

**DEPARTMENT OF GENDER STUDIES**

**SYLLABUS  
FOR  
VALUE ADDED COURSE  
(PG LEVEL)**

**GENDER AND SUSTAINABLE RURAL LIVELIHOOD**



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**RAMA DEVI WOMEN'S UNIVERSITY**  
**Vidya Vihar, Bhubaneswar-751022**

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## **GENDER AND SUSTAINABLE RURAL LIVELIHOOD**

**SBCC- GSRL-GS-02**

**Credits: 03, Marks: 50**

**(36 hours, compulsory for all students; 1.5 Credit for Classroom and Tutorials and 1.5 Credit for Field Engagement)**

### **Course Learning Outcomes:**

On completion of the course the students will be able to

- CLO-1: Develop the key competencies and capabilities on NGOs working for agrarian communities;
- CLO-2: To apply the knowledge, skills and competences on planning and agri-business management in the rural areas.
- CLO-3: To familiarize students with the methods and techniques for sustainable agribusiness in rural areas.

### **Course Contents:**

#### **Module I: Linking Gendered Rural Livelihoods and Human Development :12 Hours**

- Concept, meaning and scope of Gender in Sustainable Livelihood
- Economic growth vs indigenous livelihood development approach in India and Odisha
- Gender Analysis of Livelihoods to Human Development: Access and Control issues in resources management

#### **Module II: Livelihoods Institutions in Gender Mainstreaming :12 Hours**

- National Rural Livelihood Mission (NRLM), Odisha Livelihood Mission (OLM), Rural Dev. Banks,
- MGNREGA, PMGSY, AAJEEVIKA, DDU-GKY, PMRDFs
- Greening RD, IAP Districts (List); Unnat Bharat Abhiyan; out-reach and support

#### **Module III: Sustainable Rural Livelihoods Models and Best Practices :11 Hours**

- DFID, Sustainable Rural Livelihood Framework Role of FAO and UNDP
- Livelihood analysis: Concept of Participatory Rural Appraisal (Robert Chamber), Nine Square Mandals; sex-disaggregated data; longitudinal diversification of livelihoods
- PPP models of collaboration

### Course Transaction Mode

Lecture, Seminar, tutoring, dialogue, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning.

### Books Recommended for the SBCC

- 2015. Towards Gender Transformative Livelihoods: Strategies for Convergence MoRD, and UN Women, Ranchi, India
- IFPRI Discussion Paper 01323, February 2014, Land, Assets, and Livelihoods: Gendered Analysis of Evidence from Odisha State in India
- Paul Ronalds, 2012. The Change Imperative: Creating the Next Generation NGO Kumarian Press, 256
- Patience Mutopo. 2012. Gendered Dimensions of Land & Rural Livelihoods: The case of new settler farmer displacement at Nuanetsi Ranch, Mwenzi District, Zimbabwe LDPI Working Paper 8
- O. P. Goel, 2012. Role of NGOs in Development of Social System, ISBN 8182051185
- Shivani Dharmarajan, 2007. NGOs as Prime Movers, ISBN 8173914052
- Krishna Pratap and Vikas Ranjan, 2012. Rural Development in India: Retrospect and Prospects. Concept Publishing (2010)
- Co-operatives and Rural Development in India 1st Edition New Century Publications (2013)
- Birenda Kumar Mishra, 2012. Livestock Production and Rural Development in India, Daya Publishing House [https://www.researchgate.net/publication/303496642\\_Rural\\_Livelihoods\\_and\\_Gender](https://www.researchgate.net/publication/303496642_Rural_Livelihoods_and_Gender) [accessed Dec 14 2018].
- Moharir, Kishor 2014. "Role of Co-Operative Societies in Agriculture Product Marketing in Maharashtra, Vol. 1 (8), ISSN 2277-1166
- Harikesh Maurya 2013. Impact of Microfinance on Poverty Eradication through SHGs: A Case Study of Pratapgarh District of Uttar Pradesh, IJSR, 4:438

J. A. Roy

# DEPARTMENT OF GENDER STUDIES

## SYLLABUS FOR VALUE ADDED COURSE (PG LEVEL)

### COMMUNITY ENGAGEMENT



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## COMMUNITY ENGAGEMENT

SBCC-CCE-GS-01

Credits: 03, Marks: 50

(Practical: 25 marks and Theory: 25 Marks )

(36 hours, compulsory for all students; 1.5 Credit for Classroom and Tutorials and 1.5 Credit for Field Engagement)

### Course Learning Outcomes:

On completion of the course the students will be able to

- CLO1: Gain an understanding of rural life, gender equality, culture and social realities
- CLO2: Develop a sense of empathy and bonds of mutuality with local community
- CLO3: Appreciate significant contributions of local communities to the society and economy

### Course Contents:

#### **Module I: Appreciation of Rural Values, Environment & Livelihood :12 Hours**

- Rural values, infrastructure, caste and gender relations
- Elaboration of “soul of India lies in villages’ (Gandhi)
- Environment and natural resources, agricultural practices, gender gaps in entitlements

#### **Module II: Understanding Rural Economy, Nonfarm activities and Institutions :12 Hours**

- Non-farm livelihoods, artisans, rural entrepreneurs, rural markets
- Traditional rural organizations: Self-help Groups, Panchayati Raj institutions
- Standing Committees, civil society & local administration

#### **Module III: Rural Development Programmes :11 Hours**

- History of rural development in India, current national Programmes
- Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India
- Gram Sabha and Gram Panchayat, Decentralized Planning, NRLM, MNREGA, etc.

#### **\*\* Recommended field-based practical activities:**

- Interaction with SHG women members, and study of their functions and challenges; planning for their skill building and livelihood activities
- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site

- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP)
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization
- Visit Rural Schools / mid-day meal centres, study Academic and infrastructural resources and gaps
- Participate in Gram Sabha meetings, and study community participation
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries
- Attend Parent Teacher Association meetings, and interview school drop outs
- Visit local Anganwadi Centre and observe the services being provided
- Visit local NGOs, civil society organizations and interact with their staff and beneficiaries,
- Organize awareness programmes, health camps, Disability camps and cleanliness camps
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness
- Organize orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants
- Formation of committees for common property resource management, village pond maintenance and fishing
- Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.
- Case study on the effectiveness of the Panchayati Raj institutions functioning in the village? Describe the benefits received and challenges faced in the delivery of one of these programmes in the rural community

### **Course Transaction Mode**

Lecture, Seminar, peer group discussion, mobile teaching, self-learning, collaborative learning, cooperative learning, Participatory Research Methods & Tools, Community dialogues, Oral history, social and institutional mapping, resource mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions and village micro-planning, development of village action plan/business plan.

### **Books Recommended for the SBCC**

- Singh, Katar. (2015). Rural Development: Principles, Policies and Management, Sage Publications, New Delhi.
- A Hand book on Village Panchayat Administration, (2002). Rajiv Gandhi Chair for Panchayati Raj Studies.
- United Nations, Sustainable Development Goals, 2015 [un.org/sdgs/](http://un.org/sdgs/)
- M. P. Boraian, Best Practices in Rural Development, Shanlax Publishers, 2016.
- 7 January 2019

- Iverson, Susan Deventer. and Hauver, James Jennifer. (Editors) (2014). Feminist Community Engagement: Achieving Praxis. Palgrave Macmillan, HETB
- Dean, Amber., Jennifer L. Johnson and Susanne, Luhmann. (Editors) (2019). Feminist Praxis Revisited: Critical Reflections on University-Community Engagement, Higher Education Text Book

#### **Journals Recommended for the SBCC**

- Journals of Rural development, (published by NIRD & PR Hyderabad)
- Indian Journal of Social Work, (by TISS, Bombay)
- Indian Journal of Gender Research, Sage: New Delhi
- Indian Journal of Extension Education (by Indian Society of Extension Education)
- Journal of Extension Education (by Extension Education Society)
- Kurukshetra (Ministry of Rural Development, GoI)
- Yojana (Ministry of Information and Broadcasting, GoI)
- Gender, Technology and Development, Sage: AIT, Bangkok
- Economic and Political Weekly

*J. Fluye*