



Report of the Expert Committee on Karnataka State Rural Development and Panchayat Raj University (KSRDPR University)

February - 2015



*Department of Rural Development and Panchayat Raj
M.S. Building, Bangalore*

**Report of the
Expert Committee on
Karnataka State Rural
Development and
Panchayat Raj University
(KSRDPR University)**

February 2015

**Government of Karnataka
Department of Rural Development
and Panchayat Raj.
M.S. Building, Bengaluru**

**The Karnataka State Rural Development and Panchayath Raj University
A Report – 2015**

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GOVERNMENT ORDER

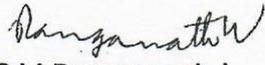
GOVERNMENT ORDER CONSTITUTING THE EXPERT COMMITTEE

The Government vide its Order No. RDPR 142 ZPS 2013 dated: 31-12-2013 has constituted an Expert Committee to study the process of establishment of the Karnataka State Rural Development and Panchayat Raj University is as follows:

| SL. No. | Name | Designation |
|---------|--|---------------------|
| 1. | Shri.S.V.Ranganath, IAS Former Chief Secretary, Government of Karnataka. | Chairman |
| 2. | Shri R.B. Agawane, IAS Former Principal Secretary to Government of Karnataka. | Member |
| 3. | Dr. S.A. Patil, EX-Director, IARI, New Delhi | Member |
| 4. | Dr. A.N.Yellappa Reddy. IFS | Member |
| 5. | Prof. BinyakumarPattanaik, Director, ISEC, Bengaluru | Member |
| 6. | Dr. C.S. Patil, Dean, Karnataka Law University | Member |
| 7. | Dr. Prakash Bhat, CEO and Secretary, SCOPE | Member |
| 8. | Prof. H.B. Walikar, Former Vice Chancellor, Karnataka University, Dharwad | Member |
| 9. | Dr. Arun R. Patil, Managing Director, Agadi Sunrise Hospital Private Limited | Member |
| 10. | Smt. Neeti Sharma, Senior Vice President and Co-founder, Team Lease Services Pvt. Ltd. | Member |
| 11. | Dr. L.G.Hiregoudar, Programme Co-ordinator and Head, K.V.K Hulkoti | Member |
| 12. | Shri K.N.Janardhan, Cheif Project Co-ordinator, National Academy of RUDSETI | Member |
| 13 | Shri Syed Jamal, Former Administrative Officer, KEA | Member Secretary |

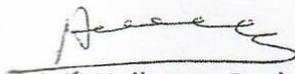
Sd/-
(K.YALAKKIGOWDA)
Director, (Panchayat Raj-1)
Rural Development and
Panchyat Raj Department

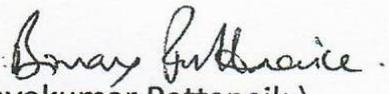
Expert Committee for the establishment of Rural Development and Panchayat
Raj University

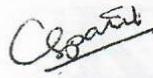

(S.V.Ranganath)
Chairman

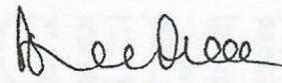

(R.B.Agawane)
Member


(S.A.Patil)
Member

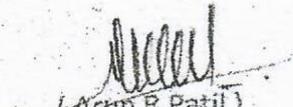

(A.N.Yellappa Reddy)
Member

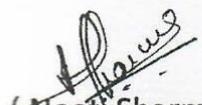

(Binyakumar Pattanaik)
Member

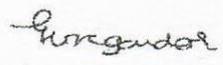

(C.S.Patil)
Member


(Prakash Bhat)
Member

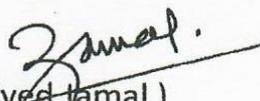
(H.B. Walikar)
Member


(Arun R Patil)
Member


(Neeti Sharma)
Member


(L.G.Hiregouder)
Member


(K.N.Janardhan)
Member


(Syed Jamal)
Member Secretary

ACKNOWLEDGEMENT

ACKNOWLEDGEMENT

The Expert Committee wish to thank Shri H.K.Patil, Hon'ble Minister for Rural Development and Panchayat Raj, Government of Karnataka for giving the opportunity to prepare this report.

The preparation of this report on the establishment of Karnataka State Rural Development and Panchayat Raj University and the outcome has been very thought provoking process of continuous consultation and deliberations among all the members of the Committee. It is with great pleasure that I acknowledge the valuable contributions of all the members.

The Additional Chief Secretary, Rural Development and Panchayat Raj Department, Government of Karnataka and his staff have been very supportive in this endeavour. The Committee wishes to acknowledge with gratitude the support extended by Additional Chief Secretary Rural Development and Panchayat Raj and all his colleagues in the department of Rural Development and Panchayat Raj.

The Committee members during the course of preparation of this report have visited many reputed Institutions and Organisations of Excellence for discussion and study. Their support deserve the Committee's grateful acknowledgements.

We would like to thank all the people associated with the preparation of this report and the Draft Bill on Karnataka State Rural Development and Panchayat Raj University and all those who helped to create a realistic, purposeful document that would make this University an unique institution and Center of Excellence for Rural Development and Panchayat Raj in Karnataka.

(S.V.RANGANATH)

Former Chief Secretary and Chairman
Expert Committee, RDPR University.

EXECUTIVE SUMMARY

Expert Committee Report on Establishment of Karnataka State Rural Development and Panchayat Raj University

Executive Summary

- The proposal of establishment of the Karnataka State Rural Development and Panchayat Raj University has been approved by both the houses of Legislature in the Chief Minister's Budget speech 2013-14.
- The State Government Constituted an Expert Committee under the Chairmanship of Shri S.V. Ranganath, Former Chief Secretary, Government of Karnataka to study the issues involved in the implementation of this decision of Government.
- The Committee deliberated on several subjects and issues towards which the Rural Development University should contribute decisively for improving the lives of people living in rural Karnataka.
- Economic reforms have benefitted some people and they have integrated into the global economy. But a large number of people residing in the rural areas where most of the poor people live stand excluded from this development process.
- Most of the problems faced by rural areas such as chronic hunger, malnutrition, entrenched poverty and unemployment, class and gender inequalities, loss of land and livelihood continue unabated in rural area. Despite ample opportunities in the industrial and service sector in the urban areas, unemployment continues to be a major problem for rural youth as they lack the necessary skills and training required for the new jobs and services arising out of new economic developments. The proposed school for Skill Development training will address this issue.
- The Committee members visited several Institutions for Study, such as Institute of Rural Management (IRMA) Anand, National Institute of Rural Development (NIRD), Hyderabad, Gandhi gram, Madurai, Indian Institute of Management (IIM), Ahmadabad, Tata Institute of Social Sciences (TISS), Mumbai etc.
- The Committee feels it is necessary to create through the proposed RDPR University a committed, dedicated professional manpower and a human resource to address various issues involved in Rural Development.
- It is proposed to set up five schools of learning.
 1. School of Agri-business Management and Management of Rural Development.
 2. School of Rural Development and Panchayat Raj.
 3. School of Environmental Science and Public Health and Sanitation Management.

4. School of Social Science and Rural Reconstruction.
5. School of Skill and Entrepreneurship Development.

- The University will award Post graduate degree in Agri-business Management and Management of Rural Development, Masters Degree in Social Science, Environmental Science and Public Health Management.
- The University will also award M.Phil and Ph.D in various subjects related to rural development.
- It is also proposed to start five or more regional centers for Skill Development training. Each school will have a managing council under the Chairmanship of Vice-Chancellor and various departmental heads, Government Departmental heads being members of this council.
- The proposed Karnataka State Rural Development and Panchayat Raj University should be a center of Excellence in Rural Development and pursue excellence in teaching, research and learning. With this objective in mind, the Committee has suggested that the University should have a center of research and innovation.
- The Vision, Mission and objectives of the Karnataka State Rural Development University is to create awareness and produce a human resource which will assist rural people in nature farming, use of renewable non-conventional energy resource, appropriate technologies for rural development, agriculture for sustainable development, protection and conservation of rural ecosystems, awareness about environmental science, social issues, public health and sanitation.
- The pedagogical focus would be peer group learning, experiential learning apart from self learning and teacher focussed learning and therefore the RDPR University Campus is expected to be fully residential. All academic and administrative buildings, Staff quarters, Hostels, sport complex etc should be located within the campus.
- There should be demonstration plots in the campus for showcasing research and innovation in various sectors such as micro irrigation technology, Vermi-biomass Compost, medicinal and aromatic plants etc.
- E-Governance will form a core area of learning, extension and communication in all the schools of learning of the University.
- Capacity building and training of the in-service Government staff, members of Panchayat, Taluk Panchayat, Zilla Panchayat will be one of the main objective of the school for Rural Development and Panchayat Raj.

- Agro-business Management and Environmental Science School will award Management degrees and the Post Graduate trained in this University can be employed not only in Government departments but even in private sectors.
- The Committee feels it is necessary to have inter disciplinary courses at the University ranging from Agri-business management to social sciences which are relevant to the demands of the rural sectors. A competent manager / administrator in the rural development sector should have more than a fleeting acquaintance with modern management, economics, sociology, political science, social work, agriculture science (including horticulture, animal husbandry and dairy development, sericulture, agro forestry) rural engineering as well as environmental science. The aim of the University should be to produce such competent young men and women with multi-disciplinary training and with adequate field experience.
- It is suggested that the staff and faculty of the University should be deputed at the cost of University, to any institute of excellence within India for a refresher / sabbatical course. Besides they should be encouraged to take up consultancy / action research assignments which would be useful to the University in several ways.
- In order to achieve the vision, mission and objectives of the University, the Expert Committee feels that a Vice-Chancellor who is devoted and dedicated to rural development with his high academic qualifications would do justice to the University. Therefore, the Committee feels that the Government may, with due diligence, appoint a person as Vice-Chancellor having substantial experience and leadership qualities. The future of the University depends on his leadership and performance.
- The University should also conduct short term courses for in service government employees including the new recruits from KAS / IAS as well as those from banking, cooperative sectors.
- This Expert Committee which will be appointed by the Vice-Chancellor / Government should discuss in detail regarding the course design and the learning objectives of different courses proposed to be introduced. The Expert Committee should also come out with guidelines regarding the in-service and pre-service training programmes for government officials. There would be a high reliance on peer group learning as well as sharing of experiences. Most of the topics could be co-taught by the academic staff along with trainees themselves who will bring their experiences back to the classroom.
- The Committee deliberated in details regarding the location of the University. It felt that as per the Dr.Nanjundappa Committee Report, there are most backward, more backward and backward taluks in Northern Karnataka which

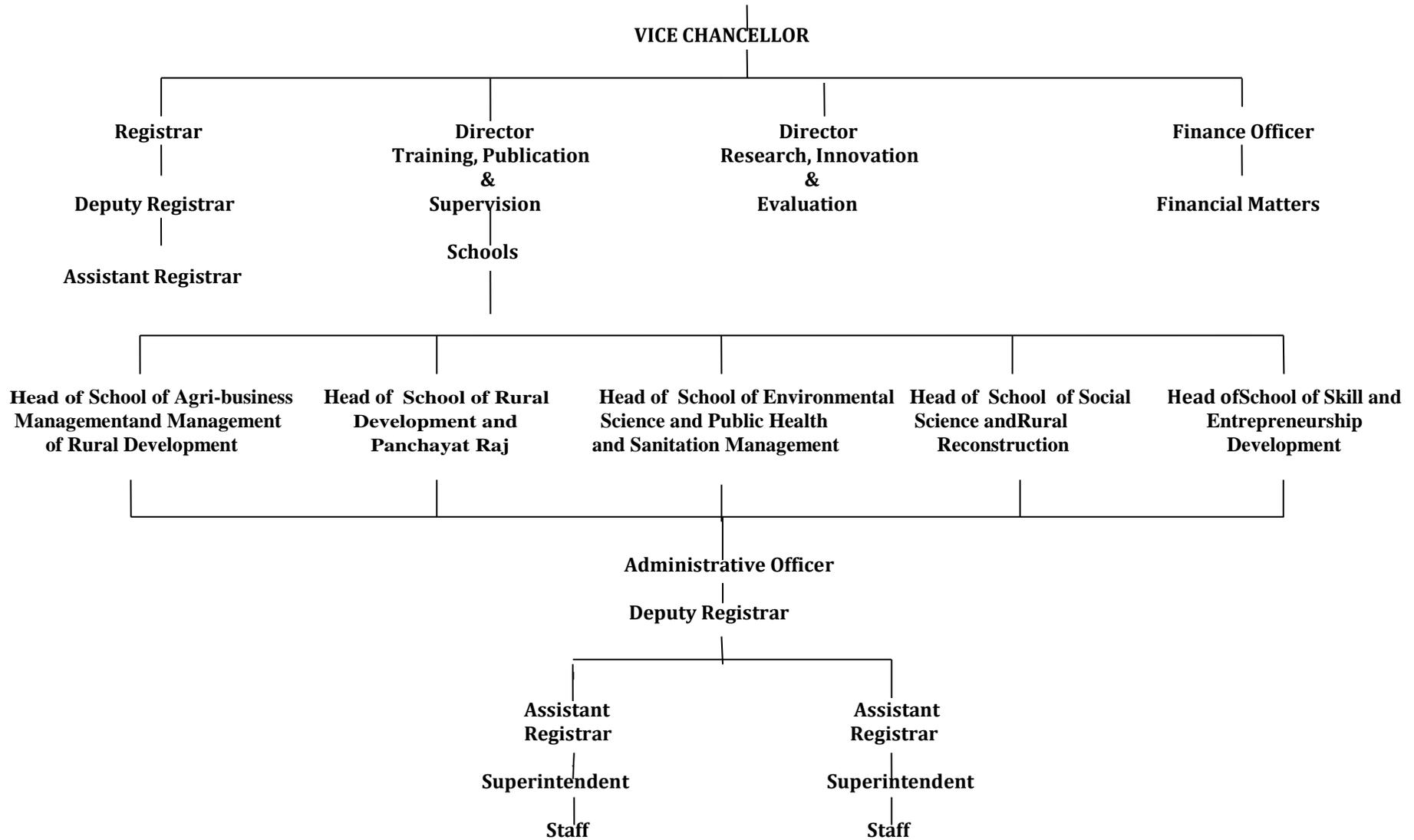
is more backward as compared to South Karnataka. Hence it is proposed to locate the Karnataka State Rural Development and Panchayat Raj University in **“NORTHERN KARNATAKA”**.

Within Northern Karnataka, it is proposed to locate the University in a district which does not have a University at present. Besides, the district should have some good educational, social and economic environment in order attract qualified faculty and staff. The place should also have a good net work of cooperatives and industrial units, so that their location within the district can be used by the University to organise the field training of students and other trainees.

In view of the above the Committee Unanimously felt that **GADAG** district may be a suitable location for the Karnataka State Rural Development and Panchayat Raj University.

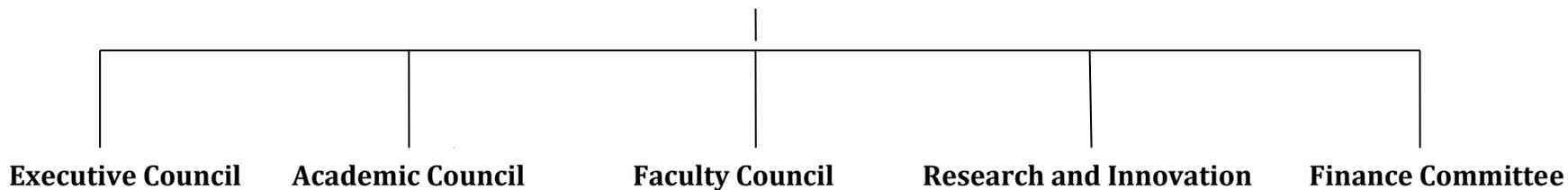
**Structure of the Karnataka State Rural
Development and Panchayat Raj University**

STRUCTURE OF KARNATAKA STATE RURAL DEVELOPMENT AND PANCHAYAT RAJ UNIVERSITY



Registrar to be appointed by the Executive Council
Director to be appointed by the Executive Council
Finance Officer to be appointed by the Government
HoDs of the Schools to be appointed by the Executive Council
Any other Staff may be appointed by the V.C with the approval of the Executive Council

STRUCTURE OF UNIVERSITY



Chapter – I
Rural Development and the need for the
University – Prospectus and Perspective

CHAPTER-1
RURAL DEVELOPMENT AND THE NEED FOR THE UNIVERSITY
PROSPECTS AND PERSPECTIVE

Hon'ble Chief Minister in his budget speech in July 2013 announced the decision of the Government to set up a Rural Development University in Karnataka. Subsequently both the Houses of Legislature approved this proposal in the Chief Minister's budget speech. Thereafter, the State Government constituted a High Level Committee under the Chairmanship of Shri S.V. Ranganath, former Chief Secretary, Government of Karnataka to study the issues and come out with recommendations regarding the actual implementation of this decision of the Government.

The Committee has studied the Rural Development sector in the State and felt that the proposed Rural Development University should contribute decisively for improving the rural sector in Karnataka.

Economic Reforms have been steadily pushed through in India leading to some wholesome and some unwelcome consequences. The urban areas, where most of the rich people live are being slowly integrated into the global economy on terms which are suitable to the relatively better off segments of the society. But a large number of people residing in rural areas, where most of the poor people live stand excluded from this development process. Most of the problems faced by rural areas such as chronic hunger and malnutrition, entrenched poverty and unemployment, class, caste and gender inequalities, loss of land and livelihood, continue unabated in rural areas despite opportunities in the industrial and service sectors in the urban areas.

There is a need to urgently tackle the entrenched poverty and lack of economic opportunities in rural areas as otherwise there will be a exodus from rural areas to urban areas. This massive population shift will result in an expansion in the demands for livelihood, far greater urban space, housing,

services and improved governance on a scale that no democracy has managed in history. Therefore, if these issues are left unattended, there will also be a decrease in the quality of life in urban areas. Therefore, the need of the hour is to bring about prosperity and employment opportunities in rural areas in Karnataka that will transform the State's society culture, environment and politics.

It is not as if no growth has taken place in rural areas so far; but the moderate growth in rural areas is somewhat worrisome for the following reasons:

- The growth has not been inclusive; many of the rural poor are excluded from the growth process;
- Even for those who have been included, the growth has been able to bring about only a very small improvement in their living conditions;
- The rural – urban divide is increasing. This divide is in terms of access of basic amenities like education, road, toilets, sanitation and healthcare and this divide is increasing day by day. This is one of the principle causes for the persistence of poverty and hunger in rural areas.

Any acceptable model for rural development should involve efficient use of natural resources such as community land, lakes, ground water levels etc. Management of these natural resources on a sustained basis would not only require improving land use planning but also much better management practices. Agriculture Development is inextricably linked to rural development. 58% of the rural population is dependent on agriculture and any rural development programme must involve a significant growth (say 4% or so) of agriculture. Development of agriculture has a multiplier effect because of its impact on rural incomes.

There are a large number of schemes of the government which are being implemented by the State to usher in faster and better rural development. Some

of the more prominent Centrally Sponsored schemes are, MNREGA, National Rural Livelihood Mission, Integrated Watershed Development, National Rural Drinking water programme, Nirmal Bharat Abhiyan as well as affordable housing under Indira Awas Yojana. Better and more transparent implementation of these schemes will considerably contribute to better incomes for the rural population, particularly the poor.

The fundamental constraints for the orderly, equitable and sustainable growth of rural areas is neither capital nor any political constraints, but the ability of the system to provide sufficient number of well trained professionals, administrators and change agents who are wholly committed to sustainable progress in rural areas. Year after year, despite hefty budget allocations for rural development, there is difficulty in satisfactorily spending due to paucity of professionals who properly implement these objectives. What is necessary is a particular kind of professionals who have the ability to find appropriate answers to the challenges of rural transformation. The Higher education system in Karnataka state, probably has no course or programme built upon inter disciplinary skills involving various disciplines such as agriculture, economics, managerial science, sociology, politics and ecology. Only a practitioner with multi disciplinary training, involving all these disciplines can bring about satisfactory development and governance of Karnataka's 5280 villages. This is precisely what this University is mandated to do. The University will host integrated programmes of high quality education, research, knowledge generation, training, advisory services and advocacy.

In order to bring about meaningful changes in rural areas some of the other concerns which needs to be addressed in the implementation of various schemes of the government are as follows:

- More emphasis on the peoples' participation;
- More emphasis on the role of non-government organizations;

- Enhance the role of cooperatives, self-help groups and similar organizations in the development process;
- Enhance the role of Panchayat Raj Institutions .

In several parts of the country including Karnataka, cooperatives have been set up to meet the specific needs of the rural population. Most of the successful cooperatives have been in the field of making rural credit available and in processing of agricultural commodities such as sugar-cane, milk, oil seeds, fruits and vegetables. Similarly, several non-governmental organizations and Section 25 non-profit companies are involved in other important rural projects such as provision of micro credit, managing water societies and self help groups etc. The performance of these organizations can be considerably enhanced with making available professional managers and application of modern technologies. It is in this area that the proposed Rural Development University can be expected to play an important role. Professional managers, motivated administrators, and well informed elected representatives of Zilla Panchayats / Taluk Panchayats and Town Panchayats are to be trained and deployed for substantially better implementation of all rural development programmes.

The role of Panchayat Raj Institutions in rural development cannot be adequately emphasized. Panchayat Raj Institutions have been successful in creating awareness about sustainable development and in reducing the gap between the bureaucracy and the people. However, over a period of time, it was noticed that most of the rural development functions were being carried by the government machinery deployed for this purpose and resulted in many of the stake holders and beneficiaries of these programmes developing a “dependency syndrome”, i.e. they were heavily depended upon the local bureaucracy. Accordingly, after much debate the 73rd Amendment of the Constitution was brought about, which enhanced the role of Panchayat Raj institution and made them to shoulder the responsibility of development and decentralized planning. 29 Sectors have been transferred to the Panchayat Raj Institutions for

implementation. The successful implementation of the 73rd Amendment has resulted in an enhanced role for the gram sabhas and the need for more meticulous micro planning. The Panchayat Raj Institutions will now need to interact with farmers' organizations, self help groups, voluntary organizations and several other such groups. In Karnataka a 33% reservation for women have been introduced in the election to Panchayat Raj Institutions . This has been of great help in giving focus to some key issues affecting women such as girl education, safe drinking water as well as basic health services. In this background, particularly in view of the enhanced role given to Panchayat Raj Institutions under the 73rd Amendment and also in view of the some of these institutions are entrusted with implementation of important schemes such as NREGA which involve substantial budgets even at the gram panchayat level, there is a crying need for capacity building of all the elected representatives of the Panchayat Raj Institutions . Hitherto this role is being performed by the Abdul Nazeer Sab Institute of Rural Development under Administrative Training Institute, Mysore. It is expected that this Rural University will hereafter perform this role in a more systematic and comprehensive manner.

Apart from taking up capacity building in Panchayat Raj Institutions , there is also a need to provide trained manpower and organize refresher course for other non-government organizations. The role of non-government organizations in the implementation of rural development programmes has increased significantly during the last 15 to 20 years. Every successful non-governmental organization has been found to bring in a human touch in their dealings as well as flexibility and an innovative approach to the solution of problems. The need to hand-hold and support these NGOs and to help them with better management and technology support is recognized even by the Government of India; they have set up the Council of Advancement of Peoples' Action and Research Technology (CAPART) to help NGOs in this regard. There is no counterpart of CAPART in the State Government and this University is expected to fill this gap.

There is a huge scope for employment opportunities in the non-farming sectors in the rural areas. But these opportunities are not being adequately utilized because of the difficulty in availability of appropriately and adequately trained manpower. The proposed University as well as the five regional centres would organize training programmes in various skills which are relevant to the rural areas. Special emphasis could be given to school/PUC drop outs in Rural University vocational programmes, as there is no other meaningful vocational programme for this sector.

A number of government departments are involved in interacting with rural people and implementing the rural development programmes. Many of the government officials have been found somewhat wanting in this regard because they have not been adequately sensitized to the problems being faced by the rural areas. It is proposed that this University will have a massive training programme for the officers/officials of all departments tasked with the responsibility of dealing with rural areas. All Class I and II officers of the relevant government department, could attend a common foundation course programme as part of their training during probation. This would also include officers from Karnataka Administrative Service as well as IAS officers when they are attached to the State Government as part of their two year probationary training. In addition, the University could conduct short term in-service training in rural management / agri-business rural management. Officials who have not been able to complete the foundation course can take a four week refresher course and get themselves equipped with skills necessary to improve the management of various rural development programmes.

The Government is spending more than Rs.10,000 crore every year in implementing the rural development programmes. Spending Rs.50-75 crores a year on running the University would certainly merit consideration, if this could result in a significant increase in output and outcome of Government schemes. Most of the programmes could be implemented much better if an evaluation is

done by a professional agency and the problems being faced by the implementing agency identified and addressed in time. As of now, most of the evaluation is done by external organizations which depend on data collected through questionnaires. It would help the department of Rural Development if this University could be asked to take up the responsibility of doing the evaluation of all major rural development programmes through “action research”. Action research would mean that the personnel who are evaluating the schemes would themselves go and collect the data and thus ensure integrity of the data besides getting a firsthand knowledge of ground realities.

The first decade after independence was a period of institution building in India. A slew of giant public sector enterprises in defence, steel, irrigation, power, machine tools and other areas were set up which were referred to as “temples of India” by Pt. Jawaharlal Nehru, our former Prime Minister. Very soon, the need for high quality management education came in for attention by policy makers. An inter disciplinary course on management modeled after the best management courses of Harvard Business School and other leading American Universities led to the establishment of IIM Ahmedabad and Calcutta and subsequently IIMs at other places.

Similarly, at the present juncture, there is a felt need for inter disciplinary courses which are relevant to the demands of the rural development sector. A competent manager / administrator in the rural development sector should have more than a fleeting acquaintance with modern management, economics, sociology, political science, social work, agricultural science (including agriculture, horticulture, animal husbandry and dairy development, sericulture, agro forestry), rural engineering as well as environmental science. The aim and objective of this rural university should be to produce very competent young men and women with multi-disciplinary training and with adequate field experience as part of the course curriculum and with adequate sensitization to

the challenges of rural areas so that they bring about a significant improvement in all the institutions, schemes and programmes which deal with rural areas.

The access of the Corporate Sector to money, management and technology has been used in a very limited way for rural development. Wherever it has been utilized, the results have been impressive. For example, the e-chaupal project of ITC and the Innovations in Finance sector of ICICI Bank. In future, MNCs and the Corporate sector can be expected to participate in rural development in a big way on account of the mandatory corporate social responsibility (CSR) provisions of the Company's Act. MNCs, large domestic firms, government agencies, NGOs and the rural communities can come together and work in solving the complex problems of the rural sector. The working of such a coalition would be greatly assisted by the inter-disciplinary exposure of the students of this University.

There is a lot of traditional knowledge in India. What is required is to diligently scout and document these traditional practices in all areas which impact the lives of rural people, especially in the areas of agriculture and herbal medicine. For example, in certain parts of India, farmers are able to estimate their crop by looking at the weeds and flowering pattern of these weeds. Since time immemorial, traditional communities have been optimally utilizing the available bio resources for medicinal and other uses. The need is to properly identify such unique practices and innovations and document them. This will greatly help to preserve fast eroding knowledge about optimal use of bio resources. This University can play a big role to discover and recommends grass root innovation and traditional knowledge practices from rural areas.

Therefore, the proposed Rural University would take up the following areas of work:

1. Conduct a two years Management degree in Agri-business and Management of Rural Development and produce post graduates, who can be employed not only in various departments of government but also in

sugar factories, cooperative spinning mills, Milk cooperatives, micro finance institutions and in other NGOs.

2. This University could also have a M.Sc programme in Social Sciences where the focus could be on high quality professional education in a wide range of inter disciplinary areas of social science with adequate sensitization to inequalities of class, caste and gender. The students of this course could respond to the changing social realities and work with civil society for equality, dignity, social justice and human rights for all. These students can get employment not only in the concerned government departments but also in NGOs, NBFCs, micro finance institutions as well as in large cooperative institutions.
3. The University would conduct a 2 year M.Sc programme as well as one year diploma course in Environmental Science and Public Health and Sanitation Management. Works needed to be taken up in rural areas relate to water, soil and land. Rural Development programmes should seek to conserve water, enhance ground water recharge, reduce soil erosion, conserve biodiversity, reclaim degraded land and enhance produce of leaf manure and fuel wood. There is need for specialists who would be exposed to environmental science, public health engineering, rural engineering and sanitation management. The need for such specialists has also been recognized by Ministry of Rural Development, Government of India in a comprehensive report along with UNDP on 'Greening Rural Development in India'.
4. This University could be tasked with the responsibility of organizing training programmes for government officials, skill programmes for school drop outs as well as a huge capacity building exercise for all elected representatives of Panchayat Raj Institutions viz. zilla panchayat, gram panchayat and taluk panchayats.

The first Vice Chancellor would not only head the rural university but would also have the onerous responsibility of building the institution. The

success of Rural University would be greatly dependent on the personality and performance of the first Vice Chancellor. He must be an institution builder who can gather around him high quality academic manpower and motivate them to work shoulder to shoulder to build this institution. There will be a need for the Vice Chancellor to not only consult and take his colleagues with confidence but also act with firmness and enforce his decisions, if the situation so requires. He is expected to strike a fine balance between the sentiments of academic colleagues and the prerogative of the Vice Chancellor to act with dynamism and decisiveness, which is so crucial for the success of the University. Therefore, in the suggested draft Bill of the proposed University, a lot of powers have been given to the Vice Chancellor. It has also been suggested that the first Vice Chancellor shall be appointed by the Chancellor on the advice of the State Government.

It is suggested that the person to be appointed as Vice Chancellor, initially be appointed as Special Officer cum Vice Chancellor, so that he can get the structure and systems in place before the University formally starts functioning. He can also initiate action to get the infrastructure ready.

The Special Officer cum Vice Chancellor should also chair an Expert Committee consisting of experts from different relevant disciplines, where the University would be taking up academic work and this Expert Committee would advise the University about the suggested curriculum. The curriculum could be extremely important not only for imparting education for which this University is being set up, but also for seeking approval for the post graduate degree courses from the AICTE / UGC.

This Expert Committee should discuss in detail regarding the course design and the learning objectives of different courses proposed to be introduced. There must be a definition of the minimum pre-requisite for the learners in terms of skills and knowledge. There must be a description about the

questions and issues sought to be addressed and the perspectives sought to be developed by each course / training programme. There must be a broad outline of the suggested pedagogic approach which should include self learning, peer learning, experiential learning and teacher led learning. The University is expected to give a lot of emphasis to peer group and experiential learning in the inter-disciplinary post graduate courses. Therefore, it is suggested that the University should be residential for all students as well as trainees. This Expert Committee should also prepare a unit wise list of readings and multi-media resource material which is necessary for the students of the post graduate courses. In addition, it is necessary to prepare guidelines for guidance of the staff members. The Committee must prepare a list of advance reading material for the benefit of the staff members. This Committee should be constituted every year so that there is simultaneous assessment and evaluation regarding what has been achieved by the University and whether any changes in curricula is sought to be introduced.

The Expert Committee should also come out with guidelines regarding the in-service and pre-service training programmes for government officials. These programmes should be formulated in consultation with DG, ATI and should offer courses to various academic disciplines and domains of practice. There would be a high reliance on peer group learning as well as sharing of experiences. Most of the topics could be co-taught by the academic staff along with trainees themselves who will bring their experiences back to the classroom.

Members of the Committee have visited the following institutions of excellence which are involved with the capacity building, academic studies in the field of rural development.

1. Institute of Rural Management, Anand (IRMA)
2. University of Agriculture Science, Anand
3. Indian Institute of Management, Ahmadabad

4. National Institute of Rural Development, Hyderabad
5. RamanandTheerth Institute of Rural Development,
Nalgonda, Hyderabad
6. Gandhi Gram University, Madurai
7. Indira Gandhi National Open University, New Delhi
8. Tata Institute of Social Science, Mumbai

There are not very many institutions in the country which are offering inter disciplinary courses in rural development. Even the professors, howsoever competent, would be new to teaching these courses and would take time to settle. Therefore, there is need to support the academic staff, especially in the initial years. Many of the academic staff may feel the need to acquaint themselves in another related academic discipline. Therefore, the Rural University should have a scheme of deputing, at the cost of the University, the academic staff to any institution of excellence within India for a refresher / sabbatical course. Such a system was also followed with great success by the Institutes of management. Similarly, the academic staff should be encouraged to take up consultancy assignments which would be useful to the University in several ways. A portion of the consultancy fee should come back to the University, the staff of the University would get valuable field experience of an inter-disciplinary nature and the contact with various organizations could help the students to secure placements. The extra income would also act as an incentive for better quality academic personnel to join the University. However, there should be a transparent system with well established norms and processes, for the allocation of consultancy to the faculty by the Vice Chancellor.

Chapter - 2
Vision, Mission and Objectives of the
Karnataka State Rural Development and
Panchayat Raj University

CHAPTER-TWO
THE VISION, MISSION AND OBJECTIVES OF
THE KARNATAKA STATE RURAL
DEVELOPMENT AND PANCHAYAT RAJ UNIVERSITY

1. VISION

To act as centre of excellence to transform rural society by the creation of a dedicated, committed human resource which participates in the rural development process to ensure sustainable rural development and broad based improvement in the quality of life of rural population.

2. MISSION

To impart education and training to various stakeholders for rapid economic growth and sustainable development that reduces poverty and creates employment opportunities, access to essential services in health, education and skill development leading to inclusive growth through a democratic mechanism of Panchayat Raj Institutions, where people decide their own welfare and economic and socio - political development.

3. OBJECTIVES:

1. Continuous pursuit of excellence in teaching, learning and Research;
2. To evolve, promote and impart higher education for the development of techno-managerial cadres to take up emerging challenges for the transformation of rural areas, through inclusive growth and integrated rural development.
3. To start courses leading to award of Doctorates, Post Doctorates, Post graduates, graduates, Diploma and certificate holders, with an inter-disciplinary and integrated base to design solutions for the complex and diverse issues of rural development.

4. To establish regional centers of rural development in the districts of Belgavi, Dharwad, Kalburgi, Mangaluru and Mysuru with more emphasis on skill development leading to increased employment opportunities.
5. To establish centers of learning using outreach sources - such as progressive farmers and industry houses etc, establishing pilot demonstration units on selected activities of rural development at track record rural persons, village Panchayats, Taluk Panchayats and Zilla Panchayats, etc, and also establish technology parks and Bio-village resource centers of learning.
6. To create chairs and institute studies on special aspects of rural development such as social customs, drinking water, Bio-fuel and energy, foods and nutrition, value chain, skilling and goods manufacturing units, packaging, branding and marketing, networking of required urban services and facilitating them through rural broadband online links, etc.
7. To attract guest lecturers from national and international institutions which can facilitate rural development and also people with rural wisdom and experience.
8. To organize Orientation Programmes for the new recruits of government departments, provide training in collaboration with the state government engaged in rural development sectors; organize refresher courses to the officers and other staff of the government departments; organize training programmes for the elected representatives of various democratic institutions.
9. Organizing conferences, workshops and seminars etc on annual basis to update what is happening in rural development for future planning and improvement in the rural development studies and programmes.

10. To undertake basic, applied and strategic intensive research on all facets of rural development per se by involving university faculties, students and rural communities through a networking approach involving International, National and Regional-organizations, Universities and Institutions.
11. Identify problems of the rural sector requiring science and technology inputs and solve them within the paradigm of sustainable development involving the faculty and students of this university and rural community
12. To do in-depth research on probable disasters of various magnitudes which can affect rural society, evolve measures and means for their mitigation to avoid all types of losses and distress.
13. To function as a centre of excellence for extension, skilling and entrepreneurship through use of modern information and communication technologies to work towards integrated rural development.
14. To design and provide virtual academy consisting of four way information between scientific institution consortiums (Laboratory-to-Laboratory), between institutions and users (Laboratory to land), between traditional rural knowledge base to technical experts (Land-to-Laboratory) and for Lateral learning between rural families (Land-to-land).
15. To help create special institutional structures and schemes for nurturing leadership and managerial skills among the youth in regional, village and community level leading to entrepreneurship with special focus on the most backward regions / villages / communities.

16. To provide all-round opportunities for trainings, skilling and providing incubation facilities for entrepreneurship development in such of the essential branches of learning leading towards service providing, employment and wealth creation through promotion of classless, casteless and creedless society achieving the goal on integrated and sustainable rural development on Gandhian Ideology (Gram Swaraj).
17. To promote access to rural services for underprivileged segments, children, women, elderly and disabled people through a common village resource and service centers and enable social Justice and equitable status in the society.
18. To promote women empowerment by equipping them to greater access to knowledge and resources, and autonomy in decision making leading to social, economic and political prosperity.
19. To preserve and enrich the cultural wealth and practical wisdom of rural society by generating a sustainable technology base by blending appropriate modern science and technology with traditional knowledge.
20. Improve agriculture economy through judicious use of natural resources by adopting integrated farming approach (Agri-Livestock-Horti-Silivi-Seri, etc), processing and value addition (Secondary agriculture) and linking farmers produce and products to multilevel markets.
21. To promote establishment of Bio-resource centers to aim at Judicious natural resource management, Bio-diversity conservation, soil fertility and renewable energy management, seed banks, custom hire services, organic farming, agro-forestry, fodder banks,

traditional herbal medicines, health and nutritional aspects, rural enterprises and markets through community participation and management.

22. To promote urban centric rural services, and ecotourism etc to establish better harmony to avoid rural – urban divide to leading towards rural economic prosperity and better quality of life.
23. To design and develop projects and plans for individual rural family, community, village and panchayat levels on pilot basis for increasing employment opportunities and income of rural masses (both on farm and off farm and non-farm enterprises) to reduce the gap with that of urban population.
24. To promote economic development and poverty alleviation through microfinance and microenterprises creation with effective technological interventions.
25. To promote creation of self help groups, farmer producer groups, Agribusiness centers, community credit societies and ensure access to government projects, programmes and subsidies through formal financial institutions for adopting newer technologies towards achieving inclusive growth.
26. To improve social, psychological and physical health through promotion of community entertainment programmes, festivals, Jatras, and other cultural outfits and institutions, rural sports-games Yoga-meditation, rural health clinics, better food and nutrition management.
27. Providing continuous inputs to primary, secondary and vocational education system to enrich the contents of courses and studies aimed at rural need orientation aimed at inclusive growth and integrated rural development.

28. To provide consultancy on all aspects of rural development.
29. To undertake monitoring and evaluation of national, state, district, taluk and panchayat level rural development programmes share ideas and experiences for their effective implementation.
30. To Assist the Government in formulation of policies, Governance, management and execution of rural development programmes through Panchayat Raj institutions.
31. To take up any other activity assigned by the government.
32. Prepare students for leadership, develop their managerial potential through enlightened learning, field work and by participating with community.
33. Promote and preserve academic freedom, ensure diverse ways of Learning, develop mastery over professions and channelize faculty and students talent towards dedicated rural development work and community services.
34. Promote feeling among students that “we should learn together, grow together and work together with people” . Make efforts to bridge the “Trust Deficit gap” between people and change agents.
35. University should have open door policy for field practitioners, NGO’s, innovators, renowned social workers, to be invited to supplement the teaching efforts of its Faculty.
36. As Part of “Advocacy”. Faculty members to engage themselves in research projects on cutting age issues of rural development process and come out with solutions and advice to Government in formulating development policy framework.

Chapter - 3
School of Agri-Business Management and
Management of Rural Development

CHAPTER-THREE
SCHOOL OF AGRI BUSINESS MANAGEMENT
AND
MANAGEMENT OF RURAL DEVELOPMENT

Outskirts of our cities are getting crowded because people from our outlying village areas are migrating to cities in search of jobs and livelihood. Economic stagnation of the rural area is one of the main reasons. People living in the villages have found that the wage income from agricultural pursuits is meagre and inadequate to meet their daily living expenses. As a result the core problems of widespread poverty, rapid population growth, rising unemployment and an inequality find their origin in the stagnated economy of the villages.

In the past the main burden of economic development and employment creation was borne by the agriculture sector. In Karnataka, it is this sector which can win the battle against poverty with its increasing irrigation potential. Agricultural Labour households accounts for 40 percent of the total population of Rural Karnataka have the highest incidence of poverty. Many of the households belong to SC/ST/OBC groups.

The land owning small and marginal farmers who are self employed in agriculture constitute the second largest group about 38 percent. Their incidence of poverty is the second lowest.

Agriculture activity, the world over, is showing declining trends. But in India, it is still a major contributor to National GDP. International experts on Agriculture and food policy have been very optimistic on Indian agriculture. India may be a future granary of the world. India is the world's largest milk producing country. India needs to make strides in dairy, horticulture and fishery sector. Karnataka too has ample potential in these sectors. Small farmers, marginal farmers and landless person have many million jobs awaiting them in Agriculture and Horticulture sectors.

Even within India, the corporate sector is entering into Agri-business in a big way. There is a good opportunity for corporate jobs for students of this university. Some Corporates, such as Godrej Agri-business, Sulabh of Mahindra, the E-Choupal of ITC, Star Bazaar, Westside of TATA. Other corporates - such as Reliance, Pepsi are entering in to Agriculture Sector in a big way. They are scouting for talented persons who are well qualified to provide them market intelligence, extension and linkages with farmers, input supply and procurement chain. There is also ample scope for public private partnership in this sector in rural Karnataka. Agricultural Labour households and self employed agriculture households together constitute about 78 percent of the rural population in Karnataka. If the Economic profile of rural Karnataka indicates that a majority of the households depend on Agricultural and such related activities, then it is imperative that agricultural transformation holds the hope and key for accelerated rural development. Agriculture is a major source of consumption; food and nutrition, health and above all a sector which can provide sustainable source of income and livelihood for most of the rural households.

In recent times, with technological progress and validation of traditional knowledge and usage of medicinal plants, there is consumer inclination towards these natural medicines and as such, these crops are getting a higher value. The school can develop a state -of - the art Research Centre for Medicinal and Aromatic plants.

Therefore the committee is of the opinion that the proposed University should have a school for Agricultural Sciences where the core sectors of rural development are deeply rooted. Agriculture, rural development and management science can be combined and studied by the students. A post graduation degree in Agri-business Management and Management of Rural Development can be awarded in this subject.

**SCHOOL OF AGRI BUSINESS MANAGEMENT
AND
MANAGEMENT OF RURAL DEVELOPMENT.**

Subjects to be taught

1. The Structure of Agrarian system in Rural Karnataka.
2. Mixed and Diversified Farming in the context of Global Markets / International Trade.
3. Integrated Farming System with emphasis on Human Nutrition.
4. Farmers self subsistence to Specialized Commercial and precision farming. Emphasis on region specific localized diversified cropping system
5. Small-Scale Agriculture – Horticulture – Dairy – Fishery Farming. With Technology and Innovation and emphasis on micro irrigation Technology.
6. Supportive Policies through institutional – Legal and regulatory mechanism to Agricultural and Agro-based Industries.
 - a. Basics of Financial Management,
 - b. Basics of Marketing Management
 - c. Public Policy Analysis
7. Marketing Management of Agro-Products.
8. Finance, credits including cooperative credit for Agri-business and Farming.
9. Agriculture and Rural Development
 - a. Technological change and Innovation with private investment in basic infrastructure.

- b. Appropriate government policies of Rural Development to encourage agricultural productivity and its profitability.
- c. Supportive Social institutions – cooperatives, storage and warehousing infrastructure.
- d. Agriculture and Rural Development to be interdependent to boost income from farm and non- farm sectors.
- e. Food-processing, Food-supply chain management and Logistics - Transport, Storage including all forward and backward linkages.
- f. Integration of social welfare services and schemes in the context of Agriculture – Horticulture, Animal Husbandry Development.
- g. Cultivation of Medicinal and Aromatic Plants and International Agri-business.

P.G. Degree to be awarded-

**MASTER OF AGRI-BUSINESS
AND
RURAL DEVELOPMENT MANAGEMENT**

A Dual MBA

THE COURSE WORK COMPONENT

The course work component for students of this school is as follows.

1. The class room segment
2. Village Field work Assignment
3. Rural Development Internship

FIRST YEAR

1. The class room Term
Term-I: July to October (12 weeks)

Term-II : December to March (12 weeks)

Term-III : March to June (13 weeks)

2. Village Field work

October to December (8 weeks)

SECOND YEAR

Repeat of the First year

However Rural Development Internship

For 8 weeks in place of village field work.

- The Course Directors / HOD's may formulate suitable curriculum and schedule for this two year masters programme in Agri-business Management and Management of Rural Development.

A Dual MBA Degree.

- A fellowship programme may be introduced.
- Dissertation component may be introduced.

1. Admission to Post graduate in Agri-business Management

AND

Management of Rural Development

(A two year programme)

2. An option of Post Graduate fellowship programme for three years –
3. Foreign / NRI applicants can be entertained.

Application: - On line / Hard copies / submission through Post etc.,

4. Eligibility -

- a. All candidate who have bachelor's degree in any discipline from a Recognised University /Institution with a minimum marks of 60% for General candidates and 55% for SC/ST/OBC.

- b. The applicant should appear for the Entrance-cum Aptitude Test conducted by the University.
- c. The merit list shall be prepared on the basis of marks obtained in his/her Bachelors Degree + Entrance-cum Aptitude Test.
- d. Reservation will be maintained as per State Government norms.

Chapter - 4
School of Rural Development and
Panchayat Raj

CHAPTER – FOUR

SCHOOL OF RURAL DEVELOPMENT AND PANCHAYAT RAJ

The constitution of Independent India in the Directive Principles directs the States to “take steps to organize village Panchayats to enable them to function as units of self Government”. The aim was to usher in decentralized democracy; to ensure public co-operation and participation in national development as well as village development.

The Balwantrai Mehta Committee recommended the formation of a three tier system of local Government. A Gram Panchayat at village level, a Taluk Panchayat at Block or Taluk level and Zilla Panchayat at District Level.

Panchayat Raj system is a great step forward in strengthening democracy. There are peoples’ representatives who are elected by the people in direct elections to all these bodies.

One of the primary objectives of Panchayat Raj is to encourage peoples’ participation in planning and implementation of development works in their own village to improve their quality of life. Panchayats can play a very active role in the following sectors of village economy.

- (1) Increasing agricultural production.
- (2) Development of rural industry.,
- (3) Formation of co-operatives and fostering spirit of self help and mutual help for economic development.
- (4) Assisting the economically weaker sections of the village community.
- (5) Full utilization of local manpower and natural resources, financial resources, available to the Panchayat Raj Institutions.

If one critically analyses the success of Panchayat Raj system, one is compelled to say that these institutions are functioning as mere agencies of the State or Central Government. The purpose and potential of their work is still to be achieved in carrying out the development programmes and administrative responsibility in a more useful, effective and transparent manner. They are units of self government at the village, taluk and district level and they depend heavily on the State Government. Their own resources are meagre and efforts made to increase these resources are almost absent. Therefore, they have to depend on the State exchequer and it is but natural that the democratic process is dominated by the bureaucracy. Efforts of the officers are not enough to nurture and strengthen the role of elected representatives and democratic institutions. Such colonial mind set, on the part of officials needs to be changed in the interest of rural development.

On the positive side, the common man has become politically conscious. Though he is not actively participating in the Gram Sabha and its decision making process, but he is conscious of the power of his vote and he can use it whenever elections come, to elect his representative.

To-day the main challenges confronting the Panchayat Raj Institutions are:

- (1) To foster leadership from across all sections of rural Society,
- (2) To encourage popular participation of common people in development programmes and decision making.
- (3) To create awareness about each sector of economy and the financial benefits implication to village community.
- (4) To ensure technology and innovation in each sector reaches the village and they are beneficial to all sections.
- (5) To create awareness about environment, climate, health, community and House-hold sanitation etc.,

It is therefore necessary to take up capacity building and training programmes for all elected representatives. In addition, the representative of selective women group could also be considered for training for empowerment and gender equality. Similarly, all the officials of all Departments either at policy formulation level or cutting edge level of the village, who are involved in the implementation of all development programmes are to be trained at the Karnataka State Rural Development and Panchayat Raj University. Such training programme will sensitise them about problems in rural development.

Karnataka has 30 Zilla Panchayat, 176 Taluk Panchayats, 5629 Gram Panchayats, with an elected member strength of 1013, 3659 and 90635 respectively. About 47500 Government Officials work in the system. In addition, the other line departments such as Agriculture, Forest, Fisheries, Animal Husbandry, Sericulture, also contribute to rural development. All these officers need capacity building and training. The Karnataka State Rural Development and Panchayat Raj University can support the efforts of these departments in training. Existing Universities and Training Centres are unable to adequately address these issues. The Schools of Rural Development and Panchayat Raj in this University may start the following programmes for capacity building of the in service Government officers and others who attend this school.

1. There should be a compulsory “Foundation Course” for those appointed in Rural Development Department as well as the Class I and II officers of other departments dealing with rural development sectors including KAS and IAS officers.
2. Refresher courses for all other officers, Bank Managers, Co-operative societies etc.
3. Management Development Programmes.
4. Specialised off campus programme in the field.

These courses are to be designed to provide front line extension services, customized knowledge, skills and solutions to the problems of farmers and other beneficiaries of rural development schemes. The training module should comprise of innovative models of small projects which are market driven, self sustaining and easy to practice and manageable by the rural people. Trainees are to be taken to learn “hands on” experiential learning on the progressive farmer’s farm/field. In order to provide a two way process of information flow, the staff should be trained in “hand holding” of those who have been successful in grass root innovations. “A business process development and management of innovation” unit may be started in this school.

The topics that could be covered in these training sessions are listed below. The language and level of instruction including pedagogy can be suitably modified to accommodate the needs of participants, viz., bureaucrats, higher officers and cutting edge functionaries, elected representatives etc.,

(a) Public Policy and Local Governance :

- (1) Public Policy formation in relation to the State.
- (2) Development Schemes and the purpose behind them.
- (3) Input – output – outcomes of the project implementation in each sector.
- (4) Monitoring, evaluation and course corrections in implementation.
- (5) Bottom up approach and “putting people first” in scheme formulations and implementation of all rural development schemes.

(b) Collective Action :

- (1) Cooperatives
- (2) Self Help Group and their role
- (3) NGO’s and their role

- (4) Community based service organization.
- (5) Visits to successful show cases in all sectors.
- (6) Social movements and their role in economic development.

(c) Interactive Session :

Seminars, panel discussions, interactive workshops may be held between the students studying in the other schools for the MBA programmes and officers coming from departments for training in Karnataka State Rural Development and Panchayat Raj University.

Such interactive sessions will bridge the gaps between theory and practice of Development Schemes. Students may strengthen their knowledge and consolidate their attitude towards management of rural development through this engagement.

SUBJECTS TO BE TAUGHT

Rural Development Issues :

Agriculture Issues :-

- (1) Food Security, farmers income and poverty. Integrated farming to bridge the widening gap and economic disparities between irrigated and rain fed agriculture.
- (2) Use of available technology and inputs, develop Region specific technology. Convergence of existing technologies to match the need.
- (3) Degradation of natural resource base and environment. Management of common property resources through Rural Development programmes in favour of agriculture and Animal Husbandry – dairy, fishery activities.

- (4) In addition to the above, the trainees will undertake the following:
- (1) On farm assessment and evaluation of Government programmes assigned by the Departments.
 - (2) Interactive training sessions with farmers, officials and stake holders to get a feed back on technologies that are in use.
 - (3) Ensure bilateral flow of information among research, extension and implementation departments and stake holders, farmers through workshops, training and seminars etc.

RURAL ENERGY AND RENEWABLE ENERGY :

In future, it is imperative to harness green and clean energy sources for environmental benefits and energy security. Our rural population can play a major role in energy conservation and pollution control. Agro based activities could be modified in such way that a good source of renewable energy can be tapped for sustained growth. Development of Bio-gas, Gobar Gas Plants, Smokeless Chullah and such small initiatives will help in conservation of energy and prevention of forest degradation. To the maximum extent possible, University should utilise solar and other renewable energy, non conventional energy resources.

RURAL DEVELOPMENT AND THE ENVIRONMENT :

It is important to create awareness among the members of Panchayat Raj Institutions and Government officials about Health and Productivity consequences of environmental damage. Following issues to be studied:

- (1) Water pollution and water scarcity
- (2) Air pollution – control and prevention
- (3) Solid and hazardous waste management.
- (4) Soil degradation.

- (5) Deforestation
- (6) Loss of biodiversity - loss of genetic resources.
- (7) Community and Household Sanitation.

MANAGEMENT OF DEVELOPMENT PROGRAMMES :

- (1) Short duration management development programmes could be organized and certificates given to following participants in the above subjects:
 - In service officers of all Government Departments.
 - In service officers of corporates who are in business with rural sector.
 - Officials working with Banks and other financial institutions, officials from cooperatives, NGO's, Semi Government officials who are engaged in rural development.

RESEARCH AND CONSULTING :

Karnataka State Rural Development and Panchayat Raj University may launch various Research Programmes, not only for strengthening the impact of rural development schemes but also for enriching the quality and content of teaching and training activities of the faculty and students in various schools of learning in the University. If the University has to become “**aCentre of Excellence**” then it should build a very strong knowledge content and innovative schemes for management of Rural Development.

INNOVATION CENTER:

- Innovative programmes for Rural Development.
- Research led social initiative at the grass root level.
- Co-opting of native/indigenous knowledge for research as part of inclusive innovation.

- Innovation camps at the University Campus involving innovators in all sectors such as Agriculture, Horticulture, Public Health, Local / Folk medicine etc.,
- Karnataka State Rural Development and Panchayat Raj University to create state of the art infrastructure to develop innovative technology for food grain / fruits storage and preservation by mixing traditional practices with modern methods.
- Village adoption scheme where such technology could be put to practical use and adoption by the farmers.

CONSULTANCY :

The University may accept consultancy for monitoring, evaluation, formulation of development schemes of any department which is connected with rural development. Government may consider, by an order, making this as a mandatory requirement for all the departments that all schemes connected to rural development and implemented by government to be evaluated by the students, faculty and research staff of the Karnataka State Rural Development and Panchayat Raj University. **As an action research programme.**

WATER MANAGEMENT AND IRRIGATION:

- (1) Sustainable development and efficient management of ground water.
- (2) Future water crisis, water quality in rivers, lakes, rain water harvesting, water shed development, Micro irrigation technology and water conservation systems.
- (3) Climate change, uncertainty of rain, drought proofing, farming and afforestation to reduce impact of natural calamities, holistic planning for water resource infrastructure from small farm pond to large lakes. New technologies such as cloud seeding, repair, and renovation of village water bodies etc.

Chapter - 5
**School of Environmental Science and Public
Health and Sanitation Management**

CHAPTER-FIVE
SCHOOL OF ENVIRONMENTAL SCIENCE
AND
PUBLIC HEALTH AND SANITATION
MANAGEMENT

The success of Agrarian production systems and livelihoods of our rural population largely depend on the wise management of local natural resources. Agriculture and its subsidiary occupations, non-farm activities, food security for all have a very close interdependent relationship with natural environment. Land, Water, Forest, Energy - all these natural resources play a very constructive, supportive role for the survival of human beings and animals. In a way our survival, quality of life and well being are totally dependent on the sun and soil. Since earth can protect us, then we must also protect the earth -- her life and ecosystems. Any sort of abuse, misuse or excess use will disturb the balanced link between nature and human as well as animal world.

Environmental degradation has already increased. Population growth, urbanization, industrialization; and energy intensive technologies have been injecting a heavy load of pollutants in the air, water, sea and land mass. Global warming and climate change are the result of such environmental degradation.

Rural Development project planning needs to take into account all environmental issues and problems while planning the process of development. Whether it is agriculture or small business practices, all have a critical role in utilization and protection of our natural resources. We need to learn a lot about how nature works; but nature is dynamic and complex. It needs to be studied as a science. This fact has also been recognised by Ministry of Rural Development, Government of India in a report produced along with United Nations Development Programme (UNDP) called "Greening rural development in India".

The Committee recommends that the Karnataka State Rural Development and Panchayat Raj University should set up a school of learning exclusively for

study of environmental science and public health and sanitation in the rural areas.

Subjects to be taught in this School are as follows.

I) ENVIRONMENTAL SCIENCE.

1. Environmental problems and their causes.
2. Ecosystems and how they work. Bio-diversity and sustaining ecosystems.
3. The Human population growth and its impact on environment.
4. Natural calamities, Chemical Hazards and their risk analysis / solutions. e.g. droughts, floods, fire, earthquake, landslide etc
5. Natural resources protection and utilization of Air, Water, Minerals and Soil, their effect on earth and productivity.
6. Energy Efficiency and Renewable energy
7. Fishery Management and protection of Marine Bio-diversity
8. Environment impact assessment studies for all developmental projects. Including human caused-changes such as deforestation, overgrazing, Soil erosion, pesticides, mining, toxic releases from factories, overuse of water etc.

II) PUBLIC HEALTH AND SANITATION MANAGEMENT.

1. Protection of food Resources – Use of pesticides and chemical fertilizer VS use of organic fertilizers.

2. Watershed Management and Drought Proofing Mechanism, supply, conservation and use of water resources, rain water harvesting through farm ponds etc.
3. Drinking water – pollution of streams, lakes and ground water.
4. Community and household sanitation management, for reducing water pollution. How to save water?
5. Construction of household latrines, School sanitation by using innovative technologies.
6. To develop and design syllabus in Environment studies in the schools from Std IV to Std XII with an aim to sensitize school children about environmental issues and human behaviour. It is necessary to restructure and reorient knowledge about environment at an early age. Field work to cover villages, village schools and poor households.

Degrees to be awarded

A post graduate programme for two years can be started. The students studying in these subjects can get

- a) **PG – Post Graduate Degree in Management in Environmental Science and Management of Public Health and Sanitation.**
- b) A nine months diploma can be awarded to students and sponsored candidates including in service persons or NGOs, Staff of City Corporations or Municipalities, in the following streams:
 1. Environmental Science
 2. Management of Public Health and Sanitation.

First year

- | | | |
|---------------------------|-----|----------|
| a. Class Room Term – I | ... | 12 weeks |
| July to October | | |
| b. Class Room Term –II | ... | 13 weeks |
| December to March | | |
| c. Class Room Term-III | ... | 13 weeks |
| d. Field work –in village | ... | 8 weeks |
| October to December | | |

Second year.

- | | | |
|-------------------------|-----|----------|
| a. Class Room Term – I | ... | 12 weeks |
| July to October | | |
| b. Class Room Term –II | ... | 13 weeks |
| December to March | | |
| c. Class Room Term-III | ... | 13 weeks |
| d. Internship with some | ... | 8 weeks |
| Industrial unit | | |
| or | | |
| Development Project | | |

The syllabus for these two courses could be discussed and decided by A Syllabus Development Committee comprising Experts in this field.

- Besides the University can organize many short duration Programmes for in service officials both from public and Private Sectors and for the representatives of Panchayat bodies. **A special Foundation Course for the new recruits of RDPR, Agriculture, Forest, Industry etc, departments.**

- Environmental issues, problems and possible solutions could be discussed in these Seminars, Workshops, Panel discussions. The regular career students in the University, from all Schools to be invited for these Programmes in batches. A few Concept which could be taken up for discussions are mentioned here:

1. Clean Technologies
2. Deforestation
3. Desertification
4. Biomass Fuels
5. Global warming
6. Green house gases
7. Sustainable Development
8. Ecosystems and its degradation, management and preservation.
9. Human Health, Waste Management, waste reduction
10. Pollution control and Prevention
11. Protecting food and water Resources – Pesticides and Pest control.

On each of the above subjects, case studies can be prepared, taking the problem from the field level and solutions could be found. The School of Environmental Science and Public health and Sanitation could convert itself into a research centre on Environmental and Public health problems.

Chapter – 6
School of Social Sciences and Rural
Reconstruction

CHAPTER-SIX

SCHOOL OF SOCIAL SCIENCES AND RURAL RECONSTRUCTION

Development Schemes / programmes must be implemented keeping in mind a deeper perspective of social structure in rural area. The outcome and implications of any development programme must be analysed within the context of social system of the State, region etc. The interdependent relationship between the so called castes, kinship groups, their attitude towards life, work culture, cultural traditions, systems of land – labour tenure actively influence the degree and content of their active participation in development activities. All these issues should be well studied while implementing various rural development schemes. In other words Social and Environmental impact assessment should be done diligently. Officers charged with rural development programmes should be aware of as to who benefits from the schemes and who really controls the people; more so in the present scenario of market economy, technology and innovation. A tribal man may collect some forest produce of very useful medicinal value but he is paid a pittance and the industry selling that product in the urban, local or global market may benefit the most from it.

The values of religion, family life attitudes, cultural diversity traditions and changing gender roles play a dynamic role in making rural development a success or otherwise. There is a deep correlation between literacy and gender disparity, poverty and low social standing, skills and ability of poor households.

Rural Development will not be real development until the development of socially, politically, economically disadvantaged sections such as the Scheduled Caste and Scheduled Tribes, minorities within our State is achieved to the levels of those of the dominant and developed groups.

Infant and child mortality rates are high particularly among SC/ST, due to low levels of nutrition during pregnancy. Illiteracy is one such cause which may be responsible for low levels of human development indicators among these weaker sections.

Besides, there are destitutes, handicapped persons, old and aged to be taken care. Alcoholism, drug addiction, evil practices such as Devadasi practice, superstitions are all social issues that obstruct the success and process of human development and therefore needs to be studied.

Perhaps, we can say that “understanding rural social structure is as important for rural development as science of medicine is to a man aspiring to be a medical practitioner”. A Post graduate student who is committed to rural development must be acquainted and adequately sensitized to the social issues.

Therefore, the Committee felt it absolutely necessary to have a School where all these social issues could be studied. The present Universities have courses of Sociology or MSW but they are not multi disciplinary in nature and hence their students are not adequately sensitised to social problems of rural area.

SCHOOL OF SOCIAL SCIENCES AND RURAL RECONSTRUCTION

SUBJECTS TO BE COVERED

1. Rural Social Structure and Rural Reconstruction.
2. Social problem solving through economic development of rural areas.
3. Rural Stratification Caste and class/ inter caste relationships, land owners and landless labourers; Housing and habitat issues.
4. Social Diagnosis – social assessment participatory approaches through Participatory Rural Appraisal (PRA) Technique.
5. Land and Social Justice – equality, freedom, democratization of rural Society. Provision of basic minimum needs, drinking water, food, education etc.
6. Social Entrepreneurship and Development.
7. Social Innovation and Research.
8. Social work, gender issues, child labour, bonded labour Development of Women and Child.
9. SHG’s Leadership, Role of Social groups in Panchayat Raj.

10. Corporate Social Responsibility.
11. Project Management and Social Impact Assessment / Measurement
12. Rural Economics and Social Development.

DEGREES TO BE AWARDED:-

- (1) PG Degree to be offered in –
M.Sc in Social Science and Rural Reconstruction.
- (2) M. Phil programmes
 - (1) Habital studies / rural habitats
 - (2) Social Problems / issues
 - (3) Social Work
 - (4) Women and Child related issues in rural Karnataka.
 - (5) Agrarian Labour relation and Sociological context.
- (3) Ph D Programmes –

WORK SHOPS AND SEMINARS - on various social issues and their correlation with rural development.

THE COURSE WORK COMPONENT

The Course work component for students of this school is as follows:

- (1) The class room segment.
- (2) Village Field Work Segment.
- (3) Social Development Internship.

FIRST YEAR:

- (1) The class room Term:

| | | | |
|------|-----|---|------------------------------|
| Term | I | - | July to October (12 weeks) |
| Term | II | - | December to March (12 weeks) |
| Term | III | - | March to June (13 weeks) |
- (2) Village Field Work:
October to December (8 weeks)

SECOND YEAR :

Repeat of the First Year Term. However, Social Development Internship for 8 weeks in place of village field work. (e.g. Attachment to an organisation such as School for Blind, dumb and deaf or other differently- abled persons or any NGO involved in social work, education, orphanages etc.

- The course Director / HOD may formulate suitable curriculum and Schedule for this two year masters programme in Social Sciences and Rural Reconstruction Programme.
- A Fellowship Programme / Ph D should be introduced.
- Dissertation Component should be introduced.
- PG Social Science M.Sc (Social Science)

Chapter – 7
The School of Skill and Entrepreneurship
Development

CHAPTER-SEVEN

THE SCHOOL OF SKILL AND ENTREPRENEURSHIP DEVELOPMENT

In Karnataka, agriculture is the major source of employment in the rural sector. Agriculture, Animal Husbandry, Forestry, Fishery - all together provide employment to about 80 percent of the rural work force. However, due to several problems in these sectors there is a shift from agriculture to manufacturing, construction, transport, storage, communication and non-agricultural activities.

In the context of the changes accompanying the economic reform process, not only in Karnataka but in the country and outside, the sectoral profile of employment is changing. All over the world many million new jobs are being created in many sectors. The Indian economy and the planners have identified several sectors with prospects of high growth and creation of new employment opportunities. According to the Planning Commission sources, they are :

(1) Services:

- IT - enabled services
- Telecom Services
- Tourism
- Transport Services
- Health Care
- Education
- Real Estate and Housing / construction
- Banking and Financial Services
- Insurance
- Retail Services
- Media and Entertainment Services.

(2) Other Sectors and Sub-sectors:

- Energy – Production, Distribution and Consumption including Renewable and non-conventional energy,
- Horticulture
- Floriculture
- Building Construction
- Infrastructure Project Construction.

(3) Industry Group :

- Automobiles
- Food Products
- Leather goods
- Rubber and Rubber Products
- Wood and Bamboo Products
- Gems and Jewellery
- Handicrafts
- Handlooms/Textiles/Fashion Technology
- Khadi and Village Industries.

The skill development programmes for the rural youth whose education is VII Class onwards can be designed depending on the candidates educational profile and the requirement of the industry. The training and skill development for the above mentioned services, business and industry sector will create a large potential for employment.

Karnataka State Rural Development and Panchayat Raj University may select candidates depending upon their choice, gender, social group location, region and educational qualifications. Candidates may be chosen from all regions and could be trained in each regional centres. Each regional centre may select between 250 to 300 candidates for training in various activities depending upon

the duration of each course, so that, at least sizeable number of candidates are trained per year in each regional centre, every year without sacrificing quality of training.

The Government may continue with the existing system of Vocational Training through formal and informal system of education, such as :

- Higher technical education - imparted through Professional Colleges.
- Vocational training after secondary stage in District Training Institutes.
- Technical Training in specialized institutions, such as Government Tool Room and Training Centre, NIFT etc.

The Rural Development and Panchayat Raj University may award certificates/diplomas and also transform itself to act as a career counselling centre. It may also co-opt the services of any specialised training institution.

Able bodied young men and women who are school dropouts and unemployed is one of the major problems confronting the rural areas. This problem should be adequately addressed by this University. So also a provision for training the differently abled persons.

The School of skill development entrepreneurship can make a difference to the lives of hundreds and thousands of drop outs from secondary school and colleges, where they receive bookish knowledge. It is estimated that about 300 million youth will be ready to enter the labour force by 2025 in the country. This school should ensure that the dropouts from Karnataka Schools, are adequately trained.

SKILL DEVELOPMENT :

TRAINING AND EDUCATION

The trained ones may not be employable due to poor quality skill training – inadequate training and irrelevant training. There is always a mismatch between what is taught at the Skill Development Training Centre or College and what employers need at their work place. They would not like to train persons but rather would happily employ the properly trained ones. Hence, Karnataka State Rural Development and Panchayat Raj University's Regional Centres for skill development should keep in mind the three Es.

- * Education
- * Employability
- * Employment.

The University School will have a vision “**Learning for living and Learning for earning.**”

The Skill Development should be achieved through proper training and education. Training is a process of increasing knowledge and skills. It will enable a person to do a job better. Therefore, it is a job oriented process. A development process, which should help in learning to grow and getting better skills in a particular job.

The skill development training will promote social equality by empowering those currently excluded from high end technical education in professional colleges due to poverty. Now they will have access to education and skills to participate fully in the economic growth process.

The University should show foresight in designing the courses and duration. Obviously one cannot be trained in 3 or 6 months what he should have learnt in 3

years. **Learning by doing** is the most powerful method of skill development training.

Our rural young men and women need some simple training in certain business etiquettes, communication skills, soft skills and certain generic skills which many of the educated persons from rural areas are unaware of. The business and services sector is fast growing. Tourism, Hospitality, Health Care, Financial Services, Transport etc., need these skilled people and the University should give adequate attention to these sectors.

In Karnataka, employment growth potential is Bengaluru – Centric and another two or three cities, which are supporting a large number of Information Technology based industries. These IT and IT-enabled Services Sector generate high end, skill based employment. However, with the support of these industries, other sectors in these cities such as Hotels, Transport, Constructions are growing. There has been a large influx of migrant skilled workers from other states, especially in construction activities. If Karnataka's youth is to benefit from such growth they need be trained in various skills, so that they are absorbed in these sectors.

Karnataka State Rural Development and Panchayat Raj University and its Regional Centres may formulate a comprehensive employment based strategy through skill development and entrepreneurship development which should be region based, specific, diverse and labour intensive. The University may tie up with the State Livelihood Mission and access the funds for this purpose.

Employability is a bigger challenge than employment. Therefore, the Committee suggests that the University should map up the requirement of various industrial sectors in each region and match the training with what these sectors require. **Every Skill Development Training activity should lead to an Internship or a job, failing which the purpose of training will be lost.** It will be

waste of every one's time and money. Internship Programmes puts the trained person under the guidance of a master worker or an expert worker. Persons trained as plumbers, electricians, iron – workers, should be required to undergo internship training. **Karnataka State Rural Development and Panchayat Raj University should be unique in a sense that it will impart education that creates employment and income for everyone who is educated there.**

SCHOOL OF SKILL AND ENTREPRENEURSHIP DEVELOPMENT.

- (1) Skill Development Training, Agro and allied activities, non-agro activities
- (2) Entrepreneurship Development Training in Rural Agro Food Processing Industries.
- (3) Skill Development Training in Communication and Soft Skills, Etiquettes, services etc.,
- (4) Creation of curriculum for various skills which could be included in the Text books or as one of the subjects at secondary school level.
- (5) Creation of professional staff for personal services related to baby sitting and care, health up keep, personal drivers, security services, care for the aged dependents, house hold work management, cooks, gardeners, laundry services, beauty parlors and saloons, attire and appearance (Fashion Technology) etc.
- (6) The training should focus on fast growing sectors of Indian Economy.

NOTE:

- (1) Karnataka State Rural Development and Panchayat Raj University may include many other services / subjects where Region Specific Private Sector Production activities have a high potential for Employment and Co-opt the support of Private Sector for Training.

- (2) Unemployed women must be given priority in selection, especially from Self Help Groups which receive financial assistance from various Government schemes in general and State Livelihood Mission in particular.
- (3) University may coordinate with various Government's Development Corporation both for funding and selection of Candidates:

e.g. (1) Dr. Ambedkar SC Development Corporation.
(2) DevarajUrs Backward Class Development Corporation
(3) Women & Child Development Corporation
(4) Minority Development Corporation.
(5) Karnataka State Livelihood Mission.
- (4) The Government may consider ordering these corporations so that they reorient their activities and system of working to the aims and objectives of Rural Development through the University.
- (5) Co-ordination with livelihood mission programmes of the Rural Development and Panchayat Raj and Training modules could be formulated according to the guidelines of such schemes.

Chapter – 8
Towards E-Governance in Rural
Development and the role of the University

CHAPTER-EIGHT

TOWARDS E-GOVERNANCE IN RURAL DEVELOPMENT AND THE ROLE OF THE UNIVERSITY

It is time that our high-tech urban based manpower turns their attention to the needs of poor living in our villages. Many villages are already making use of the kiosks terminal to see computerized copies of their land records. Almost every farmer needs the copies of their land records for taking Bank Loans, subsidized farm inputs, crop insurance, etc.

Thus the competitive advantage of Karnataka in having a very well developed Information Technology hub in Bengaluru can be leveraged to solve many of the problems of poverty and Rural Development through E-governance.

India's "**Mathematics focused education**" gives students a leg up on many other such students in America and Europe who depend on electronic gadgets for their number calculations. Indian school children are forced to master numerical skills such as multiplication tables at the early stage of schooling. In fact some children and students have made international fame with all mathematical numbers in their memory. Such tradition of conceptual mathematics learning and some knowledge of English at the primary school level may boost the prospects of E-governance acceptance and application at the rural level.

If India can face the challenges posed by the education system in Rural area, the country can eradicate poverty altogether along with its other syndromes. Same is the case in Karnataka. If we do not address the problems in our primary and secondary education in rural areas, our dream and efforts in finding ways to spread the benefits of economic growth more broadly, will remain on paper. Our efforts may become unsustainable and ineffective. Those who are going to come out of the Karnataka State Rural Development and Panchayat Raj University with

a committed agenda of social and Rural Development may also have to wait till our rural population prepares itself to assimilate the technology and innovation in development.

M- GOVERNANCE FOR RURAL AREAS

Karnataka has 176 taluks, land of 29340 villages, with rural percentage of 61.3 and Urban percentage of 38%. Karnataka's population now exceeds 6 crores with 61.33% of the population located in rural areas. Internet penetration is increasing with mobile phones playing the major catalyst. Studies conducted by Internet and Mobile Association of India reflect the number of rural internet users in rural India is estimated to cross 85 million by June 2014 making India the world's second largest market for internet users. 2011 census cast new light on the state's throes of a complex transition where large number of rural households have access to state-of-the-art technologies. Over half of rural households now own a mobile phone in the state. While 62.6% of households owned a phone, 51% owned mobile phone only and another 6.4% owned both mobile phone as well as a landline. A total of 46.3 per cent of households own a computer or a laptop. These put together is now changing attitudes, awareness and lifestyles in Rural Karnataka. Mobile phones have become an important component in rural household. M-Governance is envisaged to propel the functioning of the Government, to the next higher level.

The above statistics provide an unprecedented opportunity for the Telecom Players, System Integrators and Government Agencies and others to explore the utilization of the mobile / wireless applications for transforming public services. Government of India's 'Digital India' aims to cover 50,000 gram panchayats this year, 100,000 next year and the remaining 100,000 the following year. India's 600,000 villages where over 800 million live, are administered by these local self-governments. As part of its efforts to take the broadband highway to rural

areas, the government plans to lay a National Optical Fibre Network (NOFN) in all 2.5 lakh gram panchayats in the country in a phased manner. Further, the DoT also plans to bring mobile connectivity to villages still not covered through cellular network. All existing national schemes of Health, Education, Skill, Employment, Rural development related to e-governance and digital services are expected to be consolidated under this new programme. The Karnataka State Rural Development and Panchayat Raj University can sensitize and take advantage of mobile network as a powerful extension for spreading various rural development messages.

E-Mobile governance not only improves communication between Government to citizen (G2C) and Citizen to Government (C2G) but also improves operations among government agencies. The Unique Identification (UID) is a perfect example for the use of mobile technologies, where the services can be targeted to a specific set of citizens such as those eligible for Below Poverty Line (BPL), Mahatma Gandhi National Rural Employment Guarantee Scheme (MNREGS) or other benefits.

Mobile technology holds great promise in rural development. Mobile phones have many key advantages; affordability, wide ownership, voice communications, and instant and convenient service delivery. Most mobile applications (m-apps) with an agricultural focus have a wide range of functions, such as providing market information, increasing access to extension services, and facilitating market links. Users are also diverse, including farmer, produce buyers, cooperatives, input suppliers, content providers, and other stakeholders who demand useful, affordable services. Applications like M-PESA in Kenya, Sri Lanka's e-Dairy, and SMART Money and G-Cash in the Philippines have gained acceptance as safe, easy ways to receive payments and store money.

| Segment | Segment details | Information requirement | Applicability for m-Governance |
|---------------------|---|---|--------------------------------|
| Agriculture | Harvesting, Marketing, pest control, crop rotation weather prices | Online advice, | SMS |
| Health care | Hospitals, clinics, doctors, nursing, and other health services. | Doctors advices Registration / Appointments Health alerts | SMS |
| Disaster Management | Earthquake Tsunami, Floods | Security, Law & Order | SMS |

In Karnataka it is not uncommon for rural villagers to travel long distances to government district headquarters in order to obtain copies of public records, submit applications, meet officials, or seek information regarding prevailing prices in commodity markets. This involves the loss of a day's income as well as the cost of transportation. Once at the government office, the relevant record, information, or official could be unavailable, forcing repeated visits and additional expenses. In effect, government officials working with paper records enjoy a monopoly over information. Villagers may also face discomfort, harassment, and corruption on the part of public officials, or are often given incorrect information about government programs or market prices in fact, compared to middle or upper classes, the poor end up paying a disproportionate share of their income on bribes.

There is no need to re-emphasize the importance of ICT systems in good governance. ICT, as seen in many developed countries, facilitates a free flow of information between the government and citizens and opens up opportunities for citizens to participate in decision-making processes that directly affect them.

World over, we have seen that mobile phones help create an informative, connected, innovative, participative and converging societies. To further increase the scope and extend the use of online services, the state could provide even more citizen-centric and users-friendly services putting the needs of citizens at the core of planning and implementation of online services by engaging them (citizens) in consultative processes.

Bangladesh through its Disaster Management Bureau (DMB) is developing an SMS-based disaster warning system. The Japanese Government is leveraging on mobile technology to deliver emergency information such as evacuation instructions from local governments and reports from the current disaster system.

Sri Lanka's e-government policies have been geared towards including all segments of the population and offering services to everyone, regardless of their IT literacy levels or access to the internet. With mobile usage rates in the country exceeding 100 per cent and even the poorest people today having cell phones, albeit basic, Sri Lanka offers many M-government services.

The Government Information Centre (GIC) is now providing more than 65 online services through basic phones calls, such as train schedules, job opportunities abroad, flight schedules, exam results, economic indicators, medical services and contact details.

Even though the IT literacy rates jumped from 9.7 per cent in 2004 to 40 per cent in 2012 the numbers are still not high enough to allow maximum utilization of the e-services the government provides. With the GIC, all-inclusive eservices can be delivered to the rich and poor alike and hence everyone can become a beneficiary of the digital advancement in government. This new policy of inclusiveness and outreach towards the general population helped Sri Lanka improve in e-government service delivery and to rural masses.

The fishery sector is vital to the economy both in providing employment, particularly in rural communities and in enhancing the local food supply. Barriers to fishing industry development include lack of training in natural resources management and in sea safety. A high mobile phone penetration in rural areas, through use of mobiles is identified as highly effective tool to address the problems especially in the small scale fishing industry, Through the FISHERIES mobile app users can get push/pull messages such as 'Got Fish' 'Need Fish' posts by local fishermen, and will get quick access to wholesale market prices, access a compass and GPS enabled location, improve their safety through the 'info zone' with sea safety information and a SOS button for emergencies that automatically alerts the coast guard about t one's position when help is needed jump.

The Development of world class technology and Telecommunication infrastructure is the key to economic and social development in general and Rural Development in particular. The phenomenal growth in cell phone users in rural India can bridge the communication gaps between technology and science and the users in rural area.

The Expert committee suggests that each school of learning in the University campus must have a computer Lab attached to each department and everyone who comes there for training should be given a complete and comprehensive training in information, communication systems and their use in Rural Development.

Chapter – 9
RDPR University Campus Location and
Infrastructure facilities

CHAPTER – NINE

RDPR UNIVERSITY CAMPUS LOCATION AND INFRASTRUCTURE FACILITIES

LOCATION – BACKGROUND:

A large part of Karnataka is well developed. It stands among the best developed in the country on many indicators. However, some parts of the state, especially the Northern Karnataka is behind as compared to the Southern Karnataka districts.

Some of the development indicators of essential services such as education, health, access to basic facilities like clean drinking water, sanitation etc., are far from satisfactory in the north regions of the state. These essential services not only impact directly on the well being of people but in the long run they determine economic, social and political opportunities of the future. Based on these indicators Dr.Nanjundappa Committee has classified all the taluks in the State as most, more Backward taluk. As a result, the population, especially those living in the rural areas suffer deprivation and poverty.

It is the duty of any Government to ensure redressal of backwardness of such parts of the State. While doing so, the order of priority should be areas which are most backward, more backward, and backward.

There are 114 taluks of the state which are identified as having backwardness indicators such as poverty, illiteracy. Lack of safe drinking water, women and childrens poor health, malnutrition etc. Of the 114 taluks, 59 taluks are from Northern Karnataka. Here again 43 taluks of North Karnataka are in the category of most backward and more backward.

The Karnataka State Rural Development and Panchayat Raj University and its activities are aimed at redressal of rural backwardness through its various academic and field programmes. Therefore, the Expert Committee unanimously

recommends that the Karnataka State Rural Development and Panchayat Raj University should be located in “**NORTH KARNATAKA**”.

Further, the campus of the university should be located in a district from the North Karnataka Region based on the following criteria:

- The District including its headquarter should not have a university at present.
- It should be conveniently located on a railway line and should have good connectivity by road from all corners of the state.
- It should have an airport connectivity from the nearby airport so that visiting faculty, parents of students and others from outside the state find convenient to access the campus.
- The place should have well established educational institutions so that the members of faculty and other staff can get access to good education for their children and should have a conducive social environment. Such social and educational environment will enrich the social interaction among the staff of the university and those of the educational institution. This will enable the University to attract highly qualified staff and faculty.
- The University campus needs to be located in an area about 500 acres. Hence, the land availability is a very crucial factor.
- The campus of the university shall have many demonstration plots for Agriculture, Horticulture, Medicinal and aromatic plants as well as for small and cottage industries. Therefore, the quality of soil, weather and general environment and climate must be conducive to achieve excellent result. The technical institutions around the

university campus and the manpower resources will assist experiential learning and training of the university students.

The main objective of establishing a special and unique Rural Development University is to promote all round rural development and strengthen Panchayat Raj in Karnataka. The core issues in the rural area are, entrenched poverty, livelihood security, hunger, malnutrition and growing unemployment. These problems have to be tackled vigorously and all the programmes and schemes should be structured in a manner that they are owned and accepted by the people themselves and communities have to be convinced about their sustainable impact on their lives and their environment. The population living in the neighbourhood of the university should be responsive to ensure such coordination and participation.

In order to ensure these objectives are achieved and development schemes are properly implemented, the Karnataka State Rural Development and Panchayat Raj University is committed to create a dedicated, professional manpower resource through its degree programmes and various skill development and capacity building courses. Institute of Rural Management (IRMA) ANAND was located in Anand for its vibrant cooperative movement and cooperative spirit. It will be helpful if the district where the University will be located has a similar environment

The course curriculums in all the five learning schools of the university envisages a continuous contact with communities and progressive farmers. Therefore a host of well established organisations, cooperative institutions, gram panchayats genuinely involved in promoting and practicing grass root democracy should be available for training.

The University needs to be located where it is convenient to educate trainees and practice the theories of development, implement the schemes that

are people centric, demand driven and sustainable in course of time. Field work and experiential learning is the main objective of the university. Howsoever, well designed the scheme may be, without people's participation and cooperation it is likely to fail. Therefore, the support of the population, communities surrounding the university is very crucial to the learning, research and extension services the university will undertake. The neighbourhood of the university should act as a practicing field and the innovative technologies developed in the university campus labs are successfully implemented by the rural people on site.

CAMPUS LOCATION

In view of the above parameters, the Committee unanimously felt that Gadag District will satisfy the above criteria.

Gadag is situated about 70 Kilometre east of Hubli and 170 Kms to South East Belgavi. Hubli and Belgavi are the two airports and Railway Stations. Gadag itself is on the Railway line between Hubli – Solapur.

Gadag City now is the district head quarter for Gadag district. It is conveniently placed in terms of accessibility to a large number of academic and development institutions. Some of these strengths are-----

- Gadag is conveniently located on a Hubli – Solapur South Central Railway line and hence has good rail connectivity to big cities like Mumbai, Bangalore via Hubli and Solapur.
- It is located in Central Karnataka and at present there is no University.
- Gadag district is a major educational hub as there is a Medical College, three Engineering Colleges, five Polytechnics, 83 degree colleges, 797 primary schools and 248 secondary schools. These institutions will facilitate educational needs of the faculty and staff of the Karnataka State Rural Development and Panchayat Raj University.

- There are industrial units and textiles clusters in and around Gadag which will assist for internship of trained candidates. Besides the district is known for modern agricultural practices and small scale agro – industries which should assist the post graduate students of Agri – business Management School.
- Gadag is known for cooperative movement. The institute of Rural Management Anand (IRMA) in Gujarat was located at Anand due to the strong Cooperative Movement in Anand District. Therefore, this aspect of Gadag makes a strong case for this place to be a suitable location for the Karnataka State Rural Development and Panchayat Raj University.
- Good infrastructure, good soil and weather would make the University’s agricultural and rural development initiatives successful and can easily be presented as model of development to those who come to study these courses in the University.
- Lands around Gadag and in the nearby districts are very fertile and suitable for all types of agricultural activities. Especially this is a “Protein Basket” of Karnataka where pulses, milk, millets, chillies, onion are grown in abundance. Hence, it is suitable for demonstration plots, with public private partnership i.e., progressive farmers and the university can join hands in creating demo plots.
- Gadag District and its neighboring cities Hubli, Dharwad have an added advantage of rich cultural heritage, great Musicians such as Bharat Ratna Bhimasen Joshi, Pandit Basavaraj Rajguru, Srimati Gangubai Hanagal, Kumar Sawai Gandharva, Great poets like D.R. Bendre and Channaveera Kanvi have enriched the cultural heritage, in and around Gadag and Hubli – Dharwad.

Considering the human resource, cultural heritage, land resources, climate and other natural factors such as soil, weather, temperature and the educational environment is very much conducive to locate the campus of Karnataka State Rural Development and Panchayat Raj University at Gadag.

In view of the above reasons, the Committee is of the opinion that the University could be located in Gadag District.

It is suggested that apart from the seat of the university about 4 or 5 regional campuses may also be set up. The Hon'ble Chief Minister in his budget 2014-15 speech had announced that Regional Training Centres of Abdul Nazeer Sab Institute of Rural Development will be established in Dharwad, Gulbarga and Mangalore.

LAND AND INFRASTRUCTURE, BUILDING REQUIREMENT:

Considering the scope of academic, research and training activities of the university, the RDPR University may be spread over 500 acres depending on availability of land at the chosen location.

The Committee recommends that there should be a Committee of the following officers to select the suitable land at the location where the Karnataka State Rural Development and Panchayat Raj University will be located.

- | | | |
|---|----|----------|
| 1. Additional Chief Secretary Rural Development and Panchayat Raj Government of Karnataka | -- | Chairman |
| 2. The Special Officer/Vice Chancellor | -- | Member |
| 3. The Deputy Commissioner of the District where the University will come up. | -- | Member |

The reason for such large extent of land requirement is as follows:

- (1) The Campus is expected to be fully residential for both the students, Trainees, staff, non teaching staff etc.,
- (2) There should be well equipped staff quarters, non teaching staff Quarters, VC's Residence, Guest houses,
- (3) Hostels for students (Boys and Ladies),
 - * Hostel accommodation for trainees / participants etc.
 - * Mess and canteen buildings with kitchen and dining halls separate for boys hostel, ladies hostel.
- (4) Administrative Buildings for various Sections:
 - Lecture Halls / Class rooms
 - Seminar Rooms / Halls
 - Library
 - Auditorium
 - Faculty Rooms
 - Accommodation and Offices for each Department and Schools.
 - Executive Council Meeting Halls
 - Academic Council Meeting Halls,
 - Common Toilets for the Campus.
- (5) Sports Complex:
 - Indoor Stadium
 - Outdoor Stadium
 - Recreation Centre
 - Foot Ball / Cricket / Hockey Ground.
- (6) General Infrastructure:
 - Car / Motor Cycle / Cycle Parking
 - Generator Room

- Pump House / Power House
 - Godown for farm equipments Farm Produce / fertilisers, seeds etc..
- (7) Training Centres Buildings:
- Weaving / carpentry etc.
 - Computer Training Centre building.
- (8) Land for:
- Agriculture / Horticulture Demo Plots
 - Tissue Culture Laboratories
 - Seed and sapling nurseries
 - Fish Ponds
 - Dairy and Cattle sheds.
- (9) Land for Five Regional Centres at the rate of 50 acres per centre, totalling 250 acres.

The Special Officer may prepare estimates both financial and physical with the help of Technical Officers and prepare an exact blue print according to the soil, rocks, level of the land.

LAND USE PATTERN IN THE CAMPUS OF RDPR UNIVERSITY

1. RURAL VILAGE ARTISAN'S COMPLEX:

Census statistics reveal that the current urban population in India will be some 800 Million by 2050. This increase will come mainly by way of migration from villages.

A large number of people migrating to cities for livelihood will be from rural artisans, carpenters, blacksmiths, cobblers, potters, weavers etc. who are forced to leave their traditional habitat and work place for better employment opportunities.

The Karnataka State will not be an exception to this exodus of village artisans migrating to urban centres within the State or outside, even abroad as it has happened in Kerala and Andhra Pradesh.

In the past, rural artisans played a vital role in the village economy by providing a variety of services. Today the villages look like a deserted place due to their migration. On the other hand, slums have been growing in urban centres, creating problems of housing, sanitation, pollution, drinking water etc. This problem needs to be solved on priority basis. The Karnataka State Rural Development and Panchayat Raj University could find a solutions to these burning issues through skill development and livelihood training of rural youth and artisans and sustain them in their traditional occupations in their own villages.

Although this problem has been discussed at several levels and many rural development programmes and schemes have been introduced, their impact has not been satisfactory. Some of these programmes have become even counterproductive and detrimental to Agriculture and Horticulture sectors.

The proposed University through its designed courses can create a talent pool of rural people who can reverse the trend and make village life more prosperous and enjoyable. The original village which was sustainable, eco-friendly, and assured an equitable socio-economic opportunity to its citizens, should be recreated and restored.

The University in its campus should create centres of excellence in each trade, occupation and profession as follows:

- It is necessary to set up occupation based skill development, technology up gradation Park for employment generation, poverty reduction and sustainable livelihood can be set up

- Technical Education which includes trade specific technical courses, Training camps for local artisans marketing related issues, technology related issues, through a well development incubation centre for each trade and R and D Labs. About 10 acres land may be provided for this purpose.
- **Rural Energy** – Section proposed to be setup on five acres with demo solar power, wind power plants. Gobar Gas, bio-gas, improved smokeless chullas and use of waste agri- material etc., **Power can be used for captive consumption, Compost organic manure can be used in the campus.**
- **Water and Sanitation Park** - Construction of water bodies, Farm ponds etc. Construction of low cost latrines, school sanitation, odourless urinals, and drainage water disposal system – water harvesting techniques during rainy season to use this water for sanitation. Water filter devices, sanitation habits, model houses equipped with these amenities, Household waste water management.
- Water and sewage could be linked to biogas plants. Community bio-gas plant to demo-solid waste management.
- University may provide 5 to 7 acres of land in the campus for all these purposes.

2. **RURAL AND COTTAGE INDUSTRIES;**

Agro – Food – Processing etc., -

There should be small and tiny units in the campus for oil extraction / food processing, manufacturing of goods based on local raw materials which processes excess produce and generates local employment. The University should provide 5 acres of land.

3. RURAL LIVELIHOOD ACTIVITIES: (5 acres)

*** BEE – KEEPING :**

The Karnataka State Rural Development and Panchayat Raj University should establish a Bee – Keeping project in the campus. To demonstrate that it is an activity that farmers can take up as subsidiary occupation. Bee – Keeping generates employment. It is very important venture in order to protect our ecosystem and environment.

The role of Bees among others such as Butterflies, Birds, insects in pollination process is very important. Pollination is a complex and sophisticated process demanding structural and physiological specialization within the flower of a plant. Bees are very crucial for ensuring this process.

- * Pottery – including Art Pottery.
- * Bidri work / handmade paper, soaps etc.,
- * Kinal toys / Channapatna toys such craft centres.
- * Community Health and Nutrition.

4. MEDICAL PLANTS NURSERY:

The University should provide about 15 acres of land for medicinal garden, Herbs and aromatic plants which play an effective role in preserving community health and nutritional millet based food grains and other time tested cereals, pulses and oil seeds, crop production, processing, packaging – marketing techniques.

Funds from Forest Department and species of plants and trees from Forest Department; Horticulture, Agriculture Department could be used for this purpose.

5. MACRO – MICRO IRRIGATION SYSTEM :

For training and use of water for agricultural crops, conservation of water through implementation of drip and sprinkler irrigation, drought proofing techniques, the campus should provide about 5 acres of land for demo – plots under this sector, to be located by the side of medicinal park, herbs and aromatic plant garden.

Besides, the farmers be involved from all over Karnataka as participatory agents through a **MOU**, to demonstrate their irrigation system to other farmers.

6. RURAL TECHNOLOGY PARK AND INNOVATION CENTRE - About 15 acres of land to be reserved. For this consultancy could be obtained.

Source - Prof. Anil K.Gupta,
Founder. Honey bee net work,
Indian Institute of Management,
Vastrapur – AHMEDABAD - 380015
www.iimahd.ernet.in/anilg
www.sristi.org/anilg
Phone No. 07966324927

- This park should be established to serve as a platform, where a variety of rural appropriate technologies can be showcased with practical demonstration. This should be located by the side of Village Artisan Complex (VAC) and Skill Development training centre and renewable Rural Energy Centre / Science city (Model Ahmedabad Science city)
- It should be developed with the help of local industry on Public Private Partnership Model.
- Harnessing of Traditional Knowledge, technology and use of local resources, cost effective rural housing, school buildings etc. could be show cased. Even a model village could be show cased here in this park, to demonstrate rural housing and habitat model.

Support from – Rajiv Gandhi Housing Corporation and Nirmitti Kendra

- Social Work and Research Centre: (SWRC) 1 acre for building and activities.
- Consultancy may be obtained from social work and Research Centre

Creation of a model centre on the lines of TILONIA – RAJASTHAN

BARE FOOT COLLEGE :-

An NGO founded by the renowned Social Worker Bunker Roy is situated in a village called Tilonia=in Ajamer district – Rajasthan.

Tilonia – has become a model for all remote villages for economic and social development.

In Tilonia they have taken up large number of activities under one umbrella. Such a centre should be created in the University utilizing the following strategies:

- Funds from Social, Minority and Backward Class Department that will help in empowerment of SC/ST/BC/ Minority Communities.
- Campaign against evil traditions such a Devadasi system, dowry System, child marriage, etc.,
- BetiBachao – DeshBachao and girls education –
- Anti – Superstition campaign such as removal of Bhanamati etc. - This centre should be organized and managed with people’s participation, NGO’s, Civil Society Organisation.

Funds from Corporate Sector – From their Corporate Social Responsibility schemes could be used.

Funds from Anti – AIDS Campaign

Anti – Cancer Campaign - funds from Health Department could also be channelized to this centre.

- Senior Citizen Centre – Old age parents care, Drug and Alcohol De-addiction centre – Child Labour and Child abuse, Human Rights etc.

Funds from Department of Disabled Welfare, Women and Child Welfare could be sourced to develop this centre. Faculty could be drawn from people's participation both teachers and beneficiaries could share experiences here.

NGO's like Sumangali, Vimochana, to be involved to run this centre.

7. COMPUTER CENTRE AND TRAINING :

This Centre should be established with the help of willing IT Industry where skills in Compute Technology could be taught to rural youth to create awareness and spread of Information Technology as applicable to rural services.

8. LIBRARY:-

The University's Library should not be a place where books are just kept in cupboards. But instead it should function as "LEARNING RESOURCE CENTRE." It should be a custodian of voluminous information with special digital features of speedy and easy access to reference books and other information. Students should not spend time in searching books but only in reading and researching. A large number of national and international journals are to be stored. Special importance should be given for CDs and video facilities which make learning satisfying and joyful. Since this University will be located in a less developed Rural area, it is all the more important to allow more time which will be spent by students to carry out their research work, preparation for paper publication / presentation, thesis, dissertation related works.

9.VERMI COMPOST – BIO – MASS USE:

Due to deteriorating conditions of soil, farm productivity has gone down. Vermi Compost is a preferred nutrient source for rejuvenation of soil, organic farming and organic food grains, fruits, vegetables. Hence, now it is preferred by consumers within the country and internationally. Such bio-fertilizers can be produced by earth worms feeding on biological waste material and plant residues. It is eco-friendly and non-toxic. Vermi Compost can be produced for captive self farm consumption and even for sales. This will be an additional income source to landless poor, farmers etc. “NIRMAL GRAMA” concept can be realised if we make each village to adopt the Vermi Bio-mass compost Technology.

- 4 acres of land to be provided.
- Consultancy source - Department of Agriculture and Agricultural Universities. Funds from such Government Schemes.

10. MAINTENANCE OF THESE COMPLEX

- The Skill Development cum Tech Park will have to be maintained by the KRDPURU and other stake holders on Public Private Partnership Model.
- There are industries, NGO's and organisations who may come forward to Run training classes / courses.
- University may provide basic infrastructure in the campus such as, buildings, plant and machineries etc.,
- The training module and courses run here are apart from the regular main PG courses for Graduate students in the University.
- The Various projects under taken by the University in the campus to serve as demonstrations units and all those who come for training should compulsorily visit these units.

SUMMARY OF LAND USE

| SL. No. | Name of the work | No. of acres |
|--------------------|---|------------------|
| 1 | For Administrative / Academic Buildings, Hostels, Staff Quarters, Guest House etc. | 25 acres |
| 2 | Village Artisan Complex (VAC) and Skill Development Training Centres. | 10 acres |
| 3 | Rural Energy Complex. | 5 acres |
| 4 | Water and Sanitation Park. | 5 acres |
| 5 | Rural and Cottage Industries Agro-Food Processing Park. | 5 acres |
| 6 | Rural Livelihood activities. | 5 acres |
| 7 | Community Health and Nutrition-Medicinal Plant Nursery Millet based Food Grain Park. | 15 acres |
| 8 | Macro-Micro-irrigation systems water conservation / harvesting technologies. | 5 acres |
| 9 | Rural Tech-Park and innovation centre | 15 acres |
| 10 | Social work and research centre | 1 acre |
| 11 | VERMI COMPOST AND BIO-MASS USE, SOLID WASTE MANAGEMENT. | 4 acres |
| 12 | Land Bank reserved for future development | 200 acres |
| 13 | Play grounds, sports, open air theatre | 5 acres |
| 14 | Roads, gardens, afforestation beautification including a bio-diversity park, small zoo of animals to be conserved and protected such as rare bird species, snakes, rabbits, deer etc. | 200 acres |
| Grand Total | | 500 acres |

(N.B. Land requirements shown are tentative. Actuals can be adjusted from the remaining land as reserved for adjustments.)

BUILDINGS ESTIMATES INCLUDING LAND COSTS AND OTER INFRASTRUCTURE

| SL.No. | Name of the work | Area in Square Meter | Amount (Rs. in Crores.) |
|--------|--|----------------------|----------------------------|
| 1 | ADMINISTRATIVE BLOCK <ul style="list-style-type: none"> • Basement floor • Ground floor • First floor • Second floor Total floor Area Estimated cost | About 30000 sqm | 5.00 crores. |
| 2 | ACADEMIC BLOCK <ul style="list-style-type: none"> • Ground floor • First floor • Second floor Total floor area Total cost | About 36000 sqm | 6.00 crores. |
| 3 | BOYS HOSTEL <ul style="list-style-type: none"> • Ground floor • First floor • Second floor Total floor area | 7000 sqm | |
| 4 | GIRLS HOSTEL <ul style="list-style-type: none"> • Ground floor • First floor • Second floor Total floor area | 7000 sqm | |
| 5 | Teaching Staff Quarters | 500 sqm | |
| 6 | Officers Rest House | | |
| 7 | Canteen Block | | |

| SL.No. | Name of the work | Area in Square Meter | Amount (Rs. in Crores.) |
|--------------------|--|----------------------|----------------------------|
| 8 | Animal Shed | | 130.00 crores |
| 9 | Various training and work sheds | | |
| 10 | Library | | |
| 11 | Auditorium and Amphitheatre | | |
| 12 | Any other buildings (such as computer lab indoor sports etc.) Total Building cost (Estimates) | | |
| 13 | Land and Land Development cost of 250 acres | | 25.00 crores |
| 14 | Other recurring costs non-recurring costs. | | 10.00 crores |
| 15 | Staff salaries including non-teaching staff etc for one year (Budget) | | 20.00 crores |
| Grand Total | | | 196.00 crores |

(N.B These estimates may change depending up on time and cost over runs. As compared to RajivGandhi Health University estimates which is 310 crores these estimates are reasonable.

Annexure
Visit Reports of Members of the Expert
Committee

ANNEXURE

Visit Reports of Members of the Expert Committee

VISIT TO INSTITUTE OF RURAL MANAGEMENT AND UNIVERSITY OF AGRICULTURAL SCIENCE, ANAND AND IIM AHMEDABAD – GUJARATH.

TEAM

Dr. S.A.PATIL

Former Director IARI, New Delhi

Member, Expert Committee

RDPR University.

Sri. R.B.Agawane, IAS

Member, Expert Committee

RDPR University.

On 14-5-2014 the above term visited Anand. Visited Institute of Rural Management (IRMA) self funded autonomous body, an academic training institution for creating customised post graduates, dedicated, committed towards Rural Management and Development.

Courses offered – Academic Programmes-

- 1) Post Graduate Programme in Rural Management (PRM)
- 2) Fellow Programme in Rural Management (FPRM)
- 3) Research and Consulting.

Course subjects covered:

- 1) Collective Action and Co-operation,
- 2) Financial Management (Credit)
- 3) Macro Economic Perspectives.
- 4) Marketing Management..
- 5) Production and Operations Management

- 6) Understanding Organisations
- 7) Gender and Development.
- 8) Management of Information System (MIS)
- 9) Development Theories and Practices.
- 10) Local Environment.
- 11) Legal Environment.
- 12) Financial and Commodity derivatives
- 13) Managing not – profit organisation.
- 14) Human Resource Management.

The Institute has following centres:

- 1) Centre for sustainable livelihood.
- 2) Centre for Rural Infrastructure and Corporate Social Responsibility.
- 3) Centre for Social Entrepreneurship and Enterprises.
- 4) Public Policy and Local Governance./

The team had discussion with the Director of the Institute, JEEMOL UNNI. She briefed us about the Management of the Institute. The students are admitted on the basis of their qualification i.e. degree in Engineering, Agricultural Sciences with 60% marks and at least three years work experience. Applicants should also have a valid score of UGC – JRF in relevant disciplines (Management, Economics, Social work, Sociology, Psychology, Commerce etc).

All eligible applicants are required to appear for the Common Admission Test of the previous year, IRMA will also conduct a written test (on line) on “**Issues of Social Concern.**”

15-5-2014 :

Our team met the Vice-Chancellor of University of Agricultural Sciences and went around various departments and observed the research work and the species and varieties developed by the University. The team visited various

departments and more so the business development unit where the technologies of university are commercialised and bio-technology department. The University has developed bio fertilizers and liquid fertilizers which have created big business opportunities. Now the University is earning more than three crores from these fertilizers. These fertilizers have reduced the cost as compared to the synthetic inorganic fertilizers. It can also create business to educated entrepreneurs. Similarly, Bio-technology department has developed tissue culture date palm, which has potential to revolutionise through its cultivation in sandy areas of kutch of Gujarat and even to the deserts of Rajasthan and other states. Like this university technologies from various departments have been spread through Krishi Vignana Kendra's and have resulted in increased productivity and income of the farmers of rural areas. Therefore, Agriculture Universities present in various states can play an important role through their technologies and extension activities which offer greater scope for the rural development.

We visited some villages in Anand District to study the development. We found a very good progress in dairy, co-operation, small business and Cottage Industries Sector. The roads and general infrastructure was fairly better than any village.

VISIT TO INDIAN INSTITUTE OF MANAGEMENT, AHMEDABAD:

The team later on visited IIM Ahmedabad and met Prof. Anil Gupta. Mr. Gupta narrated the activities of his "**Honee Bee**" concept where all innovative ideas are compiled and spread through His news magazine. His team works closely with all gross root innovators in the field of Agriculture, Ayurvedic herbal medicine, native knowledge in almost all relevant fields of rural development.

According to Mr. Anil Gupta "We need a more impatient system of governances, a more empathetic system of engagement, a more intimate system of involvement of knowledge rich but economically poor people in governance

along with the educated and wealth elite. An inclusive and sustainable India is in the interest of the world, not just ourselves “.

The team recommends that in future our RDPR University may look forward to Prof. Anil Gupta for organising the department of Technological Innovations in Rural Development.

Sd/-

R.B.Agawane,
Member, Expert Committee,
RDPR University.

Sd/-

Dr.S.A.Patil,
Member, Expert Committee,
RDPR University.

Visit Report of NIRD Hyderabad and Swami Ramananda Teerth Institution of Rural Development

The Karnataka Rural Development University should design the syllabus and course contents for various degree course that will allow the student to study and learn the sustainable approach to Rural Development.

The focus should be on

1. Growth of Rural economy that meets the essential needs of rural people.
 - a. Employment
 - b. Food Security
 - c. Energy.
 - d. Water and Sanitation
2. Ensuring a sustainable level of Population.
3. Conserving and enhancing the natural resources.
4. Reorienting modern Technology and innovative practices for increased economic growth.

Growth of Rural Economy:-

The Economic Growth has to address the problem of large number of people who live in absolute poverty. Many of them are unable to satisfy even the most basic needs such as food, clothing and shelter.

Essential Human Needs:-

The satisfaction of human needs is an objective behind every productive activity. The most basic need is survival and livelihood. In other words its is employment.

How this could be achieved? Three members of the committee visited NIRD and Swami Ramananda Teerth Institution of Rural Development near Hyderabad

1. Shri. S.A.Patil
Ex V.C Dharwad Agri University and ex Director
2. Shri. R.B.Agawane
IAS., Former Secretary PWD
3. Shri. Jamal Syed
Secretary of RDPR University Committee

We Observed certain very useful training activities being done there for the rural youth. Especially women with marginal education up to VIIth Standard. They are being trained in the following activities.

1. Fashion designing and garment manufacturing / Tailoring.
2. Electronics / Computer Operations and Mobile cell phone repairs.
3. Motor cycles and Auto Rickshaw repairs.
4. Electrical Instruments and household electrical appliances repairs.
5. Textile / weaving, dyeing, printing skills.

With more than 40 percent of households not owning land in rural Karnataka inequality in living conditions could increase further if the landless poor are not provided assets that could fetch them a decent source of living. Deterioration in their economic, social and political condition could be affectivity arrested by providing Skill Development training through a well organised training institutes, spread across the State.

- District Industrial training institutes must be modernised and up graded to provide Skill Development training to rural youth.
- The present 10th pass condition could be removed and 7th pass could also be introduced for training such as tailoring, garment making, weaving and printing, Carpentry, black smithy.
- Such courses should be introduced in these institutions.
- Agricultural training school should be opened for training of Agriculturist and Horticulturists.

Human resource development is a crucial requirement not only to build up technical knowledge and capabilities of rural people but also to create new value system to help individuals to cope with rapidly changing social, environmental and developmental Realities.

Knowledge given through educational and other training institutions would provide rural peoples an access to national and global resources. Such as markets for indigenous Agri products, Ayurvedic, medicines, organic products etc.

AN IDEAL VILLAGE RALEGAN SIDDHI

Anna Hajare of Ralegan original name sidhi Kisan Baburao Hajare

Development indicators -

1. No one is unemployed.
2. No one is hungry.
3. Two thousand people and Four thousand hands are busy in work.
4. They are serving their Mother Land and surrounding nature and environment.
5. Everyone has been able to get food, shelter and clothes, the basic needs of a human being.
6. Once, a village facing severe drought and people sleeping without food and water are now enjoying real well being and happiness.

Long Ago –

Earlier the village was -

- The village and its surrounding was covered with full of trees, water ponds, flowing streams all round the year.
- The environment was green and lively with Birds Chirping, Deer and Rabbits grazing with village cattle.
- Village wells were full of water.
- The village Ralegan was happy and prosperous. People worshiped Padmavati, the village goddess. It became the abode of one saint “YADAVBABA” “a Siddha Purush” Hence it became “Ralegansiddhi”.
Then Came the Tragedy
- Trees were cut for charcoal and fire wood.
- Greenery disappeared.
- Rains became scanty.
- Village streams, ground water open wells dried up.

- Entire area was gripped by drought which occurred every year without gap.
- Lands became dry, unproductive arid for want of water.
- 2200 Acres of productive village land became barren and arid.
- For want of crops, food became scarce.
- People, children, adults began to starve.
- Many took up drinking country liquor to seek solace from hunger and poverty.
- Many farmers borrowed loans from money lenders. They mortgaged their lands, ornaments.
- Many even started brewing their own liquor by starting illicit liquor manufacturing.
- Village was gripped by infighting, gambling, fighting and so on. Then came Anna Hajare - from the Army to his native village and changed the entire scenario to one Ralegan Gaon that once was about 150 years age.
- He met every one by going to their houses and persuaded. Temperance prevailed. People gave up drinking alcohol and its manufacturing. About 50-60 such units were destroyed.
- He Rejuvenated the YADAV BABA mandir
- He started a water and soil conservation campaign called Pani adava pani jirava - stop flowing water charge the ground water.
- Through the “water shed” programme following sectors were integrated
 1. Agriculture,
 2. Horticulture,
 3. Forestry and social and farm forestry,
 4. Dairy and cattle rearing.
- A technically sound water shed programme - a model was developed.
- One student one tree concept was given to school children.

- A model school and hostel was built.
- Skill Development courses were started.
- Drinking water through bore wells was provided.
- Water borne diseases, Malaria, Scabies, Jaundice controlled.
- Preventive health care was introduced.
- No open gutters, drains.
- Biogas, Gobergas plants, community and individual latrines became must build need of the people.
- Smokeless chullas can be seen in every house hold.
- There is a primary health centre through which nursing mothers, expectant mothers, new born Children all are treated.

Other Measures

1. Rural energy planning.
 2. Food security through grain bank.
 3. Agri produce marketing.
 4. Social equality - campaign against dowry, superstition, corruption
 5. Model village concept was developed. Model village can be constructed if following powers are given to the village.
 1. Right and authority to prepare village development plans
 2. Right to introduce prohibition;
 3. Right to market agri produce from the village;
 4. Official machinery to agree and implement the decisions of the Gramsabha;
 5. Village Water Management, Management of Common Property Resources;
 6. Labour welfare;
 7. Monitor Primary Education.
- A training centre for water shed management has been started by Hind Swaraj Trust started by Anna Hajare and Late Nawal Mal,

Firodiyo. Where one has to work and learn water shed management. The success of Ralegansidhi village development achieved by Anna Hajare is based on following four.

1. No axe - No cutting of trees.
2. No sale of village fodder
3. No liquor.
4. No third child – Family planning and all villagers
Provide shramdan for two days in a week.

For Development Purpose

1. Rural development training centre is started.
2. Water shed management training centre where training for
Drip irrigation
Sprinkler irrigation
Rural energy source harvesting,
Solar energy gobargas
Smokeless chulhas, grain bank creation is taught.

Tour Report Pertaining to the Visit of Dr.S.A.Patil Former-Chairman Karnataka Krishi Mission (GOK), – Director IARI and VC-UAS-Dharwad to Delhi from 03-09-2014 to 06-09-2014 for to be established RDPR University work as Member of the proposal drafting Committee.

As Part of information collection from Indira Gandhi National open University (IGNOU), Rural Development Ministry and Human Resource Development Ministry, etc. I Visited Delhi from 3rd September, 2014 to 6th September, 2014.

On 3rd September, 2014, I Visited IGNOU, at Delhi. As the Rural Development department head Dr.R.P.Singh and his staff were busy in institute activities, they requested me to come on 6th September, 2014.

On 4th September, I visited Rural Development and Panchayat Raj Ministry office located at Krishi Bhavan and had detailed discussion with Joint Secretary, RDPR. Joint Secretary explained that they are funding Nazir Sab Institute (SIRD), at Mysore and also salary of few teaching staff is borne by RDPR, Ministry. However, the National Institute for Rural Development and Panchayat Raj at Hyderabad is fully funded by RDPR Ministry of Govt of India.

He was very appreciative of the Idea of Karnataka Govt to come out with a separate University for Rural Development that to with a concept of teaching, research, extension, training, skill and entrepreneurship development. He was of the opinion that RDPR-Ministry may fund the University, if such proposal is received through Karnataka Govt. However, he was of the opinion that many of the programmes which are implemented through State Govt can become a source of funding. He also gave a latest 2013-14, Annual Report of the Ministry. (Enclosed)

On 5th September, I tried to meet the HRD, Department Secretary but it could not materialize.

However, on 6th September as per IGNOU's earlier fixed programme, I visited and had detailed discussion with Dr.R.P.Singh who is heading the department. He expressed his happiness for the greater concern for Rural Development which Karnataka Govt has taken to start a separate University for Rural Development and Panchayat Raj. As they are running both Post Graduate, Diploma and Certificate Programs in rural development, he said he will extend all the help. He gave the broad contents of courses of programmes which are offered in C.D.Form, from which print has been taken and are enclosed.

sd/-

Dr.S.A.Patil,
Member, Expert Committee,
RDPR University.

**VISIT TO GANDHIGRAM RURAL INSTITUTE –DEEMED UNIVERSITY (GRI)
DINDIGAL , – TAMIL NADU.**

TEAM

Sri Yellappa Reddy

Member, Expert Committee

RDPR University.

Sri. K N Janardhana

Chief Project Coordinator

Monitoring Cell for RSETIs

(under the aegis of MoRD, Govt of India)

Member, Expert Committee

RDPR University.

The above team Visited Gandhigrama Rural Institute- Deemed University on 16th and 17th April 2014 for conducting a study in relevance to the proposed Rural Development University by the Govt of Karnataka.

About the Institute:

The Gandhigrama Rural Institute – deemed University is fully funded by the Union Ministry of Human Resource Department, Govt of India through UGC, New Delhi. The institute is located in Dindugal District of Tamilnadu State, in a sprawling 200 acres green campus in the valley between the Sirumalai range on the east and the Kodaikanal Hills on the west. The Vision/Mission, objectives and the details of courses offered etc is available in the prospectus which is enclosed.

Discussion held:

The team had discussion with the Vice Chancellor, Registrar and all the Head of the Departments. The team briefed them about the proposal of Govt of Karnataka to establish a Rural Development University with a main objective of providing Long term courses and short term Training programmes, focussing on

the Rural development. The team explained the purpose of their Visit to study the functioning of the Institute in relevance to proposed University.

After listing to us all of them explained the activities of the Institute from its origin. They also gave a brief on the activities of each Department regarding the Courses offered and the training imparted and its impact on the students/trainees.

The team also sought their suggestion based on their experience for establishing proposed University. They gave various suggestions which are incorporated in the body of the report.

Field visit:

The team also visited various Departments to have first hand information and also to interact with the teachers and the trainees.

Sd/-
Yellappa Reddy
Member, Expert Committee,
RDPR University.

sd/-
K N Janardhana
Member, Expert Committee,
RDPR University.

GANDHIGRAM RURAL INSTITUTE – DEEMED UNIVERSITY

(Fully funded by MHRD via UGC and approved by UGC under section 12B)

GANDHIGRAM

Gandhigram was started by two eminent disciples of Mahatma Gandhi, Dr. T.S.Soundram and Dr. G.Ramachandran. The institute was started in the year 1956 as Rural Institute for Higher education.

Initially the institute was offering degree programmes known as DRS (Diploma in Rural Service), recognized as equivalent to UG programmes offered by other institutions of the country. Master of Rural Development, Master of Community Development and Masters programmes in Rural Industry management and Cooperative management were offered. Right from the inception, GRI was concentrating on all the three arms of education, namely, teaching, research and extension.

Considering the good work done by the institute in the fields of rural development the Government of India conferred on GRI, the status of a Deemed to be University.

The institute has over 200 acres of land, most which was donated by philanthropists of near by town panchayat, Chinnalapatti. It is situated between the Sirumalai Hills and Kodaikanal Hills. The Institute is situated on the Madurai-Dindigul highway, 10 km from Dindigul and 50 km from Madurai.

The institute has seven faculties, they are:

1. Faculty of Rural Oriented Sciences
2. Faculty of Rural Social Sciences
3. Faculty of Rural Health and Sanitation
4. Faculty of Agriculture and Animal Husbandry
5. Faculty of English and Foreign Languages
6. Faculty of Tamil, Indian Languages and Rural arts
7. Faculty of Rural Development.

A Krishi Vignan Kendra is being run by GRI. It helps the local farmers by arranging field level demonstrations, model farms and developing better agricultural practices.

The institute has been offering UG and PG programmes and Research programmes leading to M.Phil and Ph.D degrees in all major disciplines of science like mathematics, physics, chemistry, biology, home science and Computer Science and Energy Studies. We also offer programmes in Rural Development, Rural Industry Management, Cooperative management, Extension Education and MBA degrees. We offer a degree programme on Civil Engineering as well.

As on date the institute has 3300 students, 160 teachers and 230 non teaching staff.

The rural development department has been working closely with the local government and the GoI on many policy matters.

The department of political science and development administration is a pioneering department in the areas of local governance. The department is regularly organizing training and awareness programmes for panchayat leaders and workers. It has played a key role in empowering women in panchayati raj.

The department of extension education is constantly engaged in out reach programmes for the villagers. The institute has number of service villages where Balwadis and Anganwadis have been established and maintained by GRI for the past few decades. The extension department has developed a novel technique, participatory rural appraisal, where the rural populace state their problems and they are facilitated to find a solution that is acceptable and workable.

Science departments have been involved in developing water pumps for fluoride rich water to make it potable and technologies for fluoride removal have been developed by the chemistry department. The biology department has been actively propagating self employment through mushroom cultivation and other

activities. The department of Physics has installed over 800 smokeless woodstoves to improve the health conditions of the village women.

The civil engineering department has developed cost effective technologies while the sanitation faculty has been offering a post graduate programme on sanitary inspectors.

The major requirements of a rural institute would be

1. It should be located in rural area where the actual development has to happen
2. It should help the villagers grow.
3. The institute can be a facilitator, like identifying key areas of support provided by governmental and non governmental agencies and help the villager get the right kind of support.
4. Help establish SHGs
5. Identify areas of assistance needed and address them through appropriate agencies

To start with the institute can have departments like rural industries, cooperative management for agriculture and sanitation, rural development. Home science, and appropriate technology. As the institute grows more areas of specialization can be added.

Department of Political Science and Development Administration

It is a Department with conventional nomenclature and unconventional academic programmes and research and outreach activities. It is a self imposed mandate to prepare middle level managers to development organisations through our academic programmes. Hence we have been offering a post graduate integrated programme on Development Administration. It is an interdisciplinary five year programme. Since the Department has got a perspective based on the objectives of the institute, the Department focuses its attention of decentralized

governance and participatory development through its academic, research and outreach programmes. The Department is specializing in rural local governance. It did substantial action research works in rural local governance. Equally it gives importance to capacity building for rural local body leaders and officials. While conducting capacity building exercises we concentrate on transformative leadership. The Department does the policy advocacy work periodically based on its research on decentralisation and local governance. The Department action research activities were supported by the Ford Foundation, the UNDP, the UNICEF, World Bank, Toolkit Foundation, DANIDA, Population Foundation of India, Ministry of Panchayati Raj, State Planning Commission, Ministry of Rural Development, Government of India and Hunger Project. In the same filed it has got collaboration with foreign universities.

Based on the activities of the Department on Panchayati Raj, Rajiv Gandhi Chair was created and the Department has been recognized by UGC as SAP Department on decentralized governance as area of specialization. Large number of research reports, monographs, working paper, training modules, and administrative manuals have been prepared, published and disseminated. The Department helped several institutions to conduct capacity building exercises, enable several Gram Panchayats to evolve micro level plan. The Department emerges as a centre of excellence in research academic and outreach activities on decentralization.

Report on Visit to TISS, Mumbai

21st May, 2014

Team: Neeti Sharma, P Bhat, & Syed Jamal

Persons Met

1. Prof. Parasuraman, Director
2. Prof. Neela Dabir, Deputy Director
3. Prof. S Sivaraju, Deputy Director
4. Sathish Kanamadi, Deputy Librarian

- **Name of the Institution: TATA INSTITUTE FOR SOCIAL SCIENCES**
- **Legal Status: Deemed University**
- **Date of start: 1936**
- **History**

The Tata Institute of Social Sciences (TISS) was established in 1936 as the Sir Dorabji Tata Graduate School of Social Work. In 1944, it was renamed as the Tata Institute of Social Sciences. The year 1964 was an important landmark in the history of the Institute, when it was declared Deemed to be a University under Section 3 of the University Grants Commission Act (UGC), 1956.

Since its inception, the Vision of the TISS has been to be an institution of excellence in higher education that continually responds to changing social realities through the development and application of knowledge, towards creating a people-centred, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all.

Over the years, the Institute has made consistent contributions to civil society and the development sector through its education, research, field action and extension. Today, the TISS has earned recognition as an institution of repute from different Ministries of the Government of India; various State Governments; international agencies such as the United Nations; and the non-government sector, both national and international. A high degree of freedom and autonomy

shape the positive work ethos and creativity in the Institute facilitating strong linkages between education, research, field action and dissemination.

- **Statute/Memorandum of Association /Byelaws** (Please collect) some may be available online Ex : Gandhigram University Not available at present since it is being modified.
- **Accreditation**
UGC, NAAC
- **Partners, if any**

TISS has over the years built bridges with many Universities across the world. We have signed MoUs and/ or have developed linkages with some prestigious international Universities.

The key areas of international collaborations include:

Collaborative Research

Student (Study Abroad Programme -SAP) and Faculty Exchange Programmes

- Joint Degree Programmes
- Study in India Programme (SIP)

Collaboration with Universities in USA

- James Madison University, Virginia, USA
- University of South Carolina, Columbia, USA
- George Warren Brown School Of School Work, St. Louis, USA
- The New School, New York , USA
- Wells College, Aurora, New York, USA
- University Of Delaware, Delaware, USA
- Tulane University, New Orleans, USA
- University of Utah, Salt Lake City, USA
- Yeshiva University, USA

- University of Nebraska for establishing a Global Consortium for Education in Family Studies

Collaboration with Universities in Europe

- Foundation Nationale Des Sciences Politiques, Paris, France
- Institut d'Etudes Politiques de Lille, Lille, France
- London School of Economics, London
- Management Centre Innsbruck, Innsbruck, Austria
- Tampere University, Finland
- Muenster University, Germany
- University of Hertfordshire, UK
- University of Leuven, Belgium - Otto-von-Guericke-University, Magdeburg, Germany
- Partner with 12 European Universities under the Erasmus Mundus, viz. Lund University, Sweden (Lead/Coordinating university), Albert-Ludwigs- University of Freiburg, Germany, Freie Universitat Berlin, Germany, International Institute for Geo information Science and Earth Observation, The Netherlands, Karolinska Institutet, Sweden, Norwegian University of Science and Technology, Norway, Politecnico di Milano, Italy, University of Amsterdam, The Netherlands, University of Deusto, Spain, University of Leuven, Belgium, University Pierre and Marie Curie, France, Vilnius University, Lithuania

Collaboration with Universities in Australia

University of Sydney, University of Western Australia, and Griffith University- On 'Institutions for Food Security: Global Lesson from Rural India'

Charles Sturt University, Australia

Victoria University, Australia

Collaboration with Universities in other countries

York University, Canada

Objectives

The TISS works towards its vision through:

1. Creation and provision of socially relevant and high quality professional education in a wide range of inter-disciplinary areas of Social Sciences, to a larger number of students, from all sections of society in the country.
2. Facilitation of autonomous research and dissemination of knowledge.
3. Support knowledge creation through strong M.Phil. and Ph.D. programmes and Post-Doctoral scholars.
4. Strategic extension, field action and advocacy through training and capacity building of State and non-State institutions and personnel.
5. Initiate field action and advocacy to demonstrate and facilitate creation of policies and programmes.
6. Professional response to natural and human-made disasters, through participation in relief and rehabilitation activities.

Academic Structure

TISS moved to a new academic structure in February 2006. It currently hosts 9 Schools, 5 Independent Centres, and 3 Resource Centres as indicated below:

Schools

1. School of Social Work 11 Centres in Community Organisation and Development Practice; Criminology and Justice; Disability Studies and Action; Equity for Women, Children and Families; Health and Mental Health; Social Justice and Governance; Livelihood and Social

- Entrepreneurship; Environment, Equity and Justice; Incubation of Social Work Initiatives; South Asia Centre for Studies Conflict Peace and Human Security; and Learning and Teaching Support Network for Enhancement of Social Work Education and Practice.
2. School of Development Studies with 6 Centres in Study of Developing Economies; Public Policy, Habitat and Human Development; Study of Developing Societies; Population, Health and Development; Nutrition, Research Facility and Advanced Centre for Women's Studies.
 3. School of Management and Labour Studies with 7 Centres in Human Resources Management and Labour Relations; Labour Studies; Social Entrepreneurship; Social and Organisational Leadership; Public Policy and Governance; Labour Market and Research Facility and Incubation Centre for Social Entrepreneurship.
 4. School of Health Systems Studies with 6 Centres in Health and Social Sciences; Health Policy Planning and Management; Hospital Management; Public Health; India Health Observatory and Social Science Research Facility on HIV /AIDS.
 5. School of Habitat Studies with 6 Centres in Urban Policy, Planning and Governance; Science Technology and Society; Water Policy and Governance; Climate Change and Sustainability; Laboratory and Urban India Research Facility.
 6. School for Media and Cultural Studies with 3 Centres in Critical Media Praxis; Study of Contemporary Culture; and Media Archive and Resource Centre.
 7. School of Law, Rights and Constitutional Governance with 2 Centres in Law and Society; and Nodal Centre for Excellence in Human Rights Education.

8. School of Vocational Education which will implement training programmes in different trades through partnerships with various industrial and service sectors.
9. School of Education with 4 Centres in Education; Higher Education; Indian Language in Higher Education (Research Facility) and Teacher Professional Development (Research Facility).

Independent Centres

1. Centre for Lifelong Learning
2. Centre for Human Ecology
3. Centre for Research Methodology
4. Centre for Studies in Sociology of Education
5. Centre for Study of Social Exclusion and Inclusive Policies
6. Jamsetji Tata Centre for Disaster Management [Updated as per notification received on October 10, 2013 – Admin / Notification / 10 / 2013]

Resource Centres

1. Computer Centre
2. Publications Unit
3. Sir Dorabji Tata Memorial Library

Administrative Structure

The governing board now consists of 50% members from the government and 50% from Tata trusts. **The Chairman is always from the trust**

The Director is selected by a search committee

The administrative structure is designed around 9 sections: Academic, Accounts, Dining Hall, Hostels and Guest House, Maintenance, Meetings, Personnel, Planning and Development, and Purchase and Stores.

These 9 sections are located under 4 broad divisions:

- i. Academic,
- ii. Finance, Accounts and Audit,
- iii. Personnel and Administration, and
- iv. Infrastructure Development and Support.

Governance

The Governing Board is the highest authority of the Institute. Its members include the nominees of the Central Government, State Government, the University of Mumbai, the UGC, and representatives from the TISS faculty. The Chairperson of the Governing Board has functions similar to that of the Chancellor of a conventional university. The Academic Council of the Institute decides on matters of academic nature and comprises faculty drawn from its 4 campuses and as well as 6 experts from outside TISS.

The Director of TISS, whose position is equivalent to that of the Vice-Chancellor of a conventional university, is the academic and administrative head of the Institute.

- **Mandate**
Teaching (60%), Research (20%) and Action (20%) are the mandates
- Organogram of the institution. Is it autonomous, state controlled ?
Autonomous but state funded.
- **Courses offered , Duration and syllabus**
 - a. Diploma, Degree and PG
 - b. Vocational education
 - c. Short term courses
 - d. Training, Work integrated training programme
- **Campuses**
 1. Mumbai

2. Tuljapur
3. Guwahati
4. Hyderabad

- **Faculty :**

They are PhDs mainly in social sciences. There are visiting faculties but only as per requirement.

Many are on the boards of different NGOs and bring experience from there to teaching.

TISS does not seek projects but funders ask TISS to projects, and that build the experience of faculty as well.

- **Teaching Methodology**

Each course is to be approved by the academic council.

TISS has classroom teaching and field work at the ratio of 60:40.

- Student recruitment, selection criteria.....anything noteworthy?

Entrance Tests

Reservation of 49.5% for SC,ST and OBC

The selection of candidates for different programmes happens in two stages and has three components of assessment. All candidates appear for the common entrance test (TISS-NET). Based on the performance in the TISS-NET examination, only short listed candidates are called for the Pre Interview Test and Personal Interview.(PIT/PI)

- Fees structure

Reserved category : There are no fees for them.

Others : around 1 lakh /year.

- Salary structure; are there anything of interest? **UGC prescribed**

Salary

- Student Forums? Personality shaping activities?
- Does the campus carry any message? Example : Green buildings, open class rooms?

The campus is green with lot of trees. Buildings are regular

- What is the student evaluation system? Is it different from regular?

Assignments and Written Tests. Nothing different from the regular could be found.

- Courses offered.

M Phil and PhD programmes

1. Development Studies
2. Disaster Management
3. Education
4. Habitat Studies
5. Health Systems Studies
6. Management and Labour Relations
7. Social Sciences
8. Social Work
9. Women's Studies
10. Media and Cultural Studies

Masters Degree Programme

TISS offers 45 Master's Degree programmes from its Mumbai, Tuljapur, Guwahati and Hyderabad campuses

Bachelors degree Programme

BA Social Works (Hons) with specialization in Rural Development

Diploma Programmes

1. Hospital Administration
2. Human Resources Management

3. Gerontology
4. Counselling
5. Community Organisation and Development Practice
6. Psychosocial Care in Disaster Situations
7. Financial Management and Accountability
8. Microfinance Management
9. Water, Sanitation and Hygiene (WASH)
10. Diploma in Youth Development and Social Change
11. Disaster Preparedness and Response
12. Executive Post Graduate Diploma in Hospital Administration (EPGDHA)
13. Executive Post Graduate Diploma in Human Resources Management (EPGDHRM)
14. Post-Graduate Diploma in Community Media (PGDCM) / Dual Degree for TISS Alumni with Master's Degree
15. Post Graduate Diploma in Digital Library and Information Management (PGDLIM)

University of Rural Development
A note by Dr Prakash Bhat,
CEO Society for Community Participation and Empowerment
(SCOPE), Dharwad

This is a university that will be established not because we need more universities, but because we need a university that will produce graduates and post graduates with skill, knowledge and aptitude to work in the villages with the villagers towards rural reconstruction. As is apparent, the existing universities are unable to bring out such alumnae. The aspirations nurtured by these universities are urban oriented, not rural centric. The new university has to change this emphatically which needs significant paradigm shift in the way a university is conceived, planned and put in place. Some of the points that need to be considered with conviction are discussed.

Name

Name of the university has to be such that, in itself it provides a fresh, motivated mandate to the university. *Development* is a much used, clichéd and misunderstood term. There is a certain fatigue associated with the term 'rural development' in the minds of many. Hence the name of the university may be something else than University of Rural Development

Some suggested names are

- University for Rural Rejuvenation or Rural Rejuvenation University (Grameena Punashchetana Vishwavidyalaya)
- University for Rural Reconstruction (Grameena Punarnirmana Vishwavidyalaya)

Place

It should be in the central/northern part of Karnataka surrounded by predominantly agrarian society. But the place itself should be well connected globally so that it can easily be networked with the best minds in the world. It

should also be such a place as to be able to attract the best of talents to work in the university. Education and quality of life are a few things that come to mind immediately.

Some suggested places are

Hubli, Dharwad, Gadag, Belgaum, Davanagere

The Campus

It may be a little too early to think about it. But some thoughts by the committee are not misplaced. The whole of the campus be so designed that there is everything that we talk about rural development. Like environment friendly green architecture that is energy efficient, rain water harvesting for the whole campus with no water running out of the campus, renewable energy like the solar and wind energy need to be the hallmarks of the campus. <http://www.bestmastersdegrees.com/50-most-impressive-sustainable-university-buildings>. Trees that are useful to the rural community for different purpose need to be planned as part of landscaping and are to be planted. A fresh thought in designing the offices (of everyone from the Vice Chancellor to the lowest rank), classrooms, libraries etc should be applied. Sanitation of the campus should be self sustained with no waste going out of the campus. The campus can be made vehicle free.

The Faculty

A fresh thinking is needed again if this university does not end up being a place for armchair thinkers and academic highbrows. The UGC guidelines that the doctorates are the best in the business may come in the way of bringing practiced knowledge to the institution. Hence there should be 3 policies in place to make it updated in both the practice and theory of development in general and rural development in particular.

1. At least one third of the faculty from Professors to Assistant Professors will be those who have had long history of working in rural development with commitment. Such people can be selected based on number of such projects handled, their impact and number of years spent working in rural development. Certain requirements for being faculty like being a doctorate etc may be not made compulsory for such eminent achievers.
2. The faculty apart from teaching and research must have concurrent duty of active participation in development programmes having responsibilities of deliverables of the programmes. This will help them in remaining updated in their knowledge and skill. There could also be compulsory sabbaticals/ liens to work as implementers of development projects in government or outside, after every certain number of years on campus.
3. These apart, the research projects also need to be made action based leading to theories emerging on reflections upon the experience gained by the institution through such programmes.

The Content of Teaching

This is a critical area apart from the methods of teaching to be adopted by the university. Though the details need to be developed by the people working on it in future, the general outlines have to be prepared by the committee if the university should not become another run of the mill institution.

Broad categories of subjects to be dealt in different courses in an 'integrated rather than isolated' way are listed below for consideration of the committee.

A. Foundation Course of appropriate duration

Basic Science and Humanities with

- a. Sociology especially Social Anthropology,

- b. Economics and beyond Economics (like happiness, health, aesthetics etc)
- c. Statistics and Basic mathematics with biometry

B. Agriculture

1. Natural Resource Management
2. Integrated Farming system
3. Crop Science
4. Fodder and Fodder Resource Development
5. Livestock Husbandry
6. Commercial Crops
7. Different allied activities of crop and livestock rearing like Apiculture, Vermicomposting etc(too many to name here)
8. Sericulture
9. Horticulture including vegetable, fruits and floriculture
10. Silviculture
11. Processing, Marketing

C. Water and Sanitation

D. Community Health

E. Women in Development

F. Rural Nonfarm Sector Enterprises (RNFSE)

G. Community Mobilisation, including Self Help

H. Theory and Practice of Participatory Methodologies

I. Development Frameworks, theories, tools

J. Development Activism, policy advocacy

K. Rights Issue

L. Poverty, vulnerability, deprivation trap etc

These are only suggestive subjects with more possible additions. All of them need to be studied in an integrated way leading to specializations in chosen subjects only beyond graduate studies. But even the post graduate studies need to have a foundation course with different subjects dealt in an integrated way.

Pedagogy

The 'how-of-teaching' is a very critical difference this university should achieve as compared to regular universities. Class room learning and action based experiential learning should be so designed that the knowledge, skill and aptitude get honed together to make the alumnae of the university "rural development industry" ready. Theory and practice may be in a ratio of 50:50. The university needs to have special development programmes that are designed for the learning of its students who actually plan and implement programmes in partnership with the community as part of their study.

The Courses

- a. The university can start with post graduation, adding graduate courses later that are either integrated (5 years)or otherwise (3 years).
- b. Diplomas need to be added in the areas of skills.
- c. Doctorates will also be coming out of the university, but with thrust on action research.

Sustainable Development and Environment

Till a few decades ago progress was taken to be a movement away from a less than perfect past and it was a continuous movement to a better future with no specific end goal leading to more and more growth i.e. greater goods and conveniences available to humanity.

However it was challenged by an international association of scientists, business executives, public officials and scholars in 1972 in a report called *The Limits to Growth*, published by the Club of Rome. The main understanding was that resources are finite, and hence growth dependent on resources cannot be endless.

In December 1983, the Secretary General of the United Nations, asked [Gro Harlem Brundtland](#), to create an organization independent of the UN to focus on environmental and developmental problems and solutions after an affirmation by the General Assembly resolution in the fall of 1984. This new organization was the Brundtland Commission, or more formally, the World Commission on Environment and Development (WCED)..

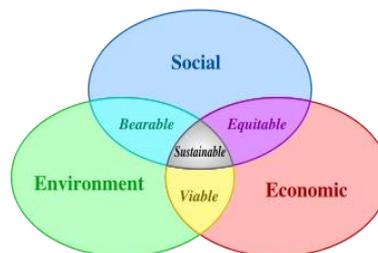
The organization aimed to create a united international community with shared sustainability goals by identifying sustainability problems worldwide, raising awareness about them, and suggesting the implementation of solutions. In 1987, the Brundtland Commission published the first volume of “[Our Common Future](#),” the organization’s main report. In the report it observed that “Major, unintended changes are occurring in the atmosphere, in soils, in waters, among plants and animals. Nature is bountiful but it is also fragile and finely balanced. There are thresholds that cannot be crossed without endangering the basic integrity of the system. Today we are close to many of those thresholds.”

The Brundtland commission is credited with crafting the most prevalent definition of sustainability, as seen below. **Sustainable development is that which meets the needs of the present generation without compromising the ability of future generations to meet their own needs.**

Environmental sustainability is defined as the ability of the environment to continue to function properly indefinitely. This involves meeting the present needs of humans without endangering the welfare of future generations. This can be explained as in the following table.

| Consumption of renewable resources | State of environment | Sustainability |
|---|-----------------------------|-----------------------------|
| More than nature's ability to replenish | Environmental degradation | Not sustainable |
| Equal to nature's ability to replenish | Environmental equilibrium | Steady-state Sustainability |
| Less than nature's ability to replenish | Environmental renewal | Sustainable development |

Sustainable development is a development process which ensures the confluence of three preoccupations namely economic, environmental and social as depicted below.



State Of The Environment Report - 1999, Ministry of Environment and Forests, Government of India. lists the following agenda for attaining sustainable development

Development plans have to ensure:

- Sustainable and equitable use of resources for meeting the needs of the present and future generations without causing damage to environment.
- To prevent further damage to our life-support systems;
- To conserve and nurture the biological diversity, gene pool and other resources for long term food security".

Dr. Robert Goodland ecologist in WB pointed to five key pieces of evidence that the earth was at the limits of growth :

- Global warming,
- Ozone hole,
- Widespread land degradation,
- Declining biodiversity and
- High rate of appropriation of the net primary product of terrestrial photosynthesis by humankind.

The primary objective of the Sustainable Development is to reduce the absolute poverty of the world's poor through providing lasting and secure livelihoods that minimize resource depletion, environmental degradation, cultural disruption and social instability (E. Barbier, The Concept of Sustainable Economic Development) But it becomes necessary that poverty reduction will require considerable growth, as well as development, in developing countries. But ecological constraints are real, and more growth for the poor must be balanced by negative throughput growth for the rich.

With the world facing the disasters that are, global warming and ensuing climate change, our development approaches and activities need to be environment friendly to be sustainable.

Global warming is characterized by

- Rise in average atmospheric temperature
- Rise in ocean heat content
- Rise in average sea level
- Decrease in snow cover and ice glaciers

Climate change that is a result of global warming expresses itself with

- Unpredictable long dry spells
- Unseasonal heavy rainfalls
- Frequent and prolonged cyclones

Global warming is a result of Increase in green house gases (Carbon dioxide, Methane and Nitrous oxide), over-exploitation of natural resources and increase in humidity in the atmosphere

Possible impact of climate change in India can result in

- Warmer weather
- Rise in sea level will affect 20,000 villages on 7600 km long coast
- 20% coastal population will be forced to migrate
- 25% population of the country will be exposed to increased cyclone and flood risks
- Melting and receding of Himalayan glaciers reduce the flow of water in rivers
- 70% plants may not adapt to new climatic conditions
- Adverse impact on agriculture

Three factors that are at the root of this are population explosion, the scientific and technological revolution and our way of thinking. All these need to be changed if the impact is to be minimised or avoided.

Some strategies to mitigate the effect can be listed as below.

- Promote Renewable energy
- Ensure Energy Efficiency in industries, power plants, transportation and aviation
- Green buildings
- Afforestation
- Sustainable Agriculture
- Efficient Water Use

Development of wastelands, development of agri-horti-forestry, development of pastures, use of biofuels, bioenergy production, solar and wind energy should be the activities to be promoted on large scale. Soil and water conservation, watershed development, shift to climate change compliant crops like millets, drought proofing of agriculture, integrated farming system and the like need to be implemented in large dimension with community participation.

SCOPE-Arghyam WatSan Fellowship - II Cycle

July 2014 - December 2015

SCOPE is a non-profit society headquartered at Dharwad, Karnataka, India. Started in the year 2000, SCOPE focuses on Rural Development in the areas of sustainable livelihood, natural resource management, improved quality of life and environment.

SCOPE believes in participatory processes leading to mobilization, empowerment and community actions for sustainable development.

Major activities of SCOPE include community mobilization, livelihoods based on natural resources, integrated farming systems and drinking water & sanitation. All the programmes of SCOPE are sensitive to environmental sustainability.

About the Fellowship

SCOPE in collaboration with Arghyam is announcing the second cycle of “Mentoring Young Professionals in Water and Sanitation Management” which is a 18 months (3 semesters) fellowship programme to train, mentor and place 15 Young Professionals (YPs) in the sector of Water and Sanitation. The first cycle of the fellowship programme was successfully completed in 2013.

The selected YPs will obtain monthly fellowship and other supports during the study and on successful completion will get a certificate of accomplishment.

Objectives

- To build capacities of the YPs to assume leadership roles in sanitation and water management issues
- To train the YPs on technical aspects of water and sanitation

- To expose the YPs to developmental frameworks and live examples of development models
- To mentor and motivate the YPs with the help of development professionals with long experience of committed work
- To assist the YPs in understanding the needs of the community through participatory interactions and by designing participatory action plans for overcoming deficits

The broad outline of SCOPE-Arghyam WatSan Fellowship is as follows;

1. Induction

Once selected, the candidates will go through an induction program of 1 month duration comprising classroom and field training.

2. Mentoring

SCOPE will arrange mentoring of the YPs with the help of experienced, committed development professionals who shall also serve as role models for the YPs.

3. Training

The YPs will be trained in water, watershed, groundwater management, sanitation, water quality, waste management, participatory approaches and tools, role of PRI in WatSan, use of technology, project formulation, implementation and monitoring, sectoral studies in water & sanitation and other related subjects. Training will be both class room sessions and hands on, in the field. YPs go on exposure visits and placements to understand issues related to WatSan.

4. Monitoring and Evaluation of YPs

5. Development of Participatory Plans

The YPs will develop participatory plans in their chosen area of action with the help and guidance of their mentors and the Fellowship Coordinator.

6. Placement Assistance

During the course of the Fellowship programme efforts will be made to reach out to different kinds of organisation and Government agencies. They will be invited in the last quarter of fellowship for placements.

The Second Cycle of Fellowship programme starts from July 2014. It is an 18 month (3 semesters) long programme from July 2014 to December 2015. Fifteen Young Professionals (YPs) will be selected based on a written test followed by personal interview and group discussion/presentations.

Eligibility

- Graduates from a recognised university
- Min. 2 years of experience
- PG with /without experience
- Basic knowledge of written and spoken English
- Written and spoken communication skills
- Desire to work in WatSan sector for at least 5 years
- Age not more than 30 years
- Willing to stay in villages during the fellowship program
- Should have basic computer skills

How to Apply

The application should include an up-to-date resume, a recent passport size photograph, names and addresses (including phone & e-mail) of two referees. Please send applications by E-mail to **dr.bhat@scope-india.org** and /

or bhatps@gmail.com, latest by 20th April 2014. Only short-listed candidates will be contacted.

From:Smt. Neeti Sharma

**Suggested Course Structure for Social Sector for RDPR University,
Karnataka**

| Sr. No. | Module Name | Content overview |
|----------------|------------------------------|---|
| 1. | Social Diagnosis | Social Assessment, Participation , Facilitation Participatory Approaches Participatory Rural appraisal(PRA) Tools of PRA |
| 2. | Social Entrepreneurship | Fund Raising , Governance, Social Marketing, Research, Legal, PR & Communication |
| 3 | Social work & Child Rights | Situation Analysis of Children, Policies & Advocacy for Child Rights, Counselling, Child protection & Family support |
| 4. | Social Impact Measurement | Social Return on Investment (SROI), Significant changes, Standard or Non Standard Indicators Direct and Indirect Indicators, Proxy indicators, Stakeholder Analysis Stakeholder Involvement , Logical Framework Analysis, Problem analysis- Objective Analysis |
| 5. | Social Innovation & Research | Innovation in Public Policy & Governance, Dissemination & Outreach of innovation, Sustainable Society, Impact, Generating ideas by understanding needs and identifying potential solutions, Participatory Innovations, participatory Technology Development (PTD) |

| Sr. No. | Module Name | Content overview |
|----------------|---------------------------------|--|
| 6. | Project Management | Finance, Human Resource Management, Accountability, Resource Utilization, Capacity Building, Monitoring and Learning |
| 7. | Leadership & Management | Leading & Managing for the future, Strategic enterprises in the social sector, Personal & Team effectiveness, Public Sector Management, Strategic Management in Non-Profit Organizations |
| 8. | Corporate Social Responsibility | Philanthropy, Planning & Strategizing, CSR & Sustainability, Execution, Tools & Techniques |
| 9. | Development | Approaches, Development Indices |

The last twenty years of economic reforms have demonstrated that growth is a necessary but not sufficient condition for sustained poverty reduction. Sustainable poverty reduction needs access. And access comes from the 3Es (Education, Employability and Employment). Our Higher Education system needs to deliver quantity, quality and inclusiveness. However, the current regulatory regime is sabotaging all the three requirements.

53% of employed youth in India suffer some degree of skill deprivation while only 8% of youth are unemployed. 57% of India's youth suffer some degree of unemployability .

The 82.5 million unemployable youth fall into three skill repair buckets:

Last mile repair (< 0.5 years) 5.3 million

Interventional repair (0.5-1 year) 21.9 million

Structural repair (1-2 years) 55.4 million

Last mile repair above suggests, simple training in certain basic business etiquettes, communication skills, soft skills and certain generic skills which many of the educated people take for granted, be it even as simple as 'how to wear a tie'. This is exactly the kind of training which a candidate will get if he is given access to the workplace via apprenticeship programs. The source of the problems lies in the mismatch between Demand and Supply; 90% of employment opportunities require vocational skills but 90% of our college/ school output has only bookish knowledge. High dropout rates (57% by Grade 8) are incentivized by the low returns of education; 75% of school finishers make less than Rs 50,000 per year. The poor quality of skills/ education show up in low incomes rather than unemployment; 45% of graduates make less than Rs 75,000 per year. The situation is becoming more urgent because agriculture is unviable; 96% of farm households have less than 2 hectares. 70% of our population and 56% of our workforce produce 18% of GDP. Demographics can be a dividend or a disaster because 300 million youth will enter the labour force by 2025. In fact 25% of the world's workers in the next four years will be Indian. We also believe that our 50% self-employment rate does not reflect entrepreneurship but our failure to create non-farm jobs and skills. The skill deficit hurts more than the infrastructure deficit because it sabotages equality of opportunity and amplifies inequality while poor infrastructure maintains inequality (it hits rich and poor equally)

As we are aware, India has a significant demographic dividend due to its large and growing population in the age group of 15 – 59 years. The large working age population is estimated to be upwards of 600 million currently and can make a significant contribution to the country's growth if made productive.

The Vocational Training infrastructure in India consists mainly of Government ITIs (Industrial Training Institutes) and ITCs (Industrial Training Centers), and is vastly inadequate to meet the varied skills required by the Industry. 90% of jobs today require skills where freshers out of schools / colleges possess 90%

knowledge and 10% skills as almost all of them do not receive any kind of formal or informal vocational skills within our Education System.

This leaves a large gap to be filled and the Private Sector can play a key role in developing Vocational Skills . However, the Private Sector players face many challenges in being able to develop a scalable model for Vocational Training . Private training providers are unable to setup adequate training facilities due to the lack of access to credit and financing of initial investments.

Another area of concern for Private training providers is the level of Government bureaucracy they have to face in order to register their training institution, accreditation and certification of courses thereby rendering many institutions unaccredited.

Other concerns faced by Private Training providers is that of finding Skilled Training, Training the Trainers, Attracting job seekers into classrooms for training as there is very little prestige attached to Vocational Training. Another challenge faced by the Private Training providers is “Who pays for the training” ?High attrition makes employers unwilling to pay for training for candidates; they are willing to pay for trained candidates though. Candidates, on the other hand, are unwilling to pay for training but ready to pay for a job. Third party financiers like micro-finance or banks are unwilling to lend for vocational training unless a job is guaranteed. The government wants to pay for outcomes and has not figured out how to do that effectively, efficiently or honestly. And training companies are unable to fill up classrooms because the many students who need skills or “repair” can’t afford their courses.

Quality of Vocational Training Providers:

The need for Skills Development in India is humungous and it would take many organizations together to start filling the skills gap. However, quality cannot be compromised for want of quantity.

Employability is a bigger challenge than Employment. Private training organizations should map industry requirement and provide training to job seekers that match what the industry requires and ensure the job seekers become Employable. Every Skills Development program should lead to an Apprenticeship and / or a Job, failing which the intent of providing skills is lost. Job roles need to be identified and defined such that the trainings are mapped to the Job roles. Right fitment of a Job Seekers Knowledge and Skills to a Job Role is extremely important. If the job seeker does not fit the job requirement, he / she will not be productive in the job and thereby attrition would increase. Assessing a job seeker before he / she either takes up a Skills Development program or a Job would enable Training Organizations to do a better match. There are many assessing companies that provide skills assessments; however Private Training Organizations can build their own Assessments in order to identify a Job Seekers Knowledge, Skills and Behavior.

The broad principles for a better educational regime have to do with better regulation of quality, incentives that are aligned, and the creation of an ecosystem where preparation is in line with the requirements. This will only be possible in a decentralized environment that encourages the entry of a range of educational and vocational training options.

**Karnataka State Rural Development and
Panchayat Raj University Draft Bill**

**KARNATAKA STATE RURAL DEVELOPMENT AND
PANCHAYAT RAJ UNIVERSITY BILL, 2015**

Bill No.____of 2015

An Act to provide for establishment of a university for Rural Development and Panchayat Raj in The State of Karnataka for teaching, training, research (pure, applied, participatory and developmental) and matters concerned therewith.

Whereas it is expedient to provide for the establishment of a separate university for Rural Development be it enacted by the Karnataka State Legislature in the sixty eighth year of the Republic of India as follows.

1. Short title, extent and commencement:

- (1) This Act may be called the Karnataka State Rural Development and Panchayat Raj University Act, 2014.
- (2) It shall extend to whole of the State of Karnataka.
- (3) It shall come into force on the date of notification in the Official Gazette.

2. Definitions.- In this Act, unless the context otherwise requires,-

- a. "Academic Council" means the Academic Council of the Karnataka State Rural Development and Panchayat Raj University;
- b. "Centre of Research and Innovation" means a Centre of the University charged with the responsibility of undertaking research and innovation commensurate with the objects of the Act as decided by appropriate authorities.
- c. "Chairman" means the Chairman of the Executive Council;

- d. "Director Training, Publication and Supervision" means a Director appointed as the Director of Training, Publication and Supervision of all Schools appointed as per the statute framed under this Act.
- e. "Director Research and Innovation" means a director appointed as the director of Centre of Research and Innovation appointed as per the statute framed under this Act.
- f. "Executive Council" means the Executive Council of the Karnataka State Rural Development and Panchayat Raj University;
- g. "Faculty Council" means a Council of the Faculty members and heads of all schools;
- h. "Registrar" means the Registrar of the Karnataka State Rural Development and Panchayat Raj University;
- i. "Regulations" means the regulations of the Karnataka State Rural Development and Panchayat Raj University made under this Act;
- j. "Schedule" means the Schedule appended to this Act;
- k. "School" means, a school of the University providing any course of study and training in rural development and panchayat raj for admission to the examination leading to award of degrees, diplomas, certificates and other academic distinctions of the University established under this Act or a statute made under this Act.
- l. "School of Agri-Business Management and Management of Rural Development means a school of the university charged with the responsibility of undertaking education and research in Agri-Business and Management of Rural Development".

- m. "School of Rural Development and Panchayat Raj" means a School of the university charged with the responsibility of strengthening Panchayat Raj Institutions and Rural Development through policy guidance, programme implementation, monitoring, evaluation and related activities.
- n. "School of Environmental Science and Public Health and Sanitation Management", means a school charged with the responsibility of undertaking studies, research and innovation in Environmental Science Public Health and Sanitation commensurate with the objects of all round rural development.
- o. "School of Social Science and Rural Reconstruction " means a school of the University charged with the responsibility of undertaking study, research and innovation in social issues involved in the process of rural development.
- p. "School of Skill and Entrepreneurship Development" means a School charged with the responsibility of equipping the target groups with necessary skills enabling them acquire abilities of entrepreneurship, reaching the benefits of scientific developments to the target groups, hone their skills, identify capabilities and promote them and extend a helping hand to the potential entrepreneurs as decided by appropriate authorities.
- q. "University" means the Karnataka State Rural Development and Panchayat Raj University incorporated under section 3 of this Act.
- r. "Vice Chancellor" means the Vice Chancellor of the Karnataka State Rural Development and Panchayat Raj University.

3. Establishment and Incorporation of the Karnataka State Rural Development and Panchayat Raj University.-

- (1) There shall be established a University called “The Karnataka State Rural Development and Panchayat Raj University” for realizing and furthering the vision, mission and objectives set out in section 4.
- (2) The University shall be a body corporate having perpetual succession and a common seal, with power to acquire, hold and dispose of property, both movable and immovable, and shall sue and be sued by the said name.
- (3) The headquarters of the University shall be at **GADAG** with regional centres established at such other places with the prior approval of the government within the state as it may deem fit.

4. The Vision, Mission and Objectives of the Karnataka State Rural Development and Panchayat Raj University:

(1) Vision:

To act as centre of excellence to transform rural society by the creation of a dedicated, committed human resource which participates in the rural development process to ensure sustainable rural development and broad based improvement in the quality of life of rural population.

(2) Mission:

To impart education and training to various stake holders for rapid economic growth and sustainable development that reduces poverty and creates employment opportunities, access to essential services in health, education and skill development, leading to

inclusive growth through the democratic mechanism of Panchayat Raj institutions, where people decide their own welfare and economic and socio-political development.

(3) Objectives:

- (1) Continuous pursuit of excellence in teaching, learning and Research.
- (2) To evolve, promote and impart higher education for development of techno-managerial cadres to take up emerging challenges for the transformation of rural areas, through inclusive growth and integrated rural development.
- (3) To start courses leading to award of Doctorates, Post Doctorates, Post graduates, graduates, Diploma and certificate holders with an interdisciplinary and integrated base to design solutions for the complex and diverse issues of rural development.
- (4) To establish regional centres of rural development at each region with more emphasis on skill development leading to increased employment opportunities.
- (5) To establish centres of learning using outreach sources-such as progressive farmers and industry houses etc, establishing pilot demonstration units on selected activities of rural development at track record rural persons, village Panchayats, Taluk Panchayats, and Zilla Panchayats, etc, and also establish technology parks and Bio-village resource centres of learning.
- (6) To create chairs and institute studies on special aspects of

rural development such as social customs, drinking water, Bio-fuel and energy, foods and nutrition, value chain, skilling and goods manufacturing units, packaging, branding –and marketing, networking of required urban services and facilitating them through rural broadband online links, etc.,

- (7) To attract guest lecturers from national and international proven track record institutions which can facilitate rural development and also people with rural wisdom and experience.
- (8) To organize Orientation Programmes for the new recruits of government departments, provide training in collaboration with the state government to personnel engaged in rural development; organize Refresher Courses to the officers and other staff of the government departments; organize training programmes for the elected representatives of various democratic institutions.
- (9) Organizing conferences, workshops and seminars etc on annual basis to update what is happening in rural development for future planning and improvement in the rural development studies and programmes.
- (10) To undertake basic, applied and strategic intensive research on all and Regional-organizations, Universities and facets of rural development per se by involving university faculties, students and rural communities through a networking approach involving International, National Institutions.
- (11) Identify problems of the rural sector requiring science and technology inputs and solve these within the paradigm of

sustainable development involving the faculty and students of this university and rural community

- (12) To do in depth research on probable disasters of various magnitude which can affect rural society, evolve measures and means for their mitigation to avoid all types of losses and distress.
- (13) To function as a centre of excellence for extension, skilling and entrepreneurship through use of modern information and communication technologies to work towards integrated rural development.
- (14) To design and provide virtual academy consisting of four way information between scientific institution consortiums (Laboratory-to-Laboratory), between institutions and users (Laboratory to land) between traditional rural knowledge base to technical experts (Land-to-Laboratory) and for Lateral learning between rural families (Land-to-land)
- (15) To help create special institutional structures and schemes for nurturing leadership and managerial skills among the youth in regional, village and community level leading to entrepreneurship with special focus on the most backward regions/villages/communities.
- (16) To provide all-round opportunities for trainings, skilling and providing incubation facilities for entrepreneurship development in such of the essential branches of learning leading towards service providing, employment and wealth creation through promotion of a classless, casteless and creedless society achieving the goal on integrated and

sustainable rural development on Gandhian Ideology (Gram Swaraj)

- (17) To promote access to rural services for underprivileged segment, children, women elderly and disabled people through a common village resource and service centres and enable social justice and equitable status in the society.
- (18) To promote women empowerment by equipping them to greater access to knowledge and resources, and autonomy in decision making leading to social, economic and political prosperity.
- (19) To Preserve and enrich the cultural wealth and practical wisdom of rural society by generating a sustainable technology base by blending appropriate modern science and technology with traditional knowledge.
- (20) Improve agriculture economy through judicious use of natural resources by adopting integrated farming approach (Agri-Livestock-Horti-Silivi-Seri, etc), processing and value addition (Secondary agriculture) and linking farmers produce and products to multilevel markets.
- (21) To promote establishment of Bio-resource centres to aim at judicious natural resource management, Bio-diversity conservation, soil fertility and renewable energy management, seed banks, custom hire services, organic farming, agroforestry, fodder banks, traditional herbal medicines, health and nutritional aspects, rural enterprises and markets through community participation and management.

- (22) To promote urban centric rural services, and ecotourism etc to establish better harmony to avoid rural – urban divide to leading towards rural economic prosperity and better quality of life.
- (23) To design and develop projects and plans for individual rural family, community, village and panchayat levels on pilot basis for increasing employment opportunities and income of rural masses (both on farm and off farm and non-farm enterprises) to reduce the gap with that of urban population.
- (24) To promote economic development and poverty alleviation through microfinance and microenterprises creation with effective technological interventions.
- (25) To promote creation of self help groups, farmer producer groups, Agribusiness centres, community credit societies and ensure access to government projects, programmes and subsidies through formal financial institutions for adopting newer technologies towards achieving inclusive growth.
- (26) To improve social, psychological and physical health through promotion of community entertainment programmes, festivals, Jatras, and other cultural outfits and institutions, rural sports-games Yoga-meditation, rural health clinics, better food and nutrition management.
- (27) Providing continuous inputs to primary, secondary and vocational education system to enrich the contents of courses and studies aimed at rural need orientation aimed at inclusive growth and integrated rural development.

- (28) To provide consultancy on all aspects of rural development.
- (29) To undertake monitoring and evaluation of national, state, district, taluk and panchayat level rural development programmes share ideas and experiences for their effective implementation.
- (30) To Assist the Government in formulation of policies, Governance, management and execution of rural development programmes through panchayat raj institutions.
- (31) To take up any other activity assigned by the government.
- (32) Prepare students for leadership, develop their managerial potential through enlightened learning, field work and by participating with community.
- (33) Promote and preserve academic freedom, ensure diverse ways of Learning, develop mastery over professions and channelize faculty and students talent towards dedicated rural development work and community services.
- (34) Promote feeling among students that “we should learn together, grow together and work together with people. Make efforts to bridge the “Trust Deficit gap “between people and change agents.
- (35) University should have open door policy for field practitioners, NGO’s, innovators, renowned social workers, to be invited to supplement the teaching efforts of its Faculty.
- (36) As Part of “Advocacy”. Faculty members to engage themselves in

research projects on cutting age issues of rural development process and come out with solutions and advice Government in formulating development policy framework.

5. Powers and functions of the University.- The powers and functions of the University shall be,-

- (i) to administer and manage the School of Rural Development, School of Agri-Business, School of Environmental Science, School of Social Sciences and Rural Reconstruction, School of Skill and Entrepreneurship Development Activities and such centres for research, education and instruction as are necessary for the furtherance of the objects of the University;
- (ii) to provide for instruction in such branches of knowledge or learning pertaining to rural development and panchayat raj, as the University may think fit and to make provision for research and for the advancement and dissemination of knowledge of rural development and panchayat raj;
- (iii) to enter into Public Private Partnerships to carry out the objectives of the Act.
- (iv) to organise and undertake extra-mural and experiential teaching and extension activities;
- (v) to hold examinations and to grant diplomas or certificates, and to confer degrees and other academic distinctions on persons subject to such conditions as the University may determine and to withdraw any such diplomas, certificates, degrees or other academic distinctions for good and sufficient cause;

- (vi) to confer honorary degrees or other distinctions in the manner laid down in the regulations;
- (vii) to fix, demand and receive fees and other charges;
- (viii) to institute and maintain halls and hostels and to recognise places of residence for the students of the University and to withdraw such recognition accorded to any such place of residence;
- (ix) to establish and adopt such schools, special centres, specialized study centres or other units for research and instruction as are, in the opinion of the University, necessary for the furtherance of its objects;
- (x) to supervise and control the residence and to regulate the discipline of the students of the University and to make arrangements for promoting their health;
- (xi) to make such arrangements in respect of the residence, discipline and teaching of lady students;
- (xii) to create academic, technical, administrative, ministerial and other posts and to make appointments thereto;
- (xiii) to regulate and enforce discipline among the employees of the University and to take such disciplinary measures as may be deemed necessary;
- (xiv) to institute professorships, associate professorships, assistant professorships, readerships, lecturer ships, and any other teaching, academic or research posts required by the University;

- (xv) to appoint persons as professors, associate professors, assistant professors, readers, lecturers or otherwise as teachers and researchers of the University;
- (xvi) to institute and award fellowships, scholarships, prizes and medals;
- (xvii) to provide for printing, reproduction and publication of research and other works and to organize exhibitions;
- (xviii) to sponsor and undertake research in all aspects of rural development and panchayat raj;
- (xix) to co-operate with any other organization in the matter of education, training and research in rural development and panchayat raj and allied subjects for such purposes as may be agreed upon on such terms and conditions as the University may from time to time determine;
- (xx) to co-operate with institutions of higher learning in any part of the world having objects wholly or partially similar to those of the University, by exchange of teachers and scholars in such manner as may be conducive to the common objects;
- (xxi) to regulate the expenditure and to manage the accounts of the University;
- (xxii) to establish and maintain within the University's premises or elsewhere, such class rooms, and study halls, trial fields, workshops and other facilities as the University may consider necessary and adequately furnish/ equip the same and to

- establish and maintain such laboratories, libraries and reading rooms as may appear convenient or necessary for the University;
- (xxiii) to receive grants, subscriptions, donations and gifts for the purpose of the University and consistent with the objects for which the University is established;
 - (xxiv) to purchase, take on lease or accept as gifts or otherwise any land or building or works, which may be necessary or convenient for the purpose of the University and on such terms and conditions as it may think fit and proper and to construct or alter and maintain any such building or works;
 - (xxv) to sell, exchange, lease or otherwise dispose of all or any portion of the properties of the University, moveable or immovable, on such terms as it may think fit and proper without prejudice to the interest and activities of the University;
 - (xxvi) to draw and accept, to make and endorse, to discount and negotiate, Government of India and other promissory notes, bills of exchange, cheques or other negotiable instruments;
 - (xxvii) to execute conveyances, transfers, re-conveyances, mortgages, leases, licenses and agreements in respect of property, moveable or immovable including Government securities belonging to the University or to be acquired for the purpose of the University;
 - (xxviii) to appoint in order to execute an instrument or transact any business of the University any person as it may deem fit;
 - (xxix) to close any classes or departments/ Directorates of the University;

- (xxx) to enter into any agreement with Central Government, State Governments, the University Grants Commission or other authorities for receiving grants;
- (xxxi) to accept grants of money, securities or property of any kind on such terms as may deem expedient;
- (xxxii) to raise and borrow money on bonds, mortgages, promissory notes or other obligations or securities founded or based upon all or any of the properties and assets of the University or without any securities and upon such terms and conditions as it may think fit and to pay out of the funds of the University, all expenses incidental to the raising of money, and to repay and redeem any money borrowed;
- (xxxiii) to invest the funds of the University or money entrusted to the University in or upon such securities and in such manner as it may deem fit and from time to time transpose any investment;
- (xxxiv) to make such regulations as may, from time to time, be considered necessary for regulating the affairs and the management of the University and to alter, modify and to rescind them;
- (xxxv) to constitute for the benefit of the academic, research, technical, administrative and other staff, in such manner and subject to such conditions as may be prescribed by the regulations, such as pension, insurance, provident fund and gratuity as it may deem fit and to make such grants as it may think fit for the benefit of any employees of the University, and to aid in establishment and support of the associations, institutions, funds, trusts and

conveyance calculated to benefit the staff and the students of the University;

(xxxvi) to delegate all or any of its powers to the Vice chancellor of the University or any committee or any sub-committee or to any one or more members of its body or its officers; and

(xxxvii) to do all such other acts and things as the University may consider necessary, conducive or incidental to the attainment or enlargement of the aforesaid objects or any one of them.

6. Teaching of the University.-

(1) All recognized teaching in connection with the degrees, diplomas and certificates of the University shall be conducted, under the control of the Vice Chancellor, by the teachers of the Schools in accordance with the syllabus prescribed by the regulations.

(2) The courses and curricula and the authorities responsible for organizing such teaching shall be as prescribed by the regulations.

7. Research of the University.-

All research and innovation activities of the University shall be conducted, under the control of the Vice Chancellor, by the officers/ teachers/ researchers, in accordance with the norms prescribed by the regulations under the Centre of Research and Innovation.

8. The Chancellor.-

(1) The Governor of Karnataka shall by virtue of his office be the Chancellor of the University.

(2) The Chancellor shall be the Head of the University and shall preside over the convocations of the University.

- (3) No Honorary degree shall be conferred by the University on any person except with the previous approval of the Chancellor.
- (4) The Chancellor shall have the right cause an inspection to be made by a person or persons as he may direct, of the University, its buildings, museums, workshops, laboratories and equipments and of any institution maintained by the University and also of the examination, teaching and other works conducted or done by the University and into any specific allegations against any employee of the University and in any matter connected with or ancillary thereto.
- (5) The Chancellor shall in every case give notice to the University of his Intention to cause an inspection or inquiry to be made, and the University shall be entitled to appoint a representative who shall have the right to be present and be heard at such inspection or inquiry.
- (6) The Chancellor may address the Vice Chancellor with reference to the result of such inspection or inquiry, and the Vice Chancellor shall communicate to the Executive Council the views of the Chancellor along with such advice as the Chancellor may have offered on the action to be taken thereon.
- (7) The General Council shall communicate through the Vice Chancellor to the Chancellor such action, if any, as it proposes to take or has been taken on the result of such inspection or inquiry.
- (8) In case of any allegations against the Vice Chancellor, the Chancellor may, if he deems fit, cause an enquiry done by a retired High Court Judge. If the allegations are proved, he may take appropriate action after providing an opportunity of hearing to the Vice Chancellor.

- (9) The Chancellor shall exercise such other powers and perform such functions as may be conferred upon him by or under this Act.

9. The Pro-Chancellor.-

- (1) The Minister in charge of Rural Development and Panchayat Raj in Karnataka shall be the Pro-Chancellor by virtue of his office.
- (2) The Pro-Chancellor shall preside over the convocation of the University in the absence of the Chancellor.
- (3) The Pro-Chancellor shall exercise such powers and functions of the Chancellor as may be conferred on him by or under this Act or under the Statutes. He shall also exercise such other powers and perform such other duties of the Chancellor as the Chancellor may by order in writing delegate to the Pro-Chancellor, and such delegation may be subject to such restrictions and conditions as may be specified in such order.

10. Officers of the University.- The following shall be the officers of the University, namely.-

- (1) the Vice Chancellor
- (2) the Registrar;
- (3) the Director, Training, Publication and Supervision of all schools
- (4) the Director, Centre for Research, Innovation and Evaluation.
- (5) head of all Schools.
- (6) other Officers as may be prescribed by the Regulations.

11. Authorities of the University.- The following shall be the authorities of the University-

- 1) the Executive Council;
- 2) the Academic Council;

- 3) the Director, Training, Publication and Supervision of all schools
- 4) the Director, Centre for Research, Innovation and Evaluation.
- 5) the Faculty Council;
- 6) the Finance Committee;
- 7) the Works Committee; and
- 8) such other authorities as may be declared as such.

12 . The Executive Council.-

- (1) The Executive Council shall be the chief executive body of the University.
- (2) The administration, management and control of the University and the income thereof shall be vested with the Executive Council which shall control and administer the property and funds of the University.

13. The Academic Council.-

The Academic Council shall be the academic body of the University, and shall, subject to the provisions of this Act and the regulations, have power of control and general regulation of, and be responsible for, the maintenance of standards of instruction, education, research and examination of the University, and shall exercise such other powers and perform such other duties as may be conferred or imposed upon it by this Act or the regulations. It shall have the right to advise the Executive Council on all academic matters.

14. The Faculty Council :-

The Faculty Council shall be the Council of Faculty members and the Head of school including the Head of all Regional schools and other Experts of respective subjects shall be responsible for maintenance of standards of institution, education, research and improvement through continuous process of consultation and discussions.

15. Regulations.-

- (1) Subject to the provisions of this Act, the Executive Council shall have, in addition to all the other powers vested in it, the power to frame regulations to provide for the administration and management of the affairs of the University:

Provided that the Executive Council shall not make any regulation affecting the status, powers or constitution of any authority of the University until such authority has been given an opportunity of expressing an opinion in writing on the proposed changes, and any opinion so expressed shall be considered by the Executive Council;

Provided further that except with the prior concurrence of the Academic Council, the Executive Council shall not make, amend or repeal any regulation affecting any or all of the following matters, namely:-

- (a) the constitution, powers and duties of the Academic Council;
- (b) the authorities responsible for organizing teaching, research, extension and related academic programmes;
- (c) the withdrawal of degrees, diplomas, certificates and other academic distinctions;
- (d) the establishment and abolition of faculties, departments, halls and institutions;
- (e) the institution of fellowships, scholarships, studentships, exhibitions, medals and prizes;

- (f) conditions and modes of appointment of examiners or conduct or standard of examinations or any other course of study;
 - (g) mode of enrolment or admission of students;
 - (h) examinations to be recognized as equivalent to University examinations.
- (2) The Academic Council shall have the power to propose regulations on all the matters specified in (a) to (h) above and matters incidental and related thereto in this regard.
- (3) Where the Executive Council has rejected the draft of a regulation proposed by the Academic Council, the Academic Council may appeal to the Chancellor and the Chancellor, may, by order, direct that the proposed regulation may be laid before the next meeting of the General Council for its approval.
- (4) The regulations made by the Executive Council shall be submitted to the Chancellor through the Government for approval.

16. Appointment of a University Review Commission.-

- (1) The Chancellor shall at least once in every five years constitute a commission to review the working of the University and to make recommendations.
- (2) The commission shall consist of not less than three eminent educationists, one of whom shall be the chairman of such commission appointed by the Chancellor in consultation with the State Government.

- (3) The terms and conditions of the appointment of the members shall be such as the Chancellor may determine.
- (4) The commission shall after holding such enquiry as it deems fit, make its recommendation to the Chancellor.
- (5) The Chancellor may take such action on the recommendations as he deems fit.

17. Action not invalidated merely on the ground of defect in constitution, vacancy, etc.-

- (1) Notwithstanding that the General Council, the Executive Council, the Academic Council or any other authority or body of the University is not duly constituted or there is a defect in its constitution or reconstitution at any time and notwithstanding that there is a vacancy in the membership of any such authority or body, no act or rule or proceedings of such authority or body shall be invalidated on any such ground or grounds.
- (2) No resolution of any authority or body of the University shall be deemed to be invalid on account of any irregularity in the service of notice upon any member provided that the proceedings of such authority or body were not prejudicially affected by such irregularity.

18. Removal of difficulties at the Commencement.-

If any difficulty arises with respect to the establishment of the University or in connection with the first meeting of any authority of the University or otherwise in giving effect to the provisions of this Act and the regulations, the Chancellor may, at any time, within two years of commencement of this Act, before all authorities of the University have been constituted, by order, make any appointment or do anything consistent, so far as may be, with the provisions of

this Act and the regulations, which appear to him necessary or expedient for the purpose of removing the difficulty and every such order shall have effect as if such appointment or action had been made or taken in the manner provided in this Act and the regulations:

Provided that before making any such order the Chancellor shall ascertain and consider the opinion of the Vice Chancellor and of such appropriate authority of the University as may have been constituted.

19. Transitory Provisions.-

1. Notwithstanding anything in this Act, and the regulations, the Vice Chancellor may, with the previous approval of the Chancellor and subject to the availability of funds, discharge all or any of the functions of the University for the purpose of carrying out the provisions of this Act and the regulations and for that purpose may exercise any powers or perform any duties, which by this Act and the regulations are to be exercised or performed by any authority of the University until such authority comes into existence as provided by this Act and the regulations.

2. Transitory powers of the first Vice-Chancellor.-

It shall be the duty of the first Vice-Chancellor to make arrangements for constituting the, Executive Council, Academic Council and Finance Committee such other authorities of the University within three months of the notified date as the Government may, by notification, direct.

3. The first Vice-Chancellor shall with prior approval of the Government make such rules as may be necessary for the functioning of the University.

4. It shall be the duty of the first Vice Chancellor to draft such statutes as may be necessary and submit them to the Executive Council for their approval. Such statutes when framed shall be published in the Karnataka Gazette.

20. Authorities and officers of the University etc.-

The authorities of the University and their composition, powers, functions and other matters relating to them, the officers of the University and their appointment, powers, functions and other matters relating to them and all other matters relating to the finances, powers, teaching, administration and management of the affairs of the University shall, subject to the provisions of this Act be as specified in the Schedule or as may be provided by the regulations.

21. Indemnity.-

No suit, prosecution or other legal proceedings shall lie against and no damages shall be claimed from, the University, the Vice Chancellor, the authorities or officers of the University or any other person in respect of anything which is in good faith done or purporting to have been done in pursuance of this Act or any regulations made there under.

22. Power to amend Schedule.

- (1) The Executive Council may, with the prior approval of the Chancellor and the State Government, by notification amend either prospectively or retrospectively, the Schedule.
- (2) A copy of every notification made under sub-section (1) shall be laid before each House of the State Legislature, as soon as may be, after it is made.

23. Act to have overriding effect.-

The provisions of this Act and any regulation made there under shall have effect notwithstanding anything inconsistent therewith contained in any other law for the time being in force or in any instrument having effect by virtue of any law other than this Act.

SCHEDULE

1. Membership of the Executive Council.-

The Executive Council shall consist of the following, namely.-

- (a) the Vice Chancellor- Chairman
- (b) one member nominated by the Chancellor
- (c) one Vice Chancellor of Agriculture/ Horticulture/ Animal Husbandry University nominated by the Chancellor.
- (d) one Vice Chancellor of a professional university like Technology/ Health University nominated by the Chancellor.
- (e) Six members nominated by the government of whom one shall be a person belonging to General Category, one shall be a Woman Member, one shall be a person belonging to other Backward Classes, one shall be a person belonging to Religious Minority, one shall be a person belonging to Scheduled Caste and one person who belongs to Scheduled Tribe.
- (f) The Director, RDPR University.
- (g) The Director, Training, Publication and Supervision of all schools

- (h) The Director, Centre for Research, Innovation and Evaluation.
- (i) one reputed Non Governmental Organization nominated by the Chancellor.
- (j) the Principal Secretary, RDPR; the Principal Secretary, Department of Agriculture, the Principal Secretary, Social Welfare Department and the Principal Secretary, Health Department and Principal Secretary, Labour Department shall be ex-officio members.
- (k) Registrar shall be the ex-officio Member Secretary.

Explanation: Only such of the persons who have made significant contribution in the field of rural development and strengthening of local democratic institutions, generation of employment, imparting of skills, and social service in rural area shall be considered in case of nomination of persons other than those holding offices contemplated under respective sub-clauses above.

2. Term of Office of Executive Council.-

- (1) A member of the Executive Council shall cease to be a member if he resigns or becomes of unsound mind or becomes insolvent or is convicted of a criminal offence involving moral turpitude or if a member other than the Vice Chancellor accepts a full time appointment in the University or if he fails to attend three consecutive meetings of the Executive Council without the leave of the Chairman of the Executive Council.
- (2) Unless their membership of the Executive Council is previously terminated as provided in the above sub-clauses members of the Executive Council shall relinquish their membership on the expiry of three years from the date on which they become members of the

Executive Council but shall not be eligible for re-nomination or re-appointment, as the case may be.

- (3) A member of the Executive Council other than ex-officio member may resign his office by a letter addressed to the Chairman of the Executive Council and such resignation shall take effect as soon as it has been accepted by the Chairman of the Executive Council.
- (4) Any vacancy in the Executive Council shall be filled either by appointment or nomination, as the case may be, of a person by the respective authority, entitled to make the same and the person so appointed or nominated shall hold office so long only as the member in whose place he is appointed or nominated could have held office if the vacancy had not occurred.

3. Powers and functions of the Executive Council.-

Without prejudice to clause 5, the Executive Council shall have the following powers and functions, namely:-

- (1) To appoint, from time to time, the Registrar, the Directors, the Librarian, Professors, Associate Professors, Assistant Professors and other members of the teaching staff, as may be necessary, on the recommendations of the selection committee constituted by regulations for the purpose.

Provided that no action shall be taken by the Executive Council, except in cases covered by the second proviso, in regard to the number, qualifications and emoluments of teachers, otherwise than after consideration of the recommendations of the Academic Council.

Provided further that it shall not be necessary to constitute any selection committee for making appointments,-

- (a) to any supernumerary post; or
 - (b) to the post of professor of a person of high academic distinction, eminence and professional attainment invited by the Executive Council to accept the post.
- (2) To create administrative, ministerial and other necessary posts, to determine the number and emoluments of such posts, to specify minimum qualification for appointment to such posts and to appoint persons to such posts on such terms and conditions of service as may be prescribed by the regulations made in this behalf, or to delegate the powers of appointments to such authority or authorities or officer or officers as the Executive Council may, from time to time, by resolution, either generally or specifically, direct.

Provided that in the absence of the Executive Council the Vice Chancellor may make appointments with the prior approval of the State Government.

- (3) To grant in accordance with the regulations leave of absence other than casual leave to any officer of the University and to make necessary arrangements for the discharge of the functions of such officer during his absence.
- (4) To manage and regulate the finances, accounts, investments, property, business and all other administrative affairs of the University and for that purpose to appoint such agents, as it may think fit.
- (5) To invest any money belonging to the University, including any unapplied income, in such stock, funds, shares or securities, as it may from time to time, think fit or in the purchase of immovable

property in India, with the like power of varying such investments from time to time.

- (6) To transfer or accept transfers of any movable or immovable property on behalf of the University.
- (7) To enter into, vary, carry out and cancel contracts on behalf of the University and for that purpose to appoint such officers as it may think fit.
- (8) To provide the buildings, premises, furniture and apparatus and other means needed for carrying on the work of the University.
- (9) To entertain, adjudicate upon, and if it thinks fit, to redress any grievances of the officers of the University, the teachers, the students and the University employees, who may, for any reason, feel aggrieved, otherwise than by an act of a court.
- (10) To appoint examiners and moderators, and if necessary to remove them and to fix their fees, emoluments and travelling and other allowances, after consulting the Academic Council.
- (11) To select a common seal for the University and to provide for the custody of the seal.
- (12) To exercise such other powers and to perform such other duties as may be conferred or imposed on it by or under this Act.

4. Meeting of the Executive Council.-

- (1) The Executive Council shall meet at least once in three months and not less than seven days notice shall be given of such meeting.

- (2) The Registrar shall convene the meeting with prior approval of the Chairman.
- (3) Six members of the Executive Council shall constitute a quorum at any meeting thereof.
- (4) In case of difference of opinion among the members, the opinion of the majority shall prevail.
- (5) Each member of the Executive Council shall have one vote and if there shall be equality of votes on any question to be determined by the Executive Council, the Chairman of the Executive Council, or as the case may be, the member presiding over that meeting shall, in addition, have a casting vote.
- (6) Every meeting of the Executive Council shall be presided over by the Vice Chancellor, and in his absence by a member chosen by the members present to preside on the occasion.
- (7) If urgent action by the Executive Council becomes necessary, the Vice Chancellor may permit the business to be transacted by circulation of papers to the members of the Executive Council. The action proposed to be taken shall not be taken unless agreed to by a majority of members of the Executive Council. The action so taken shall be forthwith intimated to all the members of the Executive Council. The papers shall be placed before the next meeting of the Executive Council for confirmation.

5. Constitution of standing committee and appointment of ad-hoc committees by the Executive Council.-

- (1) Subject to the provisions of this Act and the regulations made in this behalf, the Executive Council may, by resolution, constitute such

standing committees or appoint ad-hoc committees for such purposes and with such powers as the Executive Council may think fit for exercising any power or discharging any function of the University or for enquiring into, reporting or advising upon any matter relating to the University.

- (2) The Executive Council may co-opt such persons to a standing committee or an ad-hoc committee as it considers suitable and may permit them to attend the meetings of the Executive Council.

6. Delegation of powers by Executive Council.-

The Executive Council may, by resolution, delegate to the Vice Chancellor or to a committee, such of its powers as it may deem fit subject to the condition that the action taken by the Vice Chancellor or such committee in the exercise of the powers so delegated shall be reported at the next meeting of the Executive Council.

7. Membership of the Academic Council.-

- (1) The academic council shall consist of the following persons, namely:-
 - (a) the Vice Chancellor, who shall be the chairman thereof;
 - (b) three persons from amongst the educationists of repute or men of letters or eminent public men or industrialists who are not in the service of the University, nominated by the Vice Chancellor;
 - (c) the Director, Training, Publication and Supervision of all schools.
 - (d) the Director, Centre for Research, Innovation and Evaluation.
 - (e) All Heads of the Schools.

- (f) All Heads of Regional centres.
 - (g) Director, Abdul Nazeer Sab State Institute of Rural Development, Mysore
 - (h) Three members of the teaching staff, representing Professors, Associate Professors and Assistant Professors of the University by seniority and rotation nominated by the Vice Chancellor.
 - (i) The Registrar shall be the Member Secretary.
- (2) The term of the members other than ex-officio members shall be three years:
 - (3) One third of members shall constitute quorum at a meeting of the Academic Council. However, at the adjourned meeting of Academic Council no quorum is necessary.
 - (4) Any member nominated to the Academic Council shall be liable to be removed from such membership at any time by the Vice Chancellor on the ground of misbehavior, misconduct, or otherwise after holding an enquiry;
 - (5) Ordinarily the Academic Council shall meet at least once in every four months on such date as may be fixed by the Vice Chancellor. However, special meeting of the Academic Council maybe called by the Vice Chancellor.

8. Powers and duties of the Academic Council.-

Subject to the provisions of this Act and the regulations the Academic Council shall, in addition to all other powers vested in it, have the following powers, namely:-

- (1) to recommend institution of degrees, diplomas, certificate courses and other courses along with the required regulations and curriculum commensurate with the objectives of the University.
- (2) to report on any matter referred or delegated to it by the Executive Council or the Executive Council;
- (3) to make recommendations to the Executive Council with regard to the creation, abolition or classification of teaching posts in the University and the emoluments and the duties attached thereto;
- (4) to formulate and modify or revise schemes for the organization of the directorates/ schools and to assign to them their respective subjects and also to report to the Executive Council as to the expediency of the abolition or sub-division or merging of any of them;
- (5) to make arrangements through regulations for the instruction and examination of persons other than those enrolled in the University;
- (6) to promote research within the University and to require, from time to time, reports on such research;
- (7) to consider academic, research and extension proposals submitted by the faculties and recommend for approval.
- (8) to make regulation regarding admission of students to the university and determine the number of students to be admitted.
- (9) to recognize diplomas and degrees of other universities and institutions and to determine their equivalence in relation to the diplomas and degrees of the University;

- (10) to fix, subject to any conditions accepted by the Executive Council, the time, mode and conditions of competition for fellowships, scholarships and other prizes, and to award the same;
- (11) to approve appointment of examiners and if necessary their removal and the fixation of their fees, emoluments and travelling and other expenses;
- (12) to awards stipends, scholarships, medals and prizes and to make other awards in accordance with the regulations and such other conditions as may be attached to the awards;
- (13) to make recommendation to the Executive Council regarding conferment of honorary degrees not exceeding three in an Academic year.
- (14) to make recommendation regarding the qualifications to be prescribed for the appointment and promotion for teachers and service personnel of the university.
- (15) to consider and approve memorandum of understanding and memorandum of agreement with educational, research, corporate and other institutions and public private partnership agreements.
- (16) to perform, in relation to academic matters, all such duties and to do all such acts as may be necessary for the proper carrying out of the provisions of this Act and the regulations.

9. Procedure of the Meetings of the Academic Council.-

- (1) The Academic Council shall meet as often as may be necessary, but not less than two times during an academic year.

- (2) One Third members of the Academic Council shall form quorum for a meeting of the Academic Council.
- (3) In case of difference of opinion among the members, the opinion of the majority shall prevail.
- (4) Each member of the Academic Council, including the Chairman of the Academic Council, shall have one vote and if there shall be an equality of votes on any question to be determined by the Academic Council the Chairman of the Academic Council or as the case may be, the member presiding over the meeting, shall, in addition, have a casting vote.
- (5) Every meeting of the Academic Council shall be presided over by the Chairman of the Academic Council and in his absence, by the senior most director present.
- (6) If urgent action by the Academic Council becomes necessary, the Chairman of the Academic Council may permit the business to be transacted by circulation of papers to the members of the Academic Council. The action proposed to be taken shall not be taken unless agreed to by a majority of members of the Academic Council. The action so taken shall be forthwith intimated to all the members of the Academic Council. The papers shall be placed before the next meeting of the Academic Council for information.

10. Centre of Research, Innovation and Evaluation:-

- (1) There shall be a Centre of Research and Innovation consisting of the following member namely:-
 - (i) The Vice-Chancellor-Chairperson;

- (ii) The Director, Training, Publication and Supervision of all schools.
- (iii) Finance Officer.
- (iv) All Heads of Schools and Regional Centres;
- (v) Two progressive farmers with specialized knowledge and experience in rural development nominated by the Vice-Chancellor.
- (vi) Commissioner for Employment and Training, Government of Karnataka
- (vii) The Director, Government Tool Room and Training Centre.
- (viii) Commissioner for Industrial development and Director of Industries and Commerce
- (ix) Director, Nirmithi Kendra.
- (x) Director SIRD, Mysore
- (xi) Director, Panchayat Raj
- (xii) Representative of Karnataka State Rural Livelihood Promotion Society.
- (xiii) Director, Women and Child Welfare
- (xiv) Director, AYUSH
- (xv) Two outstanding Academicians nominated by the State Government not in the service of the University.

- (xvi) One member each from Zilla Panchayat, Taluk Panchayat and Grama Panchayat nominated by the Government of whom one shall be a woman.
 - (xvii) One Agro Industrialist nominated by the State Government in respect of any meeting for availing the benefit of their specialized knowledge of subjects on the agenda of such meeting;
 - (xviii) The Director of Research and Innovation and Evaluation – Member Secretary
- (2) The Chairman may invite any of the following members to attend the meetings as and when the need arises.
- (i) The Director of Horticulture/ The Director of Sericulture.
 - (ii) The Director of Agriculture, Government of Karnataka.
 - (iii) The Chief Conservator of Forests, Research & Training, Government of Karnataka;
 - (iv) Managing Director, Karnataka Renewable Energy Development Ltd.
 - (v) CEO of Karnataka Khadi and Village Industries.
 - (vi) Director of Health and Family Welfare or his nominee
 - (vii) Director of Water Supply and Sanitation, RDPR Department.
 - (viii) Managing Director Rajiv Gandhi Housing Corporation
 - (ix) Commissioner of Textiles

- (x) Managing Director, Karnataka Soaps and Detergents Ltd.
- (3) All Members of the Research Council and Extension other than the ex-officio members shall hold office for a term of three years.
- (4) Procedure for meetings shall be as laid down in the regulations framed from time to time

11. Functions of Centres of Research, Innovation and Evaluation.-

The Centre of Research and Innovation shall consider and make recommendations in respect of;-

- (i) Research programs and projects undertaken or to be undertaken by the various University units in the field of Rural Development and Panchayat Raj and other allied subjects with a view to promote effective co-ordination.
- (ii) Physical, fiscal and administrative facilities required for implementing research projects;
- (iii) Orienting research to meet the needs of the rural stakeholders
- (iv) Integration of research, extension, teaching and participation of research workers in teaching and extension activities.
- (v) Foster and co-ordinate public, private and rural community partnership in research.
- (vi) Factors contributing to rural development and panchayat raj through pure, applied and participatory research and develop eco-friendly technologies.

- (vii) Promotion of innovative activities, development and research in partnership with communities, government, relevant research institutions and other development agencies including non-governmental organizations and institutions.
- (viii) Partnership with State/ National and International institutions and agencies for cross learning, exchange and research purposes.
- (ix) Integrated energy modules (electrical, wood, wind, biogas, biomass, solar) and systems for efficient utilization to attain self sufficiency.
- (x) Create research opportunity for evaluating and commercialization of ethnic, cultural heritage, traditional knowledge, skill and wisdom existing in rural communities and passing on the economic benefit to innovators and stake holders.
- (xi) Evolving policies and promoting practices to improve agriculture productivity through judicious natural resource management technology adoption and to generate higher income through integrated farming system approach (Agri-horti-silvi-Livestock)
- (xii) Enabling policies for rural infrastructure, agro and non-agro based industries, entrepreneurship development, and market linkages- leading to employment and wealth creation and avoiding migration to cities.
- (xiii) Any other matter pertaining to research programs which may be referred to it by the Vice-Chancellor or Executive Council or any other authority of the University.

12. Centre for Training, Publications, Supervision.-

- (1) There shall be a Centre For Training, Publications & Supervision consisting of the following member namely:-
 - (i) The Vice-Chancellor-Chairperson;
 - (ii) The Director, Centre for Research, Innovation & Evaluation
 - (iii) Finance officer
 - (iv) All Heads of Schools and Regional Centres;
 - (v) Two progressive villagers with specialised knowledge and experience in rural development nominated by the Vice-Chancellor.
 - (vi) Managing Director, Karnataka State Agricultural Produce Processing and Export Corporation Limited (KAPPEC) Or his nominee, Bangalore;
 - (vii) Managing Director, Karnataka Renewable Energy Development Ltd.
 - (viii) Director of Water Supply and Sanitation, RDPR Department.
 - (ix) Director, Nirmithi Kendra.
 - (x) Director SIRD, Mysuru
 - (xi) Commissioner of Textiles
 - (xii) Director, Panchayat Raj

- (xiii) Representative of Karnataka State Rural Livelihood Promotion Society.
- (xiv) One member each from Zilla Panchayat, Taluk Panchayat and GramaPanchayat nominated by the Government of whom one shall be a woman.
- (xv) Managing Director, Centre for Handloom Research and Development
- (xvi) Managing Director, Karnataka Milk Federation
- (xvii) Vice President, BAIF
- (xviii) Managing Director, Karnataka Handicrafts Development Corporation
- (xix) CEO, Society for Community Participation and Empowerment, Betadur Compound, Malamaddi, Dharwad-580 007.
- (xx) Director, Karnataka Government Training and Tool Room Centre
- (xxi) Zonal Project Director, ICAR
- (xxii) Representative, NIRMITI Kendra
- (xxiii) Chairmen of all Regional Rural Banks in Karnataka
- (xxiv) Managing Director, Fisheries Development Corporation
- (xxv) Managing Director, Minority Development Corporation

- (xxvi) Managing Director, Women and Child Development Corporation
 - (xxvii) Managing Director, Dr.Ambedkar Scheduled Caste Development Corporation
 - (xxviii) Managing Director, Scheduled Tribes Development Corporation
 - (xxix) Managing Director, Devaraj Urs Backward Class Development Corporation
 - (xxx) Director Food Processing
 - (xxxi) Representative of CFTRI, Mysuru
 - (xxxii) Managing Director, Skill Development Corporation
 - (xxxiii) One representative each from audio, audio-visual and print media nominated by the Vice Chancellor.
 - (xxxiv) One Agro Industrialist nominated by the Vice-Chancellor in respect of any meeting for availing the benefit of their specialized knowledge of subjects on the agenda of such meeting;
 - (xxxv) Director for Training, Publications & Supervision- Member Secretary
- (2) The Chairman may invite any of the following members to attend the meetings as and when the need arises.
- (i) The Director of Horticulture/ The Director of Sericulture

- (ii) Commissioner for Agriculture, Government of Karnataka.
 - (iii) Commissioner for Employment and Training
 - (iv) CEO of Karnataka Khadi and Village Industries.
 - (v) Director of Health and Family Welfare or his nominee
 - (vi) Managing Director Rajiv Gandhi Housing Corporation
 - (vii) Commissioner for Industrial Development and Director of Industries and Commerce
 - (viii) Director, Women and Child Welfare
 - (ix) Director, Animal Husbandry
 - (x) Managing Director, Karnataka Ware Housing Corporation.
 - (xi) Director, Marketing
- (3) All Members of the Directorate of Extension Activities, Skills and Entrepreneurship Development other than the ex-officio members shall hold office for a term of three years.
- (4) Procedure for meetings shall be as laid down in the regulations framed from time to time

13. Functions of the Centre for the Training, Publications & Supervision

- (1) To promote, develop and design all kinds of Training and Publication.
- (2) To promote, develop and design of Distance Education including satellite mode.

- (3) To train all type of Panchayat members and officers.
- (4) To conduct seminar on development subjects and publish Brouchers, books, magazines, text books.
- (5) To promote, studies, Training on skill and Entrepreneurship development.
- (6) To promote, studies, Training and publish the Books on Rural Development and Panchayat Raj:
- (7) To promote, studies on Environmental Science and Public Health and Sanitation Management.
- (8) To promote, studies on Social Sciences and Rural Reconstructions.
- (9) To promote, studies on Agri-business Management and Management of Rural Development.

14. School of Agri-business Management and Management of Rural Development:-

1. There shall be a school for Agri-business Management and Management of Rural Development. Consisting of the following members:-

- (1) The Vice-Chancellor, Rural Development and Panchayat Raj University-Chair Person
- (2) The Vice-Chancellor –University of Horticultural Sciences, Bagalkot.
- (3) The Director, Training, Publication and Supervision of all Schools.
- (4) The Director, Centre for Research, Innovation and Evaluation.

- (5) Head of School for Agri-business Management and Management of Rural Development – Member Secretary.
- (6) Commissioner, Agriculture Department, Government of Karnataka.
- (7) Director, Marketing, Government of Karnataka.
- (8) Managing Director, Karnataka State Warehousing Corporation.
- (9) Chairman and Managing Director, Karnataka Vikas Grameen Bank, Dharwad.
- (10) Managing Director, Karnataka State Co-operative Apex Bank, Bangalore.
- (11) Director, Department of Rural Development and Panchayat Raj.
- (12) Managing Director, Karnataka Agro-Products export corporation

15. Functions of School of Agri-business Management and Management of Rural Development

- i. To promote studies and Research in crop production strategies for food security and income security to farmers.
- ii. To develop an inclusive marketing system and supply chain management, storage and all backward and forward linkages.
- iii. Develop strategies, schemes for effective co-ordination between Agricultural Business and Rural development schemes to boost income from farm and non-farm sector.
- iv. To ensure finance, credit and crop insurance from Banks, Co-operative Institutions to support agricultural and agri-business

ventures with direct involvement of farmers to protect them from distress, uncertainties of marketing and prices.

- v. To suggest appropriate policies of Rural Development and Agriculture, Horticulture and allied business to Government to encourage productivity and profitability of agri-business.
- vi. To promote and develop integrated farming system with emphasis on Human Nutrition.
- vii. To undertake market studies and research in agri-business and provide feed back to farmers through extension services from season to season every year for various fruits, vegetable crops and other agro-products.
- viii. To develop strategies and schemes through agri-business involving farmers to be businessmen so that the unsustainability of agriculture is minimized and agricultural operations become economically viable . A mix of food crops and cash crops may provide more income into the hands of farmer.
- ix. To promote export oriented agri-business. There is a demand for Indian fruits, foods, especially grown by using organic manure and medicinal aromatic herbs. The University to harness this export potential and leverage the modern trade opportunities.
- x. To empower rural farmers, farm labourers through risk management strategies for agricultural measures to improve profitability and effective extension services.
- xi. To work for innovative technologies for preservation of foods, packaging, grading of agricultural produce and marketing the same with the international standards.

- xii. To develop and design business friendly syllabus curriculum with a perfect blend of core management methods to evolve specialized agri-business modules.
- xiii. To ensure exposure of students to national / international events such as trade fairs, krushi melas, agri projects etc.,

16. School of Rural Development and Panchayat Raj:

- (1) There shall be a School of Rural Development and Panchayat Raj consisting of the following member namely:-
 - i. The Vice Chancellor– Chair person
 - ii. The Director, Training, Publication and Supervision of all schools.
 - iii. The Director, Centre for Research, Innovation and Evaluation.
 - iv. Head of School of Skill and Entrepreneurship Development activities
 - v. Director, Department of RDPR, Government of Karnataka
 - vi. Two Presidents of Zilla Panchayats with manifested track record of strengthening local self-government nominated by the Vice Chancellor
 - vii. Two Presidents of Grama Panchayats with manifested track record of strengthening local self-government nominated by the Vice Chancellor
 - viii. Two Chief Executives of Zilla Panchayats with good performance record of strengthening local self-government, nominated by the Vice Chancellor.
 - ix. One representative from an NGO closely working with Panchayat Raj Institutions nominated by the Vice Chancellor.
 - x. HoD of School for Rural Development and Panchayat Raj – Member Secretary.

2. All Members of the School of Rural Development and Panchayat Raj other than the ex-officio members shall hold office for a term of three years.
3. Procedure for meetings shall be as laid down in the regulations framed from time to time

17. Functions of School of Rural Development and Panchayat Raj:

- i. To promote studies and research in the area of enhancing participation, strengthening, decentralization, developmental activities, etc of Panchayar Raj.
- ii. To submit proposals to the appropriate authorities to organize orientation/ refresher programmes to the peoples representatives of PRIs, government officers, NGOs, etc.
- iii. To undertake the study of bottlenecks in the implementation of the provisions of the Constitution and the laws relating to PRIs and to suggest reforms.
- iv. Evolve strategies to ensure participation of the women, the weaker sections and the marginalized.
- v. To map the best practices of the PRIs and arrange for dissemination of the same through publication and other means of communication.
- vi. To study communication development.

18. School of Environmental Science and Public Health and Sanitation Management

1. There shall be a school of Environmental Science and Public Health and Sanitation Management comprising following members:
 1. Vice Chancellor - Chair person
 2. Director - Rural Development and Panchayat Raj University.
 3. The Director, Training, Publication and Supervision of all schools.
 4. Director, Centre for Research, Innovation and Evaluation.
 5. Director of Watershed Programme.
 6. Director of Agriculture, Bengaluru.
 7. Conservator of Forests of the local jurisdiction.
 8. Chief Engineer – Rural Development and Panchayat Raj in charge of drinking water supply and sanitation.
 9. Commissioner, Health Department.
 10. Executive Officer, Pollution Control Board, Bengaluru.
 11. Director, Women and Child Welfare Department.
 12. Two Chief Executive Officer's of Zilla Parishad nominated by Government.
 13. Two well known Environmentalist nominated by Government.
 14. One NGO, nominated by Government.

15. Director, Rural energy programme and EO, AS/JS/DS to Government, RDPR Department

16. Head of School of Environmental Science and Public Health and Sanitation will be Member Secretary.

19. Functions of the School of Environment Science and Public Health and Sanitation Management :

1. **To study** Environmental problems and their effect on human health and agricultural productivity, water pollution and water scarcity, air pollution, soil degradation, deforestation, loss of bio diversity, atmospheric changes etc.

2. To evolve risk management, restoration and rehabilitation solutions, strategies against natural disasters such drought, floods, earthquakes, forest fires etc.,

3. To encourage people to adopt various methods of energy savings, energy efficiency and use of non-conventional energy, use of solar and wind energy, biomass, bio gas, gobar gas to protect the ecosystem.

4. To evolve techniques of watershed management, supply and conservation of water resources, Protection and development of lakes, streams and rivers.

5. To popularise the concept of sustainable development. Emphasis the link between environmental degradation and poverty in rural area.

6. To study the interconnection between population growth, poverty, loss of productivity and environment. The mutual reinforcing

interlink between sustainable growth and economic development of rural area.

7. To study the clean environment concepts and community health and sanitation management issues in rural area.
8. To evolve innovative technologies to manage our water resources more efficiently. Micro irrigation technology using appropriate devices, especially manufactured locally, for semi arid, rain water dependent agricultural area. Conjunctive water use methods to be encouraged even in irrigated area.
9. To study various issues involved in the management of natural resources and sustainable development which is key to eradication of poverty in rural area.

20. The School of Social Science and Rural Reconstruction:-

There shall be a School of Social Sciences and Rural Reconstruction consisting of the following members:

- (1) The Vice-chancellor - Chair person
- (2) Director - Rural Development and Panchayat Raj University.
- (3) The Director, Training, Publication and Supervision of all Schools.
- (4) Director, Centre for Research, Innovation and Evaluation.
- (5) Director of Panchayat Raj, Rural Development and Panchayat Raj Department.
- (6) Commissioner, Social Welfare Department.
- (7) Director, Tribal Welfare Department.

- (8) Managing Director, Minorities Development Corporation.
- (9) One representative from an NGO closely working with social groups.
- (10) Two Chief Executive officers of Zilla Parishads nominated by the Government.
- (11) Two presidents of Zilla Panchayats with manifested track record of social work and one of them will belong to SC and the other to ST communities.
- (12) One women member from Self Help Group (SHG) nominated by Government and known for good social work and economic empowerment of women.
- (13) Director, Disabled Welfare Department.
- (14) Head of the School of Social Sciences and Rural Reconstructions shall be Member Secretary.

21. Functions of School of Social Sciences and Rural Reconstructions:

- (1) To study Karnataka's Rural Sociology, Culture, Philosophy and religious value systems.
- (2) To evolve social mobilisation for education of rural people, harness their indigenous knowledge and skills.
- (3) Empowering persons with disabilities, destitute, aged persons through various support systems and rehabilitation programmes.
- (4) To develop innovative housing and habitat systems to narrow the gap between various castes and communities.

- (5) To evolve schemes and programmes for the welfare of all communities through social diagnosis – participatory approaches such as participatory Rural Appraisal (PRA) Technique.
- (6) To develop social entrepreneurship and skills among the economically weaker sections of the society.
- (7) To undertake research in the area of social problems and find solutions through social and economic development.
- (8) To undertake research studies in the field on gender issues, child labour, bonded labour and evil practices such as Devadasi system etc.,
- (9) To develop suitable schemes and innovative programmes to channelise funds from “ Corporate Social Responsibility “ initiatives.
- (10) To strengthen the role of various social groups, especially that of women in the democratic system of Panchayat Raj.
- (11) To carry out evaluation and assessment studies of projects implemented by the Department of Social Welfare, Tribal Welfare, Backward Class Welfare, Minority Welfare and Women and Child Development Department.
- (12) To advise Government on policy regarding welfare of all communities and underdeveloped social groups such as denotified tribes, people who have no homes, village or land of their own, nomadic and semi nomadic communities Tribes etc.,
- (13) Develop course contents for the seminars, workshops, field work segment, social development internship of students, participants, peoples representatives etc.,

22. School of Skill and Entrepreneurship Development.-

1. There shall be a School of Skill and Entrepreneurship Development consisting of the following member namely:-
 - i. The Vice-Chancellor-Chairperson;
 - ii. The Director, Training, Publication and Supervision of all schools.
 - iii. The Director, Centre for Research, Innovation and Evaluation.
 - iv. All Heads of Schools and Regional Centres;
 - v. Two progressive villagers with specialised knowledge and experience in rural development nominated by the Vice-Chancellor.
 - vi. Managing Director, Karnataka State Agricultural Produce Processing and Export Corporation Limited (KAPPEC) Or his nominee, Bangalore;
 - vii. Managing Director, Karnataka Renewable Energy Development Ltd.
 - viii. Director of Water Supply and Sanitation, RDPR Department.
 - ix. Director, Nirmithi Kendra.
 - x. Director SIRD, Mysuru
 - xi. Commissioner of Textiles
 - xii. Director, Panchayat Raj

- xiii. Representative of Karnataka State Rural Livelihood Promotion Society.
- xiv. One member each from Zilla Panchayat, Taluk Panchayat and GramaPanchayat nominated by the Government of whom one shall be a woman.
- xv. Managing Director, Centre for Handloom Research and Development
- xvi. Managing Director, Karnataka Milk Federation
- xvii. Vice President, BAIF
- xviii. Managing Director, Karnataka Handicrafts Development Corporation
- xix. CEO, Society for Community Participation and Empowerment, Betadur Compound, Malamaddi, Dharwad-580 007.
- xx. Director, Karnataka Government Training and Tool Room Centre
- xxi. Zonal Project Director, ICAR
- xxii. Representative, NIRMITI Kendra
- xxiii. Chairmen of all Regional Rural Banks in Karnataka
- xxiv. Managing Director, Fisheries Development Corporation
- xxv. Managing Director, Minority Development Corporation

- xxvi. Managing Director, Women and Child Development Corporation
 - xxvii. Managing Director, Dr.Ambedkar Scheduled Caste Development Corporation
 - xxviii. Managing Director, Scheduled Tribes Development Corporation
 - xxix. Managing Director, Devaraj Urs Backward Class Development Corporation
 - xxx. Director Food Processing
 - xxxi. Representative of CFTRI, Mysuru
 - xxxii. Managing Director, Skill Development Corporation
 - xxxiii. One representative each from audio, audio-visual and print media nominated by the Vice Chancellor.
 - xxxiv. One Agro Industrialist nominated by the Vice-Chancellor in respect of any meeting for availing the benefit of their specialized knowledge of subjects on the agenda of such meeting;
 - xxxv. Director of the School for Skills and Entrepreneurship Development Activities – Member Secretary
2. The Chairman may invite any of the following members to attend the meetings as and when the need arises.
- i. The Director of Horticulture/ The Director of Sericulture
 - ii. Commissioner for Agriculture, Government of Karnataka.

- iii. Commissioner for Employment and Training
 - iv. CEO of Karnataka Khadi and Village Industries.
 - v. Director of Health and Family Welfare or his nominee
 - vi. Managing Director Rajiv Gandhi Housing Corporation
 - vii. Commissioner for Industrial Development and Director of Industries and Commerce
 - viii. Director, Women and Child Welfare
 - ix. Director, Animal Husbandry
 - x. Managing Director, Karnataka Ware Housing Corporation.
 - xi. Director, Marketing
3. All Members of the Directorate of Extension Activities, Skills and Entrepreneurship Development other than the ex-officio members shall hold office for a term of three years.
4. Procedure for meetings shall be as laid down in the regulations framed from time to time

23. Functions of the School of Skill and Entrepreneurship Development.-

- (1) To promote, develop and design all kinds of handicrafts.
- (2) Identify very highly skilled village artisans from among the rural area and propagate their skills to other artisans.
- (3) To design and develop innovative and useful agricultural implements and tools.

- (4) To innovate, design and develop storage structures for various kind of food grains, food products, fruits and vegetables.
- (5) To design and develop packaging material and preserving techniques for various agro, dairy, animal and horticulture products.
- (6) To develop innovative farm techniques in the field of horticulture and floriculture, sericulture, etc.
- (7) To introduce stakeholders to requirements of global markets.
- (8) To promote farmers for production of nutritious, low cost, indigenous food products such as millets, vegetables, etc.
- (9) To develop model farms, indigenous and nutritive crops, vegetable and fruits.
- (10) To adopt farm lands on public- private- partnership for precision farming.
- (11) To devise innovative methods and mechanisms for development of wasteland, saline land, wetland, alkaline and such other problematic lands to bring them under cultivation and utility.
- (12) To create self sufficiency and efficient use of water and energy.
- (13) To promote medicinal and aromatic plantation and useful trees in terms of fruits and timber and maintain bio-diversity.
- (14) To conduct on site and off site training programmes, workshops, seminars for capacity building to start and promote entrepreneurship.
- (15) To train stakeholders in financial management.
- (16) To disseminate information about availability of credit at various financial institutions.

(17) Preparing individual business plans and shelf-of projects.

24. Finance Committee.-

- (1) There shall be a Finance Committee constituted by the Executive Council consisting of the following, namely:-
 - (a) the Vice Chancellor- Chairman
 - (b) three members nominated by the Vice Chancellor from amongst the members of Executive Council.
 - (c) the Finance Officer shall be the member secretary
 - (d) The Director, Training, Publication and Supervision of all Schools.
 - (e) Director, Centre for Research, Innovation and Evaluation.
- (2) The members of the Finance Committee other than the Vice Chancellor, shall hold office for a term of three years.
- (3) The functions and duties of the Finance Committee shall be as follows, namely:-
 - (a) to examine and scrutinize the annual budget of the University and to make recommendations on financial matters to the Executive Council;
 - (b) to consider all proposals for new expenditure and to make recommendations to the Executive Council;
 - (c) to consider the periodical statements of the accounts and to review the finances of the University from time to time and to

consider re-appropriation statements and audit reports and to make recommendations to the Executive Council

- (d) to give its views and to make recommendations to the Executive Council on any financial question affecting the University either on its own initiative or on reference from the Executive Council or the Vice Chancellor;
 - (e) any other function assigned to it by the statutes and regulations framed under the Act.
- (4) The Finance Committee shall meet atleast twice every year. Three members of the Finance Committee shall form the quorum.
 - (5) The Vice Chancellor shall preside over the meetings of the Finance Committee. In case of difference of opinion among the members, the decision of the Chairman shall prevail.

25. Selection Committees.-

The Vice chancellor shall constitute selection committee for making recommendations to the Executive Council for appointment to posts of professors, associate professors and other teachers, officers and non-teaching staff of the University as per the statutes framed under the Act.

26. Vice Chancellor-

- (1) The Vice Chancellor shall be a whole time officer of the University and he shall be appointed by the Chancellor from the panel of three eminent academicians of impeccable character, preferably a Post Graduate and Ph.D frpm IIM or IIT with rural background drawn by the Search/ Selection Committee constituted by the State Government which shall consist of the following persons, namely:

- (i) one person who has made significant contribution to rural development and panchayat raj institutions nominated by the State Government who shall be the Chairman;
 - (ii) one person who has made significant contribution to agriculture, rural livelihood and related fields nominated by the Chancellor;
 - (iii) the Chairman, University Grant Commission or his nominee;
- (2) The Search Committee shall submit to the State Government a panel of three persons of impeccable character who are eminent academicians, preferably a Post Graduate and Ph.D from IIM or IIT who have sufficient experience in the areas of rural development and panchayat raj, in the alphabetical order. The State Government shall forward the panel to the Chancellor who shall appoint one person from the panel as the Vice-Chancellor.

Provided that the First Vice Chancellor shall be appointed by the Chancellor on the approval of the Government.

Explanation: For the purpose of this clause “rural development” means and includes, a development process that promotes economic, political and social development of people living in rural areas, which includes the following sectoral subjects.

- a. Natural Resource Management.
- b. Agriculture and agricultural Engineering and Horticulture
- c. Forestry and Agro Forestry
- d. Fisheries
- e. Veterinary, Dairy Science and Animal Husbandry
- f. Sericulture and related Textiles, etc.
- g. Social sciences.
- h. Rural Development and Rural Infrastructure

- i. Panchayati Raj System.
 - j. Drinking water, Environment, Ecology, Sanitation and Public Health and Rural Housing
 - k. Employment Rural livelihood small and cottage industries
 - l. Rural Energy and Renewable energy.
 - m. Community participation and participatory development.
- (3) Subject to the specific and general directions of the Executive Council, the Vice Chancellor shall exercise all powers of the Executive Council in the management and administration of the University.
- (4) The Vice Chancellor who shall be an academic person and a Professor, shall hold office for a term of four years or sixty five years, whichever earlier. Upon the expiry of this term, he shall not be eligible for second term.
- (5) The Vice Chancellor shall,-
- (a) ensure that the provisions of this Act and the regulations are duly observed, and he shall have all powers as are necessary for that purpose;
 - (b) convene the meetings of the Executive Council, the Academic Council and other councils and committees and shall perform all other acts, as may be necessary to give effect to the provisions of this Act;
 - (c) have all powers relating to the proper maintenance of academic, administrative and financial discipline in the University.
- (6) If, in the opinion of the Vice Chancellor, any emergency has arisen, which requires immediate action be taken, he shall take such action as he deems necessary and shall report the same for confirmation to the

next meeting of the authority, which, in the ordinary course, would have dealt with the matter.

27. Registrar.-

- (1) The Registrar shall be appointed by the Government and shall be a whole time officer of the University. The terms and conditions of service of the Registrar shall be such as may be prescribed by the regulations.
- (2) The Registrar shall be the ex-officio Member Secretary of the Executive Council, the Academic Council and the Finance Committee and the faculties, but shall not be deemed to be a member of any of these authorities.
- (3) The Registrar, shall,-
 - (a) comply with all directions and orders of the Executive Council and the Vice Chancellor;
 - (b) be the custodian of the records, common seal and such other property of the University as the Executive Council shall commit to his charge;
 - (c) issue all notices, as directed by the Chairman, convening meeting of the Executive Council, the Academic Council, the Finance Committee, the faculties, the Board of studies and of any committee, appointed by the authorities of the University;
 - (d) keep the minutes of all meetings of the Executive Council, the Academic Council, the Finance Committee, the faculties and any committee appointed by the authorities of the University;

- (e) conduct the official correspondence of the Executive Council and the Academic Council;
 - (f) supply the Chancellor, the copies of the agenda of the meetings of the authorities of the University, as soon as they are issued and the minutes of the meetings of the authorities, ordinarily within a month of the holding of the meeting;
 - (g) be directly responsible to the Vice Chancellor for the proper discharge of his duties and functions; and
 - (h) perform such other duties as may be assigned, from time to time, by the Executive Council or the Vice Chancellor.
- (4) Represent the University in suits or proceedings by or against the University, sign powers-of-attorney and verify the pleadings or depute representatives for the purpose.
- (5) In the event of the post of the Registrar remaining vacant for any reason, it shall be open to the Vice Chancellor to authorize a person from among the senior professors in the service of the University to exercise such powers, functions, and duties of the Registrar as the Vice Chancellor deems fit.

28. Directors and Heads of the Schools.-

- (1) There shall be a Director of Training, Publication and Supervision of all Schools.
- (2) There shall be a Director of Centre for Research, Innovation and Evaluation.

- (3) There shall be a Head of the School for each of the Schools in the University.
- (4) The powers, functions, appointments and the conditions of service of the Heads of the Schools and Directors shall be as prescribed by the regulations.

29. Finance Officer.-There shall be a Finance Officer in the university. He shall be a whole time salaried officer of the University appointed by the Government for such period as may be specified by the Government in this behalf and the terms and conditions

Terms and conditions of the service of the Finance Officer.-

- (1) The emoluments and other terms and conditions of service of the Finance Officer shall be such as may be prescribed. The Finance Officer shall retire on attaining the age of sixty years Provided that the Finance Officer shall notwithstanding his attaining the age of sixty years continue in office until his successor is appointed and enters upon his office or until the expiry of the period of one year, whichever is earlier.
- (2) When the office of the Finance Officer is vacant or when the Finance Officer is by reason of illness, absence or by any other reason unable to perform the duties of his office, the duties of the Finance Officer shall be performed by such person as the Vice-Chancellor may appoint for the purpose.
- (3) The Finance Officer shall be the ex-officio Secretary of the Finance Committee, but shall not be deemed to be member of the Committee.

- (4) (a) The Finance Officer shall exercise general supervision over the funds of the University and shall advise the University as regards its financial policy; and
- (b) exercise such other powers and perform such other functions as may be prescribed:

30. Other Officers and Employees.-

- (1) Subject to the regulations made for the purpose every other officer or employee of the University shall be appointed under a written contract setting out the conditions of service as prescribed by the regulations which shall be lodged with the University and a copy thereof furnished to the officer or employee concerned.
- (2) Any dispute arising out of the contract between the University and any of its officers or employees shall, at the request of the officer or the employee concerned, or at the instance of the University be referred to a Tribunal for arbitration consisting of three members appointed by the Executive Council as prescribed by the regulations.

31. Provident Fund, Gratuity, Pension and any other benefit Scheme.-

All the permanent employees of the University shall be entitled to the benefit of the provident fund and gratuity in accordance with such regulations as may be framed in that behalf by the Executive Council in accordance with the government rules.

32. Funds of the University.-

- (1) There shall be for the University a University Fund which shall include,-

- (a) any contribution or grant made by the State Governments;
 - (b) any contribution or grant made by the University Grants Commission or the Central Government;
 - (c) any bequests, donations, endowments or other grants made by private individuals or institutions;
 - (d) income received by the University from fees and charges, and
 - (e) amounts received from any other source.
- (2) The amount in the said Fund shall be kept in a Nationalised or Scheduled Bank as defined in the Reserve Bank of India Act, 1934 or in a corresponding new bank constituted under the Banking Companies (Acquisition and Transfer of Undertaking) Acts of 1970 and 1980 or may be invested in such securities authorized by the Indian Trusts Act, 1982, as may be decided by the Executive Council.
- (3) The said Fund may be employed for such purpose of the University and in such manner as may be prescribed by regulations.

33. Annual Accounts and Audit.-

- (1) The Annual Accounts of the University shall be prepared under the directions of the Executive Council.
- (2) The accounts of the University shall, at least once in a year, be audited by the auditors appointed by the Executive Council:

Provided that the State Government shall have the power to direct, whenever considered necessary, an audit of the account of the University, including the institutions managed by it, by such auditors, as it may specify.

Provided further that in case of funding by external agencies, the accounts shall be audited by a private Chartered Accountant from among the panel approved by the Executive Council.

- (3) The accounts when audited shall be published by the Executive Council and a copy of the accounts together with the audit report shall be placed before the Executive Council and also shall be submitted to the State Government.
- (4) The Annual Accounts shall be considered by the Executive Council at its annual meeting. The Executive Council may pass resolutions with reference thereto.

34. Financial Estimates.-

- (1) The Executive Council shall prepare before such date as may be prescribed by the regulations, the financial estimates for the ensuing year.
- (2) The Executive Council may, in case where the expenditure in excess of the amount provided in the budget is to be incurred or in cases of urgency, for reasons to be recorded in writing, incur such expenditure.

35. Annual Report.-

- (1) The Vice Chancellor shall get the annual report containing such particulars as the Executive Council may specify, covering each financial year prepared and place it before the Executive on or before such date as may be prescribed by the regulations. The Executive Council may pass resolutions thereon and the Vice Chancellor shall take action in accordance therewith. The action taken shall be intimated to the Executive Council.

- (2) Copies of the annual report along with the resolution of the Executive Council thereon shall be submitted to the State Government. The State Government shall lay the same before both the Houses of the State Legislature at their next earliest session.

36. Execution of Contracts.-

All contracts relating to the management and administration of the University shall be expressed as made by the Executive Council, and shall be executed by the Vice Chancellor. For contracts involving expenditure of above one crore rupees, sanction of the Executive Council shall be necessary.

37. Eligibility for Admission of Students.-

No student shall be eligible for admission to a course of study for a degree or diploma, unless he possesses such qualifications as may be prescribed by the regulations.

38. Residence of Students.-

Every student of the University shall reside in a hostel maintained or recognized by the University or under such conditions as may be prescribed by the regulations.

39. Honorary Degrees.-

If not less than two thirds of the members of Academic Council, recommend that an honorary degree or academic distinction be conferred on any person on the ground that he is in their opinion by reason of eminent attainment and position, fit and proper to receive such degree or academic distinction, the Executive Council may, by a resolution, decide that the same may be conferred on the person recommended.

40. Withdrawal of Degree or Diploma.-

- (1) The University, may, on the recommendation of the Executive Council, withdraw any distinction, degree, diploma or privilege conferred on or granted to any person by a resolution passed by the majority of the total membership of the Executive Council and by a majority of not less than two thirds of the members of the Executive Council present and voting at the meeting, if such person has been convicted by a court of law for an offence, which in the opinion of the Executive Council involves moral turpitude or if he has been guilty of gross misconduct.
- (2) No action under this rule shall be taken against any person unless he has been given an opportunity to show cause against the action proposed to be taken.
- (3) A copy of the resolution passed by the Executive Council shall be immediately sent to the person concerned.
- (4) Any person aggrieved by the decision taken by the General Council may appeal to the Chancellor within thirty days from the date of the receipt of such resolution.
- (5) The decision of the Chancellor in such appeal shall be final.

41. Discipline.-

- (1) The final authority responsible for maintenance of discipline among the students of the University shall be the Vice Chancellor . His directions in that behalf shall be carried out by the Heads of the Schools, hostels and regional centres.

- (2) Notwithstanding anything contained in sub-clause (1) the punishment of debarring a student from the examination or rustication from the University or a hostel or an institution, shall on the report of the Vice Chancellor be considered and imposed by the Executive Council:

Provided that no such punishment shall be imposed without giving to the student concerned a reasonable opportunity to show cause against the action proposed to be taken against him.

42. Sponsored Schemes.-

Whenever the University receives funds from any Government, the University Grants Commission or other agencies sponsoring a scheme to be executed by the University, notwithstanding anything in this Act and Regulations,-

- (a) the amount received shall be kept by the University separately from the University Fund and utilized only for the purpose of the scheme; and
- (b) if required, the staff required to execute the scheme/ research project shall be recruited in accordance with the terms and conditions stipulated by the sponsoring organization.

