



# MA Rural Management Admissions 2024-26

**SHIV NADAR**  
INSTITUTION OF EMINENCE DEEMED TO BE  
UNIVERSITY  
DELHI NCR

SCHOOL OF  
HUMANITIES AND  
SOCIAL SCIENCES





Shiv Nadar Institution of Eminence launched a 2-year MA in Rural Management program in September 2023. This is a one-of-a-kind multidisciplinary program, the like of which does not exist anywhere else in the country. We are pleased to announce that, after a very successful launch with 42 students for 2023-25, the program for 2024-26 will commence in August 2024

The Ministry of Education, Government of India, has conferred upon Shiv Nadar University the status of Institution of Eminence Deemed to be University in August 2022. This recognition makes the university a part of the distinguished league of top public and private institutions empowered to elevate Indian universities to become world-class teaching and research institutions.

In recent years, rural India has been a focus of great national attention. It has been witness to major crises like farmers' suicides; it has also been a hub of enormous dynamism, becoming the largest and fastest growing market for India's industrial sector. Central and state governments also invest hundreds of thousands of crores every year to provide better amenities and secure livelihoods to rural Indians.

There are many talented young people in rural India who, with the appropriate training, can lead this dynamic, rapidly transforming region in the years to come. These are the professionals our program is creating. We plan to develop gen-next innovators and creative leaders with the requisite understanding and skill-sets demanded by the emerging challenges and opportunities of rural India, which no other comparable program offers.

What is unique about our program is that it not only provides students with an in-depth multi-disciplinary understanding of the problems of rural India but it also nurtures their capacity to find innova-



tive and far-reaching solutions. The program is based on a unique pedagogy, combining innovative class-room and studio teaching, with two full semesters devoted to field education, including internships with the very best practitioners in rural India. All students have mentors through and beyond the program. Another distinguishing feature of the program is that all its courses not merely aim to build professional competencies but pay equal attention to cultivating the necessary value-systems that develop compassionate human beings, with the capacity for deep listening and necessary sensitivities to the world-views of those they will be working with in future.

Students who graduate from this program will be eagerly sought after by civil society organisations, major government programs, CSR organisations, donor foundations, UN agencies etc. Our program has been crafted with specific inputs from potential employers, many of whom are already in touch with us offering to employ our graduates. Thus, demand for our students is built into the program.

Rural India is also a huge untapped market for emerging entrepreneurs. But there is no program offering the comprehensive education required for such aspirants, which needs to include deep understanding of rural economy and society, with both its challenges and possibilities.

If you are a young person with a passion for and commitment to serving in rural India, this is the program for you. Preference will be given to applicants from disadvantaged regions and communities. Preference will be given to women candidates. 50 seats are open for admission.

**A large number of scholarships are available for qualified and eligible students, including several full scholarships for deserving candidates**



## Semester One

### Trans-disciplinary Fundamentals



The first semester will be an introduction to relevant theoretical concepts and tools, fundamental dimensions of rural reality in India, as also the basics of research methodology. This is the foundational understanding students require to be able to both understand rural India and also to appreciate the challenges of rural management and be able to find possible solutions. The first semester will have 4 courses.

## Political Economy of India's Development since Independence

### 4 credits

As India won a hard-fought independence from British rule, the government and the people set about trying to build a free nation, where each person would at least have access to the basic needs of life, in an atmosphere of freedom, liberty and equality of opportunity. This set of lectures is a reflection on the last 75 years, the achievements and the failures, a review of the most important government policies and programs, the thinking behind them and why, how and in what ways these need to change. Building upon the political economy perspective of the "founders" of Economics from the 18th and 19th centuries, even while incorporating the exciting new insights of 20th and 21st century heterodox economists, the course provides a unique trans-disciplinary framework, within which students can understand the most pressing problems facing rural India and study the effectiveness of government programs and policies since independence. The idea is also to introduce students to ideas from beyond academia, in order to enable them to understand how solutions to rural India's most important and neglected problems, such as water, food and livelihoods, could potentially be crafted. Running threads of the course are gender and ecology, which provide a critical lens through which to examine development paradigms.

## Reflective Practice - 4 credits

The main aim of the MA in Rural Management program is to create a large cadre of "reflective practitioners" who can be powerful catalysts for change in rural India. The course on Reflective Practice involves students learning about both the inner and social transformation required for enduring change to occur in society, and the imperative complementarity between the two. The course will, therefore, introduce students to creative ways in which they can challenge of structures of power that are embedded in society at every level, including the transformation of their own consciousness, which has internalized and ingrained the logoses of these structures. The course will use innovative pedagogic practices, which help open pathways for students to much more experientially realise the what and the how of the changes required.





## Understanding Indian Society 4 Credits

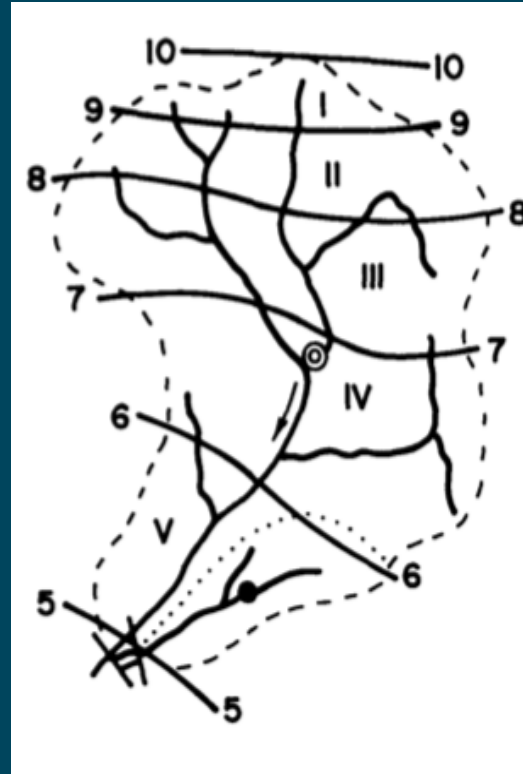
It is a truism that every person in society is endowed with multiple identities, so it should be equally obvious that relations of power and domination are also multi-dimensional. But as the history of both the social sciences and of social movements show, it has proved remarkably difficult to sustain sensitivity to the plurality of power relations. This course has two main objectives. The first is to show that, in order to be effective, all power including economic power must be translated into social power – that is, it must employ modalities that are compatible with existing political and cultural structures. The second is to introduce students to the challenges of “intersectionality”, the most recent conceptual label for the multiplicity and mutual entanglement of different dimensions of power. The approach is primarily empirical, with theoretical issues being discussed mostly through specific examples or instances. Students will be encouraged to choose a particular dimension/axis of power that interests them and will make individual presentations based on a historical event or issue of their choice. The purpose of the presentations will be to highlight the co-implication of the multiple axes of power.





## Research Methods 4 Credits

This course is intended to give a comprehensive introduction to research methodology and methods used in social sciences. The course is expected to equip the students with capabilities for formulating a research problem and identifying research questions, collecting data, analysis and interpretation of data using quantitative and qualitative methods and presenting the findings in the form of reports, research papers or dissertations. The emphasis throughout the course will be put on inter-disciplinarity and mixing quantitative-qualitative methods which can lead to providing useful insights and conclusions for policy.



## Semester Two

### Management Challenges in Rural India



The second semester will be a deeper dive into the most important and most neglected management challenges in rural India, enabling the students to understand the problems, as also critically assess the various attempts at finding solutions to these problems. The second semester will have 4 courses.

## Agriculture, Livestock and Forestry 4 credits

This course provides a historical perspective on agriculture, livestock and forestry and reviews the frameworks adopted for bringing change in the organisation of these activities. While contributing about 16% of the GDP, they engage nearly 50% of the workforce and hence are the largest sources of livelihoods in rural areas. The "Green" and "White" revolutions marked a fundamental break in the way these activities are organised. They firmly established a high cost and high external input framework, which has become the new normal. This course will analyse these frameworks in some detail, highlight their limits and the need to look beyond them. The course emphasises the diversity of Indian agriculture, livestock systems and forests and the need to adopt a differentiated approach to meet the challenges of this diversity. A major part of this course is devoted to discussions on alternative approaches and low-input systems in agriculture, livestock and forestry, which enable advancement of multiple livelihood options for rural communities. The course also contains lectures on the key sources of published secondary data on agriculture and allied activities and how they can be utilised to study contemporary issues in these sectors.





## Ecology, Water, Climate Change and Energy 4 credits

This course attempts to introduce the students to the concept of the ecosystem and how human life is shaped by ecosystem functions and processes. It builds on the basic concepts of ecology as an integrative discipline, focusing on landscapes, ecosystem boundary, scale, diversity, stability, balance, adaptation, sustainability, resilience, externalities vs. joint products, time, and feedback loop. It then covers the evolution of the notion of sustainable development and why that has now become a priority in any development discourse, and how water is central to all material exchanges in ecosystems and between ecosystems and the economy. The course brings understandings of ecosystem processes in water and energy and how access to and control of both water and energy are mediated and structured by social relations of class, caste, tribe, community and gender. In the current context of climate change and the challenges posed by planetary boundaries in the era of the Anthropocene, keeping agri-food systems and rural development as the focus, the course examines alternative perspectives of food security, sovereignty, food justice and nutritional security on the one hand, and water and environmental security on the other, showing how an integration is possible only using an ecological lens.





## Education, Health and Nutrition

### 4 credits

This course will trace the history of education from the colonial times, through the first four decades post-Independence, and then the next three decades following the international call for 'Education For All'. The course will examine the successes and failures along the way. It will grapple with the multiple facets of the issue – the deep impact of caste inequalities on education; how the most progressive policies are lost to poor implementation; the languishing public school system and how it is eminently possible to turn it around; the fallacious discourse that private schools are the only answer to education in India; and why are our classrooms stuck in a 19th century pedagogy, failing to integrate the rich international research on learning.

Students will learn the political economy of health and the impact and consequences it has for poor people. The course seeks to equip potential rural development practitioners with enough knowledge and strategic skills to work on health interventions in rural areas. These include the state of health and health care services in rural India; the determinants of health such as food, landholding, environment, state of health care services, the pharmaceutical industry, connec-



tivity etc; analytical sessions on the political economy of health, especially the way structural violence plays out in poor health; addressing inequity in health - such as working with health systems, health workers and other determinants of health and to draw lessons from the better performing States for the laggards.







## Management of Institutions: Social Entrepreneurship 4 credits

The absence of powerful institutions of the disadvantaged sections of Indian society is widely regarded as a key factor explaining the persistence of deprivation. This course will cover a wide range of such institutions such as Panchayati Raj Institutions, Self Help Groups and their Federations, Farmer Producer Organisations, cooperatives across various sectors etc. Besides these formal organisations, India has also had social movements which have impacted state and national policies. Many informal collectives have been formed around managing common property sources, and the use of technology has enabled collectives where members are distantly located. We will introduce students to these various forms of collectives and institutions, their importance in any sustained development process, their design principles, and why some are effective and some are not. The course will teach students the basics of business management practices such as marketing, HR, finance (including financial services in rural areas, insurance) etc. Students will also learn basics of project management: What is a project cycle? How are development projects designed? What are the key elements of a project proposal? What are the planning and monitoring tools for project management? etc.





## Field Education

**16 credits**

During the third semester, students will travel to select field locations across the country, where they will learn from our carefully selected partners, who over several decades, are recognised as the best practitioners on each of these themes about how they have, crafted solutions to some of the most difficult management challenges facing rural India. Students will choose any 4 of these 4-week courses (each 4 credits) located in rural India (indicative list):

1. Women's Self Help Groups and Federations
2. Participatory Water Management
3. Drinking Water & Sanitation
4. Sustainable Agriculture
5. Social Enterprises for Livelihoods
6. Health Management
7. Innovations in Education





## **Semester Four Group Projects (Specialisations)**

### **Group Projects 16 credits**

Students will be divided into small groups. Each group will do a Group Project. These will be done by students while being located in organisations in the field where they will complete internships for 8-12 weeks. As far as possible, project topics would be chosen from:

- Hitherto neglected issues or
- Emerging challenges or
- Those reflecting what potential employers require

After returning from the field, students will write up a Project Report on which they will be evaluated.



## Selection Criteria and Process

Basic Qualification: Bachelor's Degree in any discipline.

In the application form, candidates are expected to answer questions in writing related to their reasons for applying for this program, how they hope to benefit from the program, as also their future plans. These answers will be evaluated and the shortlisted candidates will be called for an interview, which will be the final step in their selection.

For queries : prashant.shishodia@snu.edu.in 9717492449

## Selection Timeline

- Applications for the program will be open till 31st March 2024
- Screening of Applications and Telephonic Interviews will take place from 1 April 2024 to 20 April 2024.
- Candidates to be interviewed online during April 2024
- In-person interviews of shortlisted candidates will be held at the university campus during May 2024
- Final list of selected candidates will be announced by 1st June 2024
- Program begins: 5th August 2024

## Application Instructions

Applicants will be required to pay a non-refundable application fee of Rs. 2000.

All interested applicants shall apply online. Please follow the instructions carefully. Online uploading of following documents is required:

- Passport size color photograph
- Current CV
- All Mark sheets/Degree Certificates (10th Standard onwards)

## Fees Structure (2024-2026)

	2024-25	2025-26	Total
<b>Tuition Fees</b>	<b>4,00,000</b>	<b>4,00,000</b>	<b>8,00,000</b>
<b>Other Fees</b>	<b>2,36,567</b>	<b>93,284</b>	<b>3,29,651</b>
<b>Admission Fees</b>	<b>25,000</b>		<b>25,000</b>
<b>Security Deposit</b>	<b>25,000</b>		<b>25,000 (Refundable)</b>
<b>Total Fees</b>	<b>6,86,567</b>	<b>4,93,284</b>	<b>11,79,851</b>



## Core Faculty

The program will be taught by some of the most eminent academics, practitioners and thinkers the country has known, covering the entire gamut of issues taught under this program. Most of them have spent their entire professional lives working in, and around issues related to, rural India:

1. Dr. Mihir Shah, Distinguished Professor
2. Dr. Ajay Dandekar, Professor
4. Dr. Darryl Reed, Distinguished Professor
5. Dr. Rajeswari Raina, Professor
6. Dr. Himanshu Kulkarni, Professor of Practice
7. Mr. P S Vijayshankar, Professor of Practice
8. Dr. Sreedeeep Bhattacharya, Associate Professor
9. Dr. Sandali Thakur, Associate Professor
10. Shri Rahul Ghai, Associate Professor
11. Dr. Bhargabi Das, Assistant Professor
12. Ms. Divya Bhatnagar, Assistant Professor

## Advisory Group and Guest Faculty

1. Dr. Gita Sen, Distinguished Professor & Director, Ramalingaswami Centre on Equity & Social Determinants of Health, Public Health Foundation of India
2. Dr. Satish Deshpande, Professor, Department of Sociology, Delhi School of Economics
3. Dr. Yogesh Jain, Public Health Physician
4. Shri SM Vijayanand, IAS retd, Former Chief Secretary, Government of Kerala
5. Ms. Sushma Iyengar, Founder, Kutch Mahila Vikas Sangathan
6. Shri Gagan Sethi, Founder & Chair, Janvikas and Centre for Social Justice
7. Ms. Smita Agarwal, Head Education CSR, TATA Steel
8. Shri Apoorva Oza, Global Lead, Aga Khan Foundation
9. Shri Biraj Patnaik, Executive Director, National Foundation for India
10. Shri Sunil Chavan, Director, Dr. ML Dhavle Trust
11. Shri KJ Joy, Senior Fellow, Society for Promoting Participative Ecosystem Management
12. Shri Shashi Bhushan, Director, SATHI Network



## Life in the Campus



All students will participate in and help organize a wide range of intellectual activities, like academic seminars, exhibitions, on-going research projects, library, publication and other outreach activities in SHSS and any other School or Department that ignites an academic interest in them. The students are encouraged to participate in all intellectual and performing arts and sports activities promoted in the University.

## INDOOR SPORTS COMPLEX

The state-of-the-art Indoor Sports Complex has won NDTV's Design and Architecture Awards in 2017. The building has table tennis, basketball, and badminton courts on the ground floor. It is equipped with a unisex gym, four squash courts, and a 200-meter-long indoor running track on the first floor. Additional activities include wall climbing, billiards, football, chess, and playing carrom while relaxing on bean bags.

## LIBRARY

The library houses 40,000 academic resources and textbooks, and has a light reading section to encourage the habit of reading among students. Its facilities include discussion rooms, 24/7 study room, wi-fi access, and a digital database that provides access to e-books, periodicals, and dissertations made available from various national and international archives.



## SACRED GROVE

Located near the Dargah on the eastern side of the campus, this Date Palm Grove consists of 900 individuals covering an area of 0.75 hectares. According to the elders of Chithara village, these are 300-400 years old, relics from Mughal invaders who came from West and camped here in the wetland area. The seeds of date left along their camping trail, which later grew into date palm trees, spreads across through North India, including Shiv Nadar University's campus.

## LAKE

The campus lake is part of the Dadri wetlands, also called the Bil Akbarpur wildlife habitat. The lake was almost dried up when the University was founded. Its immediate revival has allowed a rich number of fish and aquatic plants to thrive in it, such as Nitella, Chara, and Hydrilla. The lake attracts resident and migratory birds mostly in winters.



# Life in the Campus

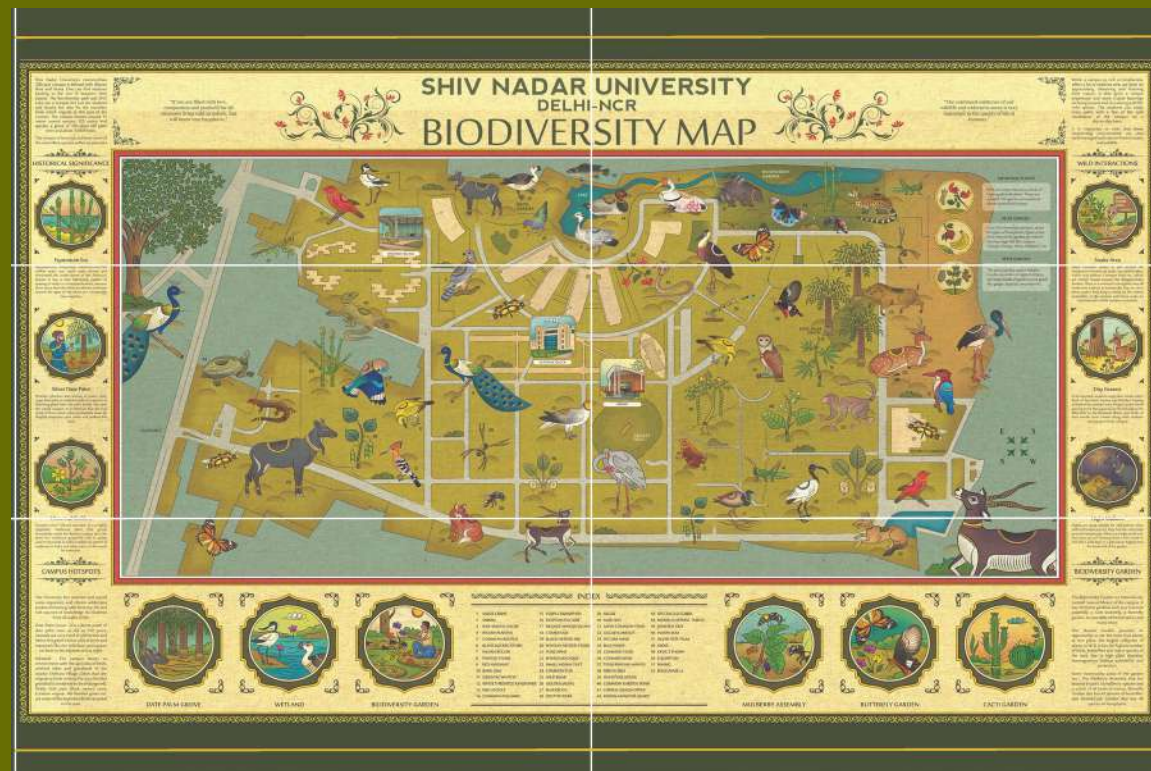
## SHIV NADAR UNIVERSITY

### CLASSIC HANGOUT

- 1 Central Vista
- 2 Campus Lake
- 3 Indoor Sports Complex
- 4 Sacred Grove
- 5 F Block- Art Walk
- 6 Botanic Garden
- 7 C&D- Haven Tea House
- 8 A&B- Anna's Cafe
- 9 Shopping Arcade
- 10 Golf Course
- 11 19th Hole- Restaurant
- 12 Clubhouse
- 13 Cricket Ground
- 14 Student Activity Center
- 15 Central Library
- 16 Atal Inubation Center (AIC)
- 17 Research Block

### HOW TO TOUR

The tour will cover the most important attractions at the campus, which are suggested on the map with the yellow pins and can be tracked by following the red broken lines. Find yourself in the lap of nature and wonderful flora in the Botanic Garden. Try the scrumptious dosas and rolls at A&B and C&D. Need a bit of peace and quiet? Try the amazing view from our lakeside. Enjoy the various attractions and we hope to find you back here soon!







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