

# **TRIPURA UNIVERSITY**

**DEPARTMENT OF RURAL MANAGEMENT AND DEVELOPMENT**

**MASTER IN RURAL STUDIES**



## **CURRICULUM STRUCTURE**

**CHOISE-BASED-CREDIT-SYSTEM (CBCS)**

**ODD SEMESTER - JULY – DECEMBER**

**EVEN SEMESTER - JANUARY – JUNE**

**Tripura University (A Central University)**

**Suryamaninagar, West Tripura**

**PIN – 799022, Tripura,**

**India**

## **Programme Objectives**

Since independence, India has faced many problems and challenges in the process of attaining sustainable socio-economic development and in this direction the country has taken major policies to bring the downtrodden from the poverty trap. To address the problems of rural area a professional approach is very important as against the traditional bureaucratic approach where Professionalism must be an integral part in achieving rural development. In this direction the Tripura University launched the one year Post Graduate Diploma in Rural Development (PGDRD) in 2004, mainly to equip Rural Development Professional. Subsequently PGDRD programme has been upgraded to 2-year Master of Rural Management and Development (MRMD) programme in 2006. Since 2013, the department is offering a 4-Semester Master in Rural Studies programme, Ph.D. programme in Rural Development and from 2018, it is offering Bachelor in Rural Studies (BRS), a 6-Semester undergraduate programme, within the Integrated Master Degree (IMD) framework.

The Undergraduate and Post Graduate programmes have been designed as a multi-disciplinary programme, where students will equip themselves to cater real life problems crops up in a rural society with significant success. Towards this professional attitude, the programmes will not only help students to build up knowledge on different dimensions of a rural society, but also will provide hands-on training to overcome such problems. In this backdrop, the specific objectives of the programmes are –

- To impart education and knowledge required to understand the problems prevailing in a rural society
- To prepare the students to outshine in academics, particularly in the field of research, on different aspects of rural development
- To provide sound knowledge to the students to handle real life problems in a rural society
- To provide hands-on training for working as a liaison between the government infrastructure and the beneficiaries
- To provide theoretical and practical knowledge for becoming a successful entrepreneur
- To equip students with excellent communication and analytical skills to understand problems of different dimensions
- To equip students with live training for becoming successful professional in different Government projects and programmes.
- To build and spread awareness on environment and resources conservation and their importance in achieving sustainable rural development.
- To prepare Rural Development Professional with ethical, social and moral values.

### **Programme Outcome (PO)**

**PO1: Knowledge about Rural Society:** Acquire fundamental knowledge about rural society.

**PO2: Planning Ability:** Able to prepare framework for future rural development

**PO3: Problem Analysis Ability:** Able to understand the real life problems of rural society.

**PO4: Leadership Skills:** Able to enhance the ability of leadership.

**PO5: Professional Attitude:** Competent enough to undertake professional job as per demands and requirements

**PO6: Communication and skill development:** Empower themselves by communication, professional and life skills

**PO7: Clear Understanding of Rural Environment:** Become socially responsible citizen with global vision.

**PO8: Entrepreneurial Skill and Attitude:** Acquire the primary research skills, understand the importance of innovation, entrepreneurship and incubation abilities.

### **Programme Specific Outcome (PSO)**

**PSO1:** Identify the problems prevailing in rural societies by applying fundamental concepts of rural development.

**PSO2:** Apply practical knowledge, learned in the programme, for developing blueprint of rural development.

**PSO3:** Able to apply research skills to conduct research and other important studies on different aspects of rural development.

**PSO 4:** Sensitize with the motivating value of rural development in real life problem solving mechanism.

**PSO 5:** Become an entrepreneur by exploring emerging opportunities in rural areas with the help of rural resources.

## Curriculum Structure

**Name of Department: Department of Rural Studies**  
**Name of Course Curriculum: Masters in Rural Studies (MRS)**

**Total Core Credits(C):56 Total Elective Credits(E):20 Total Compulsory Foundation Credit:4 Total Credit: 80**  
**Semester-wise Core and Elective Courses**

Course Code	Course Name	Credit Distribution		Total Credit	Marks	Semester
		L	P			
MRS 701 C	Rural Development Concept and Related Theories	4	0	4	100	I
MRS 702 C	Sustainable Rural Development	4	0	4	100	I
MRS 703 C	Field Diary	0	4	4	100	I
MRS 704 E	Rural Women and Children	4	0	4	100	I
MRS 801 C	Rural Livelihood and Agriculture	4	0	4	100	II
MRS 802 C	Good Governance and Social Responsibility	4	0	4	100	II
MRS 803 C	Placement in Government organisation	0	4	4	100	II
MRS 804 E	Rural Development Planning & Project Management	4	0	4	100	II
MRS 901 C	Inclusive Rural Development	4	0	4	100	III
MRS 902 C	Research Methodology	4	0	4	100	III
MRS 903 C	Communication and Rural Extension	4	0	4	100	III
MRS 904C	Placement in NGO/CBO/CSO	0	4	4	100	
MRS 905 E	Rural Entrepreneurship and Business Plan	4	0	4	100	III
MRS 1001 C	Master Thesis	0	8	8	100	IV
MRS 1002 C	Rural Demography and Rural Sociology	4	0	4	100	IV
MRS 1003 C	Rights and Rural Development	4	0	4	100	IV
MRS 1004 E	Rural Finance and Marketing Management	4	0	4	100	IV
	<b>Total Credit</b>	<b>52</b>	<b>20</b>	<b>72</b>		

### COMPULSARY FOUNDATION COURSES (COMPUTER)

Course Code	Course Name	Credit Distribution		Total Credit	Marks	Semester
		L	P			
CSK - I	Basic Computer Skill-I	4	0	0	100	I

### CREDIT EARNED FROM OTHER DEPARTMENT (Elective)

Sl. No.	Subject Name of the Course	Credit	Marks	Semester		
1.	Any paper relevant for Rural Development (E)	4	100	II/III/IV		

**L – Lecture, P – Practical/Training/Field Study**

# **MRS 701C: Rural Development Concepts and Related Theories**

## **Course Objectives:**

1. To introduce students to the basics of rural development.
2. To inculcate the knowledge on fundamental issues of rural development..
3. To acquaint them with important aspects such as economic theories related to rural development..
4. To develop the knowledge on experiments on rural development.

## **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Explain the basic concepts and theories of rural development

CO2:..Analyze the basic economic pros and cons in a rural society

CO3: Relate the development theories to the rural development theories

CO4: Analyze the problems of a rural society

CO5: Develop the basic understanding of rural development

## **Unit – I: Rural Development**

Concept of development and growth; Growth versus Development; Development and Change; Characteristics of underdevelopment; Development - Elements, Objectives and goals; Facet of Development – Economical, Social, Political, Cultural, Human, Sustainable, Inclusive, etc.; Indicators and Measurement (PCI, GNP, GDP, GSDP, PQLI, HDI, MDG, SDG); Dilemmas of Development; Rural Development – Meaning, Concept, Objectives, Need, Indicators, Approaches, Strategies, Policies; Problems of Rural Areas; Management of Rural Development.

## **Unit – II: Fundamental Issues of Rural Development**

Poverty - Concept, Vicious Cycle of Poverty, Poverty Measurement (Sen's Index, HPI, MDPI etc.); Inequity – Concept and Measurement: Unemployment – Nature, Trends and Structure; Exclusion– Meaning, Concept, Dimension, Measurement; Participation-Concept, Type, Dimension, Stakeholders for Development; Empowerment- Concept, Meaning, Ingredients, Measurement;

## **Unit –III: Economic Theories for Rural Development**

Definition and Basic Economic Problems – Choice and Scarcity; Basics of Consumer Behaviour - Concept of Utility; Laws of Demand, Supply and Equilibrium; Concept of Elasticity; Theories of Production and Cost; Theories of Market and Price Determination; Welfare Economics; National Income – Concept of National Income, Circular Flow of Income, Gross Domestic Product, Gross National Product, Gross State Domestic Product, National Income as a measure of Welfare; Theories of Growth – Marxist Theory of Economic Growth, Big Push Theory, Harrod-Domar Model, Solow Model, Lewis Model, Todaro Model, Balanced and Unbalanced Growth Models, Rostow's Five Stage Growth Model.

## **Unit – IV: Experiments on Rural Development**

Pre-Independent Experiments in India (Martandam Experiment, Sriniketan Experiment, Gurgaon experiment, Gandhian Experiment, Etawa Project, Firka Experiment, Nilokhari Experiment; etc.); Post Independent Approaches for Rural Development in India; Rural Development in North Eastern Region; Rural Development in India; Rural Development Experiences in Developing (SAARC countries) and in Developed Countries; Experiments and Approaches of Various International Agencies (World Bank, SIDA, DFID, EU etc.)

**Suggested Readings:**

Chambers, Robert 1984, Rural Development: Putting the Last First, Longman Publications, London.

Desai, Basant 2009, Rural Development in India, Himalaya Publishing House, New Delhi.

Gobind, C. Mandal 1992, Rural Development: Retrospect Concept, New Delhi

Ganguly, J B 2006, An Economic History of North East India, Akankha Publishing House, New Delhi.

Jain, GL. 2000, Rural Economy and Society: Towards Development, Eastern Book House, Guwahati

Lipsey and Christal, Economics, Oxford University Press, New Delhi

Metha, S.R. 1984, Rural Development Policies and Programme, Sage Publication, New Delhi

Rao, NS. 2002, Rural Economy and Society, Eastern Book House, Guwahati

Rau, S.K. 2001, Global Search for Rural Development, NIRD Publication, Hyderabad

Rural Development in India- some facts, 1980, NIRD, Hyderabad

Singh, Katar, 1986, Rural Development, Sage Publications, New Delhi

# MRS 702C: Sustainable Rural Development

## Course Objectives:

1. To introduce students to the basics of sustainable development and resource accounting.
2. To inculcate the meaning, nature and concepts of resources.
3. To acquaint students with the basic knowledge of public good, externality and concept of property right.
4. To develop the fundamental knowledge on rural natural resources and its valuation.

## Course Outcome (CO)

At the end of the course the students will be able to

CO1: Explain the basic concepts of sustainable development

CO2: Analyze the available rural resources and their accounting

CO3: Explore the issues of property rights and related market mechanisms.

CO4: Explain the basic issues of rural resources valuation.

## Unit – I: Sustainable Development and Resource Accounting

Concept of Sustainable Development, Rules of Sustainable Development, Indicators of Sustainable Development, Measures of Sustainable Development – Project level and Country level measures; SEEA (Sustainable Environmental Economic Accounting)

## Unit – II: Meaning, Nature and Concepts of Resources

Meaning and Nature of the Resources; The Functional Theory of the Resources

Classification of the Resources – Biotic and Abiotic; Renewable and Non-Renewable; Exhaustible and Inexhaustible; Laws of Thermodynamics; Environment-Economy Interaction

## Unit – III: Public Goods, Externality and Issues of Property Right

Public Good – Definition, Characteristics, Examples; Theories of Externality, Characteristics, Issues, Examples; Issues of Property Rights, Coase Theorem; Common Property Resources, Global and Local Commons; Characteristics of Common Property Resources; Tragedy of Commons; Common Property Resources Management; **Case Study**

## Unit – IV: Rural Natural Resources & Valuation

Land and Soil Resources – Types of Lands and soil and their uses; Land use Dynamics, Causes of Land degradation; Consequences and methods of conservation, **Case Study**; Water Resources – Water as a source of Power; Water Pollution, Causes and Consequences; Water Resources Management, **Case Study**; Forest Resources – Forest as a source of biodiversity; Indian forest types; Causes of Forest Degradation; Forest Conservation Measures; Social Forestry and Agro-Forestry, **Case Study**; Valuation theories and Methods.

## Reference:

1. Environmental Geography – Savindra Singh
2. Environmental Economics – R.N. Bhattacharyya
3. Environmental Economics - Kolstad

## **MRS 703C: Field Diary**

### **Course Objectives:**

1. To introduce students to the basics of field visit.
2. To teach them analyze the problems related to rural society.
3. To acquaint students with the basic knowledge of field notes, meeting details, discussions, responses and field experiences.
4. To develop the writing skills on rural development related issues.

### **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Explore the basic issues of rural society.

CO2: Identify the problems of rural society.

CO3: Prepare field notes for study.

CO4: Analyze the problems of a rural society

CO5: Plan for the rural development from field experience.

### **Filed Diary**

Rural society is a laboratory for any rural development professional. Field is the place that gives hands-on-training and motivates a young professional to excel. It is containing all his field notes, meeting details, discussions, responses and experiences captured in field Diary. This paper provides the students ample opportunity to prepare his/her field notes in the most planned way. It is proem document mechanism, which a development ...needs to learn during the course.



## **MRS-704E: Rural Women and Children**

### **Course Objectives:**

1. To introduce students to the basic issues related to the status of women and children.
2. To introduce the problems related to women and children.
3. To acquaint students with the knowledge of development of rural women and children.

### **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Explain the basic issues of women and children in rural society.

CO2: Analyze the problems faced by women and children in a rural society

CO3: Relate the development theories along with the problems faced by rural women and children.

CO4: Explore the scopes of development of rural women and children.

### **Unit-I: Status of Women & Children**

Status of Women & Children with reference to Demography, Education, Health, Position in Society, Economic, Politics and Religion; Women's Movements-Pre-independent, Post Independent and Current women movements; Feminism: Liberal-Marxist-Socialist-Radical; Theories of development-Empowerment-Alternative approaches-women in development, women and Development and Gender and Development;

### **Unit-II: Problems Related to Rural Women & Children**

Violence Against Women: Dowry, Honour Killing, Witchcraft, Prostitution, Acid Attack, Women Trafficking, Sexual Harassment, Harassment at Work Place and other Cases. Single Mother; Social problems like Child Labour, Child Abuse, Child Trafficking, Child Marriage, Street Children, Orphan, Gender Discrimination, Female Infanticide and other case.

### **Unit-III: Development of Rural Women**

Women and Women Development in India: A Historical Background; National Approaches for Protection of women (Acts, Policies and Programmes); Gender Budgeting, Empowerment of Rural Women- Policies & Strategies.

### **Unit-IV: Development of Rural Children**

Child Development: Concept and aspects especially Emotional and Social Development

Child Protection and Child Rights: National Approaches (Acts, Policies, Programmes), Sarva Siksha Aviyam, Right To Education (RTE) Act, Child Labour Act, Juvenile Justice Care & Protection Act etc.; International and National Organizations /NGOs working specifically for Women and Child

### **Suggested Readings:**

Women Empowerment & Gender Planning, Ashine Roy, Rajat Publications

Encyclopaedia of Women's Studies , Mamta Singh, ABD publishers

Feminism & Literacy Criticism, Dr. Richa Dewani, RBSA Publishers

Women Empowerment in India, Abdul Azeez. NP, Anmol Publications

Women's Movement in India, Ms. Neelam joshi, Jananda prakashan.

# **MRS 801C: Rural Livelihood and Agriculture**

## **Course Objectives:**

1. To introduce students to the basic knowledge of rural livelihood and agriculture.
2. To inculcate the meaning, nature and concepts of farm-based livelihood.
3. To acquaint students with the basic knowledge and importance of agricultural marketing.
4. To develop the fundamental knowledge on non-farm-based livelihood in rural regions.

## **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Explore the basic issues of rural livelihood.

CO2: Analyze the scopes of farm-based livelihoods practiced in India.

CO3: Explore the marketing related issues of rural products.

CO4: Explore the scopes of non-farm based livelihood opportunities.

## **Unit 1: Livelihood**

Livelihood – Concept, Dimensions, Strategies, Approach (by different stakeholders), Indicators of Livelihood, Livelihood Strategy (DFID Model), Livelihood Framework, Sustainable Livelihood Approach; Livelihood Initiatives – Global, National & Regional Experiences.

## **Unit 2: Farm based Livelihood**

Role of Agriculture in Economic Development; Debate on Farm Size, Productivity and Profitability – Different types of Land Holdings, Sub-division and Fragmentation of Land; Land Reform – Need and Scopes of Land Reform, Tenancy Reforms, Ceiling on Land Holdings; Agricultural Labour – Status of Agricultural Labour in India, Agricultural Labour and Minimum Wages

## **Unit 3: Agricultural Marketing**

Agricultural Marketing – Present Status of Agricultural Marketing in India, Defects of Agricultural Marketing, Regulated and Cooperative Markets, Fundamental Issues in Rural Credit; Farm Management – Principles and Theories of Farm Management, Systems of Farming, New Agricultural Policy (NAP) and New Agricultural Technology (NAT); Green Revolution – Meaning and Features, Lessons from Green Revolution; Irrigation Management – Different types of Irrigation, Irrigation Practice in India; Sustainable Agricultural Development

## **Unit 4: Non Farm Livelihood**

- Other Sources of Livelihood Activities – Animal Husbandry, Fishery, Poultry, Piggery, Bee keeping, Bamboo, Non Timber Forest Products (NTFP)

## **References:**

- Indian Economy – Datt and Sundharam, S. Chand
- Indian Economy – V.K. Puri and S.K. Mishra, Himalaya Publishing House
- India's Economic Reforms 1991 – 2001 – Joshi and Little, Oxford University Press
- Water Resources in India: Contemporary Issues in Irrigation – Vaidyanathan A., Oxford University Press, India

## **MRS 802 C: Good Governance and Social Responsibility**

### **Course Objectives:**

1. To introduce students to the basic knowledge of governance and its importance.
2. To inculcate the meaning, nature and concepts of local governance and its importance in rural development.
3. To acquaint students with the knowledge of corporate social responsibility and governance in public institutions.
4. To develop the fundamental knowledge on the functioning of NGO and its role in rural development.

### **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Use the basic knowledge of governance to understand the rural governance.

CO2:..Analyze the present status of governance provided in rural areas.

CO3: Explore the scopes of extending corporate social responsibilities in rural areas.

CO4: Explore the functioning of non-governmental organizations and creation of livelihood opportunities.

### **Unit 1: GOVERNANCE**

**Governance:** concept, meaning and definition, Characteristics of governance in Developed and Developing countries; **Good Governance:** meaning, definition, elements of good governance, implications for the poor and marginalised; **People-centric governance:** Governance in a changing world, building institutions of the poor – limits of state action – people’s participation in governance; **Approaches of Development and Good Governance:** Various Approaches by different eminent persons in India such as Mahatma Gandhi, Din Dayal Upadhaya; Dr. Ram Manohar Lohia etc.; **State of governance in rural institutions:** NABARD, CAPART, SIDBI, SIPARD, KVIC, DIC, COIR BOARD, CENTRAL SILK BOARD, CO-OPERATIVES, TRIBAL RESEARCH AND CULTURAL INSTITUTE and other Public Institutions.

### **Unit 2: LOCAL GOVERNANCE AND RURAL DEVELOPMENT**

Bases of Decentralisation of Powers – Global and Local Compulsions; Panchayati Raj in India – Traditional & Constitutional Institutions in Rural India; New Panchayati Raj System – Experience and Implications; **Tribal Autonomy:** Experience from Autonomous District Councils

### **Unit 3: CORPORATE SOCIAL RESPONSIBILITY and GOVERNANCE in PUBLIC INSTITUTION**

**Corporate Social Responsibility:** Concept, Definition & Scope of Corporate Social Responsibility; Corporate Social Responsibility and the Law; Corporate Social Responsiveness; Corporate Social Performance; Corporate Sector and Rural Development – Corporate Social Responsibilities; **CSR and Rural Development:** Case study on ONGC, GAIL, TATA CSR, AZIM

PREMJI FOUNDATION, NANDI FOUNDATION, PRATHAM FOUNDATION, REDDY FOUNDATION.

#### **Unit 4: NGO & RURAL DEVELOPMENT**

Concept: Voluntary organisation (VOs) and non-Government Organisations (NGOs); Distinction between voluntary organizations and Non-Governmental Organizations; Role of NGOs in Rural Development Interface between NGOs and GOs.; Registration of NGO: NGO Formation and Registration Methods; Trust, Society; Peoples Participation and NGO; Working with Communities: Community Organization; Definition and Principles of Civil Society Organisations; Role of CVO in Community Empowerment; Funding Agencies for NGOs – CAPART – Central Social Welfare Board – State; Social Welfare Board—other Central and State Government Departments; International Donor Agencies

#### **References:**

1. Promoting Good Governance: Principles, Practices and Perspectives, by Sam Agere (Commonwealth Secretariat, London)
2. O.P.Gauba, An Introduction to Political Theory, New Delhi: Macmillan, 2003
3. Natalia Dinello and Vladimir Popov (eds), Political Institutions and Development: Failed Expectations and Renewed Hopes, Glos: Edward Elgar Publishing, 2007.
4. Alwin Y So, Social Change and Development, New Delhi: sage Publications, 2000.
5. James Manor, The Political Economy of Democratic Decentralisation, Washington DC: World Bank, 1999.
6. G.Palanithurai, Dynamics of New Panchayati Raj System in India (Multi volumeSet), New Delhi: Concept Publishing Company, 2004.
7. Girish Kumar, Local Democracy in India, New Delhi: Sage Publications, 2006.
8. M.S.Swaminadhan Research Foundation – Eco –Farming and Integratedforming
9. John Farrington : Reluctant patterns? Non-Governmental Organizations, the State and Sustainable Agricultural Development
10. John Farrington : Non-governmental organization and the State in Asia : Rethinking roles in sustainable agricultural Development
11. Mark A Robinson : Evaluating the impact of NGOs in Rural Poverty Alleviation : Indian country study, overseas Development Institute, London
12. Rajasekher D, N.K.Bhat and Neil Wuebster : People Cantered Rural Development – NGOs and Decentralized Government

## **MRS 803 C: Placement in Government Organization**

### **Course Objectives:**

1. To introduce students to the basic structure of government organization that work for rural development.
2. To introduce the students with the functioning of government organization.
3. To acquaint students with the hands-on training in government organization.
4. To develop the report writing ability on the basis of the real-life experience in government organization.

### **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Understand the structure of government institutions for rural development.

CO2:..Analyze the functioning of government institutions for rural development.

CO3: Explore the scopes of government intervention for the development of the rural society.

CO4: Analyze the functioning of government institutions to create livelihood opportunities.

MRS 803 C is completely practical in nature. This paper will provide ideas to the students about the structure and functioning of Government Institution. The full marks of the paper is 100, which has 30 percent internal component and 70 percent external component. Internal marks for the paper will be delivered by the authority of the concerned Government Department where the candidate will work during his/her placement period. The external marks will be obtained by the candidate on the basis of the work, quality of the report prepared by the candidate and the performance of the viva-voce examination given by him/her at the department of Rural Studies. It may be one of the grass root level unit of Govt. Institution such as block.

# **MRS 804E: Rural Development Planning and Project Management**

## **Course Objectives:**

1. To introduce students to the basic knowledge of rural development planning.
2. To inculcate the meaning, nature and concepts of basic and then advance level of project management with a focus on rural development.
3. To acquaint students with the basic knowledge of various rural development programmes.

## **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Understand the basic issues of rural development planning.

CO2: Prepare micro plan at village level for rural development.

CO3: Apply various project management tools for project planning.

CO4: Acquaint to the various rural development programmes.

## **Unit-1: Rural Development Planning**

Rural Development Planning: Meaning, Need, Process, Steps, Techniques; Rural Development in Five Year Plan; Planning Agency at Different Levels; Types of Plan- Multi Level Planning; Decentralised Planning / Participatory Planning; Sectoral Plan; Micro Plan (Village Development Plan Formulation); Case - Village Development Plan in Tripura

## **Unit –2: Project Management -I**

Project Management – Meaning, Concept, Dimension, Important, Need; Basic components of Project Management- Time, Human Resource, Financial, Risk, Organisation; Rural Development Project- Meaning, Types, Sustainable project ; Social Assessment Study & Stakeholder Analysis.

Project Cycle Management Tool-I : Project Identification (Base Line Survey, Feasibility study, Problem Tree Analysis, SWOT Analysis), Project Formulation (Concept Note, Detail Project Report, Budgeting)

## **Unit-3: Project Management –II**

Project Cycle Management Tool –II : Project Planning (Activity, Manpower and Organization, Money, Information System, Logical Framework Analysis) Project Appraisal (Technical, Social, Financial, Environmental): Project Implementation & Project Monitoring (Gantt Chart, PERT, CPM) ; Project Evaluation (With & Without Method, Before & After Analysis); Report Writing (Inception Report, Interim Report, Audit Report, Project Completion Report)

## **Unit-4: Rural Development Programme**

Rural development Programme –Past & Present; Self-Employment Programmes; Wage Employment Programmes; Minimum Need Programmes, Social Security Programmes; Area Development Programmes

Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA): The Act, Background of the scheme, Modalities for implementation of the scheme, Social auditing, RTI (Progress & evaluation of the scheme in Tripura).

National Rural Livelihoods Mission (NRLM): Background of the scheme, Modalities for implementation of the scheme, Components, RSETIs (Progress & evaluation of the scheme in Tripura).

## **MRS 901 C - Inclusive Rural Development**

### **Course Objectives:**

1. To introduce students to the basic knowledge of social inclusion and its impact on rural society.
2. To acquaint the students with the knowledge on Schedule Tribes and their development.
3. To acquaint students with the basic knowledge on Schedule Castes, OBC and minorities.
4. To acquaint students with the basic knowledge on the development of old age persons, persons with disabilities and third gender.

### **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Understand the dimensions of inclusion and its importance in rural society.

CO2: Explore the status of various caste groups in rural society.

CO3: Analyze the developmental policies implemented at government level.

CO4: Explore the problems faced by old age persons, otherwise able and third gender in a rural society and to frame appropriate policy.

### **Unit-1: Inclusive Rural Development**

Meaning, Concept, Exclusion and Inclusion, Inclusive Growth and Inclusive Development, Dimension (Social, Financial, Technical, Institutional); Indicators, Measurement; Role of Institution (PRIs, NGOs etc.)

### **Unit-2 : Development of Scheduled Tribe**

Meaning, Concept, Status ; Constitutional Safe Guard; Social Legislation, Acts and Rules (FRA,2006; Protection of Civil Rights Act, 1955; Prevention of Atrocities Act, 1989; PESA, 1996); Policies and Strategies; Schemes and Programmes; Institutional Support (NSTFDC, TRIFED, National Commission for STs); Tribal Sub-Plan; Particularly Vulnerable Tribal Groups (PVTGs); Scenario in North East India specially Tripura.

### **Unit-3 : Development of Scheduled Castes, Other Backward Class, Minorities**

Meaning, Concept, Status; Constitutional Safe Guard; Social Legislation, Acts and Rules; Policies and Strategies; Schemes and Programmes; Institutional Support; Scenario in North East India specially Tripura.

### **Unit-4 : Development of Old Age Persons, Persons with Disabilities, Third Gender**

Meaning, Concept, Status; Constitutional Safe Guard; Social Legislation, Acts and Rules; Policies and Strategies; Schemes and Programmes; Institutional Support; Scenario in North East India specially Tripura.

## **MRS 902C: Research Methodology**

### **Course Objectives:**

1. To introduce students to the basic knowledge of research in social science.
2. To inculcate the meaning, nature and concepts of research.
3. To acquaint students with the basic knowledge of problem identification, data collection, data analysis and interpretation.
4. To develop the fundamental understanding of conducting research on different issues of rural development.

### **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Identify the real life problems in rural society.

CO2: Explore appropriate information from field and from other sources.

CO3: Analyze the real life information and reach to a applicable solution.

CO4: Apply appropriate statistical tools to solve problems and to reach to a conclusion.

### **Unit 1: Statistical Methods**

Statistics – Definition, Concept, Scopes and Importance; Data – Definition, Types, Sources and Classification; Data Handling – Meaning, Methods and Application; Data Representation – Frequency Distribution, Tabular Representation and Graphical Representation; Univariate Measures of Data – Central Tendency, Dispersion and Moments; Distribution of Data – Concepts, Skewness and Kurtosis; Bivariate Measures – Correlation and Regression – Concepts, Techniques, Interpretation and Application

### **Unit 2: Methods of Data Collection and Inferential Statistics**

Theory of Sampling – Concept, Types and Sampling Distribution, Sample Size Determination  
Methods of Data Collection – Primary Data Collection and Secondary Data Collection; Techniques of Data Collection – Interview Method, Schedule and Questionnaire, Concepts of SI, SSI, USI and In-depth Methods; **Inferential Statistics:** Theory of Estimation – Point Estimation and Interval Estimation; Hypothesis Testing – Concept, Type I and Type II Errors, Steps to solve and Application; Goodness of Fit and Test of Independence - Chi Square Test – Methods and Application; Analysis of Variance – Concepts, Methods and Application

### **Unit 3: Research Types**

Types of Research - Concept, Definition, Objectives. Social Research, Traditional Research; Action Research and Participatory Research – Concepts and Application; Research Design – Meaning, Needs, Features and Types; Methods of Research – Social Survey Method, Case Study Method and Historical Method.

### **Unit 4: Methods of Data Collection**

Methodologies for Quantitative Data Collection – Sociometric Method; Scaling – Ordinal Scale, Nominal Scale, Likert Scale, Guttman Scale, Thurstone and Point Scale; Observation method – Participatory and Non-Participatory; Case Study Method – Concept, Objectives and Limitations  
Group Methods – Concept, Objectives and Limitations; Action Research – Concept, Definition and Implementations; Participatory Research – RRA /PRA / PLA



**Reference:**

- Research Methodology – Ahuja
- Research Methodology – Kothary
- Basic Statistics – N.G. Das
- Fundamentals of Statistics – Goon, Gupta and Dasgupta

## MRS 903C: Communication and Rural Extension

### Course Objectives:

1. To introduce students to the knowledge of communication and professional skills.
2. To introduce the knowledge and applications of rural extension.
3. To acquaint students with the fundamental knowledge of information, education and communication and its impact on extension management.
4. To develop the basic knowledge of counseling and basic skills.

### Course Outcome (CO)

At the end of the course the students will be able to

CO1: Understand the fundamentals of communication for applying in the field level study.

CO2: Communicate effectively to understand the problem at the grass-root level.

CO3: Apply the acquired knowledge of rural development at the grass-root level.

CO4: Act as a liaison between the rural people and government and non-governmental institution.

### Unit - 1: Communication & Professional Skills:

**Communication:** Introduction to Communication, Pathways of Communication, Communication types, Features and techniques of effective Communication, Barriers to Communication, Communication Support, Communication Strategies for Rural Development. **Case Study for Effective Communication; Professional Skills:** Soft skills, Listening, Interview and interviewing skills, Meetings, Personal grooming and etiquette, Interpersonal Relations, Facilitation Skills, Rapport Building.

### Unit – 2: Rural Extension

Concept, Philosophy and Principles of Extension, Extension & Education Process.

Types of Rural Extension.

**Teaching Learning Process:** Criteria of effective learning and teaching, Learning Situation, Principles of Learning for Extension.

### Unit – 3: IEC & Extension Management

**Information, Education & Communication (IEC):** Concept, Objectives, Functions, Principles, Planning Strategy, Implementing strategy, Monitoring, Evaluating Strategy of Information, Education & Communication, Training, IEC Specific to Reproductive Health.

**Extension Management:** Elements, Characteristics of Extension Management.

### Unit – 4: Counselling & Psychology

**Counselling:** Concept of Counselling, Principles of Counselling, Types of Counselling, Theories of Counselling, Counselling Skills, Characteristics of Counsellor, Counselling Process, Fields of Counselling.

**Psychology:** Nature & Scope of Psychology, Methods of Psychology, Behavioural Psychology, Psychology of Learning & Memory.

### Reference:

1. Bhatia and Craig. (2011), “Elements of Psychology and Mental Hygiene”, Universities Press, Hyderabad.
2. G.L. Ray. (2003), “Extension Communication and Management”, Kalyani Publishers, Ludhiana.
3. Kalkar, Suryawanshi and Sengupta. (2010), “Textbook of Business Communication”, Orient Blackswan, Hyderabad.
4. Ray, Manas. (2006), “Aspect of Rural Communication”, Serials Publications, New Delhi.

## **MRS 904 C: Placement in NGO/CBO/CSO**

### **Course Objectives:**

1. To introduce students to the basic structure of non-government organization that work for rural development.
2. To introduce the students with the functioning of different non-government organization.
3. To acquaint students with the hands-on training in NGO/CSO/CBO.
4. To develop the report writing ability on the basis of the real-life experience in non-government organization.

### **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Understand the structure of non-government organizations who work for rural society.

CO2: Understand the functioning of non-government institutions for rural development.

CO3: Explore the scopes of non-government organization's intervention for the development of the rural society.

CO4: Analyze the functioning of non-government organization to create livelihood opportunities.

Paper 903 C is completely practical in nature. This paper will provide ideas to the students about the structure and functioning of an **NGO/CSO/CBO**. The full mark of the paper is 100, which has 30 percent internal component and 70 percent external component. Internal marks for the paper will be delivered by the authority of the concerned **NGO/CSO/CBO** where the candidate will work during his/her placement period to the external marks will be obtained by the candidate will be evaluated on the basis of the of the work, quality of the report prepared by the candidate and the performance of the viva-voce examination given by him/her at DRS

# **MRS 905E: Rural Entrepreneurship and Business Plan**

## **Course Objectives:**

1. To introduce students to the basic knowledge of entrepreneurship.
2. To inculcate the meaning, nature and scopes of rural entrepreneurship.
3. To acquaint students with the knowledge of business plan preparation.
4. To provide objective oriented learning on business plan preparation for various rural enterprises.

## **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Explore the basic knowledge of entrepreneurship within a rural set up.

CO2:..Analyze the scopes of farm-based and non-farm-based livelihoods opportunities in a rural society.

CO3: Prepare a complete business plan.

CO4: Explore the scopes of preparing business plan in various rural enterprises.

## **Unit – 1**

Definition and scope of Entrepreneurship; Importance of Entrepreneurship; Entrepreneurship and Small Scale Industries; Entrepreneurship Concepts: Definition of Entrepreneur , Desirable Qualities and Characteristics of an Ideal Entrepreneur; Role of Innovation in Entrepreneurship, Difference Between Entrepreneur and Businessman; Mistakes Made by Entrepreneurs; Entrepreneurial Motivation Theories; Factors Effecting Entrepreneurial Development, Role of Family and Other Factors in Development of Entrepreneurship.

## **Unit-2**

Definition and Scope of Rural Entrepreneurship; Principles of Rural Entrepreneurship; Problems and Challenges Faced by Rural Entrepreneurs; Opportunities of Rural Entrepreneurs; Types of Rural Entrepreneurship; Advantages and Disadvantages of Various Types of Rural Entrepreneurship; Role of NGOs in Developing Rural Entrepreneurship; Legal Formation of Entrepreneurship; Government Schemes for Entrepreneurial Development.

## **Unit-3**

Definition and Importance of Business Plan; Need of a Business Plan; Things to Considered While Writing a Business Plan; Evaluation of Enterprise's Potential using Business Plan; Points to Consider in Developing Marketing Plan; Concept and Limitations Pertaining to Audience and Content of Business Plan; Business Plan Concepts: Backward and Forward Linkages, Value Chain Analysis, Breakeven Point, Open Business Plans, Legal Liability Issues of Business Plan; Presentation Formats of Business Plan; Uses of Business Plan; Not For Profit Businesses.

## **Unit-4**

Preparation and Presentation of Business Plans for Various Enterprises such as Bamboo Cluster, Poultry Farms, Handloom Cluster, Enterprise For Snacks Production, Dairy, Enterprise For Rubber Production, Enterprise For Production Of Spices, etc.

## **References:**

1. Business Plan in Enterprising – By Dr. Arobindo Mahato & Barnali Roy
2. Handbook of Entrepreneurial Dynamics – W.B. Gartner, K. G. Shaver, N. M. Carter and P. D. Reynolds(eds.)
3. Handbook of Entrepreneurship Re-search - Z. J. Acs andD. B. Audretch (eds.)
4. Fundamentals of Entrepreneurship – By Sangram Keshari Mohanty
5. Entrepreneurship Simplified: From Idea to IPO – By Ashok Soota S.R. & Gopalan

## **MRS 1001C: Master's Thesis**

### **Course Objectives:**

1. To gain practical knowledge in the field of rural development.
2. To gain ability in identifying problems of rural societies.
3. To acquaint students with the basic knowledge of conducting research.
4. To link the theoretical knowledge along with real life problem.

### **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Explore the basic issues of rural society.

CO2:..Analyze the problems persisting in the villages.

CO3: Explore the qualitative and quantitative tools appropriate to cater the problems.

CO4: Apply the tools to come to an applicable solution of specific rural problem.

CO5: Develop an analytical mind set for handling various rural development related issues.

The paper titled Master's Thesis provides the scope to the students to conduct research on real life problems related to rural development. The 200 marks paper is practical, based on field study, where students need to conceptualize a problem area and develop research questions. It is the testing ground of knowledge that the student have acquired over the last three semesters. Master's Thesis is important as it provides the opportunity to the student to formulate and analyze the real life field data and come up with logical and applicable outputs. For social science students this paper works as a confidence-builder. The candidate will be evaluated on the basis of the of the work, quality of the report prepared by the candidate and the performance of the viva-voce examination given by him/her at DRS

# **MRS 1002C: Rural Demography and Rural Sociology**

## **Course Objectives:**

1. To introduce students to the basic features of rural demography.
2. To inculcate the meaning, nature and concepts of basic demographic theories.
3. To acquaint students with the basic sociological theories.
4. To develop the fundamental knowledge on social changes and mobilization of social capital.

## **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Understand the basic theories of demography and sociology.

CO2: Explore the demographic and sociological issues prevailing in rural society.

CO3: Understand the changes taken place in rural society.

CO4: Explore the relation between social capital mobilization and rural development.

## **Unit – 1: Demography - Concept and Terminology**

Demography- Meaning, Nature and Scope, Meaning and Scope of rural demography; Fecundity and Fertility, Cohort, Still Births, Foetal Death, Child Death, Live Birth, Family Size, Sterility, Parity, Adulthood, Marriage, Reproductive Span, Migration, Ratio, Proportion, Rates; Factors affecting fertility, Methods and Sources of collecting population data.

## **Unit –2: Demography -Vital Rates and Theories**

Fertility Rate- Child-Women Ratio, Crude Birth Rate(CBR),General Fertility Rate(GFR), Age Specific Fertility Rate(ASFR), Total Fertility Rate(TFR),Gross Reproduction Rate(GRR),Net Reproduction Rate(NRR),Cumulative Fertility Rate(CFR), Standardised Fertility Rate(SFR); Mortality- Crude Death Rate (CDR), Age Specific Death Rate(ASDR), Standardised or Adjusted Death Rate (SDR/ADR), Infant Death Rate (IDR), Cause Specific Death Rate (CSDR), Maternal Mortality Rate (MMR), Life Expectancy; Theory of Demographic Transition, Malthusian Theory of Population, Post-Malthusian Theories: Theories of Optimum Population;

## **Unit – 3: Basics of Sociology**

Cast, Class, Society and Community; Social Structure, Social System, Social Group, Family, Kinship, Marriage, Social Stratification, Social Customs and Laws

## **Unit – 4: Social Change, Social Capital & Mobilization**

Social Change – Definition, Theories and Factors, Social Capital and Rural Development, Social and Community Mobilization, Social Movement – Case Study

## **MRS 1003C: Rights and Rural Development**

### **Course Objectives:**

1. To introduce students to the basic knowledge of human rights.
2. To inculcate the meaning, nature and scopes of fundamental rights.
3. To acquaint students with the knowledge of rights for the weaker sections.
4. To develop the understanding of specific human rights and their enforcement.

### **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Understand different human rights prevailing in international and national level.

CO2: Acquainted with the relation between human rights and rural development.

CO3: Explore the rights for the weaker section in rural society.

CO4: Understand the implementation of human rights in India.

CO5: Analyze the role and functioning of the institutions that enforce fundamental rights at national and state level.

### **Unit- 1: Concepts of Rights and Rural Development**

The meaning of rural development; Introduction to Rights; Introduction to Rights-based approach to development and its theories: Capacity building, Human rights, International law, Social contract theory and Downward accountability; Key Principles in Human Rights; Human rights into development discourse; Application of Right based approach for rural development; Criticisms of Right based approach for rural development; The Right to Development; Importance of Interdependence, Rules and Rights in Rural Development.

### **Unit- 2: Rights of the Weaker Sections**

Weaker section- introduction and definition; History of Weaker Sections; Constitutional Provisions for Protection of Weaker Sections; Other Safeguards to Weaker Sections; Rights for Curbing Unequal Distribution of Economic Assets; Legal Provisions For Women Empowerment In India: Women's Rights and its violation,; Protection of Women's Human Rights by the Constitution of India, Strategies of Women Empowerment in India, Children's rights: Major Constitutional Provisions, UN Declaration of the Rights of the Child and Convention on the Rights of the Child (CRC); Needful steps to address the welfare of children.

### **Unit – 3: Specific Human Rights, Enforcement and Important Fundamental Rights**

Major Human Rights Conventions, Rights to self determination, Right to development – Food, Shelter and Health, Human Rights Commissions – National, State and Other Commissions, Right to Equality, Right to Life and Personal Liberty, Right to Water and Sanitation

### **Unit – 4: Human Rights Implementations**

The U.N. machinery – Charter & Treaty bodies, Regional arrangements, National Institutions & Law, Human Rights Activism and Role of NGOs; Role of Amnesty, Red Cross and National Human Rights Commission, Human Rights in 21<sup>st</sup> Century – Challenges and Globalization.



## **MRS 1004E: Rural Finance & Marketing Management**

### **Course Objectives:**

1. To introduce students to the basic knowledge of micro finance and financial inclusion.
2. To develop knowledge of self help groups and their role in rural development.
3. To acquaint students with the knowledge of rural marketing and its classifications.

### **Course Outcome (CO)**

At the end of the course the students will be able to

CO1: Understand the basic issues of micro finance under the broad purview of financial inclusion.

CO2: Analyze the formation, structure and functioning of self help groups.

CO3: Explore the linkages between self help group and financial inclusion.

CO4: Understand the scopes and applications of rural marketing.

### **Unit 1: Micro Finance & Financial Inclusion.**

Concept, Need, Evolution, Features, Coverage, Growth, Delivery Models; Components-Micro Credit, Micro Savings, Micro Insurance; Management : Legal and Regulatory Framework, Credit risk and Management; Portfolio analysis, Rating: Impact of Micro Finance. Concept, Need, Aspects, Issues, Design-Financial inclusion in India, Assessment of rural financial inclusion, Economic growth and financial inclusion, Self Help Groups & financial inclusion, Role of banks, Business models for financial inclusion, Technology in Financial Inclusions, Role of financial education, Strategies to market financial products, Challenges and policy initiatives; Successful experiment / Initiatives in India and abroad.

### **Unit 2: Self Help Group**

Concept, need, origin, stages, savings, internal lending, meeting, group constitution, credit linkage, record keeping, leadership, conflict resolution, capacity building, IGA, sustainability, SHPIs, clusters and federations- AMUL experiment, MACS; Successful experiment/ initiatives in India and abroad.

### **Unit 3: Introduction to Rural Marketing**

Meaning, Scope, Definition & importance, Rural versus urban mind sets, Growth of rural markets, Segmentation, Four P's

### **Unit 4: Classification of Marketing**

Regulated Market, Defects/ Problems of Regulated Market, Role of Regulated Markets on Marketing of Agriculture Produce, Significance of Regulated Markets to Agriculturists.

### **Reference:**

1. Financial Inclusion by V. Sudha, K. Kalidas and R. Sampath Kumar, Himalaya Publishing House.
2. *Rural Credit and Self Help Groups* by K.G. Karmakar, Sage publication.
3. *Micro Finance* by H. Ramananda Singh & N. Dhaneshwar Singh, Akansha Publishing House.