

https://cybercrime.gov.in/pdf/Final_English_Manual_Basic.pdf

- Kihrwadkar A, Pushpanadan, (2006), *Information and Communication Technology in Education*, Sarup and Sons, Delhi. Chapter- 1,2,3
- Reddi, U. R. V. *Primer 1: An Introduction to ICT for Development*. UNAPCICT. Last Accessed Date 20 March 2023
https://www.unapcict.org/sites/default/files/inline-files/Primer%201_An%20Introduction%20to%20ICTD.pdf
- Tongia, R., Subrahmanian, E. & Arunachalam, V. (2005). *Information and Communications Technology for Sustainable Development*. Bangalore: Allied Publishers
- Unwin, T. (Ed.) (2009). *ICT4D: Information and Communication Technology for Development*. Cambridge: Cambridge University Press.
- Weigel, G. & Waldburger, D. (Eds.) (2004). *ICT4D – Connecting People For A Better World. Lessons, Innovations and Perspectives of Information and Communication Technologies in Development*. Berne: Swiss Agency for Development and Cooperation (SDC) and the Global Knowledge Partnership (GKP).

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

**Bachelors in Arts with With Community Science
Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 7-HSC:
TRAINING AND CAPACITY BUILDING**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Training and Capacity Building	4	2	0	2	Class XII	NIL

Learning Objectives

- To study the concept and significance of training and capacity building.
- To understand the training process and the functions of different phases of training.
- To know how different training approaches can be used to achieve various development goals.
- To develop skills in designing, implementing and evaluating training programmes.

Learning Outcomes

- The student will be able to know the importance and scope of training for development.
- The student will be able to learn the functions of different phases of the training process.
- The student will be able to understand and critically evaluate the different training approaches and methodologies.
- The student will be able to develop skills in planning, executing and evaluating training programmes for different stakeholders.

THEORY

(Credits 2; Hours 30)

UNIT I: Training: Concept and Role in Development

06 Hours

This Unit explores the concept, significance and different agencies involved in training for development. The unit focuses on adult learning and various approaches to train them. The Unit discusses the importance of evaluation and follow-up of training programmes. Various NGOs, GOs and Corporate initiatives in community development will also be discussed.

- Nature, scope, advantages and limitations of training
- Goals, approaches and types of training
- Characteristics and principles of adult learning
- Government policies for training and capacity building of different stakeholders
- Agencies involved in training and development - NGOs, GOs and Corporate

UNIT II: Roles and Responsibilities and Self-development of a Trainer

06 hours

This Unit elaborates on the roles and responsibilities of a trainer. The various types of skills required of a trainer will be discussed. Concepts of self, self-development and personality development of a trainer will also be covered.

- Roles and responsibilities of a trainer before, during and after a training programme
- Soft skills required by a trainer - communication, group mobilization leadership, team building, decision-making, networking and problem solving
- Technology-based skills - ICTs for facilitating the various aspects of the training process
- Concept of self and self-development of a trainer
- Need for personality development

UNIT III: Methods and Techniques of Training

08 Hours

This Unit provides an insight into the different types of training methods and techniques which can be used in offline and online training programmes, including training in blended mode.

- Tools and techniques for training (Brainstorming, Buzz Groups, Panel Discussion, Role Play, Focus Group Discussions, Films, Games and Stories)
- New techniques and innovations in training methods especially using technology

UNIT IV: Designing, Executing and Evaluating Training Modules

08 Hours

This Unit focuses on analyzing training modules developed by different organizations - Government, National and International NGOs. The process of developing, mobilizing resources and implementing training programmes will be discussed. It also focuses on different ways of evaluating training programs for different stakeholders involved in the field of development

- Analysis of training programmes for different stakeholders
- Tools and techniques for training needs assessment
- Understanding various learning goals and outcomes for specific target groups
- Development of Training modules and materials
- Implementation of training programmes
- Methods of evaluation and follow-up of training

PRACTICAL

(Credits 2; Hours 60)

1. Exercises to understand roles and responsibilities of a trainer
2. Undertake activities in building skills of a trainer.
3. Undertake analysis of a variety of training modules.
4. Development and conduct of training modules for specific client groups.
5. Design, production and use of Training methods and materials.
6. Evaluation of training programmes
7. Visit to organizations involved in training and capacity building

Essential Readings

UNIT I:

This Unit explores the concept, significance and different agencies involved in training for development. The unit focuses on adult learning and various approaches to train them. The Unit discusses the importance of evaluation and follow-up of training programmes. Various NGOs, GOs and Corporate initiatives in community development will also be discussed.

- **Dhama, O.P. and Bhatnagar, O.P.** (2003). Education and Communication for Development. New Delhi.
- **Bhatia S.K,2005**, Training & Development; Concepts and Principles, Ch-1(3-8), ch-2(9- 26), ch-3(28-38).
- **Lyton R and PareekU.** (1990). Training for Development. New Delhi, Vistaar Publications.

UNIT II

This Unit elaborates on the roles and responsibilities of a trainer. The various types of skills required of a trainer will be discussed. Concepts of self, self-development and personality development of a trainer will also be covered.

- **Agochiya D.** (2002). Every Trainer's Handbook. New Delhi, Sage publisher.
- **Blanchard, P. N., & Thacker, J. W.** (2021). *Effective training: Systems, strategies, and practices* (6th ed.). Pearson.

UNIT III

This Unit provides an insight into the different types of training methods and techniques which can be used in offline and online training programmes, including training in blended mode.

- **Lyton R and PareekU.** (1990). Training for Development. New Delhi, Vistaar Publications.
- **PRIA.** (1998). A Manual for Participatory Training Methodology in Development. New Delhi: Society for Participatory Research in Asia.

UNIT IV

This Unit focuses on analyzing training modules developed by different organizations - Government, National and International NGOs. The process of developing, mobilizing resources and implementing training programmes will be discussed. It also focuses on different ways of evaluating training programs for different stakeholders involved in the field of development.

- **Gardner, A. & Brindis, C.** (2017). Advocacy and Policy Change Evaluation: Theory and Practice. USA: Stanford Business Books. ISBN-13: 978-0804792561.

- PRIA. (1998). A Manual for Participatory Training Methodology in Development. New Delhi: Society for Participatory Research in Asia.

Suggested Readings

- **Bhatia S.K**, 2005, Training & Development; Concepts and Principles, Ch-1(3-8), ch-2(9- 26), ch-3(28-38).
- **Northouse, P. G.** (2022). *Leadership: Theory and practice* (9th ed.). Sage Publications.
- **James W. Thacker C**, (2004). Effectiveness Training-Systems, Strategies and Practices. Pearson Education.
- **Subedi, N R**, (2008). Advocacy Strategies and Approaches: A Training of Trainers Manual. International.
- **UNICEF**. (2010). Advocacy toolkit. A guide to influencing decisions that improve children's lives.

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**Bachelors in Arts with With Community Science
Category-V**

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-DCE 9-HSC: PUBLIC RELATIONS AND ADVERTISING

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Public Relations and Advertising	4	2	0	2	Class XII	NIL

Learning Objectives

- To familiarize students with the concepts and techniques of advertising.
- To introduce students to the principles and practices of corporate communication and public relations.
- To explore tools, techniques, and strategies for effective PR campaigns.
- To train students in creating and implementing corporate communication plans, with a focus on crisis management and digital media.

Learning Outcomes

The students would be able to:

- Critically evaluate advertisements and understand the importance of ethical practices in advertising.
- Examine the scope for making advertising and digital marketing a future career
- Understand the principles, scope, and significance of corporate communication and public relations.
- Design and evaluate PR campaigns for organizations and brands.
- Utilize digital platforms to enhance corporate and public relations efforts.