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Syllabus – M. Sc. Home Science Extension & Communication

Revised – 2012

SNDT Women's University

Sir Vithaldas Vidyavihar,

Mumbai 400 049

Faculty Name: Home Science
Programme Name : M. Sc. Home Science
Extension & Communication

STRUCTURE 2012

Semester I

Code No	Courses	Total Credits	Th. Cr	Pr Cr	Int (Cr/M)	Ext (Cr/M)	Total Marks
CC1	Socio-economic Environment in India	4	4	0	2/50	2/50	100
CC2	Extension Education Systems	4	4	0	2/50	2/50	100
CC3	Communication for Development	4	3	1	2/50	2/50	100
CC4	Gender and Development	4	3	1	2/50	2/50	100
CC5	Non-formal Education	4	4	0	2/50	2/50	100
CC6	Community Development I (Pr)	4	-	4	2/50	2/50	100
	Total	24	18	6	12/300	12/300	600

Semester II

Code No	Courses	Total Credits	Th. Cr	Pr Cr	Int (Cr/M)	Ext (Cr/M)	Total Marks
CC7	Research Methodology and Statistics I	4	2	2	2/50	2/50	100
CC8	Media Production	4	2	2	2/50	2/50	100
CC9	Community Organisation & Development	4	3	1	2/50	2/50	100
CC10	Extension Management	4	3	1	2/50	2/50	100
CC11	Community Development II (Pr)	4	0	4	2/50	2/50	100
E1	Within Faculty of Home Science	4	2	2	4/100	-	100
	Total	24	12	12	14/350	10/250	600

Semester III

Code No	Courses	Total Credits	Th. Cr	Pr Cr	Int (Cr/M)	Ext (Cr/M)	Total Marks
CC13	Research Methodology and Statistics II	4	2	2	2/50	2/50	100
CC14	Management of Human Service Organisations	4	3	1	2/50	2/50	100
CC15	Sustainable Development	4	3	1	2/50	2/50	100
CC16	Scientific Writing	4	2	2	2/50	2/50	100
CC17	Guidance & Counseling	4	3	1	2/50	2/50	100
E2	Outside Faculty of Home Science	4	2	2	4/100	-	100
	Total	24	15	9	14/350	10/250	600

Semester IV

Code No	Courses	Total Credits	Th. Cr	Pr Cr	Int (Cr/M)	Ext (Cr/M)	Total Marks
CC18	Community Nutrition and Health Management	4	3	1	2/50	2/50	100
CC19	Dissertation	8	0	8	4/100	4/100	200
CC20	Internship	8	0	8	4/100	4/100	200
CC21	Recent Advances in Extension Education	4	0	4	4/100	-	100
	Total	24	3	21	14/350	10/250	600

Notes: 1) CC Core Course

2) E1: Visual Communication, Media Production, Computer Application for Social Sciences

3) E2: Gender & Development, Communication for Development, Scientific Writing

Socio-economic Environment in India

Objectives:

The course will enable the students to:
- become aware of the socio-economic structure, organisation and problems of rural, urban and tribal communities
- understand the implications of the socio-economic environment in the process of development

Contents:

Sr. No.	Topic and Details
1	**Concepts** Unit-1 Definition, characteristics of a community, community dynamics Unit-2 Structure and organisation of rural, urban and tribal communities. Family, caste, marriage, values, norms, customs, occupation, religion, kinship, gender roles, social controls, etc. Unit-3 Social change, theories
2	**Socio-economic changes in post-independence India** Unit-1 Growth vs development, development index, PWLI, HDI, CPI, MPI, HPI, etc Unit-2 Government interventions for development: Five year Plans, development programmes Unit-3 Impact of industrialization and urbanization Unit-4 New economic policy and its implications
3	**Problems in rural, urban and tribal areas** Unit-1 Rural: Caste traditionalism, unemployment, health, social and economic inequalities, illiteracy, migration etc. Unit-2 Urban: Poverty, unemployment, overpopulation,housing, slums, pollution etc. Unit-3 Tribal: Social and economic problems, illiteracy, health, integration with main stream, etc.
4	**Institutions and Agencies** Unit-1 Educational, religious, political, economic, administrative etc., Unit-2 Urban-Rural: industries, finance, banks etc Unit-3 Panchayati Raj institutions, co-operatives, DRDA, Central Social Welfare Board, State Social Welfare Board, National Level Voluntary Agencies like CAPART, KVIC, Local level voluntary agencies. Unit-4 People's organizations at grass roots – SHGs, etc.

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

Extension Education Systems

Objectives:

The course will enable the students to:

- understand the concept of extension
- get acquainted with the trends in extension, approaches, models and extension systems
- relate and apply the principles of extension to community work.

Contents:

Sr. No	Topic and Details
1	**Concepts** Unit-1 Extension: meaning, philosophy, objectives, principles, functions of extension, trends Unit-2 Extension education: meaning, process and principles of learning in extension Unit-3 Agriculture extension, Home Science extension, Dairy extension, etc.
2	**Extension models and approaches** Unit-1 Models: Technology- innovation transfer, commodity specialized training and visit, Unit-2 Approaches: social education, indigenization social action / conscientization, empowerment, participation, participatory farming systems development, cost sharing, integrated area, cluster and target approach Unit-3 Privatization of Extension, e-extension, corporate social Responsibility
3	**National extension systems** Unit-1 Early extension efforts, community development programmes Unit-2 ICAR extension system, extension systems of ministries, agricultural universities, KVK, TTCs. T & V, Unit-3 Development work by NGOs, government – NGO- Collaboration
4	**Community work for development** Unit-1 Introduction to community work Unit-2 Working with community, society and organization Unit-3 Volunteerism

References

→ 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.

→ Dahama, O.P. & O.P. Bhatnagar, (2003) – Education and Communication for Development, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi

→ Government of India (1961) - Extension Education in Community Development, Ministry of Food and Agriculture, New Delhi

→ Green Roberta R (2007) Social Wrok Practices, Thomson Corporation, USA.

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→ Ray, G.L. (1999) – Extension Communication and Management, Naya Prokash, Kolkata.

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Communication for Development

Objectives:

The course will enable the students to:

-      understand the concepts of communication

-      get acquainted with the trends in extension communication approaches and models

Contents:

No	Topic and Details
1	**Concepts** Unit-1 Definition, functions, elements and types of Communication Interpersonal, group and mass, functions, significance and characteristics Unit-2 Issues: Communication fidelity, gap, types of barriers noise, time lag in communication, empathy, homophily –heterophily, Unit-3 Models of communication: Herald Laswell, Berlo, Wilbur Schramm, Shenon-Weaver, Rogers and Shoemaker, Westly and Macleans
2	**Communication methods** Unit-1 Interpersonal methods – farm & home visits, farmers' call, farm clinic, etc. Unit-2 Group methods – demonstration, group meetings, field day/ farmers' day, video, slides, traditional/folk methods. Unit-3 Mass methods – mass meetings, publications, campaign, exhibition, newspaper, radio, T.V., film, etc. Unit-4 Computers, Multimedia, Tele-conferencing, satellite broadcasting, Internet, etc. Unit-5 Issues related to technology: Reach, coverage, appropriateness, relevance, access, context, etc. Unit-6 Social, economic, political, cultural factors in creation/adoption of communication technology
3	**Communication theories** Unit-1 Propaganda and publicity, gate-keeping Unit-2 Bullet Theory, Individual Difference Theory, Social Category Theory, One Step – Two Step and Multi Step Flow, etc. Unit-3 Communication in innovation decision process: Adoption-Diffusion, Process and steps, diffusion effect, consequences, adopter categories. Unit-4 Theories of Mass Communication – Social responsibility, Developmental Media, Democratic Participant theories
4	**Communication for extension** Unit-1 Agencies: Government, semi-government and non-government, private and corporate agencies like ISRO, Films Division, NFDC, DAVP, DD, IGNOU, etc. Unit-2 Development communication, role, importance, approaches Unit-3 Issues: public service broadcasting, Development /rural / advocacy journalism, globalisation, etc.
Evaluation:	• Presentation on any topic applying principles of group communication. • Library assignment on agencies involved in extension and development communication.

References

→ Andal, N (1998) Communication Theory and Models, Himalaya Publishing House, Mumbai

→ Baran, S & Davis, D (2000) Mass Communication Theories, Wadsworth Thomson Learning, Belmont, CA USA

→ Gandhi V P (2007) Electronic Media Communication and Managemnt: Elements and Areas, Kanishka Publishers, New Delhi.

→ Kumar, Keval J. (2000) Mass Communication in India, Jaico Publishing House, Mumbai.

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→ Narula, U. (1994) Development communication, Haranand, New Delhi

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→ Venkatesh S (2004) ICTs and economic development, authorpress, New Delhi.

→ Watson, J (1996) Media Communication, MacMillan Press Pvt. Ltd., London

→ West, R. & Turner, L (2000) Introducing Communication Theories, Mayfield Publishing Company USA

Gender & Development

Objectives:

The course will enable the students to:
- understand the concept of gender, empowerment and development
- become aware of gender inequality
- understand the importance of gender in development planning and implementation

Contents:

Theory

Sr. No.	Topic and Details
1	**Concepts** Unit-1 Understanding sex, gender, development Unit-2 Division of Labour, gender roles, gender justice, equality, equity Unit-3 Concepts of WAD-WID-GAD-GID, gender analysis matrix, shift from welfare to development and empowerment Unit-4 Men-women-third gender
2	**Status of women in society** Unit-1 Status – meaning Unit-2 Situation analysis with regard to demographic, education, employment, political and health (general, occupational and reproductive) Unit-3 Theories of feminism and gender inequality
3	**Gender Planning** Unit-1 Gender planning, execution and assessment in development projects, programmes and institutions Unit-2 National policy for empowerment of women: policy perspective, mainstreaming gender perspective in the development process.
4	**Policies, programmes and agencies for women's development** Unit-1 Economic empowerment: poverty eradication, micro-credits, self-help groups, women in agriculture, women in industry and support services. Unit-2 Social empowerment: education, health, nutrition, drinking water and sanitation, housing and shelter, environment Unit-3 Legal empowerment: legal literacy on personal and family laws, role of family court and legal aid centres. Unit-4 Political empowerment: role of panchayati raj in the political empowerment of women. Unit-5 Government, non-government and autonomous organisations for Women
Evaluation:	

Evaluation:

- Presentation or review based project covering module-4.
- Participation in in-class processes towards gender sensitisation.

References
→ Agosin, M (2003) Women, Gender and Human Rights, Rawat Publications, New Delhi
→ GOI (2000) National Perspective Plan for Women 1988-2000, Dept. of Woman and Child Development, Ministry of Human Resource Development, Government of India, New Delhi.
→ Government of India (2002) Towards Equality, Towards unfunushed Agenda- Status of Women in India, 2001, National Commission for Women, New Delhi.
→ Jha, U.S., A. Mehta and L. Menon (Ed.) (1998) Status of Women in India - Crisis and Conflict in Gender Issues Vol. I, II, III. Kanishka Publishers and Distributors, New Delhi
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→ Majumdar, Maya (2001) Protecting Our Women: Imperative of Empowerment : The Political Response Vol. I, II, III, Dominent Publisher and Distributors, New Delhi
→ 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
→ Wearing, Betsy (1996) Gender : The Pain and Pleasure of Difference, Addison Wesley Longman, Australia

Non Formal Education

Objectives:

The course will enable the students to:

- become aware of the concept and need of non-formal education

- build up the capacity to plan, organise and evaluate non-formal education programs

Contents:

Sr. No.	Topic and Details
1	**Concepts** Unit-1 Meaning, need and Scope of non- formal education Unit-2 Differences between formal, non-formal and Informal education Unit-3 Difference between androgogy and pedagogy Unit-4 Experiential learning
2	**Historical perspective to non-formal education in India** Unit-1 Non-Formal education through Five Year plans Unit-2 Important government programmes in NFE
3	**Organising Programmes of non-formal education for various groups** Unit-1 Characteristics of learners: socio economic, psychological (personality, attitude, motivation, self-concept) etc. Unit-2 Planning non-formal education programmes Unit-3 Content of programmes for different groups Unit-4 Methods and techniques of teaching such as role play, games and simulation, seminar, workshops etc. Unit-5 Evaluation of non-formal education programmes
4	**Training of non-formal functionaries** Unit-1 Types and need of training Unit-2 Training content, methodologies, plan. Unit-3 Training Process

References

→ Gupta, Manju (2003), Effective Guidance and Counselling, Mangal Deep Publications, Jaipur.
→ Mistry, S.P. (1998) Non Formal Education, Radha Publication, New Delhi.
→ Rogers, Alan (1989) Teaching Adults, Open University Press, London.
→ Singh, R.P (1987) Non Formal Education, An Alternative Approach, Sterling Publications Pvt. Ltd., New Delhi.

Community Development I

Objectives:

The course will enable the students to:

- Apply theoretical knowledge in practical situations.
- Gain a hands-on experience of working in the field.

Community development work will be carried out in non-government or government organisations working for the uplift women, children or other groups. The students have to undertake activities assigned by the organisations and/or initiate activities on their own. At the end of the semester students will submit a report of the work carried out by them.

Research Methodology

Objectives:

This course will enable students to:

1. develop a scientific approach and know the processes of research
2. develop the competence for selecting methods and tools appropriate for research topics

Module No	Topics
1	**The Research Process** 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 **Assignment** : *Differentiate between investigative reporting and research report (with examples to be brought by students as exercise)* **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 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 **Assignment:** *Types of variables*

		Hypothesis formations and research questions from Research readings – students identify hypothesis/research questions – Discussion **Ethics in Research**
2		**Types of Research** 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 in Home Science **Assignment:** *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*
3		**Sampling** 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

4	**Tools for Data Collection** 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 f. Planning for data analysis-coding of responses **Assignment :** *Construction of tools for data collection a) types of questions b) Questionnaire c) interview schedule d) observation d) scales* *For a given topic students to frame and discuss the different possibilities of methods and tools*

References:

- Bell, J. (1997) "Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science", Viva Books, New Delhi.
- Bell, J. (1997): How to Complete Your Research Project Successfully: A Guide for First-time Researchers, UBSPD, New Delhi.
- Bulmer, M.C. (1984): Sociological Research Methods: An Introduction, Macmillan, Hong Kong.
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- Das, M.N. (1989) "Statistical Methods and Concepts", New Age, New Delhi.
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- UGC Model Curriculum: Statistics/UGC (2001) New Delhi: University Grant Commission.

Media Production

Objectives:

The course will enable the students to:
- understand the importance and use of communication technology in extension work.
- be aware of the process of media production and role of technology.
- develop the skills of using technology for production of media messages.

Contents:

Sr. No.	Topic and Details
1	**Media skills and their importance** Unit-1 Basics of writing: Formats of writing for different media Unit-2 Scripting- Formation of idea, research for programme Unit-3 Demands of writing for respective media
2	**Media production process** Unit-1 Stages of media production: pre-during-post production Unit-2 Resources for media production like economic, human, technology, subject expertise, etc. Unit-3 Conceptualisation, creation, distribution and consumption in media Unit-4 Demands of print, audio and audio visual media
3	**Print media** Unit-1 News reports, features, columns and other forms of writing Unit-2 Writing, editing, captioning, composing, etc.
4	**Production of audio/video programmes** Unit-1 Basics of audio/video recording Unit-2 Nature of skills required for audio/audio-visual media Unit-3 Various genres and formats

Term work

❑ Preparation of extension messages using photographs/slides, Power Point presentations.
❑ Preparation of information folder
❑ Exercises on still and video photography on extension themes.
❑ Preparation of audio programmes.

References

→ Narula, U. (2001) Mass Communication Technology: New Perspective, Har Anand Publications, New Delhi.
→ Rayudu, C.S. (2002) Media and Communication Management, Himalaya Publishing House, Mumbai.
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→ Zettl, Herbert: Television production handbook. 8th ed. Belmont: Thomxon Wadsworth, c2003.

COMMUNITY ORGANIZATION AND DEVELOPMENT

Objectives:

The course will enable the students

- to understand concepts of community organization.
- to analyze factors contributing to community dynamics.
- to organize and mobilize communities for development.

BlockI	Understanding community organization
Unit I:	Meaning, importance, principles, process and history of community organization.
Unit II:	Types & characteristics of social groups- (family, kinship groups, class based groups, schools, co-operatives, youth clubs, MahilaMandals, Panchayats, etc.) Interests, attitudes, motivations for affiliations, interactions&role in community development.
Block II:	Power structures & models of community organization
Unit I:	Community power structures- Elite Theory, The Classical Elite Theory
Unit II:	Models (Locality Development Model, Social Action Model, Social Planning Model)& strategies of community organization
Unit III:	Community leadership- concept, types, characteristics of leadership. Needs, qualities, identification & training. Role & importance of leadership in community development.
Block lll:	Dynamics of change in community
Unit I:	Factors contributing to change- religion, socio-political ideologies, culture, imperialism, mass media, communication & globalization; their impact on community development. Comparing historical & contemporary situations.
Unit II:	Organizations involved in Development- role, interactions & importance (government, corporate, non-government organizations, private public partnerships): their present role, future potential and inter- sectorial synergy.
Unit III:	Role & competencies of community organizers for organization and sustenance of groups.
Block IV:	Organizing communities for change
Unit I:	Identifying targets for change- building, healthy community, wealth creation, etc.
Unit II:	Community mobilization- meaning, process, requirements and implications, purpose
Unit III:	People's Participation- types, barriers & analysis of participation for development.
Unit IV:	Approaches to community organization

References:

1. Haralombos, M, Holborn, M . (2008), *Sociology: themes and perspectives,* Collins, U.S.A.
2. Gore, M.S. (2003) Social Development, Rawat Publication, Jaipur.
3. Kumar, A (2002) Structure of Society, Anmol Publications Pvt. Ltd., New Delhi.
4. Rivera F.G. & J.L. Erlich (1995), Community Organising, Allyn & Bacon A Simon & Schuster Co, U.S.A.
5. Singh, Amita (2002) Public Administration: roots & wings, Galgotia Publishers, New Delhi.
6. Twelvetrees, Alan (2002), Community work, Palgrave, New. York, U.S.A.
7. Mukherjee, Neela (2002) Participatory Learning & Action, Concept Publishing Company, New Delhi.
8. Dale, R (2000): Organizations and Development Strategies, Structures and Processes, Sage Publication; New Delhi.

9. Kotwal, P(2001): Community work and Social Action; Adhyayan Publishers and Distributors, New Delhi.

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Extension Management

Objectives:

The course will enable the students to:

-        understand the concepts and importance of management in extension organisations.

-        be aware of the principles of management as applicable to extension.

-       develop an ability to design a programme for execution – monitoring –

        documentation and evaluation.

Contents:

Sr. No.	Topic and Details
1	**Concepts** Unit-1 Definition, nature, process and need of extension management Unit-2 Models and principles of extension management Unit-3 Criteria for designing an appropriate organisation for extension- Government, non-government, private and public organisations in extension Unit-4 Role of volunteerism in social service
2	**Programme Design** Unit-1 Programme planning in extension: Difference between policy, programmes and projects Unit-2 Plan of work Unit-3 Preparing project proposals Unit-4 Programme implementation, networking Unit-5 Monitoring and evaluation, follow-ups Unit-6 Documentation Unit-7 Community participation strategies
3	**Steps in extension management** Unit-1 Planning Unit-2 Organising Unit-3 Co-ordination Unit-4 Staffing Unit-5 Directing Unit-6 Controlling Unit-7 Strategic planning and management
4	**Human resource management** Unit-1 Qualities of good extension personnel Unit-2 Recruitment and training

Practical

- ❑ Assessing needs and problems of a target group in a community.
- ❑ Selection of a problem of the community requiring intervention.
- ❑ Development of a plan of action for the problem identified.
- ❑ Conducting and reporting of programme.
- ❑ Identifying and visiting local human service organisations
- ❑ Study of the organisational structure of a selected organisation.

References

→ Chaubey, B.K. (1979) A handbook of Extension Education, Jyoti Prakashan, Allahbad

→ Chaudhary, D. Paul (1993) Hand Book of Social Welfare, Atma Ram & Sons, New Delhi

→ Chaudhary, D.Paul (1985), Child Welfare / Development, Atma Ram & Sons, New Delhi.

→ Dale R. (2000) Organisations and Development Strategies, Structures and Process, Sage Publications India Pvt. Ltd. New Delhi

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→ Sandhu, A.S. (1994) Extension Programme Planning, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi
    Singh, Amita (2002), Public Administration Roots and Wings, Galgotia Publishing Company, New Delhi

Computer Application for Social Sciences

Objectives:

The course will develop skills in students to use computer for data analysis in social science research.

Contents:

Sr. No.	Topic and Details
1	Steps of research and role of computer Unit-1 Overview of steps of research Unit-2 Role of Internet in research Unit-3 Importance of databases, search engines. metadata Unit-3 Advantages and disadvantages of using computers for research
2	Types of data Unit-1 Quantitative - Qualitative Unit-2 Interval / Ratio – nominal/ordinal Unit-3 Generating different types of data
3	Data analysis stages: Unit-1 Data coding Unit-2 Data entry Unit-3 Data cleaning Unit-4 Data analysis Unit-5 Interpretation
4	Computer packages for data analysis Unit-1 Statistical Package for Social Sciences Unit-2 Applications using SPSS: Summarize, describe or present data, methods of distribution of data, analytical processing, comparative analysis, relational analysis and factor analysis Unit-3 Data presentation

References

- Argyrous G (1997) Statistics for Social Research, McMillan, London.
- Rosentahl R (1992) Meta analytic procedures for social research, Sage, Newbury Park.
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- Chakrvorti S R & N Giri (1997) Basic Statistics, South Asian Publishers, New Delhi.
- Das M N (1996) Statistical methods and concepts, New age international, New Delhi.

Visual Communication

Objectives:

The course will enable the students to:

- Understand importance of visual communication and its diverse applications.
- Design visual communication applications

Contents:

Sr.No.	Topic & Details
1	**Concept of Visual design** Unit-1 Point, line, plane, texture, rhythm, contrast, perspective and space, balance, light and colour, volume Unit-2 Typography and readability Unit-3 Packaging, layout, look/feel etc. Unit-4 Ways of seeing, ethics and aesthetics, form-content and meaning
2	**Principles of design** Unit-1 Balance and harmony, patterns, object placement, contrast, repetition, rhythm, proportion, scale and proportion, composition, movement, shape Unit-2 Structural and decorative designs Unit-3 Graphics: Principles of 2Dgraphic design
3	Unit-1 **Applications of visual designs:** letterhead, logos, posters, visiting cards, calendars, photography, scenic design, art design, mass media Unit-2 Design as object, communication, environment, identity, system, context
4	**Computers in image making, manipulating and modifications and creative expression** Unit-1 PowerPoint presentations for specified groups and clients Unit-2 Creating visual design applications and their display

References

- Giesecke, Frederick E: Modern graphics communication. 2nd ed. New Jersey : Prentice Hall, c2001.
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- Cross, Nigel: Developments in Design methodology, John Wiley & Sons, New York.
- Danger E P: Selecting colour for print, Gower technical press, USA, 1987.
- Zettl H: Sight, Sound, Motion, Applied media ashthetics, Wadsworth, CA, 1999.
- Dheer Sudarsha (ed) The world of symbols/logos and trademarks- India, Mapin, Ahmedabad, 1991.
- Heskett John, Design- A very short introduction, Oxford, New York, 2003.

Community Development II

Objectives:

The course will enable the students to:

- Apply theoretical knowledge in practical situations.
- Gain a hands-on experience of working in the field.

Community development work will be carried out in non-government or government organisations working for the uplift women, children or other groups. The students have to undertake activities assigned by the organisations and/or initiate activities on their own. At the end of the semester students will submit a report of the work carried out by them.

Research and Statistical Application

Objectives:

This course will enable students to:

1. Discriminate between parametric and non-parametric tests
2. Learn to apply statistical tests for data analysis for both large and small samples
3. Know how to interpret the results of statistical analysis of data
4. Be able to summarize data and present it using tables and graphs
5. Develop skills for preparation of research proposals
6. Understand the components of a research report

Contents:

Module No	Topics
1	**Introduction to Statistics** Definition, conceptual understanding of statistical measures, popular concepts and misuse of statistics **Normal Distribution and its Properties** a. Normal distribution

	b. Binomial distribution
	c. Probability, use of normal probability tables, area under normal distribution curve
	d. Parametric and non-parametric tests
	Data Management
	Planning for data analysis – coding of responses, preparation of code book
	Coding of data
	Use of statistical programs
	- MS Excel - SPSS

2	**Data Analysis**
	
	a. Quantitative analysis, descriptive statistics, inferential statistics : Uses and limitations, Summation sign and its properties
	
	b. Proportions, percentages, ratios
	
	c. Measures of central tendency-mean, median, mode-arithmetic mean and its uses, mid – range, geometric mean, weighted mean
	
	d. Measures of dispersion /variability- range, variance, standard deviation, standard error, coefficient of variation, Kurtosis, skewness
	
	Grouped data-frequency distribution, histogram, frequency polygons, percentiles, quartiles, tertiles, ogive
	
	e. Large and Small Sample tests and interpretation
	
	    -. Z-test for single proportions and difference between proportions
	
	    -. Large sample test for single mean and difference between means
	
	    -. Small sample tests- 't'-test, paired 't'-test, 'F' Test

3	**Chi square test and its interpretation** a. General features, goodness of fit b. Independence of Attributes **Correlation and Regression and its interpretation** a. Basic concepts b Linear regression and correlation coefficient

	Regression and prediction c. Rank correlation, Product-moment method **Analysis of Variance and its interpretation** a. One-factor analysis of variance b. Two-factor analysis of variance **Design of Experiments** a. Completely randomized design b. Randomized block design c. Latin square design d. Factorial design
4	**Presentation of Data** a. Tabulation and Organization of data- frequency distributions, cumulative frequency distribution, contingency tables b. Graphical presentation of data- histogram, frequency polygon, ogive, stem and leaf plot, box and whiskers plot, Graphs for nominal and ordinal data- pie diagram, bar graphs of different types, graphs for relation between two variables, line diagram. Use of illustrations Cautions in visual display of data **The Research Report** Basic components of a research report- prefatory material, introduction and Review of Related Literature, Methodology, Results, Discussion, Conclusion, Summary, Abstract, Bibliography and Appendices **Students to design a research study on a topic-** - specify type of research - sample selection - protocol/operationalization - tools - tests for statistical analysis

	Preparation of a Research Proposal

References:

Research Methods

1. Bell, J. (1997): Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science, Viva Books, New Delhi

2. Bell, J. (1997): How to Complete Your Research Project Successfully: A Guide for First-time Researchers, UBSPD, New Delhi.

3. Bulmer, M.C. (1984): Sociological Research Methods: An Introduction, Macmillan, Hong Kong.

4. Festinger, L. and Katz, D. (ed.) (1977): Research Methods in the Behavioral Sciences, Amerind Publishing, New Delhi.

5. Holloway, I. (1997): Basic Concepts of Qualitiative Research, Blackwell Science, London.

6. Jain, G. (1998): Research Methodology: Methods and Techniques, Mangal Deep, Jaipur.

7. Kothari, C.R. (2000): Research Methodology: Methods and Techniques, Wishwa Prakashan, New Delhi.

8. Kumar, A. (1997): Social Research Method (The Art of Scientific Investigation), Anmol Publication, New Delhi.

9. Kumar, A. (2002): Research Methodology in Social Sciences, Sarup and Sons, New Delhi.

10. McBurney, D.H. (2001): Research Methodology, Thomson-Wadsworth, Australia.

11. Pande, G.C. (1999): Research Methodology in Social Sciences, Anmol Publication, New Delhi.

Statistics

1. Gupta, S. (2001) "Research Methodology and Statistical Techniques", Deep and Deep, New Delhi,

2. Hooda, R.P. (2003) "Statistics for Business and Economics", 3rd ed.,Macmillan India Ltd., Delhi,.

3. Dey, B.R. (2005) "Textbook of Managerial Statistics", Macmillan India Ltd., Delhi,

4. Fleming, M.C. & Nellis, Joseph G. (1997) "The Essence of Statistics for Business", Prentice-Hall of India, New Delhi,

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11. Gupta, S.C. (2000) "Fundamentals of Statistics", Himalaya Pub., Mumbai

12. Gupta, S.P. (2000) "Statistical Methods", Sultan Chand & Sons, New Delhi,

13. Nagar, A.L. & Das, R.K. (1997) "Basic Statistics", 2nd ed., OUP, Delhi,

14. Shenoy, G.V. & Pant, M. (2006) "Statistical Methods in Business and Social Sciences", Macmillan India Ltd., Delhi,
     Atlantic Pub., New Delhi,

15. Spiegel L, Murray R. (1998) "Schaum's Outline of Theory and Problems of Statistics", 3rd ed., Tata McGraw-Hill Pub., New Delhi,

16. Triola, M F. (1998) "Elementary Statistics", 7th ed., Addison Wesley Longman, America,

17. Richard A. (1992) "Applied Multivariate Statistical Analysis", Prentice-Hall, New Delhi,

MANAGEMENT OF HUMAN SERVICE ORGANISATIONS

Objectives:

The course will enable the students to:

- Understand the concept and need of human service
- Understand the principles of management of human service organizations
- Get acquainted with organizations for human service

Contents:

Sr. No.	Topics & Details
1	**Concept of service organisations** Unit-1 Need and nature of service organizations in India Unit-2 Philosophy and significance in a developing nation Unit-3 Special Groups: Women, children, youth and groups with special needs. Unit-4 Organisational structure
2	**Management of service organisations** Unit-1 Types and Nature of service organisations Unit-2 Planning, implementation, administration, monitoring and evaluation of organisational activities Unit-3 Challenging and managing human service organisations
3	**Organizations and programmes for the service of various groups** Unit-1 Women: National Commission for Women, SEWA, Mahila Samakhya, Central Social Welfare Board, Bhartiya Gramin Mahila Sangh etc. Unit-2 Children: Indian Council of Child Welfare, National Institute for Public Co-operation and Child Development, Planned Parenthood Federation etc. Unit-3 Government and Non-government organisations working for the service of Youth: Nehru Yuvak Kendra, YMCA, YWCA, YUVA etc.

		Unit-4 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.
4		**Communication & Documentation** - Communication within organization. Record keeping - Communication outside organization - Proposal writing for grants - Reporting & Documentation

Ref :

1. Chaudhary, D. Paul (1993) Hand Book of Social Welfare, Atma Ram & Sons, New Delhi
2. Devi Rameshwari and Ravi Prakash (1998) Social Work and Social Welfare administration, Mangal Deep Publications, Jaipur
3. Krishna Raj and Mathreyi, C. (1988) Women and Development, The Indian Experience.
4. Goel, S.L. & Jain, R.K., Social Welfare Administration, Vol. 1-2, Deep & Deep Publications, New Delhi.
5. Chaudhary, D.Paul (1985), Child Welfare / Development, Atma Ram & Sons, New Delhi.
6. Dubey, S & R Murdia (1983) Organizational design & management method for HSO, Himalaya Publication Mumabai
7. Harris & Maloney (ed). (1996) Human services: Contemporary issue and trends, Allyn and Becon, Boston.
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Sustainable Development

Objectives:

The course will enable the students to:

- understand the concept of sustainable development

- get aquainted with community resources and their appropriate utilization for sustainable development

- understand inter-linkage of people's participation and sustainable development

Contents:

Sr. No. (Block)	TOPICS & DETAILS
1	**Environment & Resources** Unit-1 Atmosphere, hydrosphere, lithosphere, biosphere and soil. Unit-2 The concept of ecosystem. Abiotic and biotic components of an ecosystem and their interaction. Producers, consumers and decomposers. Self sustainability of natural ecosystems. Unit-3 Non-renewable and renewable natural resources and their exploitation. Soil, water, mineral, energy, genetic resources, forest wealth. Unit-4 Biodiversity Unit-5 Resource utilisation and waste generation Unit-6 Air, water, land / soil pollution Unit-7 Local and global environment impact.

2	**Sustainable development**
	 Unit-1 Sustainability – Meaning, concept and implications for development
	      - dimensions of sustainable development
	      - social, spiritual, economic, educational. Linkage between environment & sustinable development
	 Unit-2 Lack of sustainability due to over exploitation and

		non judicious use of resources Unit-3 Socio-economic indicators and evaluation of projects for environmental sustainability.
3	**Approaches for resource conservation and waste minimisation/ utilisation**	
	Unit-1	Environmentally sound technologies and their impact on sustainable management of resources
	Unit-2	Appropriate technologies for management of water, fuel and energy resources
	Unit-3	Proper management of forests for fuel fodder and other products
	Unit-4	Sharing of community resources for sustainable development, people's participation
	Unit-5	Institutional inputs(community organisations, groups, networks) and their interdependency
4	**Environmental legislation in India :**	
	Unit-1 Challenges & bottlenecks in the process of sustainable development	
	Unit-2 Some important laws for environmental protection	
	Unit-3 ISO frame work, Regulatory bodies, eco-labelling of environment friendly products.	
	Unit-4 Role of government and non-government organisations in resource conservation and environment protection programmes.	

Practical

❑   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.

References

→   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

→   Kenny, M. & J. Medowcraft, (ed.) (1999), Planning Sustainability, Routledge, London

→   World Resource Institute (1992) World Resources World Resources Institute, Oxford, UK

→   Raj, Madhu (2001) Emerging Trends in Environmental Pollution, Ivy Publishing House, New Delhi

→   Mittal, K.M. (1997) Non Conventional Energy Sources, Principles, Progress and Prospects, A.H. Wheeler and Co. Ltd., New Delhi.

SCIENTIFIC WRITING

Objectives

The course will enable students to

1. appreciate and understand importance of scientific writing.
2. develop competence in writing and abstracting skills.
3. to write research reports, dissertation, thesis.

Contents:

Sr. NO.	Topics & Details

1	**Scientific writing as a means of communication**
	
	 Unit 1 Distinguishing scientific writing from popular and literary writing styles
	
	 Unit 2 Different forms of scientific writing.
	
	     Articles in journals, research notes and reports, review articles,
	
	     monographs, dissertations, bibliographies.

2	**Characteristics and principles of scientific writing** Unit 1 Use of citations, quotations, avoiding plagiarism Unit 2 Formulating outlines as a plan of writing Unit 3 Sectioning a report/document, use of headings, subheadings Unit 4 Reference lists/bibliography Unit 5 Ensuring readability and sustaining interest by avoiding ambiguity, redundancy, superfluity, parsimony, aragonites

3	**The writing process**
	Unit 1 Getting started
	Unit 2 Use outline as a starting device
	Unit 3 Drafting
	Unit 4 Reflecting, Re-reading
	* checking organization
	* Checking heading
	* Checking content
	* Checking clarity
	* Checking grammar
	Unit 5 Brevity and precision in writing
	Unit 6 Drafting and Re-drafting based on critical evaluation
4	**Writing of Dissertation / Research report / Article**
	Unit 1 Introduction
	Unit 2 Review of Literature
	Unit 3 Methodology
	Unit 4 Results and Discussion
	Unit 5 Tables as systematic means of presenting data in rows and columns and lucid ways of indicating relationships and results.
	Unit 6 Formatting Tables: Title, Body stab, Stab Column, Column Head, Spanner Head, Box Head
	Unit 7 Appendices: use and guidelines

Ref	:

1. APA (1984): Publication Manual of American Psychological Association (3rd Edition), Washington: APA.
2. Cooper, H.M. (1990): Integrating Research: A Guide for Literature Reviews (2nd Edition). California: Sage.
3. Dunn, F.V. & others. (Ed.) (1994): Disseminatimg Research: Changing Practice. NY: Sage.
4. Harman, E & Montagnes, I. (Eds.) (1997): The Thesis and the Book. New Delhi: Vistaar.
5. Locke, L.F. and others (1987): Proposals that work: A Guide for Planning Dissertations & Grant proposals (2nd Ed.). Beverly Hills: Sage.

6. Mullins, C.J. (1977): A Guide to Writing and Publishing in Social and Behavioral Sciences. New York: John Wiley & Sons.
7. Richardson, L. (1990): Writing Strategies. Reaching Diverse Audience. California Sage.
8. Sternberg, R.J. (1991): The Psychologist's Companion: A Guide to Scientific Writing for Students & Researchers. Cambridge: CUP.
9. Thyer, B.A. (1994): Successful Publishing in Scholarly Journals. California: Sage.
10. Wolcott, H.F. (1990): Writing up Qualitative Research. Newbury Park: Sage.

Elective

Gender & Development

Objectives:

The course will enable the students to:

- understand the concept of gender, empowerment and development

- become aware of gender inequality

- understand the importance of gender in development planning and implementation

Contents:

Theory

Sr. No.	Topic and Details
1	**Concepts** Unit-1 Understanding sex, gender, development Unit-2 Division of Labour, gender roles, gender justice, equality, equity Unit-3 Concepts of WAD-WID-GAD-GID, gender analysis matrix, shift from welfare to development and empowerment

	Unit-4 Men-women-third gender	
2	**Status of women in society** Unit-1 Status – meaning Unit-2 Situation analysis with regard to demographic, education, employment, political and health (general, occupational and reproductive) Unit-3 Theories of feminism and gender inequality	
3	**Gender Planning** Unit-1 Gender planning, execution and assessment in development projects, programmes and institutions Unit-2 National policy for empowerment of women: policy perspective, mainstreaming gender perspective in the development process.	
4	**Policies, programmes and agencies for women's development** Unit-1 Economic empowerment: poverty eradication, micro-credits, self- help groups, women in agriculture, women in industry and support services. Unit-2 Social empowerment: education, health, nutrition, drinking water and sanitation, housing and shelter, environment Unit-3 Legal empowerment: legal literacy on personal and family laws, role of family court and legal aid centres. Unit-4 Political empowerment: role of panchayati raj in the political empowerment of women. Unit-5 Government, non-government and autonomous organisations for Women	

Evaluation:

- Presentation or review based project covering module-4.
- Participation in in-class processes towards gender sensitisation.

References

→ Agosin, M (2003) Women, Gender and Human Rights, Rawat Publications, New Delhi
→ GOI (2000) National Perspective Plan for Women 1988-2000, Dept. of Woman and Child Development, Ministry of Human Resource Development, Government of India, New Delhi.
→ Government of India (2002) Towards Equality, Towards unfunushed Agenda- Status of Women in India, 2001, National Commission for Women, New Delhi.
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→ Lindsey, L (1990) Gender Roles, A Sociological Perspective, Prentice Hall India Pvt. Ltd. New Delhi.
→ Majumdar, Maya (2001) Protecting Our Women: Imperative of Empowerment : The Political Response Vol. I, II, III, Dominent Publisher and Distributors, New Delhi
→ 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
→ Wearing, Betsy (1996) Gender : The Pain and Pleasure of Difference, Addison Wesley Longman, Australia

Communication for Development

Objectives:

The course will enable the students to:

- understand the concepts of communication

- get acquainted with the trends in extension communication approaches and models

Contents:

No	Topic and Details
1	**Concepts** Unit-1 Definition, functions, elements and types of Communication Interpersonal, group and mass, functions, significance and characteristics Unit-2 Issues: Communication fidelity, gap, types of barriers noise, time lag in communication, empathy, homophily –heterophily, Unit-3 Models of communication: Herald Laswell, Berlo, Wilbur Schramm, Shenon-Weaver, Rogers and Shoemaker, Westly and Macleans
2	**Communication methods** Unit-1 Interpersonal methods – farm & home visits, farmers' call, farm clinic, etc. Unit-2 Group methods – demonstration, group meetings, field day/ farmers' day, video, slides, traditional/folk methods. Unit-3 Mass methods – mass meetings, publications, campaign, exhibition, newspaper, radio, T.V., film, etc. Unit-4 Computers, Multimedia, Tele-conferencing, satellite broadcasting, Internet, etc. Unit-5 Issues related to technology: Reach, coverage, appropriateness, relevance, access, context, etc. Unit-6 Social, economic, political, cultural factors in creation/adoption of communication technology

3	**Communication theories**
	Unit-1 Propaganda and publicity, gate-keeping
	Unit-2 Bullet Theory, Individual Difference Theory, Social
	Category Theory, One Step – Two Step and Multi Step Flow, etc.
	Unit-3 Communication in innovation decision process: Adoption-Diffusion,
	Process and steps, diffusion effect, consequences, adopter categories.
	Unit-4 Theories of Mass Communication – Social responsibility, Developmental Media, Democratic Participant theories
4	**Communication for extension**
	Unit-1 Agencies: Government, semi-government and non-
	government, private and corporate agencies like ISRO,
	Films Division, NFDC, DAVP, DD, IGNOU, etc.
	Unit-2 Development communication, role, importance, approaches
	Unit-3 Issues: public service broadcasting, Development /rural / advocacy journalism, globalisation, etc.

Evaluation:
- Presentation on any topic applying principles of group communication.
- Library assignment on agencies involved in extension and development communication.

References

→ Andal, N (1998) Communication Theory and Models, Himalaya Publishing House, Mumbai

→ Baran, S & Davis, D (2000) Mass Communication Theories, Wadsworth Thomson Learning, Belmont, CA USA

→ Gandhi V P (2007) Electronic Media Communication and Managemnt: Elements and Areas, Kanishka Publishers, New Delhi.

→ Kumar, Keval J. (2000) Mass Communication in India, Jaico Publishing House, Mumbai.

→ Maan, G.S.(1987) The Story of Mass Communication, Harnam Publications, New Delhi

→ Mody, B (1992) Designing messages with audience participation, Sage, New Delhi.

→ Narula, U. (1994) Development communication, Haranand, New Delhi

→ Singhal and Rogers (2001) India's Communication Revolution: From Bullock Cart to Cyber Marts, Sahr, New Delhi.

→ Venkatesh S (2004) ICTs and economic development, authorpress, New Delhi.

→ Watson, J (1996) Media Communication, MacMillan Press Pvt. Ltd., London

→ West, R. & Turner, L (2000) Introducing Communication Theories, Mayfield Publishing Company USA

GUIDANCE AND COUNSELING

Objectives:

This course will enable students to:

1. understand basic concepts and need of guidance and counseling
2. develop awareness of issues, concerns and challenges faced by the clients
3. understand the process of counseling through actual work with a variety of settings and situations
4. familiarize with different approaches and techniques of guidance and counseling

Contents:

Sr. No.	Topics and Details
Block 1	**Emergence and growth of guidance and counseling** Unit 1 Definition, need, importance and scope of guidance and counseling Unit 2 Difference between guidance and counseling Unit 3 Nature of problems and psychological disorders at stages of Human Development Unit 4 Problems issues and concerns of infancy, childhood, adolescent, adulthood and old age
Block 2	**Educational, personal, vocational and career guidance** Unit 1 Guidance related to study skills, learning problems and difficulties Unit 2 Education guidance Unit 3 Vocational choices and decision making Unit 4 Career guidance
Block 3	**Fundamentals of counseling and approaches** Unit 1 The process of counseling Unit 2 Attitudes, skills and quality of counselor Unit 3 Behavior and cognitive approach Unit 4 Transactional Analysis, Rational Emotive therapy, Client Centered therapy and Gestalt therapy Unit 5 Integrated Eclectic Approach
Block 4	**Ethical and professional issues** Unit 1 The development of professional ethics Unit 2 Ethical dilemmas and licensing Unit 3 Ethical and Legal Issues in Guidance and Counseling

References:

1. Dave, I. (1991) "The Basic Essentials of Counseling", Sterling Publishers Pvt. Ltd.
2. Fuster, J.M. (1988) "Personal Counseling, Better Yourself Books".
3. Gelso, C. and Fretz, B. (1995) "Counseling Psychology", William James Centennial Series.
4. Madhukar, I. (2000) "Guidance and Counseling", Authors Press.

5. Rao, S.N. (1991) "Counseling and Guidance", Tata McGraw Hill Publishing Company Ltd., New Delhi.
6. Satya, B.N. (2002) "Guidance and Counseling", Abhishek Publication, Chandigarh.
7. Shankar, L. (1993) "Guidance: Educational, Vocational, Personal and Social", Enkay Publisher Pvt. Ltd.
8. Singh, R. (1994) "Educational and Vocational Guidance", Common Wealth Publisher, New Delhi.

Community Nutrition & Health Management

Objectives:

This course will enable the students to:

- gain insight into the national nutritional and health problems and their implications and to develop skills in organizing and evaluating nutrition projects in the community.

- be familiar with the current national scenario with regard to nutrition and health status.

- be aware of the various nutrition and health policies and ongoing programmes

- be able to plan and implement health and nutrition interventions.

Sr. No. (Block)	Topic and Details
1	**Concepts** Unit 1 – Health, Health care, nutrition, their importance and relationship Unit 2 – Community health, concept of reproductive and occupational health. **Nutrition, health and development indices** Unit 3 – Relationship between health and development. Unit 4 – 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. **Assessment of nutritional status.** Unit 6 – Dietary assessment – Anthropometry, Clinical, Biochemical, Rapid Assessment Methodologies.
2	**Community nutrition and health needs and problems.** Unit 1 – Health problems related to sanitation, environment, personal hygiene, etc. Unit 2 – Communicable and non-communicable diseases Unit 3 – Occupational and reproductive health problems Unit 4 – Social Health Issues (Drugs/Tobacco/Alcohol) Unit 5 – Health and nutritional needs of special groups – women, children, adolescents, elderly, migrants, urban and rural poor. **Food and nutrition security** Unit 6 – Food production – Access, Distribution, Availability, Losses,

	Consumptions, Food security. Unit 7 – Socio-cultural aspects & dietary patterns – their implications for nutrition and health. **Health Economics and economics of malnutrition** Unit 8 – Its impact on production and national development, cost benefit.

3	**Nutritional and health care services and programmes**
	
	Unit-1 Governmental, non-governmental and private services,
	
	National and International Health Agencies
	
	       i.e., NIN, CFTRI, NNDIB, ICMR, FAO, WHO,
	
	       UNICEF, CARE, WORLD BANK, Central Health
	
	       Education Bureau etc.
	
	Unit-2 National Nutrition and Health Programmes/Policies
	
	Nutrition intervention programmes,: Objectives and
	
	operation of nutrition intervention programmes in the
	
	country- pre-school feeding programmes, SNP, ANP,
	
	Mid day meal programme, ICDS, Prophylaxis
	
	programmes. Nutrition policy
	
	Health and Nutrition information, education, communication
	
	Unit-3 Nutrition Education: Meaning, aims and importance
	
	of nutrition education. Advantages and limitations of
	
	Nutrition Education. Principles and general
	
	procedure of nutrition education. Methods of nutrition
	
	education

4	Practical
	- Case study of organisations working in areas of nutrition and health - Planning an IEC package for nutrition and health intervention for selected groups - Planning, impletation and evaluation of nutrition education progammes (intervention) with community participation Assessment of nutritonal status of any one selected group of community.

References

➢ Bamji , Mahtab S, N. Pralhad Rao, Vinodini Reddy (1998) Textbook of Human Nutrition,

Oxford and IBH Publishing Co. Pvt. Ltd.
➢ B. Srilakshmi, Food Science, (1997), New-Age International (P) Ltd. Publishers, New Delhi.

➢ Dutt, P.R. (1993) Primary Health Care Vol. I, II, III, Gandhigram Institute of Rural Health and Family Welfare Trust, Ambathurai

➢ Gopalan, C; B.V. Rama, (1978), Nutritive value of Indian foods, NIN, Hyderabad.

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Dietetics, Phoenix Publishing House, New Delhi.
➢ Swaminathan M., (1995) Food Science Chemistry and Experimental Foods, The Bangalore Printing & Publishing Co. Ltd. Mysore, Bangalore.

➢ Swaminathan M., (1995) Food and Nutrition, The Bangalore Printing & Publishing Co. Ltd. Mysore, Bangalore. Co. Ltd. Mysore, Bangalore.Vol II.

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> Frank C. Gail (2008), Community Nutrition, Jones & Barlett publisher, U.S.A.

> Chander Vir Sheela (2011), Public Health Nutrition in Developing Countries, woodhead Publishing India Pvt. Ltd.

> Susman, Stella, (2001) Nutrition in the Community, Safe Publications.

> Wurzbach Mary Ellen (2004), Community Health Education & Promotion, Jones & Barlett Publication, U.S.A.

> Gibney M.J. (2002), Public health Nutrition, Blackwell Publishing.

> Mckenzie, J.F , R.R Pinger., J.E. Kotecki (2008), An Imtroduction to Community Health , J & B Publisher U.S.A

> Wadhwa, Arvind, Sushma Sharma (2003)., Nutrition in the Community., Elite Publishing House Pvt. Ltd., New Delhi

RECENT ADVANCES IN EXTENSION EDUCATION

Objectives:

This course will enable students to:

1. develop awareness and in-depth understanding of issues, concerns and challenges of their area of extension education.

2. familiarize and update their knowledge in the field of extension education.

3. learn to access library and sharpen their research and review skills.

4. enhance understanding about structuring, outlining, presentation of content.

Total Seminars in a semester: FOUR

Schedule for Seminars

Seminar	Topics	Time Frame
First	Book Review	Mid July
Second	Research Proposal of Dissertation	Mid August
Third	Review of Literature of dissertation	End October
Fourth	Dissertation seminar with Methodology and findings	Mid Feb

DISSERTATION

The student shall have to select the topic for dissertation by the end of second semester in consultation with the Head of the Department/Guide. The dissertation has to be completed and submitted at the end of fourth semester. Following schedule has to be maintained by the student while working on the dissertation.

Activity	Time Frame
Proposal for the study	July 15
Finalization of the proposal by the Department	July 30
First draft of Review of Literature	Oct 30
Finalisation of data collection tools	Nov 15
Completion of data collection	Dec 30
Finalization of chapters of introduction & Methodology	Jan 15
Finalization of Results and Discussion	Feb 28
Finalization of Summary and Conclusion	March 15
Approval of final draft of the dissertation	April 1
Submission of dissertation	One week before theory exam
Viva voce	By end of May

INTERNSHIP

Objectives:

Internship will enable the students to:

1. Apply knowledge gained during the programme to work situations.

2. gain an hands-on experience of working in the field through an organisational interface and become job ready.

3. understand organisaitonal, administrative and managerial aspects of extension work.

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 related tasks. 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 the final theory examination.