



**CSIBER, KOLHAPUR  
&  
TISS, MUMBAI  
Offers**

## **Diploma programme in Youth Leadership and Social Change with exit option at Certificate level**

**Eligibility:-** Minimum Std. XII      **Age:-** 18years      **Total Intake:-** 30

**Medium of Instruction:-** English      **Location:-** CSIBER Campus, Kolhapur

For details visit [www.siberindia.edu.in](http://www.siberindia.edu.in)

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# Prospectus

**Youth Leadership and Social Change**

**A Diploma programme with exit option at Certificate level**

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## **INTRODUCTION**

Youth form an integral part of any society, and are part and parcel of the development process. As per the Census data of India 2011, India is a young nation, The adolescent and the youth population constitute a critical segments of the Indian population as the future demographic, social, economic and political development depends on them.

Till a decade back, youth was never a group which was taken seriously. Their issues were either combined with child welfare programmes [adolescents] or schemes and services for adults [work]. It is only in recent years that they have been brought into focus and considered a group with specific needs and competencies by the state, policy makers, and civil society. Therefore, investing in them seems to be the best way to leverage the nation's competitive advantage for reaping the benefits of the demographic dividend.

## **DEFINITION OF YOUTH**

Definitions of youth have changed continuously in response to fluctuating political, economic and socio-cultural realities. Globally, there has been no standardized definition of youth-hood as a stage of human development. It has been highly debated in terms of age and characteristics, and has been defined differently in different cultures and societies. The National Youth Policy of 1983 defines those in the age range of 13-35 years as youth, while the National Youth Policy of 2014 includes those in the age group of 15-30 years as youth. This age range would have differing social roles and requirements, and, hence age group is divided into two broad sub-groups of 13-19 years [adolescents] and 20-35 years [youth]. In other definitions, the age span of 15-25 years is often referred to as Youth, and the age range of 25-35 years is considered young adulthood (UN World Plan of Action for Youth; Commonwealth). The National Youth Policy document of 2003 covered the age group of 13-35 years.

The legal definitions of children, adolescents and youth vary according to the roles expected, and the services to be provided. The Convention for the Rights of the Child defines a child as those up to the age of 18 years, which overlaps with the definition of youth. The ICDS considers its beneficiaries [adolescent girls] as those between 11 and 18 years; the Reproductive and Child Health programme defines adolescents as being between 10 -19 years. The legal age for voting in the Central and State elections is 18 years, while the permissible ages for marriage are 18 years and 21 years for girls and boys respectively.

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## **DIPLOMA IN YOUTH LEADERSHIP AND SOCIAL CHANGE**

Ministry of Youth Affairs and Sports has collated eight flagship programmes under one scheme entitled Rashtriya Yuva Sashaktikaran Karayakram (RYSK). The programmes included under these are; Nehru Yuva Kendra Sangathan (NYKS), National Youth Corps (NYC), National Programme for Adolescents Development (NPYAD), International cooperation (IC), Youth Hostels (YH), Assistance to Scouting & Guiding Organisations, National Young Leaders Programme (NYLP), National Discipline Scheme (NDS). Apart from these, the National Service Scheme (NSS) and Rajiv Gandhi National Institute of Youth Development (RGNIYD) are critical youth programmes of the Government in India.

The RYSK will now act as the flagship umbrella programme of the department, for empowerment of the youth to enable them, to realise their potential and in the process contribute to the National building processess. All these programmes definitely require manpower at the grass roots to run them.

Apart from these programmes since the last five years increasing importance has been given to Skill Development and Employment programme for youth. The National Skill Development Corporation and National Vocational Education Training under the National Skill Development Mission are strongly spearheading skill programmes for youth. The potential for employment at the grass root level for Diploma holders in youth development is very high.

Further, there are several Organizations and Individuals who are directly or indirectly engaged with youth development work. Nearly all the FAPs of the TISS are engaged with youth and issues [e.g., Prayas with under trials; Koshish with youth beggars; Sathi which works on health issues; Projects like the interventions with NSS students (NUSSD), the M-Ward project and the vision of the School of Vocational Education also emphasis engagement with youth. Considering the complexities of change and its effects on youth hood, it is felt necessary to offer a certified training for those who are working with youth/ youth workers in various capacities.

#### **hence the summary;**

Youth workers who work with government, non government, educational, and other organisations; provides support to young people throughout adolescence. Some youth leaders/workers who focus more on organising and running structured programs, while others having a less structured role perhaps focused on providing psychological support for a particular youth demographic (eg. unemployed youth, young offenders, homeless youth, etc.

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### **Objectives and Learner Outcomes**

**Overall Objective::** To provide certified training to youth workers, in order to promote the understanding and practice of social change through self empowerment and development of leadership qualities..

#### **Specific Objectives**

1. Provide knowledge about youth issues and challenges, thereby contextualize these issues and challenges in contemporary India.
2. Develop analytical skills so that learners may begin the process of critically reflecting upon the institutions/policies/cultural beliefs that influence youth and their lives in the process of participating in social change.
3. Build leadership capacities of learners to empower youth to identify their rights and responsibilities and facilitate their participation in social, political and cultural issues affecting them.
4. Equip the trainees with a range of practice skills required when intervening on issues of social change and development.

#### **Learning Outcomes**

At the end of the course, the learners would be able to,

- Utilize the learning experiences gained during the course, for their personal growth as leaders, for transformation and self empowerment.
- Be self-motivated and skilled to reach out to more youth to engage in social and community work.
- Apply the learnings to diverse social contexts and implement a range of strategies suitable in different environments (communitarian and organizational).

The above mentioned learning outcomes will be developed in an academic curriculum which is based upon the following core values.

**Core values:** human dignity; social justice; non-violence; sustainability; democratic participation; equity; acceptance of diversity; practice of non-discrimination; people-centred;

The dimensions of wellbeing and participation will be addressed in relation to the diverse categories through which society views youth based on class, caste, religion, gender, ability and location.

### **Eligibility for Enrollment**

Education: Minimum Std. XII

Age : 18years

### **Methodology**

The methodology for organizing the programme would be based on a participatory, reflective, field based and self-directed learning mode of teaching.

### **Duration and Pedagogy of the Course**

Keeping in mind the principles of adult and lifelong learning, the *Certificate* will be a first step in the Certification process. It is proposed to bring in flexibility into system by allowing **multiple exit** options.

The learner may join at the Std. XII level and will have the option to exit after earning a 'Certificate degree' in one semester. The successful completion of a 2 semester programme would lead to the award of the **Diploma**.

Thus, the course will be offered in a ladder manner, from Certificate level to a Diploma.

### **Mode of delivery**

1. The course will be offered;
  - a) **In dual mode; Contact and Online** (blended)  
The Certificate course will be offered in contact mode.  
The Diploma will be offered through an online mode(blended)

**Medium of Instruction** : English

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LIST OF COURSES AND DISTRIBUTION OF CREDITS

**CERTIFICATE PROGRAMME IN YOUTH LEADERSHIP AND SOCIAL CHANGE**

Semester	Course Number	Course Title	Credits/Hours
<b>I</b>	YLSC I	Youth Identity and Human Development	2/30hr.
	YLSC II	Citizenship and Participation	2/30hr.
	YLSC III	Programmes, Policies, Schemes and Services for Youth	2/30hr.
	YLSC IV	Education and Livelihood	2/30hr.
	YLSC V	Core Leadership Skills for working with Youth	2/30hr.
	YLSC VI	Participatory Teaching Methodology for Social Development	2/30hr.
			<b>Total Course Credits/hours</b>

<b>I</b>	FP	Field Practicum	<b>8 credits/240hr.</b>
		Total Credits/ hours	<b>20 Credits/420hr.</b>

**DIPLOMA PROGRAMME IN YOUTH LEADERSHIP AND SOCIAL CHANGE**

Semester	Course Number	Course Title	Credits/Hours
<b>II</b>	YLSC VII	Youth and Sexuality	2/60hrs.
	YLSC VIII	Youth and Crime	2/60hrs
	PW	Project Work	6 Credits/180hrs.

\* Course number YLSC -VII and YLSC- VIII will be offered through *online classes*.

## Course Curriculum

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### YLSC I- Youth Identity and Human Development

This course gives an overview of the status of youth in India and the ecological systems influencing their development. It also looks at the issues in construction of youth-hood from the ecological perspective. The focus is on developing an ability to appraise and appreciate diversity while understanding individual developmental tasks.

#### Learner Objectives

At the end of the course, the learner will, be able to,

- Describe and explain the developmental paradigm in India in relation to youth
- To construct a holistic profile of Indian youthhood from the ecological / systems perspectives.
- To acquire an insight into the critical developmental issues affecting youth and to discuss the influence of societal systems on youth.
- To determine the psycho-social processes of identity formation during early adolescence (12-16years) and youthhood (17-20years)

#### Course Content

The National developmental paradigm in relation to youth: Demographic perspective, Diversity; caste, class, gender, ability and region. Indian Scenario in Education, Employment and Livelihood.

- Situational analysis of youth in India: Characteristics of youth based on location urban, rural, tribal; role: student ,non-student, ; gender; class; caste; ability.,
- Youth culture: young people's participation, understanding and meanings of subcultures, life- stYLSCs, gender concerns
- Social construction of Identity: The Ecological Perspective.
- Ecological and Individual challenges in Identity formation: Impact of family,

peers, media technology and educational institutions.

## References:

### Essential Reading

Bansal, P. (2013)	<i>Youth in Contemporary India</i> , India: Springer.
Buckingham, D. (Ed). (2009)	<i>Youth, identity, and digital media</i> , Cambridge, MA: MIT Press.
Cote, E., James and Levine, G., Charles (Eds). (2016)	<i>Identity Formation, Youth, and Development: A Simplified Approach</i> : New York: Psychology Press.
Erikson, E. (1994)	<i>Destination Unknown: Identity Youth &amp; Crisis</i> : W.W. Norton & Company.
Haans, J., Freddy (Eds). (2017)	<i>Conflict and Youth Rights in India</i> : Palgrave Macmillan.
India: Ministry of Health and Family Welfare (2005-2006)	<i>A Profile of Youth in India National Family Health Survey (NFHS-3)</i> , New Delhi India.
Mc Lean, C and Syed Moin. (Eds.). (2015)	MacLean, K. C., & Sayed, M. (Eds). <i>The Oxford Handbook of Identity Development</i> , United States of America: Oxford University Press.
Krish. Steve. (2009)	<i>Media and Youth: A Development Perspective</i> : Wiley-Balckwell.

### Optional Reading

Acharya, R., Santhya, K., & Jejeebhoy, S. (2013)	Exploring Associations between Mobility and Sexual Experiences among Unmarried Young People: Evidence from India. <i>Annals of the American Academy of Political and Social Sciences</i> , 648, 120-135.
Buckingham, D. (Eds). (1993)	<i>Reading audiences Young people and the medi</i> , Manchester: Manchester University Press.
Goodstar, J., Schuster, R., & JK, Sethi. (2014)	Exploring critical youth media practice: connections and contributions for social work, 59 (4), 339-46.
Lee, J., and Zhou, Min (Eds). (2004)	<i>Asian American Youth: Culture, Identity and Ethnicity</i> , New York: Routledge.

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## YLSC II - Citizenship and Participation

This course believes in the power of youth as leaders and mobilisers of change and focuses on their role in community building and collective action through voluntary initiatives. In this course, the student will learn about the significance of youth leadership and participation as a dimension of growth and development. The learner will be exposed to various civil society initiatives and movements using diverse methods of mobilization. The course will also introduce the learner to the constitutional mechanisms of participation enshrined in the three tier system of Panchayati Raj.

## Learner Objectives

At the end of the course, the learner, will be able to,

- Be convinced about the need for youth participation for self-growth, leadership and contribution to society and social change.
- To understand the skills and tools required for mobilising youth for social change.
- Be exposed to civil society initiatives and movements and the strategies used.

## Course Content

- Concepts of citizenship and participation: political and social participation; roles and responsibilities as citizens, Indian polity, history, society and cultural diversity,
- Civil society initiatives and movements and strategies used.
- Skills for mobilisation of groups and communities – awareness, advocacy, lobbying, networking, use of media; including social media.
- Political engagement of youth: historical understanding of democratic politics in India, Democratic Institutions and Democracy at Grass Roots, Indian Perspective, Basic principles of Indian Constitution, Federalism, devolution of Power & Local Self- Govt. Institutions, Administrative structures and Governance.

## References:

### Essential Reading

Bhattacharya, N., & Jairath, V. (2012)	Social Movements, ‘Popular’ Spaces, and Participation: A Review. <i>Sociological Bulletin</i> , 61(2), 299-319.
Jayal, N. (2013)	<i>Citizenship and Its Discontents: An Indian History</i> , United States of America: Harvard University Press.
Jeong, H. (2013)	From Civic Participation to Political Participation. <i>Voluntas: International Journal of Voluntary and Nonprofit Organisations</i> , 24(4), 1138-1158.
Maitra, S. (2010)	Citizenship in India: Some Preliminary Results of a National Survey, <i>Economic and Political Weekly</i> , 45(9), 46-53. Retrieved from <a href="http://www.jstor.org/stable/25664170">http://www.jstor.org/stable/25664170</a> .
Mayer, A. (2011)	Does Education Increase Political Participation: <i>The Journal of Politics</i> , 73(3), 633-645.
Roy, A. (2010)	<i>Mapping Citizenship in India</i> , New Delhi: Oxford University Press.
Persson, M. (2015)	Education and Political Participation, <i>British Journal of Political Science</i> , 45 (3), 689-703.



## Optional Reading

Lise, W. (2000)	Factors influencing people's participation in forest management in India. <i>Ecological economics</i> 34, no. 3 (2000): 379-392.
Singh, R., & Singh, K. (2008)	Secularism in India: Challenges and Its Future. <i>The Indian Journal of Political Science</i> , 69(3), 597-607 Retrieved from <a href="http://www.jstor.org/stable/41856448">http://www.jstor.org/stable/41856448</a> .
Shani, O. (2010)	Conceptions of Citizenship in India and the 'Muslims Question', <i>Modern Asian Studies</i> , 44 (1), 145-173. Retrieved from <a href="http://www.jstor.org/stable/27764650">http://www.jstor.org/stable/27764650</a> .
Xavier, C. (2011)	Experimenting with Diasporic Incorporation: The Overseas Citizenship of India, <i>Nationalism and Ethnic Politics</i> , Vol (17) Issue 1: Diaspora and Citizenship.

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## YLSC III - Programmes, Policies, Schemes and Services for Youth

This course will examine the various central and state policies designed specifically for youth. It will discuss the processes that lead to policy formulation. They will learn to analyse existing policies and factors that contribute to, or act as, barriers to the desired goals. The course will enlist and explain the schemes available for youth as a group and will also discuss the pragmatic issues involved in conducting youth programmes.

### Learner Objectives

At the end of the course, the learner will, be able to,

- Explain the process of policy formulation and background of select national & state policies.
- Be aware of and be able to review the Policies for Youth in the country.
- To know the Government Schemes and flagship programmes for youth

### Course Content

- Social policy : Formulation: Process and challenges.
- The Need And Relevance of a Youth Policy – Globally and Nationally.
- National Youth Policy in India -its objectives, focus areas, and implementation
- Structure of Governance and Relevant Legislation pertaining to youth – RTI, National Skill Development Commission(NSDC) and National Council of Vocational Training (NCVT).
- Government Flagship programmes and Schemes for youth: Nehru Yuva Kendra Sangathan (NYKS), National Youth Corps (NYC), National Programme for Adolescents Development (NPYAD), International cooperation (IC), Youth Hostels

(YH), Assistance to Scouting & Guiding Organisations, National Young Leaders Programme (NYLP), National Discipline Scheme (NDS).

- National Service Scheme (NSS)
- Rajiv Gandhi National Institute of Youth Development (RGNIYD)

## References:

### Essential Reading

Baume, P. (2015)	Social policy and Disadvantage (1995). In Wanna j. & Talaga m. (eds), <i>a Dissident liberal: the political writings of peter baume</i> (pp. 223-28). Anu Press.
Biswas, I. (2009)	Vocational Education in India. <i>Browser Download this Paper.</i>
Chitturu, S. (2008)	'National Service Scheme- An Instrument of Social Awareness', <i>Indian Journal of Youth Affairs</i> , Vol.12 (1), Jan-June, pg 1-4.
Daly, M. (2013)	Governance and Social Policy. <i>Journal of social policy</i> , 32(1), 113-128.
Government of India (Social Statistics Division) (2017)	Youth in India, Central Statistics Office Ministry of Statistics and Programme Implementation, New Delhi.
Ghosh, J. (2004)	Social Policy in Indian Development. <i>In Social Policy in a Development Context</i> (pp. 284-307). Palgrave Macmillan UK.
Singh, R. (2010)	<i>Right to Information and Good Governance</i> . Concept Publishing Company.
Website of Ministry of Youth Affairs & Sports. <a href="http://yas.nic.in/">http://yas.nic.in/</a>	
Website of Ministry of Skill Development & Entrepreneurship. <a href="http://www.skilldevelopment.gov.in/">http://www.skilldevelopment.gov.in/</a>	

### Essential Readings

Nair, P. S., Vemuri, M. D., & Ram, F (1989)	<i>Indian Youth: A Profile</i> . Mittal Publications.
Nayak, R., Saxena, N. C., & Farrington, J. (2002)	Reaching the poor. The influence of policy and administrative processes on the implementation of government poverty schemes in India. London: Overseas Development Institute.
Verma, S., & Saraswathi, T. S. (2002)	Adolescence in India. <i>The world's youth adolescence in eight regions of the globe</i> , 105-140.

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## **YLSC IV- Education and Livelihood**

In this course, the learner will be enabled to comprehend the various systems of learning, through the formal, non- formal, informal systems of education. They will study the significance of lifelong learning in today's context. The course will also focus upon the significance of social & psychological dimensions of employment to a youth's identity and well-being.

### **Learner Objectives**

At the end of the course, the learner will be,

- Familiar with the different educational patterns in India with an emphasis on Non Formal Education Secondary and Higher Education.
- Able to study the Social and economic factors which support/inhibit choices for youth in terms of nature and forms of work and the effects on youth identity, aspirations, life goals and well-being.
- Able to explain the factors affecting unemployment and the social, & psychological impact of unemployment and underemployment.

### **Course Content**

- Concepts of learning, teaching and education; purposes of education -knowledge, values, action.
- Education in a democracy and as a tool for social change.
- Types of learning : formal, non-formal and informal . The formal system of education in India. Vocational Education, Skill Development programmes, NSDC and Deen Dayal Grameen Kaushalya Yojana. Skill development initiatives of the Government of India.
- Status of work and employment in India. Factors which influence the opportunities for youth work and the choices available to them - location, political, socio-cultural factors,Effect of caste and gender on work and social identity, on agriculture, poverty and rural reconstruction.

## References:

### Essential Reading

Eshach, H. (2007)	Bridging In-School and Out-of-School Learning: Formal, Non-Formal, and Informal Education. <i>Journal of Science Education and Technology</i> , 16(2), 171-190. Retrieved from <a href="http://www.jstor.org/stable/40188686">http://www.jstor.org/stable/40188686</a>
Gagne, R. M. (1970)	The conditions of learning.
India: Ministry of Labour & Employment Labour Bureau (2015-2016)	<i>Report on fifth Annual Employment-Unemployment Survey</i> , New Delhi  <a href="http://labourbureaunew.gov.in/UserContent/EUS_5th_1.pdf">http://labourbureaunew.gov.in/UserContent/EUS_5th_1.pdf</a>
Shapiro, H. T. (2009).	<i>A larger sense of purpose: Higher education and society</i> . Princeton University press.
S. Nayana Tara, N.S. Sanath Kumar,(2016)	Skill development in India: In conversation with S. Ramadorai, Chairman, National Skill Development Agency & National Skill Development Corporation; former CEO, MD and Vice Chairman, Tata Consultancy Services, <i>IIMB Management Review</i> 28, 235–243.
S. Mahendra Dev and M. Venkatanarayana., (2011)	Youth Employment and Unemployment in India, Indira Gandhi Institute of Development Research, <a href="http://www.igidr.ac.in/pdf/publication/WP-2011-009.pdf">http://www.igidr.ac.in/pdf/publication/WP-2011-009.pdf</a> , Mumbai

### Optional Reading

Azam, M., Chin, A., & Prakash, N. (2013)	The Returns to English-Language Skills in India. <i>Economic Development and Cultural Change</i> , 61(2), 335-367. doi:10.1086/668277
Biesta, G. (2009)	Good education in an age of measurement: On the need to reconnect with the question of purpose in education. <i>Educational Assessment, Evaluation and Accountability (formerly: Journal of Personnel Evaluation in Education)</i> , 21(1), 33-46.

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## YLSC V- Core Leadership Skills for Working with Youth

This course believes in the power of youth as leaders and mobilisers of change and focuses on their role in community building and collective action through voluntary initiative. It focuses on the skills required for mobilisation of people at the local, community level and moving forward towards large scale change.

The core leadership and people skills focused upon are for youth leadership at the community & public level.

### Learner Objectives

At the end of the course, the learner will, be able to,

- Practice skills for working with youth at the individual, group and community levels.
- Discuss the impact of leadership stYLSC on motivation.
- Identify & determine the different strategies of leadership.
- Describe the advantages of team work & co-operation.
- Work on self and with others to remove barriers to team work and overcome resistance to change.

### Course Content

- Working with Groups & Teams: significance, types of groups. principles and techniques of group work. Group Dynamics.
- Interventions in a community context: concept of a community; analysis of a

community; community dynamics- leadership, power, control, politics of participation,role of youth groups, strategies for public leadership social barriers to change.

- Leadership Styles: Transactional & Transformative.
- Team work & Conflict Resolution.
- Dynamics of Social and Political Change.

### References :

#### Essential Reading

Agochia,D., (1978)	• Youth leadership in India, New Delhi
Compton, B. R., & Galaway, B. (1999)	<i>Social work processes.</i> Wadsworth Pub Co
Germain, C. B., & Gitterman, A. (1996)	<i>The life model of social work practice: Advances in theory &amp; practice.</i> Columbia University Press.
Lillich, R. B. (1969)	Intervention to protect human rights. <i>McGill LJ</i> , 15, 205
Saleebey, D. (2012)	<i>The strength perspective in social work practice.</i> Pearson Higher Ed.

Orford. A. (2003)	<i>Reading humanitarian intervention: Human rights and the use of force in international law</i> (Vol. 30). Cambridge University Press
Tuckman, B. W. (1965)	Development sequence in small groups. <i>Psychological bulletin</i> , 63(6), 384.

### Optional Reading

Hamilton, G. (1942)	<i>Theory and practice of social case work</i> . New York School of Social Work
Bass, Bernard M., and Ronald E. Riggio (2006)	<i>Transformational leadership</i> . 2nd ed. Mahwah, N.J.: L. Erlbaum Associates, Print.

## YLSC VI - Participatory Training Methodology for Social Development

This course would focus on skills related to facilitation and group empowerment. These would be specialized modules related to the thematic areas of the course. The modules would relate to life skills education which is based on the principle of lifelong learning.

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Methodology: The skills will be taught through workshops which will be experiential in nature.

### Learner Objectives

At the end of the course, the learner, will be able to,

- Develop and implement a programme for life skills education.
- Be aware and gain beginning skills to use participatory training methods.

### Course Content

- Steps in planning and implementing a life skills programme.
- Participatory Training: Ideology and Methods, Learning in Groups, Adult Learning and Motivation. Learning Cycle.
- Training Cycle and steps in designing a participatory training programme.
- Self as a Learner & Self as a Facilitator, Skills & Qualities of an Effective Facilitator.
- Managing and Organizing Training.

## References:

### Essential Reading

A Resource Book for Front Line Workers of Development Organizations (2002)	Participatory Training, A Book of Readings, PRIA, New Delhi.
Caffarella, R.S. (2002)	Planning Programs for adult Learners: A Practical Guide for Educators, Trainers and Staff Developers. San Francisco: Jossey-Bass
Campbell, P., & Burnaby, B. (2001)	Participatory Practices in Adult Education. New Jersey: LEA Inc
Chambers R. (2003)	<i>Participatory Workshop: A Sourcebook of 21 Sets of Ideas and Activities</i> : New Delhi: Earthscan India
Stanley, J., (1982)	People in Development, A trainers manual for Groups, Bangalore
Silberman, M., Auerbach, C., (1996)	Active Training, A handbook of Techniques, Designs, Case Examples, And Tips, Bombay.
Singh, N.K. (2009)	Adult Education. Saurabh Publishing House. Thorpe, M., Edwards, R., & Hanson, A. (1993) (Eds.) Culture and Process of Adult Learning. London. Routledge.

### Optional Reading

Johnson, D, Johnson, F., (1975)	Joining Together, Group Theory and Group Skills, New Jersey
Trace., (1980)	Training Animators in Conscientization and Education, Nandurbar, Nagpur

### Field Practicum

A distinctive feature of the certificate programme is the emphasis laid on the Field practicum. Field practicum enables the students to integrate and reinforce the knowledge acquired in the classroom with actual practice in the field under competent supervisor. It offers avenue to the students to test out in reality what is actually learnt in the class, its a complete experiential learning process. These strategies focus on observations, reflections and developing insights, and also aims to intervene and plan strategies in the practice area Record writing is equally significant and emphasized.

The learner will be placed in community/ agency setting which engages in the class inputs provided.

**Duration** : 240 hrs

**Weightage** : 8 credits

## Learners Objectives

At the end of the field practicum the learner will be able to;

- Apply knowledge and skills obtained in the classroom based on ‘human rights framework’ on making appropriate interventions.
- To develop an understanding of the problems and opportunities in working with diverse populations and with youth population in particular
- To develop the self awareness necessary to assess ones own values, attitudes, feelings, strengths, limitations, interests, performance and leadership qualities.
- **Field Practicum:** will consist of supervised placements of students in a variety of settings. A continuous performance assessment of student fieldwork will take place through learner recordings supervisory reports from the field supervisors.

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There will be final evaluation of the learners performance guided by prescribed assessment tools.

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## YLSC VII - Youth and Sexuality

This course is designed to prompt an exploration of common behaviours and attitudes towards sexuality and gender differences. It aims to improve the ability of participants to reduce gender inequalities at the personal, organisational and community level. The course also gives an understanding of how class, caste, sexual orientation and gender intersect with each other to create social meaning and political impact.

### Learner Objectives

At the end of this course, the learner, will be able to,

- Identify the manifestations of patriarchy and consequences on gender inequity.
- Be aware of the link between sexuality and violence, and be sensitive to the factors causing violence against women .

### Course Content

- Youth and sexuality: sexual development and experiences; Sexual preferences, variations, roles, power, exploration, sex education.
- Sexuality : concepts of sex and sexuality; sexuality and violence; sexuality and power, class, caste.
- Issues of rape, pornography, trafficking of female youth and initiatives to confront these.
- Regulation of sexuality and reproduction by the State.: contraception, moral policing, consumerism



- Working with women and feminist practice : principles of feminist practice; gender audit; interventions with trans-genders, LGBT groups, women in prostitution. ; Civil society initiatives and movements Legislation, policies, programmes and schemes for women : CEDAW, Domestic Violence Act, Prevention of Sexual Harrassment at the workplace Act. 2013 Amendments to Crimincal Procedure Code related to Sexual Harrassment in public spaces.

## References

### Essential Reading

Government of India, Ministry of Women and Child Development (2015)	HANDBOOK On Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.
Kishore, Sunita and Kamla Gupta., (2009)	Gender Equality and Women's Empowerment in India, <i>National Family Health Survey (NFHS 3)</i> , India 2005-06, Mumbai, IIPS, Calverton, Maryland, USA, ICF Macro.
Pilcher, J & Whelehan, I., (2004)	50 key concepts in Gender Studies, Sage Publications, London, Thousan Oaks, New Delhi
Mehta., S., (2015)	Exploring Gender in the Literature of the Indian Diaspora, Cambridge Scholars Publishing, UK
Nathan, H. S. K., Mishra S., Rampal P., (2009)	Gender Development Index: Two Corrections, PP-062-19, Proceedings/Project Reports Series, Indira Gandhi Institute of Development Research (GIDR), Mumbai.

### Optional Reading

Gabriel, K., (2013)	Close encounters of an imperial kind: Gandhi, gender, and anti-colonialism, <i>Gender, Sexuality &amp; Feminism</i> , Vol. 1, No. 1,; 53–65.
Women's Aid .,(2009)	'Domestic Violence: Frequently Asked Questions Factsheet 2009' <a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a>

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## YLSC VIII - Youth and Crime

This course aims to explore patterns of offenses committed by young people. It also tries to assess the interventions and institutions which have been developed to deal with youth crime. The course will also try to critically examine the criminal justice system existing in our country.

This course will attempt to familiarize the learners with the importance and relevance of crime prevention especially in the context of young offenders.

## Learner Objectives

At the end of the course, the learner will, be able to,

- To explain crimes committed by young persons and the reasons for the same with reference to the context in India.
- Define structure and functioning of the criminal justice system in India and comment upon correctional policies and programmes.
- To reflect on the crime prevention strategies adopted for youth in the global and Indian context.

## Course Content

- Youth in conflict with law; youth in conflict areas
- Concept of youth deviance; high risk behaviour
- Criminal Justice System - The legal framework; Indian Penal Code, Code of Criminal Procedure and Evidence Act, The system - police, prison, judiciary and corrections. Rights of persons arrested. Issues and trends in Juvenile and Youth justice; issues and strategies in providing services to youth.
- Crime prevention; relevance of crime prevention in context of globalization, combating cyber crimes, terrorism, drug trafficking, family and community role in prevention.

## References

### Essential Reading

Ahmad, S., (2004)	Criminology, Eastern Book Company.
Brown,S., 1999	Understanding Youth and Crime, Open University Press, Buckingham.
Criminal Justice Handbook Series (2010)	Handbook on the crime prevention guidelines, making them work, United Nations, New York.
Kiro, C, (2009)	<i>Children, Parenting and Education: Addressing the underlying causes of Offending, What is the evidence? New Zealand.</i>
Miles, S. (2000)	Youth lifestyles in a changing world. Open University Press. Philadelphia.
Robert, R, A., (ed.), (2003)	Critical Issues in Crime and Justice, Sage Publications, Thousand Oaks, London, New Delhi.
Sarkar, S., (2008)	Youth in organised crime in Mumbai Metropolis,A developmental perspective, <i>The Indian Journal of Social Work</i> , 69 (3), 423-255.
Sanders, B. (2005)	Youth crime and Youth Culture in the Inner City, Routledge. London and New York.

## Optional Reading

Crosswhite, Jennifer M. And Jennifer L., Lerpelman., (2009)	Coercion theory, Self-Control, and Social Information Processing: Understanding Potential Mediators for How Parents Influence Deviant Behaviour.” <i>Deviant Behaviours</i> 30(7):611-46
Clifford, William (1976)	Planning Crime Prevention, Toronto, Laxington Books.
Manchand, Rita., (2010)	'Media-Mediated Public Discourse on “Terrorism' and Suspect Communities', <i>EPW</i> , Vo. XLV np.15, April 10 <sup>th</sup> , 43-50
Shaban, A., (2007)	City, Crime and Sapce: A case of Mumbai Megapolis, Mumbai: TISS

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## Project Work

This is an important component of the Youth Leadership and Empowerment- envisioning social change programme. The project work enables students to undertake two projects from the basket of suggested projects. It creates a bridge to independent learning for students through online mode.

This component will develop their skills in organizing, basic research skills (survey), critical thinking skills, analytical skills and the expression of their own ideas. With appropriate facilitation and planning, project work will be made more meaningful where the students will carry out work independently and in groups and the final outcome will be a knowledge production in the form of a report or an article which will contribute to the thematic domain of youth. Equal emphasis will be laid on the task as well as the creating of it.

The learner will be given one independent and one group task of equal weightage (3 credits each)

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## Assessment Unit

Each course of study, credited or non-credited, taught or field related, or research study, will be assessed through the following assessment unit types with prescribed weightages, as per a pre-defined schedule, which is provided at the commencement of a semester.

These may involve individual or group work:

- (a) Assignments—which are held in the course of the semester, conducted as individual or group assessments.
- (b) Class presentations—individual or group which are held during the semester.
- (c) Reflective journals or field diaries
- (d) Reports or dissertations or productions
- (e) Faculty assessment of class participation or field work, or process aspects of field work or dissertation/research.
- (f) Written tests (open book, closed book, take home) conducted during or at the end of the semester
- (g) Viva/oral test or examination
- (h) Observation by faculty/supervisor

- (i) Non-credited compulsory requirements of programmes require certificates of participation/completion and also include evaluative components, which may be mentioned in testimonials.
- (j) No course has only one type of evaluation instrument. Each course has at least an assignment and end semester examination. The end semester examination weightage will not exceed 60% of the course.
- (k) In general the total number of assessment units will not exceed the number of credits of the course. For e.g. a two credit course is assessed by two units of assessment—an assignment and an examination or two assignments or two tests.

### Grading Scheme

A grade point of 4.0 is the minimum requirement for passing in Individual courses, including in fieldwork/ internship/research project. A minimum grade point average (GPA) of 4.0 is required for passing in a Semester. Letter Grades and corresponding qualifying descriptions and grade point range are given below.

Letter Grade	Level of Performance/Competence	Grade Point Range
<b>O</b>	Outstanding Performance-demonstrating high level mastery and ability to apply concepts to new situations	9.0 - 10.0
<b>A+</b>	Excellent-demonstrating mastery of all learning or assessment situations	8.0 - 8.9
<b>A-</b>	Very Good-demonstrating mastery of most learning or assessment situations	7.0 - 7.9
<b>B+</b>	Good-demonstrating thorough competence in most situations	6.0 - 6.9
<b>B-</b>	Moderate-showing reasonably acceptable competence in some situations, minimal competence in others	5.0 - 5.9
<b>C+</b>	Average Competence-demonstrating minimal competence in most situations, while showing considerable capacity for improvement in others	4.0 - 4.9
<b>C-</b>	Below Average Competence-Not passing, but still showing some capacity for improvement or development	3.0 - 3.9
<b>D</b>	Unsatisfactory Competence-Below satisfaction level performance marked by lack of engagement or inability to apply concepts	2.0 - 2.9
<b>E</b>	Highly Unsatisfactory competence-Complete lack of engagement and comprehension; also frequent absence	1.0 - 1.9
<b>F</b>	Unacceptable-Non-completion of assignments or blank responses in a test or blank answer sheets	0 - 0.9

**Remarks in the Semester Grade Sheet**

- S1** - Supplementary – 1
- S2** - Supplementary – 2
- Re** - Repeat Course / Fieldwork / Internship / Research Project
- I** - Improvement Examination
- R** - Re-evaluation
- M** - Mandatory
- Op** - Optional
- Au** - Audit
- EC** - Extra Credit

**Semester Result Description**

- PP** - Passed and Promoted (Passed in all courses, fieldwork/internship and research project)
  - FS** - Failed and allowed to keep Semester (that is, failed in up to two courses or 4 credits)
  - FR** - Failed and Repeat Semester (that is, failed in 3 or more courses or more than 4 credits)
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## Fee Structure of Certificate/Diploma in Youth Leadership and Social Change

Fees and deposits	Certificate	Diploma	Total
<b>Statutory Fees</b>			
Tuition Fee	3,500	5,000	8,500
Examination Fee	1,000	2,000	3,000
<b>Total</b>	<b>4,500</b>	<b>7,000</b>	<b>11,500</b>
<b>Other Charges</b>			
Internship/Field Practicum	1,000	1,000	2,000
Identity Card	300	—	300
Library	500	—	500
Library Deposit (Refundable)	—	—	—
Convocation Charge	1,000	1,000	2,000
Development Fund	—	—	—
Computer Infrastructure Use	—	—	—
Lab Expenses	—	—	—
Equipment Security Deposite	—	—	—
Student Medical Insurance Premium	—	—	—
Caution ( <b>Refundable</b> )	—	—	—
<b>GRAND TOTAL</b>	<b>7,300</b>	<b>7,000</b>	<b>16,300</b>

\* For the Diploma programme travel & accommodation for students will be in addition to the above