

**THE GANDHIGRAM RURAL INSTITUTE - DEEMED TO BE UNIVERSITY
GANDHIGRAM - 624302, DINDIGUL DISTRICT, TAMIL NADU
(MINISTRY OF EDUCATION, GOVERNMENT OF INDIA)**

DEPARTMENT OF HOME SCIENCE



M.Sc. HOME SCIENCE EXTENSION AND COMMUNICATION

SYLLABUS

(With effect from July 2024)

Course Outline

The Department of Home Science offers M.Sc. in Home Science Extension and Communication. The focus of this course is to equip students to understand the rural realities, design participatory and sustainable plans for community development, execute the plans and evaluate it in a more scientific and systematic manner. This curriculum enables the students to meet the professional demands at various government departments like rural development, women and child development, health, sanitation and in all development sectors. The course inputs train the students as extension professional, Communication Development practitioner, researcher, communication specialists and academicians.

Programme Educational Objectives (PEO)

- PEO1:** To sensitize the students towards location and culture specific needs and issues of families and rural communities
- PEO 2 :** To inculcate an attitude towards serving the needy by mobilizing the local resources
- PEO 3 :** To gain skills in identifying the local issues, prepare a participatory action, establish network, execute and evaluate the plan
- PEO 4 :** To develop training content and training materials and conduct training and programmes for various stakeholders based on the needs
- PEO 5 :** To promote research aptitude towards rural community related issues and
- PEO 6 :** Formulate skills in planning, executing, monitoring and evaluating welfare and development programmes for government and non government agencies.

Programme Outcomes (PO)

- PO 1:** Become Knowledgeable in the field of Home Science Extension and Communication and apply the principles of the same to cater the needs of the Employer / Institution / Society.
- PO 2 :** Gain analytical skills in the field of Home Science Extension and Communication
- PO 3 :** Understand and appreciate professional ethics, community living and nation building initiatives.
- PO 4 :** Promote professionals to work with GOs and NGOs in implementing extension programmes
- PO 5 :** Manage human and non-human resources efficiently in co-ordinating programmes
- PO 6 :** Create professionals with social and cultural sensitivity in addressing the rural problems.

Programme Specific Outcome (PSO)

PSO 1 : Apply the knowledge of Home Science in the domain of Teaching ,
Learning and research

PSO 2 : Solve the complex problems in the field of Home Science Extension and
Communication with an understanding of societal, legal and cultural
impacts of the solution.

PSO 3 : Create professionals to address the issues in families and communities in
rural areas

PSO 4 : Stimulate the learners to address the rural issues through scientific
research

PSO 5 : Develop human resources at various cadres in planning, implementing,
monitoring and evaluating development programmes.

**M.Sc HOME SCIENCE EXTENSION AND COMMUNICATION
2024**

S.NO	CATEGORY	NO. OF CREDITS
1.	Gandhi in Everyday Life	02
2.	Communication and Soft skills	02
3.	Village Placement Programme	02
4.	Human Value and Professional Ethics	02
5.	Core Courses	06
	i)Dissertation	04
	ii) Modular Course: (2 Courses)	03
	iii) Electives: a) Discipline Centric (1 course)	03
	b) Generic (1 course)	03
	iv)Major Course : Minimum 60 credits	03
	Maximum 72 credits (Theory and Practical)	03
	v) Internship/Field visit (if required)	03
	Total	90

**M.Sc. HOME SCIENCE EXTENSION AND COMMUNICATION
SCHEME OF INSTRUCTION AND EVALUATION**

S.NO	Course Code	Title of the Paper	Credits	Contact Hours		Max. Marks		
				T	P	CFA	ESE	Total
I SEMESTER								
1.1	24HSEP0101	Extension Education Systems	4+0	4	0	40	60	100
1.2	24HSEP0102	Communication Technology	4+0	4	0	40	60	100
1.3	24HSEP0103	Programme Planning and Evaluation	4+0	4	0	40	60	100
1.4	24HSEP0104	Community Organization, Social Policy and Development	4+0	4	0	40	60	100
1.5	24HSEP0105	Programmes for Rural Families	0+2	0	4	60	40	100
1.6		Gandhi in Everyday life	2+0	2	0	50		50
1.7	24HSEP01F1	Extension and Field Visit (Family Centered Activities)			2	50		50
		Total	18+2	18	6			600
II SEMESTER								
2.1		Research Methods	4+0	4	0	40	60	100
2.2		Applied Statistics	4+0	4	0	40	60	100
2.3	24HSEP0206	Behaviour Change Communication	3+0	3	0	40	60	100
2.4	24HSEP0207	Media Production	0+2	0	4	60	40	100
2.5	24HSEP0208	Family Counselling	4+0	4	0	40	60	100
2.6	24HSEP0209	Internship I	0+2	-	-			100
2.7		Elective - Generic	3+0	3	0	40	60	100
2.8		Communication and Soft Skills	2+0	2	-	50		50
2.9	24HSEP02F2	Extension and Field Visit (School Centered Activities)			2	50		50
		Total	20+4	20	6			800
III SEMESTER								
3.1	24HSEP0310	Public Health Nutrition	4+0	4	0	40	60	100
3.2	24HSEP0311	Extension Management	4+0	4	0	40	60	100
3.3	24HSEP0312	Training, Capacity Building and Advocacy	4+0	4	0	40	60	100
3.4	24HSEP0313	Community Based Inclusive Development	3+0	3	0	40	60	100
3.5	24HSEP0314	Mini-project	0+2	0	4	50	-	50
3.6		Discipline Specific Elective	3+0	3	0	40	60	100
3.7		Modular Course	2+0	2	-	50	-	50
3.8		Village Placement Programme	2	-	-	50	-	50
3.9	24HSEP03F3	Extension and Field Visit (Community Centered Activities)			2	50		50
		Total	22+2	20	6			700

IV SEMESTER								
4.1	24HSEP0415	Gender and Development	4+0	4	0	40	60	100
4.2	24HSEP0416	Management of Human Service Organisations	4+0	4	0	40	60	100
4.3	24HSEP0417	Current Trends and Issues in Extension and Communication	0+2	0	4	50		50
4.4	24HSEP0418	Internship II	0+2	0	-	100		100
4.5		Modular Course	2+0	2	0	50	-	50
4.6		Human Values and Professional Ethics (Value Based)	2+0	2	0	50	-	50
4.7	24HSEP0419	Dissertation	0+6	0	12	75	75+	200
4.8	24HSEP04F4	Extension and Field Visit (Women Centered Activities)			2	50		50
		Total	12+10	12	18			800

(Total Credits = 20 + 24 + 24 +22= 90)

Generic Elective Courses

Course Code	Title of the course	Credits	Contact Hours	CFA	ESE	Total
24HSEP02G1	Scientific Writing	3	3	40	60	100
24HSEP02G2	Community Based Inclusive Development	3	3	40	60	100

Discipline Specific Elective Courses

Course Code	Title of the course	Credits	Contact Hours	CFA	ESE	Total
24HSEP03D1	Scientific Writing	3	3	40	60	100
24HSEP03D2	Technologies for Sustainable Development	4+0	4	40	60	100
24HSEP03D3	Management of SHGs	3	3	40	60	100
24HSEP03D4	Family and Community Science	3	3	40	60	100
24HSEP03D5	Development Project Management	3	3	40	60	100
<i>MOOC / NPTEL COURSES CAN BE OPTED BY THE STUDENT</i>						

Modular Courses

Course Code	Title of the course	Credits	Contact Hours	CFA	ESE	Total
24HSEP03M1	Corporate Social Responsibility	2	2	50	-	50
24HSEP03M2	Cyber Extension	2	2	50	-	50
24HSEP04M1	Advertising and Social Marketing	2	2	50	-	50
24HSEP04M2	Participatory Methods for Technology Development and Transfer	2	2	50	-	50

Value Added Courses

Course Code	Title of the course	Credits	Contact Hours	CFA	ESE	Total
24HSEP00S1	Leadership Training	2		50	-	50

EXTENSION EDUCATION SYSTEMS

Code : 24HSEP0101

Cr: T4 + P0

Pd/Wk: 4

Marks : 100

Learning Objectives

To enable students to

1. understand the changing concept of extension
2. get acquainted with the trends in extension approaches and models
3. identify the support system development for extension education

Learning Outcomes

On Successful completion of this course , the students will be able to

- Explain the concept of Extension
- Describe various models of extension
- Consolidate earlier extension efforts in India
- Compile the global extension systems.

UNITS

1. Conceptual analysis

Extension – Meaning, changing concept of extension, philosophy, objectives, principles, functions, components of extension and dimension of extension education – meaning, process and principles of learning in extension.

2. Extension Models and Approaches

Models: Technology – innovation transfer model, social education model, indigenization model, social action /concretization models, empowerment / participation model, combination models.

Approaches: Integrated, area, cluster, target approach.

3. National Extension Systems

Early extension efforts, Community Development Programme – genesis and growth, objectives, principles, critical appraisal of community development programme. ICAR extension system – Agricultural Universities, KVK, TTCs. Extension system of Ministry of

Rural Development, Department of Industries and Ministry of Women and Child Development.
Development work by NGOs, Go-NGO collaboration.

4. **Support structures and their functions:**

Panchayat, Panchayat Union and DRDA, Central Social Welfare Board, State Social Welfare Board, National Level Voluntary Agencies like KVIC, Local level voluntary agencies. People's organization at grass roots – SHGs, elected panchayats. Grass Root Innovations (GRIs)

5. **Extension system in other countries :**

Comparative extension system of selected developed and developing countries: USA, Srilanka, Indonesia, China, Pakistan, Philippines and Bangladesh with brief history, approaches, organizational structure, linkage with research and extension methods used; its comparative analysis with Indian extension system.

References:

1. Albrecsht, H.et.al. (1989). Rural Development Series. Agricultural Extension Vol.I & II. Basic concepts and methods. Wiley Eastern Limited, New Delhi.
2. Dahama, O.P. and Bhatnagar, O.P. (2015). Education and Communication for Development 2ED .Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
3. Dantwala ML & Barmeda JN. 1990. Rural Development Approaches and Issues, Indian Ag. Dev. Since Independence. Oxford & IBH.
4. Khan. P.M. 2010. Text book of Extension Education. Himanshu publication.ISBN: 9788179062081
5. Pankajam, G (2000). Extension- Third Dimension of Education, Gyan Publishing House, New Delhi.
6. Ray, G.L. (2015). Extension communication and Management, Kalyani Publishers .
7. Rathore.S. and L.L.Somani. (2012). Extension Education and Rural Development. Agrotech publication . ISBN.10: 8183212581.
8. Reddy, A. (2001). Extension Education 7th ED . Sree Lakshmi Press, Bapatla.
9. Singh RP, Mathur PN & Kumar GAK. 1999. Extension Education - A Handbook for Extension Personnel. IFWA, IARI, New Delhi.
10. Supe.S.V. (2015). Text Book of Extension Education II ED. Agrotech Publishing Academy, Udaipur. ISBN: 978-81-8321-319-6
11. Shruti Madan Singh . (2015). A Brief Book on Extension Education. New vishal publication.

EXTENSION EDUCATION SYSTEMS

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Explain the concept of Extension.	3	2	2	2	3
CO 2:	Describe various models of extension.	3	3	2	2	2
CO 3:	Consolidate earlier extension efforts in India.	2	3	2	2	2
CO4:	Compile the global extension systems.	3	2	1	1	2

COMMUNICATION TECHNOLOGY

Code : 24HSEP0102

Cr: T4 + P0

Pd/Wk: 4

Marks : 100

Learning Objectives

To enable students to

1. understand the importance of effective communication and its principles
2. provide a sound knowledge base for the relevance and applicability of the various media used in human communication and
3. to impart skill in preparation of various computer aided media/ messages.

Learning Outcomes

On Successful completion of this course , the students will be able to

- Distinguish various communication systems.
- Acquire skills in preparation of various aids
- Interrelate the rural problems and communication system.

UNITS

1. Communication:

Definition, Purpose, Objectives, Means of Communication – Oral, Written, Sign/Signal, Symbol, Action, Object

Types – Formal officially recognized channels and informal Patterns – One way, two way, serial, circular, star, wheel . Elements of Communication

2. Mass Communication:

Meaning, models, theories, structure and functions, Elements of Mass Communication.

3. Media Systems:

Trends and Techniques – Meaning, Characteristics, Functions, reach and influence of media

Traditional Media : Puppetry, folksongs, folk theatre,

Print Media: Books, Newspapers, Magazines, leaflets and pamphlets

Electronic Media: Radio, Television, Video, Computer based technologies – websites, portals, Internet of Things (IOT) , mobile applications

Out door media : Exhibition, fairs and kiosks

Media Planning, scheduling, selection of media on the basis of suitability, reach, impact and Frequency

4. Audio Visual Aids:

Meaning, Classification, Cone of Experience Projected and non-projected aids, criteria for evaluation of audio-visual aids (Poster/chart)

5. Computer Graphic Designing:

Concepts of multimedia, multimedia applications, advantages of digital multimedia, multimedia system, Graphics : Drawing objects, shaping, transforming, stretching, mirror and scaling, making curves, lines, rectangles, circles and ellipses.

Introduction to scanning: Scanning and developing color ways. Basic.

International media: E.mail, internet, teleconferencing, video conferencing, Webinars, video displayer, CD Romwriter, Microphone, LCD Projector, Video disc technology, virtual reality.

Related Experience

1. Conducting class room discussions / debates relation to communication and media
2. Study of mass communication materials available at district level with various departments.

Text Book

1. Rayudu, C.S. (2011). Media and communication Management. Bombay: Himalaya Publishing House.

References

1. DeFluors and Dennis (1994): Understanding Mass Communication.
2. Dahama, O.P. and Bhatnagar, O.P (2015) Education and Communication for Development. NewDelhi: Oxford & IBH Publishing Co.Pvt. Ltd.
3. Gupta, S.S.: Cases in Advertising and Communication Management in India.
4. Harper and Row (1989): Main Currents in Mass Communication, Agee, Adult and Emery.
5. Indu Grover et al (2002) Communication and Instructional Technology. Udaipur: Agrotech Publishing Academy.
6. Joseph, D. (1993): The Dynamics of Mass Communication.
7. McQuail, D. (1994): Introduction to Mass Communication, 3rd Edition, Sage Publication.
8. Reddy, A.A. (2001). Extension Education 7 th ED. Bapatla: Sree Lakshmi Press
9. Ravindran, R.K. (1999): Media and Society.
10. Ravindran, R.K. (2000): Media in Development Area.
11. Schramm, W. (1988): The Story of Human Communication, From cave painting to the Microchip

COMMUNICATION TECHNOLOGY

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Distinguish various communication systems.	3	3	1	2	3
CO 2	Acquire skills in preparation of various aids.	3	3	2	3	2
CO 3:	Interrelate the rural problems and communication system	3	3	3	2	3

PROGRAMME PLANNING AND EVALUATION

Code : 24HSEP0103

Cr: T4 + P0

Pd/Wk: 4

Marks : 100

Learning Objectives:

To enable students to

1. understand the process of programme planning in extension
2. develop an ability in planning extension programme
3. learn the principles and procedures involved in the programme planning, implementation and evaluation.

Learning Outcomes

On Successful completion of this course, the students will be able to

- Explain the need and steps in programme planning
- Identify the factors that influence successful programme implementation
- Critically analyze the evaluation tools and methods
- Prepare programme for implementation at village level

UNITS

1. Programme Planning

Meaning and importance of programme planning in extension. Principles of programme planning – programme development cycle and its components. Programme projection – difference between programme projection and planning. Identifying felt needs of people, collection of base line data.

2. Plan of work

Meaning, importance, components of a plan of work, developing a plan of work, factors to be considered in preparing the plan of work. Pre-requisites for developing plan, guidelines for developing a written annual plan, criteria for judging the plan of work.

Supervision in Extension Programme

Supervision- Meaning, Need, Scope and Principles. Planning for supervision in Extension Education. Role of supervisor at various stages in extension programme Planning, Organising, Motivating, Controlling and evaluating. Competencies

required by an extension supervisor. Problems in supervision of extension programme . Techniques of supervision – According to approaches, different programmes of Government and according to job description of different functionaries such as - Administrative Personnel, Project officers and Field worker.

4. Programme Implementation and Evaluation

Aspects of execution. Factors responsible for the successful conduct of a programme. Role of officials and non-officials in programme implementation. Linkages with other agencies. Problems in implementation.

. Meaning and purpose of evaluation – types of evaluation - self evaluation, and external evaluation, criteria for evaluation, Phases of evaluation, tools of evaluation – Observation sheet, interview schedule, rating scale and check-list.

5. Follow-up and Documentation

Need for follow-up, methods of follow-up. Correspondence, spot visit, meetings.

Need for reporting and recording. Procedures for recording – aspects to be covered.

Record and registers to be maintained in programme implementing institutions.

Related Experiences

1. Studying a community and assessing needs and problems of a target group
2. Studying the role of functionaries in planning programme
3. Selection of a problem of the rural community requiring intervention
4. Development of a plan of action for the problem identified
5. Conducting the planned programme
6. Evaluation and reporting
7. Suggestion and follow-up

Text Book

1. Sandhu,A.S.(2003) Extension Programme Planning. Oxford & IBH Publishing company Private Limited. New Delhi

References

1. Albrecsht, H.et.al. (1989). Rural Development Series. Agricultural Extension Vol.I & II. Basic concepts and methods. Wiley Eastern Limited, New Delhi.
2. Chaubey, B.K. (1979). A Hand book of Education Extension. Jyoti Prakashan, Allahabad.
3. Dahama, O.P. and Bharnagar, O.P. (1987). Education and Communication for Development. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
4. Joseph L. Donaldson, (2014). Extension Program Planning, Evaluation & Accountability. Department of Extension Evaluation and Staff Development 2621 Morgan Circle 212-D Morgan Hall Knoxville, TN 37996-4525.
5. Misganew.G.S. (2011). Extension programme planning and Evaluation. Lambert publication
6. Pankajam,G.(2000). Extension-Third Dimension of Education, Gyan Publishing House, New Delhi.
7. Ray, G.L. (2015)/ Extension communication and Management. Naya Prokash, Calcutta.
8. Reddy, A. (1999). Extension Education. Sree Lakshmi Press, Bapatla.
9. Supe, S.V. (2019). An Introduction to Extension Education (2nd Ed). Oxford Publishers, New Delhi.

PROGRAMME PLANNING AND EVALUATION

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1 :	Explain the need and steps in programme planning	2	3	2	1	3
CO 2 :	Identify the factors that influence successful programme implementation	2	2	3	3	3
CO 3 :	Critically analyze the evaluation tools and methods	3	2	2	2	3
CO 4:	Prepare programme for implementation at village level.	3	2	2	3	3

COMMUNITY ORGANIZATION: SOCIAL POLICY AND DEVELOPMENT

Code : 24HSEP0104

Cr: T4 + P0

Pd/Wk: 4

Marks : 100

Learning Objectives

To enable students to

1. understand the organization and structure of different types of communities and the dynamics of social change
2. to critically analyze contemporary social policies in developed and developing countries.

Learning Outcomes

On Successful completion of this course, the students will be able to

- Explain the key concepts and perspectives related to community, social structure and social systems
- Describe the elements and theories of community relationship development, community organization and their mobilization for development goals
- Recognise the diversity of human needs and societal responses to social injustice and disadvantage

UNITS

1. Concept of community, community structures and Community Organization
Concept of Community : Traditional and modern, Characteristics of Community
Types of communities- Tribal, Rural and Urban and changing norms and customs
Concept of Community Organization, Need, Importance Principles and new ways of community organization
2. Approaches and goals of community development-Welfare to rights based approaches
Types of Community organizations : Collectives, Cooperatives,
Civil society groups, Community Based Organisations (CBOs) and their roles in mobilizing people and influencing outcomes –(select case studies) Care and welfare systems in communities: mechanisms and institutions

3. People's Participation & Dynamics of Change in Community Scope, and Levels of people's participation for change Stakeholder's participation analysis in development programmes and initiatives- select case studies People's movements: Issues, processes and outcomes in relation to Gender, Environment, Employment, Governance, Sustainable consumption and others. Role of Mass Media and ICTs in community based change.
4. Development & Indian Economic Environment Meaning and concept of growth, development and sustainable development, Challenges of sustainable development -local, national and global linkages Indicators of development, Characteristics of less developed countries and SDGs. Poverty & issues of inequality, inequity and vulnerability ; illiteracy and Unemployment ; Urbanisation and Migration, Population Demographics & Transition Urban and rural Livelihood issues-Indian agriculture- status, prospects and challenges; Agricultural policy; New Economic Policy, Industrialisation, Liberalization and Globalisation
5. Social Policy & Planning: Approaches and Perspectives . History and trajectory of social policy and social planning in selected developed and developing countries, Social policy in India - Health care, Education, Housing, Employment and Welfare and Social security. Social policy and planning- Issues of capacity, accountability, transparency and their relationship to beneficiary publics and the state. Community participation in social policy and policy changes

References

1. Ghais, S. (2005). Process basics : The beginner's guide to facilitation. In Extreme facilitation: Guiding groups through controversy and complexity. San Francisco, CA:
2. JosseyBass M, Raju. (2012). Community Organization and Social Action: Social Work Methods and Practices. New Delhi: Regal Publications.
3. Mikkelsen, B. (2002). Methods For Development Work and Research. New Delhi: Sage Publications.
4. Omvet, G. (1993). Reinventing Revolution: New Social Movements and the Socialist Tradition in India. New Delhi:
5. Oommen, T. K. (2010). Social Movements I: Issues of Identity. New Delhi: Oxford University Press.
6. Patil, A. (2013).Community Organization and Development: An Indian Perspective. New Delhi: PHI Learning.
7. Bhartiya, A. & Singh, D. (2009). Social Policy in India. Delhi: New Royal Book Company.
8. Deacon, B. (2007). Global Social Policy and Governance. London : Sage Publications.

9. Dreze, J. & Sen, A.K. (1995) India- Economic Development and Social Opportunity. New Delhi: Oxford University Press.
10. Drez, J. (2016). Social Policy. New Delhi : Orient Blackswan.
11. Ghatak, S. (2003) Introduction to Development Economics. London: Routledge
12. Hall, A. & Midgley, J. (2004). Social Policy for Development. London : Sage Publications
13. Jalan, B. (1992). The Indian Economy: Problems and Prospects. New Delhi: Viking Penguin.
14. Papa, M.J., Singhal, A. & Papa, W.H. (2006). Organizing for Social Change: A Dialectic Journey of Theory and Praxis. New Delhi: Sage Publications.
15. Sonar, G. (2016). Social Policy, Planning and Development: An Indian Experience. Germany: LAP LAMBERT Academic Publishing.
16. Westoby, P. & Dowling, G. (2013). Theory and Practice of Dialogical Community Development: International Perspectives. Oxon : Routledge.

COMMUNITY ORGANIZATION: SOCIAL POLICY AND DEVELOPMENT

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Explain the key concepts and perspectives related to community, social structure and social systems	3	2	2	1	3
CO 2 :	Describe the elements and theories of community relationship development, community organization and their mobilization for development goals	2	3	2	2	2
CO3 :	Recognise the diversity of human needs and societal responses to social injustice and disadvantage	2	3	3	2	1

PROGRAMMES FOR RURAL FAMILIES

Code : 24HSEP0105

Cr: T0 + P2

Pd/Wk: 4

Marks : 100

Learning Objectives

To enable the students to

1. Get acquainted with the ongoing programme for rural development and their implementation and
2. Be resourceful in guiding the rural women/communities to avail themselves of help under the programmes

Learning outcomes

On successful completion of this course, the students will be able to

- Explain the implementation of various programme through review of office documents, discussion with officials, review of related books and journals and the beneficiaries

UNITS:

1. Review of rural development programmes in India.
Beneficiary selection, financial assistance and implementation of the following
2. Programmes under Ministry of Rural Development
- MGNREGA, PMAY-G, Mission Antyodaya, PMGSY, DAY- NRLM, NSAP
3. Programmes under Ministry of Women and Child Development
ICDS, Women Empowerment Schemes, Poshan Abhiyan,
And Pradhan Mantri Matru Vandana Yojana
4. Programmes under Ministry of Health and Family Welfare
National Rural Health Mission
5. Tamil Nadu government – Welfare schemes

BEHAVIOUR CHANGE COMMUNICATION

Code : 24HSEP206

Cr: T3 + P0

Pd/Wk: 3

Marks : 100

Learning Objectives

To enable the students to

1. To understand the concept and approaches of Behaviour Change Communication (BCC).
2. To gain insights into the inter-linkages between communication approaches and behavior change.
3. To learn the concepts and processes of advocacy for development and social change.

Learning Outcomes

On successful completion of this course , the students will be able to

- Explain the concept and approaches of Behaviour Change Communication (BCC).
- Describe the inter-linkages between communication approaches and behaviour change.
- Apply the concepts and processes of advocacy for development and social change

UNITS :

1. **Introduction to behaviour change communication** - Defining behaviour change,behaviour change communication The behaviour change process. Behaviour change theories Guiding principles for BCC Characteristics of effectivebehaviour change communication programs
2. **Designing behaviour change communication programs** Defining the problem Identify target audience Conduct formative assessment Segment target population Define communication and behaviour change objectives Select communication channels Design key messages and materials Pre-test materials and messages
3. **Dissemination, implementation, monitoring and evaluation** of BCC programs Message dissemination Monitoring of BCC programs Evaluation and re-planning Evaluation of message effect
4. **Designing a communication strategy** Steps in designing a communication strategy Key elements of a communication strategy .

7 C's of effective health communication Command attention , Cater to the heart and head , Clarity of message Consistency checks Communicate a benefit Create trust Call for action

Behaviour Change Communication for Health Communication – Challenges and Perspectives of Health Communication. Meaning, Concept, types and strategies. Role of medi in health promotion. Health Advocacy and BCC campaigns. Analysis of Health Campaign.

5. Advocacy

Meaning, purpose and types of Advocacy, Tools, techniques and approaches to advocacy, Element and steps of an advocacy strategy, Planning advocacy campaigns for different stakeholders

References

1. Ashford, J. B., LeCroy, C. W., & Lortie, K.L. (2010). *Human Behavior in the Social Environment: A Multidimensional Perspective* (4th ed.). Belmont CA: Wadsworth/Thomson Learning.
2. Atkin ,C.K.& Rice, R.E. (2012) *Theory and Principles of Public Campaigns*. In C.Atkins & R Rice (EDS) *Public Communication Campaigns*. Newbury Park, CA: Sage
3. Atkins.C. & R Rice (EDS) *Public Communication Campaigns*. Newbury Park, CA Sage, Chapter- 6-10, Page No.- 105-193, Chapter- 14, Page No.- 249-268, Chapter- 27, 28, Page No.- 323-357, Chapter-31, Page No.-389-403.
4. Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In
5. Bandura,A. (Ed.), *Self-efficacy in changing societies*, pp. 1–45. New York: Cambridge University Press
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8. Kotler, P. & Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good*, 4th Ed. Thousand Oaks, CA: Sage Publications. (K&L)
9. Kotler, P. & Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good*, 4th Ed. Thousand Oaks, CA: Sage Publications. (K&L), Chapter 1-8, 15, 17.
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11. Subedi, N R, (2008). *Advocacy Strategies and Approaches: A Training of Trainers Manual*.
International

BEHAVIOUR CHANGE COMMUNICATION

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Explain the concept and approaches of Behaviour Change Communication (BCC)	3	2	2	2	1
CO 2:	Describe the inter-linkages between communication approaches and behaviour change.	3	2	1	2	2
CO3 :	Apply the concepts and processes of advocacy for development and social change	3	2	2	3	3

MEDIA PRODUCTION

Code : 24HSEP0207

Cr: T0 + P2

Pd/Wk: 4

Marks : 100

Practical

1. Operations of various Audio-visual Aids - OHP - Slide Projector - Filmstrip - Film Projector - LCD Projector - Epidioscope - Tape recorder - Video recorder - Disc recorder – Screen
2. Preparation of Visual/non Projected Materials - Booklets - Pamphlets/leaflet - Invitation - Posters - Manuals - Cover pages for text and other books
3. Analysis of Television programs and films - A look at film-styles, genres: Dramatic, narrative lyrical, aesthetic, ritual, ideological. A discussion of film-psychology, and other aspects of the perception of films. Narrative analysis- Micro and macro analysis of structure, Reading the film, Deconstruction, Literary analysis
4. Video production – An introduction to program production equipments, techniques,
 - production interviews, talks, discussions, features, documentaries. Research and planning: Writing and Scripting for news, broadcast, programs and
 - documentaries - style, language and skills Production: Explore various concept and direction styles ranging from scripted, narrative and documentary movie-making traditions.
5. Develop EFP/documentary/ENG short films on different social issues focusing -Post Production: editing

FAMILY COUNSELLING

Code : 24HSEP0208

Cr: T4 + P0

Pd/Wk: 4

Marks : 100

Learning Objectives

To enable the students

1. To understand the basic concepts of counseling
2. To develop on insight into the counseling process
3. To gain skills in counseling
4. To equip him/her as a professional counselor

Learning outcomes

On Successful completion of this course , the students will be able to

1. Explain the need for counseling in today's context.
2. Demonstrate the counseling process.
3. Describe the techniques of family therapy

UNITS

1. Counselling and related fields

Definition, need, importance period in the development of counseling - Guidance, Psycho therapy, psychology, clinical psychology.

Counseling techniques:

Directive or Counellor Centered Counseling, Non-Directive or Eclectic Counselling, client – centred Counselling.

2. Counselling Process:

Preparation for Counselling: Steps in he process of counseling,; counseling interactions, variablesaffecting the counseling process.

Counselling skills:

Relationship building skills, data gathering skills, supportive tension reduction skills, challengeskills, directive skills, systems approach.

3. Counselling families:

Family – meaning, characteristics. Family group consultation counseling with families;

concerning children; counseling with parents; counseling the delinquent, drug addict etc.

Marriage – meaning, marital problems

Marriage counseling:

meaning, need, types – pre-marital counseling, post-marital counseling

4. Professional Preparation

Counselling preparation and professional issues, Academic preparation; practical skills; ethical standards; Legal considerations; selection and training of counselor; conception of a professional worker.

5. Family Therapy and Behavioural Therapy, Theoretical constructs, strategic approaches, structural approaches, techniques of family therapy. Joining Enactment, Tacking, Restructuring techniques, Circular Questions, Techniques of behavioural therapy, Relaxation training, systematic desensitization, modeling, , Relapse prevention

References

1. Indira Madhukar, 2000 Guidance and Counselling. Authors Press.
2. Indu Dave, 1983. The Basic Essentials of Counselling, Sterling Publishers Pvt. Ltd.
3. Mamta Sehgal and Nirmala Sherjung, 1997, Marital Disputes and Counseling, Vol.I,II & III, APHPublishing corporation
4. Nayak, A.K. 1997. Guidance and Counselling, APH Publishing corporation
5. Gibson and Mitchell,(2015). Introduction To Counseling And Guidance, 7Th Edition Pearson India.ISBN No: 9789332551831
6. Richard Nelson-Jones. (2012),Theory and Practice of Counselling and Therapy. Sage South Asia

FAMILY COUNSELLING

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Explain the need for counseling in today's context.	3	3	3	2	1
CO 2:	Demonstrate the counseling process.	3	2	3	2	2
CO3:	Describe the techniques of family therapy.	3	2	3	3	3

PUBLIC HEALTH AND NUTRITION

Code : 24HSEP0310

Cr: T4 + P0

Pd/Wk: 4

Marks : 100

Learning Objectives

To enable the students to

1. understand the meaning of public health.
2. develop understanding regarding community health care and its needs.
3. aware of National, State and local health nutritional problems.

Learning outcomes

On Successful completion of this course , the students will be able to

- Explain the concept of Public health
- Identify the health needs and problems in a community

UNITS

Unit-I. Introduction to Public Health Nutrition

Meaning and Scope of Public Health Nutrition Roles and responsibilities of public health nutritionists
Definitions of optimum health, malnutrition (under nutrition, overweight, obesity, micronutrient deficiency), nutritional status, nutrition intervention, food and nutrient supplements, , nutrition education, morbidity, mortality rates.

Unit-II. Nutritional assessment

Introduction, Definition of Nutritional Status, Instruments, Standard of Reference, Age Assessment, Measurement Techniques, Weight, Linear Measurement/Height, Circumferences, Soft Tissue Subcutaneous Fat, Objective and Classification of nutritional assessment Methods. Overview of nutritional status assessment methods - Direct Nutritional Assessment parameters - (anthropometry, clinical signs and symptoms, dietary assessment and biochemical parameters); ecological parameters – environment, Food prices, and indirect parameters – SES, Mortality and Morbidity rates

Unit III – National, International and Voluntary Organizations to combat malnutrition

- Role of Nutrition in Achieving Global Targets
- National Programmes to combat micronutrient malnutrition
- Organizations working towards meeting global nutrition targets

Unit IV - Health Care Services and Their Management

Health administrative setup - Local, State, National levels. National health programme - for children, for women, for elderly

National and International Health agencies, Health regulation and acts, Evaluation of health services

Unit V - Community Health Needs and Problems

Health needs & problems related to - Sanitation and environment

Health needs and problems of special groups – infants, children , women , elderly, urban & rural poor

REFERENCES:

1. Bamji .M.S. (2019). Textbook of Human Nutrition. Oxford & IBH Publishing Co Pvt.Ltd.
2. Nieman David , ISE Nutritional Assessment . Publisher: McGraw-Hill Education
3. Nutrition and preventive Health Care –Mary Alice Caliendo, Macmillan Publishing Company.
4. Modern Home Science- An outline of Extension, Scientific Book Co.,Patna
5. Park J.E. (2000) : A textbook of preventive and social medicine - A community health. Jabalpur
6. Primary Health Care – Vol. I-3 Dutt,P.R. Gandhigram Institute of Rural Health & Family Welfare Trust, Ambathuria(1993).
7. R. Rajalakshmi, Applied Nutrition –, Oxford and IBH Publishing Co,Patna.
9. Suryatapa Das, (2019), Textbook of Community Nutrition. Academic Publisher. ISBN : 9387162532

PUBLIC HEALTH AND NUTRITION

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Explain the concept of Public health	3	3	3	2	1
CO 2:	Identify the health needs and problems in a community.	3	2	3	3	2

EXTENSION MANAGEMENT

Code : 24HSEP0311

Cr: T4 + P0

Pd/Wk: 4

Marks : 100

Learning Objectives

To enable students to

1. Understand the concepts and process of management
2. Realize the importance of management for achieving organizational goals.
3. Apply the principles to the management of extension organizations/services.

Learning Outcome

On successful completion of this course , the students will be able to

- Describe the process of management
- Correlate the importance of organisational goals and the managerial skills.
- Manage extension programme.

UNITS

1. **Concept of Management:**

Definition, nature and process, need for management, Principles and steps in Extension Management.

Planning -Meaning and characteristics – Element, policies, strategies, procedures, rules, budgets – planning process, types of plan.

Decision making :

Meaning – Forecasting and decision making – decision making under uncertainty.

2. **Organising:**

Organizational structure – organizational chart – organizational relationship – formal and informal organization – span of management – scalar principle, department – Line staff – financial committee – Delegation of authority – Principles of Delegation – Authority and Responsibility – Centralisation and decentralization.

3. **Co-ordination:**

Meaning, objectives, linkage mechanisms – involvement of organizations at local level –non-

profit and profit making organizations.

Staffing

Meaning, manpower planning, selection – training and development needs-methods-performance appraisal, organizational conflict and conflict resolution, grievance handling.

4. Directing:

Methods-motivation-theories-communication : Importance, types and barriers to communication.

Leadership: Theories and Styles – Managerial grid.

Controlling:

Meaning and process of control – Management Control Techniques – Budgetary and non-budgetary control – Modern techniques – PERT, CPM, requirements for effective control system.

5. Monitoring and evaluation:

Meaning, purpose and differences. Types of evaluation, steps in evaluation, efficiency cum performance audit, reporting.

Text Book

1. Rao, V.S.P. and Narayana, P.S. (1987). Principles and Practice of Management. Konark Publishers Private Limited, New Delhi.

References

1. Banarjee,S. (1981). Principles and Practice of Management. Oxford and IBH publishing company. New Delhi.
2. Basu, C.R. (1989). Organisation and Management. S.Chand & Co Ltd., New Delhi.
3. Burton, Gene and Hanab Thakar (1997). Management Today. Tata Mc. Graw Hill Publishing Company, New Delhi.
4. Chandan,J.S. (1997). Management – Concepts and Strategies. Vikas Publishing House Private Limited. New Delhi.
5. Hersey, Paul and Kenneth, H Blanchar. (1996). Management of Organisational behaviour. Utilising Human Resources. Prentice hall of India, Private Limited, New Delhi.
6. Koontz and Heinz Weihrich. (1990). Essentials of Management. McFraw-Hill Publishing company, New Delhi.
7. Prasad,M.L. (1999), Principles and Practice of Management, Sultan Chand & Sons. New Delhi.
8. Ramasamy, T. Principles of Management Himalaya Publishing House. Mumbai.
9. Tripathi, P.C. and Reddy, P.N. (1993). Principles of Management. New Delhi: Tata Mc Graw Hill Publishing Company, Ltd.
10. Ray GL. 2006. Extension Communication and Management. Kalyani

EXTENSION MANAGEMENT

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Describe the process of management	2	2	1	2	3
CO 2:	Correlate the importance of organizational goals and the managerial skills	2	3	3	2	3
CO3:	Manage extension programme. To acquire skills in managing extension programme	3	2	3	2	3

TRAINING CAPACITY BUILDING AND ADVOCACY

Code : 24HSEP0312

Cr: T4 + P0

Pd/Wk: 4

Marks : 100

Learning Objectives:

To enable students to

1. Understand the importance of training
2. Know about the various training strategies
3. Gain knowledge about advocacy

Learning Outcomes:

On successful completion of this course , the students will be able to

- Conceptualize and implement need based training programs for different stakeholders to build knowledge, attitudes and skills
- Critically evaluate the different training strategies and their role in promoting development
- Understand and apply advocacy for influencing policies in the development sector
- Plan and conduct advocacy campaigns for different stakeholders

UNITS :

1. Training for Development Importance and scope of training for development- national and global perspectives- Types, approaches, models and methods of training bridging gaps in knowledge, attitudes and skills Principles of adult learning, learning theories and models- Training and capacity building of various client groups- grassroots communities; field level, midlevel and other functionaries of development agencies, corporates; and other client groups Government policies, programs and institutions for training and capacity building for development initiatives Innovations, new techniques and strategies in training- use of audio visual aids and digital technologies in training
2. Training Strategies and Design Self development of a trainer Roles and competencies of an effective trainer Mobilizing and working with small groups for training- communication, leadership, group dynamics, conflict resolution, team building Training needs assessment of individuals and organisations- techniques and their application Designing and conducting training programmes for development- objectives, learning

outcomes, contents, methods, materials & resources, feedback, evaluation, and budget

3. Training methods – types, purpose, advantages, limitations, applications and adaptations with focus on participatory methods (lecture, demonstration, role play, case study, games, simulations, use of audio visual aids, and technology based methods) Developing and evaluating resource materials and kits for training Methods and techniques of participatory training Evaluation of training: Types, components, techniques and indicators. Follow up: Post training factors- organizational support and other factors facilitating training.
4. Advocacy: Introduction, Meaning, purpose and types of Advocacy Relationship and differences between advocacy and behaviour change communication, programme communication and social mobilization National and international advocacy initiatives on contemporary development issues Agencies involved in advocacy Case studies of advocacy campaigns
5. Advocacy Planning Cycle - Elements of an advocacy strategy Building Advocacy Networks, Elements for Forming and Maintaining Networks Planning an advocacy initiative: analyzing policies and developing an advocacy strategy Implementing an advocacy initiative: developing messages, working with others, and employing advocacy tactics Tools, techniques and approaches of advocacy– networking, negotiation, collation, collaborations, consortiums, and lobbying Planning and evaluating advocacy campaigns for different stakeholders Ethics and advocacy

References

1. Advocacy, E. (2012). Tearfund Advocacy Toolkit Part
2. Cutter, A., Fenn, I., & Seath, F. (2015). Advocacy toolkit: Influencing the post-2015 development agenda
3. Dhama, O.P. and Bhatnagar, O.P., (2003), Education and Communication for Development. New Delhi :Oxford and IBH Publishing Co. Pvt. Ltd
4. Gardner, A. & Brindis, C. (2017). Advocacy and Policy Change Evaluation: Theory and Practice. USA: Stanford Business Books. ISBN-13: 978-0804792561
5. Hoefler, R. (2015). Advocacy Practice for Social Justice. UK: Oxford University Press.
6. Lyton, R; Pareek, U. (1990) Training for Development. New Delhi: Vistaar Publications.

7. Lyton, R; Pareek, U. (1992) Facilitating Development. New Delhi: Sage Publications.
8. Mikkelsen, Britha, (2002). Methods for Development Work and Research. New Delhi: Sage Publications
9. Nukur o, E. (2009). The lobbying process and building advocacy networks
10. PRIA Mullins, L . (2016). Management & Organisational Behaviour 10. England: Pearson.
11. Subedi, N R, (2008). Advocacy Strategies and Approaches: A Training of Trainers Manual. International Centre for Integrated Mountain Development. Nepal :ICIMOD.
12. Subedi, N. R. (2008). Advocacy strategies and approaches: a resource manual (No. Ed. 2). Nepal :ICIMOD
13. Sprechmann, S., & Pelton, E. (2001). Advocacy tools and guidelines: Promoting policy change. Atlanta, GA: CARE 45
14. Tandon R. (1998) A Manual for Participatory Training Methodology in Development. New Delhi:
15. World Health Organization. (2006). Stop the global epidemic of chronic disease: a practical guide to successful advocacy.
16. Unicef. (2010). Advocacy toolkit. A guide to influencing decisions that improve children's• lives.

TRAINING CAPACITY BUILDING AND ADVOCACY

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Conceptualize and implement need based training programs for different stakeholders to build knowledge, attitudes and skills	2	2	1	2	3
CO 2:	Critically evaluate the different training strategies and their role in promoting development	2	3	3	2	3
CO3:	Understand and apply advocacy for influencing policies in the development sector.	3	2	3	2	3
CO4:	Plan and conduct advocacy campaigns for different stakeholders	3	3	2	2	3

COMMUNITY BASED INCLUSIVE DEVELOPMENT

Code: 24HSEP0313

Cr: T3 + P0

Pd/Wk: 3

Marks : 100

Learning Objectives:

To enable students:

1. To know about various types of disabilities
2. To understand the history of rehabilitation of disabled in India
3. To get an insight into Community Based Inclusive Development

Learning outcomes

On Successful completion of this course , the students will be able to

1. Gain skills to plan, design and implement Community Based Inclusive Development Projects

UNITS:

1. **Basic Concepts:** Definition - Impairment, handicap, Functional limitations, Disability. Classification of disabilities and its causes. Magnitude of Disability.
2. **Approaches to Disability Rehabilitation** : History of disability and rehabilitation in India. Rights of the Disabled. Policies, Programmes and Legislations for the Disabled.
3. **Community Based Inclusive Development (CBID)** - Meaning, principles, Barriers CBR Matrix, CBID and SDG
4. **Self help Groups in Community Based Inclusive Development**
Self help groups – meaning, importance, Role of SHGS in CBI ,Sustainability of SHGs
5. **Success Stories of CBID**
Good practices of CBID in Asia and pacific regions

References :

1. Abraham, Christy; Thomas, Mayan (1994): Community Based Rehabilitation in India – the Phase of Consolidation, ACTIONAID Disability News, 5 (1), p.57-58
2. Adeoye A, Hartley S (2008). CBR Programmes in Africa: A preliminary Analysis, in S. Hartley and J. Okune (Eds) CBR: Inclusive policy development and implementation. University of East

Anglia: Norwich, UK.

3. Census of India 2001. Data on disability. Office of the Registrar General and Census Commissioner, India.
4. IDDC (2012). Community-Based Rehabilitation and the Convention on the Rights of Persons with Disabilities. Brussels, Belgium.
5. Thomas M (2013). Community-Based Rehabilitation as a Strategy for Community-Based Inclusive Development. Disability and International Development, 1: 15-20.
6. United Nations (2006). Convention on Rights of Persons with Disabilities.
7. WHO, UNESCO, ILO, IDDC (2010). Community-Based Rehabilitation: CBR Guidelines. Geneva. WHO, World Bank (2011). The World Report on Disability. Geneva.
8. World Bank (2009). Persons with disabilities in India: From commitments to outcomes. Human Development Unit, South Asia Region.

COMMUNITY BASED INCLUSIVE DEVELOPMENT

Course Outcomes (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Gain skills to plan, design and implement Community Based Inclusive Development Projects.	3	2	2	3	2

GENDER AND DEVELOPMENT

Code: 24HSEP0415

Cr: T4 + P0

Pd/Wk: 4

Marks : 100

Learning Objectives

To enable the students to

1. Understand the meaning and relevance of Women Studies
2. Develop concern for women's issues and problems and
3. Have a picture of the efforts in India for women's uplift. 4

Learning outcomes

On successful completion of this course , the students will be able to

1. To trace the significance of gender development in national development
2. To report the violence against women at family and work place.
3. To get familiarize with legislations and policies for women.

UNITS

1. Gender and Development :

Concept of gender, gender roles, **gender justice, equality, equity, social construction of gender – Men, women, third gender.** Changing trends, gender analysis matrix, shift from welfare to development and empowerment, gender in development, gender and development, National and International efforts for gender empowerment.

2. Status of Women in India

Status – Meanings, Status of Women as per latest census report – Gender gaps and their implications, Sex ratio, Life expectation at birth, Health, Nutrition and Mortality, age at marriage, fertility, literacy, employment – sexual division of labour and its implication – (a)dissemination (b) invisibility (c) devaluation. Political Status – women in local bodies and legislative assemblies.

3. Violence against women:

Dowry, divorce, female feticide and infanticide, sexual discrimination, sexual exploitation, obscene advertisements and projects in the mass media. Efforts for elimination of all forms of discrimination.

4. Policies for Women's development:

National Policy for Women's empowerment, Policy perspective, mainstreaming, a gender perspective in the development process. Economic, Social, Legal and political empowerment of Women.

Role of Women's organisations – Need and History.

International – United Nations Development Fund of Women, Women's International Democratic Foundation

National – All India Women's Conference, Women's International Democratic Federation.

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5. Women and Law:

Marriage, divorce, dowry, property, employment and adoption, political participation, Legal literacy for Women, Family Counselling centre. CEDAW, POSH

Related Experiences

1. Study of women's status in a village.
2. Identification of women's problems in a village.
3. Preparation of an album on women's issues.

References

1. Country Report. (1995). Department of Women and Child Development. Government of India.
2. Goel, A. (2004) Education & Socio-Economic Perspectives of Women Development and Empowerment. New Delhi: Deep & Deep.
3. National Perspective Plan for Women. (1988). New Delhi: Department of Women and Child Development. Government of India.
4. Rehman, M.M. and Biswal, K.K. (1993). Education, Work and Women. New Delhi: Common Wealth Publishers.
5. Sharma, O.C. (1994). Crime Against Women. New Delhi: Sterling Publishers Private Limited.
6. Subbamma, M. (1985). Women, Tradition, Culture. New Delhi: Ashish Publishing House.

GENDER AND DEVELOPMENT

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	To trace the significance of gender development in national development.	3	2	1	2	2
CO2:	To report the violence against women at family and work place.	3	3	3	3	2
CO3:	To get familiarize with legislations and policies for women	3	2	1	2	3

MANAGEMENT OF HUMAN SERVICE ORGANISATIONS

Code: 24HSEP0416

Cr: T4 + P0

Pd/Wk: 4

Marks : 100

Learning Objectives: -

To enable the students to

- (1) understand the concept of human service
- (2) become aware of human service organizations
- (3) understand and apply the principles of management of human service organizations Course

Learning outcomes

On successful completion of this course , the students will be able to

- Explain the need for service organizations in developing countries
- Describe the nature of Human Service Organizations
- Assess the Human Service Organizations

UNITS

1. Service organization · Concept · Need and nature of service organizations in India · Philosophy and significance in developing nation
2. Management of human service organizations · Concept and importance, functions of management, approaches to management · Planning, implementation, personal management, financial management, administration and maintaining of organizational activities · Managerial skills
3. Organizational structures of human service organizations
4. Organizations working for service of various group : Government and Non Government Organizations working for the services of – · women like national commission for women SEWA, Central social Welfare Board, Bhartiya Gramin Mahila Sangh etc. · Children-Indian Council of Children Welfare, Integrated Child Development Services. · Youth-Nehru Yuva Kendra, YMCA, YWCA, YUVA etc. · Groups with special needs – physically and mentally handicapped, aged.
5. Assessment of Human Service Organizations : · Indicators of Assessment. · Assessment of personal accountability.

Practicals :-

- (1) Identifying and visit to local service organization.
- (2) Discussion of case studies.
- (3) Study of managerial, administration and monitoring of organizational activities.
- (4) Outline of organizational structures of a selected organization.

References :-

- (1) Blake John and Lawrence Peter : The ABC of Management : A Handbook of Management terms and concepts. All India Travellers Book Seller, New Delhi.
- (2) Devi Rameshwari and Ravi Prakash : Social Work and Social Welfare Administration, Vol.- I & II, Mangal Deep Publications, Jaipur.
- (3) Mashal B.S. : Organization and Management : Text and Cases, Galgolia Publishers, New Delhi.
- (4) Pareek Uday : Beyond Management : Essay on Institutional Building and Related Topics, Oxford University Press, Bombay.
- (5) Chaudhary D.Paul : Handbook of Social Welfare, Atmaram and Sons, New Delhi. Semester-

MANAGEMENT OF HUMAN SERVICE ORGANISATIONS

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Explain the need for service organizations in developing countries.	3	2	3	2	1
CO2:	Describe the nature of Human Service Organizations.	3	3	2	2	2
CO3:	Assess the Human Service Organizations.	3	3	2	3	2

CURRENT TRENDS AND ISSUES IN EXTENSION AND COMMUNICATION

Code: 24HSEP0417

Cr: T0 + P2

Pd/Wk: 4

Marks : 50

Learning Objectives –

After completing the course students will be able –

2. to create awareness regarding current trends, issues and researches in various aspects of communication and extension
3. to sensitize students regarding emerging areas of studies and research needs for communication and extension.

Units

- 1 Concept of standard of living of people. Indicators of standard of living of the people in developed and developing country. Recent standards of living.
- 2 Models of Extension Technology – Innovation transfer model. Social Education Model. Indigenization model. Social action model. Empowerment / participation model.
- 3 Current methodologies in extension . Current evaluation techniques used in extension Holistic approach for development.
- 4 Current trends in life long learning. Current trends and researches on effective use of mass media. Media and cyber extension management.
- 5 Sustainable technologies for women and family. Current trends in communication and extension techniques. Need of research in communication and extension.

Practicals :-

- (1) Seminar on related topics.
- (2) Study current trends, issues and researches in communication and extension by current reading, surveys, use of internet. Prepare report.
- (3) Presentations on various assigned topics by using current communication and extension methods.

References :-

- (1) The Indian Journal of Home Science.
- (2) Journal of Extension, Accessible on <http://www.joe.org>
- (3) Christoplos Ian : Poverty, Pluralism and Extension Practice, IIED, Gate Keeper Series No.64
- . (4) Purcel D.L. and Anderson J.R. : Agricultural Extension and Research : Achievements and Problems in National Systems, Washington D.C., World Banks report

Generic Elective Courses

SCIENTIFIC WRITING (*Generic Elective*)

Code: 24HSEP02G1

Cr : T3+P0

Pd/Wk: 3

Marks : 100

Learning Objectives

To enable students to

1. be able to appreciate and understand importance of writing scientifically
2. develop competence in writing and abstracting skills
3. write either a draft research proposal or a chapter of dissertation.

Learning outcomes

On successful completion of this course , the students will be able to

- differentiate the different means of communication of research
- construct different types of tables for data presentation
- discuss the steps in research writing.
- develop skills in preparing research proposal for funding.

Units

1. Scientific writing as a means of communication
Different forms of scientific writing
- Articles in Journals, Research notes and reports, review articles, Monographs, Dissertations, Bibliographies.
2. How to formulate outlines.
The reasons for preparing outlines
 - as a guide for plan of writing
 - as skeleton for the manuscriptKinds of outline
 - topic outlines
 - conceptual outline
 - sentence outlines
 - combination of topic and sentence outlines
3. Drafting Titles, Sub Titles, Tables, illustrations
 - Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships and results.
 - Formation Tables : Title, Body stab, Stab Column, Column Head, Spanner Head, Box Head
 - Appendices : Use and guidelines

4. The writing process

- Getting started
- Use outline as a starting device
- Drafting
- Reflecting, Re-reading
 - Checking organization
 - Checking headings
 - Checking content
 - Checking clarity
 - Checking grammar
- Brevity and precision in writing
- Drafting and Re-drafting based on critical evaluation
- Writing Bibliography as per APA style.

5. Writing for Grants

- Clearly state the question to be addressed
- Rationale and importance of the question being address
- Empirical and theoretical conceptualization
- Presenting pilot study/data
- Research proposal and time frame
- Clarity, specificity of method
- Clear organization
- Outcome of study and its implications
- Budgeting
- Available infra-structure and resources
- Executive summary

References

1. APA (2020) 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. 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. Richardson, L. (1990). Writing Strategies. Reaching Diverse Audience. California: Sage.
7. Thyer, B.A. (1994). Successful Publishing in Scholarly Journals. California: Sage.
8. Seyler, U. Dorothy (1999) Doing Research The Completer Research Paper Guide. Boston: McGraw-Hill College.

SCIENTIFIC WRITING

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Differentiate the different means of communication of research.	3	3	3	2	3
CO2:	Construct different types of tables for data presentation.	3	2	2	2	1
LO3:	Discuss the steps in research writing.	3	2	2	2	1
CO4:	Develop skills in preparing research proposal for funding.	3	2	3	3	2

COMMUNITY BASED INCLUSIVE DEVELOPMENT

(*Generic Elective*)

Code: 24HSEP02G2

Cr: T3 + P0

Pd/Wk: 3

Marks : 100

Learning Objectives

To enable students:

1. To know about various types of disabilities
2. To understand the history of rehabilitation of disabled in India
3. To get an insight into Community Based Inclusive Development

Learning outcomes

On Successful completion of this course , the students will be able to

- Gain skills to plan, design and implement Community Based Inclusive Development Projects

UNITS

1. **Basic Concepts:** Definition - Impairment, handicap, Functional limitations, Disability. Classification of disabilities and its causes. Magnitude of Disability.
2. **Approaches to Disability Rehabilitation :** History of disability and rehabilitation in India. Rights of the Disabled. Policies, Programmes and Legislations for the Disabled.
3. **Community Based Inclusive Development (CBID)** - Meaning, principles, Barriers CBRMatrix, CBID and SDG
4. **Self help Groups in Community Based Inclusive Development**
 - i. Self help groups – meaning, importance, Role of SHGS in CBI ,Sustainability of SHGs
5. **Success Stories of CBID**

Good practices of CBID in Asia and pacific regions

References :

1. Abraham, Christy; Thomas, Mayan (1994): Community Based Rehabilitation in India – the Phase of Consolidation, ACTIONAID Disability News, 5 (1), p.57-58
2. Adeoye A, Hartley S (2008). CBR Programmes in Africa: A preliminary Analysis, in S. Hartley and J. Okune (Eds) CBR: Inclusive policy development and implementation. University of East Anglia: Norwich, UK.
3. Census of India 2001. Data on disability. Office of the Registrar General and Census Commissioner, India.

4. IDDC (2012). Community-Based Rehabilitation and the Convention on the Rights of Persons with Disabilities. Brussels, Belgium.
5. Thomas M (2013). Community-Based Rehabilitation as a Strategy for Community-Based Inclusive Development. Disability and International Development, 1: 15-20.
6. United Nations (2006). Convention on Rights of Persons with Disabilities.
7. WHO, UNESCO, ILO, IDDC (2010). Community-Based Rehabilitation: CBR Guidelines. Geneva. WHO, World Bank (2011). The World Report on Disability. Geneva.
8. World Bank (2009). Persons with disabilities in India: From commitments to outcomes. Human Development Unit, South Asia Region.

COMMUNITY BASED INCLUSIVE DEVELOPMENT

Course Outcomes (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Gain skills to plan, design and implement Community Based Inclusive Development Projects.	3	2	2	3	2

Discipline Specific Elective Courses

SCIENTIFIC WRITING

(Discipline Specific)

Code: 24HSEP03D1

Cr : T3+P0

Pd/Wk: 3

Marks : 100

Learning Objectives

To enable students to

1. be able to appreciate and understand importance of writing scientifically
2. develop competence in writing and abstracting skills
3. write either a draft research proposal or a chapter of dissertation.

Learning outcomes

On successful completion of this course , the students will be able to

- differentiate the different means of communication of research
- construct different types of tables for data presentation
- discuss the steps in research writing.
- develop skills in preparing research proposal for funding.

Units

1. Scientific writing as a means of communication
Different forms of scientific writing
- Articles in Journals, Research notes and reports, review articles, Monographs, Dissertations, Bibliographies.
2. How to formulate outlines.
The reasons for preparing outlines
 - as a guide for plan of writing
 - as skeleton for the manuscriptKinds of outline
 - topic outlines
 - conceptual outline
 - sentence outlines
 - combination of topic and sentence outlines
3. Drafting Titles, Sub Titles, Tables, illustrations
 - Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships and results.
 - Formation Tables : Title, Body stab, Stab Column, Column Head, Spanner Head, Box Head
 - Appendices : Use and guidelines

4. The writing process

- Getting started
- Use outline as a starting device
- Drafting
- Reflecting, Re-reading
 - Checking organization
 - Checking headings
 - Checking content
 - Checking clarity
 - Checking grammar
- Brevity and precision in writing
- Drafting and Re-drafting based on critical evaluation
- Writing Bibliography as per APA style.

5. Writing for Grants

- Clearly state the question to be addressed
- Rationale and importance of the question being address
- Empirical and theoretical conceptualization
- Presenting pilot study/data
- Research proposal and time frame
- Clarity, specificity of method
- Clear organization
- Outcome of study and its implications
- Budgeting
- Available infra-structure and resources
- Executive summary

References

1. APA (2020) 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. 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. Richardson, L. (1990). Writing Strategies. Reaching Diverse Audience. California: Sage.
7. Thyer, B.A. (1994). Successful Publishing in Scholarly Journals. California: Sage.
8. Seyler, U. Dorothy (1999) Doing Research The Completer Research Paper Guide. Boston: McGraw-Hill College.

SCIENTIFIC WRITING

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Differentiate the different means of communication of research.	3	3	3	2	3
CO2:	Construct different types of tables for data presentation.	3	2	2	2	1
LO3:	Discuss the steps in research writing.	3	2	2	2	1
CO4:	Develop skills in preparing research proposal for funding.	3	2	3	3	2

TECHNOLOGIES FOR SUSTAINABLE DEVELOPMENT

(Discipline Specific)

Code : 24HSEP03D2

Cr: T3 + P0

Pd/Wk: 3

Marks : 100

Learning Objectives

To enable students to

1. understand the concept of sustainable development
2. identify the sustainable technologies related to water, sanitation, health and energy appropriate to rural families and
2. select appropriate technologies for the target group.

Learning Outcomes

On Successful completion of this course , the students will be able to

- Explain the sustainable development goals
- Identify the rural technologies
- Demonstrate any one appropriate technology

UNITS:

1. **Sustainable Development:** Concept, Key pillars, Approaches, Action and Agenda.

Linkage between environment population and development, Impact of lifestyles and changing consumption patterns on environment. Indigenous knowledge systems and environmental sustainability. Environmental legislations and policies, International Environment agreements/protocols.

Sustainable Development Goals : Goals, Targets, Indicators, India's present situation, Strategies towards SDGs attainment, Sustainable Development Goal Index (SDGI)

Agencies involved in the transfer of sustainable technologies to rural areas –KVK, TANSCST, CSIR, DST.

2. **Energy:**

Sources – classification. Biomass – meaning, classification, byproducts, pyrolysis, gasification, liquification and briquetting. Bio-gas-principle, working and maintenance, models – KVIC, Janata, Deenabandhu and community bio gas plants. Programmes of NRSE and TEDA.

3. **Solar energy:** significance, solar devices – solar cooker, solar drier, solar water heater, solar stills and solar photovoltaic cells – working, application, advantages and limitations. Improved chulahs – Characteristics, types of chulah and advantages. Energy crisis – meaning, need for combating energy crisis, measures at micro – level.

4. **Water Management:**

Water related problems – quantitative and qualitative. Major pollutants in water and their health hazards. Potable water – characteristics. Home Scale, Small Scale and large scale purification techniques. Ways of augmenting water resources – Spill water recycling from community water sources, rain water harvesting- need and techniques.

5. Waste Management

Solid waste – classification and the need for good waste management. Different methods of solid waste disposal – dumping, composting, incineration. Sewage – sewage treatment and disposal – large scale. Sanitary latrine – meaning, types and working. Sullage disposal- problems and solutions – soak pit, its construction and functioning.

Related Experiences:

1. Visit to biogas units - individual and community.
2. Use of solar cooker, solar drier and solar water heater.
3. Calculation of Thermal efficiency of smokeless chulah.
4. Visit to a water purification centre, pot chlorination of wells.
5. Construction of a soak pit.

References:

1. Bakshi,A.K.(1995). Energy. India National Book Trust.
2. Centre for Science for Villages (1983). Science and Technology for Women. Wardha: Centre for Science and Villages.
3. Chaturvedi,P. and Joshi.S.(1997). Strategy for Energy Conservation in India. New Delhi: Concept Publishing.
4. Dayal Maheswar (1983). Energy-Today and Tomorrow. New Delhi: Publications Divisions. Government of India.
5. De, A., Gupta, A.K., Aggarwal, S.K., Kushari, A., Runchal, A.K. (2021). Sustainable Development for Energy, Power, and Propulsion
6. Hasanuzzaman Nasrudin Abd Rahim (2019). Energy for Sustainable Development. ISBN: 9780128146453
7. Kamamma,N. (1991). Technology Development Series (1-4). Gandhigram: Gandhigram Rural Institute.
8. Park,K. (2019). Text Book of Preventive and Social Medicine. Jabalpur: M/s Banarsidas Bhanot publishers.
9. Planning Commission. The Five Year Plans. New Delhi: Government of India.
10. Satsangi,S. Prem and Gautam Vinaysil. (1983). Management of Rural Energy Systems. New Delhi: Catgotia Publications.

TECHNOLOGIES FOR SUSTAINABLE DEVELOPMENT

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Explain the sustainable development goals	3	2	1	2	2
CO 2 :	Identify the rural technologies	3	3	2	3	3
CO3 :	Demonstrate any one appropriate technology	2	2	1	3	2

MANAGEMENT OF SHGs
(Discipline Specific Elective)

Code: 24HSEP03D3

Cr : T3+P0

Pd/Wk: 3

Marks : 100

Learning Objectives

To enable students to learn to

- organise and register SHGs and
- empower the groups with needed technical input

Learning Outcomes

On successful completion of this course , the students will be able to

1. explain the history of SHGs in India.
2. organize SHGS at village level.
3. identify the trades for strengthening SHG activities.
4. help the SHGS in developing action plan

UNITS

1. Formation of SHGs:

Origin, Concept, objectives, principles, philosophy and the need for SHGs. Roles and responsibilities of members, representatives. Rules and regulations for SHGs, bye-laws and guidelines for SHGs. Group maintenance fund – source and use.

2. Savings:

Need, frequency, Objectives, types of group savings – optimal, fixed, planned, special) problems in group savings. Role of bank, NABARD, micro finance institutions. Types of loans available to SHGs, Need and importance of giving loans, criteria for giving loans, Recovery of loans, rotation of capital fund.

Grading of SHGs:

3. Need and importance, developing indicators for grading, criteria for grading, SWOT analysis
Need for action plans, developing an annual action. Sustainability of SHGs – Meaning, how to attain sustainability.

4. **Book keeping:**

Accounts – different accounts books and their importance. Writing of SHG books – Savings ledger, Loans ledger, Cash book, receipt & payment voucher, general ledger, insurance ledger.

SHG meetings: Preparation of agenda, meeting minutes, How to SHG meetings, production and marketing of SHG products.

5. **Federation:**

Meaning, Need, organization structure of federation Mahalir Thittam - Objectives and implementation aspects

Role of NGOs in empowering SHGs.(Self Study Unit)

Role of Ministry of Rural Development, Department of Women and child Development
CSWB and CAPART.

Reference

1. Karmakar,K.G., Rural Credit and Self Help Groups: Micro-finance need and Concepts in India, Sage Publications, New Delhi, 1999.
2. Narayanasamy, N (et.al). (2001) “Suya Uthavi Kulukkal Melanmai (Tamil)”. Gandhigram: Gandhigram Rural Institute.
3. Mahalir Thittam Working Manual (2002) Tamil Nadu Corporation for Development of women Limited.
4. Thomas Fisher and M.S.Sriram, Beyond Micro-Credit: Putting Development Back into Micro-finance, Sage Publications, New Delhi, 2002.

MANAGEMENT OF SHGs

Course Outcome (CO)		Programme Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Explain the history of SHGs in India.	3	2	3	3	2
CO2:	Organize SHGS at village level.	3	3	3	3	3
CO3:	Identify the trades for strengthening SHG activities.	3	3	2	3	2
CO4:	Help the SHGS in developing action plan.	3	3	2	2	3

FAMILY AND COMMUNITY SCIENCE
(Discipline Specific Elective)

Code:24HSEP03D4

Cr:T3 + P0

Hours: 3

Marks:100

Learning Objectives :

To enable students

- to have a sound knowledge in various branches of Home Science for strengthening the extension and research base.

Learning outcomes

On successful completion of these units, students are expected to

1. describe the importance of each branch of Home Science
2. understand the essence of each subject
3. prepare them for UGC NET, SLET and ASRB

UNITS

UNIT – I

Food Science and Nutrition : Food groups, Cooking Methods, Principles and Methods of Preservation, Composition of Food, Food Additives, Food Adulteration, Food Laws, Food Processing.

Concept of nutrition, Nutrients, Malnutrition digestion, absorption and metabolism of macro and micro nutrients, deficiencies and sources. Food Hygiene and sanitation.

Food borne infections, Nutrition through life cycle – RDA, Diet modifications for Diabetes, Cardio Vascular Disease, Obesity, Anaemia and Renal Disorders.

UNIT – II

Institution Management – Management, principles and functions, Food Service – Types and styles – personnel management, record maintenance in food service institutions, standardization of recipe, portion control and cost control.

UNIT – III

Textiles and Clothing : General properties and structure of all textile fibers. Processing and manufacture of natural and man-made fibers. Definition and classification of yarns: Identification of yarns and their use in various fabrics. Fabric construction, definition and types of woven, non-woven and knitted fabric . Testing of fibers, yarns and fabric.

Clothing : Principles of clothing-Socio-Psychological aspects of clothing, selection of

fabrics for the family. Clothing construction – basic principles of drafting, flat pattern and draping methods . Textile design-principles and concepts. Care and maintenance of textiles materials and garments; Laundry agents-methods and equipments.

UNIT – IV

Resource Management – Concept of Home Management and steps – Management of Human Resources; Classification of Resources; Basics characteristics of Resources, Decision making in family, Steps in decision making; Methods of resolving conflicts. Work simplification; Importance of work simplification in home; Mundel’s classes of change; Housing, Interior design. Principles of Interior design, Various colours and colour schemes. Household equipment-selection and Care.

UNIT – V

Human Development – Child development- Principles and Stag. Life Span Development – Theories of Human Development and Behaviour. Child rearing , Socialization practices and Dynamics, Early Childhood Care and Education – Emerging trends. Development problems and disabilities during childhood and adolescence. Advanced child study methods and assessment.

References:

1. Corbman.P.B. (1985). Fibre to Fabric. New York : Macraw Hill Book Company.
2. Dantyagi. S. (1996). Fundamentals of Textiles and their Care New Delhi: Orient Longman Limited.
3. Education Planning Gropu . (1987). Home Management, New Delhi : Arya Publishing House.
4. Jha, J.K. (2002). Encyclopaedia of Teaching of Home Science, Vol.I,II and III . New Delhi: Anmol Publications.
5. Srilakshmi.B. (1997). Food Science. New Delhi. New Age International Pvt.Ltd.
6. Suriakanthi.A., (2002). Child Development - An Introduction Gandhigram : Kavitha Publications.
7. Varghese , M.A.et al (1994). Home Management , New Delhi: Viley Eastern Limited.

FAMILY AND COMMUNITY SCIENCE

Course Outcome (CO)		Program me Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Describe the importance of each branch of Home Science.	3	2	2	2	1
CO2:	Understand the essence of each subject.	3	2	2	2	1
CO3:	Prepare them for UGC NET, SLET and ASRB	3	2	2	2	2

DEVELOPMENT PROJECT MANAGEMENT
(Discipline Specific Elective)

Code:24HSEP03D5

Cr:T3 + P0

Hours: 3

Marks:100

Learning Objectives:

To enable students:

- To get an insight related to components of project planning.
- To provide an overview of the significance of general approach and methods and techniques and
- To impart skills in project planning.

UNITS:

1. Basic Concepts: Need, problem, project feasibility, planning, project formulation, forecasting, appraisal, PRA, Importance and objectives of project formulation – project development cycle and its stages , Project classification.
2. Project identification – Identification of project opportunities, government policy, regulations, incentives and restrictions – methods and techniques of project identification, prioritization of projects with people’s participation – pre feasibility study.
3. Project formulation: Feasibility study and opportunity study-techno economic analysis – project design and network analysis – input analysis –financial analysis – social cost benefit analysis.
4. Project Appraisal: Comprehensive appraisal of the key components of the project – project appraisal techniques – decision matrix, systems analysis, urgency and risk analysis, break event analysis, pay back period analysis, rate of return, MPV profitability and IRR analysis, risk analysis and social cost benefit analysis.
5. Project Format: Common format of a project proposal – basic and supportive information required for a project; rules governing the preparation of project proposal. Writing up a project proposal.

References.

1. Bhargava,B.S. et al. (2001) Project identification, Formulation and Appraisal. Metropolitan Book House:New Delhi.
2. Chandra,P. (2012). Project Preparation, Appraisal, Budgeting and implementation. Tata McGraw Hill, New Delhi.
3. Goel,E.B. (2001) Project Management. Tata McGraw Hill, Newdelhi.
4. Mukherjee A (1991). Methodology and Database for centralised Planning with special reference to decentralized Planning in India. Vol.i,ii,iii

DEVELOPMENT PROJECT MANAGEMENT

Course Outcome (CO)		Program me Specific Outcome (PSO)				
		PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1:	Explain the project development cycle	3	2	1	2	2
CO2:	Gain skills in project formulation	3	2	2	2	1
CO3:	Able to write a project proposal	3	2	2	2	2

Modular Courses

CORPORATE SOCIAL RESPONSIBILITY (MODULAR COURSE)

Code: 24HSEP03M1

Cr : 2

Marks : 50

Learning Objectives

To enable the students to

- Understand the concept and need of Corporate Social Responsibility (CSR)
- To identify the role of extension workers in CSR activities
- To equip skills to plan and undertake CSR activities

Learning Outcomes

On Successful completion of this course , the students will be able to

1. explore the opportunities for the extension workers in CSR activities
2. To develop essential skills to get involved in CSR activities

UNITS

- 1 Corporate Social Responsibility – Concept, Definition, history, Scope, challenges
- 2 Triple Bottom line Approach of CSR – Economic, Social, Environmental.
3. Role of Government and NGO in CSR
- 4 Role and Skills of Extension worker in CSR
5. CSR – Indian Perspective and case studies.

REFERENCES

- 1 Baxi. C.V& Prasad. A (2009). Corporate Social Responsibility- Concepts and Cases: The Indian Experiences. New Delhi ; Excel Books
2. Corporate Social Responsibility. - Vol. – I & II Prasenjit Maiti Sharda Publishing House, Jodhpur (India), 2010
3. Sanjay K Agarwal (2008). Corporate Social Responsibility in India . Newdelhi: Sage Publications.

CORPORATE SOCIAL RESPONSIBILITY

Course Outcome (CO)	Program me Specific Outcome (PSO)				
	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1: Explore the opportunities for the extension workers in CSR activities	3	2	2	2	1
CO2: To develop essential skills to get involved in CSR activities	3	2	2	2	1

CYBER EXTENSION
(MODULAR COURSE)

Code: 24HSEP03M2

Cr : 2

Marks : 50

Learning Objectives

To enable the students to

- Understand the concept and need of cyber extension
- To identify the role of extension workers in cyber extension activities

UNITS

1. Cyber Extension Extension - concept, national and international cases of extension projects using ICT and their impact of extension.
2. Cyber Extension: Opportunity and Challenges. Alternative methods of financing - scope, limitations, experience and cases.
3. Research studies in cyber extension
4. Public – Private Partnership: meaning, models, identification of various areas for partnership, a critical analysis of extension pluralism,
5. Stakeholder’s analysis in extension. Mainstreaming gender in Extension- issues and prospects;

CYBER EXTENSION

ADVERTISING AND SOCIAL MARKETING
(MODULAR COURSE)

Code: 24HSEP04M1

Cr : 2

Marks : 50

Learning Objectives

To enable the students to

- Understand the concept and need of social marketing
- To identify the role of extension workers in advertising and social marketing

Units:

1. Advertising Concept, types appeals and role of advertisements
2. Analysis of advertisements in media- print, audio and video Designing advertisements for media- print, audio and video
3. Audience segmentation and its importance in advertising Laws, Standards & Regulations and Ethics.
4. Social Marketing – concept. Social marketing and advertising.
5. Innovative strategies in social marketing.

PARTICIPATORY METHODS FOR TECHNOLOGY DEVELOPMENT AND TRANSFER

(MODULAR COURSE)

Code: 24HSEP04M2

Cr : 2

Marks : 50

Learning Objectives

To enable the students to

- Understand the participatory approaches
- Prepare action plans using participatory methods

UNITS

1. **Participatory extension** – Importance, key features, principles and process of participatory approaches; Different participatory approaches (RRA, PRA, PLA, AEA, PALM, PAR, PAME, ESRE, FPR) and successful models.
2. **Participatory tools and techniques.** Space Related Methods : village map (social & resource), mobility services and opportunities map and transect; Time related methods : time line, trend analysis, seasonal diagram. Daily activity schedule, dream map; Relation oriented methods : cause and effect diagram (problem tree), impact – diagram, well being ranking method, Venn diagram, matrix ranking, livelihood analysis.
3. **Preparation of action plans**, concept and action plan preparation; Participatory technology development and dissemination; Participatory planning and management, phases and steps in planning and implementation aspects; Process monitoring, participatory evaluation.

**Value Added Courses
Leadership Training**

Code: 24HSEP00S1

Cr : 2

Marks : 50

Learning Objectives

To enable the students to

- Understand the traits and styles of leadership
- Develop leadership skills

UNITS

- 1 Leadership – Definition, traits and role
- 2 Leadership Styles – Autocratic, Democratic, Bureaucratic, Charismatic
- 3 Leadership Skills
 - Communication and Assertiveness
 - Negotiation and Persuasion skills
 - Coaching and Emotional Intelligence
 - Team Management and Conflict resolution
