

**S.N.D.T. WOMEN'S UNIVERSITY,  
MUMBAI.400020**

**M.A. Non Formal Education & Development  
Syllabus Introduced Jun 2023-24**

Programme Degree		<b>M.A.</b>
Parenthesis if any (Specialization)		<b>Non-Formal Education and Development</b>
Preamble		<ul style="list-style-type: none"> <li>• Create knowledge base in the areas of Non-Formal Education, Continuing Education, Social Entrepreneurship, Corporate Social Responsibility, Globalization, Adult Education, Population Dynamics etc. for developing Non-Formal Education as a discipline.</li> <li>• Provide an opportunity to University graduates to develop knowledge, skills and attitudes for gainful employment through teaching, research and extension in Non-Formal Education.</li> <li>• Provide skilled and trained manpower in the field to Non-Government Organizations, Service Industries, Training Institutions, Professional and Government Organizations.</li> <li>• Train a cadre of personnel in programme management of Continuing Education and Extension Work and equip them with the skills of planning, implementation, Monitoring and evaluation.</li> </ul>
Programme Specific Outcomes (POs)		After completing the programme, Learner will be able to:
	1.	To develop perspective on women and gender, management of continuing education programmes, curriculum development for non-formal and adult education, skills and techniques in participatory training programmes
	2.	To lead to capacity building of women from all sections of society to become change agents for constructive development at the community level.
	3.	To create a cadre of professionally qualified community workers to work at all levels of the society.
	4.	To provide educational opportunities leading to self-development of women as well as gaining professional expertise in lifelong learning such that they contribute to constructive social change and development.
	5.	equipped to start their professional career in below mentioned sectors: a. Government organizations b. Non-Government organizations c. Corporate sector d. Industries e. Community development f. Research organizations g. Education h. Media
Eligibility Criteria for Programme		Any Graduate from any recognized University
Intake		25

RM: Research Methodology

OJT: On-Job Training

RP: Research Project

SNDTWU 2023 May PG Programme MANFED Structure Template

**Structure with Course Titles**  
**Postgraduate Programme of 2 years:**  
**Year I**

<b>Code No</b>	<b>Courses</b>	<b>Type of Course</b>	<b>Credits</b>	<b>Marks</b>	<b>Int</b>	<b>Ext</b>
	<b>Semester I</b>					
111611	Initiatives and Skills in Non-Formal & Adult Education	Major (Core)	4	100	50	50
111612	Introduction to Lifelong Learning	Major (Core)	4	100	50	50
111633	Fieldwork (Practical) I	Major (Core)	4	100	50	50
111614	Basics in Sociology	Major (Core)	2	50	50	0
121611/ 121612	Gerontology: Interdisciplinary Perspective <b>OR</b> Human Rights: Inequality and Poverty	Major (Elective)	4	100	50	50
131611	Research Methods and Evaluation Strategies	Minor Stream (RM)	4	100	50	50
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>
	<b>Semester II</b>					
211611	Management of Continuing Education	Major (Core)	4	100	50	50
211612	Community Organization and Development	Major (Core)	4	100	50	50
211613	Participatory & Interactive Training Methods	Major (Core)	4	100	50	50
211614	Basics in Psychology	Major (Core)	2	50	0	50
221611/ 221612	Social Entrepreneurship <b>OR</b> Disaster Management	Major (Elective)	4	100	50	50
241631	Fieldwork(Practical) II	OJT	4	100	50	50
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>

**Exit option: (44 credit) after Three-Year UG Degree**

**Year II**

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	<b>Semester III</b>					
311611	Social Policy and Planning	Major (Core)	4	100	50	50
311612	Curriculum and Material Development for Non-Formal Education	Major (Core)	4	100	50	50
311633	Fieldwork(Practical) III	Major (Core)	4	100	50	50
311614	Basics in Economics	Major (Core)	2	50	0	50
321611/ 321612	Population Dynamics <b>OR</b> Value and peace education	Major (Elective)	4	100	50	50
351631	Research Project – I (Preparation )	RP	4	100	50	50
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>
	<b>Semester IV</b>					
411611	Corporate Social Responsibility	Major (Core)	4	100	50	50
411612	Women and Gender Development	Major (Core)	4	100	50	50
411633	Internship	Major (Core)	6	150	100	50
421611 421612	Management & Administration of NGOs	Major (Elective)	4	100	50	50
451631	Research Project –II (Dissertation and Viva Voce)	RP	4	100	50	50
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>

- External Examination does not always mean Theory paper. It may practical examination, assignment submission, project reports, etc. checked by external examiners.
- Internal evaluation should not be Written Theory papers like Unit tests. Internal marks will be acquired through practical, small group or individual Projects, activities, presentations, seminars, workshops, products, assignments, application-based work, reports, etc.
- Practical may be part of the main courses along with theory modules instead of having separate courses of practical work.

**Course Syllabus  
Semester- I**

**Major (Core)**

<b>Course Title</b>	<b>Initiatives and Skills in Non-Formal &amp; Adult Education</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	Understand non-formal and adult learning in the context of the education system in the country
	Gain a theoretical understanding of adult learning
	Explore efforts made by the Government and NGOs in non-formal and adult education
	Acquire skills in teaching adult learners
	Acquire skills in programme planning and implementation
<b>Module 1(Credit 1) Education system in India</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand meaning of Education
	Explain Education system in India
	Elaborate types of Education, structure and function of school Education in India
	Find out Problems faced by Indian school education system
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Education system in India</li> <li>• What is meant by education?</li> <li>• Types of education? structure and function of school education in India, Problems faced by Indian school education system</li> <li>• Contribution of Educationalist to NFE and AE               <ul style="list-style-type: none"> <li>- Malcom Knowles</li> <li>- Carl R. Roges</li> <li>- Ravindrmath Tagore</li> <li>- J P Naik</li> </ul> </li> </ul>
<b>Module 2(Credit 1) Andragogy and Pedagogy</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand concept of Non-Formal Education
	Explain meaning, need, scope and function of NFE Andragogy and pedagogy
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>- Concept of Non- Formal Education</li> <li>- Meaning, need, scope and function of NFE Andragogy and pedagogy</li> <li>- Governmentt efforts in NFE &amp; AE</li> <li>- Non-formal educationthrough five-year plan</li> <li>-Gram Shikshan Mohim</li> <li>-National Adult Education program</li> <li>-Jan Shikshan Nilayam</li> <li>- Total literacy Champion</li> </ul>

	<ul style="list-style-type: none"> <li>- Post Literacy Programme</li> <li>- Continuing Education program</li> <li>- Education for All</li> <li>- Schools for deprived sections.</li> </ul>
<b>Module 3(Credit 1) Extension Work as a third Dimension</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Define the concept of extension work
	Illustrate Role of University and colleges in extension work Community outreach work
<b>Content Outline</b>	<p>Extensions Work as Third Dimension</p> <ul style="list-style-type: none"> <li>• Concept of Extension work</li> <li>• Role of University and colleges in extension work Community outreach work</li> </ul> <p>Review of NGO</p> <ul style="list-style-type: none"> <li>• Pratham</li> <li>• Lok Jumbish</li> <li>• Shiksha Karmi</li> <li>• Mahila Samkhya</li> </ul>
<b>Module 4(Credit 1) Methods of Adult Learning</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Practice methods of adult learning
	Prepare plans of various adult learning methods
<b>Content Outline</b>	<p>Methods of Adult Learning</p> <ul style="list-style-type: none"> <li>• Synthetic method <ul style="list-style-type: none"> <li>- Alphabetical technique</li> <li>- Sound technique</li> <li>- Analytic method</li> <li>- Story technique</li> <li>- Sentence technique</li> <li>- Phrase technique</li> <li>- Word technique</li> </ul> </li> <li>• Eclectic method <ul style="list-style-type: none"> <li>• Labauchs technique</li> <li>• Navasavera techniques IPCL</li> </ul> </li> </ul> <p>Adult Learning Process</p> <ul style="list-style-type: none"> <li>- Motivating factors for adult learning</li> <li>- factors influencing adult learning</li> </ul>

### **Assignments/ Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Assignments
2. Group Discussion
3. Presentation
4. Projects
5. Seminar
6. Report writing

### **Assignment:**

- Review of any five NGO's working with in NFE and Adult Education (15 marks).
- Give the contribution any five educationalists in NFE (10marks).
- Survey the trends in non-formal education and submit a report (15 marks).
- Reviews articles in the light of philosophies taught and write a report. (10marks)

**References:**

Jaya Indirasan,(2002),Education for women's empowerment Gender Positive Initiatives in pace setting, konark Publication, Delhi

Singh Ajay (2001), Synergizing HRD Initiative challenges and initiative. By, standing conference of public enterprise.

Mistry,S.P.(1998)Non formal education, Radha Publication, New Delhi

Rogers, Alan (1989) Teaching Adults, Open University Press, London

Agarwal SP(2008) Development of Adult, Continuing & Non- formal Education in India, Concept publishing India

Shah,S.Y.(1993),Indian Adult Education: A historical perspective, Jawaharlal Nehru University

Draper,James(1998),Adult education: focus for the Social Sciences. Indian Adult Education Association, New Delhi

**Major (Core)**

<b>Course Title</b>	<b>Introduction to Lifelong Learning</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	To know how Lifelong learning concept has emerged in the world and in India.
	To acquire required skills relating to planning implementation and evaluation of lifelong learning
	To enable learners to organize lifelong learning programme in the community.
<b>Module 1(Credit 1) Basic Concept of Lifelong Learning</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Define the concept of Lifelong Learning
	Describe the need and importance of Lifelong Learning
	Analyze Concept of Lifelong Learning as explained by Organization for Economic Cooperation and Development(OECD)and UNESCO
<b>Content Outline</b>	Concept, Definition, Meaning, Need and importance of Lifelong Learning Definition of Lifelong Learning Concept of Lifelong Learning as explained by Organization for Economic Cooperation and Development(OECD)and UNESCO
<b>Module 2(Credit 1) Lifelong Learning in other countries</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Describe Lifelong Learning in other countries
	Compare Lifelong learning in England, Denmark, Brazil, Africa, Tanzania And Thailand
<b>Content Outline</b>	Lifelong Learning in other countries Lifelong learning in England, Denmark, Brazil, Africa, Tanzania And Thailand
<b>Module 3(Credit 1) Lifelong Learning in Indian Context</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Define Lifelong Learning in Indian context
	Compare lifelong learning experiments in various NGO and Institute
<b>Content Outline</b>	Lifelong Learning in Indian context Lifelong learning experiments by SNTD Women's University, Kagad, Kach, Patra Pratishthan, Ramkrishana Mission, Gandhigram University and Other NGO's
<b>Module 4(Credit 1) Lifelong Learning Strategies</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Describe Lifelong learning Strategies
	Apply various lifelong learning strategies
<b>Content Outline</b>	Lifelong learning Strategies Comprehensive lifelong learning strategies such as demand for learning, work in partnership, adequate resources, creating learning a culture, striving for excellence, facilitating lifelong learning and other related strategies.

**Assignment:**

- Visit NGOs and study their work related to lifelong learning(15marks)
- Analyze and discuss work of corporate sector related to lifelong learning(15marks)
- Write a report of visit to NGOs (20 marks)

**References:**

- "Advocating Adult education(2003) – and then what? Reported in Adults Learning. 15.2..
- ShirleyWalters(Ed.)(1997),AdultEducationandTraining,London&Leicester,ZedBooks&NIACE.
- Fourth International conference on Adult Education, (1985) final report, paragraph149,Paris, UNESCO.
- Delors,.(1996), Learning:TheTreasurewithin,Paris,UNESCO.P.18
- Taylor, Richard, (2004) "The Market Rules, Ok?" Adult Learning, Vol.15, No.8 April2004.
- "Disappearing Act"2004, reporting The Education Guardian,.

**Major (Core)**



**Course Title:**

<b>Course Title</b>	<b>Fieldwork(Practical) I</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the fieldwork/practicum learners will be able to do
	Learner can use classroom knowledge in during the fieldwork/practical
	Apply various theories in the practical situation
	Link theory linkages between fieldwork/practical
<b>Learning Outcomes</b>	The learning outcomes for the course MA Non-Formal Education and Development will be measured through Discussions, Assignments, Exams and formulating relevant field based assignments based on the areas covered in the course. The fieldwork in the course will provides a platform for the learners to engage themselves in the rural and urban areas such as communities, trusts and educational institutions, government and non-government organizations.
	The learners of the course will play major role in the field. They will be actively involved increasing awareness on health, nutrition, education and environment, importance of education in communities. They are required to raise funds and implement need based skill development programmers. The students are encouraged to develop a scientific temper by applying their theoretical knowledge of subjects to the requirements of the community. This course equips the students to gain knowledge and develop the related skills required to work with people in any setting .This will help them plan their intervention effectively with individuals, family, groups and communities.
<b>Content Outline</b>	<p>Students will work in urban and rural areas in different settings like NGOs working for communities, education, children, youth, women, institutional settings, health, community, school settings, schools for physically challenged, etc.</p> <p><b>Fieldwork Assignment</b></p> <ul style="list-style-type: none"> <li>• Prepare community map in which Write a proposal for planning and implementing health and nutrition programs in the field of community health.</li> <li>• Write its vision, mission, objectives, organizational structure, client’s it serves.</li> <li>• Raise funds for organizing any need based lifelong learning programme.</li> <li>• Plan, organize and implement lifelong learning programme.</li> <li>• Evaluate the lifelong learning programme and write its report.</li> <li>• Plan and prepare a low cost food diet for vulnerable population sin communities.</li> <li>• Use appropriate teaching learning material to address the issue of health and malnutrition</li> <li>• Visit radio/ TV center and write a report on the same</li> <li>• Planning for observations visit with in various NGOs in Mumbai</li> <li>• Prepare a report on observation visit and presentation</li> <li>• Review of any five NGO’s working within NFE and Adult Education</li> <li>• Survey the trend sin non-formal education and submit a report</li> </ul>

**Major (Core)**

<b>Course Title</b>	<b>Basics of Sociology</b>
<b>Course Credits</b>	2
<b>Course Outcomes</b>	After going through the course, learners will be able to
	Understanding of concepts to examine social phenomenon
	Develop skills to analyze Indian society and change.
	Understand change and conflict.
<b>Module 1(Credit 1) Introduction to Sociology</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Define concept of Sociology
	Explain the scope and significance sociology
	Discuss sociology subject's relationship with other subjects
<b>Content Outline</b>	Sociology and its relationship to other disciplines <ul style="list-style-type: none"> <li>•Meaning scope and significance</li> <li>•Its relationship with other social sciences such as history, economics, politics, psychology, anthropology and Social work</li> </ul>
<b>Module 2(Credit 1) Society and Indian Culture</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Interpret relation between society and culture
	Understand the concept of social structure, culture, socialization
<b>Content Outline</b>	Society and Culture <ul style="list-style-type: none"> <li>• Society as a system or relationship</li> <li>• Social structure: meaning, status and roles</li> <li>• Culture: meaning and Contents-Tradition, customs, values, norms, folk and mores</li> <li>• Socialization: Meaning processes and agents</li> <li>• Social classification in India: Tribal, rural and urban divisions</li> <li>• Social stratification in India: Meaning, caste, class divisions</li> <li>• Contestation over religion in India: Fundamentalism, Communalism, secularism and proselytism)</li> <li>• Region as a cultural construct in historical and content</li> </ul>

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Assignments
2. Group Discussion
3. Presentation
4. Projects
5. Seminar
6. Report writing

### **References:**

- Bert N. Adams.1975 A Sociological Interpretation, Chicago: R and McNally College
- Bharadwaj A.N.1979 Problems of SC/ST in India, New Delhi: Light and Lite Publication
- Broom, Leonard, Sociology, Wadsworth Publication Co.
- Belmont. Charles M. Bonjean, Dorothy. H.Broom.1990
- Deshpande. Society Economy of Policy in India, Mumbai:
- Shrinivasan Narin,1978 University of Mumbai
- Ely Chinoy. 1967 Society-an Introduction to Sociology, New York: R and on House
- Haralambos, Michael, Sociology, Delhi: Oxford University Press1980
- Jain, P.C. 1991 Social Movements among Tribal, New Delhi: Rawat Publication
- Kapadia,K.M.1966 Marriage and Family in India, London: Oxford University Press
- Kolenda,Pauline.1987 Regional difference in Family structure in India, Jaipur: Rawat Publication

## Major (Elective)

<b>Course Title</b>	<b>Gerontology: An Interdisciplinary Perspective</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	Learners will understand inter disciplinary nature of gerontology as a study of elderly.
	Learner will examine the policies, programmes and services available for the elderly
<b>Module 1(Credit 1) Introduction to Gerontology</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Define the concept of Gerontology
	Understand demographics of elderly
	Classify and understand Issues of the Elderly
<b>Content Outline</b>	Meaning, Concept, Definition, Demographics of elderly. Issues of the elderly Family, Health, Adjustment, Social, Economic, Psychological.
<b>Module 2(Credit 1) Programmes and Policy for elderly</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand policies Programmes & Services for elderly
	Critically analyze issues of elderly
<b>Content Outline</b>	Policies, Programmes & Services for elderly, Critical exploration of policies for elderly, Institutions for elderly, Welfare programmes for elderly such as day camp centers, half – way, home, old age homes etc.
<b>Module 3(Credit 1) Caring of Elderly</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the process of caring of elderly
	Critically analyze violence against & Palliative care
<b>Content Outline</b>	Health care needs, care givers (family, Paid) and their issues, violence against elderly (neglect, abuse, crime), dealing with grief & Palliative care, safety for elderly  Social work with elderly <ul style="list-style-type: none"> <li>- Recreation &amp; constructive use of time</li> <li>- Legal help (will)</li> <li>- Building positive relationship with family &amp; youngsters</li> </ul>
<b>Module 4(Credit 1) Research and Development</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the concepts of Research & Development in Gerontology
	Analyze Need for interventional & policy research
<b>Content Outline</b>	Research & Development <ul style="list-style-type: none"> <li>- Friends of research on gerontology</li> <li>- Need for interventional &amp; policy research</li> </ul>

**Assignments:**

- Case study of two elderly persons (one from old age home and one from day carecenter) (15marks)
- Organizing five recreational activities for elderly persons. (10marks)
- Assisting in organizing health check-up camps for elderly(10marks)
- Organize awareness programmes on schemes for elderly people. (15marks)

**Reference:**

Susan Kraus Whitbourne.(2007) , Gerontology: An Interdisciplinary Perspective,Oxford University Press

S. Siva Raju,( 2014),Studies on Ageing in India: A Review, Cambridge University Press

Lena A, Ashok K, Padma M, Kamath V, Kamath A.(2009), Health and social problems of the elderly: a cross-sectional study in udupi taluk, karnataka, Indian JCommunity Med. 2009 Apr;34(2):131-4. doi: 10.4103/0970-0218.51236.

Bookman, Ann and Delia Kimbrel. (). Families and elder care in the twenty-firstcentury. *The Future of Children*, 21:117–140. 2011

Rothbaum, F. (). Aging and age stereotypes. *Social Cognition*, 2:171

## Major (Elective)

<b>Course Title</b>	<b>Human Rights: Inequality and Poverty</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	Develop understanding about various forms of violation of Human Rights and the marginalized groups affected by the same
	Make familiarity with the prevailing National and International conventions and procedures for protection of Human Rights
	Understand the concept of Human Rights and their evolution
<b>Module 1(Credit 1) Concept of Human Rights; International Convention</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand Concept, definition and evolution of notion of human rights
	Apply the knowledge in advocating for vulnerable communities
<b>Content Outline</b>	Concept, Definition, Origin and Evolution of the Notion of Rights. Concept of Natural Rights. The American Declaration of Independence and the Bill of Rights. The French Declaration of Human Rights of Man.
<b>Module 2(Credit 1) Human Rights and Violation Affecting Specific Groups in the Society; Rights of Refugees, Political Asylum seekers</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Make assessment of violation of human rights
	Understand rights of refugees and political asylum seekers
<b>Content Outline</b>	Rights of Victims of Genocide and terrorism, Rights of Women, Children, Aged Mentally, Physically Disabled and Rights of PLHA
<b>Module 3(Credit 1) Human rights and marginal groups; Instrument of Accession to the Human Rights.</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand need , importance ,relevance, methods, models and agencies working for Human rights
	Understand accreditation processes
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• State Human Rights Commission</li> <li>• Human Rights Commission for minority</li> <li>• Human Rights Commission for Schedule Caste</li> <li>• Human Rights of Commission for Schedule Tribes</li> <li>• Human Rights Commission for Nomadic and De-notified tribes</li> <li>• Human Rights Commission for Women and Children</li> </ul>
Module 4(Credit 1) The Role of Regional, National and International Non-governmental Organisations in Further Human Rights	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand structure of NGO's in furthering human rights
	Understand functioning of NGO's in furthering human rights
<b>Content Outline</b>	Social Work Profession and Mechanism to Protect Human Rights Contribution of Social Movements to the Protection and Promotion of Human Rights

**Assignments:**

- Write a concept of Human Rights and marginal Groups (10Marks)
- Write details about any two social moments (10Marks)
- Explain the bill of international human rights (10Marks)
- Review of Universal Declaration of Human Rights. Scope of Human Rights (10marks)
- Role of community educator in Mechanism to Protect Human Rights Contribution(10marks)

**Reference:**

1. Iyer K. (1984), Human Rights and the Law, Vedpal Law House, Indore
2. Donnolly J. (1973) The Concept of Human Rights, London, Bodley Head
3. Waldron J.J. (1984)(Ed.) Theories of Rights, Oxford University Press
4. Finnis J. (1980) Natural Law and Natural Rights, Oxford Press, Clarendon
5. Rehaman M. (2000) Human Rights and Human Development, Manak Publication, Delhi
6. Seghal B.P.S. (1995) Human Rights in India, Problems and Prospects, Deep & Deep Publication, New Delhi
7. Thorat S. (2004), Caste, Race and Discrimination : Discourses In International Coutheast, Rawat Publication, Jaipur
8. Bhatnagar G. (1999) Human Rights of Dalits: Societal Violation, Gyan Publication, New Delhi
9. Mendelson, Oliver and Upendra Baxi (1995) The Rights of Subordinated People, Oxford University Press, Madras
10. Vijapur, Abdulrahim (Ed)(1991) Essays on International Human Rights, South Asian Publishers Pvt.Ltd., New Delhi
11. National Human Rights Commission, Annual reports, New Delhi
12. Livezey, Lowell W. (1986) Non Governmental Organisations and the Ideas of Human Rights, Princeton, University, New Jersey
13. Reicher E (2003) Social Work and Human Rights, Rawat Publication, Delhi
14. Narula S. (1999) Human Rights Watch, New York.
15. Prof. N. Sanajaioba (2004), Human rights in the new millennium Manas Publications New Delhi.
16. Jams and Symonidas (2002), Human rights: Concepts and standards Rawat publications.
17. Vasak K. (1965), The European Convention on Human rights useful complement to the Geneva Conventions, Geneva ICRC.
18. P.D. Mathew (1996). The Law to protect Human rights in India, Indian Social Institutes, Lodi Road, New Delhi.
19. UNESCO, (1983) Human Rights in Urban areas, UNESCO, Paris.
20. Shale Horowitz and Albrecht Schnabal (2005), human rights and societies in transactions: causes, consequences response.
21. Anita Cheria (2004), A human rights approach to development: Resource book, Books for change, Bangalore.
22. UNICEF, (2005), lays foundation for children's rights Unive, Florence, Italy

## Minor Stream (Core)

<b>Course Title</b>	<b>Research Methods and Evaluation Strategies</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	To introduce the students to the basics of scientific social research
	To acquaint the students with different methods of research, techniques of sampling, data collection, analysis, interpretation and presentation of data.
	To motivate the students to undertake research on their own.
<b>Module 1(Credit 1) Scientific Enquiry</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the concept and process of Scientific Enquiry
	Understand Research design
	List down the merits, demerits and limitations of Research designs
	Differentiate between various research methods
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Positivist conception of science.</li> <li>• Meaning and nature of social research.</li> <li>• Science and scientific method: Their characteristics.</li> <li>• Steps in social research.</li> <li>• Ethical issues in social research: Debate on subjectivity and objectivity.</li> <li>• Value neutrality in research.</li> <li>• Selection and formulation of a research problem.</li> <li>• Hypotheses: Types, Sources and characteristics.</li> <li>• Exploratory</li> <li>• Descriptive</li> <li>• Diagnostic</li> <li>• Experimental</li> <li>• Merits, Demerits and limitations</li> </ul>
<b>Module 2(Credit 1) Research Methods</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the concept and process of Social survey method, Case study method and Content analysis method
	Understand and analyze Methods of Research and Evaluation
	Elaborate Meaning Scope and Concept of Evaluation in Adult Education
	Analyze Types of Evaluation in Adult Education-Internal Concurrent, final evaluation, Test etc.
<b>Content Outline</b>	<p>Concept and the process of Social survey method, Case study method, Content analysis method</p> <ul style="list-style-type: none"> <li>• Historical method</li> <li>• Experimental method: Types, Planning of experiment and social experiment.</li> <li>• Anthropological method: Participant observation and the fieldwork.</li> <li>• Comparative method</li> <li>• Action research</li> <li>• Evaluation research</li> </ul>



<b>Module 3(Credit 1) Sampling</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the concept of sampling
	Differentiate between Probability Sampling and Non Probability Sampling methods
	Understand Techniques of data collection
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Differentiate between Primary &amp; Secondary data collection techniques</li> <li>• Sampling frames and samples</li> <li>• Probability samples - simple random, systematic, stratified, multistage, cluster.</li> <li>• Non-Probability samples –convenience, purposive, quota and snowball.</li> <li>• Primary/conventional techniques: observation, interview, questionnaire, schedule.</li> <li>• Secondary techniques: Public documents, Private papers, Office records, Census, NSS, Newspapers,</li> <li>• Literacy sources, Archival material.</li> <li>• Projective techniques.</li> </ul>
<b>Module 4(Credit 1) Report Writing and Data Analysis</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Analyze and interpret data
	Practice Computer Application in Social Research and analyze data.
	Identify elementary statistics for Social Research
<b>Content Outline</b>	<p><b>Understand the process of Report writing</b></p> <p><b>Analysis and Interpretation of Data</b></p> <ul style="list-style-type: none"> <li>• Quantitative and qualitative</li> <li>• Classification.</li> <li>• Coding.</li> <li>• Tabulation.</li> <li>• Inferences.</li> <li>• Interpretation.</li> <li>• Computer Application in Social Research and data analysis.</li> <li>• Measures of central tendency (Mean, Median, Mode)</li> <li>• Measures of variations (Standard Deviation, Range)</li> </ul> <p><b>Elementary Statistics for Social Research</b></p> <ul style="list-style-type: none"> <li>• Measures of central tendency (Mean, Median, Mode)</li> <li>• Measures of variations (Standard Deviation, Range)</li> </ul> <p><b>Report Writing</b></p> <ul style="list-style-type: none"> <li>• Scientific report. Short report for planners.</li> <li>• Articles from the study.</li> <li>• Graphic presentations and other</li> <li>• Techniques.</li> <li>• Reference citation, footnotes, bibliography.</li> </ul>

### **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

- To prepare a research proposal
- Presentation of research proposal along with budget
- Report writing

## References:

1. Practice of Social Babble. E. the Research, Wadsworth publishing Company: California, 1983.
2. Bailey, K.D. Methods of Social Research, Collier Mac Millian Publishers 1987: London,.
3. Bhandarkar and Wilkison, Methodology and Technique of Social Research, Himalaya Publishing House1982: Mumbai,
4. Bose and Pradeep Kumar 1995: Research Methodology, New Delhi: ICSSR.
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7. Mukherjee, P.N (eds.), Methodology in Social Research 2000: Dilemmas and Perspectives, New Delhi: Sage (Introduction).
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9. Palys, T., & Atchison, C. Research decisions 2014: Quantitative, qualitative, and mixed methods approaches (5th ed.). Toronto, Canada: Nelson Education.

**Course Syllabus**  
**Semester- II**  
**Major (Core)**

<b>Course Title</b>	<b>Management of Continuing Education</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	Understand the concept of Continuing Education
	Get acquainted with various types of continuing education courses
	Understand the skills of organization and management of continuing education courses
<b>Module 1(Credit 1) Concept of Continuing Education</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the concept and process of continuing education
	Understand new trends in continuing education
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Need and concept of Continuing Education and Lifelong Learning</li> <li>• Aims and objectives of Continuing Education</li> <li>• Trends and issues in Continuing Education</li> <li>• Target specific Continuing Education Programmes, Government &amp; Non-Government</li> </ul>
<b>Module 2(Credit 1) Management of Continuing Education</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the concept and process management
	To know management skills
	Planning and identification of target group
<b>Content Outline</b>	<p>Management Process</p> <ul style="list-style-type: none"> <li>• Planning, organizing, learning and controlling, decision making, strategic management and strategic implementation</li> <li>• Planning, identification of target group and needs assessment, developing the programmes according to the interests of the target groups</li> <li>• Organization, prioritization of programme activity – assessment and mobilization of the local resource staff</li> </ul>
<b>Module 3(Credit 1) Continuing Education Programme Implementation</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Learner will be understand implementation process of continuing education
	To identification of venue for continuing education programme
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Venue of the programme. Scheduling the programme; day to day arrangement etc.</li> <li>• Organisation of continuing education programmes for specific</li> </ul>

	<p>groups – Urban/ Rural Youth / Working groups, Housewives / Professionals etc.</p> <ul style="list-style-type: none"> <li>• Evaluation, accreditation, licensure(affiliation)and certification, in continuing professional education</li> </ul>
<b>Module 4(Credit 1) Supervision and Monitoring</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Differentiate between supervision and monitoring
	Understand the concept of supervision
	Define the interrelation between supervising and monitoring
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Concept and purpose of supervision and monitoring – how and when to monitor, Monitoring forms, progress reports, Certification and transfer of credits</li> <li>• Sustainability and <del>Converge</del> <ul style="list-style-type: none"> <li>- Meaning and Need for sustainability, Steps for sustainability</li> <li>- Convergence: meaning need and how to converge</li> <li>- Co-ordination with various Government and non-Government departments, University departments, Jan Shikshan Sansthas</li> </ul> </li> </ul>

#### Assignment:

- Conducting need assessment survey for skill development program (10 marks).
- Organizing skill development programme (10 marks).
- To prepare an advertisement for recruitment of faculty in NGO (10 marks).
- Write down the steps for preparing a budget for community level courses (10 marks).
- During the supervision monitoring which steps do you follows and write a report on it(10 marks).

#### References:

- Singh Madan , Companion to Adult Education, National Literacy Mission, NewDelhi, 1999
- Reddy Adinarayan & Uma Devi, Current Trends in Adult Education, Sarup & sons, New Delhi, 2006
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- Pillai Shivdasan K, Non-Formal Education in India, Criterion Publication, New Delhi, 1990
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- Perter John M & Associates, Building on Effective Adult Education, Jossey- Bass, San Francisco, 1980
- Hand Book for development and production of Literacy Material, Directorate of Adult Education.

## Major (Core)

<b>Course Title</b>	<b>Community Organization and Development</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After learning the module, learners will be able to
	To know the importance of community study.
	Learn to build positive image of self and organization.
	Understand the different approaches of working with the community.
	To study the models and strategies of community organization.
	Acquire techniques and skills of working with people in the community.
<b>Module 1(Credit 1) Concept of Community Organisation</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	To understand basic concept of community organization
	Learn about community concept
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Meaning and concept of community</li> <li>• Introduction to CD</li> <li>• Understanding CO and practice</li> <li>• Initiating community contacts and beginning the process of building community relations</li> <li>• Understanding Community</li> <li>• Widening community contacts</li> <li>• Gathering comprehensive information about the community and its problems</li> </ul>
<b>Module 2(Credit 1) Techniques and skills working community</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	To understand various techniques of community organizations
	Acquire skills and knowledge about working with communities
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Introduction to entering the community</li> <li>• Making a positive representation of self and organization</li> <li>• Initiating community contacts and beginning the process of building community relations</li> <li>• Understanding Community</li> <li>• Widening community contacts</li> <li>• Gathering comprehensive information about the community and its problems</li> </ul>
<b>Module 3(Credit 1) Power structure analysis</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the types of power
	Differentiate between power and leadership

	Acquire skills and qualities of leader
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Concept of Power –forms and types</li> <li>• Leadership and power</li> <li>• Types of power</li> <li>• Qualities of leader</li> <li>• Unionism</li> <li>• Identifying and Training Community Leaders for involving them in community development</li> <li>• community development</li> <li>• Strategies and Roles <ul style="list-style-type: none"> <li>- Unionism</li> <li>- Identifying and Training Community Leaders for involving them in community development</li> </ul> </li> </ul>
<b>Module 4(Credit 1) Model of Community Development</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the community development model
	To know the role of community workers
	Differentiate between social planning and social action
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Locality Development</li> <li>• Social Planning</li> <li>• Social Action</li> <li>• Directive and Non directive approach to community work</li> <li>• Basic Roles of Community Workers (Guide, enabler, expert and social therapist)</li> <li>• Approaches for working with communities <ul style="list-style-type: none"> <li>- Welfare approach</li> <li>- Development approach</li> <li>- Rights based approach</li> <li>- Advocacy and action</li> </ul> </li> </ul>

**Assignments:**

- Conducting PRA (20 marks).
- Conducting meeting in the community (10 marks).
- Study and submit report of the power structure prevailing in a slum / community (10marks)
- Study the relevance of trade unions in the context of globalization (10 marks)

**References:**

- Arora R.K. (Ed.) 1979 People's Participation in Development Process: Essays in honour of B. Mehta, Jaipur: the HCM State Institute of Public Administration
- Battern, T.R. 1962 The Non Directive Approach in Group and Community Work, London : Oxford University Press
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- Battem. T.R. 1965 The Human Factor in Community Work, London : Oxford University Press

- Dandavate M. 1977 Marx and Gandhi, Bombay; Popular Prakashan Pvt.Ltd.
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- Murphy C.G. 1954 Community Organisation, Boston : Houghton Mifflin Co.
- National Conference & Social Community Organisation, Paper presented at the Welfare 1961, 88<sup>th</sup> Annual Forum of the National Conference on Social Welfare, New York : Columbia University Press

## Major (Core)

<b>Course Title</b>	<b>Participatory and Interactive Training Methods</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	Understanding of concept and significance of participatory training.
	Develop skills of an effective trainer.
	Acquiring skills in various training methods
<b>Module 1(Credit 1) Concept of Training</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the meaning and concept of participatory training programme
	Differentiate between training and education
	Understand the process of communication
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Meaning, concept, need, importance of participatory training methods</li> <li>• Principles of adult learning.</li> <li>• Difference between training and education- pre- service and in- service training, on sport training as a strategy.</li> <li>• Trainers as Communicators-Communication process</li> <li>• Media of communication</li> <li>• Inter personal communication</li> <li>• Qualities of trainers, trainer-trainee relationship.</li> </ul>
<b>Module 2(Credit 1) Training Methods</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand various training methods
	Acquiring skills of appropriate training method
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Lectures, discussion, demonstration, role play</li> <li>• Simulation buzz session, games, brain storming, fishbowl, field trips, case studies, role- play, fish-bone, storytelling, in-basket, flow chart, study circle, station technique</li> </ul>
<b>Module 3(Credit 1) Training Design</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand training design concept
	Use suitable training design
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Training design, training needs, training objectives, contents, methodology, feedback and follow up activities</li> <li>• Organization and management of training for different target groups (illiterates to professionals)</li> </ul>
<b>Module 4(Credit 1) Interactive Multimedia</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand Interactive multimedia



	Define concept of multimedia
	Learn about computer based training
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Interactive Educational Multimedia: Need</li> <li>• Concepts: Multimedia, Interactivity</li> <li>• Computer Assisted Learning: Concept, Characteristics</li> <li>• Computer Based Training: Concept, Characteristics</li> <li>• Advantages and Limitations</li> <li>• Online Learning</li> <li>• Communication Technologies in Education</li> <li>• Virtual Classroom</li> </ul>

**Assignment:**

- Organizing vocational training programme for youth (10 marks).
- Role of interpersonal communication in participatory training methods (10 marks).
- To prepare training design for any three programmes (10 marks).
- Conduction two sessions on different topics using PT methods (10 marks).
- Preparation of presentation by using web 2.0 (10 marks).

**References:**

- Directorate of Adult Education 1987: Learning for Participation, DAE, MHRD, Govt. of India, New Delhi,.
- Society for Participatory Research in Asia 1995: A Manual For Participatory Training Methodology in Development, (PRIA), New Delhi.
- National Literacy Mission 2001: Handbook on Training Methods, DAE, MHRD, New Delhi,.
- White, Participatory Communication 1994: working for change and development, Sage Publication.

**Major( Elective)**

<b>Course Title</b>	<b>Social Entrepreneurship</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	Understand how to start social entrepreneurship in Indian settings.
	Acquire required skills relating to managing own/group social entrepreneurship
	Become sound entrepreneurs
<b>Module 1(Credit 1) Basic concept of Entrepreneurship</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand entrepreneurship in the Indian Context
	Comprehend the importance of social entrepreneurship
	Differentiate between entrepreneurship and social entrepreneurship
	List down issues about women entrepreneurs
	Identify financial schemes for women entrepreneur
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Concept of entrepreneurship in the Indian Context</li> <li>• Importance of social entrepreneurship</li> <li>• Difference between entrepreneurship and social entrepreneurship</li> <li>• Issues about women entrepreneurs</li> <li>• Financial schemes for women entrepreneur</li> </ul>
<b>Module 2(Credit 1) Models of Social Entrepreneurship</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the various models of social entrepreneurship
	Learn the skills of Social Entrepreneurship
	Management of social entrepreneurship
	Outline the legalities in social entrepreneurship

<b>Content Outline</b>	<p><b>Models of Social entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• Grameen Bank</li> <li>• Jaipur foot</li> <li>• Basix Bank</li> <li>• Sri Grameen Mahila Udyog (Lijjat)</li> <li>• SEWA, Ahmedabad</li> <li>• SHG's</li> <li>• Dabbewala</li> </ul> <p><b>i. Management of social entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Management</li> <li>• Resource</li> <li>• Mobilization</li> <li>• Training</li> <li>• Business plan preparation</li> </ul> <p><b>ii. Legalities in Social entrepreneurship</b></p> <p>a. Laws required for setting up an enterprise b. Taxation</p>
<b>Module 3(Credit 1) Finance Management &amp; Marketing</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Understand various aspects of finance Management</li> <li>2. Interpret different types of marketing and their strategies</li> </ol>
<b>Content Outline</b>	<p><b>i. Finance Management</b></p> <ul style="list-style-type: none"> <li>• Income &amp; Expenditure, budgeting and accounting</li> <li>• Risk and returns</li> <li>• Record keeping</li> <li>• Account writing</li> <li>• Inventory management</li> <li>• Banking and other financial institutions in the context of micro finance</li> </ul> <p><b>ii. Marketing</b></p> <ul style="list-style-type: none"> <li>• Social marketing, its strategies</li> <li>• Casual marketing</li> <li>• Commercial marketing</li> <li>• Target audience</li> </ul>
<b>Module 4(Credit 1) Individual and Collective Entrepreneurship</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <p>Analyze individual and collective entrepreneurship</p> <p>Develop leadership in social enterprise</p> <p>List down roles and responsibility of office bearers, ways of cooperation and resolve conflicts</p> <p>Understand the role of NGO's, government and corporate sector in promoting group enterprise</p>
<b>Content Outline</b>	<p><b>i. Individual and Collective entrepreneurship</b></p> <ul style="list-style-type: none"> <li>• Ethics, values, Communication skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Development of leadership in social enterprise</li> <li>• Roles and responsibility of office bearers, ways of cooperation and resolve conflicts</li> <li>• Process of group entrepreneurship</li> <li>• Role of NGO's government and corporate sector in promoting group enterprise</li> </ul>
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**Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)**

1. Visit social enterprises and prepare a report on an organizational structure and functions
2. Write a case study of one women entrepreneur.
3. Write a report of visit to two social enterprises.
4. Report marketing strategies used by social enterprises in detail.

**References:**

1. Alvord, S. H., Brown, L. D., & Letts, C. W. Social entrepreneurship and societal transformation: An exploratory study. *Journal of Applied Behavioral Science*, 40(3), 260–282. (2004).
2. Bhargava, Development Aspects of Entrepreneurship, Sage Publication India Pvt.Ltd,2007.
3. Burra, Micro-credit, poverty and Empowerment: Linking the Triad, Sage Publication India Pvt. Ltd, 2005.
4. Carr, Speaking Out: Women’s Economic Empowerment in South Asia (V), Sage Publication India Pvt. Ltd, 2007.
5. Crowell: The SEWA Movement and Rural Development: Sage Publication India Pvt. Ltd, 2003.
6. Fisher: Beyond Micro-credit: Putting Development Back into Micro-finance (V), Sage Publication India Pvt. Ltd, 2002.

## Major Elective

<b>Course Title</b>	<b>Disaster Management</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	Acquire an understanding of various types of disasters, their causes and impacts on populations
	Understand stages of disaster and appropriate interventions including risk assessment, management and community preparedness
	Understand international and national policies for disaster intervention- mitigation and response
	Appreciate the human stories of tragedy and resilience in disasters and the humanitarian response essential
<b>Module 1(Credit 1) Disasters, Hazards, Risks, Vulnerability and Introduction to Disaster Management</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Define concepts in disaster management
	Understand basic concepts in disaster management
	Understand disaster management cycle
<b>Content Outline</b>	<p><b>Disasters, Hazards, Risks, Vulnerability</b></p> <ul style="list-style-type: none"> <li>• Types- Geological (Land, Forests), Atmospheric (Air, Wind, Water, Climate), Technological (Nuclear, toxic wastes, transportation accidents, factory explosions, chemical spills, etc)</li> <li>• Hazards- meaning and types</li> <li>• Communities at risk and vulnerable to disasters</li> </ul> <p><b>Introduction to Disaster Management</b></p> <ul style="list-style-type: none"> <li>• Concept of Disaster Management</li> <li>• The Disaster Management Cycle</li> <li>• Components and Stages of disaster management</li> </ul>
<b>Module 2(Credit 1) Disaster Management; Disasters and Development</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Identify and summarize the concepts like disaster response, Disaster management, disaster and development.
<b>Content Outline</b>	<p><b>Disaster Response</b></p> <ul style="list-style-type: none"> <li>• Emergency Response &amp; Recovery,</li> <li>• Relief, Rehabilitation, Reconstruction</li> <li>• Human factors in Response</li> <li>• Ethics in Relief &amp; Rehabilitation</li> <li>• Resources relevant to various aspects of response</li> <li>• Disaster as an opportunity for social transformation</li> </ul>
	<p><b>Disaster Management</b></p> <ul style="list-style-type: none"> <li>• Mitigation and Preparedness</li> <li>• Risk assessment &amp; Capacity-Building</li> <li>• Prediction, Early Warning</li> <li>• Community-based Disaster Management</li> <li>• Development &amp; Preparedness</li> </ul> <p><b>Disasters and Development</b></p> <p>Understand the dynamics of disasters and development in the context of globalization, development goals, governance, climate change, and social, economic and environmental justice</p>

<b>Module 3(Credit 1) Major Requirements for Coping with Disasters</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand disaster response coping strategies
	Do risk assessments, prediction
	Encourage community based response management
	Encourage preparedness in communities
<b>Content Outline</b>	<b>Major Requirements for Coping with Disasters</b> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Planning</li> <li>• Training needs and specialized skills</li> <li>• Utilization of resources, graduated response</li> <li>• Logistics</li> <li>• Leadership</li> <li>• Public awareness</li> </ul>
<b>Module 4(Credit 1) Role of national &amp; international Agencies</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the role of international and national agencies in Disaster Management
	Understand disaster management policies in India
<b>Content Outline</b>	<b>Role of national &amp; international Agencies</b> Disaster Management Policy in India and related authorities; International Assistance Agencies & their contribution Humanitarian Charter, Code of Conduct & Minimum Standards in Disaster Response

**Assignment:**

1. With reference to any one disaster, prepare a compilation of newspaper articles to describe the impact on women and children
2. Prepare a photo collage of the impact of the recent pandemic on the unorganized sector in urban areas
3. Through two case stories, analyse the vulnerabilities of the poor in the face of any disaster Situation
4. Prepare an exhibition to depict the various stages of disaster from the impact to the rehabilitation and capacity-building stage
5. Prepare a disaster management plan for a housing society/slum/village community keeping in mind the vulnerable populations residing therein
6. Prepare a relief kit for families who have been displaced due to massive floods
7. Write a letter to potential donors appealing for funds for rehabilitation of 500 families who have been devastated due to a cyclone giving details of the devastation and the needs of the families
8. Describe how you will prepare coastal communities to face the constant threat of tidal waves and cyclones that affect the coast

9. In view of the recent pandemic list out some key suggestions you will advocate for with the Government so that future pandemics are better handled. Give reasons for the suggestions.

### References

- Anu Kapur (2005) Disasters in India: Studies in Grim Reality Rawat Publications, New Delhi- 2
- Bose. B. C. (2007) Introduction to Disaster Management Rajat Publications, New Delhi
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- D.B.N. Murthy (2008) Disaster Management: Text & case Studies Deep and Deep Publications Pvt. Ltd., New Delhi
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- Parasuraman S. and India Disaster Report, Oxford University Press, Delhi.
- Unnikrishnan P.V. (2000)
- PrakashIndu (1994) Disaster Management, RashtraPrahariPrakashan, Ghaziabad.
- Singh R.B., (ed); (2006), Natural Hazards and Disaster Management, Rawat Publications, New Delhi – 2.
- Singh Tej. (2006) Disaster Management – Approaches and Strategies, Akansha Publishing House, New Delhi – 2.
- Taori Kamal (2005) Disaster Management through Panchayati Raj, Concept Publishing Company, New Delhi.

**OJT**

<b>Course Title</b>	<b>Fieldwork(Practical) II</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After learning the module, learners will be able to
	To develop professional skills through practical learning
	To apply acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem
	To develop the skills for solving the problems and work at micro level and at macro levels
	To provide opportunity for the integration of class room learning and field practice and vice-versa.
	To develop the skills required for professional practice at the particular level of training.
<b>Content Outline</b>	<ul style="list-style-type: none"><li>• Assessment of Learning needs of the community</li><li>• Resource mapping of the community</li><li>• Preparation of need based primer/ reading material for NEO literates/ prepare posters, slogans, wall magazines/ script for radio, TV.</li></ul>



## Course Syllabus

### Semester- III

#### Major (Core)

<b>Course Title</b>	<b>Social Policy and Planning</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After learning the module, learners will be able to
	Gain knowledge of policy analysis and the policy formulation process.
	Acquire skills in critical analysis of social policies and development plans
	Study social policies, plans and programmes so as to be able to interpret, enforce and challenge them
	Develop an understanding of social policy in the perspective of national goals as stated in the Constitution particularly, with reference to Fundamental Rights and the Directive Principles of State Policy.
	Examine application and litigation machinery.
<b>Module 1 (Credit 1) Social Policy and Constitution</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	To define social policy
	Differentiate between social policy and social development
	Understand the values of social policy
	To know the fundamental rights
<b>Content Outline</b>	<ul style="list-style-type: none"><li>• Concept of social policy, sectoral policies and social services</li><li>• Relationship between social policy and social development</li><li>• Values underlying social policy and planning based on the Constitutional provisions (i.e. the Directive)</li><li>• Principles of State Policy and Fundamental Rights and the Human Rights</li></ul>
<b>Module 2 (Credit 1) Policy Formulation</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	To understand the approaches of policy formulation
	To learn different model of social policy
	To understand the process of social policy formulation
	Differentiate between sectoral policies and social policies
<b>Content Outline</b>	<ul style="list-style-type: none"><li>• Approaches to social policy-unified, integrated and sectoral</li><li>• Different models of social policy and their applicability to the Indian situation</li><li>• The process of social policy formulation, the contribution of research, the role of interest groups, the problem of conflict of interests and its solution</li><li>• Role of professional social workers</li><li>• Evolution of social policy in India in a historical perspective</li><li>• Different sectoral policies and their implementation, e.g.</li></ul>

	Policies concerning education, health, social welfare women, children welfare of backward classes, social security, housing, youth, population and family welfare, environment ecology, urban and rural development, tribal development and poverty
<b>Module 3(Credit 1) Policy and Planning</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the concept of development
	Linkages between social policy and planning
	To understand the legal status of planning commission
	To understand the role of panchayat raj participation
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Concepts of social and developmental planning</li> <li>• Scope of social planning- the popular restricted view as planning for social services and the wider view as inclusive of all sectoral planning to achieve the goals of social development</li> <li>• Linkage between social policy and planning-planning as an instrument and source of policy</li> <li>• Role of ideology Indian planning in a historical perspective</li> <li>• Federal political system and the planning process</li> <li>• The constitutional position of planning in India. The legal status of the Planning Commission</li> <li>• Coordination between centre and state need for decentralization</li> <li>• Panchayat raj, people participation</li> <li>• Role of political, judiciary social movement and voluntary action Legal and public interest litigation</li> </ul>
<b>Module 4(Credit 1) The planning, machinery and monitoring</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the process of machinery
	Understand the concept of monitoring and evaluation
	To know the issues of coordination and centralization
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• The machinery and process of social planning in India and implementation of social planning at various levels. Monitoring and evaluation of planning. The problems of coordination and centralization</li> <li>• A broad review of the five year plans with emphasis on the objectives of growth and social justice and with special reference to the areas of health and family welfare, education, social welfare and anti- poverty programmes, and advocacy</li> </ul>

**Assignment:**

- Critically examine any social policy and give suggestions. (10 marks)
- Analyze and discuss five years plan with reference to any group (like women, children, tribal development and rural development etc) (20 marks)
- Write a proposal and budget to avail any government scheme from government department. (20 marks)
- Discuss about any legislative policy and its linkages to current scenario.(10 marks)

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## Major (Core)

<b>Course Title</b>	<b>Curriculum and Material Development for Non-Formal Education</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After learning the module, learners will be able to
	Understanding the concept of curriculum development
	Understanding the significance of development of learning materials
	Acquainting the students with the techniques of material preparation
<b>Module 1(Credit 1) Curriculum Design</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	To define meaning and concept of curriculum
	To know the problems of curriculum design
	To understand scope and significant of material development
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Meaning of Curriculum, Procedures in Curriculum construction, Principle of curriculum construction, Problems of curriculum planning in NFE adult, Education. Role of bridge materials in the adult education curriculum- Environmental approach in curriculum construction.</li> <li>• Scope and significance of learning materials, preparation of learning material in different groups at different levels. Approaches to material production, participatory form</li> </ul>
<b>Module 2(Credit 1) Functions and types of learning material</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	To understand the functions of learning material
	Differentiate between and monographs and journals
	Understand the material prepare by various institute
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Experiments in development of need based learning material prepared by various government (SRC, Universities, etc.) and NGO's</li> <li>• Structure and functions of primers, text books, reference books, monographs, lab manuals, journals, distance learning materials, programmed learning materials.</li> </ul>
<b>Module 3(Credit 1) Production and Publication</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the material for neo literate
	To understand self-learning material advocacy

<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Production and publication of neo-literate material, self-learning material-advocacy, information, reference and training</li> <li>• Preparation of prototype and testing.</li> </ul>
<b>Module 4 (Credit 1) Language selection and ICT</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	To select appropriate language for material development
	To use ICT in material production
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Selection of language-spoken forms, use of technical terms, sentence structure, lessons and paragraph development, different narration styles, use of photographs and illustrations.</li> <li>• Use of ICT in literacy</li> <li>• Use of multimedia in NFE</li> </ul>

### Assignment:

- Develop a booklet / primer / promotional material to be used for Adult Education / Continuing Education programme. (15 marks).
- Submit an outline of material and other essentials for production and publication of books for advocacy, training etc of neo – literates (10 marks).
- Develop curriculum for one continuing education course (10 marks)
- Evaluate continuing education course curriculum of any NGO (15 marks)

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**Major (Core)**

<b>Course Title</b>	<b>Fieldwork(Practical) III</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After learning the module, learners will be able to
	Organized awareness programme in the community
	To raise the fund and implement need based skill development programme
	To develop scientific temper by applying their theoretical knowledge
	To gain knowledge and develop related skill work
	To plan intervention activity within the community
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Learners to write their understanding about the social structure, culture, and institutions operating in the community in which their fieldwork agency is functioning.</li> <li>• The learner will be able to understand the basic concepts and their application in field work practice.</li> <li>• Demonstrate basic interpersonal practice skills including active listening, empathic responding, and critical/creative thinking, fieldwork recording.</li> <li>• Learners to do analysis of contemporary social policies on Health, Education, Livelihood etc.</li> <li>• Organize 5 awareness programmes and 5 skill based programmes</li> <li>• Evaluate continuing education course curriculum of any five NGO</li> <li>• Develop a booklet / primer / promotional material to be used for Adult Education /Continuing Education programme</li> </ul>

## Major (Core)

<b>Course Title</b>	<b>Basics in Economics</b>
<b>Course Credits</b>	2
<b>Course Outcomes</b>	After going through the course, learners will be able to
	Understand the nature of Indian Economy
	Understand the problems of Indian Economy.
	Understand the process of Development
<b>Module 1(Credit 1) Approaches to Indian economy</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the approaches of development
	Define in basics in Indian economy
	Classification of industries
	Understand the issues related to economic development
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Capitalist</li> <li>• Socialist</li> <li>• Gandhian</li> <li>• Significance of the study of Indian economy</li> <li>• Basic Concepts: Development <ul style="list-style-type: none"> <li>- Under development</li> <li>- Economy</li> <li>- GDP</li> <li>- NNP-NI</li> </ul> </li> <li>• Social Composition</li> <li>• Agricultural sector <ul style="list-style-type: none"> <li>- Contribution of agriculture to national economy</li> <li>- Trades pattern of land ownership</li> <li>- Production of agriculture</li> <li>- Measures</li> <li>- WDP</li> </ul> </li> <li>• Industrial Sector <ul style="list-style-type: none"> <li>- Classification of industries</li> <li>- Size-ownership-origin based</li> <li>- Trends in industrial production</li> <li>- Competiveness of Indian Industry</li> </ul> </li> <li>• Service Sector <ul style="list-style-type: none"> <li>- Features-Contribution of national economy</li> <li>- Trends</li> </ul> </li> <li>• Poverty</li> <li>• Unemployment</li> <li>• Housing</li> <li>• Food security</li> <li>• Displacement</li> <li>• SEZ</li> </ul>
<b>Module 2(Credit 1) Globalization, theory and strategies</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to

	Learner will able to understand concept and history of globalization
	To understand the theory of developmental approaches
	To promote consumer and cultural strategies of development
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Meaning, concept, history of Globalization</li> <li>• Social, economic, political and cultural implications of globalization</li> </ul>

**References:**

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## Major (Core)

<b>Course Title</b>	<b>Population Dynamic</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After learning the module, learners will be able to
	Understand the characteristics and determinants of population dynamics
	Examine population policies
<b>Module 1(Credit 1) Population growth in India</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the sources of population data
	Classify the population urban and rural
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Population scope of census, vital statistics, sample survey</li> <li>• Before independence; Current population situation in states</li> </ul>
<b>Module 2(Credit 1) Determination of population growth</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	To understand the mortality rate of India
	Understand migration internal and external
	Differentiate between urban and rural population
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Mortality in India reasons for High &amp; Low mortality, maternal mortality, infant mortality</li> <li>• Fertility, factors affecting fertility, physiological social, economic and cultural</li> <li>• Migration internal and external</li> <li>• Population distribution in India</li> <li>• Urban and rural</li> <li>• Factors affecting migration</li> </ul>
<b>Module 3(Credit 1) Population structure</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand Indian population structure characteristic
	To know the ageing of Indian population
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Age and Sex structure,</li> <li>• Sex ratio in India</li> <li>• Age composition and structure;</li> <li>• Aging of population</li> </ul>
<b>Module 4(Credit 1) Population and environment</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	To understand human relation and environment
	Define population dynamic
	To understand current issue in environment

<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Interrelationship between human population, environment and natural resources</li> <li>• Environmental degradation</li> <li>• Maintaining and preserving the balance between population and environment</li> <li>• Current issues in environment</li> </ul>
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**Assignment:**

- India's population Policy (15 marks)
- Make a table showing the population data of all Indian states as per 2011 census (population, sex ratio, rural / urban, etc.) (10 marks)
- Make a population pyramid with India's census data (2011). Also make a table age specific population data with intervals of 5 years (10 marks).
- Write an assignment on types of pollution; state the causes of pollution and suggest the measures to redress it (15 marks).

**References:**

- Ackerman Frank (ed.) 1997 Human well-being and economic gain, Washington: CC Island Press
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**Major (Core)**

<b>Course Title</b>	<b>Value and Peace Education</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After learning the module, learners will be able to
	Explain the concept of peace education and the dynamics of transformation of violence into peace
	To reflect on the global culture of peace
	Comprehend the concept of values and need for value education
<b>Module 1(Credit 1) Global Issues and interventions for Peace; Peace and conflicts; Origin, Meaning of peace</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand global issues and interventions for peace
	Make assessment of real world conflict scenarios
<b>Content Outline</b>	<p><b>Origin, meaning of peace</b>  Meaning and concept of peace – Need for peace education –</p> <p>Origins of Peace education –UN:</p> <p>Education for Peace -UNESCO charter</p> <p>Aims and objectives of Peace Education – -Status of Peace Education in the curriculum –</p> <p>Difference between positive and negative peace</p> <p>Organizations working at global, national, state and local level for peace</p> <p><b>Peace and conflicts</b>  Role of violence in our lives and the lives of others – Exposure to violence through media – Consequences of violence – Crises and their management – Role of the teacher – How peace Education can help deal with violence –</p> <p>Meaning of Communalism. Causes of communalism in India and remedies</p> <p>Communal Conflicts and Violence.</p> <p>Role played by the State, media and Police machinery during communal tension</p> <p>Communalism and its impact on the Minorities, Gender and Caste. Strategies to control violence</p> <p><b>Global Issues and interventions for Peace</b>  Human Rights –  Role of the UN and its agencies in Peace building: UN,UNESCO, Amnesty, The peace building commission</p> <p>Contribution of leaders like Mahatma Gandhi, Martin Luther King and Nelson Mandela in peace building.</p>

	<p>Bhakti movement and Sufi movement traditions of India in India and peace</p> <p>Peace and government: Constitution provisions Communal Violence (Prevention, Control and Rehabilitation of Victims) Bill, 2005,</p> <p>National Integration Council, India's role in UN Peace keeping operation</p> <p>Mohalla Committee, Salokha, The Global Peace Foundation (GPF), Citizen for Justice and Peace, Centre for Study of Society and Secularism, Citizen for Peace.</p> <p>Conflict resolution strategies</p> <p>Conflict Resolution and Mediation</p>
<b>Module 2(Credit 1) Concept of secularism; List of values</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand concept of secularism
	Analyze and inculcate the list of values
	Understand concepts in peace education.
<b>Content Outline</b>	<p>Meaning of the concept 'value' – Common human (core) values preached by different religion</p> <p>Concept of secularism according to the Indian Constitution.</p> <p>Family, Cleanness, Freedom, Security, Loyalty, Creativity, Humanity, Success, Respect, Caring, Diversity, Generosity, Integrity, Finesse, Love, Openness, Religion, Order, Honesty, Faith, Teamwork</p>
<b>Module 3(Credit 1) Duties and responsibilities of citizens in India ; Inculcate values among students Social cohesion</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand duties and responsibilities of citizens of India
	Inculcate the values among themselves
<b>Content Outline</b>	<p><b>Duties and responsibilities citizens in India</b></p> <p>Duties of Citizen of India :</p> <p>To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem; b) To cherish and follow the noble ideals which inspired our national struggle for freedom; c) To uphold and protect the sovereignty, unity and integrity of India; d) To defend the country and render national service when called upon to do so; e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women; f) To value and preserve the rich heritage of our composite culture; g) To protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures; h) To develop the scientific temper, humanism and the spirit of inquiry and reform; i) To safeguard public property and to abjure violence; j) To strive towards excellence in all spheres of individual and collective activity so that the nation constantly</p>

	rises to higher levels of endeavour and achievement; k) Who is a parent or guardian, to provide opportunities for education to his child, or as the case may be, ward between the age of six to fourteen years. The duty was included in the list of fundamental duties by 86th Amendment to the constitution of India in the year 2002.
<b>Module 4(Credit 1) Inculcate values among students Social cohesion</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand origin of peace education
	Develop social cohesion among themselves
	Differentiate between positive and negative peace
<b>Content Outline</b>	<p><b>Inculcate values among students</b></p> <p><b>Social cohesion</b> Human values/ instructional methodologies – integrating values with curriculum and co – curricular in promoting value education – Evaluation of human values. Definition of social cohesion, meaning and concept of social cohesion</p> <p><b>Peace and Value Education *</b></p> <ol style="list-style-type: none"> <li>1. Content analysis of NCERT and state Board text books from primary to higher education to understand the values inculcated through the books</li> <li>2. Reading of the books giving values like <i>panchtantra</i>, mythological stories, etc</li> <li>3. View following sites <ul style="list-style-type: none"> <li>• Films by seeds of peace</li> </ul> </li> <li>4. youtube <a href="https://youtu.be/6eAxiQy8phc">https://youtu.be/6eAxiQy8phc</a>. Watch video and discuss in the classroom</li> <li>5. <a href="https://youtu.be/J-20DoJUnXw">https://youtu.be/J-20DoJUnXw</a></li> </ol>

**Assignment:**

- Street Play for demonstrating the importance of peaceful life
- Field Visit to have real experience of peaceful existence of the society
- Conflict resolution Management in the affected in the tribal areas.
- Case study on peace education
- Students field visit on peace education institute
- View films of Seeds of Peace, an international non-profit peace building and leadership development organization on peace. And write report on the lessons learnt from films.

**References:**

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6. <http://indianresearchjournals.com/pdf/IJSSIR/2012/December/19.pdf>

7. [http://ijrar.com/upload\\_issue/ijrar\\_issue\\_1555.pdf](http://ijrar.com/upload_issue/ijrar_issue_1555.pdf)

8. <https://www.journalijar.com/article/25434/value-based-education:-a-need-of-present-society/>

## Research Project (RP)

<b>Course Title</b>	<b>Research Project –I (Preparation)</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	Understand the Research methods
	Understand the research proposal process
	Understand the sampling methods
<b>Learning Outcomes</b>	The student may opt to prepare and submit a dissertation, under the guidance of a faculty member. The student need not be expected to make a major / outstanding contribution to knowledge. The student is to engage meaningfully in the process of problem – formulation; reviewing literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and preparing the research report. The length of the research report may be between 75-100 pages and not exceed 100 pages.
	Proposal Writing & Presentation – 25 marks
	Review of Literature – 40 marks
	Preparation of Tools – 35 marks

## Course Syllabus

Semester- 4

Major (Core)

<b>Course Title</b>	<b>Corporate Social Responsibility</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	To be sensitized about role of CSR in the changing socio-economic context
	To understand the concept of Corporate Social Responsibility
	To critically understand various programmes undertaken under CSR
	To acquire skills in implementation of various programmes / activities under CSR
<b>Module 1(Credit 1) Concept and models of CSR</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the concept of CSR
	Learn the model of CSR in Indian context
	Understand the history of CSR
<b>Content Outline</b>	<ul style="list-style-type: none"><li>• Evolution of CSR</li><li>• History of CSR</li><li>• Concept of CSR</li><li>• Meaning of CSR</li><li>• Case studies of CSR in the Indian Context</li></ul>
<b>Module 2(Credit 1) Management of CSR activity</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the how to prepare proposal of CSR activities
	Understand the process of company registration
	Learn about social auditing
<b>Content Outline</b>	<ul style="list-style-type: none"><li>• Social Auditing &amp; Accountability</li><li>• Assessment</li><li>• Need for CSR policy</li> <li>• Preparing a proposal</li><li>• Registration procedures<ul style="list-style-type: none"><li>- Company</li><li>- Trust</li><li>- Society</li></ul></li> <li>• Managing Human Resources<ul style="list-style-type: none"><li>- Recruitment</li><li>- Capacity building</li><li>- Performance appraisal</li><li>- Managing volunteers</li></ul></li></ul>



	<ul style="list-style-type: none"> <li>- Implementation, Monitoring and Evaluation of CSR activities</li> <li>• Consideration of Indian Industries norms</li> </ul>
<b>Module 3 (Credit 1) Ethics in CSR</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand code of conduct
	Understand ethics in CSR
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Codes of Conduct and International Human Rights Perspectives on Corporate Codes</li> </ul>
<b>Module 4 (Credit 1) Financial management of CSR</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand financial sources in CSR
	To know how to prepare budget and accounting
	Understand the best practices in CSR
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Mobilizing Resources</li> <li>• Budgeting and accounting</li> <li>• Performance budgeting</li> <li>• Report on field visits</li> <li>• Study of best practices in CSR</li> </ul>

**Assignment:**

- Ethics in Corporate Social Responsibility (10 marks).
- Study and submit a paper on the best practices in CSR followed by one corporate industry (20 marks).
- Write on how to manage and sustain volunteers (10 marks)
- Prepare a budget for conducting a short course in a community (10 marks).

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## Major (Core)

<b>Course Title</b>	<b>Women and Gender Development</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <p>To enable students to appreciate the reasons for the growth of the women's movement in India</p> <p>To enable students to understand the complex intersections of gender/class/caste and race ideologies</p> <p>To enable students to understand the socio-economic and political barriers to women's equality and empowerment</p> <p>To enable students to understand strategies for women's empowerment</p>
<b>Module 1 (Credit 1) Women's Movement &amp; Construction of Gender classes in India</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <p>Understand the historical perspective of women's movement</p> <p>Understand impact of NGO on women's movement</p> <p>To know the normative construction of gender class</p>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• The historical roots of the feminist consciousness in the 19<sup>th</sup> century social reform movement</li> <li>• Growth of the contemporary women's movement in India</li> <li>• Impact of NGO and donor driven development on feminist action</li> <li>• The normative construction of sex, and gender in society</li> <li>• The normative construction of heterosexuality and notions of sexual deviance</li> <li>• Gender at the intersections of caste/kinship and family ideology</li> <li>• Feminism at the grassroots- dalit/and minority women speak</li> </ul>
<b>Module 2 (Credit 1) Violence against women</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <p>Understand the meaning, concept and types of violence</p> <p>Differentiate between labour law and personal law</p> <p>Acquire the knowledge of constitutional provision</p>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Meaning / Concept, Types &amp; its effects</li> <li>• Media portrayal of violence against women and its function</li> <li>• Feminist debates on Pornography and commercial sex work</li> <li>• State response to violence against women</li> <li>• Constitutional provisions</li> <li>• Labour laws</li> <li>• Personal laws</li> <li>• Family courts</li> </ul>
<b>Module 3 (Credit 1) Women's work &amp; participation in economics</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to

	Analyze historical women's work participation
	Understand the ideology of house wife
	Understand the current indicators of women's demography
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• A historical analysis of women's work force participation</li> <li>• Women's work in the home/ the ideology of the housewife</li> <li>• Current indicators of women's demographic, health and education status</li> <li>• Barriers to women's access to these resources of the community</li> </ul>
<b>Module 4 (Credit 1) Policy and programme for Women</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand critical exploration of land mark policies
	To know welfare programme for women
	Understand the impact of women's work force
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• A critical exploration of landmark policies for women (such as the Towards Equality Report, Sharamskati Report, National Policy for Women &amp; Women's Component Plan)</li> <li>• A critical exploration of the various institutions established for women (such as Women and Child Development Department, Central Social Welfare Board, National Commission for Women)</li> <li>• Welfare programmes for women (such as SHGs, &amp; ICDS etc.)</li> <li>• Impact on women's workforce participation</li> </ul>

#### **Assignment:**

- Preparing a case study of domestic violence victim (10 marks).
- Conducting a survey of slum girls to understand their health and related problems (10 marks).
- Film show related to gender and discussion (10 marks).
- Write a note on women's movements in India (15 marks)
- Comparative study of gender discrimination in Text books (5 marks)

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## Major (Core)

<b>Course Title</b>	<b>Internship / On-Job-Training</b>
<b>Course Credits</b>	6
<b>Course Outcomes</b>	After going through the course, learners will be able to
	To develop professional skills through practical learning
	To apply acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem
	To develop the skills for solving the problems and work at micro level and at macro levels
	To provide opportunity for the integration of class room learning and field practice and vice-versa
	To develop the skills required for professional practice at the particular level of training

### **Internship/on job training is expected to be done at following areas:**

- Placement in CSR of industries, NGO and government agencies to understand their functioning.
- Planning, organizing and carrying out activities in the area of NFE, CE and CD

### **Guidelines:**

- After completion of internship students have to submit
  - Agency's Internship offer letter
  - Agency's feedback
  - Daily and weekly activity report
  - Final report of the internship
  - Agency's internship completion certificate

### **Evaluation will be done on the basis of the Internship Report, Presentation and Internship Viva Voce**

Internal Assessment- 100 Marks

External Assessment- 50 Marks

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**Total - 150 Marks**

## Major (Elective)

<b>Course Title</b>	<b>Management &amp; Administration of NGOs</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <p>To equip the learners with specific skills related to Administration</p> <p>To enable learners to gain advance information relating to registration processes of NGOs</p> <p>To introduce the learner to the various management techniques such as the POSCORBDE and develop their skills on the same</p> <p>To help the learner understand the techniques of Project Management</p> <p>Learners will gain an understanding on the Different Conflict management styles and the steps involved in managing a conflict</p>
<b>Module 1(Credit 1) Service organization and environment</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <p>Describe need for welfare services</p> <p>Understand the registration process</p> <p>Understand various government scheme for NGOs</p> <p>Diffenciate between responsibility and accountability</p>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Need for welfare and services organizations</li> <li>• Registration for Indian constitutions and policy</li> <li>• Organizational design and structure and its environmental context</li> <li>• Government Schemes for NGOs</li> <li>• Voluntary agencies working in LLE</li> <li>• Elton Mayo : Haw to home Studies</li> <li>• Chester Barnard : The Human Relations Perspective</li> <li>• Basic features of voluntary agencies</li> <li>• Responsibility and accountability</li> </ul>
<b>Module 2(Credit 1) Services of NGO's and their delivery</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <p>Understand the types of services</p> <p>To analyze the role of missionaries</p> <p>Role of NGO's</p> <p>Understand the working styles with board and communities</p>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Types of services</li> <li>• Program delivery: eligibility criteria</li> <li>• Role of missionaries in NFE</li> <li>• Role of NGOs in NFE/LL</li> <li>• Creating a work oriented climate.</li> <li>• Leadership: Types and Theories</li> <li>• Working with boards, communities and other staff</li> </ul>

<b>Module 3(Credit 1) Voluntarism in social action</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the voluntary social action
	Schemes for lifelong learning
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• LL policies of developed countries</li> <li>• Schemes for lifelong learning</li> <li>• Altruism from scientific and religious viewpoints</li> <li>• History of volunteerism Voluntary action in India</li> <li>• Government- voluntary sector relations and interface; Changing nature of voluntary organizations</li> <li>• Ethos of voluntarism</li> </ul>
<b>Module 4(Credit 1) Social welfare administration</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the management of work process
	Define team work
	Describe conflict of management
	Learn management skill
Content Outline	<ul style="list-style-type: none"> <li>• Unit of work, time allotment, workload, LOG frame, responsibility, coordination</li> <li>• Staff- client relation</li> <li>• Teamwork, supervision, directing, monitoring, evaluation</li> <li>• Conflict Management; Functional and Dysfunctional Conflict; Steps in the Resolution of Conflicts; Different Styles of Conflict Management</li> <li>• Skills in planning; budgeting; proposal writing; fundraising organization; staffing; program implementation; coordination; documentation; reporting; monitoring and evaluation</li> </ul>

### **Assignment:**

1. Develop vision, mission statement and objectives for the agency you wish to start (10Marks)
2. Develop Human resource policy / conflict management policy/ volunteer management/ staff development/ board development for agency. (05marks)
3. Stakeholder's analysis for existed or fieldwork agency. (10 Marks)
4. Draw Training Needs Analysis cycle for existed or fieldwork agency. (10Marks)
5. Study balance sheet and income and expenditure statement of an agency (10marks)
6. Write on how to manage and sustain volunteers (05marks)

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**Major (Elective)**

<b>Course Title</b>	<b>Counseling and Guidance</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	To equip the learners with specific counseling skills
	To enable learners to gain advance information about mental health
	To introduce learner to the various counseling techniques
<b>Module 1(Credit 1)</b>	Introduction to counseling; Counseling relationship
	<b>Learning Outcomes</b>
	After learning the module, learners will be able to
	Understand basic concepts of counseling
<b>Content Outline</b>	Understand counseling relationship
	Understand ethical issues in counseling
	<b>Introduction to counseling</b>
	<ul style="list-style-type: none"> <li>• Counseling meaning, concepts and history</li> <li>• Types of counseling, facilitative preventive crisis, development.</li> </ul>
<b>Module 2(Credit 1)</b>	<b>Approaches to counseling; Basic helping skills</b>
	<b>Learning Outcomes</b>
	After learning the module, learners will be able to
	Understand counseling process
<b>Content Outline</b>	Understand different stages of counseling
	Comprehend counseling techniques
	<b>Approaches to counseling</b>
	<ul style="list-style-type: none"> <li>• Psychoanalytic approach,</li> <li>• Gestalt Therapy</li> <li>• Family therapy</li> <li>• Behavior modification</li> <li>• Person cantered Therapy</li> <li>• Rational Emotive Behavior Therapy</li> <li>• Transactional analysis</li> </ul>
<b>Module 3(Credit 1)</b>	Stages of counseling; strategies for different client groups
	<b>Learning Outcomes</b>
	After learning the module, learners will be able to
	Understand counseling process

	Understand different stages of counseling
	Comprehend counseling techniques
<b>Content Outline</b>	<p><b>Stages of counseling</b></p> <ul style="list-style-type: none"> <li>• Assessment,</li> <li>• Information gathering</li> <li>• Identifying goals for intervention,</li> <li>• Contracting Action</li> </ul> <p><b>Self-awareness in counseling</b> Understanding self as a helper</p>
<b>Module 4(Credit 1) self-awareness in counseling</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand strategies for different client group
	Understand use of self-awareness in counseling
Content Outline	<ul style="list-style-type: none"> <li>• Feminist counselling</li> <li>• Crisis counselling &amp; grief counselling</li> <li>• Child guidance</li> <li>• Sexuality counselling</li> <li>• Family counselling</li> <li>• Substance abuse Counselling</li> <li>• HIV / AIDS counselling</li> </ul> <p>Adoption and infertility counseling</p> <p><b>Self-awareness in counseling</b> Understanding self as a helper</p>

### Assignment:

- Students to interview practicing counsellors and prepare a report on techniques use by them (20 marks)
- Cases for counselling to be provided to students and their helping skills and strategies employed by them to be assessed (20 marks)
- Group assignment on various techniques of counselling (10 marks)

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## Research Project (RP)

<b>Course Title</b>	<b>Research Project –II (Dissertation and Viva voce)</b>
<b>Course Credits</b>	<b>4</b>
<b>Course Outcomes</b>	After going through the course, learners will be able to
	Student expected to make major / outstanding knowledge
	To learn and engage meaningful process of problem formulation
	Preparing research proposal, developing instrument for data collection, analyze data and prepare final research project
<b>Outcomes</b>	The student may opt to prepare and submit a dissertation, under the guidance of a faculty member. The student need not be expected to make a major / outstanding contribution to knowledge. The student is to engage meaningfully in the process of problem – formulation; reviewing literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and preparing the research report. The length of the research report may be between 75-100 pages and not exceed 100 pages
	Final Report Writing – 50 marks
	Viva (External)– 50 marks