MASTER OF ARTS IN
NON–FORMAL EDUCATION & DEVELOPMENT

CURRICULUM

DEPARTMENT OF CONTINUING & ADULT EDUCATION & EXTENSION WORK, S.N.D.T WOMEN'S UNIVERSITY, MUMBAI – 400 020.

(2014 - 2015)

LIST OF CONTENT

MA IN NON-FORMAL EDUCATION AND DEVELOPMENT

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

Examination

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

M.A. IN NON-FORMAL EDUCATION AND DEVELOPMENT

Sr. No.	Subject Code		L	C	P/T	D	TP	TW	P/V	T
	Sem I									
01.	116001	Basic Foundation in Sociology	2	2	-	2	50	-	-	50
02.	116002	Basic Foundation in Psychology	2	2	-	2	50	-	-	50
03.	116003	Basic Foundation in Economics	2	2	-	2	50	-	-	50
04.	116004	Basic Foundation in Political Science	2	2	-	2	50	-	-	50
05.	116005	Initiatives and Skills in Non-Formal & Adult Education	4	4	-	2	50	50	-	100
06.	116006	Community Organization & Development	4	4	-	2	50	50	-	100

No.	Code	Subject								
07.	116007	Introduction to Lifelong Learning	4	4	-	2	50	50	-	100
	Sem II									
08.	216008	Management of Continuing Education	4	4	-	2	50	50	-	100
09.	216009	Participatory & Interactive Training Methods	4	4	-	2	50	50	-	100
10.	216010	Research Methods and Evaluation Strategies	4	4	-	2	50	50	-	100
11.	216011	Social Entrepreneurship	4	4	-	2	50	50	-	100
12.	216012	Fieldwork/ Practical	-	4	8	8	-	75	25	100
	Sem III									
13.	316013	Communication & Mass Media	4	4	-	2	50	50	-	100
14.	316014	Social Policy and Planning	4	4	-	2	50	50	-	100
15.	316777	Research Project (Preparation)		4	-	-	-	-	-	100
16.	316016	Population Dynamics	4	4	-	2	50	50	-	100
17.	316017	Curriculum and Material Development for Non-Formal Education	4	4	2	2	50	50	-	100
	Sem IV									
18.	416015	Corporate Social Responsibility	4	4	-	2	50	50	-	100
19.	416018	Women & Gender Development	4	4	-	2	50	50	-	100
20.	416777	Research Project (Dissertation)	-	4	-	-	-	60	40	100
21.	416999	Internship	-	8	16	16	-	150	50	200
		TOTAL		**80**						**2000**

- L = Lectures per week
- C = Credit
- P/T = Practical training
- D = Duration of the exam
- T/P = Theory Paper
- TW = Theory Work
- P/V = Project/ Practical Viva
- T = Total

M.A. in Non-Formal Education and Development

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

Course Objectives:

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

1. To create knowledge base in the areas of Non-Formal Education, Continuing Education, Social Entrepreneurship, Corporate Social Responsibility, Globalization, Adult Education, Population Dynamics etc. for developing Non-Formal Education as a discipline.
2. To provide an opportunity to University graduates to develop knowledge, skills and attitudes for gainful employment through teaching, research and extension in Non-Formal Education.
3. To provide skilled and trained manpower in the field to Non Government Organizations, Service Industries, Training Institutions, Professional and Government Organizations.
4. To train a cadre of personnel in programme management of Continuing Education and Extension Work and equip them with the skills of planning, implementation, monitoring and evaluation.

Employment Opportunities:

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

1. Education : For teaching relevant subjects from the course in M.A. in Non-Formal Education and also as an additional qualification for the teachers to enhance their employability,

2. NGOs : Organizing Non-Formal and Extension Programmes
3. Corporate Sector : For undertaking corporate social responsibility
4. Industries : Training in the field of Human Resource Development
5. Government Departments : Trainers for implementation of Nation Building Programmes in rural as well as urban areas
6. Extension Work : For conducting activities organized by college and community
7. Media : For publication of teaching learning material prepared at the community level
8. Research: For undertaking individual or assigned research work.

Subject wise Course Details

1. Course Title: Basics Foundation in Sociology   No. of Credits: 2

No. of hours: 30

Introduction:

This course provides the learners basic understanding of relevant concepts from sociology to help the learners study and understand social phenomenon.

Objectives:

1. Understanding of concepts to examine social phenomenon
2. Develop skills to analyze Indian society and change.
3. Understand change and conflict.

Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	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	Lecture discussion	2	6.25%
II	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	Discussion on small group discussion Reflection, discussion Small group presentation	4	12.5%
III	Indian Society	• Social classification in India: Tribal, rural	Lecture Pictorial		

		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	display and discussion	5	18.75%
IV	Social Groups, Social Institution and Social Control	• Meaning and types: Primary and secondary groups, in groups and out-groups, reference groups • Types of social institution: Marriage, family, religion, state and law	Lecture and discussion Discussion based on specific preference work	4	12.5%
V	Meaning and function	• Social control exercised through the social institutions	Meaning Lecture and discussion	4	12.5%
VI	Theories of Society	• Significance of a theoretical understanding of society • Evolutionary, cyclical, conflict and systems theories	Lecture	4	12.5%

VII	Social Change	• Meaning characteristics and factors inducing change with reference to India	Lecture	2	6.25%
VIII	Social Movements in India: Meaning, factors essential for a movement	• Dominant social movements in India • Social reform movement and contributions of social reformers • Peasant movement • Trade union movement • Social movement and social change in India	Mini lecture class room group presentation	5	18.75%

Methods of Assessment:
Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks 50

References:

o Bert N. Adams. 1975   A Sociological Interpretation, Chicago: Rand McNally College

o Bharadwaj A.N. 1979   Problems of SC/St in India, New Delhi: Light and Lite Publication

o Broom, Leonard,   Sociology, Wadsworth Publication Co. Belmout.Charies M. Bonjean, Dorothy. H. Broom. 1990

o Deshpande.   Society Economy of Policy in India, Mumbai: Shrinivasan Narin, 1978   University of Mumbai

o Ely Chinoy. 1967   Society- an Introduction to Sociology, new York: Randon House

o Haralambos, Michael, 1980   Sociology, Delhi: Oxford University Press

- Jain, P.C. 1991   Social Movememnts among Tribals, New Delhi: Rawat Publication

- Kapadia, K.M.1966   Marriage and Family in India, London: Oxford University Press

- Kolenda, Pauline. 1987   Regional difference in Family structure in India, Jaipur: Rawat Publication

- Kuppuswamy .B.   Social Change in India

- Maudelbaum, David M.   Society in India, Vol.1 and II, University of California Press,

- Narang B.S., Dhawan, R.C. 1983 Publication   Introduction to Social Sciences, Delhi:C.B.S.

- Panday Rejendra 1986 New Delhi: The Caste System in India Myth and reality,

- Pandey A.K. 1997, Publication   Tribal Society in India, New Delhi: Manak

- Ross, Aileen D. 1961   The Hindu Family in Its urban setting, delhi: Oxford Union Press

- Sharma S. 1985 Publishing House   Social Movement Social Schange, B.R. Delhi:

- Sharma, K.L. (ect.)1999   Caste and Race in India, Mumbai: Popular Prakashan

- Sharma R.K. 1997 Publishing House   Tribal Society in India, New Delhi: Manohar

- Srinivas, M.N.1996   Village, Caste, Gender and Method (Essay in Indian Social Anthropoligy), Delhi: Oxford University Press.

- Stein Peter, Judith 1977 RichmanNatalic Hannan,   The Family, function, New York: conflicts and Symbols

- Stevous Smart M., Laura S. Smart1976   Families Devleoping Relationships, New York: Macmillan Co.

- Verghese K. 1992   General Sociology, Delhi: Macmillan Co.

- Sociological Bulletin (Journal of the Indian Sociological Society)

- Contribution to Indian Sociology

- Social Change, Issues and Perspectives (Journal of the Council for Social development)

2. Course Title: Basics Foundation in Psychology   No. of Credits: 2
No. of Hours: 30

Introduction:

This course enables the students to understand the theories of the psychology and its application in the light of change and development.

Objectives:

1. Understand important concepts of psychology
2. Understand the application of psychology
3. Get acquainted with the basic theories and tools in psychology

Content:

Sr. No.	Title of the unit	Content	Teaching Methodology	Suggested no. of hrs.	Weightage in %
I	Introduction to psychology	Scope of Psychology, Basic approaches in Psychology	Lecture / Discussion	2	6.66%
II	Learning	Learning theories and application	Lecture/ Discussion	4	13.33%
III	Memory	Models of memory	Lecture/ Discussion	3	10%
IV	Intelligence	Theories of intelligence and application	Lecture/ Discussion	3	10%
V	Motivation	Concept, theories	Lecture/ Discussion	3	10%
VI	Emotions	Concepts and theories Emotional Intelligence	Lecture/ Discussion	4	13.33%
VII	Frustration and conflict	Defense and copying mechanisms	Lecture/ Discussion	2	6.66%
VIII	Personality	Concept and theories	Lecture/ Discussion	4	13.33%
IX	Attitude	Concept, Development, change	Lecture/ Discussion	3	10%
X	Psychological Assessment	Concept, Introduction to various tools for several purpose	Lecture/ Discussion	2	6.66%

Methods of Assessment:

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

References:

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

3. Course Title: Basics Foundation in Economics

No. of Credits: 2
No. of Hours: 30

Introduction:

This course enables the learner to understand the nature and problems of Indian Economy and to understand the process of development.

Objectives:

1. Understand the nature of Indian Economy
2. Understand the problems of Indian Economy
3. Understand the process of Development

Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Approaches to Development	Capitalist Socialist Gandhian	Lecture	2	6.66%
II	Indian Economy	1. Significance of the study of Indian economy 2. Basic Concepts: Development ▪ Under development ▪ Economy ▪ GDP ▪ NNP-NI	Lecture	2	6.66%
III	Nature of Indian Economy	• Social Composition a. Agricultural sector ▪ Contribution of agriculture to national economy ▪ Trades Pattern of land ownership ▪ Productivity of agriculture ▪ Measures ▪ WDP b. Industrial	Lecture	6	20%

		Sector ■ Classification of industries ■ Size-ownership-origin based ■ Trends in industrial production ■ Competiveness of Indian Industry c. Service Sector ■ Features-Contribution of national economy ■ Trends			
IV	Issues related to economic development	Poverty Unemployment Housing Food security Displacement SEZ	Lecture discussion	8	26.66
V	Globalization	Meaning, concept, history of Globalization Social, economic, political and cultural implications of globalization	Lecture Discussion Classroom Exercises Film Screening	2	6.66
VI	New World Order	Washington Consensus, World Trade, General Agreement on Trade and Tariff, General Agreement on Trade and services, World Trade Organisation, G7 versus G 77, Agrarian and Industrial Scenario	Project work	2	6.66

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

Methods of Assessment:
Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks 50

References:

- o Ackerman Frank (ed.) 1997   Human well being and economic gain, Washington: CC Island Press
- o Aggarwal, Ashish, 1994 GATT and the developing countries, New Delhi: Mohit publications
- o Art James, 1993   Political Economics, London: Whats Sheal Books
- o Carse Robert, Vijay JoshiThe future of economic reform, Delhi: (ed.) 1995Oxford University

- Chakraborty, Bimal 1996, The UN and the Third World Shifting paradigm, New Delhi, Tata McGraw Hill Publishing Com.
- Chatterjee, Partha 1997 State and Politics in India, Delhi: Oxford University Press.
- Ghosh B.N. 1993 Poverty and underdevelopment, New Delhi: Deep and Deep Publication.
- Hoggoli Richard, 1983 Political Development Theory, London: Brooking.

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

4. Course Title: Basic Foundation in Political Science

Credits: 2
Hours: 30

Introduction:

This course provides learners with a basic understanding of the key concepts in Political Science as well as it give an essential overview of the Indian political system.

Objectives:

1. To study some of the basic concepts in Political Science;
2. To understand the dynamics of State and its relationship with the civil society;
3. To develop skills for analyzing Indian politics

Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Theories of State	• Liberal Democratic Theories • Marxist Theory	Lecture	3	10%
II	Power, Legitimacy and Authority	• Meaning and Types of Power, Legitimacy and Authority • Difference between Power and Authority	Lecture and Discussion	3	10%
III	Democracy	• Democracy as a form of Government • Democracy as a way of life	Lecture and Discussion	2	6.67%
IV	Political Development	• Theories of Development • Classification of Political Systems	Lecture	3	10%
V	Indian Political System	• Constitutional Set-up • Parliamentary Democracy • Federal Structure • Multi – Party System	Lecture and Discussion	6	20%
VI	Local Self Government in	• Rural and Urban Local Self Government Bodies	Lecture and Discussion	3	10%

	India	• Panchayati Raj System • 73rd and 74th Amendment and Women's Political Participation			
VII	Indian Administration	• Central and State Administration • District Administration • Role of Administration in Decision Making	Lecture	2	6.66%
VIII	Political Process in India	• Issues in Indian Politics, Region, Religion, Caste, Gender, Ethnicity and Terrorism	Lecture, Videotapes and Discussion	8	26.66%

Methods of Assessment:

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

References:

o Apter, David 1978 Introduction to Political Analysis, New Delhi : Prentice Hall

o Austine, Granville, 1966 The Indian Constitution : Corner Stone of a Nation, Oxford : Oxford University Press

o Barry, N.P. 1995 Introduction to Modern Political Theory, London Macmillan

o Basu, D.D. 2007 An Introduction to the Constitution of India, New Delhi : Prentice Hall

o Bhambri, C.P. 1991 Administration in a Changing Society : Bureaucracy and Politics in India, New Delhi : Vikas

o Brass, Paul 1990 Politics of India Since Independence, Hyderabad : Orient Longman

o Bryce, T.J. 1998   The Indian Economy : Major debates since Independence : New Delhi : Oxford University Press

o Chatterjee, Parth Ed. 1998   Wages of Freedom : Fifty Years of India's Nation State : New Delhi : Oxford University Press

o Dahl, Robert 1963 Modern Political Analysis, Englewood Cliffs NJ : Prentice Hall

o Dey, B.K. 1991   Personnel Administration in India : Retrospective Issues, Prospective Thought, New Delhi : Uppal

o Dunleavy, Patrick &   Theories of the State : The Politics of Liberal

o O'Leary Brendan, 1987   Democracy, London : Macmillan Press Ltd.

o Goel, S.L. & Rajneesh,   Panchayati Raj in India : Theory and Practice, New

o Shalini, 2003   Delhi : Deep and Deep Publications

o Held, David 1987   Models of Democracy, Cambridge : Polity Press

o Hindess, B. 1996   Discourses on Power : From Hobbes to Foucault, Cambridge : Basil Blackwell

o Jayal, Nirja Gopal, Ed. 2001   Democracy in India, Delhi : Oxford University Press

o Jaffrelot, Christopher, 1996   The Hindu Nationalise Movement in India, New York : Columbia University Press

o Kashyap, Subhash 1994 Our Constitution : An Introduction to India's Constitution and Constitutional Law, New Delhi : National Book Trust

o Kohli, Atul Ed. 2001   The Success of India's Democracy, Cambridge : Cambridge University Press

o Kothari, Rajni, 1988   State against Democracy : In search of Humane Governance. Delhi, Ahantha

o Maheswari, S.R. 1998   Indian Administration, New Delhi : Orient Longman

o Rudolph, Lloyd   In the Pursuit of Lakshmi : The Political Economy of the India

o Rudolph, Susan. 1987   State Mumbai: Orient Longman

o Sathyamurthy, T.V. Ed. 1996   Social Chance and Political Discourse in India: Structures of   Power and Movements of Resistance, New Delhi, Oxford University Press

o Sury, M.M. 1990   Government Budgeting in India : Theory and Practice, New Delhi : Commonwealth Publishers

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

Credits: 4

Introduction: **Hours: 60**

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

Objectives:

1. Understand non-formal and adult learning in the context of the education system in the country
2. Gain a theoretical understanding of adult learning
3. Explore efforts made by the Government and NGOs in non-formal and adult education
4. Acquire skills in teaching adult learner
5. Acquire skills in programme planning and implementation

Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	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	Lecture/ Discussion	2	6.67%
II	Concept of Non – Formal Education	• Meaning, need, scope and function of NFE • Androgogy and pedagogy	Lecture & discussion	2	6.67%
III	Early Interventi	• Contribution of Educationalist to NFE	Students presentation	3	10%

		ons of Educatio nalist to NFE & AE	and AE - Malcom Knowles - Carl R. Roges - Ravindrnath Tagore - J P Naik	with Discussion		
IV	Governm ent efforts in NFE & AE	• Non-formal education through five year plan • Gram Shikshan Mohim • National Adult Education Progrmme • Jan Shikshan Nilayam • Total literacy Champion • Post Literacy Progrmmme • Continuing Education Programme • Education for All • Schools for deprived sections.	Lecture, Discussion, Case Studies	5	16.67%
V	Extension s Work as Third Dimensio n	• Concept of Extension work • Role of University and colleges in extension work • Community outreach work	Lecture / Discussion	3	10%

VI	Review of NGO initiatives in non-formal and adult education	• NGOs Initiatives in NFE and AE - Pratham - Lok Jumbish - Shiksha Karmi - Mahila Samkhya	Student Presentation	2	6.67%
VII	Media Initiatives in Non-Formal and Adult Education	• Governments efforts in the field of NFE and AE • Use of Radio in NFE and AE • Role of Doordarshani in NFE and AE	Lecture / AV visit	2	6.67%
VIII	Adult learning	• Adult learning process • Motivating factors for adult learning • factors influencing adult learning	Lecture/ Discussion	3	10%
IX	Methods of Adult Learning	• Synthetic method - Alphabetical technique - Sound technique • Analytic method - Story technique - Sentence technique - Phrase technique - Word technique • Eclectic method - labauchs technique - Nava savera techan • IPCL	Workshop & Practical	8	26.67%
X	Practical Work & Assignment	--	--	30	100%

Methods of Assessment:

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

Assignment:

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

References:

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

6. Course Title: Community Organization and Development

Credit: 4

Hours: 60

Introduction:

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

Objectives:

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

Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Community Organization and Practice	• Meaning and concept of community • Introduction to CD • Understanding CO and practice	Lecture and Discussion	2	6.67%
II	Techniques and skills of working with communities	• 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	Experiential Learning in the community	3	10%

II	Techniques and skills of working with communities	• Organizing meetings in the community • Identifying common issues / themes • Bringing groups together, planning and conducting meetings, goal directed action plans	Experiential Learning in the community	3	10%
III	Power Structure Analysis	• Concept of Power – forms and types • Leadership and power • Types of power • Qualities of leader	Reference work, Simulation exercises, Case study, Discussions	2	6.67%
IV	Strategies and Roles	• Unionism • Identifying and Training Community Leaders for involving them in community development	Case studies Lectures	5	16.67%
V	Approaches for working with communities	• Welfare approach • Development approach • Rights based approach • Advocacy and action	Lecture Discussion	3	10%
VI	Practice Models of Community Development	• 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)	Lectures Interaction in Communities	8	26.67 %

VII	Strategies for implementation of development	• Strategies for implementation of development programmes from planning to evaluation	Field examples of developmental projects, appropriate case studies	4	13.33%
VIII	Practical	• Preparing community profile and mapping		30	100%

Methods of Assessment:

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

Assignments:

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

References:

o Arora R.K. (Ed.) 1979   People's Participation in Development Process: Essays in honour of B. Mehta, Jaipur: the HCM State Institute of Public Administration

o Battern, T.R. 1962 The Non Directive Approach in Group and Community Work, London : Oxford University Press

o Brager, G. and Soecht, H. 1969 Community Organisation, New York : Columbia University Press

o Battem. T.R. 1965 The Human Factor in Community Work, London : Oxford University Press

o Dandavate M. 1977   Marx and Gandhi, Bombay; Popular Prakashan Pvt.Ltd.

o Dayal, R. 1960   Community Development Programme in India, Allahabad : Kitab Mahal Publisher

o Gandhi M.K. 1958 Sarvodaya (The Welfare of All), Ahmedabad : Navjivan Publishing House

- Gagarde K.D. 1971,   Community Organisation In India, Bombay : Popular Prakashan
- Lal A.K. 1977   Politics of Poverty : A study of Bonded Labour, New Delhi : Chetana Publications
- Mayo H., Hones D. 1974 Community Work, London : Routiedge and Kegan Paul
- Mc M iller, W. 1945   Community Organisation for Social Welfare, Chicago : University of Chicago Press
- Murphy C.G. 1954 Community Organisation, Bostone : Houghton Miffin Co.
- National Conference & Social   Community Organisation, Paper presented at the
- Welfare 1961   88th Annual Forum of the National Conference on Social Welfare, New York : Columbia University Press

7. Course Title: Introduction to Lifelong Learning

Credit: 4

Hours: 60

Introduction:

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

Objectives:

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

Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Concept, Definition, Meaning, Need and importance of Lifelong Learning	Definition of Lifelong Learning Concept of Lifelong Learning as explained by Organization for Economic Cooperation and Development (OECD) and UNESCO	Lecture Discussion	3	10%
II	Lifelong Learning in other countries	Lifelong learning in England, Denmark, Brazil, Africa, Tanzania and Thailand	Presentation	3	10%
III	Lifelong Learning in Indian context	Lifelong learning experiments by SNDT Women's University, Kagad, Kach, Patra Pratishthan , Ramkrishana Mission, Gandhigram University and Other NGO's	Field Visits and Presentation	7	23.33%
IV	Stages of Lifelong Leaning	Early childhood, learning in Adolescents, Higher education, learning in workplace and learning in senior age	Lecture and Presentation	5	16.66%

V	Lifelong learning Strategies	Comprehensive lifelong learning strategies such as demand for learning, work in partnership, adequate resources, creating learning a culture, striving for excellence, facilitating lifelong learning and other related strategies.	Lecture , Discussion ,Presentation and fieldwork practicum	6	20%
VI	Planning, Execution and evaluation of Lifelong learning	Planning of Lifelong learning, Execution of lifelong learning at the community level and evaluation methods of lifelong learning	Field work practicum	6	20%
VII	Practical	--	--	30	100%

Methods of Assessment:

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

Assignment:

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

References:

- "Advoacting Adult education – and then what? reported in Adults Learning. 15.2. October 2003.
- Confintea V, The Hamburg Declaration,
- Shirley Walters (Ed.) (1997), Adult Education and Training, London & Leicester, Zed Books & NIACE.
- Fourth International conference on Adult Education, (1985) final report, paragraph 149, Paris, Unesco.
- Delors,. (1996), Leaning: The Treasure within, Paris, UNESCO. P.18

- Taylor, Richard, (2004) "The Market Rules, Ok?" Adult Learning, Vol.15, No.8 April 2004.
- "Disappearing Act", report in The Education Guardian, 1 June, 2004.

8. Course Title: Management of Continuing Education

No. of Credits: 4

No. of hours: 60

Introduction:

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

Objectives:

a. Understand the concept of Continuing Education
b. Get acquainted with various types of continuing education courses
c. Get equipped with the skills of organization and management of continuing education courses

Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Concept of Continuing Education and Lifelong Learning	• Need and concept of Continuing Education and Lifelong Learning • Aims and objectives of Continuing Education • Trends and issues in Continuing Education	Lecture Discussion	2	6.67%
II	Continuing Education Programmes	• Continuing Education for professional up gradation, enrichment and employment, change of technology and need for further learning • Target specific Continuing Education Programmes, Government & Non-Government	Lecture Discussion	2	6.67%

III	Institutional Approach to Continuing Education	• Organization • Admission Policies • Teaching learning process • Material Support • Assessment, certification	Lecture Discussion	3	10%
IV	Professional participation in Continuing Education and providers of Professional Continuing Education	• Higher educational institutions, Open Universities, Distance Education Institutions, Professional bodies, computer institutions, Jan Shikshan Sansthas, Continuing Education Centres • Adult Education and Extension for those not eligible for University based courses • Evaluation, accreditation, licensure (affiliation)and certification, in continuing professional education	Lecture Discussion and small group presentation	5	16.66%
V	Management Process	• Planning, organizing, learning and controlling, decision making, strategic management and strategic	Lecture Discussion and small group presentation	3	10%

		implementation			
		• Organizational structure, power and distribution of authority			
		• Organizational change, leadership teach work and communication /negotiation			
VI	Management of Continuing Education	• Planning, identification of target group and needs assessment, developing the programmes according to the interests of the target groups	Lecture Discussion and group presentation	6	20%
		• Organization, prioritization of programme activity – assessment and mobilization of the local resource staff	Field Work		
		• Recruitment and training			
		• Motivation			
		• Budgeting and Management of finance with reference to loss and profit			
		• Management of .C.E. programmes			
VII	Implementation of Continuing Education Programmes	• Venue of the programme. Scheduling the programme; day to day	Lecture Discussion Exercise and group	3	10%

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

Methods of Assessment:

Theory Examination 50%

Maximum marks 50

Assignment 50%

Maximum Marks 50

Total marks 100

Assignment:

o Conducting need assessment survey for skill development programme (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, New Delhi, 1999
- Reddy Adinarayan & Uma Devi, Current Trends in Adult Education, Sarup & sons, New Delhi, 2006
- Rao Subba D, Continuing Education in India, The associated Publication, Ambala Cantt, India, 1999
- Jaygopal, Adult Learning, University of Madras, 1985
- Mathew B M, adult Educationand Social Change, The Indian Publication Ambala Cantt, India, 1999
- Kanwal Raulal, Motivation Towards adult Education, Biswa Kala Prakashan, 1987
- Pillai Shivdasan K, Non-Formal Education in India, Criterion Publication, New Delhi, 1990
- Mistry S.P., Non-Formal Education: An Approach to Education For All, Radha Publications, New Delhi, 1998
- Agrawal S.P., Development of Adult Continuing and Non-Formal Education in India, Concept Publishing Co, New Delhi, 2007
- Duke Chris (Ed), Adult Education " International Perspective", Croom Helton, London, 1987
- Sharma S N & Prakash Ravi, Adult Education and Social Growth, Kannishta Publisher Distributer, 1996
- Perter John M & Associates, Building on Effective Adult Education, Jossey- Bass, San Francisco, 1980
- Hand Book for development and production of Literacy Material, Directorate of Adult Education.

9. Course Title: Participatory & Interactive Training Methods

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

Introduction:

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

Objectives:

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

Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Training	• Meaning, concept, need, importance of participatory training methods • Principles of adult learning. • Difference between training and education- pre-service and in-service training, on sport training as a strategy.	Lecture Discussion Classroom exercises	4	13.33%
II	Trainers	• Trainers as communicators- Communication process • Media of communication • Inter personal communication • Qualities of trainers, trainer-trainee relationship.	Lecture Discussion	3	10%
III	Training Methods	• Lectures, discussion, demonstration, role play	Lecture Discussion Demonstratio	6	20%

		• Simulation buzz session, games, brain storming, fish bowl, field trips, case studies, role-play, fish-bone, story telling, in-basket, flow chart, study circle, station technique-	n Classroom Exercises		
IV	Preparation of training programmes	Training design, training needs, training objectives, contents, methodology, feed back and follow up activities, Organization and management of training for different target groups (illiterates to professionals)	Lecture Discussion Classroom exercises	5	16.66%
V	Interactive Multimedia	• Interactive Educational Multimedia: Need • Concepts: Multimedia, Interactivity • Computer Assisted Learning: Concept, Characteristics • Computer Based Training: Concept, Characteristics • Advantages and Limitations	Lecture Discussion	6	20%
VI	Web-based Resources for Training	• Use of web-based material as teaching-training resources • Internet as a Resource for research • Authenticity of web-sites • Online Learning • Communication Technologies in Education	Lecture Discussion Practical	6	20%

		• Virtual Classroom			
VII	Practical	--	--	30	100%

Methods of Assessment:
Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks 100

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

References:
- Directorate of Adult Education: Learning for Participation,DAE,MHRD,Govt. of India, New Delhi,1987.

- Society for Participatory Research in Asia: A 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 Publication1994.

10. Course Title: Research Methods and Evaluation Strategies

Credits: 4

Hours: 60

Introduction:

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

Objectives:

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

Content:

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

II	Research designs: Merits, Demerits and limitations	• Exploratory • Descriptive • Diagnostic • Experimental • Ex. Post – Facto	Lecture an discussion	2	6.66%
III	Methods of Research and Evaluation	• 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 field work. • Comparative method • Action research • Evaluation research • Meaning Scope and Concept of Evaluation in Adult Education • Types of Evaluation in Adult Education- Internal Concurrent, final evaluation, Test etc.	Lecture and discussion	6	20%
IV	Sampling	• Sampling frames and samples • Probability samples - simple	Lecture, discussion	2	6.66%

		• random, systematic, stratified, multistage, cluster. • Non- Probability samples – convenience, purposive, quota and snow ball.			
V	Techniques of data collection	• Primary/ conventional techniques: observation, interview, questionnaire, schedule. • Secondary techniques: Public documents, Private papers, Office records, Census, NSS, News papers, Literary sources, Archival material. • Projective techniques.	Lecture, Discussion and classroom exercises	2	6.66%
VI	Analysis and Interpretation of Data	• Quantitative and qualitative • Classification. • Coding. • Tabulation. • Inferences. • Interpretation. • Computer Application in Social Research and data analysis.	Lecture and Discussion	4	13.33%
VII	Elementary Statistics for	• Measures of central tendency (Mean, Median,	Lecture and Discussion	6	20%

	Social Research	Mode) • Measures of variations (Standard Deviation, Range) • Measures of association (Lambda, Yulls Q, Goodman and Krukal's Gamma Y, Pearson's R, Chisquare test X2)			
VIII	Report Writing	• Scientific report. Short report for planners. Articles from the study. • Graphic presentations and other techniques. • Reference citation, footnotes, bibliography.	Lecture and Discussion	2	6.66%
IX	Practical	--	--	30	100%

Methods of Assessment:

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

Assignment:

- To prepare a research proposal (15 marks)
- Presentation of research proposal along with budget. (10 marks)
- To write a report on any topic of students choice based on information drawn from secondary sources (15 marks)

- To visit research based projects and make a presentation in class on their learning (10 marks)

References:

o Practice of Social Babble. E. The Research, Wadsworth publishing Company: California, 1983.
o Bailey, K.D. Methods of Social Research, Collier Macanillian Publishers: London, 1987.
o Bhandarkar and Wilkison, Methodology and Technique of Social Research, Himalaya Publishinf House: Mumbai, 1982
o Goode and Hatt. Methods in Social Research, Mc Graw – Hill Book Co: Singapore, 1986
o Levin, J. Elementary Statistics in Social Research, Harper and Row Publishers: New York, 1977.
o Mukherjee, P.N (eds.) 2000, Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage (Introduction).
o Bose and Pradeeep Kumar, 1995: Research Methodology, New Delhi: ICSSR.

11. Course Title: Social Entrepreneurship

Credits: 4
Hours: 60

Introduction:

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

Objectives:

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

Content:

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

II	Models of Social entrepreneurship	a) Grameen Bank b)Jaipur foot c)Basix Bank d)Sri Grameen Mahila Udyog (Lijjat) e)SEWA, Ahmedabad f) SHG's g) Dabbewala	Lecture Discussion Case studies	6	20%
III	Management of Social Entrepreneurship	a) Planning b) Management c)Resource Mobilization d) Training e) Business plan preparation	Lecture Discussion	3	10%
IV	Legalities in Social entrepreneurship	a) Laws required for setting up an enterprise) Taxation	Lecture Discussion	2	6.67%
V	Finance Management	1.Income & Expenditure, budgeting and accounting 2. Risk and returns 3.Record keeping 4. Account writing 5.Inventory management 6. Banking and other financial institutions in the context of micro finance	Lecture Discussion Educational Visits	6	20%
VI	Individual and Collective entrepreneurship	a) Ethics, values, Communication skills b) Development of leadership in	Lecture Demonstration Practical	7	23.33%

		Social enterprise c) Roles and responsibility of office bearers, cooperation and conflict d) Process of group entrepreneurship e) Role of NGO's government and corporate sector in promoting group enterprise			
VII	Marketing	a) Social marketing, its strategies b)Casual marketing c) Commercial marketing d) Target audience	Lecture Demonstration Practical	2	6.67%
	Practical	--	--	30	100%

Methods of Assessment:
Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks 100

Assignment:
- o Visit social enterprises and prepare a report on a organizational structure and function. (10 marks)
- o Write a care study of one women entrepreneur.(10 marks)
- o Study financial support source of any social entrepreneur. (10 marks)
- o Write a report of visit to two social enterprises.(10 marks)
- o Study marketing strategies used by social enterprises in detail. (10 marks)

Practical:

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

References:

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

12. Course Title: Fieldwork /Practical

Credit: 4
Hours: 120

Introduction:

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

Objectives:

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

Fieldwork Details:

Semester – II

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

13.Course Title: Communication and Mass Media

Credit: 4

Hours: 60

Introduction:

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

Objectives:

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

Content:

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

		2. Group communication – Understanding the process of Group communication- knowing the audience and setting of communication aids for Group communication, presentation skills.	- Lecture - Discussion	4	6.25%
III	Technology for Communication	• Influence of Technology on Communication	- Lecture -Discussion	1	1.56%
		• Different technologies used in interpersonal communication telephone e-mail, sms etc	- Lecture	3	4.68%
		• Types of Technology used in group and mass communication • Traditional Folk media- Advantages & Disadvantages Bhajan, Kirtan, Folk songs, Folklore, and street play, Mythological stories, Puppets, etc.	- Demonstration - Practical (Posters, slogans, script for radio, banners, free SMS on computers) - Field Work	5 6	7.81% 9.37%
		• Modern Technology Print, computers (PowerPoint Slides, Transparencies)	- Lecture - Assignments		16.66%

		multi-media, internet, tele-conferencing, satellite, broad casting etc. • Radio, T.V, Cinema, advertisement. • Print Media News papers, posters, banners, slogans, hoardings.		4	6.25%
IV	Audience Psychology	Crowds, Mobs, Dynamics of the mass Audience	Lecture/ Practical -Assignment	3	4.68%
V	Negative & Positive Impact of Media	On children, Adults, Women (different age groups) issues related to censorship.	- Lecture - Assignment - Field Work	3	4.68%
VI	Field Visit	AIR, Doordarshan, Film – City Studios and advertising agencies.		7	10.93%
VII	Practical	• How to make & use puppets • Script for radio • Street play (performance) • Organizing a campaign in the community		40	100%

Methods of Assessment

Examination 50%

Maximum marks 50

Term Work 50%

Maximum marks 50

Total marks 100

Assignment

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

References:

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

14. Course Title: Social Policy and Planning

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

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Introduction:

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

Objectives:

1. Gain knowledge of policy analysis and the policy formulation process
2. Acquire skills in critical analysis of social policies and development plans.
3. Study social policies, plans and programmes so as to be able to interpret, enforce and challenge them.
4. Develop an understanding of social policy in the perspective of national goals as stated in the Constitution particularly, with reference to Fundamental Rights and the Directive Principles of State Polity.
5. Examine application and litigation machinery.

Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Social policy and constitution	▪ Concept of social policy, sectoral policies and social services ▪ Relationship between social policy and social development ▪ Values underlying social policy and planning based on the Constitutional provisions (i.e. the Directive) ▪ Principles of State Policy and Fundamental Rights and the Human Rights	Lecture and discussion	3	10%

II	Policy Formulation	• Approaches to social policy- unified, integrated and sectoral • Different models of social policy and their applicability to the Indian situation • The process of social policy formulation, the contribution of research, the role of interest groups, the problem of conflict of interests and its solution • Role of professional social workers	Lecture discussion Sharing from reality situation of an interest group member	3	10%
III	Policies	• Evolution of social policy in India in a historical perspective • Different sectoral policies and their implementation, e.g. Policies concerning education, health, social welfare women, children welfare of backward classes, social security, housing, youth, population and family welfare, environment ad ecology, urban and rural development, tribal development and poverty	Class presentation by learners	6	20%

IV	Policy and planning	• Concepts of social and developmental planning • Scope of social planning- the popular restricted view as planning for social services and the wider view as inclusive of all sectoral planning to achieve the goals of social development • Linkage between social policy and planning-planning as an instrument and source of policy • Role of ideology	Lecture and discussion	4	13.33%
V	Planning process	• Indian planning in a historical perspective • Federal political system ad the planning process • The constitutional position of planning in India. The legal status of the Planning Commission • Coordination between centre and state need for decentralization • Panchayatraj, people participation • Role of political, judiciary social movement and voluntary action • Legal and public interest litigation	Lecture and discussion	4	13.33%
VI	The planning, machinery	• The machinery and process of social planning in India and the implementation of social	Lecture discussion self study	6	20%

	and monitoring	planning at various levels. Monitoring and evaluation of planning. The problems of coordination and centralization			
VII	Plan and programmes	• A broad review of the five year plans with emphasis on the objectives of growth and social justice and with special reference to the areas of health and family welfare, education, social welfare and anti-poverty programmes, and advocacy	Discussion Small group class presentations	4	13.33%
	Practical	--	--	30	100%

Methods of Assessment:
Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks 100

Assignment:
- Critically examine any social policy and give suggestions. (10 marks)

- Analyze and discuss five years plan with reference to any group (like women, children, tribal development and rural development etc) (20 marks)

- Write a proposal and budget to avail any government scheme from government department. (20 marks)

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

References:

- Dimitto. D.M. 1991 Social Welfare: Politics and Public Policy, New Jersey: Prennice Hall
- Bhanti. R.1993 Social Policy and Development in Rajasthan, Udaipur Himashu Publication
- Bulmer. M. eu. 1989 The Goals of Social Policy, London: Unwin Hyman
- Ganapathy, R.S. and Others 1985 Public Policy and Policy Analysis in India, Delhi: Sage Publication.
- Ham. C. Hill. M. 1993 The Policy Process in the Modern Capitalist State 2nd, New York: Harvester, Weatsheaf
- Hebsur. R.K. (Ed) Social Intervention for Justice, Bombay: TISS
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- Mukherjee N. 1993 Participatory Rural Appraisal: methodology Methodology and Applications, New Delhi: Concept Publishers.
- Roy Sumit. 1997 Globalisation, Structural Change and Poverty, Economic and Political weekly Aug. 16-23, 2117-2132
- Upadhyay. E.B. 1992. Urban Planning, Jaipur: Printwell
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- Yadav, C.S. (ed.) 1986 Urban Planning and Policies- Part A. New Delhi: Concept: Publishing Co.

15. Course Title: RESEARCH PROJECT

Credits: 4

Hours: 60

Introduction:

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

RESEARCH PROJECT:

The student may opt to prepare and submit a dissertation, under the guidance of a faculty member. The student need not be expected to make a major / outstanding contribution to knowledge. The student is to engage meaningfully in the process of problem – formulation; reviewing literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and preparing the research report. The length of the research report may be between 75-100 pages and not exceed 100 pages.

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

	Research Project (Dissertation)	**Marks Alloted**
1	Proposal Writing	
2	Review of Literature	100 Marks
3	Preparation of Tools	

16. Course Title: Population Dynamics

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

Introduction:

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

Objectives:

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

Content:

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

	and characteristics	2. Sex ratio in India 3. Age composition and structure; 4. Aging of population	and AVS		
VI	Population and environment	1. Interrelationship between human population, environment and natural resources 2. Environmental degradation 3. Maintaining and preserving the balance between population and environment 4. Current issues in environment	Lecture/ Discussion, Seminar, Debates and films.	7	23.33%
	Practical	--	--	30	100%

Methods of Assessment:
Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks 100

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

References:

- Ackerman Frank (ed.) 1997 Human well being and economic gain, Washington:CC Island Press
- Aggarwal, Ashish. 1994 GATT and the developing countries, New Delhi: Mohit Publication.
- Art James.1983 Political Economics, London:Whats Sheal Books.
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- Ball, A.R. 1993 Modern Politics and Government, London: Macmillan
- Batra G.S., GATT Implication of Dunkel proposal, New Nannder Kaur 1994.Delhi: Anmol Publication
- Borough lan Rox.1979 Themes of underdevelopment, London: the Macmillan Press.
- Carse Robert, Vijay Joshi (ed.) The future of economic reform, Delhi: 1995 Oxford University
- Chakraborty, Bimal, 1996 The UN and the Third World Shifting paradigm, New Delhi, Tata McGraw Hill Publishing Corn.
- Chatterjee, Partha, 1997 State and Politics in India, Delhi: Oxford University Press.
- Ghosh B.N. 1993 Poverty and underdevelopment, New Delhi: Deep and Deep Publication
- Guhan, S. (ed.) 1997 Corruption in India, New Delhi: Vision Book House
- Gupta, D.C. 1972 Indian Government and Politics, 7th ed., New Delhi: Vikas Publication Home.
- Hoggoli Richard, 1983 Political Development Theory, London: Brooking

17. Course Title: Curriculum and Material Development for Non-Formal Education
                No. of Credits: 4
                No. of hours: 64

Introduction:

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

Objectives:

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

Content:

Sr. No.	Title of the Unit	Content	Teaching methods	No. of hours	Weightage in %
I	Curriculum Design & Development	Meaning of Curriculum, Procedures in Curriculum construction, Principle of curriculum construction, Problems of curriculum planning in NFE adult, Education. Role of bridge materials in the adult education curriculum- Environmental approach in curriculum construction.	Lecture Discussion	5	16.66%
II	Material Development	Scope and significance of learning materials, preparation of learning material in different groups at different levels. Approaches to material production, participatory form.	Lecture Discussion	3	10%

III	Experiments	Experiments in development of need based learning material prepared by various government (SRC, Universities, etc.) and NGO's	Lecture Discussion	2	6.67%
IV	Functions types of learning material	Structure and functions of primers, text books, reference books, monographs, lab manuals, journals, distance learning materials, programmed learning materials,.	Lecture Discussion	3	10%
V	Production and Publications	Production and publication of neo-literate material, self learning material-advocacy, information, reference and training Preparation of prototype and testing.	Lecture Discussion Demonstration Classroom Exercises	7	23.33%
VI	Selection of Language	Selection of language-spoken forms, use of technical terms, sentence structure, lessons and paragraph development, different narration styles, use of photographs and illustrations.	Lecture Discussion Demonstration	3	10%
VII	ICT in NFE	Review of existing material DTP-Online interactive Web based interactive learning material. Use of ICT in literacy Use of multi media in NFE	Lecture Discussion Demonstration Classroom Exercises	7	23.33 %
VIII	Practical	--	--	30	100%

Methods of Assessment:
Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks 100

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

References:
- 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
- Pritzkau Philo T. 1959, Dynamics of curriculum Improvement, Printise Hall, Inc. Eaglewood Clifts, New Jersey
- 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
- Agrawal J.C. 1994, Learning Without Burden : An analysis, Shipra, Delhi
- Doll Ronald C. (1989) Curriculum Improvement, Decision Making Crosses, Allen & Bacon Boston
- Hand Book for Developing IPCL Material 1993 Directorate of Adult Education, N.Delhi

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

18.Course Title: Corporate Social Responsibility

Credit: 4
Hours : 60

Introduction:

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

Objectives:

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

Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Concept and Development of CSR	• Evolution of CSR • History of CSR • Concept of CSR • Meaning of CSR	Lecture and Discussion	5	16.66%
II	Models	• Case studies of CSR in the Indian Context	Lecture and Discussion	3	10%.
III	Credibility	• Social Auditing & Accountability • Assessment • Need for CSR policy	Lecture and Discussion	3	10%.

IV	Management of CSR activities	1. Preparing a proposal 2. Registration procedures a) Company b) Trust c) Society 3. Managing Human Resources a. Recruitment b. Capacity building c. Performance appraisal d. Managing volunteers 4. Implementation, Monitoring and Evaluation of CSR activities a) Consideration of Indian Industries norms	Lecture and Discussion	12	40%
V	Ethics in CSR	1. Codes of Conduct and International Human Rights Perspectives on Corporate Codes	Ethical practices	2	6.67%
VI	Financial Management of CSR	a) Mobilizing Resources b)Budgeting and accounting c)Performance budgeting	Lecture and Discussion	5	16.66%
VII	Practical	a)Report on field visits b) Study of best practices in CSR	Classroom presentation	30	100%

Methods of Assessment:
Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks 100

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

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

19. Course Title: Women and Gender Development

Credits: 4

Hours: 60

Introduction:

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

Objectives:

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

Content:

Sr. No.	Title of the unit	Content	Teaching methodology	Suggested no. of hrs.	Weightage in %
I	Women's Movement in India	▪ The historical roots of the feminist consciousness in the 19th century social reform movement	Lecture/ discussion	4	13.33%
		▪ Growth of the contemporary women's movement in India	Lecture/ discussion		
		▪ Impact of NGO and donor driven development on feminist action	Lecture/ discussion		
II	Construction of Gender Class/Caste/ Religious Identities	• The normative construction of sex, and gender in society	Lecture/ Discussion	5	16.66%
		• The normative construction of heterosexuality and	debate		

		notions of sexual deviance • Gender at the intersections of caste/kinship and family ideology • Feminism at the grassroots-dalit/and minority women speak	Group exercise in collecting experiences of socialization in different communities Documentary films followed by discussions and lecture Lecture Analysis of selected texts followed by class discussion		
III	Violence against Women	▪ 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	Lecture/ Discussion Lecture/ discussion class discussion Lecture/ discussion	4	13.33%
IV	Legal Position of Women in India	▪ Constitutional provisions ▪ Labour laws ▪ Personal laws ▪ Family courts	Lecture/ Discussion and	2	6.67%

V	Women's Work and Participation in the Economic	▪ A historical analysis of women's work force participation ▪ Women's work in the home/ the ideology of the housewife	Lecture/ Discussion Student presentation	4	13.33%
VI	Women's Access to education and Health Services- Critique of Policies	▪ Current indicators of women's demographic, health and education status ▪ Barriers to women's access to these resources of the community	Lecture/ Discussion and Class discussion	5	16.66%
VII	Impact of Current Trends in Development on Women	▪ Impact on women's workforce participation	Lecture/ discussion	2	6.67%
VIII	Policies and Programmes for Women/Strategies for Change	▪ 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	Group discussion and critical analysis of the texts Student presentations Fieldwork and class discussion	4	13.33%

		SHGs, & ICDS etc.)			
IX	Practical	--	--	30	100%

Methods of Assessment:
Theory Examination 50%
Maximum marks 50
Assignment 50%
Maximum Marks 50
Total marks 100

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

References:
- o Agnes, Flavia. State, Gender and Rhetoric of Legal Reform. Mumbai: Research Centre for Women's Studies, SNDT Women's University (Gender and law, book 2)1995
- o Bina, Agarwal. A field of One's Own: Gender and Land Rights in South Cambridge: Cambridge University Press. 1984.
- o Bosarwa Esther. Women's Role in Economic Development. New York: St. Martin's Press. 1970.
- o Chakravarti, Uma, Gendering Cate Throught a Feminist Lens. New Delhi: Stree (Theorizing Femininism, series editor Maithryi Krishnaraj. 2003)
- o Desai, Neera and Thakkar Usha. Women in Indian Society (India – The Land and the People). New Delhi: National Book trust. 2001
- o Geetha, V. Gender. New Delhi: Stree (Theorizing Feminism, Series Editor Maithreyi Krishnaraj) 2002.
- o Gandhi, Nandita and Shah, Nandita. The Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India. New Delhi for Women.1992
- o Kapur, Ratna, Cossman, Brenda. Subversive sites: Feminists Engagement with Law in India. New Delhi: Sage.1992.

o Krishnaraj, Maithreyi. Women and Violence: A Country Report. Research Centre for Women's studies, SNDT Women's University. 1995

o Kumar, Radha. The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990. Delhi: Kali for Women. 1993 (Reprint 1997)

o Poonacha, Veena. Understanding Women's Studies. Mumbai: Research Centre for Women's Studies, SNDT Women's University. (Contribution to Women's Studies Series 11) 1998.

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o Sathe, S.P. Towards Gender Justice. Mumbai: Research Centre for Women's Studies, SNDT Women's University (Gender and Law, book1)1992.

o Sen, Gita and Grown, Caren. Development, Crisis and Alternative Visions: Third World Women Perspectives, New Delhi, DAWN 1985

20. Course Title: RESEARCH PROJECT

Credits: 4
Hours: 60

Introduction:

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

RESEARCH PROJECT:

The student may opt to prepare and submit a dissertation, under the guidance of a faculty member. The student need not be expected to make a major / outstanding contribution to knowledge. The student is to engage meaningfully in the process of problem – formulation; reviewing literature related to the study; preparing the research proposal; choosing an appropriate research strategy and developing instruments of data collection; collecting the data; processing, analyzing and interpreting the data; and preparing the research report. The length of the research report may be between 75-100 pages and not exceed 100 pages.

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

	Research Project (Dissertation)	**Marks Alloted**
5	Final Report Writing	60 Marks
6	Viva (External)	40 Marks
	Total	**100 Marks**

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

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

References:

- Practice of Social Babble. E. The Research, Wadsworth publishing Company: California, 1983.
- Bailey, K.D. Methods of Social Research, Collier Macanillian Publishers: London, 1987.
- Bhandarkar and Wilkison, Methodology and Technique of Social Research, Himalaya Publishinf House: Mumbai, 1982
- Goode and Hatt. Methods in Social Research, Mc Graw – Hill Book Co: Singapore, 1986
- Levin, J. Elementary Statistics in Social Research, Harper and Row Publishers: New York, 1977.
- Mukherjee, P.N (eds.) 2000, Methodology in Social Research: Dilemmas and Perspectives, New Delhi: Sage (Introduction).
- Bose and Pradeeep Kumar, 1995: Research Methodology, New Delhi: ICSSR.

21. Course Title: Internship

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Credit: 8
Hours: 120

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Introduction:

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

Objectives:

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

Field Work Details:

Semester IV

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