

Syllabus for M.A. in **RURAL DEVELOPMENT**

**Under the Choice based Credit System
(CBCS)**

Revised Syllabus- 2021



“সমানো মন্ডল সমিতি সমানী”

DEPARTMENT OF LIFELONG LEARNING AND EXTENSION

UNIVERSITY OF NORTH BENGAL

Accredited by NAAC with 'A' Grade

Raja Rammohunpur, P.O. North Bengal University, Dist. Darjeeling
PIN- 734 013, West Bengal

Department of Lifelong Learning and Extension

University of North Bengal

M.A. RURAL DEVELOPMENT

Syllabus under the Choice Based Credit System (CBCS)

The M.A. programme in Rural Development consists of 16 courses (12 core courses which are compulsory and 4 Elective Foundation courses) spread evenly over four semesters. The two years has four semesters of six months each; and in each semester, students will have four courses. Each course carries 4 credits. Thus 4 courses in a semester consist of 16 credits. The total credit for the programme is 64. In formulating the entire programme, the Department is guided by the consideration that at the post-graduate level, students should be familiar with all the issues and concepts of rural development. In the 1st and 2nd Semesters, the eight core courses on offer cover vital areas of Rural Development about which all candidates should have knowledge.

In the first semester students are required to complete 4 core courses which are compulsory. Similarly, in the second semester students are required to complete 4 core courses which are also compulsory. After completing these 8 compulsory courses in the first two semesters, students are offered two Core courses which are compulsory and 4 elective foundation courses in the third and fourth semesters. Students are required to choose 2 elective foundation courses from these 4 elective foundation courses in both the semesters. The elective foundation courses not only supplement the compulsory courses in the core areas but also offer students opportunities to study frontier areas in the discipline. The Department will decide the courses (elective foundation) that would be offered in these semesters. This will be announced by the Department in the beginning of the semester considering the availability and workload of faculty members. The courses overall help in preparing students who in future intend to work in the field of rural development.

Evaluation and Assessments:

1. Written Examination

Question Pattern:

In case of four credit courses, two long answer type questions each of 20 marks (may be split into two parts, one carrying 5 marks at the minimum) will be set for answering any two out of four questions, three question carrying 10 marks out of six and 5 marks will be for answering 5 Multiple Choice Questions.

2. Internal Assessment

Mode of Internal Assessment:

Department will notify at the beginning of the term any of the following modes of Continuous assessment:

- a. Viva Voce (Compulsory and Comprehensive)
- b. Field Survey and Report Writing
- c. Group Discussion
- d. Training/Field Experience
- e. Seminar

SEMESTER- I

Compulsory Courses

In the first semester four compulsory core courses are offered. The evaluation in each course has two parts; continuing evaluation/internal assessment will be conducted during the term of the course and the written examination will be conducted at the end of the semester. Each course carries 100 marks (4 Credits) out of which the written examination consists of 75 marks (3 Credits) and continuing evaluation/internal assessment consists of 25 marks (1 Credit). The continuing evaluation/internal assessment shall consist of report writing based on Field Survey consisting of 15 marks on all courses and a Comprehensive viva-voce will be conducted by all teachers on all Courses at the end of the term consisting of 10 marks i.e. 10x4=40 Marks.

COURSE CODE	COURSE TITLE	MARKS (100)		TOTAL CREDITS 16
		Written	Internal Assessment	
		75	25	
RUDT-CT-101	Rural Development: Concepts, Strategies, Theories and Experiences	75	15+10=25	4 (Four)
RUDT-CT-102	Rural Economics	75	15+10=25	4 (Four)
RUDT-CT-103	Rural Development Communication and Extension	75	15+10=25	4 (Four)
RUDT-CT-104	Rural Development Administration	75	15+10=25	4 (Four)

SEMESTER-I

Compulsory Courses

RURD-CT-101

Course Title:

Rural Development: Concepts, Strategies, Theories and Experiences

***Objective:** To make the students understand the concepts of rural development and various strategies practiced in India and other countries.*

***Course Outcome:** Understand the concepts of rural development and the strategies practiced in different countries.*

Unit I: Rural Development: Concept, Objectives and Indicators

Concept and Objectives of Rural Development; Rural-Urban Differences; Indicators of Rural Development; Rural Dynamics

Unit II: Rural Development Strategies:

Types of Rural Development Strategies; Rural Development: Major Initiatives

Unit III: Theories of Rural Development

Rostow's Stages of Growth; Lewis Theory of Development; Theory of Big Push; Marxian Concept of Development; Schultz's Transformation of Traditional Agriculture;

Unit IV: Infrastructural Development: An Overview

Roads & Transport: All weather rural roads; Challenges of Power and Electricity Facilities; Safe Drinking Water & Sanitation for All; Status of Rural Housing: Challenges in Building Permanent Housing;

Unit V: Rural Development Experiences in India – A Retrospective

Srineketan Project – Marthandam Project – Sevagram Project – Gurgaon Project – Baroda Project – Nilokheri Project – Etowah Project – Community Development Programme;

Unit VI: Rural Development Experiences in South East Asia:

Bangladesh–Sri Lanka–Nepal–Bhutan–Malaysia–Pakistan;

References

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Dantwala, M. L., Gupta, Ranjit & D'Souza, Keith C. I., 1998, Oxford & IBH Publishing Company Pvt. Ltd.

Dreze Jean & Sen Amartya, 2013, An Uncertain Glory: India and its Contradiction, Penguin Group Ltd.

IDFC Rural Development Network, 2013, India Rural Development Report, 2012-13, Delhi: Orient Black Swan

J. Emmanuel, 2006, World Development Report 2007: Development and the Next Generation, World Bank, World Bank

K. Jalihal, M. Shivamurthy, 2003, Pragmatic Rural Development for Poverty Alleviation: A Pioneering paradigm, Concept

K. Hoggart, H. Buller, 1987, Rural Development: A Geographical Perspective, Rutledge

K. Sahu, 2003, Rural Development in India, Anmol Publications

K. Singh, 2009, Rural Development: Principles, Policies and Management, Sage Publications

M. R. Ghonemy, 1986, The Dynamics of Rural Poverty, Food and Agriculture Organization (FAO)

M.J. Moseley, 2003, Rural Development: Principles and Practice, Sage Publications

National Council of Applied Economic Research, 2007: India Rural Infrastructure Report, SAGE Publication

Paul Cloke, Terry Marsden and Patrick Mooney, 2006, Hand Book of Rural Studies, Sage Publications, London

R. Chambers, 1983, Rural development: Putting the Last First, Longman

S. N. Tripathy, 2000, Rural Development, Discovery Publishing

U. M. Jha, 1995, Rural Development in India: Problems and Prospects, Anmol Publications

Infrastructure Development Finance Company Ltd (2013): India Rural Development Report, 2012/13, New Delhi, Orient BlackSwan,

RURD-CT-102

Course Title: Rural Economics

Objective: To enable students learn about the nature and scope of rural economics and importance to rural development.

Course Outcome: Understand the nature and scope of rural economics and its importance to rural development.

Unit I: Introduction to Rural Economy of India

Concept of Rural Area, Size and structure of Indian rural economy; Characteristics of rural sectors; Role of agricultural and non-agricultural sector; Causes of Rural Backwardness;

Unit II: Rural Demography

Meaning, Scope and importance of Demography, population policy of 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, Causes and Consequences of Migration;

Unit III: Agriculture

Importance and problems of agriculture; Agricultural marketing: problems and measures; Irrigation- types; Crop Planning; Allied Agricultural Activities – Dairy, Poultry, Horticulture, Floriculture, Fishery, Sericulture and Mushroom – Problems and Prospects;

Unit IV: Rural Industrialization

Concept; Role and the place of village industries in Indian economy; Growth and development of village industries in India; Prospects of rural Industries;

Unit V: Rural Occupations

Nature of Rural Occupations; Occupational Structure, Farmers, Agricultural Labourers, Artisans, 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 VI: 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; Structure of Unemployment; Disguised Unemployment; Under Employment; Seasonal Unemployment; Estimates of Unemployment; Nature and causes of unemployment; Remedial measures to solve unemployment problems;

References

K. Singh, 2009, Rural Development: Principles, Policies and Management, Sage Publications

M. R. Ghonemy, 1986, The Dynamics of Rural Poverty, Food and Agriculture Organization (FAO)

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National Council of Applied Economic Research, 2007: India Rural Infrastructure Report, SAGE Publication

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Vasant Desai, 2012, Rural Development in India, Himalaya Publishing House, Mumbai

Dutt and Sundaram, 2017, Indian Economy, S.Chand Publications, New Delhi

Mishra,S.K. and PuriV.K., 2012, Economics of Development and Planning, Himalaya Publishing House, Mumbai

Ahluwalia, I.J and I.M.D. Little (eds.) (1999), India's Economic Reforms and Development (Essays in honour of Manmohan Singh), Oxford University Press, New Delhi

Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi

Bawa, R.S and P.S.Raikhy (ed) (1997), Structural Changes in Indian Economy, Guru Nanak Dev University Press, Amritsar

Brahmananda, P.R. and V.R.Panchamukhi (eds) (2001), Development Experience in the Indian Economy: Inter-State Perspectives, Bookwell, Delhi

RURD-CT-103

Course Title: Rural Development Communication and Extension

Objective: To make the learners to know about the strategies of rural extension.

Course Outcome: Understand the meaning of communication and extension; knowledge on communication and extension strategies.

Unit I: Introduction Communication and Extension

Development communication- meaning, scope and purpose. Role of key communications in Rural Development- Extension teaching methods - Definition, Functions, Planning, Purpose, Classification, Combination, use of extension teaching methods and its advantages and limitations;

Unit II: Methods of Contact

Individual contact methods - Farm and Home visit, Office calls, Personal letter, observation/trial Plots-Meaning, purposes procedure, advantages and limitations;

Unit III: Method of Demonstrations

Group contact methods - Method and Result demonstrations, Group Meetings, Field Day, Group Discussion-Meaning, purpose, procedure, advantages and limitations

Unit IV: Extension campaign

Mass contact methods - Farm publications, circular Letter, News articles, Campaign, Exhibition, Radio, Television. View data and Network system.

Unit V: Advantages and Limitations

Extension Teaching Techniques - advantages, limitations, Projected and Non projected techniques, Informal Discussion, Lecture, Panel, Symposium, Colloquy, Seminar, Conference, Role Playing, Buzz Session, Workshop, Tours - Purpose, Procedure, Advantages and Limitations.

Unit VI: Development Communication

Definition, nature, role and significance of Development Communication Interrelation between Development and Development Communication; Models of Development Communication

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- Dickenson, Charle S. (1972), Agriculture Extension System, Principles, Management and Approaches, Weily Publications.
- Kothari and Gulati, M.A. (1999), Management of Agricultural Extension, Himalaya Publications.
- Sudhir, R.G. (), Agricultural Extension Education Theories and Strategies,
- Malhitra, S.K. and Chaturvedi, R.G. (2010), External Education and Training for Rural Development,

RURD-CT-104

Course Title:

Rural Development Administration

Objective: To impart knowledge on the concepts, rationale and significance of rural development administration

Course Outcome: Knowledge on concepts, significance and structures of rural development administration.

Unit I: Development Administration: Concept and Approaches

Concept, Evolution and Features of Development Administration; Critique of Development Administration; Traditional Administration and Development Administration; Approaches and Contemporary Approaches of Development Administration; People as an agent of Development Administration;

Unit II: Importance and Scope of Development Administration

Importance of Public Administration in a developing society; Rationale and significance of Developmental Administration; New Public Management Perspective; Scope and Priorities of Development Administration;

Unit III: Bureaucracy and Development

Concept and Characteristics of Bureaucracy; Importance and Role of Bureaucracy; Structure and Functions of Bureaucracy; Bureaucracy and Development; Rural Bureaucracy; Role of Bureaucracy in Rural Development; Bureaucracy and Peoples' Representatives;

Unit IV: Administration and People

Concept of Democratic Decentralization and Democratic Administration; Role of Civil Society; Peoples Participation in Rural Development Administration; Public Grievances and Redressal Mechanisms; Accountability and Transparency in Administration; Right to Information; Citizen's Charter

Unit V: Good Governance

Concept and Criteria of Good Administration; Concept of Good Governance; structure and features of e-governance; e-governance in the rural development sector;

Unit VI: Rural Development Administration in India

Rural Administration during the British Period; Administrative Structure and Organizations for Rural Development in India; Centralized and Decentralized Rural Development Administration; Panchayat Raj Institution; District Rural Development Agency

References

Basu, Rumki, Public Administration: Concepts and Theories, Sterling Publishers Private Limited

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PanandikarPai.V.A (1979): Development Administration in India, Macmillan, New Delhi.

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Sapru R.K (2002): Development Administration, Sterling Publishers, New Delhi.

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SEMESTER - II

(Compulsory Courses)

In the second semester four core courses are offered. All the courses are compulsory. The evaluation in each course has two parts; continuing evaluation/internal assessment will be conducted during the term of the course and the written examination will be conducted at the end of the semester. Each course carries 100 marks (4 Credits) out of which the written examination consists of 75 marks (3 Credits) and continuing evaluation/internal assessment consists of 25 marks (1 Credit). The continuing evaluation/internal assessment consist of Group discussion on all courses which carry 15 Marks on each course and a Comprehensive viva by all teachers on all courses at the end of the term consisting of 10 marks i.e. $10 \times 4 = 40$ Marks.

COURSE CODE	COURSE TITLE	MARKS		TOTAL CREDITS 16
		(100)		
		Written	Internal Assessment	
		75	25	
RUDT-CT-201	Rural Development Policies and Programmes	75	15 +10=25	4 (Four)
RUDT-CT-202	Research Methods and Statistics - I	75	15 +10=25	4 (Four)
RUDT-CT-203	Education and Rural Development	75	15 +10=25	4 (Four)
RUDT-CT-204	Panchayats and Rural Development	75	15 +10=25	4 (Four)

SEMESTER - II
(Compulsory Courses)
RUDT-CT-201

Course Title:

Rural Development Policies and Programmes

Objectives: To get an exposure to a new rural area and the socio-economic condition of people; To provide knowledge from ancient to modern agricultural practices & To face the rural reality during the rural living and learning experience.

Course Outcomes: The students will be able to define the philosophy and approaches of rural development; to explain the rural development policies in India; To identify the dimensions of rural poverty, define the growth and theories of development

Unit I: Approaches and Policies for Rural Development

Approaches for Rural Development: Broad Front Approach, Sectoral Approach, Area Approach and Target Group Approach and Participatory Approach; Policies for Rural Development: National Forest Policy, National Water Policy and National Agricultural Policy. Employment Policy; Rural Institutions Policy; Price Policy;

Unit II: Rural Development Programmes in India since Independence

Target-Group Oriented Programmes; Wage Employment Programmes; Self Employment Programmes; Welfare Programmes; Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS); Swarnajayanthi Gram Swarajgar Yojana (SGSY); National Social Assistant Programmes (NSAP);

Unit III: Current Rural Development Programmes

National Rural Livelihood Mission; Pradhan Mantri Gramin Awaas Yojana; Pradhan Mantri Gram Sadak Yojana (PMGSY); DAY-NRLM; DDU-GKY; Sanasad Aadarsh Gram Yojana (SAGY); Prime minister Rural Development Fellows Scheme; Sampoorna Grameen Rozgar Yojana (SGRY); Swachh Bharat Abhiyan (SBA) or Swachh Bharat Mission (SBM); Shyama Prasad Mukherji Rurban Mission (SPMRM);

Unit IV: Area Development Programmes:

Earlier Programmes; 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), Programmes for mitigation of floods and disasters and NDMA.

Unit V: Rural Development and Welfare Schemes in India:

Jalayagnam-Indira Kranti Patham (Velugu), Pavalavaddi, Abhayastham, Arogyasri, Roshini, Bangarutalli, SC&ST Sub-Plan: Social Security Scheme: Old Age Pensions, Widow Pensions, Disabled Pensions, Maternity Aid to Pregnant Women

Unit V: Stakeholders in Rural Development

Stakeholders in Rural Development- Peoples' participation –Self Help Groups- role of voluntary organizations in rural development- Panchayati Raj Institutions -corporate sectors;

References

- B. K. Prasad, 2003, Rural Development: Concept, Approach and Strategy, Sarup & Sons.
- Bibhuti Bhushan Malik, 2009, Poverty in India: Fundamental Issues: a Social Science Perspective, Mittal Publications.
- Bikrama Ditya Singh, 1992, Planning for Rural Development and Poverty Alleviation, Mittal Publications.
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- G. N. Karalay, 2005, Integrated Approach to Rural Development: Policies, Programmes and Strategies, Concept Publishing Company.
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- Satya Sundaram, I., 2002, Rural Development, Mumbai: Himalaya.
- Shiva Kant Singh, 2002, Rural Development Policies and Programmes, Northern Book Centre.

RUDT-CT-202

Course Title:

Research Methods & Statistics – I

Objectives: *This course sets out the qualitative as well as quantitative methods that are useful for researching rural phenomenon. It enables the students to choose between various methods and to combine the qualitative as well as quantitative methods to evolve meaningful research frameworks.*

Course Outcome: *Understand the basics of research methods and statistics; Skill in preparing research proposal report and interpret results in the analysis of rural phenomenon.*

Unit I: Introduction to Research

Meaning of Research, Objectives of Research, Motivations in Research, types of Research, Research Approaches, Significance of Research, Research Methods v/s Methodology, Research and Scientific Methods, Research Process, Criteria of Good Research

Unit II: Research Questions and Hypothesis

Concept and need, Identification of Research problem, defining and delimiting Research problem, Research Questions and Hypothesis: Variables and their linkages, characteristics of good Hypothesis. Research question and formulation of hypotheses-directional and non-directional hypotheses, Basis for hypotheses

Unit III: Sampling and Data Collection

Collections of Primary Data, Collection of Data through questionnaire and Schedules, other Observation Interview Methods, Collection of Secondary Data, Selection of appropriate method for data collection, Case Study, Focus Group Discussion, Techniques of developing research tools, viz. Questionnaire and rating scales etc. Reliability and validity of Research tools, Concept of Sampling, basis of Sampling, Methods of Sampling---Probability Sampling---Non-Probability Sampling, Developing sampling Frames.

Unit IV: Data Processing and Analysis

Measurement Scales, Sources of error in measurement. Measures of Central Tendency (Mean, median, Mode, Quartiles), Measures of dispersion (range, mean deviation, standard deviation, Coefficient of Variation,), Graphical representation of Data, Correlation- Pearson's and Rank correlation and Bi-variate and Multiple Regression Analysis.

Unit V: Participatory Approaches and Rural Development

Rapid Rural Appraisal (RRA): Concept; Principles; Techniques of RRA; Disadvantages of RRA Approaches; Participatory Rural Appraisal (PRA): Concept; Principles; Disadvantages of RRA Approaches; Methods and Techniques of PRA

Unit VI: Report Writing

Format and style. Review of related literature its implications at various stages of research. (Formulation of research problem, hypothesis, interpretation and discussion of results). Major findings, Conclusions and suggestions. Citation of references.

References

- Best W John & James V Kahn, 2014, Research in Education, Tenth Edition, Delhi: PHI Learning Pvt. Ltd.
- Bill Taylor, Gautam Sinha & Taposh Ghoshal, 2014, Research Methodology/ A Guide for Researchers in Management & Social Sciences, Delhi: PHI Learning Pvt. Ltd.
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- Srivastava Vinay, 2004, Methodology and Fieldwork, Delhi: OUP

RUDT-CT-203

Course Title:

Education and Rural Development

Course Objectives: To make the students to understand the concept, need and importance of Adult Education and Lifelong Learning and to help the students to become aware of the national policies and programmes of Rural Education in India.

Course Outcomes: The students will aware of the national policies and programmes of Education in Rural India and will make the students understand about Statutory Bodies and Government Organisation for Education in India.

Unit I: Education and Development

Role of Education in Rural Development; About Education for All (EFA); Right to Education in Indian Constitutional Perspectives;

Unit II: History of Education System in India

Educational Policies during British Period; University Education Commission (1948-49); Secondary Education Commission (1952-53); Kothari Commission (1964-66); National Education Policy (1986)/POA 1992; New Education Policy 2020;

Unit III: Lifelong Learning Education

Definition and Scope of Adult Education/Lifelong Learning; Strategies and Training for Lifelong Adult Education; Historical background of Lifelong learning; Characteristics of Lifelong Learning; Policies and Programmes of Lifelong Learning in India;

Unit IV: Structure of Administration in Education System

Administration of Education at National Level and State level; Statutory Bodies and Government Organisation for Education-UGC, NCERT, SCERT, NCTE, NAAC;

Unit V: Education System in Rural India

Status of Rural Education in India; Formal, Non-formal and Informal Learning in Rural India; Challenges in Rural Education; Government Initiatives for boosting Education System in Rural India;

Unit VI: Educational Scenario in West Bengal

Educational Status in West Bengal; Education System in West Bengal, Problems of Higher Education in Rural Bengal; Role of Government in Higher Education;

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- Arabinda Biswas, Suren Agrawal, S. P. Agrawal, 1986, Development of Education in India-A Historical Survey of Educational Documents Before and After Independence, Concept Publishing Company.
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- V. Prakash, 1993, School Education in Rural India, Mittal Publications.
- Vohra, et al., 1998, Rural Higher Education, Anmol Publications

RUDT-CT-204

Course Title:

Panchayats and Rural Development

Course Objectives: The main objective the course is to enhance the understanding of the students towards the dynamics of rural governance at grass root level for Rural Development. It also emphasis on the role of Panchayati Raj institutions in the development of Rural Area with an inclusive approach.

Outcomes: After Completion of Course Students will be able to: (i) Demonstrate thorough Understanding of Panchayati Raj System and its different layers. (ii) Define the importance of Panchayati Raj Institutions towards Rural Development in West Bengal.

Unit I: Concept and Evolution of Panchayat

Concept of Panchayat and Local Self Government; Gandhian concept of Gram Swaraj and Panchayat; Evolution of Panchayati Raj Institutions in India: Historical Overview: Pre-independence period and Post-Independence Period; Decentralised Planning and Panchayat in India

Unit II: Constitution and Panchayati Raj

Background of 73rd Constitutional Amendment Act; Rationale, Features and Importance of 73rd Amendment Act; Provisions of 73rd Constitutional Amendment Act: Compulsory and Voluntary Provisions of the act.; PESA act 1996

Unit III: Structure and Function of Panchayati Raj Institutions (PRIs)

Structure and Functions of PRIs- Gram Sabha, Gram Panchayat, Panchayat Samiti and Zilla Parishad; Gram Sabha in the Scheduled Areas; Financing of PRIs;

Unit IV: Panchayati Raj System in West Bengal

History and Evolution of Panchayati Raj System in West Bengal; West Bengal Panchayat act and Rules; Tiers, Structure and Function of Panchayati System in West Bengal; West Bengal Panchayat Election; Effective People Participation through Gram Sabha and Gram Sansad,

Unit V: PRIs in Indian States

Impact of 73rd Constitution Amendment act on Local Self-government of Indian States; PRIs- Organisational and Functional Perspectives across India's States; Status of Panchayati System in the States in India; Evaluation of working of Panchayati Raj Institutions

Unit VI: Panchayat and Rural Development

Role of Panchayati Raj Institutions in Rural Development- Resource Generation, Poverty Alleviation and Women Empowerment; Challenges of Panchayati Raj Institutions and their Remedies; Major Initiatives to strengthen Panchayat Raj Institution in India.

Reference:

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- Jathar, R.V. Evolution of Panchayati raj in India, Institute of Economic Research, Mysore.
- Kashyap, S.C. 'Institutionalisation of Grassroots Governance', Grass Roots governance, vol 1 (1).
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Syllabus for M.A.
in
RURAL DEVELOPMENT

Revised Syllabus -2021-22

FOR FIRST SEMESTER
AND
SECOND SEMESTER

Under the Choice based Credit System
(CBCS)



"সমানো মন্ডল সমিতি সমানী"

DEPARTMENT OF LIFELONG LEARNING AND EXTENSION
UNIVERSITY OF NORTH BENGAL

Accredited by NAAC with 'A' Grade

Raja Rammohunpur, P.O. North Bengal University,
Dist. Darjeeling, PIN- 734 013, West Bengal

Department of Life Long Learning and Extension

University of North Bengal

M.A. in RURAL DEVELOPMENT

Revised Syllabus for 3rd & 4th Semester: under the Choice Based Credit System (CBCS), 2022

The M.A. programme in Rural Development consists of 16 courses (12 core courses which are compulsory and 4 Elective Foundation courses) spread evenly over four semesters. The two years has four semesters of six months each; and in each semester, students will have four courses. Each course carries 4 credits. Thus 4 courses in a semester consist of 16 credits. The total credit for the programme is 64. In formulating the entire programme, the Department is guided by the consideration that at the post-graduate level, students should be familiar with all the issues and concepts of rural development. In the 1st and 2nd Semesters, the eight core courses on offer cover vital areas of Rural Development about which all candidates should have knowledge.

Evaluation and Assessments:

1. Written Examination

Question Pattern:

In case of four credit courses, two long answer type questions each of 20 marks (may be split into two parts, one carrying 5 marks at the minimum) will be set for answering any two out of four questions, three question carrying 10 marks out of six and 5 marks will be for answering 5 Multiple Choice Questions.

2. Internal Assessment

Mode of Internal Assessment:

Department will notify at the beginning of the term any of the following modes of Continuous assessment:

- a. Viva Voce (Compulsory and Comprehensive)
- b. Field Survey and Report Writing
- c. Group Discussion
- d. Training/Field Experience
- e. Seminar

SEMESTER III

In this semester Two Compulsory and Four Elective Foundation Courses of equal marks and credits are offered to students. Out of the elective foundation courses the students are required to select any two courses. The evaluation in each course has two parts; continuing evaluation/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 (4 Credits) out of which the written examination consists of 75 marks (3 Credits) and continuing evaluation/internal assessment consists of 25 marks (1 Credit).

The continuing evaluation/internal assessment shall consist of report writing based on Field Survey consisting of 15 marks on Course MARD 301 and two chosen Elective Foundation courses. The Continuing evolution/Internal assessment shall consist of Training/Field Experience consisting of 15 Marks on Course MARD 302. A Comprehensive viva-voce will be conducted by all teachers on all Courses at the end of the term consisting of 10 marks i.e. 10x4=40 Marks.

COMPULSORY COURSES

COURSE CODE	COURSE TITLE	MARKS (100)		TOTAL CREDITS 16
		Written	Internal Assessment	
		75	25	
RUDT-CT-301	Research Methodology	75	15+10=25	4 (Four)
RUDT-CT-302	Rural Development Project: Management, Monitoring and Evaluation	75	15+10=25	4 (Four)

ELECTIVE FOUNDATION COURSES

(Students are to opt for any Two out of the Four Courses)

COURSE CODE	COURSE TITLE	MARKS (100)		TOTAL CREDITS 16
		Written	Internal Assessment	
		75	25	
RUDT-ET-303	Industries in Rural Areas of India	75	15+10=25	4 (Four)
RUDT-ET--304	Development Institutions	75	15+10=25	4 (Four)
RUDT-ET -305	Rural Credit and Banking	75	15+10=25	4 (Four)
RUDT-ET -306	Rural Health and Health Care Service	75	15+10=25	4 (Four)

SEMESTER III

(COMPULSORY COURSES)

RUDT-CT-301

Course Title:

Research Methodology

Unit I: Introduction to Research

Meaning; Objectives; Classification of Research (Descriptive, Experimental, Evaluative, Case Studies); Research Design; Hypothesis

Unit II: Sampling

Meaning; Characteristics; Methods of Sampling---Probability Sampling---Non-Probability Sampling; Tools and Techniques of Data Collection; Types of Data; Design of Questionnaire; Schedules; Interview; Observations; Collection of Secondary Data

Unit III: Data Processing and Analysis

- a. Descriptive Statistics: Frequency Distribution; Graphical Presentation of Data; Measures of Central Tendency; Dispersion; Correlation and Regression
- b. Inferential Statistics: Z test, t test, F test, Chi-Square test

Unit IV: Participatory Approaches and Rural Development

- a. Rapid Rural Appraisal (RRA): Concept; Principles; Techniques of RRA; Disadvantages of RRA Approaches;
- b. Participatory Rural Appraisal (PRA): Concept; Principles; Disadvantages of RRA Approaches; Methods and Techniques of PRA

Unit V: Computer Software Application in Rural Development

Advance Methods of Data Processing – Computer Application---Basic Ideas -- Application of SPSS (Statistical Package for Social Sciences); Application of Statistical Tools and Techniques

Unit VI: Report Writing

References

- Best W John & James V Kahn, 2014, *Research in Education*, Tenth Edition, Delhi: PHI Learning Pvt. Ltd.
- Bill Taylor, Gautam Sinha & Taposh Ghoshal, 2014, *Research Methodology/ A Guide for Researchers in Management & Social Sciences*, Delhi: PHI Learning Pvt. Ltd.
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- Hughes, John, 1987, *The Philosophy of Social Research*, London: Longman
- James B Cunningham & James O Aldrich, 2015, *Using SPSS An Intensive Hands-On Approach*, New Delhi: SAGE
- John W Creswell, 2015, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, Noida: PEARSON
- John W Creswell, 2015, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, New Delhi: SAGE
- Kachigan Sam Kash, 1986, *Statistical Analysis: An Interdisciplinary Introduction to Univariate & Multivariate Methods*, New York: Radius Press
- Karl Popper, 1999, *The Logic of Scientific Discovery*, London: Routledge
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- R Cauvery, U K Sudha Nayak, M Girija & R Meenakshi, 2005, *Research Methodology*, New Delhi: S. Chand & Co. Ltd.
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- Shipman, Martin, 1988, *The Limitations of Social Research*, London: Sage
- Sjoberg, Gideon & Roger Nett, 1997, *Methodology for Social Research*, Jaipur: Rawat
- Srivastava Vinay, 2004, *Methodology and Fieldwork*, Delhi: OUP
- Stuart W. Cook, 2007, *Research Methods in Social Relations*, Delhi: Surjeet Publications
- UWE Flick, 2009, *An Introduction to Qualitative Research*, Edition 4, New Delhi: SAGE

RUDT-CT-302

Course Title:

Rural Development Project: Management, Monitoring and Evaluation

Unit I: Project Management

Concept, Meaning and Objectives of Project Management, Project Management Cycle; Phases of Project Planning; Issues in Management of Rural Development Project;

Unit II: Project Identification, Formulation and Implementation

- a. Meaning of Project Identification; Necessity of Project Identification Basic steps in Project Identification; Selection of Project Size; Location and Technology;
- b. Elements of Project Formulation; Formulation Technique; Stages in Formulation of Project; Project Formulation and Development Planning in India; Formulation and Execution of Rural Development Projects;
- c. Essentials of Project Implementation Planning; Activity Planning and Network Analysis;

Unit III: Project Appraisal:

- a. Technical Feasibility; Economic Feasibility; Financial Feasibility;
- b. 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;
- c. 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: Monitoring Development Project:

Monitoring of Development Projects; Progress; Project Management Information System; PAID Monitoring System for Poverty Reduction Programmes;

Unit V: Project Evaluation:

- a. Concept and Importance of Project Evaluation; Type of Evaluation: Formative, Summative, Process, Outcome, Impact Evaluation and Concurrent Evaluation, Impact Assessment: Baseline, Midline and end of Project;
- b. Various Areas of Project Evaluation; Indicator of Participatory Evaluation; Step of Participatory Evaluation;
- c. Participatory Planning, Monitoring and Evaluation (PPME); Methodologies and Approaches for Project Evaluation;

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Desai, Vasant. 'Rural Development, Organisation and Management', Volume III, Himalaya Publishing House, Mumbai.

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Mathew, George. 'Status of Panchayati Raj in the States in India'. Concept Publishing House, New Delhi.

Mathur, Kuldeep and Inayatullah. 'Monitoring and Evaluation of Rural Development: Some Asian Experiences', Asian and Pacific Development Centre, Malaysia.

Mishra, S. N. 'Rural Development Planning- Design and Method', Satvahan Publications, New Delhi.

Elective Foundation Courses

(Students are to opt for any Two out of the Five Courses)

RUDT-ET-303

Course Title:

Industries in Rural Areas of India

Unit-I: Rural Industries: Concepts and Types

Definition rural industries; Relevance of rural industries in solving socio-economic problems; Types of rural industries (Agro-based Industries, Food Processing industries; Handicrafts, Handloom, Khadi industries Small Scale and Micro Enterprise, Cottage and Village Industries);

Unit II: Rural Industrial Policies and Programmes

Policies and programmes for promotion of rural industries in India;

Unit III: Problems of Rural Industries

Problems of rural industries in India, Problems in marketing and information;

Unit IV: Rural Industries in West Bengal

Major Industries in MSME Sector; Prospects of Industrial Development; Major Schemes in MSME Sector;

Unit V: Rural Entrepreneurship

Entrepreneurship: meaning, Concept, need for entrepreneurship, effect of globalization on rural entrepreneurship, Role of Entrepreneurship in economic development; Policies to promote rural entrepreneurship, Types of Rural Entrepreneurship;

References:

- A. V. Arun Kumar, 1997, Rural Industrialization in India: Aspects of Policy, Technology, and Employment with Special Reference to Kerala, M.D. Publications Pvt. Ltd.
- B. M. Singh & K.V. Namboodiri, 2006, Unleashing Rural Entrepreneurship, the Icfai University Press.
- B. S. Rao, 2002, Rural Industries Programme: An Evaluation, Discovery Publishing House.
- Bhanshali S.G., 1987, Entrepreneurship Development, Himalayan Publication Delhi.
- Devendra B. Gupta, 1982, Rural Industry in India: The Experience of the Punjab Region, Hindustan Publishing Corporation.
- G. K. Chadha, 2003, Rural Industry in India: Policy Perspectives, Past Performance, and Future Options, South Asia Advisory Team, International Labour Organization.
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- Mookkiah Soundarapandian, 2002, Small Scale Industries: Management of small-scale industries, Concept Publishing Company.
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- R. V. Rao, 1978, Rural Industrialisation in India: The Changing Profile, Concept Publishing Company.
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- S. S. Khanka, 2012, Entrepreneurial Development, S. Chand & Company Ltd., New Delhi.
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- T. M. Dak, 1989, Rural Industrialisation: Challenges and Perspectives, Northern Book Centre.
- T. Sankaraiah, 1994, Problems and prospects of rural industries in India, Discovery Pub. House.

Course Title:

Development Institutions

- Unit I:** Evolution of Development Institutions; World War-I – League of Nations; World War-II – United Nations; Need for Development Institutions;
- Unit II:** International Development Institutions and Programmes; The UN Institutions (UNDP, UNESCO, WHO, FAO); Global Financial Institutions – World Bank, Asian Development Bank; Sectoral Development; International Fund for Agricultural Development (IFAD);
- Unit III:** Indian Development Institutions; Structure of the Indian State (Central-State Governments); Financial Institutions – Reserve Bank of India; IDBI; Nationalised Banks; Beneficiary Organisations;
- Unit IV:** Indian Rural Development Institutions; Rural Cooperative Institutions; NABARD; NIRD and SIRD

References:

- B. A. Aghion, J. Morduch, 2005, *The economics of micro finance*, MIT Press.
- J. Burgess, C. Hartley, K. Holly, 2004, *International Organizations funding directory: Grants and Projects involving non-Governmental Organizations*, Europa.
- K. A. Raju, 1998, *Directory of Rural Development Institutions in India*, National Institute of Rural Development, Centre on Rural Documentation.
- L. M. Bhole, 1982, *Financial Markets and Institutions: Growth, Structure, and Innovations*, Tata McGraw Hill.
- L. M. Bhole, 2004, *Financial Institutions and Markets: Structure, Growth and Innovations*, Tata McGraw-Hill Education.
- M. M. Shirley, 2008, *Institutions and Development*, Edward Elgar Publishing.
- M. Schreiner, Yaron, 2001, *Development Finance Institutions: Measuring their Subsidy*, World Bank Publications.
- P. K. Rao, 2003, *Development Finance*, Springer.

Rural Credit and Banking

Unit I: Rural Credit: Concept and Importance

Concept and Features of Rural Credits; Importance and necessity of Rural Credit; Agriculture credit; Organizational pattern and evolution in the rural credit sector; Difference Sources of Financing for Rural Development;

Unit II: Micro Finance

Concept, Importance and History of Micro Finance; Micro finance institutions in India; Bank Linkage Programme in India – Financial inclusion through micro credit programmes; Role of Micro Finance in Poverty Reduction and Women Empowerment; performance of Micro Financial Institutions in India.

Unit III: Co-operative Credit

Importance and role of co-operatives in rural development – growth and progress of co-operatives – evolution of cooperative movement in India; Primary Agriculture Credit Societies (PACS) – Functions, Management, Crop loan system; District Central Co-operative: Functions, Management, Credit Policy, Scale of finance, disbursement of loans procedure; State Co-operative and its roles.

Unit IV: Self Help Group: Concept, Management and Activity

Concepts, Stages and Significances, Structure of Self-Help Groups; Promotion and Management of SHG; Assessment of Savings and Credit Programs; Problems and Prospects of SHGs, Activities of SHGs; Progress and Performance of SHGs- Bank Linkage Programme in India

Unit V: Development Banking

Development Banking, Commercial Banks and Rural Development; Co-operative Banks in Rural Credit; Role of Regional Rural Banks in Rural Credit; NABARD and Rural credit,

References:

I.C.Dingra: Rural Banking in India- S.Chand& Co. Limited, New Delhi

A.N. Agarwal and KundanaLal: Rural Economy of India – Vikas publishing House Ltd. New Delhi

R.D.Bedi – Theory, History and Practice of Co-operation, Loyal Book Depot, Meerut,

Dr.B.S.Mathur- Co-operation in India –SahityaBhawan, Agra-282003,

Rais Ahmad – Rural Banking and Economic Development – Mittal publications, New Delhi

S.K.Datta – Co-operative Societies and Rural Development, Mittal Publications –New Delhi

M.L.Varma – Rural Banking in India –Rawat Publications

Rajaskhar D Savings and Credit Systems of the Poor: Some NGO Experiences, NOVIB and HIVOS

D Rajasekhar and Mahadeswaran, 'Economic and Social Benefits of Micro-Finance Programmes', in B B Bhattacharya and Arup Mitra (eds.)

Studies in Macroeconomic and Welfare, Academic Foundation, New Delhi, 2005

James Copestake NGO Sponsorship of Group Lending in Rural India: Theory and a Case Study

Rajasekhar D & G Sreedhar Savings and Credit Programmes as an Instrument of Self-Help Promotio.

Rural Health and Health Care Service

Unit I: Rural Health

Concept and definition of health, Indicators of health, Determinants of health, Concept of Well-being, Demography & Demographic cycle & Vital statistics of India, Rural Health Economics & Financing

Unit II: Health & Nutrition in Rural India

Nutritional problems & factors influencing health and nutritional status in rural India, Different methods of assessment of nutritional status in community including Growth Charts, Health & nutritional status of rural women & children, National Nutrition Policy, Important national nutritional Programs including the Integrated Child Development Services Scheme (ICDS) etc. Challenges of keeping rural India healthy.

Unit III: Health Care System in India

Health Approaches since Independence, Levels of health care, Elements of primary health care, Principles of primary health care, Health Infrastructure in India & WB

Unit IV: Health Care Delivery System in Rural India

Health care delivery system in rural India – a retrospective view, Structure of rural health care system: Community Health Centre (CHC) – Primary Health Centre (PHC) – Sub-centre (SC), Challenges for rural health system, Performance of rural health service

Unit V: Health Policy & Programme

Evolution of Health Policies, National Health Policy (NHP), National Population Policies (NPP), National Rural Health Mission (NRHM), Pradhan Mantri Swasthya Suraksha Yojana (PMSSY), Rashtriya Swasthya Bima Yojana (RSBY), Kishori Shakti Yojana (KSY), Rashtriya Bal Swasthya Karyakram (RBSK), Family Welfare Programme, Reproductive and Child Health (RCH) Programme.

References:

Annual Report 2001-2002, The Ministry of Health and Family Welfare, The Government of India, New Delhi.

Major Schemes and Programmes, 2000 (Nov.): The Ministry of Health and Family Welfare, the Government of India, New Delhi.

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Basu, Sambit and Saurabh Ghosh, (n.d): The Road to Universal Health Coverage: An Overview,

Bhandari, Laveesh and Siddhartha Dutta (n.d.): Health Infrastructure in Rural India (accessed at www.iitk.ac.in/3inetwork/html/reports/IIR2007/11-Health.pdf).

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Das, Jishnu and Jessica Leino (2011): Evaluating the RSBY-Lessons from an Experimental Information Campaign, Economic and Political Weekly, XLVI(32),

Government of India. Faster, Sustainable and more Inclusive growth: an approach to the 12th five-year plan (2012-17)

Ravindra H. Dholakia (2011): Access of the Rural Poor to Primary Healthcare in India, (working paper no. 2011-05-03), IIM, Ahmedabad

International Institute for Population Sciences (IIPS) and Macro International (2007): National Family Health Survey (NFHS-3), 2005-06, India: Key Findings. Mumbai: IIPS

Kaushik, Manas, Abhishek Jaiswal, Naseem Shah and Ajay Mahal (2008): High-end physician migration from India, Bulletin of the World Health Organization, 86(1),

NRHM Report (2014-15): Budget Briefs, 6(5), New Delhi,

Ashok Vikhe, K.V Somasundaram and R.C Goyal (2002): Current Health Scenario in Rural India, Australian Journal of Rural Health, 10, 129-135

Rao, Mala and David Mant (n.d.): Strengthening primary healthcare in India: white paper on opportunities for partnership, BMJ Journals

Rao, M. Govinda and Mita Choudhury (2012): Health Care Financing Reforms in India, (working paper no. 2012-100), National Institute of Public Finance and Policy

SEMESTER - IV

In this semester Three Compulsory and Three Elective Foundation Courses of equal marks and credits are offered to students. Out of the elective foundation courses the students are required to select any one courses. The evaluation in each course has two parts; continuing evaluation/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 (4 Credits) out of which the written examination at the end of the term consisting of 75 marks (3 Credits) and continuing evaluation/internal assessment consisting of 25 marks (1 Credit). Course RURD-CT-403 is field based and includes report writing and presentation in front of the Faculty members. A Comprehensive viva will be conducted by all teachers on Course RURD-CT-401 and RURD-CT-402 which are the compulsory courses and the one chosen Elective Foundation courses at the end of the term: (10x3=30 Marks). In Course RURD-CT-401 and RURD-CT-402 and one chosen Elective Foundation Course the internal assessment will consist of presentation of a seminar paper in each of the course. The marks allotted for this is 15. In course RURD-CT-403, Writing of Dissertation would include Report Writing (Marks allotted 5 [3 Credits] & Presentation in front of all Teachers of the Department (Marks allotted 25 [1 Credit]). Students will be allotted a supervisor for writing the dissertation.

COMPULSORY COURSES

COURSE CODE	COURSE TITLE	MARKS (100)		TOTAL CREDITS 16
		Written	Internal Assessment	
		75	25	
RURD-CT-401	Rural Development: The West Bengal Experience	75	15 +10=25	4 (Four)
RURD-CT-402	Quantitative Techniques for Rural Development	75	15 +10=25	4 (Four)
RURD-CT-403	Dissertation (Field Based)	75	25	4 (Four)

ELECTIVE FOUNDATION COURSES

(Students are to opt for any One out of the Three Courses)

COURSE CODE	COURSE TITLE	MARKS (100)		Total Credits 16
		Written	Internal Assessment	
		75	25	
RU DT-ET-404	Rural Entrepreneurship Development	75	15 +10=25	4 (Four)
RU DT-ET-405	Rural Marketing	75	15 +10=25	4 (Four)
RU DT-ET-406	VOs and NGOs in Rural Development	75	15 +10=25	4 (Four)

SEMESTER - IV

(Compulsory Courses)

RURD-CT-401

Course Title:

Rural Development: The West Bengal Experience

Objective : To make the students understand the experiences of rural development and various strategies practiced in West Bengal.

Course Outcome : To Understand the experiences of rural development and the strategies practiced in West Bengal.

Unit I : Rural Society and Economy in Bengal

Rural Society and Economic Structure in West Bengal Agriculture Growth and Development in West Bengal;

Unit II : Land Reform

Land Reform Programme in West Bengal; Land Reform Act and Acquisition and Tribunal Act in West Bengal; Impact of Land Reform on Agriculture and Rural Development;

Unit III : PRIs and Rural Development

Panchayat Systems in Pre-Independent Period in Bengal; Present System of Panchayats; Experiences of Gram Sabha and Gram Sansad; The Role of PRI on Rural Development

Unit IV : Health Infrastructure and Health Service

Health Infrastructures in West Bengal; Health Programmes in West Bengal; Nutritional Status of Rural Children in West Bengal; Rural Health Care Services in West Bengal;

Unit V : Education & Empowerment

Role of Education of Rural Women on Rural Development; The way of empowerment of Rural Women; Women in Development; SHGs movement and Empowerment;

References

- Narayan, E. A., 2008 : *Panchayat Raj in Action*, Kalpaz Publication
- Mandal, Keshab Chandra –2010: *West Bengal Govt. – The Issues and Constraints of Development*, Levant Book
- Kar, Samit – 2009: *Panchayat Raj and Rural Development in Modern India*. Unique Book International
- Dutta Prabhat&SinghaDipankar – 2008: *Self Help Groups in West Bengal, Challenges in Development and Empowerment*, Dasgupta& Co. Pvt. Ltd.
- The Report of the Planning Commission of India*, New Delhi, 1987-88, 1991-92, 1993-94.
- S.R. Maheswari,*Rural Development in India*, Sage, New Delhi, 1994 pp 5-28.
- SamitKar,*Rural Development in West Bengal*, Sarat Book Hosue, Kolkata, 1991, pp 5-28.
- P.C. Joshi,*Land Reforms in India*, Allied Publishers, New Delhi, 1974
- Jean Dreze& Amartya Sen, *India: Economic Development and Social Opportunity*, Oxford University Press, New Delhi, 1995.
- Bhattacharyya, Moitree, *Panchayati Raj in West Bengal: Democratic Decentralization or Democratic Centralisation*, Monark Publication, New Delhi 2002.
- Bhattacharyya, Mohit& Dutta, Prabhat, *Governing Rural India*, Uppal Publishing House, New Delhi, 1990.
- Chakraborty, Biswanath, *People's Participation in West Bengal Panchayat System*, Progressive Publishers, Kolkata, 2008
- Chakraborty, Biswanath – 2008: *Paschimbanger Panchayat Byabasthar Ruprekha*, Progressive Publishers, Kolkata.

RUDT-CT-402

Course Title:

Quantitative Techniques for Rural Development

*Objectives : To enable the students understand the basics of research methodology, and
To develop skill in preparing research report*

*Course Outcome : To Identify and formulate a problem for research; To Prepare suitable research design to study a research problem to be formulated and; To Choose appropriate methods of sampling,
To learn various tools and techniques of data collection*

Unit I : Theory of Probability and Theoretical Distributions

Introduction; Random Experiment, Outcome, Event; Classical (or 'a Priori'); Definition of Probability; Theorems of Probability; Mathematical Expectation; Other Approaches to Probability Theory; Set Theory; Set and Probability; Axioms of Probability; Random Variable and Probability Distribution; Discrete Probability Distribution; Binomial Distribution; Poisson Distribution; Normal Distribution

Unit II : Inferential Analysis

Basic concepts and Hypothesis testing and Estimation; Steps in hypothesis testing. Tests for Large and small samples – Z test, t-test and F-test, Chi-square test, Mann-Whitney test, and ANOVA

Unit III : Time Series

Meaning and Necessity of Time Series Analysis; Components of Time Series; Adjustments to Time Series Data; Secular Trend; Measurement of Trend; Monthly Trend from Annual Data; Seasonal Variation; Measurement of Seasonal Variation; Cyclical Fluctuation

Unit VI : Index Numbers

Meaning of 'Index Number'; Problems in Construction of Index Numbers; Methods of Construction of Index Numbers; Quantity Index Number; Tests of Index Numbers; Chain Base Method; Cost of Living Index Numbers; Bias in Laspeyres' and Paasche's Formula for C.L.L.; Base Shifting, Splicing and Deflation; Errors in Index Numbers

References:

- Gupta S.P.& M.P.Gupta, *Business Statistics*, New Delhi : Sultan Chand & Sons, 2006
- Shajahan Dr. S., *Research Methods for Management (Text and Cases)*, New Delhi : Jaico Publishing House, 2006.
- Hooda R.P., *Statistics for Business and Economics*, New Delhi Macmillan Ltd., 2003.
- Beri G.C., *Marketing Research*, New Delhi: Tata McGraw-Hill Publishing Company Limited, 2000.
- Donald R.Cooper, *Business Research Methods*, New Delhi : McGrew-Hill International Editions, 1998.
- Vijayalakshmi G. & Sivapragasam C., *Research Methods: Tips and Techniques*, Chennai : MJP Publishers, 2009.
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- Donald R Cooper and Ramela S. Schindler, *Business Research Methods*, Tata McGraw Hill Publishing Company Limited, New Delhi, 2000.
- Uma Sekaran, *Research Methods for Business*, John Wiley and Sons Inc. , New York, 2000

RUDT-CT-403

Course Title:

Dissertation Writing

***Objective :** To help the students' acquire skills in carrying out research*

***Course Outcome :** To gain skills in research, To be familiar with conducting a literature review for a study, To understand the steps in the overall process, To design a research problem, To distinguish between a population and a sample*

Description:

Development of research skills occupies a very important place in M.A. Programme in Rural Development. The students are expected to acquire research skills through Project Work/Dissertation.

Under the guidance of faculty members, students will carry out field research on the topic their choice. This will help them acquire better understanding about the situation and problems existing in rural areas.

- ✓ The students are expected to submit report of their field research in the form of Project Work/Dissertation using the format prescribed by the Department.
- ✓ In any case, the Project Work/Dissertation will have to be submitted by the **end of Semester – IV.**
- ✓ In course **RUDT-CT-403**, Writing of Dissertation would include **Report Writing** (Marks allotted 75 [3 Credits] & **Presentation** in front of all Faculty members of the Department (Marks allotted 25 [1 Credit]). Students will be allotted a supervisor for writing the dissertation and the dissertation will be field based.

Elective Foundation Courses

(Students are to opt for any One out of the Three Courses)

RUDT-ET-404

Course Title:

Rural Entrepreneurship Development

***Objective :** To make the students understand the scope of entrepreneurship development and develop skills in managing social service enterprises.*

***Course Outcome :** To understand the scope of development of entrepreneurship; Skills in managing social service enterprises.*

Unit I: Introduction

Rural Entrepreneurs and Entrepreneurship - definition, meaning; Characteristics of entrepreneur - Entrepreneurship development; Process Entrepreneurial quality; Capability of resources; Rural Enterprise Management and Social responsibility;

Unit II: Rural Enterprises

Rural Enterprises - Meaning, Definition; Characteristics and Types of Enterprises -Difference Between Entrepreneurship and Self - Employment and Income Generation activities - Steps in setting up a Small Industrial Enterprise – SWOT Analysis Product Selection and Market Survey; Marketing - Concepts Elements - Strategy Segmentation Market Positioning and Marketing Mix;

Unit III: Rural Business

Rural small business management - process of Management - meaning organizing- Leading; Co - coordinating, and controlling; Training Programmes for entrepreneurship development; Entrepreneurial motivation and motives for entrepreneurship; Guidelinesfor entrepreneurship programme;

Unit IV: Practices of Entrepreneurship

Entrepreneurship – practices in Primary sectors – Secondary Sectors and Service sectors – Social Entrepreneurship and Green Entrepreneurship; Agro processing industries in India: Management and processing of Dairy Processing Oil Seeds processing, Sericulture, Horticulture, Fishery & Poultry and floriculture processing; Medicinal plants.; Problems and prospects.

Unit V: Support System:

Organizations in the service of Entrepreneurs – NABARD, Mahalir Thittam, NGOs –Universities – District Industrial Centre – TAHDCO - Objectives and functions– Project

References:

Dhillon, P.K, 1993, *Women Entrepreneurs - Problems and Prospects*, Blaze Publishers and distributors Pvt. Ltd., New Delhi

Dwiredi A.K., Anitha.S.2012, *Rural Entrepreneurship Development in Liberalized era*, Book well Publishers, New Delhi

Sangeetha Sharma, 2018, *Entrepreneurship Development*, PMT Learning' Publishers New Delhi.
Sanjay R. Ajmeri, 2015, *Entrepreneurship Development*, Lulu.Com

Sivakamasundari. S, 1995, *Entrepreneurship Development for Rural Women*, Asian and Pacific Centre for Transfer of Technology, New Delhi Khanka S.S, 2007, *Entrepreneurial Development*, S.Chand & Company, New Delhi

Alex Nicholls, (2006), *Social Entrepreneurship: New Models of Sustainable Social Change*, New York: Oxford University Press.

David Bornstein, (2007), *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, New York: Oxford University Press.

Fred Setterberg, Kary Schulman (1985), *Beyond Profit: Complete Guide to Managing the Non Profit Organizations*, New York: Haarper & Row.

Gregory Dees, Jed Emerson, Peter Economy (2002), *Enterprising Non Profits – A Toolkit for Social Entrepreneurs*, New York: John Wiley and Sons.

Peter Drucker (1990), *Managing the Non Profits Organizations: Practices and Principles*, New York: HarperCollins.

Bhave S.W. “*Agri Business Management in India*”

SmitaDiwase “*Agri Business Management*”, Everest Publishing House, Pune

S.K. Misra & V.K.Puri ‘*Indian Economy*’, Himalaya publishing House Mumbai.

RURD-ET-405

Course Title: Rural Marketing

***Objective:** To make the students understand the concept of rural market, agricultural marketing and rural marketing strategies.*

***Course Outcome:** Understand the concept of rural market and rural marketing strategies.*

Unit-I: Rural Marketing

Concept, Nature, Scope, Significance of Rural Marketing; Factors contributing to Growth of rural markets; Components and classification of Rural markets; Rural Market VS Urban Market; E-rural marketing;

Unit-II: Distribution in Rural Markets

Channel dynamics and rural channel members; Rural retail environment; Channel Behaviour in rural areas Distribution models in rural markets; FMCGs, Durables, Agri-inputs, Haats, Vans, PDS, Cooperative societies; NGOs Communication strategies for rural markets: Challenges, Developing effective rural communication - Sales promotion, events, experiences;

Unit-III: Agricultural Marketing

Concept, Nature and Types of Agriculture produce; Concept and Types of Agricultural Markets; Marketing channels; Methods of Sales; Market functions, MSP, Concept- Need; Determinants; Problems; Marketing agencies; Marketable surplus; Characteristics of Scientific Marketing; Risks involved in marketing; Types of risks; Measures to minimize risks; Contract Marketing (Farmer – Processor linkage); Distress sales;

Unit-IV: Strategic Rural Marketing Management

Strategies for rural Marketing- integration; Efficacy, Cost and Price spread - Problems in rural marketing; Need for marketing finance; Sources of marketing Finance; Non institutional — Institutional — Commercial banks – PACS; Farmers Service Societies (FSS);

Unit-V: Rural marketing and Market regulation

Regulated market; APMC Act 1963; Model bill Standardization and Grading; Inspection of quality Control; Inspection of AGMARK; Indian standards and grade specification; Food products order (FPO) 1955; Consumer protection Act 1986; The National Council for State Marketing Boards (NCOSAMB); State trading corporation STC; Public Distribution System (PDS);

References

Marketing Management: A South Asian Perspective - Kotler P., Keller K., Koshy A., Jha M., Pearson, Prentice Hall.

Marketing Management – Ramswamy V. S., Namakumari S., Macmillan Publishers India Ltd. *Marketing Management* – RajanSaxena, Tata McGraw Hill

Marketing Management: Text and Cases – Tapan Panda, Excel Books

Marketing – Etzel, Walker B., Stanton W., Pandit A., Tata McGraw Hill

Marketing Management - Karunakarn K — Himalaya Publication, New Delhi

Rural marketing Text & Cases: CSG Krishnamacharyulu and LalithaRamkrishnan

Rural Marketing: Pradeep Kashyap

Rural Marketing: RV Rajan

Rural Marketing in India: Debarun Chakraborty , Soumya Kanti Dhara, Atlantic Publishers

RUDT-ET-406

Course Title:

VOs and NGOs in Rural Development

***Objective:** To help the student learn about the structure and functions of VOs & NGOs Promoting Rural Development.*

***Course Outcome:** To gain an in-depth understanding of the developmental transactions of VOs & NGOs; Comprehend the process of establishing, managing & funding VOs & NGOs.*

Unit I : Philosophy of Voluntarism:

Fundamental aspects of Voluntarism; Generalised form of Voluntarism; Voluntarism and Sociological Theories of Action – Max Weber's Theory of Social Action

Unit II : Meanings and Definition of VOs and NGOs:

Types of NGOs and VOs; Organisational structure and function; Relationship between VOs /NGOs and the state;

Unit III : International and National NGOs – their objectives, structures, strategies and contributions:

International NGOs –OXFAM, UNICEF, CINNI etc. – National/ state /local level NGOs, RKM, Pradhan, PRIA, SEWA, etc.

Unit IV : Formation, Rules and Regulations governing NGOs:

Registration of NGOs; Societies Registration Act – Memorandum of Association; Rules and Regulations; Guidelines and Procedure; Strategies, and Efficiency of NGOs and VOs; Funding agencies for NGOs;

Unit V : Corporate Sector and Rural Development:

Corporate Social Responsibility; Case Studies (Activities in different spheres: Education, Health, Agriculture and Service sectors).

Unit VI : Working with Communities:

Community Organization; Definition and Principles Civil Society Organisations; Models and Strategies of Community Organization; Locality Development Model; Social Planning Model; Social Action Model; Methods of Community Organization.

References

- Anade S.N.: *Voluntary Action and Social Welfare in India*, Voluntary Action, Research (David Horion Smith), Zexinton Books, Lonon, 1974.
- Choudhary D.P. : *Voluntary Social Welfare in India*, Sterling Publishers (P) Ltd.
- Drucker, Peter : *Managing the NGO: Principles and Practices* Macmilan, New Delhi, 1981.
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- Ovasdi, J. M., 2006, *Management of Non-Governmental Organisations--- Toward a Developed Society*, Macmillan India Ltd, New Delhi.
- Potter, David (ed.), 1996, *NGOs and Environmental Policies--- Asia and Africa*, Frank Cass & Company LTD., London