

# **CURRICULUM AND CREDIT FRAMEWORK FOR POST-GRADUATE PROGRAMME**

Syllabus for

## **M.A. in Rural Development and Management**



**Department of Rural Development and Planning  
School of Social Sciences  
Nagaland University**

## □ **Preamble**

The **Postgraduate Programme in Rural Development and Management (RDM)** aims to develop professionals who are equipped with the knowledge, skills, and values required to address the challenges of rural transformation in a holistic, inclusive, and sustainable manner. Rooted in interdisciplinary learning, this programme integrates theoretical knowledge with field-based practice, enabling learners to understand the socio-economic, institutional, environmental, and governance-related dimensions of rural life. The course nurtures critical thinkers and empathetic change-makers who can contribute to evidence-based policy formulation, grassroots planning, participatory governance, livelihood promotion, gender justice, and social inclusion.

## □ **Programme Outcomes (POs)**

Upon completion of the Postgraduate Programme in Rural Development and Management, students will be able to:

- PO1.** Demonstrate a comprehensive understanding of rural development theories, concepts, and models in national and global contexts.
- PO2.** Apply interdisciplinary knowledge in areas like governance, gender, environment, and economics to analyze rural issues.
- PO3.** Conduct participatory research using qualitative and quantitative methods, and engage in data-driven decision-making.
- PO4.** Design and implement need-based development plans, projects, and programmes in collaboration with rural communities.
- PO5.** Exhibit professional skills in communication, leadership, and teamwork while engaging with stakeholders.
- PO6.** Promote inclusive, sustainable, and rights-based development practices that empower marginalized communities.
- PO7.** Develop entrepreneurial, analytical, and policy advocacy skills for employment in government, NGOs, CSR, and academia.
- PO8.** Practice ethical, participatory, and culturally sensitive approaches in all dimensions of rural engagement.

## □ **Programme Specific Outcomes (PSOs)**

- PSO1.** Analyze socio-economic, cultural, institutional, and environmental structures of rural society through empirical and theoretical lenses.
- PSO2.** Employ field tools such as PRA, GIS mapping, participatory surveys, and impact evaluations to generate development insights.
- PSO3.** Design Village Development Plans (VDPs), rural enterprise models, or livelihood interventions using participatory and integrated approaches.
- PSO4.** Assess and evaluate rural development policies, programmes, and governance mechanisms at local, state, and national levels.
- PSO5.** Apply project management, monitoring, and evaluation (M&E) frameworks to real-world development initiatives.

□ **Courses with Focus on Employability / Entrepreneurship / Skill Development**

<b>Course Code</b>	<b>Course Title</b>	<b>Skill/Employability/Entrepreneurship Focus</b>
<b>RDM703C</b>	<i>Rural Development Programmes, Policies, and Project Management</i>	Project cycle management, LFA, M&E, policy analysis (Skill-based, Employability)
<b>RDM802C</b>	<i>Research Methods in Rural Development</i>	Research design, survey tools, PRA, data analysis (Skill development, Employability)
<b>RDM801C</b>	<i>Rural Economy and Livelihoods</i>	Livelihood mapping, SLF, diversification analysis (Employability, Field skills)
<b>RDM902C</b>	<i>Rural Entrepreneurship and Skill Development</i>	Business plan development, enterprise models, market linkages (Entrepreneurship, Employability)
<b>RDM704C</b>	<i>Natural Resource Management and Climate Change</i>	Climate adaptation planning, INRM, PRA tools (Skill-based, Employability)
<b>RDM1002C</b>	<i>Preparation of Village Development Plan (VDP)</i>	Real-world planning, GPDP alignment, convergence strategy (Skill-based, Employability)
<b>RDM1001C</b>	<i>Master's Thesis/Dissertation</i>	Research, report writing, publication potential (Skill, Academic career readiness)
<b>RDM903C</b>	<i>Placement in NGO/CBO/CSO</i>	Hands-on work with NGOs, field exposure, community development (Employability)
<b>RDM803C</b>	<i>Placement in Rural Development Block</i>	Real-world governance experience, development schemes (Employability)
<b>RDM906E</b>	<i>Micro-Finance, SHGs and Social Enterprise Management</i>	SHG management, microcredit operations, social business models (Entrepreneurship)
<b>RDM806E</b>	<i>Science and Technology for Rural Development</i>	Appropriate tech use, ICT, e-Governance (Skill-based, Employability)
<b>RDM904C</b>	<i>Rural Extension and Communication Management</i>	IEC material development, PRA communication, community engagement (Employability)

□ **Summary :**

- **Skill-Based Courses:** RDM703C, RDM802C, RDM1002C
- **Entrepreneurship-Oriented Courses:** RDM902C, RDM906E
- **Employability Enhancement Courses:** RDM801C, RDM803C, RDM903C, RDM806E
- **Research-Focused:** RDM802C, RDM1001C
- **Field-Based / Immersive Learning:** RDM803C, RDM903C, RDM1002C

## Major revision 2025

### Proposed structure

Department	Rural Development and Planning
Title of the Course	Rural Development and Management
Course Code	RDM
Preamble / Scope	After completing this course, the students will be able to work in the area of rural development at various settings
Objective of Course / Learning Outcome	To acquaint students with the field of rural development, impart knowledge, skills and attitude to be a rural development professional
Eligibility	Any Graduate except from Language discipline
Fee Structure	As per University norms
No. of Lectures	4 courses per semester for 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> semester and Master Thesis and one course in the 4 <sup>th</sup> semester
Duration of the Course	Two Years/ Four semester
No. of Students per Batch	20
Selection	Merit based
Assessment	As per the University norms
Status New	As per CBCS.
Level	P.G

## STRUCTURE OF THE SYLLABUS

Semester	Course code	Course Title	Course credit	Marks		
				Internal	External	Total
I	RDM701C (Core course)	Rural Development : Concept, Related Theories and Experiments	4	30	70	100
	RDM 702C (Core course)	Rural Societies and Institutions	4	30	70	100
	RDM 703C (Core course)	Rural Development Programmes, Policies and Project Management	4	30	70	100
	RDM 704C (Core course)	Natural Resource Management and Climate Change	4	30	70	100
	RDM 705C (Core course)	Gender in Rural Development	4			
II	RDM 801C (Core course)	Rural Economy and Livelihoods	4	30	70	100
	RDM 802C (Core course)	Research Methods in Rural Development	4	30	70	100
	RDM 803C (Core course)	Placement in Rural Development Block (Practical)	4	30	70	100
	RDM 804C (Core course)	Rural Planning and Governance	4	30	70	100
	RDM 805E (Elective)	Development of Rural Women, Youth and Children	4	30	70	100
	RDM 806E (Elective)	Science and Technology for Rural Development	4	30	70	100
III	RDM 901C (Core course)	Inclusive Rural Development	4	30	70	100
	RDM 902C (Core course)	Rural Entrepreneurship and Skill Development	4	30	70	100
	RDM 903C (Core course)	Placement in NGO/CBO/CSO (Practical)	4	30	70	100
	RDM 904C (Core course)	Rural Extension and Communication Management	4	30	70	100
	RDM 905E (Elective)	Rural Health Care and Management	4	30	70	100
	RDM 906E (Elective)	Micro-Finance, SHGs and Social Enterprise Management	4	30	70	100
IV	RDM 1001C	Master's Thesis (Practical)	10	30	70	100
	RDM 1002C	Preparation of Village Development Plan (VDP) (Practical)	10	30	70	100
		Elective from other Departments	4			
		MOOC	4			
<b>Total</b>			88			

# **RDM701C: Rural Development : Concept, Related Theories and Experiments**

## **Course Description**

This course provides an introductory and conceptual framework for understanding rural development. It covers the evolution of rural development as a discipline, explores key theories, and examines real-world rural development experiences in India and globally. The course aims to equip students with theoretical insights and practical knowledge necessary for rural policy and planning.

## **Course Objectives**

Upon successful completion of the course, students will be able to:

1. Understand the meaning, scope, and significance of rural development.
2. Explore key theories and approaches that have shaped rural development discourse.
3. Examine the historical evolution and phases of rural development in India.
4. Compare rural development experiences across different regions and countries.
5. Critically evaluate policy interventions and development models based on field experience.

## **Course Outline**

### **Unit 1: Introduction to Rural Development**

- Definition, nature, and scope of rural development
- Objectives and importance of rural development in the national context
- Features of rural areas and rural economy
- Interdisciplinary approach in rural development
- Linkages between agriculture, non-farm sector, and rural development

### **Unit 2: Theories and Approaches to Rural Development**

- Classical, neo-classical, and Marxian perspectives
- Integrated Rural Development Approach
- Participatory Approach
- Gandhian and Tagorean models of rural development
- Sustainable and Rights-Based Approaches

### **Unit 3: Evolution and Experience of Rural Development in India**

- Historical background: Pre- and post-Independence efforts
- Community Development Programme (CDP), Integrated Rural Development Programme (IRDP), and beyond
- Panchayati Raj and decentralized planning
- Shift from welfare-based to rights-based development (e.g., MGNREGA, NRLM)

- Success stories and lessons learned from Indian rural development models

#### **Unit 4: Comparative Experiences in Rural Development**

- Rural development models from South Asia, Latin America, and Africa
- Role of international organizations (FAO, IFAD, UNDP, World Bank)
- Rural transformation in East Asia (China, South Korea)
- Role of NGOs and civil society in global rural development
- Emerging issues: climate resilience, digital divide, migration

#### **Unit 5: Paper Practical / Assignments**

1. **Field Report:** Visit a village and document key development indicators (infrastructure, education, livelihoods).
2. **Theory Review Assignment:** Summarize and critique one major rural development theory.
3. **Case Study Presentation:** Comparative analysis of rural development models (India vs. another country).
4. **Debate or Group Discussion:** Rights-based vs. welfare-based rural development.
5. **Reflection Journal:** Students maintain a weekly journal reflecting on course learnings with real-world examples.

#### **☐ References**

- Katar Singh (2009). *Rural Development: Principles, Policies and Management*. Sage Publications.
- Desai, V. & Potter, R.B. (2002). *The Companion to Development Studies*. Arnold Publishers.
- Dutta, R. & Sundaram, K.P.M. (2016). *Indian Economy*. S. Chand.
- Chambers, Robert (1983). *Rural Development: Putting the Last First*. Longman.
- Government Reports:
  - Planning Commission Reports
  - Ministry of Rural Development, Govt. of India
  - NITI Aayog Strategy Papers

## **RDM702C: Rural Societies and Institutions**

### **Course Description:**

This paper explores the social fabric of rural India with a focus on the structure, functions, and transformation of rural society and its institutions. It provides a foundational understanding of key institutions such as caste, family, religion, Panchayati Raj, cooperatives, and community-based organizations. The course critically examines the role of these institutions in shaping rural life, social relations, and development processes.

### **Course Objectives:**

By the end of the course, students will be able to:

1. Understand the structure and dynamics of rural society in India.
2. Analyze the functioning and relevance of traditional and modern rural institutions.
3. Examine the influence of caste, kinship, and religion on rural social life.
4. Explore the roles of institutions like PRIs, cooperatives, and SHGs in rural governance and development.
5. Engage in field-based observation of rural social institutions in practice.

### **Course Outline:**

#### **Unit 1: Understanding Rural Society**

- Definition and features of rural society
- Rural vs. Urban: Sociological comparison
- Social stratification: Caste, class, and gender in rural India
- Social change and continuity in rural settings

#### **Unit 2: Traditional Social Institutions in Rural India**

- Caste system and its role in rural social organization
- Family, kinship, and marriage patterns in rural contexts
- Role of religion and religious institutions
- Informal community institutions and dispute resolution systems

#### **Unit 3: Formal Institutions in Rural Society**

- Panchayati Raj Institutions (PRIs): Structure, functions, and significance
- Role of Gram Sabha in participatory democracy
- Cooperatives, Self Help Groups (SHGs), and Community-Based Organizations (CBOs)
- NGOs and voluntary agencies in rural development

#### **Unit 4: Contemporary Issues and Changing Dynamics**

- Transformation of rural institutions under globalization and development policies
- Emerging leadership and social mobility in rural areas



- Gender and social inclusion in rural institutions
- Migration, youth aspirations, and impact on rural social structures

### **Unit 5: Practical / Assignments:**

- 1. Field Report:**
  - Visit a village to observe and document the functioning of a Gram Panchayat, cooperative, or SHG.
- 2. Interview-Based Assignment:**
  - Conduct interviews with village elders or community leaders about changing norms and institutions.
- 3. Group Presentation:**
  - On topics like “Role of PRIs in Empowering Rural Women” or “Impact of Migration on Rural Family Structure.”
- 4. Case Study Analysis:**
  - Study a successful rural initiative or institution and analyze its functioning and impact.

### **□ Suggested Readings / References:**

- Desai, A.R. (2005). *Rural Sociology in India*. Popular Prakashan.
- Dube, S.C. (1988). *India's Changing Villages*. Routledge.
- Jodhka, Surinder S. (2012). *Village Society*. Orient Blackswan.
- Madan, Vandana. (2002). *The Village in India*. Oxford University Press.
- Maheshwari, S.R. (2003). *Local Government in India*. Orient Longman.
- IGNOU. *Sociology of Rural Society* (BSOS).
- Reports from Ministry of Rural Development and Ministry of Panchayati Raj:  
<https://rural.nic.in>

# **RDM703C: Rural Development Programmes, Policies, and Project Management**

## **Course Description:**

This course offers an in-depth understanding of the evolution, design, implementation, and management of rural development policies and programmes in India and beyond. It also covers core principles and practices of project management, equipping students with the knowledge to plan, monitor, and evaluate rural development interventions effectively. It combines theoretical learning with real-world applications.

## **Course Objectives:**

By the end of this course, students will be able to:

1. Understand the historical and policy background of rural development in India.
2. Analyze major rural development programmes implemented by the Government.
3. Grasp the principles and tools of project management in the rural development context.
4. Assess rural development projects through effective planning, implementation, and monitoring frameworks.
5. Develop skills to design, implement, and evaluate rural development projects with a participatory approach.

## **Course Outline:**

### **Unit 1: Rural Development Policies in India**

- Evolution of rural development in India
- Five-Year Plans and rural development focus
- Policy frameworks: National Rural Employment Policy, National Rural Health Mission, National Livelihood Mission
- Decentralization and participatory planning (73rd Amendment and PRIs)
- Role of NITI Aayog and State Governments

### **Unit 2: Major Rural Development Programmes**

- Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)
- National Rural Livelihoods Mission (NRLM) / DAY-NRLM
- Pradhan Mantri Awas Yojana – Gramin (PMAY-G)
- Pradhan Mantri Gram Sadak Yojana (PMGSY)
- Jal Jeevan Mission, Swachh Bharat Mission – Gramin
- Skill India Mission and Rural Skill Development Initiatives

### **Unit 3: Fundamentals of Rural Project Management**

- Project cycle: identification, planning, appraisal, implementation, monitoring, evaluation
- Logical Framework Approach (LFA), Theory of Change

- Stakeholder analysis, problem tree, and SWOT analysis
- Budgeting and resource mobilization
- Risk assessment and sustainability considerations

#### **Unit 4: Monitoring, Evaluation, and Impact Assessment**

- Monitoring mechanisms: MIS, community monitoring, third-party evaluations
- Tools and techniques: indicators, surveys, participatory rural appraisal (PRA), logical frameworks
- Reporting and documentation
- Case studies of successful and failed projects
- Role of NGOs, CSR, international donors, and multilateral institutions

#### **Unit 5: Practical / Assignments:**

1. **Field Visit Report:** Visit a rural development programme site (e.g., MGNREGA worksite) and prepare a documentation/report.
2. **Project Proposal Writing:** Develop a rural development project proposal using a logical framework and budget estimation.
3. **Policy Analysis:** Analyze a rural development policy and assess its implementation in a chosen region.
4. **Group Presentation:** On comparative analysis of rural programmes (state vs. central schemes or India vs. other developing countries).
5. **Guest Lecture / Interaction:** Invite a project officer or NGO professional for practical insights.

#### **□ Suggested Readings / References:**

- Singh, Katar. *Rural Development: Principles, Policies and Management*. Sage Publications.
- Jain, Gopal Lal. *Rural Development*. Mangal Deep Publications.
- Chambers, Robert. *Rural Development: Putting the Last First*. Longman.
- Government of India Reports:
  - Ministry of Rural Development [www.rural.nic.in](http://www.rural.nic.in)
  - NITI Aayog Reports
- World Bank and UNDP reports on rural and community development
- Project Management Institute (PMI) resources
- Websites: [www.nrega.nic.in](http://www.nrega.nic.in), [www.pmayg.nic.in](http://www.pmayg.nic.in), [www.aajeevika.gov.in](http://www.aajeevika.gov.in)

## **RDM704C : Natural Resource Management and Climate Change**

### **Course Description:**

This paper provides an interdisciplinary understanding of natural resource management (NRM) and its interlinkages with climate change. It covers the sustainable use of land, water, forest, and biodiversity resources and explores how climate change is impacting rural ecosystems and livelihoods. The paper emphasizes participatory approaches, climate adaptation, and policy frameworks essential for resilience in rural and vulnerable areas.

### **Course Objectives:**

By the end of the course, students will be able to:

1. Understand the concepts, principles, and importance of natural resource management.
2. Analyze the interconnections between natural resources and climate change impacts.
3. Identify rural vulnerabilities and community-based strategies for climate resilience.
4. Examine national and international policies on environment and climate change.
5. Apply participatory tools and frameworks to real-world NRM and climate challenges.

### **Course Outline:**

#### **Unit 1: Introduction to Natural Resource Management (NRM)**

- Definition, objectives, and scope of NRM
- Types of natural resources: land, water, forest, biodiversity, minerals
- Principles of sustainable resource management
- Common Property Resources (CPRs) and their management
- Integrated Natural Resource Management (INRM) approaches

#### **Unit 2: Climate Change and its Impact on Natural Resources**

- Climate change: concept, science, and global trends
- Causes and consequences: global warming, GHG emissions, sea level rise
- Impact of climate change on agriculture, water, forests, and biodiversity
- Vulnerability and adaptive capacity in rural areas
- Traditional knowledge and indigenous practices for resource resilience

#### **Unit 3: Policies, Institutions, and Governance**

- National policies: National Action Plan on Climate Change (NAPCC), National Water Policy, Forest Policy, Biodiversity Act
- International frameworks: UNFCCC, Paris Agreement, IPCC
- Role of institutions: Ministry of Environment, Forest and Climate Change (MoEFCC), NABARD, NITI Aayog
- Community institutions: Forest User Groups, Water User Associations, JFMCs
- Convergence of programs (e.g., MGNREGA for NRM, CAMPA, Jal Shakti Abhiyan)

#### **Unit 4: Community-Based Approaches and Climate Adaptation**

- Participatory Rural Appraisal (PRA) in resource planning
- Watershed management and afforestation
- Climate-resilient agriculture and water conservation techniques
- Risk mitigation strategies and climate-smart villages
- Case studies of successful NRM and climate adaptation practices in India

#### **Unit 5 : Course Practical / Assignments:**

1. **Field Visit Report:**
  - Visit a community-managed natural resource site (e.g., watershed, forest, or water body) and assess management practices.
2. **PRA Exercise:**
  - Conduct a resource mapping or seasonal calendar with a rural community.
3. **Project Assignment:**
  - Prepare a climate adaptation plan for a selected village/area based on vulnerability assessment.
4. **Case Study Review:**
  - Analyze successful NRM or climate resilience initiatives (e.g., Watershed Plus, Pani Panchayats, Climate Smart Villages).

#### **□ Suggested Readings / References:**

- Gadgil, M. & Guha, R. (1995). *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. Penguin.
- Singh, Katar. (2008). *Rural Development: Principles, Policies and Management*. Sage Publications.
- UNDP. (2012). *Community-Based Adaptation Toolkit*.
- TERI Reports on Climate Change and Sustainability
- IPCC Assessment Reports
- Government of India. (2008). *National Action Plan on Climate Change (NAPCC)*
- MoEFCC Reports and Guidelines: <https://moef.gov.in>
- FAO (2021). *Climate-Smart Agriculture Sourcebook*

## **RDM705C : Gender in Rural Development**

### **Course Description:**

This course explores the intersection of gender and rural development. It focuses on understanding gender roles, relations, and inequalities in rural contexts, and how these impact and are impacted by development policies and practices. The course emphasizes gender-sensitive planning and interventions, the empowerment of rural women, and the participation of all genders in inclusive rural transformation.

### **Course Objectives:**

By the end of this course, students will be able to:

1. Understand the concept of gender and its relevance in rural development.
2. Analyze the socio-economic conditions and roles of rural women and other marginalized genders.
3. Examine gender-based inequalities in access to resources, services, and opportunities in rural areas.
4. Evaluate gender-sensitive rural development policies and programs.
5. Develop gender-inclusive approaches and strategies for sustainable rural development.

### **Course Outline (4 Units):**

#### **Unit 1: Introduction to Gender and Rural Development**

- Concept of gender, sex, and gender roles
- Gender and development: GAD vs. WID approaches
- Feminist perspectives on development
- Gender in the context of rural society: patriarchy, division of labor
- Intersectionality: caste, class, ethnicity, and gender in rural contexts

#### **Unit 2: Status and Challenges of Rural Women**

- Education, health, and nutrition of rural women
- Women's participation in agriculture, wage labor, and informal economy
- Gender-based violence in rural areas
- Land and property rights for rural women
- Migration, widowhood, and vulnerabilities in rural life

#### **Unit 3: Gender-Sensitive Policies and Programmes in Rural Development**

- National and state-level policies for women in rural development
- SHGs and women's empowerment: NRLM, Kudumbashree, Mahila Kisan Sashaktikaran Pariyojana (MKSP)
- Role of Panchayati Raj Institutions in empowering rural women
- Gender budgeting and mainstreaming in rural schemes
- Role of NGOs and international agencies in gender-focused rural development

## Unit 4: Tools for Gender Analysis and Gender-Inclusive Planning

- Gender analysis frameworks: Harvard Framework, Moser Framework
- Participatory tools: PRA, gender mapping, time-use surveys
- Designing gender-inclusive rural development projects
- Monitoring and evaluation with gender indicators
- Case studies of gender-inclusive rural development projects

## Unit 5: Practical / Assignments:

1. **Field Report:** Visit a rural area or SHG and document the role of women in livelihood or governance.
2. **Gender Analysis Exercise:** Conduct a PRA tool (e.g., gender role matrix or daily activity clock) in a selected village.
3. **Group Presentation:** Review a rural development policy/program from a gender lens.
4. **Term Paper:** Write an essay on "Barriers to Women's Empowerment in Rural India" or similar topic.
5. **Guest Lecture / Webinar:** Session with a rural woman leader or development practitioner.

## □ Suggested Readings / References:

- Kabeer, Naila. *Reversed Realities: Gender Hierarchies in Development Thought*. Verso.
- Agarwal, Bina. *A Field of One's Own: Gender and Land Rights in South Asia*. Cambridge University Press.
- Desai, N. & Thakkar, U. *Women in Indian Society*. National Book Trust.
- Momsen, Janet. *Gender and Development*. Routledge.
- Government of India. *Annual Reports of Ministry of Women and Child Development and Ministry of Rural Development*
- UN Women and FAO Reports on rural women and gender in agriculture
- Websites: [www.nrlm.gov.in](http://www.nrlm.gov.in), [www.rural.nic.in](http://www.rural.nic.in), [www.genderinag.org](http://www.genderinag.org)

## **RDM801C : Rural Economy and Livelihoods**

### **Course Description:**

This course offers an in-depth understanding of the rural economy and the diverse livelihood systems that sustain rural households. It focuses on the structure and transformation of the rural economy, various income-generating activities, and livelihood promotion strategies. The course also emphasizes sustainable rural livelihoods, livelihood diversification, and the impact of policies and development programmes.

### **Course Objectives:**

By the end of the course, students will be able to:

1. Understand the structure and characteristics of the rural economy in India.
2. Identify and analyze different rural livelihood sources, patterns, and challenges.
3. Examine government and non-government initiatives supporting rural livelihoods.
4. Explore concepts of sustainable livelihoods and frameworks for livelihood analysis.
5. Apply participatory tools to assess and evaluate rural livelihoods in real-world contexts.

### **Course Outline:**

#### **Unit 1: Introduction to Rural Economy**

- Definition and features of rural economy
- Structure of rural economy: agriculture, allied sectors, non-farm sector
- Rural labor market and employment trends
- Role of rural economy in national development

#### **Unit 2: Rural Livelihoods – Concepts and Frameworks**

- Meaning and types of rural livelihoods
- Sustainable Livelihoods Framework (SLF) by DFID
- Livelihood assets: human, natural, physical, financial, social capital
- Risks, vulnerabilities, and coping strategies

#### **Unit 3: Livelihood Sources and Livelihood Diversification**

- Agriculture and allied activities: livestock, fisheries, forestry
- Rural non-farm sector (RNFS): crafts, services, small enterprises
- Migration and remittance economy
- Livelihood diversification: need, types, and implications

#### **Unit 4: Policies, Institutions and Livelihood Promotion**

- Role of Panchayats, SHGs, Cooperatives, NGOs in livelihood promotion
- Key rural development and livelihood programmes:
  - MGNREGS, NRLM, DAY-NULM, RSETIs, DDUGKY



- Role of microfinance and rural credit institutions
- Case studies of successful rural livelihood interventions

## **Unit-5 : Course Practical / Assignments:**

1. **Field Visit & Livelihood Mapping:**
  - Conduct a village-based study to identify and map different livelihood options.
2. **Case Study Analysis:**
  - Analyze a successful livelihood initiative (e.g., SEWA, Kudumbashree, Amul).
3. **Group Presentation:**
  - Topics: “Impact of Climate Change on Rural Livelihoods” or “Role of NRLM in Livelihood Security.”
4. **Livelihood Assessment Exercise:**
  - Using SLF tools to assess assets and vulnerabilities of a rural household or group.

## **□ Suggested Readings / References:**

- Ellis, Frank. (2000). *Rural Livelihoods and Diversity in Developing Countries*. Oxford University Press.
- Chambers, Robert & Conway, Gordon. (1992). *Sustainable Rural Livelihoods: Practical Concepts for the 21st Century*. IDS Discussion Paper.
- Desai, Vasant. (2012). *Rural Development in India*. Himalaya Publishing House.
- Singh, Katar. (2009). *Rural Development: Principles, Policies and Management*. Sage Publications.
- Ministry of Rural Development Reports and Programme Guidelines: <https://rural.nic.in>
- DFID Sustainable Livelihoods Framework resources
- IGNOU Course Material: *Rural Livelihoods and Development (MRD)*

## **RDM802C : Research Methods in Rural Development**

### **Course Description:**

This paper introduces students to the principles and practices of research methodology with a special focus on rural development contexts. It equips learners with knowledge and skills to plan, design, implement, and analyze research relevant to rural society, economy, institutions, and development programmes. Emphasis is placed on participatory approaches and ethical dimensions in rural research.

### **Course Objectives:**

By the end of this course, students will be able to:

1. Understand the fundamental concepts and types of research used in rural development.
2. Formulate research problems, objectives, hypotheses, and select appropriate methodologies.
3. Design tools for data collection and analyze qualitative and quantitative data.
4. Conduct participatory rural appraisal and field-based research ethically and systematically.
5. Prepare fieldwork-based research reports and communicate findings effectively.

### **Course Outline:**

#### **Unit 1: Introduction to Research in Rural Development**

- Meaning, objectives, and significance of research
- Types of research: Basic, applied, action research, participatory research
- Characteristics of rural research: Challenges and opportunities
- Formulating research problems, objectives, and hypotheses

#### **Unit 2: Research Design and Data Collection Methods**

- Types of research design: Descriptive, exploratory, diagnostic, experimental
- Sampling methods: Probability and non-probability techniques
- Data collection tools: Observation, interviews, questionnaires, schedules
- Use of secondary data and government sources (Census, NSSO, NFHS)

#### **Unit 3: Data Analysis and Interpretation**

- Quantitative data analysis: Coding, tabulation, percentages, averages, graphs
- Introduction to statistical tools: Chi-square, correlation, regression (basic level)
- Qualitative data analysis: Thematic analysis, content analysis
- Use of MS Excel/SPSS/R for data analysis (introductory level)

#### **Unit 4: Participatory Approaches and Research Reporting**

- Participatory Rural Appraisal (PRA): Tools and applications

- Ethical issues in rural research: Consent, confidentiality, cultural sensitivity
- Writing research proposals and reports
- Referencing styles and use of plagiarism check tools

## **Unit 5 : Course Practical / Assignments:**

1. **Research Proposal Writing:**
  - Each student to prepare a mini research proposal on a rural issue (e.g., health, education, livelihood, gender).
2. **Field-Based Survey:**
  - Conduct a small survey/interview in a rural community and submit a report.
3. **PRA Exercise:**
  - Practice key PRA tools such as social mapping, seasonal calendar, and transect walk.
4. **Data Analysis Practice:**
  - Use sample data to perform basic analysis in Excel/SPSS and interpret findings.
5. **Group Presentation:**
  - Topic: “Challenges in Conducting Research in Rural Areas” or “Ethics in Rural Research”.

## **□ Suggested Readings / References:**

- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Kumar, Ranjit. (2014). *Research Methodology: A Step-by-Step Guide for Beginners*. Sage.
- Chambers, Robert. (1997). *Whose Reality Counts? Putting the First Last*. Intermediate Technology Publications.
- Mukherjee, Neela. (2002). *Participatory Rural Appraisal: Methodology and Applications*. Concept Publishing.
- Goode, W.J. & Hatt, P.K. (2006). *Methods in Social Research*. McGraw-Hill.
- IGNOU Course Material: *Research Methods in Rural Development (MRD)*
- Journals: *Journal of Rural Development*, *Indian Journal of Social Work*, *Economic and Political Weekly*
- Online Resources: <https://data.gov.in>, <https://rural.nic.in>, <https://niti.gov.in>

## **RDM803C : Placement in Rural Development Block (Practical)**

### **Course Description:**

This course offers students an immersive field experience in rural development by placing them in a rural block for a specified period. The course aims to bridge the gap between theoretical knowledge and practical application by allowing students to engage directly with rural communities, understand local governance structures, and participate in development initiatives. The placement will involve working with local authorities, and community groups to address various aspects of rural development.

### **Course Objectives:**

- To provide hands-on experience in rural development projects and initiatives.
- To understand the administrative and governance structures at the block level.
- To engage with rural communities and understand their needs and challenges.
- To apply theoretical knowledge in real-world rural development settings.
- To develop skills in project planning, implementation, monitoring, and evaluation.

### **Course Outline:**

#### **Unit 1: Introduction to Rural Development and Block Placement**

- Overview of rural development concepts and objectives
- Structure and functions of rural development blocks
- Orientation and preparation for block placement
- Goals and expectations of the block placement experience

#### **Unit 2: Understanding Block-Level Governance and Administration**

- Role of block development offices and officers
- Panchayati Raj Institutions (PRIs) and their functions
- Coordination between different government departments at the block level
- Overview of key rural development schemes and programs

#### **Unit 3: Community Engagement and Needs Assessment**

- Techniques for engaging with rural communities
- Conducting needs assessments and community surveys
- Identifying key development issues and priorities
- Participatory rural appraisal (PRA) methods

#### **Unit 4: Project Planning and Implementation**

- Designing rural development projects based on community needs
- Developing project proposals and action plans
- Implementing development initiatives in collaboration with local stakeholders
- Monitoring and evaluating project progress and impact

## **Unit 5: Reflective Learning and Reporting**

- Documenting experiences and learning from the block placement
- Analyzing challenges and successes encountered during the placement
- Group discussions and presentations on block placement experiences
- Preparing and submitting a comprehensive placement report

### **References:**

- Singh, K. (2009). Rural Development: Principles, Policies, and Management. Sage Publications India.
- Chambers, R. (2014). Rural Development: Putting the Last First. Routledge.
- Ministry of Rural Development, Government of India. (2021). Annual Report. Government of India.
- Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. ITDG Publishing.
- Bhattacharyya, D. K. (2011). Rural Development: Issues and Challenges. Himalaya Publishing House.

## **RDM804C : Rural Planning and Governance**

### **Course Description:**

This paper explores the processes and frameworks of rural planning and governance in India. It covers the evolution of decentralized governance, institutional mechanisms, planning approaches at the grassroots level, and the role of local self-governments in rural development. The course emphasizes participatory governance, convergence of schemes, and the role of institutions such as Gram Panchayats in planning and implementation.

### **Course Objectives:**

By the end of this course, students will be able to:

1. Understand the theoretical and practical aspects of rural planning and governance.
2. Analyze the structure, functioning, and role of Panchayati Raj Institutions (PRIs).
3. Explore tools and methods used in rural planning and participatory governance.
4. Examine governance challenges and innovations in rural areas.
5. Engage with rural institutions and contribute to evidence-based planning and governance.

### **Course Outline:**

#### **Unit 1: Introduction to Rural Planning and Governance**

- Concept, nature, and scope of rural planning
- Historical evolution of rural planning in India
- Governance: Meaning, dimensions, and principles
- Democratic decentralization and 73rd Constitutional Amendment
- Roles and responsibilities of PRIs in rural planning

#### **Unit 2: Institutional Framework and Planning Mechanisms**

- Structure and functions of Gram Sabha, Gram Panchayat, Panchayat Samiti, and Zila Parishad
- Devolution of powers and responsibilities to local governments
- Integrated district planning and convergence approach
- Planning institutions: District Planning Committees (DPC), State Planning Boards
- Role of NGOs and CSOs in rural governance

#### **Unit 3: Participatory Planning and Monitoring Tools**

- Participatory Rural Appraisal (PRA) and other participatory tools
- Gram Panchayat Development Plan (GPDP): Concept and process
- Village Development Plans (VDPs): Preparation and implementation
- Monitoring, evaluation, and social audit
- Role of technology and digital tools in rural planning

#### **Unit 4: Issues, Innovations, and Best Practices in Rural Governance**

- Challenges in rural governance: corruption, exclusion, capacity gaps
- E-Governance and digital platforms (e.g., e-Gram Swaraj)
- Case studies of best practices (e.g., Kerala's People's Planning, SAGY)
- Transparency, accountability, and grievance redressal mechanisms
- Capacity building and training of PRI members

#### **Unit 5: Course Practical / Assignments:**

1. **Field Visit Report:**
  - Visit a Gram Panchayat and document planning, budgeting, and decision-making processes.
2. **Case Study Analysis:**
  - Review a model rural governance initiative (e.g., Kudumbashree, SAGY, e-GramSwaraj portal).
3. **Simulation Exercise:**
  - Conduct a mock Gram Sabha/participatory planning session in the classroom.
4. **Term Paper / Presentation:**
  - Topics may include "Decentralization and Development," "Social Audits in Rural Governance," or "GPDP and Local Planning."

#### **□ Suggested Readings / References:**

- Singh, Katar. (2009). *Rural Development: Principles, Policies and Management*. Sage Publications.
- Mathew, George. (1994). *Panchayati Raj: From Legislation to Movement*. Concept Publishing.
- Government of India. *Guidelines on Gram Panchayat Development Plan (GPDP)*. Ministry of Panchayati Raj.
- Jain, L.C. (Ed.). (2005). *Decentralisation and Local Governance*. Orient Longman.
- Chambers, Robert. (1997). *Whose Reality Counts? Putting the First Last*. Intermediate Technology.
- Ministry of Panchayati Raj: <https://panchayat.gov.in>
- eGramSwaraj Portal: <https://egramswaraj.gov.in>
- IGNOU Course Materials on *Decentralised Governance and Planning*

## **RDM805E : Development of Rural Women, Youth and Children**

### **Course Description:**

This paper addresses the specific needs, roles, and development challenges faced by rural women, youth, and children. It provides a conceptual and practical understanding of their socio-economic status, participation in rural development processes, and access to rights and opportunities. The course highlights policies, programs, and strategies designed to ensure their inclusive and sustainable development.

### **Course Objectives:**

Upon completion of the course, students will be able to:

1. Understand the socio-economic and cultural contexts affecting rural women, youth, and children.
2. Analyze key issues and challenges faced by these groups in rural areas.
3. Examine policies and programs targeting their development and empowerment.
4. Assess the role of institutions (government, NGOs, communities) in their development.
5. Apply participatory and rights-based approaches in planning and implementing rural development initiatives.

### **Course Outline :**

#### **Unit 1: Development of Rural Women**

- Socio-economic status of rural women
- Issues: gender discrimination, work burden, illiteracy, lack of health access, violence
- Role of rural women in agriculture, household economy, SHGs
- Policies and programs for women empowerment: NRLM, MKSP, Beti Bachao Beti Padhao
- Role of PRIs and women's political participation

#### **Unit 2: Development of Rural Youth**

- Profile of rural youth: education, unemployment, migration, aspirations
- Skill development and employment generation schemes: DDU-GKY, PMKVY, RSETIs
- Entrepreneurship opportunities in rural areas
- Youth in governance and community development
- Role of technology and digital inclusion for rural youth empowerment

#### **Unit 3: Development of Rural Children**

- Key challenges: child labour, malnutrition, access to education and healthcare
- Rights of children: Right to Education, Child Protection, Child Health
- Government programs: ICDS, Mid-Day Meal, Sarva Shiksha Abhiyan, POSHAN Abhiyaan



- Role of Anganwadi centres, schools, and child-friendly spaces
- NGOs and international organizations working for rural children

#### **Unit 4: Integrated Approaches and Case Studies**

- Community-based development: convergence of services for women, youth, and children
- Integrated Child Development and Women Empowerment projects
- Case studies from India and abroad on successful rural development models
- Participatory approaches and stakeholder engagement
- Monitoring and evaluation of development outcomes for targeted groups

#### **Unit 5 : Practical / Assignments:**

1. **Field Visit Report:** Visit a village or development block and assess a program targeted at rural women/youth/children.
2. **Survey:** Conduct a mini-survey or case study on issues faced by rural youth or children (e.g., dropout rates, skill gaps).
3. **Role Play / Group Discussion:** Simulate a Panchayat meeting or SHG session focusing on youth/women/child issues.
4. **Poster / Awareness Campaign:** Design a campaign on rights and entitlements for rural children or women.
5. **Term Paper:** Prepare a policy analysis of any government scheme related to the development of these groups.

#### **□ Suggested Readings / References:**

- Bina Agarwal. *A Field of One's Own: Gender and Land Rights in South Asia*.
- Naila Kabeer. *Reversed Realities: Gender Hierarchies in Development Thought*.
- Ministry of Rural Development. *NRLM and DDU-GKY Guidelines*.
- Government of India. *Annual Reports of Ministry of Women and Child Development*.
- UNICEF & UNESCO Reports on child development in rural areas.
- FAO Reports on youth and women in agriculture.
- Websites:
  - [www.rural.nic.in](http://www.rural.nic.in)
  - [www.wcd.nic.in](http://www.wcd.nic.in)
  - [www.unicef.org](http://www.unicef.org)
  - [www.nrlm.gov.in](http://www.nrlm.gov.in)

## **RDM806E : Science and Technology for Rural Development**

### **Course Description:**

This course explores the role of science and technology in transforming rural societies by addressing developmental challenges and improving quality of life. It examines technological interventions in agriculture, health, energy, education, water management, and infrastructure, with a focus on appropriate and sustainable technologies suited for rural settings. The course will enable students to critically analyze innovations and technologies with high potential for rural development.

### **Course Objectives:**

After completing the course, students will be able to:

1. Understand the interface between science, technology, and rural development.
2. Analyze appropriate and sustainable technologies suitable for rural contexts.
3. Identify technological gaps and solutions in key rural sectors.
4. Examine the impact of ICT, renewable energy, and innovations on rural livelihoods.
5. Promote participatory technology transfer and grassroots innovation in rural areas.

### **Course Outline:**

#### **Unit 1: Conceptual Framework of Science, Technology and Rural Development**

- Definitions and scope of science and technology for development
- Historical context and evolution of rural technologies in India
- Principles of appropriate and sustainable technologies
- Role of science and technology in rural economy, agriculture, and infrastructure
- Technology transfer: models and institutions (KVKs, CSIR, DST, etc.)

#### **Unit 2: Technology Interventions in Key Rural Sectors**

- **Agriculture:** Precision farming, drip irrigation, pest control, bio-fertilizers
- **Water:** Rainwater harvesting, low-cost purification, watershed technologies
- **Health:** Telemedicine, portable diagnostics, maternal & child health tech
- **Education:** E-learning, digital classrooms, mobile education apps
- **Sanitation & Housing:** Eco-san toilets, low-cost housing models

#### **Unit 3: ICT, Innovation and Energy for Rural Development**

- ICT tools for rural governance, health, education, financial inclusion
- E-Governance: Digital India, Common Service Centres (CSCs), Aadhar
- Mobile technology and apps for rural services
- Renewable Energy: Solar, biogas, wind for lighting, cooking, irrigation
- Grassroots innovations and role of National Innovation Foundation (NIF)

#### **Unit 4: Institutions, Policies, and Case Studies**

- Government programs promoting rural technology: PURA, MGNREGA tech, UNNAT BHARAT
- Role of NGOs, private sector, CSR in technology promotion
- Rural entrepreneurship through technology
- Case studies: Solar Mamas, e-Choupal, Digital Green, Barefoot College
- Barriers and ethical concerns in rural technology adoption

#### **Unit 5: Practical / Assignment Components:**

1. **Field Visit Report:** Study a rural technology center, NGO, or farm using innovative technologies.
2. **Project Work:** Identify a rural problem and design a low-cost technological solution.
3. **Technology Audit:** Analyze the adoption of a specific technology in a rural village (e.g., solar pump, ICT app).
4. **Case Study Presentation:** On success stories like e-Choupal, Barefoot College, or Honey Bee Network.
5. **Poster Making or Digital Campaign:** Awareness on appropriate technologies in water or energy for rural homes.

#### **□ Suggested Readings / References:**

- Chambers, R. (1983). *Rural Development: Putting the Last First*.
- Gupta, Anil K. (2016). *Grassroots Innovation: Minds on the Margin Are Not Marginal Minds*.
- Narasaiah, M. L. (2007). *Science and Technology for Rural Development*.
- Ministry of Science & Technology Reports, Government of India
- National Innovation Foundation: [www.nif.org.in](http://www.nif.org.in)
- CSIR Rural Development Division: [www.csir.res.in](http://www.csir.res.in)
- UNDP and World Bank Reports on Technology and Rural Development

## **RDM 901C : Inclusive Rural Development**

### **Course Description:**

This paper introduces students to the concept and practice of inclusive rural development by focusing on the needs and rights of marginalized communities. It explores structural inequalities, exclusionary practices, and the role of affirmative action, participatory planning, and targeted development schemes. The paper seeks to equip students with the knowledge and skills to contribute to building equitable and inclusive rural societies.

### **Course Objectives:**

By the end of this course, students will be able to:

1. Understand the socio-economic challenges faced by marginalized rural communities.
2. Analyze the intersectionality of caste, tribe, gender, disability, religion, age, and identity in rural development.
3. Examine government policies, constitutional provisions, and schemes aimed at inclusive rural development.
4. Apply participatory and inclusive planning approaches in real-world rural contexts.
5. Develop field-based strategies for addressing exclusion and ensuring equitable access to development opportunities.

### **Course Outline:**

#### **Unit 1: Conceptual Foundations of Inclusive Rural Development**

- Definition and dimensions of inclusiveness in rural development
- Exclusion and marginalization: structural and historical roots
- Constitutional safeguards and legal provisions (e.g., SC/ST Act, Rights of PwDs Act, Transgender Persons Act)
- Human rights and inclusive development frameworks
- Intersectionality in rural exclusion (caste, tribe, gender, disability, religion, etc.)

#### **Unit 2: Socially Excluded Groups and Rural Development**

- Issues faced by Scheduled Castes (SC), Scheduled Tribes (ST), and Other Backward Classes (OBC)
- Development gaps: education, health, livelihoods, housing, and political participation
- Impact of untouchability, displacement, land alienation, and bonded labour
- Role of affirmative action and reservation in rural development
- Case studies on successful inclusion of SC/ST/OBC groups

#### **Unit 3: Vulnerable Populations in Rural Areas**

- Persons with Disabilities (PwDs): accessibility, assistive technologies, livelihood challenges
- Religious Minorities (RM): socio-political exclusion and rights-based interventions
- Elderly in rural communities: aging, care, social security

- Transgender persons: identity, stigma, and inclusion in rural development
- Government schemes and provisions for these groups (e.g., NSAP, SMILE scheme, Sugamya Bharat Abhiyan)

#### **Unit 4: Strategies and Approaches for Inclusive Rural Development**

- Participatory rural appraisal (PRA) and inclusive planning
- Community-based organizations (CBOs), SHGs, and people's movements
- Role of Panchayati Raj Institutions and social audits
- Monitoring, evaluation, and impact assessment with an inclusion lens
- Designing inclusive development projects and policies: key principles and tools

#### **Unit 5: Course Practical / Assignments:**

1. **Case Study** on the development experience of a marginalized rural community
2. **Survey/Fieldwork** to assess inclusion gaps in local rural schemes
3. **Mapping Exercise** to identify excluded groups and their needs in a village
4. **Develop a Village Inclusion Plan** for SC/ST, PwDs, or transgender persons
5. **Presentation** on best practices in inclusive rural development in India or globally

#### **□ Suggested Readings / References:**

- **Thorat, Sukhadeo & Newman, Katherine S.** (2010). *Blocked by Caste: Economic Discrimination in Modern India*
- **Government of India** reports:
  - Ministry of Rural Development <https://rural.nic.in>
  - Ministry of Social Justice and Empowerment <https://socialjustice.gov.in>
  - Ministry of Tribal Affairs <https://tribal.nic.in>
- **UNDP Reports** on Inclusive Development
- **Jodhka, Surinder S.** (2012). *Caste: Oxford India Short Introductions*
- **Reports and Guidelines:**
  - Rights of Persons with Disabilities Act, 2016
  - Transgender Persons (Protection of Rights) Act, 2019
  - National Commission for Minorities documents
- **Kabeer, Naila.** (2005). *Inclusive Citizenship: Meanings and Expressions*

## **RDM 902C : Rural Entrepreneurship and Skill Development**

### **Course Description:**

This paper provides an in-depth understanding of the role of entrepreneurship and skill development in rural transformation. It focuses on enabling students to explore the potential for rural enterprises in agriculture and allied sectors, non-farm sectors, handicrafts, services, and digital livelihoods. The course also examines government policies, capacity-building programs, and grassroots innovations that promote sustainable and inclusive rural entrepreneurship.

### **Course Objectives:**

By the end of the course, students will be able to:

1. Understand the concept, scope, and importance of rural entrepreneurship.
2. Analyze the challenges and opportunities in the rural entrepreneurial ecosystem.
3. Examine government schemes and institutional frameworks supporting rural skill development.
4. Design skill-based entrepreneurial projects suited to rural contexts.
5. Develop strategic thinking for promoting self-employment and micro-enterprise development in rural areas.

### **Course Outline:**

#### **Unit 1: Fundamentals of Rural Entrepreneurship**

- Definition, scope, and characteristics of rural entrepreneurship
- Importance of entrepreneurship in rural development
- Types of rural enterprises: agro-based, handicrafts, services, cottage industries, green businesses
- Entrepreneurial mindset and qualities
- Role of local culture, resources, and markets in rural entrepreneurship

#### **Unit 2: Skill Development and Capacity Building**

- Concept of skill development and its linkage to employment
- Skill gaps and training needs in rural areas
- National Skill Development Mission (NSDM), Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), PMKVY
- Role of ITIs, RSETIs, KVKs, NSDC, and other training institutions
- Integration of traditional and modern skills

#### **Unit 3: Institutional Support and Policies for Rural Entrepreneurship**

- Government policies and programs: MUDRA Yojana, Start-Up India, Stand-Up India, SVEP
- Role of banks, NABARD, MSME ministry, Khadi and Village Industries Commission (KVIC), NRLM

- Microfinance, SHGs, cooperatives, and rural credit systems
- Public-private partnerships and NGOs in entrepreneurship promotion
- Women and youth entrepreneurship in rural areas

#### **Unit 4: Developing and Managing Rural Enterprises**

- Identifying business opportunities in rural contexts
- Feasibility analysis, business planning, market linkages
- Value chain development and innovation in rural enterprises
- Risk management and sustainability in rural ventures
- Use of digital tools and e-commerce platforms (e.g., GeM, ONDC, social media)

#### **Unit 5: Course Practical / Assignments:**

1. **Field Visit Report:** Study a successful rural enterprise and analyze its business model
2. **Business Plan Development:** Prepare a model business plan for a rural-based enterprise
3. **Skill Gap Survey:** Conduct a local needs assessment for skill development
4. **Group Presentation:** On innovative rural entrepreneurship case studies from India or abroad
5. **Digital Campaign Design:** For promoting rural skills or marketing rural products online

#### **□ Suggested Readings / References:**

- **Desai, Vasant.** (2014). *Dynamics of Entrepreneurial Development and Management*.
- **Rao, Venkata S.** (2002). *Rural Development Strategies and Role of Institutions*.
- **NABARD Reports** – [www.nabard.org](http://www.nabard.org)
- **Ministry of Skill Development and Entrepreneurship (MSDE)** – [www.skilldevelopment.gov.in](http://www.skilldevelopment.gov.in)
- **National Rural Livelihood Mission (NRLM)** – [aajeevika.gov.in](http://aajeevika.gov.in)
- **Planning Commission/NITI Aayog Reports** on entrepreneurship and employment
- **KVIC Reports and Handbooks** – [www.kvic.gov.in](http://www.kvic.gov.in)
- **International Labour Organization (ILO)** reports on skills for inclusive growth

## **RDM 903C : Placement in NGO/CBO/CSO (Practical)**

### **Course Description:**

This course provides students with practical experience and an in-depth understanding of the functioning and management of non-governmental organizations (NGOs). Through direct placement with an NGO, students will gain hands-on experience in various aspects of NGO operations, including program implementation, project management, fundraising, advocacy, and community engagement. The course combines theoretical knowledge with practical exposure to prepare students for careers in the non-profit sector.

### **Course Objectives:**

- To understand the structure, functions, and management of NGOs.
- To gain practical experience in the day-to-day operations of an NGO.
- To develop skills in program implementation, project management, and community engagement.
- To analyze the challenges and opportunities faced by NGOs.
- To reflect on personal and professional growth through practical placement experiences.

### **Course Outline:**

#### **Unit 1: Introduction to NGOs**

- Definition and types of NGOs
- Historical evolution of the non-profit sector
- Roles and functions of NGOs in society
- Legal and regulatory frameworks governing NGOs

#### **Unit 2: NGO Management and Operations**

- Organizational structure and governance of NGOs
- Strategic planning and program development
- Financial management and fundraising strategies
- Monitoring and evaluation of NGO programs

#### **Unit 3: Practical Placement Experience**

- Placement with a selected NGO (details based on specific NGO partners)
- Hands-on experience in program implementation and project management
- Involvement in fundraising, advocacy, and community engagement activities
- Documentation and reporting of placement activities

#### **Unit 4: Challenges and Opportunities in NGO Work**

- Common challenges faced by NGOs (e.g., funding, capacity building, sustainability)



- Opportunities for innovation and growth in the non-profit sector
- Case studies of successful NGO initiatives and best practices
- Role of technology and social media in enhancing NGO impact

### **Unit 5: Reflective Learning and Professional Development**

- Reflective journals and reports on placement experiences
- Group discussions and presentations on lessons learned
- Development of professional skills and career planning in the non-profit sector
- Ethical considerations and personal values in NGO work

### **References:**

- Lewis, D. (2014). *Non-Governmental Organizations, Management and Development*. Routledge.
- Edwards, M., & Hulme, D. (1996). *Beyond the Magic Bullet: NGO Performance and Accountability in the Post-Cold War World*. Kumarian Press.
- Werker, E., & Ahmed, F. Z. (2008). What Do Non-Governmental Organizations Do? *Journal of Economic Perspectives*, 22(2), 73-92.
- Ministry of Home Affairs, Government of India. (2021). *Annual Report*. Government of India.
- The World Bank. (2010). *Working with NGOs: A Practical Guide to Operational Collaboration between The World Bank and Non-Governmental Organizations*.

## **RDM 904C : Rural Extension and Communication Management**

### **Course Description:**

This paper explores the theories, principles, and practices of extension education and communication as tools for participatory rural development. It highlights the importance of effective communication strategies and extension systems to transfer knowledge, build capacities, and facilitate behavioral change among rural communities. The course focuses on both traditional and modern ICT-based tools to engage rural populations in development processes.

### **Course Objectives:**

By the end of the course, students will be able to:

1. Understand the concept and importance of extension education in rural development.
2. Analyze various communication models, methods, and media used in rural extension.
3. Apply participatory communication strategies for behavior change and knowledge transfer.
4. Design appropriate communication material and plans for rural development programs.
5. Evaluate the effectiveness of communication in rural development interventions.

### **Course Outline:**

#### **Unit 1: Fundamentals of Extension Education**

- Concept, philosophy, principles, and objectives of extension
- Historical development of extension services in India
- Role of extension in rural and agricultural development
- Adult education and non-formal education in rural settings
- Extension teaching-learning process

#### **Unit 2: Rural Communication: Theories and Models**

- Concept and elements of communication
- Communication process and barriers
- Models of communication: Shannon-Weaver, Berlo's SMCR, Lasswell, Two-step flow
- Interpersonal, group, and mass communication
- Traditional communication systems (folk media, street plays, puppetry)

#### **Unit 3: Communication Methods and Media**

- Individual (farm/home visit, personal letters), group (demonstration, meetings), and mass methods (radio, TV, print)
- Use of ICTs and digital tools in rural communication
- Participatory Rural Appraisal (PRA) and participatory communication approaches

- Designing IEC (Information, Education, Communication) materials
- Role of community radio and mobile-based advisories

#### **Unit 4: Planning and Evaluation of Extension and Communication Strategies**

- Planning and implementation of communication campaigns
- Role of extension personnel and change agents
- Monitoring and evaluation of communication programs
- Case studies of successful communication models in agriculture, health, and rural livelihoods
- Policies and institutions supporting rural communication (ICAR, KVKs, NGOs, ICT4D initiatives)

#### **Unit 5: Course Practical / Assignments:**

1. **Communication Material Development:** Create a poster, pamphlet, or short video on a rural development issue.
2. **Field Report:** Visit a KVK or NGO and assess their extension and communication methods.
3. **Role Play/Skits:** Perform traditional folk-based communication methods on rural themes.
4. **Group Assignment:** Design a communication plan for a specific rural development campaign (e.g., sanitation, organic farming).
5. **Interview-Based Assignment:** Interview an extension worker and prepare a report on challenges in rural communication.

#### **□ Suggested Readings / References:**

- Ray, G.L. (2006). *Extension Communication and Management*. Kalyani Publishers.
- Reddy, A. (1997). *Extension Education*. Sree Lakshmi Press.
- Rogers, E.M. (2003). *Diffusion of Innovations*. Free Press.
- Sandhu, A.S. (2003). *Extension Programme Planning*. Oxford & IBH Publishing.
- FAO. (2001). *Communication for Development*.
- Yadav, D.S. (1992). *Communication for Development in the Third World*.
- ICAR Reports and KVK Manuals
- Websites: [www.manage.gov.in](http://www.manage.gov.in), [www.icar.org.in](http://www.icar.org.in), [www.digitalgreen.org](http://www.digitalgreen.org)

# **RDM 905E : Rural Health Care and Management**

## **Course Description**

This course introduces students to the structure, policies, programs, and challenges of health care in rural areas. It aims to equip students with knowledge of rural health determinants, public health systems, government and community health programs, and strategies for efficient management of rural health care services.

## **Course Objectives**

By the end of the course, students will be able to:

1. Understand the structure and functioning of rural health care systems in India.
2. Analyze rural health indicators and health challenges among vulnerable groups.
3. Evaluate the implementation and impact of major rural health policies and programs.
4. Develop participatory and community-based health management strategies.
5. Understand the role of technology, NGOs, and local governance in rural health delivery.

## **Course Outline**

### **Unit 1: Introduction to Rural Health and Public Health Systems**

- Concept and importance of rural health
- Determinants of health in rural areas (social, economic, environmental)
- Rural-urban disparities in health outcomes
- Structure of public health system in India: SC, PHC, CHC, District Hospital
- Role of ASHA, ANM, AWW and frontline health workers

### **Unit 2: Rural Health Programmes and Policies**

- National Health Mission (NHM) and its rural components
- Ayushman Bharat: Health and Wellness Centres (HWCs) and PM-JAY
- Reproductive and Child Health (RCH), Janani Suraksha Yojana (JSY), Janani Shishu Suraksha Karyakram (JSSK)
- Disease-specific programs: TB (NTEP), Malaria, Leprosy, HIV/AIDS
- Nutrition programs: ICDS, Poshan Abhiyaan

### **Unit 3: Management of Rural Health Services**

- Planning and implementation of rural health services
- Human resource and infrastructure management
- Role of Panchayati Raj Institutions (PRIs) in health governance
- Budgeting, financing, and convergence with other rural development schemes
- Use of ICT and telemedicine in rural health care delivery

### **Unit 4: Challenges and Innovations in Rural Health Care**

- Issues: shortage of health personnel, accessibility, affordability, quality

- Community participation and behavior change communication
- Public-Private Partnerships (PPPs) in rural health
- Role of NGOs and CBOs in health service delivery
- Innovative models: Mobile health units, e-Sanjeevani, Mission Indradhanush

### Unit 5: Paper Practical/Assignments

1. **Field Report:** Visit a PHC/CHC/Anganwadi center and assess health care delivery.
2. **Survey:** Conduct a village-level health status survey focusing on maternal and child health.
3. **Group Presentation:** Analyze a flagship rural health program (e.g., NHM or PM-JAY).
4. **Role Play:** Simulation of community awareness session on sanitation, nutrition, or disease prevention.
5. **Case Study Analysis:** Study a successful NGO or government health intervention in rural areas.

### References

- Park, K. (2023). *Preventive and Social Medicine*, Banarsidas Bhanot Publishers.
- Ministry of Health and Family Welfare Reports
- National Health Mission (NHM) Guidelines and Annual Reports
- IGNOU Study Materials on Rural Health
- WHO and UNICEF Reports on Rural and Public Health
- Websites:
  - <https://nhm.gov.in>
  - <https://main.mohfw.gov.in>
  - <https://rural.nic.in>

## **RDM 906E : Micro-Finance, SHGs and Social Enterprise Management**

### **Course Description**

This course provides an in-depth understanding of micro-finance as a tool for rural development and poverty alleviation. It focuses on the role of Self-Help Groups (SHGs), microfinance institutions (MFIs), and the growing field of social enterprise in fostering inclusive and sustainable development. The paper integrates theory with practical knowledge and case-based learning.

### **Course Objectives**

Upon successful completion of this course, students will be able to:

1. Understand the concepts, principles, and models of micro-finance and SHGs.
2. Evaluate the role of micro-finance in poverty alleviation and women's empowerment.
3. Understand the formation, structure, and management of SHGs and their linkages with formal financial institutions.
4. Analyze the concept of social enterprise and how it contributes to rural development.
5. Develop basic skills in planning, financing, and managing rural-based social enterprises.

### **Course Outline**

#### **Unit 1: Introduction to Micro-Finance**

- Concept and evolution of micro-finance in India and globally
- Features and principles of micro-finance
- Models of micro-finance delivery: SHG-Bank Linkage Model, Grameen Model, Joint Liability Groups (JLGs)
- Role of NABARD, SIDBI, RBI, and MFIs
- Impact of micro-finance on poverty and gender equity

#### **Unit 2: Self-Help Groups (SHGs)**

- Formation, functioning, and structure of SHGs
- Financial operations: savings, internal lending, record keeping
- Capacity building, leadership, and group dynamics
- SHG-Bank Linkage Programme (SBLP)
- Best practices and success stories of SHG federations

#### **Unit 3: Social Enterprises and Rural Development**

- Concept, characteristics, and types of social enterprises
- Differences between social enterprises and NGOs/corporates
- Social entrepreneurship models in rural sectors (agriculture, education, health, livelihoods)
- Role of social innovation and impact investing
- Legal forms and registration options for social enterprises in India

#### Unit 4: Management of SHGs and Social Enterprises

- Business planning and feasibility assessment
- Financial management: budgeting, accounting, funding sources (CSR, grants, impact investors)
- Marketing strategies and value chain development
- Monitoring, evaluation, and impact assessment
- Role of digital tools and platforms in SHG and enterprise management

#### Unit 5: Practical / Assignment

1. **Field Visit Report:** Visit to a successful SHG/MFI/Social Enterprise in a rural area.
2. **Case Study Analysis:** Review and analyze a case of a high-impact SHG or social enterprise.
3. **Business Plan Preparation:** Draft a simple business plan for a rural social enterprise.
4. **Group Presentation:** On micro-finance models or SHG federation models in India.
5. **Simulation Activity:** Roleplay on forming and managing an SHG.

#### References

- Badi, R.V. & Badi, N.V. (2005). *Entrepreneurship*, Vrinda Publications.
- Harper, M. (2002). *Self-Help Groups and Grameen Bank: Micro-Finance for Poor in India*.
- Vijay Mahajan & Bharti Gupta Ramola (1996). *Financial Services for the Rural Poor in India: Access and Sustainability*.
- Bornstein, D. (2007). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*.
- Websites and Reports:
  - [www.nabard.org](http://www.nabard.org)
  - [www.msde.gov.in](http://www.msde.gov.in)
  - [www.rbi.org.in](http://www.rbi.org.in)
  - [www.asha-impact.com](http://www.asha-impact.com)

# **RDM 1001C: Master's Thesis/Dissertation Preparation (Practical)**

## **Course Description:**

This course is designed to guide graduate students through the process of developing, researching, and writing a Master's thesis or dissertation. It covers the key components and stages of the thesis/dissertation process, including topic selection, literature review, research design, data collection and analysis, and writing and defending the final document. The course aims to equip students with the skills and knowledge necessary to successfully complete their thesis/dissertation.

## **Course Objectives:**

- To understand the structure and components of a Master's thesis/dissertation.
- To develop skills in identifying and refining research topics and questions.
- To conduct a comprehensive literature review and synthesize existing research.
- To design and implement a research plan, including data collection and analysis.
- To effectively write and present research findings in a clear and coherent manner.

## **Course Outline:**

### **Unit 1: Introduction to the Thesis/Dissertation Process**

- Overview of the thesis/dissertation process
- Importance and purpose of a thesis/dissertation
- Selecting a research topic
- Developing research questions and hypotheses
- Ethical considerations in research

### **Unit 2: Literature Review**

- Purpose and importance of the literature review
- Strategies for conducting a comprehensive literature search
- Evaluating and synthesizing existing research
- Organizing the literature review
- Identifying gaps in the literature

### **Unit 3: Research Design and Methodology**

- Choosing a research design: qualitative, quantitative, or mixed methods
- Developing a research proposal
- Sampling methods and strategies
- Data collection techniques: surveys, interviews, observations, etc.
- Ensuring reliability and validity in research

### **Unit 4: Data Analysis and Interpretation**



- Data preparation and management
- Statistical analysis for quantitative data
- Thematic analysis for qualitative data
- Interpreting research findings
- Drawing conclusions and implications

### **Unit 5: Writing and Defending the Thesis/Dissertation**

- Structure and components of the thesis/dissertation: introduction, methods, results, discussion, conclusion
- Writing strategies and tips for academic writing
- Referencing and citation styles
- Preparing for the thesis/dissertation defense
- Presenting and defending the research findings

### **References:**

- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). *The Craft of Research*. University of Chicago Press.
- Punch, K. F. (2013). *Introduction to Social Research: Quantitative and Qualitative Approaches*. Sage Publications.
- Oliver, P. (2012). *Succeeding with Your Literature Review: A Handbook for Students*. McGraw-Hill Education.
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.).

## **RDM 1002C: Preparation of Village Development Plan (VDP) (Practical)**

### **Course Description:**

This paper focuses on understanding the participatory process of preparing and implementing a Village Development Plan (VDP) as a tool for holistic rural transformation. The course introduces students to the concepts, components, and methodologies involved in the formulation of a VDP, with emphasis on decentralized planning, convergence of schemes, and community participation. Practical field-based learning and exposure to government planning guidelines are integral to the course.

### **Course Objectives:**

By the end of the course, students will be able to:

1. Understand the need and process of preparing Village Development Plans.
2. Analyze local resources, needs, and issues through participatory approaches.
3. Formulate sectoral and integrated plans for village development.
4. Learn convergence planning and linking VDPs to Panchayati Raj Institutions (PRIs).
5. Engage communities in evidence-based development planning.

### **Course Outline:**

#### **Unit 1: Introduction to Village Development Planning**

- Concept and significance of village development
- History and evolution of decentralized planning in India
- Role of Gram Panchayat and Gram Sabha
- Key principles of participatory planning

#### **Unit 2: Participatory Tools and Resource Mapping**

- PRA techniques: Social mapping, resource mapping, seasonal calendar, livelihood analysis
- Needs assessment and problem ranking
- Data collection: Household surveys, focus group discussions, key informant interviews
- Demographic and socio-economic profiling of the village

#### **Unit 3: Designing the Village Development Plan (VDP)**

- Components of a VDP: Social, economic, infrastructure, natural resource management
- Sectoral planning: Education, health, sanitation, agriculture, livelihoods
- Prioritization and goal setting
- Budgeting, convergence of schemes (e.g., MGNREGS, NRLM, SBM)

- Integration with Gram Panchayat Development Plan (GPDP)

#### **Unit 4: Implementation, Monitoring, and Sustainability**

- Roles and responsibilities of stakeholders: PRI, SHGs, NGOs, government departments
- Institutional mechanisms for implementation
- Monitoring and Evaluation (M&E) frameworks
- Use of technology and GIS in village planning
- Sustainability, social audit, and community-based monitoring

#### **Unit 5: Course Practical / Assignments:**

1. **Village Visit and PRA Exercise**
  - Conduct participatory rural appraisal in a selected village.
2. **Prepare a Sample Village Development Plan**
  - Using real or simulated data, create a VDP document with sectoral components.
3. **Presentation of Findings**
  - Group presentation on needs assessment and planning proposals for a selected village.
4. **Case Study Review**
  - Analyze a successful village development initiative (e.g., Model Villages, SAGY, RURBAN Mission).

#### **Suggested Readings / References:**

- Ministry of Panchayati Raj. (2018). *Guidelines for Gram Panchayat Development Planning (GPDP)*. Government of India.
- Singh, Katar. (2009). *Rural Development: Principles, Policies and Management*. Sage Publications.
- Chambers, Robert. (1997). *Whose Reality Counts? Putting the First Last*. Intermediate Technology Publications.
- Ministry of Rural Development Reports: <https://rural.nic.in>
- UNDP India Reports on *Convergent Planning and Rural Governance*
- IGNOU Course Material: *Planning and Management of Rural Development*
- Case Studies from NABARD, IRMA, and Ministry of Panchayati Raj