



## Department of Lifelong Learning & Extension Education

### MA in Rural Development

#### PROGRAMME OUTCOMES

**PO-1. Critical Thinking:** Identifying the assumptions that our frame our actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.

**PO-2. Effective Communication:** Read, Write, Speak and Listen clearly in English and Hindi (Bilingual).

**PO-3. Social Interaction:** Provide a social exchange between two or more individuals.

**PO-4. Effective Citizenship:** Demonstrate social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO-5. Ethics:** Recognize different value and moral systems and correlate them with present system.

**PO-6. Environment & Sustainability:** To understand the responsibility to conserve natural resources and protect global ecosystems to support health & wellbeing.

**PO-7. Self-Directed & Life-long Learning:** It focuses on the process by which students take control of their own learning, in particular how they set their own learning goals, locate appropriate resources, decide on which learning methods to use and evaluate their progress.

#### PROGRAMME SPECIFIC OUTCOMES

**PSO1.** The Programme has been framed to provide an understanding and experience of different aspects of Rural Development.

**PSO2.** It is to provide a holistic perspective of schemes/programmes of central govt. in general and state govt. in particular.

**PSO3.** It is to develop expertise in planning and management of rural development programmes with focus on participatory development.

**PSO4.** Students can join in Rural Development Organizations / Institutions as Social Worker, Community Mobilizer, can set up Small Scale Industry in rural areas supported by State govt. institutions

## **COURSE OUTCOMES**

### **SEMESTER-1**

#### **Paper-1: Rural Sociology**

**CO1.** India thrives in her villages. By going through this paper, the students can have a grip on the grass roots knowledge of Indian society.

**CO2.** This will enable the students to understand the society in a better manner.

**CO3.** The heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.

**CO4.** The students can identify the Social Issues in Rural Context.

**CO5.** The students will be able to understand the rural communities in better way and analyze the Rural Livelihoods.

#### **Paper-2: Rural Structure**

**CO1.** The learners will understand the meaning of development and its dynamics. They will learn to understand and critically analyze the different processes of development.

**CO2.** The learners will learn the concept of economic and social development.

**CO3.** The learners will also understand the concept of sustainability and sustainable development and relate it with specific and regional contexts.

**CO4.** The learners will develop a critical environmental, political and economic understanding of the obstacles and design and implement sustainable policies.

**CO5.** They will understand the importance of environmental sustainability from different international instruments and live with Mother Nature.

#### **Paper-3: Rural Social Change and Rural Development**

**CO1.** This paper is expected to provide a wholesome idea to the students about the definition, what social change differentiates between social change and cultural change.

**CO2.** Understand various characteristics of social change.

**CO3.** Understand various sources of social change.

**CO4.** Understand various theories of social change given by various sociologists.

**CO5.** Understand the role of education for social change.

### **Paper-4: Research Methodology**

**CO1.** This paper is designed and incorporated to acquaint the students with the scientific ways of studying social phenomena.

**CO2.** This provides them with a research insight that will enable them to capture the most relevant data in an objective manner.

**CO3.** The market demand of this paper will be very high as the students well versed with this paper will be highly demanded in academics, fundamental research, and policy research undertaken both by Government and Non- Government agencies.

**CO4.** The students will be able to collect data and analyze it in a better and with logical understanding.

**CO5.** The course will help the students to write a good project proposal.

### **Paper-5: Natural Resources and Livelihood**

**CO1.** On completion of the course, students will be expected to be able to appreciate policies relating to natural resource use.

**CO2.** Interpret the effects of economic instruments on natural resource use.

**CO3.** Assess the value of market and non-market costs and benefits of natural resources.

**CO4.** Apply cost-benefit analysis in environmental projects.

**CO5.** Understand the procedure for environmental impact assessment.

## **SEMESTER-II**

### **Paper-1: Extension Education and Rural Development**

**CO1.** The students will understand the role of information communication technologies in agriculture and the allied sector.

**CO2.** Should will facilitate farmers to adopt any suitable technologies. The students will also perceive the importance of extension education in respect to technology transfer among the farmers.

**CO3.** They can prepare different audio-visual aids to provide informal education among the farmers.

**CO4.** The students will know the different strategies to disseminate and diffuse demand-driven technologies among the farmers' and provide location-specific solutions to solve farmers problem.

**CO5.** The students will be familiar with different extensions tools and will develop the entrepreneurship activities in agriculture.

## **Paper-2: Rural and Tribal Sociology**

**CO1.** The course aims to draw attention mainly to the problems, policies and programmes taken for the upliftment of the backward sections of Indian society and to highlight the causes of their backwardness.

**CO2.** The paper also throws light on the socio-economic life of the backward sections of Indian society.

**CO3.** Know the problems faced by the tribes and policies and programmes taken by the Govt. for the upliftment of tribes.

**CO4.** Understand social, economic and cultural features of minorities and other weaker sections in India. Learn about the Constitutional Provision for the protection of minorities and other weaker sections in India. Learn about the Reservation Policy in India.

**CO5.** By studying the course the students will be able to introduce them to the geographical distribution, economy, polity, social organization of tribal life of India.

## **Paper-3 Rural Industrial Sociology**

**CO1.** Rural and Industrial Sociology are two specialized branches of Sociology. This course provides an exposure to key theoretical perspectives for understanding urban life in historical and contemporary contexts.

**CO2.** Students will get an opportunity to: Define Rural sociology and demonstrate the nature and scope of rural sociology.

**CO3.** Industrial Sociology intends to familiarize the students mainly with the process of industrialization and its impact on society.

**CO4.** Develop awareness about rural problems and policies adopted to solve such problems. Define industrial sociology and demonstrate the nature and scope of industrial sociology.

**CO5.** Develop an understanding of the process and trends of industrialization in India and the impact of industrialization on Indian society.

#### **Paper-4: Agricultural Marketing**

**CO1.** Have conceptual clarity on the whole subject of agricultural marketing.

**CO2.** be capable to support the farmers in making right- decisions in agriculture.

**CO3.** be equipped to venture into a new agribusiness and startup for the betterment of life of rural people.

**CO4.** Students will develop the ability to create comprehensive marketing strategies tailored to different agricultural products.

**CO5.** Students will explore the ethical and sustainability challenges in agricultural marketing, and develop strategies to promote responsible practices, fair trade, and environmentally conscious marketing approaches to enhance the overall image of agriculture products in the market.

#### **Paper-5: Rural Project Planning, Management and Evaluation**

**CO1.** The primary learning objective of this course is to: identify activities involved in project planning, monitoring and evaluation. Describe procedures of situational and stakeholder analysis. Outline the process of preparing a monitoring and evaluation procedure.

**CO2.** Write a proposal for funding, including log frames. Identify activities involved in project planning, monitoring and evaluation. Conduct a situational analysis. Conduct stakeholder analysis.

**CO3.** Plan projects based on a logical framework. Prepare a detailed project proposal with clear aims and objectives and realistic methods of achieving them.

**CO4.** Write and present proposals for funding from different sources. Create systems for monitoring and evaluating projects..

**CO5.** Students will cultivate a heightened awareness of cultural nuances, ethical considerations, and community engagement strategies vital for working effectively in rural settings.

### **SEMESTER-III**

#### **Paper-1: Social Demography**

**CO1.** Understand how births, deaths, and migration affect population change.

**CO2.** Know the sources of data and analytical methods that demographers use.

**CO3.** Be able to compare and contrast theories of fertility and mortality differentials.

**CO4.** Understand the interrelationship between various family behaviors and population processes.

**CO5.** Know demographic changes and social policy developments that have implications for the robustness of older people's support systems.

## **Paper-2: Co-operative Marketing**

**CO1.** Know the conceptual capabilities in understanding the managerial problems of cooperatives.

**CO2.** Understand an overview of the history and development of cooperative in India and abroad.

**CO3.** Provide insight into the organization, governance, management and marketing strategies of Cooperative.

**CO4.** Students will develop the ability to analyze and evaluate various co-operative marketing strategies, such as collective purchasing, joint branding, and collaborative distribution, and assess their effectiveness in achieving common goals and enhancing member welfare.

**CO5.** By the end of the course, students will be able to develop comprehensive co-operative marketing plans, incorporating market research, member involvement strategies, pricing mechanism.

## **Paper-3: Rural Administration and Panchayati Raj**

**CO1.** Understand the various approaches of Rural Administration and Panchayati Raj and its practical aspects.

**CO2.** Understand the multidimensional nature of Rural Administration and Panchayati Raj and explain the inter linkage among its components.

**CO3.** Discuss the main approaches to Rural Administration and Panchayati Raj in India.

**CO4.** Identify the main issues and challenges to Rural Administration and Panchayati Raj and design strategies and interventions specific to regional and national levels.

**CO5.** Gain knowledge to improve prospects of Rural Administration and Panchayati Raj and build their capacities in community development.

## **Paper-4: Rural Co-operation**

**CO1.** Motivate the members and the managing committee to participate in the management of cooperative enterprises.

**CO2.** Upgrading their skills and abilities to use appropriate techniques for managing cooperatives and developing attitude for achieving excellence in cooperative management and administration.

**CO3.** Students will assess the significant role of rural co-operatives in promoting local entrepreneurship, enhancing income generation, and addressing rural poverty.

**CO4.** Through practical exercises and case-based learning, students will develop essential leadership and management skills required to operate and sustain rural co-operatives effectively.

**CO5.** Students will explore how co-operative can play a vital role in promoting sustainable agricultural practices and natural resource management in rural areas.

### **Paper-5: Working with rural people: techniques and processes for rural development**

**CO1.** Understand different approaches to Rural Development in India

**CO2.** Distinguish between different approaches of Rural Development in India.

**CO3.** Describe different schemes and programmes associated with different

**CO4.** Work on different approaches of Rural Development in India.

**CO5.** Gain proficiency in monitoring and evaluating rural development projects to ensure their effectiveness and sustainability.

## **SEMESTER-IV**

### **Paper-1: Human Resources Development**

**CO1.** The primary learning objective of this course is to educate students about Development of Human Resource. After completing the course, the students should be able to:

**CO2.** Understand the importance of HR.

**CO3.** Understand the various objectives of HRM.

**CO4.** Understand different aspects of HR.

**CO5.** Understand the principles of training and development, including needs assessment, designing effective training programs, implementation, and evaluation methods.

### **Paper-2: Dissertation**

- Describe a relevant area of rural development.
- Identify research methods.
- State research questions.
- Identify literature for review.
- Critically analyse and evaluate the knowledge and understanding in relation to the agreed area of study.
- Integrate theory and practice.
- Develop responses on the basis of the evaluation and analysis undertaken.
- Apply knowledge and understanding in relation to the agreed area of study.
- Communicate in written form by integrating, analysing and applying key texts and practices.
- Demonstrate advanced critical research skills.

### **Paper-3: Non Governmental Organisation**

**CO1.** The primary learning objective of this course is to educate students with the concept of the need and the role of Non Government Organization in the Indian context. After completing the course, the students should be able to:

**CO2.** Understand the difference between Government Organization and Non Government Organization.

**CO3.** Understand the need and role of Non Government Organization and how they can contribute to the holistic development of the society.

**CO4.** Communicate effectively in written and oral formats, presenting ideas, reports and proposal related to NGO activities.

**CO5.** Explain the strategies and techniques involved in fundraising and resource mobilization for NGOs.

### **Paper-4: Economics of Agriculture**

**CO1.** The students will be able to communicate effectively, both in written and orally, economic concepts, business decision-making, and agricultural and natural resource concepts.

**CO2.** The students will have the skills to fit into a business, agency, or academic environment and use economic concepts to quantify and analyze issues related to their employer's issues.



**CO3.** The students will be familiar with issues related to the agricultural sector, natural resource policies, and rural community development.

**CO4.** The students will understand the foundational principles of agricultural economics, including supply and demand dynamics, market equilibrium, production functions, and cost analysis.

**CO5.** Analyze the behaviour of agricultural markets, including factors influencing price fluctuations, market structures, and role of government interventions.

### **Paper-5: Indian Economic Policy**

**CO1.** Develop the ability to explain core economic terms, concepts, and theories.

**CO2.** Explain the function of market and prices as allocative mechanisms.

**CO3.** Apply the concept of equilibrium to both microeconomics and macroeconomics.

**CO4.** Identify key macroeconomic indicators and measures of economic change, growth, and development.

**CO5.** Identify the challenges faced by the Indian Economy, such as income inequality, poverty, regional disparities, and environmental sustainability, and understand how economic policies attempt to address these challenges.