

School of Regional Studies and Research

Syllabus

M.A. in Rural Development
Session: 2020-2022



Pt. Ravishankar Shukla University, Raipur -492010
Chhattisgarh, India

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School of Regional Studies and Research
Pt. Ravishankar Shukla University Raipur (C.G.)
M.A. in Rural Development
Syllabus
2020-2022

Session-2020-21

| Sem | Course Code | Title of the Paper | Teaching Learning Methodology | External Marks | | Internal Marks* | | Credit |
|-----------|--|--|---|----------------|------------|-----------------|------------|-----------|
| | | | | Maxi. | Min. | Maxi. | Min. | |
| | | 2020-2021 | | | | | | |
| I | RD 101 | Rural Development: Indian Context | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 102 | Rural Development: Planning and Management | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 103 | Rural Development Programmes and Evaluation | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 104 | Rural Social Problem | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 105 | Panchayati Raj and Rural Administration | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | | Total Sem.-I | | | 400 | | 100 | |
| II | RD 201 | Urban Planning | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 202 | Rural Economy & Industrialization | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 203 | Rural Health Care | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 204 | Scientific Research Methodology in Rural Development | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 205 | Tribal Development | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | | Total Sem.- II | | | 400 | | 100 | |
| | Sub Total (Semester-I +Semester-II) | | | 800 | | 200 | | 40 |

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Session-2021-22

| III | Course Code | Title of the Paper | Teaching Learning Methodology | External Marks | | Internal Marks* | | Credit |
|--|-------------|---|---|----------------|------------|-----------------|------------|-----------|
| | | | | Maxi. | Min. | Maxi. | Min. | |
| | | 2020-2021 | | | | | | |
| | RD 301 | Communication and Extension in Rural Development | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 302 | Rural Social Development | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 303 | Voluntary Action in Rural Development | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 304 | Land Reforms and Rural Development | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 305 | Dissertation: Project Report based on Rural Engagement (Field Work) | Field Work, PLA, Collection of Data, Analysis of Data, Report Writing | 80 | 16 | 20 | 4 | 4 |
| | | Total Sem.-I | | 400 | | 100 | | 20 |
| IV | RD 401 | Entrepreneurship and Rural Development | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 402 | Natural Resources & Sustainable Development | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 403 | Resources and Livelihood Management | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 4 |
| | RD 404 | Internship | - | 80 | 16 | 20 | 4 | 4 |
| | RD 405 | Presentation | - | 80 | 16 | 20 | 4 | 4 |
| | | | Total | | 400 | | 100 | |
| | | Grand Total | | 1600 | | 400 | | 80 |
| Choice Based Credit System (CBCS) | | | | | | | | |
| II | CBCS 101 | Applied Research Methodology Semester-II | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 3 |
| III | CBCS 102 | Corporate Social Responsibility Semester-III | Learning through ICT, Case Study, Group Discussion (Student Centric Approach) | 80 | 16 | 20 | 4 | 3 |

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*Internal evaluation shall be based on following components as per Notification No: 907/acad./2019, Raipur dated 21.8.2019 and approved in EC meeting on 25.7.2019.

Out of 20 marks allocated for internal assessment for each paper:

- 10 marks are to be assigned for class test.
- 5 marks are to be assigned for assignment/ seminar presentation.
- 5 marks are to be assigned for attendance.

The marks for attendance shall be as follows:

| | | |
|-------|---------------------------------|---------|
| (i) | More than 65% but less than 70% | 1 Mark |
| (ii) | 70% or more but less than 75% | 2 Marks |
| (iii) | 75% or more but less than 80% | 3 Marks |
| (iv) | 80% or more but less than 85% | 4 Marks |
| (v) | 85% and above | 5 Marks |

Note:

1. In M.A., 80% marks in each theory paper will have questions in four parts as follows:
Part- A - MCQ-20 questions of 1 mark each.
Part- B - Very short answer in 2-3 sentences -8 questions of 2 marks each.
Part- C - Short answer within ≤ 75 words-8 questions of 3 marks each.
Part- D - Long answer using 150 words-4 questions of 5 marks each.
2. The percentage of marks secured by a student in a particular paper shall be converted to a grade and grade point for that course by the university.
3. The Credit of the Core Subjects is mandatory based on the Course selected.
4. Papers proposed under Choice Based Credit System (CBCS) may be obtained by the students of other departments in Semesters – II & III as per the scheme.
5. CBCS papers will be run only when minimum ten students will opt it.

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M.A. in Rural Development

Session: 2020-21

Semester- I

Paper-I

Course Code: RD 101

Title: Rural Development: Indian Context

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. understand the meaning, scope and historical background of rural development
2. know the various programmes of rural development
3. gain knowledge of rural development in Indian context and Asian countries

Unit- I

Rural Development – An overview, Importance, Scope & Objectives, Traditional and Modern Concept of Development.

Programmes for Rural Development in India since Independence. Rural Development Policies during Planning Period; Administrative structure.

Indicators of Rural Development: Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs), Human Development Index (HDI).

Theoretical Approaches of Development (Marx, Rostov, Myrdal and International Dependence Theory).

Unit- II

Rural Demography: Age, Sex, Ethnic and Religious Composition. Rural Social Structure: Caste System, Hierarchy of Caste, Dominant Caste.

Rural Economy Structure: Types of Rural Livelihood, Rural Poverty.

Unit- III

Policies and Strategies of Rural Development with special reference to Chhattisgarh.

Agrarian Movement, Land Reforms, Green Revolution, White Revolution, Agricultural Extension Services.

Unit- IV

Various approaches to Rural Development – Gandhian approach for Community Development, IADP, IRDP, MNREGA, Narwa, Garwa, Ghurwa, Badi (NGGB) Programme, Neo Gandhian, (PURA), Need Based and Demand based Centers. Rural Development experiences of some Asian Countries –Sri Lanka and Bangladesh.

Unit -V

Social Change, Mobility & Mobilization: Acculturation, Westernization, Urbanization and Globalization. Empowerment: Types, Impact of Education, Communication and Information Technology in Rural Development.

Recommended Readings:

1. Desai, Vasant. **Rural Development in India.** Himalaya, New Delhi, 2005.
2. IGNOU. **Rural Development: Indian Context.** IGNOU, New Delhi, 2005.
3. Narwani, G. S. **Training for Rural Development,** Rawat Publications, New Delhi, 2002.
4. Rao K. Hanumantha , **Rural Development Statistics : 2007-08,** National Institute of Rural Development Ministry of R. D., Govt. of India, Rajendra Nagar, Hyderabad – 30 July, 2008.
5. Prasad, B.K. **Rural Development: Concept, Approach and Strategy,** Sarup & Sons, New Delhi, 2003.
6. Rau, S.K. **Global Search for Rural Development,** NIRD, Hyderabad, 2001.
7. Satya Sundaram, I., **Rural Development,** Himalaya, Mumbai, 2002.
8. Thomas & Christopher. **Rural Development: Concept and Recent Approaches,** Rawat Publication, New Delhi, 2015.
9. Jana, AK. **Decentralizing Rural Governance and Development,** Rawat Publication, New Delhi, 2015.

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Paper - II
Course Code: RD 102
Title: Rural Development Planning and Management

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. identify the role of planning in rural development
2. meaning of projects and project evolution and development of planning in India
3. identify the factors affecting implementation of projects
4. understand the concept and scope of rural development management

Unit- I

Planning: Concept & Definition, Planning Process, Stages of Planning, Theories of Planning, Characteristics of Strategy in Planning, Planning for Rural Development, Multi-level Planning, District Planning.

Unit- II

Grassroots Level Planning: Approaches, Need of Grassroots Level Planning. Block Level Planning: Working Groups, Village Level Planning, Role of Panchayati Raj and Gram Sabha in Village Level Planning.

Unit- III

Management: Concept & Definition and Functions Issues in Management of Rural Development Projects, Project Dimension, Identification and Formulation of Projects.

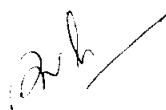
Unit- IV

Project Appraisal-I (Technical Feasibility), Project Appraisal-II (Economic Feasibility), Project Appraisal-III (Financial Feasibility)

Programme Implementation (Activity Planning and Network Analysis), Monitoring Development Projects.

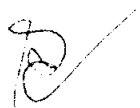
Unit- V

Voluntary Effort in Rural Development, Voluntary Administration, Developing Community Based Programmes and Projects, Social Action, Formation and Strengthening of Voluntary Organizations, Role of Voluntary Organizations in Rural Development.









Recommended Readings:

1. David I Cleland, **Project Management: Strategic designed implementations** – McGraw Hill: McGraw Hill inc, 1995.
2. Gopal krishnan P, **Text book of project management**, MacMillan and V. E. Rammurthi Indu. Ltd., 1993.
3. Goudman J., **Integrated project planning and management cycle**, Ralph Ngalala Love East West Centre, Hawai, 2000.
4. Sanyal, B.M.-**India: Decentralised Planning, Themes and Issues, Concept**, New Delhi: 2001
5. Sisodia, Yatindra-**Functioning of Panchayat Raj System**. Rawat Publications, New Delhi, 2005
6. Sudhakar , V. **New Panchayati Raj System: Local Self-Government Community Development**, Mangal Deep Publications, Jaipur, 2002
7. Mohanty ,Bijoyini, **Financing The Grassroots Government**, A.P.H. Publishing, New Delhi, 2001.
8. Majumder B. **Rural Housing: Policies and Practice**, Rawat Publication, New Delhi, 2007.
9. Benni, BS. **Dairy Co-operative Management and Practice**, Rawat Publication, New Delhi, 2005.

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Paper – III
Course Code:RD 103
Title: Rural Development Programme & Evaluation

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. explain what impact the various programmes have had on the poor and the rural areas
2. outline the landmarks in educational development in rural areas
3. understand the main objectives of the Drought Prone Areas programme (DPAP) and the Desert Development Programme (DDP)

Unit-I

Background of Rural Development Programmes, Pre-Independence era, Post-Independence era, Poverty Alleviation Programmes- A Retrospect, Minimum Needs Programme, Integrated Rural Development Programme, TRYSEM and DWCRA, Jawahar Rozgar Yojana (JRY), Employment Assurance Scheme (EAS).

Unit- II

Gandhian approaches and Rural Economics, Deen Dayal Upadday – Gramin Kaushal Vikas Yojna, Pradhan Mantari Kaushal Vikas Yojna, Mukhiya Mantari Kaushal Vikas Yojna Swarnajayanti Gram Swarozgar Yojana (SGSY)-1, Swarnajayanti Gram Swarozgar Yojana (SGSY)-2, Sampoorna Grameen Rozgar Yojana (SGRY), National Social Assistance Programme(NSAP), Food Security- TPDS.

Unit- III

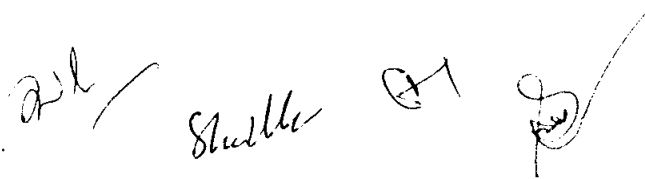
Prime Minister's Rozgar Yozara (PMRY), Rural Employment Generation Programme (REGP), Rashtriya Mahila Kosh, Programme of Development Finance Corporations.

Unit- IV

Elementary Education and Total Literacy Campaign, Rural Housing, Rural Health Care, Drinking Water and Rural Sanitation, Rural Electrification & Energy, Rural Connectivity.

Unit- V

Desert Development Programme, Integrated Wasteland Development Programme, Science and Technology for Rural Development, Evaluation of Rural Development Programmes through different community, and Suggestion & Recommendation of Desert Development Programme.



Recommended Readings:

1. प्रा. डॉ. बोबडे, प्रकाश **भारतीय समाज रचना**, पारंपारिक आधुनिक श्री. मंगेश प्रकाशन, श्री शांती दुर्गा निवास, 23 नवीराम दास पेठ, नागपूर 1998.
2. डॉ. कन्हाडेबी. एम. **ग्रामीण व नागरी समाज शास्त्र**, पिंपळापुरेअॅण्ड कं. पब्लिशर्स, नागपूर 2005.
3. डॉ. झामरेजी. एन. **भारतीय अर्थव्यवस्था , विकास व पर्यावरणात्मक अर्थशास्त्र**, पिंपळापुरे अॅण्ड कं. पब्लिशर्स, नागपूर 2006.
4. प्रा. निंबाळकर, संजिव के. **समाज कल्याण**, केशव-कृष्णाप्रकाशन, 14 विदयानगर, चंद्रपूर 2005.
5. यादव, रामजी **भारत में ग्रामीण विकास**, अर्जुन पब्लिशिंग हाउस, नई दिल्ली 2008.
6. Desai, V. **Rural Development in India**, Himalaya Publishing House, Mumbai, 2005.
7. Prakash, I. S. **Rural Development in India**, Himalaya Publishing House, New Delhi, 2005.
8. Majumdar, B. **Poverty, Food Security and Sustainability**. Rawat Publications, New Delhi, 2004.
9. Asen, R. **Visions of Poverty: Welfare Policy & Political Imagination**. Rawat Publications, New Delhi, 2004.
10. Majumder, B. **Rural Housing: Policies and Practice**. Rawat Publications, New Delhi, 2007.

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Paper - IV
Course Code: RD 104
Title: Rural Social Problem

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. understand the problems of inequality and tribal issues
2. know the role and status of women and violence against women
3. identify the problems of land and displacement

Unit - I

Inequality of Caste: Definition, Characteristics, Constructive demerits of caste inequality, Problems of lower or untouchable caste, changing pattern of Leadership (Caste base)

Unit - II

Tribal Issues and Problems: Meaning, Constitutional provisions to solve the problems, government measures for development. Problems and Remedies of the backward classes, Disabilities problems.

Unit - III

Role and Status of Women: Role of gender inequality, Status of women in different ages, nature of women disabilities in Indian society, Causes of women decline, Women's problem in present age. Dowry: Meaning, Causes, Prohibition Act, Measures to eradicate dowry.

Domestic Violence: Meaning of violence against women, Nature of violence, Major causes of harassment.

Unit - IV

Problems related to Land: Types and techniques of farm production, Problems of land owners, Landless labours and artisans, Measures to reduce rural land issues, Trends of land acquisition by Businessmen, Industrialist, Politicians and Bureaucrats.

Unit - V

Displacement and Rehabilitation: Meaning of rehabilitation, Movement related to displaced folk, Causes of displacement, Measures of displacement. Migration: Nature, Adverse effect and Measures to control migration.

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Recommended Readings:

1. डॉ. कन्हाडेबी. एम. समाज शास्त्र : प्रश्न व समस्या पिंपळापुरे अँड कं. पब्लिशर्स, नागपूर 2009.
2. डॉ. महाजन, संजिव आधुनिक भारत में समाजिक परिवर्तन अर्जुन पब्लिशिंग हाउस, अंसारी रोड, दरियागंज, नई दिल्ली 2001.
3. Sundaram, I. S. **Rural Development**. Himalaya Publishing House, Mumbai, 2002.
4. Datt and Vasant. **Fundamental of Rural Development**, Rawat Publications, New Delhi, 1991.
5. Datt and Rudra. **Growth Poverty and Equality**, Deep and Deep Publication, New Delhi, 2008.
6. Khanna, S. **Rural Development**, Sonali Publication, New Delhi, 2003.
7. Prasad, B.K. **Rural Development**, Surupand Sons, New Delhi, 2003.
8. Joshi, V. **Tribal Situation in India: Issues and Development**, Rawat Publications, New Delhi, 2017.
9. Satyanarayana, G. **Women in Grassroots Governance**, Rawat Publications, New Delhi, 2019.
10. Wainryb C. **Social Development, Social Inequalities & Social Justice**, Rawat Publications, New Delhi, 2013.

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Paper - V
Course Code: RD 105
Title: Panchayati Raj and Rural Administration

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. understand the evolution of rural development programmes, policies and acts.
2. know the thrust areas of rural development and Agricultural Extension Services
3. understand the functions of panchayat raj system

Unit - I

The Chhattisgarh Panchayat Raj Adhiniyam, 1993, Panchayati Raj (Amendment) Act, 2019 and its provisions.

Unit - II

The focus and thrust of Rural Development Programmes: Poverty alleviation, Employment generation, Social mobility, Mobilization and change.

Meaning of Empowerment: Economic, Political, Social and Cultural empowerment.

Unit - III:

Agricultural Extension Services, Emergence: People and Panchayati Raj Financial Organizations/ Institutions.

Unit - IV

Rural Development Administration and Panchayat Raj Institutions: Panchayat Raj System, Functions of Panchayat Raj System, Sources of income for Panchayats, Merits and Demerits of Panchayat system, Strengthening of Panchayat Raj System, Rural Development administration.

Unit - V

Agriculture diversification, Small holdings, Infrastructure, Role of Women in Rural Development, Marginalization of Women in Land Reform Agenda.

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Recommended Readings:

1. Desai, Vasant. **Fundamentals of Rural Development**. Rawat Publications, New Delhi, 1991.
2. Meier, Gerald (ed.). **Leading Issues in Economic Development**, Oxford Uni. Press, New Delhi, 1987.
3. Prasad, B.K. **Rural Development: Concept, Approach and Strategy**, Sarup & Sons, New Delhi, 2003.
4. Rau, S.K. **Global Search for Rural Development**, Hyderabad: NIRD, 2001.
5. Satya Sundaram, I., **Rural Development**, Mumbai: Himalaya, 2002.
6. Arora, R. **Panchayati Raj, Participation and Decentralization**, Rawat Publications, New Delhi, 2018.
7. Maddick, H. **Panchayati Raj**, Rawat Publications, New Delhi, 2018.
8. Sharma, BM. **Panchayati Raj and Reservation Policy**, Rawat Publications, New Delhi, 2018.

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Session: 2020-21
Semester-II
Paper - I
Course Code: RD 201
Title: Urban Planning

Maxi. Marks: 80
Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. understand the meaning, goals and objectives of urban planning
2. know the theories of urbanization and concepts of compact city approach
3. identify methods of urban and regional problems

Unit – I

Urban Planning: Meaning and Definition, Rationales and Foundations of Planning, Various definitions of town and country planning; Goals and objectives of planning, Components of planning, Benefits of planning

Unit – II

Urbanization: Theories of Urbanization and Theories of City Development, Theories of urbanization including Concentric Zone Theory, Sector Theory, and Multiple Nuclei Theory, Land use and Land Value Theory of William Alonso, Scientific Rationalism, Advocacy Planning and Equity Planning Theory.

Unit – III

Compact city approach: Concept, Advantages and Limitations, Forms of cities in developing world, Forms of cities in the former and present socialist countries.

Unit – IV

Basics of Planning Techniques, Planning practice in India and Chhattisgarh: Town and City Planning, Concept of Smart City, Methods of identifying urban and regional problems, setting of goals, Objectives and Priorities, Performance standards, spatial standards and standards for utility.

Unit – V

Relevance of rural area for urban development, mutual dependence between urban and rural areas, industry and agriculture. Characteristics of symbiotic development and the pattern of urban development, Ecological and environmental considerations in rural development and village planning, Rural energy issues, Renewable and alternative sources of energy.

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Recommended Readings:

1. P. Healey, **Planning Theory**, Pergamon Press 1981.
2. Andrews, Richard B. **Urban growth and development: A problem approach**. Simmons Boardman, New York, 1962.
3. Ferguson, T; Benjamin, B.; Daley, Allen; Glass, D.V.; Mckeown, Thomas; Johnson, Gwendolyn Z; Mackintosh, J.M., **Public health and urban growth**, Center for Urban Studies, London, 1964
4. Adrian, Charles R, **State and local Governments: A study in the political process**, McGraw-Hill Book, New York, 1960
5. Humes, Samuel, **Structure of local governments throughout the world**, MartinusNijhoff, Hague, 1976.
6. New Delhi, IIPA; **Urbanization and urban development**, IIPA New Delhi, 1968
7. India, Ministry of Welfare & Housing, **TCPO, Project Planning Division; Report on norms and space standards for planning of public sector project towns**, Govt of India Press, Delhi.
8. McLoughlin, J. Brian. **Urban and Regional Planning**, Rawat Publication, New Delhi, 2019.
9. Mukhopadhyay, A. Saxena. HM. **Urbanization and Housing: State, Market & Consumer**, Rawat Publication, New Delhi, 2017.
10. Advani, M. **Urbanization, Displacement and Rehabilitation**, Rawat Publication, New Delhi, 2016.

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Paper - II

Course Code: RD 202

Title: Rural Economy & Industrialization

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. understand the concept and basic needs of rural economy and rural industrialization
2. know the policies & programmes for rural industrial development during planning era
3. measure the rural poverty and rural employment

Unit - I

Rural Economy: Concept and Nature of Rural Economy, Characteristic of rural economy, Factors affecting Rural Economy, Rural Industrialization: need, infrastructure and prospects.
Progress and Problem of rural industrialization with special reference to Chhattisgarh.

Unit - II

Basic Needs of Rural people in Chhattisgarh: Housing; Health, Education, Training, Drinking water, Electricity, Sanitation, Rural Transportation.
Potential areas for rural self-employment with special reference to agro industries.
Role of Co-operatives in Rural economy, Role of financial & non-financial institutions and micro-finance institutions in rural areas.

Unit - III

Policies & Programmes for rural industrial development during planning era.
Important programmes for Industrial development of rural areas, Micro, Small and Medium industries. Globalization of Rural economy, Impact of Taxation and GST on Rural Economy.

Unit - IV

Need of rural employment, Characteristics of rural employment, Type of unemployment in rural area. Rural employment programmes and its impacts & evaluation.

Unit - V

Rural poverty: Nature of Rural poverty causes, Measurement of poverty. Poverty eradication programmes and its outcomes, Need based education and training for rural youth, Development of Entrepreneurship abilities among rural students, Poverty eradication programmes and its impacts.

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Recommended Readings:

1. Satya, Sundaram. **Rural Development**, Himalaya, Mumbai, 2002.
2. Datt, Rudra & Sundharam **Indian Economy**, S. Chand, New Delhi, 2008.
3. Book by Gyanindra Dash and Rajan Kumar Sahoo, **Agriculture and Rural Economy**, 2009
4. Barun Kumar Sahu, **Rural Development in India**, 2003.
5. Harris, J. **Rural Development: Theories of Peasant Economy**, Rawat Publication, New Delhi, 2017.
6. Reddy Ratna Et al. **Political Economy of Watershed Management**, Rawat Publication, New Delhi, 2010.

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Paper - III
Course Code: RD 203
Title: Rural Health Care

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. understand the concepts and components of health and health care services in rural India
2. learn about various diseases and its prevention and controls
3. get information about planning and management of rural health care services

Unit- I

Health: Definitions, Concepts and Components, Health and Development, Types of Health Care Services, Development of Health Care Services in Rural India: A Review.

Human Development in Chhattisgarh.

Unit- II

Health and Nutrition Status in Rural India, Different Models of Health Care Delivery: An Outline

Unit- III

Communicable Diseases in India – An Overview, Prevention and Control of Communicable Diseases in Rural India.

Unit- IV

Reproductive and Child Health Programme (RCH) and Maternal and Child Health (MCH), Impact and Evaluation of RCH and MCH.

Unit- V

Planning Rural Health Care Services, Management of Rural Health Care Services, Communication and Health Education: An Outline, NGO Experience in Health Care.

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Recommended Readings:

1. **Urban–Rural Health Comparisons: Key results of the 2002/03**, Health Survey. Wellington: Ministry of Health, New Zealand.
2. Satya, Sundaram. **Rural Development**, Himalaya, Mumbai, 2002.
3. Jacob C. Warren -**Rural Public Health: Best Practices and Preventive Models**, 2014
4. Charlene A. Winters, Helen Lee, **Rural Nursing: Concepts, Theory and Practice, Third Edition**, 2005.
5. Adak, D.K., Gautam R.K., Nanda J. and Bharati, P. **People, Health and Nutrition**. Mittal Publications, New Delhi (in Press). 2011
6. Nagla, Madhu. **Sociology of Health and Medicine**, Rawat Publication, New Delhi, 2018.
7. Hanefeld, J. **Globalization and Health -2nd Edition**, Rawat Publication, New Delhi, 2018.
8. Verma, A. **Women's Health and Nutrition**, Rawat Publication, New Delhi, 2018.
9. Unisa, S. **Population Health and Environment**, Rawat Publication, New Delhi, 2018.
10. Akram, M. **Maternal Health in India**, Rawat Publication, New Delhi, 2018.

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Paper - IV

Course Code: RD 204

Title: Scientific Research Methodology in Rural Development

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. explain the meaning, importance and purpose of research
2. describe the nature of research and identify the areas of rural development in which research is being increasingly undertaken
3. describe the steps in the sampling process and the various methods of sampling and define a probability sample and describe the various types of probability sample
4. write a research report

Unit- I

Introduction to Scientific Research: Purpose, Nature and Scope, Research in Rural Development Retrospect: National and International Perspectives.

Unit- II

Research Process I: Formulation of Research Problem, Research Process II: Preparing a Research Proposal

Unit- III

Scientific Methods of Social Research, Descriptive and Experimental Research Evaluation and Action Research, Naturalistic Inquiry and Case Study. Applied Research Methodology: PRA and RRA

Unit- IV

Sampling: Methods of Sampling, Tools of Data Collection, Interview, Observation, Documents as Tools, Data Collection. Data Analysis, Elementary Statistics, Measures of central tendency: Mean, Mode, Median and Measures of Variability: Range, Average, Standard deviation, Test of Significance: t-test, Chi-square Test, Correlation, Regression and ANOVA: One-way. Computer application in Research: MS Word, MS Excel, MS PowerPoint, SPSS.

Unit- V

Research report writing: Structure, Clarity and consistency; Chapter-scheme, Review of literature, Preparation of bibliography and reference, Methods of presentation, Appendices, Qualitative Data Processing and Analysis.

Dr. S. Sankar *A. J.* *S.*

Recommended Readings:

1. Crabtree & Miller (ed.). **Doing Qualitative Research**, Sage Publications, New Delhi, 2000.
2. Denzin & Lincoln (eds.). **Handbook of Qualitative Research**, Sage Publications, New Delhi, 2000.
3. Herekar, P.M. **Research Methodology and Project Work**, Phadke Prakashan, Kolhapur, 2004.
4. Kumar, P.S.G. **Research Methods and Statistical Techniques**, B.R. Publishing Co., Delhi, 2004.
5. Kothari, C.R. & Garg, G. **Research Methodology: Methods and Techniques (Fourth Edition)**, New Age International Publishers, New Delhi, 2019.
6. Healey, J.F. **Statistics: A Tool for Social Research**, Rawat Publications, New Delhi, 2018.
7. Yesudhas, R. **Methodologies in Social Research**, Rawat Publications, New Delhi, 2017.
8. Babbie, E. **Basics of Social Research 6th Ed.**, Rawat Publications, New Delhi, 2015.

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Paper – V
Course Code: RD 205

Title: Tribal Development (With special reference to Chhattisgarh)

Maxi. Marks: 80

Min. Marks: 16

Credit:4

Learning Objectives:

At the end of the course the students are expected to:

1. know the geographical distribution of tribal population
2. understand the concept and objectives, plans, programmes of tribal development
3. critically review the forest policies of tribal and identify the problems of tribes

Unit - I

Definition of Tribe, Characteristics, Classification - Geographical, Linguistics, Economic and Racial, Difference between Schedule Caste and Scheduled Tribe Constitutional Safeguards for Scheduled Tribes.

Unit - II

Tribal Development: Concept and Objectives, Tribal Development Plans, Programmes and their Implementation, Tribal Sub-Plan, Scheduled and Tribal Area, Role of Non-Governmental Organization (NGO) in Tribal Developments.

Unit – III

Major Tribes of Chhattisgarh: Gond (Muria, Maria), Oraon, Kwar, Halba, Binjhar. Primitive Tribes of Chhattisgarh: Abujhmaria, Pahari Korwa, Kamar, Baiga, Birhor and Their Social Organization: Family, Marriage, Economic, Religious, Political, Youth Dormitories etc.

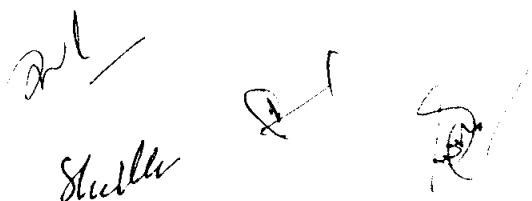
Unit – IV

Forest and Tribal's: Critical review of Forest policies, PESA Act 1996, Deforestation and Tribal, Forest Management and Tribal Welfare.

Unit – V

Tribal Problems: Different approaches to tribal problems, History of Tribal Movements in India with special reference to Chhattisgarh.

Major tribal problems: Land alienation, Displacement and Rehabilitation. Industrialization and Urbanization, Naxal problem in tribal area of Chhattisgarh.



Recommended Readings:

1. Verrier Elwin, **Muria and Their Ghotul: Kingdom of the young** (abridged edition), New Delhi: VanyaPrakashan, 1991.
2. Verrier Elwin, **The Baiga**, New Delhi: Gyan Publishing House, 2002.
3. Verrier Elwin, **Maria, Murder and Suicide**, New Delhi: Vanya Prakashan, 1991
4. Vidhyarthi & Rai, **The Tribal Culture of India**. New Delhi: Concept Publishing Company, 1985.
5. Nadeem Husnain, **Tribal India**, Delhi: Palka Prakashan, 2006,
6. Sir Wilfrid Grigson, **The Maria Gonds of Bastar**, New Delhi: Vanya Prakashan, 1991.
7. R.C. Verma, **Indian Tribes Through the Ages**,. New Delhi: Publication, Division, Govt. of India, 1995.
8. Majumdar, D.N., **Races and Cultures of India**, New Delhi: Kalyani Publishers, 1990.
9. उपाध्याय एवं शर्मा, **भारत की जनजातीय संस्कृति**, भोपाल: म.प्र. हिन्दीग्रंथअकादमी, 2004.
10. पी.आर. नायडू **भारत के आदिवासी विकास की समस्याएँ**, नईदिल्ली: राधा पब्लिकेशन, 2002.
11. Verma S. **Underdevelopment and Naxalism in India**, Rawat Publications, New, Delhi, 2018.
12. Behera MC. **Resources, Tribes and Development**, Rawat Publications, New Delhi, 2015.

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Session: 2021-22
Semester – III
Course Code: RD 301
Title: Communication and Extension in Rural Development

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. understand the meaning, concept and communication process
2. describe the principles of extension for effective execution of extension programme and list out the general and specific objectives of extension
3. describe communication support in the context of rural development

Unit– I

Communication: Meaning & Concept, Communication Process, Functions of Communication, Communication Channels and their use in Rural Development.

Unit– II

Communication-Media Mix for Rural Development, Role of mass communication in social change. Traditional and modern means of mass communication.

Unit– III

Extension: Concepts, Philosophy and Principles, Historical Development of Rural Extension in India, Types of Rural Extension, Extension Methods.

Unit– IV

Forms of Communication: Verbal, Non-verbal and Written, Development Communication, Communication in Social Work Profession.

Unit–V

Communication Support, Extension Management, Organizational Communication, Communication Strategies for Rural Development – Media Mix

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Recommended Readings:

1. Gamble, T.K. & Gamble, M, **Communication Works**, McGraw Hill. 2002.
2. Knapp, M.L. & Miller, G.R. **Handbook of Interpersonal Communication**, Sage Publications. 1985.
3. Melkote, Srinivas, **Communication for Development in the Third World**, Theory and Practice, Sage Publications. 1991.
4. Owen, Hargie, **The Handbook of Communication Skills**, Routledge, 2006.
5. Treholm, Sarah, **Thinking through Communication: An Introduction to the Study of Human Communication**. Allyn & Bacon. 1993.
6. Thompson, Neil, **Communication and Language: A Handbook of Theory and Practice** Palgrave. Macmillan, 2003.
7. Morreale, Spitzberg & Barge, **Human Communication: Motivation, Knowledge and Skills**, Wadsworth: Thomson Learning, 2001.

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Paper – II
Course Code: RD 302
Title: Rural Social Development

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. understand the overall status of rural women in India
2. identify indicators that are commonly used to describe the health, nutrition and educational status of children
3. describe the constitutional status of scheduled castes and assess their social and economic status in society
4. describe the main aspects related to the development of scheduled castes and indicate their representation in services

Unit- I

Rural Women: Status and Development Strategies, Education and Training for Rural Women, Health and Nutrition of Rural Women.

Unit- II

Empowerment of Rural Women (Gender Frame Work Approach), Empowerment of Rural Women- Policies and Programmes.

Unit- III

Situation of Rural Children, Health and Nutrition of Rural Children, Education of Rural Children, Integrated Child Development Services Programme.

Unit- IV

Development of Scheduled Castes, Development of Scheduled Tribes, Bonded Labour, Development of Artisans and Landless Labourer.

Unit- V

Social Legislations on Children, Social Legislations on Women, Social Legislations on Scheduled Castes and Schedule Tribes, Other Social Legislations.



Recommended Readings:

1. Dr. Sundaram, I. Satya. **Rural Development**, Himalaya Publishing House, Mumbai, 2002.
2. Datt and Vasant. **Fundamental of Rural Development**, New Delhi: Rawat publication, 1991.
3. Datt and Rudra. **Growth Poverty and Equality**, Deep and Deep Publication, New Delhi, 2008.
4. Khanna, Sulbha. **Rural Development**, Sonali Publication, New Delhi, 2003.
5. Joshi V. **Tribal Situation in India: Issues and Development**, Rawat Publications, New Delhi, 2017.
6. Chaudhary, S.N. **Tribes, Castes and Development**, Rawat Publications, New Delhi, 2018.
7. Gangadharan, K. **Health and Development: The Millennium Perspectives**, Rawat Publications, New Delhi, 2011.

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Paper – III
Course Code: RD 303
Title: Voluntary Action in Rural Development
(With special reference to Chhattisgarh)

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. understand the essence and meaning of voluntarism and identify the theoretical assumptions of voluntarism
2. make a critical assessment of the interrelations between market economy, voluntary effort and rural development.
3. identify the global voluntary effort in rural development and case studies of voluntary organizations in India

Unit– I

Voluntarism – Theoretical Issues, Voluntary Associations in a Democratic Society, VOs, State and Development – Delicate Relationship, Philosophy and Nature of Non-Profit Organizations.

Unit–II

Organization and Structure of VOs, Voluntary Agency, Administration and Management of Voluntary Organizations, Voluntary Organizations: Issues and Agenda for Social Transformation, Voluntary Organizations: Finance and Resource Mobilization.

Unit –III

Voluntary Effort in Rural Development – A Critical Appraisal, Nature and Types of Voluntary Organizations in Rural India, Problems faced by Voluntary Organizations in Rural Areas, Voluntary Organizations and Rural Development at Cross- Roads.

Unit - IV

State Sponsored Voluntary Organizations and Rural Development; Community Based Voluntary Organizations and Rural Development.

Unit - V

Global Voluntary Effort in Rural Development, Some Successful Case Studies of Voluntary Organizations in India (with reference to Chhattisgarh). Case studies on Phulbbai Devi Voluntary Organization, Grihini Voluntary Organization etc.

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Recommended Readings:

1. G. Satyanarayana, **Voluntary Effort and Rural Development 1st Edition, 2007**
2. VimalacParthasarathy, **The Voluntary Sector in Rural Development: Lessons from Social Marketing Based on Study of NGOs in South India, 2014.**
3. **The Hindu survey of Environment 1993, 1994, 1995,1996,1997,1998.**
4. **The Hindu survey of Agriculture 1993, 1994, 1995,1996,1997,1998.**
5. Mark A Robinson, **Evaluating the impact of NGOs in Rural Poverty Alleviation: Indian country study, London: Development Institute, 2002.**

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Paper – IV
Course Code: RD 304
Title: Land Reforms and Rural Development

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. understanding the meaning of land reform, its scope and importance and understand the need of land reform in rural development
2. know the contributions of land reform in rural development and identify various issues concerning land reform
3. describe the administration of land revenue, Panchayati Raj and land reforms

Unit– I

Significance of Land Reforms in Rural Development, Origin and Development of Land Tenure Systems in India, Land Tenure Systems and Agrarian Structure – I

Land Tenure Systems and Agrarian Structure – II, Agrarian Structure and Agrarian Movements

Unit- II

Freedom Movement and Quest for Land Reforms, Concepts and Strategies, Land Reform: Constitutional Status and State Legislations – I.

Unit- III

Land Reform: Constitutional Status and State Legislations – II, Land Reforms – Non Governmental Initiatives.

Unit - IV

Land Revenue Administration –I, Land Revenue Administration –II, Impact of Land Reforms on Rural Economy and Society.

Unit - V

Land Reforms: Social, Economic and Political Limitations, Panchayati Raj and Land Reforms, Land Reforms: Indian Experiences.

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Recommended Readings:

1. Mamoria & Tripathi. **Agricultural Problems of India**, Kitab Mahal, New Delhi, 2003.
2. Purushottam, P. (ed.). **Rural Technology for Poverty Alleviation**, NIRD, Hyderabad, 2004
3. Thaplial (ed.). **Challenges of Liberalisation to Indian Agriculture**, NIRD, Hyderabad, 2002.
4. H.R. Yadav- **Village Development Planning**, 2009.
5. Reddy, K. V, **Agriculture And Rural Development Paperback**, 2012.
6. Rajora, R. **Integrated Watershed Management**, Rawat Publications, New Delhi, 2019.
7. Nayak, A.K. **Dams and Development in India**, Rawat Publications, New Delhi, 2016.
8. Pandit A. **Watershed Development Inputs and Social Change**, Rawat Publications, New Delhi, 2010.

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Paper – V
Course Code: RD 305
Title: Dissertation: Project Report based on Field Work

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

The completed dissertation should provide proof of students' understanding of:

1. research design as applicable to a specific topic
2. issues concerning sampling, quantitative and qualitative analysis of data
3. compile the analyzed data and present in the form of a report

Students are required to undertake a Dissertation/Project work consisting of approximately one-month preparatory work, approximately three –fourth weeks of field investigation, approximately two months for Lab work and / or data analysis and completion of the Dissertation/Project work.

The Dissertation will be selected in consultation with the faculty members decided by Head of the department, according to their specialization. Dissertations/Project work will typically be a document of about 100-150 pages with sections in the following sequence: Introduction, Objectives, Hypothesis (if necessary), Research design/ Methodology, Results, Discussion, Conclusion and Suggestions, Literature cited etc.

Presentation and Viva-Voce of the Dissertation/Project work will be in the presence of External examiner and faculty of the department

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Session: 2021-22
Semester – IV
Paper – I
Course Code: RD 401

Title: Entrepreneurship and Rural Development

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. identify and respond to rural entrepreneurship needs.
2. learn about broader rural socio-economic issues and its impact on rural communities.
3. understand strategies incorporated in various plans to promote entrepreneurship in rural areas
4. analyze the outcomes of the policies and strategies for promoting entrepreneurship in rural areas

Unit- I

Rural Entrepreneur and Rural Entrepreneurship: Characteristics of an Entrepreneur, Distinction between Entrepreneur and Manager, Functions of an Entrepreneur, Theories of Entrepreneurship, Concept of Entrepreneurship, Growth of Entrepreneurship in India, Role of Entrepreneurship in Economic Development.

Unit- II

Women Entrepreneurship-Problems and Prospects Rural Entrepreneurship., Development and Entrepreneurship, Market Economy and Entrepreneurship, Unleashing Rural Entrepreneurship, Problems faced by Rural Entrepreneur.

Unit- III

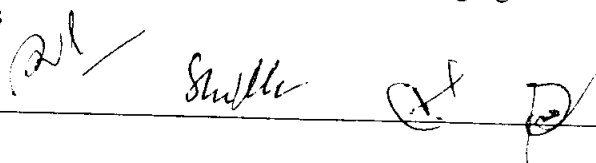
Entrepreneurship-Policies and Strategies, Types of Rural Entrepreneurship, Financial organizations for Rural Entrepreneur. Introduction to Micro & Small Enterprises, Role of Small Enterprises in Rural Development.

Unit- IV

Rural Entrepreneurship-Successful Experiences, Rural Entrepreneurship-International Experiences, Domains of Rural Entrepreneurship, Environmental scanning - Political, Economical, Sociological, Technological and Analogical Environment (PESTE) – MSME Act

Unit- V

Planning a Rural Enterprise, Human Resources and Infrastructure, Arrangement of Fund and Financial Management. Commercial Banks – Financial Institutions: IDBI, IFCL, IIBI, UTI, LIC, NABARD, SFCs, SIDCs, SIDBI, AND EXIM Bank, - Role of NSIC, SSIB SSICs, MSMEDI, DICs, Industrial Estates, Specialized Institutions, and TCO, Microfinance institutions – Venture Capital – Private equity – crowd funding. Managing a Rural Enterprise, Marketing Rural Products and Services



Recommended Readings:

1. Battacharya, S.N., **Rural Industrialization in India**, Delhi: Vikas Press, 2002.
2. Desai, Vasant. **Rural Development in India**. New Delhi: Himalaya, 2005.
3. IGNOU. **Rural Development: Indian Context**. New Delhi: IGNOU, 2005.
4. Narwani, G. S. **Training for Rural Development**, New Delhi: Rawat Publications, 2002.
5. Vijay Sathe, **“Corporate Entrepreneurship”** 1st edition, 2006, Cambridge.
6. S.s. Khanka, **“Entrepreneurial Development”**, 2007, S. Chand & Co. Ltd.
7. Vasanth Desai, **“Dynamics of Entrepreneurial Development and Management”**, 2007, HPH.
8. Dr. Vasant Desai, **“Small Scale Industries and Entrepreneurship”** 2006, HPH.
9. P. Narayana Reddy, **“Entrepreneurship – Test and Cases”**, 2010, 1st Ed. Cengage Learning.
10. S.R. Bhowmik and M. Bhowmik, **“Entrepreneurship 2007”** New Age International.

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Paper – II
Course Code: RD 402

Title: Natural Resources and Sustainable Development

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. identify the meaning and types, importance of natural resources of natural resources
2. understand the meaning and conceptsustainable development.
3. know the forest resources and distribution, major forest types and water resources and its traditional management

Unit-I

Natural Resources: Meaning and Types, Importance of Natural Resources, Concept of ESP: Equality, Sustainability and Peace. Natural Resources in Chhattisgarh: Land, Forest and Minerals.

Unit-II

Sustainable Development: Meaning and Concept, Sustainable Development Goals (SDGs) and Millennium Development Goals (MDGs). Role and need of sustainable Development in Natural and Social surrounding, Role of traditional knowledge for sustainable development.

Unit-III

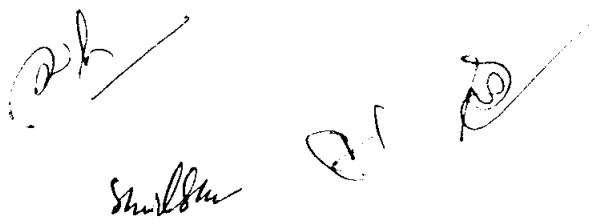
Energy and Sustainability. New-renewable Energy Sources. Global Climate Change, Energy from Coal, Petroleum, Gas, Wind and Solar Power, Bio-Gas.

Unit-IV

Forest resources and distribution, Major forest types, Use and over-exploitation of Forest, Deforestation and their effects on forest and tribal life,Forest Policy, Joint Forest Management, Eco-development Plan.

Unit-V

Water Resources and its traditional management with special reference to Chhattisgarh. Global Warming and Sustainable use of Natural Resources,Pollution: Meaning and Type. Water Pollution, Air Pollution, Noise Pollution, Soil Pollution.


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Recommended Readings:

1. Agyeman, Juliann, Robert D. Bullard and Bob Evans (Eds.), **Just Sustainability: Development in Unequal World**, Earth scan, London, 2004.
2. Brulle, R. J., Carmichael, J., & Jenkins, J. C., **Shifting public opinion on climate change: an empirical assessment of factors influencing concern over climate change in the US, 2002-2010**, US: US press. 2012.
3. Marothia, D.K. and Nandi, D. 1994. **Degraded Lands, Agroforestry and Energy Needs: Issues and Development Strategies**. In Punjab Singh, P.S. Pathak and M.M. Roy (Editors) (1994) *Agro forestry Systems for Sustainable Land Use*, New Delhi, Oxford & IBH. Pp. 250-262
4. Marothia., D.K. 1993. Property Regimes and Institutional Arrangements: Concepts and their Relevance in Managing the Village Commons, *Indian Journal of Agricultural Economics*, 48(3) 557-565.
5. Marothia, D.K. 1993. **Rapporteur's Report on Tribal and Hill Economy**. *Indian Journal of Agricultural Economics*, 47(3)567-578.
6. Marothia, D.K. 1992. **Village Irrigation Tanks: Institutional Design for Sustainable Resource Use**. *Agricultural Situation in India*, 47 (6) 479-487.

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Paper – III
Course Code: RD 403
Title: Resources and Livelihood Management

Maxi. Marks: 80

Min. Marks: 16

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. understand the resources and rural livelihood management
2. know the various government scheme for rural livelihood
3. identify the resources and utilize it for sustainable livelihood

UNIT – I

Livelihood: Meaning and Definition, Rural Livelihood: Nature and Scope, Indian Farmer and Role of Rural Economics for Indian Farmer, Green Revolution, White Revolution, Agricultural Mechanization, Animal Husbandry and effect on Rural Livelihood.

UNIT – II

Various Government Scheme -National Rural Livelihood Mission- Introduction, Objectives, Benefits and Role of Entrepreneurship in Livelihood.

UNIT – III

Organizational Development- SHGs, Types of SHGs, Procedure of Formation, Project Management for Livelihood-Cooperation and Meeting Arrangements

UNIT – IV

Rural Livelihood Management, Market- Definition, Types, Structure of Local Market, Types of Rural Livelihood, Interference and Methods, Value-addition and Marketing.

UNIT- V

Livestock Resources and Livelihood Management, Forest Resources, Farm based Livelihood and Non-Farm based Livelihood and Sustainable Livelihood.

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Recommended Readings:

1. Bhattacharjee, M., **Sustainable Livelihood**, 2015
2. Akangoa Raphael Abora- **Local Livelihoods and Rural Poverty Reduction: A Study of the Bolgatanga Handicraft Industry in the Upper East Region of Ghana**, 2010.
3. **Narasimhan Srinivasan** Girija, Srinivasan- **State of India's Livelihood Report-2016**
4. Aradom Gebrekidan Abbay - **Emerging Towns and Rural Livelihoods**—2010
5. Ian Scoones Sustainable- **Livelihoods and Rural Development**, 2015
6. Nora McNamara and Stephen Mors Sustainable- **Livelihood Approach: A Critique of Theory and Practice**, 2013

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Paper – IV
Course Code: RD 403
Title: Internship

Maxi. Marks: 80

Min. Marks: 16

Credit:4

Learning Objectives:

Through internship students will –

1. Get experience in actual work situation.
2. Practice skills of guidance and counseling already learned during the course.
3. Develop an insight into the causal relationships in the problems of students, regarding school environment.
4. Develop the ability to co-ordinate at work place.

Duration of Internship will be 1.5-3 months.

During the internship period students will identify the problems, identify strengths and weaknesses, develop and execute programme for enhancing the abilities motivation etc. They will also handle the problem cases of varied types as referred to them. The students will maintain the record of their work during internship; get it signed by their supervisor from time to time. In the end, they will have to produce a certificate of successful completion of internship signed by the Head of the Institution/ Principal and the authorities where internship has been done and also by the Head of the department.

RD 404: Presentation based on Internship

Credit: 4

Learning Objectives:

At the end of the course the students are expected to:

1. learn public speaking and good presentation skills

RD 405: Viva based on Internship

Credit:4

Learning Objectives:

At the end of the course the students are expected to:

1. learn how to face interview

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**School of Regional Studies and Research
Pt. Ravishankar Shukla University, Raipur (C.G.)**

Choice Based Credit System for students of other department

Session: 2020-21

**Course Code: CBCS101
Research Methodology**

Title: Applied

Credit: 03

Learning Objectives:

At the end of the course the students are expected to:

1. explain the meaning, importance and purpose of research
2. describe the nature of research and identify the areas of rural development in which research is being increasingly undertaken
3. describe the steps in the sampling process and the various methods of sampling and define a probability sample and describe the various types of probability sample
4. The course will help to provide field training write a research report

Unit-I

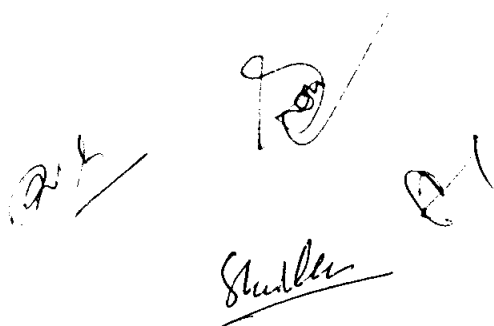
Social Research: Concept, Objectives, Types, Importance, Scope, Selection of Research problem, Hypothesis. Social Survey Method, Role of Social Scientist in Rural development, (participate observation, field work, cultural relativism) and holistic study.

Unit-II

Tools and Techniques of data Collection-Observation, Interview, Questionnaire and Schedule, and Content Analysis, PRA & RRA, Sample and Sampling techniques. Measures of Central Tendency.

Unit-III

Qualitative and Quantitative research, Research Design and its types, Preparation of a research design. Sampling method and its types, Writing a research proposal, Research report writing: Structure, Clarity and consistency; Chapter-scheme, Preparation of bibliography and reference. Methods of presentation, Appendices, Review of literature, Computer application in research.


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Recommended Readings:

1. Crabtree & Miller (ed.). **Doing Qualitative Research**, Sage Publications, New Delhi, 2000.
2. Denzin & Lincoln (eds.). **Handbook of Qualitative Research**, Sage Publications, New Delhi, 2000.
3. Herekar, P.M. **Research Methodology and Project Work**, Phadke Prakashan, Kolhapur, 2004.
4. Kumar, P.S.G. **Research Methods and Statistical Techniques**. Delhi: B.R. Publishing Co., 2004.
5. Marshall & Rosaman, **Designing Qualitative Research**, Sage Publications, New Delhi, 1999.

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**School of Regional Studies and Research
Pt. Ravishankar Shukla University, Raipur (C.G.)**

Choice Based Credit System for students of other department

Course Code: CBCS 102

Title: Corporate Social Responsibility

Credit: 03

Indian entrepreneurs and business enterprises have a long tradition of working within the values that have defined our nation's character for millennia. India's ancient wisdom, which is still relevant today, inspires people to work for the larger objective of the well-being of all stakeholders. These sound and all-encompassing values are even more relevant in current times, as organizations grapple with the challenges of modern-day enterprise, the aspirations of stakeholders.

Learning Objectives:

At the end of the course the students are expected to:

1. understand the meaning and definition of corporate social responsibility
2. know the implementation and impact of CSR practices on development
3. understand the act, policies and laws of corporate social responsibility

Unit-I

Corporate Social Responsibility: Meaning and Definition, Concept, Historical Evolution of CSR, Developmental Phases of CSR, Benefits and Criticisms, CSR and Strategic Branding in Rural India, CSR Practices in India, Impact of CSR Practices on Sustainable development, Generation of Employment.

Unit-II

Corporate and Rural Development, Public Private Partnerships, Stakeholder Engagement, Social Marketing, Environmental responsibility, National voluntary Guidelines on Social, Environmental and Economic Responsibilities of Business, Impact of CSR Practices on Promotion of Education, Gender Equality and women empowerment, Improvement of Health services.

Unit-III

SEBI Guidelines for Corporate Social Responsibility Reporting, Provisions for CSR in Companies Act 2013: Definition, CSR Activities, CSR Committees, CSR Policy, CSR Expenditure, CSR Reporting, Display of CSR activities on its website.

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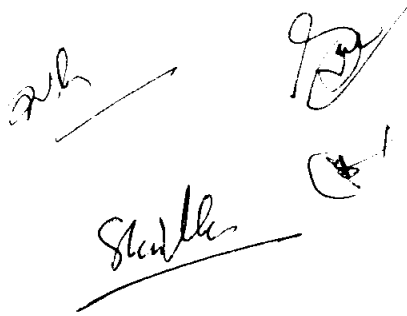
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Recommended Readings:

1. Jeremy, M. **Corporate Social Responsibility: A Very Short Introduction**, 2014
2. Waddock, S. **Making a difference. Corporate responsibility as a social movement. Journal of Corporate Citizenship**, 33, 35-46, 2009.
3. Agarwal, S. **Corporate Social Responsibility in India**, 2008
4. Mishra and Puri, **Growth and Development**, Himalaya publishing house, 2004.
5. Nancy Lee and Philip Kotler -**Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause**, 2004

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Shankar

The image shows four handwritten marks. At the top left is a signature that appears to be 'sh' with a horizontal line underneath. To its right is a stylized signature or set of initials. Below the 'sh' signature is another signature that reads 'Shankar' with a horizontal line underneath. To the right of 'Shankar' is a circular mark containing a small symbol or character.