SNDT Women's University, Mumbai

Master of Science
(Home Science- Extension Communication Management)

M.Sc. (ECM)

As per NEP 2020

Syllabus

(w.e.f. Academic Year 2023-24)

SNDT Women's University, Mumbai
NEP Syllabus for Postgraduate Programme
M.Sc. (Extension Communication Management)

{Inception in 1982, Revised in 2006, 2012, 2020, NEP Syllabus 2023-24}

Programme Degree		M.Sc.
Faculty		Science & Technology
Specialization		(Extension Communication Management)
Preamble		This programme is aimed at creating development sector workforce who is equipped to manage extension education initiatives, communication strategy designs, urban/rural development and community outreach interventions, gender and development projects and everything to do with improving quality of life of human society. Learners interested in working for civil society organizations, bilateral and multilateral agencies associated with development work locally, regionally and globally in the areas of community development, corporate social responsibility, urban or rural development can benefit from this programme. The programme equips the learners with knowledge and skills in dealing with diverse communities. There is community work for the first year of this programme which helps learner develop self-confidence and skills in reaching out to community and designing and implementing training, activities, campaigns and projects for social change.
Programme Objectives		This programme will enable the learner to: 1. Gain knowledge in the areas of extension, development, management and media communication. 2. Strengthen the professional competence for work in the areas of development, research, education, extension, and communication. 3. Pursue higher education and research in Home

		Science Extension, Media Communication, Community Development and Development Studies.
	4.	Obtain skills in facilitating communities and employability in the areas of urban/rural outreach, community development and social and behaviour change communication.
Programme Specific Outcomes (POs)		After completing this programme, Learner will be able to:
	1.	Become extension and communication professionals working for government and Non- government organizations to attain development goals of the nation.
	2.	Gain understanding of inter-relationship of diverse disciplinary areas of home science extension, development studies, public administration, training and development, gender, human service management, community health, media and communication.
	3.	Undertake research and intervention for diverse groups like children, adolescents, girls, women, youth and so on.
	4.	Equip themselves with information and skills for working with diverse communities including design and development of programmes and activities.
	5.	Act as a facilitator for the development processes for the social change.
	6.	Able to establish organizations that work for/with diverse communities.
Eligibility Criteria for the Programme		Any woman student who has graduated with minimum 45% with B.Sc. Home Science with any specialization, B.Sc. Composite Home Science, BA in Home Economics/Home Science, B.Sc. General Home Science, B.Sc. family and community sciences/Human Ecology and Community Sciences, B. Sc. Agriculture/forestry/horticulture/Botany, Bachelor's degree in Social Work, Arts, Management, Mass Communication and Journalism, Mass Media or any allied social science subjects from AICTE/UGC recognized institutions after 10+2 years of education.
Intake (For SNDTWU Departments and Conducted Colleges)		20

RM: Research Methodology * OJT: On-Job Training * RP: Research Project

Syllabus Structure of Four Semesters

M.Sc. (Extension Communication Management)

Code	Courses	Type of Course	Credits	Marks	Int	Ext
Semester I						
115011	Socio-economic Environment of India	Major (Core)	4	100	50	50
115012	Development Planning & Administration	Major (Core)	4	100	50	50
115013	Understanding Communication	Major (Core)	4	100	50	50
115024	Community Work I (Pr.)	Major (Core)	2	50	50	-
125011	Theories of Behaviour & Development OR Media Appreciation	Major (Elective)	4	100	50	50
135011	Research Methodology	Minor Stream (RM)	4	100	50	50
End of SEMESTER I			**22**	**550**	**300**	**250**
Semester II						
215011	Gender & Development	Major (Core)	4	100	50	50
215012	Training & Development	Major (Core)	4	100	50	50
215013	Extension Systems	Major (Core)	4	100	50	50
215024	Community Work II (Pr.)	Major (Core)	2	50	50	-
225011 225022 224611	Guidance & Counseling **OR** Media Production (Pr.) OR Organizational Behaviour (RM)	Major (Elective)	4	100	50	50
245041	Internship	OJT	4	100	50	50
End of SEMESTER II			**22**	**550**	**350**	**200**
Exit after first year + 10 credit internship PG Diploma (Extension Communication Management)			**44**	**1100**		

Second Year Structure

SN	Courses	Type of Course	Credits	Marks	Int	Ext
Semester III						
315011	Management of Human Service Organizations	Major (Core)	4	100	50	50
315022	Campaign Planning (Pr.)	Major (Core)	4	100	50	50
315013	Community Health & Nutrition	Major (Core)	4	100	50	50
315024	Data Analysis & Management (Pr.)	Major (Core)	2	50	50	-
325021 325012	Scientific Writing (Pr.) OR Persons with Disabilities*	Minor (Elective)	4	100	50	50
355031	Research Project	RP	4	100	50	50
End of SEMESTER III			**22**	**550**		
Semester IV						
415021	Research Applications in Extension & Communication (Pr.)	Major (Core)	4	100	100	-
415012	Sustainable Development	Major (Core)	4	100	50	50
415013	Project Management	Major (Core)	4	100	50	50
425011 425021	Life Long Learning OR Development Communication (Pr.)**	Major (Elective)	4	100	50	50
455031	Dissertation - I	Research Project	6	150	50	100
End of SEMESTER IV			**22**	**550**	**300**	**250**
M.Sc. (Extension Communication Management)			**88**	**2200**		

*/# CHANGE in the paper titles

** 425021 is a NEW CODE & Paper. It is a blended paper contents of which is to be taught from EPG Pathshala.

SEMSTER-1

Syllabus Contents

Semester I			
115011	**SOCIO-ECONOMIC ENVIRONMENT OF INDIA** Major (Elective) (3+1)		**4**
Sr.No.	**Modules and Outcomes**	**Course Contents**	**Cr**
Course Objectives:	The course will enable the students to: - become aware of the socio-economic structure, organisation and problems of rural, urban and tribal communities - Recognise the implications of the socio-economic environment in the process of development.		
Course Outcomes:	At the end of this course Learners will be able to - • Gain exposure to rural, urban and tribal communities and sensitize with the issues and structural challenges. • Recognise implication of the changing socio-economic environment of India post-independence. • Analyse the know how to measure the poverty through different tools and techniques. • Apply critical thinking to inform and communicate professional judgments.		
Module 1	**Concepts**		1
	Learning Objectives: The Module will enable learners to- • Differentiate the social structures and characteristics of different types of communities. • Recognise how communities are structured across spaces.	**Module Contents:** • Definition, characteristics of a community, community dynamics • Structure and organisation of rural, urban and tribal communities. Family, caste, marriage, values, norms, customs, occupation, religion, kinship gender roles, social controls, class, etc. • Liberalisation, Privatisation, Globalisation • Public, Private, Corporate, Business, Civil Society	
Module 2	**Socio-economic changes in post-independence India**		1
	Learning Objectives: The Module will enable learners to-	**Module Contents:** • Planned Development, Industrialisation, White/Green/Blue Revolutions	

	• Illustrate historical processes in Indian history. • Recognise role of various government bodies and their effect on society. • Categorise how events have impacted post-independent India.	• Role of Planning Commission, Niti Ayog, Indian Constitution • Education and Employment, and their impact on social change • Emergency, Rise and Fall of Political parties, Reform movements	
Module 3	**Issues of rural, urban and tribal areas**		1
	Learning Objectives: The Module will enable learners to- • Assess characteristics of different types of communities. • Construct critical analysis about issues related to urban, rural and tribal societies.	**Module Contents:** • Rural: Caste traditionalism, unemployment, health, social and economic inequalities, illiteracy, migration, connectivity, etc. • Urban: Poverty, unemployment, overpopulation, housing, slums, pollution etc. • Tribal: Social and economic problems, illiteracy, health, integration with main stream, etc. • Industrialisation and Digitisation of Tier II and Tier III cities, Smart City concept	
Module 4	**Challenges in Indian Society**		1
	Learning Objectives: The Module will enable learners to- • Recognise varied concept in social change and community development. • Create their analysis about issues related to day to day life.	**Module Contents:** • Inclusion, Exclusion, Integration, federalism • Fundamentalism, Communalism, Regionalism, Nationalism, Patriotism • Brain Drain	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
• Survey/Interview (community/campus) on selected themes listed in the syllabus. • Presentation on themes like Urbanization, Industrialization & Planned development in India, LPG; White/Green/Blue Revolutions or Planning Commission, Niti Ayog & Indian Constitution. • Discussion on Urban issues/problems based on: Field work notes/field diary, observations. • Class discussion/debate on rural/tribal/ urban issues, challenges of corruption, cleanliness or even violence against women. • Explain with the help of: Thematic/concept maps showing interrelationships/ linkages between various issues.			

References:

→ Bhose, S.G.R. Joel (2003) NGOs and Rural Development, Concept Publishing Company, New Delhi

→ Desai, Vasant (1983) A Study of Rural Economy, Himalaya Publishing House, Mumbai

→ Dubey, M.K. (2000) Rural and Urban Development in India, Commonwealth Publishers, New Delhi

→ Fenze S M and A K Chauhan (2011) Microfinance in India, New Century Publications, New Delhi.

→ Heggade, O.D. (1998) Urban Development in India, Mohit Publications, New Delhi

→ Jain, Gopal Lal (1997) Rural Development, Mangal Deep Publications, Jaipur

→ Jha Sumongla (2011) Encyclopaedia of Social Development, Century Press, New Delhi.

→ Nagpaul, Hans (1996) Social Work in Urban India, Rawat Publications, New Delhi.

→ Prasad, B.K. (2003) Rural Development: Concept, Approach and Strategy, Sarup and Sons, New Delhi

→ Rajalingam P (2011) Impact of Globalisation on Indian Economy, Serial Publication, New Delhi.

→ Reddy, K. Venkata (1988) Rural Development in India, Himalaya Publishing House, Mumbai.

→ Satya Sundaram, I (1999) Rural Development, Himalaya Publishing House, Mumbai

→ Singh, Kartar (1999) Rural Development Principles, Policies and Management, Sage, New Delhi.

→ Sirchi Anand (2012) Dynamics of Social ecology and social control, Dominant Publishers and Distributors, New Delhi.

→ Chandra Bipin, Mridula and Aditya Mukherjee (2007) India Since independence, Penguin Books, Delhi.

Semester I		
115012	**DEVELOPMENT PLANNING & ADMINISTRATION** Major (Core) (4+0)	**4**
Course Objectives:	The course will enable the students to: - recognise the concept of Development, human development, production, consumption and other matrices of measurement of national development. - get acquainted with the approaches, models and - relate and apply the principles of development administration to community development.	
Course Outcomes:	At the end of this Course the students will be able to: • Organise the concept of development administration and engage in current policy practice to advance social and economic well-being. • Identify different approaches, models and principles of development administration and apply in working with communities. • able to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities • Apply critical thinking to respond to context that shape community practices.	
Module 1	**Concepts**	1

	Learning Objectives:	**Module Contents:**
	The Module will enable learners to- • Recognise varied concepts associated with Development. • Contrast different processes of development administration.	• Development: meaning, philosophy, objectives, approaches, Principles, Global/Regional/Local trends in public administration • Extension education: meaning, process and principles of learning in extension • Types of Extension- Agriculture extension, Home Science extension, Dairy extension, etc. • Role of public administration in development- Plans, Projects, Programmes, Policies, Personnel, governance, Difference in Planning, Administration, Management • Role of NAM, SAARC, BRICS, BIMSTEC, Economic Forums

Module 2	**Development Approaches and Models**	1

	Learning Objectives:	Module Contents:	
	The Module will enable learners to- • Compare varied approaches to development. • Recognise different models of development.	• Dominant Paradigm, Alternate paradigm, Gandhian self- reliance • Approaches: Welfare, Equality, Equity, Empowerment, Participatory, • State versus Market, Infrastructure debate, Governance, • Models of Development- Liberal, Socialist, Gandhian, PPP and others	
Module 3	**Development Administration**		1
	Learning Objectives: The Module will enable learners to- • Elaborate developments and levels of development administration. • Recognise the role of various government bodies in development process.	Module Contents: • Edward Weidner and concept of development administration, Historical developments mainly post independent India • Village-Block-District-State-Union level agencies, organisations and institutions • Urban planning and management, Role of Municipalities, Corporations and urban agglomerations • Revenue administration, district administration, local self-government, Three arms of government- legislative, judiciary, executive, Role of media	
Module 4	**Community Development in public administration**		1
	Learning Objectives: The Module will enable learners to- • Identify interconnections of communities' development and public administration. • Recognise challenges associated with community development.	Module Contents: • Community and their role in their own development • Government programmes, policies and efforts in engaging community • Challenges of Community Development: Sustainability-Participation-Resources-Engagement- Self Reliance	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
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References:

→ Chandra, S.P. (ed.) (2001) Private Extension: Indian Experiences, National Institute of Extension Management, Hyderabad.
→ Dahama, O.P. & O.P. Bhatnagar, (2003) – Education and Communication for Development, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi
→ Fukuyama Francis (2020) The End of History and the Last Man, Penguin, UK.
→ Government of India (1961) - Extension Education in Community Development, Ministry of Food and Agriculture, New Delhi
→ Jain R B (1999) Citizen Participation in Development Administration: Experiences of India, September 1, 1999 Research Article, International Review of Administrative Sciences, Volume: 65 issue: 3, page(s): 381-394
→ Kotwal Pradip (2011) Community work and Social Action, Adhyayan Publishers and Distributors, New Delhi.
→ Pankajam, G. (2000) – Extension – Third Dimension of Education, Gyan Publishing House, New Delhi
→ Ray, G.L. (1999) – Extension Communication and Management, Naya Prokash, Kolkata.
→ Reddy, A. (1999) – Extension Education, Sree Lakshmi Press, Baptala.
→ Rukmini S (2021) Whole Numbers And Half Truths: What Data Can And Cannot Tell Us About Modern India, Context, England.
→ Sen Amartya (1997) Resources, Values and Development, Harvard University Press, Cambridge.
→ Sen Amartya (1999) Development as Freedom, Harvard University Press, Cambridge.
→ Singh Ajit K (2012) Working with communities and societies, Centrum Press, New Delhi.
→ Singh, Amita (2002) Public Administration: roots & wings, Galgotia Publishers, New Delhi.
→ Stiglitz Joseph E., Amartya Sen, Jean-Paul Fitoussi (2010) Measuring our lives: Why GDP does not add up, Commission on the Measurement of Economic Performance and Social Progress (France), New Press, 2010.

Semester I		
115013	**UNDERSTANDING COMMUNICATION** Major (Elective) (2+2)	**4**
Course Objectives:	This course will enable the students to: - Identify the concepts related to communication. - Get acquainted with the trends in communication approaches and models. - Be able to examine role of communication for self and society.	
Course Outcomes:	At the end of this Course the students will be able to: - Identify the concept and skills of communication so that they can effectively deliver community development activities. - Recognize different approaches, models and principles of communication and apply in working with communities. - engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities - Critique effectively the role of communication for self and society	
Module 1	**Concepts in Communication**	1

	Learning Objectives:	Module Contents:	
	The Module will enable learners to- • Contrast communication as process and product. • Recognise stakeholders in communication process.	• Definitions of Communication • Functions of Communication • Types & Levels of Communication • Elements of Communication • Barriers in Communication. • Scope of communication • Stakeholders in communication • Communication as a process and product • Evolution of communication • Role of technology in communication	
Module 2	**Models of Communication**		1
	Learning Objectives: The Module will enable learners to- • Judge how varied models came into being and scholars' backgrounds who provided those models. • Contrast how different models have merits and demerits.	Module Contents: • Basic Models in Communication: Lasswell's formula, Shanon & Weaver mathematical model, Osgood & Schramm's model, Berlo's SMCR model. • Models of Mass Communication : Defluer, Ball & Rokeach dependency model; Gerbner's general model of mass communication; Comstocks psychological model of TV effect; Schramm's model of mass communication, Westley & MacCleans model of Communication research, Katz & Lazarfeld's 2 step flow of Communication model, Spiral of Silence. • Conceptualizing models based on day to day experiences	
Module 3	**Growth and Development of Communication sciences**		1
	Learning Objectives: The Module will enable learners to- • Illustrate evolution of discipline of communication with time • Recognise relationship of communication with culture and society.	Module Contents: • Communication as transmission • Communication as reception • Communication as culture • Relationship of communication with culture and media • Role of Communication in any society • Communication as a subject discipline	
Module 4	**Understanding Self and 'other' in Communication**		1

	Learning Objectives:	**Module Contents:**	
	The Module will enable learners to- • Organise understanding about oneself using various tools.	• Transactional analysis • Johari Window • SWOT analysis • Maslow's Hierarchy of needs • Content-context of communication: Appearance, audio and emotion in rapport building, Attitude, behavior and values in communication	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
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References:
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- Devito A. Joseph. Human Communication – The Basic Course, (1994) Harper Collins, 6th ed., New York.
- Natalie Rogers (1982) How to Speak without Fear, Goyel Saab, Delhi.
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- Charles, K. (1998). Peak Performance the art of Communication. Black Enterprise
- D'Aprix, R. (1996). Communicating for Change: connecting the workplace with the marketplace, Joss Publishers, CA
- Holtz, S. (2004) Corporate Conversations: A guide to crafting effective and appropriate internal communication, Amacom, New York
- Stanton N. (2013). Mastering Communication and culture: Readings in the codes of human interaction. New York: Holt, Rinehart & Winston.

Semester I		
115014	**COMMUNITY WORK** Major (Elective) (0+2) As a part of this course the student is affiliated to community organisation or organisation working with diverse communities. The work they will take up would include understanding concepts of community organization and leadership in practice. During her work with the organisation she learns to recognise community organisation and leadership aspects in practice. At the end of her work she is assessed by the organisation as well as faculty monitoring her work.	**2**

Course Objectives:	The course will enable the students to: • Understand concepts of community organization. • Analyze factors contributing to community dynamics. • Organize and mobilize communities for development.	
Course Outcomes:	At the end of this Course the students will be able to: • Able to understand the concept of community organization and functioning. • Analyses factors contributing to community dynamics and apply in working with communities. • Organize and mobilize community groups for development and social change. • Apply knowledge of human behaviour in the social environment and engage diversity and difference in practice. • Identify as a professional extension worker and conduct herself accordingly.	
Module 1	**Understanding Community Organization**	1
	Learning Objectives: The Module will enable learners to- • Identify community organisation, its formation, development, and characteristics.	**Module Contents:** • Meaning, importance, principles, process, and history of community organization. • Community Organization and Community Development • Types & characteristics of social groups- (family, kinship groups, class-based groups, schools, co-operatives, youth clubs, Mahila Mandals, Panchayats, etc.) • Interests, attitudes, motivations for affiliations, interactions and role in community development.	
Module 2	**Community Dynamics**	1
	Learning Objectives: The Module will enable learners to- • Recognise prevailing power structure in a community and role of power in effective interventions for social change. • Develop strategies for effective community	**Module Contents:** • Understanding Power and leadership and their role in Community Organization; Community • Power Structures- Authoritarian, Democratic; Elitist Power and decision-making processes in • community; Pluralism as a	

	value and strategy in Community Processes
organisation.	• Rothman's Models of Community Organization- Locality Development, Social Planning, Social Action; strategies, scope, and limitation • Understanding strategies of Gandhi and Ambedkar in organizing communities for action

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Following is an indicative list of activities to be undertaken by the student while engaging in the community work.

• Take up needs assessment of the community.
• Assist the organization in their ongoing activities.
• Undertake programme planning and execution followed by evaluation.

References:

▪ Haralombos, M, Holborn, M. (2008), *Sociology: themes and perspectives,* Collins, U.S.A.
▪ Gore, M.S. (2003) Social Development, Rawat Publication, Jaipur.
▪ Kumar, A (2002) Structure of Society, Anmol Publications Pvt. Ltd., New Delhi.
▪ Rivera F.G. & J.L. Erlich (1995), Community Organizing, Allyn & Bacon A Simon & Schuster Co, U.S.A.
▪ Twelvetrees, Alan (2002), Community work, Palgrave, New. York, U.S.A.
▪ Mukherjee, Neela (2002) Participatory Learning & Action, Concept Publishing Company, New Delhi.
▪ Dale, R (2000): Organizations and Development Strategies, Structures and Processes, Sage Publication; New Delhi.
▪ Kotwal, P (2001): Community work and Social Action; Adhyayan Publishers and Distributors, New Delhi.
▪ Singh, A.K. (2012): Working with Communities and Society, Centrum Press, Bengaluru.

Semester I		
125011	**THEORIES OF BEHAVIOUR AND DEVELOPMENT** Major (Elective) (2+2)	**4**
Course Objectives:	The course will enable the students to: • Understand concepts of learning, human development, life span and associated concepts. • Analyze factors contributing to learning. • Organize and mobilize their own learning and be able to examine learning processes of individuals at different life span.	

Course Outcomes:	At the end of this Course the students will be able to: • Know different scholars of different behavioural theorists. • Compare perspectives and focus of various theorists on human development and behaviour. • Interpret and predict behaviors of all stages of life span. • Critically appreciates and analyzes the cross-cultural applications of theories. • Critically evaluate different theories of human development. • Compare strengths, shortcomings and implications of theories of behavior and development. • Identify various determinants of development focused by different theories • Acquire in depth understanding of the theories and models of development.	
Module 1	**Psychodynamic / Psychoanalytic Theories**	1
	Learning Objectives: The Module will enable learners to- • **Identify the significance and role of theories in understanding human development.** • **Recognize the idea that early childhood experiences affect development of adult.** • **Determine the reasons of deviated development.** • **Describe and explain an individual's personality or behavior**	**Module Contents:** • Significance of theory in understanding behaviour • Roles of theories in understanding human behaviour, contributions of Indian Theorists (approaches in theory construction – inductive and deductive) • Sigmund Freud's classical Psychodynamic Theory • Erik Erickson's Psychosocial Theory • Levinson's Adult Development Theory	
Module 2	**Cognitive and Language Theories**	1
	Learning Objectives: The Module will enable learners to- • Examine the human cognitive process.	**Module Contents:** • Theory of cognitive development by Jean J. Piaget • Multiple Intelligence Theory by Howard Gardner • Socio-cultural theory by Lev	

	• Create insight about cognitive and language development. • Examine internal and external factors influencing individual mental processes to supplement learning.	Vygotsky • Nativist theory by Noam Chomsky • Jerome Bruner's Theory of language development	
Module 3	**Motivation and Person-Centered Theory**		1
	Learning Objectives: The Module will enable learners to- • Understand theories of personality. • Gain knowledge of concepts constituting the major theories of personality and how they explain human behavior. • Critically appraise research findings in personality psychology.	**Module Contents:** • Maslow's Needs Theory • Henry Murray's Personality • Carl Roger's Person – Centered Theory • Critical analysis of all theories	
Module 4	**Learning Theories**		1
	Learning Objectives: The Module will enable learners to- • Describe and distinguish among major learning theories • Understand what motivates people to learn, and what circumstances enable or hinder learning. • Employ knowledge of learning theories to analyze learning strategies, strengths, and needs.	**Module Contents:** • Classical conditioning by Ivan Pavlov • Operant conditioning by B.F. Skinner • Social cognitive theory of Albert Bandura • Ecological Perspective towards Human development	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- Individual/ Group Presentations examining theoretical framework and theorist.
- Assignments associating assessment of one's learning style.
- Projects (Individual and Group) related to specific theories.

References:

- Crain, W (1992) "Theories of Development, Concepts and Application", Prentice Hall, New Jersey.
- Hall, C., Lindzey, G. and Campbell, J. (1998) "Theories of Personality", 4th Edition, John Wiley & Sons Inc., New York.
- Hollins Peter (2019) The Science of Self-Learning: How to Teach Yourself Anything, Learn More in Less Time, and Direct Your Own Education, Pkcs Media, California, US.
- Nicholas, S (1983) "Personality Theories", Holt, Rinehart and Winston, The Dryden Press.
- Okley Barbara (2018) Learning how to Learn, https://barbaraoakley.com/books/learning-how-to-learn/
- Vasta R (ed.) (1992) "Six theories of Child Development: Revised Formulations and Current Issues", Sessica Kingsley Publisher Ltd., London.

Semester I			
135011	**RESEARCH METHODOLOGY** Major (Elective) (3+1)		**4**
Course Outcomes:	After learning the module, learners will be able to - 1. Develop a scientific approach and know the processes of research 2. Apply competence for selecting methods and tools appropriate for research topics 3. Recognize procedural and methodological aspects of designing research.		
Module 1	**Research Process**		1
	Learning Objectives: The Module will enable learners to- • Summarize the process of research and its relationship to knowledge and science. • Identify research process based on actual researches conducted. • Recognize process of research problem formulation.	**Module Contents:** a. Scientific approach to enquiry in comparison to native, common sense approach b. Knowledge, theory and research c. Role, need and scope of research in the discipline of Home Science **Steps in Research Process and Elements of Research** a. Identifying interest areas and prioritizing Selection of topic and considerations in selection b. Review of related literature and research c.Variables- types of variables	

		including discrete and continuous variables	1
		Conceptual definitions and operational definitions	
		d. Concepts, hypotheses and theories	
		e Hypothesis- meaning, attributes of a sound hypothesis, Stating the hypothesis and types of hypothesis	
		Hypothesis testing- null hypothesis, sample distribution, level of significance, critical regions, Type I and Type II errors	
		f. Research Design	
		Research questions, objectives and assumptions	
		• **Ethics in Research**	
Module 2	**Types of Research**		1
	Learning Objectives: The Module will enable learners to- • Apply different types of research procedures. • Design research studies by knowing methods of research.	**Module Contents:** a. Basic and Applied research, Qualitative and Quantitative research (brief review of differences) b. Historical research c. Descriptive research methods – survey, case study, correlational study, content analysis, causal-comparative research d. Analytic studies- pre-experimental, experimental research, quasi experimental research e. Qualitative research, Ethnography f. Evaluative research- general characteristics, use of qualitative methods in enquiry Scope and importance of research in Home Science.	
Module 3	**Sampling**		1

	Learning Objectives: The Module will enable learners to- • Enlist different techniques of sampling. • Compare sampling procedures for specific research problems.	**Module Contents:** a. Rationale, characteristics- meaning, concept of population and sample, and utility b. Types of sampling and generalizability of results c. Probability sampling - simple random sample, systematic random sample, stratified random sampling etc - random and non-random samples, random numbers and use d.. Non-probability sampling - purposive samples, incidental samples, quota samples, snowball samples e.. General consideration in determination of sample size	
Module 4	**Tools & Techniques for Data Collection**		1
	Learning Objectives: The Module will enable learners to- • Experiment with the different tools of data collection. • Recognize relevance of different tools of data collection.	**Module Contents:** a. Primary and secondary methods of data collection b. Different types of questionnaires, rating scales, check lists, schedules, attitude scales, inventories, standardized tests, interviews, observation c. Development of tools, estimation of reliability and validity of tools d. Procedure for preparation of the tool, administration of tools for data collection e. Procedure for data collection Planning for data analysis-coding of responses	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			

- Recognize different Types of variables.
- Hypothesis formations and research questions from Research readings – students identify hypothesis/research questions – Discussion
- Construction of tools for data collection a) types of questions b) Questionnaire c) interview schedule d) observation d) scales
- Differentiate between (a) basic and applied research (Exercise to be based on actual

research papers published in accredited journals) (b) qualitative and quantitative research
• Based on Journal contents undertake a critical appraisal of studies/research papers and discuss types of Research with examples.
• For given topic students to frame and discuss the different possibilities of methods and tools

This is a common paper Across ALL Home Science specialisations.

References:

- Festinger, L. and Katz, D. (ed.) (1977): Research Methods in the Behavioral Sciences, Amerind Publishing, New Delhi.
- Gupta, S. (2001) "Research Methodology and Statistical Techniques", Deep and Deep, New Delhi.
- Jain, G. (1998): Research Methodology: Methods and Techniques, Mangal Deep, Jaipur.
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- Kumar, A. (2002): Research Methodology in Social Sciences, Sarup and Sons, New Delhi.
- McBurney, D.H. (2001): Research Methodology, Thomson-Wadsworth, Australia.

Semester-2

Course Contents

Semester II			
215011	**GENDER & DEVELOPMENT** Major (Elective) (3+1)		**4**
Sr.No.	**Modules and Outcomes**	**Course Contents**	**Cr**
Course Objectives:	The course will enable the students to: o Examine the concept of gender, empowerment and development. o Become aware of gender inequality and marginalisation. o Analyse importance of gender in development planning implementation. o Learn about various gender planning frameworks.		
Course Outcomes:	At the end of this Course the students will be able to: ▪ Be able to recognize gender inequalities and marginalizations. ▪ Understand the prevalence of patriarchy and its manifestations in their own life and in society. ▪ Recognize relationship between gender and development processes.		
Module 1	**Concepts**		1

	Learning Objectives:	Module Contents:	
	The Module will enable learners to- • Categorise social construction of gender. • Examining how gender prevails through varied concepts. • Exploring progression of concepts from WAD to GID.	• Understanding sex, gender, development, division of labour, gender roles, gender justice, equality, equity, rights, stereotypes, social construction of gender, women's studies, male gaze, objectification • Concepts of WAD-WID-GAD-GID, gender analysis matrix, shift from welfare to development and empowerment, rights based approach • Men-women-third gender, LGBTQA+, Women's movement	
Module 2	**Status of women in society**		1
	Learning Objectives: The Module will enable learners to- • Exploring statistics related to status of women in Indian society. •	Module Contents: • Status – meaning, Situation analysis with regard to demographic, education, employment, political and health (general, occupational and reproductive) of women in India • Theories of feminism, gender inequality, Women's Studies • Beijing Conference & Beijing+25, Issues of feminisation of Poverty, Sanitisation, Fuel-Fodder-Water, Violence/CEDAW, POSH, #Metoo, etc.	
Module 3	**Intersectionalities and Marginalization**		1
	Learning Objectives: The Module will enable learners to- • Breaking down how intersectionality influences people and their condition. • Categorise prevalence of discrimination and abuse faced by people in non-normative gender spectrum. • Analyse role of different	Module Contents: • Issues of marginalization and interventions therein - religion, caste, sexual minorities, People with special needs/Disabilities, elderly, children, Destitute/sex workers/surrogates, terminally ill people, etc. • Interventions for minorities in terms of policies, programmes, Interventions based on assessment of ground conditions.	

	players in maintaining status quo of gendered society.	• Role of state, corporate, media and civil society organizations • Issues of marginalization, discrimination, abuse, inequalities faced by people in different gender spectrum.	
Module 4	**Gender Planning**		1
	Learning Objectives: The Module will enable learners to- • Reflecting on varied gender planning frameworks. • Recognizing role of gender in development process.	**Module Contents:** • Gender planning, execution and assessment in development projects, programmes and institutions • Gender Analysis Frameworks like Moser-Harvard-Longwe-Social Relations approach, Gender Analysis Matrix • National policy for empowerment of women: policy perspective, • Mainstreaming gender perspective in the development process.	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
	• Presentation or review based project covering module-2. • Analysis of one's own experiences of marginalization • Participation through in-class processes towards gender sensitization. • Field based work on understanding gender issues in social space.		

References
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→ Lindsey, L (1990) Gender Roles, A Sociological Perspective, Prentice Hall India Pvt. Ltd. New Delhi.
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→ Neft, N. & A. Levine (1997) Where Women Stand, Random House, New York
→ Nuket, Kardam (1991) Bringing Women In: Women's Issues in International Development Programme, Lynne Rienner Publishers, UK

→ Polity Press (2002) The Polity Reader in Gender Studies, Polity Press, UK
→ Powell Gary (1999) The Handbook of Gender and Work, Sage, London.
→ Wearing, Betsy (1996) Gender: The Pain and Pleasure of Difference, Addison Wesley Longman, Australia
→ Worell Judith (2001) Encyclopaedia of Women and Gender- Sex Similarities and Differences and the Impact of Society on Gender, Two-Volume Set, 1st Edition, Academic Press.

Semester II		
215012	**TRAINING & DEVELOPMENT** Major (Elective) (2+2)	**4**
Course Objectives:	The course will enable the students to: - • Understand the importance of training and its developmental approaches. • Appreciate the significance of learning, performance, and motivational theories, and program planning and human resource management. • Recognise current trends in extension training and development with application to diverse organization environments.	
Course Outcomes:	At the end of this Course the students will be able to: ▪ Plan and execute training programmes for diverse communities. ▪ Understand training as broader function for organizations and its role in development processes of the nation. ▪ Apply different theories of learning, motivation and performance while designing training programmes.	
Module 1	**Concepts**	1
	Learning Objectives: The Module will enable learners to- • Examine role of training in human resource development. • Illustrate various stages of training process. • Devising training programmes by undertaking needs assessment.	**Module Contents:** • Systematic Approach to Training: concept of training, role, need and importance of Training. Differences in learning, training, development • Phases of training process: Needs Assessment-Training-Development-Evaluation. Expenditure and investment in training by an organisation and society. • Stages & Phases of T&D: Assessment, Motivation, Design, Delivery, and Evaluation Stages, Pre-During-Post Training Phases, methods, tools and techniques for effective training; participatory training tools • Needs Assessment and	

		Analysis: Organizational-Individual-Operational training needs, Stakeholders in Need Assessment, Types of Training Needs Analysis- Contextual, Competency, User, Task/Work, Content, Sustainability, Cost-benefit analysis. • Designing and evaluation of Training Programs for different stakeholders (Grassroots functionaries, managers, policy makers)	
Module 2	**Programme Planning & Evaluation**		1
	Learning Objectives: The Module will enable learners to- • Preparing programme planning, design and evaluation for specific community. • Present monitoring and evaluation plan for a programme planned for specific group. • Recognising resources and utilisation of resources for programme planning and execution.	**Module Contents:** • Programme Design in Extension -Meaning and principles of programme building process, Situation analysis, needs and objectives – Types of needs, methods of identifying needs, Objectives-types, levels and characteristics, steps involved in programmes building process, • Programme development cycle, planning models and framework, planning and developing teaching methods, precautions in programme building. • Utilisation of local resources-meaning and types of Resources, identification and appraisal of resources, resource mapping and plan of work. • Programme Implementation-Strategies and Approaches, aspects of execution, factors responsible for the successful conduct of a programme, role of officials and non-officials in programme implementation, linkages with other agencies, problems in implementation. • Meaning and definition of Monitoring and Evaluation, Types of Evaluation (a) Informal and Formal b) Formative and Summative c)	

		On-going and Ex-Post facto evaluation. Approaches to monitoring, tools for monitoring, principles, indicators, Steps, criteria for evaluation, Advantages of evaluation, Difference between monitoring and evaluation, Challenges and issues in monitoring and evaluation. Ethical issues in monitoring and evaluation. • Documentation and follow up – Need for reporting and recording, procedure for recording, Records and registers to be maintained. • Meaning and need for the follow up; methods-correspondence, spot visit, meetings, FGD, PRA, etc.	
Module 3	**Capacity Building**		1
	Learning Objectives: The Module will enable learners to- • Formulate training module based on understanding about capacity building of diverse needs for different groups. • Constructing curriculum for specific requirements. • Analysing training eco system and recognising role of trainer in any training programme. .	**• Concepts of capacity building, competence and Human Resource Development/Management, process of competency mapping, Job analysis and job description, Policies of HRM** **• Curriculum planning - meaning, definition and principles of curriculum. Preparation of need-based curriculum and development of learning materials for different kinds of lifelong learning programmes. Teaching literacy through Improved Pace and Content of Learning (IPCL), Designing modules for specific groups** • Training Methods & Role of Trainers - Qualities of a good Trainers, Internal Trainer Vs External Trainer, Training method and trainee characteristics, training evaluation Models-Kirkpatrick Four-level approach for training impact evaluation and other	

		models, Role of Incentives and Motivation in training, Attitudinal and Behaviour change training, Retention and Recall in training. • **Creative problem solving techniques; Stress management practices; Total Quality Management (TQM);**	
Module 4	**Organisations**		1
	Learning Objectives: The Module will enable learners to- • Categorise agencies involved in trailing and development activities. • Recognise how learning organisations and MIS operates in extension organisations.	• Agencies involved in training and development- NGOs, GOs and Corporate • **Concept of learning organization to improve extension services at various levels;** • **Time management practices; Development of Management Information System for extension organization at various levels.**	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
• Designing of training programme for community. • Attending and analyzing a training programme. • Visiting organizations involved in training and development activities. • Examining training ecosystems of organizations working in community development.			

References:
- Bhattacharyya Dipak Kumar (2015) Training and Development- Theories and Applications, Sage, LA.
- Dale R, (2004) Evaluating Development programmes and projects. New Delhi: Sage Publications.
- Dangi, KL and Santhosh Devi Samota, (2013) Agrotech Publishing Academy, Udaipur.
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- Misgnaw, Seraw, (2011) Extension programme planning and evaluation. LAP Lambert Academic Publishing.
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- Ray G.L. (2015) Extension Communication and Management, Kalyani Publishers
- Reddy, A (1998) Extension education, Sree Lakshmi press, Bapatala.
- Sandhu AS. (1994) Extension Programme Planning. Oxford & IBH.
- Sharma, FL, Shri Ram, (2013) Extension Teaching Methods, Agrotech Publishing Company, Udaipur.

- Singh RP. (2000) Management of Training Programmes. Anmol Publ.
- Subah Singh Yadav, Ramkumar, Rural Development and poverty alleviation, Pinter Publishers, Jaipur.
- Tripathi PC & Reddy PN. (1995). Principles of Management. 2nd Ed. Tata McGraw Hill.

Semester II		
215013	**EXTENSION SYSTEMS** Major (Elective) (2+2)	**4**
Course Objectives:	The course will enable the students to: - - Be able to understand prevalent systems of extension work. - Know the trends in extension system. - Equip to design extension system in a given context.	
Course Outcomes:	At the end of this Course the students will be able to: - Recognise the pre-existing extension systems. - Design extension system for a given context.	
Module 1	**Concepts**	1
	Learning Objectives: The Module will enable learners to- - Categorise diverse applications of extension. - Recognise difference between social work and extension work.	Extension: meaning, philosophy, objectives, principles, functions of extension, trends Extension education: meaning, process and principles of learning in extension Agriculture, Home Science, Dairy, Fisheries, etc. Difference between extension work and social work	
Module 2	**Extension models and approaches**	1
	Learning Objectives: The Module will enable learners to- - Analyse different models and approaches to extension and their merits and demerits. - Elaborate consequences of privatisation of extension systems.	Models: Technology- innovation transfer, commodity specialized training and visit, Approaches: social education, indigenization social action, conscientization, empowerment, participation, participatory farming systems-development, cost sharing, integrated	

		area, cluster and target approach	
		Privatization of Extension, e-extension, Corporate Social Responsibility	
Module 3	**National extension systems**		1
	Learning Objectives: The Module will enable learners to- • Trace evolution of extension efforts. • Classifying different agencies involved in extension work. • Dissect role of digital communication in extension efforts.	Early extension efforts, community development programmes ICAR extension system, extension systems of ministries, various types of universities, KVK, TTCs. T & V, Development work by NGOs/Non-Profits/GOs/Corporates, Public Private Partnerships Digital communication strategies for extension work- Inclusive, accessible and universal design in digital communication	
Module 4	**Community work for development**		1
	Learning Objectives: The Module will enable learners to- • Recognise contribution of various agencies in community work. • Critique scope and strength of extension efforts of different agencies.	Introduction to community work Working with community, society and organization, Volunteerism Institutions like District Rural Development Agency (DRDA), Central Social Welfare Board (CSWB), State Social Welfare Board (SSWB), National level agencies like Council for Advancement of Peoples Action and Rural Technology (CAPART), Khadi and Village Industries Corporation (KVIC), Agriculture Technology Management Agency (ATMA), National Bank for Agriculture and Rural Development (NABARD) Local level voluntary agencies; People's organizations at grass roots like Self Help Groups (SHG) etc.	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
• Visit to extension work organizations. • Presentation of Case study organization working in community development. • Meeting individuals engaged in different types of extension effort. • Library based review work on history of extension effort in India and abroad.			

- Interviewing extension professionals and understanding their challenges.

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- Chandra, A., A. Shah & U. Joshi (1989) – Fundamentals of Teaching Home – Science, Sterling Publishers Pvt. Ltd. New Delhi.
- Chandra, S.P. (ed.) (2001) Private Extension: Indian Experiences, National Institute of Extension Management, Hyderabad.
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- Pankajam, G. (2000) – Extension – Third Dimension of Education, Gyan Publishing House, New Delhi
- Ray, G.L. (1999) – Extension Communication and Management, Naya Prokash, Kolkata.
- Reddy, A. (1999) – Extension Education, Sree Lakshmi Press, Baptala.
- Singh Ajit K (2012) Working with communities and societies, Centrum Press, New Delhi.

Semester II		
215014	**COMMUNITY WORK** Major (Core) (0+2) Student will be affiliated to non-government, government or corporate Organizations working for the betterment of women, children or other marginal groups. The student/s will undertake activities assigned by the Organization and/or initiate activities on their own.	**2**
Course Objectives:	The course will enable the students to: • Understand dynamics of organised community development work. • Gain a hands-on experience of working in the field.	
Course Outcomes:	The students will be able to: • Apply theoretical knowledge in practical situations. • Organize and mobilize community groups for development and apply knowledge of human behaviour in the social environment and engage diversity and difference in practice. • Plan and execute community development activities. • Identify as a professional extension worker and conduct one-self accordingly.	

Module 1	**Leadership for Development**		1
	Learning Objectives: The Module will enable learners to- • While working in a community examine role of leadership in the community. • Recognise how communities are structured across spaces.	Leadership in communities; Role & importance of leadership in community organization; Characteristics of a successful community leader; needs, qualities identification & training Community leaders as Facilitators of Change; leadership training to sustain community change processes	
Module 2	**Organizing Communities for Change**		1
	Learning Objectives: The Module will enable learners to- • Recognise factors that influence social change. • Examining role of organisation in development work.	Factors contributing to change- religion, socio-political ideologies, culture, imperialism, mass media, communication & globalization; their impact on community development. Comparing historical & contemporary situations. Organizations involved in Development- role, interactions & importance (government, corporate, non-government organizations, and private public partnerships): their present role, future potential and inter- sectorial synergy.	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
At the end of the semester students will submit a report of the work carried out by them. During the course of work, student will be supported by a faculty member as well as people from the organization. Unlike internship, the student will design, revise, re-plan and review activities on ongoing basis. At the end of the semester, she will present work done by her/them and viva voce will be conducted.			

Semester I		
225012	**MEDIA PRODUCTION** Major (Elective) (1+3) (Pr.)	**4**
Course Objectives:	The course will enable students to: - Recognize role of media communication in the process of social change.	

	- become aware of the varied media alternatives for rural, urban and tribal communities - understand and execute audio, visual and audio-visual media messages for diverse socio-economic environments.	
Course Outcomes:	At the end of this Course the students will be able to: ● Understand different media outputs and be able to recognize elements of media production. ● Identify media products and its audiences in order to achieve desired extension goals. ● Create audience specific media content. ● Execute communication campaign in collaboration with other organizations.	
Module 1	**Concepts**	1
	Learning Objectives: The Module will enable learners to- ● Differentiate varied concepts associated with media communication. ● Examine role of communication process on receivers.	● Medium, media, audio, visual, audio-visual, Multimedia ● Interactivity, Participation, ICT, Digital technologies, Social Media ● Audiences, Consumers, Community, Culture
Module 2		1
	Learning Objectives: The Module will enable learners to- ● Apply principles of communication for audio-visual and audio visual, digital communication. ● Creating communication of varied type for specific audiences.	**Audio communication** Spoken Word-Instrumental Sounds-Music-Silence-Sound effects Songs, Slogan, proverbs, folk cultures Producing audio programme- formats, process, objectives **Visual Communication** Group Media-Posters, Charts, Graphs, Infographics Photography - composition, rule of third, colours, space Moving images- camera movements, movements within and outside frame **Audio Visual Communication** Principles of audio visual

		amalgamation	
		Screen Language- camera, character, composition, colours	
		Role of Editing- transitions, pace and rhythm, post production processes	
		Digital Media	
		Producing media content for digital space- interactivity, convergence and platform frameworks in digital media content creation	
Module 3	**Concepts in Writing**		1
	Learning Objectives: The Module will enable learners to- • Practice role of writing in human communication. • Categorizing appeals and forms of writing. • Recognize elements of writing and using them effectively.	**Module Contents:** • Narrative, Plot, Structure, Elements of Storytelling Characters- demographic/ physiographic/psychographic/s ociographic, Locations, situations, Creative-technical-popular- scientific writing • Oral versus written word, Characteristics of written communication, Role of Language, Designing messages with audience participation **Written Communication** • Journalistic and Advertising writing- News writing skills, Features versus Reports, Interviewing for Journalistic writing, Components of Print Advertising, writing for persuasive communication including advertising • New media and characteristics of new media, Digital Media forms and Presentations, Difference of traditional story telling versus digital story telling • Role of Communicator, Language, Resources, Community, Environment in • Message creation. Role of Audiences in message construction and reception • Appeals- Fear, Rational, Humour, Journalistic, Spiritual,	

	satire etc.	
Module 4	**Project**	1
	Student/s executes a designing/implementing communication strategies for their Field work Organization or independent of it covering Media Production syllabi. This Project will carry 50 marks of internal assessment. Remaining marks can be for the participation, process and peer evaluation.	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- Students design communication messages for PSA-Public Service Advertisements.
- Short reels can be made giving social or commercial messages.
- Writing report of the ongoing activity.
- Audio programme, jingle, radio play, podcast can be created.

References:

- Ascher S & E Pincus, 2012, The filmmaker's handbook, Penguin Books, London.
- Atkin, G. 1990. Sound Technics for Video and Television. London & Boston. Focal Press.
- Drew O. McDaniel, Rick C. Shriver and Kenneth R. Collins, 2007, Fundamentals of Audio Production. Pearson.
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- Hurbis-Cherrier M, 2007, Voice & Vision, A creative approach to narrative film and DV Production, Elsevier, USA.
- Mody Bella 1991. Designing Messages for development communication: Audience participation based approach, Sage, New Delhi.
- Mott, R. 1990. Sound Effects for Radio and Television. Boston & London. Focal Press.
- Porter Tom & Bob Green street 2002. Manual of Graphic techniques: Mediums & Methods, Architectural Press, USA.
- Rebecca Dumlao. 2018. A Guide to Collaborative Communication for Service-Learning and Community Engagement Partners, Stylus Publishing, Virginia.
- Robert Mcleish, 2005. Radio Production, Focal Press, Oxford
- Rose, Gillian. 2001. Visual Methodologies-An Introduction to Interpretation of Visual Materials. Sage, London.
- Swain Dwight. Scripting for Video and audio- visual. Focal Press. 1981
- Zettle H, 1999, Sight Sound motion, Applied media aesthetics, Wadsworth Publishing Co., Belmount.

Semester I		
24504	**INTERNSHIP**	**4**
	On The Job Training (0+4)	
	Unlike Field work where classroom was integral part of learning processes, in internship the student is on her own to explore world outside classroom. A student can do internship in any government,	

	non-government or corporate organization which is engaged in extension and /or research activities. She may undertake communication, research, training, capacity building, outreach and any such tasks in consultation with the Organization/programme/agency/institution.
Course Objectives:	Internship will enable the students to: 1. Apply knowledge gained during the programme to work situations. 2. Analyze organizational, administrative and managerial aspects of extension work. 3. Gain hands-on experience of working in the field through an organizational interface and become job ready.
Course Outcomes:	At the end of Internship, the student will be able to: ● Recognize concepts of a professional work environment and become part of one. ● Conduct one in line with deliverable outcomes for given organization. ● Apply skills gained in the classroom in work life spaces.
Duration	One month or 240 hours

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):
The report of the internship along with the supervisor's evaluation will have to be submitted to the Head of the Department within fifteen days of completion of internship before or after the theory examination depending upon the local conditions.

End of Semester-2

Syllabus Contents

SEMSTER-3

Major (Core)

315011	**Management of Human Service Organizations**	**4**
[Common paper with M.Sc. Human Development students]		

Sr.No.	Modules and Outcomes	Course Contents	Cr

Course Objectives:	The course will enable the students to:
	
	- become aware about the concept and need of human service and it's
	
	  Management Principles of human service organizations.
	
	- Get acquainted with organizations for human service
	
	- Recognise human service management challenges.
	
	- Identify communication and documentation needs and practices of
	
	  human service organisations.		

Course Outcomes:	At the end of this course Learners will be able to – - Recognise the concept and need for human service in varied societies. - Examine the principles of management of human service organizations. - Get acquainted with the work and processes of organizations for human service. - Undertake communication and documentation work for human service organizations. - Apply critical thinking to processes and challenges related to human services.		
Module 1	**Concept of service organisations**		1
	Learning Objectives: The Module will enable learners to- • Differentiate different types of human services. • Recognise different types of organisational structures. • Construct how organisations for different groups need to vary in nature, scope, structure and processes.	**Module Contents:** • Need and nature of service organizations in India • Philosophy and significance in a developing nation • Special Groups: Women, children, youth and groups with special needs. • Organizational structure- Legal – Society, Trust & Non-Profit Company under section 8, Corporate Social Responsibility structures • Social Entrepreneurship: Self-reliance and welfare approach in service organization	

Module 2	**Managerial Aspects of Service Organizations**		1
	Learning Objectives:	**Module Contents:**	
	The Module will enable learners to- • Illustrate difference in organisational and managerial processes. • Categorise various managerial processes of organisation. • Recognise challenges of managing human service organisations.	• Difference of Organisation and management • Planning, implementation, administration, monitoring and evaluation of organizational activities • Challenges of managing human service organizations: Finances, Managing and sustain human resources and volunteers, funder management, reporting and accountability	
Module 3	**Organizations and programmes for the service of various groups**		1
	Learning Objectives:	**Module Contents:**	
	The Module will enable learners to- • Assess characteristics of different types of organisations for varied communities. • Examine differences in managing different types of groups in human service.	• Women: National Commission for Women, SEWA, Mahila Samakhya, Central Social Welfare Board, Bhartiya Gramin Mahila Sangh etc. • Children: Indian Council of Child Welfare, National Institute for Public Co-operation and Child Development, Planned Parenthood Federation etc. • Government and Non-government organizations working for the service of Youth: Nehru Yuvak Kendra, YMCA, YWCA, YUVA etc. • Groups with special needs: Physically and mentally handicapped, aged, destitute, orphans, street children etc. like National Association for Blind, Spastic Society, Help-age India, SOS villages, Dignity Foundation etc.	
Module 4	**Communication & Documentation**		1
	Learning Objectives:	**Module Contents:**	
	The Module will enable learners to- • Recognise varied concept in social change and community development. • Create their analysis about issues related to day to day life.	• Communication within organization. Record keeping Training and development • Communication outside organization: media mix, Social Media Campaign, Networking & collaboration • Proposal writing for grants, Fund raising campaign • Reporting & Documentation	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			

- Examine varied human services which get transformed into products.
- Survey/Interview members of human service organizations.
- Presentation of case study on organizations for special groups.
- Assessment of online presence of organization and examining physical realities at the organization.
- Creating communication material for specific purposes, events or organizations.

References:

- Chaudhary, D. Paul (1993) Hand Book of Social Welfare, Atma Ram & Sons, New Delhi
- Devi Rameshwari and Ravi Prakash (1998) Social Work and Social Welfare administration, Mangal Deep Publications, Jaipur
- Krishna Raj and Mathreyi, C. (1988) Women and Development, The Indian Experience.
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- Publication Mumbai
- Harris & Maloney (ed). (1996) Human services: Contemporary issue and trends, Allyn and Bacon, Boston.
- UNDP (2003) Successful governance initiatives and best practices, experiences from Indian states, Planning Commission & UNDP, Government of India.

Major (Core)

315022	Campaign Planning (Pr.)		4
Sr.No.	**Modules and Outcomes**	**Course Contents**	**Cr**
Course Objectives:	The course will enable the students to: - Get acquainted with issues for which campaigns can be designed. - Help recognise the process and outcomes of campaign planning by undertaking real life exercise of designing and executing campaign.		
Course Outcomes:	At the end of this course Learners will be able to - • Recognise the steps and stages of campaign planning. • Able to gather, execute, assess, interpret and document campaign for specific target group. • Co-create campaign on social theme as a group and measure its effectiveness.		
Module 1	**Concepts**		1
	Learning Objectives: The Module will enable learners to- • Examine concepts for effective campaign planning. • Differentiate varied approaches	**Module Contents** • Campaign, planning, audience, reach, effectiveness, measurements, tool kits • Categories of primary and secondary and tertiary	

	to campaign planning and making decisions about objectives and outcomes.	• audiences • Need and importance of social campaigns • Objectives of a campaign • Desired outcome of a campaign • Measure of the effectiveness of the campaign	
Module 2	**Communication pathways**		1
	Learning Objectives: The Module will enable learners to- • Recognise role of media and communication choices in campaign planning. • Categorise, examine and interpret varied alternatives and taking decisions for execution. .	**Module Contents** • Target Group, Audiences, Participants, Beneficiaries • Analysis of TG: Physiographic, Demographic, Psychographic, Sociographic analysis • Expectations from a campaign: informational, attitudinal and Behavioural change • Overview of media options • Media planning for the campaign • Media budget and scheduling	
Module 3	**Data driven decision-making**		1
	Learning Objectives: The Module will enable learners to- • Be able to ascertain available resources and process of campaign planning. • Recognise interrelationship of budget, media, audiences and expected outcomes. • Creation of campaign from scratch and executing the campaign in real life situation.	**Module Contents** • Data gathering and analysis for decision making • Creative idea and Writing, resources and reach requirements • Influence of media choices on message design • Role of Audience in message creation • Copy writing and design • Campaign management, managing timelines and schedules	
Module 4	**Assessment of Campaign**		1
	Learning Objectives: The Module will enable learners to- • Assess different types of measurements for campaign testing. • Gain insights by executing real life campaign and reflecting on learnings for future.	**Module Contents** • Pre-campaign and post-campaign measurement • Outcomes of a campaign: informational, attitudinal and Behavioural shifts • Testing creative assets • Audience feedback and documentation for future	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):
- Identification of audiences and defining campaign objectives.   - Review based assignment on past campaigns, bloopers, failed campaigns.   - Visit to community and executing campaign OR designing and executing digital campaign.

References:

- Mahoney James (2023) Strategic Communication campaign, 3rd Edition, Routledge, London.
- BWF (2023) Modern campaign planning: Insights and impact, BWF, Minneapolis.
- Al Rites and Jack Trout, (2014) Positioning- How to be seen and heard in the overcrowded marketplace, McGraw-Hill Education,
- Srinivasan R & Zebra Learn (2023) Mindful Marketing, Zebra Learn Private Ltd, India.

Major (Core)

315013	COMMUNITY Health & Nutrition		4
Sr.No.	**Modules and Outcomes**	**Course Contents**	**Cr**
Course Objectives:	The course will enable the students to: - Get acquainted with issues related to public health and nutrition. - Help students to recognise preventive, curative and remedial approaches to health and wellness. - Apply critical thinking to varied aspects of assessment and interpretation of community health data.		
Course Outcomes:	At the end of this course Learners will be able to - - Recognise the community and public health dimensions of any society. - Able to gather, assess and interpret community health data.		
Module 1	**Concepts in Community Health and Determinants of health**		1
	Learning Objectives: The Module will enable learners to- - Examine concepts and structures of public and community health. - Differentiate approaches to health and well being. - Recognise parameters of public and community health.	Module Contents: - Definitions of health, community health, Public health, recreation, nutrition, wellbeing, quality of life, disease, health care, Health information system: Public Health Sector and Private Sector, Primary health Centre/PHC, Indian Public health standards for PHC - Preventive-curative-remedial approaches to health, physical-social-mental wellbeing, determinants of health,	

		Millennium Development Goals, Health Problems of India, Government and non-government players in health • Relationship between health and development. Health, Nutrition and developmental indices and indicators: health and related Indices, fertility indicators, vital statistics, mortality, morbidity, demographic indicators – sex ratios, Reproductive Health Index, Human Developmental Index, etc. • Types of malnutrition (undernutrition, overweight and obesity, micronutrient malnutrition), Nutritional status, Proven (evidence-based) nutrition interventions, Determinants of nutrition, UNICEF conceptual framework, Key nutrition and health indicators, Life cycle nutrition, Triple burden of malnutrition, Addressing micronutrient malnutrition, Nutrition and the NCDs – role of diet-linked risk factors	
Module 2	**Assessing Community health**		1
	Learning Objectives: The Module will enable learners to- • Illustrate relationship of human health with national development. • Recognise issues related to health and food and aspects of food adulteration and labelling. • Categorise, examine and interpret community health data. .	**Module Contents:** • Assessing the food and nutritional problems of the Community – Methods available – Anthropometric, Clinical, Biophysical or radiological, Functional, Biochemical, Dietary Assessment, Formal and informal Health behaviours: physical activity, diet and nutrition, lifestyles; prevention of disease and promotion of health • Food adulteration, types of food adulterants, simple tests to detect adulterants, health hazards, food laws, Nutritional labeling – importance of labeling and food additives. • Analyzing and Interpreting	

		Community Health Data & Prioritizing Health Issues : Vital Health Statistics, Components of Health information system – its uses, Sources of health information- Census, Registration of vital events, Sample Registration system, Notification of diseases, Hospital records , Disease registers, Record linkage, Epidemiological surveillance, Other health service records, Environmental health data, Health manpower statistics, Population surveys, Other routine statistics related to health and Non- quantifiable information. National Data Source portals	
Module 3	**Community Health Infrastructure**		1
	Learning Objectives: The Module will enable learners to- • Be able to ascertain available infrastructures for community health. • Recognise role of various health workers in sustaining health infrastructure. • Understand and examine role of UN organisations in policy directives and implementation.	Module Contents: • Fundamentals in public health/ community health- primary-secondary-tertiary public health. Differentiate between health and healthcare for Local, Rural and urban communities in India • Community health workers, healthcare centres: primary secondary and tertiary, Understanding Government and Private Health infrastructures, Government policies in health care- Environmental, Social, Behavioural, Ecological, and Educational assessment of diseases • Collaborations of UN organizations (United Nations Children's Fund (UNICEF), World Health Organization (WHO), The UN World Food Programme (WFP), Food and Agriculture Organization of the United Nations (FAO), International Fund for Agricultural Development	

		(IFAD), The UN Standing Committee on Nutrition (UNSCN)) with the Government of India and the State Governments • Infant and Young Child Feeding – first 1000 days of life / window of opportunity to improve nutrition • Improving maternal, infant and young child nutrition – World Health Assembly Global Nutrition Targets 2030	
Module 4	**Community Health Action Plans and Evidence Based Public Health**		1
	Learning Objectives: The Module will enable learners to- • Assess characteristics of different types of community health parameters. • Formulate data with reference to health and its role in policy making.	**Module Contents:** • Community health, family health and individual health: Maternal and child health and nutrition, epidemiology of infectious and chronic diseases in India, Rural and urban health, Role of recreation on individual and community health • Role of mental wellbeing on individual and community health - Skill development, Health promotion and disease prevention, Role of International and National agencies in maintaining peace and development, awareness raising-stigma reduction and social inclusion, empowerment. • Overview of national policies and programs to address nutrition problems in India, with a focus on Poshan Abhiyaan (National Nutrition Mission) • UN organizations working towards improving nutrition across the life cycle to achieve the GNTs, GNCDTs and SDGs, UN Decade of Action on Nutrition, World Health Assembly Global Nutrition Targets (GNT), Global Non Communicable Disease (NCD) Targets	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
• Nutritional assessment in community for specific groups • Review based assignment on organizations, available data, ground reality on specific topic. • Assignment on food labeling			

- Visit to community health infrastructure and assessing of local conditions.
-

References:

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- Gopalan C (1987) Problems and programs in south east Asia. World Health Organization, Regional Office for South East Asia, New Delhi.
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- Gopalan C and Kaur S (1993). Towards better nutrition, Problems and Policies. NFI, Special Publication Series 9, New Delhi.
- Khasnabis C, Heinicke Motsch K, Achu K, et al., (editors) Community-Based Rehabilitation: CBR Guidelines., Geneva: World Health Organization; 2010.
- Mckenzie, J.F, R.R Pinger., J.E. Kotecki (2008), An Introduction to Community Health, Jones & Barlett Publisher U.S.A.
- Park.K. (2009) Park's Textbook of Preventive and Social Medicine, 20th edition Banarsidas Bhanot Jabalpur, India.
- Sabarwal, B, (1991) Community Nutrition and health, Common Wealth, New Delhi.
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- Susman, Stella, (2001) Nutrition in the Community, Safe Publications.
- Wurzbach Mary Ellen (2004), Community Health Education & Promotion, Jones & Barlett Publication, U.S.A.

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http://wcd.nic.in/icds.htm
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http://pib.nic.in/
http://wcd.nic.in/charterchild.htm
http://icmr.nic.in/ijmr/2008/august/0816.pdf
http://mhupa.gov.in/programs/lcs.htm

Major (Core)

315024	Data Analysis & Management (Pr.)		2
Sr. No.	Modules and Outcomes	Course Contents	Cr

Course Objectives:	The course will enable the students to: - Get acquainted with concepts of information, facts, data for extension service management. - Undertake data analysis, management and presentation activities to help them with their own research work.	
Course Outcomes:	At the end of this course Learners will be able to - • Distinguish different types of data, data sources and data accuracy. • Extrapolate and interpret data through the process of research. • Developing competence in data management.	
Module 1	**Data creation and processing**	1
	Learning Objectives: The Module will enable learners to- • Recognise nature and types of data. • Categorise variables and understanding about data processing steps.	**Module Contents:** • Need and nature of data • Primary and secondary data • Authenticity, accuracy, place, time and context of data • Employing research process and collecting and cleaning data, data mining • Types of variable and data analysis steps
Module 2	**Data Analysis & presentation**	1
	Learning Objectives: The Module will enable learners to- • Illustrate use of data processing tools. • Experiment with data analysis and presentation • Recognise need for accuracy in data presentation.	**Module Contents:** • Understanding about statistics for data processing- descriptive and inferential measures for data • Data mining and error estimation • Softwares for data analysis • Interpretation and conclusion from data • Presentation of data • Info graphics • Data visualisation tools

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

• Undertake quantitative or qualitative data gathering or getting hands on experience of existing data set.
• Planning for research presentation or publication using data presentation.
• Designing infographics for community using available data.

References:

• Sosulski K, Data Visualization Made Simple: Insights into Becoming Visual, 21 September 2018, Routledge, India.
• Knaflic Cole Nussbaumer, Storytelling with data – Illustrated, 11 October 2019, Wiley, USA.
• Agarwal B L, Basic Statistics, 1 January 2013, New Age International Private Limited; 6th Edition, New Delhi.

- Gupta & Kapoor, Fundamentals of Applied Statistics, Sultan Chand & Sons; Fourth edition, New Delhi, January 2014.

Major (Core)

325021	*Scientific Writing (Pr.)*		*4*
Sr.No.	**Modules and Outcomes**	**Course Contents**	**Cr**
Course Objectives:	The course will enable the students to: - appreciate and understand importance of scientific writing. - develop competence in writing and abstracting skills. - Write different forms of writing like review papers, research paper, research reports, dissertation, and thesis.		
Course Outcomes:	At the end of this course Learners will be able to - - Know the concept of writing scientific information - Understand the importance of knowledge production. - Be able to produce different forms of scientific texts like review papers, research paper, research reports, dissertation, and thesis. - Be able to critically review, examine and evaluate scientific text.		
Module 1	**Scientific writing as a means of communication**		1
	Learning Objectives: The Module will enable learners to- - Differentiate between different forms of writing. - Recognise forms of scientific writing.	**Module Contents:** - Distinguishing scientific writing from popular and literary writing styles - Different forms of scientific writing: Articles in journals, research notes and reports, review articles, monographs, dissertations, bibliographies. - Writing and speaking for scientific community- conference presentations, poster presentations, concept of review, peer review, scientific publishing, digital and meta data	
Module 2	**The writing process**		1

	Learning Objectives:
	
	The Module will enable learners to-
	
	- Illustrate writing process and their own writing experience.
	- Recognise elements of effective writing.
		Module Contents:
		
		- Getting started
		- Use outline as a starting device
		- Drafting
		- Reflecting, Re-reading
		    * checking organization
		    * Checking heading	

	• Categorise organisation and structure of text while writing scientific text.	* Checking content * Checking clarity * Checking grammar • Brevity and precision in writing • Drafting and Re-drafting based on critical evaluation	
Module 3	**Characteristics and principles of scientific writing**		1
	Learning Objectives: The Module will enable learners to- • Assess characteristics of aspects of text. • Construct critical eye for written text and elements of effective text.	**Module Contents:** • Use of citations, quotations, avoiding plagiarism- plagiarism checking sites, interpreting reports of plagiarism test • Formulating outlines as a plan of writing • Sectioning a report/document, use of headings, subheadings • Reference lists/bibliography • Ensuring readability and sustaining interest by avoiding ambiguity, redundancy, superfluity, parsimony, aragonites • Publication ethics	
Module 4	**Writing of Dissertation / Research report / Article**		1
	Learning Objectives: The Module will enable learners to- • Examine structure of research dissertation. • Recognise how to label tables. • Be able to assemble annexures of the dissertation.	**Module Contents:** • Introduction • Review of Literature • Methodology • Results and Discussion • Tables as systematic means of presenting data in rows and columns and lucid ways of indicating relationships and results. • Formatting Tables: Title, Body stab, Stab Column, Column Head, Spanner Head, Box Head • Appendices: use and guidelines	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
• Comparing different forms of scientific writing. • Undertake annotated bibliography and review of literature. • Working on data for analysis and interpretation. • Creating structure of their own research proposal.			

References:

- APA (2019): Publication Manual of American Psychological Association (7th Edition), Washington: APA.
- Cooper, H.M. (1990): Integrating Research: A Guide for Literature Reviews (2nd Edition). California: Sage.
- Dunn, F.V. & others. (Ed.) (1994): Disseminating Research: Changing Practice. NY: Sage.
- Harman, E & Montagnes, I. (Eds.) (1997): The Thesis and the Book. New Delhi: Vistaar.
- Locke, L.F. and others (1987): Proposals that work: A Guide for Planning Dissertations & Grant proposals (2nd Ed.). Beverly Hills: Sage.
- Mullins, C.J. (1977): A Guide to Writing and Publishing in Social and Behavioral Sciences. New York: John Wiley & Sons.
- Richardson, L. (1990): Writing Strategies. Reaching Diverse Audience. California Sage.
- Sternberg, R.J. (1991): The Psychologist's Companion: A Guide to Scientific Writing for Students & Researchers. Cambridge: CUP.
- Thyer, B.A. (1994): Successful Publishing in Scholarly Journals. California: Sage.
- Wolcott, H.F. (1990): Writing up Qualitative Research. Newbury Park: Sage.

3.5 Research Project

Course Title	Dissertation - I
Subject Code	355031
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1) Demonstrate mastery of parametric and non-parametric statistical tests through application in data analysis.
	2) Evaluate and critique quantitative analysis methods, demonstrating proficiency in interpreting large and small sample tests for inferential statistics.
	3) Synthesize advanced statistical techniques such as chi-square tests, correlation, and regression to analyze complex datasets and draw meaningful conclusions.
	4) Construct comprehensive research proposals, integrating data presentation techniques and discussing experimental designs with clarity and precision
Module 1 (Credit 1) Formulation of problem	
Learning Outcomes	After learning the module, learners will be able to
	1. Recognize and undertake research problem.

Content Outline	• Identifying research gaps and formulating research questions. • Sources of research problems (literature, real-world issues, academic curiosity). • Techniques for developing research questions. • Writing clear and measurable research objectives.

Module 2 (Credit 2) Review of Literature

Learning Outcomes	After learning the module, learners will be able to
	1. Review the existing literature
Content Outline	• Conducting comprehensive literature searches using databases and other resources. • Evaluating and selecting relevant literature. • Organizing literature into themes and developing a theoretical framework. • Writing a coherent and critical literature review.

Module 3 (Credit 1) Designing Research proposal

Learning Outcomes	After learning the module, learners will be able to
	1. Apply critical thinking to the problem selected for research
Content Outline	• Components of a research proposal (title, abstract, introduction, etc.). • Selecting appropriate research design (exploratory, descriptive, experimental). • Methodology: data collection methods and sampling techniques. • Writing and structuring the research proposal.

Module 4 (Credit 1) Planning tools & techniques for data collection

Learning Outcomes	After learning the module, learners will be able to
	1. Able to design the research work and plan the execution.
Content Outline	• Use Gantt charts, timelines, and milestones for project planning and resource allocation. • Address ethical considerations, including obtaining informed consent. • Conduct data collection through surveys, interviews, and observations, ensuring ethical guidelines. • Apply qualitative and quantitative data analysis methods with appropriate tools to interpret research findings.

Assignments / Activities towards Comprehensive Continuous Evaluation (CCE)

- **Module 1:** Continuous assessment involves monitoring students' ability to identify research gaps, formulate clear research questions, and articulate measurable research objectives.
- **Module 2:** Assess students' proficiency in conducting comprehensive literature searches, evaluating and synthesizing relevant literature, and developing a

coherent theoretical framework for their research.
- **Module 3:** Evaluate students' application of critical thinking in selecting appropriate research designs, developing methodologies for data collection, and structuring a research proposal effectively.
- **Module 4:** Assess students' competence in using planning tools like Gantt charts for project management, addressing ethical considerations in data collection, and applying qualitative and quantitative analysis methods to interpret research findings.

SEMESTER - IV

Semester IV						
415021	Research Applications in Extension & Communication (Pr.)	Major (Core)	4	100	100	-
415012	Sustainable Development	Major (Core)	4	100	50	50
415013	Project Management	Major (Core)	4	100	50	50
425011	Life Long Learning	Major (Elective)	4	100	50	50
455031	Dissertation	RP	6	150	50	100
End of SEMESTER IV			22	550	300	250

Syllabus Contents

SEMSTER-4

Major (Core)

415021	**Research Applications in Extension & Communication (Pr.)**		**4**
Sr.No.	**Modules and Outcomes**	**Course Contents**	**Cr**
Course Objectives:	The course will enable the students to: • develop awareness and in-depth understanding of issues, concerns and challenges of their area of extension and communication. • familiarize and update their knowledge in the field of extension. • learn to access library and sharpen their research and review skills.		

	• enhance understanding about structuring, outlining, presentation of content.	
Course Outcomes:	At the end of this course Learners will be able to - • Learn information processing skills. • Develop awareness and in-depth understanding of issues, concerns and challenges of their area of extension education. • Familiarize and update their knowledge in the field of extension education. • Learn to access library and sharpen their research and review skills. • Enhance understanding about structuring, outlining, presentation of content. • Apply critical thinking to inform and communicate professional judgments.	
Module 1	Designing programme for selected group and executing it. Awareness or Skill Development programme for specific community.	1
Module 2	Social/cultural aspects of community/society	1
Module 3	political/governance/economic issues	1
Module 4	Contemporary Development debate	1

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- Each seminar is peer reviewed and self assessed.
- Teacher will assess the student for regularity, clarity, argument, evidences, presentation skills and conclusion.
- They can plan activities for others on campus, organize special days as per Government mandate or awareness or skill development programmes for specific community.

Each seminar is a guided seminar presented by individual student. She has to design learning experiences to be offered to others/review of existing material and redesigning for other group. Student is supposed to choose a specific topic within the broader theme given above and review related literature in the area and present it to her classmates. She will be assessed by the teacher as well as her peers. The assessment indictors are content – structure – Aids used – Clarity and time management. The resources will be identified by the learner in consultation with the faculty member depending upon their specific topic. The process is of topic formulation, review of existing literature, recognizing prevailing debates, processing of material and presenting the argument to first year students and faculty members of the department.

Major (Core)

415012	**Sustainable Development**	**4**

Sr.No.	Modules and Outcomes	Course Contents	Cr
Course Objectives:	The course will enable the students to: - understand the concept of sustainable development - get acquainted with community resources and their appropriate utilization for sustainable development - assess inter-linkage of people's participation and sustainable development		
Course Outcomes:	At the end of this course Learners will be able to - - Understand need for sustainable Waste Management - Prepare eco-labels for environment friendly products. - Prepare documentation of sustainable projects and practices. - Create community awareness about sustainable practices for specific communities. - Create awareness about exploitation and non judicious use of resources. - Develop strategies for resource conservation and waste minimization.		
Module 1	**Environment & Resources**		1
	Learning Objectives: The Module will enable learners to- • Differentiate elements of eco system and concepts associated with environment. • Recognise types of nature of resources.	**Module Contents:** • Atmosphere, hydrosphere, lithosphere, biosphere and soil. • The concept of ecosystem. Abiotic and biotic components of an ecosystem and their interaction. Producers, consumers and decomposers. Self, sustainability of natural ecosystems. • Non-renewable and renewable natural resources and their exploitation. Soil, water, mineral, energy, genetic resources, forest wealth. • Biodiversity • Resource utilisation and waste generation • Air, water, land / soil pollution • Local and global environment impact.	
Module 2	**Sustainability**		1
	Learning Objectives: The Module will enable learners to- • Illustrate historical development	**Module Contents:** • Sustainability – Meaning, concept and implications for development - dimensions of sustainable	

	of the concept of sustainability. • Recognize role of socio-economic indicators in the use of resource management.	development - social, spiritual, economic, educational. Linkage between environment & sustainable development • Lack of sustainability due to over exploitation and non judicious use of resources • Socio-economic indicators and evaluation of projects for environmental sustainability, Concept of Minimalism: a pathway to Sustainable Development: Reduce Reuse, repurpose, recycle	
Module 3	**Approaches for resource conservation and waste minimization/utilization**		1
	Learning Objectives: The Module will enable learners to- • Assess alternatives to make development process sustainable. • Comprehend and consider role of resource management for sustainability.	**Module Contents:** • Environmentally sound technologies and their impact on sustainable management of resources • Appropriate technologies for management of water, fuel and energy resources • Proper management of forests for fuel fodder and other products • Sharing of community resources for sustainable development, people's participation • Institutional inputs(community organisations, groups, networks) and their interdependency- Green audits as part of NAAC processes	
Module 4	**Stakeholders in Sustainable development**		1
	Learning Objectives: The Module will enable learners to- • Be able to determine bottlenecks in the process of sustainable development. • Recognise role of various stakeholders for sustainable development.	**Module Contents:** • Challenges & bottlenecks in the process of sustainable development • ISO frame work, Regulatory bodies, eco-labelling of environment friendly products. • Role of community, government, corporates and non-government organisations in resource conservation and environment protection programmes • ESG- Environment, Social, Governance framework	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):
- A study of ongoing projects on -Conservation of natural resources - Preservation of bio diversity -Utilisation of non-conventional energy resources - Disposal and utilisation of waste, Organic farming, etc. - Reading and documentation of sustainable projects and practices - Creating community awareness about sustainable practices for specific communities

References

- Atkinson Giles, Simon Dietz, Eric Neumayer (2007) Handbook of Sustainable Development, Edward Elgar,
- Dommen, E. (ed.) (1993) Fair Principles for Sustainable Development, Edward Elgar Publishing Ltd., USA.
- Heap, B & J., Kent, (ed.) (2000) Towards Sustainable Consumption, The Royal Society, London
- Johnson Ayana Elizabeth and Katharine K. Wilkinson (Ed.) (2020) All We Can Save- Truth, Courage, and Solutions for the Climate Crisis, One World, New York.
- Kenny, M. & J. Medowcraft, (ed.) (1999), Planning Sustainability, Routledge, London
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- Raj, Madhu (2001) Emerging Trends in Environmental Pollution, Ivy Publishing House, New Delhi
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- Sachs D Jeffery (2015) The Age of Sustainable Development, Colombia University Press, New York.
- World Resource Institute (1992) World Resources World Resources Institute, Oxford, UK

Major (Core)

415013	Project Management		4
Sr. No.	**Modules and Outcomes**	**Course Contents**	**Cr**
Course Objectives:	The course will enable the students to: - Get acquainted with macro as well as micro processes of project. - Recognise behind the scene processes of development project management.		
Course Outcomes:	At the end of this course Learners will be able to - - Get acquainted with processes, techniques and aspects of project. - Recognise competences required in managing a project. - Identify varied aspects of effective and efficient management of project.		
Module 1	**Project Planning**		1
	Learning Objectives: The Module will enable learners	**Module Contents:** • Project Initiation - goal, scope,	

	to- • Help recognise the process of project design. • Distinguish available resources and deliverables for the successful planning of project.	outcomes, risks, budget and timeline, objectives • Project design- detailed action plan, structure, deliverables, Plan templates • Resources management for project • Mind mapping, concept mapping, team building • Stakeholder and beneficiaries outlining and management, contingency plan	
Module 2	**Project Execution**		1
	Learning Objectives: The Module will enable learners to- • Explore various tools for project implementation. •	**Module Contents:** • Project kick-off meeting • RAM- Responsibility Assignment Matrix, RACI- Responsible, Accountable, Consulted and Informed Model, WBS- Work Breakdown Structure (Gantt Charts, Kanban boards, Calendars, software) • Decision making- Autocratic, consensus, democratic and consultative- RAPID, DACI, OKRs Objectives and Key Results • Tracking deliverables, dash boarding • Communication and coordination	
Module 3	**Project Monitoring & Evaluation**		1
	Learning Objectives: The Module will enable learners to- • Organise processes related to effective project management. • Gain tools for monitoring project management.	**Module Contents:** • Monitoring and controlling of project • Roadmaps, roles and responsibilities, documentation, strategic plans • Effective Meetings- Agenda, post meeting action items, Minutes, action taken • Risk management, Strategic management • Change management	
Module 4	**Project Closure**		1
	Learning Objectives: The Module will enable learners to- • Recognise project life cycle and its role in capacity building of teams. • Explore closure of project.	**Module Contents:** • Assessing deliverables • Communication and documentation • Project Retros • Effective team management	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
• Design project and implement it to the point of documentation. • Undertake team building activities. • Monitor project life cycle or undertake event as a project.			

References:

- A Guide to the Project Management Body of Knowledge, Project management institute, 7th edition, August 2021, USA.
- Berkun Scott (2008) Making Things Happen: Mastering Project Management, O'Riley Media, US.
- Horine Greg (2017) Project Management Absolute Beginner's Guide, 4th edition, Que Publishing, USA.
- Allen David (2015) Getting Things Done, Hachette India/ Little Brown Book Group, USA.

Major (Core)

425011	Life Long Learning		4
Sr.No.	Modules and Outcomes	Course Contents	Cr
Course Objectives:	The course will enable the students to: - Know the concept of lifelong learning and its importance for holistic education. - Be able to critically think and evaluate programmes and policies for lifelong learning and its contribution to the development of society. - Develop an understanding of knowledge structure and functions of lifelong learning. - Design a Lifelong Learning programme for various organizations working for various groups of people. - Evaluate impact of government programmes and suggest improvement strategies. - Develop Skill Development programmes for selected target groups.		
Course Outcomes:	At the end of this course Learners will be able to - - examine the concept of lifelong learning and its importance for holistic education. - Be able to critically think and evaluate programmes and policies for lifelong learning and its contribution to the development of society. - Understand knowledge structures and functions of lifelong learning. - Know and evaluate government programmes for selected target groups.		
Module 1	Concepts		1
	Learning Objectives: The Module will enable learners to- - examine the concept of lifelong learning and its	**Module Contents:** Meaning, importance and benefits, need, characteristics, scope of Learning Role of alternative learning, Formal education systems, Historical	

	importance for holistic education. • Recognise forms of learning theories and trends in LLL.	perspective of lifelong learning Learning theories- Four pillars of learning, Recognition Of Prior Learning of the learners- Methods and Approaches Trends of lifelong learning- Perspectives on lifelong learning: 1.) Humanistic perspective of UNESCO – importance of active citizenship & social cohesion 2.) Economic perspective of EU/World Bank/OECD- Importance of Skill Development	
Module 2	**Policies and Programmes**		1
	Learning Objectives: The Module will enable learners to- • Evaluate policy and programmes related to lifelong learning. • Be able to critically think and evaluate programmes and policies for lifelong learning and its contribution to the development of society.	**Module Contents:** Lifelong learning policy of India- Pre-independence, Post-independence- Recommendations of different Commissions/Committees: Indian Education Commission (1964-66), Indian Education policy (1986), UGC Guidelines on Lifelong Learning & Extension during Ninth Plan period (2007), National Skill Development Mission (2015) New Education Policy (2020). Programmes- NIOS, Night schools, NSQC, NCF, functional literacy programme, TLC, JSS, Employment Programmes for youth, women and other groups Adult literacy, NFE, Sakshar Bharat Scheme, Role of State Resource Centers (SRCs) in material production	
Module 3	**Lifelong learning through different institutions and organisations**		1
	Learning Objectives: The Module will enable learners to- • Understand knowledge structures and functions of lifelong learning.	**Module Contents:** Role and Strategies of government departments in lifelong learning Lifelong learning through universities, colleges and Corporates	

	• Know and evaluate various programmes for selected target groups by varied agencies.	Role of NGOs and Corporate sectors in LLLE UNESCO Institute for Lifelong Learning; Asian South Pacific Association for Basic and Adult Education; The ASEM Education and Research Hub for Lifelong Learning; The International Council for Adult Education (ICAE).	
Module 4	**Programme Design**		1
	Learning Objectives: The Module will enable learners to- • Undertake evaluation of lifelong learning programmes. • Design lifelong learning programme for specific groups.	**Module Contents:** Evaluation of Lifelong learning programme for a selected group Case studies of lifelong learning programmes for special groups Design a Lifelong Learning Programme for drop out children/women/transgender people/elderly/unemployed youth/street children	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
• Case Study on lifelong learning programmes. • Undertaking learning needs assessment for individuals or community. • Evaluating lifelong learning programme. • Designing lifelong learning programme for specific community.			

References:

- Bhola, Harbans Singh (2016) Lifelong Learning and Skill Development: Dialectic Between Past and Future. Vol. 77, No 1: pp. 37-53.
- Faure, E. et al. (1972). Learning to be. The World of Education today and tomorrow.
- Fumiko Noguchi; Jose Roberto Guevara; Rika Yorozu, Ed (2015) Communities in Action, Lifelong Learning for Sustainable Development, UIL.
- Government of India (2020). National Education Policy 2020.
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- Paul Bélanger (2016) Self-construction and Social Transformation: Lifelong, Life wide and Life-deep Learning. 'Université de Montréal, Canada.
- S.Y. Shah (ed) (2008) International Perspectives on Adult & Lifelong Education: Selected Papers, International Institute of Adult & Lifelong Education, New Delhi.
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455031	Dissertation		6
Sr.No.	Modules and Outcomes	Course Contents	Cr
Course Outcomes:	At the end of this course Learners will be able to - •		
Following Steps to be completed during the semester:			
	Data collection / finalization/ analysis • Gather and finalize any remaining data required for the dissertation. • Ensure all data is complete, validated, and ready for analysis. • Conduct final data analysis using appropriate statistical methods. • Validate findings and ensure they align with research objectives and hypotheses.		
	Finalization of chapters of Introduction & Methodology • Review and finalize the introduction chapter, providing a clear rationale and background for the study. • Refine the methodology chapter, detailing the research design, sampling methods, and data collection procedures. • Ensure all methodological aspects are well-documented and align with the research questions. • Incorporate any feedback or suggestions to enhance the clarity and coherence of these chapters.		
	Finalization of Results and Discussion • Analyse and interpret the final results obtained from the data analysis. • Present findings in a clear and structured manner, using tables, graphs, and figures as needed. • Discuss the implications of the results in relation to the research questions and existing literature. • Address any unexpected findings or limitations and provide possible explanations.		
	Finalization of Summary and Conclusion • Summarize the key findings of the dissertation in the summary chapter. • Discuss the significance of the findings and their contributions to the field of study. • Revisit the research objectives and evaluate whether they have been met. • Craft a well-rounded conclusion that reflects on the overall research journey and its implications.		
	Approval of final draft of the dissertation and research article • Submit the final draft of the dissertation to the academic advisor or committee for review and approval.		

	• Address any feedback or revisions requested by the advisor or committee to ensure the dissertation meets academic standards. • Simultaneously, students will prepare a research article based on their dissertation findings for submission to an international journal of high repute. • The article should be structured according to the journal's guidelines, emphasizing the novelty, significance, and implications of the research	
	Submission of dissertation and Viva voce • Submit the approved dissertation to the academic institution by the specified deadline. • Ensure the dissertation adheres to all formatting and documentation requirements for final submission. • Concurrently, students will finalize the research article based on their dissertation findings for submission to the international journal. • Prepare for the viva voce (oral defense) examination, which includes defending both the dissertation and the research article before a panel of examiners. • Demonstrate in-depth knowledge, critical thinking, and the ability to articulate and defend research findings during the viva voce.	

Dissertation Assessment Template:

INTERNAL ASSESSMENT **(25)**			*TOTAL Marks Obtained*
	Proposal (15)		
	Understanding of concept & Execution (10)		
TOTAL Marks		**out of 25**	
INTERNAL ASSESSMENT **(25)**	**(A) General**		
	Punctuality, Sincerity, Perseverance, Commitment, Attitude		
	TOTAL	**Out of 15**	
	(B) Skills		
	Use of Resources, Literature, Use of Technology, Communication, Any other		

		TOTAL	Out of 10	
	TOTAL Marks (by the internal supervisor) out of 50			
			INTERNAL EXAMINER	EXTERNAL EXAMINER
JOINT ASSESSMENT (100)	Dissertation (50)			
	Viva Voce (50)			
	TOTAL			
	TOTAL (Average of the two)			
OVERALL TOTAL (OUT OF 150)				