



**KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION**

**ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ**



Tele: 0836-2215224
e-mail: academic.st@kud.ac.in
Pavate Nagar, Dharwad-580003
ಪಾವಟೆ ನಗರ, ಧಾರವಾಡ - 580003

NAAC Accredited
'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/JS/MGJ(Gen)/2023-24/ 59

Date: 04/09/2023

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಪದವಿಗಳಿಗೆ 5 ಮತ್ತು 6ನೇ ಸೆಮೆಸ್ಟರ್
NEP-2020 ಪಠ್ಯಕ್ರಮವನ್ನು ಅಳವಡಿಸಿರುವ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿಗಳು(ವಿಶ್ವವಿದ್ಯಾಲಯ 1) ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರ
ಆದೇಶ ಸಂಖ್ಯೆ: ಇಡಿ 104 ಯುಎನ್‌ಇ 2023, ದಿ: 20.07.2023.
2. ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 2 ರಿಂದ 7, ದಿ: 31.08.2023.
3. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶ ದಿನಾಂಕ: 04/09/2023

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶದ ಮೇರೆಗೆ, 2023-24ನೇ
ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಎಲ್ಲ B.A./ BPA (Music) /BVA / BTM / BSW/ B.Sc./B.Sc. Pulp &
Paper Science/ B.Sc. (H.M)/ BCA/ B.A.S.L.P./ B.Com/ B.Com (CS) / BBA & BA ILRD ಸ್ನಾತಕ ಪದವಿಗಳ 5
ಮತ್ತು 6ನೇ ಸೆಮೆಸ್ಟರ್‌ಗಳಿಗೆ NEP-2020ರ ಮುಂದುವರೆದ ಭಾಗವಾಗಿ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದಿತ
ಕೋರ್ಸಿನ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ www.kud.ac.in ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದೆ. ಸದರ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ.
ಅಂತರ್ಜಾಲದಿಂದ ಡೌನ್‌ಲೋಡ್ ಮಾಡಿಕೊಳ್ಳಲು ಸೂಚಿಸುತ್ತ ವಿದ್ಯಾರ್ಥಿಗಳ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ
ತಂದು ಅದರಂತೆ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಲು ಕವಿವಿ ಅಧೀನದ/ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ
ಸೂಚಿಸಲಾಗಿದೆ.

ಅಡಕ: ಮೇಲಿನಂತೆ

(Signature)
ಕುಲಸಚಿವರು.

ಗೆ,

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ
ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ. (ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ ಹಾಗೂ ಮಿಂಚಂಚೆ ಮೂಲಕ ಬಿತ್ತರಿಸಲಾಗುವುದು)

ಪ್ರತಿ:

1. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ, ಸಂಬಂಧಿಸಿದ
ಕೋರ್ಸುಗಳ ವಿಭಾಗಗಳು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.



KARNATAK UNIVERSITY, DHARWAD

B.A. in Rural Development

SYLLABUS

With Effect from 2023-24

DISCIPLINE SPECIFIC CORE COURSE (DSCC) FOR
SEM V & VI,
SKILL ENHANCEMENT COURSE (SEC) FOR SEM V
SEM

AS PER NEP-2020

Effective from 2023-24

Sem.	Type of Course	Theory/ Practical	Course Code	Course Title	Instruction hour/ week	Total hours/ sem	Duration of Exam	Marks			Credits
								Formative	Summative	Total	
V	DSCC-9	Theory	015 RDP 011	Rural Development & Social Change	04hrs	56	02 hrs	40	60	100	04
	DSCC-10	Theory	015 RDP 012	Planning for Rural Development	04hrs	56	02 hrs	40	60	100	04
	DSCC-11	Theory	015 RDP 013	Bureaucracy and Panchayati Raj	04hrs	56	02 hrs	40	60	100	04
	SEC-3	Theory	015 RDP 014	Agricultural Economics	02hrs	28	01 hr	20	30	50	02
Total											14
VI	DSCC-12	Theory	016 RDP 011	Human Resource Development In Rural Sectors	04hrs	56	02 hrs	40	60	100	04
	DSCC-13	Theory	016 RDP 012	Rural Development And Co-Operative Management	04hrs	56	02 hrs	40	60	100	04
	DSCC-14	Theory	016 RDP 013	Social Justice And Empowerment Of Disadvantaged Groups	04hrs	56	02 hrs	40	60	100	04
	Internship/ SEC-4		016 RDP 091	For Details refer Modified Curriculum Framework for UG Programme in Web: http://kshec.karnataka.gov.in Page 51 to 54.	02 hrs	30	01 hrs	50	0	50	02
	Total										14

BA IN RURAL DEVELOPMENT

Course Title: Rural Development & Social Change

Course Code:015RDP011

Type of Course	Theory /Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-9	Theory	04	04	56hrs.	2hrs.	40	60	100

Course Outcomes (COs): At the end of the course students will be able to:

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1.Understand introductory Social change in rural development.

CO2.Study the social and cultural barriers to development.

CO3. Study the elite capture in rural development programs.

CO4.To Study the success and challenges of NGO's and CBO's etc.,

Program Name	BA in Rural Development		Semester	V
Course Title	Rural Development & Social Change			
Course Code:	015 RDP 011	No. of Credits		04
Contact hours	56 Hours	Duration of SEA/Exam		2 hours
Formative Assessment Marks		40	Summative Assessment Marks	60

Contents			56 Hrs
Unit-1	Role of Social Change in Rural Development: Concept and process of social Change. Role of education and technology in social change.		14
Unit-2	Social and Cultural Barriers to Development: Changing attitudes. Has Rural Development brought changes in the way people look at caste, gender and Children/their rights/attitude towards scientific temper?		14
Unit-3	Elite Capture in Rural Development Programmes: Elites, elite capture and Programme capture. Why and how elite capture occurs? Impact of elite Capture on implementation of Rural Development programmes.		14

Unit-4	Civil Society and Rural Development: Role of Non-Governmental Organizations and Community Based Organizations. Impact of NGOs and CBOs on Rural Development. Cases of development initiatives, successes and Challenges.	14
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Formative Assessment for Theory	
Assessment Occasion /type	Marks
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/Assignment/ Small Project	10
Seminar	10
Total	40 Marks
<i>Formative Assessment as per guidelines.</i>	

References

1. Breman, J., P. Kloos and A. Saith, *The Village in India Revisited*, New Delhi, Oxford University Press, 1997.
2. Dipankar Gupta, *How Rural is Rural India?* RNFE, Oxford Handbook of Agriculture, 2011.
3. Sharma, K.L., *Rural Society in India*, Jaipur, Rawat Publications, 1997.
4. Rawat, H.K., *Sociology: Basic Concepts*, Jaipur, Rawat Publications, 2010.
5. Daniel Thorner and D.N. Dhanagare, *Social Stratification: Readings in Sociology and Social Anthropology*, New Delhi, Oxford University Press, 1991.
6. Doshi, S.L. and P.C. Jain, *Rural Sociology*, Jaipur, Rawat Publications, 2010.
7. Ram Ahuja, *Society in India*, Jaipur, Rawat Publications, 1999.
8. Jodhka, S., *Caste*, New Delhi, Oxford University Press, 2012.
9. Andre Beteille, *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*, California, University of California Press, 1969.
10. Parthasarathy De, *Rural Sociology*, New Delhi, Pearson, 2012.
11. Veena Das, ed., *Handbook of Indian Sociology*, New Delhi, Oxford University Press, 2004.
12. Desai, A.R., *Rural Sociology in India*, Bombay, Popular Prakashan, 1978.
13. Chitambar, J.B., *Introductory Rural Sociology: A Synopsis of Concepts and Principles*, New Delhi, Wiley Eastern, 1993.
14. Surinder Jodhka, *Village Society* (Essays from Economic and Political Weekly), New Delhi, Orient Blackswan, 2012.

Journals

Kurukshetra, Yojana, Jagruti, Khadi Gram Udyog, Journal of Rural Development

BA IN RURAL DEVELOPMENT

Course Title: Planning for Rural Development

Course Code:015RDP012

Type of Course	Theory /Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-10	Theory	04	04	56 hrs.	2 hrs.	40	60	100

Course Outcomes (COs): At the end of the course students will be able to:

<p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1.Understand the different planning models and resource allocation on priority basis.</p> <p>CO2.Study the Resource Mobilization for Planning.</p> <p>CO3. Study the Process of Planning for Rural Development.</p> <p>CO4.Experience the planning at village, taluk, district, state and national levels</p>

Program Name	BA in Rural Development		Semester	V
Course Title	Planning for Rural Development			
Course Code:	015 RDP 012	No. of Credits		04
Contact hours	56 Hours	Duration of SEA/Exam		2 hours
Formative Assessment Marks	40	Summative Assessment Marks		60

Contents		56 Hrs
Unit – 1	Nature of Rural Economy: Need for promoting development. Planning Models. Planning for rural development. Resource allocation on priority Basis.	14
Unit – 2	Resource Mobilization for Planning: Financial resources. Human resources and natural resources. Project formulation, project implementation and project Evaluation.	14
Unit – 3	Process of Planning for Rural Development: Top-down planning. Bottom-up Planning strategy. Bottom-up planning starting from village to taluk and District. Identification of people's needs and aspirations - formulation of Plan at each level. Rural Development plan integration at taluk, district, state and National levels.	14
Unit – 4	Planning Experience at village, taluk, district, state and national levels. Planning organisation at different levels. People's participation in planning. Kerala experiment.	14

Formative Assessment for Theory	
Assessment Occasion /type	Marks
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/Assignment/ Small Project	10
Seminar	10
Total	40 Marks
<i>Formative Assessment as per guidelines.</i>	

References

Books for Study

1. Sundaram, K.V., *Decentralized Multi-Level Planning: Principles and Practice*, New Delhi, Concept, 1997.
2. Amitava Mukherjee, *Methodology and Database for Decentralized Planning*, New Delhi, Heritage, 1991.
3. United Nations Asia-Pacific Development Institute, *Local Level Planning and Rural Development: Alternative Strategies*, New Delhi, Concept, 1980.
4. Misra, R.P., ed., *Local Level Planning and Development*, New Delhi, Sterling, 1980.
5. Yugandhar, B.N. and Amitava Mukherjee, *Readings in Decentralized Planning*, New Delhi, Concept, 1991.

Journals

Kurukshetra, Yojana, Jagruti, Khadi Gramudyog, Journal of Rural Development

BA IN RURAL DEVELOPMENT

Course Title: Bureaucracy and Panchayati Raj

Course Code:015RDP013

Type of Course	Theory /Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-11	Theory	04	04	56 hrs.	2 hrs.	40	60	100

Course Outcomes (COs): At the end of the course students will be able to:

<p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1.Understand the Theory of Decentralization, Local Government, Bureaucracy and Panchayati Raj System.</p> <p>CO2.Study the Bureaucratic Theory, New Public Administration , New Public Management and Good Governance and its features.</p> <p>CO3. Study the entire Panchayat Raj Administration.</p> <p>CO4. Powers, functions and responsibilities of both political and administrative wings of panchayats.</p>

Program Name	BA in Rural Development	Semester	V
Course Title	Bureaucracy and Panchayati Raj		
Course Code:	015RDP013	No. of Credits	04
Contact hours	56 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Contents		56 Hrs
Unit - 1	Decentralization and Local Government. Nature and Scope of Local Government. Philosophy and Significance of Rural Local Government Institutions. Theory of Decentralization. Decentralization, Delegation, Deconcentration and Devolution. Bureaucracy and Panchayati Raj System; Bureaucracy, Decentralisation and Development.	14

Unit - 2	Bureaucratic Theory: Concept of bureaucracy. Max Weber and his model of bureaucracy. Robert Michels and Karl Marx on Bureaucracy. Characteristics of Bureaucracy. Representative Bureaucracy. Critique on Bureaucracy. Development Administration. New Public Administration and New Public Management. Good governance and its features.	14
Unit - 3	Panchayat Raj Administration: 73 rd Constitutional Amendment. Political and Administrative Structure at Zilla, Taluk and Gram Panchayat Levels. Functionaries, Functions and Funds of Panchayats.	14
Unit - 4	Powers, functions and responsibilities of both political and administrative wings of panchayats. Involvement of both officials and elected members in the formulation and implementation of rural development programmes. Decentralised planning, governance and development. Interface and relationship between Panchayat officials and elected members	14

Formative Assessment for Theory	
Assessment Occasion /type	Marks
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/Assignment/ Small Project	10
Seminar	10
Total	40 Marks
<i>Formative Assessment as per guidelines.</i>	

References
<ol style="list-style-type: none"> 1. Mohit Bhattacharya (2008), New Horizons of Public Administration, Jawahar Publishers, New Delhi 2. Edward W. Weidner (ed.) (1970), Development Administration in Asia, Duke University Press, North Carolina. 3. Frank Marini (ed.) (1971), Toward a New Public Administration: The Minnowbrook Perspective, Chandler Publishing Co. 4. Henny Maddick (1963). Democracy, Decentralization and Development, Asia Publishing House, Bombay. 5. Martin Albrow (1978), Bureaucracy, The Macmillan Press Ltd. London 6. Meenakshisundaram S S (1994). Decentralization in Developing Countries, Concept, New Delhi 7. Panandikar Pai, V A (ed.) (1974), Development Administration in India, Macmillan, Delhi. 8. Peter M Balu (1956), Bureaucracy in Modern Society, Random House, New 9. Rondinelli, D A, J.R. Nethis and G.S. Cheema (1984). Decentralization in Developing Countries, World Bank, Washington. 10. Sivanna N (1990). Panchayati Raj Reforms and Rural Development, Chugh Publications, Allahabad.

B.A. Semester–V
Skill Enhancement Course: SEC-3
Course Title: Agricultural Economics
Course Code:015RDP061

Type of Course	Theory /Practical	Credits	Instruction hour/week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
SEC-3	Theory	02	02	30 hrs.	2 hr.	20	30	50

Course Outcomes (COs):At the end of the course students will be able to:

CO1: Gain Knowledge on Theoretical

Knowledge on Agricultural
Economics

CO2: Understand the different types
agriculture practices in India.

CO3: Understand the Wage differences and impact of technological
change.

CO4: Understand the essential conditions of procedures and recoveries of
insurance.

Contents		30 Hrs
Unit - 1	Agriculture And Economic Development, Definition and scope of Agriculture Economics – Agriculture in a growing Economy –Subsistence Agriculture and its Modernization – Farming System : Traditional, Subsistence, Commercial, co-operative, Collective and State farming – Role of Agriculture in Economic development of a Nation.	7
Unit - 2	Agriculture Production In India, Features of Indian Agriculture : Farm size, and productivity relationship in Indian Agriculture – Extent of Employment and unemployment in Agriculture – Technical change and Labour adsorption – Agricultural wages – women in Agriculture – Wage discrimination.	10
Unit - 3	Agricultural Credit In India And Agricultural Markets, Demand for Agricultural credit and supply of Agricultural credit – Institutional agencies supplying Agricultural credit : National bank for Agriculture and Rural development[NABARD], Co- operatives, Commercial Banks, and Regional Rural banks Agricultural Markets : Definition and Scope – Types of Agricultural markets – cooperative marketing and regulated markets : Structure and functioning Agricultural markets and marketing	13

Formative Assessment for Theory	
Assessment Occasion /type	Marks
Internal Assessment Test 1	5
Internal Assessment Test 2	5
Quiz/Assignment/ Small Project	5
Seminar	5
Total	20 Marks
<i>Formative Assessment as per guidelines.</i>	

References

1. Bhaduri, A. (1984), *The Economic Structure of Backward Agriculture*, Macmillan, Delhi.
2. Bilgrami, S.A.R. (1996), *Agricultural Economics*, Himalaya Publishing House, Delhi.
3. Dandekar V.M (1994), *The Indian Economy 1947-1992, Vol I Agriculture*, Sage
4. Dantwala, M.L. et.al (1991), *Indian Agricultural Development Since Independence*, Oxford & IBH, New Delhi.
5. Desai R.G (1998), *Agricultural Economics [models, Problems and plocy issue]*,
6. Government of India (1976), *Report of the National Commission on Agriculture*, New Delhi.
7. Government of India, *Economic Survey (Annual)*, New Delhi.
8. Gulati, A. and T. Kelly (1999), *Trade Liberalization and Indian Agriculture*, Oxford UniversityPress, New Delhi.
9. Tyagi B.P. (2002), *Agricultural Economics and Rural development*, Jaiprakash

B.A. Semester–VI

BA IN RURAL DEVELOPMENT

Course Title: HUMAN RESOURCE DEVELOPMENT IN RURAL SECTORS

Course Code: 016 RDP 011

Type of Course	Theory /Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-12	Theory	04	04	56 hrs.	2 hrs.	40	60	100

Course Outcomes (COs): At the end of the course students will be able to:

<p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1.Understand the Human Resource Development and its impact on various activities.</p> <p>CO2. Study the Human Resources Planning and Development and its different dimensions.</p> <p>CO3. Study the Training and Development of manpower.</p> <p>CO4. Study the Training of Panchayat Raj functionaries and its impact.</p>
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Program Name	BA in Rural Development	Semester	VI
Course Title	Human Resource Development In Rural Sectors		
Course Code:	016 RDP 011	No. of Credits	04
Contact hours	56 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Contents		56 Hrs
Unit-1	Human Resource Development: Meaning, objectives, importance and Dimensions of H.R.D. in Rural Development- Community, Health, Education, Energy, Agriculture and Allied Activities; improving productivity.	14
Unit-2	Human Resources Planning and Development: Objectives, Strategies, RD functionaries' skills – motivation, leadership, managerial, group dynamics; sustainable human development – attitudes, perceptions, abilities, aptitudes. HRD process & activities – capacity building, designing and developing HRD Programmes and applications, psychometric techniques, coaching and mentoring, competency mapping.	14

Unit-3	Training and Development: Need for Manpower training, Classification of Training, Designing Training programmes and methods; Performance appraisal and standards, H R Competencies, Performance counseling, Effectiveness of training.	14
Unit-4	Training of Panchayat Raj functionaries: Behavioral dimensions, motivation teambuilding, stress management communication skills, training, Training courses for different sectors – agriculture, cooperation, animal husbandry, health, Panchayat Raj; Training facilities available from Mandal level to state level.	14

Formative Assessment for Theory	
Assessment Occasion /type	Marks
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/Assignment/ Small Project	10
Seminar	10
Total	40 Marks
<i>Formative Assessment as per guidelines.</i>	

References
<ol style="list-style-type: none"> 1. Dipak Kumar Bhattacharyya (2006). <i>Human Resource Management</i>, Excel Books, New Delhi -28 (Second Edition). 2. Arcalion (2006). <i>Human Resource Management</i>, Pearson Prentice Hall, New Delhi -28 (X Edition). 3. APSDP (1984). <i>Rural Vocational Training n Bangladesh, Indonesia, Korea, Malesia, The Philippines and Thailand. Report of a Sub-regional Seminar, Dhaka, Bangladesh 5-11 May, 1984.</i> 4. Reddy, M C.Reddeppa (20006). <i>Emerging Rural Occupations</i>, Dept. of Adult & Continuing Education, S.V.University, Tirupati. 5. Mehta M R :<i>Human Resource Development Planning with Special Reference to Asia</i> 6. Alexander V Alex:<i>Human Capital Approach in Economic Development</i> 7. Batra V P:<i>The Economic and Human Resources</i> 8. ILO:<i>Employment Promotion with Special Reference to Rural Areas</i> 9. George Tobias:<i>Human Resources in India</i> 10. Gyan Chand:<i>Population in Perspective World</i> 11. Bank: <i>World Development Report, 1001</i> 12. Govindappa K:<i>Adult Education Impact of National Literacy Mission</i> 13. UNDP:<i>Human Development Report(s) 1998. 1999, 2000.</i>

B.A. Semester–VI

BA IN RURAL DEVELOPMENT

Course Title: RURAL DEVELOPMENT AND CO-OPERATIVE MANAGEMENT

Course Code: 016 RDP 012

Type of Course	Theory /Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-13	Theory	04	04	56 hrs.	2 hrs.	40	60	100

Course Outcomes (COs): At the end of the course students will be able to:

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1.Understand the principles of cooperation and Cooperative thought process.

CO2. Study the National Cooperative Polices, co-operation and other forms of system in India.

CO3. Study the Major sectors of cooperatives development in India.

CO4. Study the Non-credit cooperatives and its impact.

Program Name	BA in Rural Development	Semester	VI
Course Title	Rural Development And Co-Operative Management		
Course Code:	016 RDP 012	No. of Credits	04
Contact hours	56 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

	Contents	56 Hrs
Unit-1	Concept of cooperation – definition, principles of cooperation, 1995 and basic values-Theoretical perspectives. Reformist, Institutional and Behavioral approaches. Cooperative thought process; Pre – Rocha dale thinkers; Robert Owen, Charles Fourer, Louis blanc; post- Rocha dale thinkers; raiffeisen, , Dr.Warbasse, Fauquet, Charles Gide, Jawaharlal Nehru and M Gandhiji views on cooperation.	14
Unit-2	National Cooperative Polices in india, Co-operation and other forms of system, Co-operation and capitalism, Co-operation and Socialisiri, Horizontal and Vertical Integrañon in Co-operatives, Contribution of Robert Owen; Louis Blanc; Shri V. L. Mehta and D. R. Gadgil in the sphere of Co-operation.	14

Unit-3	Major sectors of cooperatives development; Agricultural credit sector ST and LT structure operational features – viability- factors affecting viability- Non Agricultural credit sector; urban credit, Housing and industrial cooperative banks working profiles and problem	14
Unit-4	Noncredit cooperatives- marketing, Sugar, spinning and tea cooperatives- Diary cooperatives – consumer’s cooperatives – village industrial and weavers’ cooperatives.	14

Formative Assessment for Theory	
Assessment Occasion /type	Marks
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/Assignment/ Small Project	10
Seminar	10
Total	40 Marks
<i>Formative Assessment as per guidelines.</i>	

References
<ol style="list-style-type: none"> 1. <i>Co-operation in India</i> (Dr.B.S.Mathur). 2. <i>Theory, History and Practice of Co-operation</i>(R.D.Bedi). 3. <i>Practice of Co-operation</i> (T.N.hazela). 4. <i>Principles and Philosophy of Co-operation</i> (P.R.Dubhashi). 5. <i>Khusro Committee Report R.B.I. Publication.</i> 6. <i>Co-Operative Movement in India</i>, By G.R. Madan, Mittal Publications, New Delhi. 7. <i>Katar Singh: Rural Development in India – Theory History and Policy in Todaro M.P. Economic Development in III World war</i> 8. <i>Arora R.C – Integrated Rural Development in India</i> 9. <i>G.R.Madan — Co-operative movement in India</i> 10. <i>B S.Nlatiur — Co-operation in India</i> 11. <i>T.N.Hajella —Principles, Problems and Practice in Co-operation</i> 12. <i>B.B.Goel — Co-operative legislation. Trends and Dimensions</i> 13. <i>D.D. Naik — Practices of Housing Co-operative Sociep'</i> 14. <i>T.N. Hajella — Principles, Problems and Practice of Co-operation</i> 15. <i>The Co-operator Journal Published by NCUI</i>

B.A. Semester–VI

BA IN RURAL DEVELOPMENT

Course Title: Social Justice and Empowerment of Disadvantaged Groups

Course Code: 016 RDP 013

Type of Course	Theory /Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-14	Theory	04	04	56 hrs.	2 hrs.	40	60	100

Course Outcomes (COs): At the end of the course students will be able to:

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1.Understand the Social Justice and various parameters.

CO2. Study the Vulnerable and Disadvantaged Groups.

CO3. Study the Gender status in India.

CO4. Study the Scheduled Tribes and their status in India.

Program Name	BA in Rural Development	Semester	VI
Course Title	Social Justice And Empowerment of Disadvantaged Groups		
Course Code:	016 RDP 013	No. of Credits	04
Contact hours	56 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Contents		56 Hrs
Unit-1	Social Justice: Concept, history & significance. Relevance and Application of Social Justice, State, Constitution and Rights and Social Justice in India Theories of social justice Empowerment: Concept & Objectives, Process & Indicators of Empowerment Vulnerable and Disadvantaged Groups: Meaning, Concept, features & present status	14

Unit-2	Vulnerable and Disadvantaged Groups: Children, Women, Indigenous population, Sexual minorities, Sex workers, Refugees, Persons with disability & HIV AIDS, Slum dwellers, Migrant workers. etc .Disability: Concept, Rights of persons with Disability in India; Constitutional, Legal and Welfare measures for empowerment of persons with Disabilities Welfare of older persons, Rights of the elderly persons, National Policy for older persons, other welfare programmes, Maintenance and Welfare of Parents and Senior Citizens Act 2007 Protection, welfare and development of Children, Convention on the Rights of the Child (CRC), National Commission for the Protection of Child Rights, Juvenile Justice Act, POCSO Act.	14
Unit-3	Status of women in India, Understanding gender & patriarchy, gender discrimination, gender bias and issues of gender equity in context to education, health, work, violence etc against women and other contemporary perspectives Empowerment of women: Approaches and types, Gender Equality and development; Indicators of gender development Legal intervention for women's empowerment, Constitution provisions, women specific Legislations related to Dowry/Domestic Violence, Property, Marriage, Sexual Harassment, Human trafficking National and International policies and agencies for women's empowerment: UN Women, NCW, CEDAW, National Policy for Empowerment of Women 2016, Women's issues in J&K	14
Unit-4	Scheduled Tribes: Background, Demographic Characteristics, Classification of Tribes in Indian context Constitutional Safeguards for STs, Measures for Welfare. Present status of tribes Socio-economic Profile and Development of Tribes in Jammu and Kashmir & Ladakh Issues of tribes in Jammu, Kashmir & Ladakh: Health, Education, Employment, etc.	14

Formative Assessment for Theory	
Assessment Occasion /type	Marks
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/Assignment/ Small Project	10
Seminar	10
Total	40 Marks
<i>Formative Assessment as per guidelines.</i>	

References

1. Dandekar, V.M. (1966). *Publication, Poverty and Employment*, Sage Publications, New Delhi.
2. Dube S.C (1977), *Tribal Heritage of India*, New Delhi, Vikas Publications
3. Ghurye G.S (1963), *The Scheduled Tribes*, 3rd ed., Bombay, Popular Prakashan.
4. Khanna and Khanna J (2002) *Scheduled Caste Development Since Independence*, Sundeep publishers and Distributors, Madhurai.
5. Ksheera S (1998) *Dalits Movements in India*, Sage Publications, New Delhi.
6. Mallar R.K (1999) *Dalits Development* Pooja Publication, Hyderabad.
7. Pandya, R(2013), *Social Justice and Empowerment of Disadvantaged Groups in India- Policies & Programmes*, Century Publications, New Delhi
8. Parvathamma (1989) *Dalit Education and Social Change*, Samya Publications Bangalore.
9. Sharma B. D. (1978) *Tribal Development – The Concept and the Frame*, New Delhi
10. Sinha, S (1982); *Tribes and Indian Civilization*, Varanasi, N.K. Bose Memorial Foundation,
11. Singh K.S (1988) *People of India Series: Scheduled Tribes in India*, New Delhi, Oxford Tribal Development in India: Programmes and Implementation Delhi, Upal Publishing House, 1988.

B.A. Semester–VI
Internship/Sec-4 RURAL DEVELOPMENT
Course Title: INTERNSHIP/SEC-4
Course Code: 016RDP091

Type of Course	Theory /Practical	Credits	Instruction hour/week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
Internship	Theory	02	02	30	--	50	0	50

Course Outcomes (COs):

- CO1. To handle field survey and gain the knowledge.
- CO2. Able to learn the behavioral approach and develop the communication skills.
- CO3. Expose to the local areas and involved in the Public participation.
- CO4. Able to apply technique/ and methodology technology.
- CO5. Able to learn to prepare the report of field visit.

INTERNSHIP:

A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations for 2 credits. Internships involve working with local industry, local governments (such as panchayats, municipalities) or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

Note;

1. 1 credit internship is equal to 30hrs on field experience.
2. Internship shall be Discipline Specific of 45-60 hours (2 credits) with duration 1-2 weeks.
3. Internship may be full-time/part-time (full-time during last 1-2 weeks before closure of the semester or weekly 4 hrs in the academic session for 13-14 weeks). College shall decide the suitable method for programme wise but not subject wise.
4. Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours.
5. The student should submit the final internship report (45-60 hours of Internship) to the mentor for completion of the internship.
6. Method of evaluation: Presentations/Report submission/Activity etc.

GOVERNMENT OF KARNATAKA

MODEL CURRICULUM

Program Name	BA in Rural Development Internship		Semester	Sixth Semester
Course Title	Internship			
Course Code:	Skill Enhancement Course	No. of Credits		2
Contact hours		Duration of SEA/Exam		Practical
Formative Assessment Marks	50	Summative Assessment Marks		NA

INTRODUCTION:

Internship [Organizational work] is an integral part of the curriculum. Its objective is to equip students with job skills and communication abilities, enabling them to bridge the gap between theoretical knowledge and practical application. The internship program incorporates various interventions that offer students exposure to real-life job experiences and expectations, empowering them with insights into the workings of different industries.

The internship is strategically positioned during the 6th semester of the Bachelors of Arts in Economics program. This timing provides students with a strong foundation in economics, enabling them to apply their knowledge in real-world settings. Additionally, the program caters to the critical need for teaching skills in economics and administration, enhancing the academic qualifications of students. Overall, the internship program aims to prepare students for the job market, thereby bridging the gap between academia and the professional world.

OBJECTIVES:

The objectives of conducting program are:

1. To boost students' employability by imparting soft skills that are essential in everyday life.
2. To enable students discover their professional strengths and weaknesses and align them with the changing economic environment.
3. To provide an opportunity for students to apply theoretical concepts and knowledge in real life situations at the work place.
4. To prepare students to understand organization culture and familiarize them with the organization needs.

5. To enable students to manage resources, meet deadlines, identify and undertake specific goal-oriented tasks.
6. To sharpen domain knowledge and provide core competency skills.

Internship Requirements & General Guidelines:

A. Nature of internship project work:

1. Every Student is required to work in an organization (a firm, self- help groups/cooperatives/farms or any rural economy components) for at least two months as part of Internship.
2. The student shall identify an internship work place.
3. Maximum five students of the same department from a College/University shall work for Internship in the same organization.
4. Internship work may be to carry out Professional work.
5. The internship shall be paid or unpaid.
6. While, working from the organizational premises is encouraged, in certain cases, virtual internship shall be considered.

B. Duration of Internship:

1. The Internship works shall be for a period of TWO months [Sixty Days].
2. The internship commence from the first day of the sixth semester.
3. Student is expected to carry out his/her Internship works during the first FIVE days of the week, and shall report to the department on a weekly basis.
4. The duration of the work shall be specified by the organization at the beginning of the program and the number of hours spent shall be in line with the prevailing rules.

C. Guide and Mentor:

1. An internal mentor shall be assigned by the University/College for the smooth conduct and supervision of the internship program.
2. The internal mentor shall provide guidance students in securing internship and to monitor the progress.

D. Protocol of the Internship work:

1. The head of the institution shall issue an internship work authorization letter during the 5th semester to the College or Organization where student is expected to join the internship work.
2. Student is expected to take up the preliminary work such as identifying the organization and engaging in securing an offer from an organization
3. During the 5th semester, students who secured an offer must get consent offer signed by the principal/head to carry out internship.
4. Student must submit the joining report with the date of joining for internship to the department head through internal mentor.
5. In case of professional work, the student is expected to be regular in performing his/her duties/tasks assigned to him/her by the Organization.

E. Evaluation:

1. All the students should obtain a certificate of internship from the workplace. This certificate shall mention the name of the candidate, the organizations name and duration of work. A letter describing the work of the candidate is desirable. The certificate shall be submitted to the department head.
2. The performance of a candidate shall be assessed for maximum of **50** marks.
3. The assessment methods shall be decided by the Universities based on the existing conventions.
4. The assessment method shall consist of an internship report submitted by the students based on the work experience and a viva-voce/presentation.
5. **Viva-voce/Presentation:** There shall be a viva-voce examination will be conducted for by the department where each student is expected to give a presentation and submit necessary documents.

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Project Report	20
Presentation Skill	20
Viva	10
Total	50 Marks
<i>Formative Assessment as per guidelines.</i>	

UG PROGRAMME: 2023-24

GENERAL PATTERN OF THEORY QUESTION COURSE FOR DSCC/OEC

(60 marks for semester end Examination with 2 hrs duration)

Part-A

1. Question number 1-06 carries 2 marks each. Answer any 05 questions : 10 marks

Part-B

2. Question number 07- 11 carries 05Marks each. Answer any 04 questions : 20 marks

Part-C

3. Question number 12-15 carries 10 Marks each. Answer any 03 questions : 30 marks

(Minimum 1 question from each unit and 10 marks question may have sub questions for 7+3 or 6+4 or 5+5 if necessary)

Total: 60 Marks

Note: Proportionate weight age shall be given to each unit based on number of hours

Prescribe