NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH

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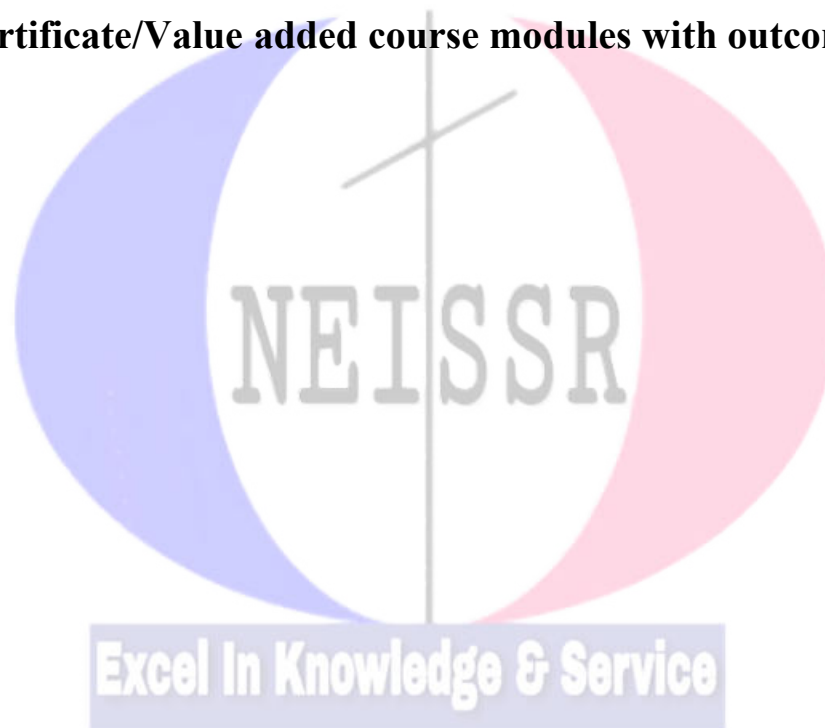
NAAC Accreditation

CRITERIA 1: CURRICULAR ASPECTS

1.2.1 Academic Flexibility

Certificate/Value added course modules with outcome

CONTENTS

Certificate/Value Added programmes course module and outcomes

Sl No	Certificate/Value Added programmes
1	Assistant Electrician
2	Baking and Confectionery
3	Banana Fiber Extraction
4	Basics of Counselling
5	Career guidance
6	Career Guidance and Soft Skills
7	Communicative English
8	Community Health and Basic Life Support
9	Dialogue
10	Entrepreneurial Skills
11	Financial Literacy
12	Fundamentals of IT
13	Interview Skills and Resume Preparation
14	Life Skills
15	NGO Management
16	Participatory Rural Appraisal
17	Peace and Nonviolence Education
18	Peer Mediation
19	Photography
20	Post-Harvest Management on Fruits and Vegetables
21	Project Cycle Management
22	Qualitative Research
23	Social Entrepreneurship
24	Social Entrepreneurship Schemes and Programs
25	Statistical Package for Social Sciences and Research (SPSS)
26	Street Theatre
27	Video Editing
28	Waste Management
29	Water, Sanitation and Hygiene (WASH)
30	Youth Development

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH (NEISSR)

(Affiliated to Nagaland University)

SYLLABUS

FOR

THREE MONTHS/30 HOURS CERTIFICATE COURSE

IN

Assistant Electrician

Mark Distribution:

Total marks for each paper: 100 Marks

Assessment Criteria for Outcomes	Theory Marks	Practical Marks
Assistant Electrician	30	70

Assistant Electrician assists the electrician in electrical work for the installation, repair, and maintenance of temporary LV electrical connections in the construction sites and permanent connections at residential and commercial buildings. The individual is engaged in laying conduits for LV single phase wiring.

Objective

- To get the knowledge and the skills required to select and use hand, power tools and electrical devices.
- Installation of temporary lighting arrangements at construction sites.
- To equip the skill and knowledge required for an individual to work according to personal health, safety and environmental protocols

Course Outline

Unit 1: Fundamental of electricity

Electron theory- free electron, Fundamental terms, definitions, units and effects of electric current

Unit 2: Handle hand/power tools for electrical works.

Hand power tools, basic principles of electrical current flow, fundamental terms like resistance, temperature, cross-section of conductor and their relations, basic concept of AC and DC, types of wires, cables based on their insulation and their respective uses in LV electrical works, features of resistors, switches, fuses and various circuit protection devices.

Unit 3: Installation of temporary lighting arrangement at construction sites

Standard practices for establishing temporary lighting arrangement at sites, safety rules and regulations for handling relevant tools, equipment, and materials for electrical works in accordance with organizational norms, importance of personal protection including the use of related safety gears & equipment, service request procedures for tools, materials and equipment as per organizational norms.

Unit 4: Occupational Safety & Health

Basic safety introduction, Personal protection: Basic injury prevention, Basic first aid, Hazard identification and avoidance, safety signs for Danger, Warning, caution & personal safety message, Use of Fire extinguishers. Visit & observation of sections, Various safety measures involved in the Industry, Elementary first Aid, Concept of Standard

Unit 5: Practicum

- Practice in using cutting pliers, screw drivers etc. skinning the cables, and joint practice on single strand. Demonstration & Practice on bare conductors' joints-- such as rat tail, Britannia, straight, Tee, Western union.
- Demonstration on elementary first aid. Artificial Respiration. Practice on use of fire extinguishers.
- Demonstration of Trade hand tools. Identification of simple types-screws, nuts & bolts, chassis, clamps, rivets etc. Use, care and maintenance of various hand tools. Familiarization with signs and symbols of Electrical accessories.

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH (NEISSR)

(Affiliated to Nagaland University)

SYLLABUS

FOR

THREE MONTHS/ 30 HOURS CERTIFICATE COURSE

IN

BAKING and CONFECTIONERY

Mark Distribution:

Total marks for each paper: 100 Marks

Theory: 60 Marks

Practicum: 40 Marks

Eligibility

Anyone who has completed Class XII or equivalent standard of education and any person who is interested and students are eligible for this course.

Methodology:

Hands-on demonstrations, interactive sessions, and step-by-step guidance for techniques like mixing, kneading, shaping dough, etc.

COURSE OBJECTIVES:

- To identify and comprehend the function of various ingredients used in baking
- Understand oven temperatures, preheating, and how they affect different types of baked goods
- To develop skills in decorating baked goods, using icing, fondant, piping techniques, and presentation aesthetics
- To understand and adhere to proper food handling, safety practices, and hygiene in a baking environment.

COURSE OUTLINE

UNIT 1: INTRODUCTION & SCOPE OF BAKERY

Bakery terms, Organisation chart of Bakery, Structure of wheat grain, milling of wheat and role of bran and germ

UNIT 2: BAKING

Different types of flours available, constituents of flours, PH Value of flour, water absorption power of flour, glutin, diastatic capacity of flour, grade of flour, raw material required for bread making, methods of bread making, characteristics of good bread.

Unit 3: CONFECTIONERY
Cake making ingredients, Moistening agents, Fats and oil, Leavening agents, sugar butter process, flour butter process Cake making methods, correct temperature for baking varieties of cakes, characteristics of cakes: External, internal. Balancing of cake formula, cake faults and their remedies, types of icing.

UNIT 4: OVEN, BAKING and BAKERY LAYOUT
Knowledge and working of various types of ovens. Baking temperatures for bread, confectionery goods, required approvals for setting up of a Bakery, Government procedure and Bye-laws. Selection of site, selection of equipment, layout design and electricity.

Unit 5: HYGIENE & SANITATION

Role of Hygiene in Bakery, Personal hygiene, care of skin, hand and feet. Food handlers' hygiene, protective clothing, dishwashing methods manual and machine merits and demerits, garbage disposal different methods advantage and disadvantages.

PRACTICUM
Bakery
Bread rolls; Bread sticks & soft rolls; Buns; Hot Cross Buns; Fruit Buns; Danish; Pastry; Croissants; Brioche; Fermented dough nuts; Bread/Brown Bread, Vienna bread; Fancy bread; French bread; whole meal bread; Masala bread; Milk bread; Raisins breads; Current loaf; Fruit bread; Pizza base.

Confectionery
Cakes by different methods (e.g., sponge cake; Madiera cake; Genoise; fatless sponge; rock cake; fruit cake)

Biscuits & Cookies:
Plain biscuits; piping biscuits; cherry knobs; langue-de-chats;(cats' tongue) salted biscuits; nut biscuits; coconut biscuits; melting moment; macaroons; tricolour; chocolate biscuits; marble biscuits; nan-khatai; short bread biscuits, ginger biscuits, cheese biscuits, cream fingers, puff pastry, chicken patties, cheese straws, etc.

North East Institute of Social Sciences and Research

7th Mile, Chümoukedima

Certificate course on

Entrepreneurship Development- Banana Fiber Extraction and Handicraft

Prepared by Dr. Toli Kiba

About the Course

This certificate course aims to equip participants with the theoretical knowledge and practical skills necessary to start and manage a successful banana fiber extraction and handicraft business. The course will cover topics such as banana fiber extraction techniques, product design, marketing strategies, and business management principles. Banana fiber extraction and handicrafts offer a sustainable source of income for communities, especially in rural areas where traditional livelihoods may be limited. By promoting these skills, individuals can create products with locally available resources, reducing the need for external inputs and fostering self-reliance.

Course Objectives:

1. To let trainees understand the process of banana fiber extraction and its applications in handicrafts.
2. To learn various techniques for banana fiber extraction.
3. To develop skills in designing and creating handicraft products using banana fiber.
4. To encourage entrepreneurship and innovation in the field of sustainable handicrafts

Outcomes:

1. Demonstrate an understanding of the process of banana fiber extraction
2. Apply various techniques for banana fiber extraction.
3. Design and create a range of handicraft products using banana fiber.
4. Demonstrate entrepreneurial skills and innovation in the field of sustainable handicrafts

Course Duration: Certificate in Entrepreneurship Development- Banana Fiber Extraction and Handicraft (2 credit- 30 hours).

Eligibility: Any graduate working/aspiring to work independently/ community leaders/ to be a trainer can apply.

Assessment:

Sl. No	Assessment Criteria	Mark
1.	Practical Demonstration	30
2.	Business Plan Presentation (Group)	70
	Total	100

Certification:

Participants who successfully complete the course and pass the assessments will receive a Certificate in Entrepreneurship Development: Banana Fiber Extraction and Handicrafts.

Course Structure:

Unit	Module	Hour
Theory		
I.	• Introduction to Banana Fiber Extraction and Handicrafts • Banana Fiber Extraction Techniques	**5 Hours**
II.	• Product Design and Development • Marketing Strategies for Handicrafts • Business Management Principles	**5 Hours**
Practical		
III.	Hands-on Training in Banana Fiber Extraction Techniques	**5 hours**
IV.	Hands-on Training in Banana Fiber Extraction Techniques	**5 hours**
V.	Design and Creation of Handicraft Products	**5 hours**
VI.	Design and Creation of Handicraft Products	**5 hours**

Suggested Reading

C. Veera ajay, K. Vignesh Ramamoorthy, V. Subash, R. Robinston, M. Ragashwar, C.T. Justus Panicker, Design and fabrication of manually operated banana fiber extracting Machine for agriculture applications, Materials Today: Proceedings, Volume 45, Part 9, 2021,

C. Vigneswaran et al. Banana fiber: Scope and value added product development J. Textile Apparel Technol. Manage. (2015)

North East Institute of Social Sciences and Research

Bishop's House, Circular Road, Dimapur

Certificate course in Counselling

Course Objectives:

The Certificate course in Counselling (CCC) is aimed at developing professionals in this vital field, which is gaining greater salience in the present times both from social, and employment perspectives. The contemporary social scenario has resulted in an increased need and demand for professional support in terms of counselling, which is being increasingly recognized as an effective approach both for promoting positives like strengthening families, fostering positive parenting, and increasing resilience of individuals in vulnerable situations as well as for addressing negative aspects such as socio-psychological problems, maladaptive behaviours, declining mental health and psychosomatic disorders that are being increasing witnessed in the present times.

Course Outline:

Module-I: **Introduction to Psychology and Counselling**
Meaning and definitions of psychology and counselling; origin of counselling; ethics and fundamentals of counselling: counsellor's ethical and legal responsibilities, rights of clients, dimensions of confidentiality, the client-counsellor relationship, the counsellor as a role model.

Module-II: **Human Behaviour and Approaches to Counselling**
Concept of growth and development; stages of human development (Erik Erikson); theories of personality development; approaches to counselling.

Module-III: **Basic Counselling Skills and Counselling Process**
Fundamental counselling skills: observation, questioning, communication (verbal and non-verbal), the counselling interview, characteristics, types, techniques of counselling, qualities of an effective counsellor; stages of

counselling (initial disclosure–relationship building, in-depth exploration–problem assessment, commitment to action–goal setting – counselling intervention, evaluation, termination and referral).

Module-IV: **Field Practicum**

It is compulsory that each student pursuing CCC is required to do fieldwork in different institutional settings or counselling minimum three clients (30 hours) under the supervision of faculty members. Each student is expected to write fieldwork report based on the counselling format and submit the same within stipulated time before viva-voce examination. Students can choose institutions or clients as per their choice. The faculty members may help students to select institution or clients. The basic objective of the fieldwork is to enable a student to have in-depth knowledge of any area of the subject, and to orient students to apply their learning into practicum.

Recommended readings:

1. Crow, Lester D. & Crow, Alice (1962). An Introduction to Guidance: basic principles and practices, Eurasia publishing House (p) LTD, New Delhi.
2. McLeod, John (2008). An Introduction to Counseling, Rawat Publications.
3. Ernest R Hilgard, Richard C Atkinson, Rita L Atkinson - 6th Edition - 1975, Introduction to Psychology - Oxford and IBH Publishing Co. &Pvt Ltd.
4. Don H. Hockenbury, Sandra E. Hockenbury (2008). Psychology 5th Edition. Worth Publishers
5. Patton, W. & McMahon, M.L - 2nd edition - (2006) -Career development and systems theory: Connecting theory and practice - Rotterdam: Sense Publishers
6. Child Development: Thomas Berndt, Holt, Rinehart and Winston, Inc., 1992
7. From Birth to Five Years: Mary D. Sheridan, NFER-Nelson Publishing Company Ltd,
8. 1995
9. Child Development: Elizabeth Hurlock, McGraw Hill, 1978
10. Inhelder, B. and Piaget, J., The Growth of logical Thinking from childhood to
11. Adolescence (Trans. by Anne Parson and stanley Milgram), New York
12. Erickson, E., Childhood and Society, New York: Norton, 1950.

13. Burnard, Philip (2002). Counselling Skills Training (A Sourcebook of Activities for Trainers), Viva Books Private Limited.

14. Bond, Tim (2010). Standards and Ethics for Counselling in Action, SAGE Publications

15. Nelson-Jones, Richard (2008). Basic Counselling Skills, A Helper's Manual, SAGE Publications India Pvt. Ltd.

16. Gupta, Manju (2003). Effective Guidance & Counselling modern Methods and Techniques, Mangal Deep Publications, India.

17. Aggarwal, J.C. (1998). Career Information in Career Guidance: Theory and Practice, Doaba House, Delhi.

18. Cochran, Larry (1997). Career Counselling:A Narrative Approach, SAGE Publications

19. Dev, Kapil (2006). Educational Counselling, Pragun Publications, New Delhi

20. Nathan, Robert & Hill, Linda (2012). Career Counselling, SAGE Publications

21. Srivastava, Sushil Kumar (2007). Career Counselling, ATLANTIC Publishers & Distributors (P) LTD.

22. Sharma, Ramnath and Sharma, Rachana (2007). Guidance and Counselling in India, Atlantic Publishers and Distributors, New Delhi.

23. J. William Worden. (2008). Grief Counseling and Grief Therapy: A Handbook for the Mental Health Practitioner, Fourth Edition. Springer Publishing Company

24. Darcy L. Harris, Howard R. Winokuer. (2015). Principles and Practice of Grief Counseling. Springer Publishing Company

25. Jane M. Webber (Editor), J. Barry Mascari (Editor). 2017). Disaster Mental Health Counseling: A Guide to Preparing and Responding. American Counseling Association

26. Mark S. Gerig. (2017). Foundations for Clinical Mental Health Counseling: An Introduction to the Profession. Published by Pearson

27. Cooper, David B., Zarconi, Joseph. (2017). Introduction to Mental Health: Substance Use. Published by Chapman and Hall/CRC

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH (NEISSR)

(Affiliated to Nagaland University)

SYLLABUS

FOR

THREE MONTHS/ 30 HOURS CERTIFICATE COURSE

IN

Career Guidance and Soft Skill

Mark Distribution:

Total marks for each paper: 100 Marks

Theory: 60 Marks

Practicum: 40 Marks

Eligibility

Anyone who has completed Class XII or equivalent standard of education are eligible for this course.

Methodology of Learning

Recapitulation, Lecture, Discussion, brainstorming, presentation, motivational talk, role plays,

storytelling, survey, quiz, report writing, documentary films and field exposures.

Course Objectives

- To develop an understanding of the concepts of guidance and soft skills for placement.
- To develop an understanding of the types of guidance.
- Gain necessary knowledge and skills in various stages of Career guidance.
- To know the institutional arrangements for Career guidance.

Course Outcome

- Analyse the meaning and scope of guidance, types of guidance, stages of career guidance, personality traits and career options and various models of career guidance.
- Enable the students to learn the meaning and scope of guidance and various types of guidance methods.
- Gain necessary knowledge and skills in various stages of Career guidance and gain soft skills for placement

Course Outline

Unit 1: Guidance

- Guidance- Definition -Meaning
- Nature and Scope, Need of guidance, Objectives, Principles
- Basic Assumptions of Guidance, Guidance and Counselling, Functions
- Types of Guidance- Educational Guidance: meaning, need and importance. Vocational Guidance: meaning, need and importance. Personal Guidance: meaning, need and importance.

Unit 2: Guidance Services

- Job Analysis - concept, need
- Job Satisfaction-concept, factors affecting job satisfaction
- Occupational Information - concept, need.

Unit 3: Soft Skills and Career Preparation

- Skill set requirement for Entry level careers in various service sectors like IT, ITES, Private Education, Banking, Insurance, Logistics, Health services
- Career preparation: Assessing relevant education and skills, Self-awareness and Personality types, CV Preparation, Preparing for interviews.

Unit 4: Aptitude assessment and Talent management

- Aptitude assessment: Analytical, Mental, English and Domain knowledge
- Talent management: Meaning and process, Source and pre-adjustment, Talent acquisition strategy, key performance indicator

Unit 5: Career development task

- Personal values and goals
- understanding world of work
- Career alternatives

Practical:

- To do a Job Analysis and prepare a report thereon.
- To visit a guidance Centre and write a report thereon.
- To familiarize with the administration of a standardized intelligence test, an attitudinal scale and an achievement test.

Reference:

1. B.R.Kishore, Success in Interviews, New Light Publishers, New Delhi.

2.SubashJagota, Succeeding in Interviews, 2001, Anurang Jain for Excel Books, New Delhi 3. JayantNeogy, Sure success in Interviews, 2005, Unicorn Books Pvt. Ltd., New Delhi

4.Lance A.Berger and Dorothy R.Berger, 2004, The Talent Mangement Handbook, Tata McGraw-Hill Publishing Company Limited, New Delhi

5. Gideon Arulmani-(2004) –Career Counselling A Handbook –Tata Mc- Graw Hill Publishing Company Limited, New Delhi

6. S S Chauhan -Second Revised Edition -Principles and Techniques of Guidance--Vikas Publishing House Pvt Ltd

7. Gibson. L. Robert & Mitchell-(2008) –Introduction to Counselling and Guidance – prentice hall of India New Delhi

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH (NEISSR)

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SYLLABUS

FOR

THREE MONTHS/ 30 HOURS CERTIFICATE COURSE

IN

Career Guidance

Mark Distribution:

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Theory: 60 Marks

Practicum: 40 Marks

Eligibility

Anyone who has completed Class XII or equivalent standard of education are eligible for this course.

Methodology of Learning

Recapitulation, Lecture, Discussion, brainstorming, presentation, motivational talk, role plays,

storytelling, survey, quiz, report writing, documentary films and field exposures.

Course Objectives

- To develop an understanding of the concepts of guidance.
- To develop an understanding of the types of guidance.
- Gain necessary knowledge and skills in various stages of Career guidance.
- To know the institutional arrangements for Career guidance.

Course Outcome

- Analyse the meaning and scope of guidance, types of guidance, stages of career guidance, personality traits and career options and various models of career guidance.
- Enable the students to learn the meaning and scope of guidance and various types of guidance methods.
- Gain necessary knowledge and skills in various stages of Career guidance

Course Outline

Unit 1: Guidance

- Guidance- Definition -Meaning
- Nature and Scope, Need of guidance, Objectives, Principles
- Basic Assumptions of Guidance, Guidance and Counselling, Functions
- Types of Guidance- Educational Guidance: meaning, need and importance. Vocational Guidance: meaning, need and importance. Personal Guidance: meaning, need and importance.

Unit 2: Guidance Services

- Job Analysis - concept, need
- Job Satisfaction-concept, factors affecting job satisfaction
- Occupational Information - concept, need.

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- Skill set requirement for Entry level careers in various service sectors like IT, ITES, Private Education, Banking, Insurance, Logistics, Health services
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- Personal values and goals
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- Career alternatives

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2.SubashJagota, Succeeding in Interviews, 2001, Anurang Jain for Excel Books, New Delhi 3. JayantNeogy, Sure success in Interviews, 2005, Unicorn Books Pvt. Ltd., New Delhi

4.Lance A.Berger and Dorothy R.Berger, 2004, The Talent Mangement Handbook, Tata McGraw-Hill Publishing Company Limited, New Delhi

5. Gideon Arulmani-(2004) –Career Counselling A Handbook –Tata Mc- Graw Hill Publishing Company Limited, New Delhi

6. S S Chauhan -Second Revised Edition -Principles and Techniques of Guidance--Vikas Publishing House Pvt Ltd

7. Gibson. L. Robert & Mitchell-(2008) –Introduction to Counselling and Guidance – prentice hall of India New Delhi

North East Institute of Social Sciences and Research

Certificate course on Communicative English

Resource Person: Dr. Fr. Mathew Thuniampral

(Duration: 30 Hours)

Unit – I **Phonetic Scripts:**

1. Vowels
2. Diphthongs
3. Consonants

Unit – II **Punctuation:**

A. Period:
1. Interrogation
2. Exclamation
3. Coma
4. Semicolon
5. Colon
6. Parenthesis
7. The Dash
8. The hyphen

B. Voice:
1. Quality of Voice
2. Quantity/ Loudness of Voice
3. Correct Pronunciation
4. True Time
5. Appropriate Pauses
6. Right Emphasis
7. Correct Inflection

Unit – III **Articulation:**

1. Distinct Sounds
2. Rhymes
3. Silent & Voiced Letters
4. Mixed Exercises

Unit – IV **Different sounds of the same letters:**

1. a
2. o
3. w
4. f & v
5. s & c
6. k, t, p
7. y

Unit – V **Voice Drills**

1. Jaw breakers for Distinct Articulation
2. Pieces for Practice

Unit – VI **Linguaphone:**

1. Conversation
2. Mock Interview
3. Public Speech

***** ***** ***** ***** *****

<p style="text-align: center">Improve your Speaking Skill</p>

Your voice is you. It reveals your personality. It indicates your prevailing mood, your highs and lows. It is a wonderful musical instrument capable of covering the whole gamut of sound in varying keys. It is a powerful means of communication. It can be used for speech or song. It can attract and repel. It can make or break you.

Unit – I <u>Phonetic Scripts:</u>

Phonetics is the science of the sounds of speech. Phonetic script gives to each sound a distinct symbol so that each different speech sound can be distinguished clearly from others.

The sound of the voice is produced by air passing through elastic like membranes, called vocal chords at the top of the wind pipe and causing them to vibrate. To produce vocal sounds effectively we must first of all learn to breathe correctly for speaking. There are two things we should aim at in the exercise for proper breathing: a) Breath fully; b) To acquire control of our breathing. Tone and resonance are also important factors in correct pronunciation. Mouth, lips and tongue are main helpers in articulation.

1. Vowels

Vowels are 'pure' when the organs of speech remain almost stationary, in contradistinction to the diphthongs, during the pronunciation of which the organs of speech perform a clearly perceptible movement.

2. Diphthongs

Unlike the pronunciation of the pure vowels, there is tongue movement in the pronunciation of Diphthongs. The front, central and back part of the tongue involves in pronouncing the diphthongs.

3. Consonants

Consonants need a vowel to be pronounced properly. Teeth-edge, hard palate, soft palate, pharynx wind pipe, epiglottis etc. Come to assist in pronouncing the consonants correctly.

Unit – II <u>Punctuation:</u>

Correct and tasteful reading requires pauses to be made, one must endeavour to read the sentences with just such pauses and tones as one would employ if the sentences were his own, and tasteful reading is very beneficial to education because it strengthens its power and enlarges its capacity.

A.   Period:

The purpose of punctuation is to give precision to the sentence and to remove ambiguity. Generally, read according to the punctuation.

1. Interrogation   5. Colon

2. Exclamation
3. Coma
4. Semicolon

6. Parenthesis
7. The Dash
8. The hyphen

B.   Voice:

The voice and tone should be clear and resonant to carry well; capable of variety of strength to emphasis; pleasing to the ear.

1. Quality of Voice
2. Quantity/ Loudness of Voice
3. Correct Pronunciation
4. True Time

5. Appropriate Pauses
6. Right Emphasis
7. Correct Inflection

Unit – III Articulation:

Distinct articulation is another characteristic of good reading or speaking. Correct articulation is the most important exercise of the voice and the organs of speech.

1. Distinct Sounds
2. Rhymes

3. Silent & Voiced Letters
4. Mixed Exercises

Unit – IV Different sounds of the same letters:

1. a
2. o
3. w
4. f & v

5. s & c
6. k, t, p
7. y

Unit – V Voice Drills

Intonation is the rising and falling of the voice in speech. It is the melody of the speech. When we speak we do not say every word on the same note. To avoid monotonous speech we modulate our voice, by raising it, lowering it, and sustaining it. This adds pleasure to our speech and at times it indicates the speaker's state of mind and mood.

1. Jaw breakers for Distinct Articulation / tongue twisters
2. Pieces for Practice

Unit – VI Linguaphone:

The progress and the success of the speaking skills depend very much on the drill that one takes in a daily manner genuinely. The following will be of use to the practitioner.

1. Conversation
2. Mock Interview
3. Public Speech

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About the Course:

This course on Speaking Skills is a golden opportunity for those genuinely interested in improving their English pronunciation. It has incorporated all the basics of learning phonetics which will enable the student to enhance his/ her reading as well as the speaking skill. Your voice and your pronunciation reveal your English educational background and your personality. The better your speaking voice and pronunciation are the better impression you will give and the chances of your success will be considerably improved.

Objectives of the course:

This course can help you:

- To improve the speaking voice
- To improve the pronunciation to the standard of that of well-read person in English
- To make the speech more attractive
- To improve the personality
- To increase the chance of success and promotion

Course Duration:

Certificate in Speaking Skills is of 30 hours (2 credits- 30 hours). Eligibility: Any individual working/aspiring to work in any sector/ homemakers/Community health workers/ community leaders/ volunteers etc can apply. Minimum qualification required is class 10 (High school).

Assessment:

Assessment Criteria (Marks):

1. Class Attendance	10
2. Class Participation (Individual)	20
3. Performance in internal exams:	
a. Written exam	10
b. Oral exam	10
4. Practicum	10
Total	50

North East Institute of Social Sciences and Research,
Peace Centre, 7th Mile, Chümoukedima, Nagaland

Certificate Course on
Community Health and Basic Life Support

(Prepared by- Dr. Toli H. Kiba)

About the Course

Community health refers to the well-being and health status of a specific group or population living in a particular area. It involves the promotion, protection, and maintenance of the health of individuals within a community. Community health focuses on disease prevention, health education, and improving access to healthcare services. It is also important for people in the community to have basic knowledge on Life Support Skills. Basic Life Support is a set of life-saving techniques provided to individuals who are experiencing a life-threatening medical emergency. BLS is typically provided by trained individuals, such as healthcare professionals, first responders, or laypersons, until advanced medical help arrives. The primary goal of BLS is to maintain the vital functions of the body until further medical interventions can be initiated. Community health and basic life support are essential components of public health and emergency care. Some of the key areas of Community Health are as follows:

- Health Promotion and Education: Educating the community about healthy lifestyles, disease prevention, and the importance of regular check-ups.

- Disease Prevention: Implementing measures to prevent the occurrence and spread of diseases, such as vaccination campaigns, vector control, and health screenings.

- Access to Healthcare: Ensuring that community members have adequate access to healthcare facilities, primary care services, and emergency care when needed.

- Environmental Health: Addressing environmental factors that can affect health, such as air and water quality, sanitation, and waste management.

- Community Engagement: Involving the community in decision-making processes and empowering individuals to take an active role in improving their own health.

Some aspects of Basic life support are:

- Recognition of Emergency: Identifying the signs of a medical emergency and promptly activating the emergency medical system (e.g., calling for help).

- Cardiopulmonary Resuscitation (CPR): Performing chest compressions and rescue breathing to maintain blood circulation and oxygenation in cases of cardiac arrest.

- Automated External Defibrillator (AED) Use: Utilizing an AED to deliver an electric shock to restore a normal heart rhythm in cases of sudden cardiac arrest.

- Airway Management: Ensuring a patent airway by positioning the person correctly and clearing any obstructions.

- Control of Bleeding: Applying direct pressure to stop severe bleeding and using appropriate techniques to control hemorrhage.

This course is designed to complement the need of community for preventive and response towards health and emergency. The content includes specific training in social determinants of heath for small groups and community assessments/outcomes; and, lifestyle behaviours highly related to health risks and basic life support to respond during emergency.

Objectives of the course
1. To let trainees gain knowledge of common health issues and challenges faced by communities and explore strategies for addressing them effectively.
2. Understand the chain of survival and the importance of early recognition and intervention in life-threatening emergencies.
3. Develop effective communication and teamwork skills necessary for providing BLS in various settings, such as healthcare facilities, schools, and community events.

Course Duration: Certificate in PRA is of one week (2 credits- 30 hours).
Eligibility: Any individual working/aspiring to work in any sector/ homemakers/Community health workers/ community leaders/ volunteers etc can apply. Minimum qualification required is class 10 (High school).

Assessment

Sl. No	Assessment Criteria	Marks
1.	Class Attendance	10
2.	Class Participation (Individual)	20
3.	Class Presentation (Group)	20
4.	Practicum- Project	50
	Total	100

Unit	Module	Hours
Unit I	Concept of Community Health • Concept of Health, Community Health • Environment Health and Sanitation • Occupational, • Nutritional Health • Mental Health	6 hours
Unit II	Types of Disease • Communicable diseases • Non Communicable Diseases • Investigation of an outbreak/surveillance Organizing and conducting special clinics	5 Hours
Unit III	Public Health Skills • Community need assessment and identification of common health problems • Social mobilization skills • Health education and Basic Counseling	5 Hours
Unit IV	Elementary First Aid- I (Practicum) • General Principles • Body Structure and Functions, Positioning of Casualty • The Unconscious Casualty • Bleeding, Management of Shock	7 Hours
Unit V	Elementary First Aid- II (Practicum) • Resuscitation • Rescue and Transport of Casualty	7 Hours
	Total Hours	30 Hours

Suggested Readings

American Heart Association. (2020). Basic Life Support (BLS) Provider Manual. Dallas, TX: American Heart Association.

American Red Cross. (2020). Adult First Aid/CPR/AED Participant's Manual. Washington, DC: American Red Cross.

Butterfoss, F. D., Goodman, R. M., & Wandersman, A. (Eds.). (1993). Community coalitions for prevention and health promotion. Springer.

Centers for Disease Control and Prevention. (2019). About community health. Retrieved from https://www.cdc.gov/communityhealth/about/index.html

Shukla, R., Bhattacharya, S., & Singh, A. (2019). Assessment of knowledge, attitude, and practice regarding Basic Life Support among doctors and nurses working in a tertiary care teaching hospital of Eastern India. Journal of Family Medicine and Primary Care, 8(2), 602-606. doi: 10.4103/jfmpc.jfmpc_58_19

World Health Organization. (2016). Community health workers: What do we know about them? Retrieved from https://www.who.int/hrh/community/en/

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH (NEISSR)

(Affiliated to Nagaland University)

SYLLABUS

FOR

THREE MONTHS/ 30 HOURS CERTIFICATE COURSE

IN

DIALOGUE

Mark Distribution:

Total marks for each paper: 100 Marks

Theory: 60 Marks

Practicum: 40 Marks

Assignments

Projects/Term Paper/Essay and Presentation.

Eligibility

All undergraduate degree holders are eligible for the course.

Course Description

Dialogue has emerged as a crucial factor in pacific resolution of conflicts across multicultural societies in the age of globalisation. It is fast emerging as a postmodern interdisciplinary discourse in academia. This course therefore aims at familiarising participants with basic concepts, theories and discourses of dialogue. The course would involve the theoretical application of dialogue in resolution of conflicts. It would also attempt to contribute to the frameworks of practice of dialogue.

Methodology

A combination of historical, comparative, dialogic method would be applied in imparting knowledge and conducting classes.

Methods

Apart from organising lectures and workshops by experts, relevant films and documentaries too will be screened during the course.

Relevance

Dialogue in the modern age has emerged as one of the most effective tools of diplomacy to address multi-layered conflict situations. Dialogue Studies significantly contribute to the academic disciplines of international relations as well as conflict and peace studies. It helps shape a dialogic narrative and a democratic personality.

Outcome

A semester certificate course in Dialogue Studies first and foremost will produce a dialogic world citizen and enhance the capacity of the participants to re-examine and review modalities of the conflicts situations and empathise with "the other". This course is therefore of significant help to not only professionals but also to the layperson. Moreover, those with certificate course in Dialogue Studies will gain skills useful to work with national and international institutions promoting peace and operating in the field of resolution of conflicts.

Course Outline

UNIT 1: Introduction to Dialogue

- Dialogue, dialogic society
- Contextualising Dialogue in the present age: From Modernity to Post Modernity, Globalisation
- Difference between conversation, discussion and dialogue
- Conditions and features of Dialogue
- Types of Dialogue: Inter-person dialogue, intercultural dialogue, interfaith dialogue, interreligious dialogue, intra-religious dialogue, inter-gender dialogue.

UNIT 2: Approaches/theories in Dialogue

- Modernity, post modernity and dialogue
- Religion, religious traditions and dialogue
- Contemporary thinkers of dialogue: Mahatma Gandhi, Fethullah Gulen, Martin Luther King Jr, the Dalai Lama

UNIT 3: Effective Communication Strategies

Active listening and empathetic communication in stakeholder engagement, nonviolent communication techniques to foster constructive dialogue, challenges and strategies for cross-cultural communication in peace-building contexts.

UNIT 4: Dialogue and conflict resolution

The role of dialogue, its failure and success in a few relevant cases that illustrate successful approaches to identifying stakeholder issues, needs, interests, differences, and common approaches in peace-building.

UNIT 5: Practicum

It is compulsory that each student is required to do fieldwork in peacebuilding institutes under the supervision of faculty members. The students have to complete minimum 10 hours of field work. The students are expected to write fieldwork report and submit the same within stipulated time before viva-voce examination. Students can choose institutions or organizations as per their choice. The faculty members may help students to select institution or organization. The basic objective of the fieldwork is to enable a student to have in-depth knowledge of any area of the subject, to orient students to apply their learning into practicum and identify common challenges encountered in identifying stakeholder issues and addressing them effectively. Provide best practices and recommendations based on experiences in the field.

OR

Develop a dialogue model for your community, based on your knowledge, observation and experience (applying action research method).

North East Institute of Social Sciences and Research,
Peace Centre, 7ᵗʰ Mile, Chümoukedima, Nagaland

Certificate Course
Entrepreneurship skills
(Prepared By- Fr. Dr. Robin
Thomas)

Rationale for introducing the certificate course on Entrepreneurship Skills

Social entrepreneurs are agents of positive change who address challenges through an enterprising approach. They develop businesses that trade for a social or environmental purpose, reinvest profits into their mission, and are accountable for their actions. Social Work Education seeks to reduce inequality but unfortunately it remains a privilege that is still beyond reach for many youths today. In the North-East Region and especially in Nagaland, youth unemployment continues to rise globally, and the jobs that young people can secure in many parts of the country are often poorly paid. The result is increasing income inequality and an ever widening divide between rich and poor. This is taking place at a time of profound technological, social and environmental change. It begs the question: how could our education systems better prepare young people to meet the challenges that await them in an uncertain future?

NEISSR believes that this course will enable and empower the youths to venture into Social Entrepreneurship, create jobs and bring hope to our most disadvantaged communities, delivering social, environmental and economic value. Through their innovative approaches to reduce inequalities, social enterprises might even provide a model for rebalancing how money and power are controlled.

Objectives of the course
- To understand the various entrepreneurship Skills
- To study the knowledge of the entrepreneur Mindset.
- To study the knowledge of the entrepreneur Negotiation
- To study the knowledge of the entrepreneur Innovation and creativity.
- To study to competent in doing various types of Networking capacity for entrepreneurship

In order to help development workers (from the government, non-profit organizations, and community-based organizations) better understand the communities they are working with, this credential program was created. Social entrepreneurship develops community empowerment, makes use of local expertise, ensures interventions are based on needs, encourages sustainable solutions, improves program efficacy, strengthens social cohesion, and makes participatory learning and capacity building easier. Social entrepreneurship helps to provide more inclusive, sustainable, and people-centered development outcomes by putting communities at the centered of the development process.

Course Duration: Certificate in Social Entrepreneurship skill is of one week (2 credit- 30 hours).

Eligibility: Any graduate working/aspiring to work in development sector/ research/ community leaders can apply.

Assessment

Sl. No	Assessment Criteria	Marks
1.	**Class Attendance and participation**	**10**
2.	**Class Presentation**	**20**
3.	**Field work Practicum- Project (Prepare one hour section on entrepreneur skills)**	**70**
	Total	**100**

LEARNING OUTCOME

- The students will be able to understand the various entrepreneurship Skills
- Students will have the knowledge of the entrepreneur Mindset.
- Students will have the knowledge of the entrepreneur Negotiation
- Students will have the knowledge of the entrepreneur Innovation and creativity.
- Students will be competent in doing various types of Networking capacity for entrepreneurship

Course Structure

Unit	Module	Hour
Unit One	**Entrepreneur Mindset** • Exploring one's own capacity, competency and motivation to be entrepreneurial • Focusing on goal-attainment and learning to take risks that lead to value creation • Recognizing opportunities, learning tools to think 'out-of-box' and building multiple ideas to solve one problem • Design thinking and prototyping skills • Learning from mistakes and pivoting ideas based on those learning	**6 Hours**
Unit Two	**Negotiation** • Preparation, Effective Communication, Emotional Intelligence • Flexibility, Patience, Problem-Solving • Confidence, Relationship Building, Ethical Considerations	**6 Hours**

	• Negotiation Styles, Closing Skills, Post-Negotiation Review:	
Unit Three	**Innovation and creativity** • Embrace a Growth Mindset, Encourage Diversity, Promote a Culture of Curiosity • Create a Safe Environment for Risk-Taking • Encourage Cross-Disciplinary Collaboration • Provide Time for Creative Thinking, Encourage Autonomy • Invest in Learning and Development	**4 hours**
Unit Four	**Networking capacity for entrepreneurship** • Building Relationships: Diverse Connections, Authenticity, Reciprocity, Mentorship and Guidance • Networking Platforms: Events and Conferences, Online Platforms, Online Presence, Professional Profile • Pitching and Elevator Speech: Crafting a Pitch • Networking Skills: Active Listening, Communication Skills, Networking Events, Host Events, Follow-Up, Stay in Touch • Adaptability: Adapt to Changing Circumstances	**6 hours**
Unit Five	**Unit 5: Practical Application of Entrepreneurial skills.** • Prepare one hour section on entrepreneur skills	**8 hours**
	Total Hours	**30 Hours**

Reference

1. Badaracco, J. L. 1991, The Knowledge Link. Boston: Harvard Business School Press.

2. Berkhout, G., Hartmann, D. and Trott, P. 2010, Connecting technological capabilities with market needs using a cyclic innovation model, R&D Management 40(5), pp. 474-490.

3. Burke Johnson, E. 1997, Examining the Validity Structure of Qualitative Research, Education,18(2),pp. 282-292.

4. Carter, A. P., 1989, Know-how trading as economic exchange, Research Policy 18, pp.155-163.

5. Cooper, R. G. 1981, The component of risk in new product development projects, R&D Management 11(2), pp. 47-54.

1. Lundvall B. Å., and Johnson B., 1994, The Learning Economy. Journal of Industry Studies 1,

pp. 23-42.

2. Polyanyi, M. 1967, The Tacit Dimension. Garden City, NY, Doubleday.

3. Ranvindranath, M., and Grover, R. 1998, From Embedded Knowledge to Embodied

Knowledge: New Product Development as Knowledge Management, Journal of Marketing

62, pp. 1-12.

4. Trott, P. 2008, Innovation Management and new product development, 4th edition,FT

Prentice Hall.

5. Van der Panne, G. 2004, Entrepreneurship and localized Knowledge Spillovers, PhD Thesis Delft Technical University.

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH (NEISSR)

(Affiliated to Nagaland University)

SYLLABUS

FOR

THREE MONTHS/75 HOURS CERITIFICATE COURSE

IN

Financial Literacy

Mark Distribution:

Total marks for each paper: 100 Marks

Theory: 60 Marks

Practicum: 40 Marks

Credit distribution, Eligibility and Pre-requisites of the Course

Course Title and Code	Credit Distribution of the course			Eligibility Criteria	Pre-requisite of the course
	Lecture	Tutorial	Practical		
Financial Literacy	1	0	1	Pass in 12th	NIL

Course Objectives

• Familiarity with different aspects of financial literacy such as savings, investment, taxation, and insurance

 • Understand the relevance and process of financial planning

• Promote financial well-being

Course outline

UNIT- I Financial Planning and Financial Products   **(1 Weeks)**

• Introduction to Saving

• Time value of money

• Management of spending and financial discipline

UNIT- II Banking and Digital Payment   **(2 Weeks)**

• Banking products and services

• Digitisation of financial transactions: Debit Cards {ATM Cards) and Credit Cards., Net banking and UPI, digital wallets

 • Security and precautions against Ponzi schemes and online frauds

UNIT- Ill Investment Planning and Management   **(2 Weeks)**

• Investment opportunity and financial products

• Insurance Planning: Life and non-life including medical insurance schemes

UNIT- IV Personal Tax   **(2 Weeks)**

• Introduction to basic Tax Structure in India for personal taxation

• Aspects of Personal tax planning

• Exemptions and deductions for individuals

• e-filing

Practical component-   **(5 Weeks)**

• Regular class activities to enhance students' understanding of topics and the application of concepts. The case study method may be followed as a teaching pedagogy.

• Numerical questions pertaining to each. unit wherever applicable should be practiced.

• For the second unit, students may be assigned a project wherein they can log on to the website of various banks and conduct an in-depth analysis and comparison of various financial products offered.

• For Unit Ill, a Project related to building a dummy portfolio of stocks and tracking their returns may be given.

• An investment budget may be given to the students to select investment options that maximize the return and minimize the tax implications.

• For the last unit, students may also file a dummy IT return to get hands-on experience with e-filing. • Students may conduct a financial literacy survey among at least 25 respondents to

measure the level of financial literacy and share the findings in the awareness in the form of a report.

• Any other Practical/Practice as decided from time to time.

Suggested readings

• Halan, Monika, Let's Talk Money: You've Worked Hard for It, Now Make It Work for You, July 2018 Harper Business.

• Pandit, Amar the Only Financial Planning Book that You Will Ever Need, Network 18 Publications Ltd.

• Introduction to Financial Planning (4th Edition 2017)- Indian Institute of Banking & Finance.

• Sinha, Madhu. Financial Planning: A Ready Reckoner July 2017, McGraw Hill.

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH

COMPUTER CERTIFICATE COURSES OF NATIONAL INSTITUTE OF TECHNOLOGY & INNOVATION (NITI)

NITI in College (NIC): An Opportunity Considering the current environment trends and developments in the higher education sector in India, there is an impending need to bring the curriculum of NEISSR in sync with requirements of the industry. Thereby providing the industry with ready-to-deploy resources. In view of this, an opportunity for NITI emerges to leverage its experience as an end-to-end training solution provider to bridge the gap between industry and academia by offering new-age programs to Learners as part of their mainstream curriculum. Under the NIC model, an Institution shall remain as a primary source for knowledge dissemination, foundation building in core subjects and instilling morals & values among the Learners, while NITI shall add value:-

To the NEISSR by:
- Supplementing / upgrading the NEISSR's curriculum with latest industry relevant programs as per the prevailing trends so that it remains in sync with the industry.
- Delivering the program inside the Institution's premises.
- Deploying NITI Certified Faculty for direct Learner interaction.

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To the Learners by:
Providing various modes of learning resources to the Learners, so that they have a huge repository of knowledge bank available throughout the program.

- Conducting periodic assessments mapped to the Institution's assessment system & ensure Learns Learning.
- Providing certificate to the learners after completion of the program
- Placement Assistance after the completion of the course

NITI Programs can also be embedded in the NEISSR's curriculum to give the Learners an enhanced learning experience. NITI Team shall work with the Institution to configure NIT's Courses as per the norms/requirement and embed them in their existing curriculum. The complete NITI Program may consist of a stack of Courses of different durations. Each program shall be spread across multiple academic semesters as deemed fit by the NEISSR along with NITI. The final curriculum can be a blend of NEISSR's existing programs that are upgraded/augmented with NITI Program and/or NIT's stand-alone Courses as an integral part of the NEISSR's curriculum.

Course Name: Certificate Course in Fundamentals of IT-MS Office
Duration 40 Hours

Module 1: Creating and Managing Professional Documents Using Office Word 2016
- Work with various components of the Microsoft Office Word 2007 environment
- Create a document
- Edit documents by locating and modifying text
- Format text and paragraphs
- Add tables to a document
- Add graphic elements to a document
- Control a document's page setup and its overall appearance

Module 2: Presenting and Managing Data Effectively Using Excel 2016
- Work with an Excel worksheet by entering and selecting the data in it
- Modify a worksheet
- Perform calculations
- Format a worksheet
- Develop a workbook
- Print workbook contents
- Customize the layout of the Excel application window
- Create charts

Module 3: Creating and Managing Presentations Using Office PowerPoint 2016
- Work with PowerPoint environment
- Create a presentation
- Add text and apply themes to a presentation
- Format text on slides
- Add graphical objects to a presentation
- Modify objects on slides
- Add tables to a presentation
- Add charts to a presentation
- Prepare to deliver a presentation

Course Name: Certificate course in Adobe Photoshop

- Identify the basic components of the Photoshop workspace and Adobe Bridge
- Define image size, resolution, and color modes.
- Work with selection tools and layers

- Make image enhancements and adjustments.
- Open and modify an image in Camera Raw images for print and web.
- Draw images by using raster tools such as brushes, stamps, erasers, and gradients.
- Create visuals by using vector tools such as the pen, shape, and type tools.
- Create special effects and streamline workflow by using advanced layer tools such as masks, filters, layer styles, smart objects, and layer comps.
- Streamline your workflow with actions and batch processing.
- Identify various financial statements

Course Name: Certificate in Financial Tally Prime
Duration 40 Hours

- Understand and apply basic principles of accounting
- Understand double entry system of accounts
- Streamline your workflow with actions and batch processing.
- Create videos and animate graphics within your videos.
- Identify various financial statements
- Classify business organizations, based on their business activities and transactions
- Understand the concepts and challenges associated with accounting on computers
- Understand the basic features associated with Tally
- Identify the key components of Tally
- Understand and apply accounting processes in service organizations
- Record transactions of service organizations
- Understand the process of creating a company
- Record transactions of trading organizations

Course Name: Certificate in Advanced Excel
Duration 40 Hours

- Calculating data with advanced formulas
- Organizing Worksheet and Table data
- Presenting Data using Charts
- Analyzing Data using pivot tables and pivot charts
- Inserting graphic Objects
- Customizing and Enhancing workbooks and the Excel environment
- Streamlining workflow
- Collaborating with others
- Auditing worksheets

- Analyzing data
- Working with multiple workbooks
- Importing and Exporting data
- Using Excel with the web
- Structuring workbooks with XML
- Automating business operations
- Manipulating the Excel environment

Course Name: Certificate Course in Video Editing
Duration 40 Hours

• Introduction to Video Editing

• Tips and Tricks for Video Editing

• Video Editing Practice and Exercises

• Video Editing for Beginners and Advanced

• Adding Audios to Presentations

Course Name: Personality Development for Employability
Duration 40 Hours

• Industry and Career Orientation

1. Industries and occupations
2. Identifying gaps between my current state and my desired occupations

• Resume Building

1. Build an effective resume
2. Career objectives

• Aptitude tests for jobs

1. Tips and Tricks for aptitude tests

• Group Discussions

a. How to face a group discussion(GD)

      b.   GD - common mistakes

      c.   How a group discussion is initiated and summarized

* Job Interviews

      a.   Getting ready for the interview

      b.   Stages in the job interview process

      c.   Interview body language

      d.   Interview etiquette

      e.   Handling tricky questions

North East Institute of Social Sciences and Research

Course Title: Certificate in Interview Skills and Resume Preparation

Module 1: Introduction to Interviewing
1.1 **Understanding the Purpose of an Interview**

- Overview of the interview process
- Importance of interviews in the hiring process

1.2 **Types of Interviews**

- Behavioral interviews
- Situational interviews
- Panel interviews
- Video interviews

Module 2: Preparing for the Interview
2.1 **Company and Job Research**

- Techniques for researching the company
- Analyzing job descriptions effectively

2.2 **Personal Branding and Elevator Pitch**

- Crafting a compelling elevator pitch
- Establishing a strong personal brand

Module 3: Resume and Portfolio Review
3.1 **Optimizing Your Resume**

- Tailoring your resume for specific jobs
- Highlighting relevant skills and experiences

3.2 **Portfolio Building**

- Showcasing work samples and projects
- Creating a digital portfolio

Module 4: Mastering Behavioral Questions
4.1 **Understanding Behavioral Interviewing**

- Overview of the STAR method
- Developing impactful STAR stories

4.2 **Common Behavioral Questions**

- Identifying and preparing for common questions
- Practicing responses through interactive exercises

Module 5: Non-Verbal Communication
5.1 **Body Language Mastery**

- Importance of positive body language
- Practical exercises for improvement

5.2 **Tone and Pitch Adjustment**

- Crafting a confident and professional tone
- Audio recording and analysis

Module 6: Practical Application
6.1 **Mock Interviews**

- Conducting and participating in mock interviews
- Peer and instructor feedback

6.2 **Handling Stress and Nervousness**

- Strategies for managing interview anxiety
- Visualization and relaxation techniques

Module 7: Post-Interview Etiquette
7.1 **Following Up After the Interview**

- Crafting effective thank-you emails
- Strategies for post-interview communication

7.2 **Negotiation Skills**

- Understanding the negotiation process
- Tips for successful salary negotiation

Module 8: Continuous Improvement
8.1 **Reflecting on Feedback**

- Importance of self-reflection
- Developing a plan for continuous improvement

8.2 **Resources for Ongoing Learning**

- Recommended books, websites, and courses for ongoing development

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Assessment and Certification:

- **Practical Assessments:** Mock interviews and role-playing scenarios.
- **Final Exam:** Comprehensive assessment covering key course concepts.
- **Certificate:** Issued upon successful completion of the course.

This certificate course provides a holistic approach to interview skills, combining theoretical knowledge with practical exercises to ensure participants are well-prepared and confident in various interview settings.

North East Institute of Social Sciences and Research

Certificate Course on Life Skills

Introduction

The 21st century has shifted the importance of imparting holistic and quality education beyond the 3Rs, focusing not just on acquiring academic skills. With advancements in technology, it has greatly shaped societal progress as well. Through the interface of digitalization and the internet era, it has revolutionized how communication is channeled and information is gathered. This, in turn, impacts the way socialization takes place, especially among the younger generation. Similarly, the COVID-19 pandemic has highlighted the need to help people manage their lives amid facing unprecedented situation. It has also emphasized the importance of fostering healthy lifestyles and of mental health. There is a greater need to inculcate resilience and self-efficacy among the younger population, especially this generation that has significantly lost a period of schooling experience.

Taking advantage of India's demographic dividend and the potential to steer the nation towards development, it is imperative to equip younger generation with necessary life skills apart from knowledge itself. Investing in the young population by developing their life skills and instilling value-based education could functionally and sustainably contribute towards nation-building at the same time prepare them for job readiness.

The course on life skills intends to address the need for a comprehensive education that fosters academic excellence that will prepares the younger generation to better deal with life's adversities and transform them into responsible adult. In addition to it, an overarching theme on gender is included to sensitize participants on how it intersect and play out across.

Eligibility: Field Level workers, NGOs workers and students pursuing social work course.

Duration : 30 Hours spread across 5 days , 6 hours / day

Intake : 30 participants

Learner's Outcomes
1. Development of effective communication skill
2. Build resilience and self efficacy
3. Enhance problem solving skills and critical thinking
4. Enhance technical know-how and application of digital skills and development of professionalism
5. Demonstrate an understanding of gender

Methodology of Learning

Activity based learning. Lecture, Discussion, Games.

Learning Aids: LCD, Chart paper, Materials based on activities.

Course Curriculum: 5

Core Life Skills (4)	Module I	Module II	Module III	Module IV	Module V
	Communication Skills	**Problem Solving**	**Critical/Creative Thinking**	**Professional Skills**	**Gender**

Sub Skills/Themes	a. Communication Flow and Types
	
	b. Listening Skill
	
	c. Assertiveness
	
	d. Barriers of Communication
		a. Conflict Management
		
		b. Dialogue & Negiotiation
		
		c. Diversity & Non Discrimination
		
		d.Collaboration and Team Work
			a.Decision Making
			
			c. Self Awareness
			
			d. Goal Setting
			
			e. Planning/Delegation
				a. Leadership Skill
				
				b. Career Enhancement Skill
				
				c. Digital Skill
				
				  - MS word, excel,PPT
				
				  - Tally
				
				  - Photoshop
					- Concept on gender
					
					- Social Experiment on gender divide
					
					- Gender budgeting

	6 hrs	6 hrs	6 hrs	6 hrs	6 hrs

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH

Certificate Course in NGO Management

Day 1: Foundations of NGO Management

Session 1: Introduction to NGO Management

The first session of the Certificate Course in NGO Management provided an overview of the course objectives and the essential role of NGOs in addressing social issues. Participants explored the history and evolution of NGOs and gained an understanding of the unique challenges and opportunities they face. Key concepts such as mission and vision, governance, and the role of stakeholders were introduced.

Session 2: Legal and Regulatory Framework

In the second session, participants delved into the legal and regulatory aspects of NGO management. Topics included registration and compliance requirements, tax exemptions, and reporting obligations. Case studies and practical examples illustrated the importance of adhering to legal frameworks while operating an NGO. Participants gained insights into the various legal structures available for NGOs.

Session 3: Strategic Planning and Mission Development

The day concluded with a session on strategic planning and mission development. Participants learned how to formulate a clear and impactful mission statement and objectives for their NGOs. The session introduced tools and techniques for strategic planning, including SWOT analysis and goal setting. Through group exercises, participants began the process of defining their NGO's strategic direction.

Day 2: NGO Governance and Management

Session 1: Board Governance and Leadership

Day two commenced with a session on NGO governance and leadership. Participants explored the roles and responsibilities of board members, trustees, and executive directors. Topics covered board development, ethical considerations, and the importance of transparency and accountability in governance.

Session 2: Financial Management and Fundraising

In the second session, participants delved into financial management for NGOs. They learned about budgeting, financial reporting, and donor management. Fundraising strategies, including grants, individual donations, and corporate partnerships, were discussed. Case studies showcased successful fundraising campaigns and financial sustainability models.

Session 3: Program Development and Impact Assessment

The day concluded with a session on program development and impact assessment. Participants gained insights into designing effective programs, monitoring and evaluation, and measuring the impact of NGO activities. The importance of data collection, reporting, and storytelling for fundraising and advocacy purposes was emphasized.

Day 3: Resource Mobilization and Partnerships

Session 1: Resource Mobilization Strategies

The third day began with a session on resource mobilization strategies for NGOs. Participants explored diverse funding sources, including grants, corporate partnerships, crowdfunding, and social entrepreneurship. The session provided practical guidance on developing fundraising plans and diversifying revenue streams.

Session 2: Building Effective Partnerships

In the second session, participants delved into the art of building effective partnerships. They learned how to identify and engage with potential collaborators, donors, and stakeholders. Case studies highlighted successful partnership models, and group exercises encouraged participants to develop partnership strategies for their NGOs.

Session 3: NGO Communication and Advocacy

The day concluded with a session on NGO communication and advocacy. Participants explored the significance of effective communication in raising awareness, mobilizing support, and advocating for social change. The session covered storytelling, social media engagement, and advocacy campaigns. Participants began developing a communication plan for their NGOs.

Day 4: Project Management and Implementation

Session 1: Project Planning and Design

Day four commenced with a session on project planning and design. Participants learned how to define project objectives, create work plans, and allocate resources effectively. They gained insights into project cycle management, risk assessment, and project documentation.

Session 2: Monitoring and Evaluation

In the second session, participants explored the critical components of monitoring and evaluation (M&E) in NGO projects. They learned how to design M&E frameworks, collect and analyze data, and assess project impact. Case studies showcased the role of M&E in program improvement and donor reporting.

Session 3: Ethics and Accountability

The day concluded with a session on ethics and accountability in NGO management. Participants discussed ethical dilemmas, conflicts of interest, and best practices for maintaining transparency and accountability. The session also addressed the importance of safeguarding beneficiaries' rights and ensuring responsible governance.

Day 5: Sustainability and Future Directions

Session 1: Sustainability and Organizational Development

The final day of the course began with a session on sustainability and organizational development. Participants explored strategies for ensuring the long-term sustainability of their NGOs, including succession planning, capacity building, and adaptability to changing circumstances.

Session 2: Networking and Collaboration

In the second session, participants learned about the value of networking and collaboration in NGO management. They discussed the benefits of forming networks, alliances, and coalitions with other NGOs, government agencies, and international organizations. The session highlighted successful collaborative projects and encouraged participants to explore potential partnerships.

Session 3: Course Review and Graduation

The course concluded with a session that allowed participants to review key takeaways and reflect on their learning journey. Certificates of completion were awarded during a graduation ceremony, celebrating participants' commitment to enhancing their skills and knowledge in NGO management.

This comprehensive five-day Certificate Course in NGO Management equipped participants with the essential skills and knowledge needed to excel in the field of nonprofit leadership and management. Each day's sessions addressed critical aspects of NGO operations, governance, and sustainability, preparing participants to make a positive impact in their organizations and communities.

North East Institute of Social Sciences and Research,
Peace Centre, 7th Mile, Chümoukedima, Nagaland

Certificate Course
Participatory Rural Appraisal
(Prepared By- Dr. Toli H. Kiba)

About Participatory Rural Appraisal (PRA)

Participatory Rural Appraisal (PRA) is a powerful approach that involves the active participation of rural communities in the analysis, planning, and evaluation of their own development projects and initiatives. It is a valuable tool for understanding and addressing the needs, priorities, and aspirations of rural communities. Here are some key reasons why participatory rural appraisal is important:

1. **Empowerment and Ownership:** PRA empowers rural communities by involving them directly in the decision-making processes. It recognizes their knowledge, skills, and perspectives, giving them a sense of ownership and control over their development. By actively participating in the appraisal, communities become active agents in shaping their own future.

2. **Local Knowledge and Expertise:** PRA recognizes the wealth of local knowledge and expertise present within rural communities. It acknowledges that community members possess valuable insights about their environment, resources, and livelihoods. PRA methods, such as participatory mapping, resource assessment, and social mapping, help capture and incorporate this local knowledge, ensuring that development interventions are relevant and effective.

3. **Needs Assessment and Priority Setting:** Through PRA, communities can identify and articulate their specific needs and priorities. The participatory nature of the process allows for a comprehensive and holistic understanding of local challenges and opportunities. By involving all community members, including marginalized groups and women, PRA ensures that the voices of the most vulnerable and marginalized are heard, and their needs are taken into account during the planning and implementation stages.

4. **Sustainable and Context-Specific Solutions:** PRA promotes the development of sustainable and context-specific solutions by building on local resources, capacities, and cultural norms. It encourages the identification of local solutions that are appropriate, affordable, and acceptable to the community. By involving communities in the decision-making process, PRA helps avoid the imposition of external ideas or solutions that may not be suitable for the local context.

5. **Enhanced Program Effectiveness:** Engaging communities in the appraisal process leads to increased program effectiveness. The active participation of community members fosters a sense of ownership and commitment, resulting in greater acceptance and adoption of development initiatives. PRA enables more accurate targeting of interventions, better utilization of resources, and improved monitoring and evaluation mechanisms.

6. **Social Cohesion and Empathy:** PRA fosters social cohesion and empathy among community members. Through collaborative activities, open dialogue, and collective decision-making, PRA promotes trust-building and collaboration within communities. It strengthens social bonds, encourages mutual support, and builds social capital, which is crucial for sustainable development.

7. **Participatory Learning and Capacity Building:** PRA provides a platform for mutual learning and capacity building. It encourages the sharing of knowledge, experiences, and skills among community members. PRA processes often involve training and skill development, enabling community members to acquire new competencies, which can be applied to various aspects of their lives beyond the appraisal process.

Objectives of the course
1. To enhance the capacity of development practitioners, researchers, and community leaders in the theory, methods, and practical application of PRA.
2. To encourage professionals and organizations to shift towards more participatory and inclusive practices, ultimately leading to more effective and sustainable development outcomes.
3. To help foster a sense of ownership and empowerment among local stakeholders and promote bottom-up approach to development and ensuring that interventions are demand-driven and context-specific.

Therefore, this certificate course is designed to enhance the skills and knowledge of development workers (Govt/ NGOs/ CBOs) for understanding the community which they are engaged with. PRA promotes community empowerment, utilizes local knowledge, ensures needs-based interventions, fosters sustainable solutions, enhances program effectiveness, strengthens social cohesion, and facilitates participatory learning and capacity building. By placing communities at the center of the development process, PRA contributes to more inclusive, sustainable, and people-centric development outcomes.

Course Duration: Certificate in PRA is of one week (2 credit- 30 hours).
Eligibility: Any graduate working/aspiring to work in development sector/ research/ community leaders can apply.

Assessment

Sl. No	Assessment Criteria	Marks
1.	**Class Attendance and participation**	10
2.	**Class Presentation**	20
3.	**Field work Practicum- Project (Village Action Plan based on PRA)**	70
	Total	**100**

Participatory Rural Appraisal
Course Structure

Unit	Module	Hour
Unit One	**Concept of Participatory Rural Appraisal and Scope** • Origin of PRA, Development of PRA: Important Phases • Meaning and Definition of PRA, Basic Assumptions of PRA, Three Pillars of PRA, Principles of PRA. Features of PRA • Scope of PRA, Areas of Application of PRA • Role and Qualities of PRA facilitator • Practicing PRA – Do's and Don'ts	**6 Hours**
Unit Two	**PRA Methods and Techniques- Space Related Methods** • Transect Walk, Social Mapping, Resource Map, Services and Opportunities Map, Mobility Map • What, Why, How and application. • Steps in doing a space related method.	**6 Hours**
Unit Three	**PRA Methods and Techniques-Time Related PRA** • Time Line, Trend Analysis, Seasonal Diagram Daily Activity Schedule	**4 hours**
Unit Four	**PRA Methods and Techniques- Relation Methods** • Cause Effect Diagram, Well-Being Ranking Method, • Venn Diagram, Impact Diagram, Livelihood Analysis • SWOT and STEEP (Social Technological Economical Environmental and Political) Analysis	**6 hours**
Unit Five	**Unit 5: Practical Application of PRA methods in the field.** • Prepare a project based on the PRA Experiences.	**8 hours**
	Total Hours	**30 Hours**

Reference

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applications/

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    New Delhi: Sage Publications

Our Training Faculty

Fr. Joseph Pulinthanath

Fr. Joseph Pulinthanath, a Tripura-based Salesian priest, works for culture, language, and context of the people vis-a-vis faith. He is an UPF Ambassador of Peace (2009), a student of 'Conflict Transformation' and 'Arts Approaches to Peacebuilding' (MPI, Philippines, 2004). Fr. Pulinthanath is also the founder-director of Don Bosco Peace Centre Agartala, a guest trainer at the State Institute of Public Administration and Rural Development Agartala.

Dr. Jill Carr Harris

Dr. Jill Carr Harris is a teacher, trainer, researcher and writer on peace and development working out of the International Gandhi Institute for Nonviolence and Peace (IGINP) in India and with its affiliate in Canada. Dr. Carr-Harris has co-organized many large peace actions including cross-continental march for peace and justice under the banner Jai Jagat. Recently, Jill hosted a South India forum on Nonviolent Economy coinciding with a large market of eco- and women producers and a gathering of fifty international women peacebuilders for ten days to engage in dialogue, field visits and a film festival. Dr. Jill has also worked on to counter environmental degradation whether in terms of tree-planting, restoring eco-health of bio-spheres, water conservation, or climate mitigation and adaption.

Dr. Fr. C. P. Anto

Fr. Dr. C.P. Anto is a Catholic Priest belonging to Diocese of Kohima, Nagaland. Has 20 years of experience in teaching. He has a Master's degree in Social Work and Ph.D. in Peace & Conflict Transformation studies under Nagaland Central University and did his peace studies in USA and UK. He has published scholarly articles in national and international journals. He is a trainer on peace building and leadership for interfaith, ecumenical, and community leaders. He is a trainer for faculty and teachers. He has won national and international peace awards for his work promoting peace and harmony among children, youth, and interfaith and community leaders in conflict-affected areas of North East India. He is the Founder-Principal of North East Institute of Social Sciences and Research (NEISSR), an academic institute for Social Work and the Director of Peace Channel - A Youth Peace Movement'.

Mr. Liangamang Robert

Asst. Prof at North East Institute of Social Sciences and Research (NEISSR). He did his MSW from Dibrugarh University and is currently pursuing Ph. D. He has also cleared his UGC-NET (2012) & B.A. (English), Nagaland University

Dr. Deben Bachaspatimayum

Dr. Deben has a Ph.D. in Social Anthropology from North Bengal University, Darzeeling and MA in Applied Conflict Transformation from Panasastra University Cambodia. He has 25 years of working experiences in peacebuilding and conflict transformation in most of the conflict affected regions in East and Northeast India and 8 years of teaching in schools and college. He had been a long associate of Henry Martine Institute, Hyderabad as a regional consultant and facilitator and one of founders and convenor of many voluntary groups for peace such as Peace Core Team Manipur (PCTM), Coalition on Advocacy for Lifelong Learning (CALL-Manipur), Peace Initiatives of North East (PINE), and Citizens for Justice, Manipur (CFJM).

Dr. Fr. Scaria Kalloor OFM Cap

Dr. Scaria Kalloor, Director of Assisi Institute for Peace Studies (AIPES) , Kannur, Founder of Peace and Harmony Foundation and co-founder of Peoples Movement for Peace , Kerala. He is also a national coordinator of the Capuchin National Commission for Justice Peace and Integrity of Creation.

As a peace activists and theologian, he has written articles on peace, religious harmony and topics related to religion, peace and faith. Fr. Scaria has 2 masters degrees in Sociology and Theology and a a Doctorate Degree from Urban University Rome. Italy. Has participated in conference in Geneva Switzerland and presented paper at Process Study Centre, Claremont, Los Angeles, Calrifornia. USA.

Dr. Toshinaro Longchar

She taught at Martin Luther Christian University, Shillong; Eastern Theological College, Jorhat and also worked at Glencree Centre for Peace and Reconciliation, Ireland. She has an M. Phil .& Ph.D. in International Peace Studies from Trinity College, Dublin and Master of Arts in History & Archaeology from Nagaland University.

Ms. Elizabeth Pojar

Asst. Prof at North East Institute of Social Sciences and Research (NEISSR). She has cleared her UGC/NET. She also did her Master of Social Work in Peace and Conflict Transformation Studies (PCTS) and did her B. A in Political Science.

contact.neissr@gmail.com

NEISSR and PEACE CENTRE

NEISSR

Peace Channel

Course syllabus approved by Nagaland University (NU):

Course Goal:
Learners can gain clarity on basic concepts of peace and nonviolence, beginning with the core values and practices from the different religious texts, and then in the life and works of Gandhi and Matin Luther King Jr.. The course draws on a few contemporary theories of peacebuilding and conflict transformation. The overview will lay a foundation for learners to use conflict analysis and strategies for self-transformation and for bringing greater peace to society and to society's relationship with nature.

Unit 1: This unit consists of five lectures (total of 10 hours) that classify and compare peace in a variety of religious texts, foundational texts from M. K. Gandhi as well as other contemporary peace theories. By looking at different meanings, the course aims to strengthen peace practices and have the student think about the relevance of achieving sustainable peace (and nonviolent development) in contemporary times.

Unit 2: This unit consists of five lectures (total of 10 hours) on strategies for peacebuilding such as listening and sensitive communication, dialogue, mediation, and reconciliation. It also looks at ways of transforming oneself to greater peace through social and economic cooperation.

Unit 3: This unit of five lectures (total of ten hours) consists of the "hows" of becoming a peacebuilder, nonviolent actor, resolver of conflict and practitioner of a more sustainable life-style.

Unit 4: This unit of five lectures (total of ten hours) reviews various cases of people that have carried out peacebuilding in a variety of ways. Through films, class presentations, and resource persons, the student will get an in-depth view of other's experiences in peacebuilding.

Unit 5: This is a 35-hour practicum where the course participant will take up an activity in which they have to apply the peace and nonviolence learnings. The practicum topic has to be submitted in the second class (Unit 1, class 2). This will be done simultaneously to the course. The student will have two weeks to finalize their final report of the practicum. The final report will consist of 2500 words or less.

Applications Due by June 30th
Start Date: Wednesday, July 5th'2023
Every Wednesday and Saturday at 4:00 to 6:00pm

Mark Distribution:

Total marks for each paper: 100 Marks
Theory : 60 Marks
Practicum : 40 Marks

Eligibility:

Anyone who has completed Class XII or equivalent standard of education and any person who is interested, students, social workers, government and non-government employees, teachers and religious leaders, professionals, educators and peace practitioners who want to change the situation are eligible for this course.

Course Objectives:

This Certificate Course on Peace and Nonviolence Education aims to equip participants with the relevant knowledge and skills in the field of peace and conflict resolution skills. The programme is to enhance competency in handling local conflicts and to design a peace intervention based on one's own experiences and knowledge of the conflict.

www.neissr.ac.in/www.peacechannel.in

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NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH (NEISSR)

(Affiliated to Nagaland University)

SYLLABUS

FOR

THREE MONTHS/30 HOURS CERTIFICATE COURSE

IN

Peer Mediation

Mark Distribution:

Total marks for each paper: 100 Marks

Assessment Criteria for Outcomes	Theory Marks	Practical Marks
Peer Mediation	60	40

Eligibility

Anyone who has completed Class 12 or equivalent standard of education and any person who is interested are eligible for the course.

Course Objectives:

This certificate course on Peer Mediation aims to equip participants with the relevant knowledge and skills in the field of Peer mediation. The programme is to enhance competency in handling conflict within the peers in educational institutions and in the community.

UNIT 1: Mediation
- Concept of Mediation
- Basic Principles of Mediation
- Types of Mediation
- Advantages of Mediation

UNIT 2: Peer Mediation
- Peer
- Peer mediator
- Duties of a Peer Mediator
- Qualities of the peer mediator

- Skills for peer mediation

UNIT 3: Structure of Peer Mediation

- Four basic principles of Peer Mediation
- Steps of Peer Mediation
- Advantages of Peer Mediation
- Benefits of Peer Mediation
- Essential Life Skills learnt through Peer Mediation

UNIT 4: Peer mediators in educational institution

- Role of Peer mediators
- Ethics
- Communication in Mediation
- Success stories of Peer Mediation programs in educational institutions

UNIT 5: Practicum

This is a 10-hour practicum where the course participant will take up an activity in which they have to apply the peer mediation learnings and write a report on it. The report will consist of 2500 words or less.

References
1. Mediation Training Manual of India by the Mediation and Conciliation Project Committee, Supreme Court of India, Delhi.

2. Johnson, D.W., & Johnson, R.T. (1996). Conflict resolution and Peer Mediation programs in elementary and secondary schools: A review of the research. Review of Educational Research.

3. Peer Mediation. Study Guides and Strategies. Retrieved November 22, 2011, from http://www.studygs.net/peermed.htm.

4. Wolowiec, Jack,ed.Everybody Wins: Mediation in the Schools, Chicago: American Bar Association, 1994.

5. Robertson, Gwendolyn. School-Based Peer Mediation Programs: A Natural Extension of Developmental Guidance Programs. Gorham, ME: University of Southern Maine, 1991.

6. Wolowiec, Jack,ed.Everybody Wins: Mediation in the Schools, Chicago: American Bar Association, 1994.

7. Roles and Duties of Mediator-justice retrieved from https://justice.gov.mt/en/https://www.skillsyouneed.com/ips/clarification.html

8. Solution through Peer Mediation Retrieved from

http://www.kellybear.com/TeacherArticles/TeacherTip13.html

9. MCBROWN, J. (2021, may 6). *roffeypark.ac.uk*. Retrieved from https://www.roffeypark.ac.uk/knowledge-and-learning-resources-hub/what-are-facilitation-skills-and-how-do-you-facilitate/

10. Mathur, a. (2017). How does the mediation process work - step by step procedure. *Pleaders*.

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH

Bishop House, Dimapur, Nagaland – 797112

CERTIFICATE COURSE ON PHOTOGRAPHY

Who should pursue Photography?

Photography can be pursued by individuals who have a knack for saving memories by capturing beautiful images and catering to the demands of their clients. They must be able to collaborate with industries, companies, and other private engagements to **produce large volumes of pictures**.

Those who can handle the various photography equipment must also pursue this course. Hence candidates who wish to build a career in the field of **top multimedia and communications companies** can pursue various design and mass communication courses that offer photography as a major or minor subject.

Photography course Eligibility Criteria

Photography is a vocational course that emphasizes practical, with plenty of hands-on training. To excel in the field of Photography, aspirants will have to devote hours to practical work. A candidate who has passed the **10+2 Board examination is eligible for the course** in which candidates receive theoretical knowledge of the basics of Photography along with practical training to hone their skills as photographers.

Photography Course Syllabus

The entire course of one-year duration has been divided into three modules. Photography syllabus has been framed to make the aspirants acquire sufficient knowledge and skills of photography.

Part-1		
Theory	History of Photography: early experiments and later developments	Films cameras & Processing
Photographic optics	Different parts of a camera	Types of Lenses
Aperture: Functions	Shutters: Functions	Focusing: Spot, Matrix
Part-2		
Digital Imaging	Lightroom, Photoshop	Photo Tools
Photo Corrections	Portrait Photography basic lighting systems	Photographing in available light
Sensors	Close up: Accessories and techniques	Depth of Field Exercises (Practical)

Part-3		
Photographing a subject with different lenses	Preparing full and ¼ portraits under different lighting conditions	Photograph, use of bounce and reflected lights
Group photos and arrangements	Use of Colour Filters-Lighting and Effects	Photographic light sources natural and artificial.
Selection of Shots	Colour Filters –Different Kinds	Composition rules of composition

Duration: 3 months or 30 hours

Student Learning Outcomes

Outcome 1| Creative Process
Students will be able to use a variety of brainstorming techniques to generate novel ideas of value to solve problems.

Outcome 2 | Development of Skill and Technique
Students will have sufficient mastery of one or more media to complete the technical and formal challenges pertinent to a body of original work.

Outcome 3 | Communication of Ideas and Context
Students will be able to clearly communicate the content and context of their work visually, orally and in writing.

Outcome 4 | Development of Behaviour
Students will develop behaviours such as curiosity, initiative, and persistence that will help them engage with the world in productive ways. Students will be able to work independently or collaboratively to achieve stated goals.

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH

7th Mile Chümoukedima

CERTIFICATE COURSE ON

Post-harvest management

Course Description

Post-harvest management in rural areas encompasses a series of practices and techniques aimed at preserving the quality and value of agricultural produce after harvesting. It plays a pivotal role in ensuring food security, minimizing losses, and maximizing income for rural farmers. In these settings, where agriculture often serves as the primary livelihood, effective post-harvest management is critical. Effective post-harvest management in rural areas not only ensures the availability of quality produce but also directly influences the economic well-being of farming communities. It contributes to poverty reduction, food security, and the overall sustainability of agricultural practices in these regions. Some of the challenges that farmers in rural areas of Nagaland face are:

- **Limited Resources:** Rural areas often face resource constraints, making it challenging to invest in modern post-harvest technologies.
- **Infrastructure Gaps:** Inadequate roads and transportation facilities hinder the timely and efficient movement of produce.
- **Lack of Knowledge:** Limited awareness about proper post-harvest practices can contribute to significant losses.

Therefore this 30-hour certificate course in Post-Harvest Management is designed to equip participants with comprehensive knowledge and practical skills essential for minimizing losses and maximizing the value of agricultural produce after harvesting. Participants will gain insights into various post-harvest technologies, storage methods, quality control measures, and value addition techniques. The course also covers the economic aspects of post-harvest management and sustainable practices to ensure food security.

Course Objectives

1. To enable participants to understand and implement appropriate harvesting techniques for different crops in rural settings.
2. To equip participants with knowledge of cost-effective and feasible storage options suitable for rural areas.
3. To improve participants' skills in handling and transporting agricultural produce from farm to market in a way that minimizes damage and spoilage.
4. To help strategic plans for farmers to access markets efficiently, including collective marketing and value chain integration.

5. To enhance practical solutions such as solar drying, improved storage bags, and other relevant technologies tailored to the resources available in rural settings.

Scope of the Certificate Course:

1. **Agribusiness and Marketing:** explore roles as specialists facilitating market linkages for rural farmers, ensuring that produce reaches markets efficiently, and farmers obtain fair prices for their products.

2. **Community Development Organizations:** Employment opportunities to work as project coordinators overseeing initiatives related to post-harvest management and rural livelihood enhancement.

3. **NGOs and Non-Profit Organizations:** work with NGOs and non-profit organizations as field coordinators, implementing and monitoring post-harvest management projects to improve agricultural sustainability in rural areas.

4. **Entrepreneurship Opportunities:** Equipped with knowledge from the course, individuals may choose to start their own agribusiness ventures, providing post-harvest management services, storage solutions, or value-added products to local farmers.

5. **Consultancy Services:** Skilled individuals may offer consultancy services, advising farmers, cooperatives, and businesses on effective post-harvest management strategies and technologies.

6. **Supply Chain Management:** pursue roles in supply chain management, ensuring the seamless movement of agricultural produce from rural areas to markets while minimizing losses.

7. **Food Processing Industries:** can work as quality control Assistant/officers, ensuring that raw materials meet the required standards for processing.

Course Duration: This course is for 4 weeks (30 hours)

- Eligibility: Class 12 and above from any stream
- Assessment: Trainee's performance will be assessed at the end of the course work (Theory and Practical).

Sl.No	Assessment Criteria	Mark
1.	Attendance	10
2.	Theory	40
3.	Practical	50

MODULE

Course content		Hours
Week 1- Introduction to Post-Harvest Management		
Session 1	Importance of post-harvest management	**5**
Session 2	Impact on food security	
Session 3	Best practices for harvesting different crops	
Session 4	Factors influencing harvest timing	
Session 5	Experience sharing on Key challenges in post-harvest handling	

Course content		Hours
Week 2- Post-Harvest Physiology, Losses and Their Causes		
Session 6	Understanding physiological changes in harvested crops	**6**
Session 7	Strategies to delay deterioration	
Session 8	Identifying common causes of post-harvest losses	
Session 9	Case studies on successful loss reduction strategies	

Course content		Hours
Week 3- Storage Technologies and Quality Control Measures		
Session 10	Cold storage and controlled atmosphere storage	8
Session 11	Silo storage and warehouse management	
Session 12	Innovations in storage technology	
Session 13	Grading and sorting of produce	
Session 14	Pest and disease management	
Session 15	Quality assurance standards	

Course content		Hours
Week 4- Processing and Economics of Post-Harvest Management		
Session 16	Processing techniques for different crops,	11
Session 17	Marketing and branding of processed products, Market dynamics and pricing	
Session 18	Organic post-harvest management, Eco-friendly packaging and transportation	
Session 19	Community-based initiatives	
Session 20	Government policies and subsidies	
Session 21	Assessment and Certification	

Suggested readings:

Baraily, P., Kaushlk, R.A., Gurjar, M., (2017). Extension of Post Harvest Shelf Life of Custard Apple Using Modified Atmospheric Packaging and Storage Temperature. In: Compendium of Abstracts of the 3rd International Conference on Bio-resource and Stress Management.

Brar, A., Bhatia, A.K., Kumari, P., (2017). The Impact of Different packaging materials and cultivars on sprouting behavior of Potato Tubers during Room Temperature Storage. In: Compendium of Abstracts of the 3rd International Conference on Bio-resource and Stress Management. Jaipur, India, 8 11 November 2017.

Joshi, H., Awasthi, P., (2017). Post-Harvest Management and Utilization of Persimmon Fruit (Diospyros kaki) for Development of Value Added Products. In: Compendium of Abstracts of the 3rd International Conference on Bio-resource and Stress Management.

Kitinoja, L., Saran, S., Roy, SK. and Kader, AA. (2011). Postharvest technology for developing countries: challenges and opportunities in research, outreach and advocacy. J. Sci. Food Agric.

Paul, A., Bedi, S., (2017). Effect of Different Storage Conditions on Activity of Antioxidant Enzymes and Germination Characteristics in Onion (Allium cepa L.) cv. Punjab Naroya Seeds. In: Compendium of Abstracts of the 3rd International Conference on Bio-resource and Stress Management.

Rees, D., Farrell, G. and Orchard, J. (editors). (2012). Crop Post-Harvest: Science and Technology Perishables. Wiley-Blackwell, Oxford, UK

North East Institute of Social Sciences and Research (NEISSR)
Bishop House, Dimapur, Nagaland

Certificate Course for Project Management Cycle

(Prepared By- Fr. Robin
Thomas)

Rationale for introducing the certificate course on Project Management Cycle

Projects by definition are temporary endeavors made up of a related set of activities undertaken to create a unique product or service within specified requirements. This specific nature of projects makes it easy to stay isolated from its environment focusing solely on the delivery of activities. It is not unusual to see project working hard to accomplish all the tasks and activities designed on the log frame while ignoring the subtle changes that are occurring around its environment. Development Projects must operate in a broader environment, and project managers need to consider projects within this greater context.

To be effective at managing complex situations, project managers need to take a holistic view of the project and understand how it is situated within the larger environment. By taking this holistic view of projects, project managers are better prepared to understand the external factors that will impact the project.

A Project is like a "system" is a dynamic and complex whole, interacting as a structured unit with information flowing between the different elements that compose the system. Using a system approach for project management is a holistic and analytical approach to solve the complex problems a project will face.

As such, the project is a system that has a set of interdependent and temporally interacting phases, all working within an environment to fulfill a purpose. Project management uses system analysis as a problem-solving approach, it requires defining the scope of the project, dividing it into its component parts, and identifying and evaluating its problems, opportunities, constraints and needs. The analysis then examines the possible solutions for improving the current situation, identifies an optimum solution and an action plan; and finally, it continuously examines the plan against any changes in the environment.

OBJECTIVES
- To enable students to understand what a Project is, the Project Life Cycle, Stakeholders and Roles, Challenges and Importance of Project Management.
- Learn and apply different project management processes, tools and techniques from executing, monitoring and controlling, up to project closure.
- Put together a proposal for a project, present a business case.

Course Duration: Certificate in Social Entrepreneurship is of one week (2 credit-30 hours).

Eligibility: Any graduate working/aspiring to work in development sector/ research/ community leaders can apply.

Assessment

Sl. No	Assessment Criteria	Marks

1.	**Class Attendance and participation**	**10**
2.	**Class Presentation**	**20**
3.	**Prepare a project on the basis of all methods and formulas discussed in the course**	**70**
	Total	**100**

LEARNING OUTCOMES

- Students understand project management de sign, development, and deployment.
- Engage and lead effective project management teams in the organization
- Recognize and mitigate the early seeds of failure in the project life cycle

Course Structure

Unit	Module	Hour
Unit One	**BASICS OF PROJECT MANAGEMENT** • Concept and Need for Project Management; Essentials of Project Management Philosophy; Project Management Principles. • Management Knowledge Areas and Processes. The Project Manager- Roles, Responsibility and Team Work • The Project Life Cycle- Phases of Project Management Life Cycle. • Impact of Delays in Project Completions.	**6 Hours**
Unit Two	**PROJECT IDENTIFICATION** • Project Identification Process, Project Initiation; Feasibility Studies • Needs assessment-listening, interviewing, focus group discussions, community mapping. • Capacity assessment- human, social, natural, physical, economic, and cultural. • Project Planning- Need of Project Planning • Concept of Organizational Structure- Roles and Responsibilities of Project Leader. Relationship between Project Manager and Line Manager; Conflict Resolution Team.	**6 Hours**
Unit Three	**PROJECT DESIGN** • Stakeholder analysis: user groups, interest groups, beneficiaries, decision makers; • Primary and Secondary stakeholders, identifying appropriate stakeholders for participation; levels of participation; • Logical Framework- terms, purpose: Objectives, assumptions and their assessment; indicators and means of verification; activities and activity schedule. • Research - participatory methods- Problem Analysis - problem tree; Objectives tree. • Project Proposal formulation.	**4 hours**

Unit Four	MONITORING AND EVALUATION • The need of monitoring, reviewing and evaluation • Performance Measurement- Productivity, Project Performance Evaluation • Benefits and Challenges of Performance Measurement and Evaluation • Project Execution and Control- Project Execution, Purpose of Project Execution and Control, and process • Project Close-out, Termination and Follow-up: Project Close-out, Steps for Closing the Project, Project Termination, Project Follow-up.	6 hours
Unit Five	Unit 5: Practical Application • Collecting data, enter and analyses	8 hours
	Total Hours	30 Hours

SUGGESTED READING:

1. Blackman, Rachel. (2003). Project Cycle Management. UK: Tearfund.www.tearfund.org/tilz
2. Capezio, Peter. (2000). Powerful Planning Skills. Mumbai: Jaico Publishing House.
3. Dale, Reidar. (2001). Evaluation Frameworks for Development Programmes and Projects. New Delhi: Sage Publications.
4. James C. McDavid and Laura R. L. Hawthorn. (2013). Program Evaluation and Performance Measurement: An Introduction to Practice. Sage Publication
5. Loehle, Craig. (2000). Thinking Strategically. New Delhi: Foundation Books.
6. Padaki, Vijay. (1995). Development Intervention and Programme Evaluation. New Delhi: Sage Publications.
7. Preskill, Hallie and Russ-Eft, Darlene. (2005). Building Evaluation Capacity. London: Sage Publications.
8. Smith, Steve. (2002). Plan to Win. New Delhi: Kogan Page India Pvt. Ltd.

North East Institute of Social Sciences and Research
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Certificate course on
Qualitative Research Methodology

Prepared by
Dr. Toli H. Kiba

About the Course
Qualitative research methodology plays a crucial role in understanding complex phenomena and human experiences. Qualitative research methodology is essential for gaining a rich and nuanced understanding of complex phenomena, amplifying underrepresented voices, and addressing multifaceted issues. Its flexibility, adaptability, and ethical framework make it a valuable tool in various fields, including social sciences, healthcare, business, and beyond. Qualitative research provides a platform for underrepresented voices to be heard. By prioritizing the perspectives of participants, researchers can shed light on marginalized communities and amplify their voices in academic and policy discussions. It emphasizes the importance of understanding phenomena within their social, cultural, and historical contexts. This contextual understanding is essential for developing meaningful interventions and policies that are sensitive to the needs and perspectives of diverse communities.

Course Objectives:
1. The primary objective of this qualitative research methodology course is to equip participants with the skills and knowledge necessary to understand complex phenomena and human experiences.
2. To empower participants to amplify underrepresented voices through their research prioritizing the perspectives of marginalized communities.
3. By emphasizing the importance of understanding phenomena within their broader context, participants will learn how to develop meaningful and impactful interventions that address the needs and perspectives of diverse communities.

Outcomes:
1. Participants will develop a deeper understanding of complex phenomena and human experiences, enabling them to conduct research that goes beyond surface-level observations and explores the intricacies of various phenomena.
2. Participants will learn how to prioritize the perspectives of marginalized communities and use qualitative research as a platform for amplifying their voices in academic and policy discussions.
3. Participants will gain the skills and knowledge necessary to develop interventions and policies that are sensitive to the social, cultural, and historical contexts in which they operate.

Course Duration: Certificate in qualitative research methodology is of one week (2 credit-30 hours).

Eligibility: Any graduate working/aspiring to work in development sector/ research/ community leaders can apply.

Assessment:

Sl. No	Assessment Criteria	Mark
•	Class Attendance and Participation	20
•	Proposal Writing	20
•	Developing research tools and analysis	60

Course Structure:

Unit	Module	Hour
I	**Introduction to Qualitative Research** • Overview of qualitative research: definition, purpose, and characteristics. • Comparison with quantitative research. • The role of qualitative research in various fields (e.g., social sciences, healthcare, business). • Ethical considerations in qualitative research.	**5 hours**
II	**Phenomenology** • Understanding the essence of lived experiences. • Theoretical foundations of phenomenology. • Phenomenological research design and methods. • Data collection, Data analysis and interpretation in phenomenology.	**5 hours**
III	Grounded Theory • Introduction to grounded theory. • Theoretical foundations of grounded theory. • Grounded theory research design and methods. • Data collection and Data analysis and interpretation in	**5 hours**

		grounded theory.	
IV	Ethnography		5 hours
	• Introduction to ethnography. • Theoretical foundations of ethnography. • Ethnographic research design and methods. • Data collection techniques and data analysis and interpretation in ethnography.		
V	Narrative Inquiry		5 hours
	• Introduction to narrative inquiry. • Theoretical foundations of narrative inquiry. • Narrative inquiry research design and methods. • Data collection techniques and Data analysis and interpretation in narrative inquiry		
VI	Assignment		5 Hours
	Proposal Writing- Take any approach and write a research proposal using different tools		

Suggested Reading

Moser A, Korstjens I. Series: Practical guidance to qualitative research. Part 1: Introduction. Eur J Gen Pract. 2017 Dec;23(1):271-273.

Cleland JA. The qualitative orientation in medical education research. Korean J Med Educ. 2017 Jun;29(2):61-71.

Schensul, J, LeCompte M. Ethnographer's Toolkit. Walnut Creek, CA: Altamira Press, 1999

North East Institute of Social Sciences and Research,
Peace Centre, 7th Mile, Chümoukedima, Nagaland

Certificate Course Social
Entrepreneurship Schemes
and Programs
(Prepared By- Fr. Robin
Thomas)

Rationale for introducing the certificate course on Social Entrepreneurship schemes and programs

Social entrepreneurs are agents of positive change who address challenges through an enterprising approach. They develop businesses that trade for a social or environmental purpose, reinvest profits into their mission, and are accountable for their actions. Social Work Education seeks to reduce inequality but unfortunately it remains a privilege that is still beyond reach for many youths today. In the North-East Region and especially in Nagaland, youth unemployment continues to rise globally, and the jobs that young people can secure in many parts of the country are often poorly paid. The result is increasing income inequality and an ever widening divide between rich and poor. This is taking place at a time of profound technological, social and environmental change. It begs the question: how could our education systems better prepare young people to meet the challenges that await them in an uncertain future?

NEISSR believes that this course will enable and empower the youths to venture into Social Entrepreneurship, create jobs and bring hope to our most disadvantaged communities, delivering social, environmental and economic value. Through their innovative approaches to reduce inequalities, social enterprises might even provide a model for rebalancing how money and power are controlled.

Objectives of the course
- To understand the Global policies and programs.
- To knowledge about the Ministry of Indian schemes and programs social entrepreneurship.
- To be competent in identifying North Eastern schemes and programs.
- To be competent in identifying Different foundations and organizations for Social Entrepreneurship.

In order to help development workers (from the government, non-profit organizations, and community-based organizations) better understand the communities they are working with, this credential program was created. Social entrepreneurship develops community empowerment, makes use of local expertise, ensures interventions are based on needs, encourages sustainable solutions, improves program efficacy, strengthens social cohesion, and makes participatory learning and capacity building easier. Social entrepreneurship helps to provide more inclusive, sustainable, and people-centered development outcomes by putting communities at the centered of the development process.

Course Duration: Certificate in Social Entrepreneurship schemes and programs is of one week (2 credit- 30 hours).

Eligibility: Any graduate working/aspiring to work in development sector/ research/

community leaders can apply.

Assessment

Sl. No	Assessment Criteria	Marks
1.	**Class Attendance and participation**	**10**
2.	**Class Presentation**	**20**
3.	**Field work Practicum- Project (Village Action Plan for Social Entrepreneurship)**	**70**
	Total	**100**

LEARNING OUTCOME

- The students will be able to understand the Global policies and programs.
- Students will have the knowledge of the Ministry of Indian schemes and programs social entrepreneurship.
- Students will be competent in identifying North Eastern schemes and programs.
- Students will be competent in identifying Different foundations and organizations for Social Entrepreneurship.

Course Structure

Unit	Module	Hour
Unit One	**Global policies and programs** • Sustainable Development Goals (SDGs): • Paris Agreement: • World Trade Organization (WTO): • Universal Declaration of Human Rights: • International Monetary Fund (IMF) and World Bank: • Global Health Initiatives: • Non-Proliferation Treaty (NPT):	**6 Hours**
Unit Two	**Ministry of Indian policies and programs** • National Policy on Skill Development and Entrepreneurship (2015): • National Skill Development Mission (2015): • Standup India Scheme (2016): • Pradhan Mantri Mudra Yojana (PMMY): • NITI Aayog's Atal Innovation Mission (AIM):	**6 Hours**

	• CSR (Corporate Social Responsibility) Rules under Companies Act (2013): • Social Innovation Fund (SIF): • Invest India's Social Alpha Quest for Urban Livability (QUL): • National Rural Livelihood Mission (NRLM):	
Unit Three	**North Eastern policies and programs** • North East Industrial and Investment Promotion Policy (NEIIPP) • North East Rural Livelihood Project (NERLP) • North East Rural Livelihood Promotion Society (NERLPS) • The Ministry of Development of North Eastern Region (MDoNER) • National Policy on Skill Development and Entrepreneurship (2015)	**4 hours**
Unit Four	**Different foundations and organizations for Social Entrepreneurship** Ashoka, Skoll Foundation, Schwab Foundation for Social Entrepreneurship, Echoing Green, Grameen Bank, Acumen, Global Social Benefit Institute (GSBI), Global Innovation Fund, Impact Hub, Miller Center for Social Entrepreneurship:	**6 hours**
Unit Five	**Unit 5: Practical Application of Social Entrepreneurship Schemes and programs.** • Prepare a list of social entrepreneurship projects in your state and local body.	**8 hours**
	Total Hours	**30 Hours**

Reference

1. Hellriegel / Jackson/ Solum, Management-A Competency based approach, Thomas, South Western, 11th Edition, 2007
2. Allen, L.A., Management and organization, McGraw Hill publishing co., ltd. 2002
3. Chandra Bose D .Principles of Management and Administration PHI 2002.
4. Hannagan, Management concepts and practices, Macmillan India Ltd., 2009
5. Koontz O'Donnell, Principles of Management McGraw Hill publishing co., ltd.,2011

6. Prasad, L.M, Principles and practices of Management Sultan hand & Sons. 9th Edition, 2016.

7. Sathya Raju, Management: Text & Cases, PHI, 2002.

8. Pattanayak: Human Resource Management, PHI,2002

9. Ashwatappa, Human Resource Management, 8th Edition, 2017.

10. Gray Dessler: Human Resource Management, PHI, 14th Edition, 2015

11. Edwin Flippo, Principles of Personnel Management - McGraw Hill. 8th Edition, 1976

12. Douglas McGregor, the Human Side of Enterprise, 2011.

North East Institute of Social Sciences and Research,
Bishop House, Circular Road, Dimapur

Certificate Course Social
Entrepreneurship
(Prepared By- Fr. Robin
Thomas)

Rationale for introducing the certificate course on Social Entrepreneurship

Social entrepreneurs are agents of positive change who address challenges through an enterprising approach. They develop businesses that trade for a social or environmental purpose, reinvest profits into their mission, and are accountable for their actions. Social Work Education seeks to reduce inequality but unfortunately it remains a privilege that is still beyond reach for many youths today. In the North-East Region and especially in Nagaland, youth unemployment continues to rise globally, and the jobs that young people can secure in many parts of the country are often poorly paid. The result is increasing income inequality and an ever widening divide between rich and poor. This is taking place at a time of profound technological, social and environmental change. It begs the question: how could our education systems better prepare young people to meet the challenges that await them in an uncertain future?

NEISSR believes that this course will enable and empower the youths to venture into Social Entrepreneurship, create jobs and bring hope to our most disadvantaged communities, delivering social, environmental and economic value. Through their innovative approaches to reduce inequalities, social enterprises might even provide a model for rebalancing how money and power are controlled.

Objectives of the course
1. To provide knowledge about The Social Entrepreneurship
2. Help students to understand the Entrepreneurship Development program
3. To understand various entrepreneurship Development in India and the world
4. Scope for Social Entrepreneurship in India and enterprise creation

In order to help development workers (from the government, non-profit organizations, and community-based organizations) better understand the communities they are working with, this credential program was created. Social entrepreneurship develops community empowerment, makes use of local expertise, ensures interventions are based on needs, encourages sustainable solutions, improves program efficacy, strengthens social cohesion, and makes participatory learning and capacity building easier. Social entrepreneurship helps to provide more inclusive, sustainable, and people-centered development outcomes by putting communities at the centered of the development process.

Course Duration: Certificate in Social Entrepreneurship is of one week (2 credit-30 hours).

Eligibility: Any graduate working/aspiring to work in development sector/ research/ community leaders can apply.

Assessment

Sl. No	Assessment Criteria	Marks
1.	**Class Attendance and participation**	**10**
2.	**Class Presentation**	**20**
3.	**Field work Practicum- Project (Village Action Plan for Social Entrepreneurship)**	**70**
	Total	**100**

LEARNING OUTCOME

- The students will be able to understand the various entrepreneurship development programs.

- Students will have the knowledge of the scope and various areas of social entrepreneurship in India and the world.

- Students will be competent in doing various types of research.

Course Structure

Unit	Module	Hour
Unit One	**Social entrepreneurship** • Scope of Social entrepreneurs, social entrepreneurship and social enterprises • Social entrepreneurship process • Ethical entrepreneurship and Challenges of social of entrepreneurship • Social entrepreneurship in North East	**6 Hours**
Unit Two	**Entrepreneurship Development in India** • Growth and promotion of Entrepreneur ship in India - Institutional arrangements • Entrepreneurship Development programs- Gov., policy, schemes • Government's policy actions towards entrepreneurial motivation • Entrepreneurship motivation Values and culture • Entrepreneurship in various sectors - Access to finance, market, R&D and Technology	**6 Hours**

Unit Three	**Entrepreneurship Development Program (EDP)**	**4 hours**
	• Need, Objective course and content of Entrepreneurship • Global context social and economic development • Growth and promotion of entrepreneurship in India • Entrepreneurial program in India • Phase of EDP, Evaluation of EDP	
Unit Four	**Social Marketing** • Market expansion, penetration, product development, and diversification of community base social marketing • Ethical consideration in designing product for service • Analyzing social marketing environment developing culturally sensitive interventions • Principle of social marketing • Understanding social marketing distinguish social from commercial marketing	**6 hours**
Unit Five	**Unit 5: Practical Application of Social Entrepreneurship methods in the field.** • Prepare a VillageAction Plan for Social Entrepreneurship	**8 hours**
	Total Hours	**30 Hours**

Reference

1. Hellriegel / Jackson/ Solum, Management-A Competency based approach, Thomas, South Western, 11th Edition, 2007

2. Allen, L.A., Management and organization, McGraw Hill publishing co., ltd. 2002

3. Chandra Bose D .Principles of Management and Administration PHI 2002.

4. Hannagan, Management concepts and practices, Macmillan India Ltd., 2009

5. Koontz O'Donnell, Principles of Management McGraw Hill publishing co., ltd.,2011

6. Prasad, L.M, Principles and practices of Management Sultan hand & Sons. 9th Edition, 2016.

7. Sathya Raju, Management: Text & Cases, PHI, 2002.

8. Pattanayak: Human Resource Management, PHI,2002

9. Ashwatappa, Human Resource Management, 8th Edition, 2017.

10. Gray Dessler: Human Resource Management, PHI, 14th Edition, 2015

11. Edwin Flippo, Principles of Personnel Management - McGraw Hill. 8th Edition, 1976

12. Douglas McGregor, the Human Side of Enterprise, 2011.

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH

Certificate Course in Statistical Package for Social Sciences (SPSS)

Day 1: Introduction to SPSS and Basic Functions

Session 1: Course Orientation

The first day of the Certificate Course in SPSS began with a course orientation session. Participants were introduced to the course structure, objectives, and expectations. They received an overview of SPSS and its relevance in social sciences research. The session also covered the importance of data analysis in research and decision-making processes.

Session 2: SPSS Installation and Interface

In the second session, participants learned how to install SPSS software and navigate its user-friendly interface. They were introduced to basic functions such as data input, data cleaning, and data management. Practical demonstrations and hands-on exercises allowed participants to explore SPSS tools and functions.

Session 3: Data Entry and Descriptive Statistics

The day concluded with a session on data entry and descriptive statistics in SPSS. Participants practiced entering data into SPSS and performing basic descriptive analyses. They learned how to generate frequency distributions, summary statistics, and graphical representations of data.

Day 2: Data Transformation and Visualization

Session 1: Data Transformation and Recoding

Day two began with a session on data transformation and recoding. Participants learned how to manipulate data variables, create new variables, and recode categorical variables into meaningful numerical values. The session emphasized the importance of data preparation for accurate analysis.

Session 2: Data Visualization

In the second session, participants explored the power of data visualization in SPSS. They learned how to create various charts and graphs to represent data effectively. Practical exercises allowed participants to design visually appealing and informative graphs to convey research findings.

Session 3: Data Exploration and Hypothesis Testing

The day concluded with a session on data exploration and hypothesis testing. Participants were introduced to the process of exploring data distributions, identifying outliers, and selecting

appropriate statistical tests. They practiced conducting hypothesis tests using SPSS and interpreting the results.

Day 3: Advanced Statistical Techniques

Session 1: Correlation and Regression Analysis

Day three began with an in-depth session on correlation and regression analysis in SPSS. Participants learned how to assess relationships between variables, calculate correlation coefficients, and perform various regression analyses. Practical examples illustrated the application of these techniques.

Session 2: Analysis of Variance (ANOVA)

In the second session, participants delved into analysis of variance (ANOVA) in SPSS. They learned how to conduct one-way and two-way ANOVA tests to analyze differences between groups. Practical exercises allowed participants to apply ANOVA techniques to real-world datasets.

Session 3: Nonparametric Tests

The day concluded with a session on nonparametric tests in SPSS. Participants explored nonparametric alternatives to parametric tests, including the Mann-Whitney U test and the Kruskal-Wallis test. They practiced conducting and interpreting the results of nonparametric tests for data that do not meet parametric assumptions.

Day 4: Advanced Data Analysis and Interpretation

Session 1: Factor Analysis

Day four began with a session on factor analysis in SPSS. Participants learned how to perform exploratory and confirmatory factor analysis to identify underlying patterns in data. Practical examples and factor extraction techniques were discussed.

Session 2: Cluster Analysis

In the second session, participants delved into cluster analysis in SPSS. They explored techniques for grouping similar data points into clusters based on specified criteria. Practical exercises allowed participants to apply cluster analysis to real-world datasets.

Session 3: Report Writing and Interpretation

The day concluded with a session on report writing and interpretation of SPSS results. Participants learned how to present their findings effectively, including the creation of tables, charts, and narratives. The importance of clear and concise reporting in research was emphasized.

Day 5: Advanced Topics and Graduation

Session 1: Survival Analysis and Time Series

Day five began with a session on survival analysis and time series analysis in SPSS. Participants learned about analyzing data with time-based components, such as event survival rates and trends over time. Practical examples illustrated the application of these advanced techniques.

Session 2: Advanced SPSS Functions

In the second session, participants explored advanced functions and features in SPSS, including scripting, syntax, and automation of tasks. They gained insights into streamlining data analysis processes and enhancing efficiency.

Session 3: Graduation and Certificate Distribution

The Certificate Course in SPSS concluded with a graduation ceremony, where participants received their certificates of completion. The ceremony celebrated their dedication to acquiring valuable skills in data analysis and statistical research using SPSS.

The comprehensive five-day Certificate Course in SPSS equipped participants with essential skills and knowledge for conducting data analysis in social sciences research. Each day's sessions covered foundational and advanced topics, empowering participants to apply SPSS effectively in their research and decision-making endeavors. The course's practical orientation and hands-on exercises ensured that participants left with practical skills and the confidence to utilize SPSS in their academic and professional pursuits.

North East Institute of Social Sciences and Research

Dimapur

Street Theatre

Certificate Course

Course Description

Performing arts are not only forms of entertainment but also a means of expressing creativity, conveying messages, and exploring cultural and societal issues. Street plays, also known as street theatre or guerrilla theatre, are a form of theatrical performance that takes place in public spaces such as streets, parks, or squares. Street plays are typically used to convey social, political, or cultural messages and engage with a wider audience outside the traditional theatre setting. They require talent, skill, and extensive training to deliver compelling and captivating performances to audiences. By combining the power of performing arts with the accessibility and interactive nature of street play, this workshop seeks to engage audiences, raise awareness, and inspire action on pressing social concerns.

Street plays have the power to inspire, educate, empower, and entertain. They serve as a catalyst for social change, cultural preservation, and community engagement, making them an important and impactful form of artistic expression. By integrating street play into social work education, we can equip future social workers with creative tools and experiential learning opportunities that empower them to address social issues effectively. This approach fosters a holistic understanding of community engagement, cultural sensitivity, and social change, while promoting the values and principles of social work practice.

Objectives

1. To provide students with practical experience in utilizing performing arts as a means of raising awareness, promoting dialogue, and addressing social issues.
2. To develop students' skills in community engagement, communication, creativity, and problem-solving through the process of planning and executing street plays.
3. To encourage critical reflection and analysis of the social issues portrayed in street plays, promoting social justice and advocacy in social work practice.
4. To utilize the expressive and engaging nature of performing arts to convey important social messages effectively.

Scope of the Certificate Course

1. **Community Engagement:** This will provide an opportunity for students to engage with communities directly, fostering a deeper understanding of their needs and concerns.
2. **Advocacy and Awareness:** students can use this platform to raise awareness about social issues, challenge stereotypes, and promote positive social change.

3. **Creativity and Innovation:** students can learn to think outside the box and find innovative ways to address social issues through artistic expression.

4. **Teamwork and Collaboration:** Street theatre often involves collaboration among performers. This course will help develop teamwork skills, learn to appreciate diverse perspectives, and build a sense of camaraderie with fellow performers.

5. **Community Mobilization:** Through performances in public spaces, students can mobilize communities for social causes.

6. **Therapeutic Value:** Street theatre can serve as a therapeutic outlet for individuals facing social challenges. This will enable students can explore the psychological benefits of creative expression in community settings.

7. **Networking Opportunities:** Engaging in street theatre can provide students with networking opportunities. They may connect with artists, community leaders, and organizations working towards similar social goals.

8. **Documentation and Evaluation:** Students can learn to document and evaluate the impact of their street theatre performances. This skill is valuable for assessing the effectiveness of their interventions and making data-driven decisions.

9. **Career Opportunities:** The skills acquired in a street theatre course can enhance the employability of students. They may find opportunities in community development, advocacy, and even within organizations that use creative methods for social change.

Course Duration: This course is for 4 weeks (30 hours)

- **Eligibility:** BSW/ BA and above from any stream
- **Assessment:** Trainee's performance will be assessed at the end of the course work (Theory and Practical).

Sl.No	Assessment Criteria	Mark
1.	Attendance	10
2.	Theory	30
3.	Practical	60

MODULE

Course content		Hours
Week 1: Introduction to Street Theatre- Elements of Street Theatre		6
Session 1	Overview of Street Theatre, Historical context, Importance and relevance	
Session 2	Physicality and movement	
Session 3	Voice projection and modulation, Use of space and props	

Course content		Hours
Week 2- Creating Engaging Characters, Scriptwriting for Street Theatre and Incorporating Music and Dance		8
Session 1	Character development, Costume and makeup considerations	
Session 2	Basics of scriptwriting and Adapting scripts for street performances	
Session 3	Collaborative writing exercises	
Session 4	Integrating music into performances and Choreographing dance routines	

Course content		Hours
Week 3- Logistics, safety and Engaging with the Audience		6
Session 1	Obtaining permits and permissions, and Ensuring safety during performances	
Session 2	Ensemble building, Blocking and staging, Feedback and iteration	
Session 3	Crowd interaction and Handling unexpected situations	

Course content		Hours
Week 4-		10
Session 1	Practical performances by participants	
Session 2	Peer and instructor feedback Reflection and improvement strategies	

Suggested readings:

1. Deshpande, S. (2007). Theatre of the Streets: The Jana Natya Manch Experience. Bombay: Janam
2. Freire, P. (1970). Pedagogy of the oppressed. New York: Herder and Herder
3. Murray, S., & Keefe, J. K. (2007). Physical Theatres: A Critical Introduction. London: Routledge.
4. Rubin, D., Pong, C. S., Chaturvedi, R., Majumdar, R., Tanokura, M., & Brisbane, K. (1998). The World Encyclopedia of Contemporary Theater Asia Pacific . London: Routledge.

North East Institute of Social Sciences and Research,Peace Centre, 7th Mile, Chümoukedima, Nagaland

Certificate Course on Sustainability and Waste Management
(Prepared By- Fr. Dr. Robin Thomas)

Rationale for introducing the certificate course on Sustainability and Waste Management

Sustainability and Waste Management is the responsibility to conserve natural resources and protect global ecosystems to support health and wellbeing, now and in the future. Because so many decisions that impact the environment are not felt immediately, a key element of environmental sustainability is its forward-looking nature. **(De Silva, M., & Henderson, J. , 2011)**

The terms "ESG" (Environmental, Social and Governance) and "sustainability" are used interchangeably, especially when it comes to benchmarking and disclosing data. (Abhayawansa, 2020)

Sustainability and Waste Management is an umbrella term for many green concepts and corporate responsibility, while ESG has become the preferred term for investors and the capital markets. The industry may have started with sustainability efforts, but it has evolved to include ESG practices, performance, reporting and relevance to capital opportunities. ESG data helps identify risk-adjusted returns. Emphasis on all three pillars has aided the shift in how companies measure and disclose their performance. (Dorfleitner, 2015)

OBJECTIVES:

- To understand inter relatedness of human life, living organisms, environment
- Develop a comprehensive understanding about Sustainable environmental Protection Models
- Understand Sustainable environmental Protection strategies and roles of government, NGOs and Civil Society.

Course Duration: Certificate in Social Entrepreneurship is of one week (2 credit-30 hours).

Eligibility: Any graduate working/aspiring to work in development sector/ research/ community leaders can apply.

Assessment

Sl. No	Assessment Criteria	Marks
1.	**Class Attendance and participation**	10
2.	**Class Presentation**	20

| 3. | Field work Practicum- Project (Village Action Plan for Social Entrepreneurship) | 70 |
| | Total | 100 |

LEARNING OUTCOME

- The students will be able to understand the various models and programs of Sustainability and Waste Management.

- Students show ability to analyze and understand the interactions between social and environmental processes through assignments, research and field practicum.

- Students will have the knowledge of the scope and various areas of Sustainability and Waste Management activities.

- Students will be competent in doing various types of research.

Course Structure

Unit	Module	Hour
Unit One	**THE CONCEPTS AND PERSPECTIVES OF SUSTAINABILITY AND ENVIRONMENTAL PROTECTION** • Ecology, Sustainability, environment and society • Changing patterns from survival needs to emerging consumerism • Perspective on environment: Marxist, Rama Chandra Guah • Indian thought and environment - traditional and Gandhian • Disasters, risks, hazards, vulnerability, disaster cycle	**6 Hours**
Unit Two	**DEVELOPMENT PROCESSES, ENVIRONMENT ISSUES, AND CONSCIOUSNESS** • Urbanization and globalization • Environment degradation and pollution of natural resources • Deforestation and ecological imbalance - forestation programmes and policies • Ecological Movements: national & global • Construction of dams and its consequences: displacement, relocation and rehabilitation	**6 Hours**

Unit Three	ENVIRONMENT ACTION, MANAGEMENT, AND LAW	4 hours
	• Rio Summit and its implications • Government policies and programmes for preservation of environment • Environmental legislation: needs and importance • Women and conservation of environment • Role of traditional, state controlled, people controlled and jointly managed systems; and waste management	
Unit Four	BEST PRACTICES IN WASTE MANAGEMENT • Definitions • The problem • The solution • Best practices	6 hours
Unit Five	Unit 5: Practical Application of Sustainable environmental protection methods in the field. • Prepare a VillageAction Plan for Sustainable environmental protection	8 hours
	Total Hours	30 Hours

Works Cited

Abhayawansa, S. &. (2020). Directions for future research to steer environmental, social and governance (ESG) investing to support sustainability: a systematic literature review. *Handbook of accounting and sustainability*, 318-341.

De Silva, M., & Henderson, J. . (2011). Sustainability in conservation practice. *Journal of the Institute of Conservation, 34(1)*, 5-15.

Dorfleitner, G. H. (2015). Measuring the level and risk of corporate responsibility–An empirical comparison of different ESG rating approaches. *Journal of Asset Management, 16*, 450-466.

Gunningham, N. (2009). Environment law, regulation and governance: Shifting architectures. *Journal of Environmental law, 21(2)*, 179-212.

Pleşea, D. A., & Vişan, S. . (2010). Good practices regarding solid waste management recycling. *The Amfiteatru Economic journal, 12(27)*, 228-241.

Rannikko, P. (1996). Local environmental conflicts and the change in environmental consciousness. *Acta sociologica, 39(1)*, 57-72.

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NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH

Bishop House, Dimapur, Nagaland – 797112

CERTIFICATE COURSE ON VIDEO EDITING

Introduction:

Videography is essential for today's digital era in terms of marketing, advertising, Audio-Video Evidence, process explanation, online classes and education and lot more arenas. The scope of operations is unlimited in terms of events, business and exploring content.

Objectives:

- To record and make video file with right exposure, composition and purpose
- Understand Lighting and record video in all conditions
- Edit video of Event/Process/Activity
- Leaning to make earning from videography
- To know end-to-end of Videography business

Course Duration: 3 months or 30 hours

Intake: 30 participants

Videography and Video-Editing

Video Shooting A Practical oriented course with special emphasis on coverage of Cinematic, News and YouTube Videography. The practical sessions cover single camera and multi camera operations. Video capturing, Audio dubbing titling editing on a computer using FCP X/Adobe Premiere software. Course includes indoor and outdoor training.

<u>**Syllabus**</u>

Module 1 - Premier Pro

Adobe premiere pro is a popular video editing software, it helps to create unique videos. Premiere Pro is used for editing video, audio enhancement, and color grading features etc. Premier pro has powerful tools to edit raw footage to create small or large videos, if you simply want to focus on video editing and apply color effects and simple transition effects, adobe premiere pro is the program to use. Below are the few highlights of module outline.

- Understanding User Interface
- Creating Sequence & Importing Media
- Understanding Resolutions
- Basic Video Editing
- Adding & Creating Effects
- Working with Audio
- Advanced Video Editing
- Color Correction

- Stabilize Footage
- Slow Motion Footage
- Green Screen
- Exporting Media
- Project 1 – Promotional Ad
- Project 2 – Film Trailer

Module 2 - Photoshop

Photoshop is the world's best imaging and graphic design software. This is used to Create and enhance photographs, illustrations, 3D artwork, create titles, layouts, logos and more. Below are the few highlights of module outline. Below are the few highlights of module outline.

- Understanding User Interface
- Working with Images
- Color Modes
- Layers Panels
- Typography
- Editing Tools
- Masking
- Transformations
- Smart Objects
- Adjustment Layers & Color Correction
- Linking Photoshop Files to Premier Pro
- Project 1 – Titles & Layouts
- Project 2 – Photo Manipulation & Color Correction
-

Module 3 - After Effects

After effects is used in post-production after the video footage is captured and edited from programs such as adobe premiere. After effects is used to add visual effects to video, create motion graphics and animation sequences.

In the industry, after effects is used in post-production process of film making, television production and social media. Below are the few highlights of module outline.

- Understanding User Interface
- Creating New Composition
- Importing Media
- Shapes & Text
- Keyframes Animation
- Creating Mask
- Creating Effects
- Green Keying
- 3D Camera Tracker
- Compositions Editing Techniques
- Rotoscoping
- Color Correction
- Motion Graphics
- Project 1 – Adding Effects to Film Trailer
- Project 2 – Adding Motion Graphics to Live Action Video
- Project 3 – Motion Graphics Intro

Module 4 - Audition

Audition is an audio editing application that will allow you to record, edit and mix audio. Adobe Audition is used by musicians, podcasters, video creators, editors, audio engineers, and professionals around the world. Below are the few highlights of module outline.

- Understanding User Interface
- Record audio with Audition
- Adjust volume
- Edit audio tracks together
- Add background music
- Apply and adjust effects
- Remove background noise
- Make audio better with EQ, amplitude, and compression
- Stretch time and shift audio pitch
- Add delay and echo effects
- Make vocals sound better
- Remove vocals from audio
- Edit music in Audition
- Save and export files
- Project – Adding voice, sound effects & music to motion graphics video & promotional AD.

CAREER OPPORTUNITIES - VIDEO EDITING

Video editors start their job as editing assistants to senior editors in production studios or broadcasting stations. After gaining experience, video editors may have the chance to work in senior video editing positions. Video editors also usually have opportunities to work as freelancers. video editors will work on movies, promotional ads, television shows etc.. Candidates who completes the course successfully, can build career opportunity in industries like:

- Film Studios
- Advertising Agencies
- Government Departments
- Production Houses
- Self-Employment through marketing of personal skills

Assessment:

Assessment Criteria (Marks):

1. Class Attendance	10
2. Class Participation (Individual)	20
3. Performance in internal exams:	
a. Written exam	10
b. Practical exam	10
	Total 50

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH

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CERTIFICATE COURSE ON

Water, Sanitation, and Hygiene (WASH)

Prepared by

Dr. Toli H. Kiba
Assistant Professor

Course Description

WASH initiatives are essential components of community development, fostering economic growth, and enhancing the overall quality of life. Improved water and sanitation infrastructure positively impact communities, particularly in rural and underserved areas. WASH is directly linked to several Sustainable Development Goals (SDGs), including SDG 6, which aims to ensure availability and sustainable management of water and sanitation for all. Engaging in WASH education supports broader global efforts to achieve these goals.

WASH course is crucial for addressing health disparities, promoting sustainable development, and preparing individuals to make meaningful contributions to global efforts aimed at achieving water and sanitation-related goals.

Therefore, this Certificate Program in Water, Sanitation, and Hygiene (WASH) aims to equip participants with a solid understanding of the principles, practices, and challenges associated with WASH.

Course Objectives

1. Gain a foundational understanding of WASH principles, emphasizing the interconnected nature of water, sanitation, and hygiene, and their impact on public health.

2. Acquire hands-on skills in water quality testing, sanitation facility assessment, and hygiene promotion, enabling effective participation in WASH initiatives.

3. Develop the ability to design, analyze, and present WASH projects, fostering the application of theoretical knowledge to real-world scenarios for sustainable community impact.

Scope of WASH Certificate course

The scope of a Water, Sanitation, and Hygiene (WASH) certificate course is broad and encompasses a range of opportunities across different sectors. Individuals who complete a WASH certificate course can find employment and contribute to initiatives in various areas:

1. **Non-Governmental Organizations (NGOs):** NGOs working on humanitarian aid, community development, and public health often require professionals with expertise in WASH. Certificate holders can work on projects related to water infrastructure, sanitation, and hygiene promotion.

2. **Government Agencies:** Many government agencies, both at the national and local levels, are involved in WASH-related projects and policies. Certificate holders can find opportunities in departments responsible for water resources, public health, and environmental protection.

3. **International Development Organizations:** Organizations such as the United Nations, World Health Organization (WHO), and other international development agencies actively engage in global WASH initiatives. Certificate holders can contribute to projects that address water and sanitation challenges on a global scale.

4. **Emergency Response and Relief Organizations:** WASH professionals are crucial in emergency situations, such as natural disasters or conflict zones. Certificate holders can work with organizations providing rapid response and relief efforts, ensuring affected populations have access to clean water and sanitation facilities.

5. **Consultancies:** Individuals with a WASH certificate can work as consultants, providing expertise to organizations, businesses, and government bodies on WASH-related projects, policies, and infrastructure development.

6. **Research and Academia:** WASH professionals can contribute to research in areas such as water quality, sanitation technologies, and hygiene behavior change. They may also find opportunities in academia, teaching WASH-related courses or conducting research in academic institutions.

7. **Private Sector:** Some private companies are involved in water treatment, sanitation solutions, and hygiene products. WASH certificate holders may find roles in these companies, contributing to the development and implementation of sustainable WASH solutions.

8. **Community Development Projects:** WASH professionals can work directly with communities, implementing and managing projects that focus on improving access to clean water, sanitation facilities, and promoting hygiene practices.

9. **Health and Medical Fields:** Health professionals, including nurses and doctors, who complement their medical knowledge with a WASH certificate can contribute to disease prevention and health promotion through improved water and sanitation.

10. **Educational Institutions:** WASH certificate holders can work in educational institutions, developing and delivering courses on WASH, training programs, and awareness campaigns.

Course Duration: This course is for 4 weeks (30 hours)

Eligibility: Class 12 and above from any stream

Assessment: Trainee's performance will be assessed at the end of the course work (Theory and Practical).

Sl.No	Assessment Criteria	Mark
1.	Attendance	10
2.	Theory	40
3.	Practical	50

MODULE

Course content		Hours
Week 1- Introduction to WASH		6
Session 1: Overview of WASH	• Definition and importance of WASH • Impact on health and well-being	2
Session 2: Water Quality and Sources	• Different water sources • Water quality parameters	2
Session 3: Sanitation Basics	• Importance of sanitation • Different sanitation facilities	2
Course content		Hours
Week 2- Water Management		8
Session 4: Waterborne Diseases	• Common waterborne diseases • Prevention and treatment	2
Session 5: Water Treatment Methods	• Filtration, chlorination, and other methods • Household water treatment	2
Session 6: Sustainable Water Use	• Conservation practices • Water recycling and reuse	2
Session 7: Field Trip / Practical Exercise	• Visit to a water treatment plant or community water source	2
Course content		Hours
Week 3- Sanitation and Hygiene		**8**
Session 8: Sanitation and Health	• Disease transmission through poor sanitation • Proper waste disposal	2
Session 9: Hygiene Promotion	• Importance of hygiene • Behavior change strategies	2
Session 10: Gender and WASH	• Gender-specific issues related to WASH • Inclusive WASH programs	2
Session 11: Practical Hygiene Demonstrations	• Handwashing techniques • Proper use of sanitation facilities	2
Course content		Hours
Week 4- WASH in Emergency Situations and Final Project		8
Session 12: WASH in Emergencies	• Importance of WASH during emergencies • Rapid response strategies	2
Session 13: Case Studies and Group Discussions	• Analyzing successful WASH projects • Challenges and solutions	2
Session 14: Final Project Presentations	• Students present their WASH project ideas or case studies	2
Session 15	• Course Review and Q&A	2

Reading materials

- Medécins Sans Frontières (MSF), 2010. Public Health Engineering in Precarious Situations
- Oxfam, 2003. Guidelines for Public Health Promotion in Emergencies
- RedR, 2002. Engineering in Emergencies: A Practical Guide for Relief Workers
- Water, Engineering and Development Centre, Loughborough University, 2004. Out in the Cold: Emergency Water Supply and Sanitation for Cold Regions

NORTH EAST INSTITUTE OF SOCIAL SCIENCES AND RESEARCH (NEISSR)

Report on Certificate Course in Youth Development

Day 1: Orientation and Course Overview

The Certificate Course in Youth Development, conducted by NEISSR, commenced with an orientation session. Participants were introduced to the course objectives, curriculum, and expectations. The day also included ice-breaking activities to facilitate interaction among the attendees, setting a positive tone for the course.

Session 1: Course Introduction

The first orientation session was dedicated to introducing participants to the Certificate Course in Youth Development. The session began with a warm welcome and an overview of the course's objectives and structure. Key topics covered included the importance of youth development, the course's relevance in today's context, and the expected learning outcomes. Participants were encouraged to share their expectations and goals for the course, fostering a sense of engagement and ownership from the start.

Session 2: Curriculum and Schedule

In the second session, the focus shifted to the course curriculum and schedule. Detailed information about the modules, topics, and learning resources was provided. Participants received a clear outline of what to expect in each session and were introduced to the instructors and guest speakers who would be contributing to their learning journey. This session also addressed logistics, including assessment methods, assignments, and any prerequisites or materials needed for the course.

Session 3: Ice-Breaking and Networking

The third session aimed to build a sense of camaraderie among participants. Ice-breaking activities were organized to encourage interaction and create a supportive learning community. Participants had the opportunity to introduce themselves, share their backgrounds, and identify common interests. This session not only helped break the initial barriers but also laid the foundation for collaborative learning throughout the course. The friendly and inclusive atmosphere set a positive tone for the entire orientation program.

Day 2: Understanding Youth Development

Participants explored into the fundamentals of youth development, exploring topics such as the physical, psychological, and social aspects of adolescence. The day featured engaging

discussions and case studies, encouraging participants to reflect on the challenges and opportunities in working with young people.

Session 1: Foundations of Youth Development

The first session on understanding youth development provided participants with an overview of the foundational concepts and theories in this field. Topics included the physical, psychological, and emotional aspects of adolescence. Participants explored the developmental stages of youth, gaining insights into the unique challenges and opportunities that arise during this period. Case studies and real-life examples were used to illustrate key points, encouraging active engagement and critical thinking.

Session 2: Social and Cultural Influences

In the second session, the focus shifted to the role of social and cultural factors in youth development. Participants examined how societal norms, cultural beliefs, and community environments impact the lives of young individuals. Discussions revolved around issues such as identity formation, peer influence, and the impact of technology and media on youth behavior. Through group discussions and interactive exercises, participants explored the complexities of navigating cultural contexts in youth development work.

Session 3: Youth Development Approaches

The third session delved into various approaches and models in youth development. Participants were introduced to different frameworks for understanding and working with youth, such as the asset-based approach, positive youth development, and strengths-based perspectives. Practical examples and case studies demonstrated how these approaches can be applied in real-world settings. The session encouraged participants to reflect on their own beliefs and values in relation to youth development and to consider the most effective approaches for their specific contexts.

Day 3: Youth Empowerment and Leadership

Day three focused on youth empowerment and leadership. The session explored strategies to empower young individuals, enhance their leadership skills, and promote their active participation in decision-making processes. Practical exercises and group activities enriched the learning experience.

Session 1: Empowerment Principles

The first session on youth empowerment and leadership began with an exploration of the fundamental principles of empowerment. Participants learned about the significance of autonomy, self-efficacy, and decision-making in empowering young individuals. Through group activities and discussions, they identified strategies to build self-confidence and enhance the

sense of agency among youth. Practical exercises and case studies illuminated the importance of fostering a supportive environment that promotes empowerment.

Session 2: Leadership Development

In the second session, the focus shifted to leadership development among youth. Participants delved into the key qualities and skills that make effective youth leaders. Topics included communication, problem-solving, teamwork, and decision-making. The session also examined different leadership styles and encouraged participants to reflect on their own leadership potential. Role-playing and group activities provided opportunities for participants to practice leadership skills and gain insights into their leadership strengths and areas for growth.

Session 3: Youth Participation and Advocacy

The third session explored the vital role of youth participation and advocacy in driving positive change. Participants learned about the importance of involving young people in decision-making processes and community initiatives. They also explored strategies for youth-led advocacy campaigns and how to effectively voice their concerns on social and political issues. The session included case studies of successful youth-led advocacy movements, inspiring participants to consider how they can empower youth to become active agents of change in their communities.

Day 4: Youth and Social Issues

Participants engaged in a thought-provoking discussion on the various social issues affecting today's youth, including mental health, substance abuse, and social inequalities. The day emphasized the importance of addressing these challenges and equipping youth with resilience and coping strategies.

Session 1: Understanding Contemporary

Youth Challenges The first session on "Youth and Social Issues" provided participants with an in-depth understanding of the various challenges faced by today's youth. Participants explored issues such as mental health, substance abuse, cyberbullying, and social inequalities. Real-life case studies and statistics were presented to shed light on the prevalence and impact of these challenges. This session served as a foundation for recognizing the importance of addressing these issues in youth development work.

Session 2: Strategies for Addressing

Youth Social Issues In the second session, participants delved into effective strategies for addressing the social issues affecting youth. The session focused on prevention, intervention, and support mechanisms. Participants learned about evidence-based approaches, community-based programs, and support networks available to help young people facing these challenges. Case

studies highlighted successful initiatives, encouraging participants to think critically about how they can contribute to creating supportive environments for youth.

Session 3: Promoting Resilience and Well-being

The third session emphasized the promotion of resilience and well-being among youth. Participants explored strategies for enhancing mental health, fostering emotional intelligence, and building resilience in young individuals. Practical exercises and role-playing scenarios allowed participants to develop skills in providing emotional support and guidance to youth facing social issues. The session underscored the importance of a holistic approach to youth development that prioritizes mental and emotional well-being alongside physical health.

These sessions collectively aimed to equip participants with the knowledge and tools needed to address the complex social issues that impact today's youth and to empower them to make a positive difference in the lives of young people.

Day 5: Youth Development in Practice and Graduation

The final day of the course featured real-world examples of successful youth development programs and initiatives. Participants learned about best practices and had the opportunity to share their own project ideas. The course concluded with a graduation ceremony, where participants received their certificates of completion.

Session 1: Practical Applications of Youth Development

The first session on "Youth Development in Practice" focused on translating theoretical knowledge into practical applications. Participants learned about program planning, implementation, and evaluation in the context of youth development initiatives. Case studies and real-world examples illustrated successful youth development projects. Participants engaged in hands-on exercises to design their own youth development programs, fostering a deeper understanding of how to apply best practices in their respective settings.

Session 2: Youth Engagement and Participation

The second session emphasized the importance of youth engagement and participation in the planning and execution of youth development programs. Participants explored strategies for involving young people in decision-making processes and creating opportunities for their active participation. Interactive discussions and group activities allowed participants to exchange ideas and develop innovative approaches to engage youth effectively.

Session 3: Graduation and Reflection

The final session marked the culmination of the Certificate Course in Youth Development. Participants celebrated their successful completion of the program and received their certificates. This session also provided an opportunity for reflection on the course's key takeaways and personal growth. Participants shared their insights, lessons learned, and plans for applying their newfound knowledge and skills in their professional and community roles. The graduation ceremony served as a motivating and inspirational conclusion to the course, inspiring participants to continue their journey in youth development.

These sessions collectively prepared participants to apply youth development principles in practice, engage effectively with young people, and graduate from the program with a renewed sense of purpose and dedication to empowering youth in their communities.

Conclusion:

The Certificate Course in Youth Development conducted by NEISSR provided participants with valuable insights and practical knowledge to work effectively with young people. Over the five days, attendees gained a deeper understanding of youth development, empowerment, and the essential role they play in shaping the future of society. This course exemplified NEISSR's commitment to providing quality education and training in the field of social sciences and youth development.