

**(Credit 1; Periods 30)**

<b>Practical</b>	<b>No. of Lectures</b>
1. Making the right food choices a. Nutrient rich sources from different food groups b. Concept of high fat, salt, sugar (HFSS) foods c. Reading food labels	<b>10</b>
2. Planning a nutritious meal for adults a. Concept of food exchanges b. Calculating nutritional quality of diets c. Balancing meals according to nutrient requirements d. Healthy snacking options	<b>20</b>

**GE HS 005 : TRAINING AND CAPACITY BUILDING**

<b>Course title &amp; Code</b>	<b>Credits</b>	<b>Credit distribution of the course</b>			<b>Eligibility criteria</b>	<b>Pre-requisite of the course</b>
		<b>Lecture</b>	<b>Tutorial</b>	<b>Practical/ Practice</b>		
<b>TRAINING AND CAPACITY BUILDING</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

**Learning Objectives**

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

**Course Outcomes**

1. The student will be able to know the importance and scope of training for development.
2. The student will be able to learn the functions of different phases of the training process.
3. The student will be able to understand and critically evaluate the different training approaches and methodologies.

4. The student will be able to develop skills in planning, executing and evaluating training programmes for different stakeholders.

**THEORY**  
**(Credits 3; Periods 45)**

<p><b>Unit I: Training: Concept and Role in Development</b> Unit Description: 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.</p>	<b>9 Hours</b>
<p>Subtopics:</p> <ul style="list-style-type: none"> <li>● Nature, scope, advantages and limitations of training</li> <li>● Goals, approaches and types of training</li> <li>● Characteristics and principles of adult learning</li> <li>● Government policies for training and capacity building of different stakeholders</li> <li>● Agencies involved in training and development - NGOs, GOs and Corporate</li> </ul>	
<p><b>Unit II: Roles and Responsibilities and Self-development of a Trainer</b> Unit Description: 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.</p>	<b>12 Hours</b>
<p>Subtopics:</p> <ul style="list-style-type: none"> <li>● Roles and responsibilities of a trainer before, during and after a training programme</li> <li>● Soft skills required by a trainer - communication, group mobilization leadership, team building, decision-making, networking and problem solving</li> <li>● Technology-based skills - ICTs for facilitating the various aspects of the training process</li> <li>● Concept of self and self-development of a trainer</li> <li>● Need for personality development</li> </ul>	
<p><b>Unit III: Methods and Techniques of Training</b> Unit Description: 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.</p>	<b>12 Hours</b>

<p>Subtopics:</p> <ul style="list-style-type: none"> <li>● Tools and techniques for training (Brainstorming, Buzz Groups, Panel Discussion, Role Play, Focus Group Discussions, Films, Games and Stories)</li> <li>● New techniques and innovations in training methods especially using technology</li> </ul>	
<p><b>Unit IV: Designing, Executing and Evaluating Training Modules</b>  Unit Description: 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.</p>	<b>12 Hours</b>
<p>Subtopics:</p> <ul style="list-style-type: none"> <li>● Analysis of training programmes for different stakeholders</li> <li>● Tools and techniques for training needs assessment</li> <li>● Understanding various learning goals and outcomes for specific target groups</li> <li>● Development of Training modules and materials</li> <li>● Implementation of training programmes</li> <li>● Methods of evaluation and follow-up of training</li> </ul>	

**Essential Readings**

1. Agochiya D. (2002). Every Trainer's Handbook. New Delhi, Sage publisher.
2. Dhama, O.P. and Bhatnagar, O.P. (2003). Education and Communication for Development. New Delhi.
3. Gardner, A. & Brindis, C. (2017). Advocacy and Policy Change Evaluation: Theory and Practice. USA: Stanford Business Books. ISBN-13: 978-0804792561.
4. PRIA. (1998). A Manual for Participatory Training Methodology in Development. New Delhi: Society for Participatory Research in Asia.
5. PRIA (2002). Methods of Participatory Training. New Delhi. Participatory Research in Asia.

**Suggested Readings**

1. Bhatia S.K,2005, Training & Development; Concepts and Principles, Ch-1(3-8), ch-2(9-26), ch-3(28-38).
2. James W. Thacker C, (2004). Effectiveness Training-Systems, Strategies and Practices. Pearson Education.
3. Lyton R and PareekU. (1990). Training for Development. New Delhi, Vistaar Publications.
4. Subedi, N R, (2008). Advocacy Strategies and Approaches: A Training of Trainers Manual. International.

5. UNICEF. (2010). Advocacy toolkit. A guide to influencing decisions that improve children's lives.

**PRACTICAL  
(Credit 1; Periods 30)**

<ul style="list-style-type: none"> <li>● Exercises to understand roles and responsibilities of a trainer</li> <li>● Undertake activities in building skills of a trainer.</li> <li>● Undertake analysis of a variety of training modules.</li> <li>● Development and conduct of training modules for specific client groups.</li> <li>● Design, production and use of Training methods and materials.</li> <li>● Evaluation of training programmes</li> <li>● Visit to organizations involved in training and capacity building</li> </ul>	<p><b>No. of Hours</b></p> <p><b>30</b></p>
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**GE HS 013 : SUSTAINABLE FASHION**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
<b>Sustainable Fashion</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>12<sup>th</sup> Pass</b>	<b>NIL</b>

**Learning Objectives**

1. Spreading awareness about issues and challenges of sustainable fashion
2. Make students conscious consumers of textiles and apparel
3. Inculcating habits of reducing textile waste generation

**Course Outcomes**

1. The student will be able to gain knowledge of issues and challenges related to over consumption and non-sustainable fashion.
2. The student will be able to learning to choose garment consciously and become informed consumer
3. The student will be able to using green laundry practices to help environment
4. The student will be able to increasing life cycle of garments for less waste generation