



**UGC CENTRE FOR WOMEN'S STUDIES  
DIBRUGARH UNIVERSITY**

**FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN  
WOMEN'S STUDIES**

**Syllabus of SEC – 3- Third Semester**

**Third Semester**

<b>Course Title:</b>	<b>Women and Rural Development</b>
<b>Course Code:</b>	<b>WS SEC – 3</b>
<b>Nature of Course:</b>	<b>Skill Enhancement Course (SEC)</b>
<b>Total Credits:</b>	<b>3 Credits</b>
<b>Distribution of Marks:</b>	<b>60 (End-Sem.) + 40 (In-Sem.)</b>

**Course Objective:** The instructional objectives of this Course are:

1. To introduce the basics of rural development and women.
2. To explain women's role and participation in various aspects of rural development.
3. To demonstrate women's contribution and participation in rural development.

**Course Outcome (COs):**

Students will be able to

CO1: Demonstrate knowledge on rural development and women.

LO1.1: Discuss the key definitions on rural development

LO1.2: Understand the interlinkages between rural development and women

LO1.3: Explain the key elements and approaches on women and rural development.

CO2: Analyze women's role and participation in rural development and women

LO2.1: Identify the different roles and participation of women in rural development

LO2.2: Analyze the contributions of women in rural development.

CO3: Demonstrate understanding of women's contribution in maintaining and earning through livestock

LO3.1: Discuss the gender roles in livestock farming

LO3.2: Discuss the occupational hazard of women in conducting livestock farming

CO4: Analyze the decision-making ability of women in rural development

ILO4.1: Examine the decision-making ability of women in rural development

ILO4.2: Identify the obstacles erupting in the exercise of agency of women in rural development.

CO5: Analyze the gender framework involved in women in agriculture, live-stock, handloom and handicraft.

ILO5.1: Examine gender framework involved in women and agriculture

ILO5.2: Examine gender framework involved in women and live-stock

ILO5.3: Examine gender framework involved in women and handloom

ILO5.4: Examine gender framework involved in women and handicraft.

### Cognitive Map of Course Outcomes with Blooms Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual Knowledge	CO1, CO3	CO1, CO3				
Conceptual Knowledge		CO1, CO3		CO2, CO4, CO5	CO2, CO4, CO5	
Procedural Knowledge				CO2, CO4, CO5	CO2, CO4, CO5	
Metacognitive Knowledge						

UNITS – Based on End Sem. Marks*	COURSE CONTENTS	L	T	P	LTP (45 hrs.)
<b>Unit – I</b> (15 Marks)	<b>Women and Agriculture</b> <ul style="list-style-type: none"> <li>▪ Gender roles in agriculture- Decision making in agriculture, Gender specific knowledge, and skills</li> <li>▪ Women and land rights</li> <li>▪ Access to resources, services, and institutions</li> <li>▪ Policies and schemes</li> </ul>	10	01	-	11
<b>Unit – II</b> (15 Marks)	<b>Women and Live-stock</b> <ul style="list-style-type: none"> <li>• Gender Roles in Livestock Farming</li> <li>• Access to Resources, Services, and Institutions</li> <li>• Gender Specific Knowledge and Skills</li> <li>• Decision making in Livestock farming</li> </ul>	10	02	-	12

	<ul style="list-style-type: none"> <li>Occupational hazards and drudgery reduction</li> <li>Policies and schemes</li> </ul>				
<b>Unit – III</b> (15 Marks)	<b>Women and Handloom</b> <ul style="list-style-type: none"> <li>Gender perspectives of handloom.</li> <li>Gender and economy of handloom.</li> <li>Policies and schemes</li> </ul>	10	01	-	11
<b>Unit – IV</b> (15 Marks)	<b>Women and Handicraft</b> <ul style="list-style-type: none"> <li>Gender perspectives of handicrafts</li> <li>Gender and economy of handicrafts</li> <li>Policies and schemes</li> </ul>	10	01	-	11
<b>Total:</b>		<b>40</b>	<b>05</b>	<b>-</b>	<b>45</b>

*Where,*

*L: Lectures*

*T: Tutorials*

*P: Practical*

<b>MODES OF IN-SEMESTER ASSESSMENT:</b>	<b>40 Marks</b>
<ul style="list-style-type: none"> <li>Two Internal Examination- (10x2)</li> </ul>	<b>20 Marks</b>
<ul style="list-style-type: none"> <li>Others (Any one) <ul style="list-style-type: none"> <li>Group Discussion</li> <li>Seminar presentation on any of the relevant topics</li> <li>Debate</li> </ul> </li> </ul>	<b>20 Marks</b>

### **Learning Outcomes:**

On completion of this Course, a student will be able to –

- develop an understanding on the basics of rural development and women.
- identify women's role and participation in various aspects of rural development.
- acquire knowledge on scopes of development of rural women

### **Suggested Readings**

- Castillo, C.T (1977), The Changing Role of women in rural societies: A summary of trends and issues, Seminar report No.12, Agricultural development Council, New York
- Gopalan A and S.N. Saha, Gender in Agriculture Developed under AP CESS Research Scheme, Hyderabad: National Academy of Agricultural Research Management, August, 2003
- United Nations (1975), World Conference of the United Nations Decade for Women: Equality, Development and Peace Document A/CONF.94/19. Nairobi, Kenya.

4. Galab, S. and Rao, C. (2003) Women self-help groups: poverty alleviation and empowerment.
5. Government of India (1998) Ministry of Rural Areas and Employment, Report of the Committee for Gender Equality in Land Devolution in Tenurial Laws, New Delhi
6. IFAD (2009) Gender and Livestock: Tools for Design. Rome: IFAD.
7. Shicai, S. and Jie, Q. (2009) Livestock projects in southwest China: women participate, everybody benefits. *Leisa Magazine* 25(3 Sept).
8. Castillo, C.T (1977) *The Changing role of women in rural societies: A summary of trends and issues*, Seminar report No.12, Agricultural Development Council, New York
9. Kabeer N (2003) *Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: A Handbook for Policy Makers and Other Stakeholders*. Ottawa: International Development Research Centre

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