



छत्रपति शाहू जी महाराज विश्वविद्यालय, कानपुर

CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

(पूर्ववर्ती कानपुर विश्वविद्यालय कानपुर)

Formerly Kanpur University, Kanpur – 208024

A Documentary Support

For

Matric No. – 1.1.1

Programme Outcomes & Course Outcomes

Under the

Criteria - I


(Curriculum Design and Development)

Key Indicator - 1.1

In

Matric No. – 1.1.1

Master of Ext. & Rural Development


Co-ordinator
Internal Quality Assurance Cell
CSJM University, Kanpur


(Registrar)
C.S.J.M. University
Kanpur
REGISTRAR
C.S.J.M. UNIVERSITY
KANPUR

Department of Life Long Learning and Extension

Master of Extension And Rural Development

Programme Outcomes

- 1) To make the students competent in various walks of life.
- 2) To make the students job ready and enhance their employability.
- 3) To make the students aware of and responsible towards gender, religion, and class equality.
- 4) To enhance critical thinking by making them participate in social activities and imbibe human values among them.
- 5) To encourage the students to participate in research at different levels through projects, interviews, surveys and field visits.

Program Specific Outcome (PSO)

- The subject of rural development is extremely important, it is conducive to successful/professional development and/or postgraduate and doctoral education which inspires development of modern agricultural technology.
- The curriculum creates job opportunities for students in non-government. Government institutions, and also benefits competitive examinations.
- Students of rural development will be able to undertake study of various aspects like food, clothing, shelter, health and education which would be useful at different government levels in implementing schemes for promoting individual and social development.
- Our graduates will demonstrate strong communication, participation skills and the ability to function effectively in multi-disciplinary teams.
- The course offers a wide range of job opportunities in the scientific study of agriculture, allied activities, markets, financial sector, health, education, poverty, pollution, population explosion, health organizations and their working methods etc.
- Our students will demonstrate strong bonding in teams and display distinct leadership traits.

Department of Life Long Learning & Extension

M.A. EXTENSION AND RURAL DEVELOPMENT

Course Structure

The schedule of papers prescribed for various semesters and marks shall be as follows:

Distribution of Papers and Marks SEMESTER-1				
Paper Code	Title of Paper	End Sem. Exam	CIA	Total
MERD-101	Conceptual Frame Work of Extension Education	75	25	100
MERD-102	Indian Rural Society	75	25	100
MERD-103	Basics of Community Development	75	25	100
MERD-104	Social Research Methodology	75	25	100
	Field Work Practicum	100	—	100
Total Marks		400	100	500

SEMESTER-2				
Paper Code	Title of Paper	End Sem. Exam	CIA	Total
MERD-201	Panchayati Raj System in India	75	25	100
MERD-202	Psychological Foundation of Human Behaviour	75	25	100
MERD-203	Human Rights and Social Justice	75	25	100
MERD-204	Survey Techniques and Report Writing	75	25	100
	Field Work Practicum- Viva-Voce	75+25		100
Total Marks		400	100	500

SEMESTER-3				
Paper Code	Title of Paper	End Sem. Exam	CIA	Total
M ERD-301	Voluntary Action and Management Skills	75	25	100
MERD-302	Rural Development Administration and Finance	75	25	100
MERD-303	Communication and Counselling	75	25	100
MERD-304	Livelihood and Development	75	25	100
	Field Work Practicum (Viva-Voce)	100	—	100
Total Marks		400	100	500

SEMESTERS				
Paper Code	Title of Paper	End Sem. Exam	CIA	Total
MERD-401	Social Policy Planning and Implementation	75	25	100
MERD-402	Project Formation, Monitoring & Evaluation	75	25	100
	Field Work Practicum - Viva-Voce	75+25	—	100
	Project/Dissertation Work (Evaluation & Viva-Voce)	200		200
Total Marks		450	50	500

LEVEL : Semester-1
PAPER CODE : MERD-101
TITLE OF PAPER : Conceptual Frame Work of Extension Education
MARKS : 75

Course Outcomes (Objectives):

- 1 Explain the concept, Component, Process and scope of extension.
2. Discuss different models of extension in their holistic perspective.
3. Describe the current policy of adult education in India.
4. understand the various forms of Rural Extension and methods used in extension work.

Course Contents:

Unit I: Extension Education

Concept, objective, Component, Process and Scope of Extension. Difference between formal education and extension education
Philosophy and principles of extension
Approaches to Extension Education
Extension Teaching Methods, Extension in India and USA

Unit II: Models of Extension

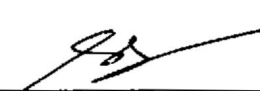
First-line Extension Model: Concept, objectives and first-line extension work/Project
Conventional Model: Top-Down Model/ Bureaucratic model- Concept, objectives
Universities Extension Model: Extension Role
Community Model or Community-driven Model
Integrated Model - Public-Private Partnership Model: Need and Nature

Unit III: Extension in Development

Role of Extension in Development, Development aspects of extension,
Characteristics of extension, Role of Extension in developing countries
Development of Extension Programme: Essential Aspects and Issues.
Work at Shantiniketan, Gurgaon Experiment programme Etawah Pilot Project,
Current Trends and Policies in Adult and Extension Education in India

Unit IV: Rural Extension and Methods

Types of Rural Extension: Agricultural Extension, Animal Husbandry Extension, Social Forestry Extension, Rural Industries Extension, Rural Health Extension and Rural Education Extension.
Extension Methods: Individual Methods, Group Methods, Mass Mobilization Methods and Selection and Combination of Methods.


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Suggested Readings:

1. Axinn, G. H. 1988. Guide on alternative extension approaches. Rome: FAO.
2. Ray, G. L. 1999. Extension Communication and Management Calcutta: Naya Prakash.
3. Directorate of Extension. 196 1. Extension Education in Community Development. New Delhi: Ministry of Food and Agriculture, Govt, of India.
4. Ministry of Education and Social Welfare, Government of India. 1979. National Adult Education Programme: An Outline. New Delhi: Department of Education.
5. Daswani, C. J. 2002. "Education Beyond Literacy: Changing Concepts and Shifting Goals", in R. Govinda (Ed). India Education Report: A Profile of Basic Education. New Delhi: Oxford University Press
6. Dahama, O. P. 1973. Extension and Rural Welfare. Agra. Ram Prasad and Sons
7. Chauhan, J. 2005. Prasar Siksha Avem Suchna Tantra, Agra: Eisha Prakashan.
- 8 Dahama, O. P. and Bhatnagar O. P. 1987. Education and Communication, for Development. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
9. Kumar, B. K. and Hansra. 2000. Extension Education for Human Resource Development. New Delhi: Concept Publishing Company.
- 10.Khan, P. M. 2002 Textbook of Extension Education. Udaipur: Himansu Publication.
- 11.Ray, G L. 2008. Extension Communication and Management. New Delhi: Kalyani Publishers.
- 12 Sharma, K. R. G 2008. Veterinary Extension Education. Hyderabad: BSPBS Extension Methods and Media Publications
- 13 Singh, Ranjit. 1987. A Text Book of Extension Education. Ludhiana: Sahitya Kala Prakashan
- 14.Supe, S. V. 1994. An Introduction to Extension Education. New Delhi. Oxford and IBH Publishing Co. Ltd.
- 15.Dubey, V. K., and Indira Bishnoi. 2008. Extension Education and Communication New Delhi: New Age International publishers.

LEVEL : Semester-1
PAPER CODE : MERD-102
TITLE OF PAPER : Indian Rural Society
MARKS : 75

Course Outcomes (Objectives):

1. Understanding of rural society, tribal, peasant and urban societies.
2. Describe the nature of castes and classes and the cases of upward social mobility.
3. Explain the role of agriculture as a sustaining source of economic activity in the country.
4. Understanding the rural conflict.

Course Contents:

Unit I Rural Society

Rural Society: Concept, Characteristic and The Ideal Model of the Rural Society
Rural and Urban Societies: Differences and Relationships
Characteristics of contemporary Indian rural community: Unity and Diversity.
Socio-Economic structure of rural community.

Unit II Rural Social Structure and Institution

Basic Social Institution in Rural Community.
Caste and Class System, The Jajmani System and Social Mobility in Indian Villages
Family Structure in rural India.
Nature of the Distribution of Power in Rural India.

Unit III Rural Economic Structure

The process of modernization and its impact on socio economic and political Institution.
Land reform and its impact on agrarian structure. Trends in Agricultural Growth.
Animal Husbandry and other Allied Agricultural Activities, Non-agricultural Activities
Rural Employment, Agricultural Labour in Rural India.

Unit IV Social Conflict in Rural India

Family Structure in rural India.
Rural Social Conflict: Concept and Trends
Obstacles to National Integration in India: Regionalism, Linguism, Communalism,
Casteism and Education
Inter-community and Inter-caste relation and factionalism in India.

Suggested Readings:

1. Redfield, Robert. 1956. Peasant Society and Culture: An Anthropological Approach to Civilization. Chicago: Chicago University Press
2. Srinivas, M.N. 1996. Village, Caste, Gender and Method. Delhi: Oxford University Press
3. Marriott, McKim (ed.) 1955. Village India, Studies in the Little Community. Chicago: University of Chicago Press.
4. Atal, Yogesh. 1968. The Changing Frontiers of Caste. Delhi: National Publishing House.
5. Bêteille, André. 1965. Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. Berkeley: University of California Press.
6. Chauhan, Brij Raj. 2003. "Village Community" in Veena Das (ed.) The Oxford India Companion to Sociology and Social Anthropology. Delhi: Oxford University Press.
7. Sharma, K.L. (ed.) 2001. Social Inequality in India. Jaipur and New Delhi: Rawat Publications.
8. Madan, Vandana (ed.). 2002. The Village in India. Oxford University Press.
9. Sen, Abhijit (2002), "Agriculture, Employment and Poverty: Recent Trends in Rural India" in Ramachandran, V. K. and Swaminathan, Madhura, Agrarian Studies: Essays on Agrarian Relations in Less-Developed Countries, Tulika Books, New Delhi

LEVEL : Semester-1
PAPER CODE : MERD-103
TITLE OF PAPER : Basics of Community Development
MARKS : 75

Course Outcomes (Objectives):

- Develop a conceptual understanding of community.
- Develop understanding of community Development.
- Develop skills in the use of various techniques of community Development.
- Promote attitude conducive to participatory practice.

Course Contents:

Unit - 1: Community

- > Changing Concept of Community
- > Understanding and working with the Community
- > Community development - Origin, meaning, Principles and Models
- > Approach and Theories of community development.

Unit-2: Community Action

- > Getting into the community- Steps
- > Developing a community profile
- > Its importance and procedure
- > How to involve other [RRA, PRA]

Unit - 3: Community Participation

- > Role of Community works
- > Participation - objective and principles
- > Group participation - Stages
- > Skills of Community Worker

Unit - 4: Social Planning

- > Changing Roles of Community Worker
- > Community Social Policy
- > Planning Stages & Practical applications of social planning
- > Community Health

Suggested Readings:

1. Giddens, Anthony (1993): Sociology. Polity Press. London.
2. Bottommore, T.B. (1971): Sociology: A Guide to Problem and Literature, George Allen and Unwin, Bombay.
3. Dunham Arthur (1962): Community Welfare Organization: Principles and Practice. New York: Thomas Crowell.
4. Gangrade, K.D. (1971): Community Organization in India. Mumbai. Popular Prakashan.
5. Khinduka, S.K. & Coughlin, Bernard (1965): Social Work in India. New Delhi: KitabMahal.
6. Kumar, Somesh (2002): Methods for Community Participation: A Complete Guide for Practitioners. New Delhi: Sage Publication (Vistaar).
7. Lee, Judith (2001): The Empowerment Approach to Social Work Practice: Building the Beloved Community. Columbia Press.
8. Ross, M.G. (1967): Community Organization. Theory, Principles and Practice. New York: Harper & Row
9. Siddiqui, H.Y. (1997): Community Organization in India. New Delhi: Harman.
10. Verma, R B.S. & Singh, Atul Pratap (2015): Samudayik Sangathan Evam Abhyaas Lucknow: New Royal Book Company (Hindi).
11. Singh Sandeep Kumar and Kushwaha Rajesh, 2016, Conceptual Framework of Social Group Work, Shree Publishers & Distributors, New Delhi.
12. Verma, R.B.S., Singh, Atul Pratap & Verma, Jitendra Kumar. (Eds.) (2016): Community Engagement, Social Responsibility and Social Work Profession: Emerging Scope and Prospects. New Delhi: AlterNotes Press.
13. Weil, Merie (2005): Handbook of Community Practice. New Delhi: Sage.

LEVEL : Semester-1
PAPER CODE : MERD-104
TITLE OF PAPER : Social Research Methodology - Method & Techniques
MARKS : 75

Course Outcomes (Objectives):

- Familiarize students with the nature of social science research and its application.
- Learn the research process and develop abilities to prepare research design and strategies.
- Develop competency in conceptualizing, designing and implementing research.
- Learn the process of data collection, its processing, analysis& interpretation

Course Contents:

Unit -1: Basics of Social Research

Social Research: Definition, Objective, Nature and Types of Social research, Scientific Method and Social Research.

Method of Social Research: Qualitative Research and Quantitative Research
Role and Responsibility of the researcher

Unit -2: Methodology

Hypothesis: Concept, Types and Significance

Research Design: Concept, Significance, and Types

Sampling Design: Universe & Sample, Sampling importance, characteristics, types of Sampling, General Considerations in Determining a Sample Size, Limitations of Sampling.

Unit -3: Methods of Data Collection

Sources of data Collection: Field and Documentary

Methods of Data Collection: Interview, Observation and Case Study.

Data Collection Tools: Interview & Observation Guide, Interview Schedule, Questionnaire.
Processing of Data, Analysis and Interpretation.

Unit -4: Statistics and Computer application

Statistics: Meaning, Concept, Importance and Scope

Measures of Central Tendency: Mean, Median and Mode.

Measures of Desperation: Mean Deviation and Standard Deviation

Correlation, Chi- Square Test,

Use and limitations of Statistics in Research.

Use and needs of computer in Research, Use of SPSS

Suggested Readings;

1. Coolidge, Frederick L. 2000. Statistics: A Gentle Introduction. New Delhi: Sage Publications.
2. Foster, J.J. 1998. Data Analysis Using SPSS for Windows: A Beginners Guide. New Delhi. Sage Publications.
3. Goode, W. J. and Hatt, P.K. 1952. Methods in Social Research. New York: MacGraw Hill
4. Grinnel, Richard M.; Unrau, Yvonne A. 2005. Social Work Research and Evaluation: Quantitative and Qualitative Approaches. New Delhi: Oxford University Press.
5. Gupta, S. P. 2006. Statistical Methods. New Delhi: Sultan Chand & Sons
- 6 Hinton, Perry R. 2004. Statistics Explained: A Guide for Social Science Students, London: Routledge.
7. Hugh, Me Laughlin. 2007. Understanding Social Work Research. New Delhi: Sage Publications.
8. Kerlinger, F. N. 1988. Foundation of Behavioural Research. Bombay: Himalayan Publication.
9. Kirk, Stuart A. 1999. Social Work Research Methods: Building Knowledge for Practice. Washington, D.C.: NASW Press.
10. Mukherjee, Ramkrishna. 1983. Classification in Social Research. Albany. State University of New York Press.
11. Polansky, Norman A. 1975. Social Work Research: Methods for the Helping Professions. Chicago: University of Chicago Press.
12. Ramachandran, P.; Naik, R. D. 1987. Research in Social Work, In Encyclopedia of Social Work in India (Vol. 2, pp. 386-394), New Delhi: Ministry of Social Welfare, Government of India.
13. Rubin, Allen; Babbie, Earl R. 2011. Belmont: Brooks/Cole Cengage.
14. Siegel, Sidney; Castellan, N. John. 1988. Nonparametric Statistics for the Behavioural Sciences. New York. McGraw Hill.
15. Kushwaha Rajesh and Singh Sandeep Kumar, 2016, Samajik Shodh avam Samaj Karya Shodh, University Publication, New Delhi.
16. Trochim, William; Donnelly, James P. 2008. The Research Methods Knowledge Base. Mason, Ohio: Atomic Dog/Cengage Learning.

LEVEL	: Semester-2
PAPER CODE	: MERD- 201
TITLE OF PAPER	: Panchayati Raj System in India
MARKS	: 75

Course Outcomes (Objectives):

1. explain the meaning of decentralization and Democratic Decentralization.
2. outline the historical background of the Panchayati Raj system and also explain the need for and special features of the 73rd Constitutional Amendment.
3. explain the significance of PRIs as self-governing institutions in democratic set up.
4. Understand the role of PRI in various project.

Course Contents:

Unit I Democratic decentralization

Decentralization: Concept, need and aspects (Political Decentralization, Administrative Decentralization and Non-Governmental Organizations).

Democratic decentralization: Meaning and genesis

Hindrances to Democratic Decentralization

Development and Evolution of Panchayati Raj institutions

Unit II Panchayati Raj

Historical Overview: Asoka Mehta Committee, G.V.K. Rao Committee, L.M. Singhvi Committee and Sarkaria Commission.

73rd and 74th constitutional amendment: Structure, function, powers and problems of GRAM Sabha, Village Panchayat, Nyaya Panchayat, Kshetra Panchayat and Zila Panchayat

The Provisions of Panchayats (Extension to the Scheduled Areas) Act, 1996

Unit III Training of elected personnel and ICT Intervention

Organization and functions of Panchayati Raj.

Training of elected personnel: Need, rationale and meaning.

Aspects of training and the problems encountered in training the personnel.

ICT Intervention in Local Governance: Need and Importance. ICT in PRIs: Application Areas, E-Panchayat: Challenges in Implementation

Unit IV PRI Roles in Various Project

Working of Panchayati Raj Institutions: Financial, Political & Administrative Issues.

Evaluating projects like Pradhan Mantri Gramodaya Yojna, Swarn Jayanti Gram Swarozgar Yojna, ICDS, Annapurna Scheme, MNREGA, National Health Mission, Pradhan Mantri Awas Yojna, Pradhan Mantri Kaushal Vikas Yojna, Swachha Bharat Mission (ODF)

Suggested Readings:

1. Chauhan, D.S., 1977. Democratic Decentralization and ha1 Government Administration (In S.K. Sharnia (ed.) Dynamics of Development: An international Perspective); Concept: N. Delhi.
2. Aslam, M. & Singh, R.P., 2001, 'Evolution of Panchayati Raj and the Constitution' (73rd Amendment) Act, 1992, IGNOU project material, New Delhi.
3. Aslam, M., 1997, "Revitalisation of Panchayati Raj in India—Problems & Prospects" for the Task Force on Panchayati Raj, Rajiv Gandhi Foundation, New Delhi.
4. Government of India, 1994, Renewing Local Self-government in Rural India, Ministry of Rural Development, Government of India, New Delhi.
5. Oomen, M. A., 1995, Panchayati Raj Development Report, Institute of Social Sciences, New Delhi
6. Singh, S. P., Capacity Building of Gram Sabha for Efficient Local Governance, Kurukshetra, Vol. 52, No. 10, August 2004
7. Alagh, Yoginder, K., 'Panchayati Raj and Planning in India: Participatory Institutions and Rural Roads', Asian Institute of Transport Development, New Delhi.
8. Mishra, S.N., Kumar, Lokesh and Pal, Chaitali,(1996) "New Panchayati Raj in Action", Mittal Publications, New Delhi,
9. Bajpai, Ashok, (1997) "Panchayati Raj and Rural Development," Sahitya Prakashan, ND.
10. Prabha, C.S.R., 2004, E-Governance: Concepts and Case Studies, Prentice-Hall of India Private Ltd., New Delhi.
11. Jha, Rajesh, K., E-Panchayat: Role of IT in Empowering PRIs, Kurukshetra, Vol. 52, No. 10, August 2004,

LEVEL ; Semester-2
PAPER CODE : MERD- 202
TITLE OF PAPER : Psychological Foundation of Human Behaviour
MARKS : 75

Course Outcomes (Objectives):

- Learning about the major concepts and theoretical perspectives in psychology.
- Understanding the nature and development of human behavior in socio-culture concept.
- Enabling Students to understand the different theories.
- Imparting concepts related to social psychology.

Course Contents:

Unit -1: Basics of Psychology

- > Social Psychology: Nature, Scope Methods of studying Social Behavior
- > Normal & Abnormal Behavior: Meaning & Characteristics
- > Life Span perspective: Stages of Development-from Conception to Old age
- > Factors of human Development: Heredity & Environment
- > Determinants of human development

Unit-3: Psychological Perspectives

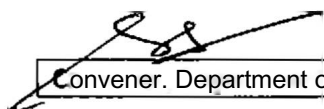
- > Learning - Concept, Significance, Process & Informal - Education, factors influencing learning.
- > Motivation, Perception, Stereotype
- > Attitude: Nature, Formation and Measurement.
- > Leadership

Unit -2: Human Personality and Behavioural Problems

- > Personality: Concept, Definition, Characteristics and Theories
- > Problems, Types and Determinants of personality
- > Behavioral problems: Coping Mechanism, Defense Mechanism, Stress & Frustration
- > Behavioral Disorder: Pain Disorder, Sleep Disorder & Psycho-Sexual Disorders etc.


Unit-4: Adults Learning

- > Learning needs of adult of different Socio-economics Structure, facilitating learning.
- > Theories of adults learning
- > Difference between the Adult & Child as learner.
- > Psychological problems of Adults


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Suggested Readings:

1. Baron, R.A. & Byrne, D., Social Psychology (8th Edition), Prentice Hall, New Delhi, 1998.
2. Bron, Rober A.; Byrne, Donn, Social Psychology, Allyn and Bacon, Boston, 1997
3. Hall, C.S.; Lindsay, G. & Campbell, J.B., Theories of Personality, John Willey & Sons, Inc. New York, 1998.
4. Hilgard Ernest R., Atkinson, Rital, Introduction to Psychology, Harcourt Brace Jovanovich Inc. New York, 1979.
5. Hurlock, E.A., Developmental Psychology, Lifespan Approach, Tata McGraw Hill, New Delhi, 1994.
6. Hurock, Elizabeth B., Child Development, McGraw Hill Book Company, London, 1978
7. Loid, Dodge Farnald, Psychology - Six Perspectives, Sage Publication, New Delhi, 2007.
8. Maluccio, A N., Pine, B.A. & Tracy, E.M., Social Work Practice with Families and Children, Columbia University Press, New York, 2002.
- 9 Mansead, A.S R.; Strobe W. (Ed.), The Blackwell Reader in Social Psychology, Oxford: Blackwell, 1997.
10. Morgan, C.T.; King, R.A.; Welsz, J.R. & Schopler, J., Introduction to Psychology (7th Ed.), Tata McGraw Hill Publication Company Limited, New Delhi, 2003.
11. Myers, David G., Psychology, W H Freeman & Co., 2006.
12. Nevid Jeffrey S., Psychology: Concepts and Applications, Houghton Mifflin Co., 2007.
13. Rathus Spencer A., Psychology: Concepts and Connections, Wadsworth Publishing Company, 2006.
14. Robinson, Lena, Psychology for Social Workers, Routledge, London, 1995.
15. Sharma, Rajendra K. & Sharma, Rachna, Social Psychology, Atlantic Publishers, 2007
16. William, James, Principles of Psychology, Cosimo Inc., New York, 2007.


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LEVEL : Semester-2
PAPER CODE : MERD- 203
TITLE OF PAPER : Human Rights and Social Justice
MARKS : 75

Course Outcomes (Objectives):

- Understand concept of human rights and theories
- Know about instruments of human rights
- Know the concept of social justice
- Familiarize with instruments of social justices

Unit -1: Human Rights: Theoretical Introduction

Human Rights: Concept, Theories, Principles and Need & Significance.

Unit -2: Instruments of Human Rights

UN Declaration of Human Rights, Human Rights and Indian Constitution, Human Rights Act-1993, National Human Rights Commission and State Human Rights, Commission

Unit - 3: Social Justice: Conceptual Introduction and Instrument

Social Justice Concept, Philosophy, Features and Forms


Instruments of Social Justice: Constitutional Base of Social Justice, Positive and Protective Discrimination, Public Interest Litigation and Rights to Information.

Unit-4: Human Rights in different sections

Child, Elderly, Women Empowerment, Disability, SC/STC, Minorities and Weaker Section.

Learning Outcome:

Knowledge about concept and instruments of human rights and social justice.


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Suggested Readings:

1. Amnesty International. 1993. Human Rights in India. New Delhi. Vistaar Publications.
2. Baxi, U. 2002. The Future of Human Rights, New Delhi: Oxford University press
3. Chandra, A. 2000 Human Rights Activism and Role of NGO's, Delhi: Rajat Publications.
4. International Federation of Social Workers. 1994. Human Rights and Social Work: A Manual for Schools of Social Work and the Social Work Profession, Berne: International Federation of Social Workers.
5. Iyer, V.R.K. 1980. Some Half Hidden Aspects of Indian Social Justice. Lucknow: Eastern Book Company.
6. Mahajan, G. (ed.). 1998. Democracy, Difference and Social Justice. New Delhi: Cambridge University Press.
7. Naseema, C. 2002. Human Rights Education: Conceptual and Pedagogical aspects, New Delhi: Kanishka Publishing House.
8. Nirmal, C.J. 1999. Human Rights in India - Historical, Social and Political Perspectives, Delhi: Oxford University Press.
9. Saraf, D.N. (Eds). 1984: Social Policy, Law and Protection of Weaker Sections of Society. Lucknow: Eastern Book Company.
10. Singh, A.K., Singh, Atul Pratap & Krishna, G.R. 2011. Towards Inclusive Development: Perspectives, Approaches and Strategies for India. New Delhi: Serials Publications.
11. Verma, R.B.S. & Singh, Atul Pratap. 2012: Inclusive Development in India, New Royal Book Company, Lucknow.

LEVEL : Semester-2
PAPER CODE : MERD- 204
TITLE OF PAPER : Survey Techniques and Report Writing
MARKS : 75

Course Outcomes (Objectives):

- Familiarize students with the nature of survey research method and its application in social work.
- Learn the process and develop abilities to data collection.
- Develop competency in report writing, review of literature.
- Learn the process of tables & figures and result analysis.

Course Contents:

Unit 1: Survey Method and Survey Design

- > Concept of survey method
- > Operationalizing survey research tools
- > Advantages and weaknesses of survey method
- > Stages in survey research, formulation of research questions
- > Sampling design in survey method (sampling elements, population, sampling ratio, sampling frame etc.)

Unit 2: Techniques of data collection and Issues in Survey Research


- > Techniques - self-administered questionnaire, face-to-face interview, telephonic interview, internet survey, structured observation etc.
- > Issues in data survey instruments - reliability and validity
- > Problems and issues in executing survey research
- > Ethical issues in survey research

Unit 3: Report Writing

- > Report writing - concept and purpose
- > Major section in report - title, authors' name, institutional affiliation, running head etc.
- > Abstract, introduction to research report, general guidance to write introduction
- > Review of literature - purpose and sources, types of literature, writing process
- > Methodology - purpose, procedure and design

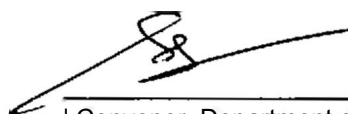
Unit 4: Result Analysis, Discussion and Summary

- > Definition, description of results, Tables and figures, Discussion
- > Summary and Conclusion - guidelines for writing a summary, process for paraphrasing and summarizing, strategies for writing effective conclusion
- > References in research reports - format, process of writing, electronic sources
- > Footnote, general guidelines to write references


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Suggested Readings:

1. **Moser, C. A. and G. Kalton 1973. Survey Methods in Social Investigation.** The English Language Book Society: London.
2. **de Vaus, D.A 1986. Surveys in Social Research.** George Allen and Unwin: London
3. **Young, P. V. 1988. Scientific Social Surveys and Research.** New Delhi: Prentice Hall.
4. Aldridge, Alan. And Levine, Ken. 2001. **Surveying the Social World - Principles and Practice in Survey Research**, open University Press: Buckingham.
5. Fink, Arlen.e. 1995. The Survey Hand Book. Sage Publications: Thousand Oaks
6. Cohen, Louis and Manion, Lawrence. 1994. **Research Methods in Education.** Routledge: London and New York.
7. Madan, T. N. 2004. In Pursuit of Anthropology. IN V. K Srivastava (ed) Methodology and Fieldwork Oxford University Press: New Delhi.
8. Mukherji, P. N 2000 Methodology in Social Research; Dilemmas and Perspectives. Sage Publications: New Delhi.
9. Murdock, G.P. 1940. The Cross-Cultural Survey. American Sociological Review
10. Singh, AK. (2009) Test Measurements and Research Methods in Behavioural Sciences (Fifth Edition). Bharti Bhawan Publishers & Distributors.
11. Publication Manual of the American Psychological Association (6th edition, 2009). American Psychological Association. Washington, DC.



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LEVEL : Semester-3
PAPER CODE : MERD- 301
TITLE OF PAPER : Voluntary Action and Management Skill
MARKS : 75

Course Outcomes (Objectives):

- Develop an understanding of voluntary effort in Rural Development.
- Impart knowledge about approaches and techniques of social action.
- Develop an understanding of Basics of Management Skills
- Understand Managerial Qualities and Management Problems

Course Contents:

Unit - 1: Voluntary Effort in Rural Development

- > Voluntary action in India
- > Government's Role in Promoting Voluntary Effort
- > Problems of Voluntary Organization and Strengthening Voluntary efforts
- > Registration of Voluntary Agency

Unit - 2: Social Action

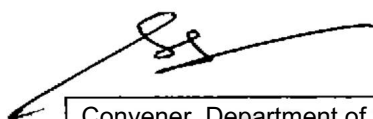
- > Concept and Features
- > Social action and Social Reform.
- > Principles and Strategies of Social Action
- > Models of Social Action

Unit - 3: Basics of Management Process & Skills

- > Management Process
- > Models of effective Management
- > Manager's Rules
- > Management Skills: Development of Self Awareness, managing personal stress, improving employee performance through Motivation, Delegating & Making decisions, Managing Conflict, Managing Communication

Unit - 4: Managing Organizational Change

- > Organizational Issues in developing countries
- > Common Management problems
- > Problems faced by Managers in developing countries
- > Finding solution, Managerial qualities & characteristics



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Suggested Readings:

1. Lawler, J & Bilson, a social work Management and Leadership: Managing Complexity with Creativity, Routledge, London, 2010.
2. Gandhi, P.K., Social Action through Law: Partnership Through Law, Concept, 1985.
3. Kothari, M., Development and Social Action, Routledge and Kegan Paul, London, 2005.
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- 13 Gouri Srivastava and Mona Yadav, (2002): Module on Integrating Life Skills with Education at Elementary Stage, NCERT, New Delhi.
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LEVEL : Semester-3
PAPER CODE : MERD- 302
TITLE OF PAPER : Rural Development Administration and Finance
MARKS : 75

Course Outcomes (Objectives):

- To understand rural development administration and programmes.
- To equip students to appreciate the role and importance of finance for development of rural economy
- Different forms, sources cause and constraints of rural finance
- The available policy, alternatives to gear up rural economy by ensuring better rural financial institutions and facilities.

Course Contents:

Unit I: Rural Development Administration

- > Concept of Administration: Meaning, Definition, Objectives, Scope and function.
- > Rural Development Administration: Structure and Functioning
- > State and Civil society response to development.
- > Policies and programmes relating to rural development

Unit II: Sustainable Rural Development

- > Sustainable Rural Development: Concept, Characteristics & Principles
- > Approaches and Strategies
- > Elements and Models
- > Participation of People in Resettlement & Rehabilitation Plans

Unit III: Financing in Rural Development

- > Role of Rural Finance in development of rural economy,
- > Financing for Rural Development: Sources of finance, Budgeting and financial control.
- > Farmers' Credit Schemes, Social Insurance, NABARD, District Cooperative Societies
- > Public Relation: Networking with public, corporate and voluntary sectors.

Unit IV: Rural Branding & Industrialization

- > Rural Branding: Concept, Issues, Practice and Characteristics
- > Rural Industrialization: Area, Scope, Functions and Limitations
- > Role of Village and Cottage Industries in Rural Development.
- > Natural Resource Management, Watershed Management



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LEVEL : Semester-3
PAPER CODE : MERD- 303
TITLE OF PAPER : Communication and Counselling
MARKS : 75

Course Outcomes (Objectives):

- Acquire knowledge about the basic principles and processes of communication
- Understand communication skills for social workers
- Develop an understanding of counselling
- Impart knowledge about approaches and types of counselling

UNIT -1: Communication for Development

Communication: Concept, Meaning, Definitions, Nature & Characteristics
Communication Process, Components Significance and Steps
Methods, Channels & Principles of Communication
Barriers of Communication, Types of Communication

UNIT -2: Communication Skills for Rural Development Professionals

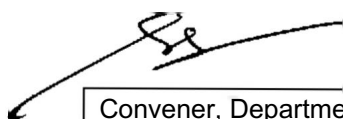
Generic Skills of a Communicator
Verbal Skills-Presentation at Seminars, workshop, Conferences & Public Speaking,
Interviews, Memories, Letters and C.V. Writing
Directions in Communication: Vertical, Horizontal & Diagonal
Role of Social Media in Education

UNIT-3: Introduction to Counselling

Counselling: Concept, Meaning, Definitions & Characteristics
Counselling Process, Needs, Stages, Goals, & Techniques
Generic Skills of a Counsellor
Counselling: Theories and Methods
Ethical Principles for Counsellors
Problems of Counsellors

UNIT-4: Types of Counselling

Individual and Group Counselling
Couple and family Counselling
Psychotherapeutic Counselling
Telephonic and helpline Counselling



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Suggested Readings:

1. Rao, V.S.P. and P.S. Narayana, 1987. Principles and Practice of Management, Konark Publishers Private Limited; New Delhi.
2. Keval J.Kumar (1981), Mass Communication in India, Jaico Publishing House, Bombay.
3. Gary Dessler, Communication, Prentice-Hall of India Private Limited, New Delhi, 2005.
4. Srinivas R. Kandula, Human Resource Management - Communication in Practice - with 300 Model, Techniques and Tools, Prentice-Hall of India Private Limited, New Delhi, 2003.
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6. Gibson, R. L. & Mitchell, M. H. (2005). Introduction to Counseling and Guidance. Sixth edition. Prentice Hall of India, New Delhi.
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13. Ray Woolfe, Shjeelagh Strawbridge, Barbara Douglas and Windy Dryden (2010) (Eds). Handbook of Counselling Psychology. Sage Publications, NY.
14. Stuart, R.B. (1980). Helping Couples Change: A Social Learning Approach to Marital Therapy. Guildford press, New York.

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LEVEL : Semester-3
PAPER CODE : MERD- 304
TITLE OF PAPER : Livelihood and Development
MARKS : 75

Course Outcomes (Objectives):

- Overview of the concept of livelihood and related issues.
- Understand policy initiatives and their implication for/impact on livelihoods of vulnerable populations.
- Understand the role of professional for sustainable livelihoods.
- Inculcate attitudes and skills appropriate to meet the challenge and secure livelihood to large poor Populations.

Course Contents:

Unit-1: Livelihood

Concept, Meaning & Indicators, Livelihood Resources; Right and Entitlements of Livelihoods: Conditions, Opportunities, Problems and Prospects

Unit-2: Grass-Root Initiatives

Micro-Finance, Micro-Credit, Micro-Enterprise, Self Help Group, Impact of Globalization and Climate Change on Livelihood.

Unit-3: Livelihood Mapping

Tools, Techniques and Subsector Analysis.

Livelihood Analysis: Portfolio, Sustainability, Stakeholder analysis, Market linkages and Social Entrepreneurship.

Livelihoods Promotion by Different Agencies, livelihood Programs in India. Challenges in Livelihood Promotion.

Unit-4: Governance Issues

Planning and Implementation of Programs and Projects.

Social Audit, Micro Level Development Planning, & Sustainable Livelihood.

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Dr. Sandeep Kr. Singh

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Suggested Readings:

- 1 Acharya, S. S. Sustainable Agriculture and Rural Livelihoods, New Delhi: Indian Council of Social Science Research, 2006.
3. Baumann, Pari, and Subir Sinha. Linking Development with Democratic Processes in India: Political Capital and Sustainable Livelihoods Analysis. London: Overseas Development Institute, 2001.
4. Baumann, Pari. Sustainable Livelihoods and Political Capital: Arguments and Evidence from Decentralisation and Natural Resource Management in India. London: Overseas Development Institute, 2000.
- 5 Bhargava, Pradeep, and Radhey Shyam Sharma. Countering Uncertainties, Strategies for Sustainable Livelihoods: An Assessment of Impact of Poverty Reduction Programmes on the Poor in Rajasthan. Jaipur: Institute of Development Studies, 2002.
6. Das, S K., Watershed Development and Livelihoods: People's Action in India New Delhi: Routledge, 2008.
7. Datta, Sankar, & Vipin Sharma. State of India's Livelihood: The 4 P Report. Thousand Oaks, Calif: SAGE, 2010.
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LEVEL : Semester-4
PAPER CODE : MERD- 401
TITLE OF PAPER : Project Formulation, Monitoring and Evaluation
MARKS : 75

Course Outcomes (Objectives):

- Develop understanding on project formulation and their concept & objectives.
- Study of planning and organizing, accountability in projects.
- Gain Knowledge of monitoring and checking the project progress.
- Develop insight into evaluation and process.

Course Contents:

Unit - 1: Project Formulation

Project - concept, aims, Characteristics and Principles.
Development Projects - Steps in the process
Making Plans and the planning process, Project Cycle
Basic Elements of Project's Strategy of Intervention

Unit-2: Planning and Organizing

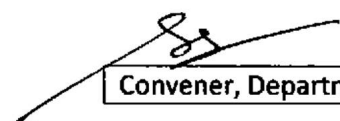
Writing the proposal.
Project Impact and Developing Action steps.
Identifying support and resource needs
Organizing - Need, Objective and process
Group structure and linking with external agencies.

Unit - 3: Monitoring

Checking the projects progress and Meaning
Main domains of information required in monitoring system.
Barriers to effective follow up, Problem solving approaches.
Monitoring Indicators, Effective follow-up process.
Monitoring at different Phases.

Unit - 4: Evaluation

Concept, Purpose, Types of Evaluation
Difference between Monitoring and Evaluation
Stages, methods and Techniques of evaluation
Aspects of Evaluation, The Evaluation process.
Logical Framework Approach in Evaluation


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Suggested Readings:

1. Choudhary, S. (1988) **Project Management**, New Delhi: Tata McGraw Hill.
2. Harrison, EL. (1992), **Advance Project Management, Metropolitan**, New Delhi.
3. Prasanna Chandra (1988), **Projects, Preparation, Appraisal, Budgeting and Implementation**, Tata McGraw Hill, New Delhi.
4. United Nations Industrial Development Organization (1998), **Manual for Evaluation of Industrial Projects**, Oxford and IBH New York.
5. Casley, D.J., & Lury, D.A (1987), **Monitoring and evaluation of agriculture and rural development projects**, Johns Hopkins University Press (published for the World Bank), Baltimore and London.
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9. Gosling, Louisa and Mike Edwards (1995), **Toolkits: A Practical Guide to Assessment, Monitoring, Review and Evaluation Save the Children**, London.
10. Jody Zall Kusek and Ray C. Rist (2004), **Ten steps to a results-based monitoring and evaluation system: a handbook for development practitioners**, D.C: World Bank, Washington.
11. World Bank (2004), **Monitoring & Evaluation: Some Tools, Methods and Approaches**, Washington, DC: World Bank.
12. Mukherjee, Amitava, (2004), **Participatory learning and action: monitoring and evaluation and participatory monitoring and evaluation: essays in Honour of Robert Chambers**, Concept Publishing Company, New Delhi.
13. Anees, Arul (2000), **Process Evaluation of Rural Development Programmes**, Authors Press, Delhi.
14. Venkateswarlu, K and Raman, K.V. 1993. **Project Management Techniques for R&D in Agriculture**. Sterling Publishers Pvt.Ltd., New Delhi.
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LEVEL : Semester-4
PAPER CODE : MERD- 402
TITLE OF PAPER : Social Policy, Planning and Implimentation
MARKS : 75

Course Outcomes (Objectives):

- Develop critical understanding of nature and sources of social policy and planning.
- Study of social policies, plans and programmes so as to be able to interpret, enforce and challenge them.
- Gain Knowledge of policy analysis and the policy formulation process.
- Develop insight into and appreciation of the reliance of social policy and social development to social work practical as also sustainable development.

Course Contents:

Unit-1: Social Policy

Concept, Meaning, Objectives, Scope and Models and Theory.
Process of Social Policy Formulation.
Social Policy and Constitution.

Unit-2: Social Planning

Meaning, Concept, Objectives, Scope and Models.
Inter-Relationship between Policy Planning and Development.
Social Planning under Five Year Plans.
Machinery and Process of Social Planning in India.

Unit-3: Social Policy formulation and Implementation

Social Policy formation at different levels
Social Policy and its implementation relating to Women, Children, Youth, Aged, Education, Health, Housing and Family Welfare in India
Social Planning and Social Change.

Unit-4: Social Development

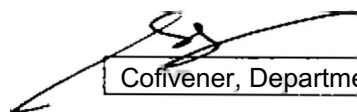
Concept, Meaning, Criteria.
Factors of Development: Economic, Social, Cultural and Political.
Models of Development: Capitalism, Socialism and Mixed Economy.
Social Development: Concept: Dimensions, Strategies & Indicators.
Millennium Development Goals (MDGs) Sustainable Development Goals (SDGs)



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Suggested Readings:

1. Baldock, John. Social Policy. Oxford: Oxford University Press, 2012.
2. Blau, Joel, and Mimi Abramovitz. The Dynamics of Social Welfare Policy. New York: Oxford University Press, 2010.
3. Gore, M S. Social Aspects of Development. Jaipur: Rawat Publications, 1985.
- 4 Hill, Michael James, and Zoe Irving. Understanding Social Policy. Chichester: Wiley-Blackwell, 2009.
5. Jacob, K. K. Social Development Perspectives. Udaipur: Himanshu Publications, 1992.
6. Kulkarni, P. D., and Meher C. Nanavatty. Social Issues in Development. New Delhi. Uppal, 1997.
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8. Meadows, Donella H., Jorgen Randers, and Dennis L. Meadows. The Limits to Growth. The 30-Year Update. White River Junction, Vt: Chelsea Green Pub. Co, 2004.
9. Midgley, James. Social Development: The Developmental Perspective in Social Welfare. London: Sage, 1999.
10. Midgley, James, and Michelle Livermore. The Handbook of Social Policy. Los Angeles. Sage, 2009.
11. Mullard, Maurice, and Paul Spicker. Social Policy in a Changing Society. London [u.a.] Routledge, 1998.
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