क : ब्राउस / शैक्ष / 2019 / ब्राउस /   दिनांक—11.06.2019

अधिसूचना

विश्वविद्यालय की बोर्ड ऑफ स्टडीज के अध्यादेश 09 (3.0) पृष्ठ—82 के अनुपालन में शिक्षा एवं कौशल विकास अध्ययनशाला के अन्तर्गत विषय ''मानव विकास'' (एम.ए) का पाठ्यक्रम विश्वविद्यालय की वेबसाइट पर अधिसूचित किया जाता है ।

कुलसचिव

प्रतिलिपि—

1. कुलपति महोदय के निजी सचिव ब्राउस महू माननीय कुलपति महोदय के सूचनार्थ। पाठ्यक्रम वि.वि. की वेबसाइट से प्राप्त किया जा सकता है।
2. सभी संकाय की ओर सूचनार्थ। पाठ्यक्रम वि.वि.की वेबसाइट से प्राप्त किया जा सकता है।
3. शैक्षणिक विभाग की ओर पाठ्यक्रम के मुद्रण हेतु। पाठ्यक्रम वि.वि.की वेबसाइट प्राप्त किया जा सकता है।
4. पाठ्यक्रम, विश्वविद्यालय की वेबसाइट पर अपलोड करने हेतु वेबसाइट प्रभारी की ओर प्रेषित।

कुलसचिव

Board of Studies

M.A Human Development Two Year Programme

Course Curriculum – An outline

Semester I

1. Concept of Human Development and its Evolution
2. Dimensions of Human Development
3. Ecology of Human Development
4. Gender Sensitization for Empowerment

Semester II

1. Measuring and Reporting on Human Development
2. Guidance and counseling
3. Training and Human Resource Development
4. Family centered Interventions
5. Ambedkar Thoughts and Philosophy
6. Research Methodology

Semester III

1. Governance and Institutional Human development
2. Issues in Human Development
3. Scientific writing and Reporting For Media
4. Understanding Family and Child

Semester IV

1. Indian Perspectives and Experience
2. Family Therapy
3. Communication For Development
4. Policy & Programme for Children

22/05/19

Course Title -Concept of Human Development and its Evolution

This section traces the evolution of the concept of human development. Though the concept dates back to philosophers like Aristotle, Kant and others, the objective here is to present the emergence and connotation of the term human development per se. The focus of this module is to inform students about the shift in development thinking, ranging from economic growth, employment creation, redistribution with growth, basic needs, bottom-up development, participatory development to human development. This brief survey of progress in development thinking will enable students to appreciate the strength of earlier approaches and help them understand the context and setting which led to the emergence of the human development approach. This module introduces the challenge of underdevelopment followed by theories of growth and development that emphasise the importance of growth as the principal performance yardstick, followed by an outline of the debate on inequality. Against the above background, approaches like Basic Needs and Quality of Life, which are "peoplecentric" will be taught. These approaches, taken together, would provide a fuller understanding of more recent trends in development thinking. Given the understanding of these concepts, the human development approach would be introduced where conceptual dimensions of human development - choices, functionings and capabilities - will be taught. This will be followed by a discussion on the role and instrumental relevance of capabilities, criteria for selecting capabilities along with an introduction to other similar attempts. Subsequently, a comparison with other related approaches like commodity-based system and utility approach, will be provided, followed by a critique of the approach. This will enable a contextual understanding of the concept of human development. The discussion would then proceed towards concepts of human capital, human rights and human security as well as the Millennium Development Goals (MDGs) and challenges in achieving the MDGs. After completing this module, the student would be able to: z Understand the reasons that led to the emergence of different approaches to development z Gain a deeper understanding of the conceptual foundations of human development z Appreciate the role and relevance of the capability approach z Compare the capability approach with other approaches z Discuss concepts of human capital, human rights and human security as well as MDGs It would be a challenging task for the instructor to present the development thinking of the last fifty years in a simple,

time bound manner. For the foundation course, it would therefore be necessary to teach Concept of Human Development and its Evolution 5 students the important features, strengths and limitations of each of the approaches, without going into the methodological details. The same theories can be explained in depth for the advanced course.

1.1. Underdevelopment

1.1.1. Structural features of developing countries: demographic characteristics, occupational and production structure, rural-urban migration, international trade, social stratification

1.1.2. Theories of underdevelopment - modernisation, dependency and marxism

1.2. Growth and Development

1.2.1. Growth and development compared

1.2.2. Different social sector perspectives

1.2.4. Responses to development models

1.3. Inequality

1.3.1. Inequality of income across countries

1.3.2. Inequality and development

1.4. Basic Needs Approach

1.4.1. Definition - income, public services and participation

1.4.2. Advantage of Basic Needs Approach over earlier approaches to growth, employment, income redistribution and poverty eradication

1.5. Quality of Life

1.5.1. Definition

1.5.2. Dimensions and measurement

1.6. Human Capital

1.6.1. Human capital formation - social, economic and political determinants

1.6.2. Distinction between Human Resource Development (HRD) and Human Development (HD)

1.7. Human Development

1.7.1. Conceptual foundations

1.7.1.2. Functioning's

1.7.1.3. Capabilities

1.7.2. The Capability Approach

1.7.2.1. Role and relevance (social and economic)

1.7.2.2. Capabilities and freedoms

1.7.3. Comparing the approaches*

1.7.3.2. Quality of Life, Basic Needs Approach

1.7.4. Other approaches to human development

1.7.6.1 Human Development Index (HDI)

1.8. Human Rights

1.8.1. Link between human rights and human development - right to development

1.8.2. Facets of human freedoms - equality, decent standard of living, justice, participation, expression, association, personal security

1.8.3. Role of human rights in empowering people

1.8.4. Promoting rights in human development

1.9. Human Security

1.9.1. Components of human security

1.9.1.1. Economic security

1.9.1.2. Food security

1.9.1.3. Health security

1.9.1.4. Environmental security

1.9.1.5. Personal security

1.9.1.6. Community security

1.9.1.7. Political security

Indicative Reading List

Basic Readings

Aghion, P., E. Caroli, and C. Garcia-Peñalosa, 1999, 'Inequality and Economic Growth: The Perspective of the New Growth Theories', Journal of Economic Literature, 37(3)

Ahmad, E., J. Dreze, J. Hills and A. Sen (eds.), 1991, Social Security in Developing Countries, Clarendon Press for WIDER, Oxford

Ahn, T.K., Ostrom, E. (eds.), 2003, Foundations of Social Capital, Edward Elgar Publishing Ltd, Cheltenham, U.K.

Aksah, M. M, 2000, 'Rights Based Approach to Development and Right to Land', Background Paper for HDR 2000, UNDP, New York

Alderman, Harold, 2002, Gender Dimensions of Safety Nets, The World Bank, Washington   D.C.
http://www.worldbank.org/wbi/socialsafetynets/courses/dc2002/index.html

Alesina, Alberto, and Roberto Perotti, 1994, 'The Political Economy of Growth: A Critical Survey of the Recent Literature', World Bank Economic Review, 8(3)

Anand S. and S.M.R. Kanbur, 1993, 'Inequality and Development: A Critique', Journal of Development Economics, 41(1)

Bardhan, Pranab, 1993, 'Symposium on Democracy and Development', Journal of Economic Perspectives, 7(9)

Chenery, H. and M. Ahluwalia, 1974, Redistribution with Growth, Oxford University Press, London

Chenery, H. and T.N Srinivasan (eds.), 1988-1989, The Handbook of Development Economics

Dasgupta, Partha and Martin Weale, 1992, 'On Measuring the Quality of Life', World Development, 20(1)

Dasgupta, Sukti, 2002, Organizing for Socio-Economic Security in India, International Labour Organization, Geneva

Evans, P., 1996, 'Government Action, Social Capital and Development: Reviewing the Evidence on Synergy', World Development, 24(6)

Field, J., 2004, Social Capital, Routledge, London and New York

Fukuyama, Francis, 1995, 'Social Capital and the Global Economy', Foreign Affairs, 74(5)

Grinspun, A. (ed.), 2001, Choices for the Poor, Lessons from National Poverty Strategies, UNDP, New York

Hooghe, M., D. Stolle, (eds.), 2003, Generating Social Capital: Civil Society and Institutions in Comparative Perspective, Palgrave, New York

Huntington, Samuel, 1987, 'The Goals of Development', in Myron Weiner and Samuel P. Huntington, (eds.). Understanding Political Development, Little Brown and Company, Boston

Kakwani, N., 1993, 'Performance in Living Standards: An International Comparison', Journal of Development Economics, 41(2)

Larrain, J., 1989, Theories of Development: Capitalism, Colonialism and Dependency, Polity Press, Cambridge Lewis, W. Arthur, 1955, The Theory of Economic Growth, Irwin: Homewood, IL

Nussbaum Martha and Amartya Sen (eds.), 1991, The Quality of Life, Oxford University Press, Oxford

Portes, Alejandro and Patricia Landolt, 1996, 'The Downside of Social Capital', The American Prospect, 7(26)

Ranis, Gustav, Frances Stewart, and Alejandro Ramirez, 2000, 'Economic Growth and Human Development', in Sakiko Fukuda-Parr and A.K.Shiva Kumar (eds.) Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm, Oxford University Press, New Delhi

Ray, Debraj, 1998, Development Economics, Princeton University Press, Princeton

Sen, Amartya, 1985, 'Well-being, Agency and Freedom: The Dewey Lectures 1984', Journal of Philosophy, 82(4)

Sen, Amartya, 1988, 'Capability and Well-being', WIDER Conference paper

Sen, Amartya, 1988, 'Freedom of Choice: Concept and Content', European Economic Review, 32(2&3)

Streeten, Paul, Shahid Javed Burki, Mahbub ul Haq, Norman Hicks, and Frances Stewart, 1981, First Things First: Meeting Basic Human Needs in Developing Countries, Oxford University Press, New York

Streeten, Paul, 2003, 'Shifting Fashions in Development Dialogue', in Sakiko Fukuda-Parr and A.K.Shiva Kumar (eds.) Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm, Oxford University Press, New Delhi

Streeten Paul, 1972, The Frontiers of Development Studies, Macmillan, London

Todaro, Michael P., 1997, Economic Development, 6th edition, Longman, New York

United Nations Development Programme, 1990, Human Development Report 1990, Oxford University Press, New York

United Nations Development Programme, 2001, Human Development Report 2001, Oxford University Press, New York

World Bank, 1992, Governance and Development, Washington, D.C.

World Bank, 1997, The State in a Changing World: World Development Report 1997, Oxford University Press, Oxford

Advanced Readings

Adelman, Irma, 2001, 'Fallacies in Development Theory and Their Implications for Policy', in Gerald M. Meier and Joseph E. Stiglitz (eds.) Frontiers of Development Economics, Oxford University Press, New York. (Also available in word format, http://agecon.lib.umn.edu/cgi-bin/pdf_view.pl?paperid= 1558)

Alesina, Alberto and Dani Rodrik, 1994, 'Distributive Politics and Economic Growth.' Quarterly Journal of Economics, 109(2)

Barro, Robert, 1999, 'Determinants of Democracy', Journal of Political Economy, 107(6)

Barro, Robert J, 1997, Determinants of Economic Growth: A Cross-Country Empirical Study, MIT Press, Cambridge, MA

Dube, S.C., 1990, Modernization and Development: The Search for Alternative Paradigms, Zed Books, London

Ezemenari, Kene, Nazmul Chaudhury, Janet Owens, 2002, 'Gender and Risk in the Design of Social Protection Interventions', Social Safety Net Primer Series, World Bank, Washington D.C.

Fukuda-Parr, Sakiko, 2003, 'The Human Development Paradigm: Operationalizing Sen's Ideas on Capabilities', Feminist Economics, 9(2-3)

Grootaert, Christiaan, 1997, 'Social Capital: The Missing Link?', in Expanding the Measure of Wealth: Indicators of Environmentally Sustainable Development, The World Bank, Washington, D.C.

Haq, Mahbub ul, 1995, Reflections on Human Development, Oxford University Press, New York

Heller, Patrick, 1996, 'Social Capital as a Product of Class Mobilization and State Intervention: Industrial Workers in Kerala, India', World Development, 24(6)

Hoff, K., 2000, 'Beyond Rosenstein-Rodan: The Modern Theory of Underdevelopment Traps', Annual World Bank Conference on Development Economics, World Bank, Washington D.C.

Kanbur, Ravi and Lustig Nora, 2000, 'Why is Inequality Back on the Agenda?', Annual World Bank Conference on Development Economics 1999, World Bank, Washington D.C.

Knack, Stephen and Phillip Keefer, 1997, 'Does Social Capital Have an Economic Payoff? A CrossCountry Investigation', Quarterly Journal of Economics, 112(4)

Krishna, A., Uphoff, N., 1999, 'Mapping and Measuring Social Capital: A Conceptual and Empirical Study of Collective Action for Conserving and Developing Watersheds in Rajastan, India', Social Capital Initiative Working Paper No. 13, World Bank, Washington D.C.

Little, I.M.D., 1957, A Critique of Welfare Economics, 2nd Edition, Oxford University Press, Oxford

McGillivray, M. and H. White, 1993, 'Measuring Development: The UNDP's Human Development Index', Journal of International Development, 5(2)

Morris, David M., 1979, Measuring The Condition Of The World's Poor: The Physical Quality Of Life Index, Pergamon Press, New York

Nelson, Richard, 1997, 'How New Is New Growth Theory?' Challenge, 40(5)

North, Douglas, 1990, Institutions, Institutional Change and Economic Performance: Cambridge University Press, New York

Nozick, Robert, 1974, Anarchy, State, and Utopia, Basic Books, New York \

Course Title -

Dimensions of Human Development

The focus of this module is to explain the various dimensions of human development. This would provide students with the necessary perspective to understand the importance and linkages of different capabilities for achieving human development. Against the above understanding, a range of important capabilities - education, health, income, people's participation, gender equality, human security, environment, freedom, democracy and cultural liberty - are introduced. The focus of the next section is on understanding poverty from the perspective of capability deprivation. To enable students to appreciate this concept, a background to basics of poverty will be provided, viz., notion of absolute and relative poverty, functional implications of poverty and linkages with inequality and social conflict. Within the concept of human poverty, the multidimensional nature of poverty will be highlighted. This will be followed by the definition of human poverty with emphasis on context dependence and deprivation. To clarify the concept of human poverty, a comparison will be drawn with the income and basic needs perspectives on poverty. This will be followed by an explanation of deprivation in basic dimensions of human development. After completing this module, the student would be able to: z Discuss the relevance and linkages of different capabilities to human development z Understand relevant concepts of poverty z Appreciate the various perspectives on poverty z Comprehend deprivation in basic dimensions of human development To teach the above concepts, the instructor could rely on examples and empirical evidence to clarify the concepts, both as a classroom activity and as assignments. However, the challenge for the instructor is to explain the broader concepts of freedom, democracy, human security and cultural liberty in a simple manner, especially for the foundation course.

2.1. Dimensions of Human Development

2.1.1. Empowerment - evolution, meaning and usage

2.1.2. Sustainability - evolution and importance to development

2.1.3. Productivity - definition and factors determining productivity

2.1.4. Participation - concept, different forms of participation, institutions and socio-political values enabling participation

2.2. Applications

2.2.1. Understanding consumption

2.2.1.1. Concepts and significance of consumption

2.2.1.2. Linkages with human development

2.2.2. Education

2.2.2.2. Status and determinants of attainments and deprivation across nations, gender, social groups

2.2.3. Health

2.2.3.1. Importance of health for human development

2.2.4. Economic opportunities

2.2.4.1. Importance of income for human development

2.2.4.2. Growth and human development linkages

2.2.5. People's participation

2.2.5.1. Forms of participation

2.2.5.1.1. Economic

2.2.5.1.2. Social and cultural

2.2.5.1.3. Political

2.2.5.2. Exclusion - forms and types

2.2.5.2.1. Unprivileged

2.2.5.2.2. Women

2.2.5.2.3. Minorities and indigenous people

2.2.5.2.4. Disabled, people living with HIV/AIDS

2.2.5.3. Obstacles to participation

2.2.5.1. People and community organizations

2.2.5.2. Social movements

2.2.6. Gender equality

2.2.6.1. Importance of gender equality for achieving human development

2.2.6.2. Understanding women's economic contribution to the economy and their invisibility in the production process

2.2.6.3. Understanding gender disparities in

2.2.6.3.1. Education

2.2.6.3.2. Health

2.2.6.3.3. Economic opportunities

2.2.6.3.4. Political participation

2.2.7. Environment

2.2.7.1. Impact of environmental degradation on sustainable human development

2.2.7.2. Environmental deterioration and women

2.2.9. Cultural liberty

2.2.9.1. Linkages with human development

2.2.9.2. State policy and issues of multi-culturalism

2.3. Understanding Capability Deprivation

2.3.1. Income poverty - concept and measurement

Indicative Reading

List Alkire, S., 2002, 'Dimensions of Human Development', World Development, 30(2)

Elson, Diane, 1998, 'The Economic, the Political and the Domestic: Business, States and Household in the Organisation of Production', New Political Economy, 3(2)

Folbre Nancy, 1999, 'Care and the Global Economy', Background Paper for HDR 1999, UNDP, New York

Grabb E., 1997, Theories of Social Inequality, Harcourt and Brace, Toronto

Lijphart, Arend 1999, Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries, Yale University Press, New Haven

Prescott–Allen, Robert, 1997, 'Consumption Patterns, Ecosystem Stress and Human Development', Background Paper for HDR 1998, UNDP, New York

Sarkar, Lotika, 2000, 'Country Study – India', Country Study for HDR 2000, UNDP, New York

Sen, Amartya, 1997, 'Human Capital and Human Capability' in Sakiko Fukuda-Parr and A.K. Shiva Kumar (eds.) Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm, Oxford University Press, New Delhi

Sen, Amartya, 1989, 'Development as Capability Expansion', in Sakiko Fukuda-Parr and A.K.Shiva Kumar (eds.) Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm, Oxford University Press, New Delhi

Sen, Gita, 1997, 'Empowerment as an Approach', Background paper for HDR 1997, UNDP, New York

Shiva, Vandana, 1997, 'Biodiversity, Consumption Patterns and Globalization', Background Paper for HDR 1998, UNDP, New York

Elson, Diane, 1998, 'The Economic, the Political and the Domestic: Business, States and Household in the Organisation of Production', New Political Economy, 3(2)

Folbre Nancy, 1999, 'Care and the Global Economy', Background Paper for HDR 1999, UNDP, New York

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Lijphart, Arend 1999, Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries, Yale University Press, New Haven

Prescott–Allen, Robert, 1997, 'Consumption Patterns, Ecosystem Stress and Human Development', Background Paper for HDR 1998, UNDP, New York

Sarkar, Lotika, 2000, 'Country Study – India', Country Study for HDR 2000, UNDP, New York

Sen, Amartya, 1997, 'Human Capital and Human Capability' in Sakiko Fukuda-Parr and A.K. Shiva Kumar (eds.) Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm, Oxford University Press, New Delhi

Sen, Amartya, 1989, 'Development as Capability Expansion', in Sakiko Fukuda-Parr and A.K.Shiva Kumar (eds.) Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm, Oxford University Press, New Delhi

Sen, Gita, 1997, 'Empowerment as an Approach', Background paper for HDR 1997, UNDP, New York

Shiva, Vandana, 1997, 'Biodiversity, Consumption Patterns and Globalization', Background Paper for HDR 1998, UNDP, New York

Stiglitz, Joseph, 1999, 'Democratic Development as the Fruits of Labor', http://www.worldbank.org/knowledge/chief econ/stiglitz.htm

United Nations Development Programme (UNDP), Human Development Reports 1990-2004, Oxford University Press, New York

Weber, Heloise, 2004, 'Reconstituting the Third World: Poverty Reduction and Territoriality in the Global Politics of Development', Third World Quarterly, 25(1)

Course Title -

Ecology of Human Development

Unit I

Ecological theories of human development – Bio ecological model and developmental assessment.

UNIT II

Socio-cultural and sub-cultural differences in child's environment and its effect on child-rearing practices and development. Terrain, climate and demographic and economic factors and their effects on human development.

UNIT III

Socio-political, legal systems and policies, religion and caste systems, minority and deprived states and their effects on human development. Community support and its value for human development.

UNIT IV

Environmental aspects – overcrowding, pollution, socio cultural imbalances impacts on development- time factor's impact on development - contemporary child rearing practices and their implications for human development.

Suggested Readings

Bronfenbrenner U. 1979 Ecology of Human Development; Experiments by Nature and Design. Harward Universsity, Cambridge.

Bronfenbrenner U. 1989. Ecological System Theory. In: R. Vasta (Ed.). Annals of Child Development. Vol. VI. CT Jai Press, Greenwich.

Gerrig RJ & Zimbardo PG. 2006. Psychology and Life. Dorling Kindersley.

Suggested Readings
Brislin RW. 1990. Applied Cross Cultural Psychology. Sag Publ. Giles B. 2005. Social Psychology. Grange Books Co.

Saraswathi TS. 2003 Cross-cultural Perspectives in Human Development.

Course title-

GENDER SENSITIZATION FOR EMPOWERMENT

UNIT I

Gender and empowerment: meaning, gender related definitions and importance for empowering women; need and focus on gender sensitization - gender in community diversity and its implication for empowerment

UNIT II

Gender perspectives in development of women, social characteristics, roles, responsibilities, resources, constraints, legal issues and opportunities; economical, educational and other parameters.

UNIT III

Gender tools and methodologies: Dimensions and methodologies for empowerment; gender budgeting; gender analysis framework- context, activities, resources and programme action profile; technologies and empowerment - gender specific technologies, household technology interface, socio-cultural interface and women as consumer of technologies. UNIT IV

Gender issues and development: health and nutrition, violence, governance, education and media.

Suggested Readings

Cockburn C & Ormrod S. 1993. Gender and Technology in the Making.

Sage Publ.

Grover I. 2006. Introducing Gender. Manual, Department of Home Science Extension Education, COHS, CCS HAU, Hisar.

Grover I. 2006. Unpacking Gender and Feminism. Manual, Department of Home Science Extension Education, COHS, CCS HAU, Hisar.

Stiglitz, Joseph, 1999, 'Democratic Development as the Fruits of Labor', http://www.worldbank.org/knowledge/chief econ/stiglitz.htm

United Nations Development Programme (UNDP), Human Development Reports 1990-2004, Oxford University Press, New York

Weber, Heloise, 2004, 'Reconstituting the Third World: Poverty Reduction and Territoriality in the Global Politics of Development', Third World Quarterly, 25(1)

JJ sem

Course Title -

Measuring and Reporting on Human Development

The objective of this module is to inform students about the measurement of human development and reporting on the status of human development at various levels (global, regional, national and sub-national). This section begins with a discussion on the need for an alternative yardstick to assess development wherein the limitations of per capita GDP as an indicator will be highlighted. The next section would briefly introduce the earlier attempts to capture the non-monetary dimensions of development e.g. Physical Quality of Life Index (PQLI), Disability Adjusted Life Years (DALYs) and Social Capability Index, which is essential for contextualizing the emergence of the Human Development Index (HDI) and its comparison with per capita GDP as an indicator. The explanation of the HDI will be combined with the methodology of constructing the HDI and its critique. Subsequently, other indices like the Human Poverty Index (HPI), Gender-related Development Index (GDI) and Gender Empowerment Measure (GEM) are elucidated. Students will also be made aware about the applications and impact of these indices. Subsequently, innovations in measuring development related to freedom, environment etc. will be explained. Against the above background, the students are exposed to the challenges pertaining to social statistics. The next section of this module focusses on Human Development Reports (HDRs) that are an important source of information on current debates on issues pertaining to human development. This section would inform students about the nature and content of these reports along with an idea of different themes that are dealt with in various HDRs prepared at the global, regional, national and at the sub-national

level. The focus here will be on the impact of different HDRs and their limitations. In the next sub-section, the focus would be on informing students about the Indian experience both in terms of preparing HDRs and the innovations with respect to the indices. This section would enable students to compare the State-wise rankings across different indices and appreciate the need for the availability of social statistics at a disaggregated level. After completing this module, the student would be able to: z Appreciate the advantages of HDI as compared to per capita GDP z Comprehend the dimensions of other indices z Understand innovations in the human development indices z Discuss the relevance and application of these indices for policy purposes z Appreciate the challenges pertaining to social statistics z Discuss the Indian experience both with regard to indices and HDRs z Understand the limitations of HDRs Both instructors and students will find this section interesting as it involves practical exercises and measurement aspects. The instructors can highlight examples where high income countries rank low on HDI and vice-versa. This section would help the instructors to reiterate the underlying philosophy of human development through various indices. Instructors are advised to refer to various HDRs while teaching this section. Indian experience with HDRs and human development in general could be emphasised.

3.1.3. Emergence of Human Development Index

3.1.3.1. HDI as compared to per capita GDP

3.1.3.2. Method of computing HDI

3.1.4. Other indices

3.1.4.1. Human Poverty Index (HPI I / HPI II)

3.1.4.2. Gender-related Development Index (GDI)

3.2.1.1. Global

3.2.1.2. Regional

3.2.1.3. National

3.2.4. The Indian experience

3.2.4.1.2. Assessing performance of States

3.2.5. State Human Development Reports

3.2.5.1. Highlights of select reports

Indicative Reading List

Bardhan, Kalpana and S. Klasen, 1999, 'UNDP's Gender-Related Indices: A Critical Review', World Development, 27(6)

Desai, Meghnad, 1991, 'Human Development: Concepts and Measurement', European Economic Review, 35(2&3)

Desai, Meghnad, 1994, 'Measuring Political Freedom', in Sakiko Fukuda-Parr and A.K. Shiva Kumar (eds.) Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm, Oxford University Press, New Delhi

Fukuda-Parr, Sakiko, Kate Raworth and A.K. Shiva Kumar, 2002, 'Using the HDI for Policy Purposes', in Sakiko Fukuda-Parr and A.K. Shiva Kumar (eds.) Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm, Oxford University Press, New Delhi

Government of India, National HDR 2001, Planning Commission, New Delhi

Haq, Mahbub ul, 1995, 'The Birth of a Human Development Index', in Sakiko Fukuda-Parr and A.K. Shiva Kumar (eds.) Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm, Oxford University Press, New Delhi

Hirway, Indira and Darshini Mahadevia, 1996 'Critique of Gender Development Index: Towards an Alternative', Economic and Political Weekly, 31(43)

Jahan, Selim, 2002, 'Evolution of the HDI', in Sakiko Fukuda-Parr and A.K. Shiva Kumar (eds.) Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm, Oxford University Press, New Delhi

Mehta, Aasha Kapur, 1996, 'Recasting Indices for Developing Countries: Gender Empowerment Measure', Economic and Political Weekly, 31(43)

Mukherjee, Mukul, 1996, 'Towards Gender Data System: Indian Experience', Economic and Political Weekly, 31(43)

Prabhu, K. Seeta, P.C. Sarkar and A. Radha, 1996, 'Gender-related Development Index for Indian States: Methodological Issues', Economic and Political Weekly, 31(43)

Rajivan, Anuradha , 1996, 'Measurement of Gender Differences Using Anthropometry', Economic and Political Weekly, 31(43)

Raworth, Kate and David Stewart, 2002, 'Critiques of the HDI: A Review', Sakiko Fukuda-Parr and A.K. Shiva Kumar (eds.) Readings in Human Development: Concepts, Measures and Policies for a Development Paradigm, Oxford University Press, New Delhi

UNDP, Various Years, 'A Technical Note: Calculating Human Development Indices', Human Development Reports, Oxford University Press, New York

Websites

Global HDRs
http://hdr.undp.org/reports/view_reports.cfm?year=0&country=0&region=0&type=1&theme=0 Regional HDRs
http://hdr.undp.org/reports/view_reports.cfm?year=0&country=0&region=0&type=2&theme=0 National HDRs
http://hdr.undp.org/reports/view_reports.cfm?year=0&country=0&region=0&type=3&theme=0 State HDRs http://hdrc.undp.org.in/shdr

Course Title - Guidance and Counseling

Unit I Physically, mentally challenged children and Gifted children; Premarital and Marital counseling.

Special Concerns of School Counselor – Child's issues related to academic achievement, School dropout, Child abuse, Sexual abuse, Substance abuse, Family life, AIDS education, Awareness of the rights of the child – Role of counselor.

Unit II

Areas of Counseling – Family counseling, Parental counseling, Adolescent counseling, Counseling for girls and children belonging to special groups – Emotionally, Socially.

Unit III

Guidance, Counseling and Therapy – Meaning, Nature, Scope, Principles and Goals; Historical movement of guidance and counseling service; Relationship between guidance and counseling; Distinction between counseling and therapy. Needs of Guidance and Counseling.

Unit IV

Types and Techniques used in guidance – Educational, Vocational, Socio personal, Leisure time guidance. Individual Guidance – Advantages, Techniques used, Role of audio-visual aids in Individual guidance.

Group guidance – Meaning and needs – Advantages of group guidance, Techniques of group guidance, Role of audio-visual aids in group guidance.

Prabhu, K. Seeta, 2001, 'Socio-Economic Security in the Context of Pervasive Poverty: A Case Study of India', SES Discussion Paper, International Labour Organization, Geneva

Prabhu, K. Seeta, 1996, 'Health Security for Indian Workers', Indian Journal of Labour Economics, 39(4)

Rawls, John, 1971, A Theory of Justice, Belknap Press, Cambridge, MA

Rodrik, Dani, Arvind Subramanian, Francesco Trebbi, October 2002, 'Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development', http://ksghome.harvard.edu/~.drodrik.academic.ksg/institutionsrule,%205.0.pdf.

Romer, Paul M, 1990, 'Human Capital and Growth: Theory and Evidence', Carnegie-Rochester Series on Public Policy, 32

Scott, James C., 1998, Seeing like a State: How Certain Schemes to Improve the Human Conditions Have Failed, Yale University Press, New Haven

Sen, Amartya, 2000, 'A Decade of Human Development', Journal of Human Development, 1(1)

Weingast, Barry, Kenneth Shepsle, and C. Johnson, 1981, 'The Political Economy of Costs and Benefits: A Neoclassical Approach to Distributive Politics', Journal of Political Economy, 89

Woolcock, Michael, 1998, 'Social Capital and Economic Development: Toward A Theoretical Synthesis and Policy Framework', Theory and Society, 27(2)

Woolcock, Michael and Deepa Narayan, 2000, 'Social Capital: Implications for Development Theory, Research, and Policy', World Bank Research Observer, 15(2)

Woolcock, Michael and L. Pritchett, 2002, 'Solutions when the Solution is the Problem: Arraying the Disarray in Development', Working Paper No. 10, Center for Global Development, Washington D.C.

Development',
http://ksghome.harvard.edu/~.drodrik.academic.ksg/institutionsrule,%205.0.pdf.

Romer, Paul M, 1990, 'Human Capital and Growth: Theory and Evidence', Carnegie-Rochester Series on Public Policy, 32

Scott, James C., 1998, Seeing like a State: How Certain Schemes to Improve the Human Conditions Have Failed, Yale University Press, New Haven

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Weingast, Barry, Kenneth Shepsle, and C. Johnson, 1981, 'The Political Economy of Costs and Benefits: A Neoclassical Approach to Distributive Politics', Journal of Political Economy, 89

Woolcock, Michael, 1998, 'Social Capital and Economic Development: Toward A Theoretical Synthesis and Policy Framework', Theory and Society, 27(2)

Woolcock, Michael and Deepa Narayan, 2000, 'Social Capital: Implications for Development Theory, Research, and Policy', World Bank Research Observer, 15(2)

Woolcock, Michael and L. Pritchett, 2002, 'Solutions when the Solution is the Problem: Arraying the Disarray in Development', Working Paper No. 10, Center for Global Development, Washington D.C.

TRAINING AND HUMAN RESOURCE DEVELOPMENT

UNIT I

Training – concept and importance in Human Resource Development (HRD) and rural development; types of training; conceptual models of training process.

UNIT II

Participatory training methods - lecturette , interactive demonstration, brain storming, case studies, syndicate method, simulation exercises, role –play, business game, in-basket exercise; sensitivity training, T-group, transactional analysis and fish bowl exercise.

UNIT III

Experiential Learning Cycle (ELC)- concept and types; designing, management and delivery of training programme; monitoring, evaluation and impact

assessment.

UNIT IV

Human resource – concepts, importance and types; HRD- concept, dimensions and importance in rural development; strategic interventions; HRD policies of Government, ICAR and NGOs; facilitators of HRD- motivations, stress management; techniques of HRD.

Suggested Readings

Lynton R. & Pareek U. 1991. Training Development. Vistat.

Singh RP. 2000 Management of Training Programmes. Anmol Publ.

Course title -

Family Centered Interventions

UNIT 1: Family Life Cycle and Development Stages: Eight development Stages in Family life cycle- Stage 1: Married couple—Stage 2: Child bearing families—Stage 3: Families with pre-school children—Stage 4: Families with school aged children--Stage 5: Families with Teenagers—Stage 6: Families with young adults—Stage 7: Middle-aged parents in the empty nest--Stage 8: Ageing family members; Family developmental tasks: Characteristics & Importance; Concept of Family health, Family Well being and Family Enrichment.

UNIT 2: Social Work interventions for Families: Families living in Poverty, Families of prisoners, Families with persons living with disability, Migrant families, Families of victims of Domestic violence, Transgender families, Families of Debtors, Families affected by disasters, Homeless families, Families with chronic illness, Families with degenerative disorders, Families from diverse cultural and linguistic backgrounds, Elderly living in families.

UNIT 3: Methods and Models of Social Work Interventions: Genogram of the family, the Flow Chart, Eco Map, Pathways plans, Diary Sheet, Home Visits. Psychosocial Life model, Problem Solving approaches, Crisis intervention and the Cognitive Behavioural model, Integrative models

UNIT 4: Interventions with Families: Structural family therapy, *Problem solving therapy, Milan systems therapy,* Solution Focused Therapy, Psychodynamic Family Therapy, Cognitive Behavioural Family Therapy, Narrative therapy, Experiential Family Therapy, Advocacy, Crisis intervention, Self-help, Social support and Networking.

UNIT 5: Institutions for Family Welfare: Ministry of Health and Family Welfare, National Institute of Health and Family Welfare, National Rural Health Mission, Planning Commission, Family Courts, Legal Service Authority, INGOS' and NGOS' role in empowering families.

REFERENCES

1. Anderson, Per Pistrup. (1997). Child Growth and Nutrition and Developing Countries, Mumbai: Oxford University Press
2. Bajpai, Asha .(2006). Child Rights in India, Law, Policy, Practice, Delhi: Oxford University Press
3. Chandler, Caroline A. (2008). Early Child Care, USA: Transaction Publishers.
4. Cooker, Christian & Lucille Allain. (2008). Social Work with Looked After Children, Gt. Britain: Learning Matters
5. Deb, Sibnath. (2006). Children in Agony, New Delhi: Concept Publishing Company.
6. Dowd, Nancy E. (2006). Hand Book of Children, Culture & Violence, USA: Sage Publications.
7. Kumar, Aravind. (2007). Child Care: Health and Nursing, New Delhi: Mohit Publications.
8. Liza, Bingley Miller & Arnon, Bentovim. (2007). Adopted Children and their Families, New York: Routledge Taylor & Francis Group.

SEMESTER III

Paper II

Course Title - Governance and Institutions for Human Development

The objective of this module is to introduce students to basic concepts of governance. Governance issues are critical for ensuring progress on human development. The module begins with a focus on conceptualising governance where a distinction is made between economic, political and civil governance. The next section informs about the various actors in governance - State, Markets and Civil Society. The topic on State will deal in some detail about governance structures at the central, sub-national and local levels, in addition to the constitutional entities like executive, legislature and judiciary. Subsequently, the role of markets and civil society (NGOs, media, people's organisations) as actors of governance is explored. Given the above background, the students are familiarised with the elements of governance that include institutions, delivery mechanisms and legislations. The above information would be vital for students to understand links between governance and human development that are realised through the enabling conditions of political freedom, participation, decentralisation, empowerment, equity and accountability. Subsequent to the above conceptual background, governance issues related to the Indian context will be taught. This section is sub-divided into issues of economic governance, where challenges of growth disparities, fiscal deficits and social sector challenges will be dealt with; followed by political governance where challenges of competitive populism, criminalisation of public life, role of the State and human development as an electoral issue will be explored. This module will conclude with crucial issues of civil governance viz. unequal rights in practice for women and minorities, persistent challenges of law and order and corruption. After completing this module, the student would be able to: z Understand the different aspects of governance z Gain clarity regarding various actors in governance z Appreciate various elements of governance z Explain the linkages between governance and human development z Discuss issues related to economic, political and civil governance in the context of India This module of the curriculum would be appealing for both teachers as well as students as it tends to focus on current issues. The instructors are advised to refer to newspapers and periodicals to discuss

important issues of current relevance relating to economic, political and civil governance. This module has scope for initiating interesting classroom activities like debates and essay competitions. High relevance of the module will motivate students from various academic backgrounds. Moreover, the sub-section on civil society where the role of NGOs, media and people's organisations is discussed can be an important area for conducting project work for the students enrolled in the advanced course.

4.1.1. Tiers of government

4.1.1.1. National

4.2.2. Civil society

4.2.1. NGOs

4.2.2. Media

4.2.3. People's organizations

4.3. Linkages between Governance and Human Development

4.3.1. Political freedom

4.3.2. Empowerment

4.3.3. Growth disparities

4.4.1. Politics

4.4.1. Competitive populism

4.4.2. Ethical issues in public life

4.4.3. Role of the State

4.5.1. Citizenship

4.5.2. Unequal rights in practice for women and socially disadvantaged groups

Indicative Reading List

Bandyopadhyay, D., 1996, 'Administration Decentralisation and Good Governance', Economic and Political Weekly, 31(44)

Banuri, Tariq, 1998, 'Operationalising the Sustainable Livelihoods Approach: The Civil Society Alternative', http://www.undp.org/sl/Documents/General info/civil society

Baxi, U., 1980, The Indian Supreme Court and Politics, Eastern Book Company, Delhi

Beteille, Andre, 1999, 'Citizenship, State and Civil Society', Economic and Political Weekly, 34(36)

Blomkvist, Hans, 2001, 'Social Capital, Civil Society and Degrees of Democracy in India', in Elliott (ed.) Civil Society and Democracy, Oxford University Press, New Delhi

Brass, P., 1990, Politics of India Since Independence, Orient Longman, Hyderabad

Brown, J., 1980, Modern India: The Origins of an Asian Democracy, Oxford University Press, New Delhi Bystdzienski, J.M. (ed.), 1992, Women Transforming Politics: Worldwide Strategies for Empowerment, Indiana University Press, Bloomington

Chandhoke, Neera, 1995, State and Civil Society, Explorations in Political Theory, Sage Publications, New Delhi

Chaturvedi, T.N. (ed.), 1997, Contemporary Administrative Culture of India, Mittal, New Delhi.

Dahrendorf, Ralf , 1999, 'The Third Way and Liberty', Foreign Affairs, 78(5)

Dreze, Jean and Amartya Sen, 1996, India: Economic Development and Social Opportunity, Oxford University Press, New Delhi

Drucker, Peter F., 1995, 'Really Reinventing Government', Span, 36(12)

Dubey, M. (ed.), 1995, Indian Society Today: Challenges of Equality, Integration and Empowerment, Har-Anand Publications, New Delhi

Jayal, N.G., 2001, 'Democracy and Social Capital in Central Himalayas: A Tale of Two Villages', Bhattacharya, Dwaipayan, N.G. Jayal, Bishnu N. Mohapatra, and Sudha Pai (eds.), 2004, Interrogating Social Capital: The Indian Experience, Sage Publications, New Delhi

Jayal, N.G. (ed.), 1999, Democracy and the State: Welfare, Secularism and Development in Contemporary India, Oxford University Press, New Delhi

Mahajan, Gurpreet, 1999, 'Civil Society and its Avtars: What Happened to Freedom and Democracy', Economic and Political Weekly, 34(20)

Mathur, Kuldeep, 2001, 'Strengthening Bureaucracy: State and Development in India', Niraja Gopal Jayal and Sudha Pai (eds.) Democratic Governance in India: Challenges of Poverty, Development and Identity, Sage Publications, New Delhi

Mathur, Kuldeep, 1995, 'Politics and Implementation of Integrated Rural Development Programs', Economic and Political Weekly, 30(41 & 42)

Narayan, Deepa, 2000, 'Bonds and Bridges: Social Capital and Poverty',

http:// www wds.worldbank.org/

Ostrom, E., 1990, Governing the Commons: The Evolution of Institutions for Collective Action, Cambridge University Press, Cambridge

Roy, Aruna, Nikhil Dey and Shanker Singh, 2001, 'Demanding Accountability', Seminar, 500

United Nations Development Programme, 1997, 'Reconceptualising Governance', Discussion Paper 2 http://www.undp.org/

United Nations Development Programme, 2001, 'Decentralisation in India: Challenges & Opportunities', Discussion Paper 1, Human Development Resource Centre, UNDP, New Delhi

Course Title-Select Issues in Human Development

This module highlights the emerging issues in human development that are related to processes like globalisation, trade, technology, migration and to the larger and fundamental issues of human rights.1 The module has five sub-sections, beginning with the process of globalisation. In this sub-section, the students will explore the impact of globalisation in the light of increasing inequalities in growth and poverty across countries. In addition, the impact on livelihoods and rights, with special reference to socially disadvantaged groups and gender and the manner in which human development attainments can be enhanced under the conditions of globalisation, are discussed. Against the above background, the impact of globalisation in the Indian context is explored where its implications for growth, poverty, employment, livelihoods, workers' rights, health, education, food and nutritional security are discussed in the light of rising inequalities and social exclusion. The fourth section in this module relates to the issue of trade. In this section, the students gain an insight into the two-way relationship between trade and human development. The focus would be on assessing the impact of trade on growth, poverty, employment and gender equality. Subsequently, emerging issues in trade, viz., subsidies, trade related intellectual property rights, agriculture and environmental policies are discussed with their impact on human development concerns. The section focusses on the Indian experience with trade in select sectors of agriculture, textile and clothing, commodities and services and the consequent impact on human development. The concluding section briefly discusses multilateral trade agreements in the context of developing countries and related national policies. The next section relating to technology emphasises the importance of technology for human development through increase in human knowledge, greater economic opportunities and wider participation. This section discusses the challenge of the digital divide across countries, within countries and the much deeper divide that exists across gender. The importance of Information and Communication Technologies (ICT) is highlighted and its role in achieving the Millennium Development Goals (MDGs) is spelt out. Subsequently, governance and technology related issues are discussed. The section concludes with an appreciation of India's technological progress and its impact on growth, employment and poverty. The sixth section deals with the relatively volatile issue of migration, especially in the context of globalisation. Issues like remittances,

implications for livelihoods and rights are explained, followed by a description of international conventions on international migration. The last section in this module deals with human rights where briefly the origins and nature of Universal Declaration on Human Rights are briefly described, followed by a focus on labour standards, women's rights and rights of minorities that are crucial for ensuring human development.

After completing this module, the student would be able to: z Explain the linkages of human development with globalisation, trade and technology z Comment on the implications for human development emerging from the context of migration and human rights z Explain the impact of globalisation, trade and technology in the Indian context z Discuss emerging issues in trade and human development z Discuss the role of international conventions and agreements especially in the context of migration and human rights This module deals with issues that have a profound impact on human development. As the issues delineated above are quite complex but at the same time relevant for students, it would be important that the instructor is able to communicate the issues in a simple manner. It is suggested that instructors make extensive use of case studies to explain the above interrelationships.

Understanding Impact of Globalisation

5.1.1. Growth and inequality between countries

5.1.2. Livelihoods and rights

5.1.3. Gender issues

5.1.4. Globalised media and its impact on local cultures

5.1.5. Consumerism and its impact

5.2. Globalisation and Human Development

5.2.1. Global opportunities and vulnerabilities

5.2.2. Reducing inequalities through pro-poor growth

Impact of Globalisation on Human Development in India

5.5.2. Political, economic and social rights

Indicative Reading List

Annan, Kofi A., 2000, 'Sustaining the Earth in the New Millennium', Environment, 42(8)

Bhagwati, Jagdish, 2004, In Defence of Globalisation, Oxford University Press, New York,

Bonchar, A.T., and A. Beck, Lifetime Livelihood of Going to State or Federal Prison, Bureau of Justice Statistics, Washington D.C

Deaton, Angus, and Jean Dreze, 2002, 'Poverty and Inequality in India: A Re-examination', Economic and Political Weekly, 3(45)

Deshpande, Sudha, Guy Standing and Lalit Deshpande, 1998, Labour Flexibility in a Third World Metropolis: A Case Study of Bombay, Commonwealth Publishers, New Delhi

Ghose, Ajit K., 2003, Jobs and Incomes in a Globalising World, International Labour Organization, Geneva

Goldar, B.N., 2002, 'Trade Liberalisation and Manufacturing Employment: The Case of India', Working Paper, 34, International Labour Organization, Geneva

Indian Institute of Information Technology, 2004, 'Drishtee's Soochana Kendras, Sirsa', Report for the Government of India, Bangalore, http://www.iiitb.ac.in/ICTforD/Drishtee%20final.pdf

International Labour Organization, 2000, World Labour Report 2000: Income Security and Social Protection in a Changing World, Geneva

International Labour Organization, 2001, World Employment Report 2001: Life at Work in the Information Economy, Geneva

International Labour Organization, 2004, A Fair Globalisation: Creating Opportunities for All, World Commission on the Social Dimension of Globalisation, Geneva.

International Labour Organization, 2004, Economic Security for a Better World, International Labour Organization Socio-Economic Security Programme, Geneva

Institute for Human Development, 2002, ICTs and Indian Development, Papers of the Seminar organized by the Institute for Human Development, December 18-20, Bangalore

Nayyar, Deepak (ed.), 2002, Governing Globalisation and Institutions, Oxford University Press, New York

Rodrik, Dani, 1997, Has Globalisation Gone too Far? Institute for International Economics, Washington D.C.

Rodrik, Dani, 1998, The New Global Economy and the Developing Countries: Making Openness Work, Policy Essay No. 24, Washington D.C.

Sen, Amartya and Jean Dreze, 1998, India: Economic Development and Social Opportunity, Oxford University Press, New Delhi

Standing, Guy, 1999, World Labour Flexibility, St. Martin's Press, New York

Advanced Readings

Acharya, T., A.S. Daar, and P. Singer, 2003, 'Biotechnology and the U.N. Millennium Development Goals', Nature Biotechnology, 21(12)

Archibugi, D. and C. Pietrobelli, 2003, 'The Globalisation of Technology and Its Implications for Developing Countries', Technological Forecasting and Social Change, 70(9)

Balaji, P., and K. Keniston, "Tentative Conclusions", Information and Communications Technologies for Development: A Comparative Analysis of Impacts and Costs', http://www.iiitb.ac.in/ICTforD TentativeConclusions.pdf

Basu, Kaushik, 2001, 'On The Goals Of Development', Gerald M. Meier and Joseph E. Stiglitz (eds.), 2000, Frontiers of Development Economics, Oxford University Press, New York

Chandrasekhar, C.P., 2000, 'ICT in a Developing Country Context : An Indian Case Study', Background Paper for Human Development Report 2001, UNDP, New York

Costanza, Robert, Bobbi Low, Elinor Ostrom, and James Wilson, (eds.), 2001, Institutions, Ecosystems, and Sustainability, Lewis Publishers, Boca Raton Hall,

A., Bockett, G., Taylor, S., Sivamohan, M.V.K. and Clark, N., 2001, 'Why Research Partnerships Really Matter: Innovation Theory, Institutional Arrangements and Implications for Developing New Technology for the Poor', World Development, 29(5)

Joseph, K.J., 2002, 'Growth of ICT and ICT for Development: Realities of the Myths of the Indian Experience', Discussion Paper No. 2002/78, United Nations University, WIDER, Helsinki

Keniston, Kenneth, 2002, 'Grassroots ICT Projects in India: Some Preliminary Hypotheses', ACSI Journal of Management, 31(1&2)

Prahalad, C.K., and Allen Hammond, 2002, 'What Works: Serving the Poor, Profitably: A Private Sector Strategy for Global Digital Opportunity', World Resources Institute, Washington D.C. & the Markle Foundation, New York

United Nations Development Programme, 2001, Human Development Report 2001: Making New Technologies Work for Human Development, UNDP, Oxford University Press, New York

the issues in a simple manner. It is suggested that instructors make extensive use of case studies to explain the above interrelationships.

Scientific Writing and Reporting for Media

UNIT I

Concept and various formats of scientific communication, need and importance of scientific communication in changing communication scenario.

UNIT II

Concept of reporting, types of reporting, reporting skills; Reporting -Field reporting, coverage of Science and Technology events (conference /speeches / seminars and conventions / exhibitions / natural phenomena etc.); Role & responsibilities of a reporter, classification and qualities of a reporter; techniques of reporting.

UNIT III

Writing: Writing for special target groups like – children, women, farmers and rural folks. Writing in various format for newspaper, science columns, magazines and books.

UNIT IV

Editing: Its principles and process, proof reading, editing of articles, stories and newspaper etc.

Suggested Readings

D'Souza YK. 2000. Encyclopedia of Advanced Journalism. Vols. I-III.

Anmol Publ.Ravindran RK. 1999. Hand Book of Reporting and Editing. Anmol Publ.

Course title -

   Understanding Families and Children

Course title -

Understanding Families and Children

UNIT 1: Defining Families, Common characteristics, Family Rituals, Family Traditions, Family Routines, Family Functions, Family Structures and Family Dynamics, Family Conflicts, Family Violence; Diversity of families: Nuclear family, Joint family, Extended family, Working Parents, Single parents, Younger parents, Foster families

UNIT 2: Premise and Origins - Psychosocial Theories, Role Theory, Structural Theories, Social Exchange Theories, Communication Theories, Family Systems Theory, Family Development Theory and the Life Course Perspective

UNIT 3: Definition, Types of Marriage, Working parents, Division of labor in Families, Factors that influence Family Dynamics, Marital Dynamics, Socialization of Children, Feminist and Gender Perspective on Families, Impact of Urbanization / Modernization on marriage stability and Parenting

UNIT 4: Concept and Meaning; Psychoanalytic child development theories: Sigmund Freud, Erik Erikson; Cognitive child development theories: Piaget; Behavioural Child Development theories: John B. Watson, Ivan Pavlov and B. F. Skinner; Social Development theories: Attachment theory - John Bowlby, Social Learning theory - Albert Bandura, Sociocultural theory -Lev Vygotsky, Ecological Systems Theory – Dynamics Systems Perspectives. Stages and Dimensions of Child development: Stages: *Physical, Motor, Cognitive, Language and Social and Emotional Development; Child's identity*

UNIT 5: Parent Child Relationship, Family Stress, Sibling Rivalry, Child Rearing Practices, Issues and Concerns of Children and Families in Rural and Urban Areas, Children in families experiencing domestic violence

REFERENCES

1. Rao, Shankar C.N. (2007). Indian Society, New Delhi: S S Chand & Company Ltd

2. Lewis, David & Ravichandran, N. (2008). NGOs and Social Welfare: New Delhi: Rawat Publications.

3. Iman, R. Pittin & Omelet, H. (1985). Women and the Family, Nigeria: Codersia Book Series

4. Roy, Kalpana.(2000). Women and Child Development, New Delhi: Common Wealth Publications.

5. McCurdy Karen & Jones, Elizabeth. (2000). Supporting Families: Lessons from the Field, USA: Sage Publications.

6. Barik, S. (2011). Domestic Violence in India, Delhi: Adhyayan Publishers & Distributers

7. Gomango, S. P. (2005). Consequences of Child Maltreatment, New Delhi: Authors Press

8. Tiwari, Satish. (2000). Health and Family Welfare, Delhi: Anmol Publications Pvt. Ltd.

9. Shirwadkar, Swati. (2009). Family Violence in India: Human Rights, Issues, Actions and Internation Comparisions, New Delhi: Rawat Publications.

10. Patel, Tulsi. (2005). The Family in India: Structure and Practice, Delhi:Sage Publications

Course Title - Indian Perspectives and Experience

The objective of this module is to examine human development issues for India ranging from poverty alleviation, education, health, security - food and social - and environment. At the outset, the module examines the approach adopted during the planning process for enhancing human development. This includes an examination of trends in select indicators and the financial commitments. First, the challenge of poverty is described where the concept of poverty and its measurement is explained, followed by a summary of Indian debates on poverty alleviation and an examination of trends in poverty decline. Subsequently, public action in terms of government programmes is scrutinised with specific reference to rural development, urban poverty alleviation, vulnerable groups and women's welfare programmes. This section is wrapped up with a critical appraisal of poverty alleviation programmes and other related interventions. Against the above background, a comparison is drawn between income and human poverty where deprivation in non-income dimensions (education, health, food sufficiency, empowerment and gender) is focussed upon. After poverty, the education scenario in India is described with reference to literacy, school enrolment, drop-out and retention and school infrastructure. In addition, evaluation of select national programmes is provided along with a discussion on vital issues of vocationalisation and financing of education. In the sub-section on health, challenges of population transition, morbidity pattern and disability are discussed, in addition to the issues of utilisation and financing of health services. This section also examines the strong linkages between health and poverty. It concludes with a discussion on health security and insurance. The next section deals with the challenge of food and social security where issues and challenges relating to coverage, public provision and critical evaluation of government programmes are taught. The concluding section of this module focusses on environment issues where concerns like common property resources, degradation of land, water resource management, social forestry and energy conservation will be taught. The focus would be on understanding the institutional response to environmental concerns. After completing this module, the student would be able to: z Comment on the approach adopted towards human development during the planning process z Comprehend the concepts of poverty and its measurement z Provide a comparison between income poverty and human poverty z Understand human development challenges

for India with respect to poverty, education, health, food and social security and environment z Discuss various national programmes relating to the above areas The students will find this module interesting as it deals with the Indian situation. The focus should be on providing State specific information and data analysis. State Human Development Reports (SHDRs) would be an important source of such analysis and data. Besides discussing national programmes and policies, it would be pertinent to focus on State specific schemes/programmes as well. The instructors can also relate this module with the earlier module on governance and human development. In-depth discussion of national programmes and policies can be limited to the advanced course.

6.1. Approach and planning for human development

6.1.1. Trend in select indicators of HD - national and sub-national

6.2. Poverty Alleviation

6.2.2. Indian debates on poverty measurement and methodology*

6.3. Comparing Income and Human Poverty

6.3.1.1. Education

6.3.1.2. Health

6.3.1.3. Food sufficiency

6.3.1.4. Empowerment

6.3.1.5. Gender and caste dimensions of deprivations

6.4. Education

6.4.1.1. Level and trends

6.4.2. School performance

6.4.2.3. Causes of low enrolment and attendance

6.4.4. National programme's

6.4.4.1. National Literacy Mission (NLM)

31

6.4.4.2. Sarva Shiksha Abhiyan (SSA)

6.4.5. Vocationalisation and skill development

6.4.5.1. Need and extent of vocationalisation in school education

6.4.5.2. Types of vocationalisation

6.4.5.4. Other means of skill development at primary and elementary levels of education*

6.4.6. Financing of education

6.4.6.1. Public and private sources of financing

6.5. Health

6.5.1.1. India's position in population transition stage

6.5.1.2. Birth rates, death rates, infant and child mortality, maternal mortality

6.5.2. Morbidity pattern

6.5.2.1. Type and extent of prevalence of diseases

6.5.2.3. Reporting of illness - self reporting vs. clinical check

6.5.4. Utilisation of health care services

6.5.4.2. Availability of health personnel

6.5.7. Financing of health care services

6.5.7.1. Levels and trends of public financing

6.5.7.2. Public vs. private financing

6.5.7.4. Resource mobilisation for enhancing public financing*

6.5.8. Linkages between health and poverty*

6.5.8.2. Vicious cycle of poor health and poverty in India

6.5.9. Health security and insurance*

32

6.5.9.1. Evolution and extent of health insurance in India

6.5.9.3. Social insurance - community health insurance

6.6. Social Security

6.6.1.1. Concept and relevance to Indian situation

6.7 Food Security

6.7.1.1. Sufficiency and availability of food items in India

6.7.1.2. Food deficit regions and population groups

6.7.1.3. Types of food, and nutritional intakes

6.7.1.4. Government programmes of food and nutritional security

6.7.1.5. Critical evaluation of government food and nutritional security programmes such as PDS, mid-day meal, ICDS, food for work etc.

6.8. Environment

6.8.1. Degradation of land and soil, water conservation

6.8.2. Social forestry, joint forest management

6.8.3. Energy conservation and renewable energy

Indicative Reading List

Basic Readings Bardhan, Pranab and T.N. Srinivasan, 1974, Poverty and Income Distribution in India, Statistical Publishing Society, Calcutta

Basu, A.M. and K. Basu, 1991, 'Women's Economic Role and Child's Survival: The Case of India', Health Transition Review, 1(1)

Chelliah, Raja J. and R. Sudarshan (eds.), 1999, Income Poverty and Beyond: Human Development in India, UNDP, Social Science Press, New Delhi

Dandekar, V.M. and Neelkantha Rath, 1971, 'Poverty in India', Economic and Political Weekly, 6(1)

Das Gupta, Monica, Lincoln C. Chen and T.N. Krishnan, (eds.), 1998, Health, Poverty and Development in India, Oxford University Press, New Delhi

De, Anuradha and Jean Dreze, 1999, Public Report on Basic Education in India (PROBE), Oxford University Press, New Delhi

Deaton, Angus, 2001, 'Health, Inequality and Economic Development', NBER Working Paper No. 8318, National Bureau of Economic Research, Cambridge

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Mahbub ul Haq Human Development Centre, Various Years, Human Development in South Asia, Oxford University Press, Karachi

Misra, Rajiv, Rachel Chatterjee, Sujatha Rao, 2003, India Health Report, Oxford University Press, New Delhi

Prabhu, K. Seeta, and R. Sudarshan, 2002, Reforming India's Social Sector: Poverty Nutrition, Health and Education, Social Science Press, New Delhi

Sen, Abhijit and Himanshu, 2004, 'Poverty and Inequality in India', Economic and Political Weekly, 39(38)

Sen, Amartya, 1999, 'Health in Development', Bulletin of the World Health Organisation, WHO, Geneva, 77(8)

Sen, Amartya, 2001, 'Economic Progress and Health', in David Leon and Gill Walt (eds.), Poverty, Inequality and Health: An International Perspective, Oxford University Press, Oxford

Shiva Kumar, A.K., 1995, 'Women's Capability and Infant Mortality: Lessons from Manipur', in Monica Das Gupta, Lincoln C. Chen and T.N. Krishnan (eds.), Women's Health in India, Risk and Vulnerability, Oxford University Press, New Delhi

Tilak J.B.G., 1994, Education and Development in Asia, Sage Publications, New Delhi

Vaidyanathan, A. and P.R.G. Nair, 2001, Elementary Education in Rural India, A Grassroots View, UNDP, Sage Publications, New Delhi

Advanced Readings

Chandrasekhar, C.P. and Jayati Ghosh, 2002, The Market That Failed: A Decade Of Neoliberal Economic Reforms in India, Leftword Press, New Delhi

 Dev, S. Mahendra, 2001, 'Social Security In India : Performance, Issues And Policies', S. Mahendradev et al (eds.) Social and Economic Security in India, Institute for Human Development, New Delhi

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Jhabvala, Renana and R.K.A. Subrahmanya (eds.), 2000, The Unorganised Sector : Work Security And Social Protection, Sage Publications, New Delhi

Kumar, Nagesh, 2001, 'Small Information Technology Services, Employment And Entrepreneurship Development : Some Explorations into Indian Experience', Amitabh Kundu and Alakh N. Sharma (eds.) Informal Sector in India : Problems and Policies, Institute for Human Development, New Delhi

Mukhopadhyay, Swapna, 1999, 'Locating Women within Informal Sector Hierachies', T.S. Papola and Alakh N. Sharma (eds.) Gender and Employment in India, Vikas Publishing House, New Delhi

Course title -

FAMILY THERAPY

Unit I

Theoretical developments in marital and family therapy; schools of family therapy-structured, strategic, experimental family and integrated family therapy; social learning approach.

Unit II

Contemporary marital therapies – psychosomatic symptoms, psychiatric disorders, marital distress, alcoholism & drug dependence,

Unit III

Juvenile offences, problems of adolescents, conduct problems, work and school phobias

Unit IV

Qualities of marriage and family therapist, advanced techniques of marriage and family therapy; future directions in marriage and family therapy – bridging research, theory and practice,

Unit V

Advances in clinical assessment, sex therapy, divorce therapy, preventive and enrichment programme,

Indicative readings

Adivi Reddy A (1987), Extention Education, Sreelakshmi Press.

Ahuja, R. (1997), Indian Social System (2ND Ed.), Jaipur, Rawat

Arcus, H.E. and Others (1993), Handbook of Family Life Education: The Practice OF family Life Education (Vol II), New York:

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Baldwin A.L. (1980), Theories of Child Development, John wiley.

Balk, D.E. (1995). Adolescent development. New York: Brooks/Cole.

Bandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social research, Himalaya Publishing House, Mumbai.

Banerjee B.G. (1987), Child Development and Socialization, Deep and Deep Publications.

Bee, H. (1997). The developing child (VIII ed.). New York: Longman.

Berk, L.E. (1995). Child Development. London: Allyn and Bacon.

Bharat, S (1996). Family measurement in India. New Delhi : Sage.

Bharat,S and Desai,M. (1995). Indian Biographies on the family. Bombay: Tata Instituteof Social Sciences.

Bhatnagar, G.L. (1990): Research methods and Measurements in Behavioural and Social Sciences, Agri. Cole Publishing Academy, New Delhi.

Blau,D.M. (Ed)(1991) Quality cost and parental choice of Child Care. New York: Russel Sage

Course title –

Communication for Development

UNIT I

Communication- concept, meaning, importance, models, theories and types; communication approaches- individual, group and mass, factors affecting their selection and use; communication fidelity, credibility, empathy, feedback and factors affecting communication process; barriers in communication.

UNIT II

Communication skills; Role of ICT in communication, soft skills; effective oral communication, public speaking; non-verbal communication, writing skills; soft skills; role of ICT in communication.

UNIT III

Participative communication - meaning, importance, process and determinants; development communication- concept, nature and significance; recent advances in communication-print and electronic, internet, e-mail, fax, mobile, interactive video and teleconferencing, computer and computer networking (PAN, LAN, CAN, MAN, WAN); AGRINET, e-Governance.

UNIT IV

Concept and element of diffusion; concept and stages of Innovation – decision process, attributes and consequences of Innovations; adopter categories and innovativeness.

Suggested Readings

Bhagat R. & Mathur PN. 1989. Mass Media and Farm Women. Intellectual Publ. House.

Chopra K, Kaukodi GK & Murthy MN. 1990. Participatory Development.

Sage Publ.

Deep & Deep Publ.

Hage Jerald 1977. Communication and Organizational Control. Wiley Interscience.

Melkote SR. 1991. Communication for Development in the Third World: Theory and Practices. Sage Publ.

Mody B. 1991. Designing Message for Development Communication. Sage Publ.

Punam Linda L & Pacanowsky Micheal E. 1983. Communication and Organizations: An Interpretive Approach. Sage Publ.

Ratnaswamy P. 1995. Communication Management - Theory and Practice.

Ray GL. 1991. Extension and Communication and Management. Naya Prakashan

Course title –

Policies and Programmes for Children

UNIT I Child Welfare: An Overview, Concept of Child Welfare, Social scenario of Indian children, Major problems faced by children- Biopsychosocial problems of children, Need for Programmes and Policies for Children; Challenges and Strengths in programme implementation.

UNIT II Constitutional Provisions and Legislations governing Children: Fundamental Rights, Directive Principles of State Policy. The Guardian and Wards Act, 1890, The Child Marriage Restraint Act, 1929, The Children (Pledging of Labour) Act, 1933, The Hindu Adoption and Maintenance Act, 1956, The Immoral Traffic (Prevention) Act , 1956, The Young Persons (Harmful Publications) Act, 1956, The Dowry

Prohibition Act, 1961, The Maternity Benefits Act, 1961, The Child Labour (Prohibition and Regulation) Act,1986, The Infant Milk Substitutes, Feeding Bottles and Infant Foods (Regulation of Production, Supply and Distribution) Act, 1992, The Pre-Conception and Pre-natal Diagnostic Technique (Prohibition of Sex Selection) Act, 1994, The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, The Juvenile Justice (Care and Protection of Children) Act, 2000, The Commissions for Protection of Child Rights Act, 2005, Protection of Women from Domestic Violence Act, 2005, Prohibition of Child Marriage Act 2006, The Right of Children to Free and Compulsory Education Act, 2009, The Protection of Children from Sexual Offences Act, 2012.

UNIT III Policies for Children: Child Development Programmes under Five Year plans, National Policy on Education – 1986, National Child Labour Policy – 1987; National Nutrition Policy – 1993; National Health Policy – 2002; National Charter for Children – 2004; National Plan of Action for Children – 2005; National Vaccine Policy – 2011; National Policy for Children – 2013.

UNIT IV Programmes and Services for Children: Integrated Child Development Services (ICDS) Scheme, Integrated Child Protection Scheme, Rajiv Gandhi National Creche Scheme for the children of working mothers, School health programmes, Pulse Polio Immunization Programme, Sarva Shiksha Abhiyan, School mental health programmes, Sponsorship programme, Foster - Care, Adoption, Maternal and Child health Services, Children with Disabilities, Services for children in need of Special Care, Child Guidance Clinics

UNIT V Organizations and Institutional mechanisms for children: Role of Governmental, Nongovernmental, voluntary and community based organizations in Child Care and Protection, International initiatives in Child protection and Child rights, UNICEF, UNESCO, ILO, WHO, NIPCCD, ICCW, CSWB, CRY, SAARC Policy on the female child, United Nations Convention on Rights of Children (UNCRC), National Commission for Protection of child rights; International, National, Regional and State mechanisms

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1. Baroocha, Pramila Pandit. (1999). Hand book on Child, New Delhi: Concept Publishing Company.

2. Bhalla, M. M. (1985). Studies in Child Care, Delhi: NIPCCD

3. Chawdry, Paul, D. (1963).Child Welfare Manual, Delhi: Atma Ram Company.

4. Choudhari, D. Paul. (1980). Child Welfare / Development, Delhi: Atma Ram & Sons.

5. Dept. of Plan of Action. (1992). – A Commitment to the Child. Women and Child Development, Government of India.

6. Ziets, Derothy. (1951). Child Welfare Principle and Methods, New York: John Wiley & Sons, Inc.

7. Reddy, Suma Narayana. (1989). Institutionalized Children, Allahabad, India: Chugh Publications

8. Shanmugavelayutham, K. (2000). Social Legislation and Social Change, Chennai: Valhga Valamudan Publishers.

9. Singh, Dolly (2001) Child rights & Social wrongs – Vol – I, II, III, Delhi: Kanishka Publishing Distributors