



**MASTERS OF ARTS (RURAL DEVELOPMENT)
(MARD)**

Mission and Objectives

- The Programme has been framed to provide an understanding and experience of different aspects of Rural Development.
- It is to provide a holistic perspective of schemes/programmes of central govt. in general and state govt. in particular.
- It is to develop expertise in planning and management of rural development programmes with focus on participatory development.
- It is innovative, skill and employment oriented to attract bright students to the discipline of rural development. Thus, ensuring University – Industry interface under CSR Programme.

Prospective Target group of learner's

- Students who want to pursue Rural Development Specialist / Analyst as a career.
- Students pursuing Post Graduation courses in any discipline can join in this course for enhancement of knowledge about rural development.
- OSOU learners who are pursuing DRD & PGDRD can join through lateral entry

Learning Outcomes

- Can join in NGOs, CBOs, Projects of Funding Agencies (UNDP, World Bank, JICA, DFID, CARE, CRY, USAID, Action Aid), CSR Units of Corporate/Business houses.
- Can join in Rural Development Organizations / Institutions as Social Worker, Community Mobilizer.

- Can set up Small Scale Industry in rural areas supported by State govt. institutions like ORMAS, DDUGKY (Aajeebika), Indian Red Cross Society, District Rural Development Agency (DRDA) or District Industry Centre (DIC) of any district.
- Can join in State /National Livelihoods Mission under Panchayati Raj Dept / Rural Development Dept. of the State / Nation as Manager or Programme Coordinator.
- Can start a Non- Governmental Organisation or Voluntary agency to serve for the welfare of the rural poor. Currently NGOs play a very crucial role in rural development, by organizing poor people in villages. The funds for running of such NGOs will be available from both Central and State governments on the basis of the projects and requirements of the NGOs.
- After completing the course, a student will have the ability to conduct Research on Rural Development.

| Course No. | Course Title | Credits |
|---------------------|---|-----------|
| Semester -1 | | |
| RD-01 | Rural Society | 6 |
| RD-02 | Rural Development in India | 6 |
| RD-03 | Rural Social Problems | 4 |
| Semester -2 | | |
| RD-04 | Rural Development Institutions & Entrepreneurship | 6 |
| RD-05 | Rural Resource Management | 6 |
| RD-06 | Rural Development in Odisha | 4 |
| Semester - 3 | | |
| RD-07 | Soft Skill Development | 4 |
| RD-08 | ICT and Geo – Informatics for Rural Development | 4 |
| RD-09 | Communication and Extension in Rural Development | 4 |
| RD-10 | Project Work | 4 |
| Semester -4 | | |
| RD-11 | Rural Financial Management | 4 |
| RD-12 | Rural Health Management | 4 |
| RD-13 | Developmental Research Methods | 4 |
| RD-14 | Voluntary Action in Rural Development | 4 |
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Instructional Design

Curriculum design

Rationale and Architecture:

The Masters course, spread over four semesters besides providing the skill component attempts to provide the students a deeper and broader understanding of Rural Development as a subject. It attempts to enhance their research ability to add new thinking and concept into its body of knowledge.

Total Credits: 64

Duration: 2 Years

Total Credits: 64

Detailed Syllabus

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| Course – I (6 Credits) | |
| Rural Society | |
| Block – I: Rural Sociology | |
| Unit - 1 | Emergence - social and intellectual background |
| Unit - 2 | Nature, scope and importance |
| Unit - 3 | Introduction of Rural Sociology in India |
| Unit - 4 | Significance of Rural Sociology in Indian context |
| Block – II: Village Community | |
| Unit - 1 | Definition and characteristics of Village Community |
| Unit - 2 | Factors affecting Village Community and its changing features |
| Unit - 3 | Rural-Urban Contrast |
| Unit - 4 | Rural-Urban Continuum |
| Block – III: Rural Social Structure and Institutions | |
| Unit - 1 | Rural Social Structure: Caste and Class |

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| Unit - 2 | Rural Social Institutions: Family |
| Unit - 3 | Rural Social Institutions: Marriage |
| Block – IV: Caste System | |
| Unit - 1 | Caste and Economic Inequalities |
| Unit - 2 | Jajmani system |
| Unit - 3 | Changing labour market |
| Block – V: Social Research in Rural Sector | |
| Unit - 1 | Types of Data: Primary and Secondary |
| Unit - 2 | Techniques of data collection–Census and Sampling |
| Unit - 3 | Different types of Sampling |
| Unit - 4 | Tools of Data collection – Observation, Questionnaire, Schedule, Interview, Case-study. |
| Block – VI: Project Work | |
| Unit - 1 | Evaluation of Rural Development Programmes using Participatory Rural Appraisal (PRA) Methodology. |
| Unit - 2 | Field visit / Village Immersion |
| Unit - 3 | Report Presentation (Project Guidelines and Synopsis) |
| Course – II (6 Credits) | |
| Rural Development in India | |
| Block – I: History of Rural Development in India | |
| Unit - 1 | Experiments with Rural Developments during Colonial period and Independent India |
| Unit - 2 | Community Development Programme |
| Unit - 3 | Land Reforms, Green Revolution and Cooperative Movement |
| Block – II: Rural Development and Regional Disparity | |
| Unit - 1 | Problem, Needs and Approaches: Supply driven Rural Development, Sustainable Rural Development, Participatory Rural Development |
| Unit - 2 | Gandhian Model of Development and Socialist model of development |
| Unit - 3 | Rural Development in Indian Five Year Plans |
| Block – III: Approaches to Rural Development in India | |
| Unit - 1 | Broad Front Approach-Sectoral Approach-Participatory Approach-Area Approach- Target Group Approach- Integrated Approach-Gandhian Approach and its current relevance |
| Unit - 2 | Technology Missions for rural Development - Drinking Water – Sanitation - Communication - Oilseeds |
| Unit - 3 | Wasteland Development |
| Block – IV: Rural Development Programmes in India | |

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| Unit - 1 | IRDP, TRYSEM, MGNREGA, SGSY, Pradhan Mantri Awas Yojana, Livelihood Mission, Health Mission, Self Help Group Movement, Pradhan Mantri Gram Sadak Yojana(PMGSY) |
| Unit - 2 | Watershed Programmes and Sustainability |
| Block – V: Concept and Importance of Gender Studies | |
| Unit - 1 | Concept of gender, Social and economic status of women in India, Gender discrimination |
| Unit - 2 | Women and natural resource management, Women in agriculture |
| Unit - 3 | Issues of gender equity in rural areas, Practical and Strategic Needs of women |
| Unit - 4 | Concept and Significance of Gender Sensitization |
| Block – VI: Women and Development in Rural Society | |
| Unit - 1 | Women in Rural Society and their roles: Reproduction, Production and Community Management |
| Unit - 2 | Gender needs in Rural Society, Women in Development |
| Unit - 3 | Gender and development |

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| Course – III (4 Credits) | |
| Rural Social Problems | |
| Block – I: Rural Poverty | |
| Unit - 1 | Types of Poverty in rural India |
| Unit - 2 | Causes and Consequences of Poverty in rural India |
| Unit - 3 | Anti – Poverty Programmes launched by the Government: Success and Failures |
| Block – II: Rural Illiteracy and Health Problems | |
| Unit - 1 | Educational problems- Enrolment, Retention and Drop out |
| Unit - 2 | Educational neglects and its changing scenario in the context of Right to Education (RTE) |
| Unit - 3 | Health Scenario of rural India: MMR, IMR and Sex Ratio |
| Unit - 4 | Health neglect and its changing scenario in the context of government programmes- NRHM and ICDS |
| Block – III: Rural Unemployment | |
| Unit - 1 | Types of Unemployment in rural India |
| Unit - 2 | Causes and Consequences of Unemployment in rural India |
| Unit - 3 | Employment Generation Programmes launched by the Government: Achievements and Failures |

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| Block – IV: Rural Social Problems | |
| Unit - 1 | Domestic Violence against Women |
| Unit - 2 | Casteism |
| Unit - 3 | Dowry System |
| Unit - 4 | Alcoholism |
| Unit - 5 | Crime |
| Unit - 6 | Corruption |
| Unit - 7 | Rural Indebtedness |

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| Course – IV (6 Credits) | |
| Rural Development Institutions & Entrepreneurship | |
| Block – I: Institutions of Rural Development | |
| Unit - 1 | Panchayati Raj Institutions (PRIs): Evolution–Structure-Functions |
| Unit - 2 | 73rd Constitutional Amendment Act – Devolution of Powers and Functions to PRIs |
| Unit - 3 | Role of Panchayati Raj Institutions in Rural Development, Participatory development |
| Unit - 4 | Cooperative Institutions: Concept and Principles of Cooperation, Types and working of Rural Cooperatives: Credit Cooperatives, Marketing Cooperatives, Dairy Cooperatives, Weavers Cooperatives |
| Block – II: Planning for Rural Development | |
| Unit - 1 | Types, Level and Functions of Planning |
| Unit - 2 | Decentralization of Planning |
| Unit - 3 | Micro level planning |
| Unit - 4 | Block and District Level Planning- Strategies for Sustainable Development |
| Block – III: Institutional Linkages for Rural Development | |
| Unit - 1 | Institutional Linkages for Rural Development–Need for Readjustment of Rural Development Strategies – Right to Information Act and Rural Development |
| Unit - 2 | Community Based Organizations (CBOs): Watershed Committees-Village Forest Committees-Water Users Associates- Integration of CBOs with PRIs-Role of CBOs in Sustainable Rural Development |
| Block – IV: Rural Economy | |
| Unit - 1 | Agrarian economy and rural livelihood, Features of rural economy and recent changes |
| Unit - 2 | Rural market and Problems of Food Security |
| Unit - 3 | Income generation programmes |
| Unit - 4 | Impact of Industrialization in rural India |

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| Block – V: Rural Industrialization and Entrepreneurship | |
| Unit - 1 | Concept of Rural Industrialization, Importance of Rural Industrialization for Rural Development, Gandhian Approach to Rural Industrialization, Appropriate Technology for Rural Industries |
| Unit - 2 | Concept, Characteristics and Types of Entrepreneurship; Entrepreneurship and Rural Industrialization; Development of Rural Entrepreneurship in India; Factors promoting entrepreneurship; Problems and Prospects of Rural Entrepreneurship in India |
| Unit - 3 | Problems and prospects of Women Entrepreneurship |
| Block – VI: Diversification of Rural Economic Activities | |
| Unit - 1 | Livestock economies - Livestock resources and their productivity - White revolution - Fishery and poultry development |
| Unit - 2 | Forestry, Horticulture and Floriculture |
| Unit - 3 | Issues and problems in rural Industrialization and development of Agro-based industries |
| Unit - 4 | Rural Non-farm Sector |

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| Course – V (6 Credits) | |
| Rural Resource Management | |
| Block – I: Rural Physical Resources | |
| Unit - 1 | Land resources in rural India- Land use pattern, land legislations and their impacts |
| Unit - 2 | Water resources in rural India-uses of water resources, water policies and their impacts |
| Unit - 3 | Forest resources in rural India-uses of forest resources and Forest policies and their impacts |
| Unit - 4 | Energy resources, policies and their impacts on rural life |
| Block – II: Rural Environment Problems | |
| Unit - 1 | Factor affecting the Ecological setting of rural environment |
| Unit - 2 | Population Explosion |
| Unit - 3 | Pollution – Air Pollution, Water Pollution & Soil Pollution |
| Unit - 4 | Depletion of Natural Resources, Resource crunch and their impact on Sustainable Development in rural India |
| Block – III: Approaches to Resource Management | |
| Unit - 1 | Ecological Approach, Economic approach, Ethnological Approach |
| Unit - 2 | Natural Resource Management for Rural Development, |
| Unit - 3 | Natural resource governance, community participation and NGO & civil society |

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| | intervention, Skill and capacity building for Natural Resource Management |
| Block – IV: Backward area Development Programme | |
| Unit - 1 | Kalahandi-Bolangir-Koraput(KBK) Region |
| Unit - 2 | Tribal Area Development Programme (TADP) |
| Unit - 3 | Hill Area Development Programme (HADP) |
| Unit - 4 | Drought Prone Area Programme (DPAP) |
| Block – V: Development Programmes for Women | |
| Unit - 1 | SHG and Micro-finance; Savings and Credit as an Instrument of Self-help promotion among rural Women |
| Unit - 2 | Experiences of GRAMEEN; SEWA; MYRADA. |
| Block – VI: Inclusive Development | |
| Unit - 1 | Social Inclusion |
| Unit - 2 | Financial Inclusion |
| Unit - 3 | Development Programmes for SCs, STs& Persons with Disability (PWD) |

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| Course – VI (4 Credits) | |
| Rural Development in Odisha | |
| Block – I: Evolution of Rural Development in Odisha | |
| Unit - 1 | Evolution of Rural Development in Odisha – Introduction of Decentralized Planning in the state of Odisha |
| Unit - 2 | Planning structure for Pro – poor Development in Odisha |
| Unit - 3 | Resources at Gram Panchayat level |
| Unit - 4 | Schemes for Gram Panchayat Planning |
| Block – II: Rural Development Administration in Odisha | |
| Unit - 1 | Structure and Function of Rural Development Administration at the State, District and Block level |
| Unit - 2 | Role of District Rural Development Agency (DRDA) |
| Unit - 3 | Role of Integrated Tribal Development Agency(ITDA) |
| Unit - 4 | Role of Modified Area Development Agency(MADA) and Micro Projects |
| Unit - 5 | Functioning of Schemes at DRDA level |
| Block – III: Developmental Sectors in Odisha | |
| Unit – 1 | Developmental Sectors-Agriculture sector, Industry sector, theServices sector and Social |

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| Unit - 2 | Plans for Poverty termination – Biju KBK Plan, Revised Long Term Action Plan (RLTAP),Biju Kandhamal O Gajapati Yojana |
| Block – IV: Legal Provisions and Programmes of Rural Development | |
| Unit - 1 | Legal provisions–PESA Act, MGNREG Act, Forest Resources Act |
| Unit - 2 | Programmes – SGSY,NRLM-Odisha, Housing schemes for Rural Poor – Mo Kudia & BPGY |
| Unit - 3 | Other State schemes-GGY,FCA,TSC,BRGF,MGNREGS – Odisha, CC Road and Drinking Water Supply scheme |
| Course – VII (4 Credits) | |
| Soft Skill Development | |
| Block – I: Introduction to Soft Skills | |
| Unit - 1 | Communication Skill |
| Unit - 2 | Presentation Skill |
| Unit - 3 | Time Management Skill |
| Block – II: Personality Development | |
| Unit - 1 | Body Language and Etiquettes |
| Unit - 2 | Group Discussion and Interview Skill |
| Unit - 3 | Preparation of C.V. / Resume |
| Block – III: Fundamentals of Computer Application | |
| Unit - 1 | Introduction to computer, its components and functions, Data Storage: Primary and Secondary storage, Introduction to various computer devices such as keyboard, mouse, printers, disk files, floppies etc |
| Unit - 2 | Operating Systems (MS - Windows) |
| Unit - 3 | MS-Office - MS Word, MS Excel and Power Point |
| Unit - 4 | Role of ICT in Rural Development |
| Unit - 5 | Role of Soft Skills in Rural Development |

| Course – VIII (4 Credits) | |
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| ICT and Geo – Informatics for Rural Development | |
| Block – I: Geographical Information System (GIS) | |
| Unit - 1 | Definition of GIS, Concept of Space and Time, Spatial data |
| Unit - 2 | Map Projection and Datum |
| Unit - 3 | Domains of Spatial information system, Components of GIS (/Hardware, Software, Data, People and Process) |
| Unit - 4 | GIS Functionalities for end user / system (Data Acquisition, Data Input, Data Management, Data Analysis, Data Modeling and Data Output); Web based GIS Technology |
| Block – II: Remote Sensing | |
| Unit - 1 | Introduction to Remote Sensing, Fundamentals of Remote Sensing, Electromagnetic Radiation, Electromagnetic Spectrum, Energy interaction with Atmosphere, Energy interaction with Earth Surface, Platform and Sensors |
| Unit - 2 | Characteristics of Image, Image Interpretation and Analysis – Visual Image Interpretation & Digital Image Processing |
| Unit - 3 | Microwave Remote Sensing |
| Unit - 4 | Scenario of Indian Remote Sensing Satellites in future |
| Block – III: Application of Remote Sensing and GIS in Rural Development | |
| Unit - 1 | Natural Resource Management |
| Unit - 2 | Watershed Management |
| Unit - 3 | Rural Infrastructure Management |
| Unit - 4 | Disaster Management |

| Course – IX (4 Credits) | |
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| Communication and Extension in Rural Development | |
| Block – I: Basic Principles and Techniques of Communication | |
| Unit - 1 | Meaning, Concept and Functions of Development Communication |
| Unit - 2 | Development Communication and Development Journalism |
| Unit - 3 | Different Communication Channels |
| Unit - 4 | Use of Communication Channels for Rural Development |
| Block – II: Extension: Concepts, Philosophy and Approaches | |

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| Unit - 1 | Concepts, Philosophy and Principles of Extension |
| Unit - 2 | Historical Development and Rural Extension in India |
| Unit - 3 | Rural Extension through ICAR |
| Unit - 4 | Extension Methods |
| Block – III: Planning Communication – Extension Support for Rural Development | |
| Unit - 1 | Communication Support |
| Unit - 2 | Extension Management |
| Unit - 3 | Organisational Communication |
| Unit - 4 | Communication Strategies for Rural Development - Media Mix for Rural Development - Audio – visual aids in proper sequence - Cross-media approach - Media forum - Using Social Media for rural development |

Course – X (4 Credits)

Project Work

Objective of the Project Work:

Course: X (Project Work) is one of the integral part of the Post Graduate Diploma Programme in Rural Development (PGDRD). Students are free to select any topic for project work related to Rural Development. This will help in acquiring better understanding and conceptual clarity in the socio - economic problems prevailing in rural areas and finding out the potentials as the solution to the problems. The objectives section defines both the short-term and long-term objectives that are necessary for realization of project goal. It is also desirable to define the project objective in relation to the developmental goals, i.e., at mission, programme and project level. The objectives set out needs to be **SMART**.

Specific: What the project wants to achieve must be stated clearly not in ambiguous terms.

Measurable: Achievements must be quantifiable and capable of being measured.

Achievable: The objectives should be achievable and attainable.

Realistic: Should be possible realistically achieving the objectives within the available resources.

Time bound: The time frame specified for achieving set objectives.

Steps involved in the finalization of the topic of the Project:

Project is an important element of developmental programmes. It generally refers to new tasks undertaken by an individual or organization in order to achieve a specific goal. Every project from conception to completion passes through a series of sequential phases. There is no universal consensus on the number of phases in a project cycle. However, typically a project consists of four phases - conceptualization, planning, execution and termination. Thus, there are certain steps involved in carrying out the project work which are enumerated as follows:

- 1. Selection of the topic:** The student should select a topic related to different aspects of rural development. You should consult your Supervisor before finalizing the topic.

2. Consultation with Supervisor for preparing project proposal / Synopsis: Once the topic has been chosen, you should discuss it with your Supervisor assigned to you by your Study Centre. You may prepare your project proposal / synopsis in about 800 - 1000 words to receive remarks from your Supervisor.

SYNOPSIS OF THE PROJECT REPORT

The research synopsis is the plan for your research project. It provides the rationale for the research, the research objectives, the proposed methods for data collection and recording formats and/or questionnaires and interview guides. The synopsis is based on the information provided by the supervisor(s) and by secondary sources of information. In the final report you will present the results of your data collection and elaboration, with the discussion and the conclusion. The full synopsis should be maximum 800 - 1000 words, excluding appendices.

Following is the chapterization for the project proposal/synopsis:

Topic Headline: This should be brief and self-explanatory. It should relate directly to the main objective of the proposed research. A more specific and descriptive sub-title can be added if necessary, for example to indicate the main methodology that will be applied. The title of the final report can be different from the working title of the synopsis.

Introduction: Here you should introduce the main problem, set it into context and introduce the particular niche within the main subject area that you will work with. For example, the main subject area could be deforestation and the Introduction would then briefly argue why it is relevant to be concerned with deforestation – to whom it is a problem and why. The niche could be the role of small-scale farmers in deforestation processes in mountain areas. Justification for the niche should also be included in the Introduction. 'Justifying' a research problem means providing information documenting that both the main problem and the specific niche are of relevance to others than yourself, such as the scientific community and stakeholders. A research problem can be, for example, a gap of knowledge, an unexplained observation, something not yet analysed (using this systematic, with this level of detail, from this particular angle), or something that does not fit traditional beliefs (Rienecker and Jorgensen, 2006). The information you provide as documentation for the existence and relevance of the problem should primarily be scientific peer reviewed literature. News course articles, blogs and a lot of material from the internet are not subject to quality control and are therefore considered less trustworthy.

Review of the Literature: Review of literature is a collective body of works done by earlier researchers and published in the form of books, journals, articles. It helps in generating ideas

and developing significant questions for the research work.

Significance of the study: The rationale for carrying out the particular project is explained here.

Objectives of the study: These should be identified on the basis of the problem analysis. That means, after reading the problem analysis it should be immediately clear that the choice of objectives is relevant and justified. The objectives should focus on concepts and problems mentioned in the problem analysis. Each research proposal should contain one overall objective describing the general contribution that the research project makes to the subject area as well as one or more specific objectives focusing on discrete tasks that will be achieved during the research. The overall objective may be something that the study will contribute towards but not solve/finish; the overall objective should not be a compilation of the specific objectives.

Hypothesis of the study (If any): These are predictions of the outcomes from the study. It is useful at the outset to specify the hypotheses in terms of the assumed relations between variables so as to clarify the position and pre-understanding of the researcher. If statistical tests are to be conducted formulation of hypotheses is a crucial element of the research design. Hypotheses can be derived from theory, experience or knowledge concerning contextual factors. In purely quantitative, deductive research hypotheses are tested statistically, whereas in qualitative, inductive research hypotheses are not formulated.

Research Methodology (includes data collection process & statistical process): Methodology includes Sample, Tests/Tools, and Statistical Analysis. The size and nature of the sample will depend on the topic selected. Tests/ tools are to be selected based on the objectives of the research. The data collected with the help of the tests/ tools is then analyzed by using appropriate statistical techniques.

Limitations: Although the specific or immediate objectives may be quite narrow, they could probably imply much more data collection and analysis than possible for a thesis. To demonstrate a good overview of the general subject area it should be specified what aspects will not be addressed and how this will limit conclusions. It is important to not (only) mention that due to time constraints a limited number of observations/measurements/interviews will be conducted.

References: References of books to be enlisted for reference. These should be alphabetically listed.

While the above format is normally followed, it is not necessary that the same chapter scheme is used for all topics. Synopsis writing is undertaken after the topics choice is completed. Therefore, an in depth discussion should take place between the learner / student and the academic counsellor / supervisor before finalization of the topic.

SUBMISSION OF THE PROJECT REPORT

Finally, you are expected to submit a properly typed (double-space) and bound report of about 60-70 pages in A-4 size course to your concerned study centre through the Supervisor.

Course – XI (4 Credits)

Rural Financial Management

Block – I: Introduction to Rural Finance

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| Unit -1 | Introduction to Rural Finance |
| Unit -2 | Principles of Finance |
| Unit -3 | Basic Terminologies of Finance |

Block – II: Fundamentals of Accounting

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| Unit -1 | Sources of Finance |
| Unit -2 | Principles of Accounting |
| Unit -3 | Basic Terminologies of Accounting |

Block – III: Preparations of Financial Statements

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| Unit -1 | Financial Accounting & its Applications |
| Unit -2 | Preparation of Financial Statements |
| Unit -3 | Depreciation Methods and Techniques |

Block – IV: E-commerce and its Applications

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| Unit -1 | Financial Statements Analysis |
| Unit -2 | Ratio Analysis and Trend Analysis |
| Unit -3 | Comparative and Common Size Statement |

Course – XII (4 Credits)

Rural Health Management

Block – I: Health in Rural India

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| Unit -1 | Health: Concepts and Components |
| Unit -2 | Health and Development |
| Unit -3 | Development of Health Care Services in Rural India: A Review |
| Unit -4 | Health and Nutrition Status in Rural India |

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| Unit -5 | Different Models of Health Care Delivery: An Outline |
| Block – II: Health Care: Programmes and Performance | |
| Unit -1 | Communicable Diseases in India – An Overview |
| Unit -2 | Prevention and Control of Communicable Diseases in Rural India |
| Unit -3 | Environmental Sanitation and Hygiene |
| Unit -4 | Reproductive and Child Health Programme (RCH), ICDS, AIDS Control Programme |
| Block – III: Health Care: Planning and Management | |
| Unit -1 | Planning Rural Health Care Services |
| Unit -2 | Management of Rural Health Care Services |
| Unit -3 | Communication and Health Education: An Outline |
| Unit -4 | NGO Experience in Health Care |
| Course – XIII (4 Credits) | |
| Developmental Research Methods | |
| Block – I: Foundation of Developmental Research & Formulation | |
| Unit - 1 | Developmental Research: Meaning, Definition & Objective |
| Unit - 2 | Scientific Method: Nature, Characteristics and Research Process |
| Unit - 3 | Research Question and Literature Review |
| Unit - 4 | Formulation of Hypothesis |
| Block – II: Research Design and Sampling | |
| Unit -1 | Research Design : Concept and Importance |
| Unit -2 | Sampling |
| Unit -3 | Qualitative and Quantitative Research |
| Unit -4 | Primary / Secondary Data and Tools, Techniques for Data Collection |

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| Block – III: Survey Research | |
| Unit -1 | Survey Method |
| Unit -2 | Survey Design |
| Unit -3 | Survey Instrumentation |
| Unit -4 | Survey Execution and Data Analysis |
| Block – IV: Data Analysis and Presentation of Research Findings | |
| Unit -1 | Using Internet and Word Processor |
| Unit -2 | Using SPSS for Data Analysis Contents |
| Unit -3 | Using SPSS in Report Writing |
| Unit -4 | Tabulation and Graphic Presentation – Case Studies |
| Course – XIV (4 Credits) | |
| Voluntary Action in Rural Development | |
| Block – I: Voluntarism, State and Society | |
| Unit -1 | Voluntarism-Theoretical Issues |
| Unit -2 | Voluntary Associations in a Democratic Society |
| Unit -3 | The State, Voluntary Organisations and Development |
| Unit -4 | Philosophy and Nature of Non-Profit Organisations |
| Block – II: Basic Features of Voluntary Organisations | |
| Unit -1 | Organisation and Structure of Voluntary Organisations |
| Unit -2 | Voluntary Agency Administration and Management |
| Unit -3 | VOs: Issues and Agenda for Social Transformation |
| Unit -4 | VOs: Finance and Resource Mobilisation |
| Block – III: Voluntary Organisations and Rural Development | |
| Unit -1 | Voluntary Effort in Rural Development – A Critical Appraisal |
| Unit -2 | Nature and Types of VOs in Rural India |
| Unit -3 | Problems faced by VOs in Rural India |
| Unit -4 | Voluntary Organisations and Rural Development at Crossroads |
| Block – IV: Role and Experiences in Rural Development | |
| Unit -1 | State Assisted NGOs and Rural Development |
| Unit -2 | Community Based Organisations and Rural Development |
| Unit -3 | VOs: Some Successful Experiences |
| Unit -4 | Global Voluntary Effort and Rural Development |
