



# Livelihoods Management Course

Learn, Unlearn and Relearn

## About Akshara

Akshara Livelihoods Private Limited (ALPL, Akshara) has come into being in 2007 as an independent unit of Akshara Network of Development Support Services (initiated on 2<sup>nd</sup> October 1998), by practicing development management contributors to fulfil the essential need to provide professional support to individual organizations which intend to make a positive difference in development sector systematically. Akshara is now well-known as “the Livelihoods People”.

## Introduction

In the context of life as such, livelihood outcomes- change in four arrows of income, expenditure, employment and risk turns inspirational. Hence, understanding these equations of dynamism gains even more significance due to the interdependency as emphasized:

The increase in income could be the result of an increase in (a) the share of workman in the total value of production, (b) the productivity of the workman, resulting in a higher wage, or (c) the days of work available to the workman.

The decrease in expenditure (money, time, energy and drudgery) should not be at the expense of essential consumption and quality of life. The decrease in expenditure could be brought about by (a) bulking up the purchase of productive inputs and consumption items, (b) improving the productivity of inputs in the production process, and (c) changing the production process/adopting new technology and drudgery reduction equipment.

Increasing the days of work available to the poor can improve their conditions and quality of life. While increase in the number of days of work can directly impact their income in present, increasing the days of work available could be goal in itself as the workman gains social prestige by being engaged in the work. In some cases, such work could build reserves to help them at times of distress.

Decreasing (and diversifying) the risk – both that are peculiar to a household (idiosyncratic risks) and/or that generally affect the entire community, village or a region (covariant risks). The provision of and improving access to services, can go a long way in reducing the risk. Strong institutions promoting participation, presence of rule of law, and improved equity go a long way in reducing the risk.

The above aspiration can be entailed by the use of six capitals (Natural capital, Physical capital, Social capital, Human capital, Financial capital, Spiritual capital) that can be brought about, depending on the context in which the six capitals and the household find themselves in. However, this context is the conditional variable in the livelihood’s framework. This context can be broadly divided in to four parts: i.e., Environmental and ecological ii. Techno-economic ii. Distribution patterns iii. Investment and expenditure patterns.

Environment and ecology context denote the larger natural environment which, if slightly disturbed has a severe impact on lives and livelihoods. The major segments in the context is climate change and human identity in terms of acknowledgement of their presence to avail



their rights.

Techno-economic context is about the state of progress on the technical and economic front, and how these forces act on the locale under examination. Its determinants are over-population, demographic dividends and unemployment, Digital divide and Foreign Aid.

Distribution context deals with the after scenario of the wealth being produced. It is linked with the equality in the division of the wealth. These patterns become visible in the distribution of benefits of development, existing resources, know-how, income, infrastructure, influence and patronage by outsiders, knowledge, education, and exposure to outside world, skills, access to energy, technology, information, markets and reputation of the communities.

Investment being a critical aspect to the development of nations. Holds good to the household as well. Therefore, the pattern in which the income earned is expended or invested to influence livelihoods. The patterns of investing in or making expenditure in securing food, clothing, health, housing, education, credit, insurance, production and employment are relevant in this context. So are the patterns of investing time and energy in acquiring knowledge and skills, and in improving other assets that the household possesses. Though some of these appear to be under the control of households, they are influenced more by culture, opportunity, exposure to financial instruments, past experience with these options etc.

The pace of this world cannot be contained. Being exposed and prepared to the wide range of probabilities in different scenarios can sustain the light across. The context is getting broader day by day with new aspects being added. Alarming situations like the wrath of climate change is pulling people back to poverty, humanity still fighting the society and the policies for their identity, the increasing population and their needs, greying India, increasing income gap etc. But looking at the brighter side over the year, many positive changes like in the last 20 years the proportion of world population living in extreme poverty has almost halved, by various initiatives and technological revolution. The number of deaths per year from natural disaster change over the last hundred years has decreased to less than half.

Thus, the spectrum of concerns has increased also with the initiatives to fight poverty and meeting sustenance. With the increase in awareness and enlightenment to save the future, many new aspects have been added to understand the quality of human lives like happiness index etc. rather than few aspects on financial terms. The new adjective “Green” – Environment friendly has come up strongly and is considered the most defining aspect to appraise an initiative. With this increase in sensitivity there is a huge demand to people to support the new causes, to serve the purpose with shared set of values towards the idea. A new sector purely dedicated to enhancing lives is emerging with need of professionals with perfect blend to technicality and values in mass numbers. In nutshell a new emerging formal sector for development with large need of quality human resource to put down best pillars.

With outreach of influence exceeding 100 million families Pan India, inductees too livelihoods thinking/practice exceeding 50,000 and community, civil society and government partners



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exceeding 100, Akshara's critical focus is on enriching and spreading new TRUE livelihood thinking/ practice, and identifying, building and mentoring mentors/ anchors// life-workers towards increasing availability of reliable quality livelihoods support [individual, entrepreneur & organisation – LSIs/ LSEs/ LSOs] for poor.

Thus, we introduce this course with a vision of : Availability of needful & resourceful development contributors' facilitation for the poor in India, as & when they require, at an appropriate cost. Institution of Excellence in Development Management where learning is multi-dimensional, and growth exemplifies growing together.

#### Objectives

- Bridge well-exposed fresh contributors for the development efforts in general and for enhancing, enriching livelihoods of the poor in particular
- Trigger Contributors who are outward to the vision & trust the potential of the poor
- Build the competencies in terms of Knowledge, skill and motivation of the existing human resources including the poor, contributors & support functionaries in governmental & civil society development organizations engaged in the development efforts.
- Offer multiple platforms and opportunities to the contributors for improving their professional competencies and fostering requisite value direction & orientation.



## About the Course

### One Year Programme in Livelihoods Management Course

One-year programme in Livelihoods & Management is aimed at nurturing the management contributors who in turn will work for enhancement, enrichment of existing livelihoods and development of alternate livelihoods which positively reflects the income of the poor. The salient features of this programme are as follows:

#### Programme Design

This one-year module has been designed in a unique way that the students will be exposed to multiple dimensions associated with livelihood & management tools, with experiential learning taking the centre stage throughout the course. The evolution of a perspective about the future with respect to livelihoods is envisaged across.

One year in Livelihood Management (PLM), enables the students to take back to the field a series of theoretical aspects well in line to the practicalities bowing face to face with the students using their abilities at their best in balancing the two in a realistic manner. The course is classified into three broad trimesters including a pre-course which lays the foundation for the structure succeeding.

The details of the programme include:

<b>Foundation Course</b>	<ul style="list-style-type: none"><li>• Field Immersion</li><li>• Activity based Introduction to course</li><li>• Basic Skills</li></ul>	30 days
<b>Trimester-1</b>	<ul style="list-style-type: none"><li>• Theoretical Outlook</li><li>• In-Brief Field Visit</li><li>• Assignments</li><li>• Field Visit</li></ul>	14 to 17 weeks
<b>Trimester-2</b>	<ul style="list-style-type: none"><li>• Theoretical Outlook</li><li>• Brief Field visits</li><li>• Assignments</li><li>• Internship</li></ul>	14 to 17 weeks
<b>Trimester-3</b>	<ul style="list-style-type: none"><li>• Theoretical Outlook</li><li>• Assignments</li><li>• Integrated Livelihoods Management Project work</li><li>• Overall Review</li></ul>	14 to 17 weeks

All the students who have been selected for the Livelihoods Management Course are expected to undergo the pre-course sessions mandatorily as it sets the pace for the following sessions throughout the course. Village stay is also an important component of the field visit to understand and grasp the socio-economic background of that particular village. Hence, emphasis is laid upon.

Once the pre-course session is completed the students will be exposed to the theoretical aspects through activity-oriented outlook. Assignments & seminars are scheduled throughout as part of self-learning and cross learning. A special field visit of 45 days is scheduled wherein an in-detail check list, encompassing livelihood & management components is handed over to the students as a precursor to the field stay in the village. This visit also lays a foundation to inter linking the theoretical concepts to the on-field experiences.



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### Foundation Course- Rationale

To set the pace for year-long constructive sessions, the foundation course was considered a pre-requisite. The 7 day field immersion itself lays a strong ground in absorbing the basics of concepts and frameworks of livelihood in specific. Aptitude which includes both logical and numerical concepts with rural examples and cases is imparted for handling on ground subjects and challenges at ease. Basics of Communication and Accounting in capsule, encourages the scholars' for better relativity to future outline of the course. Overall, a seedling is layed as part of this, marking a pathway to successive ongoing.

<b>Trimester 1- L&amp;M Course= 450 sessions</b>		
Course Name	Credits	Sessions
Foundation Course (30 days)-- Orientation- (school of thought, Course Outline),Immersion, Debriefing, Aptitude- logical & Numerical, IT & Documentation Skill, GK & Science, Basics of Accounting- Field Perspective	0	150
SCP--Society, Culture & Polity	4.5	45
DT&P-- Development Theories & Practices	3.0	30
PLCA-- Perspective on Livelihoods, & Collective Action	4.5	45
OG-- Organizations & Governance	4.0	40
FA-- Financial Accounting	3.0	30
RMQ-- Research Methodology- Qualitative & Quantitative	4.5	45
SPSS Package- Lab	3.0	30
CAD- Communication, Advocacy & Documentation	0	15
Seminars/Learning/Knowledge Dissemination	0	20

second trimester begins with the various flavors of the field brought to the class from various perspectives helping in better understanding of the theoretical concepts succeeding. The course proceeds with this trimester offering several aspects pertaining to livelihoods & management concepts. Internship intended to provide an in-brief exposure to the organizational structures, culture, evolution, working style and work itself helps in co-relating the erstwhile field visit to the structure providing a scope for the students to stream line the thought process.

<b>Trimester 2- L&amp;M Course= 300 sessions</b>		
Course Name	credits	Sessions
<b>Field work (45 d) Presentations &amp; Learning</b>	1.5	15
EE&T--Ecology, Environment & Production Systems	3.0	30
ME-- Managerial Economics	3.0	30
RMM-- Markets, Marketing & Research	3.0	30
OB&ODHRM-- Organization Behaviour& Organization Development Human Resource Management	4.5	45
FM&C-- Financial Management & Costing	3.0	30
ICT & MIS	3.0	30
PM-- Project Management, Planning & Public Policy	3.5	35
GIS- Lab	3.0	30
CAD- Communication, Advocacy & Documentation	0	15
Seminars/Learning/ Knowledge Dissemination	0	10



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Learning's & Debriefing of the field visit convincingly uncovers the third trimester beginning. Activity based class room learning remains to continue. A special project work encoring all the livelihoods & Management concepts learnt throughout the course is assigned as an individual assignment enabling the students to explore and broaden the length & breadth of their perspectives.

Trimester 3- L&M Course-300 sessions		
Course Name	Credit	Sessions
Field work (45 d) Presentations & Learning	1.5	15
Leadership & Sustainability	4.5	45
EEEL-- Employment Enterprise Entrepreneur & Licensing	4.5	45
REHS-- Rural Education, Health, Social Security & Policy Environment	3.0	30
CSR-- Corporate Social Responsibility	4.5	45
Project work (thematic)	4.5	45
CAD- Communication, Advocacy & Documentation	0	15
Seminars/Learning/ Knowledge Dissemination	0	10

Apart from this Communication, Advocacy & Documentation course is offered across each trimester to enable the student's potential to better express their thoughts, experiences, learning.

#### Evaluation of the students

Ten-point CGPA is used for evaluation of the students. The participation in clubs which cater to different forms of Knowledge Dissemination will also be evaluated.

#### Eligibility

All the Post Graduates in any discipline, professional graduates, or graduates are eligible to apply. Applicants should have minimum 50% marks in the qualifying degree.

#### Applications

Any candidates, meeting the eligibility criteria, can send the application form with all the details duly filled in, to the address mentioned through registered/speed post

#### Selection Process

The recruitment process begins with pooling in of multiple applications through several sources. The applications undergo an initial screening based on the eligibility. The short listed applicants will be informed of the same along with the test venue details enclosed. The written test has four sections: Numerical Aptitude, Analytical Reasoning, English Skills and General Knowledge with one page write up on any one current issue given in choice. The test will be conducted on a Sunday from 10:00 am. The centers will be decided based on the number of applicants & applications received.

Candidate's selected based on performance in the written test would be called for a group discussion followed by an interview. The candidates made to final list will be e-mailed the same in person within 15 days their selection.



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### Foundation Course

Assuming that Spectrum of the background the candidates hail from. Bridging a possible common ground is the very purpose of this Foundation course being introduced. Appreciating the potential of each candidate. With their abilities to un-learn, learn and re-learn. This prequel to the entire course has been touched upon in reference to further exploration & updation. Three major components include:

- Field Immersion
- Hands-on reading and learning exercise to Poverty
- Basic Skills

Activity based approach is appreciated where the candidates are expected to do their regular tasks along with the core course with sole purpose to keep building themselves and be up to date with the events of the world. For this reading is the most effective mean.

Foundation Course			
Topic	Description	Sessions 1.5hrs session	Material & References
Field Immersion	<ul style="list-style-type: none"> <li>➤ Appreciating rural realities</li> </ul> 7 days stay in a village and observing with reference to a checklist Output: Debriefing, Report, Presentation of 10 Slides, Learning and cross learnings Article ✓ If I were to conduct a village study	7 days	Annexure I Section 1
Livelihood Concepts	<ul style="list-style-type: none"> <li>➤ Basic concepts to understand livelihoods               <ul style="list-style-type: none"> <li>○ Poverty line</li> <li>○ Poor</li> <li>○ Development</li> <li>○ Vulnerability</li> <li>○ vulnerable</li> <li>○ Gender</li> <li>○ Marginalization</li> <li>○ Development Worker</li> <li>○ Art to Loving</li> <li>○ Development leader</li> <li>○ Development manager</li> </ul> </li> </ul> Articles: ✓ Development fable ✓ Letter to chief of Seattle ✓ How should a development worker be? Book: ➤ Art of loving by Eric Fromm	12	Annexure I Section 2



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Livelihood Framework	<ul style="list-style-type: none"> <li>➤ Livelihood Framework</li> <li>➤ Context</li> <li>➤ Continuum</li> </ul> <p>Concepts:</p> <ul style="list-style-type: none"> <li>➤ Empowerment</li> <li>➤ Servant-leadership</li> <li>➤ Inclusion &amp; Integration</li> <li>➤ Volunteerism</li> <li>➤ Management</li> <li>➤ Development Ethics</li> <li>➤ Marginalization</li> <li>➤ Eco-fragile zones</li> <li>➤ Climate change</li> <li>➤ Participation</li> <li>➤ Communitization</li> <li>➤ Collectivization</li> <li>➤ Marginalized zones</li> <li>➤ Leadership</li> <li>➤ Transient Communities</li> <li>➤ Co-existence</li> </ul>	15	Annexure 1 Section 3
Effective Communication	<p>Introduction, Importance and Types &amp; Barriers of Communication</p> <ul style="list-style-type: none"> <li>➤ Diary Writing</li> <li>➤ Log Sheets</li> <li>➤ Public Speaking</li> <li>➤ Comprehension</li> <li>➤ Reading Techniques</li> </ul>	13	Annexure 1 Section 4
Aptitude	<p>Basic Numbers, Percentages, Ratios and Proportions, Time and Work, Averages, Profit and Loss, Graphs, Geometry (Units, areas, Proportionality and Per Unit Cost all regards to Rural Examples Credit Lending Systems and SHG Loan Repayment Schedule Books: R.S Agrawal</p>	13	Annexure 1 Section 5
Accounting	<p>Need, Introduction to accounting terminologies</p>	8	Annexure 1 Section 6
IT Skills	<p>Basics of MS Office- Word, Excel How to google search using keywords and Boolean Basics?</p>	20	Annexure 1 Section 7
Regular Activity	<ul style="list-style-type: none"> <li>✓ Daily Log Sheet, Daily Dairy, Daily Reports</li> <li>✓ Weekly one article related to rural, livelihoods, management or development summary.</li> </ul>	---	Annexure 1 Section 8





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	<ul style="list-style-type: none"> <li>✓ Weekly one article related to rural, livelihoods, management or development translation in mother tongue and Hindi</li> <li>✓ Self-Notes and Presentations for reference of relevant topics</li> </ul>		
Self-Development	Self-Development Books: Hand Book on time management skills	---	Annexure 1 Section 9

### Rural Society, Culture and Polity (RSCP)

Rural Society, Culture and Polity (RSCP)			
Topic	Description	Sessions 1.5hrs session	Material & References
Understanding dynamics of development	<ul style="list-style-type: none"> <li>➤ Approaches to development</li> <li>➤ Development Goals</li> <li>➤ Books:</li> <li>➤ Sustainable Development- edited by Julian Morris</li> <li>➤ Sustainable Development and India</li> <li>➤ Dispossession without Development</li> <li>➤ Inequality and poverty re-examined- Stephen P Jekins &amp; John Mecklewright</li> <li>➤ The Bottom Billion- Paul Collier</li> <li>➤ Sociology Themes and perspectives- M Haralambos with R.M.Heald</li> <li>➤ Rural development: putting the last first- Robert Chambers</li> <li>➤ Unfair trade: commodity producing loose countries will lose out- Hans singer</li> <li>➤ The meaning of development- Dudley Seer</li> <li>➤ Redistribution with growth- Richard jolly</li> <li>➤ Why poor people stay poor: urban bias in world development- Michael Lipton</li> </ul>	3	Annexure 2 Section 1



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Understanding Rural Areas	<ul style="list-style-type: none"> <li>➤ Meaning of rurality</li> <li>➤ Classification of villages</li> <li>➤ Government on ground</li> <li>➤ Rurality from global prospective</li> <li>➤ Differentiating rural society from urban society</li> </ul>	3	Annexure 2 Section 2
Social Change &	<ul style="list-style-type: none"> <li>➤ Functionalist Theory</li> <li>➤ Conflict Theory</li> <li>➤ Causes of social change               <ul style="list-style-type: none"> <li>○ Sanskritization</li> <li>○ Westernization</li> <li>○ Modernization</li> <li>○ Globalization</li> </ul> </li> </ul> <p>Books:</p> <ul style="list-style-type: none"> <li>✓ Half the sky – Nicolas D Kristof</li> <li>✓ New Jim Crow – Michelle Alexander</li> <li>✓ Pedagogy of the oppressed – Paulo Freire</li> <li>✓ Globalization and social change – Johannes Dragsbaek Schmidt</li> </ul>	3	Annexure 2 Section 3
Social Norms	<ul style="list-style-type: none"> <li>➤ Interdependent action</li> <li>➤ Reference groups</li> <li>➤ Social sanctions</li> </ul>	1	
Rural Development	<ul style="list-style-type: none"> <li>➤ Concepts of poverty</li> <li>➤ Perspectives</li> </ul>	1	Annexure 2 Section 4
Caste systems in India	<ul style="list-style-type: none"> <li>➤ Timeline</li> </ul>	1	Annexure 2 Section 5
Schedule Castes	<ul style="list-style-type: none"> <li>➤ Definitions (Laws and Acts)</li> <li>➤ Challenges</li> </ul>	2	Annexure 2 Section 6
Schedule Tribes	<ul style="list-style-type: none"> <li>➤ Definitions (Laws and Acts)</li> <li>➤ Challenges</li> <li>➤ Ethnicity</li> <li>➤ Race</li> <li>➤ Culture</li> </ul>	2	Annexure 2 Section 7
Social Justice	<ul style="list-style-type: none"> <li>➤ Scenario</li> <li>➤ Vulnerable (women, children, old, divyangjan)</li> <li>➤ Strategies and programs</li> </ul>	3	Annexure 2 Section 8
Development and displacement	<ul style="list-style-type: none"> <li>➤ Tribal</li> <li>➤ Urban slums</li> </ul>	3	Annexure 2 Section 9
Reference Books for understanding Rural Society	<ul style="list-style-type: none"> <li>✓ Ghost in the Tamarind</li> <li>✓ Annihilation of Caste</li> <li>✓ The World of Premchand (translated by David Rubin)</li> </ul>		Annexure 2 Section 10



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	<ul style="list-style-type: none"><li>✓ Mulk Raj Anand, Untouchable</li><li>✓ U. R. Ananthamurthy, Samskara: A Rite for a Dead Man, trans. A. K. Ramanujan</li><li>✓ Urmila Pawar, The Weave of My Life: A Dalit Woman's Memoirs</li><li>✓ Poisoned Bread: Translations from Modern Marathi Dalit Literature</li><li>✓ Bama, Karukku, trans. Lakshmi Holmstrom</li><li>✓ Kancha Illaiah, Why I Am Not a Hindu</li><li>✓ Rohinton Mistry, A Fine Balance</li><li>✓ Perumal Murugan, Seasons of the Palm</li><li>✓ Viramma with Josiane Racine and Jean Luc Racine, Viramma: Life of an Untouchable</li><li>✓ Ants Among Elephants' by Sujatha Gidla</li></ul>		
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## Development Theories and Practices

Development Theories and Practices (DT&P)			
Topic	Description	Sessions 1.5hrs session	Material & References
Introduction to Development Theories & Practices	<ul style="list-style-type: none"> <li>➤ What is Development and Empowerment?</li> <li>➤ Why are economic theories relevant to development practices?</li> <li>➤ Equality &amp; Inequality</li> <li>➤ Inclusive and exclusive growth</li> </ul>	2	Annexure 3 Section 1
Economic and Growth Models	<ul style="list-style-type: none"> <li>➤ Need of economic growth</li> <li>➤ Knowing the terms: Per capita Income, GDP, HDI, Happiness Index, Inequality adjusted HDI, Gender in development, Gender for development, gender and development</li> <li>➤ Marxist Model</li> <li>➤ Malthusian Traps</li> <li>➤ Keynes Model</li> <li>➤ Harrod Domar Model</li> <li>➤ Dual Economic model</li> </ul>	6	
Approach to Development	<ul style="list-style-type: none"> <li>✓ Trickle down to current trends</li> </ul>	2	
Understanding Poverty Context	<ul style="list-style-type: none"> <li>✓ Poverty, Abject Poverty, Absolute Poverty, Multidimensional Poverty, Poverty Gap</li> <li>✓ Inequality and Poverty</li> <li>✓ Income inequality</li> <li>✓ Rural Urban Poverty</li> <li>✓ Role of Gender in poverty</li> <li>✓ Poverty Traps</li> <li>✓ Overall Outlook</li> </ul>	4	
Alternative perspectives in development thinking	<ul style="list-style-type: none"> <li>✓ Development and environment</li> <li>✓ Gender and Development</li> </ul>	2	
Resource and Environmental determinism	<ul style="list-style-type: none"> <li>✓ Role of Property rights and economic development</li> <li>✓ Property Rights &amp; Collective Action</li> <li>✓ Free-riders</li> <li>✓ Common Property Rights and Intellectual property rights</li> <li>✓ Graduated Sanction</li> </ul>	2	



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	<ul style="list-style-type: none"> <li>✓ Tragedy of commons</li> </ul>		
Sustainable, human and Holistic Development	<ul style="list-style-type: none"> <li>✓ The Human Development Index</li> <li>✓ The Millennium Development Goals</li> <li>✓ Sustainable Development Goals</li> <li>✓ What is environmental sustainability?</li> <li>✓ Need for holistic development</li> </ul>	3	
Rights and entitlements	<ul style="list-style-type: none"> <li>✓ Welfare and basic needs</li> <li>✓ Choices and empowerment</li> <li>✓ Right to Information</li> <li>✓ Good Governance</li> <li>✓ Equity Vs Equality</li> </ul>	2	
Gender in Development	<ul style="list-style-type: none"> <li>✓ Gender Concepts- Sex &amp; Gender</li> <li>✓ Multiple Gender-Division of labor</li> <li>✓ Patriarchy</li> <li>✓ Gender-Relations-needs-analysis</li> <li>✓ Women in Development to Women and Development</li> <li>✓ Gender- Equity &amp; Equality</li> <li>✓ Gender- Planning &amp; Mainstreaming</li> <li>✓ Gender lens in development</li> <li>✓ Feminist Perspectives</li> <li>✓ Women Empowerment &amp; its measure</li> </ul>	3	
Social Inclusion and Development	<ul style="list-style-type: none"> <li>✓ Concept</li> <li>✓ Need</li> <li>✓ Dimensions</li> <li>✓ Policy Orientation</li> </ul>	1	Annexure 3 Section 2
Participatory Models	<ul style="list-style-type: none"> <li>✓ Planning Concept from 5-year plans to NITI Aayog</li> <li>✓ Panchayat Raj</li> </ul>	3	Annexure 3 Section 3



## Information Technology

Information Technology (IT)			
Topic	Description	Sessions 1.5hrs session	Material & References
Basics	<ul style="list-style-type: none"><li>➤ Different types of file formats and conversion</li><li>➤ MS Excel and MS Word shortcuts</li><li>➤ Google Drive</li></ul>	3	Annexure 4 Section 1
MS Word	<ul style="list-style-type: none"><li>➤ MS Word: Ways to handle document<ul style="list-style-type: none"><li>✓ Text Norms</li><li>✓ Using Heading</li><li>✓ Using Document Navigation</li><li>✓ All Formatting</li><li>✓ Find and Replace</li><li>✓ Using reference tool for contents</li></ul></li></ul>	3	Annexure 4 Section 2
MS Excel	<ul style="list-style-type: none"><li>✓ MS Excel: Data Handling &amp; Data Representation<ul style="list-style-type: none"><li>✓ Mathematical formulae</li><li>✓ Sorting option</li><li>✓ Using filter</li></ul></li><li>➤ Analysis of Data</li><li>✓ Charts and Graphs</li></ul>	3	Annexure 4 Section 3



## Annexure 1

### Section 1 – Field Immersion

- ✚ Field Visit Checklist :  
[https://drive.google.com/drive/folders/1L2tyo\\_RfqN3VcDfXEV1S-8dPodyc7tf8?usp=sharing](https://drive.google.com/drive/folders/1L2tyo_RfqN3VcDfXEV1S-8dPodyc7tf8?usp=sharing)
- ✚ Reading Material:  
<https://drive.google.com/open?id=1gbWVcjkWV2bJVQhQysYSzBigE8im9SMg>

### Section 2 – Livelihoods Concept

- ✚ Reading Materials:  
<https://drive.google.com/open?id=1uRubboUM0MBXqXlz0pULY-pxWleZMDyH>
- ✚ Books:  
<https://drive.google.com/open?id=12K4xcz1AlZDvLCqcx9ca7g1LAcUVvf2>

### Section 3 – Livelihoods Framework

- ✚ Reading Materials:  
<https://drive.google.com/open?id=1Hxcw4NU9I0SjkPkLFMtw975SAjDwnigu>

### Section 4 – Effective Communication

- ✚ Reading Material  
<https://drive.google.com/open?id=1nuqGbxF8TJ3xYZhVPrde5osMUOaWSL6>
- ✚ Useful Video Links
  - Think Fast, Talk Smart: Communication Techniques  
<https://www.youtube.com/watch?v=HANw168huqA>
  - How to speak so that people want to listen | Julian Treasure  
<https://www.youtube.com/watch?v=elho2S0Zahl&list=PLrqIFPVT7JUnKsTLseYnyv55pxkLeXT6z>
  - A dialogue to kill the fear of public speaking | Animesh Gupta | TEDxNITCalicut  
<https://www.youtube.com/watch?v=Cjs7dyzLVco>

### Section 5 – Aptitude

- ✚ Material:  
<https://drive.google.com/open?id=117a-3jvVlfqD3VOHI-bdQ03FRJxajPGN>

### Section 6 – Accounting

- ✚ Material:  
<https://drive.google.com/open?id=167H5j6H5DrCVuRuQywd6mMMj7gRtyho>

### Section 7 – IT Skills

- ✚ Google searching:  
[https://drive.google.com/open?id=13WCv5bVb\\_FKEMmPqwX3EVvohB\\_yae6no](https://drive.google.com/open?id=13WCv5bVb_FKEMmPqwX3EVvohB_yae6no)
- ✚ Material  
<https://drive.google.com/open?id=1HLVJeODFDqcmgWS80nAELNGgetxW3Edm>



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## Section 8 – Regular Activities

📌 Samples: [https://drive.google.com/open?id=1d4lg8sNmKwr7hPUL\\_SOD4EVSETdjmYvb](https://drive.google.com/open?id=1d4lg8sNmKwr7hPUL_SOD4EVSETdjmYvb)

## Section 9 – Self Development

📌 [https://drive.google.com/open?id=1N-A47f5WNoHxxeLUpahcA8hhErPXWAu\\_](https://drive.google.com/open?id=1N-A47f5WNoHxxeLUpahcA8hhErPXWAu_)





## Annexure 2

## Section 1 – Understanding dynamics of development

- ✚ Reading Materials

- Dynamics of Development

<https://drive.google.com/drive/folders/1ne2dXNxpLqdLeNdTQ6jJld6unZixL2wB?usp=sharing>

- Development Goals

<https://drive.google.com/open?id=18r6RvbecXiNkv5EbCGmJ-0fOq31Qkzvg>

- ✚ Presentations

- Dynamics of Development

<https://drive.google.com/open?id=1zU3ym5U89aMJZFh4e7jTmMr4jkqelEqb>

- Development Goals

<https://drive.google.com/open?id=1H53jFh-xQHwwB9MenO-Kq64EGuOtCadM>

- ✚ Articles / Papers / Reports:

- [https://india.oup.com/product/india-social-development-report-2016-9780199474431?searchbox\\_input=development](https://india.oup.com/product/india-social-development-report-2016-9780199474431?searchbox_input=development)

- [https://india.oup.com/product/india-development-report-2017-9780199483549?searchbox\\_input=development](https://india.oup.com/product/india-development-report-2017-9780199483549?searchbox_input=development)

- [https://www.epw.in/system/files/pdf/1961\\_13/27-28-29/an\\_approach\\_to\\_indian\\_planning.pdf](https://www.epw.in/system/files/pdf/1961_13/27-28-29/an_approach_to_indian_planning.pdf)

- [http://shodhganga.inflibnet.ac.in/bitstream/10603/131642/10/10\\_chapter%203.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/131642/10/10_chapter%203.pdf)

- <http://www.hdr.undp.org/>

- <https://www.weforum.org/reports>

- <http://csei.org.in/leave-no-one-behind-national-dialogues/>

- <https://sustainabledevelopment.un.org/content/documents/1498mappingasia.pdf>

- <http://niti.gov.in/writereaddata/files/SDGs%20V22-Mapping%20August%202017-VERIFIED-Uploaded.pdf>

- <http://www.sdgfund.org/mdgs-sdgs>

- <http://www.undp.org/content/undp/en/home/sustainable-development-goals/background.html>

- [http://www.mospi.gov.in/sites/default/files/publication\\_reports/mospi\\_Annual\\_Report\\_2017-18.pdf](http://www.mospi.gov.in/sites/default/files/publication_reports/mospi_Annual_Report_2017-18.pdf)

- [http://www.indiaenvironmentportal.org.in/files/file/MDG\\_Final\\_Country\\_report\\_of\\_India.pdf](http://www.indiaenvironmentportal.org.in/files/file/MDG_Final_Country_report_of_India.pdf)

- [http://niti.gov.in/writereaddata/files/coop/India\\_ActionAgenda.pdf](http://niti.gov.in/writereaddata/files/coop/India_ActionAgenda.pdf)

- <https://www.gnhc.gov.bt/en/wp-content/uploads/2017/05/SDGs.pdf>

- <https://yourstory.com/2015/01/6-social-development-efforts-that-will-take-india-forward/>



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### ✚ Relevant Videos:

- How we can make the world a better place by 2030 – Michael Green  
[https://www.ted.com/talks/michael\\_green\\_how\\_we\\_can\\_make\\_the\\_world\\_a\\_better\\_place\\_by\\_2030](https://www.ted.com/talks/michael_green_how_we_can_make_the_world_a_better_place_by_2030)
- How to set goals for the world – Jamie Drummond  
[https://www.ted.com/talks/jamie\\_drummond\\_how\\_to\\_set\\_goals\\_for\\_the\\_world](https://www.ted.com/talks/jamie_drummond_how_to_set_goals_for_the_world)
- 3 reason why we can win the fight against poverty – Andrew Youn  
[https://www.ted.com/talks/andrew\\_youn\\_3\\_reasons\\_why\\_we\\_can\\_win\\_the\\_fight\\_against\\_poverty](https://www.ted.com/talks/andrew_youn_3_reasons_why_we_can_win_the_fight_against_poverty)
- Maps that show us who we are – Danny Dorling  
[https://www.ted.com/talks/danny\\_dorling\\_maps\\_that\\_show\\_us\\_who\\_we\\_are\\_not\\_just\\_where\\_we\\_are](https://www.ted.com/talks/danny_dorling_maps_that_show_us_who_we_are_not_just_where_we_are)
- The biggest risk facing cities and some solutions – Robert Muggah  
[https://www.ted.com/talks/robert\\_muggah\\_the\\_biggest\\_risks\\_facing\\_cities\\_and\\_some\\_solutions](https://www.ted.com/talks/robert_muggah_the_biggest_risks_facing_cities_and_some_solutions)
- Lessons from the longest study on human development – Helen Pearson  
[https://www.ted.com/talks/helen\\_pearson\\_lessons\\_from\\_the\\_longest\\_study\\_on\\_human\\_development](https://www.ted.com/talks/helen_pearson_lessons_from_the_longest_study_on_human_development)

### ✚ Movie:

- The revolutionary optimists  
<http://www.imdb.com/title/tt2083374/>
- Seeds of Plenty, Seeds of Sorrow - The darker side of the Green Revolution.  
<http://www.bullfrogfilms.com/catalog/sopsos.html>

## Section 2 – Understanding rural areas

### ✚ Reading Materials

<https://drive.google.com/open?id=1T2if7Y45z5GSu86pphVljAdInja8j2A>

### ✚ Presentations

<https://drive.google.com/open?id=1GBO-7myP5CEj01z7ov7sUKnvzaV9-3-l>

### ✚ Article / Papers/ Reports:

- <https://www.weforum.org/agenda/2018/08/a-bird-s-eye-view-of-urban-poverty-and-social-inequality/>
- <http://censusindia.gov.in/2011-prov-https://www.weforum.org/agenda/2018/08/a-bird-s-eye-view-of-urban-poverty-and-social-inequality/>
- [http://censusindia.gov.in/2011-prov-results/paper2/data\\_files/india/Rural\\_Urban\\_2011.pdf](http://censusindia.gov.in/2011-prov-results/paper2/data_files/india/Rural_Urban_2011.pdf)
- [results/paper2/data\\_files/india/Rural\\_Urban\\_2011.pdf](https://www.weforum.org/agenda/2018/08/a-bird-s-eye-view-of-urban-poverty-and-social-inequality/)

### ✚ Videos

- How women in rural India turned courage into capital – Chetna Gala Sinha



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[https://www.ted.com/talks/chetna\\_gala\\_sinha\\_how\\_women\\_in\\_rural\\_india\\_turned\\_courage\\_into\\_capital](https://www.ted.com/talks/chetna_gala_sinha_how_women_in_rural_india_turned_courage_into_capital)

- Future Technology will give you the benefits of city life anywhere – Julio Gil  
[https://www.ted.com/talks/julio\\_gil\\_future\\_tech\\_will\\_give\\_you\\_the\\_benefits\\_of\\_city\\_life\\_anywhere](https://www.ted.com/talks/julio_gil_future_tech_will_give_you_the_benefits_of_city_life_anywhere)
- Barefoot college – Bunker Roy  
[https://www.ted.com/talks/bunker\\_roy](https://www.ted.com/talks/bunker_roy)
- What squatter cities can teach – Stewart Brand  
[http://www.ted.com/talks/stewart\\_brand\\_on\\_squatter\\_cities](http://www.ted.com/talks/stewart_brand_on_squatter_cities)

### Section 3 – Social change & Social Norms

#### 📖 Reading Materials

<https://drive.google.com/open?id=1T2if7Y45z5GSu86pphVlIjAdlnja8j2A>

#### 📖 Presentations:

<https://drive.google.com/open?id=1GBO-7myP5CEj01z7ov7sUKnvzaV9-3-l>

#### 📺 Video

- Invest in social change – Toby Eccles  
[https://www.ted.com/talks/toby\\_eccles\\_invest\\_in\\_social\\_change?language=en](https://www.ted.com/talks/toby_eccles_invest_in_social_change?language=en)
- Social Norms  
<https://www.youtube.com/watch?v=HVO6jDbhcU4>

#### 📖 Article/ Reports/ Paper

- <http://download.nos.org/331courseE/L-8%20NORMS%20AND%20VALUES.pdf>
- <https://pdfs.semanticscholar.org/4499/63ee00f0298f7af0970de3cdb88ecb0733a2.pdf>

### Section 4 – Rural Development

#### 📖 Reading Materials

[https://drive.google.com/open?id=1QCXbtxdniBp\\_TTqwYn6hJVpmCht9JkGg](https://drive.google.com/open?id=1QCXbtxdniBp_TTqwYn6hJVpmCht9JkGg)

#### 📖 Article/ Report/ Papers

- [http://shodhganga.inflibnet.ac.in/bitstream/10603/9697/6/06\\_chapter%201.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/9697/6/06_chapter%201.pdf)

### Section 5 – Caste System in India

#### 📖 Reading Materials

[https://drive.google.com/open?id=1Nwr87sbNobU8rG7\\_cgjRC1JW8pu0AV6F](https://drive.google.com/open?id=1Nwr87sbNobU8rG7_cgjRC1JW8pu0AV6F)

#### 📺 Video

- Decoding Hinduism With Devdutt Pattanaik | Episode 1: Caste  
<https://www.youtube.com/watch?v=vOUyTdm5eMk>
- Part I - Untouchability & Casteism (Castes) Still EXISTS even Today in India- 2017  
<https://www.youtube.com/watch?v=FKZxAAAiJdg>
- Part II -Untouchability & Casteism (Castes) Still EXISTS even Today in India- 2017  
<https://www.youtube.com/watch?v=dKXB5YCIUt8>
- Part III -Untouchability & Casteism (Castes) Still EXISTS even Today in India- 2017  
[https://www.youtube.com/watch?v=IQI-5OQSN\\_E](https://www.youtube.com/watch?v=IQI-5OQSN_E)
- Part IV -Untouchability & Casteism (Castes) Still EXISTS even Today in India- 2017  
<https://www.youtube.com/watch?v=It7sVWNXx1E>



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- Satyamev Jayate - Untouchability - A life of humiliation

<https://www.youtube.com/watch?v=5QdakWYbcSM>

- ✚ Article/ Report/ Papers

[http://shodhganga.inflibnet.ac.in/bitstream/10603/34863/8/08\\_chapter%203.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/34863/8/08_chapter%203.pdf)

## Section 6 – Schedule Caste

- ✚ Reading Materials

<https://drive.google.com/open?id=14RQ9qxpEymEPj1AvTPzJ6007pAupR9bj>

- ✚ Presentation:

<https://drive.google.com/open?id=1Nqv9e-yDtkJ-Or60MQzRea-6BM3C1rlw>

## Section 7 – Schedule Tribes

- ✚ Reading Materials:

<https://drive.google.com/open?id=1YHOHYE97-Z0JgU4tyE9pF9Q9BVsbKhkH>

- ✚ Presentations:

<https://drive.google.com/open?id=1ynhOks1A8EDrB5zBC-jZSTgt1xzFdob0>

## Section 8 – Social Justice

- ✚ Presentations

<https://drive.google.com/open?id=1JSnmLb6C3GUBWCRTRV3fgYmvmWvhquWF>

## Section 9 – Development and Displacement

- ✚ Presentations

<https://drive.google.com/open?id=1vPosszACMMg2BQYulpEamqYoxCei5YQr>

- ✚ Movies

- Bhopal Gas Tragedy – Prayers for rain

- ✚ Videos

- THE REAL AVATAR: NIYAMGIRI

<https://www.youtube.com/watch?v=R4tuTFZ3wXQ>

- JADUGODA: INDIA'S NUCLEAR GRAVE

<https://www.youtube.com/watch?v=eIOmavVcG3M>

- Nuclear fuel processing

<https://www.youtube.com/watch?v=MJ6667Noex0>

- A rare insight look at India's Uranium mines

<https://www.youtube.com/watch?v=LroVwD3IRd8>

- Major uranium reserves found in Srisaïlam forrest

[https://www.youtube.com/watch?v=8e7\\_Fm6JFbA](https://www.youtube.com/watch?v=8e7_Fm6JFbA)

- Doomed by Displacement- A Short Film on the displaced affected by Hirakud Dam

[https://www.youtube.com/watch?time\\_continue=347&v=AjzGbDrK7ZM](https://www.youtube.com/watch?time_continue=347&v=AjzGbDrK7ZM)

- ✚ Reference websites

- [socialjustice.nic.in](http://socialjustice.nic.in)

## Section 10 – Common Readings

[https://drive.google.com/open?id=1I1VP1doRldtJ4LwLB7\\_6RY2\\_IqVd-OzH](https://drive.google.com/open?id=1I1VP1doRldtJ4LwLB7_6RY2_IqVd-OzH)



## Annexure 3

### Section 1

- ✓ Reading Materials  
<https://drive.google.com/open?id=1HOhmoqsIDEieXLr19TTd14o8f8VXTxcV>
- ✓ Presentations  
<https://drive.google.com/open?id=1U9NzRko2ccydFE1N8u45hjiAl6VLdXuh>

### Section 2 – Social Inclusion and Development

- ✓ Articles/ Reports/ Papers
  - <https://www.slideshare.net/richisimon/concept-and-meaning-of-social-development>
  - <http://www.australiaawardsafrica.org/wp-content/uploads/2017/07/Social-Inclusion-factsheet1.pdf>

### Section 3 – Participatory Models

- ✓ Articles/ Reports/ Papers
  - <http://www.economicdiscussion.net/india/planning/planning-in-india-an-overview/11087>



## Annexure 4

### Section 1 – Basics

- ✓ Articles/ Reports/ Papers
  - How to use google drive?  
<http://www.trca.on.ca/dotAsset/181628.pdf>
  - Common File Formats  
<https://fileinfo.com/filetypes/common>
  - MS Excel Shortcuts  
<https://www.concordia.ca/content/dam/jmsb/docs/formula-growth/Excel%20Shortcut%20List.pdf>
  - MS Word Shortcuts  
<http://www.wlac.edu/online/documents/wordbasics.pdf>

### Section 2 – MS Word: Document Formatting

- <https://www.etsu.edu/cas/litlang/composition/documents/basicformattingformicrosoftworddocument.pdf>
- [https://www.capcentral.org/procedures/truefiling/docs/auto\\_updating\\_pg\\_numbers\\_tables\\_word.pdf](https://www.capcentral.org/procedures/truefiling/docs/auto_updating_pg_numbers_tables_word.pdf)

### Section 3 – MS Excel

- Formulas: <https://www.udmercy.edu/about/its/help/files/excel-formulas.pdf>
- Sorting and Filtering:
  - <https://www.uis.edu/informationtechnologyservices/wp-content/uploads/sites/106/2013/04/WorkingwithData2010.pdf>
  - [https://ire.org/media/uploads/car2013\\_tipsheets/excel\\_1\\_tipsheet.pdf](https://ire.org/media/uploads/car2013_tipsheets/excel_1_tipsheet.pdf)
- Analysis of Data
  - Charts and Graphs  
[https://www.tutorialspoint.com/excel\\_charts/excel\\_charts\\_tutorial.pdf](https://www.tutorialspoint.com/excel_charts/excel_charts_tutorial.pdf)
  - Advanced Analysis  
<http://excelpro.ir/wp-content/uploads/2015/12/Excel-Data-Analysis-for-Dummies.pdf>