

# **M.A. RURAL DEVELOPMENT**

## **Semester – 1**

### **Paper: 1.1 Introduction to Rural Development**

#### **Course Out Comes (Cos):**

After completion of the course, the students are able to

##### **Unit 1/**

**Outcome one:** Understand and examine the basic aspects of Rural areas and Identify specific causes of Rural Backwardness.

##### **Unit 2/**

**Outcome two:** Assess the Health conditions of Rural area and visualize the existing health facilities and programmes in rural.

##### **Unit 3/**

**Outcome three:** Develop an idea on features of Housing, Rural people housing Conditions.

##### **Unit 4/**

**Outcome four:** Distinguish between employment, unemployment, underemployment in Rural area, assess conditions of Rural poverty, Living conditions.

#### **Reference Books:**

Vasant Desai : A study of Rural Economy

Jain S.C. : Rural Development

Das Kumar B : Rural Development through Decentralization

Venkata Reddy K : Rural Development in India Poverty and Development

Khanna B.S. : Rural Development in South Asia: Policies, Programmes and Organizations.

Robert Chambers : Rural Development Putting the Last First

Desai A.R. : Introduction to Rural Sociology

## **M.A. RURAL DEVELOPMENT**

### **Semester – 2**

#### **Paper: 2.6 Human Values and Professional Ethics**

### **Course Out Comes (Cos):**

After completion of the course, the students are able to

#### **Unit 1**

**Outcome one:** Understand and recognize the importance of Value Education & Human Values and also try to follow the traditional values of family, women and elders in the society.

#### **Unit 2/**

**Outcome two:** Examine code of ethics for medical and health care professionals. They Can sensitize the rural people on Health Issues & Problems.

#### **Unit 3/**

**Outcome three:** Explain the Environmental Protection and relationship between Man and Nature, causes of pollution and impact on environmental health.

#### **Unit 4/**

**Outcome four:** Recognize the need of Social ethics and fight against the anti-social activities, Organ trade, Human trafficking etc.

#### **Books for study:**

1. John S Mackenjje: A manual of ethics
2. " The Ethics of Management" by Larue Tone Hosmer, Richard D.Irwin Inc.
3. Management Ethics – integrity at work by Jiseph A.Petick and John f.Quinn Response Books: New Delhi.
- 4."Ethics in Management" By S.A.Sherlkar, Himalaya Publishing House,
- 5.Harold H. Titus:Ethics for Today
- 6.Maitra.S.K. Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha.A Manual of Ethics
9. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian system of Duties: Religious and Civil (ed) G.C. Haughton.
10. Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha. Chowkamba Sanskrit series, Vol II and III, Varnasi, Vol I OO, 16-20, 21-22 and 74-77 only.
11. Caraka Samhita: Tr.Dr.Ram Karan Sarna and Vaidya Bhagavan dash, Chowkambha.

## **M.A. RURAL DEVELOPMENT**

### **Semester – 3**

#### **Paper: 3.4b Micro Finance and Women Empowerment**

### **Course Out Comes (Cos):**

After completion of the course, the students are able to

#### **Unit 1/**

**Outcome one:** find out the basic components of women empowerment and hindrances.

#### **Unit 2/**

**Outcome two:** Discover empowerment programmes of women, apart from that human rights and women rights.

#### **Unit 3/**

**Outcome three:** Explain the structure and functions of (SHG), Self help group and role of SHG to enhance Social and Economic status.

#### **Unit 4/**

**Outcome four:** Evaluate the Savings and credit methods in women life and its role in promotion of women empowerment.

#### **Reference Books:**

- Yunas M : Rural Agricultural Credit Operations in Bangladesh
- Fernades AP : The MYRADA Experience Alternative Management Systems for Saving and Credit of Rural Poor.
- Grameena Bank : Various Issues of Grameena a Dialogue
- IlaBhat : A Bank of One's Own (A note from SEWA)
- Susan Johnson and Ben Rogally : Micro Finance
- Raj Sekhar D : Savings and Credit Systems of the Poor: Some NGO Experiences, NOVIB and HIVOS
- James Sopes she : NGO Sponsoring of Group Lending in Rural India: Theory and A Case Study.
- Hossain M : Credit for Alleviation of Rural Poverty: The Government Banks In Bangladesh.
- Mancur Olson : The Logic of Collective Action

## M.A. RURAL DEVELOPMENT

### Semester – 4

#### Paper: 4.4a Environment and Development

### Course Out Comes (Cos):

After completion of the course, the students are able to

#### Unit 1/

**Outcome one:** Understand the principles and significance of environment and need of environmental protection.

#### Unit 2/

**Outcome two:** Interpret the environmental crisis with reference to pollutions.

#### Unit 3/

**Outcome three:** Locate the environmental laws and examine how these laws are helpful to restoration of ecological balance.

#### Unit 4/

**Outcome four:** Trace the role of Government and NGOs towards environmental protection.

#### References:

1. Agrawal, K. M. Sikdar, P. K. and Deb, S.C., (2002): *A Textbook of Environment*, Macmillan India Limited, Calcutta.
2. Ehrlich P.A.H., (1977): *Eco-Science: Population Resource and Environment*, Freeman, San Francisco.
3. Hussain, Z., (1996): *Environmental Degradation and Conservation in North East India*, Omsons Publications, New Delhi.
4. Mohapatra, A.C., S.K. Barik & C.S. Rao (2000): *Man, and Environment*, Star Publishing House, Shillong.
5. Odum, E.P. (1971): *Fundamental of Ecology*, W.B. Saunders and Co., Philadelphia.
6. Roa, V.K. and R.S. Reddy (1997): *Environmental Education*, Commonwealth Publishers, New Delhi.
7. Saini L. D. and R.C. Sharma (1996): *Environmental Education*, Kalyani Publishers, Gopsons Paper Ltd., New Delhi.
8. Sharma, P.D. (1994): *Environmental Biology*, Rastogi Publication, Meerut.
9. Sharma, P.D. (1997): *Ecology and Environment*, Rastogi Publication, Meerut.
10. Trivedi, R.N. (1992): *Environmental Problems – Prospect and Constraints*, Anmol Publication, New Delhi.

## **M.A. ADULT AND CONTINUING EDUCATION**

### **Semester – 1**

#### **Paper: 1.3: Adult Psychology and Learning**

#### **Course Out Comes (Cos):**

After completion of the course, the students are able to

##### **Unit 1/**

**Outcome one:** Know the meaning & nature of psychology and relevance to Adult Education.

##### **Unit 2/**

**Outcome two:** Elicit classification of motives and technique of motivation in Adult Learning.

##### **Unit 3/**

**Outcome three:** Compare the Adult Personality & Child personality and apply three Domains.

##### **Unit 4/**

**Outcome four:** Examine the Adult Learning characteristics and theories of learning. Eventually he/she will apply all above aspects in adult class room activity.

#### **Reference Books**

1. Asher E.J., Tiffin, J, and Knight, F.B. (1953). An Introduction to General Psychology, D.C. Health & Co., Hoston, USA.
2. Adult Learning: A Design for Action, Pergamen Press, 1978.
3. Borger, R. Seaborne, A>E.M., The Psychology of Learning, 1964.
4. Dave, R.H., Perera, D.A. and Quanae, A. (Ed). Leraning strategies for post-literacy and Continuing education: A cross-national perspective, Hamburg, Robert Seeman,1985.
5. Dharm Vir. Adult Psychology & Educational Methods, International Cooperatie alliance, New Delhi, 1981.
6. Gagne, R. The Conditions of Learning, New York, 1966.
7. Gohrpade, M.B. Essenstials of Psychology, Himalaya Publishing House, Bombay.

## M.A. ADULT AND CONTINUING EDUCATION

### Semester – 2

#### Paper: 2.6: Human Values and Professional Ethics

### Course Out Comes (Cos):

After completion of the course, the students are able to

#### Unit 1

**Outcome one:** Understand and recognize the importance of Value Education & Human Values and also try to follow the traditional values of family, women and elders in the society.

#### Unit 2/

**Outcome two:** Examine code of ethics for medical and health care professionals. They Can sensitize the rural people on Health Issues & Problems.

#### Unit 3/

**Outcome three:** Explain the Environmental Protection and relationship between Man & Nature, causes of pollution and impact on environmental health.

#### Unit 4/

**Outcome four:** Recognize the need of Social ethics and fight against the anti-social activities, Organ trade, Human trafficking etc.

#### Books for study:

1. John S Mackenjie: A manual of ethics
2. " The Ethics of Management" by Larue Tone Hosmer, Richard D.Irwin Inc.
3. Management Ethics – integrity at work by Jiseph A.Petick and John f.Quinn Response Books: New Delhi.
- 4."Ethics in Management" By S.A.Sherlkar, Himalaya Publishing House,
- 5.Harold H. Titus:Ethics for Today
- 6.Maitra.S.K. Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha.A Manual of Ethics
9. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian system of Duties: Religious and Civil (ed) G.C. Haughton.
10. Chowkamba Sanskrit series, Vol II and III, Varnasi, Vol I OO, 16-20, 21-22 and 74-77 only. .  
Susruta Samhita: Tr. Kaviraj Kunjanlal, Kunjalal Brishagratha
11. Caraka Samhita: Tr.Dr.Ram Karan Sarna and Vaidya Bhagavan dash, Chowkambha.

## **M.A. ADULT AND CONTINUING EDUCATION**

### **Semester – 3**

#### **Paper: 3.2: Comparative studies in Adult Education**

### **Course Out Comes (Cos):**

After completion of the course, the students are able to

#### Unit 1/

Outcome one: Understand the aims and significance of comparative study in Adult Education.

#### Unit 2/

Outcome two: Compare and contrast of Adult Education progress in different countries with reference to India.

#### Unit 3/

Outcome three: find out the similarities and dissimilarities among Adult Education Programs in selected countries.

#### Unit 4/

Outcome four: Identify the problems of Adult Education activities in developing countries and India.

### **Reference Books**

1. Back Volumes of Convergence.
2. Back Volumes of Indian Journal of Adult Education.
3. Back Volumes of Adult Education and Development. German Adult Education Association.
4. D.V.V.4. Bereday. The Contribution of Comparative Education to Comparative Studies of Adult Education – Anthology.
5. Bholá, H.S. Campaigning for Literacy, International Council for Development, 1981.
6. Cochrane, Nancy & J.R. Kidd. An International Legacy of Learning, Vancouver, Centre for Continuing Education, University of British Columbia, 1986.
7. Freire, Paulo, Pedagogy of the Oppressed, Middlesex, England, Penguin Books, 1972.
8. Havighurst, Robert, J.: Comparative perspective on Adult Education, Boston, Little Brown & Co., 1968.
9. Hunter, Carman, Keirn, Martha Mckee, Adult Education in China, London, Croom Helm, 1965, (Croom Helm in International Adult Education).

## **M.A. ADULT AND CONTINUING EDUCATION**

### **Semester – 4**

#### **Paper: 4.4a Environmental Education**

#### **Course Out Comes (Cos):**

After completion of the course, the students are able to

Unit 1/

Outcome one: Understand the concept and significance of environment and need of environmental protection.

Unit 2/

Outcome two: Interpret the environmental crisis with reference to pollutions and Importance of Environmental Conservation.

Unit 3/

Outcome three: Locate the environmental laws and analyze how these laws are helpful to Control environmental pollution.

Unit 4/

Outcome four: Explain Ecology and eco factors for Ecological Balance.

#### **Reference Books**

1. Bhatia.S.C., The Environmental Concern, Centre for Adult, Continuing Education and Extensionb, University of Delhi, 1983.
2. Bhatia.S., Papers on Environmental Education, IUCAE, New Delhi, 1984.
3. Trivedi and Raj, Management of Environmental Education and Research, Akashdeep Publishing House, New Delhi, 1992.
4. Kaur, H. Environmental Chemistry Pragathi Prakasan Publishers, 240, W.K.Road, Meerut- 250001-2008.
5. Kudesia, V.P.Environment Chemistry, Pragathi Prakasan Publishers, 240, W.K.Road, Meerut- 250001-2000.