**BPHES’**

**CSRD Institute of Social Work and Research Ahmednagar, Maharashtra**

*Teaching Plan*

* Course summary
* Expanded description
* Reading list
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***Course Summary***

Course Number: URCD - 1

Course Title: URCD - 1: Issues of Urban, Rural and Tribal Communities and Governance

Semester & Year: II, 2018-19

**Instructor: Yogesh Kudale (Assistant Professor)**

 *Mobile*: 9850122713

 *Email*: yashdeepkudale@gmail.com

**Course Description**:

The course is designed to enhance understanding of students about Urban, Rural and Tribal communities and their issues. It will also focus on Democratic Decentralization, structure, functions and status of Local Self Government in India and social work intervention with urban, rural and tribal communities.

**Course Objectives**:

1. To understand the Urban, Rural, Tribal Communities socio- eco & political system and their issues.
2. To understand the Local Self-Governance and major provisions under 73rd, 74th Constitutional Amendments and PESA in addressing community issues.

**Expanded Description**

This course provides knowledge about the issues of urban, rural and tribal communities. It will also focuses on socio-economic structure it of these communities and roles and responsibility of local self- government for community development.

The first unit is on Urban, Rural and Tribal Communities – Linkages and changes will helps students to enhance their understanding about nature of urban, rural and tribal community, correlation of urban with rural community and tribal community. It will also discuss the historical overview and changing nature of these communities.

Second unit will focus on issues of urban, rural and tribal communities, it gives scope to get knowledge about issues like poverty and unemployment, environmental issues, lack of infrastructure and services, caste, class and gender issues.

Under third unit students will develop their understanding about the Democratic Decentralization and Constitutional Amendments, Democracy, decentralization and structure of local self – governance, 73rd & 74th constitutional amendment, participation of schedule caste and schedule tribe in local self- governance.

Further, fourth unit will focus on ground reality of Local Self Government Bodies; people’s participation in community development process, reservation policy and reserve quota in local self-government its reality and challenges for implementation.

In fifth unit, students will be able to understand social work intervention in relation to LSG bodies and development of urban, rural and tribal community and Panchayati Raj Institution.

**Required texts:**

Desai, A. R., *Rural Sociology in India,* Popular Prakashan, Bombay, 1961

Sharma, Rajendra Kumar, *Urban Sociology,* Atlanitic Publishers and distributors, New Delhi, 2004

Pandey, P. K.,*Urban Sociology Planning administration and Management*, Sarup & Sons, New Delhi, 2006

James, Quinn, *Urban Sociology,* Eursia Publishing House (PVT) LTD, New Delhi, 1967 Dube., S., C., *Tribal Heritage of India,* Vikas Publishing House, PVT, LTD, New Delhi, 1977

Biju, M. R., *Panchayati Raj System in India*, Kanishka Publishers, Distributors, New Delhi, 2008 Singh, K, K, *Role of Panchayati Raj Institutions for Rural Development,* Sarup & Sons, New Delhi, 2001

Narasimha Rao, C, *Rural Development in India,* Serials Publications, New Delhi.

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* ikaxqG&ckjgkrs uank] Hkkjrkrhy xzkeh.k leqnk; fodkl] vkj- ch] Ádk’ku] ukxiwj] 2012
* ikaxqG&ckjgkrs uank] Hkkjrkrhy ukxjh leqnk; fodkl] vkj- ch] Ádk’ku] ukxiwj] 2011
* jktiwr ,u-] vkj-] xzkeh.k o ukxjh lekt’kkL=] va’kqy ifCyds’kUl] ukxiwj
* yofu;k ,e-] ,e-] xzkeh.k lekt’kkL=] fjlpZ ifCyds’ku] t;iwj]
* [kMls Hkk-] fd] lkekftd ekuo’kkL=] Jheaa xs’k iz dk’ku] ukxiwj] 1999
* ?kkVksGs jk-] uk-] xzkeh.k lekt’kkL= o lkeqnkf;d fodkl] Jheaxs’k izdk’ku] ukxiwj] 2000
* ‘kekZ] czEgnso] vkfnoklh Lo’kklu] lg;ksx iqLrd dqVhj VLV] ubZ fnYYkh] 1998
* Lkh- ,l- vkj- Mh- laiq.kZ jkT;’kkL=] Lkh- ,l- vkj- Mh- vgenuxj Teaching Methods

This course will be taught with the combination of teaching methods such as lecture with audio visual supplements, group discussion, role plays, buzz groups, field based assignment and presentations by students, guest lectures, library assignments and field exposures. Students may collect all the power point presentations and some e-resources of the course from the course instructor in advance. Students are expected to come prepared in the class by reading the essential course materials. They may also get familiarised with the slides prior to attend the lectures, so that they can participate in the discussions meaningfully.

All students are expected to share responsibility for taking up various assignments and participating in discussions. Assigned and independently selected readings, field based assignments, presentations, structured (written) assignments, screening of documentaries, and the lectures supported with audio-visual aids will provide the material necessary for learning about urban, rural and tribal communities and local self government.

**Class Participation**

Attendance for class is important. The participation of students in classroom activities is also important. The students’ contribution to small group assignment and informed participation in class discussions is significant. Informed participation refers to demonstration of one’s completion of assigned readings. Excellent participation means that the comments made by the students are thoughtful, focused and respectful. If the students miss class, are late, and leave early, disappear for long periods on break or are unprepared, their attendance for class will be affected.

**Assignments and Evaluation**

The criterion for evaluation of the course is as follows:

***Term End University Examination (External): 50 marks***

 Que. 1. Essay type questions: write any one of the two (15 marks)

 Que. 2. Short essay type questions: attempt any two out of four (2 x 10 = 20 marks)

 Que. 3. Short note: attempt any three out of six (3 x 5 = 15 marks)

***Internal assessment: 50 marks***

 Midterm internal test (written): 25 marks

 Individual Written Assignment: 10 marks

 Field based group Assignment: 05 marks

 Multiple Choice Question : 10 marks

Internal and ongoing assessment is an important part of the successful completion of the course. In the revised pattern, the students need to score at least 50 per cent of the internal marks for securing a pass in any course (25 marks out of 50). Every student has to pass both internal and external assessment separately.

***Mid-term internal test (25 marks)***

Mid-term internal test will be conducted in the second half of the term which gives the students an experience of undergoing external examination. Question paper pattern for the internal test is as the following:

 Que. 1. Essay type questions: write any one of the three (15 marks)

 Que. 3. Short note: attempt any two out of four (2 x 5 = 10 marks)

The date of the examination is already given in the academic calendar and is also available on the institute website. It checks the theoretical understanding of the students on the course and their ability to present their understanding logically. It also gives the students to familiarise with the term end examination format.

***Individual Written Assignment (10 marks):***

The students need to review on subject matter as the written assignment and submit to the Institute Office by **30th March 2019** preferably approved by course teacher.

***Format of the individual assignment:***

1. Title of the Assignment

2. Specialization

3. Subject

4. Name, Roll No & class of Student

5. Name Course Teacher

6. Submission date and year

7. Introduction

8. Main Assignment point (answer)

9. Conclusion

10. References list

11. Name and Signature of Students

The students need to submit the assignment having at least 5 references in APA format. Students are expected to conduct all academic work honestly. Plagiarism will attract rejection of the entire manuscript of the students and the students may be asked to resubmit the assignments. All written assignments should contain a signed declaration of the student stating that, "This assignment is my original writing and I have neither received nor used any unauthorized aid in preparing this written work." If any instance of academic dishonesty occurs disciplinary action may be initiated from the appropriate authority. Please note that only hand written assignments will be accepted for internal evaluation.

***Field based group assignment (15 Marks):***

A field based group assignment is part of internal assignment and it carries 05 marks. The entire class will be divided into 7 groups of 11 students and each group will have to undertake a qualitative field based assignment. The students will visit to field for study and analyse it. Field may be urban community slum open community, rural community, Gram Panchayt, Pancyat Sammittee, Municipals Corporations, and District Rural Development Agency etc. Group will prepare the Assignment (30-50 pages - hand written or typed) and submit to the course **instructor by 25th March 2019 after that the group will give the presentation on assignment in class.**

***Format for the Group Assignment:***

The students need to write assignment like:

1) Title of Assignment

2) Specialization

3) Course and

4) Class &Group No

5) Name of Group Member

6) Name of Course Teacher

7) Submission date and year

7) Introduction of Assignment

8) Main points of Assignment

9) Conclusions

10) References

Like: Name of writer, Title of book, name of publication, place of publication, year of publication

Example : Dube., S., C., *Tribal Heritage of India,*Vikas Publishing House, PVT, LTD, New Delhi, 1977

***Groups for group assignment:***

Group 1 :Roll Nos. 02 - 18

Group 2 :Roll Nos. 19 - 36

Group 3 :Roll Nos. 37 - 54

Group 4 :Roll Nos. 55 - 71

Group 5 :Roll Nos. 72 - 83

Group 6 :Roll Nos. 85 - 101

Group 7 :Roll Nos. 102 – 114

Class Schedule and Readings

**Week One:01 – 07 January 2019 – Introduction to the course**

 Explain the course plan

 Explain the learners’ objectives

 Explain the course structure and teaching plan

 Explain the internal and external evaluation plan

 Explain the assignment plan

 Introduce the essential reading lists and e-books

**Week Two: 09 Jan 2019: Urban, Rural and Tribal Communities – Linkages and changes**

1) Characteristics of Urban, Rural and Tribal Communities

2) Relation between urban, rural and tribal communities

3) The changing faces of urban, rural and tribal community

***Reading required:***

1) Doshi, S., L., (2006) Rural Sociology, Rawat Publication, New Delhi,

2) A. R. Desai (1961) Rural Sociology in India, Popular Prakashan,Bombay

3) Singh, K.,(1978) Rural Sociology, Prakashan Kendra, Lucknow

4) vkxykos] Ánhi] vkfnoklhps lekt‘kkL=] lkbZukFkÁdk’ku] ukxiwj] 2012

5) ikaxqG&ckjgkrs] uank] Hkkjrkrhy xzkeh.k leqnk; fodkl] vkj- ch] Ádk’ku] ukxiwj] 2012

6) ikaxqG&ckjgkrs] uank] Hkkjrkrhy ukxjh leqnk; fodkl] vkj- ch] Ádk’ku] ukxiwj] 2011

7) jktiwr] ,u-] vkj-] xzkeh.k o ukxjh lekt’kkL=] va’kqyifCyds’kUl] ukxiwj

8) yofu;k] ,e-] ,e-] xzkeh.k lekt’kkL=] fjlpZifCyds’ku] t;iwj]

9) [kMls] Hkk-] fd] lkekftd ekuo’kkL=] Jheaxs’kizdk’ku] ukxiwj] 1999

10) ?kkVksGs] jk-] uk-] xzkeh.k lekt’kkL= o lkeq nkf;d fodkl] Jheaa xs’kiz dk’ku] ukxiwj] 2000

**Week Three:21– 30 Jan. 2019:Issues of Urban, Rural and Tribal Communities:**

1. Economic Issues – Poverty, unemployment and its implications

2. Issues of Environment, infrastructure and services

3. Socio- cultural issues – caste dynamics, intersections of class, caste, gender and ethnicity and implications

***Reading required:***

Ahija, Ram, *Social Problems in India,* Rawat Publication, New Delhi, 2007

Narang, Ashok, (2006) Urban Sociology, MurariLal& Sons, New Delhi

Datt, Gaurav, & Mahajan, Ahwani, (2012) *Indian Economy*, S. Chand & company PVT, LTD, New Delhi

Pandey, P. K. (2006*) Urban Sociology Planning administration and Management,*Sarup& Sons, New Delhi

James, Quinn, (1967) *Urban Sociology,* Eursia Publishing House (PVT) LTD, New Delhi

vkxykos] Ánhi] vkfnoklhps lekt‘kkL=] lkbZukFk Ádk’ku] ukxiwj] 2012

ikaxqG&ckjgkrs] uank] Hkkjrkrhy xzkeh.k leqnk; fodkl] vkj- ch] Ádk’ku] ukxiwj] 2012

ikaxqG&ckjgkrs] uank] Hkkjrkrhy ukxjh leqnk; fodkl] vkj- ch] Ádk’ku] ukxiwj] 2011

jktiwr] ,u-] vkj-] xzkeh.k o ukxjh lekt’kkL=] va’kqy ifCyds’kUl] ukxiwj

yofu;k] ,e-] ,e-] xzkeh.k lekt’kkL=] fjlpZ ifCyds’ku] t;iwj]

[kMls] Hkk-] fd] lkekftd ekuo’kkL=] Jheaxs’k izdk’ku] ukxiwj] 1999

?kkVksGs] jk-] uk-] xzkeh.k lekt’kkL= o lkeqnkf;d fodkl] Jheaxs’k izdk’ku] ukxiwj] 2000

**Week Four:1- 1 February – 15 Feb 2019: Democratic Decentralization and Constitutional Amendments**

1. Concept and context of Democratic Decentralization.

2. The Constitutional 73rd and 74th Amendments and Panchayat Extension to Scheduled

Areas – Context of their Enactment and major provisions

3. Structure, Functions, Powers of LSG bodies

***Reading required:***

Biju, M. R., *Panchayati Raj System in India*, Kanishka Publishers, Distributors, New Delhi, 2008

Singh, K, K, *Role of Panchayati Raj Institutions for Rural Development,* Sarup & Sons, New Delhi, 2001

NarasimhaRao, C, *Rural Development in India,* Serials Publications, New Delhi. ikaxqG&ckjgkrs] uank] Hkkjrkrhy xzkeh.k leqnk; fodkl] vkj- ch] Ádk’ku] kxiwj] 2012

ikaxqG&ckjgkrs] uank] Hkkjrkrhy ukxjh leqnk; fodkl] vkj- ch] Ádk’ku] ukxiwj] 2011

jktiwr] ,u-] vkj-] xzkeh.k o ukxjh lekt’kkL=] va’kqy ifCyds’kUl] ukxiwj

**Week Five:15- 28 February. 2019:The Ground Reality of Local Self Government Bodies**

1. Issues of finance, functionaries and functional autonomy

2. Revenue and Finance with respect to LSGs – Finance commission recommendations

3. Importance ofcitizen participation through gram sabhas/ward sabhs

4. Problems and prospects with respect to reserved quotas

***Reading required:***

Biju, M. R., *Panchayati Raj System in India*, Kanishka Publishers, Distributors, New Delhi, 2008

Singh, K, K, *Role of Panchayati Raj Institutions for Rural Development,* Sarup& Sons, New Delhi, 2001

Narasimha Rao, C, *Rural Development in India,* Serials Publications, New Delhi.

**Week Six:1-16 March. 2019: Social Work Intervention in relation to LSG bodies**

1. Opportunities and challenges with respect to PRI`s in urban, rural, tribal areas and social work intervention – training EWRS

2. Strengthening the gram sabh, understanding participatory budgeting, citizen participation and community mobilization for accountable and transparent governance.

Reading required:

Biju, M. R., Panchayati Raj System in India, Kanishka Publishers, Distributors, New Delhi, 2008

Singh, K, K, Role of Panchayati Raj Institutions for Rural Development, Sarup & Sons, New Delhi, 2001

Narasimha Rao, C, Rural Development in India, Serials Publications, New Delhi.

**Week Eighteen: 18-23 Apr. 2019: Conclusion**

 Revision; Discussion on previous question papers and orientation for term end examination