

Dr. B. R. Ambedkar University of Social Science Mhow,



Department of Home Science

Post Graduate Programmes

**M.A. /M.Sc. Extension Education & Communication
Management**

Course Credit Structure-CBCS

2021

Course Credit Scheme:

Total No. of Credits: 98

Total No. of Core Paper: 16

Total No. of Elective Papers: 4

Vision

Develop understanding and skills in culturally appropriate behavior change communication and extension strategies for promoting gender equity, social inclusion and sustainable development.

Mission

The Department of Development Communication and Extension strives to train a cadre of professionals to work as development practitioners and researchers. The Department curriculum provides strong theoretical foundations and experiential learning to meet the existing market demands for trained professionals in participatory development processes and communication.

Objective

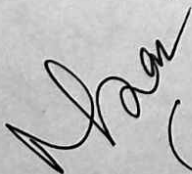

With an objective to build capacities of the women to catalyse the development processes for change and capitalizing on the communication techniques learnt the department of Development Communication & Extension aims at reaching out to the grassroots and the vulnerable to enable them. To create effective development practitioners, the key components of the curriculum are-

advocacy for policy and behaviour change communication; design, monitoring and evaluation of development programmes and initiatives; and training and capacity building of different stakeholders involved in the development process.

The research focus of the Department is on development concerns, advocacy and communication for sustainable social change. The other important areas of research are gender, media monitoring, audience segmentation and responses, new media technologies as well as analysis of national flagship programmes. Master's students are guided to take up independent empirical research and write a dissertation as part of their academic programme. The Department has endeavoured to explore participatory methodologies and innovative techniques in research.

Programme Educational Objectives

The Department of Home Science offers Masters in Extension Education and Communication management. The course strives to develop understanding and skills in culturally appropriate behavior change communication and extension strategies for promoting gender equity, social inclusion and sustainable development. The curriculum provides strong theoretical

 (Online प्रो. मंजुशर्मा) (Online प्रो. मनिता वायस) (Online प्रो. मारिक डोरो) 

foundations and experiential learning to meet the existing market demands for trained professionals in participatory development processes and social and behaviour change communication. The programme strives to train a cadre of professionals to work as development practitioners' researchers and behaviour change communication specialists.

Programme Specific Objective:

- To sensitize the students to the needs of the family and community for mobilization and participation of masses, gender equity, women's empowerment and sustainable development through its interdisciplinary training and multi-faceted programme.
- To develop skills in monitoring & evaluation, training and capacity building of different stakeholder groups involved in development.
- To harness skills in message design, building media relations, social marketing and cause related advertising.
- To apprise the students of the process and potential of Behaviour Change Communication as a strategic intervention in Communication for management.

Programme Specific Outcomes:

PO1: Knowledge – The Department of Development Communication and Extension endeavours' to prepare social and behaviour change communication professionals and researchers who would provide leadership for tackling complex problems and creating sustainable communities for tomorrow.

PO2: Planning Abilities- Students are sensitized to elements of community organization and their mobilization for development goals. Students develop skills in training and capacity building of different stakeholder groups involved in development.

PO3: Problem Analysis- Solve problems concerning society for ensured physical and mental health in the changing socio-economic scenario Students are orientated to the impact of emerging communication technologies and skills in leveraging them for facilitating change in communities. Finding appropriate solutions and taking decisions.

PO4: Modern Tool Usage- ability to select and use appropriate methods and procedures; tools and equipment; raw materials and other resources for knowledge, skill enhancement, designing and creation of new products, assessment and evaluation

PO5: Leadership Skills- apply leadership skills; inspiring, taking responsibility, delegating tasks while working in a team, communicating with other teams, providing guidance to lesser

Plan (online प्रो. मल्लिकार्जुन) (Online प्रो. अनिता वाघम) (Online प्रो. जगदीश शर्मा) (online प्रो. जगदीश शर्मा)

skilled in various settings be it family, industry or institutions or carrying out research projects

PO6: Professional Identity- Take various professional roles in industries, govt./non-govt. organizations, institutes as educators, entrepreneurs, counsellors, social workers, consultants, designers, researchers and exhibit competencies & skills

PO7: Ethics- Apply ethical practices while data collection, and conducting experiments; involving human beings, delivering professional responsibilities

PO8: Communication- Use soft skills for clear, accurate, unambiguous effective communication using verbal and non-verbal skills at inter / intra personal and professional level. Develop skills in building media relations, social marketing and cause related advertising.

PO9: Society- Apply knowledge and competencies developed impart knowledge, identify, analyze and address societal issues to improve quality of life and of individual, society as a whole, also covering marginalized and vulnerable groups of society.

PO10: Environment and Sustainability- Critically evaluate impact of household and industrial practices on environment. Appreciate use of sustainable practices for improved physical, emotional, social, psychological Behaviour Change Communication strategies.

PO11: Life Long learning – ability to reason out, learn and improve oneself in the changing dynamic scenario by strengthening the strength and weakening of weaknesses for sustainable developmental needs , technological changes, career requirements and new avenues.

PO12: Project- Provide opportunity to students to get acquainted with innovative projects and develop skills to plan and undertake intervention projects. Students are trained in planning, implementation, monitoring and evaluation of development programmes and projects.

[Signature] (Online (Dr. Manish)) (Online (Dr. Anil Kumar)) (Online (Dr. Manish Kumar)) *[Signature]*

**Dr. B.R Ambedkar University of Social Sciences, Dr. Ambedkar Nagar
(Mhow) M.P.**
(Proposed Model Structure of PG Courses As per University Ordinance No-03 the choice
based credit system)

MA/ M.Sc Extension Education & Communication Management

Particulars	Semester -I		Semester-II		Semester-III		Semester-IV	
	code	Paper	code	Paper	code	Paper	code	Paper
Core Paper - I (4.0+2Credits)	IEE-511	Intro. to Extension Education	GD-521	Gender and Development	RM-531	Research Methods	ESPE-541	Extension Systems & Programme Evaluation
Core Paper - I (4.0+2Credits)	EMM-512	Extension Methods and Materials	EDPP- 522	Evaluation of Development Programmes & Policies	MSEP- 532	Managerial skills for extension professional	ASMC- 542	Advertising and Social Marketing Communication
Core Paper -I (4.0+2Credits)	PPM- 513	Communication For Development	ET- 523	Educational Technology	SD- 533	Sustainable Development	LLS-543	Lifelong Learning & Life Skills
Core Paper -I (4.0+2Credits)	CD- 514	Participatory Programme Management	HRD-524	Human Resource Development	PM- 534	Project Management	DIS/IS- 544	OR Internship OR Dissertation
One Paper in Each Semester be taken from the list of Discipline Specific Elective Paper (4.0 Credits)								
DSGEP- I (4.0+2Credits)	LSSE	Livelihood Systems & Social Entrepreneurship	SWR	Scientific Writing & Reporting/ Project	WS	Women Studies		
Ability Enhancement Course (Assessmet based Compulsory Course 1 credit each								
		Human Rights		Organic Farming		Health Assistant		Art & Craft

(Online) (Online) (Online)
 (जे.सं.शर्मा) (जे.अनिताबाबा) (जे.मानिकजी)
 14/12/2019

**Post Graduate Programme M.SC. /MA Home Science Extension Education &
Communication Management
Course curriculum**

Paper Code	Semester - I	Theory	Practical	Credit
IEE-511	Introduction to Extension Education	4	-	4
EMM- 512	Extension Methods and Materials	4	-	
CD-513	Communication For Development	4	2	6
PPM-514	Participatory Programme Management	4	2	6

Paper Code	Semester- II	Theory	Practical	Credit
GD-521	Gender and Development Theory	4	0	4
SWR-522	Scientific Writing And Reporting	4	2	6
ET-523	Educational Technology	4	2	6
HRD-524	Human Resource Development	4	2	6

Paper Code	Semester III	Theory	Practical	Credit
RTEC-531	Research Methods Theory	4	2	6
MSEP-532	Managerial skills for extension professional	4	-	4
SDCC-533	Sustainable Development	4	2	6
PM-534	Project Management	4	2	6
	Internship / Project	4		4

Paper Code	Semester IV	Theory	Practical	Credit
MSPE- 541	Extension Systems and Programme Evaluation	4		4
ASMC-542	Advertising and Social Marketing Communication	4	2	6
LLS-543	Lifelong Learning & Life Skills	4	2	6
DIS/IS- 544	Dissertation <u>OR</u> Internship			

Nm

(Online प्रो. रंजना) (Online प्रो. अनिता बायन) (Online प्रो. माणिक डोंगरे)

PAPER- I

Introduction to Extension Education (IEE-511)

Learning Outcomes:

- Upon completion of the course students will be able to:
- Understand meaning, philosophy and principles of Extension Education and its role in national development
- Explain Extension models in practice and their scope in facilitating development
- Design plan of work for need based program
- Ready to be part of various developmental programs

Syllabus:

Unit I: Concept of Extension

- a) Meaning of Extension
- b) Principles of Extension
- c) Philosophy of Extension
- d) Objectives of Extension
- e) National Extension Service
- f) Non Formal Education
- g) Role of Extension Education in National Development

Unit II: Extension Models

- a) Technology - Innovation- Transfer Model
- b) Social Education Model
- c) Indigenization Model
- d) Social Action Model
- e) Empowerment/Participation Model


Unit III: Motivation & Learning in Extension

- a) Definition, Principles of Learning
- b) Definition of Motivation & Motives
- c) Types of Motives
- d) Factors influencing learning
- e) Cone of Experience

Unit IV: Programme Planning & Adoption Process

- a) Definition, steps in Planning
- b) Plan of work
- c) Evaluation of a Programme

Kln

(Online प्रो. मधुसूदनी) (Online प्रो. अनिता राय) (Online प्रो. माणिक शर्मा) 

- d) Stages in Adoption Process
- e) Types of Adopters
- f) Plans & Programmes
- g) Five year plans
- h) Community Development Programme
- i) Panchayati Raj System

References:

1. Chauhan, J. (1996). *Prasar Shiksha Aur Souchana Tantra*. Agra: Isha Publication.
2. Dahama, O.P., & Bhatnagar, O.P. (2010). *Education and Communication for Development*. New Delhi: Oxford and IBH Publishing Co., Pvt. Ltd.
3. Dubey, V.K., & Bishnoi, I. (2008). *Extension Education and Communication*. New Delhi: New age International Publishers.
4. Jalihal, K. (2007). *Fundamentals of Extension Education and Management in Education*. New Delhi: Concept Publishing Company
5. Kalla, P.N., & Gakkhar, A. (2005). *Prasar Shiksha Ke Naye Ayam*. Jaipur: Hindi Granth Akadami.
6. Kalla, P.N., & Gakkhar, A. (2010). *New Dimension of Extension and Communication*. Jaipur: University Book House.
7. Maximun, N. (2006). *Understanding Extension Education*. New Delhi: Gyan Publishing House
8. Mohanty, S.R. (2017). *Home Science Extension Education and Rural Development*. Germany: Anchor Academic Publishing.
9. Rajsingh, A., & Saxena, A. (2008). *Prasar Siksha me Sampreshan va Nirdesh Takneek*. Jaipur: University Book House, Pvt. Ltd.
10. Sandhu, A.S. (1993). *Text book on Agricultural Communication : Process and Methods*. Calcutta: Oxford and IBH Publishing Co. Pvt. Ltd.

Online
(डॉ. मंजुशर्मा)

Online
(डॉ. रुनिता यादव)

Online
(डॉ. मालविका)

Alon

PAPER- II

Extension Methods and Materials (EMM-512)

Course Learning Outcomes:

Student will be able to –

1. Critically analyze and explain why culture and society are central to media analysis.
2. Provide an introduction to the study of media to better understand how media impacts culture and society.
3. Explore how people interpret and interact with media content, and how media influences cultural practices and our daily lives.
4. Understand the research specific to media studies.

Syllabus:

UNIT I

1. Concept of extension method
2. Extension teaching learning process
3. Methods and material for extension teaching
4. Factor affecting selection and use of extension method and material
5. Method of extension teaching
6. Steps of extension teaching

UNIT II

1. Classification of teaching method:
 - a) Individual contact method: Meaning, selection, Usage, Advantage, Disadvantages and Limitations.
 - b) Group Contact method: Meaning, selection, Usage, Advantage, Disadvantages and Limitations.
 - c) Mass Contact method: Meaning, selection, Usage, Advantage, Disadvantages and Limitations.
2. Method Demonstration,
3. Result Demonstration,
4. Group Meetings,

UNIT III

1. All Printed materials: folk media, exhibition
2. Extension materials: Chart, Poster, Flash Cards, Modals, Display Boards, blogs, unique Features of web language, web page.

Online

(*ऑनलाइन शिक्षा*)

(*ऑनलाइन शिक्षा*)

(*ऑनलाइन शिक्षा*)

Online

Suggested Reading:

Dahama, O.P. and Bhatnagar, O.P. 1987. Education and Communication for Development, Oxford and IBH publishink Co., New Delhi.

Directorate of ~xte&ion, Govt. of India, 196 1. Extension Education in Community Development, DOE, Ministry of Food and Agriculture, GOI, New Delhi.

Ray, G.L. 1991. Extension Communication and Management, Nayaprakash, ~alcuka. ~edd~, A.A 1987. Extn. Education, Bapatla, Sree Laicshrni Press, A.P.

Samanta. R.K. 1989. Management in Agriculture and Rural Development, UDH Publishing Co., New Delhi.

Samanta, R.K. 1991. Development Communication for Agriculture. (ED). B.P.f,ublishing Corporation, New Delhi.

Shan (Online (ओ. मंजुशर्मा) Online (ओ. अनिता वाधन) Online (ओ. माणिक डोंग्रे) Online (ओ. माणिक डोंग्रे) Online (ओ. माणिक डोंग्रे) Online (ओ. माणिक डोंग्रे)

PAPER- III

Communication for Development (CD-513)

Course Learning Outcomes:

Student will be able to –

1. Enhanced understanding of ICTs and the impact of digitalization and challenges associated with ICTs
2. Exposure to concept of Networked societies through theories and perspectives
3. Understand the forms and potential of various community media.
4. Appraise the convergence between ICTs and community media for development.

UNIT I

1. Communication: concept, meaning, importance
2. Modal of Communication
3. Types of Communication
4. Communication approaches: individual, Group and mass Communication
5. Feedback factor affecting Communication process
6. Barriers in Communication

UNIT II

1. Concept and element of diffusion
2. Concept and stages of innovation
3. Consequences of Innovations
4. Communication skills:
5. Role of ICT in Communication
6. Soft skills
7. Effective oral Communication
8. Nonverbal Communication
9. Writing skills
10. Oral communication

UNIT III

Participative Communication: meaning, importance, Process,

Development communication: concept, nature, and significance,

Communication print and electronic

Education and ICT in Indian context: Internet, e-mail, computer and computer networking (PAN, LAN, CAN, MAN, WAN) E-journal, slide projector, e- magazine,


Non
 (Online) (Online) (Online) *Pring*
 (डॉ. मंजुशान) (डॉ. शनिता वायन) (डॉ. शानिक डंग)

Suggested Readings:

- Buckingham, D. (2008). *Youth, Identity, and Digital Media. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning.* Cambridge, MA: The MIT Press.
- Hassan, R. & Thomas, J. (2006). *The New Media Theory.* Open University Press.
- Hassan, R. (2004). *Media, Politics and the Network Society.* Open University Press.
- Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide.* New York, London: New York University Press.
- Kukkonen, H.O. & Kukkonen, H.O. (2015). *Humanizing the Web: Change and Social Innovation (Technology, Work and Globalization).* New Delhi: Palgrave Macmillan.
- Marshall, P. D. (2004). *New Media Cultures, Information and Communication Technology for Development.* Hodder Stoughton Educational.
- Pannu, P. & Tomar, Y. (2012). *Communication, Technology for Development.* New Delhi : IK International Publishing House. ISBN: 9789380578903.

Communication for Development Lab – 2

- Oral and written communication
- Planning and use of different communication approaches
- Extension Management process:
 - 1) Planning
 - 2) Organizing
 - 3) Staffing
 - 4) Directing
 - 5) Communicating
 - 6) Co-ordination
 - 7) Controlling
 - 8) Monitoring
 - 9) Evaluation.


 Online (डॉ. मंजुशानी) (डॉ. अनिता वाघम) Online (डॉ. मालीका) Online (डॉ. मालीका)

PAPER- IV**Participatory Programme Management (PPM-514)****Course Learning Outcomes:****Student will be able to –**

1. Apply techniques of participatory planning- RRA, PRA and PLA
2. Help rural families in better appreciation of SWOT in the village.
3. Open new opportunities for developing talents and leadership of rural people.
4. Explain ethical principles, issues and procedures
5. Develop Project Management Techniques
6. Increasing efficiency in marketing, distribution and utilization of agricultural inputs and outputs

Syllabus:**Unit I****Programme Planning in Extension**


- 1) Meaning and nature of programme planning
- 2) Importance of programme planning
- 3) Need of Programme Planning
- 4) Abilities needed by Planners

Unit II**Programme planning process**

- 1) Community Study
- 2) Local Leaders and Participation
- 3) Need Assessment
- 4) Framing Objectives
- 5) Plan of work
- 6) Programme Implementation
- 7) Evaluation
- 8) Reconsideration

Unit III**Participatory planning**

- 1) Concept and importance of participatory planning
- 2) Process of participatory planning


 Online (ડૉ. મંદુ રામ) Online (ડૉ. શાન્તા લાલમ) Online (ડૉ. મારીકડાં) @Ding

3) Techniques of participatory planning- RRA, PRA and PLA and their application in 4) extension approaches of participatory planning – cooperative, democratic, bottom up and down

5) SWOT analysis

6) Obtaining technical and monetary support from NGOs

7) Concept and formation of women SHGs (Self Help Group)

Programme Planning and Management – Lab

Assessing needs and problems of a target group in a community

2) Development of a plan of action for the problem identified

3) Conducting the planned programme

4) Evaluation and reporting

5) Suggestion and follow-up.

6) Application of PRA methods

7) Critical analysis of monitoring and evaluation of developmental programme

Suggested Readings:

1. Adhikary, MM. (2006). Participatory Planning & Project Management in Extension Sciences. Agrotech Publ.Academy.

2. Burton, G. & Hanab, T. (1997). Management Today, Tata Mc Graw Hill Publishing Company, New Delhi.

3. Chandan, J. S. (1997). Management- Concepts and Strategies. Vikas Publishing House. New Delhi.


4. Dale, R. (2004). Evaluating Development Programmes and Projects. New Delhi. Sage Publications.

5. Govind, S. Tamilselvi, G. & Meenambigai, J. (2011). Extension Educational and Rural Development, Agrobios, Jodhpur.

Koontz & Heinz, W. (1990). Essentials of Management, McGraw-Hill, New Delhi

7. Kumar & Hansra. (1997). Extension Education for Human Resource Development, New Delhi: Concept Publishers.

8. Mikkelsen, B. (2002). Methods for Development Work and Research, New Delhi, Sage Publications


(Online प्रो. मधुशर्मा) (Online प्रो. जानिता लक्ष्मी) (Online प्रो. सारोिक डोगी) @unher

- B. Violence in women's lives- concept, nature, impact
- C. Women and work- invisibility, opportunities and participation in workforce
- D. Women and education, health & nutrition
- E. Gender & Natural Resources – water, forestry, agriculture and climate change.
Common Property Rights
- F. Political participation of women and leadership

Suggested Readings:

- Beauvoir, S. (2015). *The Second Sex*. London: Vintage Books.
- Chattopadhyay, S (2018). *Gender Socialization and the Making of Gender in the Indian Context*. New Delhi: Sage Publications.
- Dube, L. (2001) *Anthropological Explorations in Gender-Intersecting Fields*. New Delhi: Sage Publications.
- Ghadially, R (1989). *Women in India Society: A Reader*. New Delhi: Sage Publications.
- Ghadially, R (2007). *Urban Women in Contemporary India*. New Delhi: sage Publications
- Goel, A. (2004) *Education & Socio-Economic Perspectives of Women Development and Empowerment*. New Delhi: Deep & Deep.
- Goel, A. (2004) *Organisation & Structure of Women Development and Empowerment*. New Delhi: Deep & Deep
- Hein, C (2008). *Laura Mulvey, Visual Pleasure and Narrative Cinema*. Munich: Grin Publishing.
- Kishwar, M. (1994) *Off the Beaten Track – Rethinking Gender Justice for Indian Women*. Mumbai: Oxford University Press.
- Krishna, S. (Ed) (2003) *Livelihood and Gender Equality in Community Resource Management*. New Delhi: Sage Publications
- Mikkelsen, C. (1995) *Methods for Development Work and Research*. New Delhi: Sage Publications.
- Powell, G. (1999) *Handbook of Gender & Work*. London: Sage Publications

For

Online
(प्र. मं. शर्मा)

Online
(प्र. अनिता वाघम)

Online
(प्र. माणिक डंगे)

Pring

PAPER-II

Evaluation of Development Programmes & Policies (EDPP-522)

Course Objectives:

To equip students with tools that sharpen their skills as both consumers and producers of applied quantitative research and expose students to the theoretical and conceptual underpinnings of impact evaluation techniques, show how these techniques are implemented in various empirical studies.

Course Learning Outcomes:

Student will be able to-

1. Understand the reasoning behind and the rationale of major impact evaluation techniques
2. Be able to determine the appropriate technique in order to rigorously evaluate the impact of a policy/programme.
3. Conduct empirical research using modern techniques for policy evaluation.
4. Exposure to the use of ICT in evaluation.

CONTENTS

UNIT I: Introduction

1. Impact evaluation – concept and definitions
2. Key approaches to impact evaluation
3. Current trends and practices in impact evaluation
4. Changing perspectives in impact evaluation
5. Social impact evaluation – concept and techniques

UNIT II: Evaluation Designs and techniques

1. Research designs for formative and summative evaluation, issues of causality and attribution, Developmental evaluation.
2. RCT designs – use and implementation, results and analysis
3. Mixed methods - Quasi experimental designs and case control studies
4. Use of qualitative, quantitative and participatory tools in evaluation
5. Practices for designing evaluation instruments

UNIT III: Tools and techniques for assessing impact of programmes.


1. Instrumental variables technique
2. Propensity score matching,
3. Regression discontinuity
4. Participatory techniques and GIS mapping

Now (Online) (Online) (Online)
 (प्र.सं.सं.सं.) (प्र.सं.सं.सं.) (प्र.सं.सं.सं.)
 (प्र.सं.सं.सं.) (प्र.सं.सं.सं.) (प्र.सं.सं.सं.)

6. Sampling, sample size and Identifying what variables, hypothesis and levels of measurement
7. Tools and techniques used in impact evaluation
8. Participatory techniques and GIS mapping
9. Data collection - qualitative and quantitative data

Suggested Readings:

1. Gertler, P & Martinez, S. (2016). *Impact Evaluation in Practice*. World Bank Publications
2. Jahad, A. R. & Enkin, M. (2007). *Randomized Controlled Trials: Questions, Answers and Musings*. Blackwell Publishing: Toronto
3. Quinn, P. (2001). *Qualitative Research & Evaluation Methods*. Sage: London
4. Stephanie, D.H.(2013). *Presenting Data Effectively. Communicating Your Findings for Maximum Impact*. Thousand Oaks: Sage Publications.


 Online (ડૉ. મહિપાલ) (Online (ડૉ. જાગૃતી વાણી) (Online (ડૉ. જાગૃતી વાણી) (Online (ડૉ. જાગૃતી વાણી)

PAPER-III

Educational Technology (ET-523)

Learning Outcomes:

After successfully completing this program, you should be able to:

1. understand the concepts of teaching learning process
2. Understand the maintaining of education technology.
3. Understand the instructions effectiveness.
4. Uunderstands Flexible learning opportunities

Theory

UNIT I

Teaching learning process: meaning and characteristics of teaching and learning; maxims of teaching which facilitate teaching learning process, stages, forms and levels of teaching and learning.

Motivation- concept, importance and techniques


UNIT II

1. Meaning and scope of educational technology;
2. Curriculum design and development;
3. Lesson planning: concept and methodology;
4. teaching learning strategies: microteaching, programmed instruction, simulation role-play, team teaching, experiential learning, traditional media, 'production and multimedia presentations etc.

UNIT III

1. Genesis and ternds in modern education;
2. management of formal and non-formal education in India;
3. vocationalization of education;
4. Distance education;
5. Guidance and counseling
6. Evaluation of instructions effectiveness: competence based question paper: reliability and validity of question papers.

Educational Technology Practical

Now Online (ओ. ज्ञान शक्ति) Online (ओ. ज्ञानता एवम्) Online (ओ. ज्ञानिकर्माणि) 

1. Designing a course curriculum,
2. preparation of lesson plans of selected topics;
3. preparation and use of different instructional material;
4. conducting selected, teaching lessons; exercises on teaching learning strategies; reading and speech exercises; construction of competency based question paper and seminar organization.

Suggested Readings

1. Kemp Jerrold E. 1985. Planning and Producing Audio Visual Materials. Harper & Row.
2. Kochhar SK. 1985. Methods and Techniques of Teaching. Sterling Publ
3. Punam Linda L & Pacanowsky Micheal E. 1983. Communication and Organizations: An Interpretive Approach. Sage Publ.

Plan (Online) (डॉ. मंजु शर्मा) (Online) (डॉ. मनिता राय) (Online) (डॉ. माणिक ठोंगे)

Prithvi

PAPER-IV

Human Resource Development (HRD-524)

Learning Outcomes:

After successfully completing this program, you should be able to:

1. Effectively manage and plan key human resource functions within organizations
2. Contribute to employee performance management and organizational effectiveness
3. Problem-solve human resource challenges
4. Develop employability skills
5. Develop effective written and oral communication skills

Theory

UNIT I

1. Training –concept and importance in Human Resource Development (HRD) and rural development; types of training; conceptual models of training process
2. Human resource – concepts, importance and types; HRD- concept, dimensions and importance in rural development; strategic interventions; HRD policies of Government, ICAR and NGOs; facilitators of HRD-motivations, stress management; techniques of HRD.

UNIT II

Participatory training methods - interactive demonstration, brain storming, case studies, syndicate method, simulation exercises, role –play, business game, in-basket exercise; sensitivity training, T-group, transactional analysis and fish bowl exercise.

UNIT III

Experiential Learning Cycle (ELC)- concept and types; designing, management and delivery of training programme; monitoring, evaluation and impact assessment.

Educational Technology Practical

1. Visiting and studying the nature and functioning of training institute;
2. practice of selected training methods,
3. planning,
4. organizing and evaluation of training programmes for different clientele.

Plan (Online) (प्र. मं. शर्मा) (Online) (प्र. ज्ञानि लाल) (Online) (प्र. मातीक डोंगरी) Rishu

Suggested Readings

1. Theory and Practices. Sage Publ. Mody B. 1991. Designing Message for Development Communication. Sage Publ.
2. Punam Linda L & Pacanowsky Micheal E. 1983. Communication and Organizations: An Interpretive Approach. Sage Publ.
3. Ratnaswamy P. 1995. Communication Management - Theory and Practice. Ray GL. 1991. Extension and Communication and Management. Naya Prakashan.

Handwritten signature

Online
(ડૉ. મહિપત્રા)

Online
(ડૉ. કમલેશ દાવજ)

Online
(ડૉ. માર્કિટ ડેવે)

Handwritten signature

SEMESTER III
PAPER- I
Research Methods (RMT- 531)

Course Learning Outcomes:

Student will be able to -

1. Demonstrate knowledge of the scientific method, purpose and approaches to research
2. Compare and contrast quantitative and qualitative research
3. Explain research design and the research cycle
4. Prepare key elements of a research proposal
5. Explain ethical principles, issues and procedures

UNIT I:

Purpose of research

- Definition, objectives and significance of research
- Types of research
- Scientific method: induction and deduction
- Research approaches: quantitative, qualitative and mixed
- Issues of relevance and cultural appropriateness

UNIT II:

Principles of Research in quantitative and qualitative approaches

Research design

- Meaning and need of research design
- Components and types of research design
- Issues in design construction


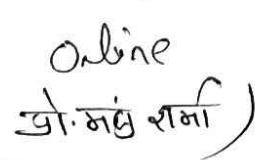
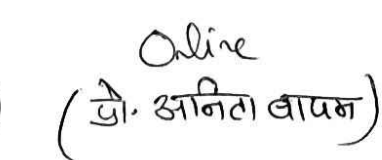
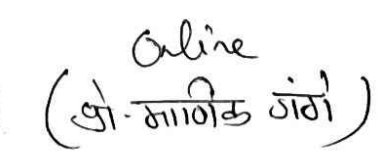

Sampling, methods

- Concept of sampling, key differences in the two approaches
- Sampling methods, sample size and sampling error
- Selecting participants and contexts to examine social phenomenon

Data collection and analyses

- Methods and measurement: Measurement in research, scales and errors in measurement, reliability and validity of measurement tools
- Methods of data collection and types of data
- Immersion, deep engagement, triangulation and reflexivity in qualitative data collection

Data management and quality control

Online (Dr. Manoj Kumar) Online (Dr. Anita Vaidya) Online (Dr. Manoj Kumar) Online (Dr. Manoj Kumar)

- Transcription in qualitative data analyses
- Errors in inference – Bias and confounding, reliability and validity issues
- Ensuring reliability and validity in qualitative research

UNIT III:

The Research Cycle

- Systematic literature review and referencing
- Formulating a research problem- Developing research questions and objectives.

Exploring research context/phenomenon

- Identifying variables, constructing hypotheses
- Deciding research approach and design
- Selection of sample/participants, choice of methods and analysis.
- Writing a research report-Styles and format.

UNIT IV: Values, Social Responsibility and Ethics in Research

- Ethical principles guiding research: from inception to completion and publication of research
- Ethical issues relating to research participants and the researcher
 - Rights, dignity, privacy and safety of participants
 - Informed consent, confidentiality anonymity of respondents, voluntary participation, harm avoidance
 - Conflicts of interest or bias, Use of inappropriate research methodology, Incorrect reporting, misuse of information

Suggested Readings:

- Aschengrau A, Sege III GR. (2014). *Essentials of Epidemiology in Public Health*. (Third Edition). Sudbury, MA: Jones & Bartlett.
- Bell, J. (1999). *Doing your research project: Guide for first time researchers in social sciences*. New Delhi: Viva Books.
- Berger, A. A. (2013). *Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches*. Beverly Hills: Sage Publications.
- Berger, A. A. (2018). *Media analysis techniques*. Beverly Hills: Sage Publications.
- Bernard, H. R. (2000). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, CA.: Sage.
- Blaxter, L. Hughes, C., & Tight, K. (1999). *How to research*. New Delhi: Viva Books.
- Bryman, A. (2008). *Social research method*. Oxford: Oxford University Press.
- Creswell, J. W. (2009). *Research design: A Qualitative, quantitative and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.

Now (Online) (डॉ. मंगेशभाई) (Online) (डॉ. मनीषा वाघम) (Online) (डॉ. मारिकुंडी) (Online)

- Denscombe, M. (1999). *The good research guide for small-scale social research projects*. New Delhi: Viva Publications.
- Denzin, N. and Lincoln, Y. (Eds.) 2005. *The Sage handbook of qualitative research*. London: Sage.
- Kerlinger, F. N. & Lee, H. B. (2000). *Foundations of behavioral research*. Belmont, Calif.: Wadsworth.
- Gordis L. (2013) *Epidemiology*. (Fifth Edition). Philadelphia, PA: Saunders Elsevier
- Miles, M. & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook*. London: Sage.
- Rothman K. (2002). *Epidemiology – An Introduction*. New York, NY: Oxford University Press.

Research Methods Lab

Course Learning Outcomes

- Student will be able to-
 1. Differentiate between the qualitative and quantitative methods of analysis of data
 2. Suitably apply data reduction strategies and illustrate data using various graphical methods
 3. Use appropriate parametric and non parametric statistical tests
 4. Draw conclusions and interpretations from the analysis of data using various statistical soft wares.
- 1. Using SPSS: Assess and Evaluate the Application of following Statistical Techniques -
 - a) Measures of Central Tendency and Variability.
 - b) Correlation and Regression.
 - c) T-test and ANOVA.
 - d) Chi Square test.
- e) Non-experimental research design: Co relational,

Non

Online
(डॉ. मंजु शर्मा)

Online
(डॉ. शर्मिता एमन)

Online
(डॉ. भारती कर्मा)

Dr. R. K. Singh

PAPER-II

Managerial skills for Extension Professional (MSEP-532)

Learning Outcomes:

After successfully completing this program, you should be able to:

1. Community development perspectives and approaches
2. Community organization and role of leadership
3. Leadership patterns and community mobilization
4. Need for Adult education and Non formal education in development
5. Project planning, planning, Implementation and Evaluation, management and techniques
6. Programmes for rural and urban development
7. Training for development, types and techniques,

Syllabus

UNIT I

Conceptualization of management process and its major functions;

Management problems in extension organizations;

Managerial skill - Nature and importance for extension professionals;


Skills in effective management of extension and rural development organizations

UNIT II

1. Strategic planning: importance, steps and techniques involved;
2. Management by objective as applicable to extension organizations;
3. Techniques of Transactional Analysis for improving interpersonal communication.
4. Work motivation Organizational climate;
5. Resource management: concept and methods;
6. Team building: process and strategies at organizational and village levels.

UNIT III



1. Creative problem solving techniques;
2. Stress management practices;
3. Total Quality Management (TQM);
4. Concept of learning organization to improve extension services at various levels;
5. Time management practices;
6. Development of Management Information System for extension organization at various levels.


 Online (डॉ. ज्योति रमेश) Online (डॉ. कनिष्ठा लखन) Online (डॉ. माविकुंती)

1. Mobilization and empowerment skills: concept and strategies in Mobilization, concretization and empowerment of rural people.

Suggested Readings

1. Jan Servaes, Thomas L Lacobson 1996. Shirley A White (Ed.). Participatory Communication for Social Change. Sage Publ.
2. Leon C Megginson, Donald C Hosely & Paul H Pietri Jr. 1989.
3. Management Concepts and Applications. 3rd Ed. Harper & Row.
4. Michel Le Boeuf (Ed.). 2001. Essence of time Management. Jaico Publ. House.
5. Stemphe P Robbins 1989. Training in Inter Personal Skills: Tips for Managing People at Work. Prentice Hall.
6. Tripathi PC & Reddy PN. 1995. Principles of Management. 2nd Ed. Tata McGraw Hill.

 (Online प्रो. मंजु शर्मा) (Online प्रो. अनिता वायस) (Online प्रो. मारिक डारो) 

PAPER- III**Sustainable Development (SDCC-533)****Course Objectives:**

To develop a holistic understanding of perspectives influencing climate change and sustainable development

Course Learning Outcomes:

Student will be able to -

1. Enhanced understanding of issues and perspectives influencing environmental sustainability.
2. Understanding the linkages between environment, Climate change and sustainable development.
3. Sensitization towards pollution and its harmful impact on climate change.

Theory**UNIT I****Understanding the Environment and Sustainable Development**

- 1) Structure and composition of environment- Ecosystems of the world, pathways in ecosystem and their interrelationships.
- 2) Environmental Resources – Nature, types, status- national and international perspectives
- 3) Ownership and control of natural resources- historical and contemporary perspectives.
- 4) Sustainable Development: Concept, Key pillars, Approaches, Action and Agenda.
- 5) Linkage between environment population and development, Impact of lifestyles and changing consumption patterns on environment.
- 6) Indigenous knowledge systems and environmental sustainability
- 7) Environmental legislations and policies, International Environment agreements/protocols.
- 8) Sustainable Development Goals : Goals, Targets, Indicators, India's present situation, Strategies towards SDGs attainment, Sustainable Development Goal Index (SDGI)

UNIT II: Environment and Climate Change

1. Changes in the environment- types, hazards and risks.
2. Factors affecting changes in the environment –socio, economic, cultural and geographic.
1. Environmental Crisis - Macro-micro perspectives- national and international scenario, State of environment in India
2. Climate change: Concept, significance and causes
3. Concerns of Climate Change : Impact on agriculture, forests, biodiversity, water resources, coastal zones,
4. National Action Plan on Climate Change (National Solar Mission, National Mission on Sustainable Habitat, National Mission for Enhanced Energy Efficiency, National Water

Now (Online) (Online) (Online) (Online)

(डॉ. मधु शर्मा) (डॉ. अनिता वसुध) (डॉ. भारती कर्मा) (डॉ. भारती कर्मा)


Mission, National Mission for sustaining the Himalyan Ecosystem, National Mission for a Green India, National Mission for Sustainable Agriculture, National Mission on Strategic Knowledge for Climate Change)


UNIT III: Pollution Control & Management: Impact on Climate Change

1. Environmental pollution- types, causes, level, effects on health, quality of life and climate change.
2. Pollution monitoring and control- methods and techniques
3. Environmental Impact Assessment - Energy budget, energy transfers, environmental foot-printing, energy ladder, population consumption patterns.
4. Indigenous and modern technology based solutions, their synergy, cost-benefit analysis of options

Suggested Readings:

1. Bapat, J. (2005). *Development Projects and Critical Theory of Environment*. New Delhi: Sage Publications.
2. Chauhan, I.S.; Chauhan, A. (1998) *Environmental Degradation; Socio-Economic Consequences*. Jaipur: Rawat Publishers.
3. Gadgil, M. and Guha, R. (1995) *Ecology and Equity*. New Delhi, Penguin Books.
4. Jodha, N.S. (1991). *Rural Common Property Resources: A Growing Crisis*. London: IIED.
5. Maurya, S.D. (1989) *Urbanization and Environmental Problems*. Allahabad: Chug Publications
6. Sethi, I., Sethi, M.S.; Iqbal, S.A. (1991). *Environment Pollution: Causes Effects and Controls*. New Delhi: Commonwealth Publishers.
7. Stavros Pouloupoulos, S, Inglezakis, V. (2016). *Environment and Development: Basic Principles, Human Activities, and Environmental Implications*. Elsevier
8. Shanmugam, K; Kumar, K. (2015). *Environment and Development: Essays in Honour of Dr U. Sankar Hardcover*. New Delhi: Sage

 Online (डॉ. मंजुश्री) Online (डॉ. अनिता वाघम) Online (डॉ. भावि कर्मा)



Sustainable Development -Practical



Course Objectives:

To develop an understanding of environment/climate change data sources, indicators and appreciate SBCC interventions in the area of climate change and sustainable development.

Course Learning Outcomes:

Student will be able to-

- a. Enhanced analytical understanding of the environment/climate change related data and indicators.
 - b. Application of research tools to understand the state of pollution, its factors and impact on climate change.
 - c. Critique intervention programmes, campaigns and SBCC strategies adopted for addressing climate change and sustainable development..
 - d. Develop a SBCC intervention tool kit for any climate change and sustainable development related issue
2. Review of Climate change and sustainable development related data source
 3. Analysis and interpretation of climate change and sustainable development related data and indicators.
 4. Analyse existing tools to measure and depict state of pollution and climate change and develop tools to gauge people's perception
 5. Analysing India's National Strategies for Climate Change Adaptation and Mitigation
 6. Interview : Standardized tool, Designing structured and unstructured interview schedule
 7. Designing structured and unstructured questionnaire
 8. Case Study as method to elicit climate change and sustainable development related based information
 9. Analysis and interpretation of data gathered

 Online (Dr. Manjarami) Online (Dr. Manjarami) Online (Dr. Manjarami)


PAPER-IV

Project Management (PM-534)

Learning Outcomes

- Following this course, students will be able to describe a project life cycle, and can skillfully map each stage in the cycle
- Students will identify the resources needed for each stage, including involved stakeholders, tools and supplementary materials
- Students will describe the time needed to successfully complete a project, considering factors such as task dependencies and task lengths
- Students will be able to provide internal stakeholders with information regarding project costs by considering factors such as estimated cost, variances and profits
- Students will be able to develop a project scope while considering factors such as customer requirements and internal/external goals

Syllabus

UNIT I

Project management – Concept, process and types; functions of project manager; project life cycle; project appraisal, feasibility analysis, techno-economic analysis, project design and network analysis, input analysis, financial analysis, social cost benefit analysis; project appraisal

UNIT II



Project planning – criteria for selecting project, planning proposal, project review techniques, project estimation, managerial and other problems related to projects.

UNIT III

Data management, factors influencing efficiency of a project ; monitoring and control of a project, evaluation and reporting results. Thrust areas of Home Science research; sources and priorities of funding agencies for Home Science research; National and International funding agencies for project, research application of Home Science in industry.


Practical


Identifying researchable issues in H. Sc. its analysis and presentation; developing a need based research project, identifying different funding institutions (minimum 4) for project submission; submission of prepared research proposal for funding


 Online
 (Dr. Manoj Kumar)
 Online
 (Dr. Anil Kumar)
 Online
 (Dr. Manoj Kumar)
 

Suggested Readings

1. Bajpai SR. 1969. Methods of Social Survey and Research. Kitab Ghar
2. Best W. 1983. Research in Education. 4th Ed. Prentice Hall of India
3. Carter Good V. 1966. Essential of Educational Research. Appleton
4. Kerlinger F. 1973. Foundations of Behavioural Research. Rinehart Winetons.


Online
(ડો. મહેશભાઈ)
Online
(ડો. પ્રવિતા લાપ્ત)
Online
(ડો. જાણક ડોંગર)



SEMESTER- IV

PAPER-I

Extension Systems and Programme Evaluation (541)

Course Objectives:

1. To comprehend current extension systems and augment the skills for effective and efficient programme management. Also, to equip students with skills, knowledge and attitude necessary for effective and systematic monitoring and evaluation of programmes and projects.

2. Course Learning Outcomes:

3. Student will be able to -
 - a. Examine the national and international extension systems.
 - b. Integrate the aspects influencing design of development programmes.
 - c. Assess the relationship between the aspects and procedures involved in programme planning, monitoring and evaluation.
 - d. Develop skills for formulating M&E frameworks for programmes/projects.

UNIT I: Extension Systems and Development


1. Concept, scope and evolution of extension
2. Current paradigms of extension: national and international perspectives
3. Characteristics and principles of adult learning
4. Extension and planned social change
5. Extension and diffusion of technologies, traditional and scientific knowledge systems ; women & sustainable development

UNIT II: Planning Development programmes

- 2) Types of plans, nature, characteristics,
- 3) Programme Planning models, principles
- 4) Theory of change, program goals, objectives and indicators
- 5) Steps in planning – problem analysis and need assessment, goal setting, strategizing
- 6) Interventions, and programme logistics.

UNIT III: Monitoring and implementation of development programmes


- 1) Meaning and concept of monitoring and evaluation
- 2) Components, approaches and frameworks for monitoring and evaluation of development programme
- 3) Programme implementation, strategies and approaches


 Online (डॉ. जयशंकर शर्मा)
 Online (डॉ. जयशंकर शर्मा)
 Online (डॉ. जयशंकर शर्मा)
 

4) Feedback systems and role of Management Information Systems (MIS).

Suggested Readings:

1. Cracknell, B.E. (2000). *Evaluating Development Aid-Issues Problems and Solutions*. New Delhi: Sage Publications.
2. Kumar, S (2002). *Methods for Community Participation: A Complete Guide for Practitioners*. New Delhi: Vistaar Publications
3. Kusek, Jody, Z. & Ray, C. (2004). *Ten Steps to a Results-Based Monitoring and Evaluation System: A Handbook for Development Practitioners*. World Bank
4. Reidar, D. (2004). *Evaluating Development Programmes and Projects*. New Delhi: Sage Publications.
5. Worthen, B.R.; Sanders, J.R.; Fitzpatrick, J.L. (1997). *Program Evaluation*. USA: Longman Publishers.
6. Alex, G; Derek, B. (2000) *Monitoring and Evaluation for AKIS Projects: Framework and Options*. World Bank
7. Mikkelsen, C. (1995). *Methods for Development Work and Research*. New Delhi: Sage Publications.
8. International Planned Parenthood (IPPF). (2009). *Putting the IPPF Monitoring and Evaluation Policy into Practice: A Handbook on Collecting, Analyzing and Utilizing Data for Improved Performance*. London, UK.
9. Saunders, R.P. (2015). *Implementation Monitoring and Process Evaluation*. New Delhi: Sage Publications.


Online
Online
Online
Online

(प्रो. मंजुशर्मा)
(प्रो. अनिता वायस)
(प्रो. मारीकडो)
(प्रो. मारीकडो)

PAPER-II

Advertising and Social Marketing Communication (ASMC-542)

Course Learning Outcomes:

Student will be able to –

1. Understand the basic concepts in Marketing, Marketing environment and develop an understanding about communication, Marketing Communication and its usage.
2. Understand the various types of Advertising, its applications and its usage with effect to marketing scenario, Role of advertising on the global marketing, usage of advertising campaign and estimation of advertising budget.
3. Analyses the critical aspects of ad-agency ,explaining the history of ad-agency. understand the applicability of advertising media, media planning, media scheduling. and evaluation of advertng effectiveness.
4. Use advertising and social media for development communication

Syllabus:

UNIT I

Advertising: Definition, types, origin, growth & development of advertising in India

- Nature, role and impact of Advertising on society
- Theories and Principles of Advertisements
- history of advertising,
- relevance of advertising in marketing.

UNIT II:

Social Marketing and Media

- Communication channels and Social Marketing: Interpersonal communication & mass media; Social Media & ICTs; Mainstream and alternative media
- Factors influencong selection of media channels
- Social Marketing strategies and approaches: Strategic Media Marketing Mix
- Design of Social Marketing campaigns
- Ethics in Social Marketing

UNIT III

- Classification of advertising; various media for advertising,
- advertising writing process; law and ethics in advertising,
- Advertising agency,
- understanding of key issues,
- policy on advertising and management

Online
 (डॉ. मधुराणी) (डॉ. अनिता साधन) (डॉ. माणिकजी) *Online*
Pratibha


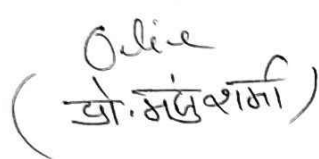

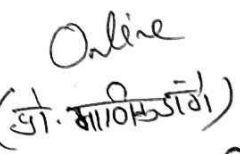
- Marketing communication - concept and functions.

Practical

Visit to advertising agencies, advertising layout techniques for newspaper, radio, posters, TV, hoardings, wall paintings, case studies on institutional advertisement, advertisement campaign.

Suggested Readings

1. Chunawala SA 2003. Advertising an Introductory Text. Himalaya Publ. House.
2. Derek Townsend 1993. Advertising and Public Relations. Alvin Rednam.
3. Ganesh S. 2005. Introduction to Advertising. Radha Publ.
4. Thomas CO Grim, Allen CT & Richard J Semenik 2003. Advertising and Integrated Brand Promotion. Vikas Publ.


 (Online ) (Online ) (Online )

PAPER-III

LIFELONG LEARNING AND LIFE SKILLS (LLS-543)

Course Objectives:

To understand the framework of Lifelong Learning and gain insight into the relationship between Literacy, Adult Education and Lifelong Learning. Also, to understand the importance of developing lifeskills for adolescents and youth and learn the processes involved.

Course Learning Outcomes:

Student will be able to-

1. Understand the Conceptual framework of Adult and Lifelong Learning.
2. Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.
3. Understand the Role of Lifelong Learning in the context of Globalization.
4. Learn the process, methods, techniques, strategies and significance of training as a tool for development of adolescents and youth.

Syllabus**UNIT I: Life learning: Basic concepts and Applications 12**

1. Historical Perspective of Adult and Lifelong Learning in India - Pre and Post-Independence period.
2. Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy. Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education, Incidental Learning, Illiteracy and its forms.
3. Indian Adult / Lifelong Learning Programmes: Social Education, Gram Shiksha Mohim, Farmer's Functional Literacy Programme, National Adult Education Programme and National Literacy Mission.

UNIT II: Planned Programmes for lifelong learning: National and International Perspectives

1. Lifelong Learning and Development - Social, Economic, Political and Cultural. Approaches to Continuing Education / Lifelong Learning in different Five Year Plans.
2. Emerging needs and future perspectives of Lifelong Learning.
3. Lifelong Learning needs of Industries, Role of NGOs, Zilla Saksharta Samitis, UNESCO declaration of Adult and Lifelong Learning, Hamburg Declaration (1997) and Mumbai Declaration on Role of Higher Education, Bharat Gyan Vigyan Jatha and Literacy House. Trends of Adult & Lifelong Learning in Asia with focus on SAARC Countries.
4. Current Initiatives at National Level Saakshar Bharat and International Level

Online
(डॉ. अरुण शर्मा)

Online
(डॉ. अमिता एच. ज)

Online
(डॉ. माधव कुमार)

Dr. R. S. Singh

UNIT III: Adolescents, Youth and Life skills Training

1. Life Skills- nature, classification & measurement Individual Skills for self identity
2. Traditional Family-based skills acquisition processes. Institution-based skills acquisition processes
3. Participatory and Community-based skills acquisition processes
4. Principles underlying Life skills Training, Training and Learning Aids, Training Techniques

Suggested Readings:

1. Armstrong, M. (2007). *A Hand Book of Human Resource Management Practice*. UK: Kogan Page Limited.
2. Cropley, A; Dave, R. (2014). *Lifelong Education and the Training of Teachers*. Pergamon press and UNESCO Institute for Education
3. Freire, Paulo. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
4. J.P. (2005). *Human Resource Development Training of Individual and Organizations*. UK.: Kogan page Publisher,
5. ajesh & Dixit, V.K. (2011). *Lifelong Learning: Issues and Challenges*. New Delhi: Global Book Organization.
6. Robert L.C. (1996). *Training and Development Hand Book*. New York: McGraw Hills.
7. Roger, Harrison. (Ed.2002). *Supporting Lifelong Education*. London: Rotledge.
8. Shah, S. Y. (1993). *Indian Adult Education: A Historical Perspective*. New Delhi: Indian Adult Education Association.
9. Singh, Madhu. (Ed.2002). *Lifelong Learning*. Humberg: UNESCO Institute of Lifelong Learning. Wilson,
10. Singh, P.N. (1989). *Training for Management Development*. New Delhi: ISTD.
11. Swanson E. H. (2001). *Foundation of Human Resource Development*. San Francisco: Berrett Koehler.


LIFELONG LEARNING AND LIFE SKILLS PRACTICAL

Course Objectives:

To gain insight into the relationship between Literacy, Adult Education and Lifelong Learning, Also, to understand the importance of developing life skills for adolescents and youth and learn the processes involved.

Course Learning Outcomes:

Student will be able to-

 (Online) (डॉ. अनुपम) (Online) (डॉ. अनिता वापन) (Online) (डॉ. माणिक डोंगरे) (Online) (डॉ. मंगेश)



1. Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.
2. Learn the process, methods, techniques, strategies and significance of training as a tool for development of adolescents and youth.

Syllabus :

1. Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education, Incidental Learning, Illiteracy and its forms.
2. Indian Adult / Lifelong Learning Programmes
3. Emerging needs and future perspectives of Lifelong Learning
4. Current Initiatives at National Level Saakshar Bharat and International Level
5. Principles underlying Life skills Training, Training and Learning Aids., Training Techniques
6. Designing and implementing a Training programme.
7. Use of Technology in Training – Multimedia e-learning, on-line and distance learning. Training Skills & Training System., Methods used in Training

Suggested Readings:

1. Cropley, A; Dave, R. (2014). *Lifelong Education and the Training of Teachers*. Pergamon press and UNESCO Institute for Education
2. Freire, Paulo. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
3. J.P. (2005). *Human Resource Development Training of Individual and Organizations*. UK.: Kogan page Publisher,
4. Rajesh & Dixit, V.K. (2011). *Lifelong Learning: Issues and Challenges*. New Delhi: Global Book Organization.
5. Robert L.C. (1996). *Training and Development Hand Book*. New York: McGraw Hills.
6. Roger, Harrison. (Ed.2002). *Supporting Lifelong Education*. London: Rotledge.
7. Singh, P.N. (1989). *Training for Management Development*. New Delhi: ISTD.


 Online (डा. मंजु शर्मा) Online (डा. अनिता वासु) Online (डा. मालिकर्जुन)
 

PAPER-IV
INTERNSHIP(IS-544)

(To be assessed by a Board of Three teachers)

Course Objectives:

To gain hands-on experience of working in various settings linked with issues in Development Communication and Extension.



Course learning outcomes:

Student will be able to -

1. Get hands on experience of real field setting
2. Understanding of the issues and strategies organizations work on
3. Opportunity to use communication skills for personal and professional development
4. Enhanced ability to work with groups and use managerial and problem
5. Solving skills

Description:

The student will be required to undergo a field placement for a total duration of 4-6 weeks in their chosen area of interest after the Semester II and prior to Semester III. Depending on the interest of the students the setting may be a Social marketing agency, Media production house, NGO, international agency, corporate involved in development programmes, government department in their on-going community programmes. Institutions/organizations chosen should be of good professional standing. The student must participate in the on-going activities of the agency/establishment, acquire skills and knowledge, gather information and prepare a report to be presented in the department after the completion of the placement period.

 (Online
डॉ. मंजु शर्मा) (Online
डॉ. अनिता लाल) (Online
डॉ. गणेश कुमार) 

OR
DISSERTATION- (DS- 544)
TECHNICAL WRITING & SEMINAR
(Seminar to be assessed by three teachers)

(Technical writing to be assessed by Continuous Evaluation)

Course Objectives:

To understand the nuances of scientific writing and develop skills in collation and presentation of scientific information along with learning the process of developing a research proposal/ project proposal

Course Learning Outcomes:

Student will be able to -

1. Demonstrate knowledge of scientific writing method and styles
2. Develop a research design on a topic relevant to their field
3. Prepare a systematic literature review on a select topic
4. Present a seminar of the literature review

The practical will have three components. Based on option of students for either dissertation or project work, due emphasis will be provided

I. Research design / Project proposal

1. Under the guidance of supervisor allocated prepare a research design / project proposal

II. Skills in Technical Writing

1. Learn the nuances of select technical writing styles/ guides
2. Analyze technical posters of researches in the fields
3. Analyze dissertations, research reports and project evaluation reports and their presentations

III. Review of Literature & Seminar

1. Prepare a literature review on a select topic using an approved style guide
2. Conduct Plagiarism check of document prepared
3. Present an oral seminar on the topic

Suggested Readings:

1. Alley, M. (2018). *The Craft of Scientific Writing*. New York: Springer.
2. Bernard, H.R. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Thousand Oaks, CA: Sage
3. Black, J.A. and Champion, D.J. (1976). *Methods and Issues in Social Research*. New York: John Wiley and Sons.
4. Blaxter, L., Hughes, C, and Tight, K. (1999). *How to Research*. New Delhi: Viva books.

Online
(डॉ. स.स. सिंह)

Online
(डॉ. अतिशय शर्मा)

Online
(डॉ. शशीकान्त सिंह)

7. Blum, D., Knudson M., and Henig, R. M. (2005) *Field Guide for Science Writers: The Official Guide of the National Association of Science Writers*. USA: Oxford University Press. <http://www.nasw.org/field-guide>
8. Elmes, D.G., Kanowitz, B.H. and Roediger, H.L. (1989). *Research Methods in*
9. *Psychology* (Third Edition). New York: West Publishing Company.
10. Katz, M. (2009) *From Research to Manuscript: A Guide to Scientific Writing* (2nd Ed). New York : Springer

Online
 (ગ્રા. સંસ્કૃતિ) Online
 (ગ્રા. સંસ્કૃતિ અને) Online
 ગ્રા. સંસ્કૃતિ
 (Ranga)

Elective Paper Select any one of the following:

LIVELIHOOD SYSTEMS AND SOCIAL ENTREPRENEURSHIP (LSSE)

Course Objectives:

To become aware of the diverse livelihood systems and recognize the aspects influencing their sustainability along with different strategies for enhancing livelihood sustainability.

Course Learning Outcomes:

Student will be able to-

1. Exposure to diverse livelihood systems and the aspects influencing their sustainability.
2. Understand the different strategies for enhancing livelihood sustainability.
3. Appreciate the importance of social entrepreneurship and its links with rural development.
4. Understand the process of capacity building for social entrepreneurship development.

CONTENTS

UNIT I: Livelihood Systems and Opportunities

1. Livelihood concept, Resources and Assets
2. Livelihood systems – global and Indian overview, socio-economic, cultural and historical perspectives and opportunities.
3. Formal & Informal sector livelihoods- characteristics, trends, issues and challenges
4. Urban and Rural Livelihood systems- types, nature, characteristics, issues - Challenges and opportunities
5. Gender and Livelihood – prospects and challenges
6. Threats to traditional livelihood from globalization, industrialization, migration and climate change.

UNIT II: Sustainable livelihood: Concept, Approaches and Avenues

1. Sustainable Livelihood : Concept
2. A Human Rights Based Approach to Sustainable Rural Livelihood Systems
3. Linkages between sustainable livelihood systems and development
4. Integrating people's knowledge in sustainable livelihood systems
5. Schemes and Programmes for Livelihood sustainability- international and national efforts, government policies, programmes and NGO initiatives.

UNIT III: Livelihood systems and capacity building

1. History and evolution of microfinance and marketing

Online
Online
Online

(प्र. मंजुशर्मा)
(प्र. अतिता वामन)
(प्र. साजीकसिंग)

2. Design and management of capacity building initiatives: thrust, scope, methods and resources.
3. Role of training, capacity building, skill development and EDP.
4. Best practices in management of successful livelihood programmes.

Suggested Readings:

1. Akhouri, M.M.P. (1990). *Entrepreneurship for Women in India*. New Delhi: NIESBUD.
2. Bedi, G. ; Shiva, V. (2002) *Sustainable Agriculture and Food security*. New Delhi: Sage Publications.
3. Chakravarty, S. (2000) *Development Planning*. New Delhi: Oxford Publishers.
4. Halberg, N; Müller, A. (2013). *Organic Agriculture for Sustainable Livelihoods*. New Delhi: Routledge Publication
5. Kundu, A. and Sharma, A.N. (2001). *Informal Sector in India-Perspectives and Policies*. New Delhi: Institute for Human Development.
6. Kumar, D; Kabir, Y; James, A. (2016). *Rural Water Systems for Multiple Uses and Livelihood Security*. Elsevier
7. Pritchard, B; Rammohan, A; Sekher, M; Parasuraman, S; Choithani, C. (2013). *Feeding India: Livelihoods, Entitlements and Capabilities*. New Delhi: Routledge Publication
8. Shylendra, H. & Rani, U. (2005). *Diversification and Sustainable Rural Livelihood: A Study in Semi-arid Villages of Western India*. New Delhi: Concept Publishing Company.
9. Muhammad, Y. (2008). *Banker to the Poor: Micro-lending and Battle against World Poverty*. United States: Public Affairs.

LIVELIHOOD SYSTEMS AND SOCIAL ENTREPRENEURSHIP PRACTICAL

Course Objectives:

To gain practical understanding of the diverse livelihood systems and recognize the aspects influencing their sustainability along with different strategies for social entrepreneurship development


Course Learning Outcomes:

Student will be able to-

1. Exposure to diverse livelihood systems and the aspects influencing their sustainability
2. Understand the different strategies for enhancing livelihood sustainability.
3. Appreciate the importance of social entrepreneurship and its links with rural development.
4. Understand the process of capacity building for social entrepreneurship development.

CONTENTS UNIT I

1. Sustainable Livelihood Systems: Case Study (Analysis and Documentation)


Online
Online
Online
 (डॉ. मधुशर्मा) (डॉ. ज्योति बापट) (डॉ. ज्योति बापट)

2. Visit to Biodiversity Park
3. Visit to Craft's Museum
4. Role of SHGs and NGOs

UNIT II

1. Livelihood options : An overview
2. Layout of a Plant Nursery
3. Management of a Plant Nursery
4. Visit to Kisan Haat

UNIT III


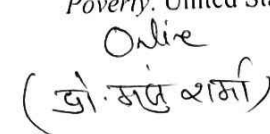
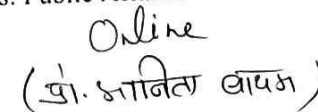
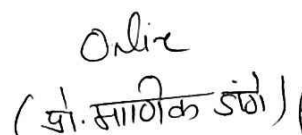

1. Post- Harvest Technology of farm produce
2. Social entrepreneurship models : Analysis and Critique
3. Visit to social entrepreneurial sites
4. Microfinance Opportunities : Analysis and Critique
5. Visit to Farmer 's Fair

UNIT IV

1. Development of social entrepreneurship proposal : Planning, Design and Presentation
2. Development of Training Programme for social entrepreneurship development.

Suggested Readings:

1. Akhouri, M.M.P. (1990). *Entrepreneurship for Women*
2. *in India*. New Delhi: NIESBUD
3. Bedi, G.; Shiva, V. (2002) *Sustainable Agriculture and Food security*. New Delhi: Sage Publications.
4. Chakravarty, S. (2000) *Development Planning*. New Delhi: Oxford Publishers.
5. Halberg, N; Müller, A. (2013). *Organic Agriculture for Sustainable Livelihoods*. New Delhi: Routledge Publication
1. Kundu, A.; Sharma, A.N. (2001). *Informal Sector in India-Perspectives and Policies*. New Delhi: Institute for Human Development.
2. Kumar, D; Kabir, Y; James, A. (2016). *Rural Water Systems for Multiple Uses and Livelihood Security*. Elsevier
3. Pritchard, B; Rammohan, A; Sekher, M; Parasuraman, S; Choithani, C. (2013). *Feeding India: Livelihoods, Entitlements and Capabilities*. New Delhi: Routledge Publication
4. Shylendra, H. & Rani, U. (2005). *Diversification and Sustainable Rural Livelihood: A Study in Semi-arid Villages of Western India*. New Delhi: Concept Publishing Company.
5. Muhammad, Y. (2008). *Banker to the Poor: Micro-lending and Battle against World Poverty*. United States: Public Affairs.

Scientific Writing and Reporting (SWR)

Learning Outcomes:

After the completion of the course, Student will be able to:

1. Demonstrate their intellectual abilities to analyze the print media through group and discussion work.
2. Evaluate current print media practices.
3. Learn to work within the given deadline

UNIT I

- 7) Concept and importance of scientific writing, Concept and various formats of scientific communication
- 8) need and scientific communication in changing
- 9) Communication.

UNIT II

- 1) Concept of reporting,
- 2) types of reporting,
- 3) reporting skills;
- 4) Reporting –Field reporting,
- 5) Coverage of Science and Technology events: (conference /speeches / seminars and conventions / exhibitions / natural phenomena etc.);
- 6) Role & responsibilities of a reporter, classification and qualities of a reporter; techniques of reporting.


UNIT III

Writing: Writing for special target groups like – children, women, farmers and rural people. Writing in various formats for newspaper, science columns, magazines and books. Editing: Its principles and process, proof reading, editing of articles, stories and newspaper etc.

Scientific Writing and Reporting Practical

Field reporting, coverage of Science and Technology events –conference, speeches, seminars, conventions, exhibitions, natural phenomena, Writing for different clientele, editing Compulsory Industrial Training for Extension Students.

Suggested Readings:

 Online (डॉ. मंजुश्री) Online (डॉ. अंजिता लाल) Online (डॉ. माविकुतो) @Pinta

- Buckingham, D. (2008). *Youth, Identity, and Digital Media. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning*. Cambridge, MA: The MIT Press.
- Hassan, R. & Thomas, J. (2006). *The New Media Theory*. Open University Press.
- Hassan, R. (2004). *Media, Politics and the Network Society*. Open University Press.
- Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide*. New York, London: New York University Press.
- D'Souza YK. 2000. *Encyclopedia of Advanced Journalism*. Vols. I-III. Anmol Publ.
- Ravindran RK. 1999. *Hand Book of Reporting and Editing*. Anmol Publ.

Online
(डॉ. मंजु शर्मा)

Online
(डॉ. जनिता बापट)

Online
(डॉ. मालीका)

Online
(डॉ. मालीका)

Women Studies (WS)

Learning Outcomes:

After completion of the course, the students will be able to:

- Explain Women's Studies as an interdisciplinary subject and develop a conceptual understanding of different aspects of feminist history.
- Understand the feminist thought and development approaches in the contribution of gender bias, discrimination and empowerment.
- Develop an understanding about women's socio-economic profile and their role in development process.
- Critically analyse various institutional and legislative mechanisms for protecting women's human rights.

UNIT I

1. Women's Studies as a discipline.
2. Emerging Concepts- Gender, Women Empowerment, Gender Sensitization, Gender Bias & Gender Discrimination.
3. First, Second and Third Waves of Feminism.

UNIT II

1. Status of Women in terms of Socio-Cultural Milieu: family structure, Caste, Class and Community.
2. Demographic Profile, Social Profile (Education, Health, Violence Related to Women).
3. Economic Profile (Women and Work).
4. Political Profile of Indian Women Development Index: Human Development Index (HDI). Gender Development Index (GDI) and Gender Empowerment Measure (GEM) Strategies for Women's Development in India (From Welfare to Empowerment) Role of NGOS in Women's Development in India.

UNIT III

1. Strategies for Women's Development in India (From Welfare to Empowerment)
2. Role of NGOS in Women's Development in India
3. Women in Sport: Mary Kom, Social Activist: Sunitha Krishnan
4. Women in Administration: Kiran Bedi.

Suggested Readings:

1. Altekar, A.S. (1983). The Position of Women in Hindu Civilization. Delhi. Motilal Banarsidas.

Online (जो मंजूर है) Online (जो अनिश्चित है) Online (जो जारी है) 20/11/24

2. Chanana, Karuna. (1988). Socialization, Women and Education: Exploration in Gender Identity. New Delhi. Orient Longman.
3. Chodrow, Nancy. (1978). The Reproduction of Mothering. Berkeley University of California Press.
4. Desai, Neera & M. Krishnaraj. (1987). Women and Society in India. Delhi. Ajanta Press.
5. Dube, L. (1986). Visibility and Power. Essays on Women in Society and Development. New Delhi. OUP.
6. Dube, L. (1997). Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia. Tokyo United Nations University Press.
7. Gandhi, N., & Shah, N. (1992). The Issue at Stake, Theory and Practice in the Contemporary Women's Movement in India. New Delhi. Kali for Women.
8. Ghadially, R. (1988). Women in Indian Society. New Delhi, Sage Publication.
9. Maccoby, E. & Jacklin. (1975). The Psychology of Sex Differences. Stanford. Stanford University Press.
10. McCormack, C., & Strathern, M. (ed.) (1980). Nature, Culture and Gender. Cambridge. Cambridge University Press.
11. Oakley, A. (1972). Sex, Gender and Society. New York. Harper and Row.
12. Jain, D., & Rajput, P. (2003). Narratives from the Women's Studies Family. Recreating Knowledge (ed.). New Delhi. Sage Publication.
13. Tong, R. (1989). Feminist Thought: a Comprehensive Introduction. London. Routledge.

Online
 (प्रो. जय शर्मा) (प्रो. कनिका शर्मा) (प्रो. मनीषा शर्मा) (प्रो. मनीषा शर्मा)