MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous Institution Affiliated to the University of Madras)
32, Casa Major Road, Egmore, Chennai 600 008
College Off. : 28192824 / 5126 Principal : 28195125
E-Mail : principal@mssw.in Website : www.mssw.in

Dr. S. RAJA SAMUEL, M.A., Ph.D.
Principal

CRITERIA 1- CURRICULAR ASPECTS

METRIC ID: 1.1.3- EMPLOYABILITY, ENTREPRENEURSHIP & SKILL DEVELOPMENT

PG Department of Development Management

This is to certify that the following are the courses having focus on Employability/Entrepreneurship/Skill Development offered by the institution during the academic year 2016-2017.

29/11/2021

Dr. S. RAJA SAMUEL, M.A., Ph.D.,
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Madras School of Social Work (Autonomous)
No.32, Casa Major Road,
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MADRAS SCHOOL OF SOCIAL WORK
CHENNAI
600 008

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PG Department of Development Management

Name of the Course	Course Code	Employability (EM)	Entrepreneurship (EN)	Skill Development (SD)	Page No.
Interdisciplinary Approaches for Development	MD/15C/101	Yes			11
Establishing Development Organizations	MD/15C/102	Yes	Yes	Yes	15
Human Resource Management	MD/15C/103	Yes		Yes	17
Sociology of Development	MD/15E/104	Yes			19
Fundamentals of Management	MD/15E/105	Yes		Yes	22
Development Practicum - I	MD/15R/106	Yes		Yes	24
Soft Skills – I	MD/15S/107	Yes		Yes	25
Development Communication & Management	MD/15C/201			Yes	27
Organizational Behavior	MD/15C/202	Yes		Yes	30
Research Methodology	MD/15C/203	Yes		Yes	32
Human Rights and Gender Issues	MD/15E/204	Yes			34
Pragmatic Models of Development	MD/15E/205	Yes			36
Development Practicum – II	MD/15R/206	Yes		Yes	38
Soft Skills – II	MD/15S/207	Yes		Yes	39
Internship - Summer Placement	MD/15R/208	Yes		Yes	40
Project Management	MD/15C/301	Yes		Yes	42
Global Issues & Social Development	MD/15C/302	Yes			44
Corporate Social Responsibility	MD/15C/303	Yes		Yes	47
Introduction to Labour Legislations	MD/15E/304	Yes			50
Financial Management	MD/15E/305	Yes			52
Research Project	MD/15C/306	Yes		Yes	54

velopment Practicum - III	MD/15R/307	Yes		Yes	55
Soft Skills – III	MD/15S/308	Yes		Yes	56
Entrepreneurship Development & Management	MD/15C/401	Yes	Yes	Yes	58
Environment Management	MD/15C/402	Yes			60
Community Based Health and Education Management	MD/15C/403	Yes			62
Disaster Management	MD/15C/404	Yes		Yes	64
Organization Development	MD/15E/405	Yes		Yes	67
Development Practicum – IV	MD/15E/406	Yes		Yes	69
Out Bound Training	MD/15R/407	Yes		Yes	70
Soft Skills - IV	MD/15S/408	Yes		Yes	71

MADRAS SCHOOL OF SOCIAL WORK

(AUTONOMOUS)

CHENNAI – 600 008

MASTER DEGREE COURSE IN DEVELOPMENT MANAGEMENT

COURSE REGULATION AND SYLLABUS

2016-2017

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.
Principal
Madras School of Social Work (Autonomous)
No. 32, Casa Major Road,
Egmore, Chennai - 600 008.

ABOUT THE PROGRAMME

1. INTRODUCTION

Development management is a practice profession. Today managing projects and programmes and leading development organization is becoming increasingly complex and sophisticated. Organizations are realizing that a widening range of knowledge and skill are necessary to achieve results and enhance their impact. This creates a demand for development professional equipped with modern management practices. The two year M.A. in Development Management course, is developing and grooming young development professionals who seek career in the development sector.

2. OBJECTIVES OF THE COURSE

The objectives of the course are:

- To provide a value added, market driven, employment oriented and indigenously relevant course in the Development sector.
- To give necessary inputs and training in setting up of goals and objectives of development activities, establishment of organization, thorough understanding of the organizational management, devising strategies and operational pathways.
- To plan and monitor Projects/ Programmes, Financial, Marketing, Human Resources, Networking and other organisational policies.
- To help an individual to understand the subject and the field of activity in detail from a more realistic point of view and prepare them for a career in Development management.

3. SCOPE OF THE COURSE

Both in India and abroad there is a wide scope for managing projects which will create long lasting impact in the lives of the marginalized by adopting sustainable development models conceived by development agencies, international organizations and the Government. By undergoing this course one can work in various sectors like Rural, Urban & Tribal Development, Health Care & management, Women's Emancipation, Child rights and child abuse, youth development, disaster management, human rights, refugee rehabilitation, community reconstruction etc., Development Managers.

Job opportunities are available in State & National & International NGOs, CSR projects, International Development agencies (United Nations, UNESCO, OECD, NATO, World Health Organization, United Nations Educational Scientific and Cultural Organization, World Bank) and Government autonomous institutions. The course is designed to make candidates to be competent in the Management of Development Projects and Programmes.

4. PATTERN OF THE COURSE

Adopting the Choice Based Credit System (CBCS) pattern, the course of study for the M.A in Development Management shall spread over 4 semesters (Two years) and shall consist of:

1. Theory Courses / Papers (Core (C) and Electives (E))
2. Development Practicum (As Core Paper)
3. Research Project (As Core Paper)
4. Internship - Summer Placement and Block Placement
5. Soft – Skills

Students will earn the credits only when they pass in the papers and successfully complete the course completion components of the programme.

The student has to gain 92 credits to complete the course, distributed at the rate of Semester I - 21 credits; Semester II - 23 credits; Semester III - 27 credits and Semester IV - 21 credits.

In addition to the above for the enhancement of the students' professional competency and employability skills the department also offers opportunity in the form of special Certificate / Diploma course. Enrolment in such courses will be voluntary. Students can earn additional credits (as specified) for these certificate / diploma courses.

5. ELIGIBLITY FOR ADMISSION

Any Bachelor Degree holder from the University of Madras (or) from any University that is declared eligible by University of Madras and with right aptitude for Development Profession will be eligible for applying for the course. Candidates having relevant field experience will be given preference.

Age of the candidates should be below 40 years.

Admissions will be based on merits, subject to the government and institutional regulations.

6. ELIGIBILITY FOR THE AWARD OF THE DEGREE

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the Masters Degree in M.A. Development Management subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in Development Management offered by the Madras School of Social Work over 4 semesters (Two years full-time) and has earned the prescribed 92 credits.
2. Passes all the theory examinations and completes Research Project, Development Practicum, Out Bound Traning, Summer Placement and Block Placement.
3. Meets all other requirements as prescribed by the Board of Studies at the time of admission and the amendments introduced to the regulations by the Board of Studies in Management from time to time.

7. CONDITIONS FOR PROMOTION

A candidate who does not pass the examination relating to any theory paper in each of the semester shall be permitted to appear in such failed paper in the ensuing supplementary examinations held by the college. However, to qualify for the award of the degree by the University of Madras, one should have passed in all the examinations held by the college and completed all the course requirements.

A. CREDIT MATRIX

SEM. NO.	NUMBER OF COURSES AND CREDITS.								TOTAL CREDITS
	Core	CREDIT	Elective	CREDIT	Soft Skill /PAPERS	CREDIT	Summer Placement	CREDIT	
I	4	**15**	2	**4**	1	**2**	--	--	**21**
II	4	**15**	2	**4**	1	**2**	1	**2**	**23**
III	5	**21**	2	**4**	1	**2**	--	--	**27**
IV	4	**15**	2	**4**	1	**2**	--	--	**21**
Total	17	**66**	8	**16**	4	**8**	1	**2**	**92**

B: SYLLABUS MATRIX

SEMESTER – I

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX MARKS
Core	1. Interdisciplinary Approaches for Development	3	45	3	50	50	100
Core	2. Establishing Development Organizations	3	45	3	50	50	100
Core	3. Human Resource Management	3	45	3	50	50	100
Elective	4. Sociology of Development	2	30	3	50	50	100
Elective	5. Fundamentals of Management	2	30	3	50	50	100
Core	6. Development Practicum - I	6	-	-	50	50	100
Soft Skills – I	7. Soft Skills - I	2	30	3	50	--	50
TOTAL CREDITS		**21**	----				

SEMESTER – II

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
Core	8. Development Communication.	3	45	3	50	50	100
Core	9. Organizational Behavior	3	45	3	50	50	100
Core	10. Research Methodology	3	45	3	50	50	100
Elective	11. Human Rights and Gender Issues	2	30	3	50	50	100
Elective	12. Pragmatic Models of Development	2	30	3	50	50	100
Core	13. Development Practicum – II	6	-	-	50	50	100
Soft Skills - II	14. Soft Skills – II	2	30	3	50	--	50
Internship	15. Summer Placement (After the Second Semester theory examination during the summer vacation).	2	-	-	No theory examination / Only course completion requirement.		
TOTAL CREDITS		**23**	-------				

SEMESTER – III

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
Core	16. Project Management	3	45	3	50	50	100
Core	17. Global Issues & Social Development	3	45	3	50	50	100
Core	18. Corporate Social Responsibility	3	45	3	50	50	100
Elective	19. Financial Management	2	30	3	50	50	100
Elective	20. Introduction to Labour Legislations	2	30	3	50	50	100
Core	21. Research Project	6	--	--	50	50	100
Core	22. Development Practicum - III	6	-	-	50	50	100
Soft Skills	23. Soft Skills - III	2	30	3	50	--	50
	24. Out Bound Training	--	No marks. Only course completion requirement.				
TOTAL CREDITS		**27**	-----				

SEMESTER - IV

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
Core	25. Entrepreneurship Development	3	45	3	50	50	100
Core	26. Environment Management	3	45	3	50	50	100
Core	27. Community Based Health and Education Management	3	45	3	50	50	100
Elective	28. Disaster Management	2	30	3	50	50	100
Elective	29. Organisation Development	2	30	3	50	50	100
Core	30. Development Practicum – IV	6	-	-	50	50	100
Soft Skills	31. Soft Skills - IV	2	30	3	50	--	50
Internship	32. Block Placement (After 4th Semester Theory Exams)	--	No marks. Only a requirement for Course Completion.				
TOTAL CREDITS		**21**	----				

Note: The Soft Skill courses will not be taken into account for classification. But candidates should appear and pass all these subjects for course completion.

C: DEVELOPMENT PRACTICUM - CREDIT MATRIX

SEMESTER	TYPE OF DEVELOPMENT PRACTICUM	NATURE OF COURSE.	MINIMUM NUMBER OF DAYS	CREDITS.
I	Development Practicum	Core Paper	22- 24 Days	6
II	Development Practicum	Core Paper	22- 24 Days	6
II	*Summer Placement**	Internship	30 days / one month	2
III	Development Practicum	Core Paper	22- 24 Days	6
IV	Development Practicum	Core Paper	22- 24 Days	6
IV	*Block Placement**	Internship	30 days / one month	--
TOTAL				**26**

Note: * No Marks - Requirement for Course Completion.

SEMESTER - I

SYLLABUS

SEMESTER - I

Paper - 1: INTERDISCIPLINARY APPROACHES FOR DEVELOPMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To introduce the students to the various aspects of Economics and Economic development.
2. To orient them to the different political systems that influences the economy and economic development.
3. To sensitize them on Indian Economy and the policies of Indian Government on economic development.
4. To help them understand the various methods and approaches of social sciences in the field of development practice.

Unit- I: Economic Systems and Indian Economy **(9 Hours)**

Economic System: Concept, Main forms of economy- Capitalism, Communism and Socialism - Characteristics, advantages and disadvantages.

Division of Labor as Socio-Economic System: Social, Technical and Territorial, advantages and disadvantages. Occupational groups; Corporate Business organizations.

Economic Development: Concept, Difference between Economic Growth and Economic Development and Major Factors in the development of an Economy - Developed and Underdeveloped Economy: Theoretical framework and their features.

Indian Economy: Basic features of Indian Economy - Economic Institutions: Jajmani system, Cooperatives, Banks, Self Help Groups (SHGs), Micro-credit. Resource based association-forest/water based - Development Planning: Five Year Plans and Neeti Aayog.

Unit-II: Development Theories and Human Development **(9 Hours)**

Classical Theories: Linear Stage Theory (Rostows and Harrod –Domar Growth Model), Structural Change Model (Lewis and Hollis Development Model), International Dependence Revolution (Noecolonial Dependence Model, False Paradigm and Dualistic Development Thesis) and Neoclassical Conterrevolution.

Contemporary Theories: New Growth Theory, Sustainable Development theory, Gender and Development theory, People-centred development practice and Neo-liberalism and Social Capital Theory.

Human Development – Theory, Concept, Pillars of Human Development, Human Development Index and India's Current Status of HDI.
Millennium Development Goals - Concept, MDG Goals, Targets and Achievements of MDGs at International and National levels.

Unit –III: Developing Economies and Impact of Globalization (9 Hours)

Perspectives on Developing Economies: Population growth & natural resources - Capital accumulation & Development- Technological progress and Development- Environmental problems and Development - Inclusive growth & Development - Sustainable Development.

India as a Developing Economy: Market economy – Globalization and Liberalization: History, Meaning, Key Processes and its Consequences. Issues and Problems: Income distribution and Poverty – Education - Employment – Health. Globalization and its impact on NGO's. Role of Government, World Bank, Asian Development Bank, and World Trade Organization, Community and NGO's in Social and Economic Development.

Unit IV: Social Work Models and Methods (9 Hours)

Social Work – History, Definition, Nature of Social Work, Characteristics, Functions, Values, Principles, Goals and Scope.
Models in Social Work - 1.Welfare Model, 2. Developmental Model, 3.Behavior Modification Model, 4.Problem Solving Model, 5.Crisis Intervention Model, 6. Empowerment and Justice Model, 7. Radical Model and 8. Integrated Social Work Model.
Social Work Methods: Approaches: Case Work, Group Work, Community Organisation, Social Action, Social Welfare Administration and Social Research.

Unit V: Social Work Related Concepts for Development Managers (9 Hours)

Social Service, Social Welfare, Social Reforms, Social Movements, Social Security, Social Legislation, Social Development, and Social Empowerment.
Social Action: Meaning, Definition, Objectives, Principles, Scope, Process, Methods, Skills and Strategies of Social Action such as Public Interest Litigation (PIL), Advocacy, Lobbying.

Social Action for Social Change and Development. Contribution of Contemporary Social Activists and Role of Development Managers in Social Action.

Teaching Methodology:

Lecture; Assignments; Discussions based on news items ; Case study; Seminars; Paper; Videos.

Suggested Readings:

1. Yujiro Hayami and Yoshinisa Godo, "Development Economics," Oxford University Press, New Delhi, 2006.
2. Kumar.N and Mittal.R., " Economic Development and Planning", Anmol Publications Pvt.Ltd., New Delhi, 2002.
3. Vidya Bhusan and Sachdeva.D.R ., " An Introduction to Sociology", Kitab Mahal, New Delhi- 2008.
4. Shankar Rao. C.N., "Sociology: Principles of Sociology with an Introduction to Social Thought", C. Chand & Company Limited, New Delhi, 2010.
5. Ruddar Datt and K.P.M. Sundharam, "Indian Economy", S.Chand & Company Ltd., NewDelhi, 2002.
6. Terry Mizrani, Larry E. Davis (ed), Encyclopedia of social work, 20th ed, Vol: 1-4, NASW press, Oxford University Press, New York.
7. Arthur Fink: The Field of Social Work, Holt Rhinehart and Winston, New York
8. Banerjee G R: Papers on Social Work: An Indian Perspective. TISS, Mumbai
9. Dasgupta S: Towards a philosophy of social work in India, Popular Book Service, New Delhi
10. Gangrade K D: Dimensions of Social Work in India, Marwah Publications, New Delhi
11. Gore M S : Social Work and Social Work Education, Asia Publishing House
12. Hans, Nagpal: The study of Indian Society, S. Chand and Co. New Delhi
13. Khinduka S K: Social Work in India, Sarvodaya Sahitya Samaj, Rajasthan
14. Paul Chowdry: Introduction to Social Work, Atma Ram and Sons, New Delhi
15. Wadia A R: History and Philosophy of Social Work in India, Allied Publishing, New Delhi
16. Cox David & Manohar Pawar : International Social Work, Vistaar, New Delhi
17. Malcom Payne, 2005, 3rd ed, Modern Social Work Theory, Palgrave, Macmillan, New York.

18. Chaya Patel, 1995, Social Work Practice – Religion - Philosophical foundations, Rawat Publications, New Delhi.
19. Franus. J. Turner, Differential Diagnosis & treatment in Social Work, 2nd edition, Free Press, New York.
20. Sanjay Bhattacharya, 2008, Social Work- An Integrated Approach, Deep & Deep Publication Pvt Ltd, New Delhi.

Semester- I

Paper – 2: ESTABLISHING DEVELOPMENT ORGANIZATIONS

Credits: 3 **Teaching Hours: 45**

Objectives

1. To provide students an understanding of Non-profit & Development organizations.
2. To enable them to understand the basics of establishing an development organisation
3. To help them to acquire the necessary skills relating to forming and managing development organizations
4. To introduce the students to the various legislations applicable to development and NGO sector.
5. To enable them to run development organization in compliance with the statutes of the land.

Unit – I: Concept & Meaning

Definition, concept, background, role of development organizations, types of development organizations, need and importance of non-profit organizations in modern world. Historical perspective of NGOs in India. Concept of Civil Society, their role and responsibilities in development, Civil Society Movement in India, Concept, types, structure and functions of community based people organizations, their role in promoting development

Unit - III: Legislation for Legal Status & Social Activism

Bombay Public Trusts Act, 1950, Societies Registration Act, 1860, Public Charitable Trust Act, Indian Trusts Act. 1882. Sec 8, Indian Companies Act 2013, Foreign Contribution (Regulation) Act, 2010. Sec 12A, Sec 35 AC and Sec 80G of Income Tax Act 1961, Right for Information Act, 2005, Right to Education Act, 2009, Disaster management Act, 2005

Unit - II: Establishment of Organisations

Identifying trust area, goal setting, vision, mission, objectives, strategies and activities for the organization, operational area, types of registration for legal status, Procedure for NGO registration, organization structure and function, Ethical considerations, registration.

Unit - IV: Managing Development Organizations

Strengthening organizations: SWOC analysis, recasting vision, mission, objectives and activities of the organizations, restructuring the structure and functions of organizations, staffing, training and team building, decision making, supervision, conflict management, policy development and governance. Basics of office administration, documentation of activities and projects.

Unit - V: Sources of Funding & Partnerships

Fund Requirements & types of funds (Donors Management, Membership, Donations, Grants) – Understanding the role of funding agencies – Various Government Agencies and Schemes – UN Agencies, International and national donor Agencies, Other International Organizations, Asian Development Bank, World Bank and CSR, Techniques & sources of fund raising – Sustainability

How to apply for grants – Fund Raising Software.

Teaching Methodology

Lectures, paper presentations, seminars, assignments, case studies, field visits.

Suggested Readings:

1. Kotler, Philip et al. Social marketing: Improving the quality of life, SAGE, 2002
2. Connors, Tracy. Ed. Nonprofit organization handbook. Mc Graw Hill, 1980
3. St. Andrews Centre for Continuing Education. Management Guide for nonprofit organizations, St. John's Ambulance Association, 1998
4. Padaki, Vijay. Management Development in nonprofit organizations: a programme for the governing board, SAGE, 2005
5. John Easo, Handbook on Management for nonprofit organizations, Mac Milan, 2004

Semester- I

PAPER – 3: HUMAN RESOURCE MANAGEMENT

Credit: 3 **Teaching Hours: 45**

Objectives:

1. To introduce the students to the different functional areas of HRM & HRD.
2. To impart necessary skills to manage the HR
3. To sensitize the students on the emerging trends in the field of HR in Development Sector.

UNIT – 1: Introduction **(9 hours)**

Concept and boundaries of Human Resource system; Concept, meaning and evolution of Personnel Management (PM), Structure and Functions of Personnel Department; - Concept clarification- PM, HRM, HRD, SHRM and IHRM; Objectives and scope- HRM as part of general management. HR policies, procedures and programmes. HR- Challenges and opportunities for a HR manager in the Development Sector. Skills for HR manager.

UNIT - II: HR Planning **(9 hours)**

Human Resource planning (HRP); Recruitment, selection, placement procedures; Job changes and employee retention; Career planning and Career development, succession planning.

UNIT – III: HR Compensation **(9 hours)**

Compensation Management: Job evaluation, Wage and salary administration, Incentives, Performance based pay & Employee benefits. Personal taxation. Current trends in compensation management.

UNIT - IV: Training and Development **(9 hours)**

Training and Development; Training policy, Training need identification, Designing training programmes, Methods and Types of employee training. Competency mapping & competency building. Multi-skilling. Redundancy management. Mentoring and Knowledge management.

UNIT – V: Performance Appraisal **(9 hours)**

Performance appraisal & Potential appraisal- Methods & Techniques.Employee motivation; Managing discipline; Grievance handling. Managing employee Health and Safety- Quality of Work life (QWL).

Employee separation- retirement, resignation dismissal and VRS. HR Audit. HRIS &. HR Consultancy & HR outsourcing.

Teaching Methodology:

Lecture, assignments, seminar, group discussion, management games, guest lecture, case study.

Suggested Readings:

1. Jyothi P. and Venkatesh D.N. "Human Resource Management", Oxford University Press, New Delhi 2006.
2. Dipak Kumar Bhattacharya, "Human Resource Management" Excel Books, NewDelhi, 2002.
3. Bhatia S.K. "Human Resource Management – A Competitive advantage", Deep and Deep Publications Pvt. Ltd., New Delhi- 2006.
4. Edwin B. Flippo, "Personnel Management".
5. Rudrabasavaraj, "Dynamics of Personnel Administration"
6. Arun Monnappa, " Personnel Management".
7. Rao V.S.P "Human Resource Management : Text and cases" Excel Books India, 2009.

Semester- I

PAPER - 4: SOCIOLOGY OF DEVELOPMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To introduce students to the Fundamentals of Sociology and Sociological Theories
2. To facilitate an understanding of Social Institutions, Social Stratification, Social Control and Social Change.
3. To develop a conceptual understanding of the Sociology of Development
4. To study the nature, extent and significance of Social Movements and Transformations.

Unit-I: Concepts and Theories of Sociology **(10 Hours)**

Fundamental concepts:

Sociology: Definition, Scope, Nature and Significance

Society, Community, Association, Institution, Culture, Socialization, Social Structure and Function, Social System, Social Groups

Social Processes: Co-operation, Competition, Conflict, Accommodation, Assimilation

Sociology Institutions

Social Institutions: Family and Kinship, Marriage, Work and Economic Institutions, Power and Political Institutions, Religion, Education

Social Stratification: Class and Caste

Social Control: Values and Norms, Folkways and Mores, Custom, Law and Fashion, Religion and Morality, Agencies of Social Control

Social Change: Theories of Social Change, Factors, Culture and Civilization

Unit – II: Theories and Sociology of Development **(10 hours)**

Theories of Sociology

Structural: Nadel, Radeliffe Brown, Levi-Strauss

Functional: Malinowski, Durkheim, Parsons, Merton

Interactionist: Max Weber, Pareto, G.H. Meadm, Blumer

Conflict: Karl Marx, Dahrendorf, Coser, Collins

Conceptual Perspectives on Development:

Economic Growth,

Human Development,

Social Development,

Sustainable development - Ecological and Social

Development and Underdevelopment Theories: Liberal: Max Weber, Gunnar Myrdal, Dependency: Centre-periphery (Frank), Uneven Development (Samir Amin). World System (Wallerstein)

Unit – III: Social Movements and Transformations (Case Studies) (10 hours)

Social Movements: Theories

Deprivation Theory

Mass-Society Theory

Structural-Strain Theory

Resource-Mobilization Theory

Political Process Theory

Culture Theory

Types of Social Movements

Stages in Social Movements

Classical and Contemporary Transnational Social Movements, Civil Rights Movement, Environmental Movement, Anti-globalization Movement, Feminist Movement, Pro-life movement, Labor Movement.

Teaching Methodology:

Lectures; Assignments; News Paper Discussions; Case Studies; Seminars.

Suggested Readings:

1. Giddens, Anthony, and Karen Birdsall. *Sociology*. Cambridge [England]: Polity Press, 2001.
2. Parsons, Talcott. *Theories of Society*. New York: Free Press of Glencoe, 1961.
3. Scott, John, and Gordon Marshall. *A Dictionary of Sociology*. Oxford: Oxford University Press, 2005.
4. Shankar Rao, C N. *Sociology of Indian Society*. New Delhi: S Chand, 2006.

5. Vidya Bhushan, and D R Sachdeva. *Introduction to Sociology*. Patna: Kitab Mahal, 2005.
6. Gordon Marshall, *Oxford Dictionary of Sociology*, Oxford University Press
7. Renuka Birdi, *Sociology of Development*, Kanishka Publishers, 1995
8. So, A.Y. *Social Change and Development: Modernization, Dependency, and World-System Theories.* Sage Library of Social Research, 1990
9. Amartya, K. S. *Development as Freedom.* New York: Knopf, 1999.
10. John Wiley and Sons, Inc, *The Wiley-Blackwell Encyclopedia of Social and Political Movements*. 2014.

Journals

1. Development and Change
2. Economic Development and Cultural Change.
3. Journal of Development Studies
4. World Development.

Semester-I

PAPER - 5: FUNDAMENTALS OF MANAGEMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To expose the students to the field of management
2. To enable them to understand the intricacies of managing an organization.
3. To help them to gain knowledge about the functional areas in the management of an organization.
4. To help them to develop the basic skills and techniques required for managing the organizations.

Unit – I: Introduction and Planning **(10 Hours)**

Management - concept, meaning, definition, objectives, principles, scope, levels, importance and processes of management; evolution of management thoughts - the Classical approach, the behavioral approach, the management science approach, integration of three approaches, areas of management.

Planning: Concept, meaning, definition principles and need of planning, planning process, types of planning – strategic planning, project planning and operational planning advantage and limitation of planning, Policy making- general and specific policies in an organization- basic areas of policy making and goal setting

Unit – II: Organizing and Communication **(10 Hours)**

Concept, meaning, importance of organizing, organizing process, departmentalization, delegation of authority, importance of delegation, types of delegation, problems of delegation, decentralization, centralization and decentralization, forms of organizations.

Communication: Concept, definition and objectives, communication process model, channel of communication, barriers to effective communication, categories of communication and managing organizational communication

Unit – III: Leading, Controlling and Decision Making **(10 Hours)**

Leading /directing: concept, definition and importance, influencing process, principles of direction, elements of direction, supervision and functions of supervisor

Controlling: Concept, definition and characteristics of control, types of control, requirements of effective control system, behavioral implication of control and controlling techniques

Decision Making: Meaning and definition, decision making process, models and techniques of decision making and implementation-management by objectives-management by exception-management by walking around, problem solving techniques

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars

Suggested Readings:

1. Robert Keritner, "Management", Bitztantra, Delhi, 2008.
2. Nirmal Singh, "Principles of Management", Deep & Deep Publications Pvt.Ltd., Delhi, 2002.
3. Gupta .C.B, "Organization and Management", Sultan Chand & Sons, New Delhi, 1998.
4. Harold Knootz and Cyril O'Donnel, "Management: A systems and contingency analysis of Managerial Functions", McGraw Hill, New Delhi, 1972.
5. Samuel C. Certo and Trevis Certo.S, "Modern Management", Prentice Hall of India Pvt. Ltd., New Delhi, 2007.
6. Cole G.A., "Management: Theory and Practice", ELBS, London, 1986.
7. Partha Sarathy P, 'Principles of Management', Vrinda Publications (p) Ltd., Delhi, 2008

Semester-I

PAPER - 6: DEVELOPMENT PRACTICUM - I

Credits: 6 **No. of Days: 22- 25 Day**

Objectives:

1. To give them an opportunity to the students to make personal observations with respect to the organization and administration of NGOs/ INGOS/ Bilateral and Multilateral Project management in the field.
2. To enable the students to interact with the managers, staff and community / beneficiaries, governmental agencies so as to get a practical exposure to the implementation of projects.
3. To enable them to take part and have a practical experience in the community Development initiatives undertaken by the CBOS/ NGOS/ Government projects.
4. To develop in them the skills essential for the effective Management of Development projects to practically expose them to the unique practices adopted.
5. To prepare them for the future practical learning.

For this purpose the development practicum for the programme with respect to I Semester will be organized in the following manner.

Nature of Development Practicum:

The faculty contacts 25 mega projects / medium projects / small projects implemented by NGO'S / INGO'S / Government / Cooperative societies / CSR and the students along with a faculty visits the project site and interact with all stake holders.

Methodology:

1. Orientation and Observation visits to projects working in different sectors.
2. Workshops and group project
3. Individual student report submission on the visits made and observations done.
4. Development practicum conferences with the faculty supervisors.
5. Observation visit based presentations & seminars.

Semester- I

PAPER - 7: SOFT SKILLS - I

Credits: 2 **Teaching Hours: 30**

Objectives

1. To increase the personality skills of the students
2. To know about the self and becoming aware of the environment

Four days consecutive workshop will be organized by arranging field expert. The workshop could be inside the college or also outside the college campus.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

SEMESTER - II

SEMESTER - II

PAPER – 8: DEVELOPMENT COMMUNICATION

Credits: 3 **Teaching Hours: 45**

Objectives:

1. Understand the concept and fundamentals of development communication.
2. To gain insight into various experiments in the context of approaches in development communication.
3. Facilitate a critical understanding of mass media in development field.
4. Develop abilities in using innovative and participatory communication media for development.

Unit I: Introduction to Concept, Models, Theories and Approaches of Communication.

a. Concept of Communication: Scope and Elements of Communication process from Source via Channel to Receiver and back.
b. Models of communication: Lass well, Osgood and Schramm, Gerbner, Shanon and Weaver and David Berlo.
c. Introduction to Communication Theories: Consistency theory, bullet theory, Individual differences theory, Social-culture category theory, Social relationships theory, Mc Luhan's Hot and Cool media.
d. Communication approaches: One way-two way, Upward-downward, Horizontal-vertical, Participatory.
e. Interpersonal Communication

Unit II: Concept and Theories of Development Communication:

a. Development Communication- Meaning, need and scope for communication in development,
b. Theories of development communication,
c. Use of conscientisation theory in development communication {Saul Alinksy and Paulo Freire)
d. Behaviour Change Communication (BCC)
e. Information, Education and Communication (IEC).
f. Diffusion of Innovations, social marking and participation message marking.
g. Media Ethics

Unit III: Communication skills for development workers:

a. Writing Skills: News release, feature writing, reports, case studies, stories, letters to the editor;
b. Verbal Skill: Presentation Skills and Public speaking;
c. Planning campaigns for development issues; Interfacing with mass media (Film. TV. Press, Radio conferences. interviews) and media advocacy

Unit – IV: Visual and Electronic Media

a. **Visual media Types** - Tables, charts, graphs, posters, still photographs, flip charts, PPTs, bulletin board / flannel graph.
b. **Audio visual, Film clips, Video Films**: Writing script for films - idea, brain storming, research, formatting content treatment, story board, shot break down, production planning budget, planning script writing, filming, using video films in the field.
c. **Electronic media:**_Use of Internet in development: uploading & downloading information using search engines, to compile information Open communication forum using web technology, e-bulletins. Blogs and newsletter groups, Mass correspondence/petitions for policy and program advocacy campaigns
d. **Social Media –** YouTube, Facebook, whatsapp and other social media

Unit – V: Performing Arts

a. Street theatre: Script writing (subject, context, story-line, characters, dialogue, language, scenes, climax, outcome (discussion), presentation of play, evaluation and impact assessment, people's participation in street theatre, Preparation and Process- rehearsal, presentation, follow up
b. Folk media:_Puppets: Preparing simple puppets, script writing, rehearsal, presentation and follow up.
c. Songs: social songs and other traditional song forms.

Teaching Methodology

Lectures, Group Discussion, Field Visits, On-hand practice with audio-visual equipment, Assignments, Presentations.

Suggested Readings:

1. Andal. N. (1998) Communication Theories and Models. Mumbai: Himalaya Publishing House

2. Fossard Estade (2005) Writing and Producing Radio Drama. Delhi : Sage Publication
3. Jan Rashmi (2003) Communicating Rural Development (Strategy and Alternatives). Jaipur Rawat Publication.
4. Kuppuswamy B. (19761 Communication and Social Development in India. New Delhi: Sterling Publishers.
5. Mekote Srinivas (2"" edition 2003) Communication for Development in the Third World. New Delhi Sage Publication.
6. Menon. Mridula. Gandhi. Ved Prakash (1997) Media and Communications- Vol. I. (New Information Order): New Delhi: Kanishka Publishers /Distributors.
7. Mody Be lb (1991) Designing Messages tor Development Communication, New Delhi: Sage Publication.
8. Nair. K. S. White Shirley (1993) Perspectives on Develop mental Communication, New Delhi: Sage Publication.
9. Narub. Uma (2006) Handbook of Communication Models. New Delhi: Atlantic Publishers and Distributors.
10. Narub. Uma (revised edition 1999) Development Communication Theory and Practice New Delhi: Har-Anand Publication Pvt. Ltd.
11. Singhal. Arvind. Rogers. Everett M.: India's Information Revolution. New Delhi: Sage Publication.
12. Jan Servaes, (2008) Communication for Development and Social Change, Sage Publications, New Delhi.
13. While. Shirley A (2™ Ed 2002) The Art of Facilitating Participation batbn New Delhi : Sage Publication

Online Resources

1. http://www.unicef.org/cbsc/
2. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/approaches_to_development_communication.pdf
3. http://www.oecd.org/dev/devcom/toolkitoncommunicationfordevelopmentc4d.htm
4. http://www.cendevcom.org/

Semester-II

PAPER – 9: ORGANIZATIONAL BEHAVIOR

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To introduce the students to human needs and human behavior.
2. To give them an exposure to living in groups, issues arising out of it and addressing such of those issues.
3. To give them knowledge about leading and motivating people.
4. To give them an exposure to the basics of organization and organizational life.

Unit-I: Introduction **(9 Hours)**

Organizational Behavior- Definition, Concept and Meaning. Foundations of organizational behavior: Management and Managers; contributing fields in OB; Challenges and Opportunities in OB. Factors affecting organizational Behavior; Management of NGO's and Importance of Psychology & Organizational Behavior.

Unit-II: Foundations of Individual Behavior **(9 Hours)**

Foundations of Individual Behavior: Personality, Perception, Attitude & Learning. Motivation with special reference to the contributions made by F.W. Taylor, Elton Mayo, Abraham Maslow, Herzberg, McGregor, McClelland, Chris Argyris, & Victor Vroom. Employee Recognition, Employee Involvement, Job redesign

Unit- III: Foundations of Group Behavior **(9 Hours)**

Foundations of Group behavior: Groups and Teams, Group Dynamics, Communication. Organizational conflict - Sources, Levels and Types, Traditional & Modern approach, Conflict and Conflict Resolution, Transactional Analysis, Negotiation and Inter-group behavior. Decision making.

Unit-IV: Leadership **(9 Hours)**

Leadership: Concept - Trait, Behavioral and Situational Leadership approaches. Fiedler's contingency theory, Blake & Mouton's Leadership Grid, Charismatic & Transformational Leadership, Authentic Leadership, Leadership Styles, Emotional Intelligence. Contemporary issues in Leadership; Power and Politics.

Unit-V: Organization Concepts **(9 Hours)**

Foundation of key organization concepts; Supervision; Organizational Culture; work force Diversity; Organizational Climate, Organizational change and Development.

Industrial Mental Health: Job Satisfaction, Conflict Management, Emotions and Stress Management, Change Management Dysfunctional Behaviour: Abseenteeism, Alcoholism, Fatigue, Monotony, Accidents and Boredom.

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars; Role play; process lab.

Suggested Readings:

1. Mangal.S.K., 'General Psychology', Sterling Publishers Pvt.Ltd., New Delhi, 1988.
2. Clifford Morgan, Richard A.King and Nancy A. Robinson, "Introduction to Psychology", McGraw Hill Book Co., New York, 1979.
3. Mishra.B.K., " Psychology: The Study of Human Behavior", PHI Learning Pvt.Ltd., New Delhi, 2008.
4. Dwidedi, R.S "Human Relations and Organizational Behavior," MacMilan India Ltd., Delhi, 1979.
5. Robbins, Stephen P, "Organisational Behaviour", Prentice Hall of India, N. Delhi, 2008
6. Hellriegel, "Organizational Behavior", Thompson Press (Indian Edition), 2007
7. Luthans, Fred, "Organisational Behaviour", McGraw Hill, 2005

Semester: II

PAPER – 10: RESEARCH METHODOLOGY

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To present the importance and applications of research in the field of Development Management.
2. To develop a critical understanding of the research process.
3. To impart skills in data analysis and interpretation.

Unit-I: Overview of Social Research **(9 Hours)**

Concept, Scope , Objectives of Social research; Research ethics; Qualitative and Quantitative approaches to research; Research activities in the Development sector - Applications of research knowledge in Development Management, Research activities of leading International, National NGO's and Research Funding organizations.

Unit-II: The Research Process **(9 Hours)**

Meaning, Steps: Problem Identification: Considerations and Steps - Literature Search and Review: Importance and Purpose, Writing the Review of Literature, Sources - Identification of Objectives - Opertionalizing Variables: Variable, Types (Independent, Dependent, Extraneous and Intervening variables) and Operationalization - Hypothesis Formulation: Meaning, Importance, Types and Formulation of Hypothesis - Research Design: Descriptive, Diagnostic, Explorative and Experimental Designs - Data Collection: Tools - Data Analysis and Interpretation - Reporting.

Unit-III: Data Collection and Analysis **(9 Hours)**

Data: Meaning and Levels of Measurement - Sources of Data - Tools of Data Collection: Steps in Tool Construction - Sample: Meaning & Methods - Data Analysis: Meaning, purpose, types; Statistics: Measures of Central Tendency, Measures of Dispersion, Correlation, Chi-square test- Computer Package available for data analysis.

Unit-IV: Data Presentation and Interpretation **(9 Hours)**

Meaning of Tabular and Diagrammatic presentation of data; Types of Tables and Diagrams; Guidelines for Preparing tables and diagrams. Interpretation of tables and diagrams.

Unit-V: Reporting **(9 Hours)**

Reporting: Meaning, needs, forums. Different report formats: Research Report - Research Proposal – Abstract - Evaluation Report; Referencing - Meaning & Styles.

Teaching Methodology:

Lectures, Presentations, reading material, discussion, field work.

Suggested Readings:

1) Rubin. A.A & Babbie. E (2004), Social Research Methods. Thomson and Wordsworth publishing, California.
2) Kothari, C.R. (2004). Research Methodology: Methods and Techniques. Vishva Prakashan, New Delhi.
3) Gupta, S.C. (2005). Fundamentals of Statistics. Himalaya Publishing House, New Delhi.
4) Wilkinson, T.S., & Bhandarkar, P.L. (2000): Methods& techniques in Social Research, Himalaya Publishing House, New Delhi.
5) Goode, W.J., & Hatt, P.K (1985). Methods in Social Research. McGrawhill, New York.
6) Ranjit Kumar (2011), Research Methodology – A Step by-Step Guide for Beginners, SAGE Publication, New Delhi.

Semester - II

PAPER - 11: HUMAN RIGHTS AND GENDER ISSUES

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To conscientise the students on the issues concerning the rights of citizens.
2. To sensitize the students on the issues related to children, women and Transgender.
3. To enable them to understand the need and importance of Human Rights and the laws related to it.
4. To help them to gain knowledge on various organizations working for Human Rights.

Unit-I: Human Rights, Organization and Laws related to Human Rights (12 Hours)

Human Rights: Introduction, Definition, Historical Background, The UN and its Charter, International Bill of Human Rights, Indian Perspectives on Human Rights and Human Duties, Individual and Human Rights, State Responsibility in International Law.

Human Rights Organization, Structure and functions, Role of UN and its specialized agencies for the Protection of Human Rights, UN commission and Human Rights, Human Rights and Indian Constitution, Role and Importance of Human Rights Commission, Marginalized Groups and their Human Rights: Women, Children and Transgender.

Unit-II: Women and Children (12 Hours)

Women: Concept, Definition, Women and Development, Gender in Development- meaning, strategic and practical need, employment and maternity benefits, Gender analysis, Feminism and Women's movements, Violence and Crime against Women – Sexual Harassment at work places, Rape, Dowry Death.

Children: Definition, Demographic profile of children in India, Status of children in India and Tamil Nadu. Female child in India. Gender differences in child rearing and socialization, Differences between male and female children in enrollment and educational achievement, National Policy on children.

Violation of Rights against Children – Human Rights and Female Foeticide, Abuses of Children, Child Trafficking, Child Labour, Street Children, Bonded Labour, Child Rights, State and Central Government programmes for children. UN Charter for Child Rights, laws relating to Children and Child Advocacy

Unit III: Gender Issues **(6 Hours)**

Gender – Concept, Gender Roles and types, Influencing Factors, Gender Needs, Gender Equality, Gender in Social Relations, Institutions and Organisations, Gender Analysis, Planning and Budgeting. Gender Issues in Poverty, Education, Health and Politics. Gendered Representation – Commodification and Beauty Industry.

Transgender – Conceptual understanding of the term Transgender, Evolution of Transgender, Physiological, Psychological and Socio-economic problems faced by Transgender.

Teaching Methodology:

Lecture, Assignments, Discussions, Case Study, Seminars.

Suggested Readings:

1. NIPCCD (2002), The Child in India- A Statistical Profile, NIPCCD, New Delhi.
2. UNICEF (1994), The Child and Law, UNICEF, New Delhi.
3. Hamiltonn R (1992), The Liberation of Women in India, Report of the National Commission, Allied Publishers, New Delhi.
4. LWF (1990), Women's Human Rights, Lutheran World Foundation, Geneva.
5. Devendar, Kiran (1985), Status and Position of Women in India, Shakthi Books, New Delhi.
6. Anjali Gandhi (1996), School Social Work, Commonwealth Publishers, New Delhi.
7. Harsh Mander & Vidya Rao (1996), An agenda for caring: Interventions for marginalized groups, VHAI, New Delhi.
8. Tripathy S.N. (Ed) (1996), Child Labor in India, Discovery Publishing house, New Delhi.
9. Sathymurthy K, (Ed) (2010), Contemporary Social Work Research, Allied Publishers, Chennai.
10. Tardon, R.K., & Sudharshan, K.N., (1998) , Directory and hand book on children, Asish Publishing House, New Delhi.

Semester –II

PAPER – 12: PRAGMATIC MODELS OF DEVELOPMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To understand need of initiating development programmes in rural and urban areas.
2. To explore the theoretical and methodological approaches to rural development.
3. To provide knowledge of the various programmes and strategies towards community development.
4. To understand the role and contribution of development management professional in the development process.

Unit-I: Introduction to Development **(10 Hours)**

Concept, meaning and objectives of development, related concepts- target oriented development, area specific development, integrated development, sustainable development and social development, application of management functions in development and role of Development Manager in rural and urban community development.

Environment and sustainability: environmental degradation, global warming, climate change, bio-diversity, energy generation and sustainable development, environment and health

Unit-III: Rural and Urban Development **(10 Hours)**

Pioneering community development initiatives: Delhi and Hyderabad Urban Community development projects. Sriniketan, Marthandom, Etawah and Nilokheri pilot rural development projects. Community Development: definition, concept, principles, objectives, programme and history. Rural Development: definition, concept, principles, objectives, major rural development programmes – IRDP, NREP, RLEGP, MGNREGS, water and sanitation related programmes, rural infrastructure schemes, Rural Livelihood Mission and Rural Health Mission, Five year plans and welfare and development programmes

Concept and meaning of Urban Development, Urban Development Programmes: Jawaharlal Nehru Urban Renewal Mission and Tamil Nadu Urban Development Project.

Unit-III: Local Self-Government **(10 Hours)**

Rural Organisations: Panchayati Raj, Structure and functions of District Rural Development Agency and Block Development Office. Urban Local Bodies: Municipalities, Chennai Metropolitan Development Agency and Tamil Nadu Slum Clearance Board.

Roles and responsibilities of Management professional bodies, Skills essential for a manager, Roles and responsibilities of a professional manager

Teaching Methodology:

Class discussion, Group assignments, Field visits, Case studies.

Suggested Readings:

1. UNDP- Human Development Reports 2000 onwards World Bank- World Development Report since 2000 Oxford Press, Chennai.
2. IFAD, IARF, MYRADA (Eds., Pub), 2001. Enhancing Ownership and Sustainability: A Resource Book on Participation.
3. Bhattacharya, B (1979) Urban Development in India, Shree Publishing, New Delhi.
4. Bidyut Mohanty (1993)Urbanization in Developing countries, ISS and Concept, New Delhi.
5. Clinard, Marshall B (1972), Slums and Urban Community Development, The Free Press, New York.
6. Desai & Pillai (1972) Slums and Urbanization, Popular, Bombay.
7. Mike Davis, (2006), Planet of Slums, Verso, London and New York.
8. Robert Neuwirth, (2005), Shadow Cities: A Billion Squatters; a new Urban World, Routledge, New York and London.
9. G.N. Kaaaley (2005),” Integrated Approach to Development Policies, Programmes and Strategies,” Concept Publishing Company, New Delhi.
10. Venkata Reddy, “Rural Development in India,” Himalaya Publishing House, Mumbai.
11. Mukarji, “Community Development in India.”

Semester - II

PAPER - 13: DEVELOPMENT PRACTICUM – II

Credits: 6 **No. of Days: 22- 25 Days**

Objectives:

1. To give the student trainees to have a first-hand information on planning then in various projects with respect to the organization and administration of the placement agency in particular.
2. To enable the students to interact with the project managers, staff and community / beneficiaries, governmental agencies so as to get a practical exposure to the working of the organization
3. To enable them to take part and have a practical experience and hands on experience in the community development initiatives undertaken by the organization.
4. To help them to identify and develop the skills essential for the effective management of organization.
5. To give them an opportunity to apply the theoretical knowledge in field situation and analyze the field realities.

For this purpose the development practicum for the programme with respect to II Semester will be organized in the following manner.

Nature of Development Practicum: Concurrent Practicum

Methodology:

1. Group placement in different organizations on rotational basis so as to enable them to learn about the functioning, programmes, projects and policies of the different organizations.
2. Individual report submission on the basis of the practical exposure.
3. Development Practicum conferences with the faculty supervisors.
4. Group presentations & seminars for every agency placement completed.

Semester: II

PAPER -14: SOFT SKILLS - II

Credits: 2 **Teaching Hours: 30**

Objectives

1. To introduce the skills required for Professional Development Managers
2. To enhance the capacity of the students to reflect the social skills and life coping skills for professional competency
3. To provide opportunity for students to hone their interpersonal skills and capacities.
4. To develop the capacities of the students for effective communication for development profession.

Students participate in five days workshop to improve their project planning skills by interaction and equip the students with knowledge and leadership skills.

Methodology: Activity based learning with the help of external consultants specialized in the specific subject areas.

PAPER - 15: SUMMER PLACEMENT (Internship)

Credits: 2 **Period of Placement: 30 Days**

(Continuously During Summer Vacation)

Objectives:

1. To give the student trainees to make use of their summer vacation by getting placed in a development organization and to benefit through practical exposure.
2. To prepare them for the next academic year field training.
3. To give them an opportunity of additional learning about the field and development sector

For this purpose the development practicum for the programme with respect to IV Semester will be organized in the following manner.

NATURE OF DEVELOPMENT PRACTICUM: Summer Placement.

Methodology:

1. It will be unsupervised placement training.
2. A compulsory requirement for course completion.
3. The student trainees will be given broad guideline for their interaction with the agency and learning.
4. Depending on the students' interest and possibilities Individual / group placement in a local / out station organization will be permitted.
5. After the completion of the summer placement training students are expected to submit summer placement completion certificate and a consolidated report of their activities and learning during the period of placement.
6. On reopening of the college (in the beginning of the next academic year) students will have to make a presentation of their experiences and learning to the class and thereby information / experience sharing will be facilitated.

SEMESTER - III

SEMESTER – III

PAPER - 16: PROJECT MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To introduce the students to the importance of Project planning and management
2. To introduce the students to the methods and techniques of project planning and management.
3. To enable them to understand the importance of project management in development management.

Unit - I: Overview of Project **(7 Hours)**

Project: Concept, meaning, objectives, characteristics, types, difference between project and programme - Project Life Cycle – Generation of project idea - Need of scientific approach to project planning and management - Problems and difficulties in evolving innovative and viable projects and participatory approach to project planning

Unit - II: Need Assessment **(11 Hours)**

Conventional Tools and Techniques: Household Survey - Observation – Interviews - Focus Group Discussions - Interview Schedule and Questionnaires – Survey - Review of projects progress reports and evaluation reports, their advantages and limitations.

PRA Techniques: Concept, meaning and definition of PRA and PLA - PRA Techniques: Social Mapping, Resource Mapping, Venn Diagram, Trend Analysis, Seasonal Analysis, Time Line, Wealth Ranking - advantages and limitations.

Problem Tree and objectives – Tree Analysis: Analysis of strategies - Gender analysis, Stakeholder analysis - Livelihood analysis - Generation of project ideas - Project Rating Index - Elimination of nonviable project ideas and selection of viable project idea.

Unit - III: Project Appraisal **(7 Hours)**

Project Appraisal – Concept – Process – Appraisal Techniques – Technical appraisal, Marketing appraisal, Environmental appraisal, Management appraisal and Financial appraisal – Social - Cost Benefit analysis – Analysis of risk.

Unit - IV: Project Formulation and Implementation **(11 Hours)**

Formulation: Problem analysis, forecasting, goal, objectives, assumptions and activities, indicators, budgeting and proposal writing – Concept of LFA.

Implementation: Networking Techniques - Development of project network, Scheduling – PERT and CPM - Action plan - Tabular form and Bar chart – Project review and control.

Unit - V: Monitoring and Evaluation **(9 Hours)**

Monitoring: Concept of monitoring, Need, Indicators of monitoring – Process and Outcome monitoring - Monitoring System – Project Management Information - Steps in monitoring and Levels of monitoring.

Evaluation: Concept, Needs and Types of evaluation - Focus of evaluation - Evaluation design: Steps in evaluation, Tools and Techniques of evaluation and Drafting evaluation report.

Teaching Methodology:

Lecture, Discussion, Case Studies, Seminars, Presentations.

Suggested Readings:

1. Prasanna Chandra, projects: Planning, Analysis, Selection, Implementation & Review, Tata Mcgraw Hill, 2004.
2. Clark J.C., T.J.Hindelang and R.E.Pritchard, Capital Budgeting: Planning and Control of Capital Expenditures, Prentice Hall, 2000.
3. Little I.M.D. and S.A. Mirrlees, Project Appraisal and Planning for Developing Countries, eimann, London, 2000
4. P.C.K Rao, Project Management, Sultan Chand & Sons, New Delhi, 2003.
5. Marghin E. and A.K.Sen, Guidelines for Project Evaluation, UNIDO, New York.
6. Bhavesh M.Patel, Project Management, Vikas Publishing House, New Delhi, 2002.

Semester-III

PAPER – 17: GLOBAL ISSUES AND SOCIAL DEVELOPMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To introduce students to major global issues and social problems
2. To facilitate students to identify perspectives and contexts with regard to global issues.
3. To enable students to analyze and plan basic programs and strategies for social development.
4. To prepare students to work globally in the field of poverty, conflicts, and pandemics with a special emphasis on current events.

Unit – I: Global Issues: Introduction, Perspectives, Context **(9 Hours)**

Global Issues: Introduction

Perspectives: Global Perspective, Human Rights Perspective, Ecological Perspective, Social Development Perspective, Integrated Perspective

Contexts: Global Social Problems Context, Organizational Context, Ideological Context, Emerging Policy Context.

Unit – II: Theories of Social Development and Globalization **(9 Hours)**

Social Development Theory

World Systems Theory

Modernity

Postmodernity

Globalization

Transnationlism

Network Society

Theories of Global Culture

Unit – III: Social Development: Programs and Strategies **(9 Hours)**

Social Development: Programs and Strategies:

Empowerment, Capacity building Self – help and Self – Reliance, Enhancing Social Integration or Social Cohesion, Income Generation, Community Development.

Unit – IV: The Fields of Poverty, Conflict, Displacement and Pandemics: Background and Issues, Programs and Strategies (9 hours)

The Field of Poverty:

Background and Issues:

Global Poverty: Dimensions, Trends, Facets

Globalization of Poverty

Programs and Strategies:

Poverty Alleviation Programs and Strategies

The Field of Conflict and Post-conflict Reconstruction

Background and Issues:

The Extent and Nature of Modern Conflict

The Role of the United Nations and the Global Civil Society

The Post-conflict Response, Situation and Reconstruction Agenda

Programs and Strategies

Securing and Maintaining Peace and Promoting Reconciliation

Social, Psychosocial and Recreational Programs

Family Reunion, Repatriation and Integration Programs

The Field of Pandemics:

Background and Issues:

Nature and Extent of Pandemics

The Role of World Health Organization and National Governments

Programs and Strategies:

Treatment, Prevention and Eradication

Precautionary measures and International Cooperation

Unit – V: Case Studies (9 hours)

Contemporary Global Issues, Migration, International Terrorism and its impact, Impacts of Global Warming, Proliferation of Nuclear Weapons, Population Explosion and Scarcity of Energy, Water and Natural Resources.

***Teaching Methodology**:*

Lecture, Assignments, Seminar, Group Discussion, Guest Lecture, Case study.

***Suggested Readings**:*

1. Snarr, Michael T, and Neil Snarr. *Introducing Global Issues*. Boulder, Colo.: Lynne Rienner Publishers, 2005.

2. Sampedro, Ricardo, and Susan Hillyard. *Global Issues*. Oxford: Oxford University Press, 2004.

3. David Cox, Manohar Pawar, *International Social Work: Issues, Strategies and Programs*, Sage Publication. 2006.

4. Gore, M. S. *Social Development.* Jaipur: Rawat Publications, 2003. Print.

5. Wainryb, Cecilia, Judith G Smetana, and Elliot Turiel. *Social Development, Social Inequalities, and Social Justice*. New York: Lawrence Erlbaum Associates, 2008.

6. Bellamy, Alex J, Paul Williams, and Stuart Griffin. *Understanding Peacekeeping*. Cambridge, UK: Polity Press, 2004.

7. Doherty, P. C. *Pandemics*. Oxford: Oxford University Press, 2013.

Semester- III

PAPER - 18: CORPORATE SOCIAL RESPONSIBILITY

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To acquaint the students with concepts of Corporate Governance and Corporate Social Responsibility.
2. To assist the students to understand the role of Business Ethics and Corporate Social Responsibility in Development.
3. To familiarize thestudents with the emerging CSR models.
4. To equip the students with skills needed for CSR personnel.

Unit-I: Social Responsibility and Ethics **(9 Hours)**

Social Responsibility: Meaning, Definition and Perspectives. Ethical dimension of Management.

Business Ethics: Definition, Need, Scope, Theory ,Models &Ethical Dilemmas.

Changing Concept of Social Responsibility: Andrew Carnegie and Gospel of wealth, Milton Friedman's Argument,Enlightened self-interest, Corporate Responsiveness, Corporate Social Performance. Arguments for and against social involvement of businesses.

Corporate Governance- Definition, Need, Theories and Models, Composition of the Board for Corporate Governance and related policies.

Unit-II: Introduction to Corporate Social Responsibility **(9 Hours)**

Corporate Social Responsibility: Definition, Concepts, Need, Scope and Models. Concentration areas of CSR. Triple Bottom Approach and Sustainable Development. **Corporate Social Responsibility in India**: History, Role of Globalization and International Community like EU in promoting CSR. Government of India guidelines for CSR, Role and Responsibilities of Government in promoting CSR.

Unit-III: Tools of Corporate Social Responsibility **(9 Hours)**

MDGs and CSR, Global Compact, GRI, Human Rights, SA 8000, AA 1000, Fair Trade, ISO 26000.

Unit –IV: Partnership and Networking **(9 hours)**

Concept & Role of Partnerships: Techniques & Value and Benefits of developing and maintaining partnerships.

Emerging trends and models in India: Corporate Community Participation, Private Public Partnership& making best use of Corporate Social Responsibility.

Government Partnerships: Cataloguing Schemes and Programs of Ministries/ FOs/AID Agencies etc.

Techniques: Networking, Lobbying, Advocacy, Transparency, Accountability and Reporting.

Unit-V: Corporate Social Responsibility Initiatives **(9 Hours)**

National and International CSR activities. (Discussion of Case studies and seminar presentation).

CSR Initiative: Unilever India, ITC, ORCHID Chemicals, Vestas Pvt.Ltd, TVS- Srinivasan Services Trust, Pepsico, Nokia, Starbucks, Toyota, Nestle.

Teaching Methodology:

Lectures, handouts, group discussions, seminar presentations, case studies, field visits.

Suggested Readings:

1. Shrivastava; Shankar Venkateswaran,(2000) " Business of Social Responsibility: the why , what and how of corporate social responsibility in India" Harsh Books for Change.
2. Baxi, C.V; AjitPras, (2005), Corporate Social Responsibility: Concepts and Cases" Excel Books.
3. Jatana, Renu ;Crowther, Dav (2007) Corporate Social Responsibility: Theory and Practice with Case Studies. Deep and Deep Publications.
4. Werther, William, B; Chanler, Dav, (2006) Strategic Corporate Social Responsibility: Stakeholder in a Global Environment. Sage Publications
5. Sahni, S.K (2006), Business Ethics and Corporate Social Responsibility, Foundation for Peace and Sustainable Development.
6. Mitra ,Meera (2007) Its Only Business: Indias Corporate Social Responsiveness in a Globalized World, Oxford University Press.
7. Agarwal, Sanjay.K (2008) Corporate Social Responsibility in India, Sage Publications.

Journal Articles:

1) Pitabas Pradhan; Parida, Subhas C; Ratch, BabaniP(2005) Corporate Social Responsibility in the Globalized Business Environment: Community relations at NALCO, April 2006.
2) Porter, Micharel E; Kramer, Mark R, Strategy & Society: the link between competitive advantage and Corporate Social Responsibility, Harvard Business Review, Dec.2006.
3) MirtynjayAthreya, Corporate Social Responsibility for Inclusive Growth, Jan 2009.
4) Anita, Joseph, V, Successful Examples of Corporate Social Responsibility, Jan 2009.

Semester – III

PAPER - 19: FINANCIAL MANAGEMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To introduce a macro perspective to Financial Management in the Non- Government Organizations with a holistic approach.
2. To study Financial Planning, Project or Programme budgeting as an integral part of Programme and monitoring systems for NGO's.
3. To learn about appropriate accounting, reporting and monitoring systems for NGOs
4. To learn about the intricacies of ***Project Financial Management.***
5. To learn about the role of Governance in FM aspects of the NGOs and formulation and implementation of financial policies for NGOs.

Unit-I: Financial Management, Planning and Budgeting Systems **(10 Hours)**

Organizational management (Vision, Mission, Governance and Management); Financial Management as an integral part of organizational management; FM as a tool for Governance, management, accountability and credibility; Stakeholders and Accountability dimensions in NGOs.

Strategic planning and Organizational budgeting; short term planning and annual budgeting; Organizational Vs Programme or Project Planning and budgeting; Cost control, cost reduction and cost effectiveness in NGOs.

Unit-II: Accounting, Financial Reporting and Monitoring Systems. **(12 Hours)**

Accounting systems, Fund Accounting, Computerization; Internal reporting including MIS, External reporting to Government and funding agencies; Financial Monitoring, Activity oriented financial reporting, Tracking fund utilization for realization of goals and objectives of the NGOs; Issues in Financial Monitoring including diversion, clandestine funds, prevention of money laundering.

Proposal: Execution of contracts or agreements; Accounting for projects and programmes; Reporting to donors and donor agencies.

Unit-III: Role of Governance in Financial Management and Financial Policy Formulation and Implementation. (8 Hours)

Governing structures, Roles and functions of Governance in Financial Management; Board Committees, Audit and Advisory Committees, Independent Reviews; Financial Policy formulation and implementation process; Assessing and improving Governance Role for Financial Management.

Teaching Methodology:

Power point presentations, Reading of Resource Materials, Quiz, Case Studies, Project Work,

Suggested Readings:

1. John Zietlow, Jo Ann Hankin, Alien G , Seidner, (2007) Financial Management for Non-Profit Organizations.
2. Kandasami, (1998) Governance and Financial Management in the Non-Profit Sector Organizations.

Web Resources:

http://managementhelp.org/ finance/npfnce.htm (Carter McNammara , Basic Guide to Non-Profit Financial Management.

Semester – III

PAPER – 20: INTRODUCTION TO LABOUR LEGISLATIONS

Credits: 2 **Hours: 30**

Objectives:

1. To introduce the students to the concept of labour legislations pertaining to Indian conditions and its related Organisations.
2. To impart knowledge about the various laws utilised in Organisations.
3. To develop the analytical skills by citing case incidents and latest judgements.

UNIT I – Legislations on Working Conditions **(10 Hours)**

Introduction to labour laws, History of Labour Legislation in India, The Factories Act 1948-The Apprentices Act 1961-The Plantation Workers Act 1951-The Mines Act 1952-The Contract Labour (Regulation and Abolition) Act 1970-Employment Exchange (Compulsory Notification of Vacancies) Act 1959-The Child Labour (Prohibition and Regulation) Act 1986

UNIT II – Legislations on Social Security **(10 Hours)**

The Payment of Wages Act 1936-The minimum wages Act 1948-The payment of Bonus Act 1965-The equal remuneration Act 1976- Payment of Gratuity Act1972-The Maternity Benefit Act1961-The Employee State Insurance Act 1948-The Employee Provident Fund and Miscellaneous provisions Act 1952- Workmen's compensation Act 1923.

UNIT III – Industrial Relations and Procedures **(10 Hours)**

Industrial Disputes Act 1947-The Industrial Employment (standing orders) Act 1946-The Trade Union Act 1926.

Conveyencing and Procedure: Registers to be maintained in Factory- Notices to be exhibited – Periodical Returns to be submitted (Forms to be maintained).

Teaching Methodology

Lecture; Case laws; Seminars; Discussions.

Suggested Readings

1. Garg, Ajay, 2007 Labour Laws one should know, A Nabhi Publications, NewDelhi.
2. Gupta. C.B, 2000 Industrial Relations & Labour Laws, Sultanchand, New Delhi.
3. D.P.Jain, 1991 Industrial Law, Konar publication, New Delhi.
4. Kapoor. N.D, 2006 Handbook of Industrial Laws, Sultanchand, New Delhi.
5. Malhotra. O.P, 1998 The Laws of Industrial Disputes, Universal Law publishing company, New Delhi.
6. Misra, S. L. , 1983 Labour and Industrial Laws, Pioneer publication, New Delhi.
7. Srivastava,S.C, 2000 Industrial Relations and Labour Laws, Vikas publishing House, New Delhi.
8. Subramaninan, 1998 Factory Laws applicable in Tamil Nadu, Madras Book agency, Chennai.
9. Tripathi. PC, 1998 Industrial Relations & Labour Laws, Sultanchand Publication, New Delhi
10. Current Bills, new Case Laws and new Laws should form part of the syllabus automatically

Semester - III

PAPER - 21: RESEARCH PROJECT

Credits: 6

Objectives

1. To make the students to do a research project based on empirical evidences with the research methods.
2. To expose the students the need of exploring, describing, and analyzing the data needed for conceiving a feasible and sustainable development projects.
3. To increase the capacity of research and documentation skills required for future project management

Methodology

Each student gets a research guide. The students choose a topic for research which has potential empirical evidences. Students should do sampling and conduct survey or collect data and submit a Project Report to the department. The thesis of the students is evaluated by an External Viva Voce Examination. Students are expected to choose a topic which he or she is interested and for which the students are going to commit themselves.

Semester - III

PAPER - 22: DEVELOPMENT PRACTICUM – III

Credits: 6 **No. of Days: 22- 25 Days**

Objectives:

1. To give the student trainees to have a experience in planning and implementation of field based activities in consultation with the placement agency in particular.
2. To enable the students to interact with various stakeholders so that they can understand the project management and organisation management aspects in the organisations.
3. To help them to identify and develop the skills essential for the efficient development professionals.
5. To give them an opportunity to apply the theoretical knowledge in field situations and analyze the field realities.

For this purpose the development practicum for the programme with respect to III Semester will be organized in the following manner.

Nature of Development Practicum: Internship

Methodology:

1. Individual student Placement in an Organization which has bilateral/multilateral projects on the basis of their Core or Elective subject so as to get hands on training on:
   a) General Management of the organization.
   b) Office administration,
   c) Project planning & implementation.
   d) Community interventions & beneficiary coordination.
2. Individual student report submission based on the visits made and observations done.
3. Practicum Conferences with the Faculty Supervisors.
4. Presentation by the trainees.

Semester - III

PAPER - 23: SOFT SKILLS - III

Credits: 2 **Teaching Hours: 30**

Objectives

1. To develop skills in developing Resume / CV for campus placement of the students.
2. To improve their knowledge and skills in facing interviews, group discussions etc.

Five days work shop will be organized to the students to enable their knowledge and skills in developing resume / CV and facing interviews. Field experts will be arranged for the workshop.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

Semester - III

PAPER - 24: OUT BOUND TRAINING

Credits: NIL **Duration: 4-5 Days.**

A Requirement for Course Completion

An Out Bound Training program takes place for five days. The students themselves plan on the topics and decide on the OBT in a development organisations of national or international repute. This programme augments the knowledge on development management skill and also enables the students to interact with different stakeholders. It also exposes the students to various scopes of development work that exists in the field.

SEMESTER - IV

SEMESTER - IV

PAPER - 25: ENTREPRENEURSHIP DEVELOPMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To provide an understanding on the nature and process of Entrepreneurship Development.
2. To provide knowledge on the Business Strategies to start an enterprise.
3. To motivate students to work towards Entrepreneurship Development.

Unit- 1: Entrepreneur and Entrepreneurship **(9 Hours)**

Concepts, Definitions, Types (Business, Trading, Industrial, Corporate, Agricultural), Characteristics, Competencies, Scope & Entrepreneurship in Indian context. Stages to become an efficient entrepreneur (Growth, Survival & Establishment), Determinants of entrepreneurial success (Human Resource, Finance, Production &Marketing), Importance of Entrepreneurs in Economic Development.

Unit-II: Growth Strategies of Entrepreneurship **(9 Hours)**

Factors influencing entrepreneurship (Cultural, Political, Economic, Availability of Resources, Entrepreneurial skills set & Psychological orientation), Developing the entrepreneurship plan- Environmental assessment: PEST (External) & SWOT analysis (Internal), Models: BPL Community Model, Social Entrepreneurial Model (SEM).

Promotion of Social Entrepreneurship: NGOs network, Support system : Self-Help Groups, Family, Resources available and Dual Role.

Unit-III: Setting of Small Business Enterprise **(9 Hours)**

Identifying the business opportunity, **Formalities for setting up of Small Business Enterprise**: Environment pollution related clearance, Strategies Adopted, Selection of the Project, Decide on the Constitution, MSME Registration, Arrange for Land / Shed, Arrange for Plant and Machinery, Arrange for infrastructure, Contents for Project Report.

Unit-IV: Social Entrepreneurship **(9 Hours)**

Concept , Definition**,** Social marketing, Essential Skills required of an Entrepreneur-

Creativity & Innovation, Case studies of Successful Indian Social Entrepreneurs, Study Analysis on viability and feasibility on starting an enterprise.

Unit-V: Entrepreneurial Support System (9 Hours)

Small Industries Development Bank of India (SIDBI), National Small Industries Corporation (NSIC), National Research Development Corporation (NRDC), Entrepreneurship Development Institute of India (EDII), National Institute for Entrepreneurship of Small Business Development (NIESBD), State Financial Corporation (SFCs), Commercial Banks, District Industries Centers (DICs), National Institute of Small Industries Extension Training (NISIET), State Trading Corporation of India (STC), Chambers of Commerce and Industry and Industrial Associations (CCIIA), Confederation of Indian Industry (CII).

Practical Exposure: Visit to the Small Scale Industries- Successful enterprise.

Teaching Methodology:

Lecture, Discussion, Seminars, Assignments, Documentary Films, Field Visits, Presentation of case studies of successful entrepreneurs, Interviews with entrepreneurs.

Suggested Readings:

1. Jasmer Singh Saini (2005) Enterpreneurship Development programmes and practice-, Deep & Deep Publications Pvt. Ltd, New Delhi.
2. Moahn .S., Elangovan. R(2005) Current Trends in Entrepreneurship, Deep & Deep Publications Pvt. Ltd, New Delhi.
3. Amutahlakshimi.P ., Umachandran.K., (2009) Social Entrepreneurship, KVR Printers, Chennai.
4. Anilkumar.S., (2003), Entrepreneurship development, New Age International Publishers Ltd.,, New Delhi,
5. Poornima Charantimath., (2006), Entrepreneurship Development Small Business Enterprises, Dorling Kindersley Pvt. Ltd.,
6. Gupta, M.C., (1987), Entrepreneurship in Small Scale Industry, Anmol Publications, New Delhi.
7. Lambden., Dohnc & Target, David (1990) Small Business Finance- A Simple Approach, Pitman Publishing, London.

Semester- IV

PAPER - 26: ENVIRONMENT MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1) To introduce the students to the concepts and key issues in Environment Management.
2) To provide basic knowledge to the students on the types of pollution and its effects.
3) To sensitize the students on the environmental management systems.
4) To help the students to understand about water resource, land, forest and wild life.
5) To introduce the students to environmental ethics and biodiversity.

Unit-I: Introduction to Environmental Management **(9Hours)**

Concepts: Sustainable development, fundamentals concerning Environment, energy issues; Ecology: definitions, concepts of ecology, industrial ecology.

Global environmental problems: Global warming, effects of global warming, how to combat global warming, climate change.

Ozone depletion: concepts, harmful effects, developing countries scenario, India and ozone depletion. NGO participation in sustainable development.

Unit-II: Pollution and Its Effects **(9 Hours)**

Air and Noise pollution: meaning, causes, Regulation and India's effort to control them.

Water Pollution: Meaning, causes, Indian scenario, integrated water resources development and management.

Soil pollution: Meaning, Causes, Management Issues.

Role of NGO's in prevention, Control and Management of Pollution.

Unit-III: Environmental Management Systems & Law. **(9 Hours)**

Meaning, Concepts Installing EMS, Certification for EMS, ISO 9000, ISO 14001, Basic Principles of ISO 14001, Green Rating. Environmental legislation for protection of species and natural resources, Government policies and agencies for environmental conservation, International organizations. International Environmental Legislation: protocols, treaties, conventions, standards etc.,

Environmental standards in India, Public Interest Litigations (PLIs) and their role in control of environmental pollution in India.

Unit-IV: Water, Land, Forest & Wild Life Management. (9 Hours)

Marine environment and its Management: Meaning, core issues, Pollution and protection, Management issues, Legal Control.

Land Management: Land use and degradation, Management problems, Strategies for Sustainable Land management; Waste Management: Meaning, types, Garbage Trade, Regulatory aspects of Solid Waste Management, Recycling of Social Waste, Integrated waste Management.

Forest and Wild Life Management: Global consensus on Management of Forests, Indian Scenario, Afforestation, Deforestation, Wild life protection and conservation. Involvement of NGOs in these areas.

Unit-V: Environmental Ethics and Role of NGOs: (9 Hours)

Environmental Ethics, Meaning; Biodiversity: Meaning, levels, Patents, IPR, biosafety protocol, Indian Scenario; Green marketing, Eco-labeling, Eco-mark-Criteria, status, procedure; GATT / WTO. Study of environmental management in management schools.

Role of NGOs: public participation in raising environmental concerns, environmental protection, Promoting environmental education, training, Capacity –building, Conducting advocacy work in partnership with government.

Indian NGOs working for Environmental Management.

Teaching Methodology:

Classroom discussion, assignments / seminars, Field trips, Guest Lectures, Important Case Studies, Discussion based on news items, videos.

Suggested Readings:

1. Clini, Corrado; Musu, Ignazio; Gullino, Maria Lodovica (Eds), Sustainable Development and Environmental Management: Experiences and Case Studies, 2008, XIV, 490 p.
2. Sundar Vadaon, Role of NGO's in Environmental Conservation and Development, http://www.karmayog.org/startanngo/startanngo
3. Uberoi, N.K, Environmental Management, Second edition, Excel Books, New Delhi, 2003.
4. http://www.mumbaisuburbs.com/articles/ngo-environmental-conservation.

Semester- IV

PAPER - 27: COMMUNITY BASED HEALTH AND EDUCATION MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Unit-I: Concept of Health **(9 Hours)**

Health definition- Scope and components. Health determinants-safe water, sanitation, nutrition, environmental sanitation-health factors, sex, genetic, age, occupation. Social, economic condition. Health Indicators-MMR, IMR .Life expectancy.

Unit-II: Reproductive Health **(9 Hours)**

Brief anatomy and physiology of Human body-reproductive anatomy and physiology in men and women- menstrual cycle- fertility regulation-FW methods-temporary and permanent methods-Infertility. Gender in health.

Unit-III: Overview of National Health Policy **(9 Hours)**

Primary Health care-national Health policy-National rural Health Mission-Goals, components-JSY, Immunization- Integrated disease Surveillance project-ASHA-national Health programmes- communicable and non-communicable diseases-prevention and control measures-principles of epidemiology.

Unit-IV: National Health Programmes **(9 Hours)**

National Rural Health Mission - National Family Welfare Programme. National Programmes- Malaria, Filaria, Japanese Encephalitis. Iodine Deficiency Disorder, Nutrition Vitamin-A Distribution, Tuberculosis –Vaccine , Preventable Diseases- Leprosy, HIV AIDS, Mental Health- National School Health Programme, Non Communicable Diseases- Heart Diseases,- Cancer Diabetes- Obesity- Accidents etc

Unit: V: Population Stabilization **(9 Hours)**

Demography- demographic indicators-national health policy- national population strategy policy, population stabilization. National population strategy. Contraception and Gender Issues and PNDT Act: Permanent and Temporary Methods –Nirodh – Gender Issues- different gender roles, gender discrimination in delivering health services, PNDT Act.

COMMUNITY BASED EDUCATION MANAGEMENT

Formal & Informal Education, Alternate systems of Education, Participatory Learning, Transformative learning, Critical pedagogy, Negotiating the curriculum, popular education and special education, responsive learning, Teaching life skills, self-help & localization, Role of Aganawadi teachers, Models of Community based Education.

Teaching Methodology:

Classroom Discussion, Assignments / Seminars, Guest Lectures, Important Case Studies,

Suggested Readings:

1. Anderson, Lorin W. and D.R. Krathwohl (eds.). (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.
2. Association for Community Based Education. (1989). Evaluations of Community Based Literacy Programs. Washington, DC: ACBE.
3. Erickson, Lynn H. (1998). Concept-Based Curriculum and Instruction. CA: Corwin Press, Inc.
4. Improving Science Education With Community- Based Projects: Five Years of Toyota Tapestry Grants Publisher: Natl Science Teachers Assn Author: Kathleen A Rapp, Crystal Lal Edition: Paperback
5. Place and Community- Based Education in Schools (Hardcover) by **Gregory A Smith** &**David Sobel**
6. Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", *Encyclopedia of India (vol. 2)* edited by Stanley Wolpert, 23–28, Thomson Gale: ISBN 0-684-31351-0.
7. Raman, S.A. (2006). "Women's Education", *Encyclopedia of India (vol. 4)*, edited by Stanley Wolpert, 235-239, Thomson Gale: ISBN 0-684-31353-7.
8. Setty, E.D. and Ross, E.L. (1987), "A Case Study in Applied Education in Rural India", *Community Development Journal*, 22 (2): 120–129, Oxford University Press.
9. Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", *International Journal of Constitutional Law*, 2 (1): 148–158, Oxford University Press.

Semester - IV

PAPER - 28: DISASTER MANAGEMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To cultivate an idea on impact and types of disaster.
2. To equip the students with information on approaches in disaster preparedness, precaution and management.
3. To impart knowledge on the policy and institutional frameworks.

Unit - I: Disaster Management Concepts and Disaster Analysis (10 Hours)

Concepts related to Disaster Management, Difference between Disaster and Hazards. Impacts created by Disasters.

Types: Natural & manmade disaster. Water, climate & geologically related calamities. Accident, Biologically & Atmospheric related calamities. Chemical, Industrial and Nuclear related Calamities.

Disaster Risk Assessment:

Hazard Assessment, Exposure Assessment, Vulnerability Analysis, Loss/Impact Analysis, Risk profiling and evaluation, Formulation and Revision of DRR strategies and action plans

Unit – II: Stages in Disaster Management (10 Hours)

Disaster Management: Definition, Disaster Management Cycle.

Evacuation and Rescue: Emergency supplies and vulnerability reduction

Relief: Damage and Need assessment, Psycho-social care and support

Rehabilitation and Recovery: Planning for rehabilitation and recovery, Displacement and Resettlement

Prevention and Preparedness: Mitigation, Contingency Planning and Early warning Systems

Unit- III: Interventions in Disaster Situations and Institutional Framework (10 Hours)

Interventions: First Aid, Cleaning Operation, Public Health and Disease Management. Psycho Social Impacts of Disasters: Counselling for Trauma, Dealing with Loss and Bereavement, Building Community Resilience to Disasters

Role of NGOs in Disaster Management: Preparedness, Precaution and Management of Disaster. Coordination with Government Agencies, Capacity building and Sustainable Development: People Participation, Training Community level workers.

Institutional and Policy Framework: Disaster Management Institutions – National Disaster Management Authority, Disaster Management Policies and Strategies

Teaching Methodology:

Class room discussion, simulations, role plays, assignments/seminars, Field visits, discussion based on news item, videos.

Suggested Readings:

1. Coppola, Damon P. *Introduction To International Disaster Management*. Amsterdam: Butterworth Heinemann, 2007.
2. Gupta, Harsh K. *Disaster Management*. Hyderabad: Universities Press, 2003. Print.
3. Payne, Sheila, Sandra Horn, and Marilyn Relf. *Loss and Bereavement*. Buckingham [England]: Open University Press, 1999.
4. Uddin, Nasim, and Alfredo Hua-Sing Ang. *Disaster Risk Assessment and Mitigation*. Reston, Va.: American Society of Civil Engineers, 2009.
5. Chowdury, P.C. Parthasarathy, R. Girimaji, S. Sekar, K&Srinivasa Murthy, R (2000), Psychosocial care for community level helpers, Bangalore, Books for Change.
6. Sathyavathi, K, Nardev, G and Thakrar, S (1987) Grief reactions among bereaved.
7. Dave, A.S., Sekar, K., lBhadra,S., Rajaskekar, G.P., Kishore Kumar, K., Beena, P., Srinivasa Murthy, R (2002) , Psychosocial care for children surviving the riots. Books for Change,
8. Desai N.G., Gupta, D.K., Joshi. P.C., Singh, R.A., Singh T.B., Lal.M and Kumar., A. (2002) Mental health aspects of the Earthquake in Gujrat. Indian Council of Medical Research, New Delhi.
9. S. Narayana, R. Dave, A.S., Sekar, K, Kishore Kumar, K. Srinivasamurthy, R (2002) Riots: psychosocial care for Women surviving the Riots. Books for Change, Bangalore.
10. Narayana R.L., SrinivasaMurthy.R., Daz P (2003) Disaster mental health in India: monograph. American Red Cross, New Delhi.

11. Parsuraman.S (Ed), Organization and Administration of Relief and Rehabilitation following Marathwada Earthquake, Mumbai: Tata Institute of Social Sciences.
12. Srinivasa Murthy, R., Issac.M.K.,Chandrasekar, C.R &Bhide A.V (1987) Bhopal.
13. Grace, H., Sekar,K., Suhhasis, B., Bharat.S., Tsunami- Psychosocial care for women NIMHANS, Bangalore, 2005 (English, Tamil, Telugu, Hindi)
14. Disaster, Pune: Maharastra Institute of Mental Health (1994)
15. Disaster and Mental Health- Revisiting Bhopal,, Economic and Political Weekly, March 15, 1074-1082, 2003.

Semester-IV

PAPER - 29: ORGANISATION DEVELOPMENT

Credits: 2 **Hours: 30**

Objectives:

4. To introduce the students on the concept of Organisation Development, History and Theories of the same.
5. To impart knowledge about the process of OB
6. To understand the Intervention and Strategies of Organisation Development

Unit I - Introduction and Management of Change **(10 Hours)**

Meaning of Organisation Development; History of OD; Theories of OD. Introduction to Management of Change. Process of Managing Organisational Change, Managing Resistance to Change. Strategies and Guidelines for Imparting Change, Theories and Approaches to Planned Change.

Unit II - The Process of Organisation Development **(10 Hours)**

Entering, Contracting, Diagnosing, Collecting and Analyzing Diagnostic Information, Feeding Diagnostic Information; Designing Interventions; Leading and Managing change; Evaluating and Institutionalizing Intervention; Measuring Intervention and Change Management.

Unit III - Interventions and Strategies **(10 Hours)**

Human Process Interventions: Interpersonal and Group process Approaches; Organisation Process Approaches; Restructuring Organisations; Employee Involvement; Work Design; HRM Interventions: Performance Management; Developing and Assisting Members; Strategic Change Interventions: Competitive and Collaborative Strategies.

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars; Role play.

Suggested Readings:

1. Cummings T.G and Worley C.G. Theory of Organisation Development and Change 8th Ed.,New Delhi, 2009.
2. French W.L, Bell C.H. Jr, Robert A.Zawacki. Organisation Development and Transformation – Managing effective Change 6th Ed., New Delhi 2006.
3. Bhatia S.K. Management of Change and Organisational Development- Innovative Approach.

4. Dr. Ramakanta K. Patra. Strategic Human Resource Management and Organisation Development 1st Edition, Mumbai,2011.
5. Ramanarayanan, T.V. Rao, Kuldeep Singh – Organisation Development – Interventions and Strategies, Sage Publications, 1998.
6. Rolf P. Lynton, Pareek Udai – Training for Organisational Transformation, Sage Publications, New Delhi 2000.

Semester –IV

PAPER – 30: DEVELOPMENT PRACTICUM – IV

Credits: 6 **No. of days: 22- 25 Days**

Objectives:

1. To give the student trainees to have an experience in planning and implementation of field based activities in consultation with the placement agency in particular.
2. To enable the students to interact with various stakeholders so that they can understand the project management and organisation management aspects in the organisations.
3. To help them to identify and develop the skills essential for the efficient development professionals.
5. To give them an opportunity to apply the theoretical knowledge in field situations and analyze the field realities.

For this purpose the development practicum for the programme with respect to IV Semester will be organized in the following manner.

Nature of Development Practicum: Internship

Methodology:

1. Individual student Placement in a development organisation (Preferably an INGO) on the basis of their Core / Elective subject for a period of minimum of one month so as to get hands on experience in:

   a) General Management of the organization.
   b) Project Development, Implementation and Monitoring
   c) Community Interventions and Exposure to Livelihood projects.
   d) Organisation and Human Resource Policies

2. Undertaking mini projects to fulfill the community / beneficiary needs in collaboration with the organisation.
3. While undertaking mini projects the trainees will prepare and appreciate the diversity of development models and techniques in addressing social issues.
4. Individual student report submission based on their activities.
5. Practicum Conferences with the Faculty Supervisors.
6. Presentation by the trainees.

Semester: IV

PAPER - 31: SOFT SKILLS - IV

Credits: 2 **Teaching Hours: 30**

Objectives

1. To develop the professional skills of the trainees related to the development sector.
2. To make them aware of the professional behaviour and ethics necessary for development professionals.

Five days work shop will be organized to the students to enhance their knowledge and skills related to the development profession. Field experts will be arranged for the workshop.

Five days workshop will be organized by calling experts to train students in professional skills, behaviour and ethics. Students will be assessed by their performance and participation.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

Semester-IV

PAPER-32: BLOCK PLACEMENT

Credits: NIL **Duration: 1 Month**

(After IV Semester Examinations)

This opportunity is provided at the end of the two years of the programme. It is designed for the learner to integrate theory and practice to enhance competencies in the area of specialty selected by the student and in development practice and experience oneself in that role.

Objectives:

1. Develop enhanced practice skill and integrate learning.
2. Develop greater understanding of reality situations through involvement in day to day work.
3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme.
4. Enhance awareness of self in the role of development professional.

Process:

1. It is an unsupervised but a compulsory component for course completion.
2. The student will be placed in a setting (local / outstation) continuously for a period of one month.
3. The agency for the placement has to be finalized appropriately (jointly by the student and the department) before the end of the Semester - IV.
4. The agency may be the one where the student has already been selected for a job placement through campus recruitment or where the student finds chances for absorption after completion of the Block placement.
5. The settings are also to be communicated well in advance and written permission obtained.
6. After the completion of the Block placement the student has to submit a consolidated report of the activities undertaken and the experiences gained during the training period.
7. Students will be allotted faculty members for their contact and submission of the reports.
8. The members of faculty to glance through the reports submitted and issue Block Placement completion certificates.

MADRAS SCHOOL OF SOCIAL WORK

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Dr. S. RAJA SAMUEL, M.A., Ph.D.
Principal

CRITERIA 1- CURRICULAR ASPECTS

METRIC ID: 1.1.3- EMPLOYABILITY, ENTREPRENEURSHIP & SKILL DEVELOPMENT

PG Department of Development Management

This is to certify that the following are the courses having focus on Employability/Entrepreneurship/Skill Development offered by the institution during the academic year 2017-2018.

29/11/2021

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PG Department of Development Management

Name of the Course	Course Code	Employability (EM)	Entrepreneurship (EN)	Skill Development (SD)	Page No.
INTRODUCTION TO DEVELOPMENT	MD/16C/101	Yes			12
ESTABLISHING DEVELOPMENT ORGANIZATIONS	MD/15C/102	Yes	Yes	Yes	14
HUMAN RESOURCE MANAGEMENT AND LABOUR LEGISLATION	MD/16C/103	Yes		Yes	16
SOCIOLOGY OF DEVELOPMENT	MD/15E/104	Yes			19
FUNDAMENTALS OF MANAGEMENT	MD/15E/105	Yes		Yes	22
DEVELOPMENT PRACTICUM - I	MD/15C/106	Yes		Yes	24
SOFT SKILLS - I	MD/15S/107	Yes		Yes	25
DEVELOPMENT COMMUNICATION	MD/15C/201			Yes	27
ORGANIZATIONAL BEHAVIOUR	MD/15C/202	Yes		Yes	31
RESEARCH METHODOLOGY	MD/15C/203	Yes		Yes	33
HUMAN RIGHTS AND GENDER ISSUES	MD/15E/204	Yes			36
PRAGMATIC MODELS OF DEVELOPMENT	MD/15E/205	Yes			39
DEVELOPMENT PRACTICUM-II	MD/15C/206	Yes		Yes	41
SOFT SKILLS - II	MD/15S/207	Yes		Yes	42
SUMMER PLACEMENT	MD/15R/208	Yes		Yes	43

,ſ MANAGEMENT	MD/15C/301	Yes		Yes	45
)BAL ISSUES & OCIAL DEVELOPMENT	MD/15C/302	Yes			47
CORPORATE SOCIAL RESPONSIBILITY	MD/15C/303	Yes		Yes	50
ACCOUNTING FOR DECISION MAKING	MD/16E/304	Yes		Yes	53
DEVELOPMENT ECONOMICS	MD/17E/305	Yes			55
RESEARCH PROJECT	MD/15C/306	Yes		Yes	57
DEVELOPMENT PRACTICUM - III	MD/15C/307	Yes		Yes	58
SOFT SKILLS III	MD/15S/308	Yes		Yes	59
ENTREPRENEURSHIP DEVELOPMENT	MD/15C/401	Yes	Yes	Yes	61
ENVIRONMENT MANAGEMENT	MD/15C/402	Yes			64
COMMUNITY BASED HEALTH & EDUCATION MANAGEMENT	MD/15C/403	Yes			66
DISASTER MANAGEMENT	MD/15E/404	Yes		Yes	69
ORGANIZATION DEVELOPMENT	MD/15E/405	Yes		Yes	72
DEVELOPMENT PRACTICUM - IV	MD/15C/406	Yes		Yes	74
SOFT SKILLS - IV	MD/15S/407	Yes		Yes	75
BLOCK PLACEMENT	MD/15R/408	Yes		Yes	76

MADRAS SCHOOL OF SOCIAL WORK

(AUTONOMOUS)

CHENNAI – 600 008

MASTER DEGREE COURSE IN DEVELOPMENT MANAGEMENT

COURSE REGULATION AND SYLLABUS

2017-2018

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.
Principal
Madras School of Social Work (Autonomous)
No. 32, Casa Major Road,
Egmore, Chennai - 600 008.

ABOUT THE PROGRAM

1. INTRODUCTION

Development management is a practice profession. Today managing projects and programmes and leading development organization is becoming increasingly complex and sophisticated. Organizations are realizing that a widening range of knowledge and skill are necessary to achieve results and enhance their impact. This creates a demand for development professional equipped with modern management practices. The two year M.A. in Development Management course, is developing and grooming young development professionals who seek career in the development sector.

2. OBJECTIVES OF THE COURSE

The objectives of the course are:

1. To provide a value added, market driven, employment oriented and indigenously relevant course in the Development sector.
2. To give necessary inputs and training in setting up of goals and objectives of development activities, establishment of organization, thorough understanding of the organizational management, devising strategies and operational pathways.
3. To plan and monitor Projects/ Programmes, Financial, Marketing, Human Resources, Networking and other organizational policies.
4. To help an individual to understand the subject and the field of activity in detail from a more realistic point of view and prepare them for a career in Development management.

3. SCOPE OF THE COURSE

Both in India and abroad there is a wide scope for managing projects which will create long lasting impact in the lives of the marginalized by adopting sustainable development models conceived by development agencies, international organizations and the Government. By undergoing this course one can work in various sectors like Rural, Urban & Tribal Development, Health Care, Women's Emancipation, Child Rights and Child Abuse, Youth Development, Disaster Management, Human Rights, Refugee Rehabilitation, Community Reconstruction etc.

Job opportunities are available in State, National & International NGOs, CSR projects, International Development agencies (United Nations, UNESCO, OECD, NATO, World Health Organization, United Nations Educational Scientific and Cultural Organization, World Bank, etc) and Government autonomous institutions. The course is designed to make candidates to be competent in the Management of Development Projects and Programmes.

4. PATTERN OF THE COURSE

Adopting the Choice Based Credit System (CBCS) pattern, the course of study for the M.A in Development Management shall spread over 4 semesters (Two years) and shall consist of:

1. Theory Courses / Papers (Core (C) and Electives (E))
2. Development Practicum (As Core Paper)
3. Research Project (As Core Paper)
4. Internship - Summer Placement and Block Placement
5. Soft – Skills

Students will earn the credits only when they pass in the papers and successfully complete the course completion components of the programme.

The student has to gain 92 credits to complete the course, distributed at the rate of Semester I - 21 credits; Semester II - 23 credits; Semester III - 27 credits and Semester IV - 21 credits. In addition to the above for the enhancement of the students‟ professional competency and employability skills the department also offers opportunity in the form of special Certificate / Diploma course. Enrolment in such courses will be voluntary. Students can earn additional credits (as specified) for these certificate / diploma courses.

5. ELIGIBLITY FOR ADMISSION

Any Bachelor Degree holder from the University of Madras (or) from any University that is declared eligible by University of Madras and with right aptitude for Development Profession will be eligible for applying for the course. Candidates having relevant field experience will be given preference.

Age of the candidates should be below 40 years.

Admissions will be based on merits, subject to the government and institutional regulations

6. ELIGIBILITY FOR THE AWARD OF THE DEGREE

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the Masters Degree in M.A. Development Management subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in Development Management offered by the Madras School of Social Work over 4 semesters (Two years full-time) and has earned the prescribed 92 credits.
2. Passes all the theory examinations and completes Research Project, Development Practicum, Out Bound Training, Summer Placement and Block Placement.
3. Meets all other requirements as prescribed by the Board of Studies at the time of admission and the amendments introduced to the regulations by the Board of Studies in Management from time to time.

7. CONDITIONS FOR PROMOTION

A candidate who does not pass the examination relating to any theory paper in each of the semester shall be permitted to appear in such failed paper in the ensuing supplementary examinations held by the college. However, to qualify for the award of the degree by the University of Madras, one should have passed in all the examinations held by the college and completed all the course requirements.

A. CREDIT MATRIX

Number of Courses and Credits									
SEM. NO.	***CORE***	***CREDIT***	***ELECTIVE***	***CREDIT***	***SOFT SKILLS***	***CREDIT***	***SUMMER PLACEMENT***	***CREDIT***	***TOTAL CREDITS***
I	4	**15**	2	**4**	1	**2**	--	--	**21**
II	4	**15**	2	**4**	1	**2**	1	**2**	**23**
III	5	**21**	2	**4**	1	**2**	--	--	**27**
IV	4	**15**	2	**4**	1	**2**	--	--	**21**
Total	17	**66**	8	**16**	4	**8**	1	**2**	**92**

B: SYLLABUS MATRIX

SEMESTER – I

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX. MARKS
Core	Introduction to Development Management	3	45	3	50	50	100
Core	Establishing Development Organizations	3	45	3	50	50	100
Core	Human Resource Management and Labor Legislations	3	45	3	50	50	100
Elective	Sociology of Development	2	30	3	50	50	100
Elective	Fundamentals of Management	2	30	3	50	50	100
Core	Development Practicum - I	6	-	-	50	50	100
Soft Skills – I	Soft Skills - I	2	30	3	50	--	50
TOTAL CREDITS		**21**	**----**				

SEMESTER - II

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX. MARKS
Core	Development Communication & Management	3	45	3	50	50	100
Core	Organizational Behavior	3	45	3	50	50	100
Core	Research Methodology	3	45	3	50	50	100
Elective	Human Rights and Gender Issues	2	30	3	50	50	100
Elective	Pragmatic Models of Development	2	30	3	50	50	100
Core	Development Practicum – II	6	-	-	50	50	100
Soft Skills - II	Soft Skills – II	2	30	No theory examination Only Course Completion Requirement			
Internship	Summer Placement (After the Second Semester theory examination during summer vacation).	2	No theory examination Only Course Completion Requirement				
TOTAL CREDITS		**23**	**-------**				

SEMESTER - III

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
Core	Project Management	3	45	3	50	50	100
Core	Global Issues & Social Development	3	45	3	50	50	100
Core	Corporate Social Responsibility	3	45	3	50	50	100
Elective	Accounting for Decision Making	2	30	3	50	50	100
Elective	Development Economics	2	30	3	50	50	100
Core	Research Project	6	--	--	50	50	100
Core	Development Practicum - III	6	-	-	50	50	100
Soft Skills	Soft Skills – III	2	30	No theory examination Only Course Completion Requirement			
	Out Bound Training	--	No theory examination Only Course Completion Requirement				
TOTAL CREDITS		**27**	-----				

SEMESTER - IV

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX. MARKS
Core	Entrepreneurship Development & Management	3	45	3	50	50	100
Core	Environment Management	3	45	3	50	50	100
Core	Community Based Health and Education Management	3	45	3	50	50	100
Elective	Disaster Management	2	30	3	50	50	100
Elective	Organization Development	2	30	3	50	50	100
Core	Development Practicum – IV	6	-	-	50	50	100
Soft Skills	Soft Skills - IV	2	30	No theory examination Only Course Completion Requirement			
TOTAL CREDITS		**21**	**----**				

B: DEVELOPMENT PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE OF DEVELOPMENT PRACTICUM	NATURE OF COURSE	MINIMUM NUMBER OF DAYS	CREDITS
I	Development Practicum	Core Paper	18 Days	6
II	Development Practicum	Core Paper	24 Days	6
II	Summer Placement*	Course Completion	30 Days/ 1 Month	2
III	Development Practicum	Core Paper	24 Days	6
IV	Development Practicum	Core Paper	24 Days	6
TOTAL				**26**

Note: *** No Marks - Requirement for Course Completion**

SEMESTER-I

Semester- I

Paper – 1: INTRODUCTION TO DEVELOPMENT MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Course Code: MD/18C/101

Objectives:

1. To introduce the students to the various aspects of Development
2. To orient them with different perspectives and History of Development
3. To sensitize them on Developmental Issues and Fields of Development
4. To help them understand the various models of Development

Unit- I: Introduction to Development **(9 Hours)**

a. Meaning & Concept of Difference between Growth & Development – History of Development: Colonialism – Post Colonialism and Development.

b. Perspectives of development

Unit-II: Globalization and Development Theories **(9 Hours)**

a. Concept of Globalization – Analysis and Critique: Globalization and Development.

b. Classical Theories: Linear Stage Theory (Rostows and Harrod –Domar Growth Model), Structural Change Model (Lewis and Hollis Development Model), International Dependence Revolution (Neocolonial Dependence Model, False Paradigm and Dualistic Development Thesis) and Neoclassical Counterrevolution.

Contemporary Theories: New Growth Theory, Sustainable Development theory, Gender and Development theory, People-centered development practice and Neo-liberalism and Social Capital Theory.

Unit –III: Actors in Development **(9 Hours)**

a. Actors in Development: States – Markets – Institutions: WTO, IMF, World Bank, Asian Development Bank – Civil Society – NGOs.

b. Roles, Limits on Actors in Development – Critique on Institutions from third world perspective

Unit IV: Fields of Development and Developmental Issues **(9 Hours)**

a. Urbanization - Rural Development –Development in Health– Education - Infrastructure and Transport sectors.

b. Developmental Issues: Gender - Indigenous People–Children - Environment – Economic and Social Inequalities – Poverty - Unemployment

Unit V: Models for Development **(9 Hours)**

a.Western Liberal Model - Welfare Model of Development - Socialist/Marxist Model of Development - Democratic-Socialist Model of Development - Gandhian Model of Development - Sustainable Development Model.

Teaching Methodology:

Lecture; Assignments; Discussions based on news items ; Case study; Seminars; Paper; Videos.

Learning Outcome:

1. Students get to know various models of development
2. Students familiarize on development concepts
3. Students get sensitize on development issues and fields of development

Suggested Readings:

1. Yujiro Hayami and Yoshinisa Godo, "Development Economics," Oxford University Press, New Delhi, 2006.
2. Kumar.N and Mittal.R., " Economic Development and Planning", Anmol Publications Pvt.Ltd., New Delhi, 2002.
3. Vidya Bhusan and Sachdeva.D.R ., " An Introduction to Sociology", Kitab Mahal, New Delhi- 2008.
4. Shankar Rao. C.N., "Sociology: Principles of Sociology with an Introduction to Social Thought", C. Chand & Company Limited, New Delhi, 2010.
5. Ruddar Datt and K.P.M. Sundharam, "Indian Economy", S.Chand & Company Ltd., NewDelhi, 2002.
6. Giri, A Kumar, and Philip Quarles van Ufford, eds. (2003) A Moral Critique of Development: In Search of Global Responsibilities. Routledge. Chapter 1
7. Sen, Amartya K. "Rational Fools: A Critique of the Behavioral Foundations of Economic Theory." Philosophy and Public Affairs6, no. 4 (1977): 317-344
8. Poverty and Un-British Rule in India, Dadabhai naroji, Bharathiyar kala prakashan 2012

Semester- I

Paper – 2: ESTABLISHING DEVELOPMENT ORGANIZATIONS

Credits: 3 **Teaching Hours: 45**

Objectives

1. To provide students an understanding of Non-profit & Development organizations.
2. To enable them to understand the basics of establishing an development organisation
3. To help them to acquire the necessary skills relating to forming and managing development organizations
4. To introduce the students to the various legislations applicable to development and NGO sector.
5. To enable them to run development organization in compliance with the statutes of the land.

Unit – I: Concept & Meaning

Definition, concept, background, role of development organizations, types of development organizations, need and importance of non-profit organizations in modern world. Historical perspective of NGOs in India. Concept of Civil Society, their role and responsibilities in development, Civil Society Movement in India, Concept, types, structure and functions of community based people organizations, their role in promoting development

Unit - II: Establishment of Organisations

Identifying trust area, goal setting, vision, mission, objectives, strategies and activities for the organization, operational area, types of registration for legal status, Procedure for NGO registration, organization structure and function, Ethical considerations, registration.

Unit - III: Legislation for Legal Status & Social Activism

Bombay Public Trusts Act, 1950, Societies Registration Act, 1860, Public Charitable Trust Act, Indian Trusts Act. 1882. Sec 8, Indian Companies Act 2013, Foreign Contribution (Regulation) Act, 2010. Sec 12A, Sec 35 AC and Sec 80G of Income Tax Act 1961,

Right for Information Act, 2005, Right to Education Act, 2009, Disaster management Act,

2005

Unit - IV: Managing Development Organizations

Strengthening organizations: SWOC analysis, recasting vision, mission, objectives and activities of the organizations, restructuring the structure and functions of organizations, staffing, training and team building, decision making, supervision, conflict management, policy development and governance. Basics of office administration, documentation of activities and projects.

Unit - V: Sources of Funding & Partnerships

Fund Requirements & types of funds (Donors Management, Membership, Donations, Grants)

– Understanding the role of funding agencies – Various Government Agencies and Schemes

– UN Agencies, International and national donor Agencies, Other International Organizations, Asian Development Bank, World Bank and CSR, Techniques & sources of fund raising – Sustainability

How to apply for grants – Fund Raising Software.

Teaching Methodology

Lectures, paper presentations, seminars, assignments, case studies, field visits.

Suggested Readings:

1. Kotler, Philip et al. Social marketing: Improving the quality of life, SAGE, 2002
2. Connors, Tracy. Ed. Nonprofit organization handbook. Mc Graw Hill, 1980
3. St. Andrews Centre for Continuing Education. Management Guide for nonprofit organizations, St. John‟s Ambulance Association, 1998
4. Padaki, Vijay. Management Development in nonprofit organizations: a programme for the governing board, SAGE, 2005
5. John Easo, Handbook on Management for nonprofit organizations, Mac Milan, 2004

Semester- I

PAPER – 3: HUMAN RESOURCE MANAGEMENT AND LABOUR LEGISLATION.

Credit: 3 **Teaching Hours: 45**

Objectives:

1. To introduce the students to the different functional areas of HRM & Labour Legislation
2. To impart necessary skills to manage the HR
3. To sensitize the students on the emerging trends in the field of HR in Development Sector.

UNIT – 1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (9 hours)

Concepts of human resource management, personnel management, human resource development, human capital management, strategic human resource management. Difference between Hard HRM and Soft HRM. Objectives of the HRM function in an organization. Concepts of HR philosophy, HR policy, HR programme, HR practices, HR auditand HR Information Systems. Proficiencies of a HR professional. Professional bodies for HR. Functions of HRM (acquisition, development, motivation and maintenance).

UNIT - II: ACQUISTION OF HUMAN RESOURCES (9 hours)

Human resource planning: concept, objectives, process.

Job analysis: concept, purpose, methods. Job analysis information hierarchy. Approaches to Job analysis (functional job analysis and the Position analysis questionnaire system). Difference between Job analysis, Job specification, Job description, Job evaluation. Recruitment: concept and sources. Difference between Recruitment and Selection. Selection – concept, process and devices (application forms, employment tests, interviews, realistic job previews, background investigation, physical examination). Employee orientation / Induction / On-boarding.

UNIT – III: DEVELOPMENT OF HUMAN RESOURCES **(9 hours)**

Training and development: concept and difference between employee training and management development. The 4-step training process (Training Need Identification, Instructional Design, Training Programme Implementation, Training Evaluation). Formal Employee Training Methods (on the job training and off the job training methods). Management Development Methods. Training effectiveness: Concept and Methods of evaluating training effectiveness.

Career development: concept of career and career development. Career stages. Strategies for effective career development.

Performance Management: Concepts of performance, performance appraisal. Difference between performance and potential appraisal. Performance appraisal process, Performance appraisal methods. Factors that distort appraisals.

UNIT - IV: LEGISLATIONS RELATED TO INDUSTRIAL RELATIONS (9 hours)

The Trade Union Act, 1926

The Industrial Dispute Act, 1947

UNIT - V: LEGISLATIONS RELATED TO SOCIAL SECURITY **(9 hours)**

The Employee Compensation Act, 1923

The Employee State Insurance Act, 1948

The Employee Provident Fund and Miscellaneous Provisions Act, 1952
The Payment of Gratuity Act, 1972

Teaching Methodology:

Lecture, assignments, seminar, group discussion, management games, guest lecture, case

study.

Suggested Readings:

Suggested Readings for Labour Legislation

1. Relevant Bare Acts
2. N.D.Kapoor, "Hand Book of Industrial law – Sultan Chand & Sons – 2001
3. Taxman's "Labour Laws" Taxman Allied services P Ltd, 2001
4. www.Labour.nic.in
5. www.mca.gov.in

Suggested readings for HRM

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.

2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.

3. Dessler, Gary and Varkley,B. (2011). Human Resource Management (12e). Pearson, New Delhi.

4. Fisher, Cynthia, D., Schvenfeldt, Lyle.F., & Shaw, James,B. (2008). Human Resource Management (6e). Bizantra, New Delhi.

5.Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.

6. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.

Semester- I

PAPER - 4: SOCIOLOGY OF DEVELOPMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To introduce students to the Fundamentals of Sociology and Sociological Theories
2. To facilitate an understanding of Social Institutions, Social Stratification, Social Control and Social Change.
3. To develop a conceptual understanding of the Sociology of Development
4. To study the nature, extent and significance of Social Movements and Transformations.

Unit-I: Concepts and Theories of Sociology **(10 Hours)**

Fundamental concepts:

Sociology: Definition, Scope, Nature and Significance

Society, Community, Association, Institution, Culture, Socialization, Social Structure and Function, Social System, Social Groups

Social Processes: Co-operation, Competition, Conflict, Accommodation, Assimilation

Sociology Institutions

Social Institutions: Family and Kinship, Marriage, Work and Economic Institutions, Power and Political Institutions, Religion, Education

Social Stratification: Class and Caste

Social Control: Values and Norms, Folkways and Mores, Custom, Law and Fashion, Religion and Morality, Agencies of Social Control

Social Change: Theories of Social Change, Factors, Culture and Civilization

Unit – II: Theories and Sociology of Development **(10 hours)**

Theories of Sociology

Structural: Nadel, Radeliffe Brown, Levi-Strauss

Functional: Malinowski, Durkheim, Parsons, Merton

Interactionist: Max Weber, Pareto, G.H. Meadm, Blumer

Conflict: Karl Marx, Dahrendorf, Coser, Collins

Conceptual Perspectives on Development:

Economic Growth,

Human Development,

Social Development,

Sustainable development - Ecological and Social

Development and Underdevelopment Theories: Liberal: Max Weber, Gunnar Myrdal, Dependency: Centre-periphery (Frank), Uneven Development (Samir Amin). World System (Wallerstein)

Unit – III: Social Movements and Transformations (Case Studies) (10 hours)

Social Movements: Theories

Deprivation Theory

Mass-Society Theory

Structural-Strain Theory

Resource-Mobilization Theory

Political Process Theory

Culture Theory

Types of Social Movements

Stages in Social Movements

Classical and Contemporary Transnational Social Movements, Civil Rights Movement, Environmental Movement, Anti-globalization Movement, Feminist Movement, Pro-life movement, Labor Movement.

Teaching Methodology:

Lectures; Assignments; News Paper Discussions; Case Studies; Seminars.

Suggested Readings:

1. Giddens, Anthony, and Karen Birdsall. *Sociology*. Cambridge [England]: Polity Press, 2001.
2. Parsons, Talcott. *Theories of Society*. New York: Free Press of Glencoe, 1961.
3. Scott, John, and Gordon Marshall. *A Dictionary of Sociology*. Oxford: Oxford University Press, 2005.
4. Shankar Rao, C N. *Sociology of Indian Society*. New Delhi: S Chand, 2006.

5. Vidya Bhushan, and D R Sachdeva. *Introduction to Sociology*. Patna: Kitab Mahal, 2005.
6. Gordon Marshall, *Oxford Dictionary of Sociology*, Oxford University Press
7. Renuka Birdi, *Sociology of Development*, Kanishka Publishers, 1995
8. So, A.Y. *Social Change and Development: Modernization, Dependency, and World-System Theories.* Sage Library of Social Research, 1990
9. Amartya, K. S. *Development as Freedom.* New York: Knopf, 1999.
10. John Wiley and Sons, Inc, *The Wiley-Blackwell Encyclopedia of Social and Political Movements*. 2014.

Journals

1. Development and Change
2. Economic Development and Cultural Change.
3. Journal of Development Studies
4. World Development.

Semester-I

PAPER - 5: FUNDAMENTALS OF MANAGEMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To expose the students to the field of management
2. To enable them to understand the intricacies of managing an organization.
3. To help them to gain knowledge about the functional areas in the management of an organization.
4. To help them to develop the basic skills and techniques required for managing the organizations.

Unit – I: Introduction and Planning **(10 Hours)**

Management - concept, meaning, definition, objectives, principles, scope, levels, importance and processes of management; evolution of management thoughts - the Classical approach, the behavioral approach, the management science approach, integration of three approaches, areas of management.

Planning: Concept, meaning, definition principles and need of planning, planning process, types of planning – strategic planning, project planning and operational planning advantage and limitation of planning, Policy making- general and specific policies in an organization- basic areas of policy making and goal setting

Unit – II: Organizing and Communication **(10 Hours)**

Concept, meaning, importance of organizing, organizing process, departmentalization, delegation of authority, importance of delegation, types of delegation, problems of delegation, decentralization, centralization and decentralization, forms of organizations.

Communication: Concept, definition and objectives, communication process model, channel of communication, barriers to effective communication, categories of communication and managing organizational communication

Unit – III: Leading, Controlling and Decision Making **(10 Hours)**

Leading /directing: concept, definition and importance, influencing process, principles of direction, elements of direction, supervision and functions of supervisor

Controlling: Concept, definition and characteristics of control, types of control, requirements of effective control system, behavioral implication of control and controlling techniques

Decision Making: Meaning and definition, decision making process, models and techniques of decision making and implementation-management by objectives-management by exception-management by walking around, problem solving techniques

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars

Suggested Readings:

1. Robert Keritner, "Management", Bitztantra, Delhi, 2008.
2. Nirmal Singh, "Principles of Management", Deep & Deep Publications Pvt.Ltd., Delhi, 2002.
3. Gupta .C.B, "Organization and Management", Sultan Chand & Sons, New Delhi, 1998.
4. Harold Knootz and Cyril O'Donnel, "Management: A systems and contingency analysis of Managerial Functions", McGraw Hill, New Delhi, 1972.
5. Samuel C. Certo and Trevis Certo.S, "Modern Management", Prentice Hall of India Pvt. Ltd., New Delhi, 2007.
6. Cole G.A., "Management: Theory and Practice", ELBS, London, 1986.
7. Partha Sarathy P, 'Principles of Management', Vrinda Publications (p) Ltd., Delhi, 2008

Semester-I

PAPER - 6: DEVELOPMENT PRACTICUM - I

Credits: 6 **No. of Days: 22- 25 Day**

Objectives:

1. To give them an opportunity to the students to make personal observations with respect to the organization and administration of NGOs/ INGOS/ Bilateral and Multilateral Project management in the field.
2. To enable the students to interact with the managers, staff and community / beneficiaries, governmental agencies so as to get a practical exposure to the implementation of projects.
3. To enable them to take part and have a practical experience in the community Development initiatives undertaken by the CBOS/ NGOS/ Government projects.
4. To develop in them the skills essential for the effective Management of Development projects to practically expose them to the unique practices adopted.
5. To prepare them for the future practical learning.

For this purpose the development practicum for the programme with respect to I Semester will be organized in the following manner.

***Nature of Development Practicum**:*

The faculty contacts 25 mega projects / medium projects / small projects implemented by NGO'S / INGO'S / Government / Cooperative societies / CSR and the students along with a faculty visits the project site and interact with all stake holders.

Methodology:

1. Orientation and Observation visits to projects working in different sectors.
2. Workshops and group project
3. Individual student report submission on the visits made and observations done.
4. Development practicum conferences with the faculty supervisors.
5. Observation visit based presentations & seminars.

Semester- I

PAPER - 7: SOFT SKILLS - I

Credits: 2 **Teaching Hours: 30**

Objectives

1. To increase the personality skills of the students
2. To know about the self and becoming aware of the environment

Four days consecutive workshop will be organized by arranging field expert. The workshop could be inside the college or also outside the college campus.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

SEMESTER - II

SEMESTER - II

PAPER – 8: DEVELOPMENT COMMUNICATION

Credits: 3 **Teaching Hours: 45**

Objectives:

1. Understand the concept and fundamentals of development communication.
2. To gain insight into various experiments in the context of approaches in development communication.
3. Facilitate a critical understanding of mass media in development field.
4. Develop abilities in using innovative and participatory communication media for development.

Unit I: Introduction to Concept, Models, Theories and Approaches of Communication.

a. Concept of Communication: Scope and Elements of Communication process from Source via Channel to Receiver and back.
b. Models of communication: Lass well, Osgood and Schramm, Gerbner, Shanon and Weaver and David Berlo.
c. Introduction to Communication Theories: Consistency theory, bullet theory, Individual differences theory, Social-culture category theory, Social relationships theory, Mc Luhan's Hot and Cool media.
d. Communication approaches: One way-two way, Upward-downward, Horizontal-vertical, Participatory.
e. Interpersonal Communication

Unit II: Concept and Theories of Development Communication:

a. Development Communication- Meaning, need and scope for communication in development,
b. Theories of development communication,
c. Use of conscientisation theory in development communication {Saul Alinksy and Paulo Freire)
d. Behaviour Change Communication (BCC)
e. Information, Education and Communication (IEC).
f. Diffusion of Innovations, social marking and participation message marking.
g. Media Ethics

Unit III: Communication skills for development workers:

a. Writing Skills: News release, feature writing, reports, case studies, stories, letters to the editor;
b. Verbal Skill: Presentation Skills and Public speaking;
c. Planning campaigns for development issues; Interfacing with mass media (Film. TV. Press, Radio conferences. interviews) and media advocacy

Unit – IV: Visual and Electronic Media

a. **Visual media Types** - Tables, charts, graphs, posters, still photographs, flip charts, PPTs, bulletin board / flannel graph.
b. **Audio visual, Film clips, Video Films**: Writing script for films - idea, brain storming, research, formatting content treatment, story board, shot break down, production planning budget, planning script writing, filming, using video films in the field.
c. **Electronic media:**_Use of Internet in development: uploading & downloading information using search engines, to compile information Open communication forum using web technology, e-bulletins. Blogs and newsletter groups, Mass correspondence/petitions for policy and program advocacy campaigns
d. **Social Media –** YouTube, Facebook, whatsapp and other social media

Unit – V: Performing Arts

a. Street theatre: Script writing (subject, context, story-line, characters, dialogue, language, scenes, climax, outcome (discussion), presentation of play, evaluation and impact assessment, people's participation in street theatre, Preparation and Process- rehearsal, presentation, follow up
b. Folk media:_Puppets: Preparing simple puppets, script writing, rehearsal, presentation and follow up.
c. Songs: social songs and other traditional song forms.

Teaching Methodology

Lectures, Group Discussion, Field Visits, On-hand practice with audio-visual equipment, Assignments, Presentations.

Suggested Readings:

1. Andal. N. (1998) Communication Theories and Models. Mumbai: Himalaya Publishing House

2. Fossard Estade (2005) Writing and Producing Radio Drama. Delhi : Sage Publication
3. Jan Rashmi (2003) Communicating Rural Development (Strategy and Alternatives). Jaipur Rawat Publication.
4. Kuppuswamy B. (19761 Communication and Social Development in India. New Delhi: Sterling Publishers.
5. Mekote Srinivas (2"" edition 2003) Communication for Development in the Third World. New Delhi Sage Publication.
6. Menon. Mridula. Gandhi. Ved Prakash (1997) Media and Communications- Vol. I. (New Information Order): New Delhi: Kanishka Publishers /Distributors.
7. Mody Be lb (1991) Designing Messages tor Development Communication, New Delhi: Sage Publication.
8. Nair. K. S. White Shirley (1993) Perspectives on Develop mental Communication, New Delhi: Sage Publication.
9. Narub. Uma (2006) Handbook of Communication Models. New Delhi: Atlantic Publishers and Distributors.
10. Narub. Uma (revised edition 1999) Development Communication Theory and Practice New Delhi: Har-Anand Publication Pvt. Ltd.
11. Singhal. Arvind. Rogers. Everett M.: India's Information Revolution. New Delhi: Sage Publication.
12. Jan Servaes, (2008) Communication for Development and Social Change, Sage Publications, New Delhi.
13. While. Shirley A (2™ Ed 2002) The Art of Facilitating Participation batbn New Delhi : Sage Publication

Online Resources

1. http://www.unicef.org/cbsc/
2. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/approaches_to_development_communication.pdf
3. http://www.oecd.org/dev/devcom/toolkitoncommunicationfordevelopmentc4d.htm
4. http://www.cendevcom.org/

Semester-II

PAPER – 9: ORGANIZATIONAL BEHAVIOR

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To introduce the students to human needs and human behavior.
2. To give them an exposure to living in groups, issues arising out of it and addressing such of those issues.
3. To give them knowledge about leading and motivating people.
4. To give them an exposure to the basics of organization and organizational life.

Unit-I: Introduction **(9 Hours)**

Organizational Behavior- Definition, Concept and Meaning. Foundations of organizational behavior: Management and Managers; contributing fields in OB; Challenges and Opportunities in OB. Factors affecting organizational Behavior; Management of NGO's and Importance of Psychology & Organizational Behavior.

Unit-II: Foundations of Individual Behavior **(9 Hours)**

Foundations of Individual Behavior: Personality, Perception, Attitude & Learning. Motivation with special reference to the contributions made by F.W. Taylor, Elton Mayo, Abraham Maslow, Herzberg, McGregor, McClelland, Chris Argyris, & Victor Vroom. Employee Recognition, Employee Involvement, Job redesign

Unit- III: Foundations of Group Behavior **(9 Hours)**

Foundations of Group behavior: Groups and Teams, Group Dynamics, Communication. Organizational conflict - Sources, Levels and Types, Traditional & Modern approach, Conflict and Conflict Resolution, Transactional Analysis, Negotiation and Inter-group behavior. Decision making.

Unit-IV: Leadership **(9 Hours)**

Leadership: Concept - Trait, Behavioral and Situational Leadership approaches. Fiedler's contingency theory, Blake & Mouton's Leadership Grid, Charismatic & Transformational Leadership, Authentic Leadership, Leadership Styles, Emotional Intelligence. Contemporary issues in Leadership; Power and Politics.

Unit-V: Organization Concepts **(9 Hours)**

Foundation of key organization concepts; Supervision; Organizational Culture; work force Diversity; Organizational Climate, Organizational change and Development.

Industrial Mental Health: Job Satisfaction, Conflict Management, Emotions and Stress Management, Change Management Dysfunctional Behaviour: Abseenteeism, Alcoholism, Fatigue, Monotony, Accidents and Boredom.

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars; Role play; process lab.

Suggested Readings:

1. Mangal.S.K., 'General Psychology', Sterling Publishers Pvt.Ltd., New Delhi, 1988.
2. Clifford Morgan, Richard A.King and Nancy A. Robinson, "Introduction to Psychology", McGraw Hill Book Co., New York, 1979.
3. Mishra.B.K., " Psychology: The Study of Human Behavior", PHI Learning Pvt.Ltd., New Delhi, 2008.
4. Dwidedi, R.S "Human Relations and Organizational Behavior," MacMilan India Ltd., Delhi, 1979.
5. Robbins, Stephen P, "Organisational Behaviour", Prentice Hall of India, N. Delhi, 2008
6. Hellriegel, "Organizational Behavior", Thompson Press (Indian Edition), 2007
7. Luthans, Fred, "Organisational Behaviour", McGraw Hill, 2005

Semester: II

PAPER – 10: RESEARCH METHODOLOGY

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To present the importance and applications of research in the field of Development Management.
2. To develop a critical understanding of the research process.
3. To impart skills in data analysis and interpretation.

Unit-I: Overview of Social Research **(9 Hours)**

Concept, Scope , Objectives of Social research; Research ethics; Qualitative and Quantitative approaches to research; Research activities in the Development sector - Applications of research knowledge in Development Management, Research activities of leading International, National NGO's and Research Funding organizations.

Unit-II: The Research Process **(9 Hours)**

Meaning, Steps: Problem Identification: Considerations and Steps - Literature Search and Review: Importance and Purpose, Writing the Review of Literature, Sources - Identification of Objectives - Opertionalizing Variables: Variable, Types (Independent, Dependent, Extraneous and Intervening variables) and Operationalization - Hypothesis Formulation: Meaning, Importance, Types and Formulation of Hypothesis - Research Design: Descriptive, Diagnostic, Explorative and Experimental Designs - Data Collection: Tools - Data Analysis and Interpretation - Reporting.

Unit-III: Data Collection and Analysis **(9 Hours)**

Data: Meaning and Levels of Measurement - Sources of Data - Tools of Data Collection: Steps in Tool Construction - Sample: Meaning & Methods - Data Analysis: Meaning, purpose, types; Statistics: Measures of Central Tendency, Measures of Dispersion, Correlation, Chi-square test- Computer Package available for data analysis.

Unit-IV: Data Presentation and Interpretation **(9 Hours)**

Meaning of Tabular and Diagrammatic presentation of data; Types of Tables and Diagrams; Guidelines for Preparing tables and diagrams. Interpretation of tables and diagrams.

Unit-V: Reporting **(9 Hours)**

Reporting: Meaning, needs, forums. Different report formats: Research Report - Research Proposal – Abstract - Evaluation Report; Referencing - Meaning & Styles.

Teaching Methodology:

Lectures, Presentations, reading material, discussion, field work.

Suggested Readings:

1) Rubin. A.A & Babbie. E (2004), Social Research Methods. Thomson and Wordsworth publishing, California.
2) Kothari, C.R. (2004). Research Methodology: Methods and Techniques. Vishva Prakashan, New Delhi.
3) Gupta, S.C. (2005). Fundamentals of Statistics. Himalaya Publishing House, New Delhi.
4) Wilkinson, T.S., & Bhandarkar, P.L. (2000): Methods& techniques in Social Research, Himalaya Publishing House, New Delhi.
5) Goode, W.J., & Hatt, P.K (1985). Methods in Social Research. McGrawhill, New York.
6) Ranjit Kumar (2011), Research Methodology – A Step by-Step Guide for Beginners, SAGE Publication, New Delhi.

Semester - II

PAPER - 11: HUMAN RIGHTS AND GENDER ISSUES

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To conscientise the students on the issues concerning the rights of citizens.
2. To sensitize the students on the issues related to children, women and Transgender.
3. To enable them to understand the need and importance of Human Rights and the laws related to it.
4. To help them to gain knowledge on various organizations working for Human Rights.

Unit-I: Human Rights, Organization and Laws related to Human Rights (12 Hours)

Human Rights: Introduction, Definition, Historical Background, The UN and its Charter, International Bill of Human Rights, Indian Perspectives on Human Rights and Human Duties, Individual and Human Rights, State Responsibility in International Law.

Human Rights Organization, Structure and functions, Role of UN and its specialized agencies for the Protection of Human Rights, UN commission and Human Rights, Human Rights and Indian Constitution, Role and Importance of Human Rights Commission, Marginalized Groups and their Human Rights: Women, Children and Transgender.

Unit-II: Women and Children (12 Hours)

Women: Concept, Definition, Women and Development, Gender in Development- meaning, strategic and practical need, employment and maternity benefits, Gender analysis, Feminism and Women's movements, Violence and Crime against Women – Sexual Harassment at work places, Rape, Dowry Death.

Children: Definition, Demographic profile of children in India, Status of children in India and Tamil Nadu. Female child in India. Gender differences in child rearing and socialization, Differences between male and female children in enrollment and educational achievement, National Policy on children.

Violation of Rights against Children – Human Rights and Female Foeticide, Abuses of Children, Child Trafficking, Child Labour, Street Children, Bonded Labour, Child Rights, State and Central Government programmes for children. UN Charter for Child Rights, laws relating to Children and Child Advocacy

Unit III: Gender Issues **(6 Hours)**

Gender – Concept, Gender Roles and types, Influencing Factors, Gender Needs, Gender Equality, Gender in Social Relations, Institutions and Organisations, Gender Analysis, Planning and Budgeting. Gender Issues in Poverty, Education, Health and Politics. Gendered Representation – Commodification and Beauty Industry.

Transgender – Conceptual understanding of the term Transgender, Evolution of Transgender, Physiological, Psychological and Socio-economic problems faced by Transgender.

Teaching Methodology:

Lecture, Assignments, Discussions, Case Study, Seminars.

Suggested Readings:

1. NIPCCD (2002), The Child in India- A Statistical Profile, NIPCCD, New Delhi.
2. UNICEF (1994), The Child and Law, UNICEF, New Delhi.
3. Hamiltonn R (1992), The Liberation of Women in India, Report of the National Commission, Allied Publishers, New Delhi.
4. LWF (1990), Women's Human Rights, Lutheran World Foundation, Geneva.
5. Devendar, Kiran (1985), Status and Position of Women in India, Shakthi Books, New Delhi.
6. Anjali Gandhi (1996), School Social Work, Commonwealth Publishers, New Delhi.
7. Harsh Mander & Vidya Rao (1996), An agenda for caring: Interventions for marginalized groups, VHAI, New Delhi.
8. Tripathy S.N. (Ed) (1996), Child Labor in India, Discovery Publishing house, New Delhi.
9. Sathymurthy K, (Ed) (2010), Contemporary Social Work Research, Allied Publishers, Chennai.
10. Tardon, R.K., & Sudharshan, K.N., (1998) , Directory and hand book on children, Asish Publishing House, New Delhi.

Semester –II

PAPER – 12: PRAGMATIC MODELS OF DEVELOPMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To understand need of initiating development programmes in rural and urban areas.
2. To explore the theoretical and methodological approaches to rural development.
3. To provide knowledge of the various programmes and strategies towards community development.
4. To understand the role and contribution of development management professional in the development process.

Unit-I: Introduction to Development **(10 Hours)**

Concept, meaning and objectives of development, related concepts- target oriented development, area specific development, integrated development, sustainable development and social development, application of management functions in development and role of Development Manager in rural and urban community development.

Environment and sustainability: environmental degradation, global warming, climate change, bio-diversity, energy generation and sustainable development, environment and health

Unit-III: Rural and Urban Development **(10 Hours)**

Pioneering community development initiatives: Delhi and Hyderabad Urban Community development projects. Sriniketan, Marthandom, Etawah and Nilokheri pilot rural development projects. Community Development: definition, concept, principles, objectives, programme and history. Rural Development: definition, concept, principles, objectives, major rural development programmes – IRDP, NREP, RLEGP, MGNREGS, water and sanitation related programmes, rural infrastructure schemes, Rural Livelihood Mission and Rural Health Mission, Five year plans and welfare and development programmes

Concept and meaning of Urban Development, Urban Development Programmes: Jawaharlal Nehru Urban Renewal Mission and Tamil Nadu Urban Development Project.

Unit-III: Local Self-Government **(10 Hours)**

Rural Organisations: Panchayati Raj, Structure and functions of District Rural Development Agency and Block Development Office. Urban Local Bodies: Municipalities, Chennai Metropolitan Development Agency and Tamil Nadu Slum Clearance Board.

Roles and responsibilities of Management professional bodies, Skills essential for a manager, Roles and responsibilities of a professional manager

Teaching Methodology:

Class discussion, Group assignments, Field visits, Case studies.

Suggested Readings:

1. UNDP- Human Development Reports 2000 onwards World Bank- World Development Report since 2000 Oxford Press, Chennai.
2. IFAD, IARF, MYRADA (Eds., Pub), 2001. Enhancing Ownership and Sustainability: A Resource Book on Participation.
3. Bhattacharya, B (1979) Urban Development in India, Shree Publishing, New Delhi.
4. Bidyut Mohanty (1993)Urbanization in Developing countries, ISS and Concept, New Delhi.
5. Clinard, Marshall B (1972), Slums and Urban Community Development, The Free Press, New York.
6. Desai & Pillai (1972) Slums and Urbanization, Popular, Bombay.
7. Mike Davis, (2006), Planet of Slums, Verso, London and New York.
8. Robert Neuwirth, (2005), Shadow Cities: A Billion Squatters; a new Urban World, Routledge, New York and London.
9. G.N. Kaaaley (2005),” Integrated Approach to Development Policies, Programmes and Strategies,” Concept Publishing Company, New Delhi.
10. Venkata Reddy, “Rural Development in India,” Himalaya Publishing House, Mumbai.
11. Mukarji, “Community Development in India.”

Semester - II

PAPER - 13: DEVELOPMENT PRACTICUM – II

Credits: 6 **No. of Days: 22- 25 Days**

Objectives:

1. To give the student trainees to have a first-hand information on planning then in various projects with respect to the organization and administration of the placement agency in particular.
2. To enable the students to interact with the project managers, staff and community / beneficiaries, governmental agencies so as to get a practical exposure to the working of the organization
3. To enable them to take part and have a practical experience and hands on experience in the community development initiatives undertaken by the organization.
4. To help them to identify and develop the skills essential for the effective management of organization.
5. To give them an opportunity to apply the theoretical knowledge in field situation and analyze the field realities.

For this purpose the development practicum for the programme with respect to II Semester will be organized in the following manner.

Nature of Development Practicum: Concurrent Practicum

Methodology:

1. Group placement in different organizations on rotational basis so as to enable them to learn about the functioning, programmes, projects and policies of the different organizations.
2. Individual report submission on the basis of the practical exposure.
3. Development Practicum conferences with the faculty supervisors.
4. Group presentations & seminars for every agency placement completed.

Semester: II

PAPER -14: SOFT SKILLS - II

Credits: 2 **Teaching Hours: 30**

Objectives

1. To introduce the skills required for Professional Development Managers
2. To enhance the capacity of the students to reflect the social skills and life coping skills for professional competency
3. To provide opportunity for students to hone their interpersonal skills and capacities.
4. To develop the capacities of the students for effective communication for development profession.

Students participate in five days workshop to improve their project planning skills by interaction and equip the students with knowledge and leadership skills.

Methodology: Activity based learning with the help of external consultants specialized in the specific subject areas.

PAPER - 15: SUMMER PLACEMENT (Internship)

Credits: 2 **Period of Placement: 30 Days**

(Continuously During Summer Vacation)

Objectives:

1. To give the student trainees to make use of their summer vacation by getting placed in a development organization and to benefit through practical exposure.
2. To prepare them for the next academic year field training.
3. To give them an opportunity of additional learning about the field and development sector

For this purpose the development practicum for the programme with respect to IV Semester will be organized in the following manner.

NATURE OF DEVELOPMENT PRACTICUM: Summer Placement.

Methodology:

1. It will be unsupervised placement training.
2. A compulsory requirement for course completion.
3. The student trainees will be given broad guideline for their interaction with the agency and learning.
4. Depending on the students' interest and possibilities Individual / group placement in a local / out station organization will be permitted.
5. After the completion of the summer placement training students are expected to submit summer placement completion certificate and a consolidated report of their activities and learning during the period of placement.
6. On reopening of the college (in the beginning of the next academic year) students will have to make a presentation of their experiences and learning to the class and thereby information / experience sharing will be facilitated.

SEMESTER - III

SEMESTER – III

PAPER - 16: PROJECT MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To introduce the students to the importance of Project planning and management
2. To introduce the students to the methods and techniques of project planning and management.
3. To enable them to understand the importance of project management in development management.

Unit - I: Overview of Project **(7 Hours)**

Project: Concept, meaning, objectives, characteristics, types, difference between project and programme - Project Life Cycle – Generation of project idea - Need of scientific approach to project planning and management - Problems and difficulties in evolving innovative and viable projects and participatory approach to project planning

Unit - II: Need Assessment **(11 Hours)**

Conventional Tools and Techniques: Household Survey - Observation – Interviews - Focus Group Discussions - Interview Schedule and Questionnaires – Survey - Review of projects progress reports and evaluation reports, their advantages and limitations.

PRA Techniques: Concept, meaning and definition of PRA and PLA - PRA Techniques: Social Mapping, Resource Mapping, Venn Diagram, Trend Analysis, Seasonal Analysis, Time Line, Wealth Ranking - advantages and limitations.

Problem Tree and objectives – Tree Analysis: Analysis of strategies - Gender analysis, Stakeholder analysis - Livelihood analysis - Generation of project ideas - Project Rating Index - Elimination of nonviable project ideas and selection of viable project idea.

Unit - III: Project Appraisal **(7 Hours)**

Project Appraisal – Concept – Process – Appraisal Techniques – Technical appraisal, Marketing appraisal, Environmental appraisal, Management appraisal and Financial appraisal – Social - Cost Benefit analysis – Analysis of risk.

Unit - IV: Project Formulation and Implementation **(11 Hours)**

Formulation: Problem analysis, forecasting, goal, objectives, assumptions and activities, indicators, budgeting and proposal writing – Concept of LFA.

Implementation: Networking Techniques - Development of project network, Scheduling – PERT and CPM - Action plan - Tabular form and Bar chart – Project review and control.

Unit - V: Monitoring and Evaluation **(9 Hours)**

Monitoring: Concept of monitoring, Need, Indicators of monitoring – Process and Outcome monitoring - Monitoring System – Project Management Information - Steps in monitoring and Levels of monitoring.

Evaluation: Concept, Needs and Types of evaluation - Focus of evaluation - Evaluation design: Steps in evaluation, Tools and Techniques of evaluation and Drafting evaluation report.

Teaching Methodology:

Lecture, Discussion, Case Studies, Seminars, Presentations.

Suggested Readings:

1. Prasanna Chandra, projects: Planning, Analysis, Selection, Implementation & Review, Tata Mcgraw Hill, 2004.
2. Clark J.C., T.J.Hindelang and R.E.Pritchard, Capital Budgeting: Planning and Control of Capital Expenditures, Prentice Hall, 2000.
3. Little I.M.D. and S.A. Mirrlees, Project Appraisal and Planning for Developing Countries, eimann, London, 2000
4. P.C.K Rao, Project Management, Sultan Chand & Sons, New Delhi, 2003.
5. Marghin E. and A.K.Sen, Guidelines for Project Evaluation, UNIDO, New York.
6. Bhavesh M.Patel, Project Management, Vikas Publishing House, New Delhi, 2002.

Semester-III

PAPER – 17: GLOBAL ISSUES AND SOCIAL DEVELOPMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To introduce students to major global issues and social problems
2. To facilitate students to identify perspectives and contexts with regard to global issues.
3. To enable students to analyze and plan basic programs and strategies for social development.
4. To prepare students to work globally in the field of poverty, conflicts, and pandemics with a special emphasis on current events.

Unit – I: Global Issues: Introduction, Perspectives, Context **(9 Hours)**

Global Issues: Introduction

Perspectives: Global Perspective, Human Rights Perspective, Ecological Perspective, Social Development Perspective, Integrated Perspective

Contexts: Global Social Problems Context, Organizational Context, Ideological Context, Emerging Policy Context.

Unit – II: Theories of Social Development and Globalization **(9 Hours)**

Social Development Theory

World Systems Theory

Modernity

Postmodernity

Globalization

Transnationlism

Network Society

Theories of Global Culture

Unit – III: Social Development: Programs and Strategies **(9 Hours)**

Social Development: Programs and Strategies:

Empowerment, Capacity building Self – help and Self – Reliance, Enhancing Social Integration or Social Cohesion, Income Generation, Community Development.

Unit – IV: The Fields of Poverty, Conflict, Displacement and Pandemics: Background and Issues, Programs and Strategies (9 hours)

The Field of Poverty:

Background and Issues:

Global Poverty: Dimensions, Trends, Facets

Globalization of Poverty

Programs and Strategies:

Poverty Alleviation Programs and Strategies

The Field of Conflict and Post-conflict Reconstruction

Background and Issues:

The Extent and Nature of Modern Conflict

The Role of the United Nations and the Global Civil Society

The Post-conflict Response, Situation and Reconstruction Agenda

Programs and Strategies

Securing and Maintaining Peace and Promoting Reconciliation

Social, Psychosocial and Recreational Programs

Family Reunion, Repatriation and Integration Programs

The Field of Pandemics:

Background and Issues:

Nature and Extent of Pandemics

The Role of World Health Organization and National Governments

Programs and Strategies:

Treatment, Prevention and Eradication

Precautionary measures and International Cooperation

Unit – V: Case Studies (9 hours)

Contemporary Global Issues, Migration, International Terrorism and its impact, Impacts of Global Warming, Proliferation of Nuclear Weapons, Population Explosion and Scarcity of Energy, Water and Natural Resources.

***Teaching Methodology**:*

Lecture, Assignments, Seminar, Group Discussion, Guest Lecture, Case study.

***Suggested Readings**:*

1. Snarr, Michael T, and Neil Snarr. *Introducing Global Issues*. Boulder, Colo.: Lynne Rienner Publishers, 2005.

2. Sampedro, Ricardo, and Susan Hillyard. *Global Issues*. Oxford: Oxford University Press, 2004.

3. David Cox, Manohar Pawar, *International Social Work: Issues, Strategies and Programs*, Sage Publication. 2006.

4. Gore, M. S. *Social Development.* Jaipur: Rawat Publications, 2003. Print.

5. Wainryb, Cecilia, Judith G Smetana, and Elliot Turiel. *Social Development, Social Inequalities, and Social Justice*. New York: Lawrence Erlbaum Associates, 2008.

6. Bellamy, Alex J, Paul Williams, and Stuart Griffin. *Understanding Peacekeeping*. Cambridge, UK: Polity Press, 2004.

7. Doherty, P. C. *Pandemics*. Oxford: Oxford University Press, 2013.

Semester- III

PAPER - 18: CORPORATE SOCIAL RESPONSIBILITY

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To acquaint the students with concepts of Corporate Governance and Corporate Social Responsibility.
2. To assist the students to understand the role of Business Ethics and Corporate Social Responsibility in Development.
3. To familiarize thestudents with the emerging CSR models.
4. To equip the students with skills needed for CSR personnel.

Unit-I: Social Responsibility and Ethics **(9 Hours)**

Social Responsibility: Meaning, Definition and Perspectives. Ethical dimension of Management.

Business Ethics: Definition, Need, Scope, Theory ,Models &Ethical Dilemmas.

Changing Concept of Social Responsibility: Andrew Carnegie and Gospel of wealth, Milton Friedman's Argument,Enlightened self-interest, Corporate Responsiveness, Corporate Social Performance. Arguments for and against social involvement of businesses.

Corporate Governance- Definition, Need, Theories and Models, Composition of the Board for Corporate Governance and related policies.

Unit-II: Introduction to Corporate Social Responsibility **(9 Hours)**

Corporate Social Responsibility: Definition, Concepts, Need, Scope and Models. Concentration areas of CSR. Triple Bottom Approach and Sustainable Development. **Corporate Social Responsibility in India**: History, Role of Globalization and International Community like EU in promoting CSR. Government of India guidelines for CSR, Role and Responsibilities of Government in promoting CSR.

Unit-III: Tools of Corporate Social Responsibility **(9 Hours)**

MDGs and CSR, Global Compact, GRI, Human Rights, SA 8000, AA 1000, Fair Trade, ISO 26000.

Unit –IV: Partnership and Networking **(9 hours)**

Concept & Role of Partnerships: Techniques & Value and Benefits of developing and maintaining partnerships.

Emerging trends and models in India: Corporate Community Participation, Private Public Partnership& making best use of Corporate Social Responsibility.

Government Partnerships: Cataloguing Schemes and Programs of Ministries/ FOs/AID Agencies etc.

Techniques: Networking, Lobbying, Advocacy, Transparency, Accountability and Reporting.

Unit-V: Corporate Social Responsibility Initiatives **(9 Hours)**

National and International CSR activities. (Discussion of Case studies and seminar presentation).

CSR Initiative: Unilever India, ITC, ORCHID Chemicals, Vestas Pvt.Ltd, TVS- Srinivasan Services Trust, Pepsico, Nokia, Starbucks, Toyota, Nestle.

Teaching Methodology:

Lectures, handouts, group discussions, seminar presentations, case studies, field visits.

Suggested Readings:

1. Shrivastava; Shankar Venkateswaran,(2000) " Business of Social Responsibility: the why , what and how of corporate social responsibility in India" Harsh Books for Change.
2. Baxi, C.V; AjitPras, (2005), Corporate Social Responsibility: Concepts and Cases" Excel Books.
3. Jatana, Renu ;Crowther, Dav (2007) Corporate Social Responsibility: Theory and Practice with Case Studies. Deep and Deep Publications.
4. Werther, William, B; Chanler, Dav, (2006) Strategic Corporate Social Responsibility: Stakeholder in a Global Environment. Sage Publications
5. Sahni, S.K (2006), Business Ethics and Corporate Social Responsibility, Foundation for Peace and Sustainable Development.
6. Mitra ,Meera (2007) Its Only Business: Indias Corporate Social Responsiveness in a Globalized World, Oxford University Press.
7. Agarwal, Sanjay.K (2008) Corporate Social Responsibility in India, Sage Publications.

Journal Articles:

1) Pitabas Pradhan; Parida, Subhas C; Ratch, BabaniP(2005) Corporate Social Responsibility in the Globalized Business Environment: Community relations at NALCO, April 2006.
2) Porter, Micharel E; Kramer, Mark R, Strategy & Society: the link between competitive advantage and Corporate Social Responsibility, Harvard Business Review, Dec.2006.
3) MirtynjayAthreya, Corporate Social Responsibility for Inclusive Growth, Jan 2009.
4) Anita, Joseph, V, Successful Examples of Corporate Social Responsibility, Jan 2009.

Semester – III

PAPER - 19: FINANCIAL MANAGEMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To introduce a macro perspective to Financial Management in the Non- Government Organizations with a holistic approach.
2. To study Financial Planning, Project or Programme budgeting as an integral part of Programme and monitoring systems for NGO's.
3. To learn about appropriate accounting, reporting and monitoring systems for NGOs
4. To learn about the intricacies of ***Project Financial Management.***
5. To learn about the role of Governance in FM aspects of the NGOs and formulation and implementation of financial policies for NGOs.

Unit-I: Financial Management, Planning and Budgeting Systems **(10 Hours)**

Organizational management (Vision, Mission, Governance and Management); Financial Management as an integral part of organizational management; FM as a tool for Governance, management, accountability and credibility; Stakeholders and Accountability dimensions in NGOs.

Strategic planning and Organizational budgeting; short term planning and annual budgeting; Organizational Vs Programme or Project Planning and budgeting; Cost control, cost reduction and cost effectiveness in NGOs.

Unit-II: Accounting, Financial Reporting and Monitoring Systems. **(12 Hours)**

Accounting systems, Fund Accounting, Computerization; Internal reporting including MIS, External reporting to Government and funding agencies; Financial Monitoring, Activity oriented financial reporting, Tracking fund utilization for realization of goals and objectives of the NGOs; Issues in Financial Monitoring including diversion, clandestine funds, prevention of money laundering.

Proposal: Execution of contracts or agreements; Accounting for projects and programmes; Reporting to donors and donor agencies.

Unit-III: Role of Governance in Financial Management and Financial Policy Formulation and Implementation. (8 Hours)

Governing structures, Roles and functions of Governance in Financial Management; Board Committees, Audit and Advisory Committees, Independent Reviews; Financial Policy formulation and implementation process; Assessing and improving Governance Role for Financial Management.

Teaching Methodology:

Power point presentations, Reading of Resource Materials, Quiz, Case Studies, Project Work,

Suggested Readings:

1. John Zietlow, Jo Ann Hankin, Alien G , Seidner, (2007) Financial Management for Non-Profit Organizations.
2. Kandasami, (1998) Governance and Financial Management in the Non-Profit Sector Organizations.

Web Resources:

http://managementhelp.org/ finance/npfnce.htm (Carter McNammara , Basic Guide to Non-Profit Financial Management.

Semester – III

PAPER – 20: DEVELOPMENT ECONOMICS

Credits: 2 **Hours: 30**

Objectives:

1. To introduce the students to the various aspects of economics and economic development
2. To orient them to the different political systems that influences the economy and economic development
3. To sensitize them on Indian economy and the policies of Indian government on economic development
4. To help them to understand the role of NGO'S and other institutions in economic development

Unit: I: Economic Systems **(6 Hours)**

Concept of economic system: importance of work and occupation in modern society : main forms of economy – capitalism, communism and socialism – characteristics, advantages and disadvantages.

Division of labor as socio economic system: occupational groups' corporate business organizations globalization & liberalization and their impact on the world order.

Economic development: concept – major factors in the development of an economy – developed and under developed economy – theoretical framework for economic development

Unit: II Human Development **(6 Hours)**

Human development, millennium development goals, targets of MDG, Human development, Human development index. Micro Economics and its scope. Wants & scarcity, Functions of Economic system

Unit :III: **Present scenario in Economic development:** **(6 Hours)**

Indian economy: basic features of Indian economy – economic institutions: Jajmani system, cooperatives, banks, self help groups (SHGs) Micro- credit. Resource based

association-water based.

Unit: IV Perspectives on developing economics **(6 Hours)**

Perspectives on developing economics: population growth & natural resources- capital accumulation & development – technological progress and development – environmental problems and development. Inclusive growth & development: sustainable development

Unit: V Globalization, liberalization and its impact in India **(6 Hours)**

India as a developing economy: Market economy – globalization, liberalization and its consequences – income distribution and poverty – employment – issues and problems

Teaching Methodology:

Lecture, Assignments, Discussions based on the news, Case studies, Seminars.

Suggested readings:

1. Yujiro hayami and Yoshinisa Godo "Development Economics" Oxford university press, NewDelhi,2006
2. Kumar.N and Mittal .R "Economic Development and planning" Anmol publications Pvt Ltd NewDelhi,2002
3. Vidya Bhusan and Sachdeva D.R "An introduction to Sociology" Kitab Mahal, New Delhi – 2008
4. Ghatak , Subrata : Introduction to Development Economics
5. Misra & Puri : Economics of Development & Planning(Theory and Practice**)**

Semester - III

PAPER - 21: RESEARCH PROJECT

Credits: 6

Objectives

1. To make the students to do a research project based on empirical evidences with the research methods.
2. To expose the students the need of exploring, describing, and analyzing the data needed for conceiving a feasible and sustainable development projects.
3. To increase the capacity of research and documentation skills required for future project management

Methodology

Each student gets a research guide. The students choose a topic for research which has potential empirical evidences. Students should do sampling and conduct survey or collect data and submit a Project Report to the department. The thesis of the students is evaluated by an External Viva Voce Examination. Students are expected to choose a topic which he or she is interested and for which the students are going to commit themselves.

Semester - III

PAPER - 22: DEVELOPMENT PRACTICUM – III

Credits: 6 **No. of Days: 22- 25 Days**

Objectives:

1. To give the student trainees to have a experience in planning and implementation of field based activities in consultation with the placement agency in particular.
2. To enable the students to interact with various stakeholders so that they can understand the project management and organisation management aspects in the organisations.
3. To help them to identify and develop the skills essential for the efficient development professionals.
5. To give them an opportunity to apply the theoretical knowledge in field situations and analyze the field realities.

For this purpose the development practicum for the programme with respect to III Semester will be organized in the following manner.

Nature of Development Practicum: Internship

Methodology:

1. Individual student Placement in an Organization which has bilateral/multilateral projects on the basis of their Core or Elective subject so as to get hands on training on:
   a) General Management of the organization.
   b) Office administration,
   c) Project planning & implementation.
   d) Community interventions & beneficiary coordination.
2. Individual student report submission based on the visits made and observations done.
3. Practicum Conferences with the Faculty Supervisors.
4. Presentation by the trainees.

Semester - III

PAPER - 23: SOFT SKILLS - III

Credits: 2 **Teaching Hours: 30**

Objectives

1. To develop skills in developing Resume / CV for campus placement of the students.
2. To improve their knowledge and skills in facing interviews, group discussions etc.

Five days work shop will be organized to the students to enable their knowledge and skills in developing resume / CV and facing interviews. Field experts will be arranged for the workshop.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

Semester - III

PAPER - 24: OUT BOUND TRAINING

Credits: NIL **Duration: 4-5 Days.**

A Requirement for Course Completion

An Out Bound Training program takes place for five days. The students themselves plan on the topics and decide on the OBT in a development organisations of national or international repute. This programme augments the knowledge on development management skill and also enables the students to interact with different stakeholders. It also exposes the students to various scopes of development work that exists in the field.

SEMESTER - IV

SEMESTER - IV

PAPER - 25: ENTREPRENEURSHIP DEVELOPMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To provide an understanding on the nature and process of Entrepreneurship Development.
2. To provide knowledge on the Business Strategies to start an enterprise.
3. To motivate students to work towards Entrepreneurship Development.

Unit- 1: Entrepreneur and Entrepreneurship **(9 Hours)**

Concepts, Definitions, Types (Business, Trading, Industrial, Corporate, Agricultural), Characteristics, Competencies, Scope & Entrepreneurship in Indian context. Stages to become an efficient entrepreneur (Growth, Survival & Establishment), Determinants of entrepreneurial success (Human Resource, Finance, Production &Marketing), Importance of Entrepreneurs in Economic Development.

Unit-II: Growth Strategies of Entrepreneurship **(9 Hours)**

Factors influencing entrepreneurship (Cultural, Political, Economic, Availability of Resources, Entrepreneurial skills set & Psychological orientation), Developing the entrepreneurship plan- Environmental assessment: PEST (External) & SWOT analysis (Internal), Models: BPL Community Model, Social Entrepreneurial Model (SEM).

Promotion of Social Entrepreneurship: NGOs network, Support system : Self-Help Groups, Family, Resources available and Dual Role.

Unit-III: Setting of Small Business Enterprise **(9 Hours)**

Identifying the business opportunity, **Formalities for setting up of Small Business Enterprise**: Environment pollution related clearance, Strategies Adopted, Selection of the Project, Decide on the Constitution, MSME Registration, Arrange for Land / Shed, Arrange for Plant and Machinery, Arrange for infrastructure, Contents for Project Report.

Unit-IV: Social Entrepreneurship **(9 Hours)**

Concept , Definition**,** Social marketing, Essential Skills required of an Entrepreneur-

Creativity & Innovation, Case studies of Successful Indian Social Entrepreneurs, Study Analysis on viability and feasibility on starting an enterprise.

Unit-V: Entrepreneurial Support System (9 Hours)

Small Industries Development Bank of India (SIDBI), National Small Industries Corporation (NSIC), National Research Development Corporation (NRDC), Entrepreneurship Development Institute of India (EDII), National Institute for Entrepreneurship of Small Business Development (NIESBD), State Financial Corporation (SFCs), Commercial Banks, District Industries Centers (DICs), National Institute of Small Industries Extension Training (NISIET), State Trading Corporation of India (STC), Chambers of Commerce and Industry and Industrial Associations (CCIIA), Confederation of Indian Industry (CII).

Practical Exposure: Visit to the Small Scale Industries- Successful enterprise.

Teaching Methodology:

Lecture, Discussion, Seminars, Assignments, Documentary Films, Field Visits, Presentation of case studies of successful entrepreneurs, Interviews with entrepreneurs.

Suggested Readings:

1. Jasmer Singh Saini (2005) Enterpreneurship Development programmes and practice-, Deep & Deep Publications Pvt. Ltd, New Delhi.
2. Moahn .S., Elangovan. R(2005) Current Trends in Entrepreneurship, Deep & Deep Publications Pvt. Ltd, New Delhi.
3. Amutahlakshimi.P ., Umachandran.K., (2009) Social Entrepreneurship, KVR Printers, Chennai.
4. Anilkumar.S., (2003), Entrepreneurship development, New Age International Publishers Ltd.,, New Delhi,
5. Poornima Charantimath., (2006), Entrepreneurship Development Small Business Enterprises, Dorling Kindersley Pvt. Ltd.,
6. Gupta, M.C., (1987), Entrepreneurship in Small Scale Industry, Anmol Publications, New Delhi.
7. Lambden., Dohnc & Target, David (1990) Small Business Finance- A Simple Approach, Pitman Publishing, London.

Semester- IV

PAPER - 26: ENVIRONMENT MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1) To introduce the students to the concepts and key issues in Environment Management.
2) To provide basic knowledge to the students on the types of pollution and its effects.
3) To sensitize the students on the environmental management systems.
4) To help the students to understand about water resource, land, forest and wild life.
5) To introduce the students to environmental ethics and biodiversity.

Unit-I: Introduction to Environmental Management **(9Hours)**

Concepts: Sustainable development, fundamentals concerning Environment, energy issues; Ecology: definitions, concepts of ecology, industrial ecology.

Global environmental problems: Global warming, effects of global warming, how to combat global warming, climate change.

Ozone depletion: concepts, harmful effects, developing countries scenario, India and ozone depletion. NGO participation in sustainable development.

Unit-II: Pollution and Its Effects **(9 Hours)**

Air and Noise pollution: meaning, causes, Regulation and India's effort to control them.

Water Pollution: Meaning, causes, Indian scenario, integrated water resources development and management.

Soil pollution: Meaning, Causes, Management Issues.

Role of NGO's in prevention, Control and Management of Pollution.

Unit-III: Environmental Management Systems & Law. **(9 Hours)**

Meaning, Concepts Installing EMS, Certification for EMS, ISO 9000, ISO 14001, Basic Principles of ISO 14001, Green Rating. Environmental legislation for protection of species and natural resources, Government policies and agencies for environmental conservation, International organizations. International Environmental Legislation: protocols, treaties, conventions, standards etc.,

Environmental standards in India, Public Interest Litigations (PLIs) and their role in control of environmental pollution in India.

Unit-IV: Water, Land, Forest & Wild Life Management. (9 Hours)

Marine environment and its Management: Meaning, core issues, Pollution and protection, Management issues, Legal Control.

Land Management: Land use and degradation, Management problems, Strategies for Sustainable Land management; Waste Management: Meaning, types, Garbage Trade, Regulatory aspects of Solid Waste Management, Recycling of Social Waste, Integrated waste Management.

Forest and Wild Life Management: Global consensus on Management of Forests, Indian Scenario, Afforestation, Deforestation, Wild life protection and conservation. Involvement of NGOs in these areas.

Unit-V: Environmental Ethics and Role of NGOs: (9 Hours)

Environmental Ethics, Meaning; Biodiversity: Meaning, levels, Patents, IPR, biosafety protocol, Indian Scenario; Green marketing, Eco-labeling, Eco-mark-Criteria, status, procedure; GATT / WTO. Study of environmental management in management schools.

Role of NGOs: public participation in raising environmental concerns, environmental protection, Promoting environmental education, training, Capacity –building, Conducting advocacy work in partnership with government.

Indian NGOs working for Environmental Management.

Teaching Methodology:

Classroom discussion, assignments / seminars, Field trips, Guest Lectures, Important Case Studies, Discussion based on news items, videos.

Suggested Readings:

1. Clini, Corrado; Musu, Ignazio; Gullino, Maria Lodovica (Eds), Sustainable Development and Environmental Management: Experiences and Case Studies, 2008, XIV, 490 p.
2. Sundar Vadaon, Role of NGO's in Environmental Conservation and Development, http://www.karmayog.org/startanngo/startanngo
3. Uberoi, N.K, Environmental Management, Second edition, Excel Books, New Delhi, 2003.
4. http://www.mumbaisuburbs.com/articles/ngo-environmental-conservation.

Semester- IV

PAPER - 27: COMMUNITY BASED HEALTH AND EDUCATION MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Unit-I: Concept of Health **(9 Hours)**

Health definition- Scope and components. Health determinants-safe water, sanitation, nutrition, environmental sanitation-health factors, sex, genetic, age, occupation. Social, economic condition. Health Indicators-MMR, IMR .Life expectancy.

Unit-II: Reproductive Health **(9 Hours)**

Brief anatomy and physiology of Human body-reproductive anatomy and physiology in men and women- menstrual cycle- fertility regulation-FW methods-temporary and permanent methods-Infertility. Gender in health.

Unit-III: Overview of National Health Policy **(9 Hours)**

Primary Health care-national Health policy-National rural Health Mission-Goals, components-JSY, Immunization- Integrated disease Surveillance project-ASHA-national Health programmes- communicable and non-communicable diseases-prevention and control measures-principles of epidemiology.

Unit-IV: National Health Programmes **(9 Hours)**

National Rural Health Mission - National Family Welfare Programme. National Programmes- Malaria, Filaria, Japanese Encephalitis. Iodine Deficiency Disorder, Nutrition Vitamin-A Distribution, Tuberculosis –Vaccine , Preventable Diseases- Leprosy, HIV AIDS, Mental Health- National School Health Programme, Non Communicable Diseases- Heart Diseases,- Cancer Diabetes- Obesity- Accidents etc

Unit: V: Population Stabilization **(9 Hours)**

Demography- demographic indicators-national health policy- national population strategy policy, population stabilization. National population strategy. Contraception and Gender Issues and PNDT Act: Permanent and Temporary Methods –Nirodh – Gender Issues- different gender roles, gender discrimination in delivering health services, PNDT Act.

COMMUNITY BASED EDUCATION MANAGEMENT

Formal & Informal Education, Alternate systems of Education, Participatory Learning, Transformative learning, Critical pedagogy, Negotiating the curriculum, popular education and special education, responsive learning, Teaching life skills, self-help & localization, Role of Aganawadi teachers, Models of Community based Education.

Teaching Methodology:

Classroom Discussion, Assignments / Seminars, Guest Lectures, Important Case Studies,

Suggested Readings:

1. Anderson, Lorin W. and D.R. Krathwohl (eds.). (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.
2. Association for Community Based Education. (1989). Evaluations of Community Based Literacy Programs. Washington, DC: ACBE.
3. Erickson, Lynn H. (1998). Concept-Based Curriculum and Instruction. CA: Corwin Press, Inc.
4. Improving Science Education With Community- Based Projects: Five Years of Toyota Tapestry Grants Publisher: Natl Science Teachers Assn Author: Kathleen A Rapp, Crystal Lal Edition: Paperback
5. Place and Community- Based Education in Schools (Hardcover) by **Gregory A Smith** &**David Sobel**
6. Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", *Encyclopedia of India (vol. 2)* edited by Stanley Wolpert, 23–28, Thomson Gale: ISBN 0-684-31351-0.
7. Raman, S.A. (2006). "Women's Education", *Encyclopedia of India (vol. 4)*, edited by Stanley Wolpert, 235-239, Thomson Gale: ISBN 0-684-31353-7.
8. Setty, E.D. and Ross, E.L. (1987), "A Case Study in Applied Education in Rural India", *Community Development Journal*, 22 (2): 120–129, Oxford University Press.
9. Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", *International Journal of Constitutional Law*, 2 (1): 148–158, Oxford University Press.

Semester - IV

PAPER - 28: DISASTER MANAGEMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To cultivate an idea on impact and types of disaster.
2. To equip the students with information on approaches in disaster preparedness, precaution and management.
3. To impart knowledge on the policy and institutional frameworks.

Unit - I: Disaster Management Concepts and Disaster Analysis (10 Hours)

Concepts related to Disaster Management, Difference between Disaster and Hazards. Impacts created by Disasters.

Types: Natural & manmade disaster. Water, climate & geologically related calamities. Accident, Biologically & Atmospheric related calamities. Chemical, Industrial and Nuclear related Calamities.

Disaster Risk Assessment:

Hazard Assessment, Exposure Assessment, Vulnerability Analysis, Loss/Impact Analysis, Risk profiling and evaluation, Formulation and Revision of DRR strategies and action plans

Unit – II: Stages in Disaster Management (10 Hours)

Disaster Management: Definition, Disaster Management Cycle.

Evacuation and Rescue: Emergency supplies and vulnerability reduction

Relief: Damage and Need assessment, Psycho-social care and support

Rehabilitation and Recovery: Planning for rehabilitation and recovery, Displacement and Resettlement

Prevention and Preparedness: Mitigation, Contingency Planning and Early warning Systems

Unit- III: Interventions in Disaster Situations and Institutional Framework (10 Hours)

Interventions: First Aid, Cleaning Operation, Public Health and Disease Management. Psycho Social Impacts of Disasters: Counselling for Trauma, Dealing with Loss and Bereavement, Building Community Resilience to Disasters

Role of NGOs in Disaster Management: Preparedness, Precaution and Management of Disaster. Coordination with Government Agencies, Capacity building and Sustainable Development: People Participation, Training Community level workers.

Institutional and Policy Framework: Disaster Management Institutions – National Disaster Management Authority, Disaster Management Policies and Strategies

Teaching Methodology:

Class room discussion, simulations, role plays, assignments/seminars, Field visits, discussion based on news item, videos.

Suggested Readings:

1. Coppola, Damon P. *Introduction To International Disaster Management*. Amsterdam: Butterworth Heinemann, 2007.
2. Gupta, Harsh K. *Disaster Management*. Hyderabad: Universities Press, 2003. Print.
3. Payne, Sheila, Sandra Horn, and Marilyn Relf. *Loss and Bereavement*. Buckingham [England]: Open University Press, 1999.
4. Uddin, Nasim, and Alfredo Hua-Sing Ang. *Disaster Risk Assessment and Mitigation*. Reston, Va.: American Society of Civil Engineers, 2009.
5. Chowdury, P.C. Parthasarathy, R. Girimaji, S. Sekar, K&Srinivasa Murthy, R (2000), Psychosocial care for community level helpers, Bangalore, Books for Change.
6. Sathyavathi, K, Nardev, G and Thakrar, S (1987) Grief reactions among bereaved.
7. Dave, A.S., Sekar, K., lBhadra,S., Rajaskekar, G.P., Kishore Kumar, K., Beena, P., Srinivasa Murthy, R (2002) , Psychosocial care for children surviving the riots. Books for Change,
8. Desai N.G., Gupta, D.K., Joshi. P.C., Singh, R.A., Singh T.B., Lal.M and Kumar., A. (2002) Mental health aspects of the Earthquake in Gujrat. Indian Council of Medical Research, New Delhi.
9. S. Narayana, R. Dave, A.S., Sekar, K, Kishore Kumar, K. Srinivasamurthy, R (2002) Riots: psychosocial care for Women surviving the Riots. Books for Change, Bangalore.
10. Narayana R.L., SrinivasaMurthy.R., Daz P (2003) Disaster mental health in India: monograph. American Red Cross, New Delhi.

11. Parsuraman.S (Ed), Organization and Administration of Relief and Rehabilitation following Marathwada Earthquake, Mumbai: Tata Institute of Social Sciences.
12. Srinivasa Murthy, R., Issac.M.K.,Chandrasekar, C.R &Bhide A.V (1987) Bhopal.
13. Grace, H., Sekar,K., Suhhasis, B., Bharat.S., Tsunami- Psychosocial care for women NIMHANS, Bangalore, 2005 (English, Tamil, Telugu, Hindi)
14. Disaster, Pune: Maharastra Institute of Mental Health (1994)
15. Disaster and Mental Health- Revisiting Bhopal,, Economic and Political Weekly, March 15, 1074-1082, 2003.

Semester-IV

PAPER - 29: ORGANISATION DEVELOPMENT

Credits: 2 **Hours: 30**

Objectives:

4. To introduce the students on the concept of Organisation Development, History and Theories of the same.
5. To impart knowledge about the process of OB
6. To understand the Intervention and Strategies of Organisation Development

Unit I - Introduction and Management of Change **(10 Hours)**

Meaning of Organisation Development; History of OD; Theories of OD. Introduction to Management of Change. Process of Managing Organisational Change, Managing Resistance to Change. Strategies and Guidelines for Imparting Change, Theories and Approaches to Planned Change.

Unit II - The Process of Organisation Development **(10 Hours)**

Entering, Contracting, Diagnosing, Collecting and Analyzing Diagnostic Information, Feeding Diagnostic Information; Designing Interventions; Leading and Managing change; Evaluating and Institutionalizing Intervention; Measuring Intervention and Change Management.

Unit III - Interventions and Strategies **(10 Hours)**

Human Process Interventions: Interpersonal and Group process Approaches; Organisation Process Approaches; Restructuring Organisations; Employee Involvement; Work Design; HRM Interventions: Performance Management; Developing and Assisting Members; Strategic Change Interventions: Competitive and Collaborative Strategies.

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars; Role play.

Suggested Readings:

1. Cummings T.G and Worley C.G. Theory of Organisation Development and Change 8th Ed.,New Delhi, 2009.
2. French W.L, Bell C.H. Jr, Robert A.Zawacki. Organisation Development and Transformation – Managing effective Change 6th Ed., New Delhi 2006.
3. Bhatia S.K. Management of Change and Organisational Development- Innovative Approach.

4. Dr. Ramakanta K. Patra. Strategic Human Resource Management and Organisation Development 1st Edition, Mumbai,2011.
5. Ramanarayanan, T.V. Rao, Kuldeep Singh – Organisation Development – Interventions and Strategies, Sage Publications, 1998.
6. Rolf P. Lynton, Pareek Udai – Training for Organisational Transformation, Sage Publications, New Delhi 2000.

Semester –IV

PAPER – 30: DEVELOPMENT PRACTICUM – IV

Credits: 6 **No. of days: 22- 25 Days**

Objectives:

1. To give the student trainees to have an experience in planning and implementation of field based activities in consultation with the placement agency in particular.
2. To enable the students to interact with various stakeholders so that they can understand the project management and organisation management aspects in the organisations.
3. To help them to identify and develop the skills essential for the efficient development professionals.
5. To give them an opportunity to apply the theoretical knowledge in field situations and analyze the field realities.

For this purpose the development practicum for the programme with respect to IV Semester will be organized in the following manner.

Nature of Development Practicum: Internship

Methodology:

1. Individual student Placement in a development organisation (Preferably an INGO) on the basis of their Core / Elective subject for a period of minimum of one month so as to get hands on experience in:

   a) General Management of the organization.
   b) Project Development, Implementation and Monitoring
   c) Community Interventions and Exposure to Livelihood projects.
   d) Organisation and Human Resource Policies

2. Undertaking mini projects to fulfill the community / beneficiary needs in collaboration with the organisation.
3. While undertaking mini projects the trainees will prepare and appreciate the diversity of development models and techniques in addressing social issues.
4. Individual student report submission based on their activities.
5. Practicum Conferences with the Faculty Supervisors.
6. Presentation by the trainees.

Semester: IV

PAPER - 31: SOFT SKILLS - IV

Credits: 2 **Teaching Hours: 30**

Objectives

1. To develop the professional skills of the trainees related to the development sector.
2. To make them aware of the professional behaviour and ethics necessary for development professionals.

Five days work shop will be organized to the students to enhance their knowledge and skills related to the development profession. Field experts will be arranged for the workshop.

Five days workshop will be organized by calling experts to train students in professional skills, behaviour and ethics. Students will be assessed by their performance and participation.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

Semester-IV

PAPER-32: BLOCK PLACEMENT

Credits: NIL **Duration: 1 Month**

(After IV Semester Examinations)

This opportunity is provided at the end of the two years of the programme. It is designed for the learner to integrate theory and practice to enhance competencies in the area of specialty selected by the student and in development practice and experience oneself in that role.

Objectives:

1. Develop enhanced practice skill and integrate learning.
2. Develop greater understanding of reality situations through involvement in day to day work.
3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme.
4. Enhance awareness of self in the role of development professional.

Process:

1. It is an unsupervised but a compulsory component for course completion.
2. The student will be placed in a setting (local / outstation) continuously for a period of one month.
3. The agency for the placement has to be finalized appropriately (jointly by the student and the department) before the end of the Semester - IV.
4. The agency may be the one where the student has already been selected for a job placement through campus recruitment or where the student finds chances for absorption after completion of the Block placement.
5. The settings are also to be communicated well in advance and written permission obtained.
6. After the completion of the Block placement the student has to submit a consolidated report of the activities undertaken and the experiences gained during the training period.
7. Students will be allotted faculty members for their contact and submission of the reports.
8. The members of faculty to glance through the reports submitted and issue Block Placement completion certificates.

MADRAS SCHOOL OF SOCIAL WORK

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Dr. S. RAJA SAMUEL, M.A., Ph.D.
Principal

CRITERIA 1- CURRICULAR ASPECTS

METRIC ID: 1.1.3- EMPLOYABILITY, ENTREPRENEURSHIP & SKILL DEVELOPMENT

PG Department of Development Management

This is to certify that the following are the courses having focus on Employability/Entrepreneurship/Skill Development offered by the institution during the academic year 2018-2019.

29/11/2021

Dr. S. RAJA SAMUEL, M.A., Ph.D.,
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PG Department of Development Management

SL NO	Name of the Course	Course Code	Employability (EM)	Entrepreneurship (ED)	Skill Development (SD)	Page No.
1	Introduction to Development Management	MD/18C/101	YES			11
2	Establishing Development Organizations	MD/18C/102	YES	YES	YES	15
3	Human Resource Management and Labour Legislations	MD/18C/103	YES		YES	17
4	Sociology of Development	MD/18E/104	YES			19
5	Fundamentals of Management	MD/18E/105	YES		YES	22
6	Development Practicum - I	MD/18C/106	YES		YES	24
7	Soft Skills – I	MD/18S/107	YES		YES	25
8	Development Communication & Management	MD/18C/201			YES	27
9	Organizational Behavior	MD/18C/202	YES		YES	30
10	Research Methodology	MD/18C/203	YES		YES	32
11	Human Rights and Gender Issues	MD/18E/204	YES			34
12	Pragmatic Models of Development	MD/18E/205	YES			36
13	Development Practicum – II	MD/18C/206	YES		YES	38
14	Soft Skills – II	MD/18S/207	YES		YES	39
15	Project Management	MD/18C/301	YES		YES	42
16	Global Issues & Social Development	MD/18C/302	YES			44
17	Corporate Social Responsibility	MD/18C/303	YES		YES	47
18	Accounting for Decision Making	MD/18E/304	YES			50
19	Development Economics	MD/18E/305	YES			52
20	Research Project	MD/18C/306	YES		YES	54
21	Development Practicum -	MD/18C/307	YES		YES	55

	III					
	Soft Skills – III	MD/18S/308	YES		YES	56
	Out Bound Training	MD/18R/309	YES		YES	56
24	Entrepreneurship Development & Management	MD/18C/401	YES	YES	YES	58
25	Environment Management	MD/18C/402	YES			60
26	Community Based Health and Education Management	MD/18C/403	YES			62
27	Disaster Management	MD/18E/404			YES	64
28	Organization Development	MD/18E/405	YES		YES	67
29	Development Practicum – IV	MD/18C/406	YES		YES	69
30	Soft Skills - IV	MD/18S/407	YES		YES	70

MADRAS SCHOOL OF SOCIAL WORK

(AUTONOMOUS)

CHENNAI – 600 008

MASTER DEGREE COURSE IN DEVELOPMENT MANAGEMENT

COURSE REGULATION AND SYLLABUS FOR 2018-2020

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.
Principal
Madras School of Social Work (Autonomous)
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Egmore, Chennai - 600 008.

ABOUT THE PROGRAM

1. INTRODUCTION

Development management is a practice profession. Today managing projects and programmes and leading development organization is becoming increasingly complex and sophisticated. Organizations are realizing that a widening range of knowledge and skill are necessary to achieve results and enhance their impact. This creates a demand for development professional equipped with modern management practices. The two year M.A. in Development Management course, is developing and grooming young development professionals who seek career in the development sector.

2. OBJECTIVES OF THE COURSE

The objectives of the course are:

1. To provide a value added, market driven, employment oriented and indigenously relevant course in the Development sector.
2. To give necessary inputs and training in setting up of goals and objectives of development activities, establishment of organization, thorough understanding of the organizational management, devising strategies and operational pathways.
3. To plan and monitor Projects/ Programmes, Financial, Marketing, Human Resources, Networking and other organizational policies.
4. To help an individual to understand the subject and the field of activity in detail from a more realistic point of view and prepare them for a career in Development management.

3. SCOPE OF THE COURSE

Both in India and abroad there is a wide scope for managing projects which will create long lasting impact in the lives of the marginalized by adopting sustainable development models conceived by development agencies, international organizations and the Government. By undergoing this course one can work in various sectors like Rural, Urban & Tribal Development, Health Care, Women's Emancipation, Child Rights and Child Abuse, Youth Development, Disaster Management, Human Rights, Refugee Rehabilitation, Community Reconstruction etc.

Job opportunities are available in State, National & International NGOs, CSR projects, International Development agencies (United Nations, UNESCO, OECD, NATO, World Health Organization, United Nations Educational Scientific and Cultural Organization, World Bank, etc) and Government autonomous institutions. The course is designed to make candidates to be competent in the Management of Development Projects and Programmes.

4. PATTERN OF THE COURSE

Adopting the Choice Based Credit System (CBCS) pattern, the course of study for the M.A in Development Management shall spread over 4 semesters (Two years) and shall consist of:

1. Theory Courses / Papers (Core (C) and Electives (E))
2. Development Practicum (As Core Paper)
3. Research Project (As Core Paper)
4. Internship - Summer Placement and Block Placement
5. Soft – Skills

Students will earn the credits only when they pass in the papers and successfully complete the course completion components of the programme.

The student has to gain 92 credits to complete the course, distributed at the rate of Semester I - 21 credits; Semester II - 23 credits; Semester III - 27 credits and Semester IV - 21 credits. In addition to the above for the enhancement of the students‟ professional competency and employability skills the department also offers opportunity in the form of special Certificate / Diploma course. Enrolment in such courses will be voluntary. Students can earn additional credits (as specified) for these certificate / diploma courses.

5. ELIGIBLITY FOR ADMISSION

Any Bachelor Degree holder from the University of Madras (or) from any University that is declared eligible by University of Madras and with right aptitude for Development Profession will be eligible for applying for the course. Candidates having relevant field experience will be given preference.

Age of the candidates should be below 40 years.

Admissions will be based on merits, subject to the government and institutional regulations

6. ELIGIBILITY FOR THE AWARD OF THE DEGREE

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the Masters Degree in M.A. Development Management subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in Development Management offered by the Madras School of Social Work over 4 semesters (Two years full-time) and has earned the prescribed 92 credits.
2. Passes all the theory examinations and completes Research Project, Development Practicum, Out Bound Training, Summer Placement and Block Placement.
3. Meets all other requirements as prescribed by the Board of Studies at the time of admission and the amendments introduced to the regulations by the Board of Studies in Management from time to time.

7. CONDITIONS FOR PROMOTION

A candidate who does not pass the examination relating to any theory paper in each of the semester shall be permitted to appear in such failed paper in the ensuing supplementary examinations held by the college. However, to qualify for the award of the degree by the University of Madras, one should have passed in all the examinations held by the college and completed all the course requirements.

A. CREDIT MATRIX

Number of Courses and Credits									
SEM. NO.	***CORE***	***CREDIT***	***ELECTIVE***	***CREDIT***	***SOFT SKILLS***	***CREDIT***	***SUMMER PLACEMENT***	***CREDIT***	***TOTAL CREDITS***
I	4	**15**	2	**4**	1	**2**	--	--	**21**
II	4	**15**	2	**4**	1	**2**	1	**2**	**23**
III	5	**21**	2	**4**	1	**2**	--	--	**27**
IV	4	**15**	2	**4**	1	**2**	--	--	**21**
Total	17	**66**	8	**16**	4	**8**	1	**2**	**92**

B: SYLLABUS MATRIX

SEMESTER – I

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX. MARKS
Core	Introduction to Development Management	3	45	3	50	50	100
Core	Establishing Development Organizations	3	45	3	50	50	100
Core	Human Resource Management and Labor Legislations	3	45	3	50	50	100
Elective	Sociology of Development	2	30	3	50	50	100
Elective	Fundamentals of Management	2	30	3	50	50	100
Core	Development Practicum - I	6	-	-	50	50	100
Soft Skills – I	Soft Skills - I	2	30	3	50	--	50
TOTAL CREDITS		**21**	**----**				

SEMESTER - II

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX. MARKS
Core	Development Communication & Management	3	45	3	50	50	100
Core	Organizational Behavior	3	45	3	50	50	100
Core	Research Methodology	3	45	3	50	50	100
Elective	Human Rights and Gender Issues	2	30	3	50	50	100
Elective	Pragmatic Models of Development	2	30	3	50	50	100
Core	Development Practicum – II	6	-	-	50	50	100
Soft Skills - II	Soft Skills – II	2	30	No theory examination Only Course Completion Requirement			
Internship	Summer Placement (After the Second Semester theory examination during summer vacation).	2	No theory examination Only Course Completion Requirement				
TOTAL CREDITS		**23**	**-------**				

SEMESTER - III

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
Core	Project Management	3	45	3	50	50	100
Core	Global Issues & Social Development	3	45	3	50	50	100
Core	Corporate Social Responsibility	3	45	3	50	50	100
Elective	Accounting for Decision Making	2	30	3	50	50	100
Elective	Development Economics	2	30	3	50	50	100
Core	Research Project	6	--	--	50	50	100
Core	Development Practicum - III	6	-	-	50	50	100
Soft Skills	Soft Skills – III	2	30	No theory examination Only Course Completion Requirement			
	Out Bound Training	--	No theory examination Only Course Completion Requirement				
TOTAL CREDITS		**27**	-----				

SEMESTER - IV

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX. MARKS
Core	Entrepreneurship Development & Management	3	45	3	50	50	100
Core	Environment Management	3	45	3	50	50	100
Core	Community Based Health and Education Management	3	45	3	50	50	100
Elective	Disaster Management	2	30	3	50	50	100
Elective	Organization Development	2	30	3	50	50	100
Core	Development Practicum – IV	6	-	-	50	50	100
Soft Skills	Soft Skills - IV	2	30	No theory examination Only Course Completion Requirement			
TOTAL CREDITS		**21**	**----**				

B: DEVELOPMENT PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE OF DEVELOPMENT PRACTICUM	NATURE OF COURSE	MINIMUM NUMBER OF DAYS	CREDITS
I	Development Practicum	Core Paper	18 Days	6
II	Development Practicum	Core Paper	24 Days	6
II	Summer Placement*	Course Completion	30 Days/ 1 Month	2
III	Development Practicum	Core Paper	24 Days	6
IV	Development Practicum	Core Paper	24 Days	6
TOTAL				**26**

Note: *** No Marks - Requirement for Course Completion**

SEMESTER-I

Semester- I

Paper – 1: INTRODUCTION TO DEVELOPMENT MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Course Code: MD/18C/101

Objectives:

1. To introduce the students to the various aspects of Development
2. To orient them with different perspectives and History of Development
3. To sensitize them on Developmental Issues and Fields of Development
4. To help them understand the various models of Development

Unit- I: Introduction to Development **(9 Hours)**

a. Meaning & Concept of Difference between Growth & Development – History of Development: Colonialism – Post Colonialism and Development.

b. Perspectives of development

Unit-II: Globalization and Development Theories **(9 Hours)**

a. Concept of Globalization – Analysis and Critique: Globalization and Development.

b. Classical Theories: Linear Stage Theory (Rostows and Harrod –Domar Growth Model), Structural Change Model (Lewis and Hollis Development Model), International Dependence Revolution (Neocolonial Dependence Model, False Paradigm and Dualistic Development Thesis) and Neoclassical Counterrevolution.

Contemporary Theories: New Growth Theory, Sustainable Development theory, Gender and Development theory, People-centered development practice and Neo-liberalism and Social Capital Theory.

Unit –III: Actors in Development **(9 Hours)**

a. Actors in Development: States – Markets – Institutions: WTO, IMF, World Bank, Asian Development Bank – Civil Society – NGOs.

b. Roles, Limits on Actors in Development – Critique on Institutions from third world perspective

Unit IV: Fields of Development and Developmental Issues **(9 Hours)**

a. Urbanization - Rural Development –Development in Health– Education - Infrastructure and Transport sectors.

b. Developmental Issues: Gender - Indigenous People–Children - Environment – Economic and Social Inequalities – Poverty - Unemployment

Unit V: Models for Development **(9 Hours)**

a.Western Liberal Model - Welfare Model of Development - Socialist/Marxist Model of Development - Democratic-Socialist Model of Development - Gandhian Model of Development - Sustainable Development Model.

Teaching Methodology:

Lecture; Assignments; Discussions based on news items ; Case study; Seminars; Paper; Videos.

Learning Outcome:

1. Students get to know various models of development
2. Students familiarize on development concepts
3. Students get sensitize on development issues and fields of development

Suggested Readings:

1. Yujiro Hayami and Yoshinisa Godo, "Development Economics," Oxford University Press, New Delhi, 2006.
2. Kumar.N and Mittal.R., " Economic Development and Planning", Anmol Publications Pvt.Ltd., New Delhi, 2002.
3. Vidya Bhusan and Sachdeva.D.R ., " An Introduction to Sociology", Kitab Mahal, New Delhi- 2008.
4. Shankar Rao. C.N., "Sociology: Principles of Sociology with an Introduction to Social Thought", C. Chand & Company Limited, New Delhi, 2010.
5. Ruddar Datt and K.P.M. Sundharam, "Indian Economy", S.Chand & Company Ltd., NewDelhi, 2002.
6. Giri, A Kumar, and Philip Quarles van Ufford, eds. (2003) A Moral Critique of Development: In Search of Global Responsibilities. Routledge. Chapter 1
7. Sen, Amartya K. "Rational Fools: A Critique of the Behavioral Foundations of Economic Theory." Philosophy and Public Affairs6, no. 4 (1977): 317-344
8. Poverty and Un-British Rule in India, Dadabhai naroji, Bharathiyar kala prakashan 2012

Semester- I

Paper – 2: ESTABLISHING DEVELOPMENT ORGANIZATIONS

Credits: 3 **Teaching Hours: 45**

Objectives

1. To provide students an understanding of Non-profit & Development organizations.
2. To enable them to understand the basics of establishing an development organisation
3. To help them to acquire the necessary skills relating to forming and managing development organizations
4. To introduce the students to the various legislations applicable to development and NGO sector.
5. To enable them to run development organization in compliance with the statutes of the land.

Unit – I: Concept & Meaning

Definition, concept, background, role of development organizations, types of development organizations, need and importance of non-profit organizations in modern world. Historical perspective of NGOs in India. Concept of Civil Society, their role and responsibilities in development, Civil Society Movement in India, Concept, types, structure and functions of community based people organizations, their role in promoting development

Unit - II: Establishment of Organisations

Identifying trust area, goal setting, vision, mission, objectives, strategies and activities for the organization, operational area, types of registration for legal status, Procedure for NGO registration, organization structure and function, Ethical considerations, registration.

Unit - III: Legislation for Legal Status & Social Activism

Bombay Public Trusts Act, 1950, Societies Registration Act, 1860, Public Charitable Trust Act, Indian Trusts Act. 1882. Sec 8, Indian Companies Act 2013, Foreign Contribution (Regulation) Act, 2010. Sec 12A, Sec 35 AC and Sec 80G of Income Tax Act 1961,

Right for Information Act, 2005, Right to Education Act, 2009, Disaster management Act,

2005

Unit - IV: Managing Development Organizations

Strengthening organizations: SWOC analysis, recasting vision, mission, objectives and activities of the organizations, restructuring the structure and functions of organizations, staffing, training and team building, decision making, supervision, conflict management, policy development and governance. Basics of office administration, documentation of activities and projects.

Unit - V: Sources of Funding & Partnerships

Fund Requirements & types of funds (Donors Management, Membership, Donations, Grants)

– Understanding the role of funding agencies – Various Government Agencies and Schemes

– UN Agencies, International and national donor Agencies, Other International Organizations, Asian Development Bank, World Bank and CSR, Techniques & sources of fund raising – Sustainability

How to apply for grants – Fund Raising Software.

Teaching Methodology

Lectures, paper presentations, seminars, assignments, case studies, field visits.

Suggested Readings:

1. Kotler, Philip et al. Social marketing: Improving the quality of life, SAGE, 2002
2. Connors, Tracy. Ed. Nonprofit organization handbook. Mc Graw Hill, 1980
3. St. Andrews Centre for Continuing Education. Management Guide for nonprofit organizations, St. John‟s Ambulance Association, 1998
4. Padaki, Vijay. Management Development in nonprofit organizations: a programme for the governing board, SAGE, 2005
5. John Easo, Handbook on Management for nonprofit organizations, Mac Milan, 2004

Semester- I

PAPER – 3: HUMAN RESOURCE MANAGEMENT AND LABOUR LEGISLATION.

Credit: 3 **Teaching Hours: 45**

Objectives:

1. To introduce the students to the different functional areas of HRM & Labour Legislation
2. To impart necessary skills to manage the HR
3. To sensitize the students on the emerging trends in the field of HR in Development Sector.

UNIT – 1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (9 hours)

Concepts of human resource management, personnel management, human resource development, human capital management, strategic human resource management. Difference between Hard HRM and Soft HRM. Objectives of the HRM function in an organization. Concepts of HR philosophy, HR policy, HR programme, HR practices, HR auditand HR Information Systems. Proficiencies of a HR professional. Professional bodies for HR. Functions of HRM (acquisition, development, motivation and maintenance).

UNIT - II: ACQUISTION OF HUMAN RESOURCES (9 hours)

Human resource planning: concept, objectives, process.

Job analysis: concept, purpose, methods. Job analysis information hierarchy. Approaches to Job analysis (functional job analysis and the Position analysis questionnaire system). Difference between Job analysis, Job specification, Job description, Job evaluation. Recruitment: concept and sources. Difference between Recruitment and Selection. Selection – concept, process and devices (application forms, employment tests, interviews, realistic job previews, background investigation, physical examination). Employee orientation / Induction / On-boarding.

UNIT – III: DEVELOPMENT OF HUMAN RESOURCES **(9 hours)**

Training and development: concept and difference between employee training and management development. The 4-step training process (Training Need Identification, Instructional Design, Training Programme Implementation, Training Evaluation). Formal Employee Training Methods (on the job training and off the job training methods). Management Development Methods. Training effectiveness: Concept and Methods of evaluating training effectiveness.

Career development: concept of career and career development. Career stages. Strategies for effective career development.

Performance Management: Concepts of performance, performance appraisal. Difference between performance and potential appraisal. Performance appraisal process, Performance appraisal methods. Factors that distort appraisals.

UNIT - IV: LEGISLATIONS RELATED TO INDUSTRIAL RELATIONS (9 hours)

The Trade Union Act, 1926

The Industrial Dispute Act, 1947

UNIT - V: LEGISLATIONS RELATED TO SOCIAL SECURITY **(9 hours)**

The Employee Compensation Act, 1923

The Employee State Insurance Act, 1948

The Employee Provident Fund and Miscellaneous Provisions Act, 1952
The Payment of Gratuity Act, 1972

Teaching Methodology:

Lecture, assignments, seminar, group discussion, management games, guest lecture, case

study.

Suggested Readings:

Suggested Readings for Labour Legislation

1. Relevant Bare Acts
2. N.D.Kapoor, "Hand Book of Industrial law – Sultan Chand & Sons – 2001
3. Taxman's "Labour Laws" Taxman Allied services P Ltd, 2001
4. www.Labour.nic.in
5. www.mca.gov.in

Suggested readings for HRM

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.

2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.

3. Dessler, Gary and Varkley,B. (2011). Human Resource Management (12e). Pearson, New Delhi.

4. Fisher, Cynthia, D., Schvenfeldt, Lyle.F., & Shaw, James,B. (2008). Human Resource Management (6e). Bizantra, New Delhi.

5.Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.

6. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.

Semester- I

PAPER - 4: SOCIOLOGY OF DEVELOPMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To introduce students to the Fundamentals of Sociology and Sociological Theories
2. To facilitate an understanding of Social Institutions, Social Stratification, Social Control and Social Change.
3. To develop a conceptual understanding of the Sociology of Development
4. To study the nature, extent and significance of Social Movements and Transformations.

Unit-I: Concepts and Theories of Sociology **(10 Hours)**

Fundamental concepts:

Sociology: Definition, Scope, Nature and Significance

Society, Community, Association, Institution, Culture, Socialization, Social Structure and Function, Social System, Social Groups

Social Processes: Co-operation, Competition, Conflict, Accommodation, Assimilation

Sociology Institutions

Social Institutions: Family and Kinship, Marriage, Work and Economic Institutions, Power and Political Institutions, Religion, Education

Social Stratification: Class and Caste

Social Control: Values and Norms, Folkways and Mores, Custom, Law and Fashion, Religion and Morality, Agencies of Social Control

Social Change: Theories of Social Change, Factors, Culture and Civilization

Unit – II: Theories and Sociology of Development **(10 hours)**

Theories of Sociology

Structural: Nadel, Radeliffe Brown, Levi-Strauss

Functional: Malinowski, Durkheim, Parsons, Merton

Interactionist: Max Weber, Pareto, G.H. Meadm, Blumer

Conflict: Karl Marx, Dahrendorf, Coser, Collins

Conceptual Perspectives on Development:

Economic Growth,

Human Development,

Social Development,

Sustainable development - Ecological and Social

Development and Underdevelopment Theories: Liberal: Max Weber, Gunnar Myrdal, Dependency: Centre-periphery (Frank), Uneven Development (Samir Amin). World System (Wallerstein)

Unit – III: Social Movements and Transformations (Case Studies) (10 hours)

Social Movements: Theories

Deprivation Theory

Mass-Society Theory

Structural-Strain Theory

Resource-Mobilization Theory

Political Process Theory

Culture Theory

Types of Social Movements

Stages in Social Movements

Classical and Contemporary Transnational Social Movements, Civil Rights Movement, Environmental Movement, Anti-globalization Movement, Feminist Movement, Pro-life movement, Labor Movement.

Teaching Methodology:

Lectures; Assignments; News Paper Discussions; Case Studies; Seminars.

Suggested Readings:

1. Giddens, Anthony, and Karen Birdsall. *Sociology*. Cambridge [England]: Polity Press, 2001.
2. Parsons, Talcott. *Theories of Society*. New York: Free Press of Glencoe, 1961.
3. Scott, John, and Gordon Marshall. *A Dictionary of Sociology*. Oxford: Oxford University Press, 2005.
4. Shankar Rao, C N. *Sociology of Indian Society*. New Delhi: S Chand, 2006.

5. Vidya Bhushan, and D R Sachdeva. *Introduction to Sociology*. Patna: Kitab Mahal, 2005.
6. Gordon Marshall, *Oxford Dictionary of Sociology*, Oxford University Press
7. Renuka Birdi, *Sociology of Development*, Kanishka Publishers, 1995
8. So, A.Y. *Social Change and Development: Modernization, Dependency, and World-System Theories.* Sage Library of Social Research, 1990
9. Amartya, K. S. *Development as Freedom.* New York: Knopf, 1999.
10. John Wiley and Sons, Inc, *The Wiley-Blackwell Encyclopedia of Social and Political Movements*. 2014.

Journals

1. Development and Change
2. Economic Development and Cultural Change.
3. Journal of Development Studies
4. World Development.

Semester-I

PAPER - 5: FUNDAMENTALS OF MANAGEMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To expose the students to the field of management
2. To enable them to understand the intricacies of managing an organization.
3. To help them to gain knowledge about the functional areas in the management of an organization.
4. To help them to develop the basic skills and techniques required for managing the organizations.

Unit – I: Introduction and Planning **(10 Hours)**

Management - concept, meaning, definition, objectives, principles, scope, levels, importance and processes of management; evolution of management thoughts - the Classical approach, the behavioral approach, the management science approach, integration of three approaches, areas of management.

Planning: Concept, meaning, definition principles and need of planning, planning process, types of planning – strategic planning, project planning and operational planning advantage and limitation of planning, Policy making- general and specific policies in an organization- basic areas of policy making and goal setting

Unit – II: Organizing and Communication **(10 Hours)**

Concept, meaning, importance of organizing, organizing process, departmentalization, delegation of authority, importance of delegation, types of delegation, problems of delegation, decentralization, centralization and decentralization, forms of organizations.

Communication: Concept, definition and objectives, communication process model, channel of communication, barriers to effective communication, categories of communication and managing organizational communication

Unit – III: Leading, Controlling and Decision Making **(10 Hours)**

Leading /directing: concept, definition and importance, influencing process, principles of direction, elements of direction, supervision and functions of supervisor

Controlling: Concept, definition and characteristics of control, types of control, requirements of effective control system, behavioral implication of control and controlling techniques

Decision Making: Meaning and definition, decision making process, models and techniques of decision making and implementation-management by objectives-management by exception-management by walking around, problem solving techniques

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars

Suggested Readings:

1. Robert Keritner, "Management", Bitztantra, Delhi, 2008.
2. Nirmal Singh, "Principles of Management", Deep & Deep Publications Pvt.Ltd., Delhi, 2002.
3. Gupta .C.B, "Organization and Management", Sultan Chand & Sons, New Delhi, 1998.
4. Harold Knootz and Cyril O'Donnel, "Management: A systems and contingency analysis of Managerial Functions", McGraw Hill, New Delhi, 1972.
5. Samuel C. Certo and Trevis Certo.S, "Modern Management", Prentice Hall of India Pvt. Ltd., New Delhi, 2007.
6. Cole G.A., "Management: Theory and Practice", ELBS, London, 1986.
7. Partha Sarathy P, 'Principles of Management', Vrinda Publications (p) Ltd., Delhi, 2008

Semester-I

PAPER - 6: DEVELOPMENT PRACTICUM - I

Credits: 6 **No. of Days: 22- 25 Day**

Objectives:

1. To give them an opportunity to the students to make personal observations with respect to the organization and administration of NGOs/ INGOS/ Bilateral and Multilateral Project management in the field.
2. To enable the students to interact with the managers, staff and community / beneficiaries, governmental agencies so as to get a practical exposure to the implementation of projects.
3. To enable them to take part and have a practical experience in the community Development initiatives undertaken by the CBOS/ NGOS/ Government projects.
4. To develop in them the skills essential for the effective Management of Development projects to practically expose them to the unique practices adopted.
5. To prepare them for the future practical learning.

For this purpose the development practicum for the programme with respect to I Semester will be organized in the following manner.

***Nature of Development Practicum**:*

The faculty contacts 25 mega projects / medium projects / small projects implemented by NGO'S / INGO'S / Government / Cooperative societies / CSR and the students along with a faculty visits the project site and interact with all stake holders.

Methodology:

1. Orientation and Observation visits to projects working in different sectors.
2. Workshops and group project
3. Individual student report submission on the visits made and observations done.
4. Development practicum conferences with the faculty supervisors.
5. Observation visit based presentations & seminars.

Semester- I

PAPER - 7: SOFT SKILLS - I

Credits: 2 **Teaching Hours: 30**

Objectives

1. To increase the personality skills of the students
2. To know about the self and becoming aware of the environment

Four days consecutive workshop will be organized by arranging field expert. The workshop could be inside the college or also outside the college campus.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

SEMESTER - II

SEMESTER - II

PAPER – 8: DEVELOPMENT COMMUNICATION

Credits: 3 **Teaching Hours: 45**

Objectives:

1. Understand the concept and fundamentals of development communication.
2. To gain insight into various experiments in the context of approaches in development communication.
3. Facilitate a critical understanding of mass media in development field.
4. Develop abilities in using innovative and participatory communication media for development.

Unit I: Introduction to Concept, Models, Theories and Approaches of Communication.

a. Concept of Communication: Scope and Elements of Communication process from Source via Channel to Receiver and back.
b. Models of communication: Lass well, Osgood and Schramm, Gerbner, Shanon and Weaver and David Berlo.
c. Introduction to Communication Theories: Consistency theory, bullet theory, Individual differences theory, Social-culture category theory, Social relationships theory, Mc Luhan's Hot and Cool media.
d. Communication approaches: One way-two way, Upward-downward, Horizontal-vertical, Participatory.
e. Interpersonal Communication

Unit II: Concept and Theories of Development Communication:

a. Development Communication- Meaning, need and scope for communication in development,
b. Theories of development communication,
c. Use of conscientisation theory in development communication {Saul Alinksy and Paulo Freire)
d. Behaviour Change Communication (BCC)
e. Information, Education and Communication (IEC).
f. Diffusion of Innovations, social marking and participation message marking.
g. Media Ethics

Unit III: Communication skills for development workers:

a. Writing Skills: News release, feature writing, reports, case studies, stories, letters to the editor;
b. Verbal Skill: Presentation Skills and Public speaking;
c. Planning campaigns for development issues; Interfacing with mass media (Film. TV. Press, Radio conferences. interviews) and media advocacy

Unit – IV: Visual and Electronic Media

a. **Visual media Types** - Tables, charts, graphs, posters, still photographs, flip charts, PPTs, bulletin board / flannel graph.
b. **Audio visual, Film clips, Video Films**: Writing script for films - idea, brain storming, research, formatting content treatment, story board, shot break down, production planning budget, planning script writing, filming, using video films in the field.
c. **Electronic media:**_Use of Internet in development: uploading & downloading information using search engines, to compile information Open communication forum using web technology, e-bulletins. Blogs and newsletter groups, Mass correspondence/petitions for policy and program advocacy campaigns
d. **Social Media –** YouTube, Facebook, whatsapp and other social media

Unit – V: Performing Arts

a. Street theatre: Script writing (subject, context, story-line, characters, dialogue, language, scenes, climax, outcome (discussion), presentation of play, evaluation and impact assessment, people's participation in street theatre, Preparation and Process- rehearsal, presentation, follow up
b. Folk media:_Puppets: Preparing simple puppets, script writing, rehearsal, presentation and follow up.
c. Songs: social songs and other traditional song forms.

Teaching Methodology

Lectures, Group Discussion, Field Visits, On-hand practice with audio-visual equipment, Assignments, Presentations.

Suggested Readings:

1. Andal. N. (1998) Communication Theories and Models. Mumbai: Himalaya Publishing House

2. Fossard Estade (2005) Writing and Producing Radio Drama. Delhi : Sage Publication
3. Jan Rashmi (2003) Communicating Rural Development (Strategy and Alternatives). Jaipur Rawat Publication.
4. Kuppuswamy B. (19761 Communication and Social Development in India. New Delhi: Sterling Publishers.
5. Mekote Srinivas (2"" edition 2003) Communication for Development in the Third World. New Delhi Sage Publication.
6. Menon. Mridula. Gandhi. Ved Prakash (1997) Media and Communications- Vol. I. (New Information Order): New Delhi: Kanishka Publishers /Distributors.
7. Mody Be lb (1991) Designing Messages tor Development Communication, New Delhi: Sage Publication.
8. Nair. K. S. White Shirley (1993) Perspectives on Develop mental Communication, New Delhi: Sage Publication.
9. Narub. Uma (2006) Handbook of Communication Models. New Delhi: Atlantic Publishers and Distributors.
10. Narub. Uma (revised edition 1999) Development Communication Theory and Practice New Delhi: Har-Anand Publication Pvt. Ltd.
11. Singhal. Arvind. Rogers. Everett M.: India's Information Revolution. New Delhi: Sage Publication.
12. Jan Servaes, (2008) Communication for Development and Social Change, Sage Publications, New Delhi.
13. While. Shirley A (2™ Ed 2002) The Art of Facilitating Participation batbn New Delhi : Sage Publication

Online Resources

1. http://www.unicef.org/cbsc/
2. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/approaches_to_development_communication.pdf
3. http://www.oecd.org/dev/devcom/toolkitoncommunicationfordevelopmentc4d.htm
4. http://www.cendevcom.org/

Semester-II

PAPER – 9: ORGANIZATIONAL BEHAVIOR

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To introduce the students to human needs and human behavior.
2. To give them an exposure to living in groups, issues arising out of it and addressing such of those issues.
3. To give them knowledge about leading and motivating people.
4. To give them an exposure to the basics of organization and organizational life.

Unit-I: Introduction **(9 Hours)**

Organizational Behavior- Definition, Concept and Meaning. Foundations of organizational behavior: Management and Managers; contributing fields in OB; Challenges and Opportunities in OB. Factors affecting organizational Behavior; Management of NGO's and Importance of Psychology & Organizational Behavior.

Unit-II: Foundations of Individual Behavior **(9 Hours)**

Foundations of Individual Behavior: Personality, Perception, Attitude & Learning. Motivation with special reference to the contributions made by F.W. Taylor, Elton Mayo, Abraham Maslow, Herzberg, McGregor, McClelland, Chris Argyris, & Victor Vroom. Employee Recognition, Employee Involvement, Job redesign

Unit- III: Foundations of Group Behavior **(9 Hours)**

Foundations of Group behavior: Groups and Teams, Group Dynamics, Communication. Organizational conflict - Sources, Levels and Types, Traditional & Modern approach, Conflict and Conflict Resolution, Transactional Analysis, Negotiation and Inter-group behavior. Decision making.

Unit-IV: Leadership **(9 Hours)**

Leadership: Concept - Trait, Behavioral and Situational Leadership approaches. Fiedler's contingency theory, Blake & Mouton's Leadership Grid, Charismatic & Transformational Leadership, Authentic Leadership, Leadership Styles, Emotional Intelligence. Contemporary issues in Leadership; Power and Politics.

Unit-V: Organization Concepts **(9 Hours)**

Foundation of key organization concepts; Supervision; Organizational Culture; work force Diversity; Organizational Climate, Organizational change and Development.

Industrial Mental Health: Job Satisfaction, Conflict Management, Emotions and Stress Management, Change Management Dysfunctional Behaviour: Abseenteeism, Alcoholism, Fatigue, Monotony, Accidents and Boredom.

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars; Role play; process lab.

Suggested Readings:

1. Mangal.S.K., 'General Psychology', Sterling Publishers Pvt.Ltd., New Delhi, 1988.
2. Clifford Morgan, Richard A.King and Nancy A. Robinson, "Introduction to Psychology", McGraw Hill Book Co., New York, 1979.
3. Mishra.B.K., " Psychology: The Study of Human Behavior", PHI Learning Pvt.Ltd., New Delhi, 2008.
4. Dwidedi, R.S "Human Relations and Organizational Behavior," MacMilan India Ltd., Delhi, 1979.
5. Robbins, Stephen P, "Organisational Behaviour", Prentice Hall of India, N. Delhi, 2008
6. Hellriegel, "Organizational Behavior", Thompson Press (Indian Edition), 2007
7. Luthans, Fred, "Organisational Behaviour", McGraw Hill, 2005

Semester: II

PAPER – 10: RESEARCH METHODOLOGY

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To present the importance and applications of research in the field of Development Management.
2. To develop a critical understanding of the research process.
3. To impart skills in data analysis and interpretation.

Unit-I: Overview of Social Research **(9 Hours)**

Concept, Scope , Objectives of Social research; Research ethics; Qualitative and Quantitative approaches to research; Research activities in the Development sector - Applications of research knowledge in Development Management, Research activities of leading International, National NGO's and Research Funding organizations.

Unit-II: The Research Process **(9 Hours)**

Meaning, Steps: Problem Identification: Considerations and Steps - Literature Search and Review: Importance and Purpose, Writing the Review of Literature, Sources - Identification of Objectives - Opertionalizing Variables: Variable, Types (Independent, Dependent, Extraneous and Intervening variables) and Operationalization - Hypothesis Formulation: Meaning, Importance, Types and Formulation of Hypothesis - Research Design: Descriptive, Diagnostic, Explorative and Experimental Designs - Data Collection: Tools - Data Analysis and Interpretation - Reporting.

Unit-III: Data Collection and Analysis **(9 Hours)**

Data: Meaning and Levels of Measurement - Sources of Data - Tools of Data Collection: Steps in Tool Construction - Sample: Meaning & Methods - Data Analysis: Meaning, purpose, types; Statistics: Measures of Central Tendency, Measures of Dispersion, Correlation, Chi-square test- Computer Package available for data analysis.

Unit-IV: Data Presentation and Interpretation **(9 Hours)**

Meaning of Tabular and Diagrammatic presentation of data; Types of Tables and Diagrams; Guidelines for Preparing tables and diagrams. Interpretation of tables and diagrams.

Unit-V: Reporting **(9 Hours)**

Reporting: Meaning, needs, forums. Different report formats: Research Report - Research Proposal – Abstract - Evaluation Report; Referencing - Meaning & Styles.

Teaching Methodology:

Lectures, Presentations, reading material, discussion, field work.

Suggested Readings:

1) Rubin. A.A & Babbie. E (2004), Social Research Methods. Thomson and Wordsworth publishing, California.
2) Kothari, C.R. (2004). Research Methodology: Methods and Techniques. Vishva Prakashan, New Delhi.
3) Gupta, S.C. (2005). Fundamentals of Statistics. Himalaya Publishing House, New Delhi.
4) Wilkinson, T.S., & Bhandarkar, P.L. (2000): Methods& techniques in Social Research, Himalaya Publishing House, New Delhi.
5) Goode, W.J., & Hatt, P.K (1985). Methods in Social Research. McGrawhill, New York.
6) Ranjit Kumar (2011), Research Methodology – A Step by-Step Guide for Beginners, SAGE Publication, New Delhi.

Semester - II

PAPER - 11: HUMAN RIGHTS AND GENDER ISSUES

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To conscientise the students on the issues concerning the rights of citizens.
2. To sensitize the students on the issues related to children, women and Transgender.
3. To enable them to understand the need and importance of Human Rights and the laws related to it.
4. To help them to gain knowledge on various organizations working for Human Rights.

Unit-I: Human Rights, Organization and Laws related to Human Rights (12 Hours)

Human Rights: Introduction, Definition, Historical Background, The UN and its Charter, International Bill of Human Rights, Indian Perspectives on Human Rights and Human Duties, Individual and Human Rights, State Responsibility in International Law.

Human Rights Organization, Structure and functions, Role of UN and its specialized agencies for the Protection of Human Rights, UN commission and Human Rights, Human Rights and Indian Constitution, Role and Importance of Human Rights Commission, Marginalized Groups and their Human Rights: Women, Children and Transgender.

Unit-II: Women and Children (12 Hours)

Women: Concept, Definition, Women and Development, Gender in Development- meaning, strategic and practical need, employment and maternity benefits, Gender analysis, Feminism and Women's movements, Violence and Crime against Women – Sexual Harassment at work places, Rape, Dowry Death.

Children: Definition, Demographic profile of children in India, Status of children in India and Tamil Nadu. Female child in India. Gender differences in child rearing and socialization, Differences between male and female children in enrollment and educational achievement, National Policy on children.

Violation of Rights against Children – Human Rights and Female Foeticide, Abuses of Children, Child Trafficking, Child Labour, Street Children, Bonded Labour, Child Rights, State and Central Government programmes for children. UN Charter for Child Rights, laws relating to Children and Child Advocacy

Unit III: Gender Issues **(6 Hours)**

Gender – Concept, Gender Roles and types, Influencing Factors, Gender Needs, Gender Equality, Gender in Social Relations, Institutions and Organisations, Gender Analysis, Planning and Budgeting. Gender Issues in Poverty, Education, Health and Politics. Gendered Representation – Commodification and Beauty Industry.

Transgender – Conceptual understanding of the term Transgender, Evolution of Transgender, Physiological, Psychological and Socio-economic problems faced by Transgender.

Teaching Methodology:

Lecture, Assignments, Discussions, Case Study, Seminars.

Suggested Readings:

1. NIPCCD (2002), The Child in India- A Statistical Profile, NIPCCD, New Delhi.
2. UNICEF (1994), The Child and Law, UNICEF, New Delhi.
3. Hamiltonn R (1992), The Liberation of Women in India, Report of the National Commission, Allied Publishers, New Delhi.
4. LWF (1990), Women's Human Rights, Lutheran World Foundation, Geneva.
5. Devendar, Kiran (1985), Status and Position of Women in India, Shakthi Books, New Delhi.
6. Anjali Gandhi (1996), School Social Work, Commonwealth Publishers, New Delhi.
7. Harsh Mander & Vidya Rao (1996), An agenda for caring: Interventions for marginalized groups, VHAI, New Delhi.
8. Tripathy S.N. (Ed) (1996), Child Labor in India, Discovery Publishing house, New Delhi.
9. Sathymurthy K, (Ed) (2010), Contemporary Social Work Research, Allied Publishers, Chennai.
10. Tardon, R.K., & Sudharshan, K.N., (1998) , Directory and hand book on children, Asish Publishing House, New Delhi.

Semester –II

PAPER – 12: PRAGMATIC MODELS OF DEVELOPMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To understand need of initiating development programmes in rural and urban areas.
2. To explore the theoretical and methodological approaches to rural development.
3. To provide knowledge of the various programmes and strategies towards community development.
4. To understand the role and contribution of development management professional in the development process.

Unit-I: Introduction to Development **(10 Hours)**

Concept, meaning and objectives of development, related concepts- target oriented development, area specific development, integrated development, sustainable development and social development, application of management functions in development and role of Development Manager in rural and urban community development.

Environment and sustainability: environmental degradation, global warming, climate change, bio-diversity, energy generation and sustainable development, environment and health

Unit-III: Rural and Urban Development **(10 Hours)**

Pioneering community development initiatives: Delhi and Hyderabad Urban Community development projects. Sriniketan, Marthandom, Etawah and Nilokheri pilot rural development projects. Community Development: definition, concept, principles, objectives, programme and history. Rural Development: definition, concept, principles, objectives, major rural development programmes – IRDP, NREP, RLEGP, MGNREGS, water and sanitation related programmes, rural infrastructure schemes, Rural Livelihood Mission and Rural Health Mission, Five year plans and welfare and development programmes

Concept and meaning of Urban Development, Urban Development Programmes: Jawaharlal Nehru Urban Renewal Mission and Tamil Nadu Urban Development Project.

Unit-III: Local Self-Government **(10 Hours)**

Rural Organisations: Panchayati Raj, Structure and functions of District Rural Development Agency and Block Development Office. Urban Local Bodies: Municipalities, Chennai Metropolitan Development Agency and Tamil Nadu Slum Clearance Board.

Roles and responsibilities of Management professional bodies, Skills essential for a manager, Roles and responsibilities of a professional manager

Teaching Methodology:

Class discussion, Group assignments, Field visits, Case studies.

Suggested Readings:

1. UNDP- Human Development Reports 2000 onwards World Bank- World Development Report since 2000 Oxford Press, Chennai.
2. IFAD, IARF, MYRADA (Eds., Pub), 2001. Enhancing Ownership and Sustainability: A Resource Book on Participation.
3. Bhattacharya, B (1979) Urban Development in India, Shree Publishing, New Delhi.
4. Bidyut Mohanty (1993)Urbanization in Developing countries, ISS and Concept, New Delhi.
5. Clinard, Marshall B (1972), Slums and Urban Community Development, The Free Press, New York.
6. Desai & Pillai (1972) Slums and Urbanization, Popular, Bombay.
7. Mike Davis, (2006), Planet of Slums, Verso, London and New York.
8. Robert Neuwirth, (2005), Shadow Cities: A Billion Squatters; a new Urban World, Routledge, New York and London.
9. G.N. Kaaaley (2005),” Integrated Approach to Development Policies, Programmes and Strategies,” Concept Publishing Company, New Delhi.
10. Venkata Reddy, “Rural Development in India,” Himalaya Publishing House, Mumbai.
11. Mukarji, “Community Development in India.”

Semester - II

PAPER - 13: DEVELOPMENT PRACTICUM – II

Credits: 6 **No. of Days: 22- 25 Days**

Objectives:

1. To give the student trainees to have a first-hand information on planning then in various projects with respect to the organization and administration of the placement agency in particular.
2. To enable the students to interact with the project managers, staff and community / beneficiaries, governmental agencies so as to get a practical exposure to the working of the organization
3. To enable them to take part and have a practical experience and hands on experience in the community development initiatives undertaken by the organization.
4. To help them to identify and develop the skills essential for the effective management of organization.
5. To give them an opportunity to apply the theoretical knowledge in field situation and analyze the field realities.

For this purpose the development practicum for the programme with respect to II Semester will be organized in the following manner.

Nature of Development Practicum: Concurrent Practicum

Methodology:

1. Group placement in different organizations on rotational basis so as to enable them to learn about the functioning, programmes, projects and policies of the different organizations.
2. Individual report submission on the basis of the practical exposure.
3. Development Practicum conferences with the faculty supervisors.
4. Group presentations & seminars for every agency placement completed.

Semester: II

PAPER -14: SOFT SKILLS - II

Credits: 2 **Teaching Hours: 30**

Objectives

1. To introduce the skills required for Professional Development Managers
2. To enhance the capacity of the students to reflect the social skills and life coping skills for professional competency
3. To provide opportunity for students to hone their interpersonal skills and capacities.
4. To develop the capacities of the students for effective communication for development profession.

Students participate in five days workshop to improve their project planning skills by interaction and equip the students with knowledge and leadership skills.

Methodology: Activity based learning with the help of external consultants specialized in the specific subject areas.

PAPER - 15: SUMMER PLACEMENT (Internship)

Credits: 2 **Period of Placement: 30 Days**

(Continuously During Summer Vacation)

Objectives:

1. To give the student trainees to make use of their summer vacation by getting placed in a development organization and to benefit through practical exposure.
2. To prepare them for the next academic year field training.
3. To give them an opportunity of additional learning about the field and development sector

For this purpose the development practicum for the programme with respect to IV Semester will be organized in the following manner.

NATURE OF DEVELOPMENT PRACTICUM: Summer Placement.

Methodology:

1. It will be unsupervised placement training.
2. A compulsory requirement for course completion.
3. The student trainees will be given broad guideline for their interaction with the agency and learning.
4. Depending on the students' interest and possibilities Individual / group placement in a local / out station organization will be permitted.
5. After the completion of the summer placement training students are expected to submit summer placement completion certificate and a consolidated report of their activities and learning during the period of placement.
6. On reopening of the college (in the beginning of the next academic year) students will have to make a presentation of their experiences and learning to the class and thereby information / experience sharing will be facilitated.

SEMESTER - III

SEMESTER – III

PAPER - 16: PROJECT MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To introduce the students to the importance of Project planning and management
2. To introduce the students to the methods and techniques of project planning and management.
3. To enable them to understand the importance of project management in development management.

Unit - I: Overview of Project **(7 Hours)**

Project: Concept, meaning, objectives, characteristics, types, difference between project and programme - Project Life Cycle – Generation of project idea - Need of scientific approach to project planning and management - Problems and difficulties in evolving innovative and viable projects and participatory approach to project planning

Unit - II: Need Assessment **(11 Hours)**

Conventional Tools and Techniques: Household Survey - Observation – Interviews - Focus Group Discussions - Interview Schedule and Questionnaires – Survey - Review of projects progress reports and evaluation reports, their advantages and limitations.

PRA Techniques: Concept, meaning and definition of PRA and PLA - PRA Techniques: Social Mapping, Resource Mapping, Venn Diagram, Trend Analysis, Seasonal Analysis, Time Line, Wealth Ranking - advantages and limitations.

Problem Tree and objectives – Tree Analysis: Analysis of strategies - Gender analysis, Stakeholder analysis - Livelihood analysis - Generation of project ideas - Project Rating Index - Elimination of nonviable project ideas and selection of viable project idea.

Unit - III: Project Appraisal **(7 Hours)**

Project Appraisal – Concept – Process – Appraisal Techniques – Technical appraisal, Marketing appraisal, Environmental appraisal, Management appraisal and Financial appraisal – Social - Cost Benefit analysis – Analysis of risk.

Unit - IV: Project Formulation and Implementation **(11 Hours)**

Formulation: Problem analysis, forecasting, goal, objectives, assumptions and activities, indicators, budgeting and proposal writing – Concept of LFA.

Implementation: Networking Techniques - Development of project network, Scheduling – PERT and CPM - Action plan - Tabular form and Bar chart – Project review and control.

Unit - V: Monitoring and Evaluation **(9 Hours)**

Monitoring: Concept of monitoring, Need, Indicators of monitoring – Process and Outcome monitoring - Monitoring System – Project Management Information - Steps in monitoring and Levels of monitoring.

Evaluation: Concept, Needs and Types of evaluation - Focus of evaluation - Evaluation design: Steps in evaluation, Tools and Techniques of evaluation and Drafting evaluation report.

Teaching Methodology:

Lecture, Discussion, Case Studies, Seminars, Presentations.

Suggested Readings:

1. Prasanna Chandra, projects: Planning, Analysis, Selection, Implementation & Review, Tata Mcgraw Hill, 2004.
2. Clark J.C., T.J.Hindelang and R.E.Pritchard, Capital Budgeting: Planning and Control of Capital Expenditures, Prentice Hall, 2000.
3. Little I.M.D. and S.A. Mirrlees, Project Appraisal and Planning for Developing Countries, eimann, London, 2000
4. P.C.K Rao, Project Management, Sultan Chand & Sons, New Delhi, 2003.
5. Marghin E. and A.K.Sen, Guidelines for Project Evaluation, UNIDO, New York.
6. Bhavesh M.Patel, Project Management, Vikas Publishing House, New Delhi, 2002.

Semester-III

PAPER – 17: GLOBAL ISSUES AND SOCIAL DEVELOPMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To introduce students to major global issues and social problems
2. To facilitate students to identify perspectives and contexts with regard to global issues.
3. To enable students to analyze and plan basic programs and strategies for social development.
4. To prepare students to work globally in the field of poverty, conflicts, and pandemics with a special emphasis on current events.

Unit – I: Global Issues: Introduction, Perspectives, Context **(9 Hours)**

Global Issues: Introduction

Perspectives: Global Perspective, Human Rights Perspective, Ecological Perspective, Social Development Perspective, Integrated Perspective

Contexts: Global Social Problems Context, Organizational Context, Ideological Context, Emerging Policy Context.

Unit – II: Theories of Social Development and Globalization **(9 Hours)**

Social Development Theory

World Systems Theory

Modernity

Postmodernity

Globalization

Transnationlism

Network Society

Theories of Global Culture

Unit – III: Social Development: Programs and Strategies **(9 Hours)**

Social Development: Programs and Strategies:

Empowerment, Capacity building Self – help and Self – Reliance, Enhancing Social Integration or Social Cohesion, Income Generation, Community Development.

Unit – IV: The Fields of Poverty, Conflict, Displacement and Pandemics: Background and Issues, Programs and Strategies (9 hours)

The Field of Poverty:

Background and Issues:

Global Poverty: Dimensions, Trends, Facets

Globalization of Poverty

Programs and Strategies:

Poverty Alleviation Programs and Strategies

The Field of Conflict and Post-conflict Reconstruction

Background and Issues:

The Extent and Nature of Modern Conflict

The Role of the United Nations and the Global Civil Society

The Post-conflict Response, Situation and Reconstruction Agenda

Programs and Strategies

Securing and Maintaining Peace and Promoting Reconciliation

Social, Psychosocial and Recreational Programs

Family Reunion, Repatriation and Integration Programs

The Field of Pandemics:

Background and Issues:

Nature and Extent of Pandemics

The Role of World Health Organization and National Governments

Programs and Strategies:

Treatment, Prevention and Eradication

Precautionary measures and International Cooperation

Unit – V: Case Studies (9 hours)

Contemporary Global Issues, Migration, International Terrorism and its impact, Impacts of Global Warming, Proliferation of Nuclear Weapons, Population Explosion and Scarcity of Energy, Water and Natural Resources.

***Teaching Methodology**:*

Lecture, Assignments, Seminar, Group Discussion, Guest Lecture, Case study.

***Suggested Readings**:*

1. Snarr, Michael T, and Neil Snarr. *Introducing Global Issues*. Boulder, Colo.: Lynne Rienner Publishers, 2005.

2. Sampedro, Ricardo, and Susan Hillyard. *Global Issues*. Oxford: Oxford University Press, 2004.

3. David Cox, Manohar Pawar, *International Social Work: Issues, Strategies and Programs*, Sage Publication. 2006.

4. Gore, M. S. *Social Development.* Jaipur: Rawat Publications, 2003. Print.

5. Wainryb, Cecilia, Judith G Smetana, and Elliot Turiel. *Social Development, Social Inequalities, and Social Justice*. New York: Lawrence Erlbaum Associates, 2008.

6. Bellamy, Alex J, Paul Williams, and Stuart Griffin. *Understanding Peacekeeping*. Cambridge, UK: Polity Press, 2004.

7. Doherty, P. C. *Pandemics*. Oxford: Oxford University Press, 2013.

Semester- III

PAPER - 18: CORPORATE SOCIAL RESPONSIBILITY

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To acquaint the students with concepts of Corporate Governance and Corporate Social Responsibility.
2. To assist the students to understand the role of Business Ethics and Corporate Social Responsibility in Development.
3. To familiarize thestudents with the emerging CSR models.
4. To equip the students with skills needed for CSR personnel.

Unit-I: Social Responsibility and Ethics **(9 Hours)**

Social Responsibility: Meaning, Definition and Perspectives. Ethical dimension of Management.

Business Ethics: Definition, Need, Scope, Theory ,Models &Ethical Dilemmas.

Changing Concept of Social Responsibility: Andrew Carnegie and Gospel of wealth, Milton Friedman's Argument,Enlightened self-interest, Corporate Responsiveness, Corporate Social Performance. Arguments for and against social involvement of businesses.

Corporate Governance- Definition, Need, Theories and Models, Composition of the Board for Corporate Governance and related policies.

Unit-II: Introduction to Corporate Social Responsibility **(9 Hours)**

Corporate Social Responsibility: Definition, Concepts, Need, Scope and Models. Concentration areas of CSR. Triple Bottom Approach and Sustainable Development. **Corporate Social Responsibility in India**: History, Role of Globalization and International Community like EU in promoting CSR. Government of India guidelines for CSR, Role and Responsibilities of Government in promoting CSR.

Unit-III: Tools of Corporate Social Responsibility **(9 Hours)**

MDGs and CSR, Global Compact, GRI, Human Rights, SA 8000, AA 1000, Fair Trade, ISO 26000.

Unit –IV: Partnership and Networking **(9 hours)**

Concept & Role of Partnerships: Techniques & Value and Benefits of developing and maintaining partnerships.

Emerging trends and models in India: Corporate Community Participation, Private Public Partnership& making best use of Corporate Social Responsibility.

Government Partnerships: Cataloguing Schemes and Programs of Ministries/ FOs/AID Agencies etc.

Techniques: Networking, Lobbying, Advocacy, Transparency, Accountability and Reporting.

Unit-V: Corporate Social Responsibility Initiatives **(9 Hours)**

National and International CSR activities. (Discussion of Case studies and seminar presentation).

CSR Initiative: Unilever India, ITC, ORCHID Chemicals, Vestas Pvt.Ltd, TVS- Srinivasan Services Trust, Pepsico, Nokia, Starbucks, Toyota, Nestle.

Teaching Methodology:

Lectures, handouts, group discussions, seminar presentations, case studies, field visits.

Suggested Readings:

1. Shrivastava; Shankar Venkateswaran,(2000) " Business of Social Responsibility: the why , what and how of corporate social responsibility in India" Harsh Books for Change.
2. Baxi, C.V; AjitPras, (2005), Corporate Social Responsibility: Concepts and Cases" Excel Books.
3. Jatana, Renu ;Crowther, Dav (2007) Corporate Social Responsibility: Theory and Practice with Case Studies. Deep and Deep Publications.
4. Werther, William, B; Chanler, Dav, (2006) Strategic Corporate Social Responsibility: Stakeholder in a Global Environment. Sage Publications
5. Sahni, S.K (2006), Business Ethics and Corporate Social Responsibility, Foundation for Peace and Sustainable Development.
6. Mitra ,Meera (2007) Its Only Business: Indias Corporate Social Responsiveness in a Globalized World, Oxford University Press.
7. Agarwal, Sanjay.K (2008) Corporate Social Responsibility in India, Sage Publications.

Journal Articles:

1) Pitabas Pradhan; Parida, Subhas C; Ratch, BabaniP(2005) Corporate Social Responsibility in the Globalized Business Environment: Community relations at NALCO, April 2006.
2) Porter, Micharel E; Kramer, Mark R, Strategy & Society: the link between competitive advantage and Corporate Social Responsibility, Harvard Business Review, Dec.2006.
3) MirtynjayAthreya, Corporate Social Responsibility for Inclusive Growth, Jan 2009.
4) Anita, Joseph, V, Successful Examples of Corporate Social Responsibility, Jan 2009.

Semester – III

PAPER - 19: FINANCIAL MANAGEMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To introduce a macro perspective to Financial Management in the Non- Government Organizations with a holistic approach.
2. To study Financial Planning, Project or Programme budgeting as an integral part of Programme and monitoring systems for NGO's.
3. To learn about appropriate accounting, reporting and monitoring systems for NGOs
4. To learn about the intricacies of ***Project Financial Management.***
5. To learn about the role of Governance in FM aspects of the NGOs and formulation and implementation of financial policies for NGOs.

Unit-I: Financial Management, Planning and Budgeting Systems **(10 Hours)**

Organizational management (Vision, Mission, Governance and Management); Financial Management as an integral part of organizational management; FM as a tool for Governance, management, accountability and credibility; Stakeholders and Accountability dimensions in NGOs.

Strategic planning and Organizational budgeting; short term planning and annual budgeting; Organizational Vs Programme or Project Planning and budgeting; Cost control, cost reduction and cost effectiveness in NGOs.

Unit-II: Accounting, Financial Reporting and Monitoring Systems. **(12 Hours)**

Accounting systems, Fund Accounting, Computerization; Internal reporting including MIS, External reporting to Government and funding agencies; Financial Monitoring, Activity oriented financial reporting, Tracking fund utilization for realization of goals and objectives of the NGOs; Issues in Financial Monitoring including diversion, clandestine funds, prevention of money laundering.

Proposal: Execution of contracts or agreements; Accounting for projects and programmes; Reporting to donors and donor agencies.

Unit-III: Role of Governance in Financial Management and Financial Policy Formulation and Implementation. (8 Hours)

Governing structures, Roles and functions of Governance in Financial Management; Board Committees, Audit and Advisory Committees, Independent Reviews; Financial Policy formulation and implementation process; Assessing and improving Governance Role for Financial Management.

Teaching Methodology:

Power point presentations, Reading of Resource Materials, Quiz, Case Studies, Project Work,

Suggested Readings:

1. John Zietlow, Jo Ann Hankin, Alien G , Seidner, (2007) Financial Management for Non-Profit Organizations.
2. Kandasami, (1998) Governance and Financial Management in the Non-Profit Sector Organizations.

Web Resources:

http://managementhelp.org/ finance/npfnce.htm (Carter McNammara , Basic Guide to Non-Profit Financial Management.

Semester – III

PAPER – 20: DEVELOPMENT ECONOMICS

Credits: 2 **Hours: 30**

Objectives:

1. To introduce the students to the various aspects of economics and economic development
2. To orient them to the different political systems that influences the economy and economic development
3. To sensitize them on Indian economy and the policies of Indian government on economic development
4. To help them to understand the role of NGO'S and other institutions in economic development

Unit: I: Economic Systems **(6 Hours)**

Concept of economic system: importance of work and occupation in modern society : main forms of economy – capitalism, communism and socialism – characteristics, advantages and disadvantages.

Division of labor as socio economic system: occupational groups' corporate business organizations globalization & liberalization and their impact on the world order.

Economic development: concept – major factors in the development of an economy – developed and under developed economy – theoretical framework for economic development

Unit: II Human Development **(6 Hours)**

Human development, millennium development goals, targets of MDG, Human development, Human development index. Micro Economics and its scope. Wants & scarcity, Functions of Economic system

Unit :III: **Present scenario in Economic development:** **(6 Hours)**

Indian economy: basic features of Indian economy – economic institutions: Jajmani system, cooperatives, banks, self help groups (SHGs) Micro- credit. Resource based

association-water based.

Unit: IV Perspectives on developing economics **(6 Hours)**

Perspectives on developing economics: population growth & natural resources- capital accumulation & development – technological progress and development – environmental problems and development. Inclusive growth & development: sustainable development

Unit: V Globalization, liberalization and its impact in India **(6 Hours)**

India as a developing economy: Market economy – globalization, liberalization and its consequences – income distribution and poverty – employment – issues and problems

Teaching Methodology:

Lecture, Assignments, Discussions based on the news, Case studies, Seminars.

Suggested readings:

1. Yujiro hayami and Yoshinisa Godo "Development Economics" Oxford university press, NewDelhi,2006
2. Kumar.N and Mittal .R "Economic Development and planning" Anmol publications Pvt Ltd NewDelhi,2002
3. Vidya Bhusan and Sachdeva D.R "An introduction to Sociology" Kitab Mahal, New Delhi – 2008
4. Ghatak , Subrata : Introduction to Development Economics
5. Misra & Puri : Economics of Development & Planning(Theory and Practice**)**

Semester - III

PAPER - 21: RESEARCH PROJECT

Credits: 6

Objectives

1. To make the students to do a research project based on empirical evidences with the research methods.
2. To expose the students the need of exploring, describing, and analyzing the data needed for conceiving a feasible and sustainable development projects.
3. To increase the capacity of research and documentation skills required for future project management

Methodology

Each student gets a research guide. The students choose a topic for research which has potential empirical evidences. Students should do sampling and conduct survey or collect data and submit a Project Report to the department. The thesis of the students is evaluated by an External Viva Voce Examination. Students are expected to choose a topic which he or she is interested and for which the students are going to commit themselves.

Semester - III

PAPER - 22: DEVELOPMENT PRACTICUM – III

Credits: 6 **No. of Days: 22- 25 Days**

Objectives:

1. To give the student trainees to have a experience in planning and implementation of field based activities in consultation with the placement agency in particular.
2. To enable the students to interact with various stakeholders so that they can understand the project management and organisation management aspects in the organisations.
3. To help them to identify and develop the skills essential for the efficient development professionals.
5. To give them an opportunity to apply the theoretical knowledge in field situations and analyze the field realities.

For this purpose the development practicum for the programme with respect to III Semester will be organized in the following manner.

Nature of Development Practicum: Internship

Methodology:

1. Individual student Placement in an Organization which has bilateral/multilateral projects on the basis of their Core or Elective subject so as to get hands on training on:
   a) General Management of the organization.
   b) Office administration,
   c) Project planning & implementation.
   d) Community interventions & beneficiary coordination.
2. Individual student report submission based on the visits made and observations done.
3. Practicum Conferences with the Faculty Supervisors.
4. Presentation by the trainees.

Semester - III

PAPER - 23: SOFT SKILLS - III

Credits: 2 **Teaching Hours: 30**

Objectives

1. To develop skills in developing Resume / CV for campus placement of the students.
2. To improve their knowledge and skills in facing interviews, group discussions etc.

Five days work shop will be organized to the students to enable their knowledge and skills in developing resume / CV and facing interviews. Field experts will be arranged for the workshop.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

Semester - III

PAPER - 24: OUT BOUND TRAINING

Credits: NIL **Duration: 4-5 Days.**

A Requirement for Course Completion

An Out Bound Training program takes place for five days. The students themselves plan on the topics and decide on the OBT in a development organisations of national or international repute. This programme augments the knowledge on development management skill and also enables the students to interact with different stakeholders. It also exposes the students to various scopes of development work that exists in the field.

SEMESTER - IV

SEMESTER - IV

PAPER - 25: ENTREPRENEURSHIP DEVELOPMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To provide an understanding on the nature and process of Entrepreneurship Development.
2. To provide knowledge on the Business Strategies to start an enterprise.
3. To motivate students to work towards Entrepreneurship Development.

Unit- 1: Entrepreneur and Entrepreneurship **(9 Hours)**

Concepts, Definitions, Types (Business, Trading, Industrial, Corporate, Agricultural), Characteristics, Competencies, Scope & Entrepreneurship in Indian context. Stages to become an efficient entrepreneur (Growth, Survival & Establishment), Determinants of entrepreneurial success (Human Resource, Finance, Production &Marketing), Importance of Entrepreneurs in Economic Development.

Unit-II: Growth Strategies of Entrepreneurship **(9 Hours)**

Factors influencing entrepreneurship (Cultural, Political, Economic, Availability of Resources, Entrepreneurial skills set & Psychological orientation), Developing the entrepreneurship plan- Environmental assessment: PEST (External) & SWOT analysis (Internal), Models: BPL Community Model, Social Entrepreneurial Model (SEM).

Promotion of Social Entrepreneurship: NGOs network, Support system : Self-Help Groups, Family, Resources available and Dual Role.

Unit-III: Setting of Small Business Enterprise **(9 Hours)**

Identifying the business opportunity, **Formalities for setting up of Small Business Enterprise**: Environment pollution related clearance, Strategies Adopted, Selection of the Project, Decide on the Constitution, MSME Registration, Arrange for Land / Shed, Arrange for Plant and Machinery, Arrange for infrastructure, Contents for Project Report.

Unit-IV: Social Entrepreneurship **(9 Hours)**

Concept , Definition**,** Social marketing, Essential Skills required of an Entrepreneur-

Creativity & Innovation, Case studies of Successful Indian Social Entrepreneurs, Study Analysis on viability and feasibility on starting an enterprise.

Unit-V: Entrepreneurial Support System (9 Hours)

Small Industries Development Bank of India (SIDBI), National Small Industries Corporation (NSIC), National Research Development Corporation (NRDC), Entrepreneurship Development Institute of India (EDII), National Institute for Entrepreneurship of Small Business Development (NIESBD), State Financial Corporation (SFCs), Commercial Banks, District Industries Centers (DICs), National Institute of Small Industries Extension Training (NISIET), State Trading Corporation of India (STC), Chambers of Commerce and Industry and Industrial Associations (CCIIA), Confederation of Indian Industry (CII).

Practical Exposure: Visit to the Small Scale Industries- Successful enterprise.

Teaching Methodology:

Lecture, Discussion, Seminars, Assignments, Documentary Films, Field Visits, Presentation of case studies of successful entrepreneurs, Interviews with entrepreneurs.

Suggested Readings:

1. Jasmer Singh Saini (2005) Enterpreneurship Development programmes and practice-, Deep & Deep Publications Pvt. Ltd, New Delhi.
2. Moahn .S., Elangovan. R(2005) Current Trends in Entrepreneurship, Deep & Deep Publications Pvt. Ltd, New Delhi.
3. Amutahlakshimi.P ., Umachandran.K., (2009) Social Entrepreneurship, KVR Printers, Chennai.
4. Anilkumar.S., (2003), Entrepreneurship development, New Age International Publishers Ltd.,, New Delhi,
5. Poornima Charantimath., (2006), Entrepreneurship Development Small Business Enterprises, Dorling Kindersley Pvt. Ltd.,
6. Gupta, M.C., (1987), Entrepreneurship in Small Scale Industry, Anmol Publications, New Delhi.
7. Lambden., Dohnc & Target, David (1990) Small Business Finance- A Simple Approach, Pitman Publishing, London.

Semester- IV

PAPER - 26: ENVIRONMENT MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1) To introduce the students to the concepts and key issues in Environment Management.
2) To provide basic knowledge to the students on the types of pollution and its effects.
3) To sensitize the students on the environmental management systems.
4) To help the students to understand about water resource, land, forest and wild life.
5) To introduce the students to environmental ethics and biodiversity.

Unit-I: Introduction to Environmental Management (9Hours)

Concepts: Sustainable development, fundamentals concerning Environment, energy issues; Ecology: definitions, concepts of ecology, industrial ecology.

Global environmental problems: Global warming, effects of global warming, how to combat global warming, climate change.

Ozone depletion: concepts, harmful effects, developing countries scenario, India and ozone depletion. NGO participation in sustainable development.

Unit-II: Pollution and Its Effects (9 Hours)

Air and Noise pollution: meaning, causes, Regulation and India's effort to control them.

Water Pollution: Meaning, causes, Indian scenario, integrated water resources development and management.

Soil pollution: Meaning, Causes, Management Issues.

Role of NGO's in prevention, Control and Management of Pollution.

Unit-III: Environmental Management Systems & Law. (9 Hours)

Meaning, Concepts Installing EMS, Certification for EMS, ISO 9000, ISO 14001, Basic Principles of ISO 14001, Green Rating. Environmental legislation for protection of species and natural resources, Government policies and agencies for environmental conservation, International organizations. International Environmental Legislation: protocols, treaties, conventions, standards etc.,

Environmental standards in India, Public Interest Litigations (PLIs) and their role in control of environmental pollution in India.

Unit-IV: Water, Land, Forest & Wild Life Management. (9 Hours)

Marine environment and its Management: Meaning, core issues, Pollution and protection, Management issues, Legal Control.

Land Management: Land use and degradation, Management problems, Strategies for Sustainable Land management; Waste Management: Meaning, types, Garbage Trade, Regulatory aspects of Solid Waste Management, Recycling of Social Waste, Integrated waste Management.

Forest and Wild Life Management: Global consensus on Management of Forests, Indian Scenario, Afforestation, Deforestation, Wild life protection and conservation. Involvement of NGOs in these areas.

Unit-V: Environmental Ethics and Role of NGOs: (9 Hours)

Environmental Ethics, Meaning; Biodiversity: Meaning, levels, Patents, IPR, biosafety protocol, Indian Scenario; Green marketing, Eco-labeling, Eco-mark-Criteria, status, procedure; GATT / WTO. Study of environmental management in management schools.

Role of NGOs: public participation in raising environmental concerns, environmental protection, Promoting environmental education, training, Capacity –building, Conducting advocacy work in partnership with government.

Indian NGOs working for Environmental Management.

Teaching Methodology:

Classroom discussion, assignments / seminars, Field trips, Guest Lectures, Important Case Studies, Discussion based on news items, videos.

Suggested Readings:

1. Clini, Corrado; Musu, Ignazio; Gullino, Maria Lodovica (Eds), Sustainable Development and Environmental Management: Experiences and Case Studies, 2008, XIV, 490 p.
2. Sundar Vadaon, Role of NGO's in Environmental Conservation and Development, http://www.karmayog.org/startanngo/startanngo
3. Uberoi, N.K, Environmental Management, Second edition, Excel Books, New Delhi, 2003.
4. http://www.mumbaisuburbs.com/articles/ngo-environmental-conservation.

Semester- IV

PAPER - 27: COMMUNITY BASED HEALTH AND EDUCATION MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Unit-I: Concept of Health **(9 Hours)**

Health definition- Scope and components. Health determinants-safe water, sanitation, nutrition, environmental sanitation-health factors, sex, genetic, age, occupation. Social, economic condition. Health Indicators-MMR, IMR .Life expectancy.

Unit-II: Reproductive Health **(9 Hours)**

Brief anatomy and physiology of Human body-reproductive anatomy and physiology in men and women- menstrual cycle- fertility regulation-FW methods-temporary and permanent methods-Infertility. Gender in health.

Unit-III: Overview of National Health Policy **(9 Hours)**

Primary Health care-national Health policy-National rural Health Mission-Goals, components-JSY, Immunization- Integrated disease Surveillance project-ASHA-national Health programmes- communicable and non-communicable diseases-prevention and control measures-principles of epidemiology.

Unit-IV: National Health Programmes **(9 Hours)**

National Rural Health Mission - National Family Welfare Programme. National Programmes- Malaria, Filaria, Japanese Encephalitis. Iodine Deficiency Disorder, Nutrition Vitamin-A Distribution, Tuberculosis –Vaccine , Preventable Diseases- Leprosy, HIV AIDS, Mental Health- National School Health Programme, Non Communicable Diseases- Heart Diseases,- Cancer Diabetes- Obesity- Accidents etc

Unit: V: Population Stabilization **(9 Hours)**

Demography- demographic indicators-national health policy- national population strategy policy, population stabilization. National population strategy. Contraception and Gender Issues and PNDT Act: Permanent and Temporary Methods –Nirodh – Gender Issues- different gender roles, gender discrimination in delivering health services, PNDT Act.

COMMUNITY BASED EDUCATION MANAGEMENT

Formal & Informal Education, Alternate systems of Education, Participatory Learning, Transformative learning, Critical pedagogy, Negotiating the curriculum, popular education and special education, responsive learning, Teaching life skills, self-help & localization, Role of Aganawadi teachers, Models of Community based Education.

Teaching Methodology:

Classroom Discussion, Assignments / Seminars, Guest Lectures, Important Case Studies,

Suggested Readings:

1. Anderson, Lorin W. and D.R. Krathwohl (eds.). (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.
2. Association for Community Based Education. (1989). Evaluations of Community Based Literacy Programs. Washington, DC: ACBE.
3. Erickson, Lynn H. (1998). Concept-Based Curriculum and Instruction. CA: Corwin Press, Inc.
4. Improving Science Education With Community- Based Projects: Five Years of Toyota Tapestry Grants Publisher: Natl Science Teachers Assn Author: Kathleen A Rapp, Crystal Lal Edition: Paperback
5. Place and Community- Based Education in Schools (Hardcover) by **Gregory A Smith** &**David Sobel**
6. Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", *Encyclopedia of India (vol. 2)* edited by Stanley Wolpert, 23–28, Thomson Gale: ISBN 0-684-31351-0.
7. Raman, S.A. (2006). "Women's Education", *Encyclopedia of India (vol. 4)*, edited by Stanley Wolpert, 235-239, Thomson Gale: ISBN 0-684-31353-7.
8. Setty, E.D. and Ross, E.L. (1987), "A Case Study in Applied Education in Rural India", *Community Development Journal*, 22 (2): 120–129, Oxford University Press.
9. Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", *International Journal of Constitutional Law*, 2 (1): 148–158, Oxford University Press.

Semester - IV

PAPER - 28: DISASTER MANAGEMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To cultivate an idea on impact and types of disaster.
2. To equip the students with information on approaches in disaster preparedness, precaution and management.
3. To impart knowledge on the policy and institutional frameworks.

Unit - I: Disaster Management Concepts and Disaster Analysis (10 Hours)

Concepts related to Disaster Management, Difference between Disaster and Hazards. Impacts created by Disasters.

Types: Natural & manmade disaster. Water, climate & geologically related calamities. Accident, Biologically & Atmospheric related calamities. Chemical, Industrial and Nuclear related Calamities.

Disaster Risk Assessment:

Hazard Assessment, Exposure Assessment, Vulnerability Analysis, Loss/Impact Analysis, Risk profiling and evaluation, Formulation and Revision of DRR strategies and action plans

Unit – II: Stages in Disaster Management (10 Hours)

Disaster Management: Definition, Disaster Management Cycle.

Evacuation and Rescue: Emergency supplies and vulnerability reduction

Relief: Damage and Need assessment, Psycho-social care and support

Rehabilitation and Recovery: Planning for rehabilitation and recovery, Displacement and Resettlement

Prevention and Preparedness: Mitigation, Contingency Planning and Early warning Systems

Unit- III: Interventions in Disaster Situations and Institutional Framework (10 Hours)

Interventions: First Aid, Cleaning Operation, Public Health and Disease Management. Psycho Social Impacts of Disasters: Counselling for Trauma, Dealing with Loss and Bereavement, Building Community Resilience to Disasters

Role of NGOs in Disaster Management: Preparedness, Precaution and Management of Disaster. Coordination with Government Agencies, Capacity building and Sustainable Development: People Participation, Training Community level workers.

Institutional and Policy Framework: Disaster Management Institutions – National Disaster Management Authority, Disaster Management Policies and Strategies

Teaching Methodology:

Class room discussion, simulations, role plays, assignments/seminars, Field visits, discussion based on news item, videos.

Suggested Readings:

1. Coppola, Damon P. *Introduction To International Disaster Management*. Amsterdam: Butterworth Heinemann, 2007.
2. Gupta, Harsh K. *Disaster Management*. Hyderabad: Universities Press, 2003. Print.
3. Payne, Sheila, Sandra Horn, and Marilyn Relf. *Loss and Bereavement*. Buckingham [England]: Open University Press, 1999.
4. Uddin, Nasim, and Alfredo Hua-Sing Ang. *Disaster Risk Assessment and Mitigation*. Reston, Va.: American Society of Civil Engineers, 2009.
5. Chowdury, P.C. Parthasarathy, R. Girimaji, S. Sekar, K&Srinivasa Murthy, R (2000), Psychosocial care for community level helpers, Bangalore, Books for Change.
6. Sathyavathi, K, Nardev, G and Thakrar, S (1987) Grief reactions among bereaved.
7. Dave, A.S., Sekar, K., lBhadra,S., Rajaskekar, G.P., Kishore Kumar, K., Beena, P., Srinivasa Murthy, R (2002) , Psychosocial care for children surviving the riots. Books for Change,
8. Desai N.G., Gupta, D.K., Joshi. P.C., Singh, R.A., Singh T.B., Lal.M and Kumar., A. (2002) Mental health aspects of the Earthquake in Gujrat. Indian Council of Medical Research, New Delhi.
9. S. Narayana, R. Dave, A.S., Sekar, K, Kishore Kumar, K. Srinivasamurthy, R (2002) Riots: psychosocial care for Women surviving the Riots. Books for Change, Bangalore.
10. Narayana R.L., SrinivasaMurthy.R., Daz P (2003) Disaster mental health in India: monograph. American Red Cross, New Delhi.

11. Parsuraman.S (Ed), Organization and Administration of Relief and Rehabilitation following Marathwada Earthquake, Mumbai: Tata Institute of Social Sciences.
12. Srinivasa Murthy, R., Issac.M.K.,Chandrasekar, C.R &Bhide A.V (1987) Bhopal.
13. Grace, H., Sekar,K., Suhhasis, B., Bharat.S., Tsunami- Psychosocial care for women NIMHANS, Bangalore, 2005 (English, Tamil, Telugu, Hindi)
14. Disaster, Pune: Maharastra Institute of Mental Health (1994)
15. Disaster and Mental Health- Revisiting Bhopal,, Economic and Political Weekly, March 15, 1074-1082, 2003.

Semester-IV

PAPER - 29: ORGANISATION DEVELOPMENT

Credits: 2 **Hours: 30**

Objectives:

4. To introduce the students on the concept of Organisation Development, History and Theories of the same.
5. To impart knowledge about the process of OB
6. To understand the Intervention and Strategies of Organisation Development

Unit I - Introduction and Management of Change **(10 Hours)**

Meaning of Organisation Development; History of OD; Theories of OD. Introduction to Management of Change. Process of Managing Organisational Change, Managing Resistance to Change. Strategies and Guidelines for Imparting Change, Theories and Approaches to Planned Change.

Unit II - The Process of Organisation Development **(10 Hours)**

Entering, Contracting, Diagnosing, Collecting and Analyzing Diagnostic Information, Feeding Diagnostic Information; Designing Interventions; Leading and Managing change; Evaluating and Institutionalizing Intervention; Measuring Intervention and Change Management.

Unit III - Interventions and Strategies **(10 Hours)**

Human Process Interventions: Interpersonal and Group process Approaches; Organisation Process Approaches; Restructuring Organisations; Employee Involvement; Work Design; HRM Interventions: Performance Management; Developing and Assisting Members; Strategic Change Interventions: Competitive and Collaborative Strategies.

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars; Role play.

Suggested Readings:

1. Cummings T.G and Worley C.G. Theory of Organisation Development and Change 8th Ed.,New Delhi, 2009.
2. French W.L, Bell C.H. Jr, Robert A.Zawacki. Organisation Development and Transformation – Managing effective Change 6th Ed., New Delhi 2006.
3. Bhatia S.K. Management of Change and Organisational Development- Innovative Approach.

4. Dr. Ramakanta K. Patra. Strategic Human Resource Management and Organisation Development 1st Edition, Mumbai,2011.
5. Ramanarayanan, T.V. Rao, Kuldeep Singh – Organisation Development – Interventions and Strategies, Sage Publications, 1998.
6. Rolf P. Lynton, Pareek Udai – Training for Organisational Transformation, Sage Publications, New Delhi 2000.

Semester –IV

PAPER – 30: DEVELOPMENT PRACTICUM – IV

Credits: 6 **No. of days: 22- 25 Days**

Objectives:

1. To give the student trainees to have an experience in planning and implementation of field based activities in consultation with the placement agency in particular.
2. To enable the students to interact with various stakeholders so that they can understand the project management and organisation management aspects in the organisations.
3. To help them to identify and develop the skills essential for the efficient development professionals.
5. To give them an opportunity to apply the theoretical knowledge in field situations and analyze the field realities.

For this purpose the development practicum for the programme with respect to IV Semester will be organized in the following manner.

Nature of Development Practicum: Internship

Methodology:

1. Individual student Placement in a development organisation (Preferably an INGO) on the basis of their Core / Elective subject for a period of minimum of one month so as to get hands on experience in:

   a) General Management of the organization.
   b) Project Development, Implementation and Monitoring
   c) Community Interventions and Exposure to Livelihood projects.
   d) Organisation and Human Resource Policies

2. Undertaking mini projects to fulfill the community / beneficiary needs in collaboration with the organisation.
3. While undertaking mini projects the trainees will prepare and appreciate the diversity of development models and techniques in addressing social issues.
4. Individual student report submission based on their activities.
5. Practicum Conferences with the Faculty Supervisors.
6. Presentation by the trainees.

Semester: IV

PAPER - 31: SOFT SKILLS - IV

Credits: 2 **Teaching Hours: 30**

Objectives

1. To develop the professional skills of the trainees related to the development sector.
2. To make them aware of the professional behaviour and ethics necessary for development professionals.

Five days work shop will be organized to the students to enhance their knowledge and skills related to the development profession. Field experts will be arranged for the workshop.

Five days workshop will be organized by calling experts to train students in professional skills, behaviour and ethics. Students will be assessed by their performance and participation.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

Semester-IV

PAPER-32: BLOCK PLACEMENT

Credits: NIL **Duration: 1 Month**

(After IV Semester Examinations)

This opportunity is provided at the end of the two years of the programme. It is designed for the learner to integrate theory and practice to enhance competencies in the area of specialty selected by the student and in development practice and experience oneself in that role.

Objectives:

1. Develop enhanced practice skill and integrate learning.
2. Develop greater understanding of reality situations through involvement in day to day work.
3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme.
4. Enhance awareness of self in the role of development professional.

Process:

1. It is an unsupervised but a compulsory component for course completion.
2. The student will be placed in a setting (local / outstation) continuously for a period of one month.
3. The agency for the placement has to be finalized appropriately (jointly by the student and the department) before the end of the Semester - IV.
4. The agency may be the one where the student has already been selected for a job placement through campus recruitment or where the student finds chances for absorption after completion of the Block placement.
5. The settings are also to be communicated well in advance and written permission obtained.
6. After the completion of the Block placement the student has to submit a consolidated report of the activities undertaken and the experiences gained during the training period.
7. Students will be allotted faculty members for their contact and submission of the reports.
8. The members of faculty to glance through the reports submitted and issue Block Placement completion certificates.

MADRAS SCHOOL OF SOCIAL WORK

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Dr. S. RAJA SAMUEL, M.A., Ph.D.
Principal

CRITERIA 1- CURRICULAR ASPECTS

METRIC ID: 1.1.3- EMPLOYABILITY, ENTREPRENUERSHIP & SKILL DEVELOPMENT

PG Department of Development Management

This is to certify that the following are the courses having focus on Employability/Entrepreneurship/Skill Development offered by the institution during the academic year 2019-2020.

29/11/2021

Dr. S. RAJA SAMUEL, M.A., Ph.D.,
Principal
Madras School of Social Work (Autonomous)
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Egmore, Chennai - 600 008.

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PG Department of Development Management

SL NO	Name of the Course	Course Code	Employability (EM)	Entrepreneurship (ED)	Skill Development (SD)	Page No.
1	Introduction to Development Management	MD/18C/101	YES			11
2	Establishing Development Organizations	MD/18C/102	YES	YES	YES	15
3	Human Resource Management and Labour Legislations	MD/18C/103	YES		YES	17
4	Sociology of Development	MD/18E/104	YES			19
5	Fundamentals of Management	MD/18E/105	YES		YES	22
6	Development Practicum - I	MD/18C/106	YES		YES	24
7	Soft Skills – I	MD/18S/107	YES		YES	25
8	Development Communication & Management	MD/18C/201			YES	27
9	Organizational Behavior	MD/18C/202	YES		YES	30
10	Research Methodology	MD/18C/203	YES		YES	32
11	Human Rights and Gender Issues	MD/18E/204	YES			34
12	Pragmatic Models of Development	MD/18E/205	YES			36
13	Development Practicum – II	MD/18C/206	YES		YES	38
14	Soft Skills – II	MD/18S/207	YES		YES	39
15	Project Management	MD/18C/301	YES		YES	42
16	Global Issues & Social Development	MD/18C/302	YES			44
17	Corporate Social Responsibility	MD/18C/303	YES		YES	47
18	Accounting for Decision Making	MD/18E/304	YES			50
19	Development Economics	MD/18E/305	YES			52
20	Research Project	MD/18C/306	YES		YES	54
21	Development Practicum -	MD/18C/307	YES		YES	55

	III					
22	Soft Skills – III	MD/18S/308	YES		YES	56
23	Out Bound Training	MD/18R/309	YES		YES	56
24	Entrepreneurship Development & Management	MD/18C/401	YES	YES	YES	58
25	Environment Management	MD/18C/402	YES			60
26	Community Based Health and Education Management	MD/18C/403	YES			62
27	Disaster Management	MD/18E/404			YES	64
28	Organization Development	MD/18E/405	YES		YES	67
29	Development Practicum – IV	MD/18C/406	YES		YES	69
30	Soft Skills - IV	MD/18S/407	YES		YES	70

MADRAS SCHOOL OF SOCIAL WORK

(AUTONOMOUS)

CHENNAI – 600 008

MASTER DEGREE COURSE IN DEVELOPMENT MANAGEMENT

COURSE REGULATION AND SYLLABUS FOR 2018-2020

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.
Principal
Madras School of Social Work (Autonomous)
No. 32, Casa Major Road,
Egmore, Chennai - 600 008.

ABOUT THE PROGRAM

1. INTRODUCTION

Development management is a practice profession. Today managing projects and programmes and leading development organization is becoming increasingly complex and sophisticated. Organizations are realizing that a widening range of knowledge and skill are necessary to achieve results and enhance their impact. This creates a demand for development professional equipped with modern management practices. The two year M.A. in Development Management course, is developing and grooming young development professionals who seek career in the development sector.

2. OBJECTIVES OF THE COURSE

The objectives of the course are:

1. To provide a value added, market driven, employment oriented and indigenously relevant course in the Development sector.
2. To give necessary inputs and training in setting up of goals and objectives of development activities, establishment of organization, thorough understanding of the organizational management, devising strategies and operational pathways.
3. To plan and monitor Projects/ Programmes, Financial, Marketing, Human Resources, Networking and other organizational policies.
4. To help an individual to understand the subject and the field of activity in detail from a more realistic point of view and prepare them for a career in Development management.

3. SCOPE OF THE COURSE

Both in India and abroad there is a wide scope for managing projects which will create long lasting impact in the lives of the marginalized by adopting sustainable development models conceived by development agencies, international organizations and the Government. By undergoing this course one can work in various sectors like Rural, Urban & Tribal Development, Health Care, Women's Emancipation, Child Rights and Child Abuse, Youth Development, Disaster Management, Human Rights, Refugee Rehabilitation, Community Reconstruction etc.

Job opportunities are available in State, National & International NGOs, CSR projects, International Development agencies (United Nations, UNESCO, OECD, NATO, World Health Organization, United Nations Educational Scientific and Cultural Organization, World Bank, etc) and Government autonomous institutions. The course is designed to make candidates to be competent in the Management of Development Projects and Programmes.

4. PATTERN OF THE COURSE

Adopting the Choice Based Credit System (CBCS) pattern, the course of study for the M.A in Development Management shall spread over 4 semesters (Two years) and shall consist of:

1. Theory Courses / Papers (Core (C) and Electives (E))
2. Development Practicum (As Core Paper)
3. Research Project (As Core Paper)
4. Internship - Summer Placement and Block Placement
5. Soft – Skills

Students will earn the credits only when they pass in the papers and successfully complete the course completion components of the programme.

The student has to gain 92 credits to complete the course, distributed at the rate of Semester I - 21 credits; Semester II - 23 credits; Semester III - 27 credits and Semester IV - 21 credits. In addition to the above for the enhancement of the students‟ professional competency and employability skills the department also offers opportunity in the form of special Certificate / Diploma course. Enrolment in such courses will be voluntary. Students can earn additional credits (as specified) for these certificate / diploma courses.

5. ELIGIBLITY FOR ADMISSION

Any Bachelor Degree holder from the University of Madras (or) from any University that is declared eligible by University of Madras and with right aptitude for Development Profession will be eligible for applying for the course. Candidates having relevant field experience will be given preference.

Age of the candidates should be below 40 years.

Admissions will be based on merits, subject to the government and institutional regulations

6. ELIGIBILITY FOR THE AWARD OF THE DEGREE

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the Masters Degree in M.A. Development Management subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in Development Management offered by the Madras School of Social Work over 4 semesters (Two years full-time) and has earned the prescribed 92 credits.
2. Passes all the theory examinations and completes Research Project, Development Practicum, Out Bound Training, Summer Placement and Block Placement.
3. Meets all other requirements as prescribed by the Board of Studies at the time of admission and the amendments introduced to the regulations by the Board of Studies in Management from time to time.

7. CONDITIONS FOR PROMOTION

A candidate who does not pass the examination relating to any theory paper in each of the semester shall be permitted to appear in such failed paper in the ensuing supplementary examinations held by the college. However, to qualify for the award of the degree by the University of Madras, one should have passed in all the examinations held by the college and completed all the course requirements.

A. CREDIT MATRIX

Number of Courses and Credits									
SEM. NO.	***CORE***	***CREDIT***	***ELECTIVE***	***CREDIT***	***SOFT SKILLS***	***CREDIT***	***SUMMER PLACEMENT***	***CREDIT***	***TOTAL CREDITS***
I	4	**15**	2	**4**	1	**2**	--	--	**21**
II	4	**15**	2	**4**	1	**2**	1	**2**	**23**
III	5	**21**	2	**4**	1	**2**	--	--	**27**
IV	4	**15**	2	**4**	1	**2**	--	--	**21**
Total	17	**66**	8	**16**	4	**8**	1	**2**	**92**

B: SYLLABUS MATRIX

SEMESTER – I

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX. MARKS
Core	Introduction to Development Management	3	45	3	50	50	100
Core	Establishing Development Organizations	3	45	3	50	50	100
Core	Human Resource Management and Labor Legislations	3	45	3	50	50	100
Elective	Sociology of Development	2	30	3	50	50	100
Elective	Fundamentals of Management	2	30	3	50	50	100
Core	Development Practicum - I	6	-	-	50	50	100
Soft Skills – I	Soft Skills - I	2	30	3	50	--	50
TOTAL CREDITS		**21**	**----**				

SEMESTER - II

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX. MARKS
Core	Development Communication & Management	3	45	3	50	50	100
Core	Organizational Behavior	3	45	3	50	50	100
Core	Research Methodology	3	45	3	50	50	100
Elective	Human Rights and Gender Issues	2	30	3	50	50	100
Elective	Pragmatic Models of Development	2	30	3	50	50	100
Core	Development Practicum – II	6	-	-	50	50	100
Soft Skills - II	Soft Skills – II	2	30	No theory examination Only Course Completion Requirement			
Internship	Summer Placement (After the Second Semester theory examination during summer vacation).	2	No theory examination Only Course Completion Requirement				
TOTAL CREDITS		**23**	**-------**				

SEMESTER - III

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
Core	Project Management	3	45	3	50	50	100
Core	Global Issues & Social Development	3	45	3	50	50	100
Core	Corporate Social Responsibility	3	45	3	50	50	100
Elective	Accounting for Decision Making	2	30	3	50	50	100
Elective	Development Economics	2	30	3	50	50	100
Core	Research Project	6	--	--	50	50	100
Core	Development Practicum - III	6	-	-	50	50	100
Soft Skills	Soft Skills – III	2	30	No theory examination Only Course Completion Requirement			
	Out Bound Training	--	No theory examination Only Course Completion Requirement				
TOTAL CREDITS		**27**	-----				

SEMESTER - IV

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX. MARKS
Core	Entrepreneurship Development & Management	3	45	3	50	50	100
Core	Environment Management	3	45	3	50	50	100
Core	Community Based Health and Education Management	3	45	3	50	50	100
Elective	Disaster Management	2	30	3	50	50	100
Elective	Organization Development	2	30	3	50	50	100
Core	Development Practicum – IV	6	-	-	50	50	100
Soft Skills	Soft Skills - IV	2	30	No theory examination Only Course Completion Requirement			
TOTAL CREDITS		**21**	**----**				

B: DEVELOPMENT PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE OF DEVELOPMENT PRACTICUM	NATURE OF COURSE	MINIMUM NUMBER OF DAYS	CREDITS
I	Development Practicum	Core Paper	18 Days	6
II	Development Practicum	Core Paper	24 Days	6
II	Summer Placement*	Course Completion	30 Days/ 1 Month	2
III	Development Practicum	Core Paper	24 Days	6
IV	Development Practicum	Core Paper	24 Days	6
TOTAL				**26**

Note: *** No Marks - Requirement for Course Completion**

SEMESTER-I

Semester- I

Paper – 1: INTRODUCTION TO DEVELOPMENT MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Course Code: MD/18C/101

Objectives:

1. To introduce the students to the various aspects of Development
2. To orient them with different perspectives and History of Development
3. To sensitize them on Developmental Issues and Fields of Development
4. To help them understand the various models of Development

Unit- I: Introduction to Development **(9 Hours)**

a. Meaning & Concept of Difference between Growth & Development – History of Development: Colonialism – Post Colonialism and Development.

b. Perspectives of development

Unit-II: Globalization and Development Theories **(9 Hours)**

a. Concept of Globalization – Analysis and Critique: Globalization and Development.

b. Classical Theories: Linear Stage Theory (Rostows and Harrod –Domar Growth Model), Structural Change Model (Lewis and Hollis Development Model), International Dependence Revolution (Neocolonial Dependence Model, False Paradigm and Dualistic Development Thesis) and Neoclassical Counterrevolution.

Contemporary Theories: New Growth Theory, Sustainable Development theory, Gender and Development theory, People-centered development practice and Neo-liberalism and Social Capital Theory.

Unit –III: Actors in Development **(9 Hours)**

a. Actors in Development: States – Markets – Institutions: WTO, IMF, World Bank, Asian Development Bank – Civil Society – NGOs.

b. Roles, Limits on Actors in Development – Critique on Institutions from third world perspective

Unit IV: Fields of Development and Developmental Issues **(9 Hours)**

a. Urbanization - Rural Development –Development in Health– Education - Infrastructure and Transport sectors.

b. Developmental Issues: Gender - Indigenous People–Children - Environment – Economic and Social Inequalities – Poverty - Unemployment

Unit V: Models for Development **(9 Hours)**

a.Western Liberal Model - Welfare Model of Development - Socialist/Marxist Model of Development - Democratic-Socialist Model of Development - Gandhian Model of Development - Sustainable Development Model.

Teaching Methodology:

Lecture; Assignments; Discussions based on news items ; Case study; Seminars; Paper; Videos.

Learning Outcome:

1. Students get to know various models of development
2. Students familiarize on development concepts
3. Students get sensitize on development issues and fields of development

Suggested Readings:

1. Yujiro Hayami and Yoshinisa Godo, "Development Economics," Oxford University Press, New Delhi, 2006.
2. Kumar.N and Mittal.R., " Economic Development and Planning", Anmol Publications Pvt.Ltd., New Delhi, 2002.
3. Vidya Bhusan and Sachdeva.D.R ., " An Introduction to Sociology", Kitab Mahal, New Delhi- 2008.
4. Shankar Rao. C.N., "Sociology: Principles of Sociology with an Introduction to Social Thought", C. Chand & Company Limited, New Delhi, 2010.
5. Ruddar Datt and K.P.M. Sundharam, "Indian Economy", S.Chand & Company Ltd., NewDelhi, 2002.
6. Giri, A Kumar, and Philip Quarles van Ufford, eds. (2003) A Moral Critique of Development: In Search of Global Responsibilities. Routledge. Chapter 1
7. Sen, Amartya K. "Rational Fools: A Critique of the Behavioral Foundations of Economic Theory." Philosophy and Public Affairs6, no. 4 (1977): 317-344
8. Poverty and Un-British Rule in India, Dadabhai naroji, Bharathiyar kala prakashan 2012

Semester- I

Paper – 2: ESTABLISHING DEVELOPMENT ORGANIZATIONS

Credits: 3 **Teaching Hours: 45**

Objectives

1. To provide students an understanding of Non-profit & Development organizations.
2. To enable them to understand the basics of establishing an development organisation
3. To help them to acquire the necessary skills relating to forming and managing development organizations
4. To introduce the students to the various legislations applicable to development and NGO sector.
5. To enable them to run development organization in compliance with the statutes of the land.

Unit – I: Concept & Meaning

Definition, concept, background, role of development organizations, types of development organizations, need and importance of non-profit organizations in modern world. Historical perspective of NGOs in India. Concept of Civil Society, their role and responsibilities in development, Civil Society Movement in India, Concept, types, structure and functions of community based people organizations, their role in promoting development

Unit - II: Establishment of Organisations

Identifying trust area, goal setting, vision, mission, objectives, strategies and activities for the organization, operational area, types of registration for legal status, Procedure for NGO registration, organization structure and function, Ethical considerations, registration.

Unit - III: Legislation for Legal Status & Social Activism

Bombay Public Trusts Act, 1950, Societies Registration Act, 1860, Public Charitable Trust Act, Indian Trusts Act. 1882. Sec 8, Indian Companies Act 2013, Foreign Contribution (Regulation) Act, 2010. Sec 12A, Sec 35 AC and Sec 80G of Income Tax Act 1961,

Right for Information Act, 2005, Right to Education Act, 2009, Disaster management Act,

2005

Unit - IV: Managing Development Organizations

Strengthening organizations: SWOC analysis, recasting vision, mission, objectives and activities of the organizations, restructuring the structure and functions of organizations, staffing, training and team building, decision making, supervision, conflict management, policy development and governance. Basics of office administration, documentation of activities and projects.

Unit - V: Sources of Funding & Partnerships

Fund Requirements & types of funds (Donors Management, Membership, Donations, Grants)

– Understanding the role of funding agencies – Various Government Agencies and Schemes

– UN Agencies, International and national donor Agencies, Other International Organizations, Asian Development Bank, World Bank and CSR, Techniques & sources of fund raising – Sustainability

How to apply for grants – Fund Raising Software.

Teaching Methodology

Lectures, paper presentations, seminars, assignments, case studies, field visits.

Suggested Readings:

1. Kotler, Philip et al. Social marketing: Improving the quality of life, SAGE, 2002
2. Connors, Tracy. Ed. Nonprofit organization handbook. Mc Graw Hill, 1980
3. St. Andrews Centre for Continuing Education. Management Guide for nonprofit organizations, St. John‟s Ambulance Association, 1998
4. Padaki, Vijay. Management Development in nonprofit organizations: a programme for the governing board, SAGE, 2005
5. John Easo, Handbook on Management for nonprofit organizations, Mac Milan, 2004

Semester- I

PAPER – 3: HUMAN RESOURCE MANAGEMENT AND LABOUR LEGISLATION.

Credit: 3 **Teaching Hours: 45**

Objectives:

1. To introduce the students to the different functional areas of HRM & Labour Legislation
2. To impart necessary skills to manage the HR
3. To sensitize the students on the emerging trends in the field of HR in Development Sector.

UNIT – 1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (9 hours)

Concepts of human resource management, personnel management, human resource development, human capital management, strategic human resource management. Difference between Hard HRM and Soft HRM. Objectives of the HRM function in an organization. Concepts of HR philosophy, HR policy, HR programme, HR practices, HR auditand HR Information Systems. Proficiencies of a HR professional. Professional bodies for HR. Functions of HRM (acquisition, development, motivation and maintenance).

UNIT - II: ACQUISTION OF HUMAN RESOURCES (9 hours)

Human resource planning: concept, objectives, process.

Job analysis: concept, purpose, methods. Job analysis information hierarchy. Approaches to Job analysis (functional job analysis and the Position analysis questionnaire system). Difference between Job analysis, Job specification, Job description, Job evaluation. Recruitment: concept and sources. Difference between Recruitment and Selection. Selection – concept, process and devices (application forms, employment tests, interviews, realistic job previews, background investigation, physical examination). Employee orientation / Induction / On-boarding.

UNIT – III: DEVELOPMENT OF HUMAN RESOURCES **(9 hours)**

Training and development: concept and difference between employee training and management development. The 4-step training process (Training Need Identification, Instructional Design, Training Programme Implementation, Training Evaluation). Formal Employee Training Methods (on the job training and off the job training methods). Management Development Methods. Training effectiveness: Concept and Methods of evaluating training effectiveness.

Career development: concept of career and career development. Career stages. Strategies for effective career development.

Performance Management: Concepts of performance, performance appraisal. Difference between performance and potential appraisal. Performance appraisal process, Performance appraisal methods. Factors that distort appraisals.

UNIT - IV: LEGISLATIONS RELATED TO INDUSTRIAL RELATIONS (9 hours)

The Trade Union Act, 1926

The Industrial Dispute Act, 1947

UNIT - V: LEGISLATIONS RELATED TO SOCIAL SECURITY **(9 hours)**

The Employee Compensation Act, 1923

The Employee State Insurance Act, 1948

The Employee Provident Fund and Miscellaneous Provisions Act, 1952
The Payment of Gratuity Act, 1972

Teaching Methodology:

Lecture, assignments, seminar, group discussion, management games, guest lecture, case

study.

Suggested Readings:

Suggested Readings for Labour Legislation

1. Relevant Bare Acts
2. N.D.Kapoor, "Hand Book of Industrial law – Sultan Chand & Sons – 2001
3. Taxman's "Labour Laws" Taxman Allied services P Ltd, 2001
4. www.Labour.nic.in
5. www.mca.gov.in

Suggested readings for HRM

1. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.

2. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.

3. Dessler, Gary and Varkley,B. (2011). Human Resource Management (12e). Pearson, New Delhi.

4. Fisher, Cynthia, D., Schvenfeldt, Lyle.F., & Shaw, James,B. (2008). Human Resource Management (6e). Bizantra, New Delhi.

5.Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.

6. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.

Semester- I

PAPER - 4: SOCIOLOGY OF DEVELOPMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To introduce students to the Fundamentals of Sociology and Sociological Theories
2. To facilitate an understanding of Social Institutions, Social Stratification, Social Control and Social Change.
3. To develop a conceptual understanding of the Sociology of Development
4. To study the nature, extent and significance of Social Movements and Transformations.

Unit-I: Concepts and Theories of Sociology **(10 Hours)**

Fundamental concepts:

Sociology: Definition, Scope, Nature and Significance

Society, Community, Association, Institution, Culture, Socialization, Social Structure and Function, Social System, Social Groups

Social Processes: Co-operation, Competition, Conflict, Accommodation, Assimilation

Sociology Institutions

Social Institutions: Family and Kinship, Marriage, Work and Economic Institutions, Power and Political Institutions, Religion, Education

Social Stratification: Class and Caste

Social Control: Values and Norms, Folkways and Mores, Custom, Law and Fashion, Religion and Morality, Agencies of Social Control

Social Change: Theories of Social Change, Factors, Culture and Civilization

Unit – II: Theories and Sociology of Development **(10 hours)**

Theories of Sociology

Structural: Nadel, Radeliffe Brown, Levi-Strauss

Functional: Malinowski, Durkheim, Parsons, Merton

Interactionist: Max Weber, Pareto, G.H. Meadm, Blumer

Conflict: Karl Marx, Dahrendorf, Coser, Collins

Conceptual Perspectives on Development:

Economic Growth,

Human Development,

Social Development,

Sustainable development - Ecological and Social

Development and Underdevelopment Theories: Liberal: Max Weber, Gunnar Myrdal, Dependency: Centre-periphery (Frank), Uneven Development (Samir Amin). World System (Wallerstein)

Unit – III: Social Movements and Transformations (Case Studies) (10 hours)

Social Movements: Theories

Deprivation Theory

Mass-Society Theory

Structural-Strain Theory

Resource-Mobilization Theory

Political Process Theory

Culture Theory

Types of Social Movements

Stages in Social Movements

Classical and Contemporary Transnational Social Movements, Civil Rights Movement, Environmental Movement, Anti-globalization Movement, Feminist Movement, Pro-life movement, Labor Movement.

Teaching Methodology:

Lectures; Assignments; News Paper Discussions; Case Studies; Seminars.

Suggested Readings:

1. Giddens, Anthony, and Karen Birdsall. *Sociology*. Cambridge [England]: Polity Press, 2001.
2. Parsons, Talcott. *Theories of Society*. New York: Free Press of Glencoe, 1961.
3. Scott, John, and Gordon Marshall. *A Dictionary of Sociology*. Oxford: Oxford University Press, 2005.
4. Shankar Rao, C N. *Sociology of Indian Society*. New Delhi: S Chand, 2006.

5. Vidya Bhushan, and D R Sachdeva. *Introduction to Sociology*. Patna: Kitab Mahal, 2005.
6. Gordon Marshall, *Oxford Dictionary of Sociology*, Oxford University Press
7. Renuka Birdi, *Sociology of Development*, Kanishka Publishers, 1995
8. So, A.Y. *Social Change and Development: Modernization, Dependency, and World-System Theories.* Sage Library of Social Research, 1990
9. Amartya, K. S. *Development as Freedom.* New York: Knopf, 1999.
10. John Wiley and Sons, Inc, *The Wiley-Blackwell Encyclopedia of Social and Political Movements*. 2014.

Journals

1. Development and Change
2. Economic Development and Cultural Change.
3. Journal of Development Studies
4. World Development.

Semester-I

PAPER - 5: FUNDAMENTALS OF MANAGEMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To expose the students to the field of management
2. To enable them to understand the intricacies of managing an organization.
3. To help them to gain knowledge about the functional areas in the management of an organization.
4. To help them to develop the basic skills and techniques required for managing the organizations.

Unit – I: Introduction and Planning **(10 Hours)**

Management - concept, meaning, definition, objectives, principles, scope, levels, importance and processes of management; evolution of management thoughts - the Classical approach, the behavioral approach, the management science approach, integration of three approaches, areas of management.

Planning: Concept, meaning, definition principles and need of planning, planning process, types of planning – strategic planning, project planning and operational planning advantage and limitation of planning, Policy making- general and specific policies in an organization- basic areas of policy making and goal setting

Unit – II: Organizing and Communication **(10 Hours)**

Concept, meaning, importance of organizing, organizing process, departmentalization, delegation of authority, importance of delegation, types of delegation, problems of delegation, decentralization, centralization and decentralization, forms of organizations.

Communication: Concept, definition and objectives, communication process model, channel of communication, barriers to effective communication, categories of communication and managing organizational communication

Unit – III: Leading, Controlling and Decision Making **(10 Hours)**

Leading /directing: concept, definition and importance, influencing process, principles of direction, elements of direction, supervision and functions of supervisor

Controlling: Concept, definition and characteristics of control, types of control, requirements of effective control system, behavioral implication of control and controlling techniques

Decision Making: Meaning and definition, decision making process, models and techniques of decision making and implementation-management by objectives-management by exception-management by walking around, problem solving techniques

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars

Suggested Readings:

1. Robert Keritner, "Management", Bitztantra, Delhi, 2008.
2. Nirmal Singh, "Principles of Management", Deep & Deep Publications Pvt.Ltd., Delhi, 2002.
3. Gupta .C.B, "Organization and Management", Sultan Chand & Sons, New Delhi, 1998.
4. Harold Knootz and Cyril O'Donnel, "Management: A systems and contingency analysis of Managerial Functions", McGraw Hill, New Delhi, 1972.
5. Samuel C. Certo and Trevis Certo.S, "Modern Management", Prentice Hall of India Pvt. Ltd., New Delhi, 2007.
6. Cole G.A., "Management: Theory and Practice", ELBS, London, 1986.
7. Partha Sarathy P, 'Principles of Management', Vrinda Publications (p) Ltd., Delhi, 2008

Semester-I

PAPER - 6: DEVELOPMENT PRACTICUM - I

Credits: 6 **No. of Days: 22- 25 Day**

Objectives:

1. To give them an opportunity to the students to make personal observations with respect to the organization and administration of NGOs/ INGOS/ Bilateral and Multilateral Project management in the field.
2. To enable the students to interact with the managers, staff and community / beneficiaries, governmental agencies so as to get a practical exposure to the implementation of projects.
3. To enable them to take part and have a practical experience in the community Development initiatives undertaken by the CBOS/ NGOS/ Government projects.
4. To develop in them the skills essential for the effective Management of Development projects to practically expose them to the unique practices adopted.
5. To prepare them for the future practical learning.

For this purpose the development practicum for the programme with respect to I Semester will be organized in the following manner.

***Nature of Development Practicum**:*

The faculty contacts 25 mega projects / medium projects / small projects implemented by NGO'S / INGO'S / Government / Cooperative societies / CSR and the students along with a faculty visits the project site and interact with all stake holders.

Methodology:

1. Orientation and Observation visits to projects working in different sectors.
2. Workshops and group project
3. Individual student report submission on the visits made and observations done.
4. Development practicum conferences with the faculty supervisors.
5. Observation visit based presentations & seminars.

Semester- I

PAPER - 7: SOFT SKILLS - I

Credits: 2 **Teaching Hours: 30**

Objectives

1. To increase the personality skills of the students
2. To know about the self and becoming aware of the environment

Four days consecutive workshop will be organized by arranging field expert. The workshop could be inside the college or also outside the college campus.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

SEMESTER - II

SEMESTER - II

PAPER – 8: DEVELOPMENT COMMUNICATION

Credits: 3 **Teaching Hours: 45**

Objectives:

1. Understand the concept and fundamentals of development communication.
2. To gain insight into various experiments in the context of approaches in development communication.
3. Facilitate a critical understanding of mass media in development field.
4. Develop abilities in using innovative and participatory communication media for development.

Unit I: Introduction to Concept, Models, Theories and Approaches of Communication.

a. Concept of Communication: Scope and Elements of Communication process from Source via Channel to Receiver and back.
b. Models of communication: Lass well, Osgood and Schramm, Gerbner, Shanon and Weaver and David Berlo.
c. Introduction to Communication Theories: Consistency theory, bullet theory, Individual differences theory, Social-culture category theory, Social relationships theory, Mc Luhan's Hot and Cool media.
d. Communication approaches: One way-two way, Upward-downward, Horizontal-vertical, Participatory.
e. Interpersonal Communication

Unit II: Concept and Theories of Development Communication:

a. Development Communication- Meaning, need and scope for communication in development,
b. Theories of development communication,
c. Use of conscientisation theory in development communication {Saul Alinksy and Paulo Freire)
d. Behaviour Change Communication (BCC)
e. Information, Education and Communication (IEC).
f. Diffusion of Innovations, social marking and participation message marking.
g. Media Ethics

Unit III: Communication skills for development workers:

a. Writing Skills: News release, feature writing, reports, case studies, stories, letters to the editor;
b. Verbal Skill: Presentation Skills and Public speaking;
c. Planning campaigns for development issues; Interfacing with mass media (Film. TV. Press, Radio conferences. interviews) and media advocacy

Unit – IV: Visual and Electronic Media

a. **Visual media Types** - Tables, charts, graphs, posters, still photographs, flip charts, PPTs, bulletin board / flannel graph.
b. **Audio visual, Film clips, Video Films**: Writing script for films - idea, brain storming, research, formatting content treatment, story board, shot break down, production planning budget, planning script writing, filming, using video films in the field.
c. **Electronic media:**_Use of Internet in development: uploading & downloading information using search engines, to compile information Open communication forum using web technology, e-bulletins. Blogs and newsletter groups, Mass correspondence/petitions for policy and program advocacy campaigns
d. **Social Media –** YouTube, Facebook, whatsapp and other social media

Unit – V: Performing Arts

a. Street theatre: Script writing (subject, context, story-line, characters, dialogue, language, scenes, climax, outcome (discussion), presentation of play, evaluation and impact assessment, people's participation in street theatre, Preparation and Process- rehearsal, presentation, follow up
b. Folk media:_Puppets: Preparing simple puppets, script writing, rehearsal, presentation and follow up.
c. Songs: social songs and other traditional song forms.

Teaching Methodology

Lectures, Group Discussion, Field Visits, On-hand practice with audio-visual equipment, Assignments, Presentations.

Suggested Readings:

1. Andal. N. (1998) Communication Theories and Models. Mumbai: Himalaya Publishing House

2. Fossard Estade (2005) Writing and Producing Radio Drama. Delhi : Sage Publication
3. Jan Rashmi (2003) Communicating Rural Development (Strategy and Alternatives). Jaipur Rawat Publication.
4. Kuppuswamy B. (19761 Communication and Social Development in India. New Delhi: Sterling Publishers.
5. Mekote Srinivas (2"" edition 2003) Communication for Development in the Third World. New Delhi Sage Publication.
6. Menon. Mridula. Gandhi. Ved Prakash (1997) Media and Communications- Vol. I. (New Information Order): New Delhi: Kanishka Publishers /Distributors.
7. Mody Be lb (1991) Designing Messages tor Development Communication, New Delhi: Sage Publication.
8. Nair. K. S. White Shirley (1993) Perspectives on Develop mental Communication, New Delhi: Sage Publication.
9. Narub. Uma (2006) Handbook of Communication Models. New Delhi: Atlantic Publishers and Distributors.
10. Narub. Uma (revised edition 1999) Development Communication Theory and Practice New Delhi: Har-Anand Publication Pvt. Ltd.
11. Singhal. Arvind. Rogers. Everett M.: India's Information Revolution. New Delhi: Sage Publication.
12. Jan Servaes, (2008) Communication for Development and Social Change, Sage Publications, New Delhi.
13. While. Shirley A (2™ Ed 2002) The Art of Facilitating Participation batbn New Delhi : Sage Publication

Online Resources

1. http://www.unicef.org/cbsc/
2. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/approaches_to_development_communication.pdf
3. http://www.oecd.org/dev/devcom/toolkitoncommunicationfordevelopmentc4d.htm
4. http://www.cendevcom.org/

Semester-II

PAPER – 9: ORGANIZATIONAL BEHAVIOR

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To introduce the students to human needs and human behavior.
2. To give them an exposure to living in groups, issues arising out of it and addressing such of those issues.
3. To give them knowledge about leading and motivating people.
4. To give them an exposure to the basics of organization and organizational life.

Unit-I: Introduction **(9 Hours)**

Organizational Behavior- Definition, Concept and Meaning. Foundations of organizational behavior: Management and Managers; contributing fields in OB; Challenges and Opportunities in OB. Factors affecting organizational Behavior; Management of NGO's and Importance of Psychology & Organizational Behavior.

Unit-II: Foundations of Individual Behavior **(9 Hours)**

Foundations of Individual Behavior: Personality, Perception, Attitude & Learning. Motivation with special reference to the contributions made by F.W. Taylor, Elton Mayo, Abraham Maslow, Herzberg, McGregor, McClelland, Chris Argyris, & Victor Vroom. Employee Recognition, Employee Involvement, Job redesign

Unit- III: Foundations of Group Behavior **(9 Hours)**

Foundations of Group behavior: Groups and Teams, Group Dynamics, Communication. Organizational conflict - Sources, Levels and Types, Traditional & Modern approach, Conflict and Conflict Resolution, Transactional Analysis, Negotiation and Inter-group behavior. Decision making.

Unit-IV: Leadership **(9 Hours)**

Leadership: Concept - Trait, Behavioral and Situational Leadership approaches. Fiedler's contingency theory, Blake & Mouton's Leadership Grid, Charismatic & Transformational Leadership, Authentic Leadership, Leadership Styles, Emotional Intelligence. Contemporary issues in Leadership; Power and Politics.

Unit-V: Organization Concepts (9 Hours)

Foundation of key organization concepts; Supervision; Organizational Culture; work force Diversity; Organizational Climate, Organizational change and Development.

Industrial Mental Health: Job Satisfaction, Conflict Management, Emotions and Stress Management, Change Management Dysfunctional Behaviour: Abseenteeism, Alcoholism, Fatigue, Monotony, Accidents and Boredom.

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars; Role play; process lab.

Suggested Readings:

1. Mangal.S.K., 'General Psychology', Sterling Publishers Pvt.Ltd., New Delhi, 1988.
2. Clifford Morgan, Richard A.King and Nancy A. Robinson, "Introduction to Psychology", McGraw Hill Book Co., New York, 1979.
3. Mishra.B.K., " Psychology: The Study of Human Behavior", PHI Learning Pvt.Ltd., New Delhi, 2008.
4. Dwidedi, R.S "Human Relations and Organizational Behavior," MacMilan India Ltd., Delhi, 1979.
5. Robbins, Stephen P, "Organisational Behaviour", Prentice Hall of India, N. Delhi, 2008
6. Hellriegel, "Organizational Behavior", Thompson Press (Indian Edition), 2007
7. Luthans, Fred, "Organisational Behaviour", McGraw Hill, 2005

Semester: II

PAPER – 10: RESEARCH METHODOLOGY

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To present the importance and applications of research in the field of Development Management.
2. To develop a critical understanding of the research process.
3. To impart skills in data analysis and interpretation.

Unit-I: Overview of Social Research **(9 Hours)**

Concept, Scope , Objectives of Social research; Research ethics; Qualitative and Quantitative approaches to research; Research activities in the Development sector - Applications of research knowledge in Development Management, Research activities of leading International, National NGO's and Research Funding organizations.

Unit-II: The Research Process **(9 Hours)**

Meaning, Steps: Problem Identification: Considerations and Steps - Literature Search and Review: Importance and Purpose, Writing the Review of Literature, Sources - Identification of Objectives - Opertionalizing Variables: Variable, Types (Independent, Dependent, Extraneous and Intervening variables) and Operationalization - Hypothesis Formulation: Meaning, Importance, Types and Formulation of Hypothesis - Research Design: Descriptive, Diagnostic, Explorative and Experimental Designs - Data Collection: Tools - Data Analysis and Interpretation - Reporting.

Unit-III: Data Collection and Analysis **(9 Hours)**

Data: Meaning and Levels of Measurement - Sources of Data - Tools of Data Collection: Steps in Tool Construction - Sample: Meaning & Methods - Data Analysis: Meaning, purpose, types; Statistics: Measures of Central Tendency, Measures of Dispersion, Correlation, Chi-square test- Computer Package available for data analysis.

Unit-IV: Data Presentation and Interpretation **(9 Hours)**

Meaning of Tabular and Diagrammatic presentation of data; Types of Tables and Diagrams; Guidelines for Preparing tables and diagrams. Interpretation of tables and diagrams.

Unit-V: Reporting **(9 Hours)**

Reporting: Meaning, needs, forums. Different report formats: Research Report - Research Proposal – Abstract - Evaluation Report; Referencing - Meaning & Styles.

Teaching Methodology:

Lectures, Presentations, reading material, discussion, field work.

Suggested Readings:

1) Rubin. A.A & Babbie. E (2004), Social Research Methods. Thomson and Wordsworth publishing, California.
2) Kothari, C.R. (2004). Research Methodology: Methods and Techniques. Vishva Prakashan, New Delhi.
3) Gupta, S.C. (2005). Fundamentals of Statistics. Himalaya Publishing House, New Delhi.
4) Wilkinson, T.S., & Bhandarkar, P.L. (2000): Methods& techniques in Social Research, Himalaya Publishing House, New Delhi.
5) Goode, W.J., & Hatt, P.K (1985). Methods in Social Research. McGrawhill, New York.
6) Ranjit Kumar (2011), Research Methodology – A Step by-Step Guide for Beginners, SAGE Publication, New Delhi.

Semester - II

PAPER - 11: HUMAN RIGHTS AND GENDER ISSUES

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To conscientise the students on the issues concerning the rights of citizens.
2. To sensitize the students on the issues related to children, women and Transgender.
3. To enable them to understand the need and importance of Human Rights and the laws related to it.
4. To help them to gain knowledge on various organizations working for Human Rights.

Unit-I: Human Rights, Organization and Laws related to Human Rights (12 Hours)

Human Rights: Introduction, Definition, Historical Background, The UN and its Charter, International Bill of Human Rights, Indian Perspectives on Human Rights and Human Duties, Individual and Human Rights, State Responsibility in International Law.

Human Rights Organization, Structure and functions, Role of UN and its specialized agencies for the Protection of Human Rights, UN commission and Human Rights, Human Rights and Indian Constitution, Role and Importance of Human Rights Commission, Marginalized Groups and their Human Rights: Women, Children and Transgender.

Unit-II: Women and Children (12 Hours)

Women: Concept, Definition, Women and Development, Gender in Development- meaning, strategic and practical need, employment and maternity benefits, Gender analysis, Feminism and Women's movements, Violence and Crime against Women – Sexual Harassment at work places, Rape, Dowry Death.

Children: Definition, Demographic profile of children in India, Status of children in India and Tamil Nadu. Female child in India. Gender differences in child rearing and socialization, Differences between male and female children in enrollment and educational achievement, National Policy on children.

Violation of Rights against Children – Human Rights and Female Foeticide, Abuses of Children, Child Trafficking, Child Labour, Street Children, Bonded Labour, Child Rights, State and Central Government programmes for children. UN Charter for Child Rights, laws relating to Children and Child Advocacy

Unit III: Gender Issues **(6 Hours)**

Gender – Concept, Gender Roles and types, Influencing Factors, Gender Needs, Gender Equality, Gender in Social Relations, Institutions and Organisations, Gender Analysis, Planning and Budgeting. Gender Issues in Poverty, Education, Health and Politics. Gendered Representation – Commodification and Beauty Industry.

Transgender – Conceptual understanding of the term Transgender, Evolution of Transgender, Physiological, Psychological and Socio-economic problems faced by Transgender.

Teaching Methodology:

Lecture, Assignments, Discussions, Case Study, Seminars.

Suggested Readings:

1. NIPCCD (2002), The Child in India- A Statistical Profile, NIPCCD, New Delhi.
2. UNICEF (1994), The Child and Law, UNICEF, New Delhi.
3. Hamiltonn R (1992), The Liberation of Women in India, Report of the National Commission, Allied Publishers, New Delhi.
4. LWF (1990), Women's Human Rights, Lutheran World Foundation, Geneva.
5. Devendar, Kiran (1985), Status and Position of Women in India, Shakthi Books, New Delhi.
6. Anjali Gandhi (1996), School Social Work, Commonwealth Publishers, New Delhi.
7. Harsh Mander & Vidya Rao (1996), An agenda for caring: Interventions for marginalized groups, VHAI, New Delhi.
8. Tripathy S.N. (Ed) (1996), Child Labor in India, Discovery Publishing house, New Delhi.
9. Sathymurthy K, (Ed) (2010), Contemporary Social Work Research, Allied Publishers, Chennai.
10. Tardon, R.K., & Sudharshan, K.N., (1998) , Directory and hand book on children, Asish Publishing House, New Delhi.

Semester –II

PAPER – 12: PRAGMATIC MODELS OF DEVELOPMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To understand need of initiating development programmes in rural and urban areas.
2. To explore the theoretical and methodological approaches to rural development.
3. To provide knowledge of the various programmes and strategies towards community development.
4. To understand the role and contribution of development management professional in the development process.

Unit-I: Introduction to Development **(10 Hours)**

Concept, meaning and objectives of development, related concepts- target oriented development, area specific development, integrated development, sustainable development and social development, application of management functions in development and role of Development Manager in rural and urban community development.

Environment and sustainability: environmental degradation, global warming, climate change, bio-diversity, energy generation and sustainable development, environment and health

Unit-III: Rural and Urban Development **(10 Hours)**

Pioneering community development initiatives: Delhi and Hyderabad Urban Community development projects. Sriniketan, Marthandom, Etawah and Nilokheri pilot rural development projects. Community Development: definition, concept, principles, objectives, programme and history. Rural Development: definition, concept, principles, objectives, major rural development programmes – IRDP, NREP, RLEGP, MGNREGS, water and sanitation related programmes, rural infrastructure schemes, Rural Livelihood Mission and Rural Health Mission, Five year plans and welfare and development programmes

Concept and meaning of Urban Development, Urban Development Programmes: Jawaharlal Nehru Urban Renewal Mission and Tamil Nadu Urban Development Project.

Unit-III: Local Self-Government **(10 Hours)**

Rural Organisations: Panchayati Raj, Structure and functions of District Rural Development Agency and Block Development Office. Urban Local Bodies: Municipalities, Chennai Metropolitan Development Agency and Tamil Nadu Slum Clearance Board.

Roles and responsibilities of Management professional bodies, Skills essential for a manager, Roles and responsibilities of a professional manager

Teaching Methodology:

Class discussion, Group assignments, Field visits, Case studies.

Suggested Readings:

1. UNDP- Human Development Reports 2000 onwards World Bank- World Development Report since 2000 Oxford Press, Chennai.
2. IFAD, IARF, MYRADA (Eds., Pub), 2001. Enhancing Ownership and Sustainability: A Resource Book on Participation.
3. Bhattacharya, B (1979) Urban Development in India, Shree Publishing, New Delhi.
4. Bidyut Mohanty (1993)Urbanization in Developing countries, ISS and Concept, New Delhi.
5. Clinard, Marshall B (1972), Slums and Urban Community Development, The Free Press, New York.
6. Desai & Pillai (1972) Slums and Urbanization, Popular, Bombay.
7. Mike Davis, (2006), Planet of Slums, Verso, London and New York.
8. Robert Neuwirth, (2005), Shadow Cities: A Billion Squatters; a new Urban World, Routledge, New York and London.
9. G.N. Kaaaley (2005),” Integrated Approach to Development Policies, Programmes and Strategies,” Concept Publishing Company, New Delhi.
10. Venkata Reddy, “Rural Development in India,” Himalaya Publishing House, Mumbai.
11. Mukarji, “Community Development in India.”

Semester - II

PAPER - 13: DEVELOPMENT PRACTICUM – II

Credits: 6 **No. of Days: 22- 25 Days**

Objectives:

1. To give the student trainees to have a first-hand information on planning then in various projects with respect to the organization and administration of the placement agency in particular.
2. To enable the students to interact with the project managers, staff and community / beneficiaries, governmental agencies so as to get a practical exposure to the working of the organization
3. To enable them to take part and have a practical experience and hands on experience in the community development initiatives undertaken by the organization.
4. To help them to identify and develop the skills essential for the effective management of organization.
5. To give them an opportunity to apply the theoretical knowledge in field situation and analyze the field realities.

For this purpose the development practicum for the programme with respect to II Semester will be organized in the following manner.

Nature of Development Practicum: Concurrent Practicum

Methodology:

1. Group placement in different organizations on rotational basis so as to enable them to learn about the functioning, programmes, projects and policies of the different organizations.
2. Individual report submission on the basis of the practical exposure.
3. Development Practicum conferences with the faculty supervisors.
4. Group presentations & seminars for every agency placement completed.

Semester: II

PAPER -14: SOFT SKILLS - II

Credits: 2 **Teaching Hours: 30**

Objectives

1. To introduce the skills required for Professional Development Managers
2. To enhance the capacity of the students to reflect the social skills and life coping skills for professional competency
3. To provide opportunity for students to hone their interpersonal skills and capacities.
4. To develop the capacities of the students for effective communication for development profession.

Students participate in five days workshop to improve their project planning skills by interaction and equip the students with knowledge and leadership skills.

Methodology: Activity based learning with the help of external consultants specialized in the specific subject areas.

PAPER - 15: SUMMER PLACEMENT (Internship)

Credits: 2 **Period of Placement: 30 Days**

(Continuously During Summer Vacation)

Objectives:

1. To give the student trainees to make use of their summer vacation by getting placed in a development organization and to benefit through practical exposure.
2. To prepare them for the next academic year field training.
3. To give them an opportunity of additional learning about the field and development sector

For this purpose the development practicum for the programme with respect to IV Semester will be organized in the following manner.

NATURE OF DEVELOPMENT PRACTICUM: Summer Placement.

Methodology:

1. It will be unsupervised placement training.
2. A compulsory requirement for course completion.
3. The student trainees will be given broad guideline for their interaction with the agency and learning.
4. Depending on the students' interest and possibilities Individual / group placement in a local / out station organization will be permitted.
5. After the completion of the summer placement training students are expected to submit summer placement completion certificate and a consolidated report of their activities and learning during the period of placement.
6. On reopening of the college (in the beginning of the next academic year) students will have to make a presentation of their experiences and learning to the class and thereby information / experience sharing will be facilitated.

SEMESTER - III

SEMESTER – III

PAPER - 16: PROJECT MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To introduce the students to the importance of Project planning and management
2. To introduce the students to the methods and techniques of project planning and management.
3. To enable them to understand the importance of project management in development management.

Unit - I: Overview of Project **(7 Hours)**

Project: Concept, meaning, objectives, characteristics, types, difference between project and programme - Project Life Cycle – Generation of project idea - Need of scientific approach to project planning and management - Problems and difficulties in evolving innovative and viable projects and participatory approach to project planning

Unit - II: Need Assessment **(11 Hours)**

Conventional Tools and Techniques: Household Survey - Observation – Interviews - Focus Group Discussions - Interview Schedule and Questionnaires – Survey - Review of projects progress reports and evaluation reports, their advantages and limitations.

PRA Techniques: Concept, meaning and definition of PRA and PLA - PRA Techniques: Social Mapping, Resource Mapping, Venn Diagram, Trend Analysis, Seasonal Analysis, Time Line, Wealth Ranking - advantages and limitations.

Problem Tree and objectives – Tree Analysis: Analysis of strategies - Gender analysis, Stakeholder analysis - Livelihood analysis - Generation of project ideas - Project Rating Index - Elimination of nonviable project ideas and selection of viable project idea.

Unit - III: Project Appraisal **(7 Hours)**

Project Appraisal – Concept – Process – Appraisal Techniques – Technical appraisal, Marketing appraisal, Environmental appraisal, Management appraisal and Financial appraisal – Social - Cost Benefit analysis – Analysis of risk.

Unit - IV: Project Formulation and Implementation **(11 Hours)**

Formulation: Problem analysis, forecasting, goal, objectives, assumptions and activities, indicators, budgeting and proposal writing – Concept of LFA.

Implementation: Networking Techniques - Development of project network, Scheduling – PERT and CPM - Action plan - Tabular form and Bar chart – Project review and control.

Unit - V: Monitoring and Evaluation **(9 Hours)**

Monitoring: Concept of monitoring, Need, Indicators of monitoring – Process and Outcome monitoring - Monitoring System – Project Management Information - Steps in monitoring and Levels of monitoring.

Evaluation: Concept, Needs and Types of evaluation - Focus of evaluation - Evaluation design: Steps in evaluation, Tools and Techniques of evaluation and Drafting evaluation report.

Teaching Methodology:

Lecture, Discussion, Case Studies, Seminars, Presentations.

Suggested Readings:

1. Prasanna Chandra, projects: Planning, Analysis, Selection, Implementation & Review, Tata Mcgraw Hill, 2004.
2. Clark J.C., T.J.Hindelang and R.E.Pritchard, Capital Budgeting: Planning and Control of Capital Expenditures, Prentice Hall, 2000.
3. Little I.M.D. and S.A. Mirrlees, Project Appraisal and Planning for Developing Countries, eimann, London, 2000
4. P.C.K Rao, Project Management, Sultan Chand & Sons, New Delhi, 2003.
5. Marghin E. and A.K.Sen, Guidelines for Project Evaluation, UNIDO, New York.
6. Bhavesh M.Patel, Project Management, Vikas Publishing House, New Delhi, 2002.

Semester-III

PAPER – 17: GLOBAL ISSUES AND SOCIAL DEVELOPMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To introduce students to major global issues and social problems
2. To facilitate students to identify perspectives and contexts with regard to global issues.
3. To enable students to analyze and plan basic programs and strategies for social development.
4. To prepare students to work globally in the field of poverty, conflicts, and pandemics with a special emphasis on current events.

Unit – I: Global Issues: Introduction, Perspectives, Context **(9 Hours)**

Global Issues: Introduction

Perspectives: Global Perspective, Human Rights Perspective, Ecological Perspective, Social Development Perspective, Integrated Perspective

Contexts: Global Social Problems Context, Organizational Context, Ideological Context, Emerging Policy Context.

Unit – II: Theories of Social Development and Globalization **(9 Hours)**

Social Development Theory

World Systems Theory

Modernity

Postmodernity

Globalization

Transnationlism

Network Society

Theories of Global Culture

Unit – III: Social Development: Programs and Strategies **(9 Hours)**

Social Development: Programs and Strategies:

Empowerment, Capacity building Self – help and Self – Reliance, Enhancing Social Integration or Social Cohesion, Income Generation, Community Development.

Unit – IV: The Fields of Poverty, Conflict, Displacement and Pandemics: Background and Issues, Programs and Strategies (9 hours)

The Field of Poverty:

Background and Issues:

Global Poverty: Dimensions, Trends, Facets

Globalization of Poverty

Programs and Strategies:

Poverty Alleviation Programs and Strategies

The Field of Conflict and Post-conflict Reconstruction

Background and Issues:

The Extent and Nature of Modern Conflict

The Role of the United Nations and the Global Civil Society

The Post-conflict Response, Situation and Reconstruction Agenda

Programs and Strategies

Securing and Maintaining Peace and Promoting Reconciliation

Social, Psychosocial and Recreational Programs

Family Reunion, Repatriation and Integration Programs

The Field of Pandemics:

Background and Issues:

Nature and Extent of Pandemics

The Role of World Health Organization and National Governments

Programs and Strategies:

Treatment, Prevention and Eradication

Precautionary measures and International Cooperation

Unit – V: Case Studies (9 hours)

Contemporary Global Issues, Migration, International Terrorism and its impact, Impacts of Global Warming, Proliferation of Nuclear Weapons, Population Explosion and Scarcity of Energy, Water and Natural Resources.

***Teaching Methodology**:*

Lecture, Assignments, Seminar, Group Discussion, Guest Lecture, Case study.

***Suggested Readings**:*

1. Snarr, Michael T, and Neil Snarr. *Introducing Global Issues*. Boulder, Colo.: Lynne Rienner Publishers, 2005.

2. Sampedro, Ricardo, and Susan Hillyard. *Global Issues*. Oxford: Oxford University Press, 2004.

3. David Cox, Manohar Pawar, *International Social Work: Issues, Strategies and Programs*, Sage Publication. 2006.

4. Gore, M. S. *Social Development.* Jaipur: Rawat Publications, 2003. Print.

5. Wainryb, Cecilia, Judith G Smetana, and Elliot Turiel. *Social Development, Social Inequalities, and Social Justice*. New York: Lawrence Erlbaum Associates, 2008.

6. Bellamy, Alex J, Paul Williams, and Stuart Griffin. *Understanding Peacekeeping*. Cambridge, UK: Polity Press, 2004.

7. Doherty, P. C. *Pandemics*. Oxford: Oxford University Press, 2013.

Semester- III

PAPER - 18: CORPORATE SOCIAL RESPONSIBILITY

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To acquaint the students with concepts of Corporate Governance and Corporate Social Responsibility.
2. To assist the students to understand the role of Business Ethics and Corporate Social Responsibility in Development.
3. To familiarize thestudents with the emerging CSR models.
4. To equip the students with skills needed for CSR personnel.

Unit-I: Social Responsibility and Ethics **(9 Hours)**

Social Responsibility: Meaning, Definition and Perspectives. Ethical dimension of Management.

Business Ethics: Definition, Need, Scope, Theory ,Models &Ethical Dilemmas.

Changing Concept of Social Responsibility: Andrew Carnegie and Gospel of wealth, Milton Friedman's Argument,Enlightened self-interest, Corporate Responsiveness, Corporate Social Performance. Arguments for and against social involvement of businesses.

Corporate Governance- Definition, Need, Theories and Models, Composition of the Board for Corporate Governance and related policies.

Unit-II: Introduction to Corporate Social Responsibility **(9 Hours)**

Corporate Social Responsibility: Definition, Concepts, Need, Scope and Models. Concentration areas of CSR. Triple Bottom Approach and Sustainable Development. **Corporate Social Responsibility in India**: History, Role of Globalization and International Community like EU in promoting CSR. Government of India guidelines for CSR, Role and Responsibilities of Government in promoting CSR.

Unit-III: Tools of Corporate Social Responsibility **(9 Hours)**

MDGs and CSR, Global Compact, GRI, Human Rights, SA 8000, AA 1000, Fair Trade, ISO 26000.

Unit –IV: Partnership and Networking **(9 hours)**

Concept & Role of Partnerships: Techniques & Value and Benefits of developing and maintaining partnerships.

Emerging trends and models in India: Corporate Community Participation, Private Public Partnership& making best use of Corporate Social Responsibility.

Government Partnerships: Cataloguing Schemes and Programs of Ministries/ FOs/AID Agencies etc.

Techniques: Networking, Lobbying, Advocacy, Transparency, Accountability and Reporting.

Unit-V: Corporate Social Responsibility Initiatives **(9 Hours)**

National and International CSR activities. (Discussion of Case studies and seminar presentation).

CSR Initiative: Unilever India, ITC, ORCHID Chemicals, Vestas Pvt.Ltd, TVS- Srinivasan Services Trust, Pepsico, Nokia, Starbucks, Toyota, Nestle.

Teaching Methodology:

Lectures, handouts, group discussions, seminar presentations, case studies, field visits.

Suggested Readings:

1. Shrivastava; Shankar Venkateswaran,(2000) " Business of Social Responsibility: the why , what and how of corporate social responsibility in India" Harsh Books for Change.
2. Baxi, C.V; AjitPras, (2005), Corporate Social Responsibility: Concepts and Cases" Excel Books.
3. Jatana, Renu ;Crowther, Dav (2007) Corporate Social Responsibility: Theory and Practice with Case Studies. Deep and Deep Publications.
4. Werther, William, B; Chanler, Dav, (2006) Strategic Corporate Social Responsibility: Stakeholder in a Global Environment. Sage Publications
5. Sahni, S.K (2006), Business Ethics and Corporate Social Responsibility, Foundation for Peace and Sustainable Development.
6. Mitra ,Meera (2007) Its Only Business: Indias Corporate Social Responsiveness in a Globalized World, Oxford University Press.
7. Agarwal, Sanjay.K (2008) Corporate Social Responsibility in India, Sage Publications.

Journal Articles:

1) Pitabas Pradhan; Parida, Subhas C; Ratch, BabaniP(2005) Corporate Social Responsibility in the Globalized Business Environment: Community relations at NALCO, April 2006.
2) Porter, Micharel E; Kramer, Mark R, Strategy & Society: the link between competitive advantage and Corporate Social Responsibility, Harvard Business Review, Dec.2006.
3) MirtynjayAthreya, Corporate Social Responsibility for Inclusive Growth, Jan 2009.
4) Anita, Joseph, V, Successful Examples of Corporate Social Responsibility, Jan 2009.

Semester – III

PAPER - 19: FINANCIAL MANAGEMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To introduce a macro perspective to Financial Management in the Non- Government Organizations with a holistic approach.
2. To study Financial Planning, Project or Programme budgeting as an integral part of Programme and monitoring systems for NGO's.
3. To learn about appropriate accounting, reporting and monitoring systems for NGOs
4. To learn about the intricacies of ***Project Financial Management.***
5. To learn about the role of Governance in FM aspects of the NGOs and formulation and implementation of financial policies for NGOs.

Unit-I: Financial Management, Planning and Budgeting Systems **(10 Hours)**

Organizational management (Vision, Mission, Governance and Management); Financial Management as an integral part of organizational management; FM as a tool for Governance, management, accountability and credibility; Stakeholders and Accountability dimensions in NGOs.

Strategic planning and Organizational budgeting; short term planning and annual budgeting; Organizational Vs Programme or Project Planning and budgeting; Cost control, cost reduction and cost effectiveness in NGOs.

Unit-II: Accounting, Financial Reporting and Monitoring Systems. **(12 Hours)**

Accounting systems, Fund Accounting, Computerization; Internal reporting including MIS, External reporting to Government and funding agencies; Financial Monitoring, Activity oriented financial reporting, Tracking fund utilization for realization of goals and objectives of the NGOs; Issues in Financial Monitoring including diversion, clandestine funds, prevention of money laundering.

Proposal: Execution of contracts or agreements; Accounting for projects and programmes; Reporting to donors and donor agencies.

Unit-III: Role of Governance in Financial Management and Financial Policy Formulation and Implementation. (8 Hours)

Governing structures, Roles and functions of Governance in Financial Management; Board Committees, Audit and Advisory Committees, Independent Reviews; Financial Policy formulation and implementation process; Assessing and improving Governance Role for Financial Management.

Teaching Methodology:

Power point presentations, Reading of Resource Materials, Quiz, Case Studies, Project Work,

Suggested Readings:

1. John Zietlow, Jo Ann Hankin, Alien G , Seidner, (2007) Financial Management for Non-Profit Organizations.
2. Kandasami, (1998) Governance and Financial Management in the Non-Profit Sector Organizations.

Web Resources:

http://managementhelp.org/ finance/npfnce.htm (Carter McNammara , Basic Guide to Non-Profit Financial Management.

Semester – III

PAPER – 20: DEVELOPMENT ECONOMICS

Credits: 2 **Hours: 30**

Objectives:

1. To introduce the students to the various aspects of economics and economic development
2. To orient them to the different political systems that influences the economy and economic development
3. To sensitize them on Indian economy and the policies of Indian government on economic development
4. To help them to understand the role of NGO'S and other institutions in economic development

Unit: I: Economic Systems **(6 Hours)**

Concept of economic system: importance of work and occupation in modern society : main forms of economy – capitalism, communism and socialism – characteristics, advantages and disadvantages.

Division of labor as socio economic system: occupational groups' corporate business organizations globalization & liberalization and their impact on the world order.

Economic development: concept – major factors in the development of an economy – developed and under developed economy – theoretical framework for economic development

Unit: II Human Development **(6 Hours)**

Human development, millennium development goals, targets of MDG, Human development, Human development index. Micro Economics and its scope. Wants & scarcity, Functions of Economic system

Unit :III: **Present scenario in Economic development:** **(6 Hours)**

Indian economy: basic features of Indian economy – economic institutions: Jajmani system, cooperatives, banks, self help groups (SHGs) Micro- credit. Resource based

association-water based.

Unit: IV Perspectives on developing economics **(6 Hours)**

Perspectives on developing economics: population growth & natural resources- capital accumulation & development – technological progress and development – environmental problems and development. Inclusive growth & development: sustainable development

Unit: V Globalization, liberalization and its impact in India **(6 Hours)**

India as a developing economy: Market economy – globalization, liberalization and its consequences – income distribution and poverty – employment – issues and problems

Teaching Methodology:

Lecture, Assignments, Discussions based on the news, Case studies, Seminars.

Suggested readings:

1. Yujiro hayami and Yoshinisa Godo "Development Economics" Oxford university press, NewDelhi,2006
2. Kumar.N and Mittal .R "Economic Development and planning" Anmol publications Pvt Ltd NewDelhi,2002
3. Vidya Bhusan and Sachdeva D.R "An introduction to Sociology" Kitab Mahal, New Delhi – 2008
4. Ghatak , Subrata : Introduction to Development Economics
5. Misra & Puri : Economics of Development & Planning(Theory and Practice**)**

Semester - III

PAPER - 21: RESEARCH PROJECT

Credits: 6

Objectives

1. To make the students to do a research project based on empirical evidences with the research methods.
2. To expose the students the need of exploring, describing, and analyzing the data needed for conceiving a feasible and sustainable development projects.
3. To increase the capacity of research and documentation skills required for future project management

Methodology

Each student gets a research guide. The students choose a topic for research which has potential empirical evidences. Students should do sampling and conduct survey or collect data and submit a Project Report to the department. The thesis of the students is evaluated by an External Viva Voce Examination. Students are expected to choose a topic which he or she is interested and for which the students are going to commit themselves.

Semester - III

PAPER - 22: DEVELOPMENT PRACTICUM – III

Credits: 6 **No. of Days: 22- 25 Days**

Objectives:

1. To give the student trainees to have a experience in planning and implementation of field based activities in consultation with the placement agency in particular.
2. To enable the students to interact with various stakeholders so that they can understand the project management and organisation management aspects in the organisations.
3. To help them to identify and develop the skills essential for the efficient development professionals.
5. To give them an opportunity to apply the theoretical knowledge in field situations and analyze the field realities.

For this purpose the development practicum for the programme with respect to III Semester will be organized in the following manner.

Nature of Development Practicum: Internship

Methodology:

1. Individual student Placement in an Organization which has bilateral/multilateral projects on the basis of their Core or Elective subject so as to get hands on training on:
   a) General Management of the organization.
   b) Office administration,
   c) Project planning & implementation.
   d) Community interventions & beneficiary coordination.
2. Individual student report submission based on the visits made and observations done.
3. Practicum Conferences with the Faculty Supervisors.
4. Presentation by the trainees.

Semester - III

PAPER - 23: SOFT SKILLS - III

Credits: 2 **Teaching Hours: 30**

Objectives

1. To develop skills in developing Resume / CV for campus placement of the students.
2. To improve their knowledge and skills in facing interviews, group discussions etc.

Five days work shop will be organized to the students to enable their knowledge and skills in developing resume / CV and facing interviews. Field experts will be arranged for the workshop.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

Semester - III

PAPER - 24: OUT BOUND TRAINING

Credits: NIL **Duration: 4-5 Days.**

A Requirement for Course Completion

An Out Bound Training program takes place for five days. The students themselves plan on the topics and decide on the OBT in a development organisations of national or international repute. This programme augments the knowledge on development management skill and also enables the students to interact with different stakeholders. It also exposes the students to various scopes of development work that exists in the field.

SEMESTER - IV

SEMESTER - IV

PAPER - 25: ENTREPRENEURSHIP DEVELOPMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1. To provide an understanding on the nature and process of Entrepreneurship Development.
2. To provide knowledge on the Business Strategies to start an enterprise.
3. To motivate students to work towards Entrepreneurship Development.

Unit- 1: Entrepreneur and Entrepreneurship **(9 Hours)**

Concepts, Definitions, Types (Business, Trading, Industrial, Corporate, Agricultural), Characteristics, Competencies, Scope & Entrepreneurship in Indian context. Stages to become an efficient entrepreneur (Growth, Survival & Establishment), Determinants of entrepreneurial success (Human Resource, Finance, Production &Marketing), Importance of Entrepreneurs in Economic Development.

Unit-II: Growth Strategies of Entrepreneurship **(9 Hours)**

Factors influencing entrepreneurship (Cultural, Political, Economic, Availability of Resources, Entrepreneurial skills set & Psychological orientation), Developing the entrepreneurship plan- Environmental assessment: PEST (External) & SWOT analysis (Internal), Models: BPL Community Model, Social Entrepreneurial Model (SEM).

Promotion of Social Entrepreneurship: NGOs network, Support system : Self-Help Groups, Family, Resources available and Dual Role.

Unit-III: Setting of Small Business Enterprise **(9 Hours)**

Identifying the business opportunity, **Formalities for setting up of Small Business Enterprise**: Environment pollution related clearance, Strategies Adopted, Selection of the Project, Decide on the Constitution, MSME Registration, Arrange for Land / Shed, Arrange for Plant and Machinery, Arrange for infrastructure, Contents for Project Report.

Unit-IV: Social Entrepreneurship **(9 Hours)**

Concept , Definition**,** Social marketing, Essential Skills required of an Entrepreneur-

Creativity & Innovation, Case studies of Successful Indian Social Entrepreneurs, Study Analysis on viability and feasibility on starting an enterprise.

Unit-V: Entrepreneurial Support System **(9 Hours)**

Small Industries Development Bank of India (SIDBI), National Small Industries Corporation (NSIC), National Research Development Corporation (NRDC), Entrepreneurship Development Institute of India (EDII), National Institute for Entrepreneurship of Small Business Development (NIESBD), State Financial Corporation (SFCs), Commercial Banks, District Industries Centers (DICs), National Institute of Small Industries Extension Training (NISIET), State Trading Corporation of India (STC), Chambers of Commerce and Industry and Industrial Associations (CCIIA), Confederation of Indian Industry (CII).

Practical Exposure: Visit to the Small Scale Industries- Successful enterprise.

Teaching Methodology:

Lecture, Discussion, Seminars, Assignments, Documentary Films, Field Visits, Presentation of case studies of successful entrepreneurs, Interviews with entrepreneurs.

Suggested Readings:

1. Jasmer Singh Saini (2005) Enterpreneurship Development programmes and practice-, Deep & Deep Publications Pvt. Ltd, New Delhi.
2. Moahn .S., Elangovan. R(2005) Current Trends in Entrepreneurship, Deep & Deep Publications Pvt. Ltd, New Delhi.
3. Amutahlakshimi.P ., Umachandran.K., (2009) Social Entrepreneurship, KVR Printers, Chennai.
4. Anilkumar.S., (2003), Entrepreneurship development, New Age International Publishers Ltd.,, New Delhi,
5. Poornima Charantimath., (2006), Entrepreneurship Development Small Business Enterprises, Dorling Kindersley Pvt. Ltd.,
6. Gupta, M.C., (1987), Entrepreneurship in Small Scale Industry, Anmol Publications, New Delhi.
7. Lambden., Dohnc & Target, David (1990) Small Business Finance- A Simple Approach, Pitman Publishing, London.

Semester- IV

PAPER - 26: ENVIRONMENT MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Objectives:

1) To introduce the students to the concepts and key issues in Environment Management.
2) To provide basic knowledge to the students on the types of pollution and its effects.
3) To sensitize the students on the environmental management systems.
4) To help the students to understand about water resource, land, forest and wild life.
5) To introduce the students to environmental ethics and biodiversity.

Unit-I: Introduction to Environmental Management **(9Hours)**

Concepts: Sustainable development, fundamentals concerning Environment, energy issues; Ecology: definitions, concepts of ecology, industrial ecology.

Global environmental problems: Global warming, effects of global warming, how to combat global warming, climate change.

Ozone depletion: concepts, harmful effects, developing countries scenario, India and ozone depletion. NGO participation in sustainable development.

Unit-II: Pollution and Its Effects **(9 Hours)**

Air and Noise pollution: meaning, causes, Regulation and India's effort to control them.

Water Pollution: Meaning, causes, Indian scenario, integrated water resources development and management.

Soil pollution: Meaning, Causes, Management Issues.

Role of NGO's in prevention, Control and Management of Pollution.

Unit-III: Environmental Management Systems & Law. **(9 Hours)**

Meaning, Concepts Installing EMS, Certification for EMS, ISO 9000, ISO 14001, Basic Principles of ISO 14001, Green Rating. Environmental legislation for protection of species and natural resources, Government policies and agencies for environmental conservation, International organizations. International Environmental Legislation: protocols, treaties, conventions, standards etc.,

Environmental standards in India, Public Interest Litigations (PLIs) and their role in control of environmental pollution in India.

Unit-IV: Water, Land, Forest & Wild Life Management. (9 Hours)

Marine environment and its Management: Meaning, core issues, Pollution and protection, Management issues, Legal Control.

Land Management: Land use and degradation, Management problems, Strategies for Sustainable Land management; Waste Management: Meaning, types, Garbage Trade, Regulatory aspects of Solid Waste Management, Recycling of Social Waste, Integrated waste Management.

Forest and Wild Life Management: Global consensus on Management of Forests, Indian Scenario, Afforestation, Deforestation, Wild life protection and conservation. Involvement of NGOs in these areas.

Unit-V: Environmental Ethics and Role of NGOs: (9 Hours)

Environmental Ethics, Meaning; Biodiversity: Meaning, levels, Patents, IPR, biosafety protocol, Indian Scenario; Green marketing, Eco-labeling, Eco-mark-Criteria, status, procedure; GATT / WTO. Study of environmental management in management schools.

Role of NGOs: public participation in raising environmental concerns, environmental protection, Promoting environmental education, training, Capacity –building, Conducting advocacy work in partnership with government.

Indian NGOs working for Environmental Management.

Teaching Methodology:

Classroom discussion, assignments / seminars, Field trips, Guest Lectures, Important Case Studies, Discussion based on news items, videos.

Suggested Readings:

1. Clini, Corrado; Musu, Ignazio; Gullino, Maria Lodovica (Eds), Sustainable Development and Environmental Management: Experiences and Case Studies, 2008, XIV, 490 p.
2. Sundar Vadaon, Role of NGO's in Environmental Conservation and Development, http://www.karmayog.org/startanngo/startanngo
3. Uberoi, N.K, Environmental Management, Second edition, Excel Books, New Delhi, 2003.
4. http://www.mumbaisuburbs.com/articles/ngo-environmental-conservation.

Semester- IV

PAPER - 27: COMMUNITY BASED HEALTH AND EDUCATION MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Unit-I: Concept of Health **(9 Hours)**

Health definition- Scope and components. Health determinants-safe water, sanitation, nutrition, environmental sanitation-health factors, sex, genetic, age, occupation. Social, economic condition. Health Indicators-MMR, IMR .Life expectancy.

Unit-II: Reproductive Health **(9 Hours)**

Brief anatomy and physiology of Human body-reproductive anatomy and physiology in men and women- menstrual cycle- fertility regulation-FW methods-temporary and permanent methods-Infertility. Gender in health.

Unit-III: Overview of National Health Policy **(9 Hours)**

Primary Health care-national Health policy-National rural Health Mission-Goals, components-JSY, Immunization- Integrated disease Surveillance project-ASHA-national Health programmes- communicable and non-communicable diseases-prevention and control measures-principles of epidemiology.

Unit-IV: National Health Programmes **(9 Hours)**

National Rural Health Mission - National Family Welfare Programme. National Programmes- Malaria, Filaria, Japanese Encephalitis. Iodine Deficiency Disorder, Nutrition Vitamin-A Distribution, Tuberculosis –Vaccine , Preventable Diseases- Leprosy, HIV AIDS, Mental Health- National School Health Programme, Non Communicable Diseases- Heart Diseases,- Cancer Diabetes- Obesity- Accidents etc

Unit: V: Population Stabilization **(9 Hours)**

Demography- demographic indicators-national health policy- national population strategy policy, population stabilization. National population strategy. Contraception and Gender Issues and PNDT Act: Permanent and Temporary Methods –Nirodh – Gender Issues- different gender roles, gender discrimination in delivering health services, PNDT Act.

COMMUNITY BASED EDUCATION MANAGEMENT

Formal & Informal Education, Alternate systems of Education, Participatory Learning, Transformative learning, Critical pedagogy, Negotiating the curriculum, popular education and special education, responsive learning, Teaching life skills, self-help & localization, Role of Aganawadi teachers, Models of Community based Education.

Teaching Methodology:

Classroom Discussion, Assignments / Seminars, Guest Lectures, Important Case Studies,

Suggested Readings:

1. Anderson, Lorin W. and D.R. Krathwohl (eds.). (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.
2. Association for Community Based Education. (1989). Evaluations of Community Based Literacy Programs. Washington, DC: ACBE.
3. Erickson, Lynn H. (1998). Concept-Based Curriculum and Instruction. CA: Corwin Press, Inc.
4. Improving Science Education With Community- Based Projects: Five Years of Toyota Tapestry Grants Publisher: Natl Science Teachers Assn Author: Kathleen A Rapp, Crystal Lal Edition: Paperback
5. Place and Community- Based Education in Schools (Hardcover) by **Gregory A Smith** &**David Sobel**
6. Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", *Encyclopedia of India (vol. 2)* edited by Stanley Wolpert, 23–28, Thomson Gale: ISBN 0-684-31351-0.
7. Raman, S.A. (2006). "Women's Education", *Encyclopedia of India (vol. 4)*, edited by Stanley Wolpert, 235-239, Thomson Gale: ISBN 0-684-31353-7.
8. Setty, E.D. and Ross, E.L. (1987), "A Case Study in Applied Education in Rural India", *Community Development Journal*, 22 (2): 120–129, Oxford University Press.
9. Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", *International Journal of Constitutional Law*, 2 (1): 148–158, Oxford University Press.

Semester - IV

PAPER - 28: DISASTER MANAGEMENT

Credits: 2 **Teaching Hours: 30**

Objectives:

1. To cultivate an idea on impact and types of disaster.
2. To equip the students with information on approaches in disaster preparedness, precaution and management.
3. To impart knowledge on the policy and institutional frameworks.

Unit - I: Disaster Management Concepts and Disaster Analysis (10 Hours)

Concepts related to Disaster Management, Difference between Disaster and Hazards. Impacts created by Disasters.

Types: Natural & manmade disaster. Water, climate & geologically related calamities. Accident, Biologically & Atmospheric related calamities. Chemical, Industrial and Nuclear related Calamities.

Disaster Risk Assessment:

Hazard Assessment, Exposure Assessment, Vulnerability Analysis, Loss/Impact Analysis, Risk profiling and evaluation, Formulation and Revision of DRR strategies and action plans

Unit – II: Stages in Disaster Management (10 Hours)

Disaster Management: Definition, Disaster Management Cycle.

Evacuation and Rescue: Emergency supplies and vulnerability reduction

Relief: Damage and Need assessment, Psycho-social care and support

Rehabilitation and Recovery: Planning for rehabilitation and recovery, Displacement and Resettlement

Prevention and Preparedness: Mitigation, Contingency Planning and Early warning Systems

Unit- III: Interventions in Disaster Situations and Institutional Framework (10 Hours)

Interventions: First Aid, Cleaning Operation, Public Health and Disease Management. Psycho Social Impacts of Disasters: Counselling for Trauma, Dealing with Loss and Bereavement, Building Community Resilience to Disasters

Role of NGOs in Disaster Management: Preparedness, Precaution and Management of Disaster. Coordination with Government Agencies, Capacity building and Sustainable Development: People Participation, Training Community level workers.

Institutional and Policy Framework: Disaster Management Institutions – National Disaster Management Authority, Disaster Management Policies and Strategies

Teaching Methodology:

Class room discussion, simulations, role plays, assignments/seminars, Field visits, discussion based on news item, videos.

Suggested Readings:

1. Coppola, Damon P. *Introduction To International Disaster Management*. Amsterdam: Butterworth Heinemann, 2007.
2. Gupta, Harsh K. *Disaster Management*. Hyderabad: Universities Press, 2003. Print.
3. Payne, Sheila, Sandra Horn, and Marilyn Relf. *Loss and Bereavement*. Buckingham [England]: Open University Press, 1999.
4. Uddin, Nasim, and Alfredo Hua-Sing Ang. *Disaster Risk Assessment and Mitigation*. Reston, Va.: American Society of Civil Engineers, 2009.
5. Chowdury, P.C. Parthasarathy, R. Girimaji, S. Sekar, K&Srinivasa Murthy, R (2000), Psychosocial care for community level helpers, Bangalore, Books for Change.
6. Sathyavathi, K, Nardev, G and Thakrar, S (1987) Grief reactions among bereaved.
7. Dave, A.S., Sekar, K., lBhadra,S., Rajaskekar, G.P., Kishore Kumar, K., Beena, P., Srinivasa Murthy, R (2002) , Psychosocial care for children surviving the riots. Books for Change,
8. Desai N.G., Gupta, D.K., Joshi. P.C., Singh, R.A., Singh T.B., Lal.M and Kumar., A. (2002) Mental health aspects of the Earthquake in Gujrat. Indian Council of Medical Research, New Delhi.
9. S. Narayana, R. Dave, A.S., Sekar, K, Kishore Kumar, K. Srinivasamurthy, R (2002) Riots: psychosocial care for Women surviving the Riots. Books for Change, Bangalore.
10. Narayana R.L., SrinivasaMurthy.R., Daz P (2003) Disaster mental health in India: monograph. American Red Cross, New Delhi.

11. Parsuraman.S (Ed), Organization and Administration of Relief and Rehabilitation following Marathwada Earthquake, Mumbai: Tata Institute of Social Sciences.
12. Srinivasa Murthy, R., Issac.M.K.,Chandrasekar, C.R &Bhide A.V (1987) Bhopal.
13. Grace, H., Sekar,K., Suhhasis, B., Bharat.S., Tsunami- Psychosocial care for women NIMHANS, Bangalore, 2005 (English, Tamil, Telugu, Hindi)
14. Disaster, Pune: Maharastra Institute of Mental Health (1994)
15. Disaster and Mental Health- Revisiting Bhopal,, Economic and Political Weekly, March 15, 1074-1082, 2003.

Semester-IV

PAPER - 29: ORGANISATION DEVELOPMENT

Credits: 2 **Hours: 30**

Objectives:

4. To introduce the students on the concept of Organisation Development, History and Theories of the same.
5. To impart knowledge about the process of OB
6. To understand the Intervention and Strategies of Organisation Development

Unit I - Introduction and Management of Change **(10 Hours)**

Meaning of Organisation Development; History of OD; Theories of OD. Introduction to Management of Change. Process of Managing Organisational Change, Managing Resistance to Change. Strategies and Guidelines for Imparting Change, Theories and Approaches to Planned Change.

Unit II - The Process of Organisation Development **(10 Hours)**

Entering, Contracting, Diagnosing, Collecting and Analyzing Diagnostic Information, Feeding Diagnostic Information; Designing Interventions; Leading and Managing change; Evaluating and Institutionalizing Intervention; Measuring Intervention and Change Management.

Unit III - Interventions and Strategies **(10 Hours)**

Human Process Interventions: Interpersonal and Group process Approaches; Organisation Process Approaches; Restructuring Organisations; Employee Involvement; Work Design; HRM Interventions: Performance Management; Developing and Assisting Members; Strategic Change Interventions: Competitive and Collaborative Strategies.

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars; Role play.

Suggested Readings:

1. Cummings T.G and Worley C.G. Theory of Organisation Development and Change 8th Ed.,New Delhi, 2009.
2. French W.L, Bell C.H. Jr, Robert A.Zawacki. Organisation Development and Transformation – Managing effective Change 6th Ed., New Delhi 2006.
3. Bhatia S.K. Management of Change and Organisational Development- Innovative Approach.

4. Dr. Ramakanta K. Patra. Strategic Human Resource Management and Organisation Development 1st Edition, Mumbai,2011.
5. Ramanarayanan, T.V. Rao, Kuldeep Singh – Organisation Development – Interventions and Strategies, Sage Publications, 1998.
6. Rolf P. Lynton, Pareek Udai – Training for Organisational Transformation, Sage Publications, New Delhi 2000.

Semester –IV

PAPER – 30: DEVELOPMENT PRACTICUM – IV

Credits: 6 **No. of days: 22- 25 Days**

Objectives:

1. To give the student trainees to have an experience in planning and implementation of field based activities in consultation with the placement agency in particular.
2. To enable the students to interact with various stakeholders so that they can understand the project management and organisation management aspects in the organisations.
3. To help them to identify and develop the skills essential for the efficient development professionals.
5. To give them an opportunity to apply the theoretical knowledge in field situations and analyze the field realities.

For this purpose the development practicum for the programme with respect to IV Semester will be organized in the following manner.

Nature of Development Practicum: Internship

Methodology:

1. Individual student Placement in a development organisation (Preferably an INGO) on the basis of their Core / Elective subject for a period of minimum of one month so as to get hands on experience in:

   a) General Management of the organization.
   b) Project Development, Implementation and Monitoring
   c) Community Interventions and Exposure to Livelihood projects.
   d) Organisation and Human Resource Policies

2. Undertaking mini projects to fulfill the community / beneficiary needs in collaboration with the organisation.
3. While undertaking mini projects the trainees will prepare and appreciate the diversity of development models and techniques in addressing social issues.
4. Individual student report submission based on their activities.
5. Practicum Conferences with the Faculty Supervisors.
6. Presentation by the trainees.

Semester: IV

PAPER - 31: SOFT SKILLS - IV

Credits: 2 **Teaching Hours: 30**

Objectives

1. To develop the professional skills of the trainees related to the development sector.
2. To make them aware of the professional behaviour and ethics necessary for development professionals.

Five days work shop will be organized to the students to enhance their knowledge and skills related to the development profession. Field experts will be arranged for the workshop.

Five days workshop will be organized by calling experts to train students in professional skills, behaviour and ethics. Students will be assessed by their performance and participation.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

Semester-IV

PAPER-32: BLOCK PLACEMENT

Credits: NIL **Duration: 1 Month**

(After IV Semester Examinations)

This opportunity is provided at the end of the two years of the programme. It is designed for the learner to integrate theory and practice to enhance competencies in the area of specialty selected by the student and in development practice and experience oneself in that role.

Objectives:

1. Develop enhanced practice skill and integrate learning.
2. Develop greater understanding of reality situations through involvement in day to day work.
3. Develop appreciation of other's efforts and develop sensitivity to gaps in the programme.
4. Enhance awareness of self in the role of development professional.

Process:

1. It is an unsupervised but a compulsory component for course completion.
2. The student will be placed in a setting (local / outstation) continuously for a period of one month.
3. The agency for the placement has to be finalized appropriately (jointly by the student and the department) before the end of the Semester - IV.
4. The agency may be the one where the student has already been selected for a job placement through campus recruitment or where the student finds chances for absorption after completion of the Block placement.
5. The settings are also to be communicated well in advance and written permission obtained.
6. After the completion of the Block placement the student has to submit a consolidated report of the activities undertaken and the experiences gained during the training period.
7. Students will be allotted faculty members for their contact and submission of the reports.
8. The members of faculty to glance through the reports submitted and issue Block Placement completion certificates.

MADRAS SCHOOL OF SOCIAL WORK

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32, Casa Major Road, Egmore, Chennai 600 008
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E-Mail : principal@mssw.in Website : www.mssw.in

Dr. S. RAJA SAMUEL, M.A., Ph.D.
Principal

CRITERIA 1- CURRICULAR ASPECTS

METRIC ID: 1.1.3- EMPLOYABILITY, ENTREPRENEURSHIP & SKILL DEVELOPMENT

PG Department of Development Management

This is to certify that the following are the courses having focus on Employability/Entrepreneurship/Skill Development offered by the institution during the academic year 2020-2021.

29/11/2021

MADRAS SCHOOL OF SOCIAL WORK CHENNAI 600 008

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PG Department of Development Management

Name of the Course	Course Code	Employability (EM)	Entrepreneurship (EN)	Skill Development (SD)	Page No.
Introduction to Development Management	MD/20C/101	Yes			14
Establishing Development Organizations	MD/20C/102	Yes	Yes	Yes	18
Human Resource Management and Labour legislation	MD/20C/103	Yes		Yes	21
Sociology of Development	MD/20E/104	Yes			25
Fundamentals of Management	MD/20E/105	Yes		Yes	29
Development Practicum - I	MD/20C/106	Yes		Yes	32
Soft Skills – I	MD/20S/107	Yes		Yes	33
Development Communication & Management	MD/20C/201	Yes		Yes	35
Organizational Behavior	MD/20C/202	Yes		Yes	39
Research Methodology	MD/20C/203	Yes		Yes	42
Human Rights and Gender Issues	MD/20E/204	Yes			46
Pragmatic Models of Development	MD/20E/205	Yes			49
Development Practicum – II	MD/20C/206	Yes		Yes	52
Soft Skills – II	MD/20S/207	Yes		Yes	53
Internship - Summer Placement	MD/20R/208	Yes		Yes	54
Project Management	MD/20C/301	Yes		Yes	56
Global Issues & Social Development	MD/20C/302	Yes			59

orporate Social Responsibility	MD/20C/303	Yes		Yes	62
Accounting for Decision Making	MD/20E/304	Yes		Yes	67
Development Economics	MD/20E/305	Yes			70
Research Project	MD/20C/306	Yes		Yes	73
Development Practicum - III	MD/20C/307	Yes		Yes	74
Soft Skills – III	MD/20S/308	Yes		Yes	75
Entrepreneurship Development & Management	MD/20C/401	Yes	Yes	Yes	77
Environment Management	MD/20C/402	Yes			80
Community Based Health and Education Management	MD/20C/403	Yes			87
Disaster Management	MD/20E/404	Yes		Yes	91
Organization Development	MD/20E/405	Yes		Yes	94
Development Practicum – IV	MD/20C/406	Yes		Yes	95
Out Bound Training	MD/20R/309			Yes	96
Soft Skills – IV	MD/20S/407	Yes		Yes	96

MADRAS SCHOOL OF SOCIAL WORK

(AUTONOMOUS)

CHENNAI – 600 008

MASTER DEGREE COURSE IN DEVELOPMENT MANAGEMENT

COURSE REGULATION AND SYLLABUS FOR 2020 – 2022

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.
Principal
Madras School of Social Work (Autonomous)
No. 32, Casa Major Road,
Egmore, Chennai - 600 008.

ABOUT THE PROGRAM

1. INTRODUCTION

Development management is a practice profession. Today managing projects and programmes and leading development organization is becoming increasingly complex and sophisticated. Organizations are realizing that a widening range of knowledge and skill are necessary to achieve results and enhance their impact. This creates a demand for development professional equipped with modern management practices. The two year M.A. in Development Management course, is developing and grooming young development professionals who seek career in the development sector.

2. OBJECTIVES OF THE COURSE

The objectives of the course are:

1. To provide a value added, market driven, employment oriented and indigenously relevant course in the Development sector.
2. To give necessary inputs and training in setting up of goals and objectives of development activities, establishment of organization, thorough understanding of the organizational management, devising strategies and operational pathways.
3. To plan and monitor Projects/ Programmes, Financial, Marketing, Human Resources, Networking and other organizational policies.
4. To help an individual to understand the subject and the field of activity in detail from a more realistic point of view and prepare them for a career in Development management.

3. SCOPE OF THE COURSE

Both in India and abroad there is a wide scope for managing projects which will create long lasting impact in the lives of the marginalized by adopting sustainable development models conceived by development agencies, international organizations and the Government. By undergoing this course one can work in various sectors like Rural, Urban & Tribal Development, Health Care, Women's Emancipation, Child Rights and Child Abuse, Youth Development, Disaster Management, Human Rights, Refugee Rehabilitation, Community Reconstruction etc.

Job opportunities are available in State, National & International NGOs, CSR projects, International Development agencies (United Nations, UNESCO, OECD, NATO, World Health Organization, United Nations Educational Scientific and Cultural Organization, World Bank, etc) and Government autonomous institutions. The course is designed to make candidates to be competent in the Management of Development Projects and Programmes.

4. PROGRAM OUTCOME

1. Graduates will acquire Global, National & Local perspectives on the Concept of Development
2. Graduates will gain theoretical understanding about Development
3. Graduates will gain skills required to work in the field of International and National Development organisations, CSR, Research and Grassroots Organisations
4. Graduates will impart knowledge on National and State Policies
5. Graduates will gain hands on experience in working with Development Projects and Monitoring Development programs

5. PROGRAM SPECIFIC OBJECTIVES

1. Graduates will be equipped to establish and manage Development organization
2. Graduates will gain skills on Financial Management for Development organisations
3. Graduates will acquire knowledge on Policies & Schemes in the areas of Human Rights, Environment, Disaster, Entrepreneurship and Community Health
4. Graduates will develop skills and Techniques to Develop, Monitor and evaluate Development projects and CSR programs
5. Graduates become well versed in connecting Development and Sociological theories to Development Issues

6. PATTERN OF THE COURSE

Adopting the Choice Based Credit System (CBCS) pattern, the course of study for the M.A in Development Management shall spread over 4 semesters (Two years) and shall consist of:

1. Theory Courses / Papers (Core (C) and Electives (E))
2. Development Practicum (As Core Paper)
3. Research Project (As Core Paper)
4. Internship - Summer Placement and Block Placement
5. Soft – Skills

Students will earn the credits only when they pass in the papers and successfully complete the course completion components of the programme.

The student has to gain 92 credits to complete the course, distributed at the rate of Semester I - 21 credits; Semester II - 23 credits; Semester III - 27 credits and Semester IV - 21 credits. In addition to the above for the enhancement of the students‟ professional competency and employability skills the department also offers opportunity in the form of special Certificate / Diploma course. Enrolment in such courses will be voluntary. Students can earn additional credits (as specified) for these certificate / diploma courses.

7. ELIGIBLITY FOR ADMISSION

Any Bachelor Degree holder from the University of Madras (or) from any University that is declared eligible by University of Madras and with right aptitude for Development Profession will be eligible for applying for the course. Candidates having relevant field experience will be given preference.

Age of the candidates should be below 40 years.

Admissions will be based on merits, subject to the government and institutional regulations

8. ELIGIBILITY FOR THE AWARD OF THE DEGREE

As per the autonomous regulations a candidate in the Madras School of Social Work becomes eligible for the award of the Masters Degree in M.A. Development Management subject to the fulfillment of the following conditions:

1. Undergone the Post-graduate course of study in Development Management offered by the Madras School of Social Work over 4 semesters (Two years full-time) and has earned the prescribed 92 credits.
2. Passes all the theory examinations and completes Research Project, Development Practicum, Out Bound Training, Summer Placement and Block Placement.
3. Meets all other requirements as prescribed by the Board of Studies at the time of admission and the amendments introduced to the regulations by the Board of Studies in Management from time to time.

9. CONDITIONS FOR PROMOTION

A candidate who does not pass the examination relating to any theory paper in each of the semester shall be permitted to appear in such failed paper in the ensuing supplementary examinations held by the college. However, to qualify for the award of the degree by the University of Madras, one should have passed in all the examinations held by the college and completed all the course requirements.

A. CREDIT MATRIX

Number of Courses and Credits									
SEM. NO.	***CORE***	***CREDIT***	***ELECTIVE***	***CREDIT***	***SOFT SKILLS***	***CREDIT***	***SUMMER PLACEMENT***	***CREDIT***	***TOTAL CREDITS***
I	4	**15**	2	**4**	1	**2**	--	--	**21**
II	4	**15**	2	**4**	1	**2**	1	**2**	**23**
III	5	**21**	2	**4**	1	**2**	--	--	**27**
IV	4	**15**	2	**4**	1	**2**	--	--	**21**
Total	17	**66**	8	**16**	4	**8**	1	**2**	**92**

B: SYLLABUS MATRIX

SEMESTER – I

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX. MARKS
Core	Introduction to Development Management	3	45	3	50	50	100
Core	Establishing Development Organizations	3	45	3	50	50	100
Core	Human Resource Management and Labor Legislations	3	45	3	50	50	100
Elective	Sociology of Development	2	30	3	50	50	100
Elective	Fundamentals of Management	2	30	3	50	50	100
Core	Development Practicum - I	6	-	-	50	50	100
Soft Skills – I	Soft Skills - I	2	30	3	50	--	50
TOTAL CREDITS		**21**	**----**				

SEMESTER - II

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX. MARKS
Core	Development Communication & Management	3	45	3	50	50	100
Core	Organizational Behavior	3	45	3	50	50	100
Core	Research Methodology	3	45	3	50	50	100
Elective	Human Rights and Gender Issues	2	30	3	50	50	100
Elective	Pragmatic Models of Development	2	30	3	50	50	100
Core	Development Practicum – II	6	-	-	50	50	100
Soft Skills - II	Soft Skills – II	2	30	No theory examination Only Course Completion Requirement			
Internship	Summer Placement (After the Second Semester theory examination during summer vacation).	2	No theory examination Only Course Completion Requirement				
TOTAL CREDITS		**23**	**-------**				

SEMESTER - III

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HRS	ICA	ESE	MAX. MARKS
Core	Project Management	3	45	3	50	50	100
Core	Global Issues & Social Development	3	45	3	50	50	100
Core	Corporate Social Responsibility	3	45	3	50	50	100
Elective	Accounting for Decision Making	2	30	3	50	50	100
Elective	Development Economics	2	30	3	50	50	100
Core	Research Project	6	--	--	50	50	100
Core	Development Practicum - III	6	-	-	50	50	100
Soft Skills	Soft Skills - III	2	30	No theory examination Only Course Completion Requirement			
	Out Bound Training	--	No theory examination Only Course Completion Requirement				
TOTAL CREDITS		**27**	-----				

SEMESTER - IV

NATURE OF COURSE	TITLE OF THE COURSE	CREDITS	LECTURE HOURS	EXAM HOURS	ICA	ESE	MAX. MARKS
Core	Entrepreneurship Development & Management	3	45	3	50	50	100
Core	Environment Management	3	45	3	50	50	100
Core	Community Based Health and Education Management	3	45	3	50	50	100
Elective	Disaster Management	2	30	3	50	50	100
Elective	Organization Development	2	30	3	50	50	100
Core	Development Practicum – IV	6	-	-	50	50	100
Soft Skills	Soft Skills - IV	2	30	No theory examination Only Course Completion Requirement			
TOTAL CREDITS		**21**	**----**				

B: DEVELOPMENT PRACTICUM – CREDIT MATRIX

SEMESTER	TYPE OF DEVELOPMENT PRACTICUM	NATURE OF COURSE	MINIMUM NUMBER OF DAYS	CREDITS
I	Development Practicum	Core Paper	18 Days	6
II	Development Practicum	Core Paper	24 Days	6
II	Summer Placement*	Course Completion	30 Days/ 1 Month	2
III	Development Practicum	Core Paper	24 Days	6
IV	Development Practicum	Core Paper	24 Days	6
TOTAL				**26**

Note: *** No Marks - Requirement for Course Completion**

SWAYAM ONLINE COURSES

As an academic innovation and to encourage online learning, a list of SWAYAM online courses have been identified by the Board of Studies (Management) for the MA-DM programme that MA-DM students could pursue, with effect from Academic Year 2021-23 batch and onwards.

The approved list of SWAYAM online courses for MA-DM programme is given below

Approved list of SWAYAM online courses for MA – DM

S.NO	COURSE NAME	INSTITUTE	DURATION
1	Introduction to NGO Management	IGNOU	12 Weeks
2	Entrepreneurship Development	NITTTR	8 Weeks
3	Finance for Non-Finance	Savitribai Phule Pune University,	12 Weeks
4	Gender Sensitisation: Society, Culture and Change	IGNOU	16 Weeks
5	Human Rights	National Law School of India University	12 Weeks
6	Accounting for Managerial Decisions	IGNOU	16 Weeks
7	Project Analysis	IGNOU	12 Weeks
8	Challenges to Sustainable Development	IGNOU	12 Weeks
9	Sociology of Development	IGNOU	16 Weeks
10	Research Methodology	National Law University	15 Weeks

SEMESTER – I

Semester- I

Paper – 1: INTRODUCTION TO DEVELOPMENT MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Subject Code: MD/20C/101

Objectives:

1. To introduce the students to the various aspects of Development
2. To orient them with different perspectives and History of Development
3. To sensitize them on Developmental Issues and Fields of Development
4. To help them understand the various models of Development

Unit- I: Introduction to Development **(9 Hours)**

a. Meaning & Concept of Difference between Growth & Development – History of Development: Colonialism – Post Colonialism and Development.

b. Perspectives of development

Unit-II: Development Theories **(9 Hours)**

a. Concept of Globalization – Analysis and Critique: Globalization and Development.

b. Classical Theories: Linear Stage Theory (Rostows and Harrod –Domar Growth Model), Structural Change Model (Lewis and Hollis Development Model), International Dependence Revolution (Neocolonial Dependence Model, False Paradigm and Dualistic Development Thesis) and Neoclassical Counterrevolution.

Contemporary Theories: New Growth Theory, Sustainable Development theory, Gender and Development theory, People-centered development practice and Neo-liberalism and Social Capital Theory.

Unit –III: Actors in Development **(9 Hours)**

a. Actors in Development: States – Markets – Institutions: WTO, IMF, World Bank, Asian Development Bank – Civil Society – NGOs.

b. Roles, Limits on Actors in Development – Critique on Institutions from third world perspective

Unit IV: Fields of Development and Developmental Issues **(9 Hours)**

a. Urbanization - Rural Development –Development in Health– Education - Infrastructure and Transport sectors.

b. Developmental Issues: Gender - Indigenous People–Children - Environment – Economic and Social Inequalities – Poverty - Unemployment

Unit V: Models for Development **(9 Hours)**

a.Western Liberal Model - Welfare Model of Development - Socialist/Marxist Model of Development - Democratic-Socialist Model of Development - Gandhian Model of Development - Sustainable Development Model.

Teaching Methodology:

Lecture; Assignments; Discussions based on news items ; Case study; Seminars; Paper; Videos.

COURSE OUTCOME

1. Students can illustrate and inspect the History, context and Definition of Development.
2. Students can relate & analyze Classical & Contemporary Theories of Development
3. Students can examine the roles and limitation of various actors in Development
4. Students Identify and assess the areas of Development
5. Students can construct, compare & contrast Models of Development

Suggested Readings:

1. Yujiro Hayami and Yoshinisa Godo, “Development Economics,” Oxford University Press, New Delhi, 2006.
2. Kumar.N and Mittal.R., “ Economic Development and Planning”, Anmol Publications Pvt.Ltd., New Delhi, 2002.
3. Vidya Bhusan and Sachdeva.D.R ., “ An Introduction to Sociology”, Kitab Mahal, New Delhi- 2008.
4. Shankar Rao. C.N., “Sociology: Principles of Sociology with an Introduction to Social Thought”, C. Chand & Company Limited, New Delhi, 2010.
5. Ruddar Datt and K.P.M. Sundharam, “Indian Economy”, S.Chand & Company Ltd., NewDelhi, 2002.
6. Giri, A Kumar, and Philip Quarles van Ufford, eds. (2003) A Moral Critique of Development: In Search of Global Responsibilities. Routledge. Chapter 1
7. Sen, Amartya K. "Rational Fools: A Critique of the Behavioral Foundations of Economic Theory." Philosophy and Public Affairs6, no. 4 (1977): 317-344
8. Poverty and Un-British Rule in India, Dadabhai naroji, Bharathiyar kala prakashan 2012

Sem I	Course code MD/20C/101	Title of the paper INTRODUCTION TO DEVELOPMENT MANAGEMENT	Hours 45	Credits 3

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	4	5	4	3	2	2	1	3	3	5	3.2
CO2	5	5	4	3	1	1	1	2	4	5	3.1
CO3	5	4	4	3	2	2	2	3	3	5	3.3
CO4	4	4	5	4	4	3	2	4	5	5	4.0
CO5	5	5	4	3	4	2	1	4	5	5	3.8
Overall Mean scores of COs											3.48

Read: The overall score for this course is 3.48 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester- I

Paper – 2: ESTABLISHING DEVELOPMENT ORGANIZATIONS

Credits: 3 **Teaching Hours: 45**

Subject Code: MD/20C/102

Objectives

1. To provide students an understanding of Non-profit & Development organizations.
2. To enable them to understand the basics of establishing an development organisation
3. To help them to acquire the necessary skills relating to forming and managing development organizations
4. To introduce the students to the various legislations applicable to development and NGO sector.
5. To enable them to run development organization in compliance with the statutes of the land.

Unit – I: Concept & Meaning

a. Definition, concept, background, role of development organizations, types of development organizations, need and importance of non-profit organizations in modern world.

b. Historical perspective of NGOs in India.

c. Concept of Civil Society, their role and responsibilities in development, Civil Society Movement in India, types, structure and functions of community based people organizations, their role in promoting development.

Unit - II: Establishment of Organisations

a. Identifying Trust Area, Goal Setting, Vision, Mission, Objectives, Strategies and Activities for the Organization,

b. Operational Area – Framing Constitution – Types of Registration for Legal Status, Procedure for NGO registration,

c. Organization structure and function, Ethical considerations, registration.

Unit - III: Legislation for Legal Status

a.Bombay Public Trusts Act, 1950, Societies Registration Act, 1860, Public Charitable Trust Act, Indian Trusts Act. 1882. Sec 8, Indian Companies Act 2013, Foreign Contribution (Regulation) Act, 2010. Sec 12A, Sec 35 AC and Sec 80G of Income Tax Act 1961. GO31 –

Tamil Nadu Houses & Hostels for Women Act - Right for Information Act, 2005, Right to Education Act, 2009, Disaster Management Act, 2005

Unit - IV: Managing Development Organizations

a. Strengthening Organizations: SWOC Analysis, Recasting Vision, Mission, Objectives and

b. Activities of the Organizations. Restructuring the Structure and Functions of Organizations.

c. Staffing, Training and Team Building, Decision Making, Supervision, Conflict Management, Policy Development and Governance.

d. Basics of Office Administration, Documentation of Activities and Projects.

Unit - V: Sources of Funding & Partnerships

a. Fund Requirements & types of funds (Donors Management, Membership, Donations, Grants)

nderstanding the role of funding agencies – Various Government Agencies and Schemes – UN Agencies, International and national donor Agencies,

c. Other International Organizations, Asian Development Bank, World Bank and CSR, Techniques & sources of fund raising – Sustainability. How to apply for grants.

Teaching Methodology

Lectures, paper presentations, seminars, assignments, case studies, field visits.

COURSE OUTCOME:

1. Students are sensitized to establish development organizations
2. Acquire knowledge on legislations related to development sector
3. Students identify about National and international funding agencies

Suggested Readings:

1. Kotler, Philip et al. Social marketing: Improving the quality of life, SAGE, 2002
2. Connors, Tracy. Ed. Nonprofit organization handbook. Mc Graw Hill, 1980
3. St. Andrews Centre for Continuing Education. Management Guide for nonprofit organizations, St. John‟s Ambulance Association, 1998
4. Padaki, Vijay. Management Development in nonprofit organizations: a programme for the governing board, SAGE, 2005
5. John Easo, Handbook on Management for nonprofit organizations, Mac Milan, 2004

Sem I	Course code MD/20C/102	Title of the paper ESTABLISHING DEVELOPMENT ORGANIZATIONS	Hours 45	Credits 3

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	4	4	4	3	3	4	3	4	3.50
CO2	3	3	3	4	3	4	3	4	3	4	3.40
CO3	3	2	3	4	4	3	3	4	4	4	3.40
Overall Mean scores of COs											3.43

Read: The overall score for this course is 3.43 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester- I

PAPER – 3: HUMAN RESOURCE MANAGEMENT AND LABOUR LEGISLATION

Credit: 3 **Teaching Hours: 45**

Subject Code: MD/20C/103

Objectives:

1. To introduce the students to the different functional areas of HRM & Labour Legislation
2. To impart necessary skills to manage the HR
3. To sensitize the students on the emerging trends in the field of HR in Development Sector.

Unit – 1: INTRODUCTION TO HUMAN RESOURCE MANAGEMENT (9 hours)

a. Concepts of Human Resource Management, Personnel Management, Human Resource Development, Human Capital Management, Strategic Human Resource Management. Difference between Hard HRM and Soft HRM. Objectives of the HRM.

b. Concepts of HR philosophy, HR policy, HR programme, HR practices, HR audit and HR Information Systems. Proficiencies of HR professionals.

c. Professional bodies for HR. Functions of HRM - Acquisition, Development, Motivation and Maintenance.

Unit - II: ACQUISTION OF HUMAN RESOURCES (9 hours)

a. Human resource planning: concept, objectives, process.

b. Job analysis: concept, purpose, methods. Job Analysis Information Hierarchy. Approaches to Job Analysis (Functional Job Analysis and the Position Analysis Questionnaire System). Difference between Job Analysis, Job Specification, Job Description, Job Evaluation. c.Recruitment: Concept and Sources. Difference between Recruitment and Selection. Selection – Concept, Process and Devices (Application Forms, Employment Tests, Interviews, Realistic Job Previews, Background Investigation and Physical Examination). Employee Orientation / Induction /On – boarding.

Unit – III: DEVELOPMENT OF HUMAN RESOURCES (9 hours)

a. Training and development: concept and difference between employee training and management development. The 4-step training process (Training Need Identification, Instructional Design, Training Programme Implementation, Training Evaluation). Formal Employee Training Methods (on the job training and off the job training methods).

Management Development Methods. Training effectiveness: Concept and Methods of evaluating training effectiveness.

b. Career development: concept of career and career development. Career stages. Strategies for Effective Career Development.

c. Performance Management: Concepts of performance, performance appraisal. Difference between Performance and Potential Appraisal. Performance Appraisal Process, Performance Appraisal Methods. Factors that Distort Appraisals.

Unit - IV: LEGISLATIONS RELATED TO INDUSTRIAL RELATIONS (9 hours)

a. The Trade Union Act, 1926

b. The Industrial Dispute Act, 1947

Unit - V: LEGISLATIONS RELATED TO SOCIAL SECURITY (9 hours)

a. The Employee Compensation Act, 1923

b. The Employee State Insurance Act, 1948

c. The Employee Provident Fund and Miscellaneous Provisions Act, 1952 The Payment of Gratuity Act, 1972.

Teaching Methodology:

Lecture, assignments, seminar, group discussion, management games, guest lecture, case study.

COURSE OUTCOME:

On completion of this course students will,

1. Familiarize with various concepts, theories and practices within the field of Human Resource Management.
2. Able to plan and design key human resource functions within development organizations.
3. Demonstrate competence related to the effective management of human resources in development sectors.
4. Learn about labour legislations and also demonstrate how to integrate these laws in general HR practices.

Suggested Readings:

1. N.D.Kapoor, "Hand Book of Industrial law – Sultan Chand & Sons – 2001
2. Taxman's "Labour Laws" Taxman Allied services P Ltd, 2001
3. Aswathappa, K. (2010). Human Resource Management – Text and Cases. Tata McGraw Hill, New Delhi.
4. DeCenzo, David A. and Robbins, Stephen P. (2007). Personnel / Human Resource Management (3e). Prentice – Hall of India, New Delhi.
5. Dessler, Gary and Varkley,B. (2011). Human Resource Management (12e). Pearson, New Delhi.
6. Fisher, Cynthia, D., Schvenfeldt, Lyle.F., & Shaw, James,B. (2008). Human Resource Management (6e). Bizantra, New Delhi.
7. 5.Ivancevich, John.M. (2007). Human Resource Management (10e). Tata McGraw Hill, New Delhi.
8. Rao, V.S.P. (2005). Human Resource Management – Text and Cases (2e). Excel Books, New Delhi.

Sem I	Course code MD/20C/103	Title of the paper HUMAN RESOURCE MANAGEMENT AND LABOUR LEGISLATION	Hours 45	Credits 3

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	3	3	2	3	4	3	3	4	3	3.00
CO2	2	3	4	2	4	4	3	3	3	2	3.00
CO3	2	3	4	2	4	4	3	3	3	2	3.00
CO4	2	3	4	4	3	3	3	4	3	2	3.10
Overall Mean scores of COs											3.02

Read: The overall score for this course is 3.02 (Moderate Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester- I

PAPER - 4: SOCIOLOGY OF DEVELOPMENT

Credits: 2 **Teaching Hours: 30**

Subject Code: MD/20E/104

Objectives:

1. To introduce students to the Fundamentals of Sociology and Sociological Theories
2. To facilitate an understanding of Social Institutions, Social Stratification, Social Control and Social Change.
3. To develop a conceptual understanding of the Sociology of Development
4. To study the nature, extent and significance of Social Movements and Transformations.

Unit-I: Concepts and Theories of Sociology (6 Hours) Fundamental concepts: **(6 hours)**

a. Sociology: Definition, Scope, Nature and Significance

b. Society, Community, Association, Institution, Culture, Socialization, Social Structure and Function, Social System, Social Groups

c. Social Processes: Co-operation, Competition, Conflict, Accommodation, Assimilation

Unit – II: Sociology Institutions **(6 Hours)**

a. Social Institutions: Family and Kinship, Marriage, Work and Economic Institutions, Power and Political Institutions, Religion, Education

b. Social Stratification: Class and Caste

c. Social Control: Values and Norms, Folkways and Mores, Custom, Law and Fashion, Religion and Morality, Agencies of Social Control

d. Social Change: Theories of Social Change, Factors, Culture and Civilization

Unit – III: Theories and Sociology of Development **(6 hours)**

Theories of Sociology

a. Structural: Nadel, Radeliffe Brown, Levi-Strauss

b. Functional: Malinowski, Durkheim, Parsons, Merton

c. Interactionist: Max Weber, Pareto, G.H. Meadm, Blumer

d. Conflict: Karl Marx, Dahrendorf, Coser, Collins

Unit – IV: Conceptual Perspectives on Development: **(6 Hours)**

a. Economic Growth, Human Development, Social Development, Sustainable development

b. Ecological and Social Development and Underdevelopment Theories: Liberal: Max Weber, Gunnar Myrdal, Dependency: Centre-periphery (Frank), Uneven Development (Samir Amin). World System (Wallerstein)

Unit – V: Social Movements and Transformations (Case Studies) **(6 hours)**

a. Social Movements Theories:

- Deprivation Theory Mass
- Society Theory Structural
- Strain Theory Resource
- Mobilization Theory Political
- Process Theory
- Culture Theory

b. Types of Social Movements - Stages in Social Movements - Classical and Contemporary Transnational Social Movements, Civil Rights Movement, Environmental Movement, Anti-globalization Movement, Feminist Movement, Pro-life movement, Labor Movement.

Teaching Methodology:

Lectures; Assignments; News Paper Discussions; Case Studies; Seminars.

COURSE OUTCOME:

1. Students acquire knowledge on basic concepts in Sociology
2. Students develop theoretical knowledge in Sociology
3. Students develop conceptual clarity on sociology of development
4. Students understand development at global context
5. Students learn to initiate grassroots social movements for social transformation

Suggested Readings:

1. Giddens, Anthony, and Karen Birdsall. Sociology. Cambridge [England]: Polity Press, 2001.
2. Parsons, Talcott. Theories of Society. New York: Free Press of Glencoe, 1961.
3. Scott, John, and Gordon Marshall. A Dictionary of Sociology. Oxford: Oxford University Press, 2005.
4. Shankar Rao, C N. Sociology of Indian Society. New Delhi: S Chand, 2006.
5. Vidya Bhushan, and D R Sachdeva. Introduction to Sociology. Patna: Kitab Mahal, 2005.
6. Gordon Marshall, Oxford Dictionary of Sociology, Oxford University Press
7. Renuka Birdi, Sociology of Development, Kanishka Publishers, 1995
8. So, A.Y. Social Change and Development: Modernization, Dependency, and World-System Theories. Sage Library of Social Research, 1990
9. Amartya, K. S. Development as Freedom. New York: Knopf, 1999.
10. John Wiley and Sons, Inc, The Wiley-Blackwell Encyclopedia of Social and Political

Sem I	Course code MD/20E/104	Title of the paper SOCIOLOGY OF DEVELOPMENT	Hours 30	Credits 2

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	4	3	4	2	2	4	2	2	2	5	3.00
CO2	4	5	2	2	3	3	2	3	2	5	3.10
CO3	4	3	3	4	3	4	2	3	3	4	3.30
CO4	5	5	3	2	2	4	2	3	3	5	3.40
CO5	4	3	5	3	2	4	2	2	2	5	3.20
Overall Mean scores of COs											3.20

Read: The overall score for this course is 3.20 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester-I

PAPER - 5: FUNDAMENTALS OF MANAGEMENT

Credits: 2 **Teaching Hours: 30**
Subject Code: MD/20E/105

Objectives:

1. To expose the students to the field of management
2. To enable them to understand the intricacies of managing an organization.
3. To help them to gain knowledge about the functional areas in the management of an organization.
4. To help them to develop the basic skills and techniques required for managing the organizations.

Unit – I: Introduction to Management (6 Hours)

a. Management - concept, meaning, definition, objectives, principles, scope, levels, importance and processes of management;
b. Evolution of management thoughts - the Classical approach, the behavioral approach, the management science approach, integration of three approaches,
c. Areas of management.

Unit – II: Planning (6 Hours)

a. Planning: Concept, meaning, definition principles and need of planning, planning process,
b. Types of planning – strategic planning, project planning and operational planning advantage and limitation of planning, Policy making- general and specific policies in an organization.
c. Basic areas of policy making and goal setting

Unit – III: Organizing and Communication (6 Hours)

a. Concept, meaning, importance of organizing, organizing process, departmentalization, delegation of authority, importance of delegation, types of delegation, problems of delegation, decentralization, centralization and decentralization, forms of organizations.

b. Communication: Concept, definition and objectives, communication process model, channel of communication, barriers to effective communication, categories of communication and managing organizational communication

Unit – IV: Leading and Controlling **(6 Hours)**

a.Leading /directing: concept, definition and importance, influencing process, principles of direction, elements of direction, supervision and functions of supervisor

b.Controlling: Concept, definition and characteristics of control, types of control, requirements of effective control system, behavioral implication of control and controlling techniques

Unit – V: Decision Making **(6 Hours)**

Decision Making: Meaning and definition, decision making process, models and techniques of decision making and implementation-management by objectives-management by exception-management by walking around, problem solving techniques

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars

Course Outcome:

1. Students identify and asses the basic skills and techniques to manage an organization
2. Students are capacitated on the knowledge different areas of management
3. Students can identify the difference between the positive and negative sides of an organization

Suggested Readings:

1. Robert Keritner, "Management", Bitztantra, Delhi, 2008.
2. Nirmal Singh, "Principles of Management", Deep & Deep Publications Pvt.Ltd., Delhi, 2002.
3. Gupta .C.B, "Organization and Management", Sultan Chand & Sons, New Delhi, 1998.
4. Harold Knootz and Cyril O"Donnel, "Management: A systems and contingency analysis of Managerial Functions", McGraw Hill, New Delhi, 1972.
5. Samuel C. Certo and Trevis Certo.S, "Modern Management", Prentice Hall of India Pvt. Ltd., New Delhi, 2007.
6. Cole G.A., "Management: Theory and Practice", ELBS, London, 1986.
7. Partha Sarathy P, „Principles of Management", Vrinda Publications (p) Ltd., Delhi, 2008

Sem I	Course code MD/20E/105	Title of the paper FUNDAMENTALS OF MANAGEMENT	Hours 30	Credits 2

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	2	3	3	3	3	3	4	3	3.00
CO2	2	3	4	4	4	3	4	3	3	3	3.30
CO3	3	3	3	4	3	4	2	3	3	4	3.20
Overall Mean scores of COs											3.16

Read: The overall score for this course is 3.16 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester- I

PAPER - 6: DEVELOPMENT PRACTICUM - I

Credits: 6 **No. of Days: 18 Days**
Subject Code: MD/20C/106

Objectives:

1. To give them an opportunity to the students to make personal observations with respect to the organization and administration of NGOs/ INGOS/ Bilateral and Multilateral Project management in the field.
2. To enable the students to interact with the managers, staff and community / beneficiaries, governmental agencies so as to get a practical exposure to the implementation of projects.
3. To enable them to take part and have a practical experience in the community Development initiatives undertaken by the CBOS/ NGOS/ Government projects.
4. To develop in them the skills essential for the effective Management of Development projects to practically expose them to the unique practices adopted.
5. To prepare them for the future practical learning.

For this purpose the development practicum for the programme with respect to
I Semester will be organized in the following manner.

Nature of Development Practicum:

The faculty contacts 25 mega projects / medium projects / small projects implemented by NGO"S / INGO"S / Government / Cooperative societies / CSR and the students along with a faculty visits the project site and interact with all stake holders.

Methodology:

1. Orientation and Observation visits to projects working in different sectors.
2. Workshops and group project
3. Individual student report submission on the visits made and observations done.
4. Development practicum conferences with the faculty supervisors.
5. Observation visit based presentations & seminars.

Semester- I

PAPER - 7: SOFT SKILLS - I

Credits: 2 **Teaching Hours: 30**

Subject Code: MD/20S/107

Objectives

1. To increase the personality skills of the students
2. To know about the self and becoming aware of the environment

Four days consecutive workshop will be organized by arranging field expert. The workshop could be inside the college or also outside the college campus.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

SEMESTER – II

Semester – II

PAPER – 8: DEVELOPMENT COMMUNICATION & MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Subject Code: MD/20C/201

Objectives:

1. Understand the concept and fundamentals of development communication.
2. To gain insight into various experiments in the context of approaches in development communication.
3. Facilitate a critical understanding of mass media in development field.
4. Develop abilities in using innovative and participatory communication media for development.

Unit I: Introduction to Concept, Models, Theories and Approaches of Communication.

a. Concept of Communication: Scope and Elements of Communication process from Source via Channel to Receiver and back.
b. Models of communication: Lass well, Osgood and Schramm, Gerbner, Shanon and Weaver and David Berlo.
c. Introduction to Communication Theories: Consistency theory, bullet theory, Individual differences theory, Social-culture category theory, Social relationships theory, Mc Luha's Hot and Cool media.
d. Communication approaches: One way-two way, Upward-downward, Horizontal-vertical, Participatory.
e. Interpersonal Communication

Unit II: Concept and Theories of Development Communication:

a. Development Communication- Meaning, need and scope for communication in development,
b. Theories of development communication
c. Use of conscientisation theory in development communication {Saul Alinksy and Paulo Freire)
d. Behaviour Change Communication (BCC)
e. Information, Education and Communication (IEC).
f. Diffusion of Innovations, social marking and participation message marking.
g. Media Ethics

Unit III: Communication skills for development workers:

a. Writing Skills: News release, feature writing, reports, case studies, stories, letters to the editor;
b. Verbal Skill: Presentation Skills and Public speaking;
c. Planning campaigns for development issues; Interfacing with mass media (Film. TV. Press, Radio conferences. interviews) and media advocacy

Unit – IV: Visual and Electronic Media

a. **Visual media Types** - Tables, charts, graphs, posters, still photographs, flip charts, PPTs, bulletin board / flannel graph.
b. **Audio visual, Film clips, Video Films**: Writing script for films - idea, brain storming, research, formatting content treatment, story board, shot break down, production planning budget, planning script writing, filming, using video films in the field.
c. **Electronic media:** Use of Internet in development: uploading & downloading information using search engines, to compile information Open communication forum using web technology, e-bulletins. Blogs and newsletter groups, Mass correspondence/petitions for policy and program advocacy campaigns
d. **Social Media –** YouTube, Facebook, whatsapp and other social media

Unit – V: Performing Arts

a. Street theatre: Script writing (subject, context, story-line, characters, dialogue, language, scenes, climax, outcome (discussion), presentation of play, evaluation and impact assessment, people's participation in street theatre, Preparation and Process-rehearsal, presentation, follow up
b. Folk media: Puppets: Preparing simple puppets, script writing, rehearsal, presentation and follow up.
c. Songs: Social Songs and other traditional song forms.

Teaching Methodology

Lectures, Group Discussion, Field Visits, On-hand practice with audio-visual equipment, Assignments, Presentations.

COURSE OUTCOME:

1. Students get critical understanding ads analyse different types of communication
2. Students identify, assess and acquire skills on communication relevant for development project
3. Students can construct and compare methods in the field of development

Suggested Readings:

1. Andal. N. (1998) Communication Theories and Models. Mumbai: Himalaya Publishing House
2. Fossard Estade (2005) Writing and Producing Radio Drama. Delhi : Sage Publication
3. Jan Rashmi (2003) Communicating Rural Development (Strategy and Alternatives). Jaipur Rawat Publication.
4. Kuppuswamy B. (19761 Communication and Social Development in India. New Delhi: Sterling Publishers.
5. Mekote Srinivas (2"" edition 2003) Communication for Development in the Third World. New Delhi Sage Publication.
6. Menon. Mridula. Gandhi. Ved Prakash (1997) Media and Communications- Vol. I. (New Information Order): New Delhi: Kanishka Publishers /Distributors.
7. Mody Be lb (1991) Designing Messages tor Development Communication, New Delhi: Sage Publication.
8. Nair. K. S. White Shirley (1993) Perspectives on Developmental Communication, New Delhi: Sage Publication.
9. Narub. Uma (2006) Handbook of Communication Models. New Delhi: Atlantic Publishers and Distributors.
10. Narub. Uma (revised edition 1999) Development Communication Theory and Practice New Delhi: Har-Anand Publication Pvt. Ltd.
11. Singhal. Arvind. Rogers. Everett M.: India's Information Revolution. New Delhi: Sage Publication.
12. Jan Servaes, (2008) Communication for Development and Social Change, Sage Publications, New Delhi.
13. While. Shirley A (2™ Ed 2002) The Art of Facilitating Participation batbn New Delhi : Sage Publication

Sem II	Course code MD/20C/201	Title of the paper DEVELOPMENT COMMUNICATION	Hours 45	Credits 3

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	3	3	3	3	3	2	3	3	3	2.80
CO2	3	3	2	3	3	3	2	3	4	4	3.00
CO3	3	3	4	4	4	3	3	3	4	4	3.50
Overall Mean scores of COs											3.1

Read: The overall score for this course is 3.1 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester-II

PAPER – 9: ORGANIZATIONAL BEHAVIOR

Credits: 3 **Teaching Hours: 45**

Subject Code: MD/20C/202

Objectives:

1. To introduce the students to human needs and human behavior.
2. To give them an exposure to living in groups, issues arising out of it and addressing such of those issues.
3. To give them knowledge about leading and motivating people.
4. To give them an exposure to the basics of organization and organizational life.

Unit-I: Introduction to Organization Behavior (9 Hours)

a. Organizational Behavior- Definition, Concept and Meaning. Foundations of organizational behavior: Management and Managers; contributing fields in OB; Challenges and

b. Opportunities in OB. Factors affecting organizational Behavior; Management of NGO's

c. Importance of Psychology & Organizational Behavior.

Unit-II: Foundations of Individual Behavior (9 Hours)

Foundations of Individual Behavior: Personality, Perception, Attitude & Learning. Motivation with special reference to the contributions made by F.W. Taylor, Elton Mayo, Abraham Maslow, Herzberg, McGregor, McClelland, Chris Argyris, & Victor Vroom. Employee Recognition, Employee Involvement, Job redesign

Unit- III: Foundations of Group Behavior (9 Hours)

a. Foundations of Group behavior: Groups and Teams, Group Dynamics, Communication. b.

b. Organizational conflict - Sources, Levels and Types, Traditional & Modern approach, Conflict and Conflict Resolution, Transactional Analysis, Negotiation and Inter-group behavior.

c. Decision making.

Unit-IV: Leadership **(9 Hours)**

a. Leadership: Concept - Trait, Behavioral and Situational Leadership approaches. Fielder's contingency theory, Blake & Mouton's Leadership Grid, Charismatic & Transformational Leadership, Authentic Leadership, Leadership Styles, Emotional Intelligence.

b. Contemporary issues in Leadership; Power and Politics.

Unit-V: Organization Concepts **(9 Hours)**

a.Foundation of key organization concepts; Supervision; Organizational Culture; work force Diversity; Organizational Climate, Organizational change and Development.

b.Industrial Mental Health: Job Satisfaction, Conflict Management, Emotions and Stress Management, Change Management Dysfunctional Behaviour: Abseenteeism, Alcoholism, Fatigue, Monotony, Accidents and Boredom.

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars; Role play; process lab.

COURSE OUTCOME

On completion of this course students will,

1. acquire conceptual understanding of Organizational behavior.
2. able to analyse the work place behavior of individuals in development organization.
3. able to motivate people towards work.
4. demonstrate competency to identify the source of conflicts associated with workplace and to solve problems

Suggested Readings:

1. Mangal.S.K., „General Psychology", Sterling Publishers Pvt.Ltd., New Delhi, 1988.
2. Clifford Morgan, Richard A.King and Nancy A. Robinson, "Introduction to Psychology", McGraw Hill Book Co., New York, 1979.
3. Mishra.B.K., " Psychology: The Study of Human Behavior", PHI Learning Pvt.Ltd., New Delhi, 2008.
4. Dwidedi, R.S "Human Relations and Organizational Behavior," MacMilan India Ltd., Delhi, 1979.
5. Robbins, Stephen P, "Organisational Behaviour", Prentice Hall of India, N. Delhi, 2008
6. Hellriegel, "Organizational Behavior", Thompson Press (Indian Edition), 2007
7. Luthans, Fred, "Organisational Behaviour", McGraw Hill, 2005

Sem II	Course code MD/20C/202	Title of the paper ORGANIZATIONAL BEHAVIOR	Hours 45	Credits 3

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	3	4	2	3	4	2	3	4	3	3.00
CO2	2	3	4	2	3	4	3	3	4	2	3.00
CO3	2	3	4	3	4	4	3	4	4	2	3.30
CO4	2	3	4	3	4	4	3	3	4	2	3.20
Overall Mean scores of COs											3.12

Read: The overall score for this course is 3.12 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester: II

PAPER – 10: RESEARCH METHODOLOGY

Credits: 3 **Teaching Hours: 45**

Subject Code: MD/20C/203

Objectives:

1. To present the importance and applications of research in the field of Development Management.
2. To develop a critical understanding of the research process.
3. To impart skills in data analysis and interpretation.

Unit-I: Overview of Social Research **(6 Hours)**

a. Concept, Scope , Objectives of Social research; Research ethics; Qualitative, Quantitative and Mixed Methodological approaches to research;

b. Research activities in the Development sector - Applications of research knowledge in Development Management, Research activities of leading International, National NGOs and c. Research Funding organizations.

Unit-II: Research Process- Problem Identification, Literature Review, Research Design & Sampling Design (11 Hours)

a. Meaning, Steps: Problem Identification: Considerations and Steps .

b. Literature Search and Review: Importance and Purpose, Sources - Identification of Objectives - Operationalizing Variables: Variable, Types (Independent, Dependent, Extraneous and Intervening variables) and Operationalization.

c. Hypothesis Formulation: Meaning, Importance, Types and Formulation of Hypothesis d. Research Designs: Quantitative - Descriptive, Explorative and Experimental Designs; Qualitative – Case Studies, Narrative Research, Ethnographic, Grounded Theory, Phenomenological; Mixed methodological - Convergent Parallel Mixed Research Design, Explanatory Sequential Mixed Research Design, Exploratory Sequential Mixed Research Design, Transformative Mixed Research Design, Embedded Mixed Research Design and Multi-phase Mixed Research Design.

d.Sample – Meaning & Sampling Designs.

Unit-III: Data Collection and Analysis **(9 Hours)**

a. Data: Meaning and Levels of Measurement - Sources of Data - Tools of Data Collection: Steps in Tool Construction.

b. Data Analysis: Meaning, purpose, types; Statistics: Measures of Central Tendency,

Measures of Dispersion, Correlation, Chi-square test- Computer Package available for data analysis.

Unit-IV: Data Presentation and Interpretation **(9 Hours)**

a. Meaning of Tabular and Diagrammatic presentation of data; Types of Tables and Diagrams; Guidelines for Preparing tables and diagrams.

b. Interpretation of tables and diagram.

Unit-V: Reporting **(10 Hours)**

a. Reporting: Meaning, needs, forums. Different report formats: Research Report – b. Research Proposal – Abstract - Evaluation Report; Referencing - Meaning & Styles.

Teaching Methodology:

Lectures, Presentations, reading material, discussion, field work.

COURSE OUTCOME:

a. Students acquire knowledge in Development Research

b. Student get familiarized with research processes

c. Students acquire knowledge on tool required for data collection

d. Students get ability to do statistical analysis

e. Students learn to do presentation and interpretation of data

f. Students acquire knowledge on report writing and various types of reports

Suggested Readings:

1. Ahuja, R. (2001). Research Methods
2. Rubin. A.A & Babbie. E (2004), Social Research Methods. Thomson and Wordsworth publishing, California.
3. Kothari, C.R. (2004). Research Methodology: Methods and Techniques. Vishva Prakashan, New Delhi.
4. Gupta, S.C. (2005). Fundamentals of Statistics. Himalaya Publishing House, New Delhi.
5. Wilkinson, T.S., & Bhandarkar, P.L. (2000): Methods& techniques in Social Research, Himalaya Publishing House, New Delhi.
6. Goode, W.J., & Hatt, P.K (1985). Methods in Social Research. McGrawhill, New York.
7. Ranjit Kumar (2011), Research Methodology – A Step by-Step Guide for Beginners, SAGE Publication, New Delhi.
8. Punch, K. F. (2005). *Introduction to social research: Quantitative and qualitative approaches* (2nd edition) Thousand Oaks, CA: Sage.
9. Creswell, J. W., & Plano Clark, V. L (2011). *Designing and conducting mixed methods research.* Thousand Oaks, CA: Sage Publications.
10. Kumar, R. (2011), *Research Methodology – A step by step Guide for Beginners, SAGE Publications*, New Delhi.
11. Creswell, W.J, (2014). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications.

Sem II	Course code MD/20C/203	Title of the paper RESEARCH METHODOLOGY	Hours 45	Credits 3

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	4	4	5	2	4	4	3	3	4	3	3.60
CO2	3	3	3	2	4	4	2	3	5	3	3.20
CO3	2	2	4	2	4	3	3	4	4	2	3.00
CO4	2	2	5	2	4	4	3	2	5	2	3.10
CO5	4	4	5	3	3	4	4	3	5	3	3.80
CO6	3	3	5	3	4	4	2	3	5	3	3.70
Overall Mean scores of COs											3.40

Read: The overall score for this course is 3.40 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester - II

PAPER - 11: HUMAN RIGHTS AND GENDER ISSUES

Credits: 2 **Teaching Hours: 30**

Subject Code: MD/20E/204

Objectives:

1. To conscientise the students on the issues concerning the rights of citizens.
2. To sensitize the students on the issues related to children, women and Transgender.
3. To enable them to understand the need and importance of Human Rights and the laws related to it.
4. To help them to gain knowledge on various organizations working for Human Rights.

Unit – I: Introduction to Human Rights (6 Hours)

a.Human Rights: Introduction, Definition, Historical Background, The UN and its Charter, International Bill of Human Rights.

b.Indian Perspectives on Human Rights and Human Duties, Individual and Human Rights,

c.State Responsibility in International Law.

Unit – II: Organization and Laws related to Human Rights (6 Hours)

a.Human Rights Organization, Structure and functions, Role of UN and its specialized agencies for the Protection of Human Rights, UN commission and Human Rights, Human Rights and Indian Constitution.

b.Role and Importance of Human Rights Commission, Marginalized Groups and their Human Rights: Women, Children and Transgender.

Unit – III: Women (6 Hours)

a.Women: Concept, Definition, Women and Development, Gender in Development-meaning, strategic and practical need, employment and maternity benefits.

b.Gender analysis, Feminism and Women's movements, Violence and Crime against Women – Sexual Harassment at work places, Rape, Dowry Death.

Unit – IV: Children (6 Hours)

a.Children: Definition, Demographic profile of children in India, Status of children in India and Tamil Nadu. Female child in India. Gender differences in child rearing and socialization, Differences between male and female children in enrollment and educational achievement, National Policy on children.

b.Violation of Rights against Children – Human Rights and Female Foeticide, Abuses of Children, Child Trafficking, Child Labour, Street Children, Bonded Labour, Child Rights, State and Central Government programmes for children.

c. UN Charter for Child Rights, laws relating to Children and Child Advocacy

Unit V: Gender Issues (6 Hours)

a.Gender – Concept, Gender Roles and types, Influencing Factors, Gender Needs, Gender Equality, Gender in Social Relations, Institutions and Organisations, Planning and Budgeting.

b.Gender Issues in Poverty, Education, Health and Politics. Gendered Representation – Commodification and Beauty Industry.

c.Transgender – Conceptual understanding of the term Transgender, Evolution of Transgender, Physiological, Psychological and Socio-economic problems faced by Transgender.

Teaching Methodology:

Lecture, Assignments, Discussions, Case Study, Seminars.

COURSE OUTCOME:

1. Students will be able to examine Human Rights, History of Human Rights and Perspectives on Human Rights in Indian Context
2. Students will be equipped to Inspect roles of National & International Human Rights Organization
3. Students will be able to identify types of Gender. Compare & Contrast Gender theories
4. Students will be equipped to assess Human Rights Violations and Child Rights
5. Students will be able to identify and examine Gender Issues

Suggested Readings:

1. NIPCCD (2002), The Child in India- A Statistical Profile, NIPCCD, New Delhi.
2. UNICEF (1994), The Child and Law, UNICEF, New Delhi.
3. Hamiltonn R (1992), The Liberation of Women in India, Report of the National Commission, Allied Publishers, New Delhi.
4. LWF (1990), Women‟s Human Rights, Lutheran World Foundation, Geneva.
5. Devendar, Kiran (1985), Status and Position of Women in India, Shakthi Books, New Delhi.
6. Anjali Gandhi (1996), School Social Work, Commonwealth Publishers, New Delhi.
7. Harsh Mander & Vidya Rao (1996), An agenda for caring: Interventions for marginalized groups, VHAI, New Delhi.
8. Tripathy S.N. (Ed) (1996), Child Labor in India, Discovery Publishing house, New Delhi.

Sem II	Course code MD/20E/204	Title of the paper HUMAN RIGHTS AND GENDER ISSUES	Hours 30	Credits 2

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	4	3	5	4	2	3	1	5	4	4	3.5
CO2	4	2	5	4	4	2	1	4	4	5	3.5
CO3	4	5	5	4	3	2	1	5	4	5	3.8
CO4	3	3	5	5	4	1	1	5	4	5	3.6
CO5	3	4	5	4	3	1	1	5	5	5	3.6
Overall Mean scores of COs											3.6

Read: The overall score for this course is 3.6 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester –II

PAPER – 12: PRAGMATIC MODELS OF DEVELOPMENT

Credits: 2 **Teaching Hours: 30**

Subject Code: MD/20**E/205**

Objectives:

1. To understand need of initiating development programmes in rural and urban areas.
2. To explore the theoretical and methodological approaches to rural development.
3. To provide knowledge of the various programmes and strategies towards community development.
4. To understand the role and contribution of development management professional in the development process.

Unit – I: Introduction to Development Practice **(6 Hours)**

a.Concept, Meaning and Objectives of Development, Related Concepts - Target Oriented Development, Area Specific Development, Integrated Development, Sustainable Development and Social Development.

b.Application of Management Functions in Development.

c.Role of Development Managers in rural and urban community development.

Unit – II: Rural Development (6 Hours)

a.Pioneering community development initiatives: Delhi and Hyderabad Urban Community development projects. Sriniketan, Marthandom, Etawah and Nilokheri pilot rural development projects.

b.Community Development: definition, concept, principles, objectives, programme and history. Rural Development: Definition, Concept, Principles and Objectives.

c.Major Rural Development Programmes – IRDP, NREP, RLEGP, MGNREGS and PMGSY - Water and Sanitation Programmes - Rural Infrastructure Schemes - National Rural Livelihood Mission and National Health Mission, Niti Aayog and Welfare and Development programmes.

Unit – III: Urban Development **(6 Hours)**

a.Concept and meaning of Urban Development, Urban Development Programmes: Jawaharlal Nehru Urban Renewal Mission and Tamil Nadu Urban Development Project.

Unit-IV: Tribal Development **(6 Hours)**

a.Concept and meaning of Tribal Development. Tribal Development Programs: Van Bandhu Kalyan Yojana, Tribal co-operative Marketing Development Federation of India (TRIFED), NSAP and PMAY-G.

Unit – V: Local Self-Government **(6 Hours)**

a.Rural Governance: Panchayati Raj, Structure and functions of District Rural Development Agency and Block Development Office.

b.Urban Governance: Urban Local Bodies: Municipalities, Chennai Metropolitan Development Agency and Tamil Nadu Slum Clearance Board.

c.Roles and responsibilities of Management professional bodies, Skills essential for a manager, Roles and responsibilities of a professional manager

Teaching Methodology:

Class discussion, Group assignments, Field visits, Case studies.

COURSE OUTCOME:

1. Students are sensitized and capacitated on and various development programs
2. Students can construct ,compare and contrast different models of development and relate with present models in development sector
3. Students can relate and analyze understand local governance

Suggested Readings:

1. UNDP- Human Development Reports 2000 onwards World Bank- World Development Report since 2000 Oxford Press, Chennai.
2. IFAD, IARF, MYRADA (Eds., Pub), 2001. Enhancing Ownership and Sustainability: A Resource Book on Participation.
3. Bhattacharya, B (1979) Urban Development in India, Shree Publishing, New Delhi.
4. Bidyut Mohanty (1993)Urbanization in Developing countries, ISS and Concept, New Delhi.
5. Clinard, Marshall B (1972), Slums and Urban Community Development, The Free Press, New York.
6. Desai & Pillai (1972) Slums and Urbanization, Popular, Bombay.
7. Mike Davis, (2006), Planet of Slums, Verso, London and New York.
8. Robert Neuwirth, (2005), Shadow Cities: A Billion Squatters; a new Urban World, Routledge, New York and London.
9. G.N. Kaaaley (2005),” Integrated Approach to Development Policies, Programmes and Strategies,” Concept Publishing Company, New Delhi.
10. Venkata Reddy, “Rural Development in India,” Himalaya Publishing House,

Sem II	Course code MD/20E/205	Title of the paper PRAGMATIC MODELS OF DEVELOPMENT	Hours 30	Credits 2

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	3	3	3	3	2	3	3	4	3.00
CO2	3	4	3	3	4	3	3	3	4	4	3.40
CO3	3	2	3	4	4	3	2	3	4	4	3.20
	Overall Mean scores of COs										3.2

Read: The overall score for this course is 3.20 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester - II

PAPER - 13: DEVELOPMENT PRACTICUM – II

Credits: 6 **No. of Days: 24 Days**
Subject Code: MD/20C/206
Objectives:

1. To give the student trainees to have a first-hand information on planning then in various projects with respect to the organization and administration of the placement agency in particular.

2. To enable the students to interact with the project managers, staff and community / beneficiaries, governmental agencies so as to get a practical exposure to the working of the organization

3. To enable them to take part and have a practical experience and hands on experience in the community development initiatives undertaken by the organization.

4. To help them to identify and develop the skills essential for the effective management of organization.

5. To give them an opportunity to apply the theoretical knowledge in field situation

6. and analyze the field realities.

For this purpose the development practicum for the programme with respect to II Semester will be organized in the following manner.

Nature of Development Practicum: Concurrent Practicum

Methodology:

1. Group placement in different organizations on rotational basis so as to enable them to learn about the functioning, programmes, projects and policies of the different organizations.
2. Individual report submission on the basis of the practical exposure.
3. Development Practicum conferences with the faculty supervisors.
4. Group presentations & seminars for every agency placement completed.

Semester: II

PAPER -14: SOFT SKILLS - II

Credits: 2 **Teaching Hours: 30**

Subject Code: MD/20S/207

Objectives

1. To introduce the skills required for Professional Development Managers
2. To enhance the capacity of the students to reflect the social skills and life coping skills for professional competency
3. To provide opportunity for students to hone their interpersonal skills and capacities.
4. To develop the capacities of the students for effective communication for development profession.

Students participate in five days workshop to improve their project planning skills by interaction and equip the students with knowledge and leadership skills.

Methodology: Activity based learning with the help of external consultants specialized in the specific subject areas.

Semester: II

PAPER - 15: SUMMER PLACEMENT (Internship)

Credits: 2 **Period of Placement: 30 Days**

Subject Code: MD/20R/208

(Continuously During Summer Vacation)

Objectives:

1. To give the student trainees to make use of their summer vacation by getting placed in a development organization and to benefit through practical exposure.
2. To prepare them for the next academic year field training.
3. To give them an opportunity of additional learning about the field and development sector

For this purpose the development practicum for the programme with respect to IV Semester will be organized in the following manner.

NATURE OF DEVELOPMENT PRACTICUM: Summer Placement.

Methodology:

1. It will be unsupervised placement training.
2. A compulsory requirement for course completion.
3. The student trainees will be given broad guideline for their interaction with the agency and learning.
4. Depending on the students‟ interest and possibilities Individual / group placement in a local / out station organization will be permitted.
5. After the completion of the summer placement training students are expected to submit summer placement completion certificate and a consolidated report of their activities and learning during the period of placement.
6. On reopening of the college (in the beginning of the next academic year) students will have to make a presentation of their experiences and learning to the class and thereby information / experience sharing will be facilitated.

SEMESTER – III

Semester-III

PAPER - 16: PROJECT MANAGEMENT

Credits: 3 **Teaching Hours: 45**

Subject Code: MD/20C/301

Objectives:

1. To introduce the students to the importance of Project planning and management
2. To introduce the students to the methods and techniques of project planning and management.
3. To enable them to understand the importance of project management in development management.

Unit - I: Overview of Project **(7 Hours)**

a. Project: Concept, meaning, objectives, characteristics, types, difference between project and programme.

b. Project Life Cycle – Generation of project idea - Need of scientific approach to project planning and management.

c. Problems and difficulties in evolving innovative and viable projects and participatory approach to project planning.

Unit - II: Need Assessment **(11 Hours)**

a. Conventional Tools and Techniques: Household Survey - Observation – Interviews - Focus Group Discussions - Interview Schedule and Questionnaires – Survey - Review of projects progress reports and evaluation reports, their advantages and limitations.

b. PRA Techniques: Concept, meaning and definition of PRA and PLA - PRA Techniques: Social Mapping, Resource Mapping, Venn Diagram, Trend Analysis, Seasonal Analysis, Time Line, Wealth Ranking - advantages and limitations.

c. Problem Tree and objectives – Tree Analysis: Analysis of strategies - Gender analysis, Stakeholder analysis - Livelihood analysis - Generation of project ideas - Project Rating Index - Elimination of nonviable project ideas and selection of viable project idea.

Unit - III: Project Appraisal **(7 Hours)**

a. Project Appraisal – Concept – Process – Appraisal Techniques – Technical appraisal, Marketing appraisal, Environmental appraisal, Management appraisal and Financial appraisal – Social - Cost Benefit analysis – Analysis of risk.

Unit - IV: Project Formulation and Implementation **(11 Hours)**

a. Formulation: Problem analysis, forecasting, goal, objectives, assumptions and activities, indicators, budgeting and proposal writing – Concept of LFA.

b. Implementation: Networking Techniques - Development of project network, Scheduling – PERTand CPM - Action plan - Tabular form and Bar chart – Project review and control.

Unit - V: Monitoring and Evaluation **(9 Hours)**

a.Monitoring: Concept of monitoring, Need, Indicators of monitoring – Process and Outcome monitoring - Monitoring System – Project Management Information - Steps in monitoring and Levels of monitoring.

b.Evaluation: Concept, Needs and Types of evaluation - Focus of evaluation - Evaluation design: Steps in evaluation, Tools and Techniques of evaluation and Drafting evaluation report.

Teaching Methodology:

Lecture, Discussion, Case Studies, Seminars, Presentations.

COURSE OUTCOME:

1. Students identify and assess the need and importance of project planning in development sector
2. Students are capacitated knowledge on different methods of project planning
3. Students can relate and analyze to implement a project and appraise a project

Suggested Readings:

1. Prasanna Chandra, projects: Planning, Analysis, Selection, Implementation & Review, Tata Mcgraw Hill, 2004.
2. Clark J.C., T.J.Hindelang and R.E.Pritchard, Capital Budgeting: Planning and Control of Capital Expenditures, Prentice Hall, 2000.
3. Little I.M.D. and S.A. Mirrlees, Project Appraisal and Planning for Developing Countries, eimann, London, 2000
4. P.C.K Rao, Project Management, Sultan Chand & Sons, New Delhi, 2003.
5. Marghin E. and A.K.Sen, Guidelines for Project Evaluation, UNIDO, New York.
6. Bhavesh M.Patel, Project Management, Vikas Publishing House, New Delhi, 2002.

Sem III	Course code MD/20C/301	Title of the paper PROJECT MANAGEMENT	Hours 45	Credits 3

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	4	3	3	3	4	3	3	4	3.30
CO2	3	2	3	3	3	4	4	4	3	3	3.10
CO3	3	3	4	3	4	3	3	3	4	4	3.40
	Overall Mean scores of COs										3.26

Read: The overall score for this course is 3.26 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester-III

PAPER – 17: GLOBAL ISSUES AND SOCIAL DEVELOPMENT

Credits: 3 **Teaching Hours: 45**
Subject Code: MD/20C/302
Objectives:

1. To introduce students to major global issues and social problems
2. To facilitate students to identify perspectives and contexts with regard to global issues.
3. To enable students to analyze and plan basic programs and strategies for social development.
4. To prepare students to work globally in the field of poverty, conflicts, and pandemics with a special emphasis on current events.

Unit – I: Global Issues: Introduction, Perspectives, Context **(9 Hours)**

a.Global Issues: Introduction, Perspectives: Global Perspective, Human Rights Perspective, Ecological Perspective, Social Development Perspective, Integrated Perspective

b.Contexts: Global Social Problems Context, Organizational Context, Ideological Context, Emerging Policy Context.

Unit – II: Theories of Social Development and Globalization **(9 Hours)**

Social Development Theory, World Systems Theory, Modernity, Postmodernity, Globalization, Transnationlism, Network Society, Theories of Global Culture.

Unit – III: Social Development: Programs and Strategies **(9 Hours)**

a.Social Development: Programs and Strategies: Empowerment, Capacity building Self – help and Self – Reliance Enhancing Social Integration or Social Cohesion, Income Generation, Community Development.

Unit – IV: The Fields of Poverty, Conflict, Displacement and Pandemics: Background and Issues, Programs and Strategies (9 hours)

a. The Field of Poverty: Background and Issues: Global Poverty: Dimensions, Trends, Facets Globalization of Poverty Programs and Strategies: Poverty Alleviation Programs and Strategies.

b. The Field of Conflict and Post-conflict Reconstruction Background and Issues: The Extent

and Nature of Modern Conflict

c. The Role of the United Nations and the Global Civil Society The Post-conflict Response, Situation and Reconstruction Agenda Programs and Strategies: Securing and Maintaining Peace and Promoting Reconciliation Social, Psychosocial and Recreational Programs Family Reunion, Repatriation and Integration Programs

The Field of Pandemics:

a. Background and IssuesNature and Extent of Pandemics

b. The Role of World Health Organization and National Governments Programs and Strategies: Treatment, Prevention and Eradication Precautionary measures and International Cooperation.

Unit – V: Case Studies **(9 hours)**

ontemporary Global Issues, Migration, International Terrorism and its impact, Impacts of Global Warming, Proliferation of Nuclear Weapons, Population Explosion and Scarcity of Energy, Water and Natural Resources.

Teaching Methodology*:*

Lecture, Assignments, Seminar, Group Discussion, Guest Lecture, Case study.

COURSE OUTCOME

1. Students are develop skills on assessing major global issues
2. Students get sensitized to address social/ development issues
3. Students gain global perspective on emerging development issues

Suggested Readings*:*

1. Snarr, Michael T, and Neil Snarr. *Introducing Global Issues*. Boulder, Colo.: Lynne Rienner Publishers, 2005.
2. Sampedro, Ricardo, and Susan Hillyard. *Global Issues*. Oxford: Oxford University Press, 2004.
3. David Cox, Manohar Pawar, *International Social Work: Issues, Strategies and Programs*, Sage Publication. 2006.
4. Gore, M. S. *Social Development.* Jaipur: Rawat Publications, 2003. Print.
5. Wainryb, Cecilia, Judith G Smetana, and Elliot Turiel. *Social Development, Social Inequalities, and Social Justice*. New York: Lawrence Erlbaum Associates, 2008.
6. Bellamy, Alex J, Paul Williams, and Stuart Griffin. *Understanding Peacekeeping*. Cambridge, UK: Polity Press, 2004.
7. Doherty, P. C. *Pandemics*. Oxford: Oxford University Press, 2013.

Sem III	Course code MD/20C/302	Title of the paper GLOBAL ISSUES AND SOCIAL DEVELOPMENT	Hours 45	Credits 3

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	4	3	4	4	4	3	3	4	4	3	3.60
CO2	3	3	4	4	4	3	3	4	4	4	3.60
CO3	3	4	3	3	4	4	3	4	3	4	3.10
Overall Mean scores of COs											3.43

Read: The overall score for this course is 3.43 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester- III

PAPER - 18: CORPORATE SOCIAL RESPONSIBILITY

Credits: 3 **Teaching Hours: 45**

Subject Code: MD/20C/303

Objectives:

1. To acquaint the students with concepts of Corporate Governance and Corporate Social Responsibility.
2. To assist the students to understand the role of Business Ethics and Corporate Social Responsibility in Development.
3. To familiarize thestudents with the emerging CSR models.
4. To equip the students with skills needed for CSR personnel.

Unit-I: Social Responsibility and Ethics **(9 Hours)**

a. Social Responsibility: Meaning, Definition and Perspectives. Ethical dimension of Management.

b. Business Ethics: Definition, Need, Scope, Theory, Models &Ethical Dilemmas.

c. Changing Concept of Social Responsibility: Andrew Carnegie and Gospel of wealth, Milton Friedman's Argument, Enlightened self-interest, Corporate Responsiveness, Corporate Social Performance. Arguments for and against social involvement of businesses.

Corporate Governance – Definition, Need, Theories and Models, Composition of the Board for Corporate Governance and related policies.

Unit-II: Introduction to Corporate Social Responsibility **(9 Hours)**

a. Corporate Social Responsibility: Definition, Concepts, Need, Scope and Models. Concentration areas of CSR. Triple Bottom Approach and Sustainable Development.

b. Corporate Social Responsibility in India: History, Role of Globalization and International Community like EU in promoting CSR. Government of India guidelines for CSR, Role and Responsibilities of Government in promoting CSR.

Unit-III: Tools of Corporate Social Responsibility **(9 Hours)**

MDGs and CSR, Global Compact, GRI, Human Rights, SA 8000, AA 1000, Fair Trade, ISO 26000.

Unit –IV: Partnership and Networking (9 hours)

a. Concept & Role of Partnerships: Techniques & Value and Benefits of developing and maintaining partnerships.

b. Emerging trends and models in India: Corporate Community Participation, Private Public Partnership& making best use of Corporate Social Responsibility.

c. Government Partnerships: Cataloguing Schemes and Programs of Ministries/ FOs/AID Agencies etc.

d. Techniques: Networking, Lobbying, Advocacy, Transparency, Accountability and Reporting.

Unit-V: Corporate Social Responsibility Initiatives (9 Hours)

a.National and International CSR activities. (Discussion of Case studies and seminar presentation).

b.CSR Initiative: Unilever India, ITC, ORCHID Chemicals, Vestas Pvt.Ltd, TVS-Srinivasan Services Trust, Pepsico, Nokia, Starbucks, Toyota, Nestle.

Teaching Methodology:

Lectures, handouts, group discussions, seminar presentations, case studies, field visits.

COURSE OUTCOME

On completion of this course students will,

1. gainconceptual and theoretical knowledge of Corporate Social Responsibility.
2. get insight into the role of Corporate Social Responsibility inthe field of sustainable development.
3. demonstrate knowledge on different CSR tools and its applicability.
4. learn the rules and lawsrelated to CSR and also to integrate the knowledge in to practice .
5. able to critically analyze CSR projects through a multi-stakeholder perspective and to develop innovative CSR projects.

Suggested Readings:

1. Shrivastava; Shankar Venkateswaran,(2000) " Business of Social Responsibility: the why , what and how of corporate social responsibility in India" Harsh Books for Change.
2. Baxi, C.V; AjitPras, (2005), Corporate Social Responsibility: Concepts and Cases" Excel Books.
3. Jatana, Renu ;Crowther, Dav (2007) Corporate Social Responsibility: Theory and Practice with Case Studies. Deep and Deep Publications.
4. Werther, William, B; Chanler, Dav, (2006) Strategic Corporate Social Responsibility: Stakeholder in a Global Environment. Sage Publications
5. Sahni, S.K (2006), Business Ethics and Corporate Social Responsibility, Foundation for Peace and Sustainable Development.
6. Mitra ,Meera (2007) Its Only Business: Indias Corporate Social Responsiveness in a Globalized World, Oxford University Press.
7. Agarwal, Sanjay.K (2008) Corporate Social Responsibility in India, Sage Publications.

Sem III	Course code MD/20C/303	Title of the paper CORPORATE SOCIAL RESPONSIBILITY	Hours 45	Credits 3

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	3	5	3	4	3	3	3	4	3	3.30
CO2	4	3	4	3	3	3	3	4	4	2	3.30
CO3	2	2	4	3	3	4	3	3	4	2	3.00
CO4	2	3	4	3	4	4	3	3	4	2	3.20
CO5	3	2	4	3	4	4	3	3	4	3	3.30
Overall Mean scores of COs											3.22

Read: The overall score for this course is 3. 22(High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Journal Articles:

1) Pitabas Pradhan; Parida, Subhas C; Ratch, BabaniP(2005) Corporate Social Responsibility in the Globalized Business Environment: Community relations at NALCO, April 2006.
2) Porter, Micharel E; Kramer, Mark R, Strategy & Society: the link between competitive advantage and Corporate Social Responsibility, Harvard Business Review, Dec.2006.
3) MirtynjayAthreya, Corporate Social Responsibility for Inclusive Growth, Jan 2009.
4) Anita, Joseph, V, Successful Examples of Corporate Social Responsibility, Jan 2009.

Semester – III

PAPER - 19: ACCOUNTING FOR DECISION MAKING

Credits: 2 **Teaching Hours: 30**

Subject Code: MD/20E/304

Objectives:

1. To introduce a macro perspective to Financial Management in the Non- Government Organizations with a holistic approach.
2. To study Financial Planning, Project or Programme budgeting as an integral part of Programme and monitoring systems for NGO‟s.
3. To learn about appropriate accounting, reporting and monitoring systems for NGOs
4. To learn about the intricacies of ***Project Financial Management.***
5. To learn about the role of Governance in FM aspects of the NGOs and formulation and implementation of financial policies for NGOs.

Unit-I: Financial Management, Planning and Budgeting Systems **(6 Hours)**

a.Organizational management (Vision, Mission, Governance and Management); Financial Management as an integral part of organizational management; FM as a tool for Governance, management, accountability and credibility; Stakeholders and Accountability dimensions in NGOs.

Unit-II: Planning and Budgeting Systems **(6 Hours)**

a.Strategic planning and Organizational budgeting; short term planning and annual budgeting; Organizational Vs Programme or Project Planning and budgeting; Cost control, cost reduction and cost effectiveness in NGOs.

Unit-III: Accounting, Financial Reporting and Monitoring Systems. **(6 Hours)**

a.Accounting systems, Fund Accounting, Computerization; Internal reporting including MIS,
b.External reporting to Government and funding agencies; Financial Monitoring, Activity oriented financial reporting, Tracking fund utilization for realization of goals and objectives of the NGOs;
c.Issues in Financial Monitoring including diversion, clandestine funds, prevention of money laundering.

Unit-IV: Financial Management, Planning and Budgeting Systems **(6 Hours)**

a. Proposal: Execution of contracts or agreements;

b. Accounting for projects and programmes;

c.Reporting to donors and donor agencies.

Unit-V: Role of Governance in Financial Management and Financial Policy Formulation and Implementation. (6 Hours)

a.Governing structures, Roles and functions of Governance in Financial Management; Board Committees, Audit and Advisory Committees, Independent Reviews; Financial Policy formulation and implementation process;

ssessing and improving Governance Role for Financial Management.

Teaching Methodology:

Power point presentations, Reading of Resource Materials, Quiz, Case Studies, Project Work,

COURSE OUTCOME:

1. Students learn about the importance of financial management, governance and accountability in development organization
2. Students acquire knowledge on Financial Management, Planning & Budgeting
3. Students learns skills on Accounting, Financial Reporting and Monitoring systems
4. Students acquire knowledge on financial policy formulation and implementation

Suggested Readings:

1. John Zietlow, Jo Ann Hankin, Alien G , Seidner, (2007) Financial Management for Non-Profit Organizations.
2. Kandasami, (1998) Governance and Financial Management in the Non-Profit Sector Organizations.

Web Resources:

http://managementhelp.org/ finance/npfnce.htm (Carter McNammara , Basic Guide to Non-Profit Financial Management.

Sem III	Course code MD/20E/304	Title of the paper ACCOUNTING FOR DECISION MAKING	Hours 30	Credits 2

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	4	4	4	3	3	4	5	2	4	4	3.70
CO2	3	3	5	3	5	4	5	3	5	3	3.90
CO3	3	3	5	2	4	4	5	3	5	2	3.60
CO4	3	3	5	2	4	4	5	3	5	2	3.60
Overall Mean scores of COs											3.70

Read: The overall score for this course is 3.70 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester – III

PAPER – 20: DEVELOPMENT ECONOMICS

Credits: 2 **Hours: 30**

Subject Code: MD/20E/305

Objectives:

1. To introduce the students to the various aspects of economics and economic development
2. To orient them to the different political systems that influences the economy and economic development
3. To sensitize them on Indian economy and the policies of Indian government on economic development
4. To help them to understand the role of NGO'S and other institutions in economic development

Unit: I: Economic Systems **(6 Hours)**

a. Concept of economic system: importance of work and occupation in modern society : main forms of economy – capitalism, communism and socialism – characteristics, advantages and disadvantages.

b. Division of labor as socio economic system: occupational groups' corporate business organizations globalization & liberalization and their impact on the world order.

c. Economic development: concept – major factors in the development of an economy – developed and under developed economy – theoretical framework for economic development

Unit: II Human Development **(6 Hours)**

a. Human development, millennium development goals, targets of MDG, Human development

b. Human development index. Micro Economics and its scope. Wants & scarcity, Functions of Economic system.

Unit :III: **Present scenario in Economic development:** **(6 Hours)**

a.Indian economy: basic features of Indian economy – economic institutions: Jajmani system, cooperatives, banks, self help groups (SHGs) Micro- credit. Resource based association-water based.

Unit: IV Perspectives on developing economics **(6 Hours)**

a. Perspectives on developing economics: population growth & natural resources- capital accumulation & development – technological progress and development – environmental problems and development.

b. Inclusive growth & development: sustainable development

Unit: V Globalization, liberalization and its impact in India **(6 Hours)**

a. India as a developing economy: Market economy – globalization, liberalization and its consequences .

b. Income distribution and poverty – employment – issues and problems

Teaching Methodology:

Lecture, Assignments, Discussions based on the news, Case studies, Seminars.

COURSE OUTCOME:

1. Students will be able to Examine Economic system, Types and Division of Labor
2. Students will be able to construct Index & Dimensions based on HDI Development Index
3. Students will be able to Investigate & prioritize activities under Economic development of India
4. Students will be equipped to Identify factors and Perspective in Economic Development
5. Student will be able to asses and predict the impact & patterns of Globalization & Liberalization upon Indian Economy

Suggested readings:

1. Yujiro hayami and Yoshinisa Godo "Development Economics" Oxford university press, NewDelhi,2006
2. Kumar.N and Mittal .R "Economic Development and planning" Anmol publications Pvt Ltd NewDelhi,2002
3. Vidya Bhusan and Sachdeva D.R "An introduction to Sociology" Kitab Mahal, New Delhi – 2008
4. Ghatak , Subrata : Introduction to Development Economics
5. Misra & Puri : Economics of Development & Planning(Theory and Practice)
6. India Development and Participation, Amrtya Sen & Jean Deze, Oxford University Press 2002
7. Orientalism ,Edward Said, Pantheon Books 1978

Sem III	Course code MD/20E/305	Title of the paper DEVELOPMENT ECONOMICS	Hours 30	Credits 2

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	5	4	4	3	2	1	1	4	5	5	3.4
CO2	5	4	5	3	3	1	1	3	5	5	3.5
CO3	4	4	4	4	3	1	1	4	4	4	3.3
CO4	5	4	4	2	2	1	1	1	4	5	2.9
CO5	5	5	5	4	3	1	1	3	3	5	3.5
Overall Mean scores of COs											3.32

Read: The overall score for this course is 3.70 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester - III

PAPER - 21: RESEARCH PROJECT

Credits: 6

Subject Code: MD/20**C/306**

Objectives

1. To make the students to do a research project based on empirical evidences with the research methods.
2. To expose the students the need of exploring, describing, and analyzing the data needed for conceiving a feasible and sustainable development projects.
3. To increase the capacity of research and documentation skills required for future project management

Methodology

Each student gets a research guide. The students choose a topic for research which has potential empirical evidences. Students should do sampling and conduct survey or collect data and submit a Project Report to the department. The thesis of the students is evaluated by an External Viva Voce Examination. Students are expected to choose a topic which he or she is interested and for which the students are going to commit themselves.

Semester - III

PAPER - 22: DEVELOPMENT PRACTICUM – III

Subject Code: MD/20**C/307**
Objectives

1. To give the student trainees to have a experience in planning and implementation of field based activities in consultation with the placement agency in particular.
2. To enable the students to interact with various stakeholders so that they can understand the project management and organisation management aspects in the organisations.
3. To help them to identify and develop the skills essential for the efficient development professionals.
4. To give them an opportunity to apply the theoretical knowledge in field situations and analyze the field realities.

For this purpose the development practicum for the programme with respect to III Semester will be organized in the following manner.

Nature of Development Practicum: Internship

Methodology:

1. Individual student Placement in an Organization which has bilateral/multilateral projects on the basis of their Core or Elective subject so as to get hands on training on:

   a) General Management of the organization.
   b) Office administration,
   c) Project planning & implementation.
   d) Community interventions & beneficiary coordination.

2. Individual student report submission based on the visits made and observations done.
3. Practicum Conferences with the Faculty Supervisors.
4. Presentation by the trainees.

Semester - III

PAPER - 23: SOFT SKILLS - III

Credits: 2 **Teaching Hours: 30**
Subject Code: MD/20S/308

Objectives

1. To develop skills in developing Resume / CV for campus placement of the students.
2. To improve their knowledge and skills in facing interviews, group discussions etc.

Five days work shop will be organized to the students to enable their knowledge and skills in developing resume / CV and facing interviews. Field experts will be arranged for the workshop.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

Semester - III

PAPER - 24: OUT BOUND TRAINING

Credits: NIL **Duration: 4-5 Days.**
Subject Code: MD/20R/309

A Requirement for Course Completion

An Out Bound Training program takes place for five days. The students themselves plan on the topics and decide on the OBT in a development organisations of national or international repute. This programme augments the knowledge on development management skill and also enables the students to interact with different stakeholders. It also exposes the students to various scopes of development work that exists in the field.

SEMESTER – IV

Semester-IV

PAPER - 25: ENTREPRENEURSHIP DEVELOPMENT & MANAGEMENT

Credits: 3 **Teaching Hours: 45**
Subject Code: MD/20C/401

Objectives:

1. To provide an understanding on the nature and process of Entrepreneurship Development.
2. To provide knowledge on the Business Strategies to start an enterprise.
3. To motivate students to work towards Entrepreneurship Development.

Unit- 1: Entrepreneur and Entrepreneurship **(9 Hours)**

a. Concepts, Definitions, Types (Business, Trading, Industrial, Corporate, Agricultural), Characteristics, Competencies, Scope & Entrepreneurship in Indian context.

b. Stages to become an efficient entrepreneur (Growth, Survival & Establishment), Determinants of entrepreneurial success (Human Resource, Finance, Production &Marketing),

c. Importance of Entrepreneurs in Economic Development, Women Entrepreneurship

Unit-II: Growth Strategies of Entrepreneurship **(9 Hours)**

a. Factors influencing entrepreneurship (Cultural, Political, Economic, Availability of Resources, Entrepreneurial skills set & Psychological orientation),

b. Developing the entrepreneurship plan- Environmental assessment: PEST (External) & SWOT analysis (Internal), Models: BPL Community Model, Social Entrepreneurial Model (SEM).

c. Promotion of Social Entrepreneurship**:** NGOs network, Support system : Self-Help Groups, Family, Resources available and Dual Role.

Unit-III: Setting of Small Business Enterprise **(9 Hours)**

a. Identifying the business opportunity, **Formalities for setting up of Small Business Enterprise**: Environment pollution related clearance, Strategies Adopted, Selection of the Project, Decide on the Constitution, MSME Registration, Arrange for Land / Shed, Arrange for Plant and Machinery, Arrange for infrastructure, Contents for Project Report.

Unit-IV: Social Entrepreneurship (9 Hours)

a. Concept , Definition**,** Social marketing, Essential Skills required of an Entrepreneur- Creativity & Innovation,

b. Case studies of Successful Indian Social Entrepreneurs, Study Analysis on viability and feasibility on starting an enterprise.

Unit-V : Entrepreneurial Support System(9 Hours)

a. Small Industries Development Bank of India (SIDBI), National Small Industries Corporation (NSIC), National Research Development Corporation (NRDC), Entrepreneurship Development Institute of India (EDII), National Institute for Entrepreneurship of Small Business Development (NIESBD), State Financial Corporation (SFCs), Commercial Banks, District Industries Centers (DICs), National Institute of Small Industries Extension Training (NISIET), State Trading Corporation of India (STC), Chambers of Commerce and Industry and Industrial Associations (CCIIA), Confederation of Indian Industry (CII).

Practical Exposure: Visit to the Small Scale Industries- Successful enterprise.

Teaching Methodology:

Lecture, Discussion, Seminars, Assignments, Documentary Films, Field Visits, Presentation of case studies of successful entrepreneurs, Interviews with entrepreneurs.

COURSE OUTCOME

1. Student are sensitized on the nature and process of Entrepreneurship development
2. Students are capacitated knowledge on business strategies relevant to social entrepreneurship
3. Students are able to construct and compare different models of entrepreneurship

Suggested Readings:

1. Jasmer Singh Saini (2005) Enterpreneurship Development programmes and practice-, Deep & Deep Publications Pvt. Ltd, New Delhi.
2. Moahn .S., Elangovan. R(2005) Current Trends in Entrepreneurship, Deep & Deep Publications Pvt. Ltd, New Delhi.
3. Amutahlakshimi.P ., Umachandran.K., (2009) Social Entrepreneurship, KVR Printers, Chennai.
4. Anilkumar.S., (2003), Entrepreneurship development, New Age International Publishers Ltd.,, New Delhi,
5. Poornima Charantimath., (2006), Entrepreneurship Development Small Business Enterprises, Dorling Kindersley Pvt. Ltd.,
6. Gupta, M.C., (1987), Entrepreneurship in Small Scale Industry, Anmol Publications, New Delhi.
7. Lambden., Dohnc & Target, David (1990) Small Business Finance- A Simple Approach, Pitman Publishing, London.

Sem IV	Course code MD/20C/401	Title of the paper ENTREPRENEURSHIP DEVELOPMENT & MANAGEMENT	Hours 45	Credits 3

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	3	4	3	4	3	3	4	4	3.10
CO2	3	4	3	3	3	4	3	3	4	4	3.40
CO3	3	2	3	2	4	3	3	4	4	3	3.10
Overall Mean scores of COs											3.20

Read: The overall score for this course is 3.20 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester-IV

PAPER - 26: ENVIRONMENT MANAGEMENT

Credits: 3 **Teaching Hours: 45**
Subject Code: MD/20C/402

Objectives:

1) To introduce the students to the concepts and key issues in Environment Management.
2) To provide basic knowledge to the students on the types of pollution and its effects.
3) To sensitize the students on the environmental management systems.
4) To help the students to understand about water resource, land, forest and wild life.
5) To introduce the students to environmental ethics and biodiversity.

Unit-I: Introduction to Environmental Management (9Hours)

a.Concepts: Sustainable development, fundamentals concerning Environment, energy issues; Ecology: definitions, concepts of ecology, industrial ecology.

b.Global environmental problems: Global warming, effects of global warming, how to combat global warming, climate change.

c.Ozone depletion: concepts, harmful effects, developing countries scenario, India and ozone depletion. NGO participation in sustainable development.

Unit-II: Pollution and Its Effects (9 Hours)

a. Air and Noise pollution: meaning, causes, Regulation and India‟s effort to control them.

b.Water Pollution: Meaning, causes, Indian scenario, integrated water resources development and management.

c.Soil pollution: Meaning, Causes, Management Issues.

Role of NGO‟s in prevention, Control and Management of Pollution.

Unit-III: Environmental Management Systems & Law. (9 Hours)

a.Meaning, Concepts Installing EMS, Certification for EMS, ISO 9000, ISO 14001, Basic Principles of ISO 14001, Green Rating. Environmental legislation for protection of species and natural resources, Government policies and agencies for environmental conservation, International organizations.

b. International Environmental Legislation: protocols, treaties, conventions, standards etc., Environmental standards in India, Public Interest Litigations (PLIs) and their role in control of environmental pollution in India.

Unit-IV: Water, Land, Forest & Wild Life Management. **(9 Hours)**

a.Marine environment and its Management: Meaning, core issues, Pollution and protection, Management issues, Legal Control.

b.Land Management: Land use and degradation, Management problems, Strategies for Sustainable Land management; Waste Management: Meaning, types, Garbage Trade, Regulatory aspects of Solid Waste Management, Recycling of Social Waste, Integrated waste Management.

c.Forest and Wild Life Management: Global consensus on Management of Forests, Indian Scenario, Afforestation, Deforestation, Wild life protection and conservation. Involvement of NGOs in these areas.

Unit-V: Environmental Ethics and Role of NGOs: **(9 Hours)**

a.Environmental Ethics, Meaning; Biodiversity: Meaning, levels, Patents, IPR, biosafety protocol, Indian Scenario; Green marketing, Eco-labeling, Eco-mark-Criteria, status, procedure; GATT / WTO. Study of environmental management in management schools.

b.Role of NGOs: public participation in raising environmental concerns, environmental protection, Promoting environmental education, training, Capacity –building, Conducting advocacy work in partnership with government.
Indian NGOs working for Environmental Management.

Teaching Methodology:

Classroom discussion, assignments / seminars, Field trips, Guest Lectures, Important Case Studies, Discussion based on news items, videos.

COURSE OUTCOME

1. Students will demonstrate ability to explain concepts of Environment & Sustainable development
2. Students will be able to Identify and classify types of pollution and their causes
3. Students can explain EMS and Laws pertaining to Environment
4. Students can describe concepts surrounding Water, Wildlife Management
5. Students relate to Environment ethics and examine roles of Organizations

Suggested Readings:

1. Clini, Corrado; Musu, Ignazio; Gullino, Maria Lodovica (Eds), Sustainable Development and Environmental Management: Experiences and Case Studies, 2008, XIV, 490 p.

Sundar Vadaon, Role of NGO"s in Environmental Conservation and Development, http://www.karmayog.org/startanngo/startanng o

2. Uberoi, N.K, Environmental Management, Second edition, Excel Books, New Delhi, 2003.

http://www.mumbaisuburbs.com/articles/ngo-environmental-conservation.

Sem IV	Course code MD/20C/402	Title of the paper ENVIRONMENT MANAGEMENT	Hours 45	Credits 3

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	5	4	4	3	3	1	1	4	4	4	3.3
CO2	2	4	4	3	3	1	1	3	4	5	3.0
CO3	2	2	5	5	3	1	1	5	4	5	3.3
CO4	1	1	3	5	3	1	1	5	4	5	2.9
CO5	2	1	5	4	4	3	1	5	4	5	3.4
Overall Mean scores of COs											3.18

Read: The overall score for this course is 3.18 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester- IV

PAPER - 27: COMMUNITY BASED HEALTH AND EDUCATION MANAGEMENT

Credits: 3 **Teaching hours: 45**
Subject Code: MD/1820C/403

Unit-I: Concept of Health **(9 Hours)**

a.Health definition- Scope and components. Health determinants-safe water, sanitation, nutrition, environmental sanitation-health factors, sex, genetic, age, occupation. Social, economic condition.

b.Health Indicators-MMR, IMR .Life expectancy.

Unit-II: Reproductive Health **(9 Hours)**

a. Brief anatomy and physiology of Human body-reproductive anatomy and physiology in men and women- menstrual cycle- fertility regulation-FW methods-temporary and permanent methods-Infertility.

b.Gender in health.

Unit-III: Overview of National Health Policy **(9 Hours)**

a.Primary Health care-national Health policy-National rural Health Mission-Goals, components-JSY, Immunization- Integrated disease Surveillance project-ASHA-national

b.Health programmes- communicable and non-communicable diseases-prevention and control measures-principles of epidemiology.

Unit-IV: National Health Programmes **(9 Hours)**

a.National Rural Health Mission - National Family Welfare Programme. National Programmes- Malaria, Filaria, Japanese Encephalitis. Iodine Deficiency Disorder, Nutrition Vitamin-A Distribution, Tuberculosis –Vaccine , Preventable Diseases- Leprosy, HIV AIDS, Mental Health- National School Health Programme, Non Communicable Diseases- Heart Diseases,- Cancer Diabetes- Obesity- Accidents etc

Unit: V: Population Stabilization **(9 Hours)**

a. Demography- demographic indicators-national health policy- national population strategy policy, population stabilization. National population strategy. Contraception and Gender Issues and PNDT Act: Permanent and Temporary Methods –Nirodh .

b. Gender Issues-different gender roles, gender discrimination in delivering health services, PNDT Act.

c. Community Based Education Management**:** Formal & Informal Education, Alternate systems of Education, Participatory Learning, Transformative learning, Critical pedagogy,

Negotiating the curriculum, popular education and special education, responsive learning, Teaching life skills, self-help & localization, Role of Aganawadi teachers, Models of Community based Education.

Teaching Methodology:

Classroom Discussion, Assignments / Seminars, Guest Lectures, Important Case Studies,

COURSE OUTCOME

1. Students are sensitized about various national health programs
2. Students acquire skills to work on community health
3. Students are equipped on IEC methods

Suggested Readings:

1. Anderson, Lorin W. and D.R. Krathwohl (eds.). (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.
2. Association for Community Based Education. (1989). Evaluations of Community Based Literacy Programs. Washington, DC: ACBE.
3. Erickson, Lynn H. (1998). Concept-Based Curriculum and Instruction. CA: Corwin Press, Inc.
4. Improving Science Education With Community- Based Projects: Five Years of Toyota Tapestry Grants Publisher: Natl Science Teachers Assn Author: Kathleen A Rapp, Crystal Lal Edition: Paperback
5. Place and Community- Based Education in Schools (Hardcover) by Gregory A & David Sobel
6. Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", *Encyclopedia of India (vol. 2)* edited by Stanley Wolpert, 23–28, Thomson Gale: ISBN 0- 684-31351-0.
7. Raman, S.A. (2006). "Women's Education", *Encyclopedia of India (vol. 4)*, edited by Stanley Wolpert, 235-239, Thomson Gale: ISBN 0-684-31353-7 .
8. Setty, E.D. and Ross, E.L. (1987), "A Case Study in Applied Education in Rural India", *Community Development Journal*, 22 (2): 120–129, Oxford University Press.
9. Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", *International Journal of Constitutional Law*, 2 (1): 148–158, Oxford University Press.

Sem IV	Course code MD/20C/403			Title of the paper COMMUNITY BASED HEALTH AND EDUCATION MANAGEMENT							Hours 45	Credits 3
Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO 1	3	4	4	3	3	4	3	4	3	4	3.50	
CO2	3	3	4	4	4	4	3	4	4	4	3.70	
CO3	4	3	3	3	3	2	2	4	4	3	3.10	
Overall Mean scores of COs											3.43	

Read: The overall score for this course is 3.43 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester - IV

PAPER - 28: DISASTER MANAGEMENT

Credits: 2 **Teaching Hours: 30**

Subject Code: MD/20**E/404**

Objectives:

1. To cultivate an idea on impact and types of disaster.
2. To equip the students with information on approaches in disaster preparedness, precaution and management.
3. To impart knowledge on the policy and institutional frameworks.

Unit - I: Disaster Management Concepts and Disaster Analysis (6 Hours)

a.Concepts related to Disaster Management, Difference between Disaster and Hazards. Impacts created by Disasters.

b.Types: Natural & manmade disaster. Water, climate & geologically related calamities. Accident, Biologically & Atmospheric related calamities. Chemical, Industrial and Nuclear related Calamities.

Unit-II: Disaster Risk Assessment: **(6 Hours)**

a.Hazard Assessment, Exposure Assessment, Vulnerability Analysis, Loss/Impact Analysis, Risk profiling and evaluation, Formulation and Revision of DRR strategies and action plans

Unit – III: Stages in Disaster Management **(6 Hours)**

a.Disaster Management: Definition, Disaster Management Cycle. Evacuation and Rescue: Emergency supplies and vulnerability reduction Relief: Damage and Need assessment, Psycho-social care and support

b.Rehabilitation and Recovery: Planning for rehabilitation and recovery, Displacement and Resettlement

c.Prevention and Preparedness: Mitigation, Contingency Planning and Early warning Systems

Unit- IV: Interventions in Disaster Situations and Institutional Framework (10 Hours)

a.Interventions: First Aid, Cleaning Operation, Public Health and Disease Management.

Psycho Social Impacts of Disasters: Counseling for Trauma, Dealing with Loss and Bereavement, Building Community Resilience to Disasters.

Unit-V: Role of NGOs in Disaster Management: (6 Hours)

a.Preparedness, Precaution and Management of Disaster. Coordination with Government Agencies, Capacity building and Sustainable Development: People Participation, Training Community level workers.

b. Institutional and Policy Framework: Disaster Management Institutions – National Disaster Management Authority, Disaster Management Policies and Strategies

Teaching Methodology:

Class room discussion, simulations, role plays, assignments/seminars, Field visits, discussion based on news item, videos.

COURSE OUTCOME:

1: Students get familiarized with concepts in Disaster Management and various types of disasters

2: Students learn to assess the hazard, vulnerability of population and impact of disaster

3: Students acquire knowledge on Disaster Risk Reduction Plan and Policies on Disaster Management.

4: Student lean about various forms of intervention required Pre, during and post disaster situations.

Suggested Readings:

1. Coppola, Damon P. *Introduction To International Disaster Management*. Amsterdam: Butterworth Heinemann, 2007.
2. Gupta, Harsh K. *Disaster Management*. Hyderabad: Universities Press, 2003. Print.
3. Payne, Sheila, Sandra Horn, and Marilyn Relf. *Loss and Bereavement*. Buckingham [England]: Open University Press, 1999.
4. Uddin, Nasim, and Alfredo Hua-Sing Ang. *Disaster Risk Assessment and Mitigation*. Reston, Va.: American Society of Civil Engineers, 2009.
5. Chowdury, P.C. Parthasarathy, R. Girimaji, S. Sekar, K&Srinivasa Murthy, R (2000), Psychosocial care for community level helpers, Bangalore, Books for Change.
6. Sathyavathi, K, Nardev, G and Thakrar, S (1987) Grief reactions among bereaved.
7. Dave, A.S., Sekar, K., lBhadra,S., Rajaskekar, G.P., Kishore Kumar, K., Beena, P., Srinivasa Murthy, R (2002) , Psychosocial care for children surviving the riots. Books for Change,
8. Desai N.G., Gupta, D.K., Joshi. P.C., Singh, R.A., Singh T.B., Lal.M and Kumar., A. (2002) Mental health aspects of the Earthquake in Gujrat. Indian Council of Medical Research, New Delhi.
9. S. Narayana, R. Dave, A.S., Sekar, K, Kishore Kumar, K. Srinivasamurthy, R (2002) Riots: psychosocial care for Women surviving the Riots. Books for Change, Bangalore.
10. Narayana R.L., SrinivasaMurthy.R., Daz P (2003) Disaster mental health in India: monograph. American Red Cross, New Delhi.
11. Parsuraman.S (Ed), Organization and Administration of Relief and Rehabilitation following Marathwada Earthquake, Mumbai: Tata Institute of Social Sciences.
12. Srinivasa Murthy, R., Issac.M.K.,Chandrasekar, C.R &Bhide A.V (1987) Bhopal.
13. Grace, H., Sekar,K., Suhhasis, B., Bharat.S., Tsunami- Psychosocial care for women NIMHANS, Bangalore, 2005 (English, Tamil, Telugu, Hindi)
14. Disaster, Pune: Maharastra Institute of Mental Health (1994)
15. Disaster and Mental Health- Revisiting Bhopal,, Economic and Political Weekly, March 15, 1074-1082, 2003.

Sem IV	Course code MD/20E/404	Title of the paper DISASTER MANAGEMENT	Hours 30	Credits 2

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	4	2	3	3	2	5	3	2	3.00
CO2	4	3	4	2	4	4	2	5	3	2	3.30
CO3	4	3	4	5	3	4	2	5	3	2	3.50
CO4	4	3	5	3	4	3	2	5	3	2	3.40
Overall Mean scores of COs											3.30

Read: The overall score for this course is 3.30 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester-IV

PAPER - 29: ORGANISATION DEVELOPMENT

Credits: 2 **Hours: 30**
Subject Code: MD/20E/405
Objectives:

1. To introduce the students on the concept of Organisation Development, History and Theories of the same.
2. To impart knowledge about the process of OB
3. To understand the Intervention and Strategies of Organisation Development

Unit I - Introduction and Management of Change **(6 Hours)**

a.Meaning of Organisation Development; History of OD; Theories of OD.
b.Introduction to Management of Change.
c.Process of Managing Organisational Change, Managing Resistance to Change.

Unit II – Guidelines to Management of Change **(6 Hours)**

a. Strategies and Guidelines for Imparting Change.

b. Theories and Approaches to Planned Change.

Unit III - The Process of Organisation Development **(6 Hours)**

Entering, Contracting, Diagnosing, Collecting and Analyzing Diagnostic Information, Feeding Diagnostic Information; Designing Interventions; Leading and Managing change; Evaluating and Institutionalizing Intervention; Measuring Intervention and Change Management.

Unit- IV: Interventions **(6 Hours)**

a. Human Process Interventions: Interpersonal and Group process Approaches; Organisation Process Approaches; Restructuring Organisations; Employee Involvement; Work Design;
b.HRM Interventions: Performance Management; Developing and Assisting Members;

Unit-V: Strategies **(6 Hours)**

a.Strategic Change Interventions: Competitive and Collaborative Strategies.

Teaching Methodology:

Lecture; Assignments; Discussions; Case study; Seminars; Role play.

COURSE OUTCOME

On completion of this course students will,

1. learn the concept and theories of planned change in organization
2. acquire conceptual understanding on the on the process of OD.
3. able to identify challenges for organizational change and mange resistance effectively

learn various OD intervention strategies and its applicability.

Suggested Readings:

1. Cummings T.G and Worley C.G. Theory of Organisation Development and Change 8th Ed.,New Delhi, 2009.
2. French W.L, Bell C.H. Jr, Robert A.Zawacki. Organisation Development and Transformation – Managing effective Change 6th Ed., New Delhi 2006.
3. Bhatia S.K. Management of Change and Organisational Development-Innovative Approach.
4. Dr. Ramakanta K. Patra. Strategic Human Resource Management and Organisation Development 1st Edition, Mumbai,2011.
5. Ramanarayanan, T.V. Rao, Kuldeep Singh – Organisation Development – Interventions and Strategies, Sage Publications, 1998.
6. Rolf P. Lynton, Pareek Udai – Training for Organisational Transformation, Sage Publications, New Delhi

Sem IV	Course code MD/20C/405	Title of the paper ORGANISATION DEVELOPMENT	Hours 30	Credits 2

Course Outcome	Programme Outcomes					Programme Specific Outcomes					Mean scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	3	3	4	3	4	4	2	3	4	2	3.20
CO2	2	3	4	2	4	4	2	3	3	2	2.90
CO3	2	3	4	3	4	4	3	3	4	2	3.20
CO4	2	4	4	3	4	4	3	3	4	3	3.40
Overall Mean scores of COs											3.17

Read: The overall score for this course is 3.17 (High Relationship)

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1 -2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Value Scaling

Mean score of Cos = Total of Values / Total No. of POs & PSOs	Mean Overall score for Cos = Total of Mean Scores / Total No. of COs

Semester-IV

PAPER – 30: DEVELOPMENT PRACTICUM – IV

Credits: 6 **No. of Days: 24 Days**

Subject Code: MD/20**C/406**
Objectives:

1. To give the student trainees to have an experience in planning and implementation of field based activities in consultation with the placement agency in particular.

2. To enable the students to interact with various stakeholders so that they can understand the project management and organisation management aspects in the organisations.

3. To help them to identify and develop the skills essential for the efficient development professionals.

5. To give them an opportunity to apply the theoretical knowledge in field situations and analyze the field realities.

For this purpose the development practicum for the programme with respect to IV Semester will be organized in the following manner.

Nature of Development Practicum: Internship

Methodology:

1. Individual student Placement in a development organisation (Preferably an INGO) on the basis of their Core / Elective subject for a period of minimum of one month so as to get hands on experience in:

   a) General Management of the organization.
   b) Project Development, Implementation and Monitoring
   c) Community Interventions and Exposure to Livelihood projects.
   d) Organisation and Human Resource Policies

2. Undertaking mini projects to fulfill the community / beneficiary needs in collaboration with the organisation.

3. While undertaking mini projects the trainees will prepare and appreciate the diversity of development models and techniques in addressing social issues.

4. Individual student report submission based on their activities.

5. Practicum Conferences with the Faculty Supervisors.

6. Presentation by the trainees.

Semester: IV

PAPER - 31: SOFT SKILLS - IV

Credits: 2 **Teaching Hours: 30**
Subject Code:MD/20**C/407**

Objectives

1. To develop the professional skills of the trainees related to the development sector.
2. To make them aware of the professional behavior and ethics necessary for development professionals.

Five days work shop will be organized to the students to enhance their knowledge and skills related to the development profession. Field experts will be arranged for the workshop.

Five days workshop will be organized by calling experts to train students in professional skills, behaviour and ethics. Students will be assessed by their performance and participation.

Methodology: Activity based learning with the help of external consultants specialized in the specific areas.

Semester-IV

PAPER-32: BLOCK PLACEMENT

Credits: NIL **Duration: 1 Month**

(After IV Semester Examinations)

This opportunity is provided at the end of the two years of the programme. It is designed for the learner to integrate theory and practice to enhance competencies in the area of specialty selected by the student and in development practice and experience oneself in that role.

Objectives:

1. Develop enhanced practice skill and integrate learning.
2. Develop greater understanding of reality situations through involvement in day to day work.
3. Develop appreciation of other‟s efforts and develop sensitivity to gaps in the programme.
4. Enhance awareness of self in the role of development professional.

Process:

1. It is an unsupervised but a compulsory component for course completion.
2. The student will be placed in a setting (local / outstation) continuously for a period of one month.
3. The agency for the placement has to be finalized appropriately (jointly by the student and the department) before the end of the Semester - IV.
4. The agency may be the one where the student has already been selected for a job placement through campus recruitment or where the student finds chances for absorption after completion of the Block placement.
5. The settings are also to be communicated well in advance and written permission obtained.
6. After the completion of the Block placement the student has to submit a consolidated report of the activities undertaken and the experiences gained during the training period.
7. Students will be allotted faculty members for their contact and submission of the reports.
8. The members of faculty to glance through the reports submitted and issue Block Placement completion certificates.

COURSE REGULATIONS

The Development Management course is being regulated by the following components:

Assessment Pattern:

i. Theoretical Component:

The student's knowledge of theory is being assessed internally and externally. The Internal assessment is being called as Internal Continuous Assessment (ICA) which comprises of Class test, In Class Test, Take Home Assignment.

Class test: Two tests carrying 25 marks each will be conducted based on the syllabus. The best of the two tests will be taken into account for ICA marks. In general there are three patterns and based on the discretion of the subject teacher any one of the patterns are followed for the Class test.

Pattern 1: 25 questions carrying 1 mark each, without choice.

Pattern 2: Part A- 15 questions carrying 1 mark each without choice

Part B- 2 out of 3 questions carrying 5 marks each to be written in 150 words.

Pattern 3: Part A-5 questions carrying 2 marks each without choice.

Part B- 3 out of 4 questions carrying 5 marks each to be written in 150 words.

In Class Test:

Comprising of 10 marks, here students are expected to prepare notes on a topic/ theme jointly decided by the faculty and the students. The notes could be presented either in the form of Seminars, Power Point Presentation (PPT), Role play etc.,

***Take Home Assignment*:**

This is an individual assignment wherein the students are given a topic related to the subject of study. The assignments are generally assessed based on its content, on time submission and logical flow of analysis which is calculated for 15 marks.

Some of the Presentation methods / techniques which are imbibed either for In Class Test or Take Home Assignment are Short Survey, Field Visit and Analytical Reporting of the visit, Preparing a photo dossier and Analytical Comments, Poster Presentation on a theme, Paper

Presentation in a Conference, Making a short film/ documentary, Preparing a Case study, Publishing an article in a national daily or news magazine or journal, Report of an in-depth interview with an individual, Report of Key Informant Interview at least with 3 individuals, Analytical Report on a Focus Group Discussion, Developing a Research tool, Making an Instructional Multi-media presentation etc.,

ICA MARKS ALLOCATION FOR EACH COMPONENT

Components		Class Test I	Class Test II	Best of Class Test I & II	In-Class Test	Take Home Assignment	Total Marks
Marks Allocation	Max. Marks	25	25	25	10	15	50
	Min. Marks	12.5	12.5	12.5	5	7.5	

The External Assessment of students is being conducted by an End Semester Examination (ESE) held at the end of each semester. For Odd semesters (I & III), ESE is being held in the month of November and for Even semesters (II & IV), ESE is being held in the month of April.

Students after registering themselves for exam could take up their exams in the allotted date and time. The exam is for 100 marks which in turn are converted to 50 marks. The pattern of the ESE question paper consists of Part A and Part B.

Part A: 5 questions out of 8 questions, each answer carrying 8 marks, word limit of 600 words with at least one question per unit in the syllabus.

Part B: 3 questions out of 5 questions, each answer carries 20 marks, having word limit of 1200 words, questions covering all the five units in the syllabus.

ESE MARKS ALLOCATION

COMPONENTS		WRITTEN EXAMS
MARKS ALLOCAION	Max. Marks	100
	Min. Marks	50

Both the marks of ICA and ESE (converted to 50 marks) will be calculated separately for each subject and the calculated score becomes the student‟s overall marks in that particular subject.

ii. Development Practicum:

Students are expected to attend their Development Practicum (Field Work) for at least 22 days in each of the semesters. The assessment of this component is also being done internally as well as externally for all of the four semesters.

Semester I - Development Practicum I:

Component 1: Students accompanied by the faculty visit various development organizations to observe their functioning and developmental activities.

Component 2: Students are placed in different grass root organizations in groups of 6 to 8 in numbers so that they are exposed to the ground realities and get hands-on training from the professionals over there. Also, they draft an „Action Plan‟ wherein they work on different social issues as suggested by their faculty supervisors. It is mandatory for them to conduct training programmes / an awareness campaign/ organize meetings etc., suiting to the needs of the beneficiaries in consultation with the organization.

Internal Assessment: 50 Marks

Every student is internally assessed by their respective Faculty Coordinators.

S. No	Criteria	Marks
1	Reporting	25
2	Attendance	10
3	Presentation	10
4	Development Practicum Conference	5
	Total	**50**

External Assessment: 50 Marks

Every student is assessed externally by a panel consisting of an external subject expert and a field expert.

Semester II:

Development Practicum II:

Students in consultation with their faculty supervisors are assigned a grass root level organization for concurrent field work, where in they work with the organization for two days in a week.

Internal Assessment: (50 Marks)

S. No	Criteria	Marks
1	Reporting	30
2	Presentation	10
3	Development Practicum Conference	10
Total		**50**

External Assessment: (50 Marks)

S. No	Criteria	Marks
1	Agency's Evaluation	10
2	Viva	40
Total		**50**

Summer Internship:

Students in consultation with the faculty members can opt for organizations of their choice in Developmental sector wherein they work as interns. Upon successful completion of internship, students are expected to submit the Completion Letter along with a detailed report of the activities done.

Semester III:
Development Practicum III:

Students in consultation with their faculty supervisors are expected to choose an organization related to their research area. Students are expected to complete a period of 24 days.

Internal Assessment: (50 Marks)

S. No	Criteria	Marks
1	Reporting	30
2	Presentation	10
3	Development Practicum Conference	10
Total		**50**

External Assessment: (50 Marks)

S. No	Criteria	Marks
1	Agency's Evaluation	10
2	Viva	40
Total		**50**

Development Practicum IV:

Students in consultation with their faculty supervisors are expected to choose an organization of their choice in the development sector. Students are expected to complete a period of 24 days.

Internal Assessment: (50 Marks)

S. No	Criteria	Marks
1	Reporting	30
2	Presentation	10
3	Development Practicum Conference	10
Total		**50**

External Assessment: (50 Marks)

S. No	Criteria	Marks
1	Agency's Evaluation	10
2	Viva	40
Total		**50**

Block Placement:

Students in consultation with the faculty members can opt for organizations of their choice in Developmental sector wherein they work as interns. Upon successful completion of internship, students are expected to submit the Completion Letter along with a detailed report of the activities done.

iii. Out-bound Training:

Students visit reputed national or international organizations over a period of 5 days to learn about the functioning of the organization, to get practical exposure and hands on training. For successful completion for the degree, students are expected to have 100% attendance is compulsory in this component along with submission of a report.

iv. Research Project:

Students under the guidance of their Research Supervisor‟s are expected to take up a research project in semester III. For successful completion of this component, students are expected to submit their research project and attend the viva for the same.

Internal Assessment: (50 Marks)

Students will be evaluated internally for 50 marks by their respective Research supervisors based on the following criteria:

S. No	Criteria	Marks
1	Submission of Research project	30
2	Project Assessment	10
3	Presentation	10
Total		**50**

External Assessment: (50 Marks)

Students will be evaluated by a panel of examiners consisting of the Research Supervisor and an External Expert (Field or Subject).

v. Soft Skills

Every semester, experts from various disciplines are invited to train the students on Soft Skills (Leadership, Interview, Communication and Career Oriented Skills) and Life Skills (Self-Actualization).

Students are internally assessed by their respective soft skill faculty supervisors.