

Punyashlok Ahilyadevi Holkar Solapur University, Solapur

Course Curriculum



**School of Social Sciences
MA II-Rural Development
(According to NEP 2020)**

With effect from-Academic Year-2023-24

**PUNYASHLOK AHILYADEVI HOLKAR
SOLAPUR UNIVERSITY, SOLAPUR
NEP: P.G. Structure for M.A. Rural Development
2023-24**

| Year (2Yr PG) | Level | Sem. (2Yr) | Major | | RM | OJT / FP | RP | Cum. Cr. | Degree |
|---|-------|---------------|---|---|------------------------------|--|------------------------------|-------------|--|
| | | | Mandatory | Electives | | | | | |
| I | 6.0 | Sem I | (3*4+2)=14 Rural Development DSC I-Rural Economy of India DSC II-Quantitative Technique for Rural Development DSC III-Rural Society in India DSC IV-Situation Analysis | 4 DSE-I A OR B A) Agri-Business B) Rural Development Issues and Challenges | 4 RM in Rural Development | | | 22 | PG Diploma (after 3YrDegree) |
| | | Sem-II | (3*4+2)=14 Rural Development DSC V-Stakeholders of Rural Development DSC VI –Rural Development Program and Practices DSC VII -Computer Application in Rural Development DSC VIII –Project Proposal | 4 DSE-II A OR B A) Social Marketing B) Writing and Communication Skills & current affairs | | 4 OJT/FP in Rural Development | 22 | | |
| Cum. Cr. For Diploma | | | 28 | 08 | 04 | 04 | - | 44 | |
| Exit option: PG Diploma(44Credits) after Three Year UG Degree | | | | | | | | | |
| II | 6.5 | Sem III | (3*4+2)=14 Rural Development DSC IX- Research Methods (Qualitative) DSC X-Sustainable Rural Livelihood DSC XI- Rural Marketing & Finance DSC XII- Working with Rural Community | 4 DSE-III A OR B A) Human Development B) Social Dimension of Marginalized Community | | | 4 RP in Rural Development | 22 | PG Degree After 3-Yr UG Or PG Degree after 4-Yr UG |
| | | Sem IV | (3*4)=12 Rural Development DSC XIII- Rural Non-farm Sector and Entrepreneurship DSC XIV- Research Writing Skill DSC XV- Resource Economics | 4 DSE-IV A OR B A) Rural Project Management B) Rural Development agencies and Administration | | 6 Dissertation on Rural Development | 22 | | |
| Cum. Cr. for 1 Yr PG Degree | | | 28 | 08 | 04 | 04 | - | 44 | |
| Cum. Cr. for 2 Yr PG Degree | | | 54 | 16 | 04 | 04 | 10 | 88 | |
| 2 Years-4 Sem. PG Degree (88 credits) after Three Year UG Degrees or 1 Year-2 Sem PG Degree(44credits) after Four Year UG Degree | | | | | | | | | |

DSC – Discipline Specific Compulsory. DSE – Discipline Specific Elective. RM – Research Methods. OJT On Job Training. FP – Field Project. RP – Research Project.

PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR, UNIVERSITY, SOLAPUR.

Syllabus (According to NEP 2020)

M. A. Part – I (Rural Development)

Choice Based Credit System

w. e. f. Academic Year-2023-24

Semester – III

| LEVEL | SEMESTER I | TITLE OF THE PAPER | SEMESTER EXAM. | | | TOTAL CREDITS |
|------------|-----------------------------|--|----------------|-----------|------------|---------------|
| | | | UA THEORY | CA | TOTAL | |
| 6.5 | Subject | Major- Mandatory. (DSC) | | | | |
| | DSC-IX 230113301 | Research Methods (Qualitative) | 60 | 40 | 100 | 4 |
| | DSC-X 230113302 | Sustainable Rural Livelihood | 60 | 40 | 100 | 4 |
| | DSC-XI 230113303 | Rural Marketing and Finance | 60 | 40 | 100 | 4 |
| | DSC-XII 230113304 | Working with Rural Communities | 30 | 20 | 50 | 2 |
| | | DSE (Discipline Specific Elective) (Any One): - | | | | |
| | DSE- A 230113306 | A) Human Development | 60 | 40 | 100 | 4 |
| | DSE-B 230113307 | B) Social Dimension of Marginalized Community | 60 | 40 | 100 | 4 |
| | | RP (Research Project) | | | | |
| | RP 230113305 | Research Project in Rural Development | 60 | 40 | 100 | 4 |
| | Total Credits | | | | | 22 |

PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR, UNIVERSITY, SOLAPUR.

Syllabus (According to NEP 2020)

M. A. Part – I (Rural Development)

Choice Based Credit System

w. e. f. Academic Year-2023-24

Semester – IV

| LEVEL | SEMESTER I | TITLE OF THE PAPER | SEMESTER EXAM. | | | TOTAL CREDITS |
|------------|--|--|----------------|-----------|------------|---------------|
| | | | UA THEORY | CA | TOTAL | |
| 6.5 | Subject | Major- Mandatory. (DSC) | | | | |
| | DSC-XIII 230113401 | Rural Non-Farm Sector and Entrepreneurship | 60 | 40 | 100 | 4 |
| | DSC-XIV 230113402 | Research Writing Skill | 60 | 40 | 100 | 4 |
| | DSC-XV 230113403 | Resource Economics | 60 | 40 | 100 | 4 |
| | | DSE (Discipline Specific Elective) (Any One): - | | | | |
| | DSE-A 230113405 | A) Rural Project Management | 60 | 40 | 100 | 4 |
| | DSE-B 230113406 | B) Rural Development agencies and Administration | 60 | 40 | 100 | 4 |
| | | Dissertation in Rural Development | | | | |
| | Dissertation in RD 230113404 | Dissertation in Rural Development | 100 | 50 | 150 | 6 |
| | Total Credits | | | | | |

School of Social Sciences

M. A. Rural Development

Semester -III

RESEARCH METHODS (QUALITATIVE)

(230113301)

OBJECTIVES

1. This course aims to introduce to students the methods of anthropological research, their theoretical underpinnings, tools, and techniques of data collection, analysis, interpretation, and writing reports in the context of Rural Development.
2. It also seeks to prepare the students for fieldwork at a later stage, where methodological training will be applied in Micro-level Planning and allied applications.

OUTCOMES

1. The Qualitative Research Methods in Rural Development course prepares students with a deep understanding of the scientific and anthropological approaches to fieldwork, focusing on rural societies.
2. Through the study of research design, data collection, and analysis, students develop the skills necessary to conduct ethical and effective fieldwork, particularly in the context of village studies and micro-level planning.
3. By the end of the course, students will be prepared to apply qualitative research techniques in real-world settings, facilitating the development of comprehensive and culturally sensitive reports that contribute to rural development.

MODULE-I

Science, scientific research methods, and Social Science Research. Fieldwork tradition in Anthropology Village Studies: Emergence and features; hazards, tensions and strategies for field work; ethical dimensions of conducting fieldwork.

MODULE-II

Ethnographic approach– Reviewing two monographs, Ethical issues in Research in Rural Areas.

MODULE- III

Research Design: Elements of the research plan; Review of Literature; Hypothesis– meaning, formulation and importance; types of research designs: exploratory, descriptive, and experimental (Practical exercises). Rapid Appraisal techniques (Practical exercises), Qualitative Data Analysis and Report Writing.

BASIC READING LIST

1. Ellen E.F. (ed) - Ethnographic Research
2. Pelto, P J & G.H. Pelto (1970) Anthropological Research Evans-Pritchard, E.E Social Anthropology
3. RAI Notes and Queries in Anthropology
4. Sarana, Gopala - Sociology, Anthropology and Other Essays
5. Sarana, Gopala the Methodology of Anthropological Comparison Young, P.V. (1960) Scientific Social Surveys & Research

ADDITIONAL READINGS

1. Burges Robert G-Field Research: A Source Book and Manual Epstein A.L. (ed)-The Craft of Social Anthropology Foster et al. - Long-Term Field Research in Anthropology
2. Johnson Allen Research Methods in Anthropology Kaplan A - The Conduct of Inquiry

School of Social Sciences
M. A. Rural Development
Semester -III
SUSTAINABLE RURAL LIVELIHOOD
(230113302)

OBJECTIVES

1. To make the students understand the concepts of sustainable rural livelihoods; and
2. To equip them with the skills of application of this approach to various social realities of rural life.

OUTCOME

1. Students will grasp the key concepts and frameworks of sustainable rural livelihoods, enabling them to analyse rural livelihood systems effectively.
2. Students will acquire skills to apply the SRL approach to real-world rural challenges, including food security and environmental sustainability.

MODULE I

Genesis of the Concept, Meaning and Approach; Sustainable Rural Livelihood (SRL) as a Framework for Analysis of Rural Livelihood Systems. Understanding the connection between the three concepts: Sustainable, Rural and Livelihoods.

MODULE II

Rural Livelihood Diversities: Some Evidence and Policy Implications; Data insights from different countries.

MODULE III

Understanding Livelihoods in Rural India: Rationale, concepts and methods, Linkages between Policy and Livelihood. Role of Government and Non- Governmental Organizations in promoting Sustainable Rural Livelihoods. NABARD, NDDDB, KVIC and Development Corporations.

MODULE IV

Application of SRL Approach to various Social Realities such as Food Security, Forestry, and Drinking Water and Environmental Sanitation. Case studies from Andhra Pradesh and Madhya Pradesh.

MODULE V

Reinventing Rural Policies: A New Thinking

BASIC READING LIST

1. Alderman, H. and C. Paxson (1992): 'Do the Poor In sure? A synthesis of the literature on Risk and Consumption in Developing Countries, Policy Research Working Paper No:1008, Washington DC, The World Bank.
2. Baradwaj, K. (1985): A view on Commercialization in Indian Agriculture and the Development of Capitalism, The Jr. of Peasant Studies, 12(1), pp1-25.
3. Murray, C. (2000): Livelihood Research: Some Conceptual and Methodological Issues.
4. Background Paper No:5, Chronic Poverty Research Centre, University of Manchester.
5. Sen, A. (1981): Poverty and Famines, Oxford: Oxford University Press.
6. Susanna Davis, (1996): Adaptable Livelihoods: Coping with Food Security in the Malian Sahel, London: Macmillan

School of Social Sciences

M. A. Rural Development

Semester -III

RURAL MARKETING AND FINANCE

(230113303)

OBJECTIVES

1. To provide students with a comprehensive understanding of the concepts, structures, and functions of rural marketing, including government interventions and the role of cooperative marketing in rural areas.
2. To equip students with the skills needed to conduct research in rural marketing, understand the importance of market statistics, and explore the role of marketing extension and privatization of extension services.

OUTCOMES

1. Students will gain a thorough understanding of rural marketing concepts, including the classification and structure of rural markets and the role of government and cooperative institutions in these markets.
2. Students will be able to conduct meaningful research in rural marketing, effectively utilize market statistics, and apply marketing extension techniques to address emerging challenges in agricultural marketing.

UNIT-I

Meaning, concept, definitions, objects, need of Rural Marketing, classification, Structure of Rural Marketing. Marketing Functions: Meaning, classifications- Packaging, transport, grading, storage and warehousing, buying and selling.

UNIT-II

Government intervention and role in rural marketing, characteristics of traditional marketing system. Directorate of Marketing and Inspection. Training of market personnel, publication of Journals, and State Marketing Departments.

UNIT-III

Co-operative Marketing: Meaning, function, history types, structure, membership, source of finance. Co-operative processing: Progress, slow progress resources, and suggestions for strengthening co-operative marketing societies.

UNIT-IV

Research in Rural Marketing: Importance, objects, progress, steps in marketing research, approaches to study problems of marketing. Marketing Extension: Necessity, area of extension education in marketing, extension methods, privatization of extension services. Data sources in agricultural marketing: coverage, agencies, and publication of market statistics. Dissemination of Market statistics, new emerging problems in Agricultural marketing.

BASIC READING LIST

1. Jain, Dr. G. L. Indian Agriculture Development Jaipur: Shree Niwas Publication, 2010
2. Sundaram, Dr. I Satya. Rural Development New Delhi: Himalaya Publishing House, 2002
3. Sundaram, K. P.M.& Modern Banking E.N. Sundaram New Delhi: Sultan Chand & Sons,2002
4. Acharya, S.S.& Agricultural Marketing in India N.L. Agarwal New Delhi: Oxford & IBH Ltd.,2004
5. Khanna, Sulbha & Rural Development Strategies and Planning Upna Diwan New Delhi: Sonali and Sons, 2003
6. Prasad, B. K. Rural Development Concept Approach and Strategy New Delhi: Sarup and Sons, 2003.
7. Chaudhary, C. M. Rural Economics Jaipur: Subline Publications, 2009.

School of Social Sciences

M. A. Rural Development

Semester - III

WORKING WITH RURAL COMMUNITIES

(230113304)

OBJECTIVES

1. To develop effective communication skills tailored for rural development functionaries, emphasizing the importance and elements of communication in rural settings.
2. To familiarize students with participatory approaches such as Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA) and their practical application in rural communities.
3. To equip students with the knowledge and skills necessary for organizing and empowering rural communities through community organization models and capacity-building strategies.

OUTCOMES

1. Students will acquire and refine communication skills essential for interacting with and mobilizing rural communities, ensuring effective information dissemination and collaboration.
2. Students will be able to apply PRA tools such as wealth ranking, social mapping, and focus group discussions in real-world rural settings, facilitating community engagement and data collection.
3. Students will learn how to effectively organize communities and build leadership, enhancing rural people's access to government programs and resources through capacity-building initiatives.

UNIT I

Communication - Importance - Elements of Communication - Communication skills- Communication skills for Development Functionaries.

UNIT II

Participatory Approaches for Learning Rapid Rural Appraisal - Participatory Rural Appraisal- Application of PRA in rural setting - Tools of PRA: Wealth Ranking - Timeline - Transit - Seasonality - Social Mapping- Resource Mapping - Venn Diagram - Focus Group Discussion.

UNIT III

Working with communities: Community organization - Definition and principles - Models and Strategies of Community organization: Locality Development Model - Social planning Model - Social Action Model - Methods of Community organization.

UNIT IV

Capacity Building of Rural people: Leadership building - Concept and principles Methods for Capacity Building of Communities - improved access to Government programmes/Benefits.

BASIC READING LIST

1. Bhattacharya: Community Development in Developing Countries Regimes Adoption of Innovations
2. Paul Choudary: Methods of Social Work
3. Robert Chambers Challenging the professions
4. Spicer Russel E. E.: Human problems in Technological Change
5. Ross N.G: Community Organization
6. Beck R.: Motivation. Theories and principles
7. Mukherjee N: Participatory Rural Appraisal - Methodology and Applications

DSE (Anyone)

School of Social Sciences

M. A. Rural Development

Semester -III

HUMAN DEVELOPMENT

(230113306)

OBJECTIVES

1. To make the students familiarize with the debate on Human Development and its measurements
2. To develop skills in the application of the concepts in Rural settings.

OUTCOMES

1. Students will gain a deep understanding of the concepts, measures, and debates surrounding human development, including the ability to assess growth-oriented theories and interpret human development indices critically.
2. Students will develop practical skills to apply human development concepts in rural settings, particularly in planning, financing, and implementing development initiatives at the grassroots level.
3. Students will acquire knowledge of gender issues and gender budgeting, enabling them to analyse and contribute to gender-sensitive development planning.

UNIT 1 HUMAN CAPITAL

Human capital- innate and acquired, Human capital formation – social, Economic and political determinants. The distinction between Human Resource Development (HRD) and Human Development (HD)

UNIT 2 HUMAN DEVELOPMENT AND CAPABILITY APPROACH

Capabilities and freedoms, Criteria for selecting capabilities, Introduction to other attempts, Critique of the Capability Approach

UNIT 3 COMPARING THE APPROACHES AND COMPONENTS OF HUMAN SECURITY

Commodity-based system and utility approach, Quality of Life, Economic security, Food security, Health security, Environmental security, Personal security, Community security and Political security.

UNIT 4 MEASUREMENT OF HUMAN DEVELOPMENT

Need for indices –Earlier indices – Physical Quality of Life Index (PQLI), Disability, Adjusted Life Years (DALYs), Emergence of Human Development Index, Method of computing HDI, Critique of HDI, Other indices: Human Poverty Index (HPI I / HPI II), Gender-related Development Index (GDI) and Gender Empowerment Measure (GEM)

BASIC READING LIST

1. Aghion, P., E. Caroli, and C. Garcia-Penalosa, 1999, 'Inequality and Economic Growth: The Perspective of the New Growth Theories, *Journal of Economic Literature*, 37 (3).
2. Ahmad, E., J., Dreze, J. Hills and A. Sen (eds.), 1991, *Social Security in Developing Countries*, Clarendon Press for Wider, Oxford.
3. Ahn, T. K., Ostrom, E., (eds.), 2003, *Foundations of Social Capital*, Edward Elgar Publishing Ltd., Cheltenham, U. K.
4. Aksah, M. M., 2000, 'Rights Based Approach to Development and Right to Land', Background Paper for HDR, 2000, UNDP, New York.
5. Alderman, Harold, 2002, *Gender Dimensions of Safety Nets*, The World Bank, Washington D.C., <http://w.w.w.worldbank.org/wbi/socialsafetynets/courses/dc 2002/index.html>.
6. Alesina, Alberto, and Roberto Perotti, 1994, 'The Political Economy of Growth: A Critical Survey of the Recent Literature', *World Bank Economic Review*, 9 (3).
7. Anand S. and S.M.R., Kanbur, 1993, 'Inequality and Development: A Critique' *Journal of Development Economics*, 41 (1)
8. Bardhan, Pranab, 1993, 'Symposium on Democracy and development', *Journal of Economic Perspectives* 7(9).
9. Chenery, H. and M. Ahluwalia, 1974, *Redistribution with Growth*, Oxford University Press, London.
10. Chenery, H. and T. N. Srinivasan (eds.), 1988-1989), *The Handbook of Development Economics*.
11. Dasgupta, Partha and Martin Weale, 1992, 'On Measuring the Quality of Life', *World Development* 20(1).
12. Dasgupta Sukti, 2002, *Organizing for Socio-Economic Security in India*, International Labour Organisation, Geneva.
13. Evans, P., 1996, 'Government Action, Social Capital and Development: Reviewing the Evidence on

- Synergy', *World Development*, 24(6).
14. Field, J., 2004, *Social Capital*, Routledge, London and New York.
 15. Fukuyama Francis, 1995, *Social Capital and the Global Economy*, *Foreign Affairs* 74(5).
 16. Hooghe, M., D. Stolle (eds.), 2003, *Generating Social Capital: Civil Society and Institutions in Comparative Perspective*, Palgrave, New York.
 17. Huntington, Samuel, 1987, 'The Goals of Development', in Myron Weiner and Samuel P. Huntington, (eds.), *Understanding Political Development*, Little Brown and Com., Boston.
 18. Kakwani, N., 1993, 'Performance in Living Standards: An International Comparison', *Journal of Development Economics*", 41(2).
 19. Larrain, J., 1989, *Theories of Development: Capitalism, Colonialism and Dependency*, Polity Press, Cambridge.
 20. Lewin, W. Arthur, 1955, *The Theory of Economic Growth*, Irwin, Homewood, IL.
 21. Nussbaum Martha and Amartya Sen (eds.), 1991, *The Quality of Life*, Oxford University Press, Oxford.

School of Social Sciences
M. A. Rural Development

Semester -III

SOCIAL DIMENSIONS OF MARGINALISED COMMUNITIES

(230113307)

OBJECTIVES

1. To understand and contextualize those segments of the population which have lived on the margins of society and which have not received, until recently, adequate scholarly attention
2. To sensitize students to the significance of the study of Dalits, Tribal Communities and Nomadic castes and Tribes
3. To focus on groups and communities that have suffered extreme poverty, deprivation, and discrimination over a long period of time.

OUTCOMES

1. Students will gain a comprehensive understanding of the socio-economic indices of marginalization, including poverty, discrimination, and educational backwardness, and will critically analyse the historical and social roots of these issues.
2. Students will develop a nuanced understanding of the social structure, culture, and identity formation of marginalized communities, including SCs, STs, nomadic castes, and tribes, as well as the challenges they face.
3. Students will acquire knowledge of the nature and dynamics of social movements among marginalized communities and will critically assess the impact of constitutional provisions and affirmative action on these communities.

MODULE I

Marginalization and its socio-economic indices: Poverty, relative isolation, deprivation, exploitation, discrimination, educational backwardness and inequality. A critical view of the caste; unsociability: historical and social roots, dysfunctions.

MODULE II

The social structure and culture of marginalized communities; the status of SC, ST, nomadic castes and tribes and de-notified tribes. Problems of Tribes. Social mobility and development; identity formation.

MODULE III

Social movements among the marginalized communities: Nature and dynamics; Perspectives on social movements; Protest, reform sub-marginalization and affirmative action.

MODULE IV

Constitutional Provision; implementation; impact on marginalized communities; limitations; critical review.

BASIC READING LIST

1. Ambedkar, B. R. (2014). *Annihilation of Caste* (3rd ed.). Navayana.
2. Beteille, A. (1992). *The Backward Classes in Contemporary India*. Oxford University Press.
3. Bhattacharya, S. (2018). *Caste, Culture and Hegemony: Social Dominance in Colonial Bengal*. SAGE Publications.
4. Chatterjee, P. (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.
5. Das, V., & Poole, D. (Eds.). (2004). *Anthropology in the Margins of the State*. School of American Research Press.
6. Guru, G., & Sarukkai, S. (2012). *The Cracked Mirror: An Indian Debate on Experience and Theory*. Oxford University Press.
7. Rao, A. (2009). *The Caste Question: Dalits and the Politics of Modern India*. University of California Press.
8. Shah, G., Mander, H., Thorat, S., Deshpande, S., & Baviskar, A. (2006). *Untouchability in Rural India*. SAGE Publications.
9. Teltumbde, A. (2010). *The Persistence of Caste: The Khairlanji Murders and India's Hidden Apartheid*. Zed Books.
10. Xaxa, V. (2008). *State, Society, and Tribes: Issues in Post-colonial India*. Pearson Education India.

RP

School of Social Sciences

M. A. Rural Development

Semester-III

RESEARCH PROJECT IN RURAL DEVELOPMENT

(230113305)

OBJECTIVES

1. To familiarize students with different types of program evaluation
2. To make students gain practical experience through a series of exercises involving the design of a conceptual framework, development of indicators, and
3. To equip students to develop an evaluation plan to measure impact.

OUTCOMES

1. Students will develop a solid understanding of various types of program evaluation, including the ability to differentiate between population-based and program-based measurements and to identify appropriate sources of data and study designs.
2. Students will gain hands-on experience in designing a conceptual framework, developing evaluation indicators, conducting focus groups, and pretesting data collection tools, enabling them to effectively process and analyse statistical data.
3. Students will be capable of independently developing a comprehensive evaluation plan, culminating in the preparation, presentation, and submission of a detailed evaluation report that measures program impact.

MODULE 1: MAJOR CONCEPTS IN PROGRAM EVALUATION

Types of evaluation and their purpose, Levels of measurement: population-based vs. program-based, Sources of data and Study designs, including randomized control trials and threats to validity

MODULE 2: PERFORM SKILLS REQUIRED IN CONDUCTING PROGRAM EVALUATION

Design a conceptual framework, develop objectives and indicators, Conduct a focus group, Pretest of Datasheets and checklist, Process statistical data

MODULE 3: WRITE AN EVALUATION PLAN FOR ANY PROGRAM

Practical Exercise

MODULE 4: PREPARATION, PRESENTATION AND SUBMISSION OF ONE EVALUATION REPORT.

LECTURE NOTES

1. Session1: Overview of evaluation concepts (175KB) Jane Bertrand
2. Session2: Overview of evaluation concepts continued(154KB); TB Control Program in Baltimore City: Presentation of a domestic program(129KB) Jane Bertrand, Sherry Johnson, and Rosemarie White
3. Session3: Overview of evaluation concepts continued (136KB); Stop AIDS Love Life: Presentation of an international program (189MB) Jane Bertrand and Ian Tweedie
4. Session4: Developing a conceptual framework and introduction to formative research (1.51MB) Jane Bertrand
5. Session5: Communication pretesting, needs assessment (1.63MB); MCH needs assessment: An overview (263KB) Jane Bertrand and Donna Strobing
6. Session6: Development of indicators & participatory evaluation methods(1.62MB) Jane Bertrand
7. Session7: Process evaluation(165KB) Jane Bertrand
8. Session8: Routine health information systems: concepts and methods(0.99MB) Michael Edwards
9. Session9: Monitoring outputs and outcomes and introduction to study design (299KB) Jane Bertrand
10. Session10: Experimental, non-experimental, and quasi-experimental designs(294KB) Jane Bertrand
11. Session11: Using qualitative methods for monitoring and evaluation(232KB) Kristin Mmari
12. Session12: Randomized Trials(289KB) Ron Gray
13. Session14: Monitoring and evaluation in action(132KB) Duff Gillespie

SEM-IV DSC

School of Social Sciences

M. A. Rural Development

Semester -IV

RURAL NON-FARM SECTOR & ENTREPRENEURSHIP

(230113401)

OBJECTIVES

1. To introduce to the students about the potential of emerging non-farm sector in rural areas
2. To make them familiar with the need for entrepreneurial interventions in rural areas.

OUTCOMES

1. Students will gain a comprehensive understanding of rural industrialization and its importance for rural development, including knowledge of entrepreneurial opportunities and the role of appropriate technology in fostering rural industries.
2. Students will acquire insights into the policies, programs, and organizations that support the development of rural industries, enabling them to effectively engage with and promote rural entrepreneurship in the context of globalization and market challenges.

MODULE I

Concept of Rural Industrialization-Importance of Rural Industrialization for Rural Development Gandhi an Approach to Rural Industrialization- Appropriate Technology for Rural Industries. Concept, Characteristics and Types of Entrepreneurships and Rural Industrialization-Development of Rural Entrepreneurship in India.

MODULE II

Policies and Programmers for the Development of Rural Industries- Industrial Policy resolutions- Five Year plans; Khadi and Village Industries Commission-Objectives-K.V.I.C. During Five Year plans.

MODULE III

Rural Industrial Sectors: Small Scale, Handloom, Agro-based Industries, Rural Artisans, Handicrafts and Sericulture. Problems of Marketing, Marketing Strategy and Information System for Rural Industries: Consortium Approach, Exhibitions.

MODULE IV

Field Level Organisations Industries Centre (DIC), National Institute for Small Industries Extension and Training (NISJET); Small Industry Development Organization (SIDO); Small Industries Service Institutions, Consultancy Organizations, Financial Organisations, rural Banks and State Finance Corporations.

MODULE V

Growth Centre Strategy: Advantages of the Strategy, Operational Difficulties-Rural Industries and Industrial Estates. Globalization and rural Industrial Promotion: Imports and Exports, Strategies, Policies implications.

BASIC READING LIST

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

School of Social Sciences

M. A. Rural Development

Semester -IV

RESEARCH WRITING SKILLS

(230113402)

OBJECTIVE

1. To introduce the students to the concepts and practice of writing.
2. To prepare students with practical skills in structuring, drafting, and editing research documents.

OUTCOMES

1. Students will develop the ability to write structured and well-organized research papers, reports, and other academic documents, adhering to academic standards and citation practices.
2. Students will gain experience in presenting their research effectively through written reports and oral presentations, including the use of visual aids like PowerPoint.

1. INTRODUCTION TO RESEARCH WRITING

Objectives, types of research documents, foundations of good writing. (Review and presentation exercises).

2. STRUCTURE AND PARTS OF RESEARCH PAPER AND DOCUMENTS

Title, abstract, introduction, writing reviews and the body.

3. WRITING RESEARCH PAPERS FOR JOURNALS

Selecting topics, forming thesis statements, taking notes, citations, and writing process. (Sample writing exercises)

4. WRITING RESEARCH REPORTS

Structure of research reports, copy editing, designing the text, preparing drafts and proofreading, annexure, and preparing effective PPTs.

5. RESEARCH WRITING LAB

Students' presentations, discussions and critical appraisals.

School of Social Sciences

M. A. Rural Development

Semester -IV

RESOURCE ECONOMIC

(230113403)

OBJECTIVE

1. To introduce students to the concepts of renewable and non-renewable resources, property rights, and the role of resource use in economic development and welfare maximization.
2. To examine the management and challenges of land, water, power, livestock, forestry, mineral, and human resources in India, including methods for valuation and assessment.

OUTCOMES

1. Students will develop a thorough understanding of resource types, valuation methods, and the impact of resource use on economic and environmental outcomes, including green accounting and environmental assessments.
2. Students will gain insights into the management issues and policies related to land, water, power, livestock, forestry, and human resources in India and will be able to analyse and propose solutions to these challenges.

UNIT 1 CONCEPT OF RESOURCES

Renewable and non-renewable, Living and non-living resources, Economic development and resources- Decision-making over time and Rationality in resource use, Property rights and natural resources, and Resource use and welfare maximization.

UNIT- 2 RESOURCE PRICING

Various methods of resource valuation and resource degradation, Green Accounting (System of Economic and Environmental Accounting Method (SEEA), and Environmental Impact Assessment, Carbon Credit

UNIT-3 LAND, WATER AND POWER RESOURCES IN INDIA

Land use and land degradation, Water use and irrigation, water pollution, salinity, and Power resources, solar, wind, tidal

UNIT- 4 LIVESTOCK RESOURCES IN INDIA

Bovine economy and Ovine economy, Poultry and Piggery, and Livestock Census in India

UNIT- 5 FORESTRY, MINERAL AND HUMAN RESOURCES IN INDIA

Forest resources and deforestation, Mineral, Oil and gas resources, and Human Resources- Health and Education

BASIC READING LIST

1. Hartwick, J. M. & Olewiler, N. D., the Economics of Natural Resource Use.
2. Randall, A., Resource Economics
3. Barnett, H. J. and Morse, C., Scarcity and Growth: The Economics of Natural Resource Activity.
4. Conrad, J. M. & Clark, C. W., Natural Resource Economics: Notes and Problems.
5. Dasgupta, P., the Control of Resources.
6. Dasgupta, P. and Heal, G. M., Economics Theory and Exhaustible Resources.
7. Nadkarni, M. V. and others, Political Economy of forest Use and Management in India. Karpagam, M., Environmental Economics.
8. World Resource Institute, World Resources, Annual Reports, and other publications.
9. The Hindu Survey of Environment, Various issues.
10. Report on NCA.
11. World Bank Reports, UNO Publications.
12. Journal of Bio-economics.

DSE (Anyone)

School of Social Sciences

M. A. Rural Development

Semester -IV

RURAL PROJECT MANAGEMENT

(230113405)

OBJECTIVE

1. Understanding of basic principles and methods of project planning.
2. Understanding Micro level planning for developmental programs.

OUTCOMES

1. Students will develop a thorough understanding of project management principles, including the ability to define projects, assess performance dimensions, and manage projects through their entire life cycle.
2. Students will be proficient in identifying potential projects, preparing detailed project proposals, and conducting pre-feasibility and feasibility studies, along with applying network scheduling techniques like PERT and CPM for efficient project execution.
3. Students will acquire the skills needed for regional and decentralized development planning, including the application of micro-level planning techniques to enhance the effectiveness of developmental programs.

UNIT1 INTRODUCTION TO PROJECT MANAGEMENT

Project Definition, Project Performance Dimensions, Project Life Cycle, and Project Management

UNIT 2 IDENTIFICATION OF PROJECTS AND PREPARATION OF PROJECT PROPOSAL

Project Identification, Project Proposal Preparation, Pre-feasibility studies, Feasibility study, and Project proposal

UNIT 3 NETWORK SCHEDULING

Network Planning, Network Fundamentals, Activity-wise Time Estimation, Programme Evaluation and Review Technique (PERT) & Critical Path Method (CPM)

UNIT 4 MICRO-LEVEL PLANNING

Regional Development Planning Theories, Multi-Level Planning, Decentralised Planning, and Micro-Level Planning

BASIC READING LIST

Bennet P Lientz Kathy N Prea (1998), Project Management for 21st Century Academic Press, San Diego.

David Leand and William King (1983), Systems Analysis and Project Management.

3. A Guide to Project Management body of knowledge (PMBOK), (1996), Project Management Institute, North Carolina, USA.

4. Bennet P Lientz, Kathy N Prea (1998), Project Management for 21st Century Academic Press,

5. San Diego Gray, Larsen; (2003), Project Management

6. The Management Process, McGraw Hill, Irwin.

School of Social Sciences

M. A. Rural Development

Semester -IV

RURAL DEVELOPMENT AGENCIES AND ADMINISTRATION

(230113406)

OBJECTIVES

1. To introduce students to the principles of Administration and Management of an organization
2. To build capacity to manage Development Organization.

OUTCOMES

1. Students will gain a solid understanding of the principles and methods of project planning, including the ability to define, plan, and manage projects effectively throughout their life cycle.
2. Students will develop skills in identifying, preparing, and evaluating project proposals, as well as applying network scheduling techniques and micro-level planning approaches for effective regional and decentralized development.

MODULE 1

Meaning and Scope of Development Administration; Philosophy and Principles. Organization: Definitions, Theories and Principles; Organizational setting, structure and Design.

MODULE II

Establishment of Organizations Societies Registration Act 1860; Public trust Act; Co-operative Societies Act; and Companies Act. Constitution and Bye-laws; Rules and Procedures.

MODULE III

Management Process: Vision and Planning; Organizing, directing, Staffing, Coordination, and evaluation. Organizational Budget.

MODULE IV

Human resources: Formation of Executive boards, Committees and Sub-committees; Negotiations and Collaborations; Partnership with public, private and corporate bodies.

MODULE V

Financial Resources: Sources of Finance; Understanding the Funding Agencies; Principles and Strategies of Fundraising; developing appeals and projects for the Funding Agencies.

MODULE VI

Program development: Formulation of project Proposals; Situational Analysis and Need Assessment Studies; Evaluation and research; Experience Documentation.

MODULE VII

Public Relations: Needs and Functions of Public Relations; Networking with Stakeholders, public, corporate and voluntary sectors; Use of media for PR

BASIC READING LIST

1. Arain, S 1988; Organizational Effectiveness of NGOs, Jaipur: University Book House.
2. Choudhari D, Paul 1983 Social Welfare Administration Delhi. Atma Kam and Sons.
3. Garain S. Towards a measure of Perceived Organizational Effectiveness in Nongovernment
4. Organization Mumbai: Indian Journal of Social Work, 54(2), 251-27
5. Goel, S.L. and Jain, R.K., 1988. Social Welfare Administrative. Theory and Practice, Vol I and II New Delhi: Deep and Deep Publications.
6. Government of India: Evaluation of Social Welfare Programmers, Encyclopaedia of Social Work, Vol.1,297-310.
7. Hauman, A, 1992: Profession and Management and Practice, Delhi. Eurasia Publications.
8. Hasenield, Y and English R. (Ed),1978. Human Service Organization. Ann Arbor University of Michigan Press.
9. Hauan, A, 1962: Evaluation and Management and Practice, Delhi. Eurasia Publications.
10. Jackson j 1989: Evaluation for Voluntary Organization, Delhi: Information and News Network

