SNDT Women's University, Mumbai

Master of Science
(Home- Science - Extension
Communication Management)

M.Sc. (HS-ECM)

As per NEP-2020

Syllabus

(2023-24)

Programme		Master of Science
Specialization		(Home Science- Extension Communication Management)
Preamble		This programme is aimed at creating development sector workforce who is equipped to manage extension education initiatives, communication strategy designs, urban/rural development and community outreach interventions, gender and development projects and everything to do with improving quality of life of human society.
		Learners interested in working for civil society organizations, bilateral and multilateral agencies associated with development work locally, regionally and globally in the areas of community development, corporate social responsibility, urban or rural development can benefit from this programme. The programme equips the learners with knowledge and skills in dealing with diverse communities. There is community work for the first year of this programme which helps learner develop self confidence and skills in reaching out to community and designing and implementing training, activities, campaigns and projects for social change.
Programme Objectives		This programme will enable the learner to: 1. Gain knowledge in the areas of extension, development, management and media communication. 2. Strengthen the professional competence for work in the areas of development, research, education, extension, and communication. 3. Pursue higher education and research in Home Science Extension, Media Communication, Community Development and Development Studies. 4. Obtain skills in facilitating communities and employability in the areas of urban/rural outreach, community development and social and behaviour change communication.

5/1/2024

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

5/1/2024

Structure with course title

Year I

Code	Courses	Type of Course	Credits	Marks	Int	Ext
Semester I						
115011	Socio-economic Environment of India	Major (Core)	4	100	50	50
115012	Development Planning & Administration	Major (Core)	4	100	50	50
115013	Understanding Communication	Major (Core)	4	100	50	50
115024	Community Work I (Pr.)	Major (Core)	2	50	50	0
125011 125022	Theories of Behavior & Development OR Media Appreciation	Minor (Elective)	4	100	50	50
135011	Research Methodology	Minor Stream (RM)	4	100	50	50
End of SEMESTER I			**22**	**550**	**300**	**250**
Semester II						
215011	Gender & Development	Major (Core)	4	100	50	50
215012	Training & Development	Major (Core)	4	100	50	50
215013	Extension Systems	Major (Core)	4	100	50	50
215024	Community Work II (Pr.)	Major (Core)	2	50	0	50
225011 225022 224611	Guidance & Counseling **OR** Media Production (Pr.) OR Organizational Behavior (RM)	Minor (Elective)	4	100	50	50
245041	Internship	OJT	4	100	50	50
End of SEMESTER II			**22**	**550**	**250**	**300**
Exit after first year + 10 credit internship PG Diploma (Extension Communication Management)						

Year II

SN	Courses	Type of Course	Credits	Marks	Int	Ext
Semester III						
315011	Management of Human Service Organizations	Major (Core)	4	100	50	50
315022	Campaign Planning (Pr.)	Major (Core)	4	100	50	50
315013	Community Health & Nutrition	Major (Core)	4	100	50	50
315024	Data Analysis & Management (Pr.)	Major (Core)	2	50	0	50
325021 325012	Scientific Writing (Pr.) OR Persons with Special Needs*	Minor (Elective)	4	100	50	50
355031	Research Project	RP	4	100	50	50
End of SEMESTER III			**22**	**550**	**250**	**300**
Semester IV						
415021	Research Applications in Extension & Communication (Pr.)	Major (Core)	4	100	50	50
415012	Sustainable Development	Major (Core)	4	100	50	50
415013	Project Management	Major (Core)	4	100	50	50
425011 425021	Life Long Learning OR Development Communication (Pr.) **	Minor (Elective)	4	100	50	50
455031	Dissertation	Research Project	6	150	100	50
End of SEMESTER IV			**22**	**550**	**300**	**250**
M.Sc. (Extension Communication Management)						

Semester III

3.1 Major (Core)

Course Title	Management of Human Service Organizations (315011)
Course Credits	4
Course Outcome	At the end of this course Learners will be able to – 1. Recognise the concept and need for human service in varied societies. 2. Examine the principles of management of human service organizations. 3. Get acquainted with the work and processes of organizations for human service. 4. Undertake communication and documentation work for human service organizations. 5. - Apply critical thinking to processes and challenges related to human services.
Module 1(Credit 1) - Concept of service organizations	
Learning Outcomes	At the end of the module, the students will be able to: 1. Differentiate different types of human services. 2. Recognise different types of organisational structures. 3. Construct how organisations for different groups need to vary in nature, scope, structure and processes
Content Outline	• Need and nature of service organizations in India • Philosophy and significance in a developing nation • Special Groups: Women, children, youth and groups with special needs. • Organizational structure- Legal – Society, Trust & Non-Profit Company under section 8, Corporate Social Responsibility structures • Social Entrepreneurship: Self-reliance and welfare approach in service organization
Module 2 (Credit 1) - Managerial Aspects of Service Organizations	
Learning Outcomes	At the end of the module, the students will be able to: 1. Illustrate difference in organisational and managerial processes. 2. Categorise various managerial processes of organisation. 3. Recognise challenges of managing human service organisations.
Content Outline	• Difference of Organisation and management • Planning, implementation, administration, monitoring and evaluation of organizational activities • Challenges of managing human service organizations: Finances, Managing and sustain human resources and volunteers, funder management, reporting and accountability
Module 3 (Credit 1) - Organizations and programmes for the service of various groups	

Learning Outcomes	At the end of the module, the students will be able to: 1. Assess characteristics of different types of organisations for varied communities. 2. Examine differences in managing different types of groups in human service
Content Outline	• Women: National Commission for Women, SEWA, Mahila Samakhya, Central Social Welfare Board, Bhartiya Gramin Mahila Sangh etc. • Children: Indian Council of Child Welfare, National Institute for Public Co-operation and Child Development, Planned Parenthood Federation etc. • Government and non-government organizations working for the service of • Youth: Nehru Yuvak Kendra, YMCA, YWCA, YUVA etc. • Groups with special needs: Physically and mentally handicapped, aged, destitute, orphans, street children etc. like National Association for Blind, Spastic Society, Help-age India, SOS villages, Dignity Foundation etc.

Module 4 (Credit 1) - Communication & Documentation

Learning Outcomes	At the end of the module, the students will be able to: 1. Recognise varied concept in social change and community development. 2. Create their analysis about issues related to day-to-day life.
Content Outline	• Communication within organization. Record keeping Training and development • Communication outside organization: media mix, Social Media Campaign, Networking & collaboration • Proposal writing for grants, Fund raising campaign Reporting & Documentation

Assignments and Activities towards Comprehensive Continuous Evaluation (CCE):

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

References:

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
7. Publication Mumbai
8. Harris & Maloney (ed). (1996) Human services: Contemporary issue and trends, Allyn and Bacon, Boston.
9. UNDP (2003) Successful governance initiatives and best practices, experiences from Indian states, Planning Commission & UNDP, Government of India.

3.2   Major Core

Course Title	Campaign Planning (Pr.)
Course Credits	4
Course Outcome	At the end of the course students shall be able to: 1. Recognise the steps and stages of campaign planning. 2. Able to gather, execute, assess, interpret and document campaign for specific target group. 3. Co-create campaign on social theme as a group and measure its effectiveness

Module 1 (Credit 1) - Concepts

Learning Outcomes	After learning the module, the students will be able to: 1. Examine concepts for effective campaign planning. 2. Differentiate varied approaches to campaign planning and making decisions about objectives and outcomes.
Content Outline	• Campaign, planning, audience, reach, effectiveness, measurements, tool kits • Categories of primary and secondary and tertiary audiences • Need and importance of social campaigns • Objectives of a campaign • Desired outcome of a campaign • Measure of the effectiveness of the campaign

Module 2 (Credit 1) - Communication pathways

Learning Outcomes	After learning the module, the students will be able to: 1. Recognise role of media and communication choices in campaign planning. 2. Categorise, examine and interpret varied alternatives and taking decisions for execution.
Content Outline	• Target Group, Audiences, Participants, Beneficiaries • Analysis of TG: Physiographic, Demographic, Psychographic, Sociographic analysis • Expectations from a campaign: informational, attitudinal and Behavioural change • Overview of media options • Media planning for the campaign Media budget and scheduling

Module 3 (Credit 1) - Data driven decision-making

Learning Outcomes	After learning the module, the students will be able to: 1. Be able to ascertain available resources and process of campaign planning. 2. Recognise interrelationship of budget, media, audiences and expected outcomes. 3. Creation of campaign from scratch and executing the campaign in real life situation.

Content Outline	• Data gathering and analysis for decision making • Creative idea and Writing, resources and reach requirements • **Influence of media choices on message design** • **Role of Audience in message creation** • **Copy writing and design** • **Campaign management, managing timelines and schedules**
Module 4 (Credit 1) - Assessment of Campaign	
Learning Outcomes	After learning the module, the students will be able to: 1. Assess different types of measurements for campaign testing. 2. Gain insights by executing real life campaign and reflecting on learnings for future.
Content Outline	• **Pre-campaign and post-campaign measurement** • **Outcomes of** a campaign: informational, attitudinal and Behavioural shifts • Testing creative assets • Audience feedback and documentation for future

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Identification of audiences and defining campaign objectives.
2. Review based assignment on past campaigns, bloopers, failed campaigns.
3. Visit to community and executing campaign OR designing and executing digital campaign.

References:

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

3.3 Major (Core)

Course Title	Community Health & Nutrition
Course Credits	4
Course Outcome	At the end of the course students shall be able to: 1. Recognise the community and public health dimensions of any society. 2. Compare preventive, curative and remedial approaches to health and wellness. 3. Able to gather, assess and interpret community health data. 4. Apply critical thinking to varied aspects of assessment and interpretation of community health data.
Module 1 (Credit 1) - Foundations of Public and Community Health	
Learning Outcomes	After learning the module, the students will be able to: 1. Examine concepts and structures of public and community health. 2. Differentiate approaches to health and wellbeing. 3. Recognise parameters of public and community health.
Content Outline	• Definitions of health, community health, public health, recreation, nutrition, wellbeing, quality of life, disease, health care, Health information system: Public Health Sector and Private Sector, Primary health Centre/PHC, Indian Public health standards for PHC • Preventive-curative-remedial approaches to health, physical-social-mental wellbeing, determinants of health, Millennium Development Goals, Health Problems of India, Government and non-government players in health • Relationship between health and development. Health, Nutrition and developmental indices and indicators: health and related Indices, fertility indicators, vital statistics, mortality, morbidity, demographic indicators – sex ratios, Reproductive Health Index, Human Developmental Index, etc. • Types of malnutrition (undernutrition, overweight and obesity, micronutrient malnutrition), Nutritional status, proven (evidence-based) nutrition interventions, Determinants of nutrition, UNICEF conceptual framework, Key nutrition and health indicators, Life cycle nutrition, Triple burden of malnutrition, Addressing micronutrient malnutrition, **Nutrition and the NCDs – role of diet-linked risk factors**
Module 2 (Credit 1) - Assessing Community health	
Learning Outcomes	After learning the module, the students will be able to: 1. Illustrate relationship of human health with national development. 2. Recognise issues related to health and food and aspects of food adulteration and labelling. 3. Categorise, examine and interpret community health

	data.
Content Outline	• Assessing the food and nutritional problems of the Community – Methods available – Anthropometric, Clinical, Biophysical or radiological, Functional, Biochemical, Dietary Assessment, Formal and informal Health behaviours: physical activity, diet and nutrition, lifestyles; prevention of disease and promotion of health • Food adulteration, types of food adulterants, simple tests to detect adulterants, health hazards, food laws, Nutritional labeling – importance of labeling and food additives. Analyzing and Interpreting Community Health Data & Prioritizing Health Issues : Vital Health Statistics, Components of Health information system – its uses, Sources of health information- Census, Registration of vital events, Sample Registration system, Notification of diseases, Hospital records , Disease registers, Record linkage, Epidemiological surveillance, Other health service records, Environmental health data, Health manpower statistics, Population surveys, Other routine statistics related to health and Non- quantifiable information. National Data Source portals

Module 3 (Credit 1) - Community Health Infrastructure

Learning Outcomes	After learning the module, the students will be able to: 1. Be able to ascertain available infrastructures for community health. 2. Recognise role of various health workers in sustaining health infrastructure. 3. Understand and examine role of UN organisations in policy directives and implementation
Content Outline	• Fundamentals in public health/ community health- primary-secondary-tertiary public health. Differentiate between health and healthcare for Local, Rural and urban communities in India • Community health workers, healthcare centres: primary secondary and tertiary, Understanding Government and Private Health infrastructures, Government policies in health care- Environmental, Social, Behavioural, Ecological, and educational assessment of diseases • Collaborations of UN organizations (United Nations Children's Fund (UNICEF), World Health Organization (WHO), The UN World Food Programme (WFP), Food and Agriculture Organization of the United Nations (FAO), International Fund for Agricultural Development (IFAD), The UN Standing Committee on Nutrition (UNSCN)) with the Government of India and the State Governments • Infant and Young Child Feeding – first 1000 days of life / window of opportunity to improve nutrition • Improving maternal, infant and young child nutrition – World Health Assembly Global Nutrition Targets 2030

Module 4 (Credit 1) - Community Health Action Plans and Evidence Based Public Health

Learning Outcomes	After learning the module, the students will be able to:
	1. Assess characteristics of different types of community health parameters. 2. Formulate data with reference to health and its role in policy making.
Content Outline	• Community health, family health and individual health: Maternal and child health and nutrition, epidemiology of infectious and chronic diseases in India, Rural and urban health, Role of recreation on individual and community health • Role of mental wellbeing on individual and community health - Skill development, Health promotion and disease prevention, Role of International and National agencies in maintaining peace and development, awareness raising- stigma reduction and social inclusion, empowerment. • Overview of national policies and programs to address nutrition problems in India, with a focus on Poshan Abhiyaan (National Nutrition Mission) • UN organizations working towards improving nutrition across the life cycle to achieve the GNTs, GNCDTs and SDGs, UN Decade of Action on Nutrition, World Health Assembly Global Nutrition Targets (GNT), Global Non Communicable Disease (NCD) Targets

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

1. Nutritional assessment in community for specific groups
2. Review based assignment on organizations, available data, ground reality on specific topic.
3. Assignment on food labeling
4. Case study of a government or non-government organization working in Community Health.
5. Identify a community (Rural/urban/tribal), conduct need assessment and identify target audience for community intervention.
6. Visit health centers nearby to the selected community
7. Mobilize community, conduct a social intervention on community health issues and submit the report.
8. Planning an IEC package for nutrition and health intervention for selected groups

References:

1. ACC/SCN & Asian Development Board (2001), what works? A Review of the Efficacy and Effectiveness of Nutrition Interventions. ACC/SCN Nutrition Policy Paper No. 19.
2. Chadha.R& Mathur P. (2015): Nutrition A Life Cycle Approach Orient Blackswan Private Ltd., Hyderabad.
3. Chander Vir Sheela (2011), Public Health Nutrition in Developing Countries, woodhead Publishing India Pvt. Ltd., Delhi.
4. Dutt, P.R. (1993) Primary Health Care Vol. I, II, III, Gandhigram Institute of Rural Health and Family Welfare Trust, Ambathurai.
5. Frank C. Gail (2008), Community Nutrition, Jones & Barlett publisher, U.S.A.
6. Gibney M.J. (2002), Public health Nutrition, Blackwell Publishing, UK.
7. Gopalan C (1987) Problems and programs in south East Asia. World Health Organization, Regional Office for South East Asia, New Delhi.

8. Gopalan C (1992). Women and Nutrition in India. New Delhi, Nutrition Foundation of India.
9. Gopalan C and Kaur S (1993). Towards better nutrition, Problems and Policies. NFI, Special Publication Series 9, New Delhi.
10. Khasnabis C, Heinicke Motsch K, Achu K, et al., (editors) Community-Based Rehabilitation: CBR Guidelines., Geneva: World Health Organization; 2010.
11. Mckenzie, J.F, R.R Pinger, J.E. Kotecki (2008), An Introduction to Community Health, Jones & Barlett Publisher U.S.A.
12. Park.K. (2009) Park's Textbook of Preventive and Social Medicine, 20th edition Banarsidas Bhanot Jabalpur, India.
13. Sabarwal, B, (1991) Community Nutrition and health, Common Wealth, New Delhi.
14. Srilakshmi B (2009); Nutrition Science Third edition, New Age International (p): Limited, New Delhi.
15. Susman, Stella, (2001) Nutrition in the Community, Safe Publications.
16. Wurzbach Mary Ellen (2004), Community Health Education & Promotion, Jones & Barlett Publication, U.S.A.

Websites:

http://www.ncbi.nlm.nih.gov/books/NBK11726/
http://www.nihfw.org/
http://www.mohfw.nic.in/
http://wcd.nic.in/icds.htm
http://wcd.nic.in/infantmilkpact1.pdf
http://pib.nic.in/
http://wcd.nic.in/charterchild.htm
http://icmr.nic.in/ijmr/2008/august/0816.pdf
http://mhupa.gov.in/programs/lcs.htm

3.4   Major (Core)

Course Title	Data Analysis & Management (Pr.)
Course Credits	2
Course Outcome	At the end of the course students shall be able to: 1. Distinguish different types of data, data sources and data accuracy. 2. Extrapolate and interpret data through the process of research. 3. Developing competence in data management.
Module 1 (Credit 1) - Data creation and processing	
Learning Outcomes	After learning the module, the students will be able to: 1. Recognise nature and types of data. 2. Categorise variables and understanding about data processing steps.
Content Outline	• Need and nature of data • Primary and secondary data • Authenticity, accuracy, place, time and context of data • Employing research process and collecting and cleaning data, data mining • Types of variable and data analysis steps
Module 2 (Credit 1) - Data Analysis & presentation	
Learning Outcomes	After learning the module, the students will be able to: 1. Illustrate use of data processing tools. 2. Experiment with data analysis and presentation 3. Recognise need for accuracy in data presentation.
Content Outline	• Understanding about statistics for data processing- descriptive and inferential measures for data • Data mining and error estimation • Software's for data analysis • Interpretation and conclusion from data • Presentation of data • Info graphics • Data visualisation tools

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

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

References:

1. Agarwal B L, Basic Statistics, 1 January 2013, New Age International Private Limited; 6th Edition, New Delhi.

2. Gupta & Kapoor, Fundamentals of Applied Statistics, Sultan Chand & Sons; Fourth edition, New Delhi, January 2014.
3. Jones Ben (2020) Learning to See Data: How to Interpret the Visual Language of Charts (The Data Literacy Series), Data literacy Press, Washington.
4. Knaflic Cole Nussbaumer, Storytelling with data – Illustrated, 11 October 2019, Wiley, USA.
5. Sosulski K, Data Visualization Made Simple: Insights into Becoming Visual, 21 September 2018, Routledge, India.

3.5 A. Major (Elective)

Course Title	Scientific Writing (Pr.)
Course Credits	4
Course Outcome	At the end of the course students shall be able to: 1. Appreciate and understand importance of scientific writing. 2. Recognize role of knowledge production in education. 3. Be able to produce different forms of scientific texts like review papers, research paper, research reports, dissertation, and thesis. 4. Be able to critically review, examine and evaluate scientific text

Module 1 (Credit 1) - The writing process

Learning Outcomes	After learning the module, the students will be able to: 1. Differentiate between different forms of writing. 2. Recognise forms of scientific writing.
Content Outline	• Distinguishing scientific writing from popular and literary writing styles • Different forms of scientific writing: Articles in journals, research notes and reports, review articles, monographs, dissertations, bibliographies. • Writing and speaking for scientific community- conference presentations, poster presentations, concept of review, peer review, scientific publishing, digital and meta data

Module 2 (Credit 1) - Effective Scientific Writing Techniques

Learning Outcomes	After learning the module, the students will be able to: 1. Illustrate writing process and their own writing experience. 2. Recognise elements of effective writing. 3. Categorise organisation and structure of text while writing scientific text

Content Outline	• Getting started
	• Use outline as a starting device
	• Drafting
	• Reflecting, Re-reading
	  * Checking organization
	    * Checking heading
	    * Checking content
	    * Checking clarity
	    * Checking grammar
	• Brevity and precision in writing
	    • Drafting and Re-drafting based on critical evaluation

Module 3 (Credit 1) - Characteristics and principles of scientific writing

Learning Outcomes	After learning the module, the students will be able to: 1. Assess characteristics of aspects of text. 2. Construct critical eye for written text and elements of effective text
Content Outline	• Use of citations, quotations, avoiding plagiarism- plagiarism checking sites, interpreting reports of plagiarism test • Formulating outlines as a plan of writing • Sectioning a report/document, use of headings, subheadings • Reference lists/bibliography • Ensuring readability and sustaining interest by avoiding ambiguity, redundancy, superfluity, parsimony, aragonites • Publication ethics

Module 4 (Credit 1) – Writing of Dissertation / Research report / Article

Learning Outcomes	After learning the module, the students will be able to: 1. Examine structure of research dissertation. 2. Recognise how to label tables. 3. Be able to assemble annexures of the dissertation
Content Outline	• Introduction • Review of Literature • Methodology • Results and Discussion • Tables as systematic means of presenting data in rows and columns and lucid ways of indicating relationships and results. • Formatting Tables: Title, Body stab, Stab Column, Column Head, Spanner Head, Box Head • Appendices: use and guidelines

Assignments and Activities towards Comprehensive Continuous Evaluation (CCE):

1. Comparing different forms of scientific formats.
2. Undertake annotated bibliography and review of literature.
3. Working on data for analysis and interpretation.
4. Creating structure of their own research proposal.

References:

1. APA (2019): Publication Manual of American Psychological Association (7th 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): Disseminating 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.

3. 5 B. Major (Elective)

Course Title	**Person with Special Needs**
Course Credits	**4**
Course Outcome	At the end of the course students shall be able to: 1. Differentiate types of exceptional children. 2. Identify the causes of disabilities. 3. Develop criteria to identify the disability. 4. Compare different approaches describing disability. 5. Develop individualized Education plan according to nature of disability. 6. Guide rehabilitation procedure for the disabled person.

Module 1 (Credit 1) - Persons with special needs: An Overview

Learning Outcomes	After learning the module, the students will be able to: 1. Differentiate between causes and different approaches of disability
Content Outline	• Concept of disability, impairment and handicap • Exceptional children: Types and definitions • Causes of disabilities – prenatal, postnatal and heredity • Various approaches to defining and describing disability – philanthropic, medical, administrative, legal,social, biomedical and political

Module 2 (Credit 1): Cognitive, Neurological, sensorial and neuromuscular disabilities

Learning Outcomes	After learning the module, the students will be able to: 1. Develop an understanding about cognitive and neuro-muscular/ behavioral disability- causes, types, identification and services available 2. Understand the services and rehabilitation programs available for disability
Content Outline	• Intellectual Disability • Learning disabilities • Cerebral Palsy and Autism • Attention deficit disorders • Sensory impairments

Module 3 (Credit 1) - Child Development Perspectives

Learning Outcomes	After learning the module, the students will be able to: 1. Identify the behavioral clues related to disabilities. 2. Undertake clinical assessment for disabilities. 3. Develop IEPs for every disability. 4. Examine programs available in country for disabled people and inclusive practices.

Content Outline	• Identification • Assessment (Formal and informal) • Individualized Education Plan • Service delivery systems and Inclusion

Module 4 (Credit 1) - Rehabilitation of the disabled

Learning Outcomes	After learning the module, the students will be able to: 1. Develop an insight into society's perception regarding disability. 2. Examine various service agencies and Acts/Laws in country for disabled people. 3. Identify technical devices and equipment available to assist disabled people. 4. Recognise importance of counselling services for disabled people and their families.
Content Outline	• Attitude of the society towards the disabled • Role of government, non-government (RCI Act, National Trust, RPWD Act) • Role of science and technology • Counselling of family and the disabled

Assignments and Activities towards Comprehensive Continuous Evaluation (CCE):

1. Preparation of Case observation and presentation.
2. Examining Policy and assignment presentation.
3. Designing Workshop contents development.

References:

1. Baquer, A. (1994): Disabled, Disablement, Disablism, Voluntary Health Association of India, New Delhi.
2. Barkowitz, H P and Rothman, P E (1960): The disturbed Child, New York, University Press.
3. Berdine, H.W. and Blackhurst, E.A. (1985): An Introduction of Special Education, Little Brownaid Co. Boston.
4. Branwhite, T.;(1986): Designing Special Programs: A Handbook for Teachers of Children with Learning Difficulties, Methnen Co. Ltd., London.
5. Choate, S.J.; (1983): Successful Mainstreaming, Allyn and Bacon, Boston.
6. Council for Advancement of People's Action and Rural Technology (CAPART), (1996) "Disability: A Strategy to Promote the Participation of People with Disabilities in Programs for Rural Development", New Delhi.
7. Kanga, F.; (1990) "Heaven on Wheels", Penguin Books, New Delhi.
8. Narasimhan, M.C. and Mukherjee, A.K.; (1986) "Disability a Counting Challenge", Wiley Eastern Ltd., New Delhi.
9. Oliver, M. (1996) "Understanding Disability: From Theory to Practice", Macmillan Press, London.
10. Pandey, R.S. and Advani, L.; (1996) "Perspectives in Disability and Rehabilitation, Vikas Publishing House Pvt. Ltd., New Delhi.

3.6   Research Project

Course Title	Research Project
Course Credits	4
Course Outcome	At the end of the course students shall be able to: 1. Get acquainted with research process and prior to undertaking primary research plan and examine existing literature. 2. Recognize and undertake research problem. 3. Apply critical thinking to the problem selected for research. 4. Able to design her research work and review existing literature. 5. Recognise process of knowledge production in their subject discipline.

Assignments and Activities towards Comprehensive Continuous Evaluation (CCE):

1. Designing a research proposal.
2. Presenting review of literature.
3. Constructing hypothesis, tools and techniques for data collection.

Semester IV

4.1 Major (Core)

Course Title	Research Applications in Extension & Communication (Pr.)
Course Credits	4
Course Outcome	At the end of the course students shall be able to: • Gain information processing skills. • Develop awareness and in-depth understanding of issues, concerns and challenges of their area of extension education. • Familiarize and update their knowledge in the field of extension education. • Learn to access library and sharpen their research and review skills. • Enhance understanding about structuring, outlining, presentation of content. Apply critical thinking to inform and communicate professional judgments.

Module 1 (Credit 1) - Designing and Executing Programs	
Learning Outcomes	After going through the course, learners will be able to, 1. Design targeted awareness or skill development programs for specific communities. 2. Implement and evaluate the effectiveness of extension programs. 3. Develop program objectives and outcomes based on community needs. 4. Use feedback to refine and improve program delivery.
Content Outline	• Program Design Principles • Needs Assessment and Goal Setting • Implementation Strategies and Techniques • Evaluation and Feedback Mechanisms

Module 2 (Credit 1) - Social/cultural aspects of community/society	
Learning Outcomes	After going through the course, learners will be able to, 1. Analyze the social structures and cultural norms of various communities. 2. Assess the impact of social and cultural factors on community development. 3. Identify cultural competencies required for effective communication and intervention. 4. Develop strategies to address cultural barriers in extension programs.
Content Outline	• Social Structure and Cultural Norms • Community Engagement Strategies • Cultural Competence in Extension • Case Studies on Social/Cultural Impacts

Module 3 (Credit 1) - political/governance/economic issues	
Learning Outcomes	After going through the course, learners will be able to, 1. Examine the role of political and governance structures in community development. 2. Evaluate the impact of economic policies on extension and communication programs. 3. Identify key stakeholders and their influence on program success. 4. Develop strategies to navigate political and economic challenges in extension work.
Content Outline	• Political and Governance Frameworks • Economic Policies and Their Impacts • Stakeholder Analysis • Strategies for Managing Political and Economic Challenges
Module 4 (Credit 1) - Contemporary Development debate	
Learning Outcomes	After going through the course, learners will be able to, 1. Explore current trends and debates in development theory and practice. 2. Critically analyze contemporary issues affecting extension and communication. 3. Develop informed perspectives on global and local development challenges. 4. Propose innovative solutions based on contemporary development debates.
Content Outline	• Overview of Contemporary Development Theories • Analysis of Current Development Issues • Case Studies on Recent Development Challenges Proposal of Innovative Solutions and Strategies

Assignments and Activities towards Comprehensive Continuous Evaluation (CCE):

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

References:

1. Chouinard, J. A., & Cousins, J. B. (2019). *Program evaluation: A comprehensive guide for practitioners*. Guilford Press.
2. Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017). *Introduction to sociology* (10th ed.). W.W. Norton & Company.
3. Smith, M. K., & Lee, S. J. (2020). *Public administration: An action orientation*. Sage Publications.
4. Sachs, J. D. (2015). *The age of sustainable development*. Columbia University Press.

4.2 Major (Core)

Course Title	Sustainable Development
Course Credits	4
Course Outcome	At the end of the course students shall be able to: 1. Understand need for sustainable Waste Management 2. Prepare eco-labels for environment friendly products. 3. Prepare documentation of sustainable projects and practices. 4. Create community awareness about sustainable practices for specific communities. 5. Create awareness about exploitation and non judicious use of resources. 6. Develop strategies for resource conservation and waste minimization.

Module 1 (Credit 1) - Environment & Resources

Learning Outcomes	After learning the module, the students will be able to: 1. Differentiate elements of eco system and concepts associated with environment. 2. Recognise types of nature of resources.
Content Outline	• Atmosphere, hydrosphere, lithosphere, biosphere and soil. • The concept of ecosystem. Abiotic and biotic components of an ecosystem and their interaction. Producers, consumers and decomposers. Self, sustainability of natural ecosystems. • Non-renewable and renewable natural resources and their exploitation. Soil, water, mineral, energy, genetic resources, forest wealth. • Biodiversity • Resource utilisation and waste generation • Air, water, land / soil pollution • Local and global environment impact.

Module 2 (Credit 1) - Sustainability

Learning Outcomes	After learning the module, the students will be able to: 1. Illustrate historical development of the concept of sustainability. 2. Recognize role of socio-economic indicators in the use of resource management.

Content Outline	• Sustainability – Meaning, concept and implications for development
	  o dimensions of sustainable development
	  o social, spiritual, economic, educational. Linkage between environment & sustainable development
	• Lack of sustainability due to over exploitation and non judicious use of resources
	  o Socio-economic indicators and evaluation of projects for environmental sustainability,

	Concept of Minimalism: a pathway to Sustainable Development: Reduce Reuse, repurpose, recycle

Module 3 (Credit 1) - Approaches for resource conservation and waste minimization/utilization

Learning Outcomes	After learning the module, the students will be able to: 1. Assess alternatives to make development process sustainable. 2. Comprehend and consider role of resource management for sustainability
Content Outline	• Environmentally sound technologies and their impact on sustainable management of resources • Appropriate technologies for management of water, fuel and energy resources • Proper management of forests for fuel fodder and other products • Sharing of community resources for sustainable development, people's participation • Institutional inputs (community organisations, groups, networks) and their interdependency- green audits as part of NAAC processes

Module 4 (Credit 1) - Stakeholders in Sustainable development

Learning Outcomes	After learning the module, the students will be able to: 1. Be able to determine bottlenecks in the process of sustainable development. 2. Recognise role of various stakeholders for sustainable development
Content Outline	• Challenges & bottlenecks in the process of sustainable development • ISO frame work, Regulatory bodies, eco-labelling of environment friendly products. • Role of community, government, corporates and non-government organisations in resource conservation and environment protection programmes • ESG- Environment, Social, Governance framework

Assignments and Activities towards Comprehensive Continuous Evaluation (CCE):

1. A study of ongoing projects on -Conservation of natural resources
2. Preservation of bio diversity -Utilisation of non-conventional energy resources
3. Disposal and utilisation of waste, Organic farming, etc.
4. Reading and documentation of sustainable projects and practices
5. Creating community awareness about sustainable practices for specific communities

References:

1. Atkinson Giles, Simon Dietz, Eric Neumayer (2007) Handbook of Sustainable Development, Edward Elgar,

2. Dommen, E. (ed.) (1993) Fair Principles for Sustainable Development, Edward Elgar Publishing Ltd., USA.
3. Heap, B & J., Kent, (ed.) (2000) Towards Sustainable Consumption, The Royal Society, London
4. Johnson Ayana Elizabeth and Katharine K. Wilkinson (Ed.) (2020) All We Can Save- Truth, Courage, and Solutions for the Climate Crisis, One World, New York.
5. Kenny, M. & J. Medowcraft, (ed.) (1999), Planning Sustainability, Routledge, London
6. Kumar, Surender, Managi, Shunsuke (2009) The Economics of Sustainable Development- The Case of India, Springer-Verlag New York.
7. Mittal, K.M. (1997) Non-Conventional Energy Sources, Principles, Progress and Prospects, A.H. Wheeler and Co. Ltd., New Delhi.
8. Raj, Madhu (2001) Emerging Trends in Environmental Pollution, Ivy Publishing House, New Delhi
9. Redclift Michael and Delyse Springett (Ed.) (2017) Routledge International Handbook of Sustainable Development, Routledge, London.
10. Sachs D Jeffery (2015) The Age of Sustainable Development, Colombia University Press, New York.
11. World Resource Institute (1992) World Resources World Resources Institute, Oxford, UK

4.2   Major (Core)

Course Title	Project Management
Course Credits	4
Course Outcome	At the end of the course students shall be able to: 1. Get acquainted with processes, techniques and aspects of project. 2. Recognise competences required in managing a project. 3. Identify varied aspects of effective and efficient management of project

Module 1 (Credit 1) - Project Planning

Learning Outcomes	After learning the module, the students will be able to: 1. Help recognise the process of project design. 2. Distinguish available resources and deliverables for the successful planning of project.
Content Outline	• Project Initiation - goal, scope, outcomes, risks, budget and timeline, objectives • Project design- detailed action plan, structure, deliverables, Plan templates • Resources management for project • Mind mapping, concept mapping, team building • Stakeholder and beneficiaries outlining and management, contingency plan

Module 2 (Credit 1): Project Execution

Learning Outcomes	After learning the module, the students will be able to: 1. Explore various tools for project implementation.
Content Outline	• Project kick-off meeting • RAM- Responsibility Assignment Matrix, RACI- Responsible, Accountable, Consulted and Informed Model, WBS- Work Breakdown Structure (Gantt Charts, Kanban boards, Calendars, software) • Decision making- Autocratic, consensus, democratic and consultative- RAPID, DACI, OKRs Objectives and Key Results • Tracking deliverables, dash boarding • Communication and coordination

Module 3 (Credit 1) - Project Monitoring & Evaluation

Learning Outcomes	After learning the module, the students will be able to: 1. Organise processes related to effective project management. 2. Gain tools for monitoring project management.

Content Outline	• Monitoring and controlling of project • Roadmaps, roles and responsibilities, documentation, strategic plans • Effective Meetings- Agenda, post meeting action items, Minutes, action taken • Risk management, Strategic management • Change management
Module 4 (Credit 1) - Project Closure	
Learning Outcomes	After learning the module, the students will be able to: 1. Recognise project life cycle and its role in capacity building of teams. 2. Explore closure of project
Content Outline	• Assessing deliverables • Audits and reports • Communication and documentation • Project Retros • Effective team management

Assignments and Activities towards Comprehensive Continuous Evaluation (CCE):

1. Design project and implement it to the point of documentation.
2. Undertake team building activities.
3. Monitor project life cycle or undertake event as a project.

References:

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

4.3   Major (Elective)

Course Title	Life Long Learning
Course Credits	4
Course Outcome	At the end of the course students shall be able to: 1. examine the concept of lifelong learning and its importance for holistic education. 2. Be able to critically think and evaluate programmes and policies for lifelong learning and its contribution to the development of society. 3. Understand knowledge structures and functions of lifelong learning. 4. Know and evaluate government programmes for selected target groups. 5. Design a Lifelong Learning programme for various organizations working for various groups of people.

Module 1 (Credit 1) - Introduction to Lifelong Learning and Its Impact	
Learning Outcomes	After learning the module, the students will be able to: 1. examine the concept of lifelong learning and its importance for holistic education.

Content Outline	• Meaning, importance and benefits, need, characteristics, scope of Learning
	 • Role of alternative learning, Formal education systems, Historical perspective of lifelong learning
	 • Learning theories- Four pillars of learning, Recognition Of Prior Learning of the learners- Methods and Approaches
	 • Trends of lifelong learning- Perspectives on lifelong learning:
	   1.) Humanistic perspective of UNESCO – importance of active citizenship & social cohesion
	   2.) Economic perspective of EU/World Bank/OECD- Importance of Skill Development

Module 2 (Credit 1) - Policies and Programmes	
Learning Outcomes	After learning the module, the students will be able to: 1. Evaluate policy and programmes related to lifelong learning. 2. Be able to critically think and evaluate programmes and policies for lifelong learning and its contribution to the development of society
Content Outline	**Module Contents:** • Lifelong learning policy of India- Pre-independence, Post-independence- Recommendations of different Commissions/Committees: Indian Education Commission (1964-66), Indian Education policy (1986), UGC Guidelines on Lifelong Learning & Extension during Ninth Plan period (2007), National Skill Development Mission (2015) New Education Policy (2020).

	• Programmes- NIOS, Night schools, NSQC, NCF, functional literacy programme, TLC, JSS, Employment Programmes for youth, women and other groups • Adult literacy, NFE, Sakshar Bharat Scheme, Role of State Resource Centers (SRCs) in material production

Module 3 (Credit 1) - Lifelong learning through different institutions and organisations

Learning Outcomes	After learning the module, the students will be able to: 1. Understand knowledge structures and functions of lifelong learning. 2. Know and evaluate various programmes for selected target groups by varied agencies.
Content Outline	• Role and Strategies of government departments in lifelong learning • Lifelong learning through universities, colleges and Corporates • Role of NGOs and Corporate sectors in LLLE • UNESCO Institute for Lifelong Learning; Asian South Pacific Association for Basic and Adult Education; The ASEM Education and Research Hub for Lifelong Learning; The International Council for Adult Education (ICAE).

Module 4 (Credit 1) - Design and Evaluation of Lifelong Learning Programs

Learning Outcomes	After learning the module, the students will be able to: 1. Undertake evaluation of lifelong learning programmes. 2. Design lifelong learning programme for specific groups.
Content Outline	• Evaluation of Lifelong learning programme for a selected group • Case studies of lifelong learning programmes for special groups • Design a Lifelong Learning Programme for drop out children/women/transgender people/elderly/unemployed youth/street children

Assignments and Activities towards Comprehensive Continuous Evaluation (CCE):

1. Case Study on lifelong learning programmes.
2. Undertaking learning needs assessment for individuals or community.
3. Evaluating lifelong learning programme.
4. Designing lifelong learning programme for specific community.

References:

1. Bhola, Harbans Singh (2016) Lifelong Learning and Skill Development: Dialectic Between Past and Future. Vol. 77, No 1: pp. 37-53.
2. Faure, E. et al. (1972). Learning to be. The World of Education today and tomorrow.
3. Fumiko Noguchi; Jose Roberto Guevara; Rika Yorozu, Ed (2015) Communities in Action, Lifelong Learning for Sustainable Development, UIL.

4. Government of India (2020). National Education Policy 2020.
5. Madhu Singh. Ed. (2002) Institutionalizing Lifelong Education, UNESCO Institute for Education, Hamburg. Learning. International Review of Education 48, 93–110 (2002). https://doi.org/10.1023/
6. OECD (1996). Lifelong Learning for all. Paris: OECD. Paris: UNESCO.
7. Paul Bélanger (2016) Self-construction and Social Transformation: Lifelong, Life wide and Life-deep Learning. 'Université de Montréal, Canada.
8. S.Y. Shah (ed) (2008) International Perspectives on Adult & Lifelong Education: Selected Papers, International Institute of Adult & Lifelong Education, New Delhi.
9. Shah, S.Y. (2018). Lifelong learning in India: A policy perspective. ASEM Education
10. Singh N K (2010) Adult Education Association, Saurabh Publishing House, New Delhi.
11. Tuijnman, A., Boström, AK. Changing Notions of Lifelong Education and Lifelong
12. Unesco (2018) Recognition, validation and accreditation of youth and basic education as a foundation for lifelong learning, Hamburg: UNESCO Institute for Lifelong Learning.

4.4   Research Project

Course Title	Dissertation
Course Credits	4
Course Outcome	At the end of the course students shall be able to: 1. Get acquainted with research process and undertake primary research. 2. Apply critical thinking to the problem selected for research. 3. Apply processes of gathering data, analysing data and presenting data for their research problem. 4. Able to defend her work during viva voce.

Following Steps to be completed during the semester:	
	Data collection / coding / analysis
	Finalization of chapters of Introduction & Methodology
	Finalization of Results and Discussion
	Finalization of Summary and Conclusion
	Approval of final draft of the dissertation
	Submission of dissertation
	Viva voce