

**MASTER OF ARTS**  
**IN**  
**NON-FORMAL EDUCATION & DEVELOPMENT**  
**(2020- 22)**



**REVISED CURRICULUM**

**2020 - 21**

**DEPARTMENT OF LIFELONG LEARNING AND EXTENSION,**

**S.N.D.T WOMEN'S UNIVERSITY, MUMBAI – 400 020**

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## MA IN NON-FORMAL EDUCATION AND DEVELOPMENT

<b>Course Level :</b>	<b>Post Graduate Degree (80 credits)</b>
<b>Duration :</b>	<b>2 years (Four semesters)</b>
<b>Eligibility :</b>	<b>Graduate from any recognized university with 45% marks and 40% for SC, ST.</b>
<b>Medium of Instruction :</b>	<b>Marathi / English</b>

### **Eligibility:**

A student is being eligible for admission to M.A. in Non-formal Education and Development programme as per the eligibility norms prescribed by the university.

### **Programme Specific Outcomes (POS)**

- Students will 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.
- MA- NFED course will lead to capacity building of women from all sections of society to become change agents for constructive development at the community level.
- The course will create a cadre of professionally qualified community workers to work at all levels of the society.
- It will 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.
- After completion of two years of MA-NFED course students will be equipped to start their professional career in below mentioned sectors:
  1. Government organizations
  2. Non Government organizations
  3. Corporate sector
  4. Industries
  5. Community Development
  6. Research organizations

### **General Instructions:**

- The M. A.-NFED programme is of 80 credits. There are five courses per semester. Each course will be of 4 credits. Each semester is of 20 credits. (5 x 4 = 20 Credits)
- For the M. A.-NFED. courses are classified into Core (compulsory) Courses, Elective (optional) courses and CBCS (Choice Based Credit System) courses.
- In Semester I, and Semester II, students have to study total five courses in each semester.
- In Semester III, if student selects 'Research Component' as elective course, then she has to complete 2 courses of Research Component i.e. total 8 credits.
- In semester IV, if student selects 'Internship Component' as elective course, then she has to complete 2 courses of Internship Component i.e. total 8 credits.

- Students from any disciplines can opt for CBCS courses.
- In semester I, II, III and IV, students have an option to choose CBCS course each of 4 credits.

### Examination

1. All theory, practical and internships are compulsory.
2. Examinations will be held semester-wise once at the end of every semester
3. A minimum of 40% marks are to pass in a subject.
4. Passing independently in theory examination, internal assignments and research is a must.
5. Results of the students will not be declared unless they complete the course requirement i.e. internal assessment, projects, assignments, research and other submissions.
6. Students will not be permitted in the examinations for more than three attempts.

### M.A. IN NON-FORMAL EDUCATION AND DEVELOPMENT

#### Scheme: Semester I

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP(E )	Int	P/V	T
	<b>Sem-I</b>	<b>Core Courses</b>								
1		Community Organization & Development	4	4	--	2.0	50	50	--	100
2		Introduction to Lifelong learning	4	4	--	2.0	50	50	--	100
3		Fieldwork	-	4	8	8	-	50	50	100
		<b>Elective Course:</b> (any one of the following)								
4		Basic Foundation in Sociology & Psychology	4	4	--	2.0	50	50	--	100
4		Basic Foundation in Economics and Political Science	4	4	--	2.0	50	50	--	100
		<b>CBCS</b> (any one of the following)								

5		Initiative and skills in Non-formal Education & Adult Education	4	4	--	2.0	50	50	--	100
5		Historical Perspective of Adult Education India	4	4	--	2.0	50	50	--	100
<b>Total</b>			<b>20</b>	<b>20</b>	<b>--</b>		<b>375</b>	<b>125</b>	<b>--</b>	<b>500</b>

### Scheme: Semester II

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Int	P/V	T
	<b>Sem-II</b>	<b>Core Courses</b>								
1		Management of Continuing Education Programmes	4	4	--	2.0	50	50	--	100
2		Research Methods and Evaluation Strategies	4	4	--	2.0	50	50	--	100
3		Fieldwork	-	4	8	8	-	50	50	100
		<b>Elective Course:</b> (any one of the following)								
4		Social Entrepreneurship	4	4	--	2.0	50	50	--	100
4		Gerontology: Interdisciplinary Perspective	4	4	--	2.0	-	50	50	100
		<b>CBCS</b> (any one of the following)								
5		Participatory and Interactive Training	4	4	--	2.0	50	50	--	100

		Methods								
5		Extension & Development	4	4	--	2.0	50	50	--	100
<b>Total</b>			<b>20</b>	<b>20</b>	<b>--</b>		<b>375</b>	<b>125</b>	<b>--</b>	<b>500</b>

### Scheme: Semester III

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Int	P/V	T
	<b>Sem-III</b>	<b>Core Courses:</b>								
1		Communication and Mass Media	4	4	--	2.0	50	50	--	100
2		Curriculum & Material Development for Non-Formal Education	4	4	--	2.0	50	50	--	100
3		Fieldwork	-	4	8	8	-	50	50	100
		<b>Elective Course:</b> (any one of the following)								
4		Research Component (Writing Research Proposal & Review of Literature)	-	4	8	8	--	50	50	100
4		Social Development Policy & Planning	4	4	--	2.0	50	50	--	100
		<b>CBCS</b> (any one of the following)								
5		Population Dynamics	4	4	--	--	--	50	50	100

5		Rural Development	4	4	--	2.0	50	50	--	100
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>--</b>		<b>150/</b>	<b>250</b>	<b>100</b>	<b>500</b>

**Scheme: Semester IV**

Sr. No	Code No.	Subjects	L	Cr.	P/T	D	TP (E)	Internal	P/V	T
	<b>Sem-IV</b>	<b>Core Courses:</b>								
1		Corporate Social Responsibility	4	4	--	2.0	50	50	--	100
2		Women and gender	4	4	--	2.0	50	50	--	100
3		Research project (dissertation)	-	4	8	8	-	50	50	100
		<b>Elective Course:</b> (any one of the following)								
4		Internship Component	-	4	8	-	--	50	50	100
4		Management & Administration of NGOs	4	4	--	2.0	50	50	--	100
		<b>CBCS</b> (any one of the following)								
5		Internship Component	-	4	8	--	-	50	50	100



5		Human Rights	4	4	--	2.0	50	50	--	100
		<b>Total</b>	<b>20</b>	<b>20</b>	<b>--</b>		<b>150</b>	<b>250</b>	<b>100</b>	<b>500</b>

**L = No. of Lectures / week, Cr. = Credits, P/T = Practical / Tutorial in hrs., D = Duration of Theory paper for Examination in hrs., TP (E) = Theory paper for Examination marks, Internal = Internal Assessment in marks, P / V = Practical / Viva Voce – marks, T = Total.**

**NOTE: In order to organize both elective and CBCS courses enrolment of minimum 15 students is required.**

## **M.A. in Non-Formal Education and Development**

The time has proved that Formal Education alone can not reach out to the ever increasing educational need of knowledge seekers. With the increasing number of Non-Formal Education programmes introduced by Government and Non-Government organizations there is an urgent need for developing the academic base of Non-Formal Education. The Department of Continuing and Adult Education and Extension Work of S.N.D.T. Women's University has been working in the field of Non-Formal Education since its inception (1971). It intends to apply the wealth of knowledge accumulated over the years by introducing course in Non-Formal Education and Development. Following are the details of the course:

### ***Course Objectives:***

The course in M.A. in Non-Formal Education and Development has formulated with the following objectives:

1. To 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.
2. To provide an opportunity to University graduates to develop knowledge, skills and attitudes for gainful employment through teaching, research and extension in Non-Formal Education.
3. To provide skilled and trained manpower in the field to Non Government Organizations, Service Industries, Training Institutions, Professional and Government Organizations.
4. To 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.

### ***Employment Opportunities:***

The students of this course may get the following opportunities for employment:

1. Education : For teaching relevant subjects from the course in M.A. in Non-Formal Education and also as an additional qualification for the teachers to enhance their employability,
2. NGOs : Organizing Non-Formal and Extension Programmes
3. Corporate Sector : For undertaking corporate social responsibility
4. Industries : Training in the field of Human Resource Development
5. Government Departments : Trainers for implementation of Nation Building Programmes in rural as well as urban areas
6. Extension Work : For conducting activities organized by college and community
7. Media : For publication of teaching learning material prepared at the community level
8. Research: For undertaking individual or assigned research work.

## Subject wise Course Details

**Scheme: Semester I**

### 1. Course Title: Community Organization and Development

**Credit: 4**

**Hours: 60**

**Introduction:**

Community organization facilitates Communities towards self directed change. It takes into account inequalities existing in the communities, process of marginalization, discrimination or disempowerment of groups which have resulted in loss of control over the resources both tangible and intangible.

**Objectives:**

1. Understand the importance of community study.
2. Learn to build positive image of self and organization.
3. Understand the different approaches of working with the community.
4. Understand the models and strategies of community organization.
5. Acquire techniques and skills of working with people in the community.

**Content:**

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Community Organization and Practice	<ul style="list-style-type: none"> <li>• Meaning and concept of community</li> <li>• Introduction to CD</li> <li>• Understanding CO and practice</li> </ul>	Lecture and Discussion	2	6.67%
II	Techniques and skills of working with communities	<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>	Experiential Learning in the community	3	10%
II	Techniques and skills of	<ul style="list-style-type: none"> <li>• Organizing meetings in the community</li> </ul>	Experiential Learning in the	3	10%

	working with communities	<ul style="list-style-type: none"> <li>Identifying common issues / themes</li> <li>Bringing groups together, planning and conducting meetings, goal directed action plans</li> </ul>	community		
III	Power Structure Analysis	<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> </ul>	Reference work, Simulation exercises, Case study, Discussions	2	6.67%
IV	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>	Case studies Lectures	5	16.67%
V	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>	Lecture Discussion	3	10%
VI	Practice Models of Community Development	<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> </ul>	Lectures Interaction in Communities	8	26.67 %

VII	Strategies for implementation of development	<ul style="list-style-type: none"> <li>Strategies for implementation of development programmes from planning to evaluation</li> </ul>	Field examples of developmental projects, appropriate case studies	4	13.33%
VIII	Practical	<ul style="list-style-type: none"> <li>Preparing community profile and mapping</li> </ul>		30	100%

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

**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 (10 marks)
- 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
- Brager, G. and Soecht, H. 1969 Community Organisation, New York : Columbia University Press
- 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.
- Dayal, R. 1960 Community Development Programme in India, Allahabad : Kitab Mahal Publisher
- Gandhi M.K. 1958 Sarvodaya (The Welfare of All), Ahmedabad : Navjivan Publishing House
- Gagarde K.D. 1971, Community Organisation In India, Bombay : Popular Prakashan
- Lal A.K. 1977 Politics of Poverty : A study of Bonded Labour, New Delhi : Chetana Publications
- Mayo H., Hones D. 1974 Community Work, London : Routiedge and Kegan Paul
- Mc Miller, W. 1945 Community Organisation for Social Welfare, Chicago : University of Chicago Press
- Murphy C.G. 1954 Community Organisation, Bostone : Houghton Mifflin Co.
- National Conference & Social Community Organisation, Paper presented at the
- Welfare 196188<sup>th</sup> Annual Forum of the National Conference on Social Welfare, New York : Columbia University Press

## 2. Course Title: Introduction to Lifelong Learning

**Credit: 4**

**Hours: 60**

### Introduction:

The course in 'Lifelong Learning' will enable learners to learn the strategies and skill of implementing lifelong learning programme in the community.

### Objectives:

1. To know how Lifelong learning concept has emerged in the world and in India.
2. To acquire required skills relating to planning implementation and evaluation of lifelong learning.
3. To enable learners to organize lifelong learning programme in the community.

### Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	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	Lecture Discussion	3	10%
II	Lifelong Learning in other countries	Lifelong learning in England, Denmark, Brazil, Africa, Tanzania and Thailand	Presentation	3	10%
III	Lifelong Learning in Indian context	Lifelong learning experiments by SNDT Women's University, Kagad, Kach, Patra Pratishthan, Ramkrishana Mission, Gandhigram University and Other NGO's	Field Visits and Presentation	7	23.33%
IV	Stages of Lifelong Learning	Early childhood, learning in Adolescents, Higher education, learning in workplace and learning in senior age	Lecture and Presentation	5	16.66%
V	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	Lecture, Discussion, Presentation and fieldwork practicum	6	20%

		related strategies.			
VI	Planning, Execution and evaluation of Lifelong learning	Planning of Lifelong learning, Execution of lifelong learning at the community level and evaluation methods of lifelong learning	Field work practicum	6	20%
VII	Practical	--	--	30	100%

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

**Assignment:**

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

**References:**

- “Advocating Adult education – and then what? reported in Adults Learning. 15.2. October 2003.
- Confintea V, The Hamburg Declaration,
- Shirley Walters (Ed.) (1997), Adult Education and Training, London & Leicester, Zed Books & NIACE.
- Fourth International conference on Adult Education, (1985) final report, paragraph 149, Paris, Unesco.
- Delors,. (1996), Learning: The Treasure within, Paris, UNESCO. P.18
- Taylor, Richard, (2004) “The Market Rules, Ok?” Adult Learning, Vol.15, No.8 April 2004.
- “Disappearing Act”, report in The Education Guardian, 1 June, 2004.

### **3. Course Title: Fieldwork /Practical (Semester I)**

**Credit: 4**

**Hours: 120**

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 in creating 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.

#### **Semester-I**

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.

#### **Fieldwork Assignment:**

- Prepare community map in which Write a proposal for planning and implementing health and nutrition programmes in the field of community health.
- Write its vision, mission, objectives, organizational structure, clients it serves.
- Raise funds for organizing any need based lifelong learning programme.
- Plan, organize and implement lifelong learning programme.
- Evaluate the lifelong learning programme and write its report.
- Plan and prepare a low cost food diet for vulnerable populations in communities.
- Use appropriate teaching learning material to address the issue of health and malnutrition.
- Visit radio/ TV centre and write a report on the same
- Planning for observations visit within varouus NGOs in Mumbai
- Prepare a report on observation visit and presentation
- Review of any five NGO's working with in NFE and Adult Education



- Survey the trends in non formal education and submit a report

**4. Course Title: Basics Foundation in Sociology & Psychology**

**No. of Credits: 4**

**No. of hours: 60**

**Introduction:**

This course provides the learner's basic understanding of relevant concepts from sociology to help the learners study and understand social phenomenon and this course enables the students to understand the theories of the psychology and its application in the light of change and development

**Objectives:**

1. Understanding of concepts to examine social phenomenon
2. Develop skills to analyze Indian society and change.
3. Understand change and conflict.
4. Understand important concepts of psychology
5. Understand the application of psychology
6. Get acquainted with the basic theories and tools in psychology

**Content: Sociology**

<b>Sr. No.</b>	<b>Title of the unit</b>	<b>Content</b>	<b>Teaching methodology</b>	<b>Suggested no. of hrs.</b>	<b>Weightage in %</b>
I	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>	Lecture discussion	2	6.25%
II	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> </ul>	Discussion on small group discussion  Reflection, discussion  Small group presentation	4	12.5%
III	Indian Society	<ul style="list-style-type: none"> <li>• Social classification in India: Tribal, rural</li> </ul>	Lecture Pictorial display		

		<ul style="list-style-type: none"> <li>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>	and discussion	5	18.75%
IV	Social Groups, Social Institution and Social Control	<ul style="list-style-type: none"> <li>• Meaning and types: Primary and secondary groups, in groups and out-groups, reference groups</li> <li>• Types of social institution: Marriage, family, religion, state and law</li> </ul>	Lecture and discussion  Discussion based on specific preference work	4	12.5%
V	Meaning and function	<ul style="list-style-type: none"> <li>• Social control exercised through the social institutions</li> </ul>	Meaning Lecture and discussion	4	12.5%
VI	Theories of Society	<ul style="list-style-type: none"> <li>• Significance of a theoretical understanding of society</li> <li>• Evolutionary, cyclical, conflict and systems theories</li> </ul>	Lecture	4	12.5%

VII	Social Change	<ul style="list-style-type: none"> <li>• Meaning characteristics and factors inducing change with reference to India</li> </ul>	Lecture	2	6.25%
VIII	Social Movements in India: Meaning, factors essential for a movement	<ul style="list-style-type: none"> <li>• Dominant social movements in India</li> <li>• Social reform movement and contributions of social reformers</li> <li>• Peasant movement</li> <li>• Trade union movement</li> <li>• Social movement and</li> </ul>	Mini lecture class room group presentation	5	18.75%

		social change in India			

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 50

**References:**

- Bert N. Adams. 1975 A Sociological Interpretation, Chicago: Rand 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: Randon House
- Haralambos, Michael, Sociology, Delhi: Oxford University Press 1980
- Jain, P.C. 1991 Social Movememnts among Tribals, 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

- Kuppuswamy .B. Social Change in India
- Maudelbaum, David M. Society in India, Vol.1 and II, University of California Press,
- Narang B.S., Dhawan, Introduction to Social Sciences, Delhi: C.B.S. R.C. 1983 Publication
- Panday Rejendra 1986 The Caste System in India Myth and reality, New Delhi:
- Pandey A.K. 1997, Tribal Society in India, New Delhi: Manak Publication
- Ross, Aileen D. 1961 The Hindu Family in Its urban setting, delhi: Oxford Union Press
- Sharma S. 1985 Social Movement Social Schange, B.R. Delhi: Publishing House
- Sharma, K.L. (ect.)1999 Caste and Race in India, Mumbai: Popular Prakashan
- Sharma R.K. 1997 Tribal Society in India, New Delhi: Manohar Publishing House
- Srinivas, M.N.1996 Village, Caste, Gender and Method (Essay in Indian Social Anthropoligy), Delhi: Oxford University Press.
- Stein Peter, Judith 1977 The Family, function, New York: conflicts and Richman Natalic Hannan, Symbols
- Stevous Smart M., Families Develeoping Relationships, New York: Laura S. Smart 1976 Macmillan Co.
- Verghese K. 1992 General Sociology, Delhi: Macmillan Co.
- Sociological Bulletin (Journal of the Indian Sociological Society)
- Contribution to Indian Sociology
- Social Change, Issues and Perspectives (Journal of the Council for Social development)

### Content: Psychology

Sr. No.	Title of the unit	Content	Teaching Methodology	Suggested no. of hrs.	Weightage in %
I	Introduction to psychology	Scope of Psychology, Basic approaches in Psychology	Lecture / Discussion	2	6.66%
II	Learning	Learning theories and application	Lecture/ Discussion	4	13.33%
III	Memory	Models of memory	Lecture/ Discussion	3	10%
IV	Intelligence	Theories of intelligence and application	Lecture/ Discussion	3	10%
V	Motivation	Concept, theories	Lecture/ Discussion	3	10%
VI	Emotions	Concepts and theories	Lecture/	4	13.33%

		Emotional Intelligence	Discussion		
VII	Frustration and conflict	Defense and copying mechanisms	Lecture/ Discussion	2	6.66%
VIII	Personality	Concept and theories	Lecture/ Discussion	4	13.33%
IX	Attitude	Concept, Development, change	Lecture/ Discussion	3	10%
X	Psychological Assessment	Concept, Introduction to various tools for several purpose	Lecture/ Discussion	2	6.66%

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 50

**References:**

- Lahey, Benjamin B: Introduction to Psychology, Tata McGraw Hill, New Delhi, 1998
- Atkinson et al: Introduction to Psychology, Harcourt Brace Jovanovich, New York, 1971.
- Morgan and King: Introduction to Psychology, Tata McGraw Hill, New Delhi, 1975.
- Feldman, Robert S. : Understanding Psychology Tata McGraw Hill, New Delhi, 2004

#### 4. Course Title: Basics Foundation in Economics and Political science

**No. of Credits: 4**

**No. of Hours: 60**

##### **Introduction:**

This course enables the learner to understand the nature and problems of Indian Economy and to understand the process of development and this course provides learners with a basic understanding of the key concepts in Political Science as well as it give an essential overview of the Indian political system.

##### **Objectives:**

1. Understand the nature of Indian Economy
2. Understand the problems of Indian Economy
3. Understand the process of Development
4. To study some of the basic concepts in Political Science;
5. To understand the dynamics of State and its relationship with the civil society;
6. To develop skills for analyzing Indian politics

##### **Content: Economics**

<b>Sr. No.</b>	<b>Title of the unit</b>	<b>Content</b>	<b>Teaching methodology</b>	<b>Suggested no. of hrs.</b>	<b>Weightage in %</b>
I	Approaches to Development	Capitalist Socialist Gandhian	Lecture	2	6.66%
II	Indian Economy	1. Significance of the study of Indian economy 2. Basic Concepts: Development <ul style="list-style-type: none"><li>▪ Under development</li><li>▪ Economy</li><li>▪ GDP</li></ul>	Lecture	2	6.66%

		<ul style="list-style-type: none"> <li>▪ NNP-NI</li> </ul>			
III	Nature of Indian Economy	<ul style="list-style-type: none"> <li>• Social Composition <ul style="list-style-type: none"> <li>a. Agricultural sector <ul style="list-style-type: none"> <li>▪ Contribution of agriculture to national economy</li> <li>▪ Trades Pattern of land ownership</li> <li>▪ Productivity of agriculture</li> <li>▪ Measures</li> <li>▪ WDP</li> </ul> </li> <li>b. 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>c. Service Sector <ul style="list-style-type: none"> <li>▪ Features- Contribution of national economy</li> <li>▪ Trends</li> </ul> </li> </ul> </li> </ul>	Lecture	6	20%
IV	Issues related to economic development	<ul style="list-style-type: none"> <li>Poverty</li> <li>Unemployment</li> <li>Housing</li> <li>Food security</li> <li>Displacement</li> <li>SEZ</li> </ul>	Lecture discussion	8	26.66
V	Globalization	<ul style="list-style-type: none"> <li>Meaning, concept, history of Globalization</li> <li>Social, economic, political and cultural implications of globalization</li> </ul>	Lecture Discussion Classroom Exercises Film Screening	2	6.66
VI	New World Order	<ul style="list-style-type: none"> <li>Washington Consensus, World Trade, General Agreement on Trade and Tariff, General Agreement on Trade and services, World Trade Organisation, G7 versus G 77, Agrarian and Industrial Scenario</li> </ul>	Project work	2	6.66

VII	Theory	Dependency theory, Matropolis versus periphery, developmentalist approach, Neo-liberal thinking, Globalisation with Human Face	Lecture Discussion Classroom-exercises	4	13.33
VIII	Strategies	“Just in Case” to “Just in time” Globalization Triangles- Three tips- financial hub, manufacturing hub and cheapest labour, Flexibilisation, multitasking, Use of ICT, Media Policy to promote consumer culture, labour reforms, SEZs & EPZs, the millennium Development Goals (MDGs)	Lecture Discussion Classroom-exercises Field exposure	4	13.33

#### **Methods of Assessment:**

Theory Examination 50%  
Maximum marks 50  
Assignment 50%  
Maximum Marks 50  
Total marks 50

#### **References:**

- Ackerman Frank (ed.) 1997 Human well being and economic gain, Washington: CC Island Press
- Aggarwal, Ashish, 1994 GATT and the developing countries, New Delhi: Mohit publications
- Art James, 1993 Political Economics, London: Whats Sheal Books
- Carse Robert, Vijay Joshi The future of economic reform, Delhi: (ed.) 1995Oxford University
- Chakraborty, Bimal 1996, The UN and the Third World Shifting paradigm, New Delhi, Tata McGraw Hill Publishing Com.
- Chatterjee, Partha 1997 State and Politics in India, Delhi: Oxford University Press.
- Ghosh B.N. 1993 Poverty and underdevelopment, New Delhi: Deep and Deep Publication.
- Hoggoli Richard, 1983 Political Development Theory, London: Brooking.

#### **Books for Globalization:**



- Avarish, Jha, (2000). Background to globalization, centre for education documentation Mumbai – 01.
- Dalip Swamy, (1994). The political economy of Industrialization; From self reference to Globalization, Sage Publication, New Delhi.
- Bill gates 1996, The Road Ahead, Penguin Books, England
- C.T Kurion (1996) Rethinking Economy, Sage publication, New Delhi
- Neeraj Jain (2001), Globalization or Recolonisation Elgar, Pune
- Manfred B. Streger (2004), Globalization: The New Market Ideology, Rawat publication, Jaipur.
- Albran Martin (1995), Globalization Routledge (London)
- Albrow, Martine (1996), The Global Age: State and Society beyond Modernity Cambridge; Policy Express (Ed.2000).
- Anderson, Sarah Views from the South: The effects of Globalization & WTO on third World Countries. Chicago: Food First Books
- Bauman, Zygmunt (1998), Globalization; The Human consequences. New York Columbia University Press.
- Black, Jan Knnipers. In equity in the Global Village: Recycled Rehetentic and Disposable people. West hartyard, CT: Press.
- Carroll, William, Radhika Desai, and Warren Magnussan, Social justice and Social movements. A reader Victoria: University of Victoria
- Falk, Richard A (1000). Human Right horizon: The Pursuit of justice in a Globalization World. New York. Routledge.

**Content: Political Science**

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Theories of State	<ul style="list-style-type: none"> <li>• Liberal Democratic Theories</li> <li>• Marxist Theory</li> </ul>	Lecture	3	10%
II	Power, Legitimacy and Authority	<ul style="list-style-type: none"> <li>• Meaning and Types of Power, Legitimacy and Authority</li> <li>• Difference between Power and Authority</li> </ul>	Lecture and Discussion	3	10%
III	Democracy	<ul style="list-style-type: none"> <li>• Democracy as a form of Government</li> <li>• Democracy as a way of life</li> </ul>	Lecture and Discussion	2	6.67%
IV	Political Development	<ul style="list-style-type: none"> <li>• Theories of Development</li> <li>• Classification of Political Systems</li> </ul>	Lecture	3	10%
V	Indian Political System	<ul style="list-style-type: none"> <li>• Constitutional Set-up</li> <li>• Parliamentary Democracy</li> <li>• Federal Structure</li> <li>• Multi – Party System</li> </ul>	Lecture and Discussion	6	20%

VI	Local Self Government in India	<ul style="list-style-type: none"> <li>• Rural and Urban Local Self Government Bodies</li> <li>• Panchayati Raj System</li> <li>• 73<sup>rd</sup> and 74<sup>th</sup> Amendment and Women's Political Participation</li> </ul>	Lecture and Discussion	3	10%
VII	Indian Administration	<ul style="list-style-type: none"> <li>• Central and State Administration</li> <li>• District Administration</li> <li>• Role of Administration in Decision Making</li> </ul>	Lecture	2	6.66%
VIII	Political Process in India	<ul style="list-style-type: none"> <li>• Issues in Indian Politics, Region, Religion, Caste, Gender, Ethnicity and Terrorism</li> </ul>	Lecture, Videotapes and Discussion	8	26.66%

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 50

**References:**

- Apter, David 1978 Introduction to Political Analysis, New Delhi : Prentice Hall
- Austine, Granville, 1966 The Indian Constitution : Corner Stone of a Nation, Oxford : Oxford University Press
- Barry, N.P. 1995 Introduction to Modern Political Theory, London Macmillan
- Basu, D.D. 2007 An Introduction to the Constitution of India, New Delhi : Prentice Hall
- Bhambri, C.P. 1991 Administration in a Changing Society : Bureaucracy and Politics in India, New Delhi : Vikas
- Brass, Paul 1990 Politics of India Since Independence, Hyderabad : Orient Longman
- Bryce, T.J. 1998 The Indian Economy : Major debates since Independence : New Delhi : Oxford University Press

- Chatterjee, Parth Ed. 1998 Wages of Freedom : Fifty Years of India's Nation State : New Delhi : Oxford University Press
- Dahl, Robert 1963 Modern Political Analysis, Englewood Cliffs NJ : Prentice Hall
- Dey, B.K. 1991 Personnel Administration in India : Retrospective Issues, Prospective Thought, New Delhi : Uppal
- Dunleavy, Patrick & Theories of the State : The Politics of Liberal
- O'Leary Brendan, 1987 Democracy, London : Macmillan Press Ltd.
- Goel, S.L. & Rajneesh, Panchayati Raj in India : Theory and Practice, New
- Shalini, 2003 Delhi : Deep and Deep Publications
- Held, David 1987 Models of Democracy, Cambridge : Polity Press
- Hindess, B. 1996 Discourses on Power : From Hobbes to Foucault, Cambridge : Basil Blackwell
- Jayal, Nirja Gopal, Ed. 2001 Democracy in India, Delhi : Oxford University Press
- Jaffrelot, Christopher, 1996 The Hindu Nationalise Movement in India, New York : Columbia University Press
- Kashyap, Subhash 1994 Our Constitution : An Introduction to India's Constitution and Constitutional Law, New Delhi : National Book Trust
- Kohli, Atul Ed. 2001 The Success of India's Democracy, Cambridge : Cambridge University Press
- Kothari, Rajni, 1988 State against Democracy : In search of Humane Governance. Delhi, Ahantha
- Maheswari, S.R. 1998 Indian Administration, New Delhi : Orient Longman
- Rudolph, Lloyd In the Pursuit of Lakshmi : The Political Economy of the India
- Rudolph, Susan. 1987 State Mumbai: Orient Longman
- Sathyamurthy, T.V. Ed. 1996 Social Change and Political Discourse in India: Structures of Power and Movements of Resistance, New Delhi, Oxford University Press
- Sury, M.M. 1990 Government Budgeting in India : Theory and Practice, New Delhi : Commonwealth Publishers

**5. Course Title: Initiatives and Skills in Non-Formal & Adult Education**

**Credits: 4**

**Hours:**

**60**

**Introduction:**

This module helps the students to understand the relationship between the formal and non-formal education and critically look at the problems of formal education. The students will acquire knowledge about various programmes conducted by the Government and NGOs in the area of non-formal and adult education. It also enables the students to acquire skills so that they can independently run a CE programme and also teach adult learners.

**Objectives:**

6. Understand non-formal and adult learning in the context of the education system in the country
7. Gain a theoretical understanding of adult learning
8. Explore efforts made by the Government and NGOs in non-formal and adult education
9. Acquire skills in teaching adult learner
10. Acquire skills in programme planning and implementation

**Content:**

<b>Sr. No.</b>	<b>Title of the unit</b>	<b>Content</b>	<b>Teaching methodology</b>	<b>Suggested no. of hrs.</b>	<b>Weightage in %</b>
I	Education system in India	<ul style="list-style-type: none"><li>• What is meant by education?</li></ul>	Lecture/ Discussion	2	6.67%

		<ul style="list-style-type: none"> <li>• Types of education? , structure and function of school education in India</li> <li>• Problems faced by Indian school education system</li> </ul>			
II	Concept of Non – Formal Education	<ul style="list-style-type: none"> <li>• Meaning, need, scope and function of NFE</li> <li>• Androgogy and pedagogy</li> </ul>	Lecture & discussion	2	6.67%
III	Early Interventions of Educationalist to NFE & AE	<ul style="list-style-type: none"> <li>• Contribution of Educationalist to NFE and AE</li> <li>- Malcom Knowles</li> <li>- Carl R. Roges</li> <li>- Ravindrath Tagore</li> <li>- J P Naik</li> </ul>	Students presentation with Discussion	3	10%
IV	Government efforts in NFE & AE	<ul style="list-style-type: none"> <li>• Non-formal education through five year plan</li> <li>• Gram Shikshan Mohim</li> <li>• National Adult Education Programme</li> <li>• Jan Shikshan Nilayam</li> <li>• Total literacy Champion</li> <li>• Post Literacy Programme</li> <li>• Continuing Education Programme</li> <li>• Education for All</li> <li>• Schools for deprived sections.</li> </ul>	Lecture, Discussion, Case Studies	5	16.67%
V	Extensions Work as Third	<ul style="list-style-type: none"> <li>• Concept of Extension work</li> <li>• Role of University and</li> </ul>	Lecture / Discussion	3	10%

	Dimension	colleges in extension work <ul style="list-style-type: none"> <li>• Community outreach work</li> </ul>			
VI	Review of NGO initiatives in non-formal and adult education	<ul style="list-style-type: none"> <li>• NGOs Initiatives in NFE and AE</li> <li>- Pratham</li> <li>- Lok Jumbish</li> <li>- Shiksha Karmi</li> <li>- Mahila Samkhya</li> </ul>	Student Presentation	2	6.67%
VII	Media Initiatives in Non-Formal and Adult Education	<ul style="list-style-type: none"> <li>• Governments efforts in the field of NFE and AE</li> <li>• Use of Radio in NFE and AE</li> <li>• Role of Doordarshani in NFE and AE</li> </ul>	Lecture / AV visit	2	6.67%
VIII	Adult learning	<ul style="list-style-type: none"> <li>• Adult learning process</li> <li>• Motivating factors for adult learning</li> <li>• factors influencing adult learning</li> </ul>	Lecture/ Discussion	3	10%
IX	Methods of Adult Learning	<ul style="list-style-type: none"> <li>• Synthetic method <ul style="list-style-type: none"> <li>- Alphabetical technique</li> <li>- Sound technique</li> </ul> </li> <li>• Analytic method <ul style="list-style-type: none"> <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>- Nava savera techan</li> </ul> </li> <li>• IPCL</li> </ul>	Workshop & Practical	8	26.67%
X	Practical Work & Assignment	--	--	30	100%

**Methods of Assessment:**

Theory Examination 50%  
Maximum marks 50  
Assignment 50%  
Maximum Marks 50  
Total marks 100

**Assignment:**

- Review of any five NGO's working with in NFE and Adult Education (15 marks).
- Give the contribution any five educationalists in NFE (10 marks).
- 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. (10 marks)

**References:**

- Jaya Indirasan, Education for women's empowerment Gender positive Initiatives in pace setting, konark Publication, Delhi, 2002
- Synergizing HRD Initiative challenges and initiatives ed. By Singh Ajay, Standing conference of public enterprise, 2001.
- Shirur, Rajani Non-formal Education in India
- Mistry, S.P. (1998) Non formal education, Radha Publication, New Delhi
- Rogers, Alan (1989) Teaching Adults, Open University Press, London
- Aupcharik Shikshan: Kahi Pohu – J.P Naik.
- Agarwal SP Development of Adult, Continuing & Non-Formal Education in India, Concept publishing India, 2008.
- Shah, S.Y. Indian Adult Education: A historical perspective, Jawaharlal Nehru University, 1993
- Draper, James: Adult Education: A focus for the Social Sciences. Indian Adult Education Association, New Delhi, 1989.

**Course Title : Historical Perspective of Adult Education India**

**Credits: 4**  
**Hours: 60**

### **Introduction**

The course aims at helping the learners to understand historical perspectives of adult education and help them to review of Adult Education in British era till date. How five year plans of government of India had given emphasis to adult education. And then when the National of Adult Education Programme was introduced. It will then inform students how various adult education programmes were implemented and what role did NGOs, universities and youth played in it. In addition the course will inform students about the transition of adult education to lifelong learning programmes.

Learner objectives:

- a. To will equip learners with various adult educational programs implemented in India
- b. To enable learners to gain Knowledge about various efforts taken by governments and NGOs in increasing literacy rates.
- c. To help students understand the role of government, NGOs and youth in adult education programmes.
- d. To introduce the learner to the various teaching learning material introduced for adult learners.



- e. To inform students about transition of adult education to lifelong learning programmes.

**Course Content:**

<b>Module No.</b>	<b>Module Title</b>	<b>Content</b>	<b>Suggested Teaching-Learning Methodology</b>
I	Adult Education In British era	<ul style="list-style-type: none"> <li>• Hunter <i>Ayog</i></li> <li>• Adult education through freedom movement.</li> <li>• Nayee, Taleem</li> </ul>	Lecture Discussion, film show
II	Adult education first five year plans	<ul style="list-style-type: none"> <li>• First five year plan.</li> <li>• Second five year plan. 16.69%.</li> <li>• Third five year plan.</li> <li>• Fourth five year plan.</li> <li>• Fifth five year plan.</li> </ul>	Lecture discussion, group assignment
III	National adult education program.	<ul style="list-style-type: none"> <li>• Needs and objectives.</li> <li>• Approach /Implementation strategies.</li> <li>• Role of universities in adult education</li> <li>• Resource development.</li> <li>• String then weaknesses of the programs</li> <li>• Lessons learnt</li> </ul>	Lecture, discussion, si as an observer at a meeting Observer at a meeting
IV	Mass literacy program for functional literacy	<ul style="list-style-type: none"> <li>• Objectives and implementation strategies.</li> <li>• Role of youth in MPFL</li> <li>• Strengths and weaknesses of program.</li> </ul>	Lecture, discussion illustration from programs

		<ul style="list-style-type: none"> <li>• Lessons learnt</li> </ul>	
V	Total literacy campaign and follow up.	<ul style="list-style-type: none"> <li>• Objectives</li> <li>• Implementation of strategies.</li> <li>• Resource mobilization</li> <li>• IPCL</li> <li>• Post Literacy Programmes</li> <li>• Continuing educations centers</li> <li>• Strengths and weaknesses.</li> <li>• Lessons learnt</li> </ul>	Lecture discussion and exercises
VI	<i>Saaksharbharaat</i>	<ul style="list-style-type: none"> <li>• Objectives</li> <li>• Implementation strategies.</li> <li>• Teaching /learning material.</li> <li>• SB awards</li> </ul>	Lecture discussion and exercises
VII	Emphasize of Adult Education in <b>Policies/</b> Programs &  Transition of adult education to lifelong learning	<ul style="list-style-type: none"> <li>• Radhakrishna Commission.</li> <li>• Kothari Commission</li> <li>• National policy on education 1986</li> <li>• Program of action 1992.</li> <li>• National educational policy 2019</li> <li>• Transition from adult education to lifelong learning</li> </ul>	Lecture discussion , role play and presentations
VIII	Practical	<ul style="list-style-type: none"> <li>• Visit any NGOS/ centre involved in teaching adults like Jana ShikshanSansthan and write a report on the same</li> </ul>	Visit to JSS, NGOs working in the field of adult education

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

**Assignment:**

Critical review of any one primer start (10Marks)

Interviewing at least one neo-literate ( 10 Marks)

Short note on various primers used in Adult Education ( 10 Marks)

Prepare game/s for teaching numbers ( 10 Marks)

Prepare games/teaching aids for teaching alphabets, words and sentences to learners ( 10 Marks)

**REFERENCES:**

- Between struggle and hope – The Nicaraguan Literacy Crusade, 1985, Westview Press INC5500 Central Avenue Boulder, Colorado, 80301.
- Bhola H.S.- Campaigning for literacy, UNESCO, Paris, 1984. Faure, Edgar & Others
- Bharat Gyan Vigyan Samithi (1991)
- Dutta, S.C. (1986). History of Adult Education in India New Delhi: Indian Adult Education Association
- Ababa, Ministry of Education, July, 1989
- Ethiopian National Literacy Campaign – Retrospect and Prospect (1979-89).
- Freire Paulo - Pedagogy of the oppressed (original in Portuguese, translated to English later in 1972, Penguin Books Ltd.)
- Gandhi, M. K., 1909: Hind Swaraj, Navaneet Prakashan
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- Ghose Ratna and Zacharia Mathew, Education and progress of change, Sage publications India Pvt. Ltd., New Delhi, 1987.
- Government of India. (1992). National Policy on Education. (1986). New Delhi: Ministry of Human Resource Development, p.5
- Khubchandani, M. Lachman, - Language, Education and Social Justice, Centre for Communication Studies, Pune, 1981
- M'bow, Amadou-Mahtor- Where the future begins, UNESCO, Paris, 1982 Miller, Valerie
- Mishra Lakshmidhar- Anguish of the deprived, Har Anand Publications 364-A, Chirag Delhi, New Delhi - 17.
- Shah S.Y. (1999). An Encyclopedia of Indian Adult Education. New Delhi: National Literacy Mission, Directorate of Adult Education
- - Total Literacy Campaign – a guide book (1991);

- - Total Literacy Campaign – Training Strategy (1991);
- - Total Literacy Campaign – Training Curriculum (1991);
- - Total Literacy Campaign – Management Information System (1992);
- - Total Literacy Campaign – Post Literacy & Continuing Education (1992).
- [http://www.gandhi-manibhavan.org/gandhiphilosophy/philosophy\\_education\\_%20buniyadishiksha.htm](http://www.gandhi-manibhavan.org/gandhiphilosophy/philosophy_education_%20buniyadishiksha.htm)
- NaiTalim Concept of Education, <https://innoshiksha.wordpress.com/2014/01/29/nai-talim-concept-of-education/> retrieved on 20.7.2017

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## Scheme: Semester II

### 1. Course Title: Management of Continuing Education

**No. of Credits: 4**

**No. of hours: 60**

#### Introduction:

This module helps the students to understand the meaning of continuing education and equips them with the skills of organizing, planning and managing continuing education courses to various target groups.

#### Objectives:

- Understand the concept of Continuing Education
- Get acquainted with various types of continuing education courses
- Get equipped with the skills of organization and management of continuing education courses

#### Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
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I	Concept of Continuing Education and Lifelong Learning	<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> </ul>	Lecture Discussion	2	6.67%
II	Continuing Education Programmes	<ul style="list-style-type: none"> <li>• Continuing Education for professional up gradation, enrichment and employment, change of technology and need for further learning</li> <li>• Target specific Continuing Education Programmes, Government &amp; Non-Government</li> </ul>	Lecture Discussion	2	6.67%
III	Institutional Approach to Continuing Education	<ul style="list-style-type: none"> <li>• Organization</li> <li>• Admission Policies</li> <li>• Teaching learning process</li> <li>• Material Support</li> <li>• Assessment, certification</li> </ul>	Lecture Discussion	3	10%
IV	Professional participation in Continuing Education and providers of Professional Continuing Education	<ul style="list-style-type: none"> <li>• Higher educational institutions, Open Universities, Distance Education Institutions, Professional bodies, computer institutions, Jan Shikshan Sansthas, Continuing Education Centres</li> <li>• Adult Education and Extension for those not eligible for University based courses</li> <li>• Evaluation, accreditation, licensure</li> </ul>	Lecture Discussion and small group presentation	5	16.66%

		(affiliation)and certification, in continuing professional education			
V	Management Process	<ul style="list-style-type: none"> <li>• Planning, organizing, learning and controlling, decision making, strategic management and strategic implementation</li> <li>• Organizational structure, power and distribution of authority</li> <li>• Organizational change, leadership teach work and communication /negotiation</li> </ul>	Lecture Discussion and small group presentation	3	10%
VI	Management of Continuing Education	<ul style="list-style-type: none"> <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> <li>• Recruitment and training</li> <li>• Motivation</li> <li>• Budgeting and Management of finance with reference to loss and profit</li> <li>• Management of .C.E. programmes</li> </ul>	Lecture Discussion and group presentation  Field Work	6	20%
VII	Implementation of Continuing Education Programmes	<ul style="list-style-type: none"> <li>• Venue of the programme. Scheduling the programme; day to</li> </ul>	Lecture Discussion Exercise and group	3	10%

		day arrangement etc. • Organisation of continuing education programmes for specific groups – Urban / Rural Youth / Working groups, Housewives / Professionals etc.	presentation, Fieldwork		
VIII	Supervision and Monitoring	• Concept and purpose of supervision and monitoring – how and when to monitor, Monitoring forms, progress reports, Certification and transfer of credits	Lecture Discussion, Exercise and small group presentation	2	6.67%
IX	Sustainability and Convergence	• Meaning and Need for sustainability, Steps for sustainability • Convergence : meaning need and how to converge • Co-ordination with various Government and non-Government departments, University departments, Jan Shikshan Sansthas	Lecture Discussion	4	13.33%
x	Practical	--	--	30	100%

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

**Assignment:**

- Conducting need assessment survey for skill development programme (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 follow and write a report on it (10 marks).

**References:**

- Singh Madan , Companion to Adult Education, National Literacy Mission, New Delhi, 1999
- Reddy Adinarayan & Uma Devi, Current Trends in Adult Education, Sarup & sons, New Delhi, 2006
- Rao Subba D, Continuing Education in India, The associated Publication, Ambala Cantt, India, 1999
- Jaygopal, Adult Learning, University of Madras, 1985
- Mathew B M, adult Education and Social Change, The Indian Publication Ambala Cantt, India, 1999
- Kanwal Raulal, Motivation Towards adult Education, Biswa Kala Prakashan, 1987
- Pillai Shivdasan K, Non-Formal Education in India, Criterion Publication, New Delhi, 1990
- Mistry S.P., Non-Formal Education: An Approach to Education For All, Radha Publications, New Delhi, 1998
- Agrawal S.P., Development of Adult Continuing and Non-Formal Education in India, Concept Publishing Co, New Delhi, 2007
- Duke Chris (Ed), Adult Education “ International Perspective”, Croom Helton, London, 1987
- Sharma S N & Prakash Ravi, Adult Education and Social Growth, Kannishta Publisher Distributer, 1996
- 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.

**2. Course Title: Research Methods and Evaluation Strategies**

**Credits: 4**

**Hours: 60**

**Introduction:**

This course is to equip the learners to utilize, conduct research service as managers to improve services, evaluate, develop new services and intervention methods: strategies techniques and also, be an effective consumer of other researches.

**Objectives:**

1. To introduce the students to the basics of scientific social research.
2. To acquaint the students with different methods of research, techniques of sampling, data collection, analysis, interpretation and presentation of data.
3. To motivate the students to undertake research on their own.

**Content:**



Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Scientific Enquiry	<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> </ul>	Lecture and discussion	6	20 %

II	Research designs: Merits, Demerits and limitations	<ul style="list-style-type: none"> <li>• Exploratory</li> <li>• Descriptive</li> <li>• Diagnostic</li> <li>• Experimental</li> <li>• Ex. Post – Facto</li> </ul>	Lecture and discussion	2	6.66%
III	Methods of Research and Evaluation	<ul style="list-style-type: none"> <li>• Social survey method</li> <li>• Case study method</li> <li>• Content analysis method</li> <li>• Historical method</li> <li>• Experimental method: Types, Planning of experiment and social experiment.</li> <li>• Anthropological method: Participant observation and the field work.</li> <li>• Comparative method</li> <li>• Action research</li> <li>• Evaluation research</li> <li>• Meaning Scope and Concept of</li> </ul>	Lecture and discussion	6	20%

		<p>Evaluation in Adult Education</p> <ul style="list-style-type: none"> <li>• Types of Evaluation in Adult Education- Internal Concurrent, final evaluation, Test etc.</li> </ul>			
IV	Sampling	<ul style="list-style-type: none"> <li>• Sampling frames and samples</li> <li>• Probability samples - simple random, systematic, stratified, multistage, cluster.</li> <li>• Non- Probability samples – convenience, purposive, quota and snow ball.</li> </ul>	Lecture, discussion	2	6.66%
V	Techniques of data collection	<ul style="list-style-type: none"> <li>• Primary/ conventional techniques: observation, interview, questionnaire, schedule.</li> <li>• Secondary techniques: Public documents, Private papers, Office records, Census, NSS, News papers, Literary sources, Archival material.</li> <li>• Projective techniques.</li> </ul>	Lecture, Discussion and classroom exercises	2	6.66%
VI	Analysis and Interpretation of Data	<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> </ul>	Lecture and Discussion	4	13.33%
VII	Elementary Statistics for Social Research	<ul style="list-style-type: none"> <li>• Measures of central tendency (Mean, Median, Mode)</li> <li>• Measures of</li> </ul>	Lecture and Discussion	6	20%

		variations (Standard Deviation, Range) <ul style="list-style-type: none"> <li>Measures of association (Lambda, Yulls Q, Goodman and Krukak's Gamma Y, Pearson's R, Chisquare test X2)</li> </ul>			
VIII	Report Writing	<ul style="list-style-type: none"> <li>Scientific report. Short report for planners. Articles from the study.</li> <li>Graphic presentations and other techniques.</li> <li>Reference citation, footnotes, bibliography.</li> </ul>	Lecture and Discussion	2	6.66%
IX	Practical	--	--	30	100%

**Methods of Assessment:**

Theory Examination 50%  
 Maximum marks 50  
 Assignment 50%  
 Maximum Marks 50  
 Total marks 100

**Assignment:**

- To prepare a research proposal (15 marks)
- Presentation of research proposal along with budget. (10 marks)
- To write a report on any topic of students choice based on information drawn from secondary sources (15 marks)
- To visit research based projects and make a presentation in class on their learning (10 marks)

**References:**

- Practice of Social Babble. E. The Research, Wadsworth publishing Company: California, 1983.
- Bailey, K.D. Methods of Social Research, Collier Macanillian Publishers: London, 1987.
- Bhandarkar and Wilkison, Methodology and Technique of Social Research, Himalaya Publishinf House: Mumbai, 1982

- Goode and Hatt. Methods in Social Research, Mc Graw – Hill Book Co: Singapore, 1986
- Levin, J. Elementary Statistics in Social Research, Harper and Row Publishers: New York, 1977.
- Mukherjee, P.N (eds.) 2000, Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage (Introduction).
- Bose and Pradeep Kumar, 1995: Research Methodology, New Delhi: ICSSR.

### **3. Course Title: Fieldwork /Practical**

**Credit: 4**

**Hours: 120**

#### **Introduction:**

Field work is learning through doing. It blends theory and practical. It combines philosophy with action. It helps the student to apply theoretical knowledge taught in class rooms in different practical situations. Student tests his/her theoretical knowledge in practical situations and develop skills in that particular field.

#### **Objectives:**

1. To develop professional skills through practical learning
2. To apply acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem
3. To develop the skills for solving the problems and work at micro level and at macro levels

4. To provide opportunity for the integration of class room learning and field practice and vice-versa.
5. To develop the skills required for professional practice at the particular level of training.

**Fieldwork Details:**

**Semester – II**

1. Assessment of Learning needs of the community
2. Resource mapping of the community
3. Preparation of need based primer/ reading material for NEO literates/ prepare posters, slogans, wall magazines/ script for radio, TV.
4. Organize 5 awareness programmes and 5 skill based programmes

**4. Course Title: Social Entrepreneurship**

**Credits: 4**

**Hours: 60**

**Introduction:**

The course in 'Social Entrepreneurship' will enable learners especially women to generate wealth with social progress in social sectors/non-profit markets.

**Objectives:**

1. To know how to start social entrepreneurship in Indian setting
2. To acquire required skills relating to managing own/group social entrepreneurship
3. To enable women to become sound entrepreneurs

**Content:**

<b>Sr. No.</b>	<b>Title of the unit</b>	<b>Content</b>	<b>Teaching methodology</b>	<b>Suggested no. of hrs.</b>	<b>Weightage in %</b>
I	Concept of entrepreneurship	a) Concept of entrepreneurship in the Indian Context b) Importance of social entrepreneurship c) Difference between entrepreneurship and social entrepreneurship d) Special issues about women. .Family support . Availability of free time . Barriers in undertaking an enterprise . Financial schemes for women Entrepreneur	Lecture Discussion	4	13.33%

II	Models of Social entrepreneurship	a) Grameen Bank b) Jaipur foot c) Basix Bank d) Sri Grameen Mahila Udyog (Lijjat) e) SEWA, Ahmedabad f) SHG's g) Dabbewala	Lecture Discussion Case studies	6	20%
III	Management of Social Entrepreneurship	a) Planning b) Management c) Resource Mobilization d) Training e) Business plan preparation	Lecture Discussion	3	10%
IV	Legalities in Social entrepreneurship	a) Laws required for setting up an enterprise) Taxation	Lecture Discussion	2	6.67%
V	Finance Management	1. Income & Expenditure,	Lecture Discussion	6	20%

		budgeting and accounting 2. Risk and returns 3. Record keeping 4. Account writing 5. Inventory management 6. Banking and other financial institutions in the context of micro finance	Educational Visits		
VI	Individual and Collective entrepreneurship	a) Ethics, values, Communication skills b) Development of leadership in Social enterprise c) Roles and responsibility of office bearers, cooperation and conflict d) Process of group entrepreneurship e) Role of NGO's government and corporate sector in promoting group enterprise	Lecture Demonstration Practical	7	23.33%
VII	Marketing	a) Social marketing, its strategies b) Casual marketing c) Commercial marketing d) Target audience	Lecture Demonstration Practical	2	6.67%
	Practical	--	--	30	100%

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

**Assignment:**

- Visit social enterprises and prepare a report on a organizational structure and function. (10 marks)

- Write a case study of one women entrepreneur.(10 marks)
- Study financial support source of any social entrepreneur. (10 marks)
- Write a report of visit to two social enterprises.(10 marks)
- Study marketing strategies used by social enterprises in detail. (10 marks)

**Practical:**

1. To visit an institution catering to the entrepreneurship of weaker section with reference to their needs and write report of the same
2. To write summary of Books written by Mohammad Yunus, David Borstien etc
3. To visit following organizations to study what were the characteristics of social entrepreneurs' leadership which helped the entrepreneur to succeed in creating value:
  - a. Grameen Bank
  - b. Narayan Hrudayalaya
  - c. Jaipur foot
  - d. Arvind Eye Health care
  - e. Basix Bank
  - f. Sri Grameen Mahila Udyog (Lijjat)
  - g. SEWA, Ahmedabad
  - h. Eklavya Vidyalaya
  - i. Dabbewala
4. To take session/s in the field agency based on the contribution of any of the entrepreneur
5. To prepare programme proposal to provide entrepreneurship education to the un-reached

**References:**

- Bhargava, Development Aspects of Entrepreneurship, Sage Publication India Pvt. Ld., 2007
- Burra, Micro-credit, poverty and Empowerment: Linking the Triad, Sage Publication India Pvt. Ld., 2005
- Carr, Speaking Out: Women's Economic Empowerment in South Asia (V), Sage Publication India Pvt. Ld., 20087
- Crowell: The SEWA Movement and Rural Development: Sage Publication India Pvt. Ld., 2003
- Fisher: Beyond Micro-credit: Putting Development Back into Micro-finance (V), Sage Publication India Pvt. Ld., 2002
- Karmarkar, Microfinance in India, Sage Publication India Pvt. Ld., 2008
- The first social entrepreneur, The Economist (Feb 2006)
- Yunus Mohammad, Social Business Entrepreneur are the solution



#### **4. Course Title: Gerontology: Interdisciplinary Perspective**

**Credit: 4**

**Hours: 60**

##### **Introduction:**

To understand issues of the elderly & examine its various aspects & Learners will also gain knowledge about government schemes, Programmes and services available for the elderly.

**Objectives:**

- 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.

**Content:**

<b>Sr. No.</b>	<b>Title of the Unit</b>	<b>Content</b>	<b>Reading Methodology</b>	<b>Suggested no. of Hrs.</b>	<b>Weight age (%)</b>
1.	Introduction to Gerontology	Meaning, Concept, Definition, Demographics of elderly.	Lecture /discussion	3	6.66
2.	Issues of the elderly	Family, Health, Adjustment, Social, Economic, Psychological.	Lectures and Demonstrations	3	6.66
3.	Policies, Programmes & Services for elderly	-Critical exploration of policies for elderly. - Institutions for elderly - Welfare programmes for elderly such as day camp centres, half – way, home, old age homes etc.	Lecture /discussion	4	12.23
4.	Caring of elderly	-Health care needs. - care givers (family, Paid) and their issues - violence against elderly (neglect, abuse, crime), dealing with grief & Palliative care - safety for elderly	Lecture /discussion	8	26.66
5.	Social work with elderly	-Recreation & constructive use of time -Legal help (will) -Building positive	Lecture /discussion	7	23.66

		relationship with family & youngsters			
6.	Research & Development	-Friends of research on gerontology -Need for interventional & policy research	Group discussion	5	16.66
7	Practical	Collect data from 15 elderly person and peppered a report	Students presentation	30	50 %

### Methods of Assessment:

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

### Assignments:

- Case study of two elderly persons (one from old age home and one from day care centre) (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:

1. Susan Kraus Whitbourne. (2007), Gerontology: An Interdisciplinary Perspective, Oxford University Press
2. S. Siva Raju,(2014),Studies on Ageing in India: A Review, Cambridge University Press
3. 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 J Community Med. 2009 Apr;34(2):131-4. doi: 10.4103/0970-0218.51236.
4. Bookman, Ann and Delia Kimbrel. (2011). Families and elder care in the twenty-first century. *The Future of Children*, 21:117–140.
5. Rothbaum, F. (2005). Aging and age stereotypes. *Social Cognition*, 2:171–84.

## **5. Course Title: Participatory & Interactive Training Methods**

**No. of Credits: 4**

**No. of hours: 60**

### **Introduction:**

This course helps the learners to understand the need of participatory training. This module also helps in acquiring needed skills in developing various training programmes.

### **Objectives:**

- a. Understanding of concept and significance of participatory training.
- b. Develop skills of an effective trainer.
- c. Acquiring skills in various training methods

**Content:**

<b>Sr. No.</b>	<b>Title of the unit</b>	<b>Content</b>	<b>Teaching methodology</b>	<b>Suggested no. of hrs.</b>	<b>Weightage in %</b>
I	Training	<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> </ul>	Lecture Discussion  Classroom  exercises	4	13.33%
II	Trainers	<ul style="list-style-type: none"> <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>	Lecture Discussion	3	10%
III	Training Methods	<ul style="list-style-type: none"> <li>• Lectures, discussion, demonstration, role play</li> <li>• Simulation buzz session, games, brain storming, fish bowl, field trips, case studies, role-play, fish-bone, story telling, in-basket, flow chart, study circle, station technique-</li> </ul>	Lecture Discussion  Demonstration  Classroom  Exercises	6	20%
IV	Preparation of training programmes	<p>Training design, training needs, training objectives, contents, methodology, feed back and follow up activities,</p> <p>Organization and management of training for different target groups (illiterates to professionals)</p>	Lecture Discussion  Classroom  exercises	5	16.66%
V	Interactive Multimedia	<ul style="list-style-type: none"> <li>• Interactive Educational Multimedia: Need</li> <li>• Concepts: Multimedia, Interactivity</li> </ul>	Lecture Discussion	6	20%

		<ul style="list-style-type: none"> <li>• Computer Assisted Learning: Concept, Characteristics</li> <li>• Computer Based Training: Concept, Characteristics</li> <li>• Advantages and Limitations</li> </ul>			
VI	Web-based Resources for Training	<ul style="list-style-type: none"> <li>• Use of web-based material as teaching-training resources</li> <li>• Internet as a Resource for research</li> <li>• Authenticity of web-sites</li> <li>• Online Learning</li> <li>• Communication Technologies in Education</li> <li>• Virtual Classroom</li> </ul>	Lecture Discussion  Practical	6	20%
VII	Practical	--	--	30	100%

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

**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: Learning for Participation, DAE, MHRD, Govt. of India, New Delhi, 1987.
- Society for Participatory Research in Asia: A Manual For Participatory Training Methodology in Development, (PRIA), New Delhi, 1995.
- National Literacy Mission: Handbook on Training Methods, DAE, MHRD, New Delhi, 2001.

- White, Participatory Communication: working for change and development, Sage Publication 1994.

**Course Title : Extension and Development Practice**

**No. of Credits: 4**  
**No. of hours: 60**

**Introduction:**

This course provides a conceptual framework to assist the learner to reach out to the community. It helps the learners understand the quality of life of people and current

situation of the society, plan a need based programme for change and carry out intervention. The students learn to analyse social problems and concerns of people by using theoretical knowledge of extension and development. The course also prepares students for planning programmatic interventions in their area of work monitoring and evaluating the efficacy of the programs thereafter.

**Objectives: At the end of the course the learners would**

- a. Develop a holistic understanding of various educational, teaching, cultural, developmental and related process
- b. Develop Critical understanding and application of approaches of extension and development
- c. Understand characteristics, systematic relationships and dynamics of extension, development work/ individual/ family group, communities and organizations, and to draw implication social work intervention
- d. Develop the ability to formulate a framework and apply skills for problem identification, nature of work, location of tasks, skills for change and outline mode for evaluation for an integrated approach to practice.
- e. To learn about the aspects influencing design of programs.
- f. To understand the relationship between the aspects and procedures involved in program planning, monitoring and evaluation.

**Course Content:**

M o d u l e	Module Title	Content	Suggested Learning Method
I	Introduction to concept of extension & development	<ul style="list-style-type: none"> <li>• Theories of development</li> <li>• Transition from MilleniumDevelopment Goals to Sustainable development</li> <li>• Human Development Index</li> <li>• Study of various Human Development reports</li> </ul>	Illustrations discussions Experiential philosophy.



II	Approaches of extension and development	<ul style="list-style-type: none"> <li>• Various approaches to extension</li> <li>• Various approaches to development</li> <li>• Strategies and approaches for implementation of dev progs</li> </ul>	Lecture disc
III	Holistic understanding of process of development	<ul style="list-style-type: none"> <li>• Development and Education</li> <li>• Development and culture</li> <li>• Development and gender</li> <li>• Development and health</li> </ul>	Group assign
IV	Extension and issues of socially excluded	<ul style="list-style-type: none"> <li>• LGBT Community</li> <li>• Marginalized sections of the society</li> <li>• Street children</li> <li>• Agricultural labourers</li> </ul>	Visiting presenting to the class
V	Extension and development intervention	<ul style="list-style-type: none"> <li>• Intervention from NGOs,</li> <li>• Intervention from Universities</li> <li>• Intervention from government</li> </ul>	Lectures Demonstrat
VII	Extension/ Development Communication	<ul style="list-style-type: none"> <li>• Extension/Development communication: definition and meaning</li> <li>• Relevance of communication to development– inclusive &amp; non-inclusive development</li> <li>• Development paradigms <ul style="list-style-type: none"> <li>• Functions and priorities of media in addressing development issues</li> </ul> </li> <li>• Dissemination and diffusion</li> </ul>	<p>A combinat following m teaching lea be used and alternative a</p> <p>Lecture and discussion</p> <p>Inviting gue speakers and practitioners by discussio</p> <p>Experiential and discussi</p>
VII	Planning Extension/Development Programs	<ul style="list-style-type: none"> <li>• Steps in planning – problem analysis and need assessment, strategizing interventions, goal setting and establishing indicators.</li> <li>• Types of plans- nature, characteristics, relevance</li> <li>• Stakeholder analysis and participation in planning- impact on program design and management</li> </ul>	

VIII	Problems in the implementation of development	<ul style="list-style-type: none"> <li>• Problems in implementation of development programmes, problem solving</li> <li>• Feedback systems-role of</li> <li>• Termination and evaluation extension/development programmes</li> </ul>	Workshops  Use of news clippings, and visuals aids  Case studies group discussion  Group assignment and presentation
IX	Implementation Monitoring, feedback and evaluation of extension/ development Programs	<ul style="list-style-type: none"> <li>• Strategies and approaches for implementation of extension/ development programmes</li> <li>• Methods of monitoring and role of Management Information Systems(MIS)</li> <li>• Tools and techniques of feedback and evaluation of development programs</li> </ul>	

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

**Assignment:**

1. Stakeholder's analysis for existed or fieldwork agency.(05Marks)
2. Write a proposal draft for fund generation for program or project (10 marks)
3. Draw Training Needs Analysis cycle for existed or fieldwork agency.(10Marks)
4. Organize a development programme and present the same to the class (15 marks)
5. Write on how to manage and sustain volunteers (05marks)
6. Prepare Proposals on resource generation and development.

## References:

- Bagchi, A. (1982). Political Economy of Underdevelopment. Cambridge: CUP
- Byres T.J. (1999) The State and Development Planning in India, Oxford University Press, Delhi
- Chakroborty S. (1987) Development Planning: An Indian Experience, New Delhi, Oxford University Press
- Dasgupa, P. (2007). Economics: A Very Short Introduction, Oxford: OUP.
- Ghosh Arun (1992) Planning in India, Sage Publications, New Delhi
- Kabra K.N. (1997) Development Planning in India, Sage Publications, New Delhi
- Kothari, R. (1988).Transformation and Survival.Delhi: Ajanta Publications, New Delhi
- Kulkarni P.D.(1979) Social Policy and Social Development in India, Madras Association of Schools of Social Work in India.
- Kumar, KJ (2006). Mass Communication in India, 3rd edition, Mumbai: Jaico Publishing
- Singh, D (2004). Mass Communication and Social Development, Delhi: Adhyayan Publishers
- Murickan,J. (1988). Poverty in India. Bangalore: Xavier Board of Higher Education in India
- Singh, D (2004). Mass Communication and Social Development, Delhi: Adhyayan Publishers
- Stiglitz, J., and Walsh, C. (2006). Economics (International Student 4th Edition), New York: W.W. Norton & Company, Inc.
- T. J. Byree (ed)(1998) The State, Development Planning and Liberalization in India, Oxford University Press, New Delhi

**Scheme: Semester III**

**1. Course Title: Communication and Mass Media**

**Credit: 4**

**Hours: 60**

**Introduction:**

The course in ‘Communication and Mass Media’ will enable the learners/participants to improve interpersonal relationship. This will also help the learners/participants to make use of various media to improve their communication.

**Objectives:**

1. To understand the basic process of communication
2. To acquire the basic skills in interpersonal communication.
3. To understand the different types of mass media, and their merits / demerits
4. To acquire skills for the use of different mass media.

**Content:**

<b>Sr. No.</b>	<b>Title of the unit</b>	<b>Content</b>	<b>Teaching methodology</b>	<b>Suggested no. of hrs.</b>	<b>Weightage in %</b>
I	Concept of communication	1. Definition, functions, elements and significance of communication.	- Lecture - Games - Video film and discussion	3	4.68%
		2. Scope of communication, Communication process, different types of barriers in communication	- Lecture - Games - Discussion - Lecture Demonstration - Lecture - Practical -demonstration - Lecture - Discussion - Field visit - Lecture	3	4.68%
II	Communication Skills	1. Interpersonal communication – Understanding self as a communicator Understanding the role of a receiver	- Lecture -Discussion	2	3.12%
		2. Group communication – Understanding the process of Group communication- knowing the audience and setting of communication aids for Group	- Lecture - Discussion	4	6.25%

		communication, presentation skills.			
III	Technology for Communication	<ul style="list-style-type: none"> <li>• Influence of Technology on Communication</li> <li>• Different technologies used in interpersonal communication telephone e-mail, sms etc</li> <li>• Types of Technology used in group and mass communication</li> <li>• Traditional Folk media- Advantages &amp; Disadvantages Bhajan, Kirtan, Folk songs, Folklore, and street play, Mythological stories, Puppets, etc.</li> <li>• Modern Technology Print, computers (PowerPoint Slides, Transparencies) multi-media, internet, tele-conferencing, satellite, broad casting etc.</li> <li>• Radio, T.V, Cinema, advertisement.</li> <li>• Print Media News papers, posters, banners, slogans, hoardings.</li> </ul>	- Lecture -Discussion	1	1.56%
			- Lecture	3	4.68%
			- Demonstration - Practical (Posters, slogans, script for radio, banners, free SMS on computers)	5	7.81%
			- Field Work		
			- Lecture - Assignments	6	9.37%
				4	6.25%
IV	Audience Psychology	Crowds, Mobs, Dynamics of the mass Audience	Lecture/ Practical -Assignment	3	4.68%
V	Negative & Positive Impact of Media	On children, Adults, Women (different age groups) issues related to	- Lecture - Assignment - Field Work	3	4.68%

		ensorship.			
VI	Field Visit	AIR, Doordarshan, Film – City Studios and advertising agencies.		7	10.93%
VII	Practical	<ul style="list-style-type: none"> <li>• How to make &amp; use puppets</li> <li>• Script for radio</li> <li>• Street play (performance)</li> <li>• Organizing a campaign in the community</li> </ul>		40	100%

### Methods of Assessment

Examination 50%

Maximum marks 50

Term Work 50%

Maximum marks 50

Total marks 100

### Assignment

- Puppet preparation and conducting puppet show (20 marks)
- Visit to FM Radio & recording for Radio (5 marks).
- Visit to Doordarshan (5 marks).
- Do a comparison between various forms of print media. Which print form you will use & why? (10 marks).
- Write how Nukkad Natak can be used very effectively in today's world of electronic media (10 marks).

### References:

- West, R. & Turner, L (2000) Introducing communication Theories, Mayfield Publishing Company, USA
- Watwon, I (1996) Media Communication, MacMillan Press Pvt. Ltd., London
- Baran, S & Daris, D (2000) Mass Commnication Theories, Wadsworth Thomson Learning, Belmont CA USA
- Maan, G.S. (1987) The Story of Mass Communication, Haman Publications, New Delhi
- Kumar, Keral I. (2000) Mass Communication in India, Jaico Publishin House, Mumbai
- Nerula, U. (2001) Mass Communication Technology: New Perspective, Har Anand Publications, New Delhi
- Rayuder, C.S. (2002) Media and Communication Managerment, Himalaya Publishing House, Mumbai

## 2. Course Title: Curriculum and Material Development for Non-Formal Education

No. of Credits: 4

No. of hours: 64

### Introduction:

This module helps the learners to understand the significance of material development and get acquainted with the skills of development of learning materials for various groups.

### Objectives:

1. Understanding the concept of curriculum development.
2. Understanding the significance of development of learning materials
3. Acquainting the students with the techniques of material preparation

### Content:

Sr. No.	Title of the Unit	Content	Teaching methods	No. of hours	Weightage in %
I	Curriculum Design & Development	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.	Lecture Discussion	5	16.66%
II	Material Development	Scope and significance of learning materials, preparation of learning material in different groups at different levels. Approaches to material production, participatory form.	Lecture Discussion	3	10%
III	Experiments	Experiments in development of need based learning material prepared by various government (SRC, Universities, etc.) and NGO's	Lecture Discussion	2	6.67%

IV	Functions of types of learning material	Structure and functions of primers, text books, reference books, monographs, lab manuals, journals, distance learning materials, programmed learning materials,.	Lecture Discussion	3	10%
V	Production and Publications	Production and publication of neo-literate material, self learning material-advocacy, information, reference and training  Preparation of prototype and testing.	Lecture Discussion Demonstration Classroom Exercises	7	23.33%
VI	Selection of Language	Selection of language-spoken forms, use of technical terms, sentence structure, lessons and paragraph development, different narration styles, use of photographs and illustrations.	Lecture Discussion Demonstration	3	10%
VII	ICT in NFE	Review of existing material DTP-Online interactive Web based interactive learning material. Use of ICT in literacy Use of multimedia in NFE	Lecture Discussion Demonstration Classroom Exercises	7	23.33 %
VIII	Practical	--	--	30	100%

**Methods of Assessment:**

Theory Examination 50%  
Maximum marks 50  
Assignment 50%  
Maximum Marks 50  
Total marks 100

**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)



## References:

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- Agrawal J.C. 1994, Learning Without Burden : An analysis, Shipra, Delhi
- Doll Ronald C. (1989) Curriculum Improvement, Decision Making Crosses, Allen & Bacon Boston
- Hand Book for Developing IPCL Material 1993 Directorate of Adult Education, N.Delhi

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### **3. Course Title: Fieldwork /Practical (Semester III)**

**Credit: 4**

**Hours: 120**

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 in creating 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.

#### **Semester-III**

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.

#### **Fieldwork assignment:**

1. Learners to write their understanding about the social structure, culture, and institutions operating in the community in which their fieldwork agency is functioning.
2. The learner will be able to understand the basic concepts and their application in field work practice.
3. Demonstrate basic interpersonal practice skills including active listening, empathic responding, and critical/creative thinking, fieldwork recording.
4. Learners to do analysis of contemporary social policies on Health, Education, Livelihood etc.
5. Evaluate continuing education course curriculum of any five NGO
6. Develop a booklet / primer / promotional material to be used for Adult Education / Continuing Education programme

**4. Course Title: Research Component  
(Writing Research Proposal & Review of Literature)**

**Credits: 4**

**Hours: 60**

**Introduction:**

The institutions may provide to the student with a choice any ONE of the following. A well developed / equipped 'Research – skill- laboratory would obviously be a pre-requisite or making option is B and C available to the students.

**RESEARCH PROJECT:**

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.

Teaching input in terms of workload: One and half hours per week per student. This is the recommended average input which may not be uniformly spread over all the weeks. Some weeks may require more time of the teacher and some weeks less, depending upon the phase of work.

	<b>Research Project (Dissertation)</b>	<b>Marks Alloted</b>
1	Proposal Writing	100 Marks
2	Review of Literature	
3	Preparation of Tools	

#### 4. Course Title: Social Policy and Planning

No. of Credits: 4

No. of hours: 60

#### Introduction:

The course introduces the learner to how policy is a link between Constitutional Principles, Development Plans, Legislative and Executive Actions. The analyses of these processes are to enable utilization of the knowledge to improve social work practice.

#### Objectives:

1. Gain knowledge of policy analysis and the policy formulation process
2. Acquire skills in critical analysis of social policies and development plans.
3. Study social policies, plans and programmes so as to be able to interpret, enforce and challenge them.
4. 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 Polity.
5. Examine application and litigation machinery.

#### Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Social policy and constitution	<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>	Lecture and discussion	3	10%
II	Policy Formulation	<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</li></ul>	Lecture discussion  Sharing from reality situation of an interest group member	3	10%

		<p>research, the role of interest groups, the problem of conflict of interests and its solution</p> <ul style="list-style-type: none"> <li>• Role of professional social workers</li> </ul>			
III	Policies	<ul style="list-style-type: none"> <li>• Evolution of social policy in India in a historical perspective</li> <li>• Different sectoral policies and their implementation, e.g. Policies concerning education, health, social welfare women, children welfare of backward classes, social security, housing, youth, population and family welfare, environment ad ecology, urban and rural development, tribal development and poverty</li> </ul>	Class presentation by learners	6	20%
IV	Policy and planning	<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</li> </ul>	Lecture and discussion	4	13.33%
V	Planning process	<ul style="list-style-type: none"> <li>• Indian planning in a historical perspective</li> <li>• Federal political system ad 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</li> </ul>	Lecture and discussion	4	13.33%

		decentralization <ul style="list-style-type: none"> <li>• Panchayatraj, people participation</li> <li>• Role of political, judiciary social movement and voluntary action</li> <li>• Legal and public interest litigation</li> </ul>			
VI	The planning, machinery and monitoring	<ul style="list-style-type: none"> <li>• The machinery and process of social planning in India and the implementation of social planning at various levels. Monitoring and evaluation of planning. The problems of coordination and centralization</li> </ul>	Lecture discussion self study	6	20%
VII	Plan and programmes	<ul style="list-style-type: none"> <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>	Discussion  Small group class presentations	4	13.33%
	Practical	--	--	30	100%

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

**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)

## References:

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- Bhanti. R.1993 Social Policy and Development in Rajasthan, Udaipur Himashu Publication
- Bulmer. M. eu. 1989 The Goals of Social Policy, London: Unwin Hyman
- Ganapathy, R.S. and Others 1985 Public Policy and Policy Analysis in India, Delhi: Sage Publication.
- Ham. C. Hill. M. 1993 The Policy Process in the Modern Capitalist State 2<sup>nd</sup>, New York: Harvester, Weatsheaf
- Hebsur. R.K. (Ed) Social Intervention for Justice, Bombay: TISS
- Huttman. E.D. 1981 Introduction to Social Policy. New York: McGraw Hill
- International Labour Office 1973 Multinational Enterprises and Social Policy, Geneva, I.L.O.
- Jenks. W. 1876 Social Policy in a Changing world, Geneva: ILO
- Jones. K. et. Al. 1983 Issues in Social Policy. London: Routledge & Kopan Paul
- Khan. A.E. 1973 Social Policy and Social Services. New York: Random House
- Kulkarni. P.D. 1979 Social Policy and Social Development in India, Madras: Association of Schools of Social Work in India.
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- Mac Pherson, S. 1982 Social Policy in the Third World, New York: John Wiley and Sons
- Mathur, K. Horkman Top Policy Makers in India, New Delhi: Concept Publisher Co.
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- Mishra, R. 1977 Society and Social Policy, London: Macmillan Ltd.
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- Spicker, Paul 1998 Principles of Social welfare: An Introduction to Thinking About the Welfare State. London: Routledge
- Weimer, D.L. and Vining, A.R. 1994 Policy Analysis: Concepts and Practice, New Jersey: Prentice Hall
- Bandyopadhyay. D. 1997 People’s Participation in Planning Kerala Experiment Economic and Political weekly, sept. 24, 2450-54
- Chakraborty, S. 1987 Development Planning- Indian Experience, Oxford: Claredon Press
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- Roy Sumit. 1997 Globalisation, Structural Change and Poverty, Economic and Political weekly Aug. 16-23, 2117-2132
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- Vyasulu, V. Van. B.P. 1997 Development and Deprivation in Karnataka, Economic and Political weekly Nov. 15, 2970-2974.
- Yadav, C.S. (ed.) 1986 Urban Planning and Policies- Part A. New Delhi: Concept: Publishing Co.



## 5. Course Title: Population Dynamics

No. of Credits: 4

No. of hours: 60

### Introduction:

This module helps the students to understand the population dynamics and examine various population policies. The students also gain knowledge about the interrelationship between population, environment and natural resources and other related issues.

### Objectives:

1. Understand the characteristics and determinants of population dynamics.
2. Examine population policies.

### Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Source of Population Data	Population scope of census, vital statistics, sample survey	Lecture/ discussion	4	13.33%
II	Population growth in India	Before independence; Current population situation in states	Lecture/ Discussion	2	6.66%
III	Determinants of Population growth	i. Mortality in India reasons for High & Low mortality, maternal mortality, infant mortality ii. Fertility, factors affecting fertility, physiological social, economic and cultural iii. Migration internal and external	Lecture/ Discussion Charts AVS	7	23.33%
IV	Population distribution	1. Population distribution in India 2. Urban and rural 3. Factors affecting migration	Lecture/ Discussion and AVS	5	16.66%
V	Population structure and characteristics	1. Age and Sex structure, 2. Sex ratio in India 3. Age composition and structure; 4. Aging of population	Lecture/ Discussion and AVS	5	16.66%

VI	Population and environment	<ol style="list-style-type: none"> <li>1. Interrelationship between human population, environment and natural resources</li> <li>2. Environmental degradation</li> <li>3. Maintaining and preserving the balance between population and environment</li> <li>4. Current issues in environment</li> </ol>	Lecture/ Discussion, Seminar, Debates and films.	7	23.33%
	Practical	--	--	30	100%

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

**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 redress it (15 marks).

**References:**

- Ackerman Frank (ed.) 1997 Human well being and economic gain, Washington:CC Island Press
- Aggarwal, Ashish. 1994 GATT and the developing countries, New Delhi: Mohit Publication.
- Art James.1983 Political Economics, London:Whats Sheal Books.
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- Ball, A.R. 1993 Modern Politics and Government, London: Macmillan
- Batra G.S., GATT Implication of Dunkel proposal, New Nannder Kaur 1994.Delhi: Anmol Publication
- Borough Ian Rox.1979 Themes of underdevelopment, London: the Macmillan Press.

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- Ghosh B.N. 1993      Poverty and underdevelopment, New Delhi: Deep and Deep  
Publication
- Guhan, S. (ed.) 1997 Corruption in India, New Delhi: Vision Book House
- Gupta, D.C. 1972      Indian Government and Politics, 7<sup>th</sup> ed., New Delhi: Vikas  
Publication Home.
- Hoggoli Richard, 1983      Political Development Theory, London: Brooking

## 5. Course Title: Rural Development

**No. of Credits: 4**

**No. of hours: 60**

### Introduction:

Rural development is an interdisciplinary subject which focuses on the particular preconditions and problems in rural areas. The subject includes analysis and descriptions of processes of change in rural areas, as well as methods and activities aiming at local and regional development.

**Objectives:** Learners will be able to learn

- To understand and develop analytical skills for rural development and livelihood issues of rural society.
- To study the living standards of small scale farmers, artisans and landless.
- To understand non-farm sector activities for self development
- To understand and acquire the principles and methods of conservation and sustainable utilization of natural resources.
- To understand the various tools for participatory rural development planning and implementation.

### Course content

Sr. No	Module Title	Content	T/L Methodology	Hours	Weightage in %
Unit I	Rural Development: issues and problems	<p>Introduction to Rural Development</p> <ul style="list-style-type: none"><li>• Rural &amp; Urban society</li><li>• Issues related to community, livelihood, environment, water, land, agriculture, health, energy, housing and physical infrastructure (roads and transport)</li><li>• Governance: PRI's, Three Tier Systems, Health, Public Distribution Systems &amp; Education institutions (Formal &amp; Non – Formal Education)</li><li>• Issues related to women, children, farmers, artisans and</li></ul>	Lectures & Assignments	15	24.9%

		<p>landless</p> <ul style="list-style-type: none"> <li>• (RRA) and Participatory Rural Appraisal (PRA)</li> <li>• Commonly used tools and techniques of RRA</li> <li>• Industry driven rural poverty, migration, energy, environmental population (land, water &amp; air), climatic change and global warming.</li> <li>• Crucial rural and Urban issues – social, economic and cultural, migration and developmental issues</li> <li>• Understanding Govt. and Non – Govt. efforts for poverty alleviation and other issues</li> </ul>			
2	People Centered Development: Principles, Practices and Tools	<ul style="list-style-type: none"> <li>• Concept of RRA</li> <li>• Community-based Integrated Water, Land, Livelihood Security through Natural Resources and Watershed Management</li> <li>• Role of Govt. institutions NGOs and CBO's in Rural Development</li> </ul>	Lectures & field work practical	08	13.33%
3	Sustainable Rural Development	<ul style="list-style-type: none"> <li>• Livelihood opportunities for farmers, artisans, handicraft persons, traditional skilled persons and rural people in general.</li> <li>• Economic alternatives – farm and non – farm sector practices, conserving the land fertility, micro finance to micro entrepreneurship, marketing strategy and networking</li> <li>• Rural housing and</li> </ul>	Lectures & field work practical	07	11.6 %

		habitat development <ul style="list-style-type: none"> <li>• Rural sanitation , health care and hygiene</li> <li>• Evaluation of sustainable development activities.</li> </ul>			
4	Practical	<ul style="list-style-type: none"> <li>• Visit to allotted village to look in to the day to day life of village community (preparation of profile of village with the help of RRA technique )</li> <li>• Preparing an village development plan in consultation with the local people (as per their needs)</li> </ul>	Lectures, Group discussion & Field Visits & Placements with NGO's and CBO's.	30	50%

**Methods of Assessment:**

Theory Examination 50%  
 Maximum marks 50  
 Assignment 50%  
 Maximum Marks 50  
 Total marks 100

**Assignments:**

1. Discuss the following points Rural & Urban society, Issues related to community livelihood, environment (15Marks)
2. Explain the concept of Concept of RRA (5marks)
3. Preparing an village development plan in consultation with the local people (10marks)
4. Evaluation of sustainable development activities in given villages(10marks)
5. Role of Govt. institutions NGOs and CBO's in Rural Development (10marks)

**Reference:**

1. Rural Women , Poverty Alleviation, Programme, K. Manjusha Devi, Anmol Publication, 1997
2. Women and Rural Development, S. N. Tripathi, Sonali Publication, 2006
3. Rural Development Energy Perspective, Vinod Kumar, ABD Publication
4. Rural Development, Sustainable Livelihood and Security, P. Gopinath Rao, Auther Press, 2000
5. Rural Development in India, Suresh K. Sharma, Vista International, 2006

6. Indian Rural Problems, Ashok Narang, Murarilal and Sons, 2006
7. Mookkisah Sounderpandian, New Economic Policy and Rural Development, Serial Publication, 2006
8. Women in Rural Development : Contemporary Social Policy and Practice, Mookkisah Sounderpandian, Serial Publication, 2006
9. Non- Governmental Organizations for Rural Development, Rajib Lochan Panigrahi, Mohit Publication, 2006
10. Local Level Planning and Rural Development, A. K. Pandey, Mittal Publication, 1990
11. Poverty Alleviation and Rural Poor, Meeta Krishna, Mittal Publication, 2003

## Scheme: Semester IV

### 1. Course Title: Corporate Social Responsibility

**Credit: 4**

**Hours : 60**

#### Introduction:

Corporate Social Responsibility (CSR) is a concept whereby organizations consider the interests of society by taking responsibility for the impact of their activities on customers, employees, shareholders, communities and the environment in all aspects of their operations. The course in Corporate Social Responsibility (CSR) will help the learners to understand the concept and enable them to implement various programmes / activities related to CSR.

#### Objectives:

1. To be sensitized about role of CSR in the changing socio-economic context
2. To understand the concept of Corporate Social Responsibility
3. To critically understand various programmes undertaken under CSR
4. To acquire skills in implementation of various programmes / activities under CSR.

#### Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Concept and Development of CSR	<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></ul>	Lecture and Discussion	5	16.66%
II	Models	<ul style="list-style-type: none"><li>• Case studies of CSR in the Indian Context</li></ul>	Lecture and Discussion	3	10%.
III	Credibility	<ul style="list-style-type: none"><li>• Social Auditing &amp; Accountability</li><li>• Assessment</li><li>• Need for CSR policy</li></ul>	Lecture and Discussion	3	10%.



IV	Management of CSR activities	<ol style="list-style-type: none"> <li>1. Preparing a proposal</li> <li>2. Registration procedures <ol style="list-style-type: none"> <li>a) Company</li> <li>b) Trust</li> <li>c) Society</li> </ol> </li> <li>3. Managing Human Resources <ol style="list-style-type: none"> <li>a. Recruitment</li> <li>b. Capacity building</li> <li>c. Performance appraisal</li> <li>d. Managing volunteers</li> </ol> </li> <li>4. Implementation, Monitoring and Evaluation of CSR activities <ol style="list-style-type: none"> <li>a) Consideration of Indian Industries norms</li> </ol> </li> </ol>	Lecture and Discussion	12	40%
V	Ethics in CSR	1. Codes of Conduct and International Human Rights Perspectives on Corporate Codes	Ethical practices	2	6.67%
VI	Financial Management of CSR	<ol style="list-style-type: none"> <li>a) Mobilizing Resources</li> <li>b) Budgeting and accounting</li> <li>c) Performance budgeting</li> </ol>	Lecture and Discussion	5	16.66%
VII	Practical	<ol style="list-style-type: none"> <li>a) Report on field visits</li> <li>b) Study of best practices in CSR</li> </ol>	Classroom presentation	30	100%

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

**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).

**References:**

- Banerjee, S.B. (2007) Corporate Social Responsibility: The Good, The Bad and The Ugly, Edward Elgar Publishing U.K.
- Sumati Reddy, (2004) Corporate Social Responsibility : Contemporary Insights, ICFAI University Press, Hyderabad, Cliffs, New Jersey
- Pushpa Sunder (2000), Beyond Business : From Merchant Charity to Corporate Citizenship, Tata Mc Graw Hill Publishing Co. Ltd., New Delhi
- Agarwal, Corporate Social Responsibility, Sage Publication India Pvt. Ld., 2008

## 2. Course Title: Women and Gender Development

**Credits: 4**

**Hours: 60**

### Introduction:

Focusing on the emergence of the women's movement and women's studies, the paper examines the ways in which social categories of gender/race/class constructs and defines human experiences. Specifically it examines the prevailing socio-economic and political structures/institutions from the standpoint of women's experiences.

### Objectives:

- To enable students to appreciate the reasons for the growth of the women's movement in India
- To enable students to understand the complex intersections of gender/class/caste and race ideologies
- To enable students to understand the socio-economic and political barriers to women's equality and empowerment
- To enable students to understand strategies for women's empowerment

### Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Women's Movement in India	<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></ul>	Lecture/ discussion  Lecture/ discussion  Lecture/ discussion	4	13.33%
II	Construction of Gender Class/Caste/R eligious Identities	<ul style="list-style-type: none"><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></ul>	Lecture/ Discussion  debate  Group exercise in collecting experiences of socialization in different	5	16.66%

		<ul style="list-style-type: none"> <li>Feminism at the grassroots-dalit/and minority women speak</li> </ul>	<p>communities</p> <p>Documentary films followed by discussions and lecture</p> <p>Lecture</p> <p>Analysis of selected texts followed by class discussion</p>		
III	Violence against Women	<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> </ul>	<p>Lecture/ Discussion</p> <p>Lecture/ discussion</p> <p>class discussion</p> <p>Lecture/ discussion</p>	4	13.33%
IV	Legal Position of Women in India	<ul style="list-style-type: none"> <li>Constitutional provisions</li> <li>Labour laws</li> <li>Personal laws</li> <li>Family courts</li> </ul>	<p>Lecture/ Discussion and</p>	2	6.67%
V	Women's Work and Participation in the Economic	<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> </ul>	<p>Lecture/ Discussion</p> <p>Student presentation</p>	4	13.33%
VI	Women's Access to education and Health Services- Critique of Policies	<ul style="list-style-type: none"> <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>	<p>Lecture/ Discussion and</p> <p>Class discussion</p>	5	16.66%

VII	Impact of Current Trends in Development on Women	<ul style="list-style-type: none"> <li>▪ Impact on women's workforce participation</li> </ul>	Lecture/ discussion	2	6.67%
VIII	Policies and Programmes for Women/Strategies for Change	<ul style="list-style-type: none"> <li>▪ A critical exploration of landmark policies for women (such as the Towards Equality Report, Shramskati 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> </ul>	Group discussion and critical analysis of the texts  Student presentations  Fieldwork and class discussion	4	13.33%
IX	Practical	--	--	30	100%

**Methods of Assessment:**

Theory Examination 50%  
 Maximum marks 50  
 Assignment 50%  
 Maximum Marks 50  
 Total marks 100

**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)

## References:

- Agnes, Flavia. *State, Gender and Rhetoric of Legal Reform*. Mumbai: Research Centre for Women's Studies, SNDT Women's University (Gender and law, book 2)1995
- Bina, Agarwal. *A field of One's Own: Gender and Land Rights in South* Cambridge: Cambridge University Press. 1984.
- Bosarwa Esther. *Women's Role in Economic Development*. New York: St. Martin's Press. 1970.
- Chakravarti, Uma, *Gendering Cate Throught a Feminist Lens*. New Delhi: Stree (Theorizing Femininism, series editor Maithryi Krishnaraj. 2003)
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### 3. Course Title: RESEARCH PROJECT (DISSERTATION)

**Credits: 4**

**Hours: 60**

#### **Introduction:**

The institutions may provide to the student with a choice any ONE of the following. A well developed / equipped 'Research – skill- laboratory would obviously be a pre-requisite or making option is B and C available to the students.

#### **RESEARCH PROJECT:**

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.

Teaching input in terms of workload: One and half hours per week per student. This is the recommended average input which may not be uniformly spread over all the weeks. Some weeks may require more time of the teacher and some weeks less, depending upon the phase of work.

	<b>Research Project (Dissertation)</b>	<b>Marks Alloted</b>
5	Final Report Writing	60 Marks
6	Viva (External)	40 Marks
	<b>Total</b>	<b>100 Marks</b>

#### **Types of assessment**

- Supervisors assessment 50%
- Viva voice by two or there examiners (including the supervisor) based on the dissertation. 50%

**Note:** Institutions may evolve other creative modalities or options keeping in view the local situation / ground realities.

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#### **4. Course Title: Internship Component**

**Credit: 4**

**Hours: 120**

##### **Introduction:**

Field work is learning through doing. It blends theory and practical. It combines philosophy with action. It helps the student to apply theoretical knowledge taught in class rooms in different practical situations. Student tests his/her theoretical knowledge in practical situations and develop skills in that particular field.

##### **Objectives:**

1. To develop professional skills through practical learning
2. To apply acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem
3. To develop the skills for solving the problems and work at micro level and at macro levels
4. To provide opportunity for the integration of class room learning and field practice and vice-versa.
5. To develop the skills required for professional practice at the particular level of training.

##### **Field Work Details:**

###### **Semester IV**

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

#### 4. Course Title : Management & Administration of NGOs

**Credits: 4**

**Hours: 60**

#### Introduction

The course aims at helping the learner to understand management processes of Voluntary service organization and develop administrative skills in learners. Various aspects and approaches of Voluntary agencies would enable learners to gain knowledge about organizational development, system, managing conflicts, and environment as well as work culture. However, this would lead develop leadership qualities amongst students with accountability to the profession.

Learner objectives:

- f. To equip the learners with specific skills related to Administration.
- g. To enable learners to gain advance information relating to registration processes of NGOs
- h. To introduce the learner to the various management techniques such as the POSCORBDE and develop their skills on the same
- i. To help the learner understand the techniques of Project Management
- j. Learners will gain an understanding on the Different Conflict management styles and the steps involved in managing a conflict.

#### Course Content:

Module No.	Module Title	Content	Suggested Teaching-Learning Methodology
I	Services, organizations and environment Evolution of NFE in India n it's management	<ul style="list-style-type: none"><li>• Need for welfare and services organizations</li><li>• Registration for organization 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></ul>	Lecture – study of constitution of an organization / agency. Discussion

II	Human Relations approach to administration and management	<ul style="list-style-type: none"> <li>• Elton Mayo : Hawthorne Studies</li> <li>• Chester Barnard : The Human Relations Perspective</li> <li>• Basic features of voluntary agencies</li> <li>• Responsibility and accountability</li> </ul>	Lecture discussion
III	Services of NGOs and their delivery  Professionalism among voluntary agencies	<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> </ul>	Lecture, discussion illustration from programs Preparing a project proposal
IV	Organizational climate and management processes	<ul style="list-style-type: none"> <li>• Creating a work oriented climate.</li> <li>• Leadership: Types and Theories</li> <li>• Working with boards, communities and other staff</li> </ul>	Lecture, discussion, sit as an observer at a meeting Observer at a meeting
V	NFE/ Lifelong learning policies and schemes	<ul style="list-style-type: none"> <li>• LL policies of developed countries</li> <li>• Schemes for lifelong learning</li> </ul>	Lecture, discussion Flow chart for communicators
VI	Voluntary social action and ethos of voluntarism	<ul style="list-style-type: none"> <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>	Lecture discussion and exercises
VII	Work process tasks	<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> </ul>	Lecture discussion and exercises
VIII	Key skills in social welfare administration	<ul style="list-style-type: none"> <li>• Skills in planning; budgeting; proposal writing; fundraising organization; staffing; program implementation; coordination; documentation; reporting; monitoring and evaluation</li> </ul>	Lecture discussion , role play and presentations

IX	Practical	<ul style="list-style-type: none"> <li>• Prepare Proposal on resource generation for the project learner wishes to undertake during fieldwork</li> </ul>	---
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**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

**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(10 marks)
6. Write on how to manage and sustain volunteers (05marks)

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## **5. Course Title: Internship Component**

**Credit: 4**

**Hours: 120**

### **Introduction:**

Field work is learning through doing. It blends theory and practical. It combines philosophy with action. It helps the student to apply theoretical knowledge taught in class rooms in different practical situations. Student tests his/her theoretical knowledge in practical situations and develop skills in that particular field.

### **Objectives:**

6. To develop professional skills through practical learning
7. To apply acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem
8. To develop the skills for solving the problems and work at micro level and at macro levels
9. To provide opportunity for the integration of class room learning and field practice and vice-versa.
10. To develop the skills required for professional practice at the particular level of training.

### **Field Work Details:**

#### **Semester IV**

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

## **5. Course Title: Human Rights**

**Credits: 4**

**Hours: 60**

### **Introduction:**

The course is designed to enable the students to develop a thorough understanding of the social, economic and political, cultural and historical forces that shape the association of Women's rights as Human Rights.

### **Objectives**

Enable students to:

- Understand the concept of Human Rights and their evolution

- 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.

Unit	Topics	Details	Teaching Methods	No. of Hours	Weight age
01	Concept of Human Rights	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.	Lecture discussion	07	11.66%
02.	International Convention	The Universal Declaration of Human Rights. Scope of Human Rights, Distinction between – Customary, Legal, Moral Rights, Individual and Collective Rights, Civil, Political, Socio-Economic and Cultural Rights	Lecture discussion	07	11.66%
Unit	Topics	Details	Teaching Methods	No. of Hours	Weightage
03.	Human Rights and Violation Affecting specific Groups in Society	Rights of Women, Children, Aged Mentally, Physically Disabled and Rights of PLHA.	Lecture discussion	07	11.66%
04.	Rights of Refugees, Political Asylum seekers	Rights of Victims of Genocide and terrorism	Lecture discussion	07	11.66%
05.	Human Rights	Scheduled Castes,	Case	08	13.33%

	<p>and marginal Groups</p>	<p>Schedules Tribes, Nomadic and De- notified Tribes Minorities (Regional, Religious, Linguistic) Forms of violation – Casteism, Untouchability, Social Exclusion, Segregation and Sub-Castes, Ostracism, Denial of Basic Facilities, Unequal Distribution of Natural Resources, Land Alienation, Displacement, Bonded Labour, Indebtedness, Identity Crisis, Myths and Misconceptions, Issue of Creamy Layer, Reservation debate. Redressal Mechanism – Atrocity Act, Bonded Labour Act, Minority Act.</p>	<p>studies</p>		
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Unit	Topics	Details	Teaching Methods	No. of Hours	Weightage
06.	Instrument of Accession to the Human Rights.	<p>Slavery Convention 1926. Convention of the Political Rights of Women (1952).</p> <p>United Nations Declaration on the Elimination of All Forms of Racial Discrimination (1963).</p> <p>International Convention on the Elimination of all Forms of Racial Discrimination (1966).</p> <p>Convention on the Elimination of all Forms of Discrimination against Women (1979).</p> <p>United Nations Convention on the Rights of Child (1989).</p> <p>The International Bill on Human Rights, Universal Declaration of Human Rights.</p> <p>International Covenant on Economic Social and Cultural Rights.</p> <p>Optional Protocol to the International Covenant on civil and political rights. Instrument of Accession by India to the Human Rights of Covenant.</p>	Lecture discussion	08	13.33%

Unit	Topics	Details	Teaching Methods	No. of Hours	Weightage
07.	Nature, Structure and functions of National Human Rights Commission	<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>	Lecture discussion	08	13.33%
08.	The Role of Regional, National and International Non-governmental Organisations in Furthering Human Rights	Social Work Profession and Mechanism to Protect Human Rights Contribution of Social Movements to the Protection and Promotion of Human Rights	Lecture discussion	08	13.33%

**Methods of Assessment:**

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

### Assignments:

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

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