



माँ शाकुम्भरी विश्वविद्यालय, सहारनपुर
Maa Shakumbhari University, Saharanpur

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Detailed Syllabus For
M.A .In Community Education and Disability Studies (Session 2023-26)





Syllabus Developed by:

S.N.	Name	College/University	Convener/Member/ External Member
1	Prof. Shubhra Chaturvedi,	J.V. Jain College, Saharanpur	Convenor
2	Prof. Neeta Kaushik,	J.V. Jain College, Saharanpur	Member
3	Dr. Arati Upadhyay,	Govt. (PG) College, Gangoh	Member
4	Ms. Sunita Sonkar,	Guest Faculty, University, Campus	Member
5	Prof. Anuradha Sharma,	Panjab University, Chandigarh	External Expert
6	Dr. Md. Saifur Rahman,	Panjab University, Chandigarh	External Expert

PROGRAMME PREREQUISITES

A person who possesses the following qualification shall be eligible to join the course: -

Minimum of 50% (45% in case of SC/ST) marks in B.A./B.Com/B.Sc./B.B.A/B.C.A or an equivalent degree at a graduate level depending upon the requirement of a particular course from a recognized University. Admission will be done as per the reservation policy of the University.

M.A. Community Education and Disability Studies

Programme Specific Outcomes (PSOs):

This programme aims to:

1. Demonstrating a systematic, extensive and coherent knowledge and understanding of an academic field of study as a whole and its applications, and links to related disciplinary areas/subjects of study.
2. A critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of Community Education and Disability studies.
3. Reflecting Professional and communication skills in the field of School and Higher Education including communication with students, parents and policymakers, institutional and academic communication and social communication.
4. Updated knowledge and understanding in the emerging areas of knowledge and e- learning, Interdisciplinary and Multidisciplinary Branches of knowledge.
5. Comprehending the current developments in the field of Community Education and disability Studies, including acritical understanding of the latest developments like Global Education, Pillars of Learning and Education for Sustainable development, Inclusive and equitability in education, Govt policies and societal intervention etc.
6. Demonstrating an ability to use established methods and techniques of research, analysis and enquiry within the area of Community Education and disability studies.
7. Demonstrating comprehensive knowledge about resources, including current scenario and latest achievement in research, access to scholarly and professional literature, e-resources and systematic procedures relating to essential and advanced learning areas pertaining to Community Education and disability Studies.
8. Using knowledge, understanding and skills for critical assessment of a wide range of ideas and complex problems and issues relating to the chosen field of study.
9. Communicating the results of studies undertaken in academic research accurately in arrange of different social or human contexts using the main concepts, methods, constructs and techniques of the Educational Research.
10. Addressing his/her own learning needs relating to current and emerging areas of study, making use of research, development and professional materials as appropriate, including those related to new frontiers of knowledge.
11. Application of disciplinary knowledge and transferable skills to new and unfamiliar contexts in order to identify and analyze the problems and to seek solutions to apply in solving real-life problems.

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Class/Sem	Course Code	Core/ Elective	Title of the Paper	Theory/ Practical/ Project	Credit	Total Marks
M A 1 st year (M.A. Community Education and Disability Studies) Sem. I	0750901	Core	Community Development and Organization	Theory	4	100 (75+25)
	0750902	Core	Indian Social Structure	Theory	4	100 (75+25)
	0750903	Core	Gender Studies	Theory	4	100 (75+25)
	0750904	Core	Research Methodology	Theory	4	100 (75+25)
	0750905	Optional	Gender and Disability	Theory	4	100 (75+25)
	0750965	Optional	Project I	Project	4	100 (75+25)
M A 1 st year (M.A. Community Education and Disability Studies) Sem. II	0850901	Core	Community Social Psychology	Theory	4	100 (75+25)
	0850902	Core	Urbanization and Slums	Theory	4	100 (75+25)
	0850903	Core	Persons with Disability and Their Rehabilitation Context	Theory	4	100 (75+25)
	0850904	Core	Human Resource Development and Training	Theory	4	100 (75+25)
	0850905	Optional	ICT Enabled Education and Cyber Security	Theory	4	100 (75+25)
	0850965	Optional	Project I	Project	4	100 (75+25)
M A 2 nd year (M.A. Community Education and Disability Studies) Sem. III	0950901	Core	Introduction to Inclusive Education	Theory	4	100 (75+25)
	0950902	Core	Population and Health Education	Theory	4	100 (75+25)
	0950903	Core	Community Counseling	Theory	4	100 (75+25)
	0950904	Elective *	Life Skills Education	Theory	4	100 (75+25)
	0950905	Elective *	Corporate Social Responsibility	Theory	4	100 (75+25)
	0950965	Project II	Project	Project	4	100 (75+25)
M A 2 nd year (M.A. Community Education and Disability Studies) Sem. IV	1050901	Core	Rural Development and Entrepreneurship	Theory	4	100 (75+25)
	1050902	Core	Human Rights and Duties	Theory	4	100 (75+25)
	1050903	Core	Family Centered Interventions with Families of Children and Adults with Disabilities	Theory	4	100 (75+25)
	1050904	Elective *	Environmental Education and Disaster Management	Theory	4	100 (75+25)
	1050905	Elective *	Panchayati Raj System in India	Theory	4	100 (75+25)
	1050965	Project II	Project	Project	4	100 (75+25)

*Note:

1. Student will be able to opt the Project I in place of optional paper in First Year, only if He /She has secured 75% marks in UG course
2. Student will be able to opt any one paper from 0950904 and 0950905 in III Semester and one paper from 1050904 and 1050905 in IV semester.

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**M A Community Education and Disability Studies First Year
Semester-I
(Theory)**

Program/Class: M.A. Community Education and Disability Studies	Year: (M.A. Year: First)	Semester: First
Course Code: 0750901	Course Title: COMMUNITY DEVELOPMENT AND ORGANIZATION	

INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS

- Theory paper shall be of 75 marks and shall comprise of Nine questions. The candidates shall be required to attempt five questions.
- Question No. 1 shall be compulsory, consisting of 5 Short Answer Type Questions, spread over the whole syllabus, to be answered in 20 to 25 words and carrying 3 marks each. (5x3=15 marks)
- In addition to Question No. 1, candidates are required to attempt long Answer Type Questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60 marks)

COURSE OBJECTIVES:

This course will enrich the students to understand:

- The concept of community and its related concepts.
- Various types of communities and their features.
- The concept of Community Organization and Development.
- The different methods used for Organizing Community.
- Integrating theory into practice by familiarizing through case studies.

COURSE OUTCOMES:

The student will:

- Think critically using appropriate perspective about community and community building
- Understand the ways in which natural and build environment of a community affects its social structures
- Uphold the values of democratic decision making and participatory planning
- Enable people in the community to identify their assets and define their needs
- Act to promote social justice, recognize and appreciate social, cultural and economic diversity, commit to inclusionary practice.

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Credits:4		Core Compulsory
Max. Marks:-100 External Examination – 75 Internal Examination 25M		Min. Passing Marks:40
Total Instructional hours-L-5/w		
Unit	Content	Instructional hours
I	<ul style="list-style-type: none"> Community: Concept, Elements and Types; Society: Meaning and Types. Difference between Community in respect to Society, Association, Organization, and Institution Tribal Communities: Concept, Classification of Tribes; Family and Kinship, Rural Communities: Concept, Agrarian Social Structure, Jajmani System, Family • Urban Communities: Concept, Features, Family, Urban- Rural Contrast 	15
II	<ul style="list-style-type: none"> Community Work: Concept and Major Division of Community Work Community Development: Elements, Scope, Approaches, Principles and Process Community Organization: Concept, Principles and Approaches. Historical Perspectives of Community Development and Organization. 	15
III	<ul style="list-style-type: none"> Theories, Approaches, and Frameworks in Community Work Systems Theory Anti-Oppressive Practice Ant-Racism Cultural Humility and Cultural Safety Indigenous Worldviews 	15
IV	<ul style="list-style-type: none"> Gender Sensitive Community Organization: Gender; Caste and Class Unionization Strategies: Information Collection and Community Meetings, Conscientization, Planning, Networking, Monitoring and Evaluation Methods of Community Organization: Group Decision Making; Public Relations; Protests and Demonstrations; Public Interest Litigation; Dealing with Authorities 	15

Suggested Readings:

1. Bhushan,V. & Sachdeva, D.R.: An Introduction to Sociology, (Allahabad, Kitab Mahal, 2006) MA Community Education and Disability Studies (Examination December, 2023 to May, 2026) 10
2. Desai, A.R.: Rural Sociology in India. (Popular Prakashan, Bombay, 1977)
3. Kumar. A: Tribal Development in India. (Sapru & Sons, New Delhi, 2002).
4. Madhurrima :Readings in Sociology (New Academic Publishing Co., Jalandhar, 2008)

5. Nelson, Lowry, et al. : Community Structure and Change (The Macmillian Co. , New York, 1960)
6. Shankar Rao, C.N.: Sociology of Indian Society (S. Chand & Co. Ltd., New Delhi 2004).
7. Sharma, R.A: Fundamentals of sociology (Atlantic Publishers and Distributors P.Ltd, New Delhi) 2007.

Further Readings:

1. Bhargava, Gopal (ed.): Urban Problems and Policy Perspectives. (New Delhi, Abhinav Publications; 1981)
2. Mehta, S.R.: Rural Development: Policies and Programmes. (Sage Publications, New Delhi, 1984)
3. Pfeffer, Georg & Behera, D.K. (eds.): Contemporary Society: Tribal Studies. Volumes 1 to 5. (Concept Publishing House, New Delhi, 1997).
4. Rao, M.S.A.: Urban Sociology in India: Reader and Source. (Orient Longmans Ltd., New Delhi, 1974)
5. Saraswati, B.N.: Brahmanic Ritual Traditions (Indian Institute of Advanced Studies, Simla, 1977)
6. Walter, C. Neala: Developing Rural India: Policies, Politics and Progress. (Allied Publishers, New Delhi, 1990)

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Program/Class: M.A. Community Education and Disability Studies	Year: (M.A. Year: First)	Semester: One
Course Code: 0750902	Course Title: INDIAN SOCIAL STRUCTURE	
INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS		
<ol style="list-style-type: none">1. Theory paper shall be of 75 marks with nine questions in all. The candidates shall be required to attempt five questions.2. Question No. 1 shall be compulsory, consisting of 5 short answer type questions, spread over the whole syllabus, to be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks)3. In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)		
COURSE OBJECTIVES:		
This course tends to familiarize students in understanding:		
<ul style="list-style-type: none">• The concept of society and its various stages of transformation in India during the Ancient, Medieval and British period.• Overview of changing socio-economic and cultural patterns.• Caste system in Indian society at different stages. Changing Indian Rural Social Structure in the light of Globalization.		
COURSE OUTCOMES:		
The students are able:-		
<ul style="list-style-type: none">• To understand social issues and to empower to face social problems.• To intentionally understand Indian knowledge system with regard to importance and relevance of both past and contemporary society.• Examine the effects of various societal occurrences on their personal lives, the lives of their families and societal changes and its impact on society.• The student will be able to develop social skill about caste, class, and marriages in Indian context.		

Credits:4		Core Compulsory
Max. Marks:-100 External Examination – 75 M Internal Examination –25M		Min. Passing Marks:40
Total Instructional hours- L-5/w		
Unit	Content	Instructional hours
I	<ul style="list-style-type: none"> • Society: Concept, Functions and Theories (Functionalism Conflict Theory) Social Structure: Meaning, Definition, Dimensions and Types. • Social Stratification: Concept, Sources, Theories: Karl Marx, Max Weber • Social Stratification: Types and Functions 	15





II	<ul style="list-style-type: none"> Changing Family Structure: Traditional and Modern, Meaning of Family, Characteristics and Types. Caste System in India: Political, Economic and Social implications Marriage: Meaning, Function, Types. Kinship in India: Patriarchy, Matriarchy, Lineage & Descent and Types of Kinship Systems in India. 	15
III	<ul style="list-style-type: none"> Social System: Elements, Classification and Mechanisms Social Change: Concept, Causes, Social Evolution, Resistance to Social Change. Theories of Social Change: Evolutionary, Functionalist, Conflict Factors of Social Change; Impact of Technological Change of Social Order . Social Legislation and Social Change; Education and Social Change. 	15
IV	<ul style="list-style-type: none"> Social Organization: Concept, Aspects, Formal and Informal Organization; Interrelationship between Formal and Informal Organization. Social Disorganization: Concept, Characteristics, Causes. Major Social Problems: Concept, Causes and Remedies, Poverty, Unemployment, Under Privileged (SC, ST, OBC). 	15

Essential Readings:

1. Basava Raja, M.G.: World Trade Organization: Regional Trading Arrangement and India.
2. Serials Publications, New Delhi, 2000.
3. Dutta, Rudra: Indian Economy, Kogan, New Delhi 1996.
4. Fox, Robin: Kinship and marriage, Baltimore, Penguin Books, 1967.
5. Khor Martin et.al. (eds.): Views from the South: The Effects of Globalization and the WTO on Third World Countries. The International Forum on Globalization, San Francisco, 2000.
6. Ketkar, S.V.: History of Caste in India. Popular Books, Bombay, 1979.
7. MacIver, R.M. & Charles, H. Page: Society: An Introductory Analysis, Macmillan, New Delhi, 2000.
8. Sharma, K.L., Indian Social Structure and Change, Rawat Publications, New Delhi, 2007.
9. Singh, Yogendra: Modernization of Indian Tradition, Rawat Publications, New Delhi, 2007.
10. Rao Shankar, Sociology, Principles of Sociology with An Introduction to Social Thought, S. Chand & Company Ltd., 2008.
11. Johnson, Harry M. Sociology, A Systemic Introduction, Surjeet Publication, 2007.
12. Rao Shankar, Sociology of Indian Society, S. Chand & Company Ltd., New Delhi, 2010.
13. Sachdeva, Bhushan: An Introduction to Sociology, Kitab Mahal, Allahabad, 2008.

Further Readings:

1. Beteille, Andre: Caste, Class and Power, Oxford University Press, Bombay, 1965.
2. Chandra, Bipin: Modern India, NCERT, New Delhi 1976.
3. Desai, A.R.: Social Background of Indian Nationalism, Popular Prakashan, Mumbai, 1996.

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4. Dorin Bruno & Jullien Thomas (eds.): Agricultural Incentives in India: Past Trends and Prospective Paths towards Sustainable Development, Manohar Publishers, New Delhi, 2005.
5. Jain Rashmi (ed.): Communicating Rural Development, Rawat Publishers, New Delhi 2003.
6. Panikkar, K.M.: Essential features of Indian Culture, Bhartiya Vidya Bhawan, Bombay, 1967.
7. Tandon, B.B.: Indian Economy, S. Chand & Co., New Delhi, 1987.
8. Rage, Sharmila: Sociology of Gender, Sage Publications, New Delhi 2013.



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Program/Class: M.A. Community Education and Disability Studies	Year: (M.A.Year:First)	Semester: One
Course Code:0750903	Course Title: GENDER STUDIES	

INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS

1. Theory paper shall be of 75 marks with nine questions in all. The candidates shall be required to attempt five questions.
2. Question No. 1 shall be compulsory, consisting of 5 short answer type questions, spread over the whole syllabus, to be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks)
3. In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)

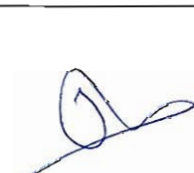
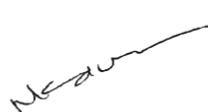
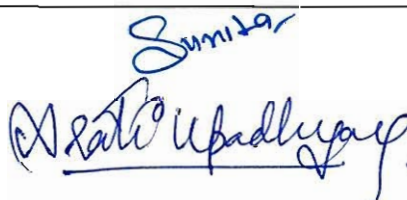
COURSE OBJECTIVES:

- The objective of this course is to conscientise the students and familiarize them with the basic theories underlying some of the key concepts in women's studies, from a feminist and gender perspective with special reference to India.
- This course aims at enabling the students to comprehend the vibrancy of the women's movement in India. It attempts to make the students across of the Indian women's journey towards gender equality vis-à-vis her own role as well as that of women's movement.
- This paper focuses on the issues related to the processes of development and its impact on women, particularly in the context of the developing nation like India. The attempt is to equip the students to understand major aspects of critique of development through a gender lens and its global and local contexts. This course further examines the entire concept of work, both aid and unpaid, changing nature and patterns of women's work, and the value of women's work to society, with a special focus on India. A central concern of the course is the problems encountered by women workers and the effort made at various levels for women inclusion in the labour force as well as the alleviating their problems.

COURSE OUTCOMES:

- Students of Gender Studies program understand the differences that gender makes in peoples' economic, social, and political lives. They can identify and articulate changes that could improve peoples' lives, based on gender differences.
- Gender studies focuses on the ways gender identity and sexual orientation shape behaviors and feelings, and it investigates power dynamics that relate to sex. This field includes men's studies, women's studies and queer studies, and occasionally addresses widespread social concerns such as domestic violence.
- Gender studies is a field that promotes gender equality and combats discrimination against women and other marginalized groups. By examining the history of gender norms over time, it's possible to understand how they contribute to the continued oppression of women in modern society.
- The outcome is expected to have an equal visibility, empowerment and participation of both sexes in all spheres of public and private life. Gender equality is the opposite of gender inequality, not of gender difference, and aims to promote the full participation of women and men in society.

Credits:4	Core Compulsory
Max. Marks:-100 External Examination – 75 Internal Examination –25M	Min.PassingMarks:40
TotalInstructionalhours-L-5/w	

Unit	Content	Instructional hours
I	<ul style="list-style-type: none"> • Introduction to Gender Studies • Gender and Sex (including Gender, Stereo Types and social Construction of Gender) • Patriarchy- Meaning, Origin and Manifestation. • Empowerment: Meaning and Types • Feminism: Origin Liberal, Radical, Marxist and Socialist 	15
II	<ul style="list-style-type: none"> • Emerging issues in Women's Human Rights • Domestic Violence • Sexual harassment at workplace • Reproductive Rights • Right to Development 	15
III	<ul style="list-style-type: none"> • Women and Development Gender as Development Issue. • WID, WAD, GAD • Impact of Development Policies on Women. • Micro credit and Women's Development 	15
IV	<ul style="list-style-type: none"> • Violence against women and Legal Protection • Sexual Harassment at Workplace Act 2013. • Criminal law (Amendment) Act, 2013 Prevention of Immoral Trafficking Act Cyber Crimes. 	15

Essential Readings:

- 1) Ahooja-Patel, Krishna, (1995) Women and Development, New Delhi, Ashish Publishing House.
- 2) Batra, G.S. and Dangwal, R.C. (eds), (2004) Globalisation and Liberalisation: New Developments, New Delhi, India, Deep and Deep.
- 3) Boserup, E. (1970) Women's Role in Economic Development, New York, U.S.A., St. Martin Press.
- 4) Government of India, (1976) Blue Print of Action Points and National Plan of Action for Women, New Delhi, India, Development of Social Welfare.
- 5) Government of India, (1986) National Policy of Education, Deptt. of Education, New Delhi, India, Ministry of Human Resource Development.
- 6) Government of India, (1988) Shramshakti: Report of the National Commission on Self Employed Women and Women in the Informal Sector, New Delhi, India
- 7) Government of India, Five Year Plans (1st to 12th), Planning Commission, New Delhi, India,\.
- 8) Gupte, Shakuntla, (2005) Women Development in India, New Delhi, India, Anmol Pub.
- 9) (1988) Handbook of Policy and Related Documents on Women in India, National Institute of Public Co-operation and Child development, New Delhi, India.
- 10) Mathur, Anuradha (ed.) (2006) Facets of Women's Development, Delhi, India, Kalpaz Pub.
- 11) (1988) National Perspective Plan for Women, 1988-2000, Department of Women and Child Development, Ministry of HRD, New Delhi, India.

- 12) (1990) Report on Gender and Poverty –Published by the World Bank.
- 13) Sahoo, R.K., Tripathy, S.N., (2006) Self Help Groups and Women's Empowerment, New Delhi, India,
- 14) South Asia Human Development Reports 2000 and 2004, Mahbub ul Haq Human Development Centre.
- 15) UNDP Human Development Reports, 1995-2015.

Further Readings:


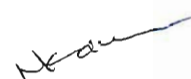

- 1) Dash, Gyanindra, (2009) Rural Employment and Economic Development, Delhi, India, Regal.
- 2) Desai, Neera, (1986) Changing Status of Women: Policies and Programmes in Amit Kumar Gupta (ed.), Women and Society, Criterion Prakashan,
- 3) Dixon-Mueller, Ruth and Anker, Richard, (1988) Assessing Women's Economic Contribution to Development ILO, Geneva.
- 4) Gulati, Leela, (1982) Profiles in Female Poverty, New Delhi, India, Hindustan Publications.
- 5) Heyzer, Noeleen and Sen, Gita, (ed.), (1994) Gender, Economic Growth and Poverty, New Delhi, India, Kali for Women.
- 6) Jain, Devaki, (1983) Development as if Women Mattered, New Delhi, India, Monograph, ISS.
- 7) Julia Cleves, Mosse, (1993) Half the World, Half a Chance: An Introduction to Gender and Development. Why Development is a Gender Issue: pp 9-28, UK: Oxfam.
- 8) Kalpagam, Usha, (2008) Rural Women and Development in India, Jaipur, India, Rawat.
- 9) Krishanaraj, Maitreyi, (1988) Women and Development: The Indian Experience, Pune, India, Subhada Publishers.
- 10) Kunwar, Neelma, (2006) Role and Status of Women in Agricultural Development, New Delhi, India, Akankha.
- 11) Mazumdar, Indrani, (2007) Women Workers and Globalisation: Emergent Contradictions in India, Kolkata, India, Stree.
- 12) Nath, Madhuri, (2003) Rural Women Workforce in India, Delhi, India,

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Program/Class: M.A. Community Education and Disability Studies		Year: (M.A. Year: 'First)	Semester: One
Course Code: 0750904		Course Title: Research Methodology	
Credits: 4		Core Compulsory	
Max. Marks:-100 External Examination – 75 Internal Examination 25M		Min. Passing Marks:40	
-SETTER/EXAMINERS			
1) The theory paper shall be of 75 marks with nine questions in all. The candidates shall be required to attempt five questions.			
2) Question No. 1 shall be compulsory, consisting of 5 short answer type questions, spread over the whole syllabus, to be answered in 20 to 25 words and carrying 3 marks each. (5 x3=15marks)			
3) In addition to Question No. 1, candidates are required to attempt 4 long answer-type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)			
COURSE OBJECTIVES:			
<ul style="list-style-type: none">• To acquaint the students with the methodology of conducting extension research.• To help them to understand the construction of tools used for collecting data.• To make them understand the use of various statistical techniques to analyze the data.• To develop an insight on how to conduct research in the field.			
COURSE OUTCOME			
<ul style="list-style-type: none">• Organize and conduct research with confidence• Prepare research project/ case studies report• Write research reports/ research papers and field reports• To list different community education-related projects/ titles• Write research reports with• Be able to interpret research findings and draw the appropriate conclusion• Apply data collection methods and sampling methods to the research study			
Unit	Content	Instructional hours	
I	<ul style="list-style-type: none">• Research: Meaning, Characteristics of Scientific method of research, Importance and limitations of Social Research• Research Problem: Meaning, Criteria of Selection of Good Research Problem, Where to Look for Problems of Research• Report Writing: Characteristics, Format of the research report, Difficulties in writing a report.	15	
II	<ul style="list-style-type: none">• Research Methods: Historical, Descriptive, Experimental (Nature, value, types, steps)• Sampling: Definition, Characteristics, Types of sampling (nature, merits, demerits), Size of Sampling• Scales of Measurement: Nominal, Ordinal, Interval and Ratio Scales.	15	

III	<ul style="list-style-type: none"> Sources of Data Collection: Primary, Secondary, Choice between primary to secondary data Techniques of Data Collection: Observation, Interview and Questionnaire, Case study Hypothesis: Definition, Types and Features. 	15
IV	<ul style="list-style-type: none"> Frequency distribution, Graphic presentation of the Frequency Distribution Measures of Central Tendency: Mean, Median and Mode, Standard Deviation, Correlation: Rank Correlation and Product Moment Correlation Parametric and Non-Parametric Statistical Measures 	15

Suggested Readings

1. Guilford, J.P. & Frutcher Bengamin: Fundamental Statistics in Psychology and Education, Mc Graw Hill, New York, 1978.
1. John W. Best & James V. Kahh : Research in Education, Prentice Hall of India 2001.
2. Kaul, Lokesh: Methodology of Educational Research, Vikas Publishing House Pvt. Ltd., 2009.
3. Mohsin, S.M.: Research Methods in Behavioural Sciences, Orient Longman Ltd., Calcutta 1984.
4. Sukhia, P.V. Mehrotra and Mehrotra: Elements of Educational Research, Allied Publishers Pvt. Ltd., 1983.
5. Singh, K.: Research Methodology, Prakash Kendra, Lucknow, 2001.
6. Bogdan, R. & Taylor, S.J.: Introduction of Qualitative Research Methods, John Willy & Sons, New York, 1975.

Further Readings:

1. Kerlinger, F.N.: Foundations of Behavioural Sciences, Surjeet Publications, Delhi 1996.
2. Kothari, CR: Research Methodology: Methods and techniques. Vishwa Prakashan, New Delhi, 1996
3. Nachmias, David & Nachmias, Chava: Research Methods in the Social Sciences. St. Martin's Press, New York, 1981.
4. Siegel, S. & Castellan, Jr. John, N.: Non-Parametric Methods for Behavioural Sciences, Mc Graw Hill, New York, 1988.

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Course : Theory

Program/Class: M.A. Community Education and Disability Studies		Year: First	Semester: I/VII
Course Code: 0750905		Course Title: Gender and Disability	
Course Objectives:			
Course Outcomes			
After completion of this course the learners will be able to-			
<ul style="list-style-type: none">• Explain the impact of gender on disability.• Develop an understanding of human rights based approach in context of disability.• Analyze the issues related to disabled women and girl children.• Describe the personal and demographic perspectives of gender and disability.			
Credits: 4		Core Compulsory	
Max. Marks:-100		Min. Passing Marks: 40	
External Examination – 75 M			
Internal Examination – 25 M			
Total No. of Lectures-Tutorials-Practical(in hours per week):L-4/w			
Unit	Contents	Instructional Hours	
I	Human Right-based Approach and Disability <ul style="list-style-type: none">• Human Rights-Based Approach: Concept and History• Principles of Human Rights-Based Approach<ul style="list-style-type: none">-Equality and Non-Discrimination-Universality & Inalienability-Participation and Inclusion-Accountability and Rule of Law• Advantage of Human Rights-Based Approach• Implications for Disability<ul style="list-style-type: none">-Empowerment-Enforceability-Indivisibility-Participation	15	
II	Gender and Disability <ul style="list-style-type: none">• Sex & Gender: Concept & Difference• Impairment & Disability: Concept & Difference• Gendered Experience of Disability<ul style="list-style-type: none">- Public Domain: School and Outside School- Private and Familial Domain- Normalization and Social Role Valorization• Gender and Disability Analysis: Techniques and Strategies• Psyche and Gender: Implications for Teaching	15	

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III	Women and Girl Child with Disability <ul style="list-style-type: none"> • Inclusive Equality <ul style="list-style-type: none"> - Access to Family Life - Access to Education, Vocational Training and Employment - Access to Political Participation • Factors Contributing to Disability <ul style="list-style-type: none"> - Gender-Based Violence in School and Within Family - Traditional Practices • Sexual and Reproductive Health 	15
IV	Elements of Human Rights System and Gender Critique –In special reference of disability: <ul style="list-style-type: none"> • Legal Framework • Institutions • Development Policies & Programs • Public Awareness • Civil Society • Gender Critique of Legislation, Government Policy and Schemes 	15

ESSENTIAL READINGS:

- Habib, L. A. (1997). Gender and Disability: Women's Experiences in the Middle East. Oxfam, UK.
- Hans, A. (2015). Disability, Gender and the Trajectories of Power. Sage Publications Pvt. Ltd.
- Meekosha, H. (2004). Gender and Disability. Sage Encyclopaedia of Disability.
- O'Brien, J., & Forde, C. (2008). Tackling Gender Inequality, Raising Pupil Achievement, Dunedin Academic.
- Ridgeway, C. L. (2011). Framed by Gender: How Gender Inequality Persists in the Modern World. Oxford University Press.
- Samuels, E. (2014). Fantasies of Identification: Disability, Gender, Race. NYU Press, USA.
- Smith, B. G., & Hutchison, B. (2013). Gendering Disability. Rutgers University Press, New Jersey.

SUGGESTED READINGS:

- Beeghly, L. (1999). Angles of Vision: How to Understand Social Problems, West View Press.
- Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality, Atlantic Economic Journal, Vol. 38, No. 4.
- Treas, J., & Drobnic, S. (2010). Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective, Stanford University Press.

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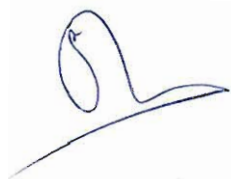
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Atati Upadhyay

M.A. Community Education and Disability Studies
(M.A.in Education –1stYear)

Program/Class: M.A. Community Education and Disability Studies	Year: First	Semester: Two
Course Code: 0850901	Course Title: COMMUNITY SOCIAL PSYCHOLOGY	
<p>1.The theory paper shall be of 75 marks & shall comprise nine questions. The candidates shall be required to attempt five questions.</p> <p>2.Question No. 1 shall be compulsory, consisting of 5 short answer type questions, spread over the whole syllabus, be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks)</p> <p>3.In addition to Question No. 1, candidates are required to attempt 4 long answer-type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)</p> <p>COURSE OBJECTIVES:</p> <ul style="list-style-type: none">• To acquaint the students with concepts of community social psychology with respect to their behavior in the society.• To enable them to understand group behaviour and the influence of the group on the individual in different situations.• To make them understand attitude formation and factors influencing attitude change, causes of prejudice, conflict and frustration.• To acquaint them with knowledge about concepts of pro-social behaviour, leadership and mental hygiene. <p>COURSE OUTCOME:</p> <ul style="list-style-type: none">• Demonstrate the ability to state the fundamental principles of Community Psychology• Establish the ability to articulate independently and creatively about human Social Behaviour and factors influencing the behaviour,• Expand the knowledge of social psychology i.e. the influence of the group on the performance of a task, social influence, de-individuation, group interaction• Use the strategies to understand attitude formation, attitude change, prejudice behaviour, compliance, and obedience.• Develop effective skills to understand the group behaviour and social influence, altruism, conformity, leadership, conflict frustration cooperation and comparison		
Credits: 4		Core Compulsory
Max.Marks:-100 External Exam-75 Marks Internal Exam-25Marks		Min.Passing Marks: 40
Total Instructional hours- L- 5/w		
Unit	Content	Instructional hours



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I	<ul style="list-style-type: none"> • Social Psychology: Meaning, Nature and Related Disciplines of Social Psychology • Community Psychology: Meaning, Principles and Roles of Community Psychologists • Application of social psychology to the community; Difference between community psychology and social psychology 	15
II	<ul style="list-style-type: none"> • Group: Meaning, Characteristics, Types, formation of Group, theories of the group. • Influence of Group on the performance of a task: Social facilitation, Social Loafing, De-individuation • Group Interaction: Cooperation and Competition • Social Influence: Conformity, Compliance and Obedience. 	15
III	<ul style="list-style-type: none"> • Attitudes: Meaning, Means of Attitude Formation, Factors affecting Attitude Change; • Prejudices: Meaning, Sources (Social, Emotional, Cognitive) • Conflict: Meaning, Types, Sources (causes), Escapes from Conflict • Frustration: Meaning and Sources • Defence Mechanism: Meaning and Kinds of Defense Mechanism. 	15
IV	<ul style="list-style-type: none"> • Altruism and Pro-Social Behavior: Meaning, factors influencing Helping versus Not Helping, • Leadership: Meaning, Types, Qualities • Mental Hygiene: Meaning, Elements, Aims, Causes of Mental Hazards, Measures of Preservation of mental health. 	15

Essential Readings:

1. David G. Myers: Social Psychology, McGraw Hill, Inc, New Delhi, 1993.
2. Munn, N.L.: Introduction to Psychology, Houghton Mifflin, Boston, 1969.
3. Robert A. Baron, Donn Byrne: Social Psychology, Dorling Kindersley, India, Pvt. Ltd, Patparganj, New Delhi, 2009.
4. Shelley E. Taylor, Letitia Anne Peplau, David O. Sears: Social Psychology, Dorling Kindersley, India, Pvt. Ltd, Patparganj, New Delhi, 2006.

Further Readings:

1. Lewis-Peterson: Human Behaviour, an Introduction to Psychology, McGraw Hill, New York, 1974.
2. Morgan and King: Introduction to Psychology, Tata McGraw Hill, New Delhi, 1975.
3. Srivastava D.N. : General Psychology ,Vinod Pustak Mandir, 1995.
4. Mohanty Girish bala : A test book of General Psychology , Kalyani Publishers, 2001.
5. Sharma Ram Nath : General Psychology , Kedar Nath Ram Nath, Meerut Delhi 1984.

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**M.A. Community Education and Disability Studies as per NEP-2020,
(M.A.in Education –1stYear)**

Program/Class: M.A. Community Education and Disability Studies	Year: (M.A. Year: First)	Semester: Two
Course Code: 0850902	Course Title: URBANIZATION AND SLUMS	

SETTER/EXAMINERS

1. Theory paper shall be of 75 marks & shall comprise of nine questions.
The candidates shall be required to attempt five questions.
2. Question No. 1 shall be compulsory, consisting of 5 short answer type questions, spread over the whole syllabus, to be answered in 20 to 25 words and carrying 3 marks each. (5x3=15 marks)
3. In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)

COURSE OBJECTIVES:

- To acquaint the students with concepts of urbanization and its consequences.
- To enable them to understand about the evolution of slums and its constitutional provisions.
- To apprise the students about the role of government/NGO.
- To make them understand about poverty in general and urban poverty in particular.

Course Outcomes:

- The understanding of the level of urbanization or its scale in developing countries is challenged by differences in the definition of "urban" and in turn, the lack of reliable data. Furthermore, the process of urbanization is far from homogenous across regions and swathes of territory that are wholly different in terms of economy and political structures. In many of the poorest countries, there are cities that are really urban or metropolitan regions in terms of population sizes and territorial extent.
- Where local governments are in place, they invariably lack the financial and expert capacity to carry out the work needed to address urban problems. Similar constraints are faced by numerous nongovernment organizations, which work at the local scale among poor neighborhoods in cities. Consequently, there is a problem of representation of the local needs in particularly poor urban neighborhoods and it can be assumed that areas like the squatter and slum settlements often have little or no legal claims on city or national governments.
- That urban slums and squatter settlements are not inevitable is evident in cities. The following discussion focuses on the effective link established between planned economic developments, urban growth, and housing, which has addressed slum formation in these cities.

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Credits: 4		Core Compulsory
Max. Marks:-100 External Examination – 75 M Internal Examination 25M		Min. Passing Marks: 40
Total Instructional hours-L-5/w		
Unit	Content	Instructional hours
I	<ul style="list-style-type: none"> Urbanization: Meaning, Characteristics; Difference between: Urban, Urbanization and Urbanism Trends in Urbanization in India Problems of Urbanization and its Solution 	15
II	<ul style="list-style-type: none"> City: Concept, Determinants, Merits and Demerits Factors/Causes of Urbanization □ Urban- Rural Contrast. Urban Influence on the Rural Community 	15
III	<ul style="list-style-type: none"> Slums: Concept, Characteristics Classification, Evolution of Slums, Causes for the existences of slums Schemes related to slum development. 	15
IV	<ul style="list-style-type: none"> Poverty: Concept, Indicators and Global Perspectives Urban Poor: Causes, Effects of Poverty □ Below Poverty line Standards Poverty Alleviation Programmes. 	15

Essential Readings:

1. Flanagan, William, G. : Urban Sociology: Images and Structure , Boston, Allyn and Bacon, 1990.
2. Gill, Rajesh: Issues and Perspective on Urban Poverty, The Indian Experience: in Urban India, Vol. XVII, Jan.-June/July-Dec. Nos. 1&2.
3. Rakodi, Carole and Lloyd John T. (eds): Urban Livelihoods: A People Centred Approach to Reducing Poverty, Earthscan Publication Ltd. London, 2002.
4. Rao, Shankar, C.N.: Sociology of Indian Society, S.Chand & Company Ltd. , New Delhi, 2000.

Further Readings:

1. Bharagave, Gopal (ed.): Urban Problems and Policy Perspective, Abhinav Publications, New Delhi, 1981.
2. Mills E.S. and Becker, C.M.: Studies in Indian Urban Development, Oxford University Press, New Delhi, 1986.
3. Report of National Commission on Urbanization : Government of India, Vols. 1&2 1988.
4. Sundaram, K.V. : Urban and Regional Planning in India ,Vikas Publishing House, Pvt. Ltd., New Delhi, 1977.
5. Jhupipase Jacob: Urban Community Development, Rawat Publications, Jaipur 2007.

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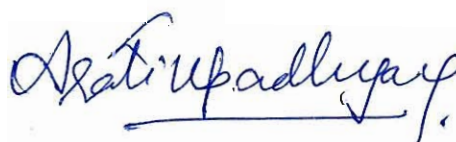
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Program/Class: M.A. Community Education and Disability Studies		Year: (M.A. Year: First)	Semester: Two
Course Code: 0850903		Course Title: PERSONS WITH DISABILITY AND THEIR REHABILITATION CONTEXTS	
INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS			
1.Theory paper shall be of 75 marks with nine questions in all. The candidates shall be required to attempt five questions.			
2.Question No. 1 shall be compulsory, consisting of 5 short answer type questions, spread over the whole syllabus, to be answered in 20 to 25 words and carrying 3 marks each. (5x3=15 marks)			
3.In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60 marks)			
COURSE OBJECTIVES			
1) To critically examine the social construction of disability from different stakeholder perspectives.			
2) To become aware of persons with disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.			
3) To be sensitive to the abilities, residual capacities, and issues faced by each category of persons with disabilities			
4) To be exposed to the various types of disabilities and their causal factors, prevention, promotion and rehabilitation measures needed by each disability group at different life cycle stages and rehabilitation settings. 5) To examine the impact of each disability on different aspects of an individual's growth and development. 6) To become familiar with the roles of the different professionals in the multidisciplinary rehabilitation team with an emphasis on the role of the social worker as a vital team member.			
Credits:4		Core Compulsory	
Max. Marks:-100 External Examination – 75 Internal Examination 25M		Min. Passing Marks:40	
Total Instructional hours-Tutorials-L-5/w			
Unit	Content		Instructional hours
I	Conceptual framework of Disability <ul style="list-style-type: none">• Concept and Definition of disability• Social Construction of Disability-• Attitudes, Stigma, Discrimination• Disabling and Enabling Environment		15
II	Different approaches to disability <ul style="list-style-type: none">• Medical,• Legal and Human right• Sociopolitical,• Psychological,		15

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III	Types of Disability <ul style="list-style-type: none"> • Visual Impairment-magnitude, causes, types, assessment, impact of visual impairment on child's development • Hearing Impairment- magnitude, causes, types, assessment, impact on child's development • Deafblind- magnitude, causes, types, assessment, impact on child's development • Locomotor Disability- magnitude, causes, types, assessment, impact on child's development • Cerebral Palsy- magnitude, causes, types, assessment, impact on child's development • Multiple Sclerosis- magnitude, causes, types, assessment, impact on child's development • Intellectual disability/mental retardation- magnitude, causes, types, assessment, impact on child's development, • Learning disability- magnitude, causes, types, assessment, impact on child's development • Mental illness including psycho social disability magnitude, causes, types, assessment, impact on child's development and adults • Autism- magnitude, causes, types, assessment, impact on child's development • Burns, HIV/AIDS, Cancer , Leprosy- magnitude, causes, types, assessment, impact on child's development and adults 	15
IV	Rehabilitation- <ul style="list-style-type: none"> • Introduction, types, • Level of rehabilitation- Prevention, promotion, tertiary • different areas- medical ,education, psychological adjustment, vocation, employment • rehabilitation programmes such as art therapy, animal therapy, dance, drama therapy, music • Different setting such as School, hospital. Community, clinic • Enabling environment 	15

Essential Readings

1. Albrecht, G., Seelman, K., Bury, M (ed) 2001, Handbook of Disability Studies, New Delhi: Sage Publication
1. Biglan A.W., VamJasselt V.B., Simon J. (1988). Visual Impairment. In VanHasselt V.B.(Ed.), Handbook of Developmental and Physical Disability (pp.471-562). New York: Pergamon press
2. Bloom F. (1974). Our Deaf Children, London: Martins Publishers Ltd.
3. Freeman R.D., Carbin C.F. & Boose R.J. (1981). Can't Your Child Hear? A Guide for those who Care about Deaf Children. Baltimore: University Press.
4. Fulder, A.R. & Best, A.B. & Bax, M.C.O. (1993). The Management of Visual Impairment in Childhood. London: Mac Keith Press.
5. Georgy S (1976). The Deaf Child and his Family. London: George Allen & Unwin.
6. Jan J.E., Freeman R.D. & Scott E.P. (1977). Visual Impairment in Children and Adolescents. New York: Grune and Stratton.
7. Karna, G (2001) Disability Studies In India: Retrospects and Prospectus, New Delhi: Gyan Publishing House
8. Mc Innes J.M. & Treffry J.A. (1982). Deaf-Blind Infants and Children. England: Open University Press.
9. Michel E.D. & Vennon M. (1981). They Grow in Silence – The Deaf Child and the Family. Maryland: National Association of the Deaf.
10. Oliver, M. (1990) The Politics of Disablement, New York: Palgrave MacMillan

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11. Shakespeare, T (2006) *Disability Rights and Wrongs*, London: Routledge
12. Oliver, M, Sapey, B (2006), *Social Work with Disabled People*, New York: Palgrave MacMillan
13. Punani B. & Rawal N. (1993). *Handbook: Visual handicap*. New Delhi: Ashish Publishing House.
14. Stein L.K. (1988). Hearing Impairment. In VasHasselt V.B. (Ed.) *Handbook of Developmental and Physical Disability* (pp.271-294). New York : Perganon Press.
15. Goldenson, Robert M. (1978). *Disability and Rehabilitation Handbook*, McGraw Hill Inc.
16. Sterwart W.F.R. (1979). *The Sexual Side of Handicap*, Great Britain: Woodhead Faulkner Ltd.
17. Banerjee, Gauri Rani. (1972). Social Caseworker and the Physically Handicapped Child. In *Papers on Social Work – An Indian Perspective*, Bombay: TISS.

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Program/Class: M.A. Community Education and Disability Studies		Year: (M.A. Year: First)	Semester: Two
Course Code:0850904		Course HUMAN RESOURCE DEVELOPMENT AND TRAINING	
<ul style="list-style-type: none"> Theory paper shall be of 75 marks with nine questions in all. The candidates shall be required to attempt five questions. Question No. 1 shall be compulsory, consisting of 5 short answer type questions, spread over the whole syllabus, to be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks) 			
COURSE OBJECTIVES:			
<ul style="list-style-type: none"> To enable the student understand the significance of human resource development. To apprise the students about various interventionist strategies in Human Resource Development. To acquaint them with process, strategies, methods, organization and evaluation of training programmes. To make them familiar with issues and factors which strengthen the training programme. Knowledge of HRD's fundamental principles, objectives, and tactics, as well as their significance for both individual development and organizational success Students will comprehend training needs and carrying out training programmes Explore the techniques and steps of training and development. 			

Credits:4		Core Compulsory	
Max. Marks:-100 External Examination – 75 M Internal Examination –25M		Min. Passing Marks :40	
Total Instructional hours-L-5/w			
Unit	Content	Instructional hours	
I	<ul style="list-style-type: none">Basics of Human Resource Development (HRD): Concept, Characteristics, Dimension, Needs and PrioritiesRationale and assumptions of Human Resource Development (HRD)Human Resource Development system: process of designing, principles, factors affecting.	15	
II	<ul style="list-style-type: none">Significance of HRD and Framework, HRD interventionsTechnological change and Human Resource Development –Career Planning Process and Career Development.	15	






III	<ul style="list-style-type: none"> • Training and Development: Meaning, Concept, Importance and Principles • Difference in Training, Development and Education; objective and importance of training, benefits of training. • Types of Training, Methods of Training: Their importance, uses and limitations 	15
IV	<ul style="list-style-type: none"> • Designing a Training Programme; Experiential Learning Cycle (ELC), • Training Need Analysis (TNA): Concept, Importance and levels of training needs Analysis • Monitoring and Evaluation of Training Programme, Steps to Training and Development, drawbacks. 	15

Essential Readings:

1. Arya, P.P., Tandon B.B.: Human Resource Development (Deep & Deep, New Delhi, 1995)
2. Bhatia, S.K.: Emerging Human Resource Development (Deep & Deep, New Delhi, 2008)
3. Gupta, Rajen: Implementing Human Resource Development, 1st Ed. (Rawat Publications, Jaipur, 1990)
4. Gupta, Santosh, Gupta Sachin: Human Resource Development, Concepts and Practices (Deep & Deep, New Delhi, 2008).
5. Hansa, B.S. and Kumar B.: Training Methodology for Human Resource (Sage, New Delhi, 1998)
6. Lynton, and Pareek, U.: Training for Development, 2nd Ed. (Vistar Publications, New Delhi, 1978)
7. John, Prior: Handbook of Training and Development (Tayco Publishing House, Delhi, 1994).
8. Rao, T.V.: Human Resource Development, Experiences, interventions and strategies (Sage Publishing, New Delhi, 1996).
9. Stewart, J. and McGoldrick (ed): Human Resource Development: Perspectives, Strategies and practice (Financial Times, Pitman Publishing, London, 1996)
10. Verma, M.M: Human Resource Development (Gitangali Publishing House, New Delhi, 1988).

Further Readings:

1. Chaudhary, D.P.: Training Methodology and Management (Sterling Pub., Pvt. Ltd., New Delhi, 1986).
2. Dahama, O.P. and Bhatnagar, O.P.: Education and Communication for Development, 2nd Ed. (Oxford and IBH Publishing Co., New Delhi, 1985).
3. Harison, Rosemary and Kessels Joseph: Human Resource Development in knowledge Economy (Macmillan, China, 2004).
4. Hargreaves, Peter, Jarvis Peter: The Human Resource Development Handbook (Stylus, U.S.A. 2000)
5. Mamoria, C.B. Personnel Management, 9th Ed. (Himalaya Publishing House, Bombay, 1991).
6. Mishra D.C.: New Directions in Extension Training, A conceptual Framework (Directorate of Extension, Ministry of Agriculture, New Delhi, 1990).
7. Robinson, Kenneth R.: A Handbook of Training Management (Aditya Book Private Ltd., New Delhi, 1988).
8. Pareek, U. and Rao T.V.: Designing and Managing Human Resources Systems (Oxford and IBH Publishing Co., New Delhi, 1992).
9. Silvera, D.M.: Human Resource Development, the Indian Experience (New India Pub. Co., New Delhi, 1988).
10. Singh, Jayant: Principles of Personnel Management, 1st Ed. (Radha Publications, New Delhi, 1996).
11. Singh, P.N.: Training for Management Development (ISTD, New Delhi, 1989).

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12. Werther, Keith Davis: *Personnel Management and Human Resources*, 2nd Ed. (McGraw Hill Book Company, New York, 1985).
13. Wilson, John P: *Human Resource Development* (Sterling, London, 2005).

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Rishi Upadhyay

Program/Class: M.A. Community Education and Disability Studies First Year II Semester	
Subject: Minor Elective	
Course Code:0850950	Course: ICT ENABLED EDUCATION AND CYBER SECURITY
<ul style="list-style-type: none"> Theory paper shall be of 75 marks with nine questions in all. The candidates shall be required to attempt five questions. Question No. 1 shall be compulsory, consisting of 5 short answer type questions, spread over the whole syllabus, to be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks) In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks) <p>COURSE OBJECTIVES:</p> <ol style="list-style-type: none"> Describe the scope of ICT and its applications in teaching learning. Demonstrate the computer components and software and hardware approach in education. Discuss instructional applications of Internet and web resources. Elaborate the process of using the application software for creating documents ,database, Presentation and other media applications. Interpret the cyber security and threat landscape. Develop a deeper understanding and familiarity with various types of cyber-crimes, vulnerabilities and remedies thereto. Analyze and evaluate existing legal framework and laws on cyber security. Analyze and evaluate the importance of personal data, its privacy and security. Analyze and evaluate the cyber security risks. Increase cyber awareness; take measure for self-cyber-protection as well as societal cyber protection. 	

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Credits:4		Core Compulsory
Max. Marks:-100 External Examination – 75 M Internal Examination –25M		Min. Passing Marks :40
Total Instructional hours-L-5/w		
Unit	Content	Instructional hours
I	INFORMATION AND COMMUNICATION TECHNOLOGIES – AN INTRODUCTION <ul style="list-style-type: none"> • Information and Communication Technology Basics • Nature and scope of Information and Communication Technology • Information and Communication Technologies in Teaching Learning • Applications of Information and Communication Technologies in Classroom and School management 	15
II	COMPUTER FUNDAMENTALS: HARDWARE & SOFTWARE <ul style="list-style-type: none"> • Introduction to a personal computer: It's parts and functions • Operating system: Windows/Linux/UNIX • Securing data: Threat from, sources of and protection from viruses and worms • Anti-plagiarism software, Search Engine 	15
III	INTERNET AND THE WORLD WIDE WEB <ul style="list-style-type: none"> • Internet and the Web • Synchronous and asynchronous communication on the web and teaching: e-mail, chat, newsgroups and forums • Communication through the web and learning: Audio and video applications on the Internet; Interpersonal communication through the e-Mail, Web forums and chatting groups 	15
IV	OVERVIEW OF CYBER SECURITY <ul style="list-style-type: none"> • Cyber security increasing threat landscape during online teaching learning • Cyber security terminologies: cyberspace, attack vector, attack surface, risk, vulnerability, exploit, exploitation, hacker, non-state actors, cyber terrorism • Cyber warfare 	15

Essential Readings:

1. Adam, D.M. (1985) Computers and Teacher Training: A Practical guide, The Haworth Pren,Inc., N.Y.
2. Conrad, Kerri (2001) Instructional Design for web – based Training HRD Press.
3. Mallik, Utpal et al. (2001): Learning with Computers Level – III. NCERT New Delhi.
4. Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer Based Training. Jossey – Bass.
5. P K Sinha. (1990): Computer Fundamental.

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6. Bose K Sanjay (1996): *Hardware and Software of Personal Computer*.

7. Conrad, Kerri (2001), *Instructional Design for Web – Based Training* HRD Press.

8. Horton, W (2001): *Designing web-based Training* John Wiley & Sons.

Websites

1. <http://www.libraries.psu.edu/>

2. <http://www.searchenginewatch.com>, (ALTAVISTA,EXCITE,HOTBOT,INFOSEEK)

3. <http://www.teacher.n>

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Program/Class: M.A. Community Education and Disability Studies	Year: Second	Semester: Three
Course Code: 0950901	Course Title: INTRODUCTION TO INCLUSIVE EDUCATION	

INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS

1. Theory paper shall be of 75 marks with nine questions in all. The candidates shall be required to attempt five questions.
2. Question No. 1 shall be compulsory, consisting of 5 short answer type questions, spread over the whole syllabus, to be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks)
3. In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15marks each with internal choice. (4x15=60marks)

COURSE OBJECTIVES:

This course will enrich the students to:

- Explain the philosophical, sociological and rights perspective of inclusion and inclusive education.
- Develop skills in using a wide range and social supports to assist persons with diverse needs.
- Develop the skills associated with inter-personal relationships, managing relations in leadership and working in teams to promote inclusion.

COURSE OUTCOMES:

- Understanding conceptual framework and strategies of Inclusive Education for Diverse Group of Learners including Persons with Special Needs
- Enable the students to explain the Practical Approaches and Perspectives of Inclusive Education
- Students will be able to understand the different National and International Policies and Programs related to Inclusive Education
- Students will be able to find the factors and barriers affecting inclusion
- Enable the students to conduct the innovative, inquiry based activities to learn more the trends of inclusive education at ground level

Credits:4	Core Compulsory
Max. Marks:-100 External Examination – 75 Internal Examination –25M	Min.PassingMarks:40
TotalInstructionalhours-L-5/w	

Unit	Content	Instructional hours
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I	<i>Inclusion and Inclusive Education</i> <ul style="list-style-type: none"> • Inclusion vs Exclusion: Meaning & Concept • Inclusive Education: Meaning, Concept & Definition • Understanding strategies of Inclusion for Marginalized, Gender (girl child & transgender), Deprived groups, Underprivileged Sections, and Person with special needs 1.4 Principles of inclusive education 	15
II	Perspectives in Inclusive Education <ul style="list-style-type: none"> • Historical perspectives of Inclusive Education globally and in India • Practical approaches of Inclusive Education: Main Streaming, Integration & Inclusion • Perspectives of Inclusive Education: Educational, Sociological, and Democratic • Key debates in inclusion, special education, and inclusive education 	15
III	Policies & Programs Promoting Inclusive Education <ul style="list-style-type: none"> • International Declarations: World Declaration for Education for All (1990) • International Conventions: Convention Against Discrimination (1960), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) • National Commissions & Policies: National Policy on Education (1986), RTE (2009) • Acts and Schemes: Rights of Persons with Disabilities (2016), RCI Act (1992), PWD Act (1995), National Trust Act (1999) 	15
IV	Building Inclusive Education <ul style="list-style-type: none"> • Barriers to Inclusion- Attitudinal, Physical, Socio-economical, Linguistic, and Cultural • Ensuring Physical, Academic and Social Access • Community Leadership and Parents as Changing Agents: Successful Case Studies • Arrangement for Including Diverse Learning Needs in the institution (Visit to the inclusive school to observe the diverse needs of the child). 	15

Essential Readings:

1. Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
2. Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
3. Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
4. Dahana, O.P. (1999), Education and Communication for Development, New Delhi Oxford and IBH Publishing Co.Pvt. Ltd.
5. Desai, A. R. (1996). Social Background of Indian Nationalism. Mumbai: Popular Prakashan.

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6. Gangrade, K. D. (2001). Working with the Community at the Grassroots Level: Strategies and Programs. New Delhi: Radha Publication.
7. Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCED, University of New Hampshire
8. Lewis, J. A. and Lewis, M.D. (1977). Community Counseling: A Human Services
a. Approach. New York: Wiley and Sons.
9. Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
10. Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.
11. Pfeffer, Georg and Behera, D. K. (eds). (1997). Contemporary Society: Tribal Studies.
a. New Delhi: Concept Publishing House. Vol. 1 To 5.
12. Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
13. Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.
14. Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. Lawrence Erlbaum Associates, New Jersey.

Suggested Readings

1. Berry, B., Daughtrey, A., & Weider, A. (2010). Teacher leadership: Leading the way to effective teaching and learning. Centre for Teaching Quality, Washington, DC. • Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic Schools through Mentoring, Coaching, and Collaboration. ASCD, Alexandria.
2. Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students' social lives and learning. Paul H. Brookes, Baltimore.
3. Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together
4. Brookes. Baltimore. • Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies for effective instruction. Prentice-Hall, New Jersey.
5. Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). Play time/social time: Organizing your classroom to build interaction skills. Communication Skill Builders, Tucson, AZ.



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M.A. Community Education and Disability Studies II year

Program/Class: M.A. Community Education and Disability Studies	Year: II	Semester: Three
Course Code: 0950902	Course Title: POPULATION AND HEALTH EDUCATION	

INSTRUCTIONS FOR PAPER-SETTER/ EXAMINERS

1. Theory paper shall be of 75 marks & shall comprise of nine questions. The candidates shall be required to attempt five questions.
2. Question No. 1 shall be compulsory, consisting of 5 short answer type questions, spread over the whole syllabus, to be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks)
3. In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)

COURSE OBJECTIVES:

- To acquaint the students with concepts of Population Education.
- To enable them to understand population dynamics and impact of population growth.
- To make them understand the reproductive health care and family life education.
- To make them understand the importance of community health for the welfare of society.
- To understand the Policies and programmes initiated by the government to assess the need for community health.
- The role of various agencies in the population education and health education

Course Outcomes:

- To enable the students to understand that family size is controlled. That population limitation can facilitate the development of a higher quality of life in the nation. That a small family size can contribute materially to the quality of living for the individual family.
- Health education teaches children physical, mental, social, and psychological health (overall well-being). It helps students to make healthy choices and avoid risky behaviors.
- A good quality education is the foundation of health and well-being. For people to lead healthy and productive lives, they need knowledge to prevent sickness and disease. For children and adolescents to learn, they need to be well nourished and healthy.
- Population education helps and enables us to be aware of the process and consequence of population growth on the quality of our lives and the environment. Population education provides the learners with a knowledge and understanding of the prevailing population situation in their own country and the world.

Credits: 4		Core Compulsory	
Max. Marks:-100 External Exam-75 Marks Internal Exam-25Marks		Min. Passing Marks:40	
Total Instructional hours-L-5/w			
Unit	Content		Instructional hours

I	<ul style="list-style-type: none"> Population Education: Concept, Objectives, Significance and Scope Population Dynamics: Fertility, Mortality, Migration National population policy: objectives, and features Impact of Population growth 	15
II	<ul style="list-style-type: none"> Reproductive Health: concept, scope of reproductive health care Sexually transmitted diseases (STDs) and Human Immuno Deficiency Virus (HIV): Causes and Prevention Family Life Education: Meaning, Objectives, Dimensions, contents, and significance Adolescent Education Programme. 	15
III	<ul style="list-style-type: none"> Health: Meaning, Determinants, and Responsibility for health care National Health Policy (latest): Objectives and Feature 	15
IV	<ul style="list-style-type: none"> Health Education: Meaning, Objectives, Principles, Functions. Content Communication and Practices in Health Education National Health Education Programmes in India Agencies of Health Education 	15

Essential Readings:

1. Aggarwal, J.C.: Population Education, New Delhi; Shipra Publications, 2002.
2. Gupta J.P. & Sood, O.P.: Contemporary Public Health; Policy, Planning, Management, 2005.
3. Kuttan, Mahadevan: Health Education for Quality of life, B.R. Publishing Corporation, Delhi.
4. Rao, V.K.: Population Education, A.P.H. Publishing Corporation, New Delhi, 2001.
5. Sharma, R.C: Population Resources , Environment and Quality of Life, Hand Book on Population Education, New Delhi; Rai and Sons 1988.
6. U.K. Singh & K.N. Sudarshan: Population Education, Discovery Publishing House, New Delhi, 1996.

Further Readings:

1. George, Pickett and John J. Hanlon: Public Health: Administration and Practice Published by William C. Brown, 1989.
2. Goel , S.L.: Public health Policy and Administration, 1994.
3. Howard, Guy et. al. (eds.): Healthy Villages -A Guide for Communities and Community Health Workers. World Health Organization, Geneva, 2002.
4. Nardi, Deena Alleria; Petr, Josg M. (eds.): Community Health and Wellness Needs Assessment: A Step by Step Guide. Thomas Delmor Learning, Canada, 2003.
5. Report of the Health Survey and planning Committee Vol. 1, 1959-61
6. Sanjivi, K.S.: Planning India, s Health, Oriented Longman, 1971.
7. Park, K.: Text Book of Preventive and Social Medicine, Prem Nagar, Nagpur Road Jabalpur, India 1989.

Program/Class: M.A. Community Education and Disability Studies 1st Year	Year: II	Semester: Three
Course Code: 0950903	Course Title: COMMUNITY COUNSELLING	

INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS

1. The theory paper shall be of 75 marks with nine questions in all. The candidates shall be required to attempt five questions.
2. Question No. 1 shall be compulsory, consisting of 5 Short Answer Type Questions, spread over the whole syllabus, be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks)
3. In addition to Question No. 1, candidates are required to attempt 4 Long Answer Type Questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)

COURSE OBJECTIVES:

- To make the students understand the concepts of Guidance and Counseling and draw differences between them.
- To acquaint the students with the historical basis for the beginning of counselling in this world.
- To get familiar with the concept of Community Counseling.
- To explore the process of counselling.
- To know about the counselling skills needed for becoming an effective counsellor.
- To apprise the students about the various types of counselling needed for a special type of population.
- To equip the students with the techniques of assessing the counselees.
- Orientation on how to develop and manage Counseling programmes.
- To understand the ethical and legal considerations in Counselling.

COURSE OUTCOME

- Able to use different skills of counselling in the community
- Learners will be able to assess the skills involved in counselling approaches
- Learners will be able to evaluate the process, need the scope of different types of counselling and its tools and techniques
- Learners will be able to interpret suggestive measures to overcome the problems related to counselling in the Indian context

Credits: 4		Core Compulsory
Max. Marks:-100 External Exam-75 Marks Internal Exam-25 Marks		Min. Passing Marks:40
Total Instructional hours-L-5/w		
Unit	Content	Instructional hours
I	<ul style="list-style-type: none"> • Concepts of Guidance and Counseling and Their Differences • Counselling: Need and Scope • Historical and professional foundations of Counselling • Ethical and Legal Concerns of Counselling 	15

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II	<ul style="list-style-type: none"> • Counselling Approaches: Directive, Non-Directive and Eclectic; Counseling process • Counselling skills: Listening skill and Communication skill • Qualities and Role of Counsellor • Multicultural Counseling: Concept, Guidelines and Challenges 	15
III	<ul style="list-style-type: none"> • Marriage Counselling: Counselling Process and Marital Assessment • Family Counselling: Concept and Counselling Process • Child and Adolescent Counselling: Guidelines, Approaches and Assessment • Career Counselling: Process and Assessment Instructions • Group Counselling: Types of Groups, Group Process, Stages in Group Counselling 	15
IV	<ul style="list-style-type: none"> • Testing Techniques: Intelligence Tests, Aptitude Tests, Interest Inventories, Personality Tests • Non-Testing Techniques: Questionnaire, Observation, Anecdotal Records, Rating Scales 	15

Essential Readings:

1. Bengalee, M.D.: Guidance and Counselling, Seth and Seth Publications, Bombay, India, 1984.
2. Gibson, R.L. & Mitchell, M.H.: Introduction to Counseling and Guidance, Pearson Education, Inc, New Delhi, India, 2008.
3. Jones, R.N.: Introduction to Counselling Skills: Texts and Activities, Sage Publications, New Delhi, India, 2000.
4. Lewis, J.A. & Lewis, M.D: Community Counselling: A Human Services Approach, John Wiley & Sons, New York, U.S.A., 1977.
5. Rao, Narayana S.: Counselling and Guidance, Tata McGraw-Hill Publishing Company Ltd., New Delhi, India, 2002.
6. Shertzer, B. & Stone, S.C.: Fundamentals of Guidance, Houghton, Boston, 1981.
7. Suri, S.P. & Sodhi, T.S.: Guidance and Counselling, Bawa Publications, Patiala, India, 2000.
8. Nystul, M.S. Introduction to Counselling: An Art and Science Perspective, Allyn and Bacon, USA, 1999.
9. Counselling methods and techniques, Black Prints India INC, New Delhi, 2013.
10. Sharma, S. Guidance and Counselling: An Introduction, Shree Sai Printographers, New Delhi, 2005.
11. Charles, K.D. N.G. Guidance and Counselling, Neel Kamal Publications Pvt. Ltd, Hyderabad, 2011.

Further Readings:

1. Gladding, S.T.: Counselling: A Comprehensive Profession, Upper Saddle River, Pearson Education, Inc, New Jersey, U.S.A., 2007.
2. Meier, S.T., & Davis, S.R.: The Elements of Counselling" (Third Edition), Pacific Grove: C.A.: Brooks/Cole, 1997.
3. Mac Cluskie, K.C., & Ingersoll, R.E: Becoming a 21st Century Agency Counselor, Belmont, C.A.: Wadsworth. 2001.
4. Tiwari, R. Guidance and counseling (Kunal Books, New Delhi, 2009.
5. Nayak, B.K & Ruth, R.K. Measurement Evaluation Statistics and Guidance Service in Education, Axis Publications, New Delhi, 2010.

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Ansh Upadhyay

Program/Class: M.A. Community Education and Disability Studies - 1st Year	Year: II	Semester: Three
Course Code: 0950904	Course Title: LIFE SKILLS EDUCATION	

INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS

1. The theory paper shall be of 75 marks with nine questions in all. The candidates shall be required to attempt five questions.
2. Question No. 1 shall be compulsory, consisting of 5 Short Answer Type Questions, spread over the whole syllabus, be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks)
3. In addition to Question No. 1, candidates are required to attempt 4 Long Answer Type Questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)

COURSE OBJECTIVES:

- To enable the students to develop an understanding of life skills.
- To enable students to understand core life skills, its concept, process and practice.
- To enable students to articulate their issues and know their rights
- To help students to build their self-esteem and self-confidence
- To equip students to develop the ability to take responsibility for self, relationships and society.
- To provide students with opportunities to improve their own Life Skills.
- To empower students to respond to real life situations in positive and responsible way

Course Outcome:

The student will:

- Understand that life-skills are art of living which help us to draw a personal and professional sketch of life
- Learn relevant life- skills through active participation observation, real life experiences and incorporate in real life context.
- Be able to explore alternatives, weigh pros and cons, make rational decisions, communicate effectively, be assertive.
- Enhance capabilities and enlarge choices and build self-image and self – worth.

Credits: 4		Core Compulsory
Max. Marks:-100 External Exam-75 Marks Internal Exam-25 Marks		Min. Passing Marks:40
Total Instructional hours-L-8/w		
Unit	Content	Instructional hours
I	Understanding Life-Skills: <ul style="list-style-type: none"> • Life-Skills: Definition, Concept, Importance and Key Life Skills 	15

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	<ul style="list-style-type: none"> Models of Life-Skills: WHO Model, Four „H“ Targeting Life Skills Model Life Skills Education in the Indian Context 	
II	Education and Life Skills: The Four Pillars of Education: Learning to Know, Learning to Do, Learning to Live Together, Learning to Be □	15
III	Core Life skills a) Life Skills for Self-Understanding and Self- Management: Self-Esteem, SelfAwareness, Assertiveness, Coping with Stress: Definitions, Importance, and Influencing Factors b) Coping with emotions Life Skills for Knowing and Living with Others: Effective Communication, Interpersonal relationships, Empathy, Conflict resolution: Definitions, Importance, and Influencing Factors c) Life Skills for Dealing with Issues and Problems: Critical thinking, Creative thinking Decision-making, Problem-solving: Definitions, Importance, and Influencing Factors	15
IV	Applications of Life Skills: <ul style="list-style-type: none"> Participatory Learning Process :Includes Practical Activities, Feedback and Reflections, Consolidation and Reinforcement, and Practical application to day-to-day life challenges; Some Modeled Response Patterns Methods used to enhance Life Skills in students: Class Discussions, Brainstorming, Role Play, Small group/Buzz group, Games and Simulations, Situation Analysis and Case studies, Debates, and Story Telling: Their Description, Benefits, Process 	15

Essential Readings

1. Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.
2. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.
3. Debra McGregor, (2007). Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA
4. Delors, Jacques (1997). Learning: The Treasure Within, UNESCO, Paris.
5. Delors, J. et al. (1996). Learning: The treasure within. Report to UNESCO of the International Commission on Education for the Twenty-first Century. Paris: UNESCO. Retrieved from [http:// www. unesco. org/ education/ pdf/ 15_ 62. pdf.](http://www.unesco.org/education/pdf/15_62.pdf) on 15/11/2015.
6. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), Psychology for Living Adjustment, Growth and Behaviour Today, Pearson Education Inc, New Delhi
7. Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.

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8. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
9. Sandhan, Society for Education & Development (2005). Life Skills Education, Training Module, Jaipur.
10. Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York
11. UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris.

Suggested Readings:

1. Goleman D (2007). Social Intelligence, London: Arrow Books
2. Stella Cottrell, (2008). The Study Skills Handbook, Palgrave Macmillan Ltd. (3rd Ed), New York
3. Kumar.J. Keval, (2008). Mass Communication in India, JAICO Publication India Pvt. Ltd
4. Morgan and King, (1993).
4. Cottrell, S. (2003). The study skills handbook. New York: Palgrave Macmillan, 5. Joseph K.S. (2008). Equip yourself with life skills. Mumbai: Better Yourself Books.
6. Joseph K.S. (2010) Empower yourself. Mumbai: Better Yourself Books.
7. UNESCO and Indian National Commission for Co-operation with UNESCO (2001).
8. UNESCO (United Nations Educational, Scientific and Cultural Organization). (2012). Youth and skills: Putting education to work. Education for All Global Monitoring Report 2012. Paris: UNESCO. Retrieved from [http:// www.uis.unesco.org/Education/Documents/gmr-2012-en.pdf](http://www.uis.unesco.org/Education/Documents/gmr-2012-en.pdf) on 18/11/2015.
9. World Health Organization. (1994). Programme on mental health: Life skills education in schools. Retrieved from http://www.asksourc.info/pdf/31181_lifeskillsed_1994.pdf on 08/10/2015.
10. WHO (1999) Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.

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Abhishek Upadhyay

Program/Class: M.A. Community Education and Disability Studies - 1st Year		Year: II	Semester: Three
Course Code: 0950905		Course Title: CORPORATE SOCIAL RESPONSIBILITY	
INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS			
<div>4. The theory paper shall be of 75 marks with nine questions in all. The candidates shall be required to attempt five questions.</div> <div>5. Question No. 1 shall be compulsory, consisting of 5 Short Answer Type Questions, spread over the whole syllabus, be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks)</div> <div>6. In addition to Question No. 1, candidates are required to attempt 4 Long Answer Type Questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)</div>			
COURSE OBJECTIVES			
<div>• To enable the students to define and describe Corporate Social Responsibility (CSR) and Social Entrepreneurship</div> <div>• To equip the students to identify types of social entrepreneurship ventures, and the key values accompanying them</div> <div>• To understand the role, importance, and qualities of a socially responsible entrepreneur</div> <div>• To equip the students to realize the implementation of Corporate Social Responsibility and Social Entrepreneurship</div>			
COURSE OUTCOMES:			
The Student will:			
<div>• Explain how corporate social responsibility evolved and include economic, legal, ethical and philanthropic components.</div> <div>• Come up with business examples of CSR and corporate citizenship.</div> <div>• Help in promoting the qualities of a socially responsible entrepreneur.</div> <div>• Understand CSR is a management concept wherein companies integrate social and environmental concerns for development of businesses and societies at large.</div> <div>• Enable them to start up an NGO in collaboration with companies for betterment of society.</div>			
Credits: 4		Core Compulsory	
Max. Marks:-100 External Exam-75 Marks Internal Exam-25 Marks		Min. Passing Marks:40	
Total Instructional hours-L-5/w			
Unit	Content		Instructional hours
I	<div>• Introduction to Corporate Social Responsibility (CSR):</div> <div>• Corporate Social Responsibility (CSR): Meaning, Concept, Characteristics, Components, and Purpose</div> <div>• Historical Perspectives of CSR: International and India</div> <div>• Approaches to CSR: Corporate Social Responsibility (CSR), The triple bottom line, and Stakeholder theory</div>		15
II	<div>Law and its Implementation:</div> <div>• CSR Companies Act 2013: Clause 135 of The Companies Act 2013; Salient Features</div> <div>• Corporate Social Responsibility, Ethics, and Law: Some Cases</div> <div>• Examining Corporate Social Responsibility in The Industrial Space: International and National Initiatives</div>		15





III	Introduction to Social Entrepreneurship: <ul style="list-style-type: none"> • Social Entrepreneurship- Concept, Definition, Importance, and Approaches • Similarities and Differences between Corporate Social Responsibility and Social Entrepreneurship • Social Entrepreneur: Qualities and Role 	15
IV	Social Entrepreneurship in Practice: <ul style="list-style-type: none"> • Process and Stages of Social Entrepreneurship • Boundaries of Social Entrepreneurship: Social Service Provision and Social Activism • Social Entrepreneurship Opportunities: Successful Case Studies 	15

Essential Readings

1. Agarwal, S.K Corporate Social Responsibility, SAGE Publications, New Delhi, 2008
2. Chatterji, M., Corporate Social Responsibility, Oxford University Press, 201
3. Dwivedi, P. K., Corporate Social Responsibility and Social Entrepreneurship, Bookwell Publishers, 2015
4. Dwivedi, P. K., & Singh, H., Corporate Social Responsibility and Social Entrepreneurship, Bio Green Books, 2015
5. Gordon, M., Becoming a Social Entrepreneur: Starting Out, Scaling Up and Staying True, Routledge Publishers, 2019
6. Kumar Manoj, Corporate Social Responsibility Contemporary issues in India, Adhyayan Publishers & Distributors, New Delhi 2012
7. Mitra, N., Corporate Social Responsibility in India, Springer Publications, 2016
8. Neeru, Ankita, Social Entrepreneurship and Corporate Social Responsibility, Signature Books International, 2011
9. Shukla, M., Social Entrepreneurship in India, Sage Publications Pvt. Ltd., 2020
10. Handbook on Corporate Social Responsibility in India, CII. www.pwc.in

Suggested Readings:

1. Ataur Rahman Belal Corporate Social Responsibility in Developing Countries, Ashgate Publishers. UK., 2008
2. Hawkins, D. E., 2006, Corporate Social Responsibility, Palgrave Macmillan, New York ,2006
3. Hodges, Grayson D., A Corporate Social Responsibility- Seven Steps to Make Corporate Social Responsibility Work for Your Business. UK: Greenleaf Publishing Limited, 2004
4. Knowles, V., What's the Difference Between CSR and Sustainability? 2degrees. March 25, 2014
5. Narang R.K. Corporate Social Responsibility-Replicable Models on Sustainable Development. New Delhi: The Energy & Resources Institute, 2009
6. Wayne Visser Transforming Corporate Social Sustainability and Responsibility, Springer Heidelberg, New York, London, 2014
7. William B Werther, Jr, David Chandler, Strategic Corporate Social Responsibility, Stakeholders in a Global Environment, Second Edition, SAGE Publications, New Delhi, 2010.

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Program/Class:M.A. Community Education and Disability Studies – II Year	Year: II	Semester: Four
Course Code: 1050901	Course Title: RURAL DEVELOPMENT AND ENTREPRENEURSHIP	
INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS		
<div>1. The theory paper shall be of 75 marks with nine questions in all. The candidates shall be required to attempt five questions.</div> <div>2. Question No. 1 shall be compulsory, consisting of 5 Short Answer Type Questions, spread over the whole syllabus, be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks)</div> <div>3. In addition to Question No. 1, candidates are required to attempt 4 Long Answer Type Questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)</div>		
COURSE OBJECTIVES:		
<div><div>• To acquaint the students with the basic concepts of Development, Rural Development, models of development, Entrepreneurship Development and the socio-economic structure of rural society since independence.</div><div>• To make the students aware of financial institutions that are engaged in the development of rural areas.</div><div>• To make them aware of the various policies and programs of the Indian Government for rural development particularly of the marginalized section of the rural areas and bureaucratic hassles in the proper development of rural India.</div><div>• To enable the students to critically examine the role of the public and private sector institutions for Rural Development in India.</div></div>		
COURSE OUTCOME		
<div><div>• Able to acquaint the parameters of rural development</div><div>• To comprehend the perspective of different theorists regarding rural development</div><div>• Able to critically appraise theories and various policies for rural India</div><div>• To know the role of different micro and macro-financial agencies in rural development</div><div>• To get an insight into what helps an entrepreneur succeed in rural areas</div><div>• To get acquainted with the steps involved in Rural Enterprise</div><div>• Able to understand the Intellectual Property Rights</div></div>		
Credits: 4	Core Compulsory	
Max. Marks:-100 External Exam-75 Marks Internal Exam-25 Marks	Min. Passing Marks:40	
Total Instructional hours-L-5/w		

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Unit	Content	Instructional hours
I	<ul style="list-style-type: none"> Rural Development: Concept and Basic Elements Parameters of Rural Development. Theories of Rural Development-Modernization Theory, Dependency Theory Marxist School) and Gandhian model of Rural Development 	15
II	<ul style="list-style-type: none"> Determinants of Rural Development Major Policies and Programs for Rural Development in India since independence. Concept of Micro –financing, Types of Micro-Finance Institutions (Characteristics, role) 	15
III	<ul style="list-style-type: none"> Rural Entrepreneurship - Characteristics, need, problems(challenges) Entrepreneurs: Characteristics, Functions, Need Types of Rural Entrepreneurs: Individual Entrepreneurs, Group Entrepreneurs, Cluster Entrepreneurs, Cooperative Entrepreneurs, (Characteristics, advantages and disadvantages), Agri – entrepreneurship: Need, opportunities, challenges 	15
IV	<ul style="list-style-type: none"> Planning a Rural Enterprise: Steps and Characteristics of each stage Difference between Entrepreneurs and Managers, Factor Affecting Entrepreneurship Intellectual Property Rights (IPR): Characteristics and Objectives of various IPR forms (Patents, Copyrights, Trademarks geographical indicators, industrial designed, trade secrets, Integrated circuits) 	15

Essential Readings:

1. Arora, Ramesh K. & Hooja Rakesh: Administration for Rural Development- Indian and Comparative perspective (Arihant Publishing House, 1996)
2. Arora, Rana & Sood, S.K.: Fundamentals of Entrepreneurship and Small Business (Kalyani, New Delhi, 2005)
3. Arya, K.S.et.al.: Rural Development in India: Some facets (Naharsons, Chandigarh, 1986)
4. Bogaert, M.V.D. and AKN: Group Entrepreneurship with Rural Poor (Indian Social Institute, New Delhi, 1989)
5. Danda, K. Ajit (ed): Studies for Rural Development (Inter alia publications, New Delhi, 1984)
6. Desai, A.R.: Changing Profile of Rural India and Human Rights of Agrarian poor (CRRID Publications, Chandigarh, 1990)
7. Dubhashi, P.R.: Rural Development Administration in India (Popular Prakashan, Bombay, 1970)
8. Gehlawat, J.K., Kant, K.: Strategies for Rural Development (Arnold Publishers, 1987)
9. Khanka, S.S (2012): Entrepreneurial Development (S.Chand & Company pvt. Ltd. New Delhi)
10. Karmakar: Rural Credit and Self Help Groups-Micro Finance needs and concepts in India (Sage, New Delhi, 1999)
11. Kothari, C.R. ed: Rural Development- Strategy for Rural Development (Manak Publication, New Delhi, 1991)

12. Mishra, S.N.: *Panchayati Raj Bureaucracy and Rural Development* (Indian Institute of Public Administration, New Delhi, 1986)
13. Rathore, R.S., Dhaneja: *Entrepreneurship in the 21st Century* (Rawat, New Delhi 2009)
14. Saini, J.S.: *Entrepreneurial development programs Practices* (Deep & Deep, New Delhi, 1997)
15. Singh, Nagendra: *Role of Financial institutions in Rural Entrepreneurship and Development*, (Development Banking Centre, New Delhi, 1982)
16. Singh, Katar: *Rural Development: Principles, Policies and Management* (Sage, New Delhi, 1996)

Further Readings:

1. Burns, Danny, et. al.: *The Politics of Decentralization, Revitalizing Local Democracy* (Macmillan, London, 1994)
2. Cheema, G & Poinceli D. (ed): *Decentralization and Development Policy Implementation in developing Countries* (Sage, London, 1993)
3. Chaudhary, R.C. & Rajakutty, S: *Fifty Years of Rural development in India, Retrospect and Prospects* (NIRD, 1998)
4. Dak, T.M.: *Social Inequalities and Rural Development*, (National Publishing House, New Delhi, 1982)
5. Donald, L.: *The Art & Science of extension* (Cambridge Gallinger publishing house, 1986)
6. Mishra, S.N. & Sharma: *Problems & Prospects of Rural Development in India* (Uppal Publishing House, New Delhi, 1983)
7. Mishra, Rajeeb: *Voluntary Sector and Rural Development* (Rawat, New Delhi, 2008)
8. Oakley, Peter, et. al.: *Approaches to Participation in Rural Development* (I.C.O. Geneva, 1984)
9. Gangadhara: *Development* (Kanishka Publishing House, New Delhi 1992)
10. Sisodia, Yatindra Singh: *Rural Development –Macro-Micro Realities* (Rawat, New Delhi, 2007)

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Nishi Upadhyay

Program/Class: M.A. Community Education and Disability Studies	Year: Second	Semester: Four
Course Code: 1050902	Course Title: HUMAN RIGHTS AND DUTIES	

INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS

1. Theory paper shall be of 75 marks & with nine questions in all. The candidates shall be required to attempt five questions.
2. Question No. 1 shall be compulsory, consisting of 5 short answer type questions, spread over the whole syllabus, to be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks)
3. In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)

COURSE OBJECTIVES:

To enable the students to:

- Acquaint themselves about the basic issues involved in human rights.
- Apprise themselves about the historical basis of the Human Rights Concept.
- Gain knowledge about the various instruments of human rights
- Make themselves aware about the constitutional provisions with regard to fundamental rights and duties.
- Sensitize the students about the general human rights problems and their violations.
- Empower themselves about the Role of NGO's and National Human Rights Commission Protection, Promotion and Enforcement of Human Rights.

Credits: 4	Core Compulsory
Max. Marks:-100 External Exam-75 Marks Internal Exam-25 Marks	Min. Passing Marks:40
Total Instructional hours-L -5/w	

Unit	Content	Instructional hours
I	<ul style="list-style-type: none"> • Historical Evolution of Human Rights (International and National Level) • Basic Concepts: Rights, Duties, Liberty, Equality, Fraternity and Justice • Classification of Rights: Moral, Social, Cultural, Economic, Civil and Political • Classification of Duties: Towards: Self/ Family/ Community/ Society/ Nation/ State/ Human Beings 	15
II	<ul style="list-style-type: none"> • Universal Declaration of Human Rights (UDHR) • International Covenant on Civil and Political Rights (ICCPR) • International Covenant on Economic, Social and Cultural Rights (ICESCR) 	15

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	<ul style="list-style-type: none"> • Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) 	
III	<ul style="list-style-type: none"> • Convention on the Rights of the Child (CRC) • United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) Human Rights in India and the making of the Indian Constitution. • Constitutional Provisions in India for the Protection of Rights: Women, Children, Persons with Disabilities, Marginalized Sections of society. 	15
IV	<ul style="list-style-type: none"> • National Human Rights Commission (NHRC): Protection, Promotion and Enforcement of Human Rights. • Human Rights of Special Groups: Prisoners, AIDS Patient and Disabled Persons. • Human Rights and Role of Media and Civil Society. • Case Studies on Human Rights Violations: Domestic Violence, Sexual Harassment, Sex Selection and Abortion. 	15

Essential Readings:

1. Jaswal P.S. & Jaswal N. : Human Rights and The Law (APH Publishing Corporation, New Delhi, 1996)
2. Rai, R. : Human Rights : UN Initiatives (Author's Press, New Delhi, 2000)
3. Reichert, E.: Social Work and Human Rights (Rawat Publications, Jaipur, 2003)
4. O'Byrne, Darren J. (2003): Human Rights: An Introduction, New Delhi: Pearson.
5. Sanajaoba, N. (2000): Human Rights in the New Millennium, New Delhi: Manas Publications.
6. UN Centre for Human Rights (1996): International Human Rights Standards for Law Enforcement, Geneva: World Campaign for Human Rights.
7. Kapoor S.K. (1997) : International Law, Central Law Agency, Allahabad
8. Cook, Rebecca, J. (Ed.)(1994): Human Rights of Women, University of Pennsylvania Press, Philadelphia
9. Starke, J.G. (1986) : Introduction to International Law, Butter worths, London .
10. Vijapur, A.P. (1996): The United Nations at Fifty: Studies in Human Rights, New Delhi: South Asian Publishers.
11. Rao, K. Subha (1962): Fundamental Rights under the Constitution of India, Madras: Madras University.
12. Baxi, Upendra (2002): The Future of Human Rights, New Delhi: Oxford University Press
13. Baxi, Upendra (1983): "The New International Economic Order, Basic Needs and Rights: Notes towards Development of the Right to Development", Indian Journal of International Law, Vol.23, pp.225-45.
14. Baxi, Upendra (1998):The Development of the Right to Development. in Janusz Symonides, (ed.), Human Rights: New Dimensions and Challenges, Sydney: UNESCO, pp. 99-114.
15. South Asian HRDC (2006): Introducing Human Rights: An Overview Including Issues of Gender Justice, Environmental and Consumer Law, New Delhi: OUP.
16. Karna, G. and K. Gahharana (1994): Rights of Disabled Persons. in K. P. Saksena (ed.), Human Rights: Perspective and Challenges, New Delhi: Lancer Books , pp.416-30.

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17. Karna, G. N. (2001): Disability Studies in India: Retrospect and Prospect, New Delhi: Gyan Publishing House.
18. Karna, G. N. (1999): United Nations and the Rights of Disabled Persons: A Study in Indian Perspective, New Delhi: APH Publishing Co.
19. UN, (1993): Human Rights and Disabled Persons, Geneva: World Campaign for Human Rights.

Further Readings:

1. Amnesty International: Human Rights Education, Amnesty International London, 1992.
2. Sehgal, B. P. Singh (ed.) (1999): Human Rights in India: Problems and Perspectives, New Delhi: Deep and Deep
3. Langley, Winstone E. (1999): Encyclopedia of Human Rights Issues since 1945, London: Fitzroy Dearborn Publishers.
4. Rehman, M. M. et al. (2000): Human Rights and Human Development: Concepts and Contexts, New Delhi: Manak Publications.
5. Rao, Mamta (2012): Law Relating to Women and Children, Lucknow: Eastern Book Company.
6. Saxena, Shobha (1999): Crimes against Women and Protective Laws, New Delhi: Deep and Deep.
7. UN Centre for Human Rights (1996): The Rights of the Child, Geneva: World Campaign for Human Rights.
8. UN (1999): Convention on the Elimination of all Forms of Discrimination against Women, New York: UN Department of Public Information.
9. Bag R.K. (1997): Domestic Violence and Crime Against Women: Criminal Justice Response in India (1985): Journal of Indian Law Institute, Vol.39, Nos.2-4, pp.359-75.
10. Sharma, A.K. (1995): Human Rights Violations of Street Children and Child Labor in India", in B. P. Singh Sehgal (ed.), Human Rights in India: Problems and Perspectives, New Delhi: Deep and Deep, pp.187-91.
11. Jain, Devaki (1990): Working with Human Rights to Development", Mainstream, Vol. 29, No.7, 8 December, pp.29-33.
12. Peters, Julias Phloper, Andrea (1995): Women's Human Rights: International Feminist Perspectives, Routledge, New York.
13. United Nations(2000): Facts about the United Nations, United Nations, New York

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Abhishek Upadhyay

Program/Class:M.A. Community Education and Disability Studies (M.A.in Education – II Year)	Year: Second	Semester: Four
Course Code: 1050903	Course Title: FAMILY CENTRED INTERVENTIONS WITH FAMILIES OF CHILDREN AND ADULTS WITH DISABILITIES	
INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS 1. The theory paper shall be of 75 marks with nine questions in all. The candidates shall be required to attempt five questions. 2. Question No. 1 shall be compulsory, consisting of 5 Short Answer Type Questions, spread over the whole syllabus, be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks) 3. In addition to Question No. 1, candidates are required to attempt 4 Long Answer Type Questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)		
COURSE OBJECTIVES: 1. To understand the effect of the presence of the disabled individual on the family unit and its members from an ecological and systems perspectives. 2. To examine the issues and concerns faced by such families at various family life cycle stages and at predictable crisis periods and the interventions needed by these families during those stages or periods. 3. To gain skills in undertaking a holistic family assessment. 4. To gain skills in the application of the partnership model of practice in Family Centred Intervention and Family crisis Intervention.		
Credits: 4		Core Compulsory
Max. Marks:-100 External Exam-75 Marks Internal Exam-25 Marks		Min. Passing Marks:40
Total Instructional hours-L-5/w		

Unit	Content	Instructional hours
I	Occurrence of Disability and Coping Strategies <ul style="list-style-type: none"> •The effect of the presence of disabled individual on the family unit from an ecological and systems perspective. • Factors influencing perception and coping strategies • Family's coping strategies. • Reactions of parents at time of diagnosis • Parental attitudes that interfere with counselling efforts 	15
II	Role of Interventions <ul style="list-style-type: none"> • Family centred interventions • Family centred community work • Family crisis intervention • Use of family crisis intervention 	15

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III	<ul style="list-style-type: none"> • Need and concerns of family • Needs and concerns of families in child's infancy years and interventions – • Needs and concerns of families during child's school years and interventions • Needs and concerns of families during child's adolescent and young adult years and interventions • Needs and concerns of families with a newly disabled individual and interventions 	15
IV	Holistic implications of disability <ul style="list-style-type: none"> • Feelings about prosthetics • Counselling parents in areas of direct care, SHGs of parents, siblings • Counselling related to personality development, sexuality, marriage, parenting, career • Enabling parental involvement in education including integration in regular school. 	15

Essential Readings:

1. Chaturvedi, T.N : Panchayati Raj (IIPA, Delhi, 1981)
2. Singh, Katar: Rural development: Principles, policies and management Ed (Sage, New Delhi, 1999)
3. Mishra, S.N.: New Panchayati Raj in action, (Mittal, Delhi 1996)
4. Maddick, Henry : Panchayati Raj, Local Government in India (Longman, London, 1970)
5. Reddy, Gram (ed.): Pattern of Panchayati Raj in India (Macmillan, Delhi, 1977)
6. Singh, Raj : New Panchayati Raj, (Anmol, Delhi 2000)
7. Goel, S.L., Shalini Rajnesh: Panchayati Raj in India (Deep and Deep Publication, 2003)

Further Readings:

1. Bhargva, B.S.: Grassroot Leadership, A study of Leadership in Panchayati Raj Institutions (Ashis, Delhi, 1979)
2. Bam B.H. and Sarkar L.: New Perspectives for third world women (The E.V. Mathew memorial lecture, 1976).
3. Bandopadhyay, D and Mukherjee, Amitava, Eds.: New issues in Panchayati Raj Concept, New Delhi, 2004)
4. Choudhury, R C and Rajakutty, S: Indian Rural Development Report (NIRD, Hyderabad, 1999)
5. Choudhury, R C and Rajakutty, S: Fifty years Rural Development in India: Retrospect and prospect (NIRD, Hyderabad, 1998)
6. Singh, S.S. & Mehta, Suresh: Legislative Framework of Panchayati Raj in India, International, Delhi, 1993)
7. Ram, Sundar.: Panchayati Raj and Empowering people (Kanishka , New Delhi, 2007)
8. Ram, Sundar: Panchayati Raj Reforms in India (Kanishka New Delhi, 2007)
9. Ram, Sundar: Role of Panchayati Raj Institution in 60 years of Independent India (Kanishka New Delhi, 2008)

Program/Class :M.A. Community Education and Disability Studies (M.A.in Education – II Year)	Year: Second	Semester: Four
Course Code: 1050904	Course Title: ENVIRONMENTAL EDUCATION AND DISASTER MANAGEMENT	

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INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS

1. Theory paper shall be of 75 marks & shall comprise of nine questions. The candidates shall be required to attempt five questions.
2. Question No. 1 shall be compulsory, consisting of 5 short answer type questions, spread over the whole syllabus, to be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks)
3. In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)

COURSE OBJECTIVES:

- To orient the students understand about the concept of environmental education and its importance in today's times.
- To sensitize the students about the concept of environmental pollution and its various causes.
- To make the students understand the general concept of Disaster Management.
- To understand Disaster preparedness, rescue and relief for disaster.

Course Outcomes:

- Environmental education (EE) connects us to the world around us, teaching us about both natural and built environments. EE raises awareness of issues impacting the environment upon which we all depend, as well as actions we can take to improve and sustain it.
- To protect the environment as we can't protect what we don't know about. To save the planet and all its Earthlings. To help grow a generation of people who are informed and can advocate for the environment
- Disaster management can help to enhance the ability of emergency responders to save lives. When appropriate infrastructure is set up and training is completed to improve disaster response, communities can survive the stress and distress caused by disasters
- Disaster management occupies an important place in India's policy framework, as poor people are most affected by disaster and they are India's predominant population. The steps being taken by the Government emanate from the approach has been outlined above.

Credits: 4	Core Compulsory
Max. Marks:-100 External Exam-75 Marks Internal Exam-25 Marks	Min. Passing Marks:40
Total Instructional hours-L-5/w	

Unit	Content	Instructional hours
I	<ul style="list-style-type: none">• Environmental Education: Concept, Importance and Scope• Principles and objectives of Environmental Education• Strategies of Environmental Education• Significance of Environmental Education for Sustainable Development.	-15



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II	<ul style="list-style-type: none"> • Environmental Pollution: Concept and Characteristics • Types of Environmental Pollution: Radioactive, Solid Waste, Air and Water, Noise pollution • Causes of Pollution • Impact of Natural hazards on environment. 	15
III	<ul style="list-style-type: none"> • Disaster: Meaning, Types • Causes of different Disasters and their effects □ National Policy on Disaster management. • Disaster Management: Community Level, Individual Level, Society level 	15
IV	<ul style="list-style-type: none"> • Economic impact of natural disaster • Social impact of natural disaster • Political impact of natural disaster • Disaster Management in India 	15

Essential Readings

1. Beeby, Alan, Annie Brennan: First Ecology: Ecological Principles and Environmental Issues, Oxford University Press, 3rd Edition, 2008.
2. Chandna, R.C.: Environmental Awareness (Kalyani Publications, New Delhi, 1998)
3. Dani, H.M.: Environmental Education, Panjab University, Chandigarh, Publication Bureau, 1996.
4. Golley, F.B.: A Primer for Environmental Literacy, Universities Press, India Ltd., Hyderabad, 1998.
5. Khosla, T.N.: Environmental Concerns and Strategies, Ashish Publications House, New Delhi, 1999.
6. Kohli, V.K. & Kohli, Vikas: Environmental Pollution and Management, Vivek Publications, Ambala, 1995.

Further Readings

1. Kaur, A. et al.: Scientific approach to Environmental Education, Tandon Publications, Ludhiana, 2003.
2. Mannion, A.M.: Natural Environmental Change, Routledge, London, 1999.
3. Reid, David: Sustainable Development, Earth Scan Publications Ltd, London, 1995.
4. Tivy, Joy & Greg O' Hare: Human Impact on the Ecosystem, Oliver & Boyd, Edinburg, 1981.
5. Trevedi, P.R.: Encyclopedia of Environmental Pollution, Planning and Conservation (Vol. -I-VI), A.P.H. Co., New Delhi, 2000.
6. Reza, B.K., Disaster Management, Global Publications, Delhi, India, 2010.
7. Arulsamy. S. Jeyadevi. J: Safety and disaster management , Neel kamal Publications Pvt. Ltd. New Delhi, 2011)
8. Saizal, K.R, Disaster Management and administration preparedness (Kaniska Publishers, New Delhi 2012.
9. Sharma, S.P., Environmental Education (Vista International, Delhi 2006).

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Program/Class :M.A. Community Education and Disability Studies (M.A.in Education – II Year)	Year: Second	Semester: Four
Course Code: 1050905	Course Title: PANCHAYATI RAJ SYSTEM IN INDIA	
INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS		
<div>2. Theory paper shall be of 75 marks & shall comprise of nine questions. The candidates shall be required to attempt five questions.</div> <div>2. Question No. 1 shall be compulsory, consisting of 5 short answer type questions, spread over the whole syllabus, to be answered in 20 to 25 words and carrying 3 marks each. (5x3=15marks)</div> <div>4. In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each with internal choice. (4x15=60marks)</div>		
COURSE OBJECTIVES:		
<div>• To enable the students to understand the factors responsible in the evolution of Panchayati Raj System in India.</div> <div>• To give the students“ knowledge about different provisions under Constitutional Amendments with regard to empowering the local self-Governments.</div> <div>• To acquaint the students with the system of decentralized local governance.</div> <div>• To apprise the students about the involvement of women in Empowering Community.</div>		
Course Outcomes:		
<div>• To comprehend how panchayats are supposed to operate under the constitution.</div> <div>• To enable people to make decisions directed towards resolving their problem in an effective way, power needed to be decentralized.</div> <div>• To advance and strengthen the community in particular fields, such as agriculture, health, women's empowerment, and education.</div> <div>• Learners are able to comprehend about development strategies and women bills for rural development</div>		
Credits: 4	Core Compulsory	
Max. Marks:-100 External Exam-75 Marks Internal Exam-25 Marks	Min. Passing Marks:40	
Total Instructional hours-L-5/w		

Unit	Content	Instructional hours
I	<ul style="list-style-type: none"> Evolution of Panchayati Raj Institutions in India Planning for Panchayati Raj Institution, 73rd & 74th Constitutional Amendment Act Role of State Control over Local Government. 	15
II	<ul style="list-style-type: none"> Panchayati Raj Institutions; Zila Parishad, Panchayat Samiti, Gram Panchayat, Gram Sabha Khap Panchayat Structure: Composition and functions Roles of Panchayat Officer, Block Development Officer and Panchayat Secretary. 	15

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N. K. Singh Upadhyay

III	<ul style="list-style-type: none"> Community mobilization; Community participation for effectiveness in a democratic system Role of Community Leadership in Panchayati Raj Institutions. Community development strategies in rural area: MGNRGA, Bharat Nirman, NRLM, DRDA, Social Audit. 	15
IV	<ul style="list-style-type: none"> Women Reservation Bill Women in Panchayati Raj Institution Role of NGOs Panchayati Raj Institution: Genesis - Meaning and Partnership. 	15

Essential Readings:

1. Chaturvedi, T.N : Panchayati Raj (IIPA, Delhi, 1981)
2. Singh, Katar: Rural development: Principles, policies and management Ed (Sage, New Delhi, 1999)
3. Mishra, S.N.: New Panchayati Raj in action, (Mittal, Delhi 1996)
4. Maddick, Henry : Panchayati Raj, Local Government in India (Longman, London, 1970)
5. Reddy, Gram (ed.): Pattern of Panchayati Raj in India (Macmillan, Delhi, 1977)
6. Singh, Raj : New Panchayati Raj, (Anmol, Delhi 2000)
7. Goel, S.L., Shalini Rajnesh: Panchayati Raj in India (Deep and Deep Publication, 2003)

Further Readings:

1. Bhargva, B.S.: Grassroot Leadership, A study of Leadership in Panchayati Raj Institutions (Ashis, Delhi, 1979)
2. Bam B.H. and Sarkar L.: New Perspectives for third world women (The E.V. Mathew memorial lecture, 1976).
3. Bandopadhyay, D and Mukherjee, Amitava, Eds.: New issues in Panchayati Raj Concept, New Delhi, 2004)
4. Choudhury, R C and Rajakutty, S: Indian Rural Development Report (NIRD, Hyderabad, 1999)
5. Choudhury, R C and Rajakutty, S: Fifty years Rural Development in India: Retrospect and prospect (NIRD, Hyderabad, 1998)
6. Singh, S.S. & Mehta, Suresh: Legislative Framework of Panchayati Raj in India, International, Delhi, 1993)
7. Ram, Sundar.: Panchayati Raj and Empowering people (Kanishka , New Delhi, 2007)
8. Ram, Sundar: Panchayati Raj Reforms in India (Kanishka New Delhi, 2007)
9. Ram, Sundar: Role of Panchayati Raj Institution in 60 years of Independent India (Kanishka New Delhi, 2008)

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