



**SNDT Women's University, Mumbai**

**Masters in Non-Formal Education and Development**

*As per NEP-2020*

**Syllabus**

**(2023-24)**

**Year II**

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

## Course Syllabus

### Semester- III

#### Major (Core)

<b>Course Title</b>	<b>Social Policy and Planning</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After learning the module, learners will be able to
	Gain knowledge of policy analysis and the policy formulation process.
	Acquire skills in critical analysis of social policies and development plans
	Study social policies, plans and programmes so as to be able to interpret, enforce and challenge them
	Develop an understanding of social policy in the perspective of national goals as stated in the Constitution particularly, with reference to Fundamental Rights and the Directive Principles of State Polity.
	Examine application and litigation machinery.
<b>Module 1(Credit 1) Social Policy and Constitution</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	To define social policy
	Differentiate between social policy and social development
	Understand the values of social policy
	To know the fundamental rights
<b>Content Outline</b>	<ul style="list-style-type: none"><li>• Concept of social policy, sectoral policies and social services</li><li>• Relationship between social policy and social development</li><li>• Values underlying social policy and planning based on the Constitutional provisions(i.e.the Directive)</li><li>• Principles of State Policy and Fundamental Rights and the Human Rights</li></ul>
<b>Module 2(Credit 1) Policy Formulation</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	To understand the approaches of policy formulation
	To learn different model of social policy
	To understand the process of social policy formulation
	Differentiate between sectoral policies and social policies

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

	reference to the areas of health and family welfare, education, social welfare and anti-poverty programmes, and advocacy
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### 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) (20marks)
- 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.(10marks)

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- Madison.B.O.1980The Meaning of Social Policy, London: Croom Helm.
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- Yadav, C.S.(ed.)1986 Urban Planning and Policies-PartA. NewDelhi: Concept:P ublishing Co.

### Major (Core)

<b>Course Title</b>	<b>Curriculum and Material Development for Non-Formal Education</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After learning the module, learners will be able to
	Understanding the concept of curriculum development
	Understanding the significance of development of learning materials
	Acquainting the students with the techniques of material preparation
<b>Module 1(Credit 1) Curriculum Design</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	To define meaning and concept of curriculum
	To know the problems of curriculum design
	To understand scope and significant of material development
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Meaning of Curriculum, Procedures in Curriculum construction, Principle of curriculum construction, Problems of curriculum planning in NFE adult,Education. Role of bridge materials in the adult education curriculum- Environmental approach in curriculum construction.</li> <li>• Scope and significance of learning materials, preparation of learning material in different groups at different levels. Approach is to material production, participatory form</li> </ul>
<b>Module 2(Credit 1) Functions and types of learning material</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to

	To understand the functions of learning material
	Differentiate between and monographs and journals
	Understand the material prepare by various institute
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Experiments in development of need based learning material prepared by various government (SRC, Universities, etc.) and NGO's</li> <li>Structure and functions of primers, textbooks, reference books, monographs, lab manuals, journals, distance learning materials, programmed learning materials.</li> </ul>
<b>Module 3(Credit 1) Production and Publication</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the material for neo literate
	To understand self-learning material advocacy
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Production and publication of neo-literate material, self-learning material-advocacy, information, reference and training</li> <li>Preparation of prototype and testing.</li> </ul>
<b>Module 4(Credit 1) Language selection and ICT</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	To select appropriate language for material development
	To use ICT in material production
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>Selection of language-spoken forms, use of technical terms, sentence structure, lessons and paragraph development, different narration styles, use of photographs and illustrations.</li> <li>Use of ICT in literacy</li> <li>Use of multimedia in NFE</li> </ul>

**Assignment:**

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

**References:**

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- 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
- Shah A.B, & Bhansushila Eds. 1980 Non-formal Education & NAFE Oxford University Press, New Delhi.

### Major (Core)

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



	<b>RURAL CAMP</b>
	Rural Camp is essential Activity of Social Work Education where students get the exposure of the rural area because largest population in rural area. Department of Social Work, SNTD Women's conducting Rural Camp by considering objectives of giving space to the students about rural part and the dynamics in social work process.
	<ul style="list-style-type: none"> <li>• To get the exposure to rural areas.</li> <li>• To understand about rural lifestyle and rural realities.</li> <li>• To experience group living and share the various experiences and learn to adjust oneself with fellow students.</li> <li>• To help the students to inculcate intellectual capacities and different skills such as mobilizing, organizing, rapport building, motivating as well as performing</li> <li>• To become more accountable and dedicated towards social realities.</li> <li>• To conduct deferentawareness activities in the villages and schools</li> <li>• To enhance the team spirit among the students</li> <li>• To apply Participatory Rural Appraisal at village to understand village locality and resources.</li> </ul>
	<b>Assignments/ Activities towards CCE</b>
	<p><b>A. FIELDWORK</b></p> <ul style="list-style-type: none"> <li>• Fieldwork agency field coordinator 30 Marks</li> <li>• Viva 25 Marks</li> <li>• Report 25 Marks</li> </ul> <p><b>B. RURAL CAMP</b></p> <ul style="list-style-type: none"> <li>• Report 10 Marks</li> <li>• Presentation 10 Marks</li> </ul>

### Major (Core)

<b>Course Title</b>	<b>Basics in Economics</b>
<b>Course Credits</b>	2
<b>Course Outcomes</b>	After going through the course, learners will be able to

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

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

### References:

- Ackerman Frank(ed.)1997 Humanwell-beingandeconomicgain,Washington:CCIIslandPress
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- GhoshB.N. 1993 Poverty andunderdevelopment,NewDelhi:DeepandDeepPublication.
- HoggoliRichard,1983PoliticalDevelopmentTheory,London:Brooking.

### Major (Core)

<b>Course Title</b>	<b>Population Dynamic</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After learning the module, learners will be able to

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

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

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

**References:**

- Ackerman Frank (ed.) 1997 Human well-being and economic gain, Washington: CCI Island Press
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- Hoggoli Richard, 1983 Political Development Theory, London: Brooking

**OR**

**Major (Core)**

<b>Course Title</b>	<b>Value and Peace Education</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After learning the module, learners will be able to

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

	<p>Contribution of leaders like Mahatma Gandhi, Martin Luther King and Nelson Mandela in peace building.</p> <p>Bhakti movement and Sufi movement traditions of India in India and peace</p> <p>Peace and government: Constitution provisions Communal Violence (Prevention, Control and Rehabilitation of Victims) Bill, 2005,</p> <p>National Integration Council, India's role in UN Peace keeping operation</p> <p>Mohalla Committee, Salokha, The Global Peace Foundation (GPF), Citizen for Justice and Peace, Centre for Study of Society and Secularism, Citizen for Peace.</p> <p>Conflict resolution strategies</p> <p>Conflict Resolution and Mediation</p>
<b>Module 2(Credit 1) Concept of secularism; List of values</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand concept of secularism
	Analyze and inculcate the list of values
	Understand concepts in peace education.
<b>Content Outline</b>	<p>Meaning of the concept 'value' – Common human (core) values preached by different religion</p> <p>Concept of secularism according to the Indian Constitution.</p> <p>Family, Cleanness, Freedom, Security, Loyalty, Creativity, Humanity, Success, Respect, Caring, Diversity, Generosity, Integrity, Finesse, Love, Openness, Religion, Order, Honesty, Faith, Teamwork</p>
<b>Module 3(Credit 1) Duties and responsibilities of citizens in India ; Inculcate values among students Social cohesion</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand duties and responsibilities of citizens of India
	Inculcate the values among themselves
<b>Content Outline</b>	<p><b>Duties and responsibilities citizens in India</b></p> <p>Duties of Citizen of India :</p> <p>To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem; b) To cherish and follow the noble ideals which inspired our national struggle for freedom; c) To uphold and protect the sovereignty,</p>

	<p>unity and integrity of India; d) To defend the country and render national service when called upon to do so; e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women; f) To value and preserve the rich heritage of our composite culture; g) To protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures; h) To develop the scientific temper, humanism and the spirit of inquiry and reform; i) To safeguard public property and to abjure violence; j) To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement; k) Who is a parent or guardian, to provide opportunities for education to his child, or as the case may be, ward between the age of six to fourteen years. The duty was included in the list of fundamental duties by 86th Amendment to the constitution of India in the year 2002.</p>
<p><b>Module 4(Credit 1) Inculcate values among students Social cohesion</b></p>	
<p><b>Learning Outcomes</b></p>	<p>After learning the module, learners will be able to</p> <p>Understand origin of peace education</p> <p>Develop social cohesion among themselves</p> <p>Differentiate between positive and negative peace</p>
<p><b>Content Outline</b></p>	<p><b>Inculcate values among students</b></p> <p><b>Social cohesion</b> Human values/ instructional methodologies – integrating values with curriculum and co – curricular in promoting value education – Evaluation of human values. Definition of social cohesion, meaning and concept of social cohesion</p> <p><b>Peace and Value Education *</b></p> <ol style="list-style-type: none"> <li>1. Content analysis of NCERT and state Board text books from primary to higher education to understand the values inculcated through the books</li> <li>2. Reading of the books giving values like <i>panchtantra</i>, mythological stories, etc</li> <li>3. View following sites <ul style="list-style-type: none"> <li>• Films by seeds of peace</li> </ul> </li> <li>4. youtube <a href="https://youtu.be/6eAxiQy8phc">https://youtu.be/6eAxiQy8phc</a>. Watch video and discuss in the classroom</li> <li>5. <a href="https://youtu.be/J-2ODoJUnXw">https://youtu.be/J-2ODoJUnXw</a></li> </ol>

**Assignment:**

- Street Play for demonstrating the importance of peaceful life
- Field Visit to have real experience of peaceful existence of the society
- Conflict resolution Management in the affected in the tribal areas.
- Case study on peace education
- Students field visit on peace education institute



- View films of Seeds of Peace, an international non-profit peace building and leadership development organization on peace. And write report on the lessons learnt from films.

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**Research Project (RP)**

<b>Course Title</b>	<b>Research Project –I (Preparation)</b>
<b>Course Credits</b>	4

<b>Course Outcomes</b>	After going through the course, learners will be able to
	Understand the Research methods
	Understand the research proposal process
	Understand the sampling methods
<b>Learning Outcomes</b>	The student may opt to prepare and submit a dissertation, under the guidance of a faculty member. The student need not be expected to make a major / outstanding contribution to knowledge. The student is to engage meaningfully in the process of problem formulation; reviewing literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and preparing the research report. The length of their search report maybe 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- IV

#### Major (Core)

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

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

**Assignment:**

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

**References:**

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**Major (Core)**

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

<b>Module 3(Credit 1) Women’s work &amp; participation in economics</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Analyze historical women’s work participation
	Understand the ideology of house wife
	Understand the current indicators of women’s demography
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• A historical analysis of women’s work force participation</li> <li>• Women’s work in the home/ the ideology of the housewife</li> <li>• Current indicators of women’s demographic, health and education status</li> <li>• Barriers to women’s access to these resources of the community</li> </ul>
<b>Module 4(Credit 1)Policy and programme for Women</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand critical exploration of land mark policies
	To know welfare programme for women
	Understand the impact of women’s work force
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• A critical exploration of land mark policies for women (such as the Towards Equality Report, Sharamskati Report, National Policy for Women &amp; Women’s Component Plan</li> <li>• A critical exploration of the various institutions established for women (such as Women and Child Development Department, Central Social Welfare Board, National Commission for Women</li> <li>• Welfare programmes for women (such as SHGs, &amp; ICDS etc.)</li> <li>• Impact on women’s work force participation</li> </ul>

#### **Assignment:**

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

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### Major (Core)

	<b>Semester IV</b>	
<b>Course Title</b>	<b>INTERNSHIP                      OJT</b>	<b>4</b>
<b>Course Credits/Marks</b>	<b>Credit 4    Marks 100</b>	



	<p><b>Introduction:</b> Internship 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.</p>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to	
	<ul style="list-style-type: none"> <li>• Understand professional skills through practical learning</li> <li>• Application of acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem</li> <li>• Enhances the skills for solving the problems and work at micro level and at macro levels</li> <li>• Enhancing ability to integration of class room learning and field practice and vice-versa.</li> <li>• Enhancing the skills required for professional practice at the particular level of training.</li> </ul>	
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Develop professional skills through practical learning</li> <li>• Application of acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem</li> <li>• Develop the skills for solving the problems and work at micro level and at macro levels</li> <li>• Ability to integration of class room learning and field practice and vice-versa.</li> <li>• Develop the skills required for professional practice at the particular level of training.</li> </ul>	
<b>Assignments/ Activities towards CCE</b>		
	<ul style="list-style-type: none"> <li>• Placement in CSR of industries, NGO and government agencies to understand their functioning.</li> <li>• Planning, organizing and carrying out activities in the area of NFE, CE and CD.</li> <li>• <b>For details please refer to Internship Manual</b></li> </ul>	
<b>Course Title</b>	<b>Internship / On-Job-Training</b>	
<b>Course Credits</b>	4	
<b>Course Outcomes</b>	After going through the course, learners will be able to	
	To develop professional skills through practical learning	
	To apply acquired knowledge for the study of relevant facts, analysis of the problem and selection of appropriate means of solutions towards the problem	

	To develop the skills for solving the problems and work at micro level and at macro levels
	To provide opportunity for the integration of classroom 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

**Total - 100 Marks**

**Major (Elective)**

<b>Course Title</b>	<b>Management &amp; Administration of NGOs</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	To equip the learners with specific 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
<b>Module 1(Credit 1) Service organization and environment</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Describe need for welfare services
	Understand the registration process
	Understand various government scheme for NGOs
	Differentiate between responsibility and accountability
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Need for welfare and services organizations</li> <li>• Registration for Indian constitutions and policy</li> <li>• Organizational design and structure and its environmental context</li> <li>• Government Schemes for NGOs</li> <li>• Voluntary agencies working in LLE</li> <li>• Elton Mayo: Hawthorne Studies</li> <li>• Chester Barnard: The Human Relations Perspective</li> <li>• Basic features of voluntary agencies</li> <li>• Responsibility and accountability</li> </ul>
<b>Module 2(Credit 1) Services of NGO's and their delivery</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the types of services
	To analyze the role of missionaries
	Role of NGO's
	Understand the working styles with board and communities
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>• Types of services</li> <li>• Program delivery: eligibility criteria</li> <li>• Role of missionaries in NFE</li> <li>• Role of NGOs in NFE/ LL</li> <li>• Creating a work oriented climate.</li> <li>• Leadership: Types and Theories</li> <li>• Working with boards, communities and other staff</li> </ul>
<b>Module 3(Credit 1) Voluntarism in social action</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand the voluntary social action

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

### **Assignment:**

1. Develop vision, mission statement and objectives for the agency you wish to start(10Marks)
2. Develop Human resource policy / conflict management policy/ volunteer management/ staff development/ board development for agency. (05marks)
3. Stakeholder's analysis for existed or field work agency. (10Marks)
4. Draw Training Needs Analysis cycle for existed or field work 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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**OR**

**Major (Elective)**

<b>Course Title</b>	<b>Counseling and Guidance</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	After going through the course, learners will be able to
	To equip the learners with specific counseling skills
	To enable learners to gain advance information about mental health
	To introduce learner to the various counseling techniques
	To help learner understand and apply counseling skills
<b>Module 1(Credit 1)</b>	<b>Introduction to counseling; Counseling relationship</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand basic concepts of counseling
	Understand counseling relationship
	Understand ethical issues in counseling
<b>Content Outline</b>	<p><b>Introduction to counseling</b></p> <ul style="list-style-type: none"> <li>• Counseling meaning, concepts and history</li> <li>• Types of counseling, facilitative preventive crisis, development.</li> </ul> <p><b>Counseling Relationship</b></p> <ul style="list-style-type: none"> <li>• Understanding the counselling relationship (boundary issues)Ethical issues in counselling. Confidentially, shared confidentially, personal disclosure, personal sharing referrals, emotional involvement, remuneration etc</li> </ul>
<b>Module 2(Credit 1)</b>	<b>Approaches to counseling; Basic helping skills</b>
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand counseling process
	Understand different stages of counseling

	Comprehend counseling techniques
<b>Content Outline</b>	<p><b>Approaches to counseling</b></p> <ul style="list-style-type: none"> <li>• Psychoanalytic approach,</li> <li>• Gestalt Therapy</li> <li>• Family therapy</li> <li>• Behavior modification</li> <li>• Person centered Therapy</li> <li>• Rational Emotive Behavior Therapy</li> <li>• Transactional analysis</li> </ul> <p><b>Basic helping skills</b></p> <ul style="list-style-type: none"> <li>• Listening,</li> <li>• paraphrasing,</li> <li>• personalizing,</li> <li>• summarizing</li> <li>• empathetic response, effective questioning etc</li> </ul>
<b>Module 3(Credit 1)</b> Stages of counseling; strategies for different client groups	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand counseling process
	Understand different stages of counseling
	Comprehend counseling techniques
<b>Content Outline</b>	<p><b>Stages of counseling</b></p> <ul style="list-style-type: none"> <li>• Assessment,</li> <li>• Information gathering</li> <li>• Identifying goals for intervention,</li> <li>• Contracting Action</li> </ul> <p><b>Self-awareness in counseling</b></p> <p>Understanding self as a helper</p>
<b>Module 4(Credit 1)</b> self-awareness in counseling	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
	Understand strategies for different client group
	Understand use of self-awareness in counseling
Content Outline	<ul style="list-style-type: none"> <li>• Feminist counselling</li> <li>• Crisis counselling &amp; grief counselling</li> <li>• Child guidance</li> <li>• Sexuality counselling</li> <li>• Family counselling</li> <li>• Substance abuseCounselling</li> <li>• HIV / AIDS counselling</li> </ul> <p>Adoption and infertility counseling</p> <p><b>Self-awareness in counseling</b></p> <p>Understanding self as a helper</p>

### **Assignment:**

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

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## Research Project (RP)

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