

Master of Science (Home Science) (Extension & Communication)

**Started in 1982
First Revision 2006
Second Revision 2012
Revised in 2020-21**



**Department of Extension & Communication,
SNDT Women's University,
Juhu Campus, Mumbai**

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

Eligibility:

Minimum 45% for students 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, B.Sc. Home Economics, Bachelor's degree in Social Work, Arts, Management, Mass Communication and Journalism, Mass Media.

Programme Objectives:

This programme will enable the student 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 research, education, extension, and communication.
3. Pursue higher education and research in Home Science Extension, Media Communication and Community Development and Development Studies.
4. Train in facilitating skills and employability in the areas of community outreach, community development and social change communication.

Programme Specific Outcomes:

This programme enables students to:

- Become extension and communication professionals.
- Provides them 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.
- Work with government and Non- government organizations to attain development goals of the nation.
- Equip themselves with information and skills for working with diverse communities including design and development of programmes and activities.
- Take up research and intervention for diverse groups like children, adolescents, girls, women, youth and so on.
- Able to establish organizations that work for/with diverse communities.
- Act as a facilitator for the development processes for the social change.

Faculty Name: Science and Technology
Subject Group: Home Science
New Name: M.Sc. Extension and Communication
Earlier Name: M. Sc. Extension Education (earlier name)
Syllabus: Revised in 2020-21

STRUCTURE -2020

Semester I

| Code No | Courses | Total Credits | Th. Cr | Pr Cr | Int (Cr/M) | Ext (Cr/M) | Total Marks |
|---------------|---|---------------|-----------|-----------|---------------|---------------|-------------|
| 131001 | Socio-economic Environment of India | 4 | 3 | 1 | 2/50 | 2/50 | 100 |
| 131002 | Development Planning & Administration | 4 | 4 | 0 | 2/50 | 2/50 | 100 |
| 131101 | <i>Understanding Communication</i> | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 131003 | Community Organization & Leadership | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 131004 | Media Production I | 4 | 1 | 3 | 100/4 | - | 100 |
| 131005 | Field Work I (Pr.) | 4 | - | 4 | 2/50 | 2/50 | 100 |
| Total | | 24 | 12 | 12 | 12/300 | 12/300 | 600 |

Semester II

| Code No | Courses | Total Credits | Th. Cr | Pr Cr | Int (Cr/M) | Ext (Cr/M) | Total Marks |
|---------------|--|---------------|-----------|-----------|---------------|---------------|-------------|
| 231001 | Research Methodology and Statistics I | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 231002 | Media Production II | 4 | 1 | 3 | 100/4 | - | 100 |
| 231101 | <i>Gender & Development</i> | 4 | 3 | 1 | 2/50 | 2/50 | 100 |
| 231003 | Training and Development | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 231004 | Field Work II (Pr.) | 4 | 0 | 4 | 2/50 | 2/50 | 100 |
| 231201 | Elective I- Media Appreciation | 4 | 2 | 2 | 4/100 | - | 100 |
| Total | | 24 | 10 | 14 | 14/350 | 10/250 | 600 |

Semester III

| Code No | Courses | Total Credits | Th. Cr | Pr. Cr | Int (Cr/M) | Ext (Cr/M) | Total Marks |
|---------------|--|---------------|-----------|-----------|---------------|---------------|-------------|
| 331001 | Research Methodology and Statistics II | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 331002 | Management of Human Service Organisations | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 331003 | Life Long Learning | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 331101 | <i>Scientific Writing</i> | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 331004 | Community Health & Recreation | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 331201 | Elective II- Development Communication (EPG Pathshala) | 4 | 2 | 2 | 4/100 | - | 100 |
| Total | | 24 | 12 | 12 | 14/350 | 10/250 | 600 |

Semester IV

| Code No | Courses | Total Credits | Th. Cr | Pr Cr | Int (Cr/M) | Ext (Cr/M) | Total Marks |
|--------------|---|---------------|----------|-----------|---------------|---------------|-------------|
| 431001 | Seminar- Recent Advances in Extension & Communication | 4 | 0 | 4 | 4/100 | - | 100 |
| 431002 | Sustainable Development | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 431888 | Dissertation | 8 | 0 | 8 | 4/100 | 4/100 | 200 |
| 431999 | Internship | 8 | 0 | 8 | 4/100 | 4/100 | 200 |
| Total | | 24 | 2 | 22 | 14/350 | 10/250 | 600 |

Notes: 1) CC: Core Course
 2) E1: Visual Communication, Media Appreciation
 3) E2: Development Communication, Scientific Writing

[* *Bold italics* - CBCS open to Other Department Students]

STRUCTURE -2020

Semester I

| Code No | Courses | Total Credits | Th. Cr | Pr Cr | Int (Cr/M) | Ext (Cr/M) | Total Marks |
|---------------|---|---------------|-----------|-----------|---------------|---------------|-------------|
| 131001 | Socio-economic Environment of India | 4 | 3 | 1 | 2/50 | 2/50 | 100 |
| 131002 | Development Planning & Administration | 4 | 4 | 0 | 2/50 | 2/50 | 100 |
| 131101 | <i>Understanding Communication</i> | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 131003 | Community Organization & Leadership | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 131004 | Media Production I | 4 | 1 | 3 | 100/4 | - | 100 |
| 131005 | Field Work I (Pr.) | 4 | - | 4 | 2/50 | 2/50 | 100 |
| Total | | 24 | 12 | 12 | 12/300 | 12/300 | 600 |

Socio-economic Environment in India

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|--------|-------------------------------------|---|---|---|------|------|-----|
| 131001 | Socio-economic Environment of India | 4 | 3 | 1 | 2/50 | 2/50 | 100 |
|--------|-------------------------------------|---|---|---|------|------|-----|

Learning 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

Learning Outcomes:

At the end of this Course the students will be able to:

- get exposure to rural, urban and tribal communities and sensitize with the issues and structural challenges.
- understand the implication of the changing socio-economic environment of India post-independence.
- know how to measure the poverty through different tools and techniques
- apply critical thinking to inform and communicate professional judgments.

Contents:

| Module | 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, class, etc. Unit-3 Liberalisation, Privatisation, Globalisation Unit-4 Public, Private, Corporate, Business, Civil Society |
| 2 | Socio-economic changes in post-independence India Unit-1 Planned Development, Industrialisation, White/Green/Blue Revolutions Unit-2 Role of Planning Commission, Niti Ayog, Indian Constitution Unit-3 Education and Employment, and their impact on social change Unit-4 Emergency, Rise and Fall of Political parties, Reform movements |
| 3 | Challenges in rural, urban and tribal areas Unit-1 Rural: Caste traditionalism, unemployment, health, social and economic inequalities, illiteracy, migration, connectivity, 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. Unit-4 Industrialisation and Digitisation of Tier II and Tier III cities |
| 4 | Institutions and Agencies Unit-1 National extension systems: Early extension efforts, community development programmes, ICAR extension system, extension systems of Ministries, agricultural universities, KVK, TTCs. T & V, Development work by NGOs, government, Public Private Partnership, Community Based Organisations Unit-2 Educational, religious, political, economic, administrative systems Unit-3 Urban-Rural: industries, finance, banks, SHGs, Micro finance, etc. |

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| | Unit-4 Panchayat Raj institutions, co-operatives, DRDA, Central Social Welfare Board, State Social Welfare Board, National Level Voluntary Agencies like CAPART, KVIC, Local level voluntary agencies. |
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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
- Desai, Vasant (1988) Rural Development, Himalaya Publishing House, New Delhi
- 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.
- Ganjam R. P. and Anoop Sharma (2011) Public administration and rural development, Crescent Publishing Corporation, 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.

Development Planning & Administration

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|--------|---------------------------------------|---|---|---|------|------|-----|
| 131002 | Development Planning & Administration | 4 | 4 | 0 | 2/50 | 2/50 | 100 |
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Learning Objectives:

The course will enable the students to:

- understand the concept of national development.
- get acquainted with the approaches, models and
- relate and apply the principles of development administration to community development.

Learning Outcomes:

At the end of this Course the students will be able to:

- understand the concept of development administration and engage in current policy practice to advance social and economic well-being.
- understand the 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 practice.

Contents:

| Module | Topic and Details |
|----------|--|
| 1 | Concepts Unit-1 Development: meaning, philosophy, objectives, approaches, Principles, Global/Regional/Local trends in public administration Unit-2 Extension education: meaning, process and principles of learning in Extension, Types of Extension- Agriculture extension, Home Science extension, Dairy extension, etc. Unit-3 Role of public administration in development- Plans, Projects, Programmes, Policies, Personnel, governance, Difference in Planning, Administration, Management Unit-4 Role of NAM, SAARC, BRICS, BIMSTEC, Economic Forums |
| 2 | Development Approaches and Models Unit-1 Dominant Paradigm, Alternate paradigm, Gandhian self- reliance Unit-2 Approaches: Welfare, Equality, Equity, Empowerment, Participatory, Unit-3 State versus Market, Infrastructure debate, Governance, Unit-4 Models of Development- Liberal, Socialist, Gandhian, and others |
| 3 | Development Administration Unit-1 Edward Weidner and concept of development administration, Historical developments mainly post independent India Unit-2 Village-Block-District-State-Union level agencies, organisations and institutions Unit-3 Urban planning and management, Role of Municipalities, Corporations and urban agglomerations Unit-4 Revenue administration, district administration, local self-government, Three arms of government- legislative, judiciary, executive, Role of media |
| 4 | Community Development in public administration Unit-1 Community and their role in their own development Unit-2 Government programmes, policies and efforts in engaging community |

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|--|--|
| | Unit-3 Challenges of Community Development: Sustainability-Participation-Resources-Engagement- Self Reliance |
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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 Work Practices, Thomson Corporation, USA.
- 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.
- Singh Ajit K (2012) Working with communities and societies, Centrum Press, New Delhi.

Understanding Communication

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|--------|-----------------------------|---|---|---|------|------|-----|
| 131101 | Understanding Communication | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
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Learning Objectives:

This course will enable the students to:

- understand the concepts related to communication.
- get acquainted with the trends in communication approaches and models.
- Be able to examine role of communication in self to society.

Learning Outcomes:

At the end of this Course the students will be able to:

- understand the concept and skills of communication so that they can effectively deliver community development activities.
- understand the 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
- do critical thinking effectively to examine role of communication in self to society.

Contents:

| Module | Topic & Details |
|----------|--|
| 1 | Concepts in Communication <ol style="list-style-type: none"> 1. Definitions of Communication 2. Functions of Communication 3. Types & Levels of Communication 4. Elements of Communication 5. Barriers in Communication. 6. Scope of communication 7. Stakeholders in communication 8. Communication as a process and product 9. Evolution of communication Role of technology in communication |
| 2 | Models of Communication <ol style="list-style-type: none"> 1. Basic Models in Communication: Lasswell's formula, Shanon & Weaver mathematical model, Osgood & Schramm's model, Berlo's SMCR model. 2. 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. |

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|----------|---|
| 3 | Growth and Development of Communication sciences <ol style="list-style-type: none"> a. Communication as transmission b. Communication as reception c. Communication as culture d. Relationship of communication with culture and media e. Role of Communication in any society f. Communication as a discipline |
| 4 | Understanding Self and ‘other’ in Communication <ol style="list-style-type: none"> 1. Transactional analysis 2. Johari Window 3. SWOT analysis 4. Maslow’s Hierarchy of needs 5. Content-context of communication: Appearance, audio and emotion in rapport building |

References:

- Osborn, Michael and Suzanna Osborn (1994) Public Speaking, 3rd edition, Hongaton Mifflin Co.
- McGregor, Graham and White, R.S. (1986) The Art of Listening, (eds.) Croom Helm, Sydney.
- 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.
- Alessandra, T & Hunsaker, P. (1993). Communication at Work. Fireside, Simon & Schuster, New York, NY.
- 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

Community Organisation and Leadership

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|--------|-------------------------------------|---|---|---|------|------|-----|
| 131003 | Community Organization & Leadership | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
|--------|-------------------------------------|---|---|---|------|------|-----|

Learning 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.

Learning Outcomes:

At the end of this Course the students will be 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 a
- Apply knowledge of human behaviour in the social environment and engage diversity and difference in practice.
- identify as a professional extension worker and conduct oneself accordingly.

Contents:

| Module | Topic & Details |
|----------|--|
| 1 | Understanding community organization Unit-1 Meaning, importance, principles, process and history of community organization. Unit-2 Types & characteristics of social groups- (family, kinship groups, class based groups, schools, co-operatives, youth clubs, Mahila Mandals, Panchayats, etc.) Unit-3 Interests, attitudes, motivations for affiliations, interactions & role in community development. |
| 2 | Power structures & models of community organization Unit-1 Community power structures- Elite Theory, The Classical Elite Theory Unit-2 Models (Locality Development Model, Social Action Model, Social Planning Model) & strategies of community organization Unit-3 Community leadership- concept, types, characteristics of leadership. Needs, qualities, identification & training. Role & importance of leadership in community development. |

| | |
|---|---|
| 3 | <p>Dynamics of change in community</p> <p>Unit-1 Factors contributing to change- religion, socio-political ideologies, culture, imperialism, mass media, communication & globalization; their impact on community development.</p> <p>Comparing historical & contemporary situations.</p> <p>Unit-2 Organizations involved in Development- role, interactions & importance (government, corporate, non-government organizations, private public partnerships): their present role, future potential and inter- sectorial synergy.</p> <p>Unit-3 Organizing communities for change</p> <p>Identifying targets for change- building, healthy community, wealth creation, etc.</p> <p>Community mobilization- meaning, process, requirements and implications, purpose, People's Participation- types, barriers & analysis of participation for development.</p> <p>Approaches to community organization</p> |
| 4 | <p>Leadership for Development</p> <p>Unit-1 Types of leadership</p> <p>Unit-2 Role of leaders in community organization</p> <p>Unit-3 Role & competencies of community organizers for organization and sustenance of groups</p> |

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.
- Singh, Amita (2002) *Public Administration: roots & wings*, Galgotia Publishers, New Delhi.
- 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.

Media Production I

| | | | | | | | |
|--------|--------------------|---|---|---|-------|---|-----|
| 131004 | Media Production I | 4 | 1 | 3 | 100/4 | - | 100 |
|--------|--------------------|---|---|---|-------|---|-----|

Learning Objectives:

The course will enable the students to:

- 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.
- Recognise role of media communication in the process of social change.

Learning Outcomes:

At the end of this Course the students will be 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 a
- Apply knowledge of human behaviour in the social environment and engage diversity and difference in practice.
- identify as a professional extension worker and conduct oneself accordingly.

Contents:

| Module | Topic and Details |
|----------|---|
| 1 | Concepts Unit-1 Medium, media, audio, visual, audio-visual, Multimedia Unit-2 Interactivity, Participation, ICT, Digital technologies, Social Media Unit-3 Audiences, Consumers, Community, Culture |
| 2 | Audio as medium of communication Unit-1 Spoken Word-Instrumental Sounds-Music-Silence-Sound effects Unit-2 Songs, Slogan, proverbs, folk cultures Unit-3 Producing audio programme- formats, process, objectives |
| 3 | Visual Communication Unit-1 Group Media-Posters, Charts, Graphs, Infographics Unit-2 Photography - composition, rule of third, colours, space Unit-3 Moving images- camera movements, movements within and outside frame |
| 4 | Audio Visual Communication Unit-1 Principles of audio visual amalgamation Unit-2 Screen Language- camera, character, composition, colours Unit-3 Role of Editing- transitions, pace and rhythm, post production processes |

References:

- Atkin, G. 1990. Sound Technics for Video and Television. London & Boston. Focal Press.
- Huber, D.M. 1987. Audio Production Techniques for Video. McMillan.
- Radio Production, Robert Mcleish, Focal Press, Oxford, 2005.
- Fundamentals of Audio Production July 2007 by Drew O. McDaniel, Rick C. Shriver and Kenneth R. Collins. Pearson.
- Porter Tom & Bob Green street 2002. Manual of Graphic techniques: Mediums & Methods, Architectural Press, USA.
- Rose, Gillian. 2001. Visual Methodologies-An Introduction to Interpretation of Visual Materials. Sage, London.
- Hurbis-Cherrier M, 2007, Voice & Vision, A creative approach to narrative film and DV Production, Elsevier, USA.
- Zettle H, 1999, Sight Sound motion, Applied media aesthetics, Wadsworth Publishing Co., Belmont.
- Ascher S & E Pincus, 2012, The filmmaker's handbook, Penguin Books, London.

Field Work I

| | | | | | | | |
|--------|--------------------|---|---|---|------|------|-----|
| 131005 | Field Work I (Pr.) | 4 | - | 4 | 2/50 | 2/50 | 100 |
|--------|--------------------|---|---|---|------|------|-----|

Learning Objectives:

The course will enable the students to:

- Apply theoretical knowledge in practical situations.
- Gain a hands-on experience of working in the field.
- Able to understand dynamics of organised community development work in real life.

Learning Outcomes:

At the end of this Course the students will be able to:

- apply theoretical knowledge in practical situations.
- gain a hands-on experience of working in the field and understand dynamics of organised community development work in real life.
- organize and mobilize community groups for development and apply knowledge of human behaviour in the social environment and engage diversity and difference in practice.
- identify as a professional extension worker and conduct oneself accordingly.

Student will be affiliated with non-government or government organisations involved in community work. Community development work will be carried out in non-government or government organisations working for the upliftment of women, children or any other groups. The student/s will undertake activities assigned by the organisation 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. During the course of work, student will be supported by the faculty member as well as organization persons. Unlike internship, the student will review, revise, re-plan and review activities on ongoing basis.

SEMESTER- II

| Code No | Courses | Total Credits | Th. Cr | Pr Cr | Int (Cr/M) | Ext (Cr/M) | Total Marks |
|---------------|--|---------------|--------|-------|------------|------------|-------------|
| 231001 | Research Methodology and Statistics I* | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 231002 | Media Production II | 4 | 1 | 3 | 2/50 | 2/50 | 100 |
| 231101 | <i>Gender & Development</i> | 4 | 3 | 1 | 2/50 | 2/50 | 100 |
| 231003 | Training and Development | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 231004 | Field Work II (Pr.)** | 4 | 0 | 4 | 2/50 | 2/50 | 100 |
| 231201 | Elective I | 4 | 2 | 2 | 4/100 | - | 100 |
| Total | | 24 | 10 | 14 | 14/350 | 10/250 | 600 |

{* Syllabus of Research Methodology and Statistics I is COMMON for all other specialisations of Home Science.}

{** Field Work too continues either in the same organisation or can be shifted but syllabus remains the same}

Research Methodology & Statistics I

[Common for other specializations of Home Science]

| | | | | | | | |
|----------------|--|---|---|---|------|------|-----|
| 231001/ 201 | Research Methodology and Statistics I | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
|----------------|--|---|---|---|------|------|-----|

Learning Objectives:

This Course will enable students to:

- develop a scientific approach and know the processes of research
- develop the competence for selecting methods and tools appropriate for research topics
- Develop skills for designing steps in research.
- Understand the elements of research process.

Learning Outcomes:

At the end of this Course the students will be able to:

- Learn to apply concepts in designing research project.
- Understand concepts of science, knowledge and research.
- Read and examine research papers in scientific journals.
- Apply sampling procedures.
- Construct data collection tools and employ techniques for data collection.

Contents:

| Module | Topic and Details |
|--------|---|
| 1 | <p>The Research Process</p> <p>a. Scientific approach to enquiry in comparison to native, common sense approach</p> <p>b. Knowledge, theory and research</p> <p>c. Role, need and scope of research in the discipline of Home Science</p> <p>Assignment: <i>Differentiate between investigative reporting and research report (with examples to be brought by students as exercise)</i></p> <p>Steps in Research Process and Elements of Research</p> <p>a. Identifying interest areas and prioritizing Selection of topic and considerations in selection</p> <p>b. Review of related literature and research variables- types of variables including discrete and continuous variables Conceptual definitions and operational definitions</p> <p>d. Concepts, hypotheses and theories</p> <p>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</p> <p>f. Research Design Research questions, objectives and assumptions</p> <p>Assignment: <i>Types of variables</i> <i>Hypothesis formations and research questions from Research readings – students identify hypothesis/research questions – Discussion</i></p> |

| | |
|---|---|
| | Ethics in Research |
| 2 | <p>Types of Research</p> <p>a. Basic and Applied research, Qualitative and Quantitative research (brief review of differences)</p> <p>b. Historical research</p> <p>c. Descriptive research methods – survey, case study, correlational study, content analysis, causal-comparative research</p> <p>d. Analytic studies- pre-experimental, experimental research, quasi experimental research</p> <p>e. Qualitative research, Ethnography</p> <p>f. Evaluative research- general characteristics, use of qualitative methods in enquiry</p> <p>Scope and importance in Home Science</p> <p>Assignment: Differentiate between</p> <p>(a) basic and applied research (Exercise to be based on actual research papers published in accredited journals)</p> <p>(b) qualitative and quantitative research</p> <p>Based on Journal contents undertake a critical appraisal of studies/research papers and discuss types of Research with examples</p> |
| 3 | <p>Sampling</p> <p>a. Rationale, characteristics- meaning, concept of population and sample, and utility</p> <p>b. Types of sampling and generalizability of results</p> <p>c. Probability sampling - simple random sample, systematic random sample, stratified random sampling etc. - random and non-random samples, random numbers and use</p> <p>d. Non-probability sampling - purposive samples, incidental samples, quota samples, snowball samples</p> <p>e. General consideration in determination of sample size</p> |
| 4 | <p>Tools for Data Collection</p> <p>a. Primary and secondary methods of data collection</p> <p>different types of questionnaires, rating scales, check lists, schedules, attitude scales, inventories, standardized tests, interviews, observation</p> <p>c. Development of tools, estimation of reliability and validity of tools</p> <p>d. Procedure for preparation of the tool, administration of tools for data collection</p> <p>e. Procedure for data collection</p> <p>f. Planning for data analysis-coding of responses</p> <p>Assignment: <i>Construction of tools for data collection a) types of questions b) Questionnaire c) interview schedule d) observation d) scales</i></p> <p><i>For a given topic students to frame and discuss the different possibilities of methods and tools</i></p> |

References:

- Bell, J. (1997): How to Complete Your Research Project Successfully: A Guide for First-time Researchers, UBSPD, New Delhi.
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- Spiegel and Murray R. (1998) "Schaum's Outline of Theory and Problems of Statistics", 3rd ed., Tata McGraw-Hill Pub., New Delhi.
- Triola and Mario F. (1998) "Elementary Statistics", 7th ed., Addison Wesley Longman, America.

Media Production II

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|--------|---------------------|---|---|---|-------|---|-----|
| 231002 | Media Production II | 4 | 1 | 3 | 4/100 | - | 100 |
|--------|---------------------|---|---|---|-------|---|-----|

Learning Objectives:

The course will enable the 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.

Learning Outcomes:

At the end of this Course the students will be able to:

- Produce media campaigns for specific audiences.
- Execute communication campaign in collaboration with external organisations.
- Understand different media outputs and be able to recognize elements of media production.

Contents:

| Module | Topic and Details |
|----------|---|
| 1 | Concepts in Writing Unit-1 Narrative, Plot, Structure, Elements of Story telling Unit-2 Characters-physiograph/psychograph/sociograph, Locations, situations, Creative-technical-popular- scientific writing Unit-3 Oral versus written word, Characteristics of written communication Unit-4 Role of Language, Designing messages with audience participation |
| 2 | Written Communication Unit-1 Writing for Journalism versus Advertising- News writing skills, Features versus Reports, Interviewing for Journalistic writing, Components of Print Advertising, writing for persuasive communication including advertising Unit-2 New media and characteristics of new media, Digital Media forms and Presentations, Difference of traditional story telling versus digital story telling Unit-3 Role of Communicator, Language, Resources, Community, Environment in Message creation. Role of Audiences in message construction and reception Unit-4 Appeals- Fear, Rational, Humour, Journalistic, Spiritual, satire etc. |
| 3 | Communication Campaign Unit-1 Designing a Campaign or Communication Strategy for specific community Unit-2 Message content versus form challenges, Analysis of existing messages for its reach, effect, influence and impact Unit-3 Factors impacting choice of media, resources, audience characteristics and expectations, media effect-influence and impact Unit-4 Communication for Information, Education, Instruction, Behavioural Change, Advocacy, Marketing, Designing outcomes and monitoring of campaign |
| 4 | Project Student/s executes a designing/implementing communication strategies either for their Field work Organisation or independent of it covering Media Production I and Media Production II syllabi. This Project will carry 50 marks of internal assessment. Remaining marks can be for the participation, process and peer evaluation. |

References:

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- Zettle H, 1999, Sight Sound motion, Applied media aesthetics, Wadsworth Publishing Co., Belmont.

Gender & Development

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|--------|---------------------------------|---|---|---|------|------|-----|
| 231101 | <i>Gender & Development</i> | 4 | 3 | 1 | 2/50 | 2/50 | 100 |
|--------|---------------------------------|---|---|---|------|------|-----|

Learning Objectives:

The course will enable the students to:

- understand the concept of gender, empowerment and development.
- become aware of gender inequality and marginalisation.
- understand the importance of gender in development planning and implementation.
- Learn about various gender planning frameworks.

Learning Outcomes:

At the end of this Course the students will be able to:

- Know the prevalence of gender in their own life and in society.
- Recognize gendered practices and processes in the society.
- Understand relationship between gender and development processes.
- Be able to recognize gender inequalities and marginalization.
- Know different gender planning frameworks and use them for development planning.

Contents:

| Module | Topic and Details |
|----------|--|
| 1 | Concepts Unit-1 Understanding sex, gender, development, Division of Labour, gender roles, gender justice, equality, equity, rights Unit-2 Concepts of WAD-WID-GAD-GID, gender analysis matrix, shift from welfare to development and empowerment, Right based approach Unit-3 Men-women-third gender, LGBTQA+, Issues of marginalisation, discrimination, abuse, etc. |
| 2 | Status of women in society Unit-1 Status – meaning, Situation analysis with regard to demographic, education, employment, political and health (general, occupational and reproductive) of women in India Unit-2 Theories of feminism, gender inequality, Women’s Studies Unit-3 Beijing Conference & Beijing+25, Issues of feminisation of Poverty, Sanitisation, Fuel-Fodder-Water, Violence/CEDAW, POSH, etc. |
| 3 | Concepts of Marginalized and minorities Unit-1 Nature and needs of minorities- religious, caste, sexual, People with special needs/Disabilities, elderly, children, destitute/sex workers/surrogates, Terminally ill people, etc. Unit-2 GOI interventions for Minorities in terms of policies, programmes, Interventions Unit-3 Role of State, Corporate and Civil Society Organisations working On/For/with Minorities |

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| 4 | <p>Gender Planning</p> <p>Unit-1 Gender planning, execution and assessment in development projects, programmes and institutions</p> <p>Unit-2 Gender Analysis Frameworks like Moser-Harvard-Longwe-Social Relations approach, Gender Analysis Matrix</p> <p>Unit-3 National policy for empowerment of women: policy perspective, mainstreaming gender perspective in the development process.</p> |
| <p>Evaluation for Elective Students:</p> <ul style="list-style-type: none"> • Presentation or review based project covering module-3. • Analysis of one's own experiences of marginalization • Participation in in-class processes towards gender sensitization. • Field based work on understanding gender issues in any social space. | |

References

- Agosin, M (2003) Women, Gender and Human Rights, Rawat Publications, New Delhi
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- 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.

Training & Development

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|--------|--------------------------|---|---|---|------|------|-----|
| 231003 | Training and Development | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
|--------|--------------------------|---|---|---|------|------|-----|

Learning Objectives:

The course will enable the students to: -

- Formulate different developmental approaches to training, including capacity building programmes after assessing needs of rural, urban and tribal communities
- Describe learning, performance, and motivational theories, program planning including how their concepts can be applied to training development
- Recognise current trends in extension training and development with application to diverse organization environments.

Learning Outcomes:

At the end of this Course the students will be able to:

- Plan and execute training programmes for diverse communities.
- Be able to recognize steps in designing training programmes.
- Understand training as broader function for organisations and its role in development processes of the nation.
- Apply different theories of learning, motivation and performance while designing training programmes.

Contents:

| Module | Topic and Details |
|----------|---|
| 1 | <p>Concepts</p> <p>Unit-1 Systematic Approach to Training: Introduction to training, Role and need and Importance of Training, Differences in learning, training, development, Assessment-Training-Development-Evaluation phases, Expenditure and investment in training as an organisation and society</p> <p>Unit-2 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.</p> <p>Unit-3 Stages & Phases of T&D: Assessment, Motivation, Design, Delivery, and Evaluation Stages, Pre-During-Post Training Phases, Essentials for effective Training: Methods and Techniques, Tools and techniques for training; participatory training tools</p> <p>Unit-4 Designing and evaluation of Training Programs for different stakeholders (Grassroots functionaries, managers, policy makers)</p> |
| 2 | <p>Programme Planning</p> <p>Unit-1 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 infrastructure, Resources for Program Planning, Meaning and Types of Resources, Identification and Appraisal of Resources, Resource Mapping, plan of work</p> <p>Unit-2 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.</p> |

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|----------|---|
| | <p>Unit-3 Meaning and definition of Monitoring and Evaluation, Types of Evaluation (a) Informal and Formal Evaluations b) Formative and Summative Evaluations c) On-going and Ex-Post 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.</p> <p>Unit-4 Documentation and follow up – Need for reporting and recording, procedure for recording, Records and registers to be maintained in programme implementing institutions, Meaning and need for follow up, methods- correspondence, spot visit, meetings, FGD, PRA, etc.</p> |
| 3 | <p>Human Resource Management and Capacity Building</p> <p>Unit-1 Concepts of capacity building, competence and Human Resource Development/Management, process of competency mapping, Job analysis and job description, Policies of HRM</p> <p>Unit-2 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</p> <p>Unit-3 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</p> <p>Unit- 4 The Learning Environment: Learning styles, stages of learning, learning principles, Learner motivation to learn, Instructional Emphasis for Learning Outcomes, Role of Incentives and Motivation in training, Attitudinal and Behaviour change training, Retention and Recall in training</p> |
| 4 | <p>Development of People and Society</p> <p>Unit-1 Capacity Building for strengthening social institution and change - Concept, Process and Components like stakeholders etc.</p> <p>Unit-2 Agencies involved in training and development- NGOs, GOs and Corporate</p> <p>Unit-3 Institutions working in capacity building programmes like District Rural Development Agency (DRDA), Central Social Welfare Board (CSWB), State Social Welfare Board (SSWB), National level voluntary 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.</p> <p>Unit-4 Creative problem solving techniques; Stress management practices; Total Quality Management (TQM); 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.</p> |

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.
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- Miner, J.B (2005) Organizational Behavior 1: Essential Theories of Motivation and Leadership, Routledge Publication
- Misgnaw, Seraw, (2011) Extension programme planning and evaluation. LAP Lambert Academic Publishing.
- NRLM Hand Book on Community Capacity Building (2015), <https://aajeevika.gov.in/en/content/nrlm-hand-book-community-capacity-building>

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- 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.

Field Work II

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|--------|-----------------------|---|---|---|------|------|-----|
| 231004 | Field Work II (Pr.)** | 4 | 0 | 4 | 2/50 | 2/50 | 100 |
|--------|-----------------------|---|---|---|------|------|-----|

Learning Objectives:

The course will enable the students to:

- Apply theoretical knowledge in practical situations.
- Gain a hands-on experience of working in the field.
- Able to understand dynamics of organised community development work in real life.

Learning Outcomes:

The students will be able to:

- apply theoretical knowledge in practical situations.
- gain a hands-on experience of working in the field and understand dynamics of organised community development work in real life.
- organize and mobilize community groups for development and apply knowledge of human behaviour in the social environment and engage diversity and difference in practice.
- identify as a professional extension worker and conduct oneself accordingly.

Student will be affiliated with non-government or government Organisations involved in community work. Community development work will be carried out in non-government or government Organisations working for the upliftment of women, children or any other marginal groups. The student/s will undertake activities assigned by the Organisation 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. During the course of work, student will be supported by the faculty member as well as organization persons. Unlike internship, the student will design, revise, re-plan and review activities on ongoing basis.

Due to Pandemic and subsequent Lockdown, Authorities approved non-field methods of field work for the Academic Year 2020-21. Students would undertake to online interactions with development professionals, design extension programme which can be implemented in future, take up online case studies, take up writing or Work from Home assignments for NGOs or any such activity.

Semester III

| Code No | Courses | Total Credits | Th. Cr | Pr. Cr | Int (Cr/M) | Ext (Cr/M) | Total Marks |
|--------------|--|---------------|-----------|-----------|---------------|---------------|-------------|
| 331001 | Research Methodology and Statistics II | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 331002 | Management of Human Service Organisations | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 331003 | Life Long Learning | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 331101 | <i>Scientific Writing</i> | 4 | 2 | 2 | 2/100 | - | 100 |
| 331004 | Community Health & Recreation | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 331201 | Elective II- Development Communication | 4 | 2 | 2 | 4/100 | - | 100 |
| Total | | 24 | 12 | 12 | 14/350 | 10/250 | 600 |

Research Methodology & Statistics II

[Common paper with other specializations of Home Science]

| | | | | | | | |
|--------|--|---|---|---|------|------|-----|
| 331001 | Research Methodology and Statistics II | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
|--------|--|---|---|---|------|------|-----|

Learning Objectives:

This Course will enable students to:

1. Differentiate 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.

Learning Outcomes:

At the end of this Course the students will be able to:

1. Differentiate 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, |

| | |
|----------|--|
| | <p>coefficient of variation, Kurtosis, skewness</p> <p>Grouped data-frequency distribution, histogram, frequency polygons, percentiles, quartiles, tertiles, ogive</p> <p>e. Large and Small Sample tests and interpretation</p> <ul style="list-style-type: none"> - . 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 | <p>Chi square test and its interpretation</p> <ul style="list-style-type: none"> a. General features, goodness of fit b. Independence of Attributes <p>Correlation and Regression and its interpretation</p> <ul style="list-style-type: none"> a. Basic concepts b Linear regression and correlation coefficient <p>Regression and prediction</p> <ul style="list-style-type: none"> c. Rank correlation, Product-moment method <p>Analysis of Variance and its interpretation</p> <ul style="list-style-type: none"> a. One-factor analysis of variance b. Two-factor analysis of variance <p>Design of Experiments</p> <ul style="list-style-type: none"> a. Completely randomized design b. Randomized block design c. Latin square design d. Factorial design |
| 4 | <p>Presentation of Data</p> <ul style="list-style-type: none"> 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, <p>Graphs for nominal and ordinal data- pie diagram, bar graphs of different types, graphs for relation between two variables, line diagram.</p> <p>Use of illustrations</p> <p>Cautions in visual display of data</p> <p>The Research Report</p> <p>Basic components of a research report- prefatory material, introduction and Review of Related Literature, Methodology, Results, Discussion, Conclusion, Summary, Abstract, Bibliography and Appendices</p> <p>Students to design a research study on a topic-</p> <ul style="list-style-type: none"> - specify type of research - sample selection - protocol/operationalization - tools - tests for statistical analysis <p>Preparation of a Research Proposal</p> |

References:

Research Methods

- 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.
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Statistics

- Gupta, S. (2001) "Research Methodology and Statistical Techniques", Deep and Deep, New Delhi
- Hooda, R.P. (2003) "Statistics for Business and Economics", 3rd ed., Macmillan India Ltd., Delhi
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- Gupta, S.P. (1996) "Practical Statistics", 37th ed., S. Chand, New Delhi,
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- Triola, M F. (1998) "Elementary Statistics", 7th ed., Addison Wesley Longman, America,
- Richard A. (1992) "Applied Multivariate Statistical Analysis", Prentice-Hall, New Delhi.

Management of Human Service Organisation

[Common paper with MSc Human Development students]

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|--------|---|---|---|---|------|------|-----|
| 331002 | Management of Human Service Organisations | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
|--------|---|---|---|---|------|------|-----|

Learning 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

Learning Outcomes:

At the end of this Course the students will be able to:

- Understand the concept and need for human service in varied societies.
- Understand the principles of management of human service organizations
- Get acquainted with organizations for human service
- Undertake communication and documentation work for human service organizations.

Contents:

| Module | 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 Organizational structure- Legal – Society, Trust & Non-Profit Company under section 8, Corporate Social Responsibility structures Unit -5 Social Entrepreneurship: Self-reliance and welfare approach in service organization |
| 2 | Management of service organisations Unit-1 Types and Nature of service organisations Unit-2 Planning, implementation, administration, monitoring and evaluation of organizational activities Unit-3 Challenges of managing human service organizations: Finances, Managing and sustain human resources and volunteers |
| 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 organizations 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. |

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| 4 | <p>Communication & Documentation</p> <p>Unit-1 Communication within organization. Record keeping Training and development</p> <p>Unit-2 Communication outside organization: Social Media Campaign, Networking & Collaboration</p> <p>Unit-3 Proposal writing for grants, Fund raising campaign</p> <p>Unit-4 Reporting & Documentation</p> |
|----------|---|

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LIFE LONG LEARNING

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|--------|--------------------|---|---|---|------|------|-----|
| 331003 | Life Long Learning | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
|--------|--------------------|---|---|---|------|------|-----|

Learning 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.

Learning Outcomes:

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.
- Understand knowledge structures and functions of lifelong learning.
- Know and evaluate government programmes for selected target groups.

Contents:

| Module | Topics & Details |
|----------|---|
| 1 | <p style="text-align: center;">Concepts</p> <p>Unit-1 Meaning, importance and benefits, need, characteristics, scope of Learning</p> <p>Unit-2 Role of alternative learning, Formal education systems, Historical perspective of lifelong learning</p> <p>Unit-3 Learning theories- Four pillars of learning, Recognition Of Prior Learning of the learners- Methods and Approaches</p> <p>Unit-4 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</p> |
| 2 | <p style="text-align: center;">Policies and Programmes</p> <p>Unit-1 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).</p> <p>Unit-2 Programmes- NIOS, Night schools, NSQC, functional literacy programme, TLC, JSS, Employment Programmes for youth, women and other groups</p> <p>Unit-3 Adult literacy, NFE, Sakshar Bharat Scheme, Role of State Resource Centers (SRCs) in material production</p> |

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| 3 | <p>Lifelong learning through different institutions and organisations</p> <p>Unit-1 Role and Strategies of government departments in lifelong learning</p> <p>Unit-2 Lifelong learning through universities, colleges and Corporates</p> <p>Unit-3 Role of NGOs and Corporate sectors in LLLE</p> <p>Unit-4 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).</p> |
| 4 | <p>Practical</p> <ul style="list-style-type: none"> - 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 |

References:

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Scientific Writing

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|--------|--------------------|---|---|---|------|------|-----|
| 331101 | Scientific Writing | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
|--------|--------------------|---|---|---|------|------|-----|

[Elective open for other Department Students]

Learning 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.

Learning Outcomes:

The Course will enable the students 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.

Contents:

| Module | 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. Unit 3 Writing and speaking for scientific community- conference presentations, poster presentations, concept of review, peer review, scientific publishing, digital and meta data |
| 2 | Characteristics and principles of scientific writing Unit 1 Use of citations, quotations, avoiding plagiarism- plagiarism checking sites, interpreting reports of plagiarism test 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 |

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|----------|--|
| | 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 tab, Tab Column, Column Head, Spanner Head, Box Head Unit 7 Appendices: use and guidelines |

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Community Health & Recreation

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|--------|-------------------------------|---|---|---|------|------|-----|
| 331004 | Community Health & Recreation | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
|--------|-------------------------------|---|---|---|------|------|-----|

Learning Objectives:

The Course will enable the students to:

- become aware of the aspects related to individual, community and public health for rural, urban and tribal communities.
- understand the role of recreation in the process of community development.
- be familiar with the current national scenario with regard to health status.
- understand the concept of community health and role of recreation in the same
- be able to recognise the health management system of India and related challenges
- examine systems for monitoring health status and identify community health problems for diverse communities.

Learning Outcomes:

- Develop skills to mobilize communities and build capacity to improve community health and recreation status.
- Develop community health and recreation action plans.
- Develop and understanding of current national policies that have an effect on community health and recreation.

Contents:

| Module | Topic and Details |
|----------|--|
| 1 | Concepts in Community Health and Determinants of health Unit-1 Definitions of health, community health, Public health, recreation, nutrition, wellbeing, quality of life, disease Unit-2 Concept of health care, Health information system: Public Health Sector and Private Sector, Primary health Centre, Indian Public health standards for Primary Health Centres. Unit-3 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 Unit-4 Fundamentals in public health/ community health- primary-secondary-tertiary public health. Differentiate between health and healthcare for Local, Rural and urban communities in India |
| 2 | Assessing Community health Unit 1 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. Unit 2 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; Unit 3 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 |

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| | <p>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</p> <p>Unit 4 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</p> <p>Unit 5 Food adulteration, types of food adulterants, simple tests to detect adulterants, health hazards, food laws, Nutritional labelling – importance of labelling and food additives. .</p> |
| 3 | <p>Community Health Action Plans and Evidence Based Public Health</p> <p>Unit-1 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</p> <p>Unit-2 Life cycle approach to recreation- Role of recreation in human health, Use of sports and recreation for social inclusion, Role of recreation on individual and community health</p> <p>Unit-3 Role of mental wellbeing on individual and community health - Skill development,</p> <p>Unit-4 Health promotion and disease prevention, Role of International and National agencies in maintaining peace and development, awareness raising- stigma reduction and social inclusion, empowerment.</p> |
| 4 | <p>Healthy communities and development</p> <p>Unit-1 Recreation and Health infrastructure in the community- Problems related to sanitation, environment, personal hygiene, Social Health Issues (Drugs/Tobacco/Alcohol) etc. Occupational and reproductive health problems Communicable and non-communicable diseases,</p> <p>Unit-2 Recreation by safe built, natural and socio-cultural environment, strengthening local communities for health, health in every policy.</p> <p>Unit 3 Current Issues in Community Health: Case studies of developed, underdeveloped and developing countries</p> |
| | <p>Practical:</p> <ul style="list-style-type: none"> • Case study of a government or non-government organization working in Community Health and Recreation • Identify a community (Rural/urban/tribal), conduct need assessment and identify target audience for community intervention • Analyzing and Interpreting Target Audience Health with the help of primary and secondary data • Visit health centers nearby to the selected community • Mobilize community, conduct a social intervention on community health issues and submit the report • Planning an IEC package for nutrition and health intervention for selected groups |

References:

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<http://www.ncbi.nlm.nih.gov/books/NBK11726/>
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<http://www.mohfw.nic.in/>
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<http://www.diycommitteeguide.org/code/principle/policy-development>
<http://wcd.nic.in/infantmilkpact1.pdf>
<http://pib.nic.in/newsite/erelease.aspx?relid=23966>
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Semester IV

| Code No | Subjects | Total Credits | Th. Cr | Pr Cr | Int (Cr/M) | Ext (Cr/M) | Total Marks |
|----------------|---|----------------------|---------------|--------------|-------------------|-------------------|--------------------|
| 431001 | Seminar- Recent Advances in Extension & Communication | 4 | 0 | 4 | 4/100 | - | 100 |
| 431002 | Sustainable Development | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
| 431888 | Dissertation | 8 | 0 | 8 | 4/100 | 4/100 | 200 |
| 431999 | Internship | 8 | 0 | 8 | 4/100 | 4/100 | 200 |
| Total | | 24 | 2 | 22 | 14/350 | 10/250 | 600 |

Recent Advances in Extension & Communication

| | | | | | | | |
|--------|---|---|---|---|-------|---|-----|
| 431001 | Seminar- Recent Advances in Extension & Communication | 4 | 0 | 4 | 4/100 | - | 100 |
|--------|---|---|---|---|-------|---|-----|

Learning 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.

Learning Outcomes:

At the end of this Course student will be able to:

1. Learn information processing skills.
2. Develop awareness and in-depth understanding of issues, concerns and challenges of their area of extension education.
3. Familiarize and update their knowledge in the field of extension education.
4. Learn to access library and sharpen their research and review skills.
5. Enhance understanding about structuring, outlining, presentation of content.

Total Seminars in a semester: FOUR

Seminar Schedule:

| Seminar | Topics | Time Frame |
|---------|--|----------------------|
| First | Contemporary Development debate | Mid July/August |
| Second | Research Proposal | Mid-August/September |
| Third | Social/cultural/political/governance/economic issues | End October |
| Fourth | Dissertation seminar with Methodology and findings | Mid Feb |

Each seminar is a guided seminar presented by individual student. 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 frame is content – structure – Aids used – Clarity and time management.

Sustainable Development

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|--------|-------------------------|---|---|---|------|------|-----|
| 431002 | Sustainable Development | 4 | 2 | 2 | 2/50 | 2/50 | 100 |
|--------|-------------------------|---|---|---|------|------|-----|

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

Learning Outcomes:

At the end of this Course student 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.

Contents:

| Module | 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 | Sustainability Unit-1 Sustainability – Meaning, concept and implications for development <ul style="list-style-type: none"> - dimensions of sustainable development - social, spiritual, economic, educational. Linkage between environment & sustainable 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, Concept of Minimalism: a pathway to Sustainable Development: Reduce Reuse and recycle |
| 3 | Approaches for resource conservation and waste minimization/utilization 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- Green audits as part of NAAC processes |
| 4 | Stakeholders in Sustainable development Unit-1 Challenges & bottlenecks in the process of sustainable development Unit-2 ISO frame work, Regulatory bodies, eco-labelling of environment friendly products. Unit-3 Role of community, government, corporates and non-government organisations in resource conservation and environment protection programmes Unit-4 ESG- Environment, Social, Governance framework |
| | 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. - Reading and documentation of sustainable projects and practices - Creating community awareness about sustainable practices for specific communities |

References:

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Dissertation

| | | | | | | | |
|--------|--------------|---|---|---|-------|-------|-----|
| 431888 | Dissertation | 8 | 0 | 8 | 4/100 | 4/100 | 200 |
|--------|--------------|---|---|---|-------|-------|-----|

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.

| <i>Activity</i> | <i>Time Frame</i> |
|--|--------------------------------|
| Proposal for the study | July 15 |
| Finalization of the proposal by the Department | |
| First draft of Review of Literature | Oct 30 |
| Finalization 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 |
| Presentation of findings and conclusions | |
| Approval of final draft of the dissertation | April 1 |
| Submission of dissertation | One week before Theory exam |
| Viva voce | Within one week of Theory exam |

Internship

| | | | | | | | |
|--------|------------|---|---|---|-------|-------|-----|
| 431999 | Internship | 8 | 0 | 8 | 4/100 | 4/100 | 200 |
|--------|------------|---|---|---|-------|-------|-----|

Learning Objectives:

Internship will enable the students to:

1. Apply knowledge gained during the programme to work situations.
2. Gain hands-on experience of working in the field through an organizational interface and become job ready.
3. Understand organizational, administrative and managerial aspects of extension work.
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.

Learning Outcomes:

At the end of Internship, the student will be able to:

- Form rapport by communicating with various target groups in a community.
- Work amicably with various target groups in a community.
- Introduce new ideas and change in the community.
- Undertake community research.
- Conduct training with various groups in any government/ non-government/corporate organization.
- Help to implement capacity building programmes in community.
- Become professional of her own right.

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 Organisation/programme/agency/institution. 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.

Duration: One month or 240 hours