

2020-22

BoS-AE 05-01-2021

Master of Arts (M.A.) In Rural Development

2 Years Post Graduate Regular Programme

Syllabus (Four Semesters)
As per Choice Based Credit System

DEPARTMENT OF ADULT EDUCATION
SCHOOL OF EDUCATIONAL STUDIES
DR. HARISINGH GOUR VISHWAVIDYALAYA
SAGAR-MADHYA PRADESH





DEPARTMENT OF ADULT EDUCATION

School of Educational Studies

Dr. Harisingh Gour Vishwavidyalaya, Sagar (M.P)

(A CENTRAL UNIVERSITY)

Master of Arts in RURAL DEVELOPMENT

SYLLABUS (2020-22)¹

Four Semesters

(UNDER CHOICE BASED CREDIT SYSTEM)

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DEPARTMENT OF ADULT EDUCATION

School of Educational Studies

Dr. Harisingh Gour Vishwavidyalaya, Sagar (M.P)

(A CENTRAL UNIVERSITY)

About the Programme

Master of Arts in Rural development is a quasi-professional-academic and research oriented two years post-graduate programme offered by the department of Adult Education under the School of Educational Studies. This is an attempt to help and trained human resource to support and strengthening *Rurban with the vision of development of Indian villages that preserve and nurture the essence of rural community life with focus of equity and inclusiveness without compromising with the facilities perceived to be essentially urban in nature, thus creating a new India as Rurban Villages.* (SPMRM, GoI: 2016)

With this focus and imperatives the department has visualised and re-formulated the entire programme in text, sub-text and pedagogy to fulfil the grass-root needs and aspirations.

This programme has been evolved & enriched, with the induction of new ideas and practices in the discipline of rural studies, community development and indigenous epistemology across the semestorial structure.

Vision & Objectives:

Within the process of rural development, social and economic development plays a pivotal role. The most distinctive feature of Social development is to attempt to harmonize social policies with measures designed to promote economic development. Social development is a process of planned social change designed to promote the well being of the population as a whole in conjunction with a dynamic process of economic development.

Thus the basic concern of this programme is to prepare professionally committed, competent and skilled human resource, community leaders, practitioners, field workers, rural entrepreneurs, rural administrator, policy planners etc. who can strengthen Rurban in accordance with glocal needs and aspirations. After Completion of the course the learner will be able to

1. To Bridging the Rural- Urban divide viz- social, economic and developmental
2. To eradicate poverty and unemployment in rural India
3. To overcome the gender gap in education, health and empowerment
4. To Develop skill to address the challenges with suitable responses for the rural problems
5. To enable to develop skill to add employability

The Department of Adult Education is, therefore, mandated to promote equity and social development in rural areas through research, training, extension and consultancy services.

Structure of the programme

M.A. Rural Development programme is a research & experience oriented quasi-professional & academic programme. The structure and curriculum of this programme is divided into Core, Elective, Open elective and practicum modes with the continuum of four semesters.

Pathway to the reach the objectives

Mainly this course will transact the under given pedagogic approach-

1. Audio-conference/seminar format
2. Readings,
3. Practical exercises,
4. Community visit,
5. Written assignments and Field Projects
6. Project work
7. Dissertation
8. Group discussions led by the instructor, students, Community and occasional guest speakers
9. Students are expected to read the assigned materials before each audio-conference/seminar and participate in the subsequent discussions and pedagogic activities.

Assessment

The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I&II) and End Semester examinations. To be eligible to appear in End semester examination a student must appear in Mid semester examinations along with 75 per cent attendance in classroom processes.

Field Visit/Survey

Field visit/survey would be core component of this programme for equipping the learners to better practical hand and exposure to the community directly.

Learning Outcomes of the Programme

The recent Learning Outcomes Framework (LOCF) for M.A- Rural Development has visualized to that post-graduate training needs to attend to the following considerations.

1. Acquisition of graduate attributes (knowledge, skills, attitudes and values) and descriptors with demonstrated abilities through field based/oriented training in rural development.
2. Knowledge of Media and Information Literacy in the context of adult education practices and andragogy.
3. To nurture Skill development and Entrepreneurship abilities to the learners.
4. Development of research and analytical abilities through project and dissertation as a separate paper.
5. Responding to dynamic socio-cultural milieu, restructuring of discipline specific papers for students.

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(A Central University)

M.A. Rural Development

Semester-I

Scheme of Examination

Paper	Code	Name of Course	Credit				Marks
			L	T	P	C	
I	AED CC 121	Rural Society	03	01	01	05	100
II	AED CC 122	Rural Economy	03	01	01	05	100
III	AED CC 123	Rural Development and Management	04	01	00	05	100
IV	AED EC 124	Extension Education and Development OR	03	00	01	04	100
V	AED EC 125	Social Policy Planning & Development	03	00	01	04	100
		Total	13	03	03	19	500

Note: 1. Examination Scheme will be as follows:

Semester Marks	40+60=100
(a) Mid-I	20
(b) Mid-II	20
End Semester	60
Total	100 (Each paper)

1. The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I&II) and End Semester examinations.
2. To be eligible to appear in End semester examination a student must appear in Mid semester examinations along with 75% attendance in classroom processes.

AED CC 121- Rural Society						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 121	Rural Society	03	01	01	05	

Lectures/Hrs. 75**A. Learning Objectives:**

1. To study Rural Society in order to help the task of planning for the reconstruction of the rural social life.
2. To study the structure functions and objective tendencies of development of Rural Society.
3. To discover the problems hindering the development of Rural Society.

B. Learning Outcomes

1. Learners would be able to understand the basics of rural society.
2. Learners would be able to inculcate the knowledge of rural culture and problems of the society.

Unit – I: Understanding Rural Society 15

- Meaning and concept of society, Nature and function of Rural Society,
- Factors affecting rural society,
- Impact of urbanization and Industrialization on Rural Social life.

Unit - II: Rural Society as Social System 15

- Meaning and concept of Family,
- Patriarchy in Rural society,
- Caste system in rural society

Unit - III: contemporary Issues in Marriage and Family 15

- Concept of Marriage, age of Marriage in India,
- Power and Discrimination in the Family,
- Reproductive & Child Health

Unit - IV: Problems of Rural Society 15

- Infrastructure & Basic Amenities
- Problems of unemployment
- Lack of Awareness about various state developmental initiatives

Unit –V: Understanding Rural Society through Filed work 15

- Interaction with PRIs functionaries,
- Family survey, Economic survey, health survey

AED CC 121- Rural Society						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 121	Rural Society	03	01	01	05	

Essential Readings:

- Desai, A.R.(1978) : Rural Sociology in India, Popular Prakashan Pvt. Ltd. : Mumabai
- Srinivas, M.N. (1967): Social Change in Modern India (Hindi). Rajkamal Prakasan : New Delhi
- Madan, G.R. (1983): India's Changing Villages. Print House, Lucknow.
- Akshayakumar Ramanlal Desai (1995). Rural sociology in India. Popular Prakashan Pvt. Ltd : New Delhi
- Sam Hillyard (2007). The Sociology of Rural Life. BERG Publishers, New York.
- G. Sreedhar and D. Rajasekhar (2014). Rural Development in India: Strategies and Processes. Concept Publishing House New Delhi.
- R.K. Khosla (2000) Rural and Urban Development in India. Indian Publishers Distributor, Delhi

Suggested Readings:

- Vidyatma Singh (2006). Indian Society. Vista International Publishing House: New Delhi
- G. Visvanathan & S.K. Panneer Selvam (2014), Basic Knowledge Of Computer And ICT Random Publishing : New Delhi
- M.L. Mathur (2005), Caste And Educational Development, Kalpaz Publications: New Delhi
- P.A. Reddy (2007), Continuing Education for Globalized Era. Sonali Publications : New Delhi
- मोहम्मद नूर व एस.एम. लवानिया, (2006), सामान्य समाजशास्त्र: कालेज ब्क डिपो, जयपुर
- पाण्डेय, गणेश व अरुण पाण्डेय, (2007), गामीण समाजशास्त्र, राधा पब्लिकेशन

AED CC 122- Rural Economy						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 122	Rural Economy	03	01	01	05	

Lectures/Hrs. 75

A. Learner Objectives:

1. To develop understanding about rural economy and its impact on rural life
2. To acquaint with the developmental schemes & programmes
3. To discuss problems of poor rural economy and measures to overcome it.

B. Learning Outcomes

1. Learners would be able to understand the basics of rural economy.
2. Learners would be able to inculcate the knowledge of rural economic development & Initiatives.

Unit - I: Concept of Economy 15

- Concept and importance of Economy,
- Types of Economy - Private, Public and Mixed Economy, Developed and Developing Economy.

Unit - II: Understanding Economic Development 15

- Concept and objective of Economic Development
- Measure of Economic Development
- Factors of Economic Development

Unit - III: Indian Rural Economy 15

- Concept of status of Indian Rural Economic Development,
- Types of Rural Economy,
- Role of Agriculture in Rural Economy,
- Small Scale Industries and Land Reform Policies.

Unit - IV: Rural Development Initiatives 15

- Policies and Schemes of Rural Development,
- NABARD, MGNREGA, Skill India Programme, Start-up India programme

Unit -V: Problems in Rural Economy 15

- Rural Poverty and Migration,
- Loan Policies and Practices,
- Socio- economic exploitation, Lack of Labour Resource Management.

AED CC 122- Rural Economy						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 122	Rural Economy	03	01	01	05	

Essential Readings:

- Haq, Mahbu –ul (1995) Reflections on Human Development, Part 1:2, pp. 13-24. Oxford University Press : New York
- Jolly, Richard (2003) –Human Development and Neo-liberalism: Paradigms Compared in Sakiko Kukuda-Parr and A.K. Shiva Kumar (eds.), Readings in Human Development, 2nd Edition, pp. 106-116. Oxford University Press : New Delhi
- Amartya Sen 1999, Development as Freedom, Oxford University Press : New Delhi
- Amartya Sen (2000), Development as Capability Expansion, ch 1.1 in Readings in Human Development, Oxford University Press : New Delhi
- A. Kumar & P.K. Tripathi (2014) Skill Development in India: An Overview of Initiatives and Schemes, Kanishka Pub.: New Delhi
- Madan, G.R. (1983): India's Developing Villages. Print House, Lucknow

Suggested Readings:

- Mamoria, C.B. : Economic Development in India. Sahitya Bhawan: Agra
- S.K.Das, B.P.Nanda & J.Rath (Eds.) (2008). Micro Finance and Rural Development in India. New Century Publications: New Delhi
- Mustafa (2009). Indian Rural Economy. Serials Publications: New Delhi
- Y. Gangi Reddy & Shankar Chatterjee (2010). Rural Development in India: Scope for Industrial Development. Serials Publications Pvt. Ltd.: New Delhi
- जोशी के.एन. व डा. मंजुला मिश्रा (2008), सहकारिता के सिद्धान्त एवं भारत में सहकारिता, कालेज बुक डिपो, जयपुर
- शशि, श्याम सिंह, (2004), भारत की पशुपालक जातियाँ, ज्ञान भारती क्रय नगर, दिल्ली

AED CC 123- Rural Development and Management						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 123	Rural Development and Management	04	01	00	05	

Lectures/Hrs. 75

A. Learning Objectives:

1. To critically understand the concept, content and process of rural development.
2. To develop the capacity to identify linkages between rural needs, problems, development issues and policies.
3. To locate strategies and skills necessary for rural development and reinforce values of social justice, gender justice and equality.

B. Learning Outcomes

1. Learners would be able to understand the process of rural development.
2. Learners would be able to inculcate the knowledge of state initiatives and problems.

Unit - I : Concept of Rural Development 10

- Meaning, Definition and Importance of Rural Development,
- Gandhian Concept of Gram Swaraj.

Unit - II: Managing Rural management 15

- Policies of Rural Development (XII Plan),
- Man Power Planning of Rural Development,
- Poverty Alleviation Programmes in India.

Unit – III: Approaches to Rural Development and Management. 10

- Concept of Development and management
- Target Approach, Area Approach and Integrated Rural Development Approach

Unit - IV: Agencies and Programmes of Rural Development 15

- State and local bodies for rural development (PRI, DRDA as an agency)
- Skill India Programme; Draught development programme (DDP)
- watershed programme

Unit - V: Constraints of Rural Development 25

- (a) Illiteracy (b) Un-touchability (c) Health and Nutrition
(d) Limitations of Agriculture Development

Field work (Practicum):

- Review of Policy Document
- Describe the rural development approach in nearby village
- Critically evaluate any one of the programme of rural development

AED CC 123- Rural Development and Management						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 123	Rural Development and Management	04	01	00	05	

Essential Readings:

- Khosla. R.K. (2000). Rural and Urban Development in India. Indian Publishers & Distributor: New Delhi
- V. Nath (2010). Rural Development and Planning in India. Concept Publishing House : New Delhi
- G. Satyanarayana et al. (2012). Rural Development and Poverty Alleviation in India - Policies and Programmes. New Century Publications : New Delhi
- Banerjee, Anjana (2013). Theory of Social Leadership. Global Vision Publishing House : New Delhi
- Choudhary C.M. (2010) Grameen Vikas : Ek Adhyayan , Subline Publication.: Jaipur
- Verma, S.B. (2010), Panchayati Raj , Svayamsevi Sangathan evm Grameen Vikas, Avishkar Publication: Jaipur
- Madan Mohan (2008), Rural Development and Education, Omega Publication: New Delhi

Suggested Readings:

- M.L. Dhawan (2004) Rural Development And Education (2 Vols.) Isha Books : New Delhi
- M.L. Dhawan (2005) Rural Development And Education (Challenges of Rural Education), Vol. 1 Isha Books : New Delhi
- G. Srinivasa Rao (2014) Rural Development Through Literacy Campaigns Discovery: New Delhi
- Sangh Mitra (2002) Rural Education, Kalpaz Publications : New Delhi
- U.K. Singh, A.K. Nayak (1997) Rural Education Commonwealth : New Delhi
- Khan, M.Adil (2007) Rural Reconstruction, Anmol Pub. : New Delhi
- सुरेका,एम.एल. (2007), ग्रामीण भारत उपेक्षित एव असंगठित, नेशनल पब्लिशिंग हाउस, जयपुर, दिल्ली
- नाटाणी, पकाश नारायण, (2007), भारतीय सामाजिक संस्थाएं, सब्लाईम पब्लिकेशन जयपुर

AED EC 124- Extension Education and Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED EC 124	Extension Education and Development	03	00	01	04	

Lectures/Hrs. 60

A. Learning Objectives:

1. To acquaint the students with basic concept of extension education.
2. To develop linkages between campus and community
3. To develop the concept of peoples participation.
4. To study village communication skills and local leadership.

B. Learning Outcomes

1. Learners would be able to understand the basics of extension education.
2. Learners would be able to inculcate the attitude towards people participation.

Unit - I: Concept of Extension Education:

10

- Meaning & Concept of Extension education
- History of extension education in India
- Relevance of extension education.

Unit –II: Recent trends in extension education:

10

- Extension education as a third dimension of Higher Education
- Role of extension education in rural development,
- Training and Documentation.

Unit - III: Methodology of Extension:

12

- Pre-requisites of adult learning,
- Extension Teaching Methods (according to use, function, form and nature, learning objectives, adopters' categories and extension teaching aids.)

Unit -IV: Extension Worker & Communication:

12

- Extension Worker: Qualities and Functions
- Leadership building Capacity Building of Communities
- Communication- Meaning, Types and Elements
- Outreach and community participation

Unit-V: Practicum:

16

- Field visit and assignment/Organizing rural development programmes/Project based on excursion/ outreach

AED EC 124- Extension Education and Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED EC 124	Extension Education and Development	03		01	04	

Essential Readings:

- Dhama, O.P & Bhatnagar O.P (1987), Education and Communication for Development, Oxford and IBH Publishing co. Ltd : New Delhi.
- Dahama, O.P (1987), Foundation of Education, Philosophy and Sociology of Education, Atma Ram Publication: New Delhi.
- James, G.E (1986), Investing in Rural Extension, Strategies and Goal, Applied Science Publisher: New York.
- Logan, J.P. (1961), Extension Teaching Methods in Extension Education in Community Development, Directorate of Extension: New Delhi.
- Rolling, N (1988), Extension Science, Cambridge University Press: New York.
- Chandra, Arvind and A. Shah (1989). Non-Formal Education for All. Sterling Publishers Pvt. Ltd.: New Delhi.

Suggested Readings:

- C.L. Kundu (1986). Adult Education: Principles, Practices & Prospects. Streling publishers' Pvt Ltd.: New Delhi.
- Geeta Pushpa Shah, J. S. Shah (1998) Prasar Shikaha, Vinod Pustak Mandir: Agra
- Jain H.C. Proudh Shiksha Ke Aayam: Bhartiya Priprekshya, National Publishing House: Jaipur.
- Harpalani, B. D. (2003), Prasar Shiksha, Star Publication, Agra.
- Sharma, K.C & Dilip Trivedi, (2007), Prasar Prashikshan ke Sidhant evm Vidhiyan, Agra-tech Publication: Udaipur.
- Singh, Uttam Kumar & A.K. Nayak (2007), Extension Education: Common Wealth Publications, New Delhi.
- Supe, S.V. (1996), An Introduction to Extension Education: Oxford Publication, New Delhi.

AED EC 125- Social Policy Planning and Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED EC 125	Social Policy Planning and Development	03	00	01	04	

Lecture/Hrs. 60

A. Learning Objectives

1. To study policies and programmes of social development
2. To analyse the problems faced by disadvantaged in socio-economic development
3. To study social, economic & political institutions affecting the people to change.

B. Learning Outcomes

1. Learners would be able to understand the basics of policy planning and development.
2. Learners would be able to inculcate the knowledge of policy planning and its processes.

Unit – 1: Understanding Social Policy 12

- Concept of Social, Educational and Economic Policy
- Framework for policy formulation in India (Pre & post Independence)

Unit – II: Social Planning 12

- Meaning & Concept of Planning
- Approaches to Social and Economic Planning in India with Reference to Education, Health

Unit –III: Social Development 12

- Concept of Social and Economic Development
- Development initiatives for Marginalised and Minorities
- Social and Economic problems in India

Unit – IV: Analysis of Social Change 12

- Social change and Economic Development
- Political institution and change;
- Globalization and change; social change and social progress

Unit – V: Policy Analysis/ critique 12

- Framework for policy analysis
- Policy analysis- Educational, Social & Economical policy

AED DE 125- Social Policy Planning and Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED DE 125	Social Policy Planning and Development	03	00	01	04	

Essential Readings:

- Gokhle, S.D. (2004) , Social Welfare: Legend and Legacy, Popular Prakashan, Bombay.
- India 2016, Yearly – Publication, Ministry of Information and Broadcasting, New Delhi.
- Shah Dilip (2005), Rural Sociology, ABD Publishrs, Jaipur
- Fischer, F. (2003). Reframing Public Policy. Discursive Politics and Deliberative Practices. OUP, Oxford.
- Fischer, F. (2009). Democracy and Expertise: Reorienting Policy Inquiry. OUP, Oxford.
- Fischer, F. and J. Forester. (1996). The Argumentative Turn in Policy Analysis and Planning. Duke University Press.: London.
- Garrett, J. and Islam, Y. (1998). Policy Research and the Policy Process: Do the Twain Ever Meet? Gatekeeper Series, IIED: London.
- Gasper, D. and R. Apthorpe. (1996}. Introduction: Discourse Analysis and Policy Discourse, in R. Apthorpe and D. Gasper. Arguing Development Policy: frames and discourses. Frank Cass : London.

Suggested Readings:

- Grindle, M. and J. Thomas. (1991). Public Choices and Policy Change. Johns Hopkins University Press: Baltimore.
- Hill, M. (1997). The Policy Process in the Modern State. Prentice Hall: London
- Roe, E. (1994). Introduction to Narrative policy analysis: Why it is, What it is, and How it is, in E. Roe. Narrative Policy Analysis: theory and practice. Duke University Press: London.
- Sabatier, P. (1999). Theories of the policy process. Westview Press: NY
- Jain Suresh Chandra (2005), Education and Socio Economic Development. Concept Pub.: New Delhi.
- लवानिया, एम.एम. एव जे.पी. पचौरी, (2003), विकास एव नियोजन का समाजशास्त्र, रिसर्च पब्लिकेशन, जयपुर
- सिंह, सुरेन्द्र पी.डी. मिश्रा, एव ए.एम.सिंह (2006), भारत में सामाजिक नीति नियोजन एव विकास, क्वालिटी पेस लखनऊ
- श्रीवास्तव, महेन्द्रनाथ, (2002), सामाजिक नीति नियोजन तथा पशासन, पकाश बक डिपो, बरेली

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M.A. Rural Development

Semester-II

Scheme of Examination

Paper	Code	Name of Course	Credit				Marks
			L	T	P	C	
I	AED CC 221	Rural Administration & Governance	04	00	01	05	100
II	AED CC 222	Practicing Rural Entrepreneurship	03	01	01	05	100
III	AED CC 223	Human Resource Development	04	01	00	05	100
IV	AED EC 224	Population and Society OR	03	01	00	04	100
V	AED EC 225	Human Rights Education	03	01	00	04	100
VI	AED OE 226	Disaster Management OR	01	01	00	02	100
VII	AED OE 227	Peace Education	01	01	00	02	100
Total			15	04	02	21	500

Note: 1. Examination Scheme will be as follows:

Semester Marks	40+60=100
(a) Mid-I	20
(b) Mid-II	20 (Internal 15+ Attendance 5)
End Semester	60
Total	100 (Each paper)

1. The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I&II) and End Semester examinations.
2. To be eligible to appear in End semester examination a student must appear in Mid semester examinations along with 75% attendance in classroom processes.

AED CC 221- Rural Administration and Governance						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 221	Rural Administration and Governance	04	00	01	05	

Lectures/Hrs. 75**A. Learning Objectives:**

1. To acquaint students with the history and emerging concept of rural administration and governance.
2. To develop a framework for understanding rural administrative set up and its importance.
3. To make students understand about state functionaries and its role for rural administration.

B. Learning Outcomes

1. Learners would be able to understand the basics of rural administration and governance.
2. Learners would be able to inculcate the understanding of administrative set-up and functioning.

Unit - I: Understanding Rural Administration: 12

- Meaning, Concept, Types of Administration
- Administration at Centre, State, District, Block and Village levels

Unit- II: Governance and Administration in Rural India: 15

- Panchayati Raj Institution and Its origin
- 73rd and 74th constitution amendment
- Transition from rural administration to rural governance.
- Mode of governance: Participatory and e-governance.

Unit- III: Function of PRIs: 12

- Functions of Zila Panchayat, Blocks Panchayat & Gram Panchayat
- Challenges for Panchayati Raj System.

Unit- IV: Rural Development Organizations 13

- Government & Non Government organizations, CBOs,
- Peoples participation and role of voluntary agencies in rural development

Unit – V: Practicum 23

Demonstration of various rural administrative systems through Mock activities

AED CC 221- Rural Administration and Governance						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 221	Rural Administration and Governance	04	00	01	05	

Essential Readings:

- Singh, Vijendra (2003). Panchayati Raj and Village Development: Volume 3, Perspectives on Panchayati Raj Administration. SPA. New Delhi: Sarup & Sons.
- George Mathew (2000), Status of Panchayati Raj in the States and Union Territories of India, Concept for Institute of Social Sciences: New Delhi.
- Issac T M Thomas & Richard Franke (2000): Local Democracy and Development – Peoples Campaign for decentralized planning in Kerala, Leftword Books : New Delhi.
- Sharma, Manohar Lal (1987). Gandhi and Democratic Decentralization in India. Deep and Deep Publications: New Delhi.
- Hardgrave, Robert L. & Kochanek, Stanley A. (2008). India: Government and Politics in a Developing Nation (seventh ed.). Boston, Massachusetts: Thomson/Wadsworth.

Suggested Readings:

- Mathur, Mukesh (2003). _Panchayati Raj Institutions and the state Finance Commissions—A Report India Infrastructure Report 2003: Public Expenditure Allocation and Accountability, Oxford University Press, New Delhi.
- Rao, Govinda M., H.K.Amarnath and B.P.Vani (2004). _India: Fiscal Decentralization to Rural Governments, Report No. 26654- IN (January), World Bank Rural Development Unit, South Asia Region, New Delhi.
- वर्मा,सवलिया बिहारी (2009). पंचायती राज स्वयं सेवी संगठन एवं ग्रामीण विकास, अविष्कार पब्लिकेशन, जयपुर

AED CC 222- Practicing Rural Entrepreneurship						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 222	Practicing Rural Entrepreneurship	03	01	01	05	

Lectures/Hrs. 75

A. Learning Objectives:

1. To develop understanding about artisans and other agrarian unskilled labor, small & big rural entrepreneurs to improve their economy.
2. To aware about small & cottage industries and agro-based industries.
3. To know about Entrepreneurship Development Agencies.

B. Learning Outcomes

1. Learners would be able to understand the basics of rural entrepreneurship.
2. Learners would be able to inculcate the knowledge of small & cottage industries and agro-based industries.

Unit – I: Concept of Rural Entrepreneurship 15

- Meaning, definition, characteristics of Entrepreneurship
- Importance of rural entrepreneurship; Types of Entrepreneurship

Unit – II: Entrepreneurship Development Agencies 15

- Zilla Vyapar and Udhog Kendra, Zilla Gramin Vikas Abhikaran,
- Khadi and Gramodhyog Aayog, Madhya Pradesh Vitta Nigam,
- NABARD, DRDA, SIDBI

Unit – III: Rural Women Entrepreneurship 15

- Meaning, Definitions, Need, Problems of Women Entrepreneurship;
- opportunities of employment for women

Unit – IV: Concept of Rural Industrialization 15

- Concept, Definition and Rationale of Rural Industrialization,
- Factors affecting Rural Industrialization,
- Small and Cottage Industries, Agro-based Industries.

Unit – V: Field work 15

1. Case study on leading Entrepreneurs or Possibilities and challenges of women Entrepreneurs
2. Report Writing on
 - a) Small and Cottage Industries
 - b) Agro-based Industries in your area.

AED CC 222- Practicing Rural Entrepreneurship						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 222	Practicing Rural Entrepreneurship	03	01	01	05	

Essential Readings:

- Batra, G.S. and R.C. Dangwal (2003). Entrepreneurship and Small Scale Industries. Deep & Deep Publications: New Delhi.
- Batra, G.S. (2002). Development of Entrepreneurship, Deep & Deep Publications: New Delhi.
- B.S. Yadav and Sachi Rana (2005). Rural Empowerment through Agro-based Industries. Shree Publishers and Distributors : New Delhi
- Power, Thomas Michael (1996) Lost Landscapes and Failed Economies: The Search for A Value of Place, Island Press, 38.
- Rural Policy Research Institute (1995) (RUPRI) Opportunities for Rural Policy Reform: Lessons Learned from Recent Farm Bills, 2.
- Zacharis, Andrew L., William D., Bygrave, and Dean A. Shepherd. (2000). Global Entrepreneurship Monitor: National Entrepreneurship. Assessment, United States, Executive Report, Kauffman Center for Entrepreneurial Leadership at the Ewing Marion Kauffman Foundation, 3.
- Gladwin, C. H. B. F. Long, E. M. Babb, L. J. Beaulieu, A. Moseley, D. Mulkey and D. J. Zimet (1989), Rural Entrepreneurship: One Key to Rural Revitalization American Journal of Agricultural Economics, Vol. 71, No. 5, 130.
- Ahirrao Jitendra. (2013), Entrepreneurship and Rural Women in India, New Century, New Delhi.

Suggested Readings:

- Nandanwar Kalpana P. (2011), Role of Rural Entrepreneurship in Rural Development, International Referred Research Journal, Vol. II, ISSUE-26, March.
- Saxena Sandeep. (2012), Problems Faced By Rural Entrepreneurs and Remedies to Solve It, Journal of Business and Management, Vol. 3, Issue 1, July-August.
- Santhi N. and Rajesh Kumar S. (2011), Entrepreneurship Challenges and Opportunities in India, Bonfring International Journal of Industrial Engineering and Management Science, Vol. 1, Special Issue, December.
- Choudhary Kishor. (2011), Effect of Globalization on Rural Entrepreneurship in India, Half Yearly Global Economic Research Journal, Vol. I.
- Rena, R. (2009). Rural entrepreneurship and development-an criterion perspective. Journal of Rural Development, 28(1).
- World Bank (2004). 'Reducing Poverty Sustaining Growth Scaling Up Poverty Reduction—A Global Learning Process', Conference in Shanghai, May 25–27, www1.worldbank.org/publicsector/civilservice/june2004seminar/RuralDecent.pdf
- जोशी के. एन. व मंजुला मिश्रा, (2007) सहकारिता क सिद्धान्त एव भारत म सहकारिता, कालेज बुक डिपो, जयपुर
- गहलोत, दध्न्त (2002) जैव उर्वरक, एगोवायोस इंडिया, जोधपुर
- सोलंकी, रामनेवाज खीम राज (2003) कृषि वानिकी, एगोवायोस इंडिया, जोधपुर

AED CC 223- Human Resource Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 223	Human Resource Development	04	01	00	05	

Lectures/Hrs. 75

A. Learning Objectives:

1. To understand human resource development in totality.
2. To study human resource planning for better development.
3. To analyse the qualities and functions of managerial staff to achieve the goal.

B. Learning Outcomes

1. Learners would be able to understand the basics of human resource development.
2. Learners would be able to inculcate the knowledge of human resource planning.

Unit -1: Human Resource Development 15

- Meaning, Concepts, Objectives, Need and Importance of HRD
- Elements of Human Resource Development in Rural Sector

Unit – II: Human Resource Planning 15

- Meaning, Definition and Need for Human Resource Planning
- Elements & Models of Human Resource Planning

Unit - III: Development of Human Resource 15

- Need and importance of training, of Training, Identification of Training Needs
- Quality and function of a Trainer,
- Role of HRD Manager in training.

Unit – IV: Personnel Management 15

- Objectives and Importance of Personnel Management,
- Functions of Personnel Management,

Unit – V: Management Information System 15

- Concept, Meaning and Need for Management Information System,
- ICT and its Role in Management Analysis

AED CC 223- Human Resource Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 223	Human Resource Development	04	01	00	05	

Essential Readings:

- Alexender, K.C. (1994), The Process of Development of Society.: Sage Publication ,New Delhi.
- Anand, S. & A.K. Sen (1996), Sustainable Human Development: Concepts and priorities, Office of development studies, Discussion paper, no. 1. New York: UNDP
- Redeliff, Michelle (1995) Sustainable Development.: Routledge Publication Canada.
- Macionis, J. J & Plummer, K (2005), Sociology. A Global Introduction (3rd Ed.): Pearson Education, Harlow.
- UNDP (1997), Governance for Sustainable human development, , A UNDP policy document New York.
- Wilson, J.P. (2005), Human Resource Development Training of Individual and Organizations,: kogan page Publisher, UK.

Suggested Readings:

- Armstrong, M. (2007), A Hand Book of Human Resource Management Practice,: Kogan Page Limited, UK.
- Robert L.C. (1996), Training and Development Hand Book,: McGraw - Hills, New York.
- Richard A & Swanson E. H. (2001), Foundation of Human Resource Development, San Francisco: Berrett Koehler.
- Singh, P.N. (1989) Training for Management Development,: ISTD New Delhi.

AED EC 224- Population and Society						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED EC 224	Population and Society	03	01	00	04	

Lectures/Hrs. 60

A. Objectives

1. To study the interface between population and society.
2. To analyze the role of fertility, mortality and migration on the composition, size, and structure of population.
3. To enable to addresses the issue of domestic and international population movement and their economic, political and social implications.

B. Learning Outcomes

1. Learners would be able to understand the basics of population and society.
2. Learners would be able to inculcate the knowledge of economic, political and social implications of the population study.

UNIT I: Understanding Population Education 12

- Meaning, Concept of population education
- History of population education
- Need and Importance of Population Education

UNIT II: Introducing Population Studies 12

- Sociology and demographical attributes of population (Age and sex structure, population size and growth)
- Concept and approaches of population (Population as constraints and resources for development)

UNIT III: Population, Social Structure and Processes 12

- Rural population and its impact on development,
- Fertility reproduction and mortality

UNIT IV: Population, Gender and Migration 12

- Population and gender
- Politics of migration in reference to social & economic development

UNIT V: Challenges to Population and its Development. 12

- Population and Environment
- Population and Crime
- Population and Education
- Population and Health

AED CC 224- Population and Society						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 224	Population and Society	03	01	00	04	

Essential Readings:

- Durkheim, Emile. (1982)The Rules of Sociological Method. (trans. W. D. Halls).: The Free Press, New York.
- Cox, Peter Richmond. (1950). Demography. University of California Press.
- Davis, Kingsley. (1951). _Caste and Demography‘, Population of India and Pakistan, Princeton, NJ: Princeton University Press.
- Guilmoto, Christophe Z. (2011). _Demography for Anthropologists: Populations, Castes, and Classes‘. In Isabelle Clark-Decès (ed.). A Companion to the Anthropology of India, Blackwell Publishing Ltd.
- Malthus, Thomas Robert. (1986). An Essay on the Principle of Population. London: William Pickering.
- Dudley, Kirk. (1996). _Demographic Transition Theory‘, Population Studies, 50(3): 361-387. 2. Population, Social Structure and Processes [Weeks 4-6]
- Premi, Mahendra K. (2006). _Population Composition (Age and Sex)‘, Population of India: In the New Millennium.: National Book Trust, New Delhi.

Suggested Readings:

- Visaria, Pravin and Visaria, Leela. (2006). _India’s Population: Its Growth and Key Characteristics‘. In Veena Das (ed.). Handbook of Indian Sociology,: Oxford University Press, New Delhi.
- Jeffrey, Roger and Jeffrey, Patricia. (1997). Population, Gender and Politics: Demographic Change in Rural North India. Cambridge: Cambridge University Press,
- Patel, Tulsi.(2007). _Female Foeticide: Family Planning and StateSociety Intersection in India‘. In T. Patel (ed.). Sex-selective Abortion in India: Gender, Society and New Reproductive Technologies.: Sage Publications, New Delhi.
- Kaur, Ravinder. (2004). _Across Region Marriages: Poverty, Female Migration and the Sex Ratio‘, Economic & Political Weekly, XXXIX (25): 2595-2603.
- Xaxa, Virginius. (2004). _Women and Gender in the Study of Tribes in India‘, Indian Journal of Gender Studies, 11(3): 345-367.
- Chopra, Radhika. (2011). Militant and Migrant: The Politics and Social History of Punjab. Routledge Publications,Canada.
- Furedi, Frank. (1997). Population and Development: A Critical Introduction. Oxford: Polity Press.
- Visaria, P. (1976). _Recent Trends in Indian Population Policy‘, Economic and Political Weekly, August, 2: 31-34.

AED EC 225- Human Rights Education						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED EC 225	Human Rights Education	03	01	00	04	

Lectures/Hrs. 60

A. Learning Objectives

1. To promote the idea of co-existence between individual and community across the nation.
2. To inculcate the importance of education in concerning human rights
3. To visualize the concept of peace and fraternity among masses

B. Learning Outcomes

1. Learners would be able to understand the basics of human rights education.
2. Learners would be able to inculcate the knowledge of human rights and its impact on civilization.

Unit – I: Human Rights: Historical Perspective 12

- Introduction to Human Rights: Meaning and concept
- Declaration of the Rights of Human and citizen;
- Declaration of the Rights of Working and Exploited People

Unit – II: Human Rights Education 12

- meaning, Definition and objectives of Human Rights Education;
- World Plan of Action on Human Rights Education;
- National Policy on Human Rights Education (National Policy on Education -1986)

Unit – III: UN Declarations and Human Rights 12

- United Nations Charter;
- Universal Declaration of Human Rights;
- International Covenant on Economic, Social and Cultural Rights

Unit – IV: Human Rights in Indian Constitution 12

- Preamble of Indian Constitution;
- Fundamental Rights and Duties;
- Directive Principles of State Policy.

Unit – V: Protection of Human Rights 12

- Human Rights Act, 1993;
- National Human Rights Commission; State Human Rights Commission
- Protection of Human Rights of Weaker Sections of Society: SCs/STs, women and children.

AED EC 225- Human Rights Education						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED EC 225	Human Rights Education	03	01	00	04	

Essential Readings:

- World Campaign for Human Rights, (1997) UN Centre for Human Rights, Civil and Political Rights: The Human Rights Committee ,Geneva.
- UN Publication Division, (1995) UN Centre for Human Rights, National Human Rights Institutions: A Handbook on the Establishment and Strengthening of National Institutions for the Promotion and Protection of Human Rights, New York.
- World Campaign for Human Rights, (1996) UN Centre for Human Rights, the Rights of the Child, Geneva.
- UN Department of Public Information, (2000) UN, Action for Gender Equality and the Advancement of Women, New York.
- UN Department of Public Information, (1999) UN, Convention on the Elimination of all Forms of Discrimination against Women, New York.
- UN Department of Public Information, (1991) UN, Convention on the Rights of the Child, New York.
- Agarwal, H.O. (1983), Implementation of Human Rights Covenants with Special Reference to India: Kitab Mahal, Allahabad.
- Alam, Aftab, (1999), Human Rights in India: Issues and Challenges, : Raj Publications ,New Delhi.

Suggested Readings:

- Begum, S.M. (2000), Human Rights in India: Issues and Perspectives, : APH Publishing Co, New Delhi.
- Bhargava, G.S. and R.M.Pal, (2000), Human Rights of Dalits: Societal Violation, : Gyan Publishing House, New Delhi.
- Sharma, Swarn Lata (2000), Gender Discrimination and Human Rights, : K.K. Publications ,New Delhi.
- Dash, B. N. (2015), Education & Human Development. Dominant Publication: New Delhi
- Narasaiah, M.L. (2011), Education and Human Resource Development , Discovery : New Delhi

गौतम, आर.पी. एव सिंह, पी.पी. (2000) मानवाधिकार उल्लंघन, संरक्षण कियान्वयन एवंउपचार, विश्वविद्यालय प्रकाशन, सागर ;म.प्र.
नाटाणी, प्रकाश नारायण, (2001) मानवाधिकार एवंकर्तव्य, अविष्कार पब्लिशिंग एण्डडिस्ट्रीब्यूटर्स, जयपुर
भल्ला, पूरण (2003) मानवाधिकार, सामाजिक न्याय और भारत कासंविधान, पोइन्टर पब्लिशर्स, जयपुर
मिश्रा,दामोदर एवंअखिल शक्ला, (2006) मानवाधिकार दशा और दिशा, पोइन्टर पब्लिशर्स, जयपुर
कौशिक,आशा (2010) मानवाधिकार और राज्य बदलत संदर्भ उभरत आयाम, पोइन्टर पब्लिशर्स, जयपुर
सिंह, राजबाला, (2012) मानवाधिकार और महिलाएँ, अविष्कार पब्लिशिंग एण्डडिस्ट्रीब्यूटर्स, जयपुर

AED OE 226 : Disaster Management						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED OE 226	Disaster Management	02	01	00	02	

Lecture/Hrs. 30

The main concern of this paper is to offer a broad outline about the natural hazards and disaster and its management at large. Socio-ecological structure and its inter-action with human in the form of disaster preparedness also be in account. The paper is divided into five major units with a view to offer a chronological canvas of the development of recent discourse in different socio-ecological and economical milieu. This paper will address with the help of interdisciplinary faculty.

A. Learning Objectives-

1. Enable learners to understand the nature and consequences of disaster and hazards.
2. To investigate and question how the human being able to manage the disaster

B. Learning Outcomes

1. Learners would be able to understand the basics of Disasters.
2. Learners would be able to inculcate the knowledge of problems and management of Disasters.

Unit I: Understanding Disasters**10**

- Meaning, nature, characteristics and types of Disasters
- Natural Disaster (Earth quake, volcanoes, climatic & coastal hazards)
- Disaster Profile of India

Unit II: Man Made Disasters**10**

- Understanding Man-Made Disasters
- Fires and Forest Fires
- Nuclear, Biological and Chemical disaster
- Road Accidents

Unit III: Introduction to disaster Preparedness & Risk Reduction**10**

- Disaster Preparedness: Concept & Nature
- Disaster Preparedness for People and Infrastructure
- Risk Reduction by Education
- Disaster information network

AED OE 226 : Disaster Management						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED OE 226	Disaster Management	01	01	00	02	

Essential Readings

- Taori, K (2005) Disaster Management through Panchayati Raj, Concept Publishing Company, New Delhi.
- Singh Satendra (2003): Disaster Management in the Hills, Concept Publishing Company, New Delhi.
- Roy, P.S. (2000): Space Technology for Disaster management: A Remote Sensing & GIS Perspective, Indian Institute of Remote Sensing (NRSA) Dehradun.
- Sharma, R.K. & Sharma, G. (2005) (ed) Natural Disaster, APH Publishing Corporation, New Delhi.
- Central Water Commission, 1987, Flood Atlas of India, CWC, New Delhi.
- Central Water Commission, 1989, Manual of Flood Forecasting, New Delhi.
- Government of India, 1997, Vulnerability Atlas of India, New Delhi.
- Sahni, Pardeep et.al. (eds.) 2002, Disaster Mitigation Experiences and Reflections, Prentice Hall of India, New Delhi.

Suggested Readings

- Pardeep Sahni, Madhavi malalgoda and ariyabandu, "Disaster risk reduction in south asia", PHI
- Amita sinvhal, "Understanding earthquake disasters" TMH, 2010.

AED OE 227 : Peace Education						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED OE 227	Peace Education	02	01	00	02	

Lecture/Hrs. 30

A. Learning Objectives-

1. To understand the basic concept of Peace and non-violence
2. To Identity conflict and violence issues in local and global society
3. To enable to describe personal alienation and its cycle

B. Learning Outcomes

1. Learners would be able to understand the basics of peace education.
2. Learners would be able to understand the reason for conflict, violence in local to global concern.

Unit I: Understanding Peace and Peace Education**10**

- Meaning & Concept of Peace & Peace Education
- Understanding Violence & Non Violence

Unit II: Social Justice and Peace**10**

- Concept of Social justice and Equity
- Conflict and War resolution

Unit III: Issues in Peace Building**10**

- Respect, Harmony and Personal Integrity
- Non-violence
- Gender Equality
- Religion and spirituality

AED OE 227 : Peace Education						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED OE 227	Peace Education	01	01	00	02	

Essential Readings

- Kumar, Krishna (2010) , Battle for Peace, Penguin Books India Pvt. Ltd.: New Delhi
- Kumar, Krishna (2007), Prejudice and Pride, Penguin Books India Pvt. Ltd.: New Delhi
- Ways to Peace : A Resource book for Teachers (2010), NCERT Publication: New Delhi
- कुमार , कृष्णा (2008), शांति का समर, राजकमल प्रकाशन , नई दिल्ली

Suggested Readings

- Kumar, Krishna (2014), Education, Conflict and Peace, Orient longman India: New Delhi
- Kumar, Krishna (2014), Learning from Conflict, Orient longman India: New Delhi
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DEPARTMENT OF ADULT EDUCATION
School of Educational Studies
Dr. HARISINGH GOUR VISHWAVIDYALA, SAGAR M.P.
(A Central University)

M.A. Rural Development

Semester-III

Scheme of Examination

Paper	Code	Name of Course	Credit				Marks
			L	T	P	C	
I	AED CC 321	Panchayati Raj Institutions and Rural Development	04	00	01	05	100
II	AED CC 328	Methodology of Social Research	04	01	00	05	100
III	AED CC 323	Project Work	00	03	03	06	100
IV	AED EC 324	Gender and Society OR	03	01	00	04	100
V	AED EC 329	ICT and Development	03	01	00	04	100
VI	AED OE 326	Guidance and Counseling OR	01	01	00	02	100
VII	AED OE 327	Indigenous Knowledge & Society OR	01	01	00	02	100
VIII	AED OE 330	Understanding Ambedkar	01	01	00	02	100
		Total	12	06	04	22	500

Note:1. Examination Scheme will be as follows:

Semester Marks	40+60=100
(a) Mid-I	20
(b) Mid-II	20
End Semester	60
Total	100 (each paper)

- The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I&II) and End Semester examinations.
- To be eligible to appear in End semester examination a student must appear in Mid semester examinations along with 75% attendance in classroom processes.

AED CC 321 : Panchayati Raj Institutions and Rural Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 321	PRI's and Rural Development	04	00	01	05	

Lecture/Hrs. 75**A. Learning Objectives**

1. To understand various political and administrative setup for governance
2. To analyze the role of PRIs in rural development
3. To understand the key functions of PRIs
4. To able to promote or create rural leadership

B. Learning Outcomes

1. Learners would be able to understand the basics of PRIs.
2. Learners would be able to inculcate the knowledge of rural leadership.

Unit- I: Rural Development Organization 15

- Role of Various Organization in Rural Development - Governmental and Non Governmental Organization,
- Peoples Participation and Role of Voluntary Agencies in Development.

Unit- II: Understanding Panchayati Raj Institution 15

- Meaning, Objectives
- History of Panchayati Raj System : Powers of Panchayati Raj Institutions,
- Management of Panchayati Raj System.

Unit- III: Functions of Panchayati Raj Institution 15

- Functions of Zila Panchayat, Blocks Panchayat & Gram Panchayat,
- Role of Panchayati Raj in Rural Development,
- Merits and Demerits of Panchayati Raj System,
- Suggestions for Improvement of Panchayati Raj System.

Unit – IV: Rural Leadership 15

- Concept, Meaning, Definition
- Characteristic of Leadership,
- Role of Local Leadership in Rural Development.

Unit- V: Practicum 15

- Demonstration of Various Rural Development Agencies.
- Observing Gram Sabha

AED CC 321 : Panchayati Raj Institutions and Rural Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 321	PRI's and Rural Development	04	00	01	05	

Essential Readings:

- Mathur, Kuldeep (2013), Panchayati Raj, Oxford University Press, New Delhi.
- Dogra, Bharat(2013), Panchayati Raj Evm Mahilayein, Vani Prakashan, New Delhi.
- Gandhi, M.K.(2010), Panchayati Raj, Navjivan Trust, Gandhinagar.
- Sharda, M.,(2010), Evaluation of Panchayati Raj in India, Kanishka Publications, New Delhi.
- Sinha, K.K.(1996), Kissa Panchayat Raj Ka, Vani Prakashan, New Delhi.
- Bansal, Vandana, (2004), Panchayat Raj mein Mahila Bhagidari, Kalpaz Publication, New Delhi.
- Goel, Ravi(2012), Panchayati Raj in India, Sonali Publication, New Delhi.
- Arora, R.K. & Minakshai Hooja (2009), Panchayati Raj: Participation & Decentralization, Rawat Publication, Jaipur.
- Alsam , M. (2009), Panchayati Raj, National Book Trust, New Delhi.
- Mahipal (2010), Panchayati Raj: Chunautiya evm Sambhavnayein, National Book Trust, New Delhi.

Suggested Books:

- Singh, Vijendra (2003), Pnchayati Raj and Village Development: Vol. 3, Perspevtives on Panchayati Raj Administration SPA New Delhi, Sarup & Sons.
- Verma, Savaliya Bihari, (2009), Panchayati Raj Swaym Sevi Sangathan Evm Grameen Vikas, Aviskar Publication, Jaipur.
- Iqbal. M., (2011), Panchayati Raj: System and Rural Development, DPS Publication House, New Delhi.
- Barik, B.C. and U.C. Sahoo (2009), Panchayati Raj Institutions and Rural Development, Rawat Publication, Jaipur.
- Pillai. K.R and Kumar (2016), Panchayati Raj : Experience in India, Kalpaz Publication, New Delhi.
- Rani, N. (2006) , Panchayati Raj Vyavstha Siddhant Ewm Vyawhar, Rajpal Prakashan New Delhi.
- Vivekanand & Gopal P. (2014), Panchayati Raj Vyavastha, VL Media Solution, New Delhi.

AED CC 328 : Methodology of Social Research						
Course Code	Title of the Paper	Credits				Course Instructor
		L	T	P	C	
AED CC 328	Methodology of Social Research	04	01	00	05	

A. Learning Objectives

75

1. To make students understand the basic principles of Research Methodology,
2. To comprehend about different techniques of Research design,
3. To develop capacity to design and evaluate the development projects,
4. To understand the Ethics of Research and its application

B. Learning Outcomes

1. Learners would be able to understand the basics of social research.
2. Learners would be able to understand the Ethics of Research and its application.

Unit I: Introduction to Social research

15

- Social Inquiry :Concept, Meaning and Importance of Social Inquiry
- Basic Assumptions, Characteristics and Types of social Inquiry

Unit II: Social Inquiry Methods

15

- Social Survey : Meaning and Importance of Social survey
- Types of Social Survey: Economic, Educational, Census

Unit III: Collection and Processing of Data

15

- Primary and Secondary Sources of Data
- Tools for Collection of Data: Questionnaire, Interview Schedule & Observation

Unit IV: Analysis & Interpretation of Data

15

- Data Presentation :Tabulation, Diagrams , Charts & Graphs
- Qualitative & Quantitative Interpretation of data

Unit V: Problems & challenges

15

- Ethical issues in research
- Socio-cultural barriers in research

AED CC 328 : Methodology of Social Research						
Course Code	Title of the Paper	Credits				Course Instructor
		L	T	P	C	
AED CC 328	Methodology of Social Research	04	01	00	05	

Essential Readings:

- Kothari, C.R (2009) *Research Methodology and Techniques*, Delhi: New Age International Publisher.
- Kerlinger, F.N & Howard, B.L (2000) (4th Ed) *Foundation of Behavior Research Qualitative Methods in Psychology*, USA: Harcourt college
- Lutz, G.M (1983), *Understanding Social Statistics*, London: Macmillan
- Nicola, B.R.K. & Rose M.S (2003) *SPSS for Psychologists: A Guide to data analysis using SPSS for Windows*, Palgrave Macmillan
- Nachmeas, C & David, N. (1982) *Research Methods in Social Sciences*, London: Edward Arnold Ltd ,
- Mohsin, S.M (1984), *Research Methods in Behavioral Science*, Hyderabad: Oriental Longman
- Ahuja Ram (2015), *Social research (Hindi)*, Rawat Publications, Jaipur

Suggested Readings:

- Trochim, William M.K (2006). Ethics in Research, Retrieved on 05-03-2017, 5.00PM. from <https://www.socialresearchmethods.net/kb/ethics.php>.
- Smith, Deborah. (2003). Five principles for research ethics, Vol 34, No. 1 pp.56, Retrieved on 05-03-2017, 3.03PM, from <http://www.apa.org/monitor/jan03/principles.aspx>
- Wood, Bronwyn E .(2013). What is a social inquiry, Retrieved on 05-03-2017, 3.45 PM, from http://www.nzcer.org.nz/system/files/set2013_3_020_1.pdf

AED CC 323: Project Work						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 323	Project Work	00	03	03	06	

Lecture/Hrs. 90

Each student will be assigned project to be completed with the help of primary and secondary data. The idea of the project is to equip learner with theoretical and experiential social and contextual reality and develop research acumen with rational and scientific temper.

The student will visit in the prescribed/identified *field* to study and submit its detailed report in the department with the help of assigned supervisor/s.

Evaluation of Projects:

S.No.	Examination	Mode of Examination	Total Marks=100
1.	Mid-I	Periodic assessment-I	20 Marks
2.	Mid-II	Periodic assessment-II	20 Marks
3.	End Semester	A. Evaluation of Project B. Viva-Voce	(60 Marks) 40 Marks 20 Marks

AED EC 324: Gender and Society						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED EC 324	Gender and Society	03	01	00	04	

Lecture/Hrs. 60**A. Learning Objectives**

1. Enable learners to understand the historical perspectives of women empowerment.
2. To investigate and question how knowledge and power intersect in the context of women

B. Learning Outcomes

1. Learners would be able to understand the basics of gender discourse.
2. Learners would be able to understand the perspectives of women empowerment.

Unit I: Indian women-Family, 12

- Caste,
- Class,
- Culture,
- Religion & Social System

Unit II: Conceptualizing Patriarchy and Sexuality 12

- Patriarchy: Male Domination-Female Subordination
- Control over Female Sexuality: Men possessing Women, Female Sexual Alienation
- portrayal of women in mass Media(Cinema, TV, Print media)
- Gender Hierarchy: Sex Segregation, Sexual Division of Labor

Unit III: Sites of Social Reproduction: 12

- Family
- Culture
- Religion
- State

Unit IV: Women & Schooling: 12

- Educational provisions
- Issues and challenges in Educating women

Unit V: Suggested Projects 12

- Analysis of films including songs, advertisements in print and electronic media.
- Analysis of folk songs, literature in different languages and myths.
- A critical study of schemes such as KGBV, NPEGEL

AED EC 324: Gender and Society						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED EC 324	Gender and Society	03	01	00	04	

Essential Readings

- Bhasin, Kamala and Nighat Said Khan. Some Questions on Feminism and Its Relevance in South Asia., Kali For Women, New Delhi, 1986.
- Chaudhuri, Maitrayee (Ed.) Feminism in India, Kali for Women, New Delhi, 2004.
- Menon, Nivedita. Gender and Politics In India, OUP, New Delhi. 1999.
- Sangari, Kumkum and Suresh Vaid (eds.). Recasting Women: Essays in Colonial India, New Delhi: OUP, 2003.
- Bhasin, Kamla. What is Patriarchy? Kali for Women, 1993
- Omvedt, Gail. 1990. Violence against Women: New Movements and New Theories in India, New Delhi: Kali For women.
- Sen, Gita. Subordination and sexual control: a comparative view of the control of women, in Nalini Visvanathan, Lynn Duggan, Laurie Nisonoff (ed), Gender and Development Reader, Zubaan, 2005, pp-142-150
- Lerner, Gerda. Creation of Patriarchy, New York: Oxford University Press, 1986.
- Banerjee, Pallavi. (n.d.). A Study of Gender Equality in the Indian society. *Ashvamegha: A Literary Flight*. Retrieved on 04 Mar, 2017 at 07:43pm from <http://ashvamegh.net/pallavi-banerjee-on-gender-equality-in-indian-society/>
- Gupta, M.L.; Women in Education Through Ages; Concept Pub. Delhi, 2000 p.248 ISBN: 81-7022-826-3

Suggested Readings:

- Sivakumar, M.(n.d.). Gender Discrimination and Women's Development in India. Retrieved on 04 Mar, 2017 at 03:54pm from <http://files.eric.ed.gov/fulltext/ED502567.pdf>
- Banerjee, Tanima. (2012). Status Of Women In India: From The 1950s To The 21st Century. Retrieved on 04 Mar, 2017 at 02:40pm from <https://www.youthkiawaaz.com/2012/03/heres-how-the-status-of-women-has-changed-in-india-since-1950-till-date/>

AED EC 329 : ICT and Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED EC 329	ICT and Development	03	01	00	04	

Lecture/Hrs. 60**A. Learning Objectives:**

1. To enhance the understanding of communication process, its diffusion and adoption,
2. To impart knowledge about communication technologies,
3. Understand the role of media in bringing attitudinal changes in individual and social change in general.

B. Learning Outcomes

1. Learners would be able to understand the basics ICT and Education.
2. Learners would be able to inculcate the knowledge about communication technologies.

Unit – I: Understanding Communication 12

- Methods and Practice.
- Participatory, persuasive and effective aspects of communication methods.

Unit – II: Application of Multi Media 12

- Social Marketing and Advertising.
- Folk Communication Media and Community Radio.

Unit – III: Communication Development 12

- Communication Materials generation in Print, Audio-Visual and Visual Formats.
- Implication of ICT in Society

Unit – IV: Classroom Management 12

- Open Distance Learning Approach.
 - Smart classroom
 - Flipped learning

Unit – V: Technology Mediated Communication 12

- E-Learning – Concept
- Types: Off-line Learning, On-line Learning (Meaning & Importance)
- Use and Importance of Resources: Chat, World Wide Web, E-mail, Teleconferencing & Video conferencing

AED EC 329 : ICT and Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED EC 329	ICT and Development	03	01	00	04	

Essential Readings:

- Gandhi, V. (1995), *Media and Communication Today*. New Delhi: Kanishka Publishers.
- Haftor, D.M., Mirijamdotter, A. (2011) *Information and Communication Technologies, Society and Human Beings: Theory and Framework*. Hershey. New York: Information Science Reference.
- Harlow, E. & Webb, S.A. (2003), *Information and Communication Technology in the Welfare Services*. London: Jessica Kingsley Publishers.
- Malkote, S.R. (1991), *Communication for Development*, New Delhi: Sage Publication.
- Rosengreen, K.E. (2000), *Communication: An Introduction*. New Delhi: Sage Publication.
- Inove, Y (2009) *Adult Education and Adult Learning Processes with ICT*. Guam: University of Guam.

Suggested Books:

- Rupert W.D. (2004), *Developing Thinking and Learning with ICT: Raising Achievement in Primary Classrooms*. Routledge Falmer, New Delhi
- William H.D.& Malcolm Peltu (1996), *Information and Communication Technologies: Visions and Realities*, Oxford University Press. NY
- Jarice Hanson & Uma Narula (1990), *New Communication Technologies in Developing Countries*, Lawrence Erlbaum Associates
- Bettina S. T. Buchel (2001) *Using Communication Technology: Creating Knowledge Organizations*, Palgrave, NY
- Nayak AK & Rao (2009), *Classroom Teaching Methods & Practices*, APH Publishing Corporation, New Delhi
- Sharma, R.A (2010), *Shikshan Adhigaman mein Naveen Pravartan*, Meerut R.Lall
- Mathur, S.S.(2011) *Shikshan Kala*, Vinod Pustak Mandir Agra
- Bhatiya, K.K. & J.N. Arora (2005) *Shikshan kala (Methodology of Teaching)* 3rd ed. Prakash Brothers, Ludhiana
- Kulshrestha, S.P. (2009) *Shaikshik takaniki ke mool adhar*, Vinod Pustak Mandir Agra
- Pathak, P.D.; Tyagi, S.D.(1999), *Safal shikshan kala (7th ed.)* Vinod Pustak Mandir, Agra
- Mathur, S.S (1988) *shikshan kala shikshan takniki evam naveen paddhatiyan (10th ed.)*, Vinod Pustak Mandira, Agra
- Mangal, S.K (2010) *Educational Technology*, Prakash Brothers. Ludhiyana

AED OE 326: Guidance and Counseling						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED OE 326	Guidance and Counseling	01	01	00	02	

Lecture/Hrs. 30

A. Learning Objective

1. To provide information, education and communication on counseling and guidance to take informed decision
2. To develop Skills in Counseling and Guidance,
3. To understand Counseling and Guidance in various settings.

B. Learning Outcomes

1. Learners would be able to understand the basics of Counseling and Guidance.
4. Learners would be able to inculcate the knowledge of counseling and guidance to take informed decision.

Unit –I: Guidance and Counseling 10

- An introduction to Guidance and Counseling its Nature, Scope
- Approaches and theories of counseling- psycho analysis, client centered, existential, rational-emotional-emotive, cognitive and behavioral, multi-model approach in Counseling

Unit-II: Counseling in various settings 10

- Counseling in various settings- family, clinical, career, professional
- Counseling for vulnerable and differently able persons
- Counseling to special target groups- Peer, Parents, Students, Teachers

Unit-III: Contemporary Issues in Guidance 10

- Dealing with depression and academic stress (With regard to their identification and intervention)
- Behavioral family counseling
- Ethics in Counseling

AED OE 326: Guidance and Counseling						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED OE 326	Guidance and Counseling	01	01	00	02	

Essential Readings:

- Gibson, R and Mitchell (2002), Introduction to Counselling and Guidance, Harrell Prentice Hall, (6th edition), New Jersey.
- Archer and McCarthy C.J (2008), Theories of Counselling & Psychotherapy, Merrill Prentice Hall, New Jersey.
- Cullex, S. (1991), Integrating Counselling Skill in Action, Sage Publication, New Delhi,.
- UNESCO, (2001), A Handbook of Counselling Services, UNESCO, New Delhi.
- Joneja, JK, (1997), Occupational Information and Guidance, NCERT, N. Delhi
- Rajesh and Subramanian, TKV (2005), Telephonic Counseling in University System, Vista International, New Delhi.

Suggested Readings:

- Aggarwal J. C. (2000), Educational, Vocational Guidance and Counseling, Vinod Pustak Mandir, Agra
- Swami and Swami (2013), Counselling : Methods and Techniques, Black Prints, NY
- IGNOU Handbook (2010), Guidance and counseling , GPH, New Delhi
- Gupta, Sarla (2007), Carreer Counselling Education, Kalpaz Publication, New Delhi
- Kinra, Asha K. (2008), Guidance and Counseling, Pearson, New Delhi

AED OE 327 : Indigenous Knowledge & Society						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED OE 327	Indigenous Knowledge & Society	01	01	00	02	

A. Learning Objective:

- To examine the knowledge systems, ways of knowing and worldviews about indigenous people
- To explore the ways in which indigenous knowledge systems have been adapted to meet contemporary needs of the community
- To review the epistemological structures and properties that distinguishes indigenous knowledge systems from other contemporary knowledge systems.

B. Learning Outcomes

1. Learners would be able to understand the basics of indigenous knowledge systems.
2. Learners would be able to understand contemporary knowledge systems.

Unit-I: Understanding Indigenous Knowledge Systems 10

- Meaning and Nature of indigenous Knowledge
- Oriental and Occidental perspective of knowledge

Unit-II: Indigenous Epistemologies and Colonial Science 10

- Indian Tradition of Knowledge (Ancient, medieval and Modern)
- Colonial construction of Knowledge

Unit-III: Indigenous Contributions to Contemporary Knowledge 10

- Methodology of preserving indigenous Knowledge (oral/folk etc.)
- Social construction of Knowledge

AED OE 327 : Indigenous Knowledge & Society						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED OE 327	Indigenous Knowledge & Society	01	01	00	02	

Essential Readings

- Balasubramanian, A. V. and T. D. Nirmala Devi (2006) - Traditional Knowledge Systems of Indian and Srilanka. Centre for Indian Knowledge Systems, Chennai.
- Girach, R. D. (2007) - Methods of Documenting Indigenous Knowledge. The Tradition. Vol. 04. 24- 30.
- Jena, M. (2007) - Community Health Knowledge Register. The Tradition. Vol.05, 6-10.
- Agrawal A (1995) Dismantling the divide between indigenous and scientific knowledge. Development and Change, 26, 413-439.
- Bell M (1979) The exploitation of indigenous knowledge or the indigenous exploitation of knowledge: whose use of what for what? IDS Bulletin, 10 (2), 44-50.
- Briggs J and Sharp J (2004) Indigenous knowledge and development: a postcolonial caution. Third World Quarterly, 25:4.
- World Bank (1998) Indigenous knowledge for development: a framework for development. Knowledge and Learning Centre, Africa Region, World Bank. <http://www.worldbank.org/afr/ik/ikrept.pdf>
- Agrawal, A. (1996). Indigenous and scientific knowledge: some critical comments. Available at: <http://journal.ui.ac.id/index.php/jai/article/viewArticle/3331>
- Agrawal, A. (2002). Indigenous knowledge and the politics of classification. International Social Science Journal, 54(173), 287-297.
- Kala, C. P. (2002). Indigenous knowledge of Bhotiya tribal community on wool dyeing and its present status in the Garhwal Himalaya, India. CURRENT SCIENCE-BANGALORE-, 83(7), 814-817

Suggestive Readings

- Maurial, M. (2002). Indigenous knowledge and schooling: A continuum between conflict and dialogue. In Semali, L. M., & Kincheloe, J. L. (Eds). What is indigenous knowledge?: Voices from the academy. New York: Routledge.
- Pradhan, S., Mishra, S., & Mohapatra, S. C. (2011). Food practices among the Adivasi women of selected districts Western Orissa. Indian Journal of Preventive and Social Medicine, 42(3), 226-230.
- Prakash, S. (June 2002). Using indigenous knowledge to raise agricultural productivity. In The World Bank.(2004). Indigenous Knowledge: Local Pathways to Global Development. Knowledge and Learning Group. Washington D.C.: The World Bank.
- Rautela, P., & Karki, B. (2015). Weather Forecasting: Traditional Knowledge of the People of Uttarakhand Himalaya. Journal of Geography, Environment and Earth Science International 3(3): 1-14.
- Ramphale, M. (2004). Women's indigenous knowledge: Building bridges between the traditional and modern. In The World Bank. (Ed). Indigenous Knowledge: Local Pathways to Global Development. Knowledge and Learning Group. Washington D.C.: The World Bank.
- Shiva, V. (1992). Women's indigenous knowledge and biodiversity conservation. India International Centre Quarterly, 205-214.
- The World Bank. (2004). Indigenous Knowledge: Local Pathways to Global Development. Knowledge and Learning Group. Washington D.C.: The World Bank.

AED OE 330: Understanding Ambedkar						
Course Code	Title of the Course	Credits				Name of the Instructor
		L	T	P	C	
AED OE 330	Understanding Ambedkar	01	01	00	02	

Lecture/hours: 30

A. Course Objective

This course is broadly intended to introduce Ambedkar's ideas and their relevance in contemporary India, by looking beyond caste in following manner-

1. To study Ambedkar's philosophical contributions towards Indian economy and class question, sociological interpretations on religion, gender, caste and cultural issues.
2. To understand basic concepts of nation, state, democracy and constitutionalism.
3. To facilitate the learner to strengthen their creative thinking with a collective approach to understand ongoing social, political, cultural and economic issues of the society.

B. Course Learning Outcomes

1. By engaging with the original sources as well as secondary writings on Ambedkar's ideas the students will be able to understand a thinker in the context and contemporaneity.
2. At the end of the course, learners shall be equipped with the method of understanding the ideas, philosophy and relevance of a particular thinker.
3. Students shall also be able to reflect on the method of the thinker's engagement with the then context, issues and concepts.

Unit I : Introducing Ambedkar

- Life and noted work
- Socio-economic vision
- Political vision- Democracy and Citizenship

Unit II : Question of Equity & justice

- Rights and Representations of women and marginalized
- Right to Education
- Land & Labour

Unit III : Ambedkar and Contemporary Discourse

- Planning and Development
- **Economy and Class Question**
- **State and Neo-liberalism in reference to** Globalization & Privatization

AED OE 330: Understanding Ambedkar						
Course Code	Title of the Course	Credits				Name of the Instructor
		L	T	P	C	
AED OE 330	Understanding Ambedkar	01	01	00	02	

References:

- G. Omvedt, (2008) 'Phule-Remembering The Kingdom of Bali', Seeking Begumpura Navyana, pp. 159-184.
- M. Gore, (1993) The Social Context of an Ideology: Ambedkar's Political and Social Thought, Delhi: Sage Publication, pp. 73-122 ; 196-225.
- Ambedkar, (1989) 'Annihilation of Caste with a Reply to Mahatma Gandhi', in Dr. Babasaheb Ambedkar Writings and Speeches: Vol. 1, Education Deptt., Government of Maharashtra, Mumbai, pp. 23-96.
- Ambedkar, (1991) 'What Gandhi and Congress have done to the Untouchables', in Dr. Babasaheb Ambedkar Writings and Speeches, Education Deptt, Government of Maharashtra, Vol.9, pp. 40-102; 181-198; 274-297.
- G. Aloysius, (2009). Ambedkar on Nation and Nationalism, Critical Quest, Delhi.
- B. R. Ambedkar, (2003), 'I have no Homeland', in Dr. Babasaheb Ambedkar Writings and Speeches Vol- 17, Education Deptt., Government of Maharashtra, Mumbai, pp-51-58.
- Ambedkar, (2003) 'The Rise and Fall of Hindu Woman: Who was Responsible for It?', in Dr. Babasaheb Ambedkar Writings and Speeches Vol. 17- II, Education Deptt., Government of Maharashtra, Mumbai, pp. 109-129.
- B. Ambedkar, (1991) 'What Gandhi and Congress have done to the Untouchables', in Dr. Babasaheb Ambedkar Writings and Speeches, Education Deptt, Government of Maharashtra, Vol.9, pp. 40-102; 181-198; 274-297.
- B. Ambedkar, (2003) 'Conditions Precedent for the successful working of Democracy', in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 17-III, Education Deptt, Government of Maharashtra, Mumbai, pp. 472-486.
- Right to Education Act-2009, Ministry of human Resource Development, GoI, new Delhi
- S. Thorat, (2007) 'Economic System, Development and Economic Planning', in S. Thorat and Aryama (eds), Ambedkar in Retrospect: Essays on Economics, Politics and Society, Delhi: Rawat Publishers, pp. 25-48.
- B. Ambedkar, (1991) 'Labor and Parliamentary Democracy and Welfare', in Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 10, Education Deptt., Government of Maharashtra, Mumbai, pp. 106-112; 139-143; 243-252
- B. Mungekar, (2007) 'Labour Policy' in S. Thorat and Aryama (eds), Ambedkar in Retrospect: Essays on Economics, Politics and Society, Delhi: Rawat Publishers, pp. 76-92.
- आंबेडकर, बी.आर., (२०१३), हिन्दुत्व का दर्शन, बाबा साहेब डॉ. आंबेडकर का सम्पूर्ण वांग्मय (vol.6, pp. 15-120), नई दिल्ली : डॉ. आंबेडकर प्रतिष्ठान, सामाजिक न्याय एवं अधिकारिता मंत्रालय, भारत सरकार
- डॉ. आंबेडकर (२०१५), जातिभेद का उच्छेद, दिल्ली: गौतम बुक सेंटर
- तिलक, रजनी (२०१२), डॉ. आंबेडकर और महिला आन्दोलन, दिल्ली: बुक इंडिया
- सोनटके, यशवंत. (2017). राष्ट्र और राष्ट्रीयता, नई दिल्ली : सम्यक प्रकाशन

E- references:

- www.Ambedkar.org
- www.veliwada.com
- <https://drambedkarbooks.files.wordpress.com/2009/03/selected-work-of-dr-b-r-ambedkar.pdf>
- <https://nmuthumohan.wordpress.com/2012/10/10/ambedkar-and-problems-of-historical-35-materialism/>

DEPARTMENT OF ADULT EDUCATION
Dr. HARISINGH GOUR VISHWAVIDYALA, SAGAR M.P.
(A Central University)

M.A. Rural Development

Semester-IV

Scheme of Examination

Paper	Code	Name of Course	Credit				Marks
			L	T	P	C	
I	AED CC 421	Curriculum and Material Development	03	01	01	05	100
II	AED CC 422	Dissertation	00	03	05	08	100
II	AED CC 423	Gerontological Care	03	01	01	05	100
		Total	06	05	07	18	300

Note: 1. Examination Scheme will be as follows:

Semester Marks	40+60=100
(a) Mid-I	20
(b) Mid-II	20
End Semester	60
Total	100 (Each paper)

2. The learner in the programme will be assessed throughout the duration of the programme in a formative and summative evaluations i.e. Mid (I&II) and End Semester examinations.

3. To be eligible to appear in End semester examination a student must appear in Mid semester examinations along with 75% attendance in classroom processes.

AED CC 421 : Curriculum and Material Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 421	Curriculum and Material Development	03	01	01	05	

Lecture/Hrs. 75**A. Learning Objectives:**

1. To develop understanding of the process, principles, objective and principles of curriculum development,
2. To acquaint students about teaching techniques and teaching aids for effective teaching and learning,
3. Learn the process and techniques of material development for lifelong learners including Neo-literates.

B. Learning Outcomes

1. Learners would be able to understand the basics of curriculum development.
4. Learners would be able to understand techniques of material development for lifelong learners.

Unit – I: Understanding Curriculum**15**

- Meaning and Definition of Curriculum – need for curriculum
- Objectives of curriculum development.
- Principles of curriculum development (Learner centered, Subject centered, Community centered)

Unit – II: Curriculum planning**15**

- Need and implementation
- Evaluation – process product- feedback mechanism.
- Curriculum development(Context, flexibility, quality, plurality)

Unit – III: Models of Curriculum**15**

- Tylers-1949 Model
- Hilda Taba -1962 Model
- Need Assessment Model
- Futuristic Model

Unit – IV: Curriculum and Development**15.**

- Identification of Needs and Interests of Lifelong Learners.
- Content driven Curriculum
- Objective driven
- Integrated & Interdisciplinary
- Hidden Curriculum

Unit – V: Material Development**15**

- Meaning, Scope and Significance of Teaching/learning Materials for Rural People
- The relationship between teaching methods and materials
- Preparation of Books and Audio-visual materials for Neo-Literates: Processes, Contents and Field Testing of Materials.

AED CC 421 : Curriculum and Material Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 421	Curriculum and Material Development	03	01	01	05	

Essential Readings:

- Belfiore, M.E. (1996) *Understanding Curriculum Development in the workplace. Canada: ABC Publication.*
- Bruce, J. & Marsha, W. (1988), *Models of Teaching*. New Jersey: Prentice hall
- International Labor Organization (1996) *Teaching and Training Methods*. Geneva.
- Reddy, M.M & Ravishankar, S. (ed.1984), *Curriculum Development and Educational Technology*. India: Sterling Publication Pvt. Ltd.
- UNESCO (1998) *Developing Curriculum for Neo-Literate*. UNESCO, Bangkok and State Resource Centre, Jaipur
- Owens, J.C (1973) *Management of Curriculum Development*. London: Cambridge University Press.

Suggested Readings:

- ACCU, New Guidebook for Development and Production of Literacy Materials, Asian Cultural Centre for UNSCO, Tokyo, 1992.
- APPEAL, Training Materials for Literacy personal (Series of Volumes, 1 to 12), UNESCO, 1988.
- Barry Lumsden D., Teaching Effectiveness of programmed Instructional Materials for Adult Basic Education, Indian Journal of Adult Education Vol.35 No.1 1974.
- DAE, Production, Selection and purchase of New-literates Material for Continuing Education Centers, MHRD, Government of India, New Delhi.

AED CC 422 : Dissertation						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 422	Dissertation	00	03	05	08	

Lecture/Hrs. 120

Every student will be given dissertation work based on current social problems and she/he is supposed to collect primary and secondary data on the topic concerned from the field/community to complete the dissertation. This work would be done simultaneously along with classroom teaching and tutorials.

Viva-voce would be conducted by the External examiner outside the university.

Evaluation of Dissertation:

S.No.	Examination	Mode of Examination	Total Marks=100 (40+60)
1.	Mid-I Mid-II	Research Acumen & Performance	(20+20 Marks) 40 Marks
2.	End Semester	A. Evaluation of Dissertation B. Viva-Voce	(60 Marks) 50 Marks 10 Marks

AED CC 423 : Gerontological Care						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 423	Gerontological Care	03	01	01	05	

Lecture/Hrs. 75**A. Learning Objectives**

1. To Improve the quality of life for the aging through theoretical conceptions
2. Understand the processes of aging and their implications
3. Develop an appreciation for diverse perspectives and solutions

B. Learning Outcomes

1. Learners would be able to understand the basics of the aging.
4. Learners would be able to Understand the processes of aging and their implications

Unit – I: Understanding Gerontology 15

- Meaning, Concepts, Need & Importance of Gerontology
- Perspectives of Gerontology: Caste, Class, Gender, Rural–Urban

Unit – II: Older Persons and Livelihood 15

- Impact of economic and technological Changes on Older Persons
- Work participation of older person in organized & un-organized sectors

Unit – III: Aging as an Asset 15

- Productive Aging: social, cultural, economic, political
- Role of older persons in Family, Society, Nation

Unit – IV: Policies and Provisions 15

- Indian National policy on Aging -1999,2010 and Maintenance and Welfare of Parents and Senior Citizen Bill-2007
- Socio-economic and legal securities & provisions for older persons

Unit – V: Innovations and Interventions 15

- Rehabilitation of older persons
- Institutional care, day-care, mobile-medicine, Help-age India

AED CC 423 : Gerontological Care						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED CC 423	Gerontological Care	03	01	01	05	

Essential Readings:

- Age well Foundation (2010). *Changing Trends of Old Age*. New Delhi: Agewell Research and Advocacy Centre.
- Chadha, N.K., & Bhatia, H. (2009). *Physical performance and daily activities of elderly in an urban setting: A study*, Department of Adult, Continuing Education and Extension, University of Delhi.
- Kam, Ping kwong (2003). *Empowering Elderly: A Community work approach* Community development journal, Oxford: Oxford Journal.
- Lloyd, peter (2002). *The Empowerment of the elderly people* .London: School of Social Sciences, University of Sussex.

Suggested Readings:

- Ministry of Law and Justice, Government of India (2007). *The Maintenance and Welfare of Parents and Senior Citizens Act*, New Delhi: Government of India.
- Shah, S.Y. (2003). *Lessons from Adult Education programs in the East and South East Asian Countries: A case study of Thailand*, International Journal of Adult and Lifelong Learning, New Delhi: IAEA.

