

# Programme Outcomes, Programme Specific Outcomes and Course Outcomes For PG Programmes

**Programme Name: M.A. in RURAL DEVELOPMENT**

***Number of Semesters: 4 (Four)***



Department of Lifelong Learning and Extension  
**University of North Bengal**  
West Bengal, INDIA

## Programme Outcomes

- To impart better education with values and transformation of knowledge from class room to common man.
- To attain inclusive growth and reduce regional imbalances and income inequalities.
- Inculcate critical thinking to carry out scientific investigation objectively without being biased with preconceived notions.
- Equip the student with skills to analyse problems, formulate a hypothesis, evaluate and validate results, and draw reasonable conclusions thereof.
- Continue to acquire relevant knowledge and skills appropriate to professional activities

## Programme Specific Outcomes

- India is the country having numerous rural areas. This will open a plenty of career paths for the candidates interested in this field.
- The Programme has been framed to provide an understanding and experience of different aspects of Rural Development.
- It is to provide a holistic perspective of schemes/programmes of central govt. in general and state govt. in particular.
- It is to develop expertise in planning and management of rural development programmes with focus on participatory development.
- Students can join in Rural Development Organizations / Institutions as Social Worker, Community Mobilizer.
- Students can set up Small Scale Industry in rural areas supported by State govt. institutions
- Students can join in State /National Livelihoods Mission under Panchayati Raj Dept / Rural Development Dept. of the State / Nation as Manager or Programme Coordinator.

SEMESTER—I		
Course Code	Course Name	Course Outcomes
MARD 101	Rural Development: Concepts, Strategies, Theories and Experiences	<p>Knowledge gained on:</p> <ul style="list-style-type: none"> <li>• Rural Development: Concept, Objectives and Indicators</li> <li>• Rural Development Strategies</li> <li>• Theories of Rural Development</li> <li>• Infrastructural Development: An Overview</li> <li>• Rural Development Experiences in India – A Retrospective</li> <li>• Rural Development Experiences in South East Asia</li> </ul> <p>Skills gained on:</p> <ul style="list-style-type: none"> <li>• Able to develop the concept, indicators and strategies of rural development</li> <li>• Familiarizing the theories on Rostow’s Stages of Growth, Lewis Theory of Development, Marxian Concept of Development,</li> <li>• Able to explain various rural development initiatives during pre-independence period.</li> <li>• Gain insight into the rural development experience of Bangladesh, Sri Lanka, Nepal, Bhutan, Malaysia and Pakistan</li> </ul> <p>Competency developed on:</p> <ul style="list-style-type: none"> <li>• Applying the concepts related to rural development to real life problems of rural people</li> </ul>

		<ul style="list-style-type: none"> <li>To understand the prospects and problems of rural development in India</li> </ul>
MARD 102	Rural Economics	<p>Knowledge gained on:</p> <ul style="list-style-type: none"> <li>Introduction to Rural Economy of India</li> <li>Rural Demography</li> <li>Agriculture</li> <li>Rural Industrialization</li> <li>Rural Occupations</li> <li>Rural Poverty and unemployment</li> </ul> <p>Skills gained on:</p> <ul style="list-style-type: none"> <li>Familiarizing the theories, concepts of rural economics</li> <li>Applying the concept of the dynamics of rural economies in order to understand the economics in general</li> <li>Acquainting the structure of rural economies – farming, industrialization and possible interactions</li> <li>Aware about the problems and prospects of the rural economy of India</li> <li>Knowledge on rural poverty estimates and its causes and consequences</li> </ul> <p>Competency developed on:</p> <ul style="list-style-type: none"> <li>Familiarizing practical ways to carry out field survey relating to rural economics</li> <li>Ability to apply the theoretical knowledge on the basic concepts, theories relating to rural economics</li> <li>Develop critical and creative thinking about the rural economies</li> </ul>
MARD 103	Rural Sociology	<p>Knowledge Gained on</p> <ul style="list-style-type: none"> <li>Significance of Sociology</li> <li>Rural Institutions</li> <li>The Rural Social Structure</li> <li>Rural Development and Social Change</li> <li>Rural Social Problems</li> </ul> <p>Skills Gained on</p> <ul style="list-style-type: none"> <li>Develop ideas on Rural Sociology and Social Anthropology from Rural Development Perspectives, Characteristics of Indian Rural Society, Rural-Urban differences, Continuum vs. Dichotomy; Urban influences on rural society.</li> <li>Know about the various aspects of rural family, marriage, religion and community.</li> <li>Regarding the dynamics of society, one has to acquire the knowledge of concept of social change, forces and factors of change; nature of responses to development initiatives induced by the State/ Agencies (NGOs).</li> <li>As regards to their society, the students make them aware about the status of rural inequality, unemployment, health and hygiene, public health facilities, problems relating to infrastructural facilities, underdevelopment and its consequences.</li> </ul> <p>Competency developed on</p> <ul style="list-style-type: none"> <li>As part of Field Studies, students able to collect information on rural societies.</li> <li>Carry out research studies on rural social issues/ social problems/ contexts</li> <li>Theoretically become sound about dealing with rural society</li> <li>Implement properly the acquired knowledge for the cause of developing the Indian rural society.</li> <li>Make themselves competent for dealing with Indian rural development</li> </ul>

		related issues.
MARD 104	Rural Development administration	<p>Knowledge Gained on:</p> <ul style="list-style-type: none"> <li>• Concept and Evolution Development Administration;</li> <li>• Difference between Traditional Administration and Development Administration;</li> <li>• Early Approaches and Contemporary Approaches of Development Administration;</li> <li>• Importance and Scope of Development Administration</li> <li>• Concept and Importance and Role of Bureaucracy</li> <li>• Administrative Structure and Organizations for Rural Development in India</li> </ul> <p>Skill Gained on</p> <ul style="list-style-type: none"> <li>• New Public Management</li> <li>• Public Grievances and Redressal Mechanisms</li> <li>• Accountability and Transparency in Administration</li> <li>• e-governance in the rural development sector</li> </ul> <p>Competency Development on</p> <ul style="list-style-type: none"> <li>• Analyse Role of Bureaucracy in Rural Development</li> <li>• Analyse Riggs and Weidner concept on Development Administration</li> <li>• Analyse Centralised and Decentralised Administration in Rural Development</li> </ul>

SEMESTER—II		
Course Code	Course Name	Course Outcomes
MARD 201	Rural Development Policies and Programmes in India	<p>Knowledge gained on:</p> <ul style="list-style-type: none"> <li>• Policies for Rural Development</li> <li>• Rural Development Programmes in India since Independence</li> <li>• Current Rural Development Programmes</li> </ul> <p>Skills gained on:</p> <ul style="list-style-type: none"> <li>• To identify the major reasons why we need a ‘Rural Development Policy’ in India</li> <li>• To understand Land Policy, Technology Policy, Agricultural Policy, Employment Policy, Education and Extension Policy, Rural Institutions Policy, Price Policy</li> <li>• Familiarizing Earlier Programmes, Area Development Programmes, Target-Group Oriented Programmes, Wage Employment Programmes, Self-Employment Programmes; Welfare Programmes;</li> </ul> <p>Competency developed on:</p> <ul style="list-style-type: none"> <li>• Ability to evaluate and review of rural development programmes of India since Independence</li> <li>• Aware about current rural development programmes</li> <li>• Application of theoretical knowledge on rural development programmes</li> </ul>

		in practical field
MARD 202	Agricultural development in India	<p>Knowledge Gained on:</p> <ul style="list-style-type: none"> <li>• Knowledge about the importance of agriculture.</li> <li>• Understand the contribution of Agriculture to income and employment in India.</li> <li>• Know the sources of Agriculture Finance In India.</li> <li>• Analyse the impact of agriculture subsidies in India.</li> <li>• To study about theories of agriculture and recent trends in agriculture growth in India since independence.</li> <li>• To study of the concept of land reforms in India and importance of tenancy reforms in India.</li> </ul> <p>Skills gained on:</p> <ul style="list-style-type: none"> <li>• How to analyse the state-wise production and productivity of food grains.</li> <li>• Promote skilling of manpower in various sectors of agriculture.</li> <li>• Enables farmers to increase productivity and income by establishing market linkages and buy – back arrangements.</li> </ul> <p>Competency gained on:</p> <ul style="list-style-type: none"> <li>• Knowledge in the thrust areas in Indian agriculture and explain its problems</li> <li>• To analyse the farm size and productivity and explain the land consolidation.</li> <li>• How to enrol beneficiaries pan India base including for job roles such as Dairy Farmer, Organic Grower, Floriculturist, Gardener and Pulses Cultivator etc.</li> </ul>
MARD 203	Education and Rural Development in India	<p>Knowledge Gained on:</p> <ul style="list-style-type: none"> <li>• History and Development of Education</li> <li>• Education in Post Independent India</li> <li>• Education in Rural India</li> <li>• Higher Education in India</li> <li>• Education and Development in West</li> </ul> <p>Skills Gained on:</p> <ul style="list-style-type: none"> <li>• Ideas about the past i.e. Ancient Indian Education, Buddhist System of Education, Islamic Education and Education Under British India</li> <li>• Measures so far taken as regards to the development of education in India i.e. the University Education Commission 1948, the Secondary Education Commission 1953-53, the Education Commission 1964-66, the National Policy on Education 1986/ POA 1992 and the National Education Policy 2020</li> <li>• Rural educational scenario like Three-Fold of Educations i.e. Formal, Non-formal and Informal Education, National Literacy Mission, Rural Educational programmes, Lifelong Learning, Women Education, Extension Education and Samagra Shiksha Abhiyan.</li> <li>• Make aware about Higher education in India i.e. University Grants Commission, Non-Conventional Education, Open and Distance Education, Technical and Skill Development Education, Technical Education Scenario in India, Skill Development Education and Value Education</li> <li>• Overall Educational Scenario in West Bengal, Problems and Prospects of Education in West Bengal, Problems and Magnitude of Illiteracy and Educational Status in North Bengal</li> </ul> <p>Competency developed on:</p>

		<ul style="list-style-type: none"> <li>• Students will become expert in handling all sorts of education related issues as regards to their knowledge, research ability and solving the problems relating to education in general and rural education in particular.</li> </ul>
MARD 204	Panchayat and Rural development in India	<p>Knowledge Gained on:</p> <ul style="list-style-type: none"> <li>• Decentralization and Panchayat</li> <li>• 73rd Amendment Act</li> <li>• Structure and function of Panchayat raj Institution</li> <li>• Gram Sabha in Schedule Area</li> </ul> <p>Skill Gained on:</p> <ul style="list-style-type: none"> <li>• Financing of Panchayati Raj Institution</li> <li>• Organisational and Functional perspectives of Panchayat</li> </ul> <p>Competency Development:</p> <ul style="list-style-type: none"> <li>• Analyse the Structure and Function of Panchayati Raj Institutions</li> <li>• Evaluation of working of Panchayati Raj Institutions</li> <li>• Analyse Peoples Representatives role in Rural Development</li> <li>• Analyse the challenges of Panchayati Raj Institutions and their Remedies;</li> </ul>

SEMESTER—III		
Course Code	Course Name	Course Outcomes
MARD-301	Research Methodology	<p>Knowledge gained on:</p> <ul style="list-style-type: none"> <li>• Introduction to Research</li> <li>• Sampling</li> <li>• Data Processing and Analysis</li> <li>• Participatory Approaches and Rural Development</li> <li>• Computer Software Application in Rural Development</li> <li>• Report Writing</li> </ul> <p>Skills gained on:</p> <ul style="list-style-type: none"> <li>• To understand research concepts, methodology etc.</li> <li>• Understand a general definition of research design</li> <li>• Ability to identify the overall process of designing a research study from its inception to its report</li> <li>• Ability in using quantitative and qualitative research</li> <li>• To be able to identify a research problem</li> <li>• To create research attitude among the students</li> <li>• Ability on how to conduct a statistical test of a hypothesis</li> <li>• Able to understand the steps involved in qualitative data collection</li> <li>• Gain knowledge on sample size, sampling and also various methods of data collection</li> </ul>

		<ul style="list-style-type: none"> <li>Familiarizing with good practices in conducting a qualitative interview and observation through field survey</li> </ul> <p>Competency developed on:</p> <ul style="list-style-type: none"> <li>Ability to prepare survey schedule</li> <li>To analyse data from a variety of sources</li> <li>To draw conclusions and support them with evidence and examples</li> <li>To develop the research-related skills like sense of inquiry and capability for asking relevant/appropriate questions</li> <li>Ability to recognize cause-and-effect relationships</li> <li>Ability to formulate hypotheses, test hypotheses,</li> <li>Ability to interpret and draw conclusions from data,</li> <li>Ability to plan, execute and report the investigation</li> <li>Develop the ability how to write a report</li> </ul>
MARD 302	Rural Development Project: Management, Monitoring and Evaluation	<p>Knowledge Gained on:</p> <ul style="list-style-type: none"> <li>Concept and Objectives of Project Management</li> <li>Issues in Management of Rural Development Project;</li> <li>Essentials of Project Implementation Planning</li> <li>Concept and Importance of Project Evaluation;</li> </ul> <p>Skill Gained on:</p> <ul style="list-style-type: none"> <li>Rural Project Identification</li> <li>Rural Project implementation</li> <li>Rural Project evaluation</li> <li>Technique on Project Management</li> </ul> <p>Competency Development:</p> <ul style="list-style-type: none"> <li>Analyse the Rural Development Project</li> <li>Evaluate rural development Project</li> </ul>
MARD 303	Industries in rural areas of India	<p>Knowledge gained on:</p> <ul style="list-style-type: none"> <li>concept of Rural Industrialization and appropriate technologies for Rural Industrial Development.</li> <li>know the Industrial Policies and Programmes</li> <li>enable Women Entrepreneurship and consisting of leadership qualities of a successful Entrepreneur.</li> <li>knowledge of Field level organizations and Growth centre approaches.</li> <li>concept of Rural Industrialization, Gandhian approach and Appropriate Technology for Rural Industrial Development.</li> <li>knowledge of characteristics of an entrepreneur and types of entrepreneurship</li> <li>Field level organizations like DIC, NIMSME, SIDO and financial organizations like RRBs and SFCs.</li> <li>know about the Growth Centre Approach for Rural Industries, Industrial Estates and Rural Industrial Promotion.</li> </ul> <p>Skills gained on:</p> <ul style="list-style-type: none"> <li>Delivering skills of industry development to a significant number of people who live in rural areas in a cost efficient way.</li> <li>How to boost employment in rural areas in both agricultural and non-agricultural sectors.</li> <li>The current skills challenges facing people living in rural areas.</li> <li>works in promoting and sustaining skills development in rural areas.</li> <li>How to contribute significantly to employment and economic growth of rural areas.</li> </ul>

		<p>Competency developed on:</p> <ul style="list-style-type: none"> <li>• To make familiar the students about rural development process.</li> <li>• To enable the students to understand nature of Industrialization.</li> <li>• To enable the students to appreciate the role of rural industries in rural development</li> </ul>
MARD 304	<b>Development Institutions</b>	<p><b>Knowledge Gained on</b></p> <ul style="list-style-type: none"> <li>• Evolution of Development Institutions</li> <li>• International Development Institutions and Programmes</li> <li>• Indian Development Institutions</li> <li>• Indian Rural Development Institutions</li> </ul> <p><b>Skills Gained on</b></p> <ul style="list-style-type: none"> <li>• Acquired knowledge regarding the need for Development Institutions</li> <li>• Develop ideas regarding the International development institutions like UNDP, UNESCO, WHO, FAO; World Bank, Asian Development Bank; International Fund for Agricultural Development (IFAD) and World Food Programme (WFP) which will help for the cause of rural development issues.</li> <li>• Students equipped themselves regarding the structure of the Indian State (Central-State Governments); Financial Institutions like Reserve Bank of India; IDBI; Nationalised Banks and Beneficiary organisations for the purpose of rural development.</li> <li>• Knowledge on Rural Cooperative Institutions, NABARD and Poverty alleviation programmes/ schemes will help the students regarding rural development institutions providing support to the rural people.</li> </ul> <p><b>Competency developed on</b></p> <ul style="list-style-type: none"> <li>• For proving direct benefits to the rural people students become resource full in this aspect not only international level development institutions but also institutions situated at the door steps of the rural people.</li> </ul>
MARD 305	Rural Credit and Banking	<p>Knowledge Gained on:</p> <ul style="list-style-type: none"> <li>• Concept and Importance of Rural Credit and Finance</li> <li>• Concept, Importance and History of Micro Finance</li> <li>• Understand the concept and importance of rural credit</li> <li>• microfinance institutions in India</li> <li>• Importance and role of co-operatives in rural development</li> <li>• Understand about the basic principles of Self-Help Group</li> </ul> <p>Skill Gained on:</p> <ul style="list-style-type: none"> <li>• Rural Finance Management</li> <li>• co-operative society Management</li> <li>• SHG management</li> <li>• Co-operative Bank Management</li> </ul> <p>Competency Development on:</p> <ul style="list-style-type: none"> <li>• Analyse the role of micro finance institutions in rural development</li> <li>• Analyse the role of co-operative credits in agricultural development</li> <li>• understand the activities of SHGs and progress of SHGs in India</li> <li>• Analyse the role of development bank in rural development</li> </ul>
MARD	Rural Health and	<p>Knowledge Gained on:</p> <ul style="list-style-type: none"> <li>• Concept and Definition of health,</li> </ul>



306	Health Care Service	<ul style="list-style-type: none"> <li>• Indicators of health;</li> <li>• Health and Nutrition</li> <li>• Rural Health scenario in India</li> <li>• Nutritional and Health Status of Rural women and Children</li> </ul> <p>Skill Gained on:</p> <ul style="list-style-type: none"> <li>• Improvement of awareness level on various issues on Health</li> <li>• Delivery Health Care service in India</li> <li>• Performance of Rural Health service</li> <li>• Health Policy and Programme</li> </ul> <p>Competency Development on:</p> <ul style="list-style-type: none"> <li>• Health is one the important indicator of Rural Development. It is needed to know the realities and Rural Health and Health Centre services available in the Rural areas.</li> <li>• Analyse the Progress of Rural Health Status</li> <li>• Understanding current Health status of Rural people</li> </ul>
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SEMESTER—IV		
Course Code	Course Name	Course Outcomes
MARD-401	Rural Development: The West Bengal Experience	<p>Knowledge gained on:</p> <ul style="list-style-type: none"> <li>• Rural Society and Economy in Bengal</li> <li>• Land Reform</li> <li>• PRIs and Rural Development</li> <li>• Health Infrastructure and Health Service</li> <li>• Education &amp; Empowerment</li> <li>• Rural Development Experience in North Bengal</li> </ul> <p>Skills gained on:</p> <ul style="list-style-type: none"> <li>• Understand the knowledge on Rural Society and Economic Structure in West Bengal Agriculture Growth and Development in West Bengal</li> <li>• To understand Land Reform Programme in West Bengal</li> <li>• Understand the key socio-economic indicators for west Bengal</li> <li>• Understand the Per capita agricultural and total state domestic product in west Bengal</li> </ul> <p>Competency developed on:</p> <ul style="list-style-type: none"> <li>• Analyse the land and the associated rural transformation</li> <li>• Application of knowledge related to the characteristics of contemporary development politics in west Bengal.</li> </ul>
MARD-402	Dissertation (Field Based)	<p>Skills and Competency developed on:</p> <ul style="list-style-type: none"> <li>• Will be familiar with conducting a literature review for a study</li> <li>• Understand the steps in the overall process</li> <li>• The ways of organizing the material found</li> <li>• Able to design a research problem</li> </ul>

		<ul style="list-style-type: none"> <li>• Able to distinguish between a population and a sample</li> <li>• Familiarizing with the steps involved in identifying and selecting a good instrument to use in a study</li> </ul>
MARD-403	Women in India's Rural Development	<p>Knowledge gained on:</p> <ul style="list-style-type: none"> <li>• Status of Women in India</li> <li>• Development Initiatives for Rural Women</li> <li>• Rural Women and Empowerment</li> <li>• Work participation of Rural Women</li> </ul> <p>Skills gained on:</p> <ul style="list-style-type: none"> <li>• Understand the knowledge on Gender Studies</li> <li>• Gain knowledge on Women's Situation in India</li> <li>• Familiarizing with the Status of Women in India from Ancient to contemporary period</li> <li>• Understand Constitution of India and Empowerment of Women</li> <li>• To inculcate about the scope, importance and sources of micro finance, SHGS and women empowerment.</li> <li>• Acquaint the knowledge on female work participation</li> <li>• Able to identify the changes in various situations of women</li> <li>• Aware about the contemporary situation of women</li> </ul> <p>Competency developed on:</p> <ul style="list-style-type: none"> <li>• Demonstrate critical and analytic thinking skill on women issues</li> <li>• Application of theoretical knowledge of government Policies and their implications for the women's rights</li> <li>• Ability to examine the concept of empowerment of Women in practical field</li> </ul>
MARD 404	Rural Environment and Development	<p>Knowledge Gained on</p> <ul style="list-style-type: none"> <li>• Linkages between Development and Environment</li> <li>• Ecology and Society</li> <li>• Environmental Issues and Concerns</li> <li>• Policy and prevention measures</li> <li>• Land, Soil, and Land Use in West Bengal</li> <li>• Global Warming and Climate Change</li> <li>• Natural Hazards and Mitigations</li> </ul> <p>Skills Gained on</p> <ul style="list-style-type: none"> <li>• Concept of environment, physical, biotic and abiotic, ecology and ecosystem, Interdependence of environment and human beings, Development of complex society, technology and environmental change.</li> <li>• Ecology and the development of society, Biodiversity, ecosystem &amp; Trophic levels, Culture and ecosystem, Moral and ethical view of nature and Energy Transfer</li> <li>• Nature of environmental degradation, Pollution, Energy sources, Population growth, Food and water, Deforestation, soil erosion, shortage of food, fodder and fuel, Traditional linkages and adaptable strategies between local community and environment, effects on development induced displacement and Big dams and deforestation.</li> <li>• Environmental policy, legislation, national and global cooperation, Education and environmental awareness, environmental literacy and role of GOs and NGOs and Conservation of the biosphere.</li> <li>• Land, soil and water resources in West Bengal, Land use changes.</li> </ul>

		<ul style="list-style-type: none"> <li>• Causes and effects of global warming and climate change, Climate politics, Carbon budget, Low carbon economy, India’s vulnerability and Adaptation and mitigation.</li> <li>• Landslides, Floods, Cyclones, Tsunami, Thunderstorms, Cloudburst, Volcano, Avalanches and Drought and causes, extents, impacts and remedial measures.</li> </ul> <p>Competency developed on</p> <ul style="list-style-type: none"> <li>• The world community now-a-days is striving to achieving the Sustainable Development Goals (SDGs). Out of the 17 SDGs most of the goals i.e. about more than 12 goals are relating to the SDGs and the remaining goals are relating to eradicating rural poverty. Students of MA in Rural Development are mainly concerned with rural development. In order to have a developed India eradication of poverty from rural areas is a must. On the hand environment and development are interdependent. Without having the one the other is not possible. Competencies for achieving SDGs in order to achieving a developed rural India be achieved by the students by pursuing this very course.</li> </ul>
MARD 405	VOs and NGOs in Rural Development	<p>Knowledge Gained on</p> <ul style="list-style-type: none"> <li>• Philosophy and Theoretical Issues of Voluntarism</li> <li>• Meanings and Definition of VOs and NGOs</li> <li>• International and National NGOs – their objectives, structures, strategies and contributions</li> <li>• Formation, Rules and Regulations governing NGOs</li> <li>• Strategies, and Efficiency of NGOs and VOs</li> <li>• Corporate Sector and Rural Development</li> <li>• Working with Communities</li> </ul> <p>Skills Gained on</p> <ul style="list-style-type: none"> <li>• Fundamental aspects of Voluntarism, Schopenhauer’s Generalised form of Voluntarism, Voluntarism and Sociological Theories of Action, Max Weber’s Theory of Social Action, Talcott Parsons Voluntaristic Theory of Action.</li> <li>• Types of NGOs and Vos, Organisational structure and function, Relationship between VOs /NGOs and the state, NGO – Panchayat interface.</li> <li>• International NGOs, DFID, OXFAM, UNICEF, CINNY, GTZ, SWID, National/ state /local level NGOs – RKM, Pradhan, PRIA, SEWA, MYRADA, M. S. Swaminathan Research Foundation, Ralegan Siddhi, MV Foundation etc.</li> <li>• Registration of NGOs – Societies Registration Act – Memorandum of Association – Rules and Regulations – Executive Committee – Powers – Duties – Tenure of Office – Funds – Income Tax Exemptions – Winding-up of NGOs – NGO Registration under Foreign Contribution Regulation Act (FCRA), Guidelines and Procedure.</li> <li>• Funding agencies for NGOs – CAPART – Central Social Welfare Board – State Social Welfare Board – Other Central and State Government Departments – International Donor agencies.</li> <li>• Corporate Social Responsibility, Case Studies (Activities in different spheres: Education, Health, Agriculture and Service sectors).</li> <li>• Community Organization – Definition and Principles Civil Society Organisations – Models and Strategies of Community Organization</li> </ul>

		<p>– Locality Development Model – Social Planning Model – Social Action Model – Methods of Community Organization.</p> <p>Competency developed on</p> <ul style="list-style-type: none"> <li>• Students will be expert with Voluntary actions as well as it will be taken as their profession for the benefit of the society as well as maintaining their livelihood.</li> <li>• An important issue of social development at the global level and the students of this subject will be a part of that noble task.</li> </ul>
MARD-406	Planning and Management for Rural Development in India	<p>Knowledge Gained on:</p> <ul style="list-style-type: none"> <li>• Concept and types of planning;</li> <li>• Need for planning in developed and underdeveloped economy</li> <li>• Brief Retrospective of Rural Development Planning in India</li> <li>• Decentralised Planning</li> <li>• Block and district Planning</li> </ul> <p>Skill Gained on:</p> <ul style="list-style-type: none"> <li>• Planning Process</li> <li>• Prepare Village Development Planning</li> <li>• Rural Management</li> </ul> <p>Competency Development on:</p> <ul style="list-style-type: none"> <li>• Analyse Indian planning for Rural development</li> <li>• Understanding of multi-level Planning</li> <li>• Understanding Regional Planning</li> </ul>