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ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ  
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020-21

ದಿನಾಂಕ: 26-10-2021

### ಅಧಿಸೂಚನೆ

ವಿಷಯ:- ಬಿಎ-ಸಹಕಾರ ನಿರ್ವಹಣಾ ಶಾಸ್ತ್ರ (Co-Operative Management) ನ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ಅನುಸಾರ 2021-22ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 04-10-2021 ರಂದು ಜರುಗಿದ ಅರ್ಥಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.  
2. ದಿನಾಂಕ: 13-10-2021 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.  
3. ದಿನಾಂಕ: 22-10-2021 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡವಳಿ.

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ದಿನಾಂಕ:04-10-2021 ರಂದು ಜರುಗಿದ ಉಲ್ಲೇಖ (1) ರ ಅರ್ಥಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಬಿ.ಎ. ಸಹಕಾರ ನಿರ್ವಹಣಾ ಶಾಸ್ತ್ರ (Co-Operative Management) ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ರ ಅನುಸಾರ ರೂಪಿಸಿ 2021-22 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತದೆ.

ಉಲ್ಲೇಖಿತ (2 & 3) ರ ದಿನಾಂಕ 13-10-2021 ಮತ್ತು 22-10-2021 ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳು ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ ಹೊರಡಿಸಲಾಗಿದೆ.

ಅರ್ಥಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಪಠ್ಯಕ್ರಮಗಳು ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನಗಳನ್ನು [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in) ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು  
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಮೈಸೂರು.

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ- ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಅಧ್ಯಕ್ಷರು, ಅರ್ಥಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ/ಮಂಡಳಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ, ಮೌಲ್ಯಭವನ ಕಟ್ಟಡ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.

6. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಇ.ಬಿ., ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
7. ನಿರ್ದೇಶಕರು. ಐ.ಸಿ.ಡಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು- ಇವರಿಗೆ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.
8. ಕುಲಪತಿಗಳು/ ವಿಶೇಷ ಅಧಿಕಾರಿಗಳು/ ಆಪ್ತ ಸಹಾಯಕರು/ ಕುಲಸಚಿವರು/ ಉಪಕುಲಸಚಿವರು/ ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಆಡಳಿತ ವಿಭಾಗ/ಸಾಮಾನ್ಯ/ಪಿಡಿಐ/ಪ್ರಾಧಿಕಾರ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಪ್ರಾಧಿಕಾರ/ಪಿಡಿಐ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
9. ಕಾರ್ಯನಿರ್ವಾಹಕರು, ಆಡಳಿತಶಾಖೆಯ, AC2(S)/ AC-3/ AC-7(a)/ AC-9, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.- ಈ ಸಂಬಂಧ ಮುಂದಿನ ಕ್ರಮವಹಿಸುವಂತೆ ತಿಳಿಸಲಾಗಿದೆ.
10. ರಕ್ಷಾ ಕಡತಕ್ಕೆ.

SVN

National Education Policy-2020 (NEP 2020)

A REPORT ON THE  
CURRICULUM FRAMEWORK FOR FOUR-YEARS UNDER  
GRADUATE PROGRAM AND MASTER PROGRAM IN THE  
UNIVERSITIES OF KARNATAKA STATE UNDER NEP-2020  
IN  
Cooperative  
Management

Submitted to  
THE UNIVERSITY OF MYSORE, MYSURU FOR FURTHER PROCESSING

**October 18, 2021**

## PREAMBLE

Education empowers Mankind. A holistic education paradigm will effectively focus on developing knowledge, employable skill sets, appropriate attitudes and an overall personality. NEP is focused towards imparting such an education system.

India's first education policy of the 21st century is 'National Education Policy 2020' proposes the revision and revamping of all aspects of the education structure, including its regulation and governance. It seeks to create a new system that is aligned with the developmental aspirations & goals of 21st century education, including SDG4, while building upon India's traditions and value systems.

NEP aims for India to have an education system by 2040 that is second to none, with equitable access to the highest-quality education for all learners regardless of social or economic background and seeks to ***"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030.***

### **Vision of the National Education Policy 2020**

- ✓ An education system that contributes to an equitable and vibrant knowledge society, by providing high-quality education to all.
- ✓ Develops a deep sense of respect towards the fundamental rights, duties and Constitutional values, bonding with one's country, and a conscious awareness of one's role and responsibilities in a changing world.
- ✓ Instils skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

As India is enjoying the demographic dividend, which will last till 2055 and to reap the benefits, a good education policy was the need of the hour. Hence there is lot of hopes on the NEP, which has come as cure the edu-ailments and to plug the shortcomings of the education system which marred for 36 years and strengthen our education system. An expectation on NEP is high. As every good policy success lies in the implementation and active participation of its stake holders, so is the NEP. The success or failure of NEP lies in all our hands. Hence Let all of us join our hands in making the NEP successful.

As enshrined in the National Education Policy-2020 vision of introducing course curriculum for undergraduate studies under Choice Based Credit System (CBCS), the main objective of framing this curriculum of BA Cooperation is to impart the students a holistic understanding of the subject giving substantial weightage to the core contents, skill, value-based and ability enhancement. The syllabus has given due importance on the main streams of the body of knowledge on Cooperation with due recognition of its wide spectrum. The ultimate goal of the syllabus is to enable the students to have an in- depth knowledge on the subject and enhance their scope of employment at every level of exit. Adequate emphasis has been given on the new and emerging techniques and understanding of the subject under the changing regime and global context.

There is a need to strengthen the students to understand essential aspects of cooperation in diverse subject areas not only in social sciences, but also among other natural and physical sciences. The curriculum lays focus on creating new knowledge,

acquiring new skills and capabilities in cooperation producing an intelligent human resource serving the Cooperation and society.

The course curriculum for undergraduate studies under choice-based credit system (CBCS) for BA in Cooperation (Basic/Honours) is framed in this document. As a first step the first and second semester Syllabus and the entire course structure is prepared in this document.

A graduate is the one who acquires skills of identifying a problem and factors responsible for the problem; acquires and appreciates problem solving skills; logically employs problem solving tools, spatially and temporally; identifies timely needs of the community and contributes to them; takes the community together creating an equitable ecosystem; works towards creating employment opportunities and work domains for different skill sets and knowledge disciplines; blends with various Cooperative situations making life happier for the self and of the communities; envisages and employs various attitudes and skill sets for the betterment of the Nation, blending local and regional variations and utilises them to benefit the society.

Cooperation has been one of the main which seamlessly connects the sciences with day-to-day Cooperative demands of the people and policy making issues of the Government. Proposing and developing a curriculum for the subject of Cooperation is unique in many ways. Due efforts are taken to incorporate subject matter that seeks to create students with the ability of the problem-solving critical thinking, analytical thinking, model building, doing estimations, team work and collaboration etc. It is hoped that a student after a rigorous training in the BA Cooperation (Honours) degree will have host of employment opportunities and will be an asset to the nation.

## CONTENTS

<b>Sl. No.</b>	<b>Details</b>
<b>01</b>	Introduction
<b>02</b>	Need for Curriculum Frame work Development
<b>03</b>	Pedagogy
<b>04</b>	Exit Options and Credit Requirements
<b>05</b>	Continuous Internal Evaluation and Semester End Examination
<b>06</b>	Suggestive Template for IAT
<b>07</b>	Course Structure for BA and BA Honours and MA with exit options
<b>08</b>	Syllabus for first two Semesters of BA and BA Honours

## **1. Introduction**

Coopeation is one of the popular subjects and much sought-after course owing to its policy relevance and application to business as well as real life situations. However, in the conventional graduate programmes, Cooperative education was more class-room based with very less practical orientation. Further, with changing technology, emergence of newer issues like uncertainty, pandemics, climate change and business data analytics; the skill requirements are changing. New business models demand newer skills to successfully manage the change. Therefore, keeping in mind the aspirations of the NEP, the emerging skill matrix and the progression of the student at various levels, the Board of Studies in Economics and Cooperation finalized the following programme structure to be taught for BA (Basic and Honours).

### **Program Outcome:**

The four-year Bachelor of Arts (B.A.Basic/Honours) in Coopeation programme and MA in Management is designed with option for multiple entry and exit. The students will be taught theory as well as the practical aspects of Cooperative Management. They would begin with fundamental concepts and then as they progress to higher semesters they would be introduced to more sophisticated and intricate concepts.

The main focus would be on conceptual clarity and practical usage of the knowledge gained. To make the students to ‘think on Cooperative Lines’ is the main motto of the curriculum. They will also be exposed to quantitative approaches and tools to understand the Cooperative relationships and also to analyse the data for framing as well as evaluating cooperative policies. With varied electives and approaches to study the Coopeative problems and policies, the graduates will be prepared to review and evaluate policies. The whole process aims at making them more inquisitive about the Cooperative phenomena. After graduation, the students can apply their knowledge, skills and competencies across a broad range of occupations. They enjoy a rewarding career in academic, business, corporate, science, health care, government, or any field that uses the information to answer critical questions and inform decision-making.



### **Program Outcomes**

The Programme outcomes (POs) are expected to be as under:

- Students will be able to understand cooperative vocabulary, methodologies, tools and analysis procedures.
- Students will learn to apply Cooperative theories and concepts to contemporary social issues, as well as analysis of policies.
- Students will be able to understand the impact of government policies and will be able to assess the consequences of the policies on the parties involved.
- As the programme along with Cooperation contains like statistics, mathematics, it enhances them to compute and assess the real situation of the Cooperatives including the size and changes of population, income pattern, and rate of development with pattern of savings and investments and social security measures adopted in the country.
- Understand the basics of Quantitative techniques and their applications
  - Critically evaluate the ongoing cooperative developments in India and abroad
  - Students Understand research methods in Cooperation
  - Student develops an awareness of career choices and the option for higher studies.

## **2. Need for Curriculum Development:**

As per the NEP 2020 initiatives, it is intended to formulate Curriculum to eliminate the disparities among the students studying in different Universities/Institutes. The need for the curriculum development in Cooperation emerges due to the following reasons

1. **Changing Cooperative Scenario;** The Indian Cooperative system is witnessing a radical amount of the changes in the cooperative policies since the introduction of the New Economic policy in 1991, followed by second and third generation reforms. India is not only inviting the FDI but at the same time also promoting Atmanirbhar Abhiyaan (A Self-reliant India). Cooperative economy has expanded creating new opportunities and hence a new Cooperative curriculum is prepared, which helps the student to utilize the emerging changes in the subject.
2. **Credit transfer:** Credit transfer is approved by the UGC and the Government that allows the students to transfer course from their existing university to a new UGC approved university. The same number of credits in all the Universities in Karnataka is the first step towards the credit transfer from University to University.
3. **Skill Enhancement:** The new curriculum focuses more on hands on training, internship and thereby enhancing the skills of the students.

### 3. Pedagogy:

The goal of Cooperative pedagogy is to awaken a student's critical consciousness and empower them with Cooperative tools that help them in taking the crucial decision which helps them with Cooperative tools through which they can make the efficient choices in managing scarce resources such as resources, money and time.

1. **Importance to theory as well as application:** All these years Cooperative curriculum was concentrating more on teaching theoretical aspects, but the new curriculum gives importance to application through many hands-on training, case studies, empirical studies etc.
2. **Utilization of ICT:** in order to make the Critical and creative thinking among the students better the ICT tools will be used. It includes case studies of research-led teaching, via presentations, websites and other media
3. **Research-based and research-led teaching:** The theories will be explained with application. In order to give more hands-on training, the Projects and internships are introduced in the Cooperative curriculum. The students will do the research project of their choice under the supervision of the research guide.
4. **Brain Storming Approach:** Students will be deliberately involved either in groups or as individuals to deliberately discuss the possible implications or solutions to the Indian Cooperative problems. The teacher will guide the process and help the students to think in right perspective and direction. This will help the teachers understand the extent of the student understanding and take corrective steps, but also helps in student involvement in the curriculum.
5. **Prominence to Indian Cooperative contribution and Indian examples;** The western Cooperative theories were taught ignoring the contribution of Indian Cooperators. The new curriculum also emphasis on the Indian Cooperators contribution, their theories and application. The teachers may highlight the Indian Cooperative contribution and Indian examples in the pedagogy.

#### 4. Exit Options and Credit Requirements:

A Certificate / Diploma/ Bachelor Degree or Bachelor Degree with Honours in Cooperation in BA is awarded at the completion of every progressive year.

Exit Option with	Certificate/ Diploma/ Degree/ Honors
Successful completion of First year (two semesters) of the four years multidisciplinary undergraduate degree programme.	Certificate in Cooperation (Arts)
Successful completion of second year (four semesters) of the four years multidisciplinary undergraduate degree programme	Diploma in Cooperation (Arts)
Successful completion of three year (six semesters) of the four years multidisciplinary undergraduate degree Programme	Bachelor of Arts Degree in Cooperation
Successful completion of four years (eight semesters) of the four years multidisciplinary undergraduate degree Programme	Bachelor of Arts Degree with Honours in Cooperation
Successful completion of Five years (Ten semesters) of the five years multidisciplinary degree programme	Master of Arts Degree with Honours in Cooperative Management

A student will be allowed to enter/re-enter only after the odd semester and they can only exit after even semester. Re-entry at various as lateral academic programmes based on the above mentioned earned proficiency test records.

The validity of the eared credit will be for a maximum period year or as specified by the academic bank of credits (ABC).

#### 5. Continuous Internal Evaluation and Semester Examination:

Total marks for each course shall be based on continuous assessments and term end examinations. As per the decision of the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40:60 for CIA and Semester End examinations respectively, among all the Universities, their affiliated and autonomous colleges.

The committee deliberated on the same and suggested the following pattern for the CIE Marks.

Sl. No.	Parameters for the Evaluation	Marks
	<b>Continuous Internal Evaluation (CIE)</b>	
A	<b>Continuous &amp; Comprehensive Evaluation (CCE)</b>	<b>20</b>
B	<b>Internal Assessment Tests (IAT)</b>	<b>20</b>
	<b>Total of CIE (A+B)</b>	<b>40</b>
C	<b>Semester End Examination (SEE)</b>	<b>60</b>
	<b>Total of CIE and SEE (A+B+C)</b>	<b>100</b>

**Evaluation process of IA marks may be as follows:**

- The first component (C1), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within the first half of the semester.
- The second component (C2), of assessment is for 20 marks. This shall be based on test, assignment, seminar, case study, field work, internship / industrial practicum / project work etc. This assessment and score process should be based on completion of the remaining 50 percent of syllabus of the courses of the semester.
- During the 17<sup>th</sup> – 20<sup>th</sup> week of the semester, a semester end examination of Two and Half hours (2.30) duration shall be conducted by the University for each Course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the concerned teacher/ Program Coordinator / HOD and suitable decision taken accordingly.
- For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (of A4 size), graph sheets etc., required for such tests / assignments and these be stamped by the concerned department using their department seal at the time of conducting tests / assignment / work etc.

The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under:

Outline for continuous assessment activities for C1 and C2

Activities	C1	C2	Total Marks
Session Test	10 marks	10 marks	20
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc.	10 marks	---	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	---	10 marks	10
<b>Total</b>	<b>20 marks</b>	<b>20 marks</b>	<b>40</b>

**6. Suggestive Template for IAT:**

Internal Assessment Test BA and MA in Cooperative Management

Course Code:

Name of the Paper:

Duration: 60 Minutes

Total Marks: 10

**OPTION-A**

Answer any two of the following questions. Questions for testing conceptual clarity)

(5 X 2= 10)

- 1.
- 2.
- 3.

**OPTION- B**

Answer any one of the following questions. (Questions for testing the knowledge of theories and application)

(10X1=10)

- 1.
- 2.

Note: 1. After the completion of 50% of the syllabus, C1 test has to be conducted followed by this C2 test has to be conducted after completion of the syllabus.

**ANNUAL QUESTION PAPER PATTERN (C3)**

Maximum Marks: **60** Marks  
Duration: 2½ Hours

**PART -A**

Answer any Five of the following:

5X2 =10

Sl. No. 1 to 8 questions

**PART - B**

Answer any Six of the following:

6X5 =30

Sl. No. 9 to 17

**PART - C**

Answer any Two of the following:

2X10 =20

Sl. No. 18 to 21



**Structure for BA, BA Honors and MA**  
**In Cooperative Management**

## Acronyms Expanded

<b>AECC</b>	Ability Enhancement Compulsory Course
<b>DSCC</b>	Discipline Specific Core Course
<b>SEC/SB/VB</b>	Skill Enhancement Course- Skill Based/Value Based
<b>OEC</b>	Open Elective Course
<b>DSE</b>	Discipline Specific Elective

# Syllabus for First Two Semesters of BA and BA Honours and MA in Cooperative Management

## BA, BA (Honours) and MA in Cooperative Management:

### Semester -1

#### **DSC 1.1: Basic Cooperation – I (Cooperation Analysis -I) 3 credits**

##### **Course Outcomes:**

By the end of the course the student will be able to:

1. Identify the benefits of Cooperation.
2. Learn basic Cooperative concepts and terms.
3. Study the operation of a market system;
4. Analyse the production and cost relationships of a business firm;
5. Evaluate the pricing decisions under different market structures;

	<b>Contents of Basic Cooperation –I</b>	<b>42 Hrs</b>
<b>Unit–1</b>	<b>Basic Concepts in Cooperation</b>	14
	<b>Chapter No. 1 Nature and Scope of Cooperation</b> <ul style="list-style-type: none"> <li>• Meaning of Cooperation</li> <li>• Nature of Cooperation</li> <li>• Scope of Cooperation</li> <li>• Why Study Cooperation</li> <li>• Types of Cooperation</li> </ul>	5
	<b>Chapter No. 2 Benefits of Cooperation</b> <ul style="list-style-type: none"> <li>• Social Benefits of Cooperation</li> <li>• Economist Benefits</li> <li>• Moral Benefits</li> <li>• Economic Policy</li> </ul>	4
	<b>Chapter No. 3 Cooperatives Organization</b> <ul style="list-style-type: none"> <li>• Cooperative Organizational Structure</li> <li>• Service Organization in Cooperative Societies</li> <li>• Business Organization in Cooperative Societies</li> <li>• Cooperative Societies and Capitalism Organization</li> <li>• Cooperative Societies and Socialism Organization</li> <li>• Comparative between Socialism and Capitalism</li> </ul>	5
	<b>Practicum:</b> 1. Group Discussions on Cooperative benefits 2. Assignment on Types of Cooperative Systems	
<b>Unit–2</b>	<b>Cooperative Values</b>	14
	<b>Chapter No. 4. Cooperative Organizational Values</b> <ul style="list-style-type: none"> <li>• Self-help and Mutual help</li> <li>• Principles of service</li> <li>• Unity and fraternity</li> <li>• Honorary service</li> <li>• Equality</li> <li>• Honest trading</li> </ul>	4
	17	

	<ul style="list-style-type: none"> <li>• Political and religious neutrality</li> </ul> <p><b>Chapter No. 5. Principles of Cooperation</b></p> <ul style="list-style-type: none"> <li>• Background of the principles of cooperation</li> <li>• Rachdel pioneers cooperative societies</li> <li>• Rachdel pioneers principles</li> <li>• Baslee Congress Rachdel principles -1921</li> </ul>	5
	<p><b>Chapter No. 6. International Cooperative Alliance (ICA)</b></p> <ul style="list-style-type: none"> <li>• Paris congress principles -1937</li> <li>• ICA Vienna congress principles -1966</li> <li>• ICA Manchester congress cooperative principles -1995</li> <li>• Critical Evaluation of Cooperative Principles</li> </ul> <p><b>Practicum:</b> 1. To visit Cooperative Bank and prepare the report 2. Group Discussion on ICA Manchester congress cooperative principles -1995</p>	5
<b>Unit-3</b>	<b>. Contribution to Cooperatives</b>	14
	<p><b>Chapter No. 7 Cooperative Doctrines –I</b></p> <ul style="list-style-type: none"> <li>• Ancient and Modern form of Cooperation</li> <li>• Utopian Cooperative Doctrines</li> <li>• Robert Owen</li> <li>• Villages of Cooperation</li> </ul> <p><b>Chapter No. 8. Cooperative Doctrines -II</b></p> <ul style="list-style-type: none"> <li>• Dr. William king</li> <li>• Charles Fourier</li> <li>• Charles Fourier Socialistic Ideas and Cooperation</li> <li>• Theory of Consumer Socialism</li> </ul> <p><b>Chapter No. 9. Cooperative Doctrines -III</b></p> <ul style="list-style-type: none"> <li>• Theory of Workers Control of Cooperatives</li> <li>• Contribution of G.D.H. Cole</li> <li>• Charles Guide</li> <li>• Fair price theory</li> </ul> <p><b>Practicum:</b> 1. Group Discussion on Theory of Consumer Socialism 2. Assignment on Charles Guide</p> <p><b>References (Indicative)</b></p> <ol style="list-style-type: none"> <li>1. Hajela, T.N(1994), Cooperation: Principles, Problems and Practice, Konark publishers, New Delhi.</li> <li>2. Krishnaswamy O.R. and Kulandhiswamy V. (2000), cooperation: Concept and Theory, Arudra Accdemy, Coimbatore, Tamil Nadu.</li> <li>3. Mathur, B.S. (1996), Cooperation in India , Sahitya Bhaven, Agra.</li> <li>4. Sharada, V. (1986), Theory of Cooperation Himalaya Publishing House, Bamby.</li> </ol>	4 5 5

## Semester I

Course Title: <b>DSC 1.2: Global Cooperation</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ Hrs.
Model Syllabus Authors:	Summative Assessment Marks: 60

### Course Pre-requisite(s):

### Course Outcomes (COs):

At the end of the course the student should be able to:

- i. Understand the current Global Cooperative Movement
- ii. Identify the factors contributing to the recent growth of the Global Cooperative
- iii. Evaluate impact of Cooperative policies on economic growth
- iv. Analyze the sector specific policies adopted for achieving the as rational goals
- v. Review various Cooperative policies adopted.

	<b>Contents of course 1. Global Co-operatives</b>	<b>42 Hrs</b>
<b>Unit –I</b>	<b>Co-operative Movement in Great Britain</b>	14
	<p><b>Chapter No. 1 Introduction</b></p> <ul style="list-style-type: none"> <li>• Work of Robert Owen</li> <li>• Labor colonies</li> <li>• Equitable labour exchange</li> <li>• Co-operative union and Agriculture Co-operatives</li> </ul>	5
	<p><b>Chapter No. 2 Rochdale Pioneers</b></p> <ul style="list-style-type: none"> <li>• Pioneers society</li> <li>• Principles evolved by them</li> <li>• Christian Socialists</li> <li>• Legislative provisions</li> <li>• Dr. William King’s contribution to Co-operatives</li> </ul>	5
	<p><b>Chapter No. 3 Trading activities</b></p> <ul style="list-style-type: none"> <li>• Retail stores</li> <li>• Co-operative wholesale society</li> <li>• Scottish Co-operative society</li> <li>• Agriculture Co-operatives in England</li> </ul> <p><b>Practicum :</b> Field visits to understand Cooperative Societies</p>	4
<b>Unit –II</b>	<b>Co-operative Movement in Germany</b>	14
	<p><b>Chapter No. 4 Raiffeisen model co-operative societies</b></p> <ul style="list-style-type: none"> <li>• Objectives of Raiffeisen model co-operatives</li> <li>• Principles of Raiffeisen model co-operatives</li> <li>• Rural Co-operatives in Germany</li> <li>• Housing Co-operatives in Germany</li> </ul>	4

	<p><b>Chapter No. 5</b> Schulze model co-operatives</p> <ul style="list-style-type: none"> <li>• Objectives of Schulze model co-operatives</li> <li>• Principles of Schulze model co-operatives</li> <li>• Urban Co-operatives in Germany</li> <li>• Characteristics of German Co-operatives</li> <li>• Difference between Raiffeisen model and Schulze model</li> </ul> <p><b>Chapter No. 6. Co-operative Movement in Japan</b></p> <ul style="list-style-type: none"> <li>• Early history and position of Co-operative Movement</li> <li>• Consumers Co-operative Societies</li> <li>• Fisheries Co-operatives</li> <li>• Agriculture Co-operatives</li> <li>• Credit Co-operatives</li> </ul> <p><b>Practicum:</b> Mini-projects to assess the benefits of Agriculture Cooperatives</p>	5
		5
		5
<b>Unit III</b>	<b>Co-operative Movement in USA</b>	14
	<b>Chapter No. 7 Origin of Co-operative movement in USA</b>	
	<ul style="list-style-type: none"> <li>• Agricultural Co-operative Movement</li> <li>• Agriculture Co-operative Societies</li> <li>• Marketing Co-operative Societies</li> <li>• Purchasing Co-operative Societies</li> </ul>	4
	<b>Chapter No. 8. Non Agricultural or Urban Co-operatives</b>	5
	<ul style="list-style-type: none"> <li>• Consumer Co-operative societies</li> <li>• Wholesale stores</li> <li>• Super wholesale and National wholesale stores</li> <li>• Service Co-operatives</li> <li>• Characteristics of USA Co-operative movement</li> </ul>	
	<b>Chapter No. 9. Co-operative Movement in Canada</b>	5
	<ul style="list-style-type: none"> <li>• Origin of Co-operative Movement in Canada</li> <li>• Marketing Co-operatives</li> <li>• Wheat Pools Co-operatives</li> <li>• Wholesale Co-operatives</li> <li>• The Federated Co-operative Ltd</li> <li>• Service Co-operatives</li> <li>• Role of Government in Co-operative movement</li> <li>• Special Characteristics of Co-operative movement</li> </ul> <p><b>Practicum:</b></p> <ol style="list-style-type: none"> <li>1. Computation and analysis of Wholesale Price Index, Consumer Price Index: Components and trends.</li> <li>2. Group Discussions on Service Cooperatives in USA.</li> </ol>	

**References**

1. Bedi R.D, Theory (1996), History and Principles of Co-operation, Loyal Book Depot, Meerut.
2. Hajela T.N. (2010), Cooperation Principles, Problems and Practice, Konark Publishing House, New Delhi.
3. John Winfred &Kulaindaiswamy, V. (1986) History of Cooperative Thoughts, Rainbow Publications, Coimbatore.
4. Krishnaswami O.R, (1999), Fundamentals of Co-operation, S.Chand and Sons, Delhi.
5. Stuart and John Harris, (2000), Reinventing India, CambridgePolity

**Pedagogy**

<b>Formative Assessment for C1 &amp; C2</b>		
<b>Assessment Occasion/ type</b>	<b>Marks</b>	
	<b>C1</b>	<b>C2</b>
Internal Test	10	10
Assignment	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

## Semester I

<b>Course Title: OEC 1.3.1: Theory of Cooperation (OEC)</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ Hrs.
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):** 12<sup>th</sup> Standard Pass

**Course Outcomes (COs):**

At the end of the course the student should be able to:

1. This course will enlighten the students about the ancient fundamentals about political and economic constituents, which will frame out a basic land of understanding the modern trends. This will help them to understand the upcoming needs in the area of policy making for states at national and international level.
2. This treatise deals with the science of Governance, so it projects out all the dimensions needed to be understood by students about the present socio-economic and political rules and regulations of cooperatives.

Unit-I	Theory of Cooperation	Hrs-14
I	<b>Chapter 1: Cooperative movement</b> <ul style="list-style-type: none"> <li>• Meaning of Cooperation</li> <li>• Nature of Cooperation</li> <li>• Scope of Cooperation</li> <li>• Why Study Cooperation</li> </ul>	5
	<b>Chapter 2: Cooperative Values and Principles</b> <ul style="list-style-type: none"> <li>• Self-help and Mutual help</li> <li>• Principles of service</li> <li>• Equality and Honest trading</li> <li>• Political and religious neutrality</li> <li>• ICA cooperative principles -1995</li> </ul>	5
	<b>Chapter 3: Indian Cooperative Movement</b> <ul style="list-style-type: none"> <li>• Origen and Growth</li> <li>• Pre-Independence Developments</li> <li>• Major developments in the Post-independence Period</li> </ul>	4
II	<b>Chapter 4: Indian Economic System and Cooperation.</b> <ul style="list-style-type: none"> <li>• Capitalism,</li> <li>• Socialism and Cooperative System</li> </ul>	4
	<b>Chapter 5: National Cooperative Institution</b> <ul style="list-style-type: none"> <li>• NCDC</li> <li>• NDDDB, IFFCO,</li> <li>• KRIBHCO</li> </ul>	5
	<b>Chapter 6: Government and Cooperatives</b> <ul style="list-style-type: none"> <li>• Different forms of State aid</li> <li>• Advantages and Limitations of State aid</li> </ul>	5
III	<b>Chapter 7: New Economic policy and Cooperation</b> <ul style="list-style-type: none"> <li>• LPG Policy-</li> <li>• Special Characteristics</li> <li>• Challenges of cooperatives</li> </ul>	5
	<b>Chapter 8: Cooperative Education and Training</b> <ul style="list-style-type: none"> <li>• NCUI – NCCE - NCCT –</li> <li>• VAMNICOM – RICM</li> <li>• ICM – JCTC, State Cooperative Union and</li> </ul>	5



	<ul style="list-style-type: none"> <li>• District Cooperative Union</li> </ul> <p>Chapter 9: Cooperation and Panchayath Raj System</p> <ul style="list-style-type: none"> <li>• Grama Panchayath</li> <li>• Taluk Panchayath –</li> <li>• Zilla Panchayath.</li> </ul>	4
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**References:**

1. Bedi, R.D. Theory (1996), History and Principles of Co-operation, Loyal Book Depot, Meerut.
2. Hajela, T.N. (2010), Cooperation Principles, Problems and Practice, Konark Publishing House, New Delhi
3. John Winfred & Kulaindaiswamy, V. (1986) History of Cooperative Thoughts, Rainbow Publications, Coimbatore
4. Krishnaswami, O.R. (1999), Fundamentals of Co-operation, S.Chand and Sons, Delhi.
5. Stuart and John Harris (2000), Reinventing India, Cambridge Polity

Pedagogy

<b>Formative Assessment for C1 &amp; C2</b>		
<b>Assessment Occasion/ type</b>	<b>Marks</b>	
	<b>C1</b>	<b>C2</b>
Internal Test	10	10
Assignment	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

## Semester - I

<b>Course Title: OEC 1.3.2:Cooperative Credit and Banking</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ Hrs.
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Pre-requisite(s): 12th Standard Pass

Course Outcomes (COs):

At the end of the course the student should be able to:

1. To understand the structure and functions of cooperative Credit and banking institutions, and about recent developments

Unit-I	Cooperative Credit and Banking	Hrs - 14
	<b>Chapter –I. : Short Term Cooperative Credit</b> <ul style="list-style-type: none"> <li>• Evolution of credit cooperatives</li> <li>• Agricultural Production credit</li> <li>• STCCS</li> <li>• Primary Agricultural Cooperative Credit Societies</li> </ul>	5
	<b>Chapter –2. Agriculture credit</b> <ul style="list-style-type: none"> <li>• FSS, LAMPS</li> <li>• District &amp; State Cooperative Banks</li> <li>• Objectives</li> <li>• Functions,</li> </ul>	4
	<b>Chapter –3. Management</b> <ul style="list-style-type: none"> <li>• Governance, structure,</li> <li>• resource mobilization,</li> <li>• lending and recovery management</li> <li>• Problems, suggestions and recent trends.</li> </ul>	5
Unit -II	<b>Long Term Cooperative Credit</b>	14
	<b>Chapter-4. Features of long term credit</b> <ul style="list-style-type: none"> <li>• Need for separate agency</li> <li>• LTCCS</li> </ul>	4
	<b>Chapter 5. PCAARDB</b> <ul style="list-style-type: none"> <li>• Primary Cooperative Agriculture and Rural Development Banks Objectives</li> <li>• Governance structure, Sources of funds</li> <li>• loaning procedures</li> </ul>	5
	<b>Chapter 6. SCAARDB</b> <ul style="list-style-type: none"> <li>• Objectives,</li> <li>• constitution,</li> <li>• source of funds, diversified lending</li> </ul>	5
Unit - III	<b>Management of Cooperative Credit Societies</b>	14
	<b>Chapter-7.Management of Cooperative Finance</b> <ul style="list-style-type: none"> <li>• Cooperative Banking Institutions</li> </ul>	5

	<ul style="list-style-type: none"> <li>• Viability Norms</li> </ul> <b>Chapter -8. Recovery Management,</b> <ul style="list-style-type: none"> <li>• Prudential Norms</li> <li>• Group lending –</li> </ul>	4
	<b>Chapter – 9. functions of Cooperative Credit Societies</b> <ul style="list-style-type: none"> <li>• Challenges before Cooperative Finance</li> <li>• Banking Institutions in the globalized economy</li> </ul>	5

### Pedagogy

Formative Assessment for C1 & C2		
Assessment Occasion/ type	Marks	
	C1	C2
Internal Test	10	10
Assignment	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

### References

1. Abdul Kuddush and Zahir Hussain (2014), Theory, Law and Practice of Cooperative Bank, Limra Publications, Chennai.
2. Chouby B.N (1968), Cooperative Banking in India, Asia Publishing House, Bombay.
3. GOI (2004) Report on the Task Force on Revival of Cooperative Credit Institutions (ST Structure).
4. GOI (2005) Report on the Task Force on Revival of Cooperative Credit Institutions (LT Structure).
5. Laud G.M (1956), Cooperative Banking in India, the Cooperators Book Depot, Bombay

**Semester - I**

<b>Course Title: OEC 1.3.3:Principles of Marketing</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ Hrs.
Model Syllabus Authors:	Summative Assessment Marks: 60

Course Pre-requisite(s): **Principles of Marketing**

Course Outcomes (COs):

At the end of the course the student should be able to:

To understand the concepts, strategies and issues involved

In Marketing and to expose the students to the latest trends

In marketing

Unit – I	Description	Hrs. 14
	<p><b>Chapter- 1.Marketing Concepts:</b></p> <ul style="list-style-type: none"> <li>• Definition of market and marketing</li> <li>• Importance of Marketing</li> <li>• Modern marketing concept</li> <li>• Global marketing</li> </ul> <p><b>Chapter- 2.E -marketing</b></p> <ul style="list-style-type: none"> <li>• Tele marketing</li> <li>• Meaning and concepts</li> <li>• Marketing ethics</li> <li>• Career opportunities in Marketing</li> </ul> <p><b>Chapter- 3.Marketing Functions:</b></p> <ul style="list-style-type: none"> <li>• Buying – Selling</li> <li>• Transportation</li> <li>• Storage – Financing</li> <li>• Risk bearing – Market information</li> </ul>	<p>5</p> <p>5</p> <p>4</p>
Unit –II	<p><b>Chapter -4.Consumer Behaviour:</b></p> <ul style="list-style-type: none"> <li>• Meaning and</li> <li>• Need for studying consumer behaviour</li> <li>• Factors influencing</li> </ul> <p><b>Chapter – 5. Marketing segmentation</b></p> <ul style="list-style-type: none"> <li>• Consumer behaviour</li> <li>• Market segmentation</li> <li>• Customer relations Marketing</li> </ul> <p><b>Chapter – 6.Marketing – Mix</b></p> <ul style="list-style-type: none"> <li>• Elements of Marketing – Mix</li> <li>• Factors Influencing the Marketing - Mix</li> <li>• Marketing - Mix In Cooperative Banks,</li> </ul>	<p>14</p> <p>5</p> <p>5</p> <p>4</p>
Unit –	<b>Marketing and Government</b>	14

III		
	<b>Chapter -7. Agricultural marketing</b> <ul style="list-style-type: none"> <li>• Problems Agricultural marketing</li> <li>• Remedial Agricultural marketing</li> <li>• measures</li> </ul>	5
	<b>Chapter - 8. Bureau of Indian standards</b> <ul style="list-style-type: none"> <li>• AGMARK</li> <li>• Consumerism</li> <li>• Consumer</li> <li>• protection</li> <li>• Rights of consumers</li> </ul>	4
	<b>Chapter – 9. Price mix :</b> <ul style="list-style-type: none"> <li>• Pricing strategies</li> <li>• Advertising</li> <li>• Importance of channels of distribution</li> <li>• Functions of middleman</li> <li>• Importance of retailing in today’s context</li> </ul>	5

### Course Outcome

On completion of the course, the students would be able to:

1. Describe the concepts of marketing and innovative marketing trends
2. Describe marketing functions - exchange functions, physical supply and Market facilitation functions

### References

1. Balaji B. (2013), Services Marketing and Management, S. Chand & Company New Delhi.
2. Gupta C.B and Rajan Nair, (2010), Marketing Management, S. Chand & Company New Delhi.
3. Philip Kotler and Gary Armstrong, (2012) Principles of Marketing, Pearson Prentice Hall, Delhi.
4. Philip Kotler and Gary Armstrong (2013), Principles of Marketing, Prentice Hall, Delhi
5. Pillai R.S.N and Bhagavathi, (2014), Modern Marketing: Principles and Practice, S. Chand & Company, New Delhi.
6. Sherlekar S.A, Nirmala Prasad and Salvadorer Victor (2002), Principles of Marketing, Himalaya Publishing House, Mumbai

### Pedagogy

Formative Assessment for C1 & C2		
Assessment Occasion/ type	Marks	
	C1	C2
Internal Test	10	10
Assignment	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

## Semester II

Course Title: <b>DSC 2.1: Basic Cooperation - II</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ Hrs.
Model Syllabus Authors:	Summative Assessment Marks: 60

### Course Pre-requisite(s): Basic Cooperation II

#### Course Outcomes (COs):

At the end of the course the student should be able to:

1. Understand the operation of the overall Cooperative system;
2. Calculate national income and related aggregates
3. Explain the relationship between Cooperatives aggregates;
4. Analyze the nature of business cycles and policies towards controlling them;

	Description	Hrs 42
<b>Unit -I</b>	<b>Structure of Cooperatives</b>	<b>12</b>
	<b>Chapter 1:Organisational Structure</b> <ul style="list-style-type: none"> <li>• Primary Cooperative societies</li> <li>• Central Cooperative Societies</li> <li>• Federal cooperative Societies</li> </ul>	5
	<b>Chapter 2: Types of Cooperative Societies</b> <ul style="list-style-type: none"> <li>• Credit Cooperative societies</li> <li>• Agricultural Credit Cooperative Societies</li> <li>• Non-Agricultural Credit</li> </ul>	4
	<b>Chapter 3: Other Structure and Types of Cooperatives</b> <ul style="list-style-type: none"> <li>• Small Size V/s Large Size</li> <li>• Limited V/s Unlimited Liability,</li> <li>• Federal V/s Unitary Structure</li> <li>• Formal V/s Informal Organisation</li> </ul> <b>Practicum:</b> 1.Find out the benefits of Credit Cooperative Societies	3
Unit -II	<b>Government and Cooperation</b>	12
	<b>Chapter 4: State and Cooperation</b> <ul style="list-style-type: none"> <li>• Maintenance of cooperative Department</li> <li>• State Partnership Share Capital</li> <li>• Loans to Societies</li> </ul>	3
	<b>Chapter 5: State Aid</b> <ul style="list-style-type: none"> <li>• Government Subsidies</li> <li>• Government Grants</li> <li>• Government Contribution to Risk Funds</li> </ul>	3
	<b>Chapter 6: State and Cooperation</b> <ul style="list-style-type: none"> <li>• Advantages and Limitation of State Aid</li> <li>• Officials and Non-officials in Cooperative Movement</li> </ul>	6
	<b>Practicum:</b> 1. Group Discussion on Government Grants 2.A project to identify the nature and significance of Non agricultural credit	
III	<b>Cooperative Legislation</b>	18

	<b>Chapter 7: Cooperative Law</b> <ul style="list-style-type: none"> <li>• Act of 1904,</li> <li>• Act of 1912</li> <li>• Constitutional Reforms of 1919</li> <li>• Committee on Cooperative Law</li> </ul>	6
	<b>Chapter 8:</b> <ul style="list-style-type: none"> <li>• Essential Provision of Cooperative Acts</li> <li>• Recent Trends in Cooperative Legislation</li> <li>• Need for Proper Administration</li> <li>• Guidelines for state Cooperative Laws</li> </ul>	9
	<b>Chapter 9: Administration</b> <ul style="list-style-type: none"> <li>• Department Set –Up</li> <li>• Position of Registrar</li> <li>• Function of Registrar and Cooperative Department</li> </ul> <b>Practicum:</b> Group Discussion on Guidelines for state cooperative laws	3
<b>References (indicative)</b> <ol style="list-style-type: none"> <li>1. Hajela T.N(1994) Cooperation: Principles, Problems and Practice, Konark publishers, New Delhi.</li> <li>2. Krishnaswamy O.R. and Kulandhiswamy V. (2000), Cooperation: Concept and Theory , Arudra Accdemy, Coimbatore, Tamil Nadu.</li> <li>3. Mathur B.S (1996), Cooperation in India , Sahitya Bhaven, Agra.</li> <li>4. Sharada V (1986), Theory of Cooperation Himalaya Publishing House, Bamby.</li> </ol>		

### Pedagogy

Formative Assessment for C1 & C2		
Assessment Occasion/ type	Marks	
	C1	C2
Internal Test	10	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

## Semester II

<b>Course Title: DSC 2.2: Cooperatives in Developed Countries</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ Hrs.
Model Syllabus Authors:	Summative Assessment Marks: 60

### Course Pre-requisite(s):

### Course Outcomes (COs):

At the end of the course the student should be able to:

1. Understand the nature of cooperative movement in developed countries.
2. Explain the process of structural growth in developed countries
3. Evaluate the policies and programmes undertaken by the ICA for bringing about socio-economic development through cooperatives.

Units	Description	Hours
Unit - I	<b>Cooperative Movement in Denmark</b>	<b>14</b>
	<b>Chapter 1:Origen of cooperative Movement</b> <ul style="list-style-type: none"> <li>• Consumer Cooperatives</li> <li>• Agricultural Cooperative Movement</li> <li>• Dairy Cooperatives</li> </ul>	4
	<b>Chapter 2 Service Cooperatives</b> <ul style="list-style-type: none"> <li>• Cooperative Credit</li> <li>• Cooperative Insurance</li> <li>• Cooperative Housing</li> <li>• Features of Urban Cooperatives</li> </ul>	5
	<b>Chapter 3.Dairy Cooperatives in Denmark</b> <ul style="list-style-type: none"> <li>• Background and Development</li> <li>• Constitution and Working</li> <li>• Features</li> <li>• Contributing for the Success</li> <li>• Recent developments.</li> </ul> <b>Practicum:</b> Assignment on Cooperative Insurance	5
Unit II	<b>Cooperative Movement in Sweden</b>	14
	<b>Chapter 4: Early History</b> <ul style="list-style-type: none"> <li>• Consumers Cooperatives</li> <li>• Ko-operative For bunder (KF)</li> <li>• Agricultural Cooperation</li> <li>• Cooperative Collective Forming Societies</li> <li>• Relation between Consumer and Farmers</li> </ul>	5
	<b>Chapter 5: Service Cooperatives</b> <ul style="list-style-type: none"> <li>• Housing Cooperatives</li> <li>• Insurance Cooperatives</li> <li>• Credit Cooperatives</li> <li>• Education Cooperatives</li> </ul>	5
	<b>Chapter 6: Cooperative Movement in France</b> <ul style="list-style-type: none"> <li>• Charles Fourier Contribution</li> <li>• Louis Blanc and His Social Workshop</li> <li>• Beginning of the Modern Movement</li> <li>• Cooperative Rural Credit</li> </ul> <b>Practicum:</b> Find out the problems of Consumers Cooperatives	4



Unit III	<b>Cooperative Movement in France</b>	14
	<b>Chapter7: Agriculture Cooperatives</b> <ul style="list-style-type: none"> <li>• Agricultural Cooperation</li> <li>• Agricultural Syndicate</li> </ul>	4
	<b>Chapter 8: Cooperative Movement in Israel</b> <ul style="list-style-type: none"> <li>• The Beginning of Cooperation in Palestine</li> <li>• Israel Histadurt</li> <li>• Government and Cooperative Movement</li> </ul>	5
	<b>Chapter 9: Service Cooperative</b> <ul style="list-style-type: none"> <li>• Housing</li> <li>• Copartner ship or Co-Venture</li> <li>• Cooperative Production</li> <li>• Consumers Cooperation</li> </ul> <b>Practicum:</b> Discussion on Co Venture	5
	<b>References (indicative)</b> <ol style="list-style-type: none"> <li>1. HajelaT.N (1994) Cooperation: Principles, Problems and Practice, Konark Publishers, New Delhi.</li> <li>2. Krishnaswamy O.R. and Kulandhiswamy V. (2000), cooperation: Concept and Theory , Arudra Accdemy, Coimbatore, Tamil Nadu.</li> <li>3. Mathur B.S (1996), Cooperation in India , Sahitya Bhaven, Agra</li> <li>4. Sharada V (1986), Theory of Cooperation Himalaya Publishing House, Bamby.</li> </ol>	

### Pedagogy

Formative Assessment for C1 & C2		
Assessment Occasion/ type	Marks	
	C1	C2
Internal Test	10	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

## Semester II

<b>Course Title: OEC 2.3.1: Cooperation and Rural development</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ Hrs.
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):**

**Course Outcomes (COs):**

At the end of the course the student should be able to:

- vi. Understand the current problems of Indian cooperatives
- vii. Identify the factors contributing to the recent growth of the Indian economy
- viii. Evaluate impact of cooperative policies on economic growth in India
- ix. Analyze the sector specific policies adopted for achieving the aspirational goals
- x. Review various economic policies adopted

	Content of course 1	42 Hrs
<b>Unit –I.</b>	<b>Cooperation and Rural Development</b>	14
	<b>Chapter No. 1 Introduction</b> <ul style="list-style-type: none"> <li>• Basic Values and Objectives</li> <li>• Importance Cooperation and Rural Development</li> <li>• Principles of Cooperation</li> </ul>	4
	<b>Chapter No. 2 Rural Development in India</b> <ul style="list-style-type: none"> <li>• Concept of Rural Development</li> <li>• Meaning , Objectives</li> <li>• Strategies For Rural Development</li> </ul>	4
	<b>Chapter No. 3 Approaches to Rural Development</b> <ul style="list-style-type: none"> <li>• Gandhian Approach</li> <li>• Sectoral Approach</li> <li>• Target Approach</li> <li>• Area Approach</li> <li>• Integrated Approach</li> </ul>	6
<b>Unit – 2</b>	<b>Rural Development Programmes in India</b>	14
	<b>Chapter No. 4. Government Programmes-i</b> <ul style="list-style-type: none"> <li>• Concept and Important</li> <li>• RD Programmes in India</li> <li>• Integrated Rural Development Programme (IRDP)</li> </ul>	4
	<b>Chapter No. 5. Government Programmes-ii</b> <ul style="list-style-type: none"> <li>• Drought Prone Area Programme (DPAP)</li> <li>• Rural Landless Employment Guarantee Programme (RLEGP)</li> <li>• Small Farmers Development Agency (SFDA)</li> </ul>	5
	<b>Chapter No. 6. Government Programmes-iii</b> <ul style="list-style-type: none"> <li>• JawaharRojgarYojana</li> <li>• Rural Employment Guarantee Programme(MGNREGA)</li> <li>• DWCRA</li> </ul>	5
	<b>Practicum:</b> Mini-projects to assess the business climate	
<b>Unit – 3</b>	<b>Rural Economy Of India</b>	14

	<b>Chapter No. 7 Ecology Rural population</b> <ul style="list-style-type: none"> <li>● Population Growth</li> <li>● Occupational structure</li> <li>● Rural Income</li> </ul>	3
	<b>Chapter No. 8. Rural Problems</b> <ul style="list-style-type: none"> <li>● Problem of Poverty</li> <li>● Unemployment</li> <li>● Policies for Rural Development</li> <li>● Rural Development Under Plans</li> </ul>	5
	<b>Chapter No. 9. Agriculture and Rural Economy in India</b> <ul style="list-style-type: none"> <li>● Rural Industries</li> <li>● Cottage and Village Industries</li> <li>● Rural Transport</li> <li>● Electricity</li> <li>● Education</li> <li>● Health</li> <li>● Drinking water and Sanitation</li> </ul>	6
	<b>Practicum:</b> 1. Computation and analysis of Wholesale Price Index, Consumer Price Index: components and trends. 2. Group Discussions on India's trade policies and trade agreements	
<b>References</b> <ul style="list-style-type: none"> <li>● Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.</li> <li>● Bhaduri Amit, (2015), A Model of Development By Dispossession, Fourth Foundation</li> <li>● Byres Terence J. (ed.), (1998), The State, Development Planning and Liberalisation in India, Delhi, OUP</li> <li>● Dutt Riddar and K.P.M Sundaram (2001): Indian Economy, S Chand &amp; Co. Ltd. New Delhi.</li> <li>● Frankel Francine R., (2004), India's Political Economy, Delhi. OUP Jenkins Rob, 2000, Economic Reform in India, Cambridge, CUP</li> <li>● Jalan, B. (1996), India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.</li> <li>● Joshi Vijaya and L.M.D. Little, (1998), India's Economic Reform 1991-2001, Delhi, OUP.</li> <li>● Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation</li> <li>● Mishra S.K &amp; V.K Puri (2001) "Indian Economy and –Its development experience", Himalaya Publishing House.</li> <li>● Mukharji Rahul (ed.) (2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press, New Delhi.</li> <li>● Stuart and John Harris, (2000), Reinventing India, Cambridge Polity</li> </ul>		

### Pedagogy

<b>Formative Assessment for C1 &amp; C2</b>		
<b>Assessment Occasion/ type</b>	<b>Marks</b>	
	<b>C1</b>	<b>C2</b>
Internal Test	10	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

## Semester II

Course Title: <b>OEC 2.3.2: Production, Trade and Service Cooperatives</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ Hrs.
Model Syllabus Authors:	Summative Assessment Marks: 60

### Course Pre-requisite(s):

### Course Outcomes (COs):

At the end of the course the student should be able to:

1. To gain practical knowledge on the functioning of various types of Cooperatives in the Primary , Central level, Apex Level, and National Level Cooperation in India
2. To able to understanding the functions of Dairy Cooperatives
3. To gain more knowledge about the dairy farming

Unit	Contact of Course	42Hrs
<b>I</b>	<b>Chapter No. 1. Dairy Cooperatives</b>	14
	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Structure of Dairy Cooperatives</li> <li>• functions of Dairy Cooperatives</li> <li>• Role of Dairying in the Indian National Economy</li> </ul>	4
	<b>Chapter No.2</b> <ul style="list-style-type: none"> <li>• Primary Cooperative Milk Producer’s Society</li> <li>• District Cooperative Milk Producers Union-</li> <li>• Functions - Processing of Milk &amp; Milk Products</li> </ul>	5
	<b>Chapter No.3</b> <ul style="list-style-type: none"> <li>• Anand Pattern</li> <li>• NDDDB</li> <li>• Operation FloodSchemes</li> <li>• Problems and Prospects</li> </ul>	5
<b>Unit – 2</b>	<b>Chapter No.4. Cooperatives Marketing System in India</b>	14
	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Need for Cooperative Cooperatives</li> <li>• Importance Cooperative Cooperatives</li> <li>• Structure, Functions</li> </ul>	4
	<b>Chapter No.5.</b> <ul style="list-style-type: none"> <li>• Development of Cooperative Marketing in India</li> <li>• Various forms of assistanceavailable from Government,</li> <li>• , NAFED</li> <li>• National Cooperative Development Corporation(NCDC)</li> </ul>	5
	<b>Chapter No.6.</b> <ul style="list-style-type: none"> <li>• Regulated Markets in India</li> <li>• Meaning, 34</li> <li>• Importance,</li> </ul>	

	<ul style="list-style-type: none"> <li>• Role in the open market</li> </ul>	5
<b>Unit – 3.</b>	<b>Chapter No.7. Cooperatives Marketing System in India</b>	14
	<ul style="list-style-type: none"> <li>• .Consumer Cooperatives</li> <li>• Origin and Development</li> <li>• Need and Importance</li> </ul>	4
	<b>Chapter No.8.</b> <ul style="list-style-type: none"> <li>• Structure and Working Consumer Cooperatives</li> <li>• Working of Primary</li> <li>• Central and Apex Consumer Cooperatives</li> </ul>	5
	<b>Chapter No.9.</b> <ul style="list-style-type: none"> <li>• National Consumer Cooperative Federation</li> <li>• Objectives</li> <li>• Functions</li> <li>• Role in Public Distribution System</li> <li>• Problems and Prospects</li> </ul>	5

### References:

1. Editorial Board (2014), Innovative and Best Practices of Cooperatives, ISSC, Pune
2. Hajela T.N. (2010) Cooperation: Principles, Problems and Practice, Konark Publishing House, New Delhi
3. Kamat G.S (1986), Managing Cooperative Marketing, Himalaya, Bombay.
4. Kulandaiswamy V (1986), Cooperative Dairying in India, Rainbow Publications, Coimbatore.
5. Mahajan K.A (1993), Cooperative Marketing, Anmol Publications Pvt Ltd., New Delhi.
6. Pitchai C., (2010), Annals of Cooperative Movement in India, Shanlax Publications

### Pedagogy

<b>Formative Assessment for C1 &amp; C2</b>		
<b>Assessment Occasion/ type</b>	<b>Marks</b>	
	<b>C1</b>	<b>C2</b>
Internal Test	10	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

## Semester -II

<b>Course Title: OEC 2.3.3: Cooperatives Credit and Administrative set up</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam: 2½ Hrs.
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):**

**Course Outcomes (COs):**

**At the end of the course the student should be able to:**

1. To gain practical knowledge on the functioning of various Types of Cooperatives in the Primary , Central level, Apex Level, and National Level Cooperation in India
2. To have practical exposure on the general working of various types of agricultural and Non-agricultural Cooperative societies at different levels.

Unit - I	Contact of Course	14Hrs
	<b>Chapter-1. Agricultural Credit</b> <ul style="list-style-type: none"> <li>• PACS&amp; FSS: Special features,</li> <li>• General Working, Preparation of Accounts and statements, loan, operation, overdue collection</li> </ul>	4
	<b>Chapter 2. Agricultural Credit</b> <ul style="list-style-type: none"> <li>• DCCB: Special features –</li> <li>• General Working, Resource Mobilization Bank</li> <li>• Relationship with Apex Bank, NABARD and their control - Loan Operations,</li> </ul>	5
	<b>Chapter 3. Primary Cooperative Agricultural and Rural Development Bank:</b> <ul style="list-style-type: none"> <li>• General Working-</li> <li>• Resource Mobilization - Loan Operations-Loan procedure- security - mode of repayment.</li> <li>• State Apex Cooperative Bank and State Agriculture and Rural Development Bank:</li> <li>• Special features, General Working and contribution for the development of the State Economy.</li> </ul>	5
<b>Unit - II</b>	<b>Non-Agricultural Credit.</b>	<b>14</b>
	<b>Chapter - 4. Urban Cooperative Bank:</b> <ul style="list-style-type: none"> <li>• Working and functions</li> <li>• Challenges-Problems.</li> <li>• Special features</li> </ul>	4
	<b>Chapter -5. Employees' Cooperative</b> <ul style="list-style-type: none"> <li>• Thrift and Credit Society</li> <li>• Working and functions.</li> </ul>	5
	<b>Chapte-6. Milk Cooperative Societies</b> <ul style="list-style-type: none"> <li>• Primary Cooperative Milk Producer's Society</li> <li>• District Cooperative Milk Producers Union</li> <li>• Functions and Processing of Milk &amp; Milk Products</li> </ul>	
<b>Unit -III</b>	<b>Department Set-up</b>	
	<b>Chapter -7.Registrar of Cooperative Societies:</b> <ul style="list-style-type: none"> <li>• Administrative Set up of Cooperative Department in the State</li> <li>• Duties &amp; Responsibilities.</li> </ul>	
	<b>Chapter- 8. Director of Cooperative Audit:</b> <ul style="list-style-type: none"> <li>• Administrative Set up of Cooperative Audit</li> <li>• Department in the State</li> </ul>	

	<ul style="list-style-type: none"> <li>• Duties &amp; Responsibilities</li> </ul> <p><b>Chapter - 9.</b></p> <ul style="list-style-type: none"> <li>• A brief introduction by the Staff-in-charge about the working of the society institution /department</li> <li>• In the Society – a brief talk by Chief Executive / PRO / Manager/ Secretary /</li> <li>• Assistant Secretary-Office-bearers on the origin, development, general working</li> <li>• and problems of the society</li> </ul>	
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### References

1. Editorial Board (2014), Innovative and Best Practices of Cooperatives, ISSC, Pune
2. Hajela T.N. (2010) Cooperation: Principles, Problems and Practice, Konark Publishing House, New Delhi
3. Kamat G.S (1986), Managing Cooperative Marketing, Himalaya, Bombay.
4. Kulandaiswamy V (1986), Cooperative Dairying in India, Rainbow Publications, Coimbatore.
5. Mahajan K.A (1993), Cooperative Marketing, Anmol Publications Pvt Ltd., New Delhi.
6. Pitchai C., (2010), Annals of Cooperative Movement in India, Shanlax Publications

### Pedagogy

<b>Formative Assessment for C1 &amp; C2</b>		
<b>Assessment Occasion/ type</b>	<b>Marks</b>	
	<b>C1</b>	<b>C2</b>
Internal Test	10	10
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	10	-
Case study / Assignment / Field work / Project work/ Academic Quiz/ Review of the Book/ etc	-	10

**Suggestive Template for IAT  
Internal Assessment  
Test BA, BA (Honours) and MA inCo-operative Management**

**Course Code:**  
**Duration: 60 Minutes**

**Name of the Paper:**  
**Total Marks: 10**

**OPTION-A**

**Answer any two of the following questions. (Questions for testing conceptual clarity)**  
**(5 X 2= 10)**

- 1.
- 2.
- 3.

**OPTION- B**

**Answer any one of the following questions. (Questions for testing the knowledge of theories and application)**  
**(10X1=10)**

- 1.
- 2.

**Note: After the completion of 50% of the syllabus, C1 test has to be conducted followed by this C2 test has to be Conducted after completion of the syllabus.**

**ANNUAL QUESTION PAPER PATTERN (C3)**

**Maximum Marks: 60**  
**Duration: 2½ hours**

**PART -A**

**Answer any five of the following:** **5X2 =10**

**Sl. No. 1 to 8 questions**

**PART - B**

**Answer any six of the following:** **6X5 =30**

**Sl. No. 9 to 17**

**PART - C**

**Answer any two of the following:** **2X10 =20**

**Sl. No. 18 to 21**

**Date**                      **Course Co-ordinator**                      **Subject Committee Chairperson**