

**Practical Manual**  
**M. Sc. (Hons.) Agriculture**  
**Gender Mainstreaming**  
**Course No.: EXTN 0510**  
**Credit: 3(2+1)**  
**Semester: 2<sup>nd</sup>**



**Centurion**  
**UNIVERSITY**  
*Shaping Lives...  
Empowering Communities...*

**Department of Agricultural Extension Education**  
**M.S. Swaminathan School of Agriculture**  
**Centurion University of Technology and Management, Paralakhemundi**  
**[www.cutm.ac.in](http://www.cutm.ac.in)**  
**January, 2023**

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Centurion University of Technology and Management  
Paralakhemundi**

*Certificate*

*Certified that this is a bonafide record of practical work done by*

*Mr./ Ms. \_\_\_\_\_*

*Regd. No. \_\_\_\_\_ in M. Sc. (Hons.) Agriculture degree programme,  
Course No. EXTN0510 entitled "Gender Mainstreaming "during 6<sup>th</sup> semester of the  
academic year 2022-23.*

**Date:**

**Faculty In-charge**

**Evaluation System**  
**Gender Mainstreaming**  
**Course No.: EXTN 0510**

<b>Sl. No.</b>	<b>Marks distribution</b>	<b>Total marks</b>	<b>Marks obtained</b>
<b>1</b>	<b>Record</b>	<b>10</b>	
<b>2</b>	<b>Attendance</b>	<b>5</b>	
<b>3</b>	<b>Assignment</b>	<b>5</b>	
<b>4</b>	<b>Viva voce</b>	<b>5</b>	

**Signature of Faculty In-charge**



Experiment no 1.

Data:

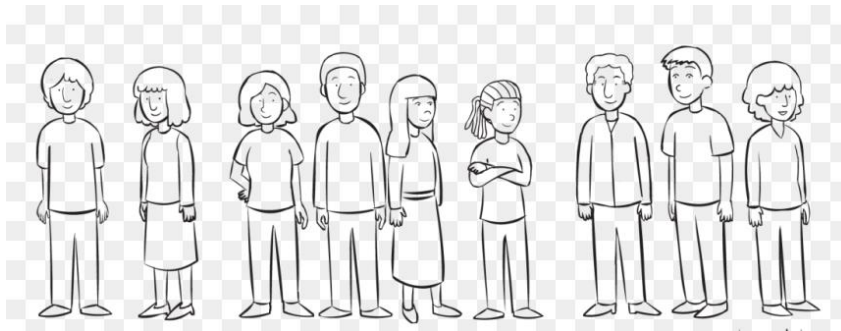
## **UNDERSTANDING RURAL GENDER ROLES AND RESPONSIBILITIES AS GROUPS, FOLLOWED BY CLASS PRESENTATION BY GROUPS**

**Aim:**

**Objective of the study:**

**Experiment:**

- i. Ask participants to stand in a straight-line facing front to the course instructor



- ii. Now the instructor will be given some random identity to each participant and participant need to think and act like the assigned character. Characters may be like as follows,
  1. 14 year's old Schedule Caste school boy
  2. 30 year's old illiterate Tribal farmer
  3. 34 years' old middle-class housewife
  4. 54 year's old lady working as Bank Manager
  5. 74 year's old retired as school teacher
  6. 84 year's old disabled Brahmin Man
  7. 8 years old boy of rich family
  8. 20 years old illiterate tribal girl
  9. 50 years old bureaucrat
  10. 30 years old pregnant doctor
  11. 40 years old blind NGO worker
- iii. Then, a list of checklists of gender roles needs to prepare by the instructor with like the followings
  1. Decision to start growing nutri-garden in backyard
  2. Decision to purchase best water purifier

3. Decision to start a new business
  4. Decision to purchase of fertilizers from nearby Input-dealers shop
  5. Decision to selling family property worth Rs. 50 lakhs.
  6. Decision to inform police report of a recent theft in neighbourhood
- iv. Now, Instructor will read out each role play and participants need to one step ahead (if can able to take the particular decision) or one step backward (if can't able to take the particular decision)
- v. At the end the instructor needs to record the observation about the final position of each of the participants to evaluate different gender role of our society.

**Discuss the Result of experiment based on your understanding:**

**Conclusion:**

Experiment no 2.

Data:

**Visit Institution working on Gender Sensitization for Development**

**Aim:**

**Objective of the study:**

**Organization study**

**Name of the Organization:**

**Mandate of the organization:**

.....  
.....  
.....  
.....  
.....  
.....

**Study Organization Structure:** (use schematic diagram)



**Specify the Gender components included already in the organization management:**

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

**Gender management system of the organization:**

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

Organization Timeline study in last 5 years	Number	Year	Remarks
trainings programme organized Gender sensitization			
awareness campaigns done on Gender sensitization			
Gender budget of organization			
Gender policies taken up			
Gender auditing			

**Conduct SWOT analysis to understand activities related to Gender component by the organization:**

<b>i.</b>	<b>i.</b>
-----------	-----------

ii.	ii.
iii.	iii.
iv.	iv.
v.	v.
i.	i.
ii.	ii.
iii.	iii.
iv.	iv.
v.	v.

**Enlist all the information collected about the particular organization/Institute:**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**Study on Extension workers**

**Make a list of extension worker dealing with gender component:**

<b>Name of the person</b>	<b>Job Role</b>	<b>Overall work experience</b>	<b>Experience in years working on Gender component</b>	<b>Nature of work</b>


**Constraints faced while working on gender component:**

- i. ....  
.....,
- ii. ....  
.....,
- iii. ....  
.....,
- iv. ....  
.....,
- v. ....  
.....,

**Suggestion for policy makers to overcome above mentioned constraints:**

- i. ....  
.....,
- ii. ....  
.....,
- iii. ....  
.....,
- iv. ....  
.....,
- v. ....  
.....,

**Conclusion:** (write your own words learning from the experiment)

Experiment no 3.

Data:

## **Practical Gender Needs and Strategic Interests**

**Aim:**

**Objective of the study:**

### **Practical Gender Needs**

Practical gender needs are the concrete and practical needs women and men have for survival and economic advancement, which do not challenge the existing sexual division of labour, legal inequalities, or other aspects of discrimination due to cultural and social practices. Meeting practical gender needs in development programmes may include the provision of services such as clean water, shelter and health care, as well as income generating opportunities. If women are involved in decision making and training in new areas, strategic interests may also be addressed through such practical projects.

### **Strategic Gender Interests**

Strategic gender interests refer to the relative status of women to men. They seek to bring about greater equality between men and women, and to eliminate various forms of sexual discrimination. Strategic interests may include legal rights, protection from domestic violence, increased decision making and increasing women's control over their bodies. Practical needs and strategic interests are complementary. For example, programmes that only target practical needs may not be sustainable unless strategic interests are also taken into account.

<b>A. Practical Needs</b>	<b>B. Strategic Interests</b>
<ul style="list-style-type: none"><li>• Tend to be immediate, short-term</li><li>• Specific to certain women</li><li>• Related to daily needs: food, housing, income, children's health, etc.</li><li>• Easily identifiable by women</li><li>• Can be satisfied by accurate/precise elements: food, hand pumps, clinics</li></ul>	<ul style="list-style-type: none"><li>• Tend to be long-term, Common for all women</li><li>• Are related to a subordinate position: lack of resources and of education and training, vulnerability to poverty and violence, etc.</li><li>• The foundation that explains the subordination as well as the potential for change is not always easily identifiable by women</li><li>• Can be satisfied by confidence building, improved self-confidence, political</li></ul>



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**B: I can and I could** (*for male participants*)

I am a man I can.....	If I were a woman I could.....
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	

(*For female participants*)

I am woman I can.....	If I were a man I could.....
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	

14.

**I. Division of Labour**

Select individuals you know closely to complete this exercise. Name ..... of Individual you selected as Men and Name ..... of Individuals selected as women.

<b>Time</b>	<b>Task done by Men</b>	<b>Task done by Women</b>
04:00 am		
05:00 am		
06:00 am		
07:00 am		
08:00 am		
09:00 am		
10:00 am		
11:00 am		
12:00 pm		
01:00 pm		
02:00 pm		
03:00 pm		
04:00 pm		
05:00 pm		
06:00 pm		
07:00 pm		
08:00 pm		
09:00 pm		
10:00 pm		
11:00 pm		
12:00 am		







## Identify Gender stereotypes among the participant

**Aim:**

**Objective of the study:**

Gender sensitization of the scientists, extension functionaries, project managers and students can help in overcoming the gender stereotypes to harness the potentiality of the rural women in agriculture. In this exercise ask participants to write down roles performed by a farm men and farm women in the table given below:

I. Perform this exercise at beginning of the practical session:

S.N.	Farm men	Farm women
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11.		
12		
13		
14		
15		
16		
17		
18		
19		
20		

**Analysis:** Now, count under supervision of your course instructor how many words are  
 Gender neutral words.....,  
 Gender biased words.....,

II. **Then, replace gender biased words with gender neutral words**

S.N.	Farm men	Farm women
1		

2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

**Conclusion: narrate understanding from this exercise in your own words.**

Experiment no 5.

Data:

## **Write a case study on Gender sensitization**

**Aim:**

**Objective of the study:**

**Case study:**

**Observations:**

**Analysis of the study:**

**Conclusion:**











Experiment no 6.

Data:

## **Interaction with a successful women entrepreneur/ SHG**

**Aim:**

**Objectives:**

**Narrate the success story:**

**Conclusion :**

Experiment no 7.

Data:

**EXERCISE FOR IDENTIFICATION AND PRIORITIZATION OF ISSUES  
AFFECTING/NEEDS FOR WOMEN EMPOWERMENT**

**Aim:**

**Objectives:**

**Identification & Prioritization of Issues:**

**Conclusion :**