



**Government of Karnataka**

**Curriculum Framework for Undergraduate Programme in Colleges and Universities of Karnataka State.**



**5<sup>th</sup> and 6<sup>th</sup> Semester Model Syllabus  
for  
BA in Rural Development**

**Submitted to  
Vice Chairman**

Karnataka State Higher Education Council  
30, Prasanna Kumar Block, Bengaluru City University Campus,  
Bengaluru, Karnataka – 560009

## Composition of Subject Expert Committee Members

SN	Name & Organization
1.	Dr. H.B. Manjunatha (Sericulture) Professor, University of Mysore, Mysuru- Chairperson
2.	Dr. T.H. Murthy, Professor, Dept of Rural Development, Bangalore University, Bengaluru
3.	Prof. Meera M. Institute of Developmental Studies, University of Mysore, Mysuru
4.	Dr. Kiran Y.R, Dept of Rural Development, Bangalore University, Bengaluru
5.	Akshatha Chandra G R Special Officer, Karnataka State Higher Education Council- Member Convenor

**Model Curriculum  
Of  
B.A in Rural Development  
5<sup>th</sup> & 6<sup>th</sup> Semester**

Karnataka State Higher Education Council

**Preamble:**

Rural development is a unique subject it has got its own identity where it cannot compare to another subject. It is the process of improving the quality of life and economic wellbeing of people who are living in rural area. Education, entrepreneurship, physical infrastructure and social infrastructure play an important role in developing rural region.

The important of Rural development is strategy package seeking to achieve enhance rural production and productivity, agriculture growth, putting of economic and social infrastructure fare wages, house sites for landless, village planning, public health, education, literacy and communication etc.

**Objective**

To enable the students to acquire the basic knowledge and skill with respect to the concept of Rural Development to serve and uplift the Rural Society

**By the end of the programme the students will be able to:**

Students will be able to acquire competencies that required by a candidate for Rural Development

1. Get employment at public private sector or to start self-employment activities or agro product-based entrepreneurship Activities.
2. Training skills in to jobs.
3. Skills and jobs within the suitable livelihood frame work.
4. Learning knowledge and skill network within the Frame work of lifelong learning.
5. Jobs and escape from Rural Poverty.
6. The descent work agenda for rural people.
7. Skill within the rural transformation frame work.
8. A board vision of education, training and skills.
9. Asset building and linkage between various segments.
10. Sustainable Rural Livelihood approach.
11. Social protection for rural people.
12. Coverage of farm and non-farm sector in Rural India.
13. Rural urban linkages – in production processing, Distribution and consumption.
14. Creation and promotion on Human capital for social security and protection
15. Institutional frame works for poor and under privilege people under national rural lively hood mission – India.

16. Creation of choice-based descent work with dignity and freedom in Rural segment
17. Prevention of migration from rural to urban areas.
18. Through transformation of education and training for ruraliesds with skills, jobs, food and green future to combat poverty.
19. Efforts to include poverty, unemployment, under employment, hungry, socio-culture discriminations into the history through adoption and implementation of national education policy in India.



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**Model Curriculum**

Program Name	<b>BA in Rural Development</b>	Semester	<b>V</b>
Course Title	<b>RURAL DEVELOPMENT &amp; SOCIAL CHANGE</b>		
Course Code:	<b>RUR C-9</b>	No. of Credits	<b>04</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		60 Hrs
<b>Unit-1</b>	Role of Social Change in Rural Development: Concept and process of social Change. Role of education and technology in social change.	15
<b>Unit-2</b>	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?	15
<b>Unit-3</b>	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.	15
<b>Unit-4</b>	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.	15

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</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*



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**Model Curriculum**

Program Name	<b>BA in Rural Development</b>	Semester	<b>V</b>
Course Title	<b>Planning for Rural Development</b>		
Course Code:	<b>RUR C-10</b>	No. of Credits	<b>04</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		60 Hrs
<b>Unit – 1</b>	Nature of Rural Economy: Need for promoting development. Planning Models. Planning for rural development. Resource allocation on priority Basis.	15
<b>Unit – 2</b>	Resource Mobilisation for Planning: Financial resources. Human resources and natural resources. Project formulation, project implementation and project Evaluation.	15
<b>Unit – 3</b>	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.	15
<b>Unit – 4</b>	Planning Experience at village, taluk, district, state and national levels. Planning organisation at different levels. People’s participation in planning. Kerala experiment.	15

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</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*



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## Model Curriculum

Program Name	<b>BA in Rural Development</b>	Semester	<b>V</b>
Course Title	<b>Decentralization and Delivery System</b>		
Course Code:	<b>RUR C-11</b>	No. of Credits	<b>04</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

	<b>Contents</b>	<b>60 hrs</b>
<b>Unit – 1</b>	Relationship between Decentralisation and Delivery of Services: Mechanisms of delivery system. Concepts and theories: Public Choice theory. Theory of Political Economy. Their implications for effective delivery of services.	15
<b>Unit – 2</b>	Nature of Delivery System: A critique. Need for reform. What reforms? E-governance initiatives, Single Window Service Centres and effective delivery of services. ICT and its implications for delivery of services.	15
<b>Unit – 3</b>	Experience with E-governance: Computerisation of Panchayat administration. <i>Panchatantra</i> software initiatives for the effective delivery of services.	15
<b>Unit – 4</b>	Monitoring the Implementation of Development Programmes: Role of Line Departments and Panchayats. Role of Lokayukta and Ombudsman for streamlining Panchayat administration and delivery of services.	15

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

## References

1. Sivanna, N., *Decentralized Governance and Planning*, Macmillan, 2002.
2. Omar Azfar et. al., *Decentralization, Governance and Public Services*, IRIS Centre, University of Maryland, 1999.
3. Raghunandan, T.R., ed., *Decentralization and Local Governments*, Orient Blackswan, 2012.
4. Hari Nagarajan, et. al., *Decentralization and Empowerment for Rural Development*, Cambridge University Press, 2014.
5. Giorgio Brosio, *Decentralization and Public Service Delivery in Asia*, Asian Development Bank, 2014.
6. Jean-Paul Faguet and Caroline Poschl, *Is Decentralization Good for Development?* Oxford, 2016.
7. Annina Aeberli, *Decentralization Hybridized*, Graduate Institute Geneva, 2012.
8. Shabbir Cheema and D. Rondinelli, *Decentralizing Governance: Emerging Concepts and Practices*, Brookings, 2007.
9. Rani Mullen, *Decentralization, Local Governance and Social Wellbeing in India*, Routledge, 2017.
10. Shabbir Cheema, *Democratic Local Governance: Reforms and Innovations in Asia*, United Nations University, 2013.

## Journals

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



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Model Curriculum

Program Name	<b>BA in Rural Development</b>	Semester	<b>V</b>
Course Title	<b>Bureaucracy and Panchayati Raj</b>		
Course Code:	<b>RUR C-12</b>	No. of Credits	<b>04</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		60 Hrs
<b>Unit - 1</b>	Decentralisation 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.	15
<b>Unit - 2</b>	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.	15
<b>Unit - 3</b>	Panchayat Raj Administration: 73 <sup>rd</sup> Constitutional Amendment. Political and Administrative Structure at Zilla, Taluk and Gram Panchayat Levels. Functionaries, Functions and Funds of Panchayats.	15
<b>Unit - 4</b>	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	15

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

## References

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, Decentralisation and Development**, Asia Publishing House, Bombay.
5. Martin Albrow (1978), **Bureaucracy**, The Macmillan Press Ltd. London
6. Meenakshisundaram S S (1994). **Decentralisation 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). **Decentralisation in Developing Countries**, World Bank, Washington.
10. Sivanna N (1990). **Panchayati Raj Reforms and Rural Development**, Chugh Publications, Allahabad.

# DISCIPLINE ELECTIVE (Any one Paper to be chosen)



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## Model Curriculum

Program Name	<b>BA in Rural Development</b>	Semester	<b>V</b>
Course Title	<b>(A)AGRICULTURAL ECONOMICS</b>		
Course Code:	<b>RUR E-1</b>	No. of Credits	<b>03</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		60 Hrs
<b>Unit - 1</b>	Agriculture And Economic Development, Definition and scope of Agriculture Economics – Agriculture in a growing Economy –Subsistence Agriculture and its Modernization – Interdependence between Agriculture and Industry – Farming System : Traditional, Subsistence, Commercial, co-operative, Collective and State farming – Role of Agriculture in Economic development of a Nation.	15
<b>Unit - 2</b>	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.	15
<b>Unit - 3</b>	Factors Affecting Agriculture Growth And Productivity, Size of land holdings – Land Reforms – Supply of Inputs : Irrigation, Power, Seed andFertilizer – Pricing of Inputs – Social forestry and Environment – Determination of theprices of Agricultural commodities – Agricultural prices policy in India – Crop Insurance.	10
<b>Unit - 4</b>	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	10

	Efficiency – market failures and state intervention.	
<b>Unit - 5</b>	Challenges To Indian Agriculture, Trends in Agricultural development under the 5 year plans – policies and programmes for Agricultural development – Green revolution and its impact – Sustainable Agriculture New Agricultural policy – World trend organization and Indian Agriculture.	10

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

<b>References</b>
<ol style="list-style-type: none"> <li>1. Bhaduri, A. (1984), <i>The Economic Structure of Backward Agriculture</i>, Macmillan, Delhi.</li> <li>2. Bilgrami, S.A.R. (1996), <i>Agricultural Economics</i>, Himalaya Publishing House, Delhi.</li> <li>3. Dandekar V.M (1994), <i>The Indian Economy 1947-1992, Vol I Agriculture</i>, Sage</li> <li>4. Dantwala, M.L. et.al (1991), <i>Indian Agricultural Development Since Independence</i>, Oxford &amp; IBH, New Delhi.</li> <li>5. Desai R.G (1998), <i>Agricultural Economics [models, Problems and plocy issue]</i>,</li> <li>6. <i>Government of India (1976), Report of the National Commission on Agriculture</i>, New Delhi.</li> <li>7. <i>Government of India, Economic Survey (Annual)</i>, New Delhi.</li> <li>8. Gulati, A. and T. Kelly (1999), <i>Trade Liberalization and Indian Agriculture</i>, Oxford UniversityPress, New Delhi.</li> <li>9. Tyagi B.P. (2002), <i>Agricultural Economics and Rural development</i>, Jaiprakash</li> </ol>



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**Model Curriculum**

Program Name	<b>BA in Rural Development</b>	Semester	<b>V</b>
Course Title	<b>(B) Information Technology for Rural Management</b>		
Course Code:	<b>RUR E-1</b>	No. of Credits	<b>03</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

	<b>Contents</b>	<b>45 Hrs</b>
<b>Unit-1</b>	Introduction; Scope and significance of information technology in rural development, the advantages of information technology in rural connectivity.	15
<b>Unit-2</b>	Modes of Information- Communication- Postal Services, Telegraphic information, Telephones, Fax voice information service, Mass Media; Radio, TV, processing multimedia, World Wide Web's, Internets, Chat, FTP e-mail, KIOSK. Remote sensing: concept, definition- advantage, process products – image processing:	15
<b>Unit-3</b>	Information technology and governance; Role of Government in facilitating use of IT in Governance; Ministry of information technology NIC-DRD-DRDA. Access to Right to Information Act.  Information empowerment, need for information for assessing problems opportunities resources- government programmes of rural development.	15

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10



<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

## References

1. *Dennis P. Curtin (1999): "Information Technology the Breaking Wage, Tata Mc Graw Hill Publishing Co. Ltd, New Delhi.*
2. *Alex Leon (1999): "Fundamental of Information Technology", Leon Techno Publications, Chennai.*
3. *Subhash Mehta (1996): "Understanding and using Internet", Global Business Press, New Delhi.*
4. *Adelman, I. (1961), Theories of Economic Growth and Development, Stanford University Press, Stanford.*
5. *Behrman, S. and T.N. Srinivasan (1995), Handbook of Development Economics, Vol. 3, Elsevier, Amsterdam.*
6. *Benjamin Higgins, (1968) Economic Development, W.W.Norton & Company. Inc. New York*
7. *Brown, M. (1966), On the Theory and Measurement of Technical Change, Cambridge University Press, Cambridge, Mass.*
8. *Chenery, H. and T.N. Srinivasan (Eds.) (1989), Handbook of Development Economics, Vols.1 & 2, Elsevier, Amsterdam. Karpargam Environmental Economics*
9. *Mishra S.K and V.K.Puri (2005), Economic Development and Planning, Himalaya Publishing House, Mumbai*



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## Model Curriculum

Program Name	<b>BA in Rural Development</b>	Semester	<b>V</b>
Course Title	<b>(C) COMMUNICATIONS FOR RURAL DEVELOPMENT</b>		
Course Code:	<b>RUR E-1</b>	No. of Credits	<b>03</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		45 Hrs
<b>Unit – 1</b>	Communication: Definition, Process, Functions, Importance; Elements of Communication; Problems and Barriers in Communication; Motivation: Concept, Process and Techniques – Motives and Incentives.	15
<b>Unit – 2</b>	Communication interaction: Models of Communication – Linear, Feedback, Circular, Switch-back, Convergence; Feedback and Control; Effects of feedback in communication. Types of Communication: Verbal and Non-verbal communication, Small group and Public Communication, Dyadic Communication, Mass Communication and Interpersonal Communication.	15
<b>Unit – 3</b>	Audio-Visual Aids: Materials and equipment, Planning, Preparation and Use of different types aids: Projectors: Films-Tape Recorder-Television-Computers-PPTs.	15

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

## References

1. *Bhattacharya S.N :Community Development in Developing Countries*
2. *Rogoms :Adoption of Innovations*
3. *Paul Choudary :Methods of Social Work*
4. *Robert Chambers :Challenging the Professions*
5. *Spicer Russell E.E. :Human Problems in Technological Change*
6. *Ross N.G. :Community Organization*
7. *Beek R.C :Motivation: Theories and Principles*
8. *Mukherjee N :Participatory Rural Appraisal Methodology and Applications McConnel J W  
:Understanding Human Behavior*

## Vocational Papers (Any one Paper to be chosen)



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### Model Curriculum

Program Name	<b>BA in Rural Development</b>	Semester	<b>V</b>
Course Title	<b>PEOPLE'S PARTICIPATION IN GOVERNANCE</b>		
Course Code:	<b>RUR V-1</b>	No. of Credits	<b>03</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

	Contents	45 Hrs
<b>Unit-1</b>	Concept of Participation: Participation and governance. People's participation in Decentralized Governance. Concept of Planning from Below and its Implications for Good Governance.	15
<b>Unit-2</b>	Units of Gram Swaraj: Habitat Sabhas. Ward Sabhas. Gram Sabhas. Mahila and Makkala (Women and Children) Sabhas. Functions and responsibilities of Sabhas.	10
<b>Unit-3</b>	People's Participation in Meetings of Sabhas: Proceedings of Sabhas. Process of Identification of beneficiaries of development programmes. Process of identification of Development works. Decision-making process in Gram Sabhas.	10
<b>Unit-4</b>	Preparation of Action Plans based on the recommendations of Ward and Gram Sabhas. Monitoring of development programmes. Social Auditing. Panchayat 'jamabhandi' and its Process. Functioning of 'Jagruthi Samithis'.	10

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

## References

1

1. Andrea Cornwall, ed., *The Participation Reader*, University of Chicago Press, 2011.
2. Khan, S., S. Kazmi and Z. Rifaqat, *Harnessing and Guiding Social Capital for Rural Development*, Palgrave, Macmillan, 2007.
3. Chaturvedi, H.R. and S.K. Mitra, *Citizen Participation in Rural Development*, Centre for Policy Research, 1982.
4. Jephias Mapuva, *Citizen Participation and Local Governance*, Cambridge Scholars, 2010.
5. Jurian Edelenbos and I. Meerkerk, *Critical Reflections on Interactive Governance*, Edward Elgar, 2016.
6. Centre for Good Governance, *People's Estimate Procedural Guidelines*, Hyderabad, 2005.
7. Biju, M.R., ed., *Rural Development: Governance and Participation*, Concept, 2014.
8. Biju, M.R., ed., *Rural Development under Decentralized Governance*, Concept, 2012.
9. Biju, M.R., ed., *Local Governance and Rural Empowerment*, Concept, 2015.
10. Sivanna, N., *Decentralized Governance and Planning*, Macmillan, 2002.



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**Model Curriculum**

Program Name	<b>BA in Rural Development</b>	Semester	<b>V</b>
Course Title	<b>(B) EXTENSION ACTIVITIES AND VOLUNTARISM FOR RURAL DEVELOPMENT</b>		
Course Code:	<b>RUR V-1</b>	No. of Credits	<b>03</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

	<b>Contents</b>	<b>45 Hrs</b>
<b>Unit-1</b>	Extension: Concepts, Philosophy and approaches, Principles of Extension, Historical Development of Rural Extension in India, Types of Rural Extension, Extension methods, Extension management; Development strategies: Broad Front approach, Gandhian, Community Development, Target group approach, Sectoral Approach, Area Development and Integrated approach.	15
<b>Unit-2</b>	Voluntarism -Concept, importance, objectives and Voluntary organizations – Roles and functions, Forms and classification, Role of voluntary organizations in rural development. Voluntary effort in Rural Development; Voluntary agency administration; Developing Community based programmes and projects, social action, formation and strengthening of voluntary Organizations.	10
<b>Unit-3</b>	Planning and formation of voluntary organization's: Formation of groups, Preparation of Bye-laws; Financial Resources for NGOs - Self, State, Central Governments, Foreign Government and Missionaries; Identification of funding agencies; Code of ethics for NGOs.	10
<b>Unit-4</b>	Planning and Programming of Development projects: Methods of planning and designing of programmes and projects; Project Proposal writing guidelines and Steps NGOs and Paradigm shifts – their implication on Education, Women Empowerment, Health, Disaster, Management, Girl rich and weaker section	10

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

<b>References</b>
<ol style="list-style-type: none"> <li>1. <i>Commen, J.K., Social Transformation in rural India, Mobilisation and State intervention, Vikas Publications, New Delhi, 1984.</i></li> <li>2. <i>Jain, S.C. Community Development and Panchayat Raj in India.</i></li> <li>3. <i>Lubett, R. Non-Governmental Organisation as agents of empowerment, University of Reading, U.K., 1987</i></li> <li>4. <i>Sankaran, R. Handbook of management of voluntary organisatons, International Cooperative Alliance, New Delhi.</i></li> <li>5. <i>Vimala Ramachandran, et al, Bridging the gap between Intention and Action, Asian South Pacific Bureau of Adult Education, UNESCO, New Delhi, 1998.</i></li> </ol>



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**Model Curriculum**

Program Name	<b>BA in Rural Development</b>	Semester	<b>V</b>
Course Title	<b>(C)STATISTICAL METHODS FOR SOCIAL SCIENCE RESEARCH</b>		
Course Code:	<b>RUR V-1</b>	No. of Credits	<b>03</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		45 Hrs
<b>Unit - 1</b>	Social Science Research: Need and significance, Types – Basic, Applied, Action; Methods – Historical, Experimental, Survey, Case Study; Formulation of Hypotheses.	15
<b>Unit - 2</b>	Sampling: Sampling theory and procedures, Universe and Sample, Types: Stratified Sampling, Simple random sampling, Multistage Sampling, Purposive Sampling, Systematic Sampling	10
<b>Unit - 3</b>	Data collection: Primary and Secondary. Tools of data collection: Questionnaire, Schedule, Interview, Observation, Case study Quantitative Data Presentation – Mean, Median, Mode; Standard Deviation - Correlation - Regression - Chi-square Test, T-Test, F-test; SPSS.	10
<b>Unit - 4</b>	Report writing: Analysis of data and report writing. Steps involved in writing of a report; Graphical Methods of Quantitative Data Presentation – Histogram, Pie Chart - Bar Diagrams. Trends in Research in Rural development.	10

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Attendance	10
Home assignments – 1	10



Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

## References

1. *Gupta C.B.:An Introduction to Statistical Methods*
2. *Moser C.A. :Survey Research in Social Investigation Simson and Kelkn:Basic Statistics*  
*Babbie :Survey Research*
3. *Das Gupta:Village Studies in the Third World*
4. *Goodo& Halt :Social Research Methods*
5. *Mason and Lind:Statistical Techniques in Business and Economics*
6. *Microsoft :Manuals on Microsoft Office*
7. *SPSS:Manuals on SPSS*

# VI SEMESTER



Government of Karnataka

## Model Curriculum

Program Name	<b>BA in Rural Development</b>	Semester	<b>VI</b>
Course Title	<b>HUMAN RESOURCE DEVELOPMENT IN RURAL SECTORS</b>		
Course Code:	<b>RUR C-13</b>	No. of Credits	<b>04</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		60 Hrs
<b>Unit-1</b>	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.	15
<b>Unit-2</b>	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.	15
<b>Unit-3</b>	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.	15
<b>Unit-4</b>	Training of Panchayat Raj functionaries: Behavioral dimensions, motivation team building, 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.	15

Formative Assessment for Theory	
Assessment Occasion/ type	Marks

Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

## References

1. *Dipak Kumar Bhattacharyya (2006). Human Resource Management, Excel Books, New Delhi -28 (Second Edition).*
2. *Arcalion (2006). Human Resource Management, Pearson Prentice Hall, New Delhi -28 (X Edition).*
3. *APSDP (1984). Rural Vocational Training n Bangladesh, Indonesia, Korea, Malesia, The Philippines and Thailand. Report of a Sub-regional Seminar, Dhaka, Bangladesh 5-11 May, 1984.*
4. *Reddy, M C.Reddeppa (20006). Emerging Rural Occupations, Dept. of Adult & Continuing Education, S.V.University, Tirupati.*
5. *Mehta M R :Human Resource Development Planning with Special Reference to Asia*
6. *Alexander V Alex:Human Capital Approach in Economic Development*
7. *Batra V P:The Economic and Human Resources*
8. *ILO:Employment Promotion with Special Reference to Rural Areas*
9. *George Tobias:Human Resources in India*
10. *Gyan Chand:Population in Perspective World*
11. *Bank:World Development Report, 1001*
12. *Govindappa K:Adult Education Impact of National Literacy Mission*
13. *UNDP:Human Development Report(s) 1998. 1999, 2000.*



Government of Karnataka

**Model Curriculum**

Program Name	<b>BA in Rural Development</b>	Semester	<b>VI</b>
Course Title	<b>RURAL DEVELOPMENT AND CO-OPERATIVE MANAGEMENT</b>		
Course Code:	<b>RUR C-14</b>	No. of Credits	<b>04</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

	<b>Contents</b>	<b>60 Hrs</b>
<b>Unit-1</b>	Concept of cooperation – definition, principles of cooperation, 1995 and basic values-Theoretical perspectives. Reformist, Institutional and Behavioral approaches. Cooperative thought process; Pre – Rochdale thinkers; Robert Owen, Charles Fourier, Louis Blanc; post- Rochdale thinkers; Raiffeisen, Dr. Warbasse, Fauquet, Charles Gide, Jawaharlal Nehru and M Gandhiji views on cooperation.	15
<b>Unit-2</b>	National Cooperative Policies in India, Co-operation and other forms of system, Co-operation and capitalism, Co-operation and Socialism, Horizontal and Vertical Integration in Co-operatives, Contribution of Robert Owen; Louis Blanc; Shri V. L. Mehta and D. R. Gadgil in the sphere of Co-operation.	15
<b>Unit-3</b>	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	15
<b>Unit-4</b>	Noncredit cooperatives- marketing, Sugar, spinning and tea cooperatives- Dairy cooperatives – consumer’s cooperatives – village industrial and weavers’ cooperatives.	15

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
Attendance	10
Home assignments – 1	10

Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

## References

1. *Co-operation in India (Dr.B.S.Mathur).*
2. *Theory, History and Practice of Co-operation(R.D.Bedi).*
3. *Practice of Co-operation (T.N.hazela).*
4. *Principles and Philosophy of Co-operation (P.R.Dubhashi).*
5. *Khusro Committee Report R.B.I. Publication.*
6. *Co-Operative Movement in India, By G.R. Madan, Mittal Publications, New Delhi.*
7. *Katar Singh: Rural Development in India – Theory History and Policy in Todaro M.P. Economic Development in III World war*
8. *Arora R.C – Integrated Rural Development in India*
9. *G.R.Madan – Co-operative movement in India*
10. *B S.Nlatliur – Co-operation in India*
11. *T.N.Hajella —Principles, Problems and Practice in Co-operation*
12. *B.B.Goel – Co-operative legislation. Trends and Dimensions*
13. *D.D. Naik – Practices of Housing Co-operative Sociep'*
14. *T.N. Hajella – Principles, Problems and Practice of Co-operation*
15. *The Co-operator Journal Published by NCUI*



Government of Karnataka

**Model Curriculum**

Program Name	<b>BA in Rural Development</b>	Semester	<b>VI</b>
Course Title	<b>SOCIAL JUSTICE AND EMPOWERMENT OF DISADVANTAGED GROUPS</b>		
Course Code:	<b>RUR C-15</b>	No. of Credits	<b>04</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		60 Hrs
<b>Unit-1</b>	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	15
<b>Unit-2</b>	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.	15
<b>Unit-3</b>	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	15
<b>Unit-4</b>	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.	15

Formative Assessment for Theory	
Assessment Occasion/ type	Marks

Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</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.



Government of Karnataka

Model Curriculum

Program Name	<b>BA in Rural Development</b>	Semester	<b>VI</b>
Course Title	<b>RURAL MARKETS &amp; MARKETING</b>		
Course Code:	<b>RUR C-16</b>	No. of Credits	<b>03</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		60 Hrs
<b>Unit - 1</b>	Rural Marketing- Meaning & Evolution of Rural Marketing, Nature & Characteristics of Indian Rural Markets Rural and Urban Markets: A Comparative Analysis and Rural Market Environment Rural Economic Structure- Farm Sector, Non-Farm Sector and Rural Industries Rural Consumer Behaviour- Consumer Buying Behaviour Model	15
<b>Unit - 2</b>	Rural Marketing Research Process & its Limitations Bases for segmenting the Rural Consumer Markets Rural Marketing Mix -Product, Price, Place & Promotion Myths about the Rural Markets in India	15
<b>Unit - 3</b>	Product Strategies for Indian Rural Market Pricing Objectives & Strategies for Indian Rural Market Promotional Media & Strategies for Indian Rural Market Distribution Strategies for Indian Rural Market & Significance of distribution	15
<b>Unit - 4</b>	: Corporate Social Responsibility- Concept & Importance, Select CSR Campaigns- Amaron- AmaraGaon (Our Village), ITC's SunehraKal (Better Tomorrow) & Colgate's Project Jagruti Information Technology for sustainable Rural Development- Concept, Role & Importance e-Governance for Rural India- Concept & Benefits and Select e-Governance Projects- Project Gyandoot & National e-Government Plan e-Rural Marketing – Introduction & Scope, Select Live Case Studies- ITC's eChoupal	15

Pedagogy: .....

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10



<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

<b>References</b>
<ol style="list-style-type: none"><li>1. <i>Badi R.V, Badi N.V., (2013), Rural Marketing, Himalaya Publishing House.</i></li><li>2. <i>Dogra B., Ghuman K., (2018), Rural Marketing- Concept &amp; Practices, Tata McGraw Hill Education.</i></li><li>3. <i>Habeeb UR., Rahman K.S., (2011), Rural Marketing in India, Himalaya Publishing House Kashyap P., (2018), Rural Marketing, Pearson Education.</i></li><li>4. <i>Kotler P., (2015), Marketing Management, Prentice Hall.</i></li><li>5. <i>Krishnamacharyula R., (2004), Cases in Rural Marketing, Pearson Education.</i></li><li>6. <i>Venkatareddy K., (2012), Agriculture and Rural Development, Himalaya Publishing House</i></li></ol>

## DISCIPLINE ELECTIVE (Any one Paper to be chosen)



Government of Karnataka

### Model Curriculum

Program Name	<b>BA in Rural Development</b>	Semester	<b>VI</b>
Course Title	<b>(A) LITERACY AND EDUCATION FOR RURAL DEVELOPMENT</b>		
Course Code:	<b>RUR E-2</b>	No. of Credits	<b>03</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		45 Hrs
<b>Unit - 1</b>	Literacy: Meaning, Need, Aspects, Importance, Spacial, Variations in literacy, Causes of Low literacy rate, measures to increase the literacy in rural area. Role of NGOs and GOs.	15
<b>Unit - 2</b>	Education: Meaning & Concept - Definition –Objectives, Functions; Status of Education in India; Forms of Education: Formal, Non-Formal and Informal Education; Relationship between Education and development. School Education, Status and problems in Rural area.	10
<b>Unit - 3</b>	Schemes of Education – SarvaSiksha Abhiyan, Vocationalization of Secondary education, Open learning systems, Sakshar Bharath programme, Scheme of JanaSikshanaSansthans.Total Literacy campaign	10
<b>Unit - 4</b>	Agricultural Education: Concept, nature, scope, types, need and significance; Agricultural education in India; Agricultural education and development; Role of Agricultural Universities and Training institutions in Rural development. Extension Education: Aims, Principles, Role of Extension Education in Rural Development.	10

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10

<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

## References

1. Adivi Reddy. A. *Extension education*, Sri Lakshmi Press, Bapatla. 1971.
2. Dhahama O.P. & Bhatnagar, O.P., *Education and Communication for Development*, Oxford & IBH Publishing Co., New Delhi.
3. Venkata Reddy, K. *Agriculture and Rural Development (Emerging Trends and Right Approach to Development)*, HmalayaPublishing House Pvt., Ltd., Mumbai, 2012.
4. Ministry of Human Resource development. *Sakshar Bharath*, Govt. of India.
5. M.H.R.D (2000). *Scheme of Jan ShikshanSansthan (Institute of People's Education): Guidelines for Management, Planning and Programming*, Directorate of Adult Education, Dept. of Elementary Education & Literacy, Govt. of India, New Delhi.



Government of Karnataka

## Model Curriculum

Program Name	<b>BA in Rural Development</b>	Semester	<b>VI</b>
Course Title	<b>(B) RURAL PROJECT PLANNING AND MANAGEMENT</b>		
Course Code:	<b>RUR E-2</b>	No. of Credits	<b>03</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		45 Hrs
<b>Unit - 1</b>	Project- Definition, Basic steps, Elements, Development of projects; Basic Steps in Project, Project Approach to Rural Development - Need and Scope of Project Management; Project Planning and Management Cycle. Project Dimension; Identification and Formulation.	15
<b>Unit - 2</b>	Project Formulation and Development: Elements of Project, Formulation Technique, Planning in Indian Context; Systems Approach to Formulation and Execution of Development Projects.	10
<b>Unit - 3</b>	Essentials of Project Implementation: Planning, monitoring of development projects; Project management information system; Project Appraisal; PAID monitoring system for VSS and water shed- Network techniques for project management. Project appraisal – I (Technical feasibility); Project appraisal - II (Economic feasibility); Project appraisal – III (financial feasibility).	10
<b>Unit - 4</b>	Evaluation of Rural Development Projects/Programmes: Types of Evaluation Concurrent and Summative evaluations.	10

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

## **References**

1. *BavaD.S : Rural Project Planning*
2. *Price Gittinger : Economic Analysis of Agriculture Projects*
3. *Little IMD & JA Mirrless :Project Appraisal and Planning for Developing Countries*  
*United Nations Development*
4. *Organization :Industrial Guidelines for Project Evaluation*
5. *Prasanna Chanra : Projects Preparation , Appraisal and implementation*
6. *Chodhary .S : project Mangement*
7. *Mridula Krishna :Project Planning in India*
8. *Peter Smith : Agricultural Project Management Monitoring and Control of Implementation*



Government of Karnataka

## Model Curriculum

Program Name	<b>BA in Rural Development</b>	Semester	<b>VI</b>
Course Title	<b>(C) CAREER GUIDANCE AND COUNSELLING</b>		
Course Code:	<b>RUR E-2</b>	No. of Credits	<b>03</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		45 Hrs
<b>Unit - 1</b>	Guidance and Counselling -Meaning, Concept and functions, theories of counselling – Psycho analysis, client centered, existential, rational-emotional-emotive,cognitive and behavioral; Perspectives of Education and Careers: education for labour market or empowering citizens, Human Capital theory Vs. Emancipation.	15
<b>Unit - 2</b>	Guidance and Counselling - Scope, types; Difference between Guidance and Counselling; Models of counselling- Helping model, Stage model; Stages in counselling – Action, Attention giving, Listening, Eye contact, Verbal and Non-verbal prompts; Career counselling stages – Information sharing, Testing, Remedial Coaching and Placement.	10
<b>Unit - 3</b>	CareerCounselling: Evolution of career counselling in India- Recent development in career guidance/counselling in developed countries and in India; Application of technology in Guidance and Counselling.	10
<b>Unit - 4</b>	Skill set requirements for different careers: Health services,Career development tasks – Self-awareness, personal values and goals, personal cognition,understanding world of work, career alternatives and multiple job offers; Life skillsbuilding for youth.	10

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10

<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

## References

1. Arulman, G. (2004). *Career Counseling*, Tata McGraw – Hill Pub.Ltd., New Delhi.
2. Sister Mary Vshala, SND (2006). *Counseling and Guidance*, Rajendra Ravindra Printers Pvt. Ltd., New Delhi.
3. Abha Sharma (2006). *Counseling and Guidance*, Vista International Pub. House, New Delhi.
4. Hoston Ransy and Teresa- Wards worth (1990). *The Social Organisation of Work*.
5. Womack James DamidT.Jhones and Daniel Roos (1985). *The Machine that changed the World*, Temple University Press
6. Dipak Kumar Bhattacharyya (2006). *Human Resource Management*, Excel Books, New Delhi- 28 (Second Edition).
7. Arcalion (2006). *Human Resource Management*, X Edtion, Pearson Prentice Hall, New Delhi.
8. Traler, A.R. and North, R.D. *Techniques of guidance*, Harper and Row Publishers, New York, 1966.

## VOCATIONAL PAPERS (Any one Paper to be chosen)



Government of Karnataka

### Model Curriculum

Program Name	<b>BA in Rural Development</b>	Semester	<b>VI</b>
Course Title	<b>(A) SOFT SKILL DEVELOPMENT</b>		
Course Code:	<b>RUR V-2</b>	No. of Credits	<b>03</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		45 Hrs
<b>Unit - 1</b>	Soft skills – Introduction, Teamwork skills, Emotional Intelligence skills; Assertive skills, Adaptability Skills, Problem Solving Skills.	15
<b>Unit - 2</b>	Communication Skill; Definition, Nature, Process, Types, Barriers, Introduction, Listening Skills, Oral Communication, Functional Grammar and Vocabulary; Presentation Skill, Time Management Skill.	10
<b>Unit - 3</b>	Personality Development: Body Language and Etiquettes, Groups Discussion and Interview Skill, Preparation of C.V./Resume.	10
<b>Unit - 4</b>	Introduction to Computer parts, Functions, Data Storage: Primary and Secondary storage: Operating Systems (MS-Windows), MS-Office – MS Word, MS Excel and PowerPoint, Role of Soft Skill and ICT in Rural Development.	10

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>



## **References**

1. *Soft Skills: An Integrated Approach to Maximise Personality*, Gajendra S. Chauhan, Sangeeta Sharma.
2. *Personality Development and Soft Skills*, Barun K. Mitra, Oxford Press
3. *Ten Soft Skills You Need to Advance Your Career (Andere Keys Book 9)*” by Lisa Smith
4. *Soft Skills- Enhancing Employability*, M. S. Rao, I. K. International
5. *Cornerstone: Developing Soft Skills*, Sherfield, Pearson
6. Chandra, Ashoka, “*Emerging Challenges in TVET in Manpower and skill Development National Seminar on Business and Soft Skills Development owner, NITTTR, Chandigarh (India), 2006.*
7. Flynn, Rosalie, “*Graduate Employability Skills: discussion paper*, Precision Consultancy, Melbourne, Australia,2006.
8. Anju, A. (2009), *A Holistic Approach to Soft Skills Training*, IUP Journal of Soft Skills; Vol. 3 Issue 3/4, p7-11



Government of Karnataka

## Model Curriculum

Program Name	<b>BA in Rural Development</b>	Semester	<b>VI</b>
Course Title	<b>(B) AGRICULTURE, ALLIED SECTORS AND EXTENSION SERVICES</b>		
Course Code:	<b>RUR V-2</b>	No. of Credits	<b>03</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		45 Hrs
<b>Unit - 1</b>	Agriculture and Rural Development: Agriculture as biggest sector: Source of livelihood, employment and way of life. Source of raw material for industry and an export supporting sector. Agriculture as a growth pole for rural economy. A case study to verify this hypothesis.	15
<b>Unit - 2</b>	Recent Decline of Agriculture: In terms of its contribution to GDP and employment. Stagnant productivity. Farmers desiring to desert agriculture. Food security; Rural migration to urban areas. Scarcity of agricultural labour and other inputs. Mechanisation and its implications.	10
<b>Unit - 3</b>	Decline of Rural Economy: Agrarian crisis. Rural economy from self-sufficiency to dependency. Village economy - a net importer. Capital and labour migration akin to Drain theory process and its consequences. Problem of capital scarcity.	10
<b>Unit - 4</b>	Revival Strategies: Village studies on demand elasticity of agricultural products; changes in cropping pattern; greening rural economy; organic products and millet growing; PURA model; diversification of village economy with horticulture, animal husbandry and dairying. Extension services. Recommendations of M.S Swaminathan Committee. Integrated farming. Convergence of existing technology. Region specific technology.	10

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10

<b>Total</b>	<b>40 Marks</b>
<i>Formative Assessment as per guidelines are compulsory</i>	

## References

1. Elumalai Kannan, Sujata Sundaram, “Analysis of Trends in India’s Agricultural Growth”, Institute for Social and Economic Change, 2011.
2. Chauhan, S. K., R. Sharma, B. Singh and S. C. Sharma (2015), Biomass production, carbon sequestration and economics of on-farm poplar plantations in Punjab, India. *Journal of Applied and Natural Science*, 7: 452-458.
3. Rizvi, R. H., S. K. Dhyani, R. S. Yadav and R. Singh (2011), Biomass production and carbon stock of poplar agroforestry systems in Yamunanagar and Saharnpur districts of northwestern India. *Current Science*, 100: 736-742
4. Alforte, A., D Wilson, F. Pulhin and R. Lasco (2014), *Credits where credit’s due: a guide to community-level carbon forestry project development*. Los Baños, Philippines: World Agroforestry Centre (ICRAF).
5. World Bank (2017), *Report of the High-Level Commission on Carbon Prices*. Washington, DC.
6. T. Valli, D. Umamaheshwari, K. Ramakrishanan, “A study on the union budget 2017- Focus agricultural and rural development”. *Indian J.Sci.Res.* 14 (1): pp. 280-283, 2017
7. S-Mahendra DEV *Inclusive growth in India : Agriculture poverty and Human Development – 2010*
8. *Agriculture and Rural Development in India : Some Emerging Issues – Dr.Chandra*

## Journals

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



Government of Karnataka

**Model Curriculum**

Program Name	<b>BA in Rural Development</b>	Semester	<b>VI</b>
Course Title	<b>(C) RURAL ENTREPRENEURSHIP AND DEVELOPMENT</b>		
Course Code:	<b>RUR V-2</b>	No. of Credits	<b>03</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2 hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

Contents		45 Hrs
<b>Unit - 1</b>	Entrepreneurship - Concept, Definition, Characteristics of an entrepreneur; Functions, Types of entrepreneurs; Rural entrepreneurship -Need for rural entrepreneurship, Factors affecting entrepreneurial growth; Problems of rural entrepreneurs and women entrepreneurs, Youth entrepreneurs.	10
<b>Unit - 2</b>	Entrepreneurship Development Programme - Role of SHG in Promoting entrepreneurship, Linkage between rural and Urban enterprises, Cottage industries, traditional crafts and handloom, Skill development through entrepreneurship, Rural cluster, Rural tourism, Startup village entrepreneurship, Entrepreneurial motivation, competencies, mobility. Training for entrepreneurship: Entrepreneurship development courses.	15
<b>Unit - 3</b>	Project Management: Project Classifications, Formulation and design – Feasibility analysis, Preparation of project Report, Financial analysis, Project cost estimate and Project appraisal methods. Project Finance: Sources of finance – Banking institutions, Role of DICS, SIDCO, SISI, SIPCOT; Incentives and subsidies. Policies and Programmes of entrepreneurship.	10
<b>Unit - 4</b>	Conditions for Promoting Rural Industries and other Non-farm Activities: Infrastructure requirements. Governmental / Institutional Support for commencement of SSIs. Procedures and formalities for starting a small scale industry. Assessment of techno-economic feasibility. Choice of organisational model and technological choice. SHGs and Micro-Enterprises.	10

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Attendance	10
Home assignments – 1	10
Seminar – 1	10
Internal tests – 1	10
<b>Total</b>	<b>40 Marks</b>

## **References**

1. *S. N. Arjun Kumar - Rural Entrepreneurship in Small-Scale Industries Paperback – August 26, 2019*
  2. *Mondal Sagar - Rural Development Entrepreneurship & Communication Skill Paperback – 1 January 2012*
  3. *Vinay Ojha - Rural Entrepreneurship in India Edition:, 1st, Year:, 2019, Pages:, 210,*
  4. *Gyan mudra - Development of Rural Women Entrepreneurship Daya Publishing House (1 January 2013)*
  5. *Women Entrepreneurship and Sustainable Rural Development in India*
  6. *Sagar Mondal G.L Ray Rural Development Rural Development Entrepreneurship & Communication Skill Paperback – 1 January 2012*
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7. *Vasanta Desai, Organisation and Management of small scale industries.*
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  9. *NalinakshaMutsuddi, You Too Can Become An Entrepreneur. WheelerPublishing , 1996*