-	1	2	8	200	160	40
AEC*	-	-	1	-	1*	2*	50*	*	*
Total	5	5	5	5	20	110	1900	1520	380
Semester-Wise Credits	5x6=30 Total=30	4x6=24 1x4=04 Total=28	4x6=24 Total=24	4x6=24 1x4=4 Total=28	Total Courses = 20	Total Credits = 110			

Abbreviations: DSC = Discipline Specific Core, DSE = Discipline Specific Elective, GE = General Elective, AEC = Ability Enhancement Course

Note: *AEC is a Compulsory Non-Credit course i.e. it is compulsory to pass the paper but the Credits/Marks will not be added in the total Credits/Marks.

Table 2: Course wise Credits and Total Marks

Semester-I										
Discipline Specific Core (DSC)										
Course Code	Title of the Paper	Theory Contact Hours (L/1Hr., Tutorial-1 Hr. Field Work)			Credit Value	Total Marks	Theory	Assessment		
		Lectures	Tutorial	Practical/Field Work						
MARD101	Rural Sustainable Development: Principles and Approaches	5	1	0	6	100	80	20		
MARD102	Research Methodology	5	1	0	6	100	80	20		
MARD103	Rural Local Self Governance in India	5	1	0	6	100	80	20		
MARD104	Rural Health Care System	5	1	0	6	100	80	20		
MARD105	Field Work/Field Report	1	3	2	6	100	Field Report 80	Viva Voce 20		
Sub-Total of First Semester		21	7	2	30	500	400	100		
Semester-II										
Discipline Specific Core (DSC)										
MARD201	Rural Economics	5	1	0	6	100	80	20		
MARD202	Policies and Programmes of Rural Development	5	1	0	6	100	80	20		
MARD203	Extension Education and Communication	5	1	0	6	100	80	20		
Discipline Specific Elective (DSE)										
<i>(Three options have been given in DSE. Students have to opt any one from these three options)</i>										
MARD204	Human Resource Development in Rural Sector	5	1	0	6	100	80	20		
MARD205	Rural Development Administration									
MARD206	Socio-Psychological Perspectives in Rural Development									
Generic Elective (GE)										
<i>(To be Selected/Offered by other Departments/Faculties)</i>										
MARD207	Corporate Social Responsibility and Rural Development	3	1	0	4	100	80	20		
Sub-Total of Second Semester		23	5	0	28	500	400	100		

Semester-III

Discipline Specific Core (DSC)								
MARD301	Rural Sustainable Agricultural Development	5	1	0	6	100	80	20
MARD302	Environmental Economics and Natural Resource Management	5	1	0	6	100	80	20
MARD303	Rural Finance and Credit	5	1	0	6	100	80	20
Discipline Specific Elective (DSE)								
<i>(Three options have been given in DSE. Students have to opt any one from these three options)</i>								
MARD304	Rural Poverty and Unemployment	5	1	0	6	100	80	20
MARD305	Livestock and Dairy Development							
MARD306	Rural Project Planning, Management and Evaluation							
Sub-Total of Third Semester		20	4	0	24	400	320	80
Ability Enhancement Course (AEC)								
<i>(Compulsory Non-Credit Course)</i>								
MARD307	Personality Development	1	1	0	2	50	-	-
<u>Semester-IV</u>								
Discipline Specific Core (DSC)								
MARD401	Development Model of Himachal Pradesh Economy	5	1	0	6	100	80	20
MARD402	Disaster Management and Rural Development	5	1	0	6	100	80	20
MARD403	Rural Industrialization and Entrepreneurship	5	1	0	6	100	80	20
MARD404	Dissertation	0	3	3	6	100	RW 80	VV 20
Generic Elective (GE)								
<i>(To be Selected/Offered by other Departments/Faculties)</i>								
MARD405	Non-Governmental Organizations and Rural Development	3	1	0	4	100	80	20
Sub-Total of Fourth Semester		18	7	3	28	500	400	100

Table 3: Grand Total of Ist to IVth Semester of Courses, Lectures, Tutorials, Field Visits, Credits, Total Marks, Theory and Assessment

Semester	Course Code	Theory Contact Hours (L/1Hr., Tutorial-1 Hr. Field Work)			Credit Value	Total Marks	Theory	Assessment
		Lectures	Tutorial	Practical/ Field Work				
I	DSC=5, MARD101 to MARD105	21	7	2	30	500	400	100
II	DSC=3, MARD201 to MARD203 DSE=1/3, MARD204 to MARD206 GE=1, MARD207	23	5	0	28	500	400	100
III	DSC=3, MARD301 to MARD303, DSE=1/3, MARD304 to MARD306 AEC=1, MARD307	20	4	0	24	400	320	80
IV	DSC=4, MARD401 to MARD404 GE=1, MARD405	18	7	3	28	500	400	100
Total		82	23	5	110	1900	1520	380

Note: Passing Marks

1. A student shall have to secure at least 40 percent marks in each paper (theory as well as internal assessment) to qualify the examination (in theory 32 marks out of 80 and in I.A. 08 marks out of total 20 marks).
2. Distribution of marks of Internal Assessment (IA):

Table 4: Distribution Marks of Internal Assessment for DSC/DSE.

Division of Marks	
Assignments	10
Presentation	5
Attendance	5
Total	20

Table 5: Distribution Marks for AEC.

The AEC will be a Compulsory Non-Credit course. The paper will be evaluated fully internally.

Division of Marks	
Written Test	30
Attendance	5
Assignments	5
Presentation	5
Group Discussion	5
Total	50

Signature of Student
 आजीवन शिक्षण
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Table 3: Grand Total of Ist to IVth Semester of Courses, Lectures, Tutorials, Field Visits, Credits, Total Marks, Theory and Assessment

Semester	Course Code	Theory Contact Hours (L/1Hr., Tutorial-1 Hr. Field Work)			Credit Value	Total Marks	Theory	Assessment
		Lectures	Tutorial	Practical/ Field Work				
I	DSC=5, MARD101 to MARD105	21	7	2	30	500	400	100
II	DSC=3, MARD201 to MARD203 DSE=1/3, MARD204 to MARD206 GE=1, MARD207	23	5	0	28	500	400	100
III	DSC=3, MARD301 to MARD303, DSE=1/3, MARD304 to MARD306 AEC=1, MARD307	20	4	0	24	400	320	80
IV	DSC=4, MARD401 to MARD404 GE=1, MARD405	18	7	3	28	500	400	100
Total		82	23	5	110	1900	1520	380

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2. Distribution of marks of Internal Assessment (IA):

Table 4: Distribution Marks of Internal Assessment for DSC/DSE.

Division of Marks	
Assignments	10
Presentation	5
Attendance	5
Total	20

Table 5: Distribution Marks for AEC.

The AEC will be a Compulsory Non-Credit course. The paper will be evaluated fully internally.

Division of Marks	
Written Test	30
Presentation	5
Attendance	5
Seminar	5
Assignments	5
Total	50

Table 6: Distribution of Marks According to Class Attendance

Sr. No.	Percentage of Attendance	Marks
1	>75% but <80%	1
2	80% to 85%	2
3	>85% but <90%	3
4	90% to 95%	4
5	>95%	5

PEDAGOGY:

1. The teaching of the course includes; lecturers, seminars tutorials, presentation and Field study/field report.
2. Few problems of rural area are chosen for group discussions during the end of weeks in tutorial classes. Every month students are evaluated by giving the testes and seminars.
3. Semester wise papers with continuous assessment and Examination with credits.

INSTRUCTIONS TO THE PAPER SETTER:

1. The question paper will include five units.
2. Time allowed will be 3 hours.
3. There will be total 80 marks in theory.

Unit-wise Distribution of Questions and Marks

Units		Marks
Unit-I	Unit one will includes 10 short questions which will be compulsory and will carry 2 marks each (10×2=20 marks). The paper setter will set these questions from all the four units of the syllabus.	20
Unit-II	The paper setter will set two questions from unit-I. The students are required to attempt any one of them.	15
Unit-III	The paper setter will set two questions from unit-II. The students are required to attempt any one of them.	15
Unit-IV	The paper setter will set two questions from unit-III. The students are required to attempt any one of them.	15
Unit-V	The paper setter will set two questions from unit-IV. The students are required to attempt any one of them.	15
Total Marks in Theory		80

SEMESTER-I

In the first semester five compulsory courses are offered out of that MARD-101 to MARD-104 theory papers and MARD-105 is Field Work/Field Report. The evaluation in each course has two parts; internal assessment conducted during the term of the course and the written examination conducted at the end of the semester. Each course carries 100 marks (06 Credits) out of that the written examination consist of 80 marks (05 Credits) and internal assessment consists of 20 marks (01 Credit). The internal assessment shall consist of attendance, presentation and assignments. Field Work/Field Report based on field survey and consisting of total 100 marks (05 credits of Field Report and 01 Credit of Viva-Voce=06 credits). Comprehensive viva-voce will be conducted by all teachers of the Department.

Discipline Specific Core (DSC)

Course Code	Title of the Paper	Theory Contact Hours (L/1Hr., Tutorial-1 Hr. Field Work)			Credit Value	Total Marks	Theory	Assessment
		Lectures	Tutorial	Practical/ Field Work				
MARD101	Rural Sustainable Development: Principles and Approaches	5	1	0	6	100	80	20
MARD102	Research Methodology	5	1	0	6	100	80	20
MARD103	Rural Local Self Governance in India	5	1	0	6	100	80	20
MARD104	Rural Health Care System	5	1	0	6	100	80	20
MARD105	Field Work/Field Report	1	3	2	6	100	Field Report -80	Viva-Voce-20
Sub-Total of First Semester		21	7	2	30	500	400	100

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MARD101: Rural Sustainable Development: Principles and Approaches

Course Code: MARD101 (DSC)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. To analyse the concept, basic elements, need and importance of rural development and also sustainable livelihoods and reduction of socio economic disparities
2. To explain the theories propounded by different economists on rural development and also to examine Gandhian Model of Rural Development
3. To improve the ability of the learners on determinants of rural development on different aspects and also accountability, transparency good governance, Social audit and effective peoples participations.
4. To examine the implementation, Monitoring and evaluation of rural development.

Unit-I

Concepts and Connotations of Rural Development: Meaning, elements and strategies of Rural Development, Implications of Growth and Development in Rural Economy, Need and Importance of Rural Development for creation of Sustainable Livelihoods and Reduction of Socio-economic disparities, Development: Concept, characteristics, measures, Indicators and concerns, Millennium Development Goals and Sustainable Development Goals.

Unit-II

Classical Theories of Development with focus on Rural Development: Adam Smith, David Ricardo, Malthus, and J. S. Mill, Modernization theory- Classical view; The Dependency theory- Marx view of Economic development with unlimited supplies of Labour-Ranis and Fie model of Agricultural surplus, Critical Minimum Effort by Leibenstin.

Unit-III

Modern Theories of Development with focus on Rural Development: Theory of Disguised un-employment by Nurksey, Ghandhian model of Rural Development, Nehrvian Model od Rural Development, Integrated Rural Development Approach – Successful Rural Development Models. Rostow, Lewis, International Dependence theory

Unit-IV

Determinants of Rural Development: Production and Productive, Natural Resources, Labour Employment, Capital, Appropriate and Affordable Technologies, Organizational and Institutional Frame work; Accountability, Transparency, Good Governance, Social Audit, Effective People Participation

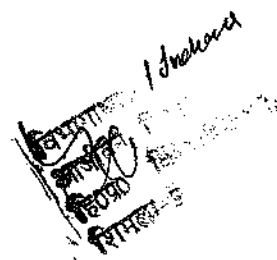
Course Outcome:

1. Student can understand the basic elements, need and importance of rural development.
2. Understand different theories propounded by eminent economists.
3. Learn the determinants of Rural Development.
4. To know the decentralisation planning and institutional mechanism and also financial sources for rural development.

(Signature)
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10. I.C. Dingra: Indian Economic Problems
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MARD102: Research Methodology

Course Code: MARD102 (DSC)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. To know the basics of social science research.
2. The Students learn various sources of data collection methods, the way they have to gather the information and to apply right kind of technique to analyze the same for better decision-making.
3. Organize Participatory analysis towards Problem-solving.
4. Students can formulate the future planning on the basis of the research findings.

Unit-I

Introduction to Research: Meaning, Definition, Characteristics and objectives, research and scientific method, Classification of Research: Descriptive Research Vs. Analytical Research, Applied vs fundamental research, Quantitative vs qualitative Research. Conceptual vs empirical research, Experimental vs Survey research

Unit-II

Research Processes: Basic overview and steps in research, Use of Scientific Method in research, Possibilities and difficulties in usage of scientific method in social science research, Ethics in research. Defining Research Problem, Formulating Hypothesis, Testing of Hypothesis, Limitations of Research

Unit-III

Research Design: Importance, Formal and Informal Research Designs, Sampling Design, Types of Sampling, Probability and Non-Probability Sampling Methods, Research Methods Vs Methodology: Formulating the research problem. Defining the research problem, Research questions, Review of Literature,

Unit-IV

Data Collection, Analysis and Report Writing: Methods and Techniques of Data Collection: Observation, Interview, questionnaire, schedule, case study and mixed methods research, Types of Data: Primary and Secondary Data, Data Analysis and Interpretation: Classification and tabulation of data, Diagrammatic Representation of Data, Types of Report and Report Writing

Course Outcome:

A student successfully completing this course should able to:

1. Students will learn basics of social science research
2. Learn the importance, scope, types, and limitations of research.
3. Inculcate probability and non-probability sampling techniques and classification and tabulation of data, sources of primary and secondary data.
4. Students will learn data collection process, data analysis and representation and writing research report.

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10. Srinivas R.M and H.Leslie Steeves, Communication for Development in Third World – Theory and practice for Empowerment (second edition)

MARD103: Rural Local Self Governance in India

Course Code: MARD103 (DSC)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. To know the meaning, nature and significance of rural local self-government.
2. To understand the basics of rural local self government and 73rd constitutional amendment act.
3. To analyse the role of local self government in rural development.
4. To examine the role of local self government in planning formulation.

Unit-I

Introduction: Meaning, Nature and Significance of Rural Local Self Government, Historical background Landmarks in the Growth of Rural Local Self Government, Democratic Decentralization, People Participation in Rural Local Self Government

Unit-II

Rural Self Governance: Panchayati Raj System as Rural Local Self Government in India, Reforms in Panchayati Raj System (73rd Constitutional Amendment Act), Forms of Rural Government at District, Block and Village Level and their Role in Rural Development, Role of Gram Sabha in Policy Formulation, Powers and Functions of Panchayati Raj Institutions, Need of Empowering Panchayati Raj Institutions, Panchayati Raj as a Model of Rural Development

Unit-III

Decentralized Planning and Personnel Administration: Decentralization, Planning, Panchayati Raj Institution as an Agency of Planning and Development, Process and Machinery of Planning at District, Block and Village Level, Role and Functions of Panchayat Secretary, Block Development Officer (BDO), Panchayat Inspector and District Development and Panchayat Officer

Unit-IV

Accountability and Control: Executive Control, Legislative Control, Financial Control, Administrative Control, Social Audit, Relation between State and Rural Local Self Government, Right to Information Act (RTI)-2005, e-Panchayats, Good Governance, e-Governance, Citizen Charter, Public Service Delivery

Course Outcome:

1. Learner can understand the meaning, nature and significance of rural local self-government.
2. Students can understand the basics of rural local self government and 73rd constitutional amendment act.
3. Students can understand the role of local self government in rural development.
4. Learner can analyse the role of local self government in planning.

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MARD104: Rural Health Care System

Course Code: MARD104 (DSC)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. To understand about the Rural Health system.
2. To know the different kinds of health care facilities provided by the Government.
3. To explain the different schemes related food, nutrition and clinical psychotherapies or other epidemic situations of rural people, living in rural society.
4. To explain the dimensions of health, family therapy, client therapies etc. prevention and community health.
5. To explain the social response patterns to the lockdown situations and COVID19 pandemic.

Unit-II

Concept of Health: Meaning and definitions of health, concept of health care, determinants of health, dimensions of health, Concept of social medicine, preventive medicine and rural community health, Levels of Prevention: Primary, secondary and tertiary, communicable and non-communicable disease, Community Health Education and Communication: Need and meaning for community health education, aims, objectives and principles of health education.

Unit-II

Disease and Epidemics: Causes, signs, symptoms treatment and prevention of communicable and non-communicable diseases: Leprosy, TB, STIs, AIDS, hepatitis A and B, cholera, Typhoid and Malaria, Cancer, Blindness, Hypertension, Diabetes. Stress and Mental health, Rural health during Lockdown period of COVID-19 Pandemic

Unit-III

Alcoholism and Drug Addiction: The concept, Extent of Alcoholism, Causes, Treatment of Alcoholics; Drug addiction, Causes, Role of family and peer groups, Preventing drug abuse and combating drug addicts, Non-communicable Disease: Hypertension, Diabetes, Neurological Problems, Mental health problems, Chemical Drugs: Problems, effects, Future Perspectives and Measures

Unit-IV

National Health Policies, Health Programmes in India: Ayushman Bharat, Indian Council of Medical research, Development of Health Structure in India, prevailing Health systems in India at Centre, District & village level, Health Policies of Government of Himachal Pradesh.

Course Outcome:

1. Students can learn the different types of rural health experiments in human life which affect their physical and mental health well-being.
2. Understand different issues related to health.
3. Acquire knowledge about mental stability of rural people and its impact on human health.

विभागाध्यक्ष/अधीक्षक
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हिंडू विश्वविद्यालय,
शिमला-5

4. Students can understand different types of health care services food and nutrition diet of human being.
5. To gain the knowledge about various national and state level health care policies.

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 शिमला-5

MARD105: Field Work/Field Report

Course Code: MARD105 (DSC)	Maximum Marks- 100 Field Report-80 Viva-Voce-20	Duration of the Field Report (Compiled during I & II Semester)	Credit Value in Field Report: 05 Credit Value of Viva-Voce: 01 Total Credits: 06
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Objectives:

1. To make direct interaction by the students with stakeholders/beneficiaries of the different schemes during their field visit in rural areas.
2. To provide an opportunity for a practical "real world" experience for the purpose of developing direct leadership, programming and administrative skills sufficient for entry into professional career.
3. To provide an opportunity to know the real situation of the society.
4. To develop skills in observation, interview, recording, group discussion and leadership.
5. To develop an understanding of the causes of human problems and their effect on individual, family and groups.
6. To develop skills of report writing and use of supervision.

Outline of Field Work

- Orientation of Field Work
- Observation Visit
- Skill Workshops
- Individual Conference
- Group Conference
- Organizing activities at individual and group level for rural communities

Area/Block Placement and Field Work

The students have to select any study area dealing with the rural development activities and get participative experience/learning during a period of four weeks during winter vacations. Selection of the study area is according to the convenience of the student. During this period, the student is guided by the faculty member of the Department of Lifelong Learning Himachal Pradesh University, Shimla. After completion of field work the students have to submit a field work report based on his/her experience, observation and learning from the study area. The Department of Lifelong Learning can organize a study tour as an alternative of the field work. It depends on the feasibility of the department. If the department organizes the study tour, than the students have no need to work with any agency for four weeks in that particular session.

Following are the guidelines of report writing:

- ❖ Title of the Topic
- ❖ Introduction
- ❖ Review of the Literature
- ❖ Significance of the study
- ❖ Objectives of the study
- ❖ Hypothesis of the Study (if any)

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- ❖ Research Methodology (Sample, Tests/Tools, and Statistical Analysis)
- ❖ Field observation
- ❖ conclusion
- ❖ Limitations
- ❖ References: APA Style 7th Edition

Submission of the Final Field Work Report

Finally, Students are expected to submit a properly typed and bind field work report. The format of final field report is:

Page Size: A-4 size,

Page Margin: Top, Bottom and Right: 2.5 cm and Left 3.5 cm,

Line Spacing: 1.5,

Font Style: Times New Roman,

Font Size of Main Title: 14 Pt.,

Font Size of rest of the text: 12 Pt.,

Tentative number of pages: 40-50.

(Note: The field visit will be done during the mid of first semester or during the winter vacations. The final field report will be submitted at the end of second semester.)

Field Work Assessment

The field work report submitted by the student at the end of the IInd Semester. It is evaluated jointly by the chairman and faculty members of the Department of Lifelong Learning and also one external examiner from faculty of social science Himachal Pradesh University, Shimla other than Department of Lifelong Learning Himachal Pradesh University, Shimla. The examiner will also conduct viva-voce.

Dr. Anil Kumar
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शिमला-5

SEMESTER-II

In the second semester have three types of course. First one is Discipline Specific Core (DSC) which carries from MARD-201 to MARD-203. Second type of course is Discipline Specific Elective (DSE) carries from MARD-204 to MARD-206 The student has opt one from the three (DSE) and third type of course is Generic Elective (GE) MARD-207. The evaluation in each course has two parts; internal assessment conducted during the term of the course and the written examination conducted at the end of the semester. Each course of Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) carries 100 marks (06 Credits) out of that the written examination consist of 80 marks (05 Credits) and internal assessment consists of 20 marks (01 Credit). The Generic Elective (GE) MARD-207 carries 04 credits out of that in written examination consists of 80 marks (03 credits) and internal assessment consists of 20 marks (01 credit). The internal assessment shall consist of attendance, presentation, and assignment.

Discipline Specific Core (DSC)

Course Code	Title of the Paper	Theory Contact Hours (L/Hr., Tutorial-1 Hr.)			Credit Value	Total Marks	Theory	Assessment
		Lectures	Tutorials	Practical/ Field Work				
MARD201	Rural Economics	5	1	0	6	100	80	20
MARD202	Policies and Programmes of Rural Development	5	1	0	6	100	80	20
MARD203	Extension Education and Communication	5	1	0	6	100	80	20
Discipline Specific Elective (DSE) <i>(Three options have been given in DSE. Students have to opt any one out of three options)</i>								
MARD204	Human Resource Development in Rural Sector	5	1	0	6	100	80	20
MARD205	Rural Development Administration							
MARD206	Socio-Psychological Perspectives in Rural Development							
Generic Elective (GE) <i>(To be Selected/Offered by other Departments/Faculties)</i>								
MARD207	Corporate Social Responsibility and Rural Development	3	1	0	4	100	80	20
Sub-Total of Second Semester		23	5	0	28	500	400	100

MARD201: Rural Economics

Course Code: MARD201 (DSC)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. To explain the different models of public economics and role of government economic activity
2. To explain the occupational structure of rural area.
3. To study the rural demography of India.
4. To know about the rural migration, its types and causes.
5. To analyse the rural poverty and unemployment.

Unit-I

Introduction to Rural Economics: Concept of Rural Area, Size and Structure of Rural Economy, Characteristics of Rural Sector and Causes of Rural Backwardness, Nature and Scope of Rural Economics, Inter-disciplinary approach of Rural Economics Components, Structure and Characteristics, Pre and Post-independence

Unit-II

Rural Occupation: Nature of Rural Occupation: Occupational Structure, Farmers, Agricultural labourers, handicrafts, traders, Forest Dwellers/ tribes and others in rural india, problems and conditions of rural labour; rural labour commission and its recommendations, structural changes in rural economy

Unit-III

Rural Demography: Meaning, Scope and Importance of Rural Demography, Population Policy in India, Census of India with reference to Current Census, Impact of Population Explosion on Indian Economy, Size, Growth and Distribution of Rural Population, Sex Composition of Rural Population, Fertility and Mortality Patterns, Migration- Types of Migration, Pull and Push Factors of Migration, Causes and Consequences of Migration

Unit-IV

Rural Poverty and Unemployment: Meaning of Poverty, Types of Rural Poverty, Incidence of Rural Poverty, Measurement of Rural Poverty, Poverty Estimates, Causes and Consequences of Rural Poverty, Poverty Eradication, Meaning of Unemployment, Seasonal Unemployment, Estimates of Unemployment, Nature and Causes of Unemployment, Remedial Measures to Solve Unemployment Problems

Course Outcome:

1. Students can know about the models of public economics and role of government economic activity
2. Learners can learn about the occupational structure of rural area.
3. Learners can learn about the rural demography of India.
4. Students can know about the types, consequences and causes of rural migration.
5. Students can analyse the cause of rural poverty and unemployment.

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MARD202: Policies and Programmes of Rural Development

Course Code: MARD202 (DSC)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. To make the learners aware about the different policies and programmes related to rural development.
2. To know the importance of policies for rural development
3. To analyse the area development programmes
4. To understand the policy formulation process
5. To understand the policy review and evaluation process

Unit-I

Rural Development: Meaning, Definition, Scope and Concept of Rural Development, Importance of Policies and Programmes for Rural Development, Policy Formulation Process, Policy implementation: Top-Down Approach to Policy Implementation, Bottom-up Approach to Policy Implementation, Challenges for Successful Policy Implementation, Role of Various Agencies and Institutions in Policy Implementation

Unit-II

Rural Sustainable Development Programmes: Swarna Jayanti Gram Swarajgar Yojana (SGSY) Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), National Rural Livelihood Mission(NRLM) Pradhan Manthri Gram Sadak Yojana (PMGSY) Bharat Nirman, Swachh Bharat, P.M JandhanYojana. National Rural Health Mission (NRHM), Sarva Shiksha Abhiyana (SSA), National Rural Livelihood Mission (NRLM). Micro Units Development and Refinance Agency (MUDRA),P.M. Awas Yojana (PMAY), Pradhan Mantri Fasal Bhima Yojana(PMFBY) Kisan Samman Yojna

Unit-III

Area Development Programmes: Drought Prone Area Programme (DPAP)-Desert Development Programme (DDP)-Tribal and Hill Area Development Programme (THADP), Command Area Development Authority (CADA),Watershed Development Programme (WDP), Integrated Wastelands Development Programme (IWDP), Special projects for Agricultural Development with special reference to rain-fed areas under Rashtriya Krishi Vikas Yojana (RKVY), Prorammes for mitigation of floods and disasters and also relief and rehabilitation programmes under National Disaster Management Authority (NDMA)

Unit-IV

Policy Review and Evaluation: Policy Impact, Policy Evaluation and Change, Criteria for Policy Evaluation, Types and Methods of Policy Evaluation, Cost Benefit Analysis, Management by Objectives (MBO), Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM)

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शिमला-5

Course Outcome:

1. Students can learn about the different policies and programmes related to rural development.
2. Students can analyse the importance of policies for rural development
3. Students can know the area development programmes
4. Learner can understand the policy formulation process
5. Students can understand the policy review and evaluation process

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MARD203: Extension Education and Communication

Course Code: MARD203 (DSC)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. To understand about rural education system
2. To know about continuing education for professionals
3. To know about the communication and communication process

Unit-I

Rural Education System: Concept of Formal, Informal and Extension education, Technical and Vocational education, Role of education in national development, Concept and Elements of Extension, Extension Objectives, Diffusion Process and Extension, Target Categories in Rural Area, Agricultural information System, Government Efforts in Extension and Rural Development

Unit-II

Continuing Education for Professionals: Concept, definition, goals and process of professional continuing education, earning opportunities for professionals, stages, determinants, providers of continuing professional education, Higher Educational Institution, open Universities, correspondence educational institutes, computer institutes, Jan Shiksan sansthan, Continuing Education Centres and Krishi Vigyan Kendras

Unit-III

Communication: Meaning, Nature, Scope and Functions of communication, communication process and elements of communication, Meaning, dimensions, classification, nature and identification of communication channels, Feedback process, Communication methods- Individual Group and Mass method, Features and limitations, Factors of effective communication.

Unit-IV

Communication Management: Importance of communication management; Flow of communication; Barriers to communication; Communication need assessment; Factors of effective communication and listening skills; Communication and socialization; Communication and persuasion; communication and social responsibility.

Course Outcome:

1. After completion of this course students can understand about rural education system
2. Learner can know about continuing education for professionals in rural areas
3. Students can know about the communication and communication process and soft skill.

Reference

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शिमला-5

MARD204: Human Resource Development in Rural Sector

Course Code: MARD204 (DSE)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. To know the importance of human resource development in general
2. To analyse the importance of human resource development in rural sector
3. To understand the process of human resource development in rural areas in India
4. To know the dimensions of human resource development in India
5. To analyse the man power and training for rural development in India

Unit-I

Human Resource Development: Concept of Human Resource Development, Need for Human Resource Development, Relationship between human resource management and human resource development, HRD interventions; Roles and competencies of HRD professionals; Challenges in HRD,

Unit-II

Rural Human Resource Development: Concept of Rural Human Resource Development, Importance of Rural Human Resource Development, Scope of Rural Human Resource Development, Role of Rural Human Resource Development in Nation Building, Elements of Human Resource Development in Rural Sector

Unit-III

Rural Human Resource Development Process-I: Identifying Rural Characteristics to Develop Rural Human Resource, Comprehensive Rural Reforms, Enhancing Cultural and Moral Quality, Promotion of Local Art and Artisans, Promotion of Local Products and Produces

Unit-IV

Rural Human Resource Development Process-II: Development of Professional Skills among Rural human Resource, Strengthening of Technical Education in Rural Areas, Strengthening of Adult and Basic Education in Rural Areas, Employment Oriented Opportunities to Rural Youth, Promotion of Traditional Small Scale Industries, Introduction of New Technologies in Agriculture and Horticulture Sector

Course Outcome:

1. This course is useful for human resource development planning and how can make better increasing of rural economy in India.
2. Student can learn the course structure and they get employability in different organizations in contemporary in India.
3. Learner can able to using this for their life regarding employment and to generate income activates in rural context.
4. Learner studying this course for creating employment opportunities for using different techniques of this course.

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MARD205: Rural Development Administration

Course Code: MARD205 (DSE)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. Understand the concept of development and development administration.
2. Highlight the attributes of development and development administration.
3. Explain the nature, scope and significance.
4. Role of development administration in rural development.

Unit-I

Development and Development Administration: Concept, Meaning, Nature, Scope and Significance of Development, Concept, Meaning, Nature, Scope, Attributes, and Significance of Development Administration, Traditional Administration and Development Administration, Early Approaches and Contemporary Approaches of Development Administration, Development Planning and Administration, People Participation in Development and Administration

Unit-II

Scope and Significance of Development Administration: Importance of Development Administration in Developing Society, Scope of Development Administration in Developing Society, Rationales of Development Administration, New Public Administration, New Public Management, Future Priorities of Development Administration in Developing Societies

Unit-III

Bureaucracy and Development: Concept, Meaning, Characteristics, and Feature of Bureaucracy, Role and Importance of Bureaucracy in Rural Development, Accountability and Transparency in Administration, Good Governance in e-Governance, in Rural Development, People Participation and Rural Development

Unit-IV

Rural Development Administration in India: Concept of Rural Development Administration, Rural Development during the British Period, Rural Development Administration in India: Ministry of Rural Development and Panchayati Raj at Centre and State Level, National Institute of Rural Development (NIRD) Hyderabad, State Institutes of Rural Development (SIRD), NABARD, State Rural Development Institutions, District Rural Development Agency, Block Development Officer (BDO), Panchayati Raj Institutions, Voluntarily Organisations, Non-Governmental Organisations, Civil Societies

Course Outcome:

1. Student can able describe the development and development administration.
2. Learner can describe the importance and role of development administration in rural development.
3. Student can understand about development administration in rural areas.
4. Students can understand about bureaucracy their accountability and role in rural development.

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MARD206: Socio-Psychological Perspectives in Rural Development

Course Code: MARD206 (DSE)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. To explain the concept, measure types of rural psychology.
2. To explain the social problems, extension, attitude values of rural people.
3. To describe the socio- psychological dynamics.
4. To describe the psychological perspectives for rural community development motivation and learning.
5. To discuss the behavioural approaches for the development of rural community, leadership quality of rural people.

Unit-I

Rural Psychology towards Rural Development: Developmental Psychology: Basic Concept, objectives, measures, types: community psychology, Industrial psychology, marketing psychology, administrative psychology, animal psychology, general psychology for rural development, Extension, agricultural psychology, Clinical and Social Psychology

Unit-II

Industrial Psychology for Rural Development: Emotional Intelligence, Emergence of Industrial Psychology, Development of Industrial Psychology, Task of Industrial Psychology, Social Welfare and Social Relations; **Psychology of Decision making:** Definition, nature and importance ,criteria, levels common errors, types of business decisions, decision making styles: its development, evaluation and selection of alternatives, individual and group decision making, tools and techniques of decision making, merits and demerits of decision making.

Unit-III

Motivation and Learning: Definition, Nature, Subject Matter And Scope of Social Psychology; Methods Of Studying Social Psychology; Importance Concept of motivation; social motives; drives, achievement goals, theories of motivation. Cyclical Theories; Linear Theories; Conflict Theories; Social Change in India; Sanskritisation; Westernization; Modernization; Diffusion of Innovation; Resistance to Change; Socio-Cultural Barriers for Rural Development; Rural Leadership: Concept; Characters and Types of Village Leaders; Role of Leadership in Promoting Social Change.

Unit-IV

Psychological Assessment: Personality Development, Definition of Personality, development of personality genetic and environmental influences, Individual differences in traits, type of personality, Attitudes and Values: Meaning and definition of believes, attitudes and values, types of attitude and values, measurement of attitude and values, significance of attitudes and values in rural development, **The Development of Morality and Motivation:** Perspectives of moral development, factors that promote motivation, traits of the motivation, programmes of moral maturity in the rural schools, moral education for rural women.

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शिमला-5

Leadership quality and psychological approaches, Rural Leadership, Emerging concepts and approaches, quality of good rural leadership, encouraging factors of rural leaderships, psychology of rural leaders, leadership style

Course Outcomes

1. Student can be able to understand the psychological factors affecting the life of rural people, improve their livelihoods.
2. Student can understand the different steps or movement in rural India and able to describe aims, objectives and functions of psychological aspects.
3. This course utilizes the student for analyze the concept of the development management of rural community, environmental concept, psychological techniques for rural societies and how can services the people.
4. In the course, learner can be able to understand whole development of rural people motivational approaches related different sources for sustainable economic development.

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MARD207: Corporate Social Responsibility and Rural Development

Course Code: MARD207 (GE)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 03 Credit Value of Assessment: 01 Total Credits: 04
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Objectives

1. The main objective of the course is to understand Corporate Social Responsibility and corporate governance.
2. To understand the social responsibility to achieve the millennium development goals through CSR.
3. The objective of the course is to define and distinguish concepts of collaborative governance.
4. To understand the Public Private Partnership (PPP) model of development.
5. To learn a strategic for sustainable development.

UNIT-I

Introduction to Corporate Social Responsibility (CSR): Meaning and Definition of CSR, History and Evolution of CSR. Concept of Charity, Corporate Citizenship, Concept of sustainability and Stakeholder Management, Relation between CSR and Corporate Governance, Environmental aspect of CSR, Initiatives in India, Models of CSR in India, CSR and Rural Development

UNIT-II

International framework for Corporate Social Responsibility: Millennium Development Goals, Sustainable Development Goals, Relationship between CSR and MDGs. United Nations (UN) Global Compact 2011, OECD CSR policy tool, ILO tri-partite declaration of principles on multinational enterprises and social policy.

UNIT-III

Corporate Social Responsibility Partnership and Rural Development: CSR and Education, CSR and Water Supply, CSR and Health Care, CSR and Environment, CSR and Social Empowerment, CSR and Geographic reach, CSR and Sports and Culture, CSR and Rural Infrastructure Development, Recent Trends of CSR and Rural Development

UNIT-IV

Public Private Partnership (PPP) and Rural Development: Concept of Public Private Partnership, Concepts of collaborative governance, PPP strategies of Rural Development, Multi-Stakeholder Partnerships, PPP and Sustainability, shared value partnerships, Value of leveraging innovative partnerships-public policy problems, Recent PPP Trends in Rural Development.


Course Outcome

1. Student can learn fundamentals of CSR and awareness of models of CSR in India.
2. Learner can able to understand the relation between CSR and corporate governance.
3. Students can understand the international framework for corporate social responsibility.
4. Student can learn the defining and distinguishing concepts of collaborative governance.
5. Student can able to discuss the conscious capitalism, shared value partnerships.
6. Student can learn the stakeholders of PPPs and their roles.

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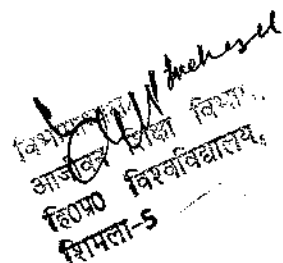

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SEMESTER-III

In this semester three compulsory courses Discipline Specific Core (DSC) from MARD-301 to MARD-303 and three Discipline Specific Elective (DSE) from MARD-304 to MARD-306 of equal marks and credits are offered to students. From DSE courses the students are required to select any one course. The evaluation in each course has two parts; internal assessment conducted during the term of the course and written examination conducted at the end of the semester. Each course of Discipline Specific Core (DSC) and Discipline Specific Elective (DSE) carries 100 marks (06 Credits) out of that the written examination consist of 80 marks (05 Credits) and internal assessment consists of 20 marks (01 Credit). The Ability Enhancement Course (AEC) MARD-307 carries 02 credits out of which in written examination consists of 30 marks (01 credits) and internal assessment consists of 20 marks (01 credit). It is a Compulsory Non-Credit course and the paper will be evaluated internally.

Discipline Specific Core (DSC)

Course Code	Title of the Paper	Theory Contact Hours (L1Hr., Tutorial-1 Hr.)			Credit Value	Total Marks	Theory	Assessment
		Lectures	Tutorial	Practical Field Work				
MARD301	Rural Sustainable Agricultural Development	5	1	0	6	100	80	20
MARD302	Environmental Economics and Natural Resource Management	5	1	0	6	100	80	20
MARD303	Rural Finance and Credit	5	1	0	6	100	80	20
Discipline Specific Elective (DSE)								
<i>(Three options have been given in DSE. Students have to opt any one from these three options)</i>								
MARD304	Rural Poverty and Unemployment	5	1	0	6	100	80	20
MARD305	Livestock and Dairy Development							
MARD306	Rural Project Planning, Management and Evaluation							
Sub-Total of Third Semester		20	4	0	24	400	320	80
Ability Enhancement Course(AEC)								
<i>(Compulsory Non-Credit course)</i>								
MARD307	Personality Development	1	1	0	2	50	-	-



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MARD301: Rural Sustainable Agricultural Development

Course Code: MARD301 (DSC)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. To study about the agriculture and recent trends in agriculture growth in India since independence
2. To analyse the state production and productivity of food grains
3. To study the thrust areas in Indian agriculture and explain its problems
4. To analyse the farm size and productivity and explain the land consolidation
5. To study of the concept of land reforms in India and importance of tenancy reforms in India

Unit-I

Agriculture Growth and Trends: Trends in Agriculture Growth in India since independence- Variability and sustainability of agriculture growth, trends in the changes of crop pattern, Tender in contribution of Agriculture and Allied sectors to GDP, Green Revolution in India and its effects, problems and suggestions, Efforts of second green revolution in the country, main causes of farmers suicide in India

Unit-II

Food Security in India: Food Self-Sufficiency and Food Security in India – State-Wise Production and Productivity of food grains – Growth of India’s Food Production and National Food Security Mission (NFSM) – Public Distribution System and Poverty Eradication – Lessons from International experience – Policy options and targets of Public Distributions System –Initiatives for promotion of System of Rice Intensification (SRI) under RKVY, Recent plan experiences on food security.

Unit-III

Thrust Areas in Indian Agriculture: Problems of agriculture production and input use in India, New Agricultural policy, Agriculture price policy. The impact of Liberalization, Privatization and Globalization on Indian Agriculture, Input Subsidies- Dry land Agricultural and Micro Watershed development and minor irrigation projects impact of WTO on agriculture and Rural Development, Agricultural Law/Acts and its advantages and drawbacks

Unit-IV


Farm Size, Productivity and Land Reforms in India: Farm size and productivity relationships, Problems of Small sized holdings, Fragmentation, Non viability and non-remunerative condition of the farmers, Land consolidation-cooperative farming, the concept, nature, practices and effects of contract farming in Indian context, Concept of Land Reforms, Objectives of land reforms, Need and scope for land reforms in India, land sealing, land redistribution, tenancy reforms in India, Progress and problems of implementation of Land reforms in India.

Course Outcome:

1. The course analyse the basic issues of agricultural growth in India and describe the student how to impact green revolution in rural India
2. The student can learn about the food secure the people and how make the self-sufficiency and student can analyse the state-wise production and make good public distribution system.
3. Student thinks about thrust areas in rural India and analyse the size of farm including land reforms in India.

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MARD302: Environmental Economics and Natural Resource Management

Course Code: MARD302 (DSC)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives

1. To know the concept of economy and environment
2. To examine the renewable and non-renewable resources
3. To know the environmental policies and sustainable development
4. To analyse the environmental resources and management
5. To examine non-market value of the resource management.

Unit-I

Economy and Environment: Interaction between Economy and Environment; Pollution and Externalities; Efficiency of the Market Economy; Market failure; Scope of Environmental Economics, Consumer surplus-Shadow pricing- opportunity costs.

Unit-II

Natural Resources: Concepts of Natural Resource Management - Renewable and Non Renewable Resources. Theory of Natural Resource - Hotelling Model of Optimum Resource use, Conservation of Natural Resources; Methods of conservation; Waste Reduction and Recycling, Environmental Monitoring & Impact Assessment, Biological Monitoring-Bio-Indication.

Unit-III

Environmental Policies and Sustainable Development: Environment and Economic Growth Vs. Economic Development, Sustainable Development, Indian Environmental Policy: Guiding Principles for Natural Resource Development, Land use Policy, Waste use Policy, Definition of Soil, Types and Characteristics of Soils, Carrying Capacity of Soils, Soil erosion, Management of Land Resources- Scope, Objectives, Activities, Practices

Unit-IV

Environment Resources and Management: National Water Policy, Importance of Forest, sustainable forestry, Social Forest concept and models; Forest policy and Management, Policies for controlling Air pollution, Indigenous knowledge for Management of water resources, Role of Water Users' Associations in water management in Agriculture, Minerals and Natural Gases' Policy and Management.

Course Outcome

1. Student can measure the relation between economy and environment where balance the economy when minimize the environment.
2. This course very useful for student can learn about the environment policies particularly renewable and non-renewable resources.
3. Learner can able to describe the economic growth and development and environment and using different policies.
4. Student can learn different environmental policies and how to controlling air pollution and when utilizing minimum resources.
5. Student can think about the environmental problems of developing countries like India how can make better economy you seen in future.

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MARD-5

References

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MARD303: Rural Finance and Credit

Course Code: MARD303 (DSC)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. To study about the concept of rural finance and credits
2. To analyse the commercial banks, RRBs and Cooperative Banks
3. To understand the co-operative movement in India
4. To know the principles of cooperative credit societies
5. To study of the cooperative marketing and rural markets

Unit – I

Introduction: Concept of Rural Finance, Rural Indebtedness, Reasons and Consequences, Need for rural credit, role of credit, Objectives of the Credit, Sources of the Rural Credit, Institutional and Non-institutional Credit, Credit delivery mechanism in rural finance management, Problems of Rural Finance, SHGs, Mahila Banks

Unit – II

Commercial Banks and Rural Credit: Objectives and Functions of Commercial Banks, Progress of Commercial Banks, Terms and Conditions of Finance Re-payment, Lead Banks Scheme, Service Area Approach, New Strategy for Rural Credit

Unit – III

Regional Rural Banks and Rural Credit: Role of RRBs in Rural Credit, Aims Objectives and Functions of RRBs, Progress of RRBs Financing and Re-payment procedure of RRBs

Unit – IV

Co-operative Credit Movement in India: Importance and Role of Co-operatives, Principles of Cooperatives, Growth and Progress of Cooperatives, Aims, Objectives and Functions of Cooperatives, Cooperative Credit Societies, Structure of Cooperative Credit Societies, PACs, DCCBs, and APSCB; Aims, Objectives and Functions, Terms and Conditions of Finance and Re-payment progress of Cooperatives

Course Outcome:

1. Student can able to describe the basic issues of rural finance and using of rural finance for improves their livelihoods.
2. Students will understand about the commercial banks, regional rural banks and cooperative banks and its role in rural area.
3. Student can understand the cooperative movement in rural India and able to describe aims, objectives and functions of cooperatives.
4. This course utilizes the student for analyse the concept of cooperative societies.

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MARD304: Rural Poverty and Unemployment

Course Code: MARD304 (DSE)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives

1. To understand the concept of poverty line, incidence of poverty in India.
2. To Analyse the Inequality of personal income distribution.
3. To discuss about the relations of production and rural poverty.
4. To estimate the Unemployment in India and concept of unemployment
5. To study the causes of Government and govt. policies in remove both of them.

Unit-I

The Poverty: The Concept of Poverty line, Incidence of poverty in India: Earlier estimates (1960s), estimates of planning commission, estimates based on NSSO, estimates of Tendulkar Committee, Inequality of Income Five Years Plans Expenditure, reduction of Poverty, policy and programmes to reduce Poverty

Unit-II

Production and Poverty: Relations of production and rural Poverty, Technology change, Poverty and Trickle Down in the rural sector, Strategy nets for poor, Strategy of Poverty Alleviation. Employment Trends and Trends of employment in India, Structure of Employment, Sectoral Distribution of Employment, Informal Sector, Unorganized Sector, Public and Private Sector.

Unit-III

Nature and estimates of Unemployment in India: Nature of Unemployment, Concept of unemployment, Estimates of Unemployment, Unemployment and Urban Areas - Industrial Unemployment, Educated Unemployment, Rural Poverty and Employment, Agricultural Unemployment, Seasonal Unemployment, Disguised Unemployment and Usual Status Unemployment, policy and programmes to reduce unemployment

Unit-IV

Causes and Remedies of Unemployment: Causes of Unemployment, various schemes to reduce unemployment and under employment, Government Policy for removing unemployment, Employment policy up to the (1980s), Employment Strategy during Post-Reform period. Major Employment Programms, Swarna Jayanthi, Gram Swarajghar Yojana (SGSY) Jawahar Rozgar Yojana (JRY) and the Swarana Jayanthi Shahari Rozgar Yojana, Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), National Rural Livelihood Mission (NRLM).

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Course Outcomes:

1. Students will know the concept of poverty and incidence of poverty in India.
2. Students will analyse the Inequality of personal income distribution
3. This course discuss about the relations of production and rural poverty.
4. This course estimate the Unemployment in India and concept of unemployment
5. This course studies the policy and programmes to reduce poverty and unemployment in India.

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MARD305: Livestock and Dairy Development

Course Code: MARD305 (DSE)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives

1. To know the Dairy Policy and Regulatory framework evolution in India.
2. To study of the historical perspective on the pre-and post- independence era.
3. To understand the regulatory framework in a changing policy environment.
4. To explain the participatory process for reforming national dairy institutions.
5. To know the structure of the dairy institutions in India.

Unit-I

Introduction: Dairy policy and regulatory framework evolution in India, The need for national dairy institutions and drivers for change, historical perspective on the pre- and post-independence era, Influence of structural adjustment and economic liberalization on evolution of dairy policies

Unit-II

Regulatory Framework: Regulatory framework in a changing policy environment, Evolution of national dairy institutions in a changing policy environment, Dairy Development Authority (DDA) – India Dairy Board (IDB), complementary institutions

Unit-III

Participatory Process: Participatory process for reforming national dairy institutions, Participatory policy formulation, Defining what is needed and how to get there Planning for stakeholder involvement and consultations

Unit-IV

Consultation and Dialogue: Structure and functions of the dairy institutions, Structure of IDB in India and stakeholder representation, Structure and functions of the Dairy Development Authority (DDA), Structure and functions of IDB, Resources needed to achieve dairy institutions' objectives, funding arrangements and options.

Course Outcomes:

1. Students can know about the Dairy Policy and Regulatory framework.
2. To understand the historical perspective on the pre-and post- independence era on dairy programme.
3. Students will know the regulatory framework in a changing policy environment.
4. Students will understand the participatory process for reforming national dairy institutions.
5. Students will learn the structure of the dairy institutions.

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MARD306: Rural Project Planning, Management and Evaluation

Course Code: MARD306 (DSE)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives

1. To study the importance of project approach to Rural Development.
2. To analyse the basic steps in project identification
3. To explain the aspects of project appraisal.
4. To explain the essentials of project implementation planning and monitoring.
5. To analyse the types of evaluation of the projects

Unit-I

Definition of Project: A System/Model for Development Projects, Importance of Project Approach to Rural Development, Need and Scope of Project Management, Project Planning and Management Cycle, Objective Oriented Project Planning (OOPP) Methods, Genesis, Concepts, Project Cycle Management, Participatory Project Cycle management, Concept of Planning, Situational analysis and Identification of needs, Participatory Methods, Project strategy, Preparation of Plan, Logical Framework Analysis (LFA): Concept-Basis Principles, Steps in constructing a Logical Framework

Unit-II

Environment of Project Identification: Basic steps in Project Identification, Selection of Project Size, Location and Technology, Pre-feasibility Brief. Definition of Projects, Formulation, Elements of Project, Formulation Technique, Project Formulation and Development Planning in Indian, Context-Systems approach to Formulation and Execution of Development Projects

Unit-III

Aspects of Project Appraisal: Technical Feasibility-Economic Feasibility, Financial Feasibility, Discounted (Cash Flow) measures of Project worth: Benefit, Cost Ratio, net present worth and Internal Rate of Return, Sensitivity Analysis, Rational and Significance of Social Benefit, Cost Analysis, Project Finance-Source of Capital –Government Policy Initiatives-Capital Market as a Financing Option, Loans from Financial Institutions and Banks, Foreign Currency Financing, Financing Decision.

Unit-IV

Essentials of Project Implementation Planning: Monitoring of Development Projects, Progress, Monitoring and Process Monitoring-Process Monitoring for improving Sustainability –Project, Management Information System-PAID Monitoring System for Poverty Reduction Programmes, Network Techniques for Project Management: Project Evaluation Review Techniques (PERT) and Critical Path Method (CPM). Project Evaluation: Type of Evaluation: Formative, Summative, Process, Outcome, Impact Evaluation-Concurrent Evaluation, Impact Assessment: Baseline, Midline and end of Project, Participatory Planning, Monitoring and Evaluation ((PPME): Methodologies and Approaches.

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Course Outcomes:

1. Students will know the importance of projects approaches to Rural Development.
2. Students will understand the basic steps in project identification.
3. Learners will understand the technical feasibility, economic feasibility and financial feasibility of projects.
4. Students understand the implementation, monitoring and evaluation process of projects.

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MARD307: Personality Development

Course Code: MARD307 (AEC)	Maximum Marks=30	Time: 3 Hrs.	Credit Value in Theory: 01 Credit Value of Assessment: 01 Total Credits: 02
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Objectives

1. To understand the concept, measure of personality development and rural development.
2. To explain the determinants characteristics, types of personality & attitude values of rural people.
3. To describe the motivation, Interpersonal Processes of Learning
4. To explain the major aspects of behaviour component model

UNIT-I

Personality and its Determinants: Concept, Meaning and Definition of personality, Elements of Personality: Id, Ego and Super Ego, Types of Personality, Traits of Personality, Types Versus Traits, Determinants of Personality: Brain, Physical Characteristics, Social Experiences, Culture and Religion, Heredity

Unit-II

Personality Development: Concept and Meaning; Stages of Personality Development; Personality Development Techniques: Self Confidence, Self Efficacy, Self Esteem, Self Development, Group Discussions, Techniques of Personality Development: Stress Management, Time Management, Team Building, Goal Setting, Assertive Communication, Listening Skills, Appearance, Self Discipline, Positive Attitude,

UNIT-III

Theories of Personality: Social learning theory and self-theory, General Abilities: Theory; Grid theory; Organizational Culture: Concept; Process. General Abilities, Aptitude and Specific Abilities; Personality Management; Adjustment and Mental Health; Theories of Motivation-Maslow

UNIT-IV

Attitude: Concept and Meaning of Attitude; Characteristics and Properties of Attitude; Classification of Attitude; Functions of Attitude; Component of Attitude: Cognitive Components, Emotional Component, Behavioral Component, Model of Attitude; Formation of Attitude; intelligence and Intelligence Meaning and Measurement.

Course Outcomes

1. Student can be able to describe the basic concept about personality development skill of rural people and understand the factors affecting the life of rural people, improve their personal and human development.
2. Learner can understand the attitude and value improvement of traditional techniques the development of rural society.
3. This course utilizes the student for analyze the concept of the development management of rural community, Community Conflicts and Social Tension
4. In the course, learner can be able to understand whole development of rural people motivational approaches related different sources for sustainable economic development.

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References

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SEMESTER-IV

This semester includes four compulsory papers, Discipline Specific Core (DSC) from MARD401 to MARD403 are theory papers and MARD-404 is dissertation. The evaluation in each course has two parts; internal assessment conducted during the term of the course and the written examination conducted at the end of the semester. Each course of Discipline Specific Core (DSC) carries 100 marks (06 Credits) out of that the written examination consist of 80 marks (05 Credits) and internal assessment consists of 20 marks (01 Credit). The Generic Elective (GE) MARD-405 carries 04 credits out of which in written examination consists of 80 marks (03 credits) and internal assessment consists of 20 marks (01 credit). The internal assessment shall consist of attendance, presentation and assignment. MARD-404 is dissertation and carries 100 marks (05 credits of dissertation and 01 Credit of Viva-Voce=06 credits).

Discipline Specific Core (DSC)

Course Code	Title of the Paper	Theory Contact Hours (L/Hr., Tutorial-1 Hr.)			Credit Value	Total Marks	Theory	Assessment
		Lectures	Tutorials	Practical Field Work				
MARD401	Development Model of Himachal Pradesh Economy	5	1	0	6	100	80	20
MARD402	Disaster Management and Rural Development	5	1	0	6	100	80	20
MARD403	Rural Industrialization and Entrepreneurship	5	1	0	6	100	80	20
MARD404	Dissertation	0	3	3	6	100	Report Writing -80	Viva-Voce-20
Generic Elective (GE) (To be selected/offered by other Departments/Faculties)								
MARD405	Non-Governmental Organisations and Rural Development	3	1	0	4	100	80	20
Sub-Total of Fourth Semester		18	7	3	28	500	400	100

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 शिमला-5

MARD401: Development Model of Himachal Pradesh Economy

Course Code: MARD401 (DSC)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives

1. To know the socio-economic and historical aspects of Himachal Pradesh
2. To analyse the impact of hydel power projects and people resettlement
3. To explain the case crops and allied services
4. To understand the development models of Himachal Pradesh in different fields

Unit-I

Introduction of Himachal Pradesh: History of Himachal Pradesh, Constitutional History of Himachal Pradesh, Geographical Features of Himachal Pradesh, demographic Profile of Himachal Pradesh, Natural Resources in Himachal Pradesh, Administrative Setup of Himachal Pradesh, Political Setup of Himachal Pradesh

Unit-II

Development Model in Himachal Pradesh-I: Hydel Power: Types of Hydel Power Projects in Himachal Pradesh, Transportation and Communication: Types and Achievements, Tourism, Forest and Environment: Policies, Management and Revenue Generation, Water Resource Management: Types of Water Resources in Himachal Pradesh, Problems and their Management

Unit-III

Development Model in Himachal Pradesh-II: Education: Sarva Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Health: Status of Primary Health Services Problems and Government Initiatives, Social Welfare Programmes, Tribal Welfare, Tribal Sub Plan and Single Line Administration in Scheduled Areas in Himachal Pradesh, Labour and Employment, National Education Policy (NEP)-2020

Unit-IV

Horticulture, Agriculture and Allied Services in Himachal Pradesh: Horticulture Scenario in Himachal Pradesh, Agro-Climatic Conditions, Irrigation, Crop Pattern, Vegetables, Kisan Credit Card and Crop Insurance Scheme, New Farm Techniques, Land utilisation, Land Laws and Land Reforms, Forest Farming, Mineral Wealth, Flory Culture, Seri Culture, Animal Husbandry, Fisheries and poultry, Dairy Farming, Handicraft.

Course Outcome

1. Student can know the historical aspects of Himachal Pradesh which helps in competitive examinations
2. Students can understand the existence struggle of Himachal Pradesh
3. Students can know about the basic information on health, agriculture, hydel power projects and horticulture of Himachal Pradesh
4. Learner can understand the different development models of Himachal Pradesh

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MARD402: Disaster Management and Rural Development

Course Code: MARD402 (DSC)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives

1. To learn the roles of the various phases of disaster management and issues concerning planning and policies in those phases.
2. Students can know the comprehensive emergency management from a planning and policy perspective.
3. Understanding of the role of federal, state, and local governments in disaster planning and policies.
4. Knowledge of mitigation planning and policy strategies.
5. Understanding of factors affecting short and long-term recovery and rebuilding and the role of planners and policy-makers.

Unit-I

Introduction: Meaning, Types, Causes and Effects of Disaster, Importance of Disaster Management, Preventive Measures during Disasters

Unit-II

Classification of Disasters: Hazards, Risks and Vulnerability, Natural and Man Made Disasters, Disaster Profile of India, Organizational Structure for Disaster management at National & State Level, Role of NDRF

Unit-III


Disaster Management: Disaster Management Act, Policy and Institutional Framework, Disaster Management Cycle with focus of Preparedness, Prevention and Mitigation, Disaster Relief and Response, Damage Assessment, Rehabilitation, Reconstruction and Recovery

Unit-IV

Disaster Management and Rural Development: Relevance of Indigenous Knowledge, Community based Disaster Management, Disaster Management Strategies in Rural Areas, Role of Rural youth in Disaster Management, Disaster Management and Rural Development

Outcomes:

1. Understanding of the factors that give rise to disaster vulnerabilities
2. Knowledge and capabilities to assess and manage these vulnerabilities through disaster planning and policymaking.
3. Data, methods, tools, and geospatial techniques (including GIS) that can enhance vulnerability assessments and knowledge building.
4. Learner can learn about the disaster management and rural development


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References

1. Waugh, William L. Jr. (2000). Living with Hazards, Dealing with Disasters: An Introduction to Emergency Management. Armonk, New York: M.E. Sharpe.
2. Burby, Raymond (1998). Cooperating with Nature: Confronting natural hazards with land-use planning for sustainable communities. Joseph Henry Press.
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MARD403: Rural Industrialization and Entrepreneurship

Course Code: MARD403 (DSC)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. To learn the concept of Rural Industrialization and appropriate technologies for Rural Industrial Development
2. Students know the Industrial Policies and Programmes
3. To enable the leadership qualities of a successful women Entrepreneur
4. To acquire the knowledge of Field level organizations and Growth centre approaches

Unit-I

Concept of Rural Industrialization: The role and the place of Village industries in Indian economy, the growth, evolution and downfall of Village industries in India and the reasons. Importance of Rural Industrialization for Rural Development, Gandhian approach to Rural Industrialization, Appropriate Technology for Rural Industries Development.

Unit-II

Policies and Programmes for the Development of Rural Industries: Industrial Policy Resolutions, Five Year Plans, Rural Industrial Sector: Agro based Industries, Rural Artisans, Handicrafts, Handloom, Sericulture, Khadi, Small Scale, Cottage and Village Industries, Food Processing Industry, Problems of Marketing, Marketing Strategy and Information Systems for Rural Industries

Unit-III

Rural Entrepreneurship: Concepts, Characteristics and Types of Entrepreneurship, Entrepreneurship and Rural Industrialization, Problems and Prospects of Rural Entrepreneurship in India, with special reference to Women Entrepreneurship, Development of Small Entrepreneurs in India, need for and scope of entrepreneurship in Rural areas, Government Policy and Programmes for Entrepreneurship Development in Rural India particularly among Poor, Tribes and other Weaker sections

Unit-IV

Field Level Organizations: District Industries Centre (DIC), National Institute for Micro, Small and Medium Enterprises (NIMSME) earlier it was NISIET, Small Industry Development Organization (SIDO), Small Industries Service Institutes, Consultancy Organizations, Financial Organizations- Regional Rural Banks and State Finance Corporations like RRBs and SFCs.

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Course Outcomes:

1. Students can know the concept of Rural Industrialization, Gandhian approach and Appropriate Technology for Rural Industrial Development.
2. Understand traditional and modern industries, and Industrial policies and programmes.
3. Students can acquire knowledge of characteristics of an entrepreneur and types of entrepreneurship.
4. Study the field level organizations like DIC, NIMSME, SIDO and financial organizations like RRBs and SFCs.
5. Know about the Growth Centre Approach for Rural Industries, Industrial Estates and Rural Industrial Promotion.

References

1. Bagli, V: Khadi and Village Industries in the Indian Economy
2. Battacharya, S.N.: Rural Industrialization in India
3. Bepion Behari: Rural Industrialization in India
4. K.V.I.C:Khadi and Village Industries – The Gandhian Approach
5. Kripalani, J.B.: Gandhian Thought
6. Mehan, K.K.:Small Industry Entrepreneurs Handbook
7. Rao, R.V: Rural Industrialization in India
8. Sundaram, J.B.: Rural Industrial Development
9. Vasant Desai: Organisatin and Management of Small Scale Industries
10. Visant Desai: Problems and Prospects of Small Scale Industries in India

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MARD404: Dissertation

Course Code: MARD404 (DSC)	Maximum Marks-100 Dissertation-80 Viva-Voce-20	Credit Value in Theory: 05 Credit Value of Assessment: 01 Total Credits: 06
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Objectives:

1. To provide an opportunity for students to apply theoretical concepts in real life situations at the work place.
2. To make direct interaction by the students with stakeholders/beneficiaries of the different schemes during their field visit.
3. To provide an opportunity for a practical "real world" experience for the purpose of developing direct leadership, programming and administrative skills sufficient for entry into professional career.
4. To provide an opportunity to know the real situation of the society.
5. To provide an opportunity to the students to describe the observation of people, place and events.

4. Steps involved in the finalization of the topic of the Dissertation

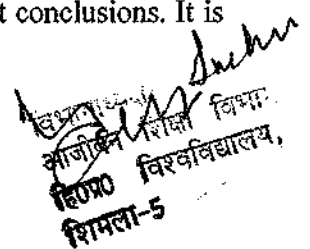
Dissertation is an important element of developmental programmes. It generally refers to new tasks undertaken by the students in order to achieve a specific goal. Every dissertation from conception to completion passes through a series of sequential phases. There is no universal consensus on the number of phases in a final report cycle. Thus, there are certain steps involved in carrying out the field survey which are enumerated as follows:

- 4.1 **Selection of the Topic:** The student should select a topic related to different aspects of rural development. Students should consult their respective supervisor before finalizing the topic. Students are free to select any topic for dissertation related to Rural Development.
- 4.2 **Consultation with Supervisor for preparing Synopsis:** Once the topic has been chosen, students should discuss with their Supervisor assigned to them by the department. Students may prepare their synopsis to receive remarks from their Supervisor. The research synopsis is the plan for dissertation. It provides the rationale for the research, the research objectives, the proposed methods for data collection and recording formats and/or questionnaires and interview guides. The synopsis is based on the information provided by the by secondary sources of information.
- 4.3 **Following are the guidelines for final report writing:**
 - 4.3.1 **Topic Headings:** This should be brief and self-explanatory. It should relate directly to the main objective of the proposed research. A more specific and descriptive sub-title can be added if necessary.
 - 4.3.2 **Introduction:** Here students should introduce the main problem, set it into context and introduce the particular niche within the main subject area that student will work

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with. Justification for the niche should also be included in the Introduction. 'Justifying' a research problem means providing information documenting that both the main problem and the specific niche are of relevance to others than yourself, such as the scientific community and stakeholders. The information you provide as documentation for the existence and relevance of the problem should primarily be scientific peer reviewed literature. News course articles, blogs and a lot of material from the internet are not subject to quality control and are therefore considered less trustworthy.

- 4.3.3 Review of the Literature:** Review of literature is a collective body of works done by earlier researchers and published in the form of books, journals, articles. It helps in generating ideas and developing significant questions for the research work.
- 4.3.4 Significance of the study:** The rationale for carrying out the particular project is explained here.
- 4.3.5 Objectives of the study:** These should be identified on the basis of the problem analysis. That means, after reading the problem analysis it should be immediately clear that the choice of objectives is relevant and justified. The objectives should focus on concepts and problems mentioned in the problem analysis Each research proposal should contain one overall objective describing the general contribution that the research project makes to the subject area as well as one or more specific objectives focusing on discrete tasks that will be achieved during the research. The overall objective may be something that the study will contribute towards but not solve/finish; the overall objective should not be a compilation of the specific objectives.
- 4.3.6 Hypothesis of the Study (If any):** These are predictions of the outcomes from the study. It is useful at the outset to specify the hypotheses in terms of the assumed relations between variables so as to clarify the position and pre-understanding of the researcher. If statistical tests are to be conducted formulation of hypotheses is a crucial element of the research design. Hypotheses can be derived from theory, experience or knowledge concerning contextual factors. In purely quantitative, deductive research hypotheses are tested statistically, whereas in qualitative, inductive research hypotheses are not formulated.
- 4.3.7 Research Methodology (includes data collection process & statistical process):** Methodology includes Sample, Tests/Tools, and Statistical Analysis. The size and nature of the sample will depend on the topic selected. Tests/ tools are to be selected based on the objectives of the research. The data collected with the help of the tests/ tools is then analyzed by using appropriate statistical techniques.
- 4.3.8 Limitations:** Although the specific or immediate objectives may be quite narrow, they could probably imply much more data collection and analysis than possible for a dissertation. To demonstrate a good overview of the general subject area it should be specified what aspects will not be addressed and how this will limit conclusions. It is


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important to not (only) mention that due to time constraints a limited number of observations/measurements/interviews will be conducted.

4.3.9 References: References of books to be enlisted for reference. These should be alphabetically listed. APA style of 7th Edition of references should be adopted.

4.3.10 Submission of the Final Dissertation

Finally, Students are expected to submit a properly typed and bind dissertation.

The format of final dissertation is:

Page Size: A-4 size,

Page Margin: Top, Bottom and Right: 2.5 cm and Left 3.5 Inch,

Line Spacing: 1.5,

Font Style: Times New Roman,

Font Size of Main Title: 14 Pt.,

Font Size of rest of the text: 12 Pt.,

Tentative number of pages: 80-120.

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MARD405: Non-Governmental Organizations and Rural Development

Course Code: MARD405 (GE)	Maximum Marks-80	Time: 3 Hrs.	Credit Value in Theory: 03 Credit Value of Assessment: 01 Total Credits: 04
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Objectives

1. To know about the concept of voluntary action, need and role of NGO's in rural development and its importance.
2. To analyse the Societies Registration Acts of 2001 and also features of foreign contribution regulations act (FCRA).
3. To describe the relation between corporate sector and rural development and also explain different case studies.
4. To examine the role of different funding agencies to promote NGO's to attain rural development in different fields.
5. To make the students to understand the strategic planning among NGO's with respect to individual behaviour, personality, functions etc.

Unit-I

Concept of Voluntary Action: Non-Governmental Organizations: Meaning, Definition, Types of NGO's, NGOs and Development Functionaries, Voluntary Organizations and Non-Governmental Organizations, Role of NGOs in Rural Development, Registration of NGOs, Societies Registration Act of 2001, Memorandum of Association Rules and Regulations, Organisational Setup of NGOs, Powers, Functions, Tenure of Office, Funds, Income Tax Exemptions, NGO Registration under Foreign Contribution Regulation Act (FCRA)-Guidelines and Procedure.

Unit-II

Corporate Sector and Rural Development: Corporate Social Responsibility: Meaning, Definition, Concept of Corporate Social Responsibility (CSR), CSR rules and regulations, Approaches to CSR, Potential business benefits, CSR: Initiatives, Role of Corporate Social Responsibility sector in Rural Development, Criticism of CSR

Unit-III

Funding Agencies for NGOs-Problems and Prospects: Council for Advancement of Peoples Action and Rural Technology (CAPART), International Donor Agencies: Department for International Development (DFID), Bread for the World (BFW), Humanist Organization for Social Change (HIVOS)-United Nations Development Programme (UNDP), Role of NGOs in Women Empowerment and Disabilities Sector, Problems and Prospects of NGOs.

Unit-IV

Strategic Planning among NGOs: Individual Behaviour, Personality, Functions and Conflict, Sources of Frustration, Coping Devices of Individual Behaviour, Repression, Rationalization, Sublimation and Goal substitution, Role Concepts, Social Institutions, Personal of Institutions, The Nature of Role, Social Rules, Components of roles, Role Satisfaction.

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Course Outcomes

1. Understand the role of NGOs in rural development
2. Know the societies registration act and FCRA
3. Explore the role of corporate social responsibility scheme on rural development
4. Learn about different types of donor agencies providing financial support to NGOs
5. Understand strategy of NGOs and its need and significances

References

1. David Lewis and N. Ravi Chandran: NGOs and Social Welfare
2. John Farrington: Non- governmental organization and the State in Asia: Rethinking roles in sustainable agricultural Development.
3. Mark A Robinson : Evaluating the impact of NGOs in Rural poverty alleviation: Indian country study, overseas Development Institute, London
4. Ashok Kumar Sarkar: NGOs and Globalization
5. Puran Chandra: NGOs Formulation and Recourse Mobilization CAPART Manuals
6. Rajasekher D, N.K. Bhat and Neil Wuebster: people centred Rural Development – NGOs and decentralized government.

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Placement opportunities for the students after completion of this course

- In Rural Development Department.
- In NGOs/Voluntary Organizations.
- In Government Sectors/Banks.
- In Social Development units of Corporate Sectors.
- As self employed (Freelancing as researchers/project formulations, setting up of one's own units).

Other diversified employment opportunities in this sector are as:

- Trainers
- Researchers
- Consultants
- Project Coordinators

List of Universities/Institutions which are offering the courses in M.A., M.Phil. and Ph.D Rural Development

1. Acharya Nagarjuna University. Guntur, Andhra Pradesh.
2. Bankura University, Bankura.
3. Bharthidasan University, Tiruchirappallai.
4. Binod Bihari Mahto Koyalanchal University, Jharkhand.
5. BMT University, Gujrat
6. Career Institute of Rural Development, Bhopal, Barkatullah University.
7. Centre for Rural Development and Technology, IIT Delhi.
8. Centre for Rural Development Studies, Bangalore University.
9. CMJ University Meghalya
10. CRME Government College for Women, Parade Ground, Jammu.
11. Department of Lifelong Learning, Himachal Pradesh University, Shimla
12. Department of Lifelong Learning, Jammu University.
13. Department of Lifelong Learning, North Bengal University, District Darjeeling
14. Department of Rural Development, Dr. B. R. Ambedkar University, Srikakulum, Andhra Pradesh.
15. Dr. Hari Singh Gour University, Sagar Madhya Pradesh
16. Gram Rural Institute, Gandhi Gram, Dindigul.
17. Indira Gandhi National Open University, Maidan Garhi, New Delhi.
18. Institute of Development Studies, University of Mysore, Manasagangotri, Mysore.

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19. Institute of Rural Management (IRMA), Anand, Gujarat.
20. Kalyani University, West Bengal.
21. National Institute of Rural Development (NIRD), Hyderabad
22. Odisha State Open University, Sambalpur, Odisha
23. Punyashlok Ahilyadevi Holkar Salapur University
24. Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.
25. Ravenshaw University, Cuttack.
26. State Institutes of Rural Development, SIRD
27. The Gandhigram Rural Institute- Deemed University Gandhigram, Tamil Nadu
28. University of Mysore, Manasagangotri, Mysore
29. University of Ranchi, Ranchi.
30. University of Science and Technology, Meghalaya.
31. Vijayanagara Sri Krishna Dev Araya University, Bellary
32. Vishap Bharti University
33. Xavier Institute of Management, Bhubaneswar.
34. Xavier Institute of Social Service, Ranchi.

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