

ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ



University of Mysore
(Estd.1916)

M.A. RURAL DEVELOPMENT

**Choice Based
Credit System
(CBCS)**



Programme Details



UNIVERSITY OF MYSORE
Institute of Development Studies
Manasagangotri, Mysuru-570006

Regulations and Syllabus
Master of Arts in Rural Development (M.A.)
(Two-year semester scheme)

Under
Choice Based Credit System (CBCS)

R. S. ...
CHAIRMAN BOS in Development Studies
Institute of Development Studies
University of Mysore,
Manasagangotri, Mysore - 570006

UNIVERSITY OF MYSORE

GUIDELINES AND REGULATIONS LEADING TO MASTER OF ARTS IN RURAL DEVELOPMENT (TWO -YEAR SEMESTER SCHEME UNDER CBCS)

Programme Details

Name of the Department	: Institute of Development Studies
Subject	: Rural Development
Faculty	: Faculty of Arts
Name of the Programme	: Master of Arts in Rural Development
Duration of the Programme	: 2 years divided into 4 semesters

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Programme Outcome:

1. Define the rural areas, rural economy and development and issues or Rural Development in general and address them through various development strategies
2. acquaint the knowledge on theories of development, social political structure, economic structure, economic
3. Explain the rural local self-governance namely Panchayat Raj Institutions and its role in planning and development of rural areas
4. Identify the importance of empowerment of women and community participation for micro-finance and governance.
5. Elucidate the importance of conservation of resources, ecology and environment in rural areas for sustainable rural development

PROGRAMME SPECIFIC OUTCOMES

1. Acquire knowledge, skill and attitude to work with the communities
2. Get sensitized on the nature, infrastructure strategies and issues of rural and urban societies and focus on the strategies of improvising rural and urban management programmes
3. Impart life skill oriented training programmes
4. Facilitate understanding of the government system and structure for empowerment of people.
5. Acquire knowledge to develop entrepreneurial skills
6. Exposure to a new rural area and the socio-economic condition of people
7. Provide knowledge from ancient to modern agricultural practices
8. Face the rural reality during the rural living and learning experience
9. Impart in-depth practical knowledge in crop cultivation practices
10. Provide knowledge on working of different farm implements
11. Detailed knowledge on various agri-business activities
12. Build the manpower for serving the rural community
13. Disseminate recent agricultural technologies through extension

Programme Pedagogy

The pedagogy of teaching-learning involves three components.

1. Lectures with intellectual inputs form the first component. This method provides Receptive Instructions to students.
2. The second component is the tutorials. This method provides Directive Instructions to students.
3. The third major component is the practical orientation with skills and participatory learning works. This method involves Exploratory Instructions.

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M.A. DEGREE COURSE STRUCTURE AND SYLLABUS

Semester	Code	Title of the Paper	Credit pattern in			Credit Value
			L	T	P	
I	19301	Rural Economic Structure and Transformation	3	1	0	4
I	19302	Rural Socio – Political Institutions and Processes	3	1	0	4
I	19303	Rural Natural Resources & Sustainable Development	3	1	0	4
I	19304	Research Methodology	3	1	0	4
I	19305	Information Communication Technology Rural Development	3	1	0	4
I	19306	Agriculture Development In India	3	1	0	4
Semester	Code	Title of the Paper	Credit pattern in			Credit Value
			L	T	P	
II	19311	Rural Settlement and Infrastructure	3	1	0	4
II	19312	Rural Development Programmes in India	3	1	0	4
II	19313	Civil Society and Rural Development	3	1	0	4
II	19314	Development Experience of Global South	3	1	0	4
II (OE)		Project Work	0	2	2	4
			Credit pattern in			Credit

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Semester	Code	Title of the Paper				Value
			L	T	P	
III	19321	Rural Development Theories and Approaches	3	1	0	4
III	19322	Principles of Rural Governance	3	1	0	4
III	19323	Rural Marketing	3	1	0	4
III	19324	Rural Industries and Resource Management	3	1	0	4
III (OE)		Project Work	0	2	2	4
Semester	Code	Title of the Paper	Credit pattern in			Credit Value
			L	T	P	
IV	19331	Empowerment of Weaker Sections (SC/ST/OBCs, Women and Minorities)	3	1	0	4
IV	19332	Rural Ecology and Agriculture	3	1	0	4
IV	19333	Rural Poverty Reduction Programmes	3	1	0	4
IV	19334	Cooperatives and Micro Credits	3	1	0	4
IV (OE)		Dissertation	0	2	2	4

FIRST SEMESTER

HARD CORE

COURSE-I : RURAL ECONOMIC STRUCTURE AND TRANSFORMATION

Course Outcome:

The students will be able to

- Define the Agriculture, rural areas and rural families and principles of rural economic development

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- Explain the types of agriculture to include, horticulture, dairying and allied rural activities
- Distinguish the rural poverty and land holdings
- Elucidate the Agricultural Finance and rural credits system and marketing system

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT:

UNIT-I : Principles of Rural Economic Development, Planning the Rural Development.
Tools for Rural Economic Analysis.

UNIT-II : Agriculture, Nature, Type of Agriculture, Subsistence, Commercial Agriculture,
Rural Horticulture, Dairying.

UNIT-III : Land use – Land Holding, Land Reforms Marginal Lands.

UNIT-IV : Poverty, BPL families, Agricultural laborers and Social Security.

UNIT-V : Agricultural Finance – Need for Agricultural Finance, Sources of Agricultural
Finance Kisan Credit card, the role of NABARD in Rural Development.

REFERENCE BOOKS :

1. Narton R.D. – Agricultural Development Policy: Concepts and Experiences
2. S.S Acharya – Indian Agricultural Policy at the cross roads.
3. A.N. Agarwal – Indian Economy
4. Rudra Dutt – Indian Economy
5. Puri and Others – Indian

COURSE-II : RURAL SOCIO – POLITICAL INSTITUTIONS AND PROCESSES

Course Outcome:

The Students will be able to

- Define the rural society and social structure of rural areas
- Identify the demographic structure of rural areas
- Explain the Rural Governance (PRIs) and impact of Decentralized Governance
- Elucidate the empowerment of women, SHGs and community organisations

PEDAGOGY

- Lecture Method.

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- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT:

UNIT-I : Society and Social Structure, Social Mobility, Social Changes, Caste Structure.

UNIT-II : Rural Literacy, Causes for Low Literacy Rate, Remedial measures to increase the literacy in rural area.

UNIT-III : Population – Size, Sex and Distribution, Growth rates the success of population control measures.

UNIT-IV : PRI's the Grama Panchayats and Power and Functions, the Sources of funding.

UNIT-V : Decentralized Governance and Women Empowerment, SHG, and Community Organization

UNIT-VI : Impact of Decentralized Governance on Rural Development.

REFERENCE BOOKS :

1. Balaramulu – Technology and Rural Development.
2. Sheo Kumar Lal and UmedRajnahar – Rural Social Transformation.
3. Bhagavan M.R – The Technological Transformation of Third World.
4. Jain S.C – Community Development and Panchayat Raj in India.
5. Kurian C.T – Poverty Planning and Social Transformation.

COURSE-III : RURAL NATURAL RESOURCES & SUSTAINABLE DEVELOPMENT

Course Outcome:

The Students will be able to

- Define the Ecology and Ecosystem and its impacts
- Elucidate the soil types and necessities of soil conservation
- Explain the water resources and its judicious use of both surface and ground water
- Understand the environmental resources namely forests, both conventional and non-conventional energy resources including environmental awareness.

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

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COURSE CONTENT:

UNIT-I : Ecology and Eco System, Human Activities and its Impact on land.

UNIT-II : Soil, Type of Soil, Soil Erosion, Soil Fertility, Soil Conservation measures.

UNIT-III : Forest and Forest products, Social Forestry, Tree Planting in Agricultural land.

UNIT-IV : Water resources – Need for judicious use of Water – Ground Water Utilization, Tank irrigation, and Minor irrigation.

UNIT-V : Agriculture and Domestic Waste and their recycling.

UNIT-VI : Rural Energy System, Conventional – Fire wood, cow dung, Non Conventional – Bio gas.

Solar.

UNIT-VII : Need for Environmental awareness in rural area.

COURSE-IV : RESEARCH METHODOLOGY

Course Outcome:

The Students will be able to

- Define the types of research and identification of research problems
- Acquaint with the sampling techniques, the data collection methods for both from primary and secondary sources and analysing the data and reporting writing techniques
- Demonstrate the different statistical techniques for rural research
- Undertake testing of data and validating data and analysis

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- Building skills on statistical techniques by problem solving approach
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT:

PART-A : RESEARCH STUDIES IN RURAL DEVELOPMENT

UNIT-I : Meaning of Social Research – Different types of Research stages of research.

UNIT-II : The Problem of Subjectivity – Problems in the application of Scientific method in research.

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UNIT-III : Sampling theory and procedures – Universe and sample – Types of Sample selection.

UNIT-IV : Data Collection Primary and Secondary – Data – Methods of data collection – Observation, Questionnaire, Interview, Case study.

UNIT-V : Analysis of data and Report Writing.

UNIT-VI : Trends in Research in Rural Development India.

PART – B : STATISTICAL TECHNIQUES FOR RURAL RESEARCH

UNIT-I : Introduction – Definition of Statistics.

UNIT-II : Measurement – Nominal, Ordinal and Internal Scale of Measurement.

UNIT-III : Tables – Textual, Semi – Tabular, Tables. Frequency distribution – Construction of Frequency distribution table for discrete and continuous variables.

UNIT-IV : Graphical and diagrammatic representations of the data – Bar diagram, Histograms.

UNIT-V : Measure of Central Tendency – Arithmetic Mean, Median, Mode and Geometric mean – Definitions, Characteristics and over.

UNIT-VI : Measure of Dispersion – Range, Mean Deviation, Quartile Deviation and Standard Deviation – Definitions, Characteristics and over. Co-efficient of Variations.

UNIT-VII : Correlations – Simple, Partial and Multiple Correlation, Co-efficient, Rank correlation Co-efficient.

UNIT-VIII : Linear regressions; Constants of regression equation.

UNIT-IX : Sampling Techniques – Simple Random Sampling – with and without replacement systematic sampling and stratified sampling.

UNIT-X : Sampling distribution – Chi-square, T.F. – Distributions.

UNIT-XI : Testing and Hypothesis – Types I and II Type II errors, Z-Test, T-Test, X-Test, F-Test.

UNIT-XII : Index Number – Price Index numbers – Lasoeryes Price Index Peasctre Price Index Numbers.

UNITXIII : Time Series – Linear, Trend – Moving averages for smoothing Seasonal Index and Cyclical Variations.

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REFERENCE BOOKS

1. William J. Goode and Paul K – Methods in Social Research
2. Young (Mauline, V) Scientific Social Surveys and Research Prentice Hall, New Delhi 1988.

COURSE-V : INFORMATION COMMUNICATION TECHNOLOGY RURAL DEVELOPMENT

Course Outcome:

The Students will be able to

- Define the concept of communication, processes and types of communications
- Explain the role of communication and channels of communications in rural development
- Identify the use of Information Communication and Technology in rural development

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT

- UNIT-I** Concept of Communication, Nature and Scope of Communication, Types of Communication, Functions of Communication, Process of Communication, Various Communications, Media, Inter-Personal Communication (Opinion Leaders, Community Leaders, Change Agents, Extension Staff and Others), Traditional Media of Communication (Folk Songs, Folk Dances, Folk Theatre Forms and Folk Traditions), Mass Media (Newspapers, Periodicals, Radio, Television and Film), New Media (Telecommunication, Satellite Communication and Computer Communication)
- UNIT-II** Concept of Rural Communication, Nature and Scope of Rural Communication, Functions of Rural Communication, Media of Rural Communication, Barriers of Rural Communication, Challenges of Rural Communication, Rural Press, Rural Broadcasting, Outdoor Advertising and Publicity, Multi – Media Campaigns, Opportunities of Rural Communication.
- UNIT –III** :Role of Communication in Rural Development, Channels of Rural Development support Communication, Print Media and Rural Development – Coverage of Rural Issues and Development Projects in India, Radio and Rural Development – Community Radio and Rural Radio Broadcasting in India, Television and Rural Development – Community Television and Rural Television Broadcasting in India, Film and Rural Development – Newsreels and Documentaries on Rural Development

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in India, New Media and Rural Development – Information and Communication Technologies and their role in Rural Development.

UNIT-IV : Concept of Information and Communication Technologies (ICT's), Evolution of ICT's, Communication Functions of ICT's, Nature and Scope of ICT's, Information Haves and Information Have Nots in the Rural Areas, Strengths and Weaknesses of ICT's in Rural India, Application of ICT's for Rural Development in India, Management Information System for Rural Development in India, Success Stories relating to ICT's for Rural Development (Andhra Pradesh, Tamil Nadu, Kerala and Karnataka Experiments), Satellite Communication support for Rural Development, Telecommunication support for Rural Development, Computer Communication support for Rural Development.

REFERENCE BOOKS

- E – Governance – ICT and Rural Administration – ICT and Revenue Administration – ICT and Gram Panchayat Functions.
Alia – Media Ethics and Social Change
Melkotesr – Communication Gap in Development
Chopra H.S – Information Marketing
Dahiya D.S – Communication Processes on Organization.

COURSE-VI : AGRICULTURE DEVELOPMENT IN INDIA

Course Outcome:

The Students will be able to

- Define the Indian Agriculture scenarios including green revolution and agricultural pattern
- Explain the agricultural policies and its impact economy
- Elucidate the agricultural productivity and trends
- Understand the problems of agriculture prices and farmer suicide

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation

COURSE CONTENT:

UNIT-I : Nature of Indian Agriculture, Indian Agriculture Scenario, Post Independence period, Land Reforms, Land Holding, Green Revolution

UNIT-II : Agricultural policy and Rural Development, Agricultural pattern – Food crops, Commercial crops, National Agricultural policy.

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UNIT-III :W.T.O and Indian Agricultural challenges and priorities in the Global economy, Agricultural subsidies

UNIT-IV: Agricultural productivity and Trend, Causes for low productivity, Food Production, Measures to increase productivity.

UNIT-V: Agricultural prices policies trends in Agricultural prices, Causes for farmers suicide problems of Agricultural labourers.

SECOND SEMESTER

HARD CORE

COURSE-I : RURAL SETTLEMENT AND INFRASTRUCTURE

Course Outcome: The Students will be able to

- Define the concept of village and settlement pattern
- Explain the hierarchy of settlements
- Elucidate the rural infrastructure viz. transportation, rural energy, health and education
- Analyse the problems of rural sanitation for promotion of total sanitation in rural areas

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT:

UNIT-I : Concept of Village, Settlement pattern, Factors for pattern of settlement.

UNI-II: Hierarchies of Service centers need for Service centers in rural area.

UNIT-III : The Problem of Housing, housing types, low cost houses, the housing schemes in rural area.

UNIT-IV : Rural Sanitation- Drinking water, Drainage, Toilets (Public and Private). Impact of T.S.C in rural area. Nirmala Grama

UNIT-V : Importance of Transport system in rural development.

UNIT-VI : Rural Electrification- Acheiveness and targets.

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UNIT-VII :Community Buildings- Hospitals, Schools, Community Halls etc.

COURSE-II : RURAL DEVELOPMENT PROGRAMMES IN INDIA

Course Outcome: The Students will be able to

- Define the Philosophy and Approaches of Rural Development
- Explain the Rural Development Policies in India
- Identify the Dimensions of Rural Poverty
- Elucidate the roles of Institutions including financial Institutions

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT :

UNIT-I : Concepts, approaches and strategies of Rural Development

UNIT-II : Philosophy of Rural Development - A.T. Masher, Mahatma Gandhi and Lenin.
Experiments in Rural Development.

UNIT-III : Rural Development in Five year Plans. Dynamics of RD in India.

UNIT-IV : Dimensions of Rural unemployment and under employment.

UNIT-V : Rural Poverty and Poverty alleviation programmes.

UNIT-VI: Role of Zilla and MandalPanchayats in RD. Rural Finances– Banks,
NABARD etc.

Evaluation of RD Programmes.

REFERENCE BOOKS :

- | | |
|-------------------|--|
| 1. T.S. Sundarm | Antipoverty Rural Development in India |
| 2. M.A. Quaraishi | Indian Agriculture and Rural Development |
| 3. ArchanaGour | Integrated Rural Area Development |
| 4. A.K. Dende | Studies in Rural Development |
| 5. Vasanth Desai | Rural Development, Vol. I to VI. |

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| 6. K. Venkata Reddy | Rural Development in India – Poverty and Development |
| 7. Documents of Five Year Plans I, II, III, IV, V, VI, VII and VIII | Dimensions of Rural Development in India |
| 8. Brahmananda, et.al | Poverty alleviation, The Indian Experience |
| 9. MuraliMohanlal Laxman and | |
| 10. Morayan | Rural Development in India. |

COURSE-III : CIVIL SOCIETY AND RURAL DEVELOPMENT

Course Outcome: The Students will be able to

- Explain the concept of Voluntary Agencies and NGOs and their roles in development
- Define the code of ethics of NGS and VOs
- Define the roles of International Agencies viz. world bank
- Elucidate NGO's and paradigm shifts – their implications on social sector and women empowerment

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT :

UNIT-I : Origin and Evaluation of N.G.O's and Voluntary Actions, Voluntary actions in the Western Society

UNIT-II : NGO's as an Universal Third force Globalization process and Ideology New Multilateralism

UNIT-III : Need of a code of ethics for NGO's.

UNIT-IV : Voluntary action in India, history of Voluntarism, the role of Voluntary Organization in India's development processes.

UNIT-V : The World Bank, other International agencies and the NGO's.

UNIT-VI : NGO's and paradigm shifts – their implications on Education, Women Empowerment, Health, Disaster management, Girl Child and Weaker Section.

REFERENCE BOOKS:

1. Mukherjee – A study of Voluntary Organization in Rural Development.
2. Narayan E.A – Voluntary Organization and Rural Development in India.

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3. Pandya Shashi Ranjan- Community Action for Social Justice: Grass roots Organization in India
4. R. Soorya Moorthy – NGO's in India A cross sectional study.
5. Hall Anthony – Community participation and Rural Development, Social Development and the state.

COURSE-IV : DEVELOPMENT EXPERIENCE OF GLOBAL SOUTH

Course Outcome: The Students will be able to

- Explain the development experience of Rural Development before and after independence
- Elucidate the development experiences of Pakistan, Bangladesh and Sri Lanka
- Define the roles of International Agencies viz. world bank
- Elucidate NGO's and paradigm shifts – their implications on social sector and women empowerment

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT :

UNIT 1: Introduction, Objectives, Features of Rural Development Experiences/Projects

UNIT 2: Development Experience of before and after Independence era-Sriniketana, Rural Reconstruction, Gandhiji's Grama Seva Programme, Nilokheri, Frilcha etc.

UNIT 3: Development Experiences Pakistan,-special reference to AKRSP and AKDN in India and Pakistan

UNIT 4: Development Experience of Bangladesh – BGB and KOMILLA Model of Project.

UNIT 5: Development Experiences of SHRILANKA-Introduction, Various Rural Development Programmes, special reference to SAMRUDHI Poverty Reduction Programmes, IRDP.

UNIT 6: Development Experience of South Korea- Agriculture Development Programmes and UNDOUNG SAMUAL Development Experience

COURSE-V : PROJECT WORK

THIRD SEMESTER

HARD CORE

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COURSE-I : RURAL DEVELOPMENT THEORIES AND APPROACHES

Course Outcome: The Students will be able to

- Define the growth and theories of development
- Explain the central place theory and trickle down theory of decentralization
- Elucidate the unemployment and different model of rural –urban migration
- Understand the growth models of Indian Planning

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT :

UNIT-I : Balance V/s Unbalanced Growth, Dualistic Theories – Social, Technical and Financial Dualism: The dependency theory of Underdevelopment, Myradals, theory of spread and back wash effect – trickle down theory – theory of A symmetric information – Spatial Theories – Von Thunanan’s concentric ring theory – Christallers Central place Theory – Perroux’s Growth Pole theory – Spatial diffusion theory, Mishra’s concept of growth model.

UNIT-II : Nurkse’s Theory of Disguised Unemployment as a saving Potential, Lewis theory of unlimited supply of Labour, The FEI and RANIS Model of Economic Growth. Harris – Todaro’s Model of Rural – Urban Migration and Unemployment, Schultz’s Transformation of Traditional Agriculture.

UNIT-III : Approaches – Functional and Structural approaches towards rural development in India.

Growth Models of Indian Planning.

REFERENCE BOOKS :

1. Adelman, “Theories of Economic Growth and Development”.
2. B.Higgins; “Economic Development; Problems, Principles and Policies.
3. C.P.Kindleberger; “Economic Development”.
4. AgarwalKundanlal (1994) “Economics of Development and Planning”, VikasPublishing house Pvt. Ltd., New Delhi.
5. Thirlwall A.P (2003) Growth and Development, replica press Pvt. Ltd. Kundli,
6. Lekhi R.K (2005) The economics of Development and Planning
7. Satyasundaram (1997), Rural Development, Himalaya Publishing House, New Delhi.
8. Katar Sing (1986) Rural Development, Principles, Policies, and Management, Sage publication, New Delhi.

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9. Mishra and Puri – Economics of Development and Planning.
10. Venkata Reddy K (1992) Rural Development in India, Poverty and Development, Himalaya Publishing House, New Delhi.
11. Maheswari S. (1985) Rural Development in India, - A Public Policy Approach, Sage publication, New Delhi.
12. Kanchan Chopra, GopalKadekodi and Murthy M.N (1990) Participatory Development, Sage publication, New Delhi.
13. Hoshiar Sing (1995) Administration of Rural Development in India, Sterling Publishers Private Ltd. New Delhi.
14. Rahul Mudgal (1996) Economic Dimensions of Rural Development, Sarup& Sons, New Delhi.
15. Aamarendra (1998) Poverty, Rural Development and Public Policy, Deep and deep Publication Pvt. Ltd., New Delhi
16. ArunGhosh (1992), Planning in India, Sage publication, New Delhi.
17. Laxmidevi (1997) Planning for employment and Rural Development, Anmol Publications Pvt. Ltd., New Delhi.
18. Lalitha N (2004) Rural Development, Emerging issues and Trends (Vol.I and II) dominate Publications, New Delhi.
19. Kalipada Deb (1997) The challenge of Rural Development, M.D. Publications Pvt. Ltd., New Delhi.
20. Sundaram K.V. (1999) Decentralized multilevel Planning, Concept Publishing Company, New Delhi.

COURSE-II : PRINCIPLES OF RURAL GOVERNANCE

Course Outcome: The Students will be able to

- Define the basic concepts of constitution, fundamental rights and directive principles of state policy
- Explain the concept of good governance, administration
- Elucidate the role of rural governance and mechanism of decentralized from village level to district levels.
- Sharpen the knowledge on e-governance initiatives and RTI act in rural development

PEDAGOGY

- * Lecture Method.
- * Interactive Questions & Answer Session.
- * PowerPoint Presentations.
- * Peer group discussion & Evaluation.

COURSE CONTENT :

UNIT-I : The concept of Nation, State, Constitution, Government, Democracy, Decentralization and its significance in Rural Development.

UNIT-II : The nature of Indian Political System:

- a Indian Constitution: Salient features with particular reference to Fundamental Rights, Citizens Charter
- b Constitutional provisions for Protection of Weaker Sections

UNIT-III : The Concept, Salient Features, Scope and Challenges of

- a. Public Administration
- b. Development Administration
- c. Good Governance
- d.

UNIT-IV : Nature and structure of Indian Administration, Bureaucracy in India: its merits and demerits.

Bureaucratic Issues affecting Rural Governance:

- a. Committed Bureaucracy
- b. Urban Bias
- c. Corruption
- d. Citizen – Administration Relationship

UNIT-V : Decentralization and Rural Governance

- a. Panchayati Raj Institutions and its role in Rural Governance
- b. Administrative structure at village, Panchayat, Block and district levels
- c. District Planning Committee: Composition, Functions and Significance

UNIT-VI : e-Governance: Meaning, features, scope, case study of Revenue Department of Karnataka Bhoomi Project. RTI Act of India and Rural Governance

REFERENCE BOOKS

1. Bendix, Reinhard, 1968, "Bureaucracy" in International Encyclopedia of the Social Sciences, Vols. 1 and 2, Mac-millan, London.
2. Battacharya, Mohit 1979, Bureaucracy and Development Administration, Uppal Publishing House, New Delhi
3. Jain L.C 1985, Grass without roots: Rural Development under Government Auspices, Sage Publications, New Delhi
4. Seshadri, K. 1976, Political Linkages and Rural Development, National Publishing House, New Delhi

COURSE-III : RURAL MARKETING

Course Outcome: The Students will be able to

- Define the rural market systems and functions
- Understand the social-economic traits of rural producers distributions channels
- Explain the Rural Marketing system and Policies
- Acquaint knowledge sets on rural markets chains

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PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT :

UNIT-I : Rural Markets and rural marketing system, Types, functions and market place, trade and origins. Hierarchy of Markets, Spatial and temporal organization, Internal Organization rural marketing, Domain and Perspective, Social relation of the periodic markets.

UNIT-II : Understanding Social – Economic traits of rural producers, changing type of producers, changing profile of rural producers, type and products.

UNIT-III : Distribution channel, Co –operative marketing – Issues

UNIT-IV : Media and Communication in rural setting. Strategic Issues (product and pricing) in Rural Marketing, Marketing of Rural Products.

UNIT-V : Rural Markets in India – Periodic markets and rural development and for development of rural markets and rural marketing system – Marketing policies.

UNIT-VI : Rural Marketing revolution – the increasing importance of rural, markets and role of corporate sector. Strategies for the development of Rural Markets.

UNIT-VII : Emerging issues in rural marketing. Retail chain, Direct Marketing, contract farming and others

REFERENCE BOOKS :

1. Periodic Markets and rural development in India Concept – Wanamali Sudhir
2. Periodic Markets Hawkers and trade in Africa, Asia, Latin America – RHT Smith
3. Market Distribution Systems – Gormsen Edrdmann
4. Journal of Rural Marketing
5. Marketing in the Developing Countries – KINSEY
6. Rural Marketing – T.P Gopal Swamy
7. Rural Marketing – Rajgopal

COURSE-IV : RURAL INDUSTRIES AND RESOURCE MANAGEMENT

Course Outcome: The Students will be able to

- Define the village and cottage industries
- Explain the details of rural artisans and handloom industries
- Identify the local resources to strengthen the small scale industries and rural economy

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT :

- UNIT -I** : Village and cottage Industries- need for rural industrialization . Gandian approach of rural industries.
- UNIT -II:** Rural artisans – pottery , carpenters and blacksmiths .The Plights of rural artisans steps taken revive the traditional occupations.
- UNIT -III:** Handloom industries –weavers basket making, bamboo works etc polices for protecting such industries.
- UNIT -IV:** Utilization of local available resources for strengthening the small Scale Industries . Training for using the rural human resources.
- UNIT-V:** Need for sustaining the rural economy through rural industrialization.

REFERENCE BOOKS :

- | | |
|-------------------------|-----------------------------------|
| Rudradatt K &PM Sundram | Indian Economy- |
| Satya Sundarm. | Rural Development –I |
| Dhar P.N | Small Scale Industries – |
| R .V Rao | Rural Industrialization in India- |

COURSE-V : PROJECT WORK

FOURTH SEMESTER

COURSE-I : EMPOWERMENT OF WEAKER SECTIONS (SC/ST/OBCS, WOMEN AND MINORITIES)

Course Outcome: The Students will be able to

- Define the concepts of weaker sections in the context of constitution
- Explain the special components plans for weaker sections
- Identify the institutions for development of social weaker sections
- Elucidate the Socio-Economic and Political aspects of empowerments

PEDAGOGY

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- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT :

UNIT-I : Concepts, Socio-Economic background of weaker sections, Constitutional Protective Discrimination, Directive Principles of State policies, National policies and Commissions on Socio-Economic Development, Backward caste, Minority Communities, SC/STs and Womens.

UNIT-II : Special Components plans and the Area Development Oriented Programmes, Target group oriented programmes, National SC/ST Development Corporation, State Tribal Development Corporation, National Women Development Corporation, special programmes for Minorities – education, Employment.

UNIT-III : States and Weaker Sections – Karnataka Development Corporations – SC/STs, OBCs, Women and Minorities. Development Programmes and Schemes. Land Ownership, Gangakalyanprogrammes for Self Employment.

UNIT-IV : Empowerment – Socio-Economic and Political aspects for all the weaker sections of the society.

REFERENCE BOOKS:

1. Mallar R.K (1999) Dalits Development Pooja Publication, Hyderabad.
2. KsheeraSagar (1998) Dalits Movements in India, Sage Publications, New Delhi
3. Parvathamma (1989) Dalit Education and Social Change, Samya Publications Bangalore.
4. Ballal J (2000) Women Empowerment in Agriculture sector, Sage Publications,
5. Abdul Abubkar () Programmes for SC/ST women and Minorities in India.
6. Khanna and Khanna J (2002) Scheduled Caste Development Since Independence, sundep publishers and Distributors, Madhurai.

COURSE-II : RURAL ECOLOGY AND AGRICULTURE

Course Outcome: The Students will be able to

- Define the concepts of Ecosystem
- Explain the Bio-diversity its significance
- Identify the impact of agriculture on rural development and environment and sustainable agricultural practices
- Identify the mechanism for resource conservation for sustainable development

PEDAGOGY

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- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT :

UNIT-I : Ecology and Ecosystem, Concept, Structure of Ecosystem, Functional Characteristics of Ecosystem, Ecological Pyramids, Hierarchical classifications of Ecosystem.

UNIT-II : Soil, Nature and Formation, Soil Classification Systems, Soil and Agriculture Practice, Soil Erosion and conservation.

UNIT-III : Bio Diversity, Concept and composition, significance of Bio diversity, causes of Bio diversity loss, Economic Significance of forest.

UNIT-IV : Agriculture, types of agriculture, impact of agriculture on Rural Development, Impact of Agriculture on Environment, Sustainable agriculture, organic farming.

UNIT-V : Resources of Conservation and Management, Sustainable development and Environmental Protective measures.

COURSE-III : RURAL POVERTY REDUCTION PROGRAMMES

Course Outcome: The Students will be able to

- Identify the BPL families
- Explain the Employment Generation Programmes of Rural Area and Tribal Development programmes
- Define the components of DWACRA and women empowerment
- Elucidate the Social Security and Public Distribution System

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT

UNIT 1: Employment Generation Programmes –Cash Scheme for Rural Employment, Antodaya, food for work program, NREP, RLEGP, JRY

UNIT 2: Integrated Rural Development Programs SFDA, MFALDA, IRDP salient features problems of IRDP and TRYSEM

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UNIT 3: Tribal Development Programmes

UNIT 4: Development of Women and Children in Rural Area, Women Empowerment Programmes.

UNIT 5: Social Security Programmes, ODP, PHP Widow Pension, Sandya Suraksha

UNIT 6: Public Distribution System- BPL families, Annapurna, Food Security

COURSE-IV : COOPERATIVES AND MICRO CREDITS

Course Outcome: The Students will be able to

- Define the concepts of cooperation and cooperative thoughts
- Identify the major sectors of cooperative development
- Elucidate the non-cooperatives and its roles
- Explain the micro-finance and its linkages

PEDAGOGY

- Lecture Method.
- Interactive Questions & Answer Session.
- PowerPoint Presentations.
- Peer group discussion & Evaluation.

COURSE CONTENT :

UNIT-I : Concept of Cooperation – definition, principles of cooperation, 1995 and basic values – theoretical perspectives. Reformist, Institutional and Behavioral approaches. Cooperative thought process; Pre – Rochdale thinkers; Robert Owen, Charles Fourier, Louis Blanc; Post – Rochdale thinkers; Raiffeisen, Dr. Warbasse, Fauquet, Charles Gide, Jawaharlal Nehru and M.Gandhiji views on cooperation.

UNIT-II : Major sectors of cooperatives development; Agricultural credit sector ST and LT structure
– operational features – viability – factors affecting viability – Non Agricultural credit sector; urban credit; Housing and industrial cooperative banks working profiles and problem.

UNIT-III : Non credit cooperatives – marketing, sugar, spinning and tea cooperatives – Dairy cooperatives – consumers cooperatives industrial and weavers.

UNIT-IV : Control Techniques: Importance, various control techniques, budgetary control – zero base budgeting programmes budgeting.

UNIT-V : Criteria for judging the operations efficiency of cooperatives; indicators of efficiency – membership coverage resource mobilization – minimization of cost of capital mobilization of return on investments – capacity utilization – inventory management – productivity

management – profitability – Impact on the living conditions of members –
Management audit – Meaning, Importance, and features of management audit.

UNIT-VI : Micro finance and Micro Enterprises – SGSY as micro enterprise programme Micro finance programmes in India – an assessment pilot project of NABARD – Salient features – SHG – Bank Linkage and scheme – different models of linkages recommendation of working group on pilot project (1996) – task force on supportive policy and regulatory framework of micro finance recommendations – RMK – SIDBI.

COURSE-V : DISSERTATION

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