

2022-24

- **BoS-AE 17-09-2022**
- **School Board 19-09-2022**
- **Academic Council 22-09-2022**

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

**2 Years Post Graduate Regular Programme
Exit: (L-08 PG Diploma in Rural Development)**

**Syllabus (Four Semesters)
As per Choice Based Credit System
And
NEP-2020 Curriculum Framework**

**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 (2022-24)

Four Semesters

Exit: (Level-08 PG Diploma in Rural Development)

UNDER CHOICE BASED CREDIT SYSTEM

&

NEP-2020 Curriculum Framework

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Master of Arts in RURAL DEVELOPMENT

SYLLABUS (2022-24)

Four Semesters

(UNDER CHOICE BASED CREDIT SYSTEM)

2022-24

S.No	Name of the BoS Members	Signature
1.	Prof. B.K.Shrivastava, Chairperson	
2.	Prof. Rajesh Kumar, External Member	online
3.	Prof. Naresh Prasad Bhokta, External Member	online
4.	Prof. A.D. Sharma, Member	
5.	Dr. Rani Dubey, Member	
6.	Dr. Sanjay Sharma, Member	
7.	Dr. Chittibabu Putcha, Invitee	

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 as envisaged in NEP-2020. After completion of One year (02 semesters) student can exit by receiving PG Diploma in rural development. S/he can also re-join the programme to complete Post Graduate degree in rural development adding remaining 02 semesters.

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 holistic 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 educational-economic-political 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 glo-cal needs and aspirations.

The main purpose of the Post-graduate Programme in Rural Development is to develop and disseminate knowledge, skills and values through theory and practice for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society as visualized in NEP-2020 with learner centric, multi-disciplinary and outcome based framework.

After Completion of this programme 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 for making self-reliant self, society and nation.
3. To delimit the existing disparities from every sphere of life through social, education, economic, health and empowerment aspects.
4. To develop cognitive framework to address the contemporary challenges with suitable responses situated in local context.
5. To unfold and cultivate the human potential and agency to transform the given world for utmost development of humanity.

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 Disciplinary, Multi-disciplinary, Skill oriented 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. Lecture, discussion and demonstration
2. OER seminar format
3. Essential and Suggestive Readings,
4. Practical Exercises,
5. Community Visit & Exposure
6. Written Assignments and Field Projects
7. Project Work / Dissertation
8. Group discussions led by the Teacher, Students, Community and guest lecture
9. Students are expected to read the assigned materials before each audio-video 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 and engagement.

Field Visit/Survey/Practicum

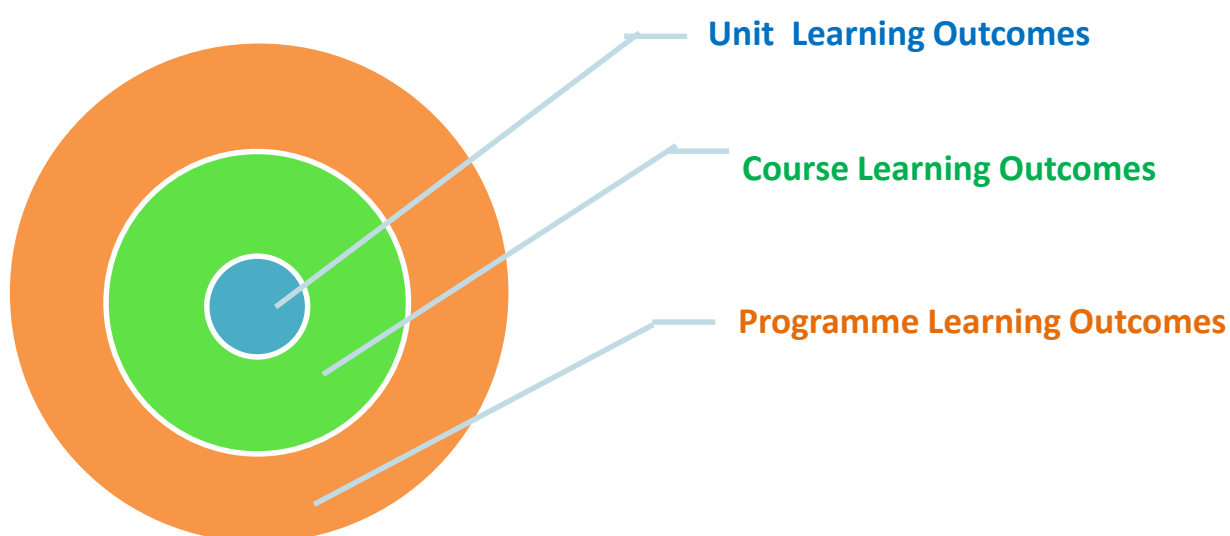
Field visit/survey would be core component of this programme for equipping the learners to better practical hand and exposure to the community directly.

Learning Outcomes of the Programme

Academic and professional development of the learners is a qualitative aspect where they not only equipped to explore 21st century skills and employ their growing acumen in real life fields but also build capacity for lifelong learning. In this direction, Rural Development is a dynamic profession and always endeavors to respond to fresh challenges. Entire programme has unfolded on three learning outcomes levels.

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 post 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 curriculum, practices and andragogy.
3. To nurture Skill development and Entrepreneurship abilities to the learners.
4. Development of research and analytical abilities through skill development practice, project and dissertation as a separate course/paper.
5. Responding to dynamic socio-cultural milieu, restructuring of discipline and multi-discipline specific papers for students.



DEPARTMENT OF ADULT EDUCATION
School of Educational Studies
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(A Central University)

M.A. Rural Development
Level-08
Semester-I
Scheme of Examination

Paper	Code	Name of Course	Credit				Marks
			L	T	P	C	
I	AED DSM 121	Rural Society	04	01	01	06	100
II	AED DSM 122	Rural Economy	04	01	01	06	100
III	AED MDM 123	Social Policy Planning and Development	04	01	01	06	100
V	AED SDM 124	Skill Development and Entrepreneurship	02	00	02	04	100
		Total	14	03	05	22	400

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

- 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.

Chandhi
12/9/2022

17/10/22
17/9/22

Pragya
17/9/22

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M.A. Rural Development
Level-08
Semester-II
Scheme of Examination

Paper	Code	Name of Course	Credit				Marks
			L	T	P	C	
I	AED DSM 221	Rural Administration and Governance	04	01	01	06	100
II	AED DSM 222	Panchayati Raj Institutions and Leadership	04	01	01	06	100
III	AED MDM 223	Critical Pedagogy and Education	04	01	01	06	100
IV	AED SDM 224	Extension Education and Development	02	00	02	04	100
Total			14	03	05	22	400

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

- 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.

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AED DSM 121 : Rural Society						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED DSM 121	Rural Society	04	01	01	06	

Lecture/Hrs. 90

Course Learning Objectives:

1. To develop conceptual understanding about rural Society,
2. To acquaint students about rural social life for effective articulation of social reality.
3. To understand and describe the interlinkages between individual and society.

Course Learning Outcomes

Learners would be able to -

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.

Unit Learning Outcomes

The Students will be able to -

1. Conceptualize and describe the basics of rural society and process of urbanization
2. Inculcate the knowledge of rural culture and problems of the society.
3. Critically analyze the caste system and peripheral discourses of rural society.
4. Discover various issues related to power based practices in family and address to resolve it
5. Propose some additional initiatives in the direction to solve problems of rural society.

Unit – I: Understanding Rural Society 18

- Meaning and concept of society, nature and function of Rural Society,
- Impact of urbanization and Industrialization on Rural Social life.

Unit - II: Rural Society as Social System 18

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

Unit - III: Contemporary Issues in Marriage and Family 18

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

Unit - IV: Problems of Rural Society 18

- Infrastructure & Basic Amenities
- Problems of Unemployment
- Lack of Awareness about various State developmental initiatives

Unit –V: Understanding Rural Society through Filed work 18

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

AED DSM 121 : Rural Society						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED DSM 121	Rural Society	04	01	01	06	

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.
- Akshaya Kumar 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
- गेसू आर. अरविन्द एवं संजय शर्मा (2008), जाति, गतिशीलता एवं शिक्षा : अन्तर्सम्बन्धों की पड़ताल, परिप्रेक्ष्य, नीपा, नई दिल्ली

Suggested Readings:

- Vidyatma Singh (2006). Indian Society. Vista International Publishing House: New Delhi
- M.L. Mathur (2005), Caste And Educational Development, Kalpaz Publications: New Delhi

Open Educational Resource

- <https://www.youtube.com/watch?v=yB-NoYMDQnc>
- <https://www.youtube.com/watch?v=gmSxaxfH7Y8>
- <https://www.youtube.com/watch?v=pCIS1HRhmec&list=RDLVgmSxaxfH7Y8&index=3>

AED DSM 122- Rural Economy						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED DSM 122	Rural Economy	04	01	01	06	

Lectures/Hrs. 90

Course Learning 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.

Course Learning Outcomes:

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

Unit Learning Outcomes:

The Student will be able to -

1. Conceptualize and define the basics of rural economy
2. Classify rural economic development & Initiative in reflective manner.
3. Visualize and celebrate the importance of agro-based economy in global context
4. Identify and interpret the existing economic policies
5. Able to formulate the possibility within existing challenges of the economic development

Unit - I: Concept of Economy 18

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

Unit - II: Understanding Economic Development 18

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

Unit - III: Indian Rural Economy 18

- 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 18

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

Unit -V: Problems in Rural Economy 18

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

AED DSM 122- Rural Economy						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED DSM 122	Rural Economy	04	01	01	06	

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, 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
- Surinder S Jodhka (2018), Handbook of Rural India : Readings on the Economy, Polity and Society, EPW Publication, Mumbai

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

Open Educational Resource:

- <https://www.youtube.com/watch?v=8c7iMO1q3Ng>
- <https://www.youtube.com/watch?v=MNbJXov8i3s>
- <https://www.youtube.com/watch?v=yB-NoYMDQnc>

AED MDM 123 : Social Policy Planning and Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED MDM 123	Social Policy Planning and Development	04	01	01	06	

Lecture/Hrs. 90

Course Learning Objectives:

1. To develop conceptual understanding about policies and programmes of social development
2. To analyse the process of policy development and implementation
3. To study social, economic & political institutions affecting the people to change

Course Learning Outcomes

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

Unit Learning Outcomes

The Student will be able to -

1. Critically analyze policy formulation framework of pre and post independent India.
2. Distinguish between various approaches to social and economic planning
3. Critically analyze various initiatives taken by State for Policy development
4. Examine and interpret the existing policies
5. Create their own policy analysis framework / approach

Unit – I: Understanding Social Policy 15

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

Unit – II: Social Policy Planning and development 18

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

Unit – III: Social Development 18

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

Unit – IV: Policy Analysis and critique 21

- Concept and approach to analysis
- Content Analysis
- Critical reading

Unit – V: Policy and Social Change 18

- Political institution and change;
- Globalization and change; social change and social progress
- Policy analysis- NEP-2020 and RTE-09

AED MDM 123 : Social Policy Planning and Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED MDM 123	Social Policy Planning and Development	04	01	01	06	

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 Publishers, 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 Class : 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.

Open Educational Resource:

- [LSE Social Policy: An International Perspective - Bing video](#)
- [LSE Social Policy: A Multidisciplinary Approach - Bing video](#)
- [Video Lecture Chapter 5 Social Policy Development - Bing video](#)
- [Social Policy: Concepts and Definitions - Bing video](#)
- [Ideology and social policy | US government and civics | Khan Academy - Bing video](#)

AED SDM 124 : Skill Development and Entrepreneurship						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED SDM 124	Skill Development and Entrepreneurship	04	01	01	06	

Lecture/Hrs. 90

Course 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 Entrepreneurial skills and Entrepreneurship Development Agencies.

Course Learning Outcomes

1. Learners would be able to conceptualise the basics of rural entrepreneurship.
2. Learners would be able to inculcate the knowledge of small & cottage industries and agro-based industries.
3. Learners would be able to collect, interpret and evaluate the existing Entrepreneurial skills with the contemporary framework.

Unit Learning Outcomes

The Students will be able to -

1. Conceptualize and define the skill and skill development
2. Classify the process of entrepreneurship.
3. Visualize and celebrate the importance of local as well as global skills
4. Demonstrate the experience towards skilling, up-skilling and re-skilling
5. Identify and interpret the existing exemplar of Entrepreneurship

Unit – I: Understanding Skill and Skill development 18

- Skill- Meaning, Concept and types
- Nature and process of Skill development
- 21st century skills : skilling, up-skilling and re-skilling

Unit – II: Understanding Entrepreneurship Development 18

- Entrepreneurship - Meaning, Concept and types
- Nature and process of Entrepreneurship development
- Rural Entrepreneurship - Importance of rural entrepreneurship

Unit – III: Rural Women Entrepreneurship 18

- Meaning, Concept and Importance
- Entrepreneurship and socio-cultural and educational context
- Problems of Women Entrepreneurship

Unit – IV: Entrepreneurship Development Agencies 18

- State Skill Development initiative
- Start-up
- Skill Development assisting agencies

Unit – V: Experiencing Entrepreneurship 18

- Case study on leading Entrepreneurs or Possibilities and challenges of women Entrepreneurs
- Report Writing (Small and Cottage Industries and Agro-based Industries in area specific)
- Best practices in Rural Entrepreneurship

AED SDM 124 : Skill Development and Entrepreneurship						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED SDM 124	Skill Development and Entrepreneurship	04	01	01	06	

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,

Open Educational Resource:

- [Digital India : Short film on Skill Development in India - Bing video](#)
- [Skill India empowering the youth through counselling - Bing video](#)
- [PMKVY induction Filml - Bing video](#)

AED DSM 221- Rural Administration and Governance						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED DSM 221	Rural Administration and Governance	04	01	01	06	

Lectures/Hrs. 90

Course 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.

Course 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 Learning Outcomes

1. Illustrate the role and importance of people's participation in democratic structures
2. Comprehend the basic concept of rural administration and governance
3. Evaluate the existing administrative set-up in context of their local governing bodies and formulate the roadmap for effective functioning
4. Critically examine the role of local leadership in rural development
5. Conceptualise the hands on practice for experiencing governance

Unit - I: Understanding Rural Administration and Governance 15

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

Unit- II: Governance and Administration in Rural India: 18

- 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: 15

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

Unit- IV: Rural Development Organizations 18

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

Unit – V: Practicum 24

- Demonstration of various rural administrative systems through Mock activities

AED DSM 221- Rural Administration and Governance						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED DSM 221	Rural Administration and Governance	04	01	01	06	

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 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.

Open Educational Resource:

- [Understanding Rural and Rurality in Indian Society -2 - Bing video](#)
- [253 Rural Development: Basic Concepts -- Lecture 1 - YouTube](#)
- [254 Rural Development: Basic Concepts -- Lecture 2 - YouTube](#)
- [Panchayati Raj Institution Structure & Composition | Constituent Assembly Debates | UPSC - YouTube](#)

AED DSM 222 : Panchayati Raj Institutions and Leadership						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED DSM 222	Panchayati Raj Institutions and Leadership	04	01	01	06	

Lecture/Hrs. 90

Course Learning Objectives

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

Course Learning Outcomes

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

Unit Learning Outcomes

1. Illustrate the role and importance of people's participation in democratic structures
2. Comprehend the basic concept of PRIs and Leadership
3. Evaluate the existing administrative set-up in context of rural development
4. Critically examine the role of local leadership in rural development
5. Conceptualise the hands on practice for experiencing governance

Unit- I: Rural Development Organization

15

- Concept and Importance of organization
- Role of Governmental and Non-Governmental Organization, in Rural Development
- Peoples Participation : Nature and Importance

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

18

- 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

18

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

Unit- V: Practicum

24

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

AED DSM 222 : Panchayati Raj Institutions and Leadership						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED DSM 222	Panchayati Raj Institutions and Leadership	04	01	01	06	

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 Readings:

- Singh, Vijendra (2003), Panchayati Raj and Village Development: Vol. 3, Perspectives on Panchayati Raj Administration SPA New Delhi, Sarup & Sons.
- Verma, Savaliya Bihari, (2009), Panchayati Raj Swayam 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 Vyavस्था Siddhant Evm Vyavhar, Rajpal Prakashan New Delhi.
- Vivekanand & Gopal P. (2014), Panchayati Raj Vyavस्था, VL Media Solution, New Delhi.

Open Educational Resources:

- [Panchayati Raj Institutions-Leadership - YouTube](#)
- [Panchayati Raj Institution Structure & Composition | Constituent Assembly Debates | UPSC - YouTube](#)
- [Rural Development - YouTube](#)

AED MDM 223 : Critical Pedagogy and Education						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED MDM 223	Critical Pedagogy and Education	04	01	01	06	

Lecture/Hrs. 90

A. Course Learning Objectives:

1. To develop conceptual understanding about critical thinking and pedagogy,
2. To acquaint students about critical pedagogy for effective articulation of social reality.
3. To understand and describe the interlinkages between knowledge and authority.

B. Course Learning Outcomes

1. Learners would be able to actualize the basics and process of critical thinking.
2. Learners would be able to collect, interpret and evaluate the existing reality with contemporary framework.

C. Unit Learning Outcomes

The Student will be able to -

1. Conceptualize and define the critical pedagogy
2. Classify schooling and politics of knowledge in reflective manner.
3. Visualize and celebrate the diversity in local as well as global context
4. Demonstrate the possibility of pedagogy for social change
5. Identify and interpret the existing exemplar of critical pedagogy

Unit – I: Understanding Critical Pedagogy	18
• Critical Pedagogy - Meaning and Concept • Critical Pedagogy – Reflection and Dialogue • Critical Pedagogy- Indian Context	
Unit – II: Education and Social Class	18
• Schooling and Social Class • Cultural Politics and the Text • Curriculum and Classroom Practices	
Unit – III: Language, Literacy and Pedagogy	18
• Critical Literacy • Language diversity and learning • Freire’s Idea of Adult Education	
Unit – IV: Pedagogy of Possibilities	18
• Critical issues in Classroom • Schooling, Text and Process • Critical thinking and Social Science	
Unit – V: Critical Pedagogy beyond the Classroom	18
• Folk School and Pedagogy of Community • Mass Movement • Eco-pedagogy	

AED MDM 223 : Critical Pedagogy and Education						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED MDM 223	Critical Pedagogy and Education	04	01	01	06	

Essential Readings:

- Dewey, J. (1916). Democracy and Education. New York: The Free Press.
- Freire, P. (1971). Pedagogy of the Oppressed. New York: Seabury.
- Giroux, H. (1983). Theory and Resistance in Education. South Hadley, MA: Bergin & Garvey.
- Held, D. (1980). Introduction to Critical Theory: Horkheimer to Habermas. Berkeley and Los Angeles: University of California Press.
- Illich, I. (1971). De-schooling Society. New York: Harper & Row
- जॉन डीवी (2007), शिक्षा और लोकतंत्र , ग्रन्थ शिल्पी प्रकाशन, नई दिल्ली
- पाउलो फ्रेरे (2007), उम्मीदों का शिक्षा शास्त्र, ग्रन्थ शिल्पी प्रकाशन, नई दिल्ली
- पाउलो फ्रेरे (2009), आलोचनात्मक चेतना के लिए शिक्षा, ग्रन्थ शिल्पी प्रकाशन, नई दिल्ली
- कृष्ण कुमार (2012), शैक्षिक ज्ञान और वर्चस्व, ग्रन्थ शिल्पी प्रकाशन, नई दिल्ली
- कृष्ण कुमार (2014), गुलामी की शिक्षा और राष्ट्रवाद, ग्रन्थ शिल्पी प्रकाशन, नई दिल्ली

Suggested Readings:

- मार्टिन कोर्नोय (2007), सांस्कृतिक साम्राज्यवाद और शिक्षा, ग्रन्थ शिल्पी प्रकाशन, नई दिल्ली
- न्गुगी वो थ्योंगो (2007), औपनिवेशिक मानसिकता से मुक्ति, ग्रन्थ शिल्पी प्रकाशन, नई दिल्ली
- परमेश आचार्य (2008), देशज शिक्षा, औपनिवेशिक विरासत और जातीय विकल्प, ग्रन्थ शिल्पी प्रकाशन, नई दिल्ली
- हेनरी गीरू (2012), संस्कृतिकर्मी और शिक्षा की राजनीति, ग्रन्थ शिल्पी प्रकाशन, नई दिल्ली
- हेनरी गीरू (2013), विचारधारा, संस्कृति और स्कूली शिक्षा की प्रक्रिया, ग्रन्थ शिल्पी प्रकाशन, नई दिल्ली
- संजय शर्मा (2010), शिक्षा, गुणवत्ता और विचारधारा, परिप्रेक्ष्य, नीपा, नई दिल्ली

Open Educational Resource

- [Critical Pedagogy: Definition & Theory - Video & Lesson Transcript | Study.com](#)
- [Critical Theory: Overview & Practical Teaching Examples - Video & Lesson Transcript | Study.com](#)
- [Critical Theory: Overview & Practical Teaching Examples - Video & Lesson Transcript | Study.com](#)

AED SDM 224- Extension Education and Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED SDM 224	Extension Education and Development	02	00	02	04	

Lectures/Hrs. 60

Couse 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.

Course Learning Outcomes:

1. Learners would be able to conceptualize the basics of extension education.
2. Learners would be able to inculcate the attitude towards knowledge dissemination.

Unit Learning Outcomes:

1. Illustrate and summarize historical emergence and development of extension in India.
2. Explore various innovations and recent trends occurring in the field of extension education.
3. Comprehend fundamentals / essentials of andragogy
4. Inculcate basic / essential qualities of an extension worker
5. Minimize gap between higher education institution and community

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)
- Extension Teaching Aids - 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
- Projectbased on excursion/ outreach

AED SDM 224- Extension Education and Development						
Course Code	Title of the Course	Credits				Course Instructor
		L	T	P	C	
AED SDM 224	Extension Education and Development	02	00	02	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. Proudth 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 evmVidhiyan, 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.

Open Educational Resource:

- [Extension Education Module 1 \(Fundamentals of Extension\) - YouTube](#)
- [AGEXT-121 Lecture-3 Principles of Extension Education - YouTube](#)
- [Role of Extension Education Development - Bing video](#)