SNDT Women's University, Mumbai

Department of Lifelong Learning and Extension

Master of Arts(Non-Formal Education and Development)

M.A. (NFED)

as per NEP-2020

Syllabus

(2023-24)

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This syllabus has been passed in Academic Council Meeting held on 07.08.2023.

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

Programme Degree		**M.A.**
Parenthesis if any (Specialization)		**Non-Formal Education and Development**
Preamble		• 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. • Provide an opportunity to University graduates to develop knowledge, skills and attitudes for gainful employment through teaching, research and extension in Non-Formal Education. • Provide skilled and trained manpower in the field to Non-Government Organizations, Service Industries, Training Institutions, Professional and Government Organizations. • 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.
ProgrammeSpecific Outcomes (POs)		After completing the programme, Learner will be able to:
	1.	To develop perspective on women and gender, management of continuing education programmes, curriculum development for non-formal and adult education, skills and techniques in participatory training programmes
	2.	To lead to capacity building of women from all sections of society to become change agents for constructive development at the community level.
	3.	To create a cadre of professionally qualified community workers to work at all levels of the society.
	4.	To provide educational opportunities leading to self-development of women as well as gaining professional expertise in lifelong learning such that they contribute to constructive social change and development.
	5.	equipped to start their professional career in below mentioned sectors: a. Government organizations b. Non-Government organizations c. Corporate sector d. Industries e. Community development f. Research organizations g. Education h. Media
Eligibility Criteria for Programme		Any Graduate from any recognized University
Intake		25

RM: Research Methodology
OJT: On-Job Training
RP: Research Project
SNDTWU 2023 May PG Programme Structure Template

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

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

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

Year II

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

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

Course Syllabus
Semester- I

Major (Core)

Course Title	
	Initiatives and Skills in Non–Formal & Adult Education
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	Understand non-formal and adult learning in the context of the education system in the country
	Gain a theoretical understanding of adult learning
	Explore efforts made by the Government and NGOs in non-formal and adult education
	Acquire skills in teaching adult learners
	Acquire skills in programme planning and implementation

Module 1(Credit 1) Education system in India

Learning Outcomes	After learning the module, learners will be able to
	Understand meaning of Education
	Explain Education system in India
	Elaborate types of Education, structure and function of school Education in India
	Find out Problems faced by Indian school education system

Content Outline	• Education system in India
	• What is meant by education?
	• Types of education? structure and function of school education in India, Problems faced by Indian school education system
	
	• Contribution of Educationalist to NFE andAE
	  - Malcom Knowles
	  - Carl R. Roges
	  - Ravindrnath Tagore
	  - J P Naik

Module 2(Credit 1) Andragogy and Pedagogy

Learning Outcomes	After learning the module, learners will be able to
	Understand concept of Non-Formal Education
	Explain meaning, need, scope and function of NFE Andragogy and pedagogy
Content Outline	- Concept of Non– Formal Education - Meaning, need, scope and function of NFE Andragogy and pedagogy - Governmentt efforts in NFE & AE - Non-formal educationthrough five-year plan -Gram Shikshan Mohim -National Adult Education program -Jan Shikshan Nilayam

	- Total literacy Champion - Post Literacy Progrmmme - Continuing Education program - Education for All - Schools for deprived sections.

Module 3(Credit 1) Extension Work as a third Dimension

Learning Outcomes	After learning the module, learners will be able to
	Define the concept of extension work
	Illustrate Role of University and colleges in extension work Community outreach work
Content Outline	Extensions Work as Third Dimension • Concept of Extension work • Role of University and colleges in extension work Community outreach work Review of NGO • Pratham • Lok Jumbish • Shiksha Karmi • Mahila Samkhya

Module 4(Credit 1) Methods of Adult Learning

Learning Outcomes	After learning the module, learners will be able to
	Practice methods of adult learning
	Prepare plans of various adult learning methods

Content Outline	Methods of Adult Learning
	• Synthetic method
	  - Alphabetical technique
	  - Sound technique
	  - Analytic method
	  - Story technique
	  - Sentence technique
	  - Phrase technique
	  - Word technique
	• Eclectic method
	  • Labauchs technique
	  • Navasavera techniques IPCL
	Adult Learning Process
	- Motivating factors for adult learning
	- factors influencing adult learning

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)
1. Assignments
2. Group Discussion
3. Presentation
4. Projects
5. Seminar
6. Report writing

Assignment:

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

References:

- Jaya Indira san, Education for women's empowerment Gender Positive Initiatives in pace setting, konark Publication, Delhi, 2002
- SynergizingHRDInitiativechallengesandinitiativesed. By Singh Ajay, Standingconferenceof publicenterprise, 2001.
- Shirur,RajaniNon-formalEducationinIndia
- Mistry,S.P.(1998)Non formaleducation, Radha Publication,New Delhi
- Rogers, Alan(1989)Teaching Adults,Open University Press,London
- AupcharikShikshan: Kahi Pohu–J.P Naik.
- Agarwal SP Development of Adult, Continuing&Non-FormalEducationinIndia,ConceptpublishingIndia, 2008.
- Shah,S.Y.IndianAdultEducation:Ahistoricalperspective,JawaharlalNehruUni versity,1993
- Draper,James:AdultEducation:AfocusfortheSocialSciences.IndianAdultEduc ationAssociation,New Delhi, 1989.

Major (Core)

Course Title	Introduction to Lifelong Learning
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	To know how Lifelong learning concept has emerged in the world and in India.
	To acquire required skills relating to planning implementation and evaluation of lifelong learning
	To enable learners to organize lifelong learning programme in the community.

Module 1(Credit 1) Basic Concept of Lifelong Learning

Learning Outcomes	After learning the module, learners will be able to
	Define the concept of Lifelong Learning
	Describe the need and importance of Lifelong Learning
	Analyze Concept of Lifelong Learning as explained by Organization for Economic Cooperation and Development(OECD)and UNESCO
Content Outline	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

Module 2(Credit 1) Lifelong Learning in other countries

Learning Outcomes	After learning the module, learners will be able to
	Describe Lifelong Learning in other countries
	Compare Lifelong learning in England, Denmark, Brazil, Africa, Tanzania And Thailand
Content Outline	Lifelong Learning in other countries Lifelong learning in England, Denmark, Brazil, Africa, Tanzania And Thailand

Module 3(Credit 1) Lifelong Learning in Indian Context

Learning Outcomes	After learning the module, learners will be able to
	Define Lifelong Learning in Indian context
	Compare lifelong learning experiments in various NGO and Institute
Content Outline	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

Module 4(Credit 1) Lifelong Learning Strategies

Learning Outcomes	After learning the module, learners will be able to
	Describe Lifelong learning Strategies
	Apply various lifelong learning strategies
Content Outline	Lifelong learning Strategies Comprehensive lifelong learning strategies such as demand for learning, work in partnership, adequate resources, creating learning a culture, striving for excellence, facilitating lifelong learning and other related strategies.

Assignment:

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

References:

- "Advoacting Adult education – and then what? Reported in Adults Learning. 15.2. October2003.
- ConfinteaV,The Hamburg Declaration,
- ShirleyWalters(Ed.)(1997),AdultEducationandTraining,London&Leicester,ZedBooks&NIACE.
- Fourth International conference on Adult Education, (1985) final report, paragraph149,Paris, Unesco.
- Delors,.(1996), Leaning:TheTreasurewithin,Paris,UNESCO.P.18
- Taylor, Richard, (2004) "The Market Rules, Ok?" Adult Learning, Vol.15, No.8 April2004.
- "DisappearingAct", reportinTheEducationGuardian, 1June,2004.

Major (Core)

Course Title:

Course Title	Fieldwork(Practical) I
Course Credits	4
Course Outcomes	After going through the fieldwork/practicum learners will be able to do
	Learner can use classroom knowledge in during the fieldwork/practical
	Apply various theories in the practical situation
	Link theory linkages between fieldwork/practical
Learning Outcomes	The learning outcomes for the course MA Non-Formal Education and Development will be measured through Discussions, Assignments, Exams and formulating relevant field based assignments based on the areas covered in the course. The fieldwork in the course will provides a platform for the learners to engage themselves in the rural and urban areas such as communities, trusts and educational institutions, government and non-government organizations.
	The learners of the course will play major role in the field. They will be actively involved increasing awareness on health, nutrition, education and environment, importance of education in communities. They are required to raise funds and implement need based skill development programmers. The students are encouraged to develop a scientific temper by applying their theoretical knowledge of subjects to the requirements of the community. This course equips the students to gain knowledge and develop the related skills required to work with people in any setting .This will help them plan their intervention effectively with individuals, family, groups and communities.
Content Outline	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 programs in the field of community health. • Write its vision, mission, objectives, organizational structure, client's 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 population sin communities. • Use appropriate teaching learning material to address the issue of health and malnutrition • Visit radio/ TV center and write a report on the same • Planning for observations visit with in various NGOs in Mumbai • Prepare a report on observation visit and presentation • Review of any five NGO's working within NFE and Adult Education • Survey the trend sin non-formal education and submit a report

Major (Core)

Course Title	Basics of Sociology
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	Understanding of concepts to examine social phenomenon
	Develop skills to analyze Indian society and change.
	Understand change and conflict.

Module 1(Credit 1) Introduction to Sociology

Learning Outcomes	After learning the module, learners will be able to
	Define concept of Sociology
	Explain the scope and significance sociology
	Discuss sociology subject's relationship with other subjects
Content Outline	Sociology and its relationship to other disciplines •Meaning scope and significance •Its relationship with other social sciences such as history, economics, politics, psychology, anthropology and Social work

Module 2(Credit 1) Society and Indian Culture

Learning Outcomes	After learning the module, learners will be able to
	Interpret relation between society and culture
	Understand the concept of social structure, culture, socialization
Content Outline	Society and Culture • Society as a system or relationship • Social structure: meaning, status and roles • Culture: meaning and Contents-Tradition, customs, values, norms, folk and mores • Socialization: Meaning processes and agents • Social classification in India: Tribal, rural and urban divisions • Social stratification in India: Meaning, caste, class divisions • Contestation over religion in India: Fundamentalism, Communalism, secularism and proselytism) • Region as a cultural construct in historical and content

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)
1. Assignments

2. Group Discussion

3. Presentation

4. Projects

5. Seminar

6. Report writing

References:

- Bert N. Adams.1975 A Sociological Interpretation, Chicago: R and McNally College
- Bharadwaj A.N.1979 Problems of SC/ST in India, New Delhi: Light and Lite Publication
- Broom, Leonard, Sociology, Wadsworth Publication Co.
- Belmout. Charies M. Bonjean, Dorothy. H.Broom.1990
- Deshpande. Society Economy of Policy in India, Mumbai:
- Shrinivasan Narin,1978 University of Mumbai
- Ely Chinoy. 1967 Society-an Introduction to Sociology, New York: R and on House
- Haralambos, Michael, Sociology, Delhi: Oxford University Press1980
- Jain, P.C. 1991 Social Movements among Tribal, New Delhi: Rawat Publication
- Kapadia,K.M.1966 Marriage and Family in India, London: Oxford University Press
- Kolenda,Pauline.1987 Regional difference in Family structure in India, Jaipur: Rawat Publication
- Kuppuswamy. B. Social Change in India
- Maudelbaum, David M. SocietyinIndia,Vol.1andII, University of California Press

Major (Elective)

Course Title	Gerontology: An Interdisciplinary Perspective
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	Learners will understand inter disciplinary nature of gerontology as a study of elderly.
	Learner will examine the policies, programmes and services available for the elderly

Module 1(Credit 1) Introduction to Gerontology

Learning Outcomes	After learning the module, learners will be able to
	Define the concept of Gerontology
	Understand demographics of elderly
	Classify and understand Issues of the Elderly
Content Outline	Meaning, Concept, Definition, Demographics of elderly. Issues of the elderly Family, Health, Adjustment, Social, Economic, Psychological.

Module 2(Credit 1) Programmes and Policy for elderly

Learning Outcomes	After learning the module, learners will be able to
	Understand policies Programmes &Services for elderly
	Critically analyze issues of elderly
Content Outline	Policies, Programmes &Services for elderly, Critical exploration of policies for elderly, Institutions for elderly, Welfare programmes for elderly such as day camp centers, half – way, home, old age homes etc.

Module 3(Credit 1) Caring of Elderly

Learning Outcomes	After learning the module, learners will be able to
	Understand the process of caring of elderly
	Critically analyze violence against & Palliative care
Content Outline	Health care needs, care givers (family, Paid) and their issues, violence against elderly (neglect, abuse, crime), dealing with grief & Palliative care, safety for elderly
	Social work with elderly - Recreation & constructive use of time - Legal help (will) - Building positive relationship with family& youngsters

Module 4(Credit 1) Research and Development

Learning Outcomes	After learning the module, learners will be able to
	Understand the concepts of Research & Development in Gerontology
	Analyze Need for interventional& policy research
Content Outline	Research & Development -Friends of research on gerontology -Need for interventional& policy research

Assignments:

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

Reference:

1. Susan Kraus Whitbourne. , Gerontology: An Interdisciplinary Perspective, Oxford University Press2007
2. S. Siva Raju,(),Studies on Ageing in India: A Review, Cambridge University Press2014
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 JCommunity Med. 2009 Apr;34(2):131-4. doi: 10.4103/0970-0218.51236.
4. Bookman, Ann and Delia Kimbrel. (). Families and elder care in the twenty-firstcentury. *The Future of Children,* 21:117–140. 2011
5. Rothbaum, F. (). Aging and age stereotypes. *Social Cognition,* 2:171

Minor Stream (Core)

Course Title	Research Methods and Evaluation Strategies
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	To introduce the students to the basics of scientific social research
	To acquaint the students with different methods of research, techniques of sampling, data collection, analysis, interpretation and presentation of data.
	To motivate the students to undertake research on their own.

Module 1(Credit 1) Scientific Enquiry	
Learning Outcomes	After learning the module, learners will be able to
	Understand the concept and process of Scientific Enquiry
	Understand Research design
	List down the merits, demerits and limitations of Research designs
	Differentiate between various research methods
Content Outline	• Positivist conception of science. • Meaning and nature of social research. • Science and scientific method: Their characteristics. • Steps in social research. • Ethical issues in social research: Debate on subjectivity and objectivity. • Value neutrality in research. • Selection and formulation of a research problem. • Hypotheses: Types, Sources and characteristics. • Exploratory • Descriptive • Diagnostic • Experimental • Merits, Demerits and limitations

Module 2(Credit 1) Research Methods	
Learning Outcomes	After learning the module, learners will be able to
	Understand the concept and process of Social survey method, Case study method and Content analysis method
	Understand and analyze Methods of Research and Evaluation
	Elaborate Meaning Scope and Concept of Evaluation in Adult Education
	Analyze Types of Evaluation in Adult Education-Internal Concurrent, final evaluation, Test etc.
Content Outline	Concept and the process of Social survey method, Case study method, Content analysis method • Historical method • Experimental method: Types, Planning of experiment and social experiment. • Anthropological method: Participant observation and the fieldwork.

	• Comparative method
	• Action research
	• Evaluation research

Module 3(Credit 1) Sampling

Learning Outcomes	After learning the module, learners will be able to
	Understand the concept of sampling
	Differentiate between Probability Sampling and Non Probability Sampling methods
	Understand Techniques of data collection
	Differentiate between Primary & Secondary data collection techniques
Content Outline	• Sampling frames and samples
	• Probability samples - simple random, systematic, stratified, multistage, cluster.
	• Non-Probability samples –convenience, purposive, quota and snowball.
	• Primary/conventional techniques: observation, interview, questionnaire, schedule.
	• Secondary techniques: Public documents, Private papers, Office records, Census, NSS, Newspapers,
	• Literacy sources, Archival material. Projective techniques.

Module 4(Credit 1) Report Writing and Data Analysis

Learning Outcomes	After learning the module, learners will be able to
	Analyze and interpret data
	Practice Computer Application in Social Research and analyze data.
	Identify elementary statistics for Social Research
	Understand the process of Report writing
Content Outline	**Analysis and Interpretation of Data**
	• Quantitative and qualitative
	• Classification.
	• Coding.
	• Tabulation.
	• Inferences.
	• Interpretation.
	• Computer Application in Social Research and data analysis.
	• Measures of central tendency (Mean, Median, Mode)
	• Measures of variations (Standard Deviation, Range)
	Elementary Statistics for Social Research
	• Measures of central tendency (Mean, Median, Mode)
	• Measures of variations (Standard Deviation, Range)
	Report Writing
	• Scientific report. Short report for planners.
	• Articles from the study.
	• Graphic presentations and other
	• Techniques.
	• Reference citation, footnotes, bibliography.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- To prepare a research proposal

- Presentation of research proposal along with budget
- Report writing

References:

1. Practice of Social Babble. E. the Research, Wadsworth publishing Company: California, 1983.
2. Bailey, K.D. Methods of Social Research, Collier Mac Millian Publishers: London, 1987.
3. Bhandarkar and Wilkison, Methodology and Technique of Social Research, Himalaya Publishing House: Mumbai, 1982
4. Bose and Pradeep Kumar: Research Methodology, New Delhi: ICSSR.1995
5. Goode and Hatt. Methods in Social Research, Mc Graw – Hill Book Co: Singapore,1986
6. Levin, J. Elementary Statistics in Social Research, Harper and Row Publishers: New York,1977.
7. Mukherjee, P.N (eds.), Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage (Introduction).2000
8. Patton, M. Q. Qualitative research & evaluation methods: Integrating theory and practice (4th ed.). Thousand Oaks, CA: SAGE Publications. (2015).
9. Palys, T., & Atchison, C. Research decisions: Quantitative, qualitative, and mixed methods approaches (5th ed.). Toronto, Canada: Nelson Education. (2014).

Course Syllabus
Semester- II
Major (Core)

Course Title	Management of Continuing Education
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	Understand the concept of Continuing Education
	Get acquainted with various types of continuing education courses
	Understand the skills of organization and management of continuing education courses

Module 1(Credit 1) Concept of Continuing Education

Learning Outcomes	After learning the module, learners will be able to
	Understand the concept and process of continuing education
	Understand new trends in continuing education
Content Outline	• Need and concept of Continuing Education and Lifelong Learning • Aims and objectives of Continuing Education • Trends and issues in Continuing Education • Target specific Continuing Education Programmes, Government & Non-Government

Module 2(Credit 1) Management of Continuing Education

Learning Outcomes	After learning the module, learners will be able to
	Understand the concept and process management
	To know management skills
	Planning and identification of target group
Content Outline	Management Process • Planning, organizing, learning and controlling, decision making, strategic management and strategic implementation • Planning, identification of target group and needs assessment, developing the programmes according to the interests of the target groups • Organization, prioritization of programme activity – assessment and mobilization of the local resource staff

Module 3(Credit 1) Continuing Education Programme Implementation

Learning Outcomes	After learning the module, learners will be able to
	Learner will be understand implementation process of continuing education

	To identification of venue for continuing education programme
Content Outline	• Venue of the programme. Schedulingthe programme; day to day arrangement etc. • Organisation of continuing education programmes for specific groups – Urban/ Rural Youth / Working groups, Housewives / Professionals etc. • Evaluation, accreditation, licensure(affiliation)and certification, in continuing professional education

Module 4(Credit 1) Supervision and Monitoring

Learning Outcomes	After learning the module, learners will be able to
	Differentiate between supervision and monitoring
	Understand the concept of supervision
	Define the interrelation between supervising and monitoring

Content Outline	• Concept and purpose ofsupervision and monitoring – how and when to monitor, Monitoring forms, progress reports, Certification and transfer of credits
	• Sustainability and Convergence
	    - Meaning and Need for sustainability, Steps for sustainability
	    - Convergence : meaningneed and how to converge
	    - Co-ordination with various Government and non-Government departments, Universitydepartments, Jan Shikshan Sansthas

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

References:
- Singh Madan , Companion to Adult Education, National Literacy Mission, NewDelhi, 1999
- Reddy Adinarayan & Uma Devi, Current Trends in Adult Education, Sarup & sons,New Delhi, 2006
- Rao Subba D, Continuing Education in India, The associated Publication, AmbalaCantt, India, 1999
- Jaygopal, Adult Learning, University of Madras, 1985
- Mathew B M, adult Educationand Social Change, The Indian Publication AmbalaCantt, 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, RadhaPublications, 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.

Major (Core)

Course Title	Community Organization and Development
Course Credits	4
Course Outcomes	After learning the module, learners will be able to
	To know the importance of community study.
	Learn to build positive image of self and organization.
	Understand the different approaches of working with the community.
	To study the models and strategies of community organization.
	Acquire techniques and skills of working with people in the community.
Module 1(Credit 1) Concept of Community Organisation	
Learning Outcomes	After learning the module, learners will be able to
	To understand basic concept of community organization
	Learn about community concept
Content Outline	- Meaning and concept of community - Introduction to CD - Understanding CO and practice - Initiating community contacts and beginning the process of building community relations - Understanding Community - Widening community contacts - Gathering comprehensive information about the community and its problems
Module 2(Credit 1) Techniques and skills working community	
Learning Outcomes	After learning the module, learners will be able to
	To understand various techniques of community organizations
	Acquire skills and knowledge about working with communities
Content Outline	- Introduction to entering the community - Making a positive representation of self and organization - Initiating community contacts and beginning the process of building community relations - Understanding Community - Widening community contacts - Gathering comprehensive information about the community and its problems

Module 3(Credit 1) Power structure analysis	
Learning Outcomes	After learning the module, learners will be able to
	Understand the types of power
	Differentiate between power and leadership
	Acquire skills and qualities of leader
Content Outline	- Concept of Power – forms and types - Leadership and power - Types of power - Qualities of leader - Unionism - Identifying and Training Community Leaders for involving them in community development - community development - Strategies and Roles - Unionism - Identifying and Training Community Leaders for involving them in community development

Module 4(Credit 1) Model of Community Development	
Learning Outcomes	After learning the module, learners will be able to
	Understand the community development model
	To know the role of community workers
	Differentiate between social planning and social action
Content Outline	- Locality Development - Social Planning - Social Action - Directive and Non directive approach to community work - Basic Roles of Community Workers (Guide, enabler, expert and social therapist) - Approaches for working with communities - Welfare approach - Development approach - Rights based approach - Advocacy and action

Assignments:

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

References:

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- Battem. T.R. 1965   The Human Factor in Community Work, London : OxfordUniversity Press
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Major (Core)

Course Title	Participatory and Interactive Training Methods
Course Credits	4
Course Outcomes	Understanding of concept and significance of participatory training.
	Develop skills of an effective trainer.
	Acquiring skills in various training methods

Module 1(Credit 1) Concept of Training

Learning Outcomes	After learning the module, learners will be able to
	Understand the meaning and concept of participatory training programme
	Differentiate between training and education
	Understand the process of communication
Content Outline	• Meaning, concept, need, importance ofparticipatory training methods • Principles of adultlearning. • Difference betweentraining and education- pre- service and in- service training, onsport training as a strategy. • Trainers as Communicators-Communication process • Media of communication • Inter personal communication • Qualities of trainers,trainer-trainee relationship.

Module 2(Credit 1) Training Methods

Learning Outcomes	After learning the module, learners will be able to
	Understand various training methods
	Acquiring skills of appropriate training method
Content Outline	• Lectures, discussion,demonstration, role play • Simulation buzz session, games, brain storming, fishbowl, field trips, case studies, role- play, fish-bone, storytelling, in-basket, flow chart, study circle, station technique

Module 3(Credit 1) Training Design

Learning Outcomes	After learning the module, learners will be able to
	Understand training design concept
	Use suitable training design
Content Outline	• Training design, training needs, training objectives, contents, methodology, feedback and follow up activities • Organization and management of training fordifferent target groups(illiterates to professionals)

Module 4(Credit 1) Interactive Multimedia	
Learning Outcomes	After learning the module, learners will be able to
	Understand Interactive multimedia
	Define concept of multimedia
	Learn about computer based training
Content Outline	• Interactive Educational Multimedia: Need • Concepts: Multimedia, Interactivity • Computer Assisted Learning: Concept, Characteristics • Computer Based Training: Concept, Characteristics • Advantages and Limitations • Online Learning • Communication Technologies in Education • Virtual Classroom

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 Mannual 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.

Major Elective

Course Title	Social Entrepreneurship
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	Understand how to start social entrepreneurship in Indian settings.
	Acquire required skills relating to managing own/group social entrepreneurship
	Become sound entrepreneurs

Module 1(Credit 1) Basic concept of Entrepreneurship

Learning Outcomes	After learning the module, learners will be able to
	Understand entrepreneurship in the Indian Context
	Comprehend the importance of social entrepreneurship
	Differentiate between entrepreneurship and social entrepreneurship
	List down issues about women entrepreneurs
	Identify financial schemes for women entrepreneur
Content Outline	• Concept of entrepreneurship in the Indian Context
	• Importance of social entrepreneurship
	• Difference between entrepreneurship and social entrepreneurship
	• Issues about women entrepreneurs
	• Financial schemes for women entrepreneur

Module 2(Credit 1) Models of Social Entrepreneurship

Learning Outcomes	After learning the module, learners will be able to
	Understand the various models of social entrepreneurship
	Learn the skills of Social Entrepreneurship
	Management of social entrepreneurship
	Outline the legalities in social entrepreneurship

Content Outline	Models of Social entrepreneurship
	- Grameen Bank - Jaipur foot - Basix Bank - Sri Grameen Mahila Udyog (Lijjat) - SEWA, Ahmedabad - SHG's - Dabbewala **i. Management of social entrepreneurship** - Planning - Management - Resource - Mobilization - Training - Business plan preparation **ii. Legalities in Social entrepreneurship** a. Laws required for setting up an enterprise b. Taxation

Module 3(Credit 1) Finance Management & Marketing

Learning Outcomes	After learning the module, learners will be able to
	1. Understand various aspects of finance Management
	2. Interpret different types of marketing and their strategies
Content Outline	**i. Finance Management** - Income & Expenditure, budgeting and accounting - Risk and returns - Record keeping - Account writing - Inventory management - Banking and other financial institutions in the context of micro finance **ii. Marketing** - Social marketing, its strategies - Casual marketing - Commercial marketing - Target audience

Module 4(Credit 1) Individual and Collective Entrepreneurship

Learning Outcomes	After learning the module, learners will be able to
	Analyze individual and collective entrepreneurship
	Develop leadership in social enterprise
	List down roles and responsibility of office bearers, ways of cooperation and resolve conflicts
	Understand the role of NGO's, government and corporate sector in promoting group enterprise
Content Outline	**i. Individual and Collective entrepreneurship** Ethics, values, Communication skills

	- Development of leadership in social enterprise - Roles and responsibility of office bearers, ways of cooperation and resolve conflicts - Process of group entrepreneurship - Role of NGO's government and corporate sector in promoting group enterprise

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

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

References:

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

OJT

Course Title	Fieldwork(Practical) II
Course Credits	4
Course Outcomes	After learning the module, learners will be able to
	To develop professional skills through practical learning
	To apply acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem
	To develop the skills for solving the problems and work at micro level and at macrolevels
	To provide opportunity for the integration of class room learning and field practiceand vice-versa.
	To develop the skills required for professional practice at the particular level of training.
Content Outline	• Assessment of Learning needs of the community • Resource mapping of the community • Preparation of need based primer/ reading material for NEO literates/ prepareposters, slogans, wall magazines/ script for radio, TV.

Course Syllabus

Semester- III

Major (Core)

Course Title	Social Policy and Planning
Course Credits	4
Course Outcomes	After learning the module, learners will be able to
	Gain knowledge of policy analysis and the policy formulation process.
	Acquire skills in critical analysis of social policies and development plans
	Study social policies, plans and programmes so as to be able to interpret, enforce and challenge them
	Develop an understanding of social policy in the perspective of national goals asstated in the Constitution particularly, with reference to Fundamental Rights and the Directive Principles of State Polity.
	Examine application and litigation machinery.

Module 1(Credit 1) Social Policy and Constitution

Learning Outcomes	After learning the module, learners will be able to
	To define social policy
	Differentiate between social policy and social development
	Understand the values of social policy
	To know the fundamental rights
Content Outline	• Concept of social policy, sectoral policies and socialservices • Relationship between social policy and socialdevelopment • Values underlyingsocial policy and planning based onthe Constitutional provisions (i.e. theDirective) • Principles of State Policy and Fundamental Rightsand the Human Rights

Module 2(Credit 1) Policy Formulation

Learning Outcomes	After learning the module, learners will be able to
	To understand the approaches of policy formulation
	To learn different model of social policy
	To understand the process of social policy formulation
	Differentiate between sectorial policies and social policies
Content Outline	• Approaches to socialpolicy-unified, integrated and sectoral • Different models ofsocial policy and their applicability to the Indian situation • The process of socialpolicy formulation, the contribution of research, the role of interest groups, the problem of conflict of interests and its solution • Role of professionalsocial workers • Evolution of socialpolicy in India in ahistorical perspective • Different sectoral policies and their implementation, e.g.

	Policies concerning education, health, social welfare women, children welfare of backwardclasses, social security, housing, youth, population and family welfare, environment ecology, urban and rural development, tribal development and poverty

Module 3(Credit 1) Policy and Planning

Learning Outcomes	After learning the module, learners will be able to
	Understand the concept of development
	Linkages between social policy and planning
	To understand the legal status of planning commission
	To understand the role of panchayat raj participation
Content Outline	• Concepts of socialand developmentalplanning • Scope of social planning- the popular restricted view as planning forsocial services and the wider view as inclusive of all sectoral planning to achieve the goals of social development • Linkage between social policy and planning-planning as an instrument andsource of policy • Role of ideology Indian planning in a historical perspective • Federal politicalsystem and the planning process • The constitutional position of planningin India. The legal status of the Planning Commission • Coordination between centre andstate need for decentralization • Panchayatraj, peopleparticipation • Role of political,judiciary social movement and voluntary action Legal and publicinterest litigation

Module 4(Credit 1) The planning, machinery and monitoring

Learning Outcomes	After learning the module, learners will be able to
	Understand the process of machinery
	Understand the concept of monitoring and evaluation
	To know the issues of coordination and centralization
Content Outline	• The machinery and process of social planning in India and implementation of socialplanning at various levels. Monitoring and evaluation of planning. The problems of coordination and centralization • A broad review of the five year plans with emphasis on the objectives of growth and social justice and with special reference tothe areas of health and family welfare,education, social welfare and anti- poverty programmes, and advocacy

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 governmentdepartment. (20 marks)
- Discuss about any legislative policy and its linkages to current scenario.(10 marks)

References:

o Dimitto. D.M. 1991 Social Welfare: Politics and Public Policy, New Jersey: Prennice Hall
o Bhanti. R.1993 Social Policy and Development in Rajasthan, Udaipur Himashu Publication
o Bulmer. M. eu. 1989 The Goals of Social Policy, London: Unwin Hyman
o Ganapathy, R.S. and Others 1985 Public Policy and Policy Analysis in India, Delhi: Sage Publication.
o Ham. C. Hill. M. 1993 The Policy Process in the Modern Capitalist State 2nd, New York: Harvester, Weatsheaf
o Hebsur. R.K. (Ed) Social Intervention for Justice, Bombay: TISS
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o Madison. B.O. 1980 The Meaning of Social Policy, London: Croom Helm.
o Mac Pherson, S. 1982 Social Policy in the Third World, New York: John Wiley and Sons
o Mathur, K. Hjorkman Top Policy Makers in India, New Delhi: Concept Publisher Co.
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o Spicker, Paul 1998 Principles of Social welfare: An Introduction to Thinking About the Welfare State. London: Routledge
o Weimer, D.L. and Vining, A.R. 1994 Policy Analysis: Concepts and Practice, New Jersy: Prentice Hall
o Bandyopadhyay. D. 1997 People's Participation in Planning Kerala Experiment Economic and Political weekly, sept. 24, 2450-54
o Chakraborty, S. 1987 Development Planning- Indian Experience, Oxford: Claredon Press
o Chogh A. 1992 Planning in India: The Challenge for the Nineties, New Delhi, Sage Publications
o Gupta S.P. 1993 Planning and Liberalisation, Economci and Political Weekly, Vol. XXVII, No.43 Oct.23, 2349-2355
o Mukherjee N. 1993 Participatory Rural Appraisal: methodology Methodology and Applications, New Delhi: Concept Publishers.
o Roy Sumit. 1997 Globalisation, Structural Change and Poverty, Economic and Political weekly Aug. 16-23, 2117-2132
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o Vyasulu, V. Van. B.P. 1997 Development and Deprivation in Karnataka, Economic and Political weekly Nov. 15, 2970-2974.
o Yadav, C.S. (ed.) 1986 Urban Planning and Policies- Part A. New Delhi: Concept: Publishing Co.

Major (Core)

Course Title	Curriculum and Material Development for Non-Formal Education
Course Credits	4
Course Outcomes	After learning the module, learners will be able to
	Understanding the concept of curriculum development
	Understanding the significance of development of learning materials
	Acquainting the students with the techniques of material preparation

Module 1(Credit 1) Curriculum Design

Learning Outcomes	After learning the module, learners will be able to
	To define meaning and concept of curriculum
	To know the problems of curriculum design
	To understand scope and significant of material development
Content Outline	• 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. • Scope and significance of learning materials, preparation of learning material in different groups at different levels. Approaches to material production, participatory form

Module 2(Credit 1) Functions and types of learning material

Learning Outcomes	After learning the module, learners will be able to
	To understand the functions of learning material
	Differentiate between and monographs and journals
	Understand the material prepare by various institute
Content Outline	• Experiments in development of need based learning material prepared by various government (SRC, Universities, etc.) and NGO's • Structure and functions of primers, text books, reference books, monographs, lab manuals, journals, distance learning materials, programmed learning materials.

Module 3(Credit 1) Production and Publication

Learning Outcomes	After learning the module, learners will be able to
	Understand the material for neo literate
	To understand self-learning material advocacy

Content Outline	• Production and publication of neo-literate material, self-learning material-advocacy, information, reference and training • Preparation of prototype and testing.
Module 4(Credit 1) Language selection and ICT	
Learning Outcomes	After learning the module, learners will be able to
	To select appropriate language for material development
	To use ICT in material production
Content Outline	• Selection of language-spoken forms, use of technical terms, sentence structure, lessons and paragraph development, different narration styles, use of photographs and illustrations. • Use of ICT in literacy • Use of multimedia in NFE

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:

- Barnes Daulages 1982 Practical Curriculum Study, English Language Book Society/Rout Ledge & Kegan Paul, London
- Canlin Edward & Blackmen Edward (Eds.)(1960) Curriculum Bldg. in General Education, Wm.c.Brown Co. Dubugue, Iowa Erikson Lein (1998) Concept –Based Curriculum & Instruction, Crorewin Press, INC, Sege Publications, California
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- Vashishtha S.R. (1994) Curriculum Construction, Anmol Publications Pvt.Ltd., New Delhi Rivera William & M. (Ed) 1987 Planning Adult Learning : Issues, Practices and directions, Croom Helm, London
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- Hand Book for Developing IPCL Material 1993 Directorate of Adult Education, N.Delhi
- Shah A.B, & Bhansushila Eds. 1980 Non-formal Education & NAFE Oxford UniversityPress, New Delhi.

Major (Core)

Course Title	Fieldwork(Practical) III
Course Credits	4
Course Outcomes	After learning the module, learners will be able to
	Organized awareness programme in the community
	To raise the fund and implement need based skill development programme
	To develop scientific temper by applying their theoretical knowledge
	To gain knowledge and develop related skill work
	To plan intervention activity within the community
Content Outline	• Learners to write their understanding about the social structure, culture, and institutions operating in the community in which their fieldwork agency is functioning.
	• The learner will be able to understand the basic concepts and their application in field work practice.
	• Demonstrate basic interpersonal practice skills including active listening, empathic responding, and critical/creative thinking, fieldwork recording.
	• Learners to do analysis of contemporary social policies on Health, Education,Livelihood etc.
	• Organize 5 awareness programmes and 5 skill based programmes
	• Evaluate continuing education course curriculum of any five NGO
	• Develop a booklet / primer / promotional material to be used for Adult Education /Continuing Education programme

Major (Core)

Course Title	Basics of Economics
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	Understand the nature of Indian Economy
	Understand the problems of Indian Economy.
	Understand the process of Development

Module 1(Credit 1) Approaches to Indian economy

Learning Outcomes	After learning the module, learners will be able to
	Understand the approaches of development
	Define in basics in Indian economy
	Classification of industries
	Understand the issues related to economic development
Content Outline	- Capitalist - Socialist - Gandhian - Significance of the study of Indian economy - Basic Concepts: Development - Under development - Economy - GDP - NNP-NI - Social Composition - Agricultural sector - Contribution of agriculture to national economy - Trades pattern of land ownership - Production of agriculture - Measures - WDP - Industrial Sector - Classification of industries - Size-ownership-origin based - Trends in industrial production - Competiveness of Indian Industry - Service Sector - Features-Contribution of national economy - Trends - Poverty - Unemployment - Housing - Food security - Displacement - SEZ

Module 2(Credit 1) Globalization, theory and strategies

Learning Outcomes	After learning the module, learners will be able to

	Learner will able to understand concept and history of globalization
	To understand the theory of developmental approaches
	To promote consumer and cultural strategies of development
Content Outline	• Meaning, concept, history of Globalization • Social, economic, political and cultural implications of globalization

References:

- Ackerman Frank (ed.) 1997 Human well-being and economic gain, Washington: CCIsland Press
- Aggarwal, Ashish, 1994   GATT and the developing countries, New Delhi: Mohitpublications
- 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, NewDelhi, Tata McGraw Hill Publishing Com.
- Chatterjee, Partha 1997   State and Politics in India, Delhi: Oxford UniversityPress.
- Ghosh B.N. 1993   Poverty and underdevelopment, New Delhi: Deep and DeepPublication.
- Hoggoli Richard, 1983   Political Development Theory, London: Brooking.

Major (Core)

Course Title	Population Dynamic
Course Credits	4
Course Outcomes	After learning the module, learners will be able to
	Understand the characteristics and determinants of population dynamics
	Examine population policies

Module 1(Credit 1) Population growth in India

Learning Outcomes	After learning the module, learners will be able to
	Understand the sources of population data
	Classify the population urban and rural
Content Outline	• Population scope of census, vital statistics, sample survey • Before independence; Current population situation in states

Module 2(Credit 1) Determination of population growth

Learning Outcomes	After learning the module, learners will be able to
	To understand the mortality rate of India
	Understand migration internal and external
	Differentiate between urban and rural population
Content Outline	• Mortality in India reasons for High &Low mortality, maternal mortality,infant mortality • Fertility, factors affecting fertility, physiological social, economic and cultural • Migration internaland external • Population distribution in India • Urban and rural • Factors affecting migration

Module 3(Credit 1) Population structure

Learning Outcomes	After learning the module, learners will be able to
	Understand Indian population structure characteristic
	To know the ageing of Indian population
Content Outline	• Age and Sexstructure, • Sex ratio in India • Age compositionand structure; • Aging of population

Module 4(Credit 1) Population and environment

Learning Outcomes	After learning the module, learners will be able to
	To understand human relation and environment
	Define population dynamic
	To understand current issue in environment

Content Outline	• Interrelationship between human population, environment and natural resources • Environmentall degradation • Maintaining and preserving thebalance between population and environment • Current issuesin environment

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 agespecific population data with intervals of 5 years (10 marks).
- Write an assignment on types of pollution; state the causes of pollution and suggestthe measures redress it (15 marks).

References:

- Ackerman Frank (ed.) 1997 Human well being and economic gain, Washington:CCIsland Press
- Aggarwal, Ashish. 1994 GATT and the developing countries, New Delhi: MohitPublication.
- Art James.1983 Political Economics, London:Whats Sheal Books.
- Augustine John (ed.) 1989 Strategies for third world development, New Delhi: SagePublishers.
- 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.
- Carse Robert, Vijay Joshi (ed.) The future of economic reform, Delhi: 1995Oxford University
- Chakraborty, Bimal, 1996 The UN and the Third World Shifting paradigm, NewDelhi, Tata McGraw Hill Publishing Corn.
- Chatterjee, Partha, 1997 State and Politics in India, Delhi: Oxford UniversityPress.
- Ghosh B.N. 1993 Poverty and underdevelopment, New Delhi: Deep and DeepPublication
- Guhan, S. (ed.) 1997 Corruption in India, New Delhi: Vision Book House
- Gupta, D.C. 1972 Indian Government and Politics, 7th ed., New Delhi: VikasPublication Home. Hoggoli Richard, 1983 Political Development Theory, London: Brooking

Research Project (RP)

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

Course Syllabus

Semester- 4

Major (Core)

Course Title	Corporate Social Responsibility
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	To be sensitized about role of CSR in the changing socio-economic context
	To understand the concept of Corporate Social Responsibility
	To critically understand various programmes undertaken under CSR
	To acquire skills in implementation of various programmes / activities under CSR

Module 1(Credit 1) Concept and models of CSR

Learning Outcomes	After learning the module, learners will be able to
	Understand the concept of CSR
	Learn the model of CSR in Indian context
	Understand the history of CSR
Content Outline	- Evolution of CSR - History of CSR - Concept of CSR - Meaning of CSR - Case studies of CSR inthe Indian Context

Module 2(Credit 1) Management of CSR activity

Learning Outcomes	After learning the module, learners will be able to
	Understand the how to prepare proposal of CSR activities
	Understand the process of company registration
	Learn about social auditing
Content Outline	- Social Auditing &Accountability - Assessment - Need for CSR policy - Preparing a proposal - Registrationprocedures - Company - Trust - Society - Managing HumanResources - Recruitment - Capacity building - Performanceappraisal

	- Managing volunteers - Implementation,Monitoring and Evaluation of CSR activities • Consideration of Indian Industriesnorms

Module 3(Credit 1) Ethics in CSR

Learning Outcomes	After learning the module, learners will be able to
	Understand code of conduct
	Understand ethics in CSR
Content Outline	• Codes of Conduct and International Human Rights Perspectives on Corporate Codes

Module 4(Credit 1) Financial management of CSR

Learning Outcomes	After learning the module, learners will be able to
	Understand financial sources in CSR
	To know how to prepare budget and accounting
	Understand the best practices in CSR
Content Outline	• Mobilizing Resources • Budgeting and accounting • Performance budgeting • Report on field visits • Study of best practices in CSR

Assignment:

- Ethics in Corporate Social Responsibility (10 marks).
- Study and submit a paper on the best practices in CSR followed by one corporateindustry (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 TheUgly, 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 CorporateCitizenship, Tata Mc Graw Hill Publishing Co. Ltd., New Delhi
- Agarwal, Corporate Social Responsibility, Sage Publication India Pvt. Ld,, 2008

Major (Core)

Course Title	Women and Gender Development
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	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

Module 1(Credit 1) Women's Movement & Construction of Gender classes in India

Learning Outcomes	After learning the module, learners will be able to
	Understand the historical perspective of women's movement
	Understand impact of NGO on women's movement
	To know the normative construction of gender class
Content Outline	• The historical roots of the feminist consciousness in the 19th century social reform movement • Growth of the contemporary women's movement in India • Impact of NGO and donor driven development on feminist action • The normative construction of sex, and gender in society • The normative construction of heterosexuality and notions of sexual deviance • Gender at the intersections of caste/kinship and family ideology • Feminism at the grassroots- dalit/and minority women speak

Module 2(Credit 1) Violence against women

Learning Outcomes	After learning the module, learners will be able to
	Understand the meaning, concept and types of violence
	Diffenciate between labour law and personal law
	Acquire the knowledge of constitutional provision
Content Outline	• Meaning / Concept, Types & its effects • Media portrayal of violence against women and its function • Feminist debates on Pornography and commercial sex work • State response to violence against women • Constitutional provisions • Labour laws • Personal laws • Family courts

Module 3(Credit 1) Women's work & participation in economics

Learning Outcomes	After learning the module, learners will be able to
	Analyze historical women's work participation
	Understand the ideology of house wife
	Understand the current indicators of women's demography
Content Outline	• A historical analysis of women's work force participation • Women's work in the home/ the ideology of the housewife • Current indicators of women's demographic, health and education status • Barriers to women's access to these resources of the community

Module 4(Credit 1) Policy and programme for Women

Learning Outcomes	After learning the module, learners will be able to
	Understand critical exploration of land mark policies
	To know welfare programme for women
	Understand the impact of women's work force
Content Outline	• A critical exploration of landmark policies for women (such as the Towards Equality Report, Sharamskati Report, National Policy for Women & Women's Component Plan • 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 • Welfare programmes for women (such as SHGs, & ICDS etc.) • Impact on women's workforce participation

Assignment:

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

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Major (Core)

Course Title	Internship / On-Job-Training
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	To develop professional skills through practical learning
	To apply acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem
	To develop the skills for solving the problems and work at micro level and at macro levels
	To provide opportunity for the integration of class room learning and field practice and vice-versa
	To develop the skills required for professional practice at the particular level of training

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

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

Guidelines:

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

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

Internal Assessment- 50 Marks

External Assessment- 50 Marks

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Total - 100 Marks

Major (Elective)

Course Title	Management & Administration of NGOs
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	To equip the learners with specific skills related to Administration
	To enable learners to gain advance information relating to registration processes of NGOs
	To introduce the learner to the various management techniques such as the POSCORBDE and develop their skills on the same
	To help the learner understand the techniques of Project Management
	Learners will gain an understanding on the Different Conflict management styles and the steps involved in managing a conflict

Module 1(Credit 1) Service organization and environment

Learning Outcomes	After learning the module, learners will be able to
	Describe need for welfare services
	Understand the registration process
	Understand various government scheme for NGOs
	Diffenciate between responsibility and accountability
Content Outline	• Need for welfare and services organizations • Registration for organization constitutions and policy • Organizational design and structure and its environmental context • Government Schemes for NGOs • Voluntary agencies working in LLE • Elton Mayo : Haw to horne Studies • Chester Barnard : The Human Relations Perspective • Basic features of voluntary agencies • Responsibility and accountability

Module 2(Credit 1) Services of NGO's and their delivery

Learning Outcomes	After learning the module, learners will be able to
	Understand the types of services
	To analyze the role of missioners
	Role of NGO's
	Understand the working styles with board and communities
Content Outline	• Types of services • Program delivery: eligibility criteria • Role of missionaries in NFE • Role of NGOs in NFE/LL • Creating a work oriented climate. • Leadership: Types and Theories

	• Working with boards, communities and other staff
Module 3(Credit 1) Voluntarism in social action	
Learning Outcomes	After learning the module, learners will be able to
	Understand the voluntary social action
	Schemes for lifelong learning
Content Outline	• LL policies of developed countries • Schemes for lifelong learning • Altruism from scientific and religious viewpoints • History of volunteerism Voluntary action in India • Government- voluntary sector relations and interface; Changing nature of voluntary organizations • Ethos of voluntarism
Module 4(Credit 1) Social welfare administration	
Learning Outcomes	After learning the module, learners will be able to
	Understand the management of work process
	Define team work
	Describe conflict of management
	Learn management skill
Content Outline	• Unit of work, time allotment, workload, LOG frame, responsibility, coordination • Staff- client relation • Teamwork, supervision, directing, monitoring, evaluation • Conflict Management; Functional and Dysfunctional Conflict; Steps in the Resolution of Conflicts; Different Styles of Conflict Management • Skills in planning; budgeting; proposal writing; fundraising organization; staffing; program implementationn; coordination; documentation; reporting; monitoring and evaluation

Assignment:

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

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Research Project (RP)

Course Title	**Research Project –II (Dissertation and Viva voce)**
Course Credits	6
Course Outcomes	After going through the course, learners will be able to
	Student expected to make major / outstanding knowledge
	To learn and engage meaningful process of problem formulation
	Preparing research proposal, developing instrument for data collection, analyze data and prepare final research project
Learning Outcomes	The student may opt to prepare and submit a dissertation, under the guidance of a faculty member. The student need not be expected to make a major / outstanding contribution to knowledge. The student is to engage meaningfully in the process of problem – formulation; reviewing literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and preparing the research report. The length of the research report may be between 75-100 pages and not exceed 100 pages
	Final Report Writing – 100 marks
	Viva (External)– 50 marks

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