

University of Mumbai




No. UG/134 of 2019-20

**CIRCULAR:-**

Attention of the Principals of the Affiliated Colleges and Directors of the recognized Institutions in Faculty of Humanities.

They are hereby informed that the recommendations made by the Board of Studies in Extension work at its meeting held on 26<sup>th</sup> April, 2019 have been accepted by the Academic Council at its meeting held on 10<sup>th</sup> May, 2019 vide item No. 4.23 and subsequently approved by the Management Council at its meeting held on 13<sup>th</sup> September, 2019 vide item No.14 and that in accordance therewith, in exercise of the powers conferred upon the Management Council under Section 74(4) of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017) the Ordinance No. 6480 & 6481 Regulations No. 9224 to 9225, 9224-A to 9225-A and the syllabus of Advance Certificate Course in Rural Community Engagement has been introduced and the same have been brought into force with effect from the academic year 2019-20, accordingly. (The same is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI - 400 032  
13<sup>th</sup> November, 2019

  
(Dr. Ajay Deshmukh)  
REGISTRAR

To,

The Principals of the affiliated Colleges and Directors of the recognized Institutions in Faculty of Humanities. (Circular No. UG/334 of 2017-18 dated 9<sup>th</sup> January, 2018.)

A.C/4.23/10/05/2019  
M.C/14/13/09/2019

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
No. UG/134 -A of 2019

MUMBAI-400 032

13<sup>th</sup> November, 2019

Copy forwarded with Compliments for information to:-

- 1) The I/c Dean, Faculty of Humanities,
- 2) The Chairman, Board of Studies in Extension Work,
- 3) The Director, Board of Examinations and Evaluation,
- 4) The Director, Board of Students Development,
- 5) The Co-ordinator, University Computerization Centre,

  
(Dr. Ajay Deshmukh)  
REGISTRAR

AC 10/S/2019  
Item No. 23

**UNIVERSITY OF MUMBAI**



**Syllabus for Approval**

Sr. No.	Heading	Particulars
1	Title of the Course	Advance Certificate Course in Rural Community Engagement
2	Eligibility for Admission	XII <sup>th</sup> std Pass (Any Faculty)
3	Passing Marks	50 Marks.
4	Ordinances / Regulations ( if any)	—
5	No. of Years / Semesters	4 credit Course (60 hrs)
6	Level	P.G. / U.G. / Diploma / Certificate ( Strike out which is not applicable)
7	Pattern	Yearly / Semester ( Strike out which is not applicable)
8	Status	New / Revised ( Strike out which is not applicable)
9	To be implemented from Academic Year	From Academic Year <u>2019-2020</u>

Date:

Signature :

[Signature]

Name of BOS Chairperson / Dean : DR. DILIP S. PATIL  
In Extension work

**UNIVERSITY OF MUMBAI**



**Advance Certificate Course  
in  
Rural Community Engagement**

**(To be introduced from Academic Year 2019-20)**

0.6480  
Course Title : Advance Certificate Course in Rural Community Engagement

Eligibility : 0.6481

For being eligible for admission to the Advance Certificate Course in Rural Community Engagement candidate must have passed 12<sup>th</sup> examination in any discipline from any board will be eligible to take admission in this course.

Regulations:

Fee Structure: R.9224

The fee structure of the course is as follows:

1. Tuition Fees Rs. 2000/-
2. Registration Fees Rs. 100/-
3. Examination Fee as per University norms.

The fee structure may be change time to time as per university norms.

Duration: R.9225

1. Duration of the course will be Six Months and the Examination will be held at the end of the course.
2. Lectures of one hour each will be held twice a week.  
(4 Lectures per week of one hour duration)

(The candidate will not be admitted to the examination if he/she fails to keep 75% attendance)

Intake Capacity: R.9224-A

The intake capacity of the students are 25 students per Batch.

Standard Passing: R.9225-A

In order to pass the examination for the Advance Certificate Course in Rural Community Engagement candidate must be obtain written and practical examinations. The candidate has to appear in the examination in the same year of admission. If due to any reasons candidate could not sit in examination in the same year, he/she has to take re-admission to sit in the examination again.

## *Curriculum for Rural Community Engagement*

### **Background**

Rural or Community Engagement in Higher Education is one where sustainable networks, partnerships, communication media, and activities between Higher Education Institutions and communities are fostered at various levels. There is an inevitable and symbiotic relationship that exists between communities and Higher Education Institutions.

Communities help provide human resources that are necessary for higher education systems to foster and carry out their purposes. Higher Education Institutions in turn train students who eventually fill job vacancies and establish businesses of their own in society.

Rural community engagement activities between communities and higher education stakeholders may be formal or informal. Examples of community engagement initiatives include building relationships through collaboration initiatives, community campaigns, cooperatives, small businesses, consultation meetings & conferences, sports events, cultural events, community development and community research projects.

These days, vast online repositories through university libraries and other digital media provide a unique ability for Higher Education Institutions to share success and failure case studies and experiences with rural communities in ways that were unimaginable prior to the 1990s.

Thus, meaningful community engagement should bring benefits for communities and continuous academic development to Higher Education institutions.

### **Introduction**

There is an impending need for engaging young students with their local rural community issues and prevalent challenges. University education has been adopting several strategies for focusing on the development of the spirit of Community Service. There has been no particular curriculum for inculcating this spirit among the students. It is the need of the hour to develop a Rural Community Engagement curriculum which can be offered as a course in Higher Education Institutions. This is expected to bridge the gap between the academic expectations and actual rural community practices. It is essential to integrate the two important aspects viz., learning and living to bridge the huge gap between the textual knowledge and evolving contextual practices.

Rural India which is prone to various natural disasters like the floods, landslides, droughts and cyclones needs to build disaster resilience. It is the rural community's ability to anticipate, and wherever possible, prevent or minimize the potential damage on account of a disaster. It covers rural community coping capacity, for maintenance of certain basic functions and structures under all climatic conditions, and to recover and adapt to the changes that occur as a result. Community engagement tries to address this requirement of the rural society.

### **Characteristics**

There are some core characteristics of the basic frame work of the community based learning model. They become prime factors in developing the curriculum.

1. **Meaningful Content:** In rural community engagement, learning occurs in relevant places where challenges are experienced. It focuses on issues that involve students through direct engagement with the rural communities for addressing and responding to these challenges.
2. **Voice and Choice:** In rural community engagement, learning tasks are active processes and they allow students to take an active role in the decision making process while performing these tasks.
3. **Personal and Public Purpose:** In rural community engagement process, the learning goals connect personal achievement to public purpose through rural community engagement.
4. **Assessment and Feedback:** In transacting rural community engagement course, there is ongoing assessment supported by mentoring that gives students an opportunity to learn from success and delayed success. It gives insight into prevailing standards and gap between current and expected standards.
5. **Resources and Relationships:** Community partnerships increase the community resources and community relationships which are utilized by students during learning and action, making it interactive as well as real time learning.

### **Curriculum Design**

In order to incorporate the module of learning in a capsule and integrate various aspects in it, there is a need for a curriculum design. It has the following aspects:

- Learner Objectives
- Rationale
- Proposed Model of Curriculum
- Practicum Details
- Assessment
- Outcomes

## Learner Objectives

Every learning process needs to be based on certain specified objectives. The following are the Objectives for the proposed rural engagement curriculum.

1. To identify the historical perspective of rural transformation in India.
2. To present the changing profile of rural India in terms of consumption patterns, land use patterns, cropping, lifestyle, living standards and settlement patterns.
3. To explain rural poverty, dynamics and issues in rural resilience including doubling the income.
4. To identify rural development programmes/initiatives in India, their coverage, outlays, modalities and outcomes and their linkage to international conventions as well as agreements.
5. To check rural physical, social, economic and ecological infrastructure needs and their alignment with the budgets and programmes including MPLADS.
6. To enlist various employment programmes and their mandate including the reverse migration.
7. To identify and check the village transformation and technology (including digitised financial transactions) interface in terms of information, participatory processes, mainstream and alternative cost effective technologies in agriculture, rural livelihoods, rural entrepreneurship, rural tourism, rural health, rural industries, rural housing and rural infrastructure development/maintenance.
8. To identify and check the signs of distress (financial, social, political and natural) and find coping mechanisms.
9. To identify and map the electoral and democratic processes which form the basis for the local governance in rural societies.
10. To map vulnerability and resilience of rural communities to impending emergencies arising out of natural and manmade disasters, climate variability and motivating them into assuming eco responsibility through efficient water, waste (solid/liquid) and energy management practices.
11. To practice preparation of Gram Panchayat Development Plans (including Village Disaster Management Plan) and twinning educational programmes.
12. To practice participative learning in rural community mobilization, service engagement and empowerment activities along with trained resident community volunteers.
13. To practice preparation and implementation of draft community resilience development plan for identified, mutually agreed and prioritized aspects.
14. To prepare inputs for a draft plan seeking partnership/accessing financial and physical support from Corporate Social Responsibility grants and philanthropic as well as Sansad Adarsh Gram Yojana.

## Rationale

Community engagement can be a great enabling mechanism for empowering rural communities. Though traditional extension and outreach programs are desperately trying to bring in the desired outcomes, they are just not sufficient to build efficient bridges between higher education and public life. What is required is an approach that extends beyond service and outreach to actual 'engagement'. By this, we mean that there is a need to move from a model of 'public service' where universities do things for 'passive & needy public', to one of 'public work that taps, engages and develops the civic agency, talents and capacities of everyone, inside and outside the academy'. Therefore, the

requirement of today is an 'engaged model of university outreach' which is far more collaborative than the customary conventional approach.

Hence, higher education which is generally organized into highly specialized disciplines requires a paradigm shift towards a more systemic perspective, emphasizing collaboration, cooperation and partnership (UNESCO Chair, 2015). There is an urgent need to promote rural community-student engagement through the Rural Immersion Camps, Village Visits, Village Studies, Inputs for instilling Rural Resilience, Climate Change Adaptation and Eco Responsibility.

The various forms of community engagement proposed are:

1. Linking 'formal' learning and the local community
2. Researching with the community through case studies and action research
3. Sharing knowledge with the community
4. Involving local practitioners as trainers
5. Social Innovation by students
6. Rural Internship

### Proposed Model of Curriculum

The course curriculum is for one semester. It is interdisciplinary in nature and more practice-oriented.

Option 1: 4 Credits Course (1 Credit Classroom, 1 Credit Tutorials and 2 Credits for Field Engagement)

		Technical Skills Methodology	Practical Classes	
1.	Rural Society and Resources	Dynamics of Rural Society and Rural Values: Social and Cultural aspects, Interdependence, Harmony and integration in Rural Society, Community natural and human resources, Community Priorities and Goal Setting	Group discussion Group Exercise	6
2.	Rural Economy and Livelihoods	Agriculture, animal husbandry, non-farm livelihoods, artisans, rural entrepreneurs, rural markets- agricultural and non agricultural, water and natural resource management, Village livelihoods, rural tourism, entrepreneurship, rural banks and cooperatives, appropriate technology access including digitised transactions and direct benefit transfer	Case Study Interview, Participation, Field Visit	6
3.	Rural Polity, Institutions and Administration	Panchayati Raj, Standing Committees, Self Help Groups, Civil Society and Local Administration	Case Study Interview, Participation, Field Visit	6
4.	Rural Development and Resilience	Rural Development Programmes, Making of Gram Panchayat Development Plan including aspects and process of preparation of Village Disaster Management Plan, Rural Health and Education: Rural Hygiene and School Safety. Resilience: Vulnerability and Risk Reduction	Case Study Interview, Participation, Field Visit	6



5.	Participatory Learning, Social Mapping, Resource Mapping	Approaches and Methods, Community Project Proposal and Project Management, Concept and Steps Thematic Maps, Social Maps, Transect Walk, Seasonal Map, Natural and Human Resource Mapping and Management, Ethnographic Research	Field Visit, Mapping, Demonstration, Participation	6
6	Rural Internship and Rural Field Engagement	Community Project and Participatory Rural Appraisal, Land and Human Resource Mapping and Action Research with Community Organization. On Field Learning, Preparation of Gram Panchayat Development Plan Village Resource Planning, Participation in Agri/Craft Operations and Value addition in Village, Working with SHGs and CBOs	Concurrent and Term-end Field Engagement, Coaching, Mentoring, Facilitation	70

Option 2 - 2 Credits Course (1 Credit for Classroom and Tutorials and 1 Credit for Field Engagement)

S.N.	Module	Module Content	Teaching Aids, Learning Activities, Methodology	No. of Classes
1.	Rural Society and Resources	Dynamics of Rural Society and Rural Values: Social and Cultural aspects, Interdependence, Harmony and Integration in Rural Society, Community natural and human resources	Group discussion Group Exercise	3
2.	Rural Economy and Livelihoods	Agriculture, animal husbandry, non-farm livelihoods, artisans, rural entrepreneurs, rural markets- agricultural and non agricultural, water and natural resource management, Village livelihoods, rural tourism, entrepreneurship	Case Study Interview, Participation, Field Visit	3
3.	Rural Polity, Institutions and Administration	Panchayati Raj, Standing Committees, Self Help Groups, Civil Society and Local Administration	Case Study Interview, Participation, Field Visit	3
4.	Rural Development	Rural Development Programmes, Making of Gram Panchayat Development Plan	Case Study Interview, Participation, Field Visit	4
5.	Participatory Learning, Social Mapping, Resource Mapping	Thematic Maps, Social Maps, Transect Walk, Seasonal Map, Natural and Human Resource Mapping and Management	Field Visit, Mapping, Demonstration, Participation	3
6	Rural Internship and Rural Field Engagement	On Field Learning: Preparation of Gram Panchayat Development Plan Village Resource Planning, Participation in Agri/Craft Operations and Value addition in Village, Working with SHGs and CBOs	Concurrent and Term-end Field Engagement	36

### Practicum Details

Every Saturday for a semester or continuously for a week, students are engaged in the rural community to take up the following activities for developing field perspective on rural resource management, issue-based work and complex emergencies, vulnerabilities and coping mechanisms. The students are required to engage in an on-going Development Programme, Rural Resilience Development Programmes, rural distress response programmes in the respective locations.

1. Interactive programs with community experts and village leaders with Participative Rural Appraisal(PRA) for SAGY, GPDP, MPLADS, UBA and Swachh Bharat.
2. Interactive community exercise with community experts and village leaders on Village Development Planning.
3. Involving students in the literacy, environmental conservation programmes: sustainable water management (raw and waste), biodiversity conservation and energy conservation of selected village.
4. Conducting training programmes with Self Help Groups and government officials for training in different vocations and developing skills.
5. Conducting information collection, collation and use(Data Management) workshops with the help of school resources of the selected villages and Self Help Groups.
6. Identifying the committees and establishing the committees with the help of village level officers.
7. Establishing village networks with the help of village level officers and district officials.
8. Conducting / facilitating health camps and public health campaigns.
9. Reporting the health concerns of the villagers, drainage system of the village and health habits of the villagers to the concerned authorities and facilitating address of these concerns.
10. Organizing orientation on preparing a system for community plantation management and community water management.
11. Creating awareness about the climatic change hazards in the villagers and inputs on how to address the same.
12. Organizing awareness programmes relating to water, soil fertility management, energy management.
13. Identifying opportunities for improving local infrastructure and working with Villager leaders and local administration for sanction and implementation under relevant schemes
14. Organizing awareness & promotion programs on income generating opportunities from local tourism spots, local artisanship(toys, handlooms, paintings), local folk arts or rural entrepreneurship opportunities.
15. Preparing seasonal maps and Timeline maps to understand and ready the villagers on the Seasonal hazards like drought/floods and prepare action plans dovetailing with Govt. schemes, based on local knowledge and local solutions.
16. Facilitating Branding and Rural Exports

#### Assessment

1. This is a four credit course, with two theory class and two practical classes of four hours per week for one semester which is equal to 30/36 hours of theoretical input and 60/72 hours of practical input.
2. Focus will be on engaging in study and capacity building for promoting the rural community resilience to disaster risks and climate change and assumption of eco responsibility.
3. The emphasis is more on the practical orientation of the student and increasing the employability and improving the rural livelihoods.

## Outcomes

After completion of the course, the students will be able to:

- Understand the social, economic, political and cultural framework of the rural society
- Address the challenges with suitable responses for the identified rural issues
- Engage in the management of the rural community organisations
- Engage in village development planning and village resource management functions

## Career Options

- Careers in Agri Business
- Career in Corporate Social Responsibility Projects
- Career with links in the Rural India including Entrepreneurship
- Careers in Rural Tourism, Hospitality and Facility Management Services
- Career as Nodal Officer for Rural Development
- Career as Rural Infrastructure Manager
- Career in Rural Documentation
- Careers with Rural Finance Agencies
- Careers in Banking Finance Securities and Insurance
- Career in Community Development Projects of State and Central Governments

## References:

1. MGNCRE(2018) Rural Community Engagement
2. MGNCRE(2018) Rural Immersion Manual
3. Singh, Katar, Rural Development : Principles, Policies and Management, Sage Publications, New Delhi, 2015.
4. A Hand book on Village Panchayat Administration, Rajiv Gandhi Chair for Panchayat Raj Studies, 2002.

## Websites:

1. <https://rural.nic.in/documents/institute-rural-management-anand-irma>
2. <https://rural.nic.in/publications/report-and-study/common-review-immersion>
3. [https://rural.nic.in/sites/default/files/EAG\\_Report\\_2018-19.pdf](https://rural.nic.in/sites/default/files/EAG_Report_2018-19.pdf)
4. <http://ruraldiksha.nic.in/>



















