

Sant Gadge Baba Amravati University
Faculty: Interdisciplinary Studies
Two Years- Four Semesters Master's Degree Programme
NEPv23 (with Exit and Entry Option)

Programme: M Sc. Home Science (Communication and Extension)

Part A

Program Outcomes:

After successful completion of the course students will

1. Create awareness to become an enlightened citizen as well as a dynamic professional with commitment to deliver one's responsibilities strictly adhering to highest standard of ethics and professionalism
2. Generate self-employment potential through entrepreneurial skill training by developing competency in the preparation of participatory and innovative communication strategies for the dissemination of vital information to vulnerable sections of the population.
3. Justify the socio cultural and economic problems of the community and provide scientific solutions with the domain of subject knowledge for critical analysis.
4. Analyse and write effective reports, documentation, make effective presentations and Communicate effectively with all the target groups, and the society.
5. Analyse the practical knowledge of research and apply the subject matter knowledge in the field
6. Contribute to the society through the pursuit of education, learning and research at level of excellence.

Program Specific Outcomes: After successful completion of the program students will

1. Explain the existing community organisations and extension system and their role in community development.
2. Communicate ideas intended to change the behaviour of people at receiver's end.
3. Develop skills to work with the community in development programmes, and develop research aptitude to think rationally.
4. Create a pro-environmental attitude and a behavioural pattern which is based on creating sustainable lifestyles.
5. Utilise the mass media for the welfare of the community.

Employability Potential of the Programme:

Home Science is a discipline of study that focuses on the vertical and horizontal development of the society i.e. individuals and families and homes and communities. The fundamental objective of Home Science extension education is the development of the individual in specific and community in general.

The curriculum of M Sc. Home Science Communication and Extension comprises three components relating to core, elective, and practical courses along with research component. The students get the exposure on cognitive, affective and psychomotor domain of the learning. The core courses emphasize on fundamental aspects of communication and extension for welfare of the community. It is basis for progression of students to higher studies like M. Phil and Ph. D.

The course will develop competencies in the students to work as professionals with governmental and non-governmental organisations in various capacities. It will enhance self-employment potential through entrepreneurial skill training by developing competency in the preparation of participatory and innovative communication strategies for the dissemination of vital information to vulnerable sections of the population. Some employment opportunities are listed below.

Professionals in Governmental and Non-Governmental Organisations

- Preparation for competitive all India entrance exams e.g. NET, SET etc
- State Govt. Departments (Extension Officers)
- Specialists in international developmental planning organizations
- Planning Commission (Rural Advisor)

- Public Relation Officers in Government Departments
- Executives in Women Welfare & Child Development,
- Rural Development,
- Tribal Development
- Social Welfare Department
- Non-government institutions
- Subject Matter Specialist at KVKs
- Officer Adult/ Non formal Education

Self-Employment Opportunities

- ICT module designers for community education, especially women, adolescent girls and children
- Freelancer media writer/ Web Writer
- Social Marketing Managers
- Media Evaluation and researcher
- Script editor
- Script Researcher
- Consultant for Extension Program and Events
- Extension Training organiser, and Motivator,

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NEPv23 with Exit and Entry Option

M. Sc. Home Science (Communication and Extension) First Year Semester- I

Part B

NEP v 2023 Syllabus Prescribed for Two Year PG Programme

M Sc. Home Science (Communication and Extension) Semester I

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE 101	Research Methodology and IPR	60

Course Outcomes: After successful completion of the course the students will

1. Acquaint with the research and its types
2. Apply the techniques of research methodology
3. Use the knowledge of intellectual property right

Unit	Content	Periods
Unit I	Introduction to Research <ul style="list-style-type: none"> • Research – meaning and definition, • Importance of research in the developmental context • Research process 	10
Unit II	Research Design and Sampling <ul style="list-style-type: none"> • Meaning, Basic components of research design and types of research design • Concept of Population and Sample, Characteristics of good sample • Sample Design - Types and procedure of drawing Probability sampling and Non probability sampling 	12
Unit III	Data Collection <ul style="list-style-type: none"> • Concept of data, Types of Data – Qualitative and Quantitative data, Primary and Secondary data • Levels of data measurements Construction of measurement scales- Rating scale, Attitude scale • Tools of data collection and their uses - Questionnaire , Schedule, Interview – structured and unstructured , Observation – participant and non-participant 	12
Unit IV	Descriptive and Inferential Analysis of Data <ul style="list-style-type: none"> • Measures of central tendency-mean, median, mode-arithmetic mean 	14

	<p>and its uses</p> <ul style="list-style-type: none"> • Measures of dispersion /variability- range, variance, standard deviation, standard error, coefficient of variation, • Large and Small Sample tests and interpretation Coefficient of correlation, t tests ,Z test, F test, ANOVA • Application of non-parametric tests ·Chi square test ·Spearman’s Rank correlation 	
Unit V	<p>Intellectual Property Right</p> <ul style="list-style-type: none"> • Concept, Kinds of IPR- Patent, Copyright, Trademark, Design, Geographical indication. • IT Act 2000 • World Intellectual Property Organisation (WIPO) 	12

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References

1. Devadas.R., 2000.A Handbook on methodology of Research, Sri RamakrishnaVidyalaya, Coimbatore,
2. Gupta.S.P., 2002 .Statistical Methods, Sultan Chand & Sons, New Delhi,
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4. Kothari.G.R., 2004 Research Methodology, Methods and Techniques, Wiley EasternLimited, New Delhi,
5. Gosh.B.N., 2006. Scientific Methods and Social Research Sterling Publishers Pvt.ltd.,New Delhi.
6. Kulbir Singh. S., 2006 Methodology of Research in Education Sterling PublishersPvt. Ltd., New Delhi.
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8. Kothari, C.R. 2019 Research Methodology: Methods and Techniques. 4th Edition, New Age International Publishers, New Delhi.
9. Gosh B.N. 2012. Scientific methods and social research.4th edition, Sterling Publishers Pvt. Ltd. New Delhi.
10. Arora M. 2007, Universal's Guide to Patents Law (English) 4th Edition Universal Law Publishing House
11. Kalyan C. Kankanala, 2012. Indian Patent Law Oxford University Press-New Delhi

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE 102	Community Organization and Extension System	60

Course Outcomes: After Completion of the course the student will

1. Understand the concept, structure and organisation of different types of communities
2. Illustrate the factors Contributing to changes in community, organisation and their mobilisation
3. Apply the changing concept of extension and the support system development for extension education

Unit	Content	Periods
Unit I	Community Concepts and Perspectives <ul style="list-style-type: none"> • Definition Concepts and Characteristics of community. • Structure and organization of different types of communities –tribal, rural and urban • Comparison between Tribal, Rural and Urban communities- for culture, norms, mores, customs, taboos, traditions etc. 	12
Unit II	Extension Systems in India: <ul style="list-style-type: none"> • Extension - Meaning, changing concept of extension, Philosophy, objectives, Principles, Functions. • Components of extension and dimension • Approaches: Integrated, area, cluster, target approach • Extension Models: Technology innovation transfer model, social education model, indigenization model 	12
Unit III	Dynamics of Change in Community <ul style="list-style-type: none"> • Social Organisations- Family, school, cooperatives and other organisations, and their role in community. • Factors contributing to change and transition in the structure and organisation of community. Mass media and communication globalisation and their impact on community. • Concept of planned social change, peoples participation, concept, types and barriers to participation in bringing about social change. 	12
Unit IV	National Extension system: <ul style="list-style-type: none"> • Community based organization, urban and rural institution in Development • Integrated functioning of teaching, research and extension, KVK, Trainer's Training centres. • Extension system of Ministry of Rural Development, Department of Industries and Ministry of Women and Child Development work by GO - NGO collaborations 	12
Unit V	Support structures and their functions	12

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	<ul style="list-style-type: none"> • Panchayat, Panchayat union, Resource Description and Access, Central Social Welfare Board, State Social Welfare Board • National, international & local voluntary agencies like. CAPART, KVIC NABARD, ICDS,WHO, UNICEF • Local level Voluntary agencies, peoples, organisation at grass roots 	
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- 1) Reddy A. (1999) Extension Education, Sree Lakshmi Press Bapatla. ISBN Number 978-93-5495-266-1
- 3) Das, V. (Ed.) (2003) The Oxford Indian Companion to Sociology and Anthropology. New Delhi: Oxford University Press ISBN Number - 13: 978-01956 45 828
- 3) Dhama O.P. and Bhatnagar O.P (2010) Education and Communication For Development. Oxford IBH Publishing Co Pvt. Ltd., New Delhi ISBN Number: 9788120406306
- 4) Ray G. L. (1991) Extension communication and Management. Naya Prakash, Calcutta ISBN Number: 8185421072 9788185421070
- 5) Handy, C.B. (1983) Understanding organization. Harmondsworth: Penguin ISBN Number: 9780140091106.
- 6) Korten D.C. (1990), people centred Development Getting to the 21st Century ISBN Number 1-85339-079-8
- 7) Dale R. (2000) Organisation and Development Strategies, Structures and processes, Sage Publication New Delhi ISBN Number: 4786 76 149 4305

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE 103	Socio-Economic Environment and Sustainable Development	60

Course Outcomes: After successful completion of the course the students will

1. Analyze the concept and aspects influencing sustainable development
2. Sensitize for the problems of Indian economy
3. Realize the dimensions of environmental Problems and associated hazards and risks

Unit	Content	Periods
Unit I	Approaches to Development: <ul style="list-style-type: none"> • Meaning and concept of growth vs. development, indicators of development. • Factors in economic development. • Stages of economic growth, self-sustaining growth, Peoples participation-concept, types and forms. 	12
Unit II	Sustainable Development: <ul style="list-style-type: none"> • Sustainability- Meaning, concept and implications for development. • Sustainable Development- Meaning, concept and dimension. Goals of sustainable development- income, education, health, longitivity, poverty. • Aspects of Sustainable development: Status, trends and disparities. 	12
Unit III	Pollution control and Management: <ul style="list-style-type: none"> • Pollution and environment with reference to air, water, soil and noise. Effect on health and quality of life. • Impact of pollution on ozone layer, greenhouse effect, global warming. • Pollution control: <ul style="list-style-type: none"> -Types of waste, solid waste management. -Water pollution, waste water treatment and water management system. -Air, water and sound pollution monitoring and control. 	12

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Unit IV	Indian Economic Environment: <ul style="list-style-type: none"> • Structure of Indian economy- changing structure of Indian economy. • Constraints on growth- issues of pollution, income distribution, poverty, unemployment, inequality and migration. • Family and economy, family and health. 	12
Unit V	Environmental Challenges: <ul style="list-style-type: none"> • Ecosystem- Meaning, factors affecting changes in ecosystem and environment- • socio economic, problems of sustainability of ecosystem. • Intrinsic linkage between environment and sustainable development. • Environmentally sound technologies- their impact on sustainable management of resources, technologies for water management, fuel and energy conservation, 	12

References :

- 1) Dreze, J. & Sen, A.k (1995) India Economic Development and Social opportunity. New Delhi: Oxford University Press. ISBN 0198290128
- 2) Jalan, B. (1992) The Indian Economy: Problems and Prospects. New Delhi: Viking Penguin. ISBN 0670844284
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- 6) United Nations publication, World Economic and Social Survey (2018), Frontier technologies for sustainable development, ISBN 978-92-1-109179-3

Code of the Course/Subject Title of the Course/Subject (Total Number of Periods)

CE 104 Adult Learning Psychology 45

Course Outcomes: After successful completion of the course the students will

1. Analyze the concepts and principles of adult learning
2. Apply theories of learning while planning of educational programs for adults.
3. Create learning environment for adults by application of psychological principles and theories.

Unit	Content	Periods
Unit I	Adult Learning Psychology <ul style="list-style-type: none"> • Components of Human Behaviour. • Bloom's taxonomy of educational objectives • Characteristics and Principles of adult learning. • Importance of andragogy in Home Science Extension work. 	9
Unit II	Learning <ul style="list-style-type: none"> • Concept, Definition, • Theories of learning, <ul style="list-style-type: none"> ○ Learning by Association, ○ Learning by Conditioning, ○ Trial and Error theory, ○ Learning by insight and their relevance to adult learning 	9
Unit III	Motivation <ul style="list-style-type: none"> • Concept, types of Motivation and functions • Function of motivation for adult learning • Rogers self-theory 	9

	<ul style="list-style-type: none"> Maslow's Self Actualization Theory 	
Unit IV	Learning in Groups and Teams <ul style="list-style-type: none"> Fundamentals of learning in groups and teams, Effects of leadership, group member roles and processes, performance, and culture in learning Group theory, models and practices of collective learning. 	9
Unit V	Tools of Measurement of Adult Learning <ul style="list-style-type: none"> Process of construction of Knowledge test Process of construction of Likert's Method Attitude scale Process of construction of Practice test. 	9

References

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Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE 105 A	Communication Technology for Extension Teaching	45

Course Outcomes: After successful completion of the course the students will

- Apply the methods of extension teaching and its application extension teaching
- Prepare projected and non-projected aid for various extension activities
- Evaluate different projected and non-projected aid

Unit	Content	Periods
Unit I	Communication Technology <ul style="list-style-type: none"> An introduction with communication technology Meaning, Concept, origin of communication technology Types and kinds of communication technology Advanced technology in communication 	9
Unit II	Methods of Extension Teaching <ul style="list-style-type: none"> Meaning and definition and functions of extension teaching methods. Classification of Extension Teaching Methods Advantages and limitations of extension teaching methods 	9
Unit III	Media Systems <ul style="list-style-type: none"> 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 Outdoor media: Exhibition, fairs and Campaigns, etc. 	9
Unit IV	Extension and Extension Tools <ul style="list-style-type: none"> Meaning and definition of medium of communication and preparation of Non-projected tools of extension teaching Projected aid of extension teaching for 	9

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	<ul style="list-style-type: none"> ○ Audio media ○ Video media ○ Audio visual media 	
Unit V	Information Communication Technology <ul style="list-style-type: none"> ● Concept of ICT its role in rural development ● ICT tools, email, internet, use of multimedia, use of mobile phone, ● Computer assisted instruction, touch screen, micro-computers, web technologies and information kiosk, ● Open education resources 	9

References:

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2. Technology of teaching N.R. Swarup saxena, Dr. S.C. oberoi, second edition, (1999), R.
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Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE105 B	Non Formal and Lifelong Education	45

Course Outcomes: After successful completion of the course the students will

1. Acquaint with the concept and components of Non formal Education and Life Long Learning
2. Apply the principles of Non formal and Life Long Learning for community
3. Monitor and evaluate various Non-formal and Life Long Learning Programmes

Unit	Content	Periods
Unit I	Non Formal Education <ul style="list-style-type: none"> ● Meaning & Purpose ● Difference between formal & Non-Formal Education ● Significance of Non-Formal Education in India ● New education policy & NFE 	9
Unit II	Life long Learning <ul style="list-style-type: none"> ● Meaning and Concept of Lifelong Education Components of Lifelong Education Objectives of Lifelong Education ● Need/Importance and significance of Lifelong Education ● Various forms of Lifelong Education ● Principles of Lifelong Education 	9
Unit III	Methods and Material for Non Formal / Life Long Education <ul style="list-style-type: none"> ● Teaching Methods for non formal and lifelong education ● Educational Materials for non formal and lifelong education ● Techniques of community study ● Subject matter for Non-Formal Education, Physical aspects - place, seating arrangement, lighting, ventilation 	9
Unit IV	Monitoring and Evaluation <ul style="list-style-type: none"> ● Plan for Monitoring non formal and lifelong education ● Techniques for Evaluation of non formal and lifelong education 	9
Unit V	Programmes and Policies for Non Formal/Adult/ Life Long and Continuing Education <ul style="list-style-type: none"> ● GO and NGOs working for Non formal/ Adult and Life Long Education ● Government programs for adult and lifelong education 	9

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	<ul style="list-style-type: none"> • NGOs working for adult and lifelong education: Local, State, National 	
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References:

- Mishra. L., Adult Education, A study of the trials, APH Publishing Corporation, New Delhi.
 Chandra A., Shah A. Non Formal Education for All, Sterling Publishers, New Delhi.
 Singh M., New Companion to Adult Educators, International Institute of Adult and Life Long Education, New Delhi.
 Kundu, C.L., Adult Education-Principles, Practice and Prospects, Sterling Publishers Pvt. Ltd., New Delhi.
 Singh, N. K., Adult Education, Saurabh Publishing House New Delhi
 S. Venkataiah, Non-Formal Education, Anmol Publications Pvt Ltd., New Delhi.
 Singh N. K, Adult Education, Saurabh Publishing House, New Delhi.
 Khajuria D. P., New Trends in Indian Education, Narendra Publishing House, Jalandhar.

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
CE 106	Socio-Economic Environment and Sustainable Development	2/W

Course Outcomes: After successful completion of the course the students will

1. Prepare models on environmentally sustainable technologies for conservation of natural resources
2. Evaluate different sustainable technologies

* **List of Practical/Laboratory Experiments/Activities etc.**

1	Mapping of available natural resources in your area by using PRA techniques.
2	Visit to NGO working for the sustainable development.
3	Make a project report on environment and sustainable development.
4	Prepare and evaluate environmentally sustainable technologies for conservation of natural resources (Fuel, food, water, pollution control, waste control, water purification)
5	Prepare and present educational game related to environmental sustainability.

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
CE 107	Community organization & Extension System	2/W

Cos:

1. Assess the implementation of government programmes for rural development and women and child welfare implementation strategies.
2. Understand the concept, structure and organization of different types of communities.
3. Identify the support development for extension education.

***List of Practical/ Field Activities**

1	Assessment of social-economic status and culture of tribal, rural and urban communities.
2	Visit to Health and Sanitation office to study the Programme support for extension.
3	Visit to ICDS & slum area development office to understand the on- going programme.

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4	Participate in an on-going activity of social organization like school, cooperatives, NGOs, etc. and prepare a report with relevant evidences.
5	Prepare a report on the study of on-going programme of Ministry of Rural development in your area.

Code of the Course/Subject **Title of the Course/Subject** **(No. of Periods/Week)**
(Laboratory/Practical/practicum/hands-on/Activity)

CE 108 **Adult Learning Psychology** **2/W**

Course Outcomes: After successful completion of the course the students will

1. Apply the psychological principles and theories for creation of learning environment for groups or teams.
2. Evaluate the learning of knowledge, attitude and practices of adult learners.

*** List of Practical/Laboratory Experiments/Activities etc.**

1	Develop knowledge test on definite content and implement one it on small sample, Calculate knowledge index.
2	Develop attitude test on defined topic and implement it on small group
3	Develop a practice test on a topic and implement it on small group.
4	Develop an interview schedule for understanding learning psychology of adults and implement it on small group
5	Prepare record book with the relevant evidences.

Code of the Course/Subject **Title of the Course/Subject** **(No. of Periods/Week)**
(Laboratory/Practical/practicum/hands-on/Activity)

CE 109A **Communication Technology for Extension Teaching** **2/W**

Course Outcomes: After successful completion of the course the students will

1. Prepare projected and non-projected aid for various extension activities.
2. Evaluate different projected and non-projected aid

*** List of Practical/Laboratory Experiments/Activities etc.**

1	Prepare audio- visual clip, present and evaluate it on various social media. At least One
2	Prepare non-projected aid and evaluate with standards norms. At least four
3	Preparation of suitable audio-visual aid for various target groups at least two
4	Enlist different online platforms for education and write in detail about the specific program conducted related to Communication and Extension subject
5	Prepare hard and soft copy of record book with relevant evidences.

Code of the Course/Subject **Title of the Course/Subject** **(No. of Periods/Week)**
(Laboratory/Practical/practicum/hands-on/Activity)

CE 109 B **Non Formal and Lifelong Education** **2/W**

Course Outcomes: After successful completion of the course the students will

1. Analyse the status of non formal and lifelong education
2. Plan program for non formal and adult education
* **List of Practical/Laboratory Experiments/Activities etc.**

1	Visits to different NGO's involved in Non Formal/Life Long Education
2	Reporting of Literacy news, events from periodicals and newspapers and digital media.
3	Plan and organize program for non formal/ adult education on relevant topic

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NEP v 2023 Syllabus Prescribed for Two Year PG Programme
M Sc. Home Science (Communication and Extension) Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE 201	Training for Human Resource Development	60

Course Outcomes: After successful completion of the course the students will

1. Analyse the priorities of extension training for human resource development
2. Plan and implement extension training program
3. Evaluate the extension training programs

Unit	Content	Periods
Unit I	Training in extension <ul style="list-style-type: none"> • Concept of training and types of training • Relationship between training and education. • Goals of training; self-development, action learning, organizational development, enhancing organizational effectiveness, team spirit. 	12
Unit II	Training and Human Resource Development (HRD) <ul style="list-style-type: none"> • Concept of Human Resource Development, • Dimensions, needs and priorities • Training and HRD in extension. 	12
Unit III :	Current Training Methodologies <ul style="list-style-type: none"> • Organizational development approach, • Competency based training, • Participatory training methodologies; aspects, advantages, limitations etc. • Roles of trainer, counselor, coach, partner, facilitator, teacher advisor, model, expert, Competencies of a trainer; 	12
Unit IV	Training Process <ul style="list-style-type: none"> • Different phases of training, • Models of training, as inputs, process, outputs, system approach to training: • Stages of training, Training need assessment, approaches to training assessment. 	12
Unit V	Training Programme Evaluation <ul style="list-style-type: none"> • Meaning, purpose, approaches to evaluation; • Types of evaluation, evaluation for guiding, checking and monitoring for action. • Tools for evaluation, quantities and qualitative evaluation. • Evaluation process; methods and techniques. 	12

References

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Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE 202	Development Communication	60

Course Outcomes: After successful completion of the course the students will

1. Use the proper skills strategies of communication strategies.
2. Develop communication skills in developmental issues
3. Select technologies for development communication

Unit	Content	Periods
Unit 1	<p>Basic Concept: Development</p> <ul style="list-style-type: none"> • Definition, basic concept, nature, evolution, significance, functions and dysfunctions, dynamics of development. • Models of Development: <ul style="list-style-type: none"> ○ Economic growth model ○ Social equity model ○ Participatory model • Indicators of Development-Human Development Index, gender empowerment measure, human poverty index, global ratings of countries based on the indices classification of regions and countries on the basis of development 	12
Unit 2	<p>Concept of Development Communication</p> <ul style="list-style-type: none"> • Meaning & concept of development communication • Process of development communication • Influence of communication on development. 	10
Unit 3	<p>Models of Development Communication</p> <ul style="list-style-type: none"> • Dominant paradigm of development • Dependency model • New Paradigm of development • Independent model, Basic need model • Strategies in Development Communication. <p>Promotion of Development Communication by Government</p> <ul style="list-style-type: none"> • Role of government agencies resource centers • Strategies related to various target groups: a) Tribal b) women c) Youth d) Target with special needs. e) Adolescent 	14
Unit 4	<p>Media in Development Communication</p> <ul style="list-style-type: none"> • Role of Traditional & modern media in development communication • Understanding and analysis of ongoing government non-governmental efforts in development communication. • National projects of development communication. 	12
Unit 5	<p>Trends in Communication</p> <ul style="list-style-type: none"> • Trends in Communication approaches in development programs. • New avenues for development communication-literacy, women development human rights & environment. • 5.3 National projects of development communication - SITE, Jhabna 	12

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4. Roy G.L (1991): Extension communication and Management, Naya Prakash, Culcutta.
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Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE 203	Community Nutrition	45

Course Outcomes: After completion of the course students will

1. Describe and discuss concept of health with individuals, target groups and community
- 2 Plan, implement and evaluate nutrition education programmes for identified target groups
3. Use effective communication methods for disseminating nutrition and health information among people

Unit	Content	Periods
Unit I	<p>Community Nutrition and Health</p> <ul style="list-style-type: none"> • Concept of community, concept of nutrition and its relation to health <ul style="list-style-type: none"> • Definition and Concept of health, dimensions and determinants of health, • Right to health, Indicators of health, concept of wellbeing • Responsibility of health – Individual, community, state, international • Demographic profile and vital statistics 	9
Unit II	<p>Problems in Human Nutrition</p> <ul style="list-style-type: none"> • Low birth weight, Protein energy malnutrition, Vitamin A deficiency, Nutritional anemia, Iodine deficiency, Fluorosis, Lathyrism • Strategies to combat Nutritional Deficiencies- food fortification, food enrichment, vitamin A Prophylaxis Programme, prophylaxis against nutritional anemias, control of Iodine deficiency disorders 	9
Unit III	<p>Nutrition Education and Communication</p> <ul style="list-style-type: none"> • Nutrition education – Definition, meaning and importance, • Process of nutrition education – Principles of Panning, implementation and evaluation, Methods of Nutrition education, Problems of Nutrition Education Programmes 	9

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	<ul style="list-style-type: none"> • Process of communication, types of communication, and methods in health communication 	
Unit IV	<ul style="list-style-type: none"> • Natural and manmade disasters resulting in emergency situation- famine, draught food, earthquake cyclone, war and Political emergencies • Assessment and Surveillance of nutritional status in emergency affected Population • Indicators of malnutrition, Clinical Signs Screening acute malnutrition • Nutritional relief and Rehabilitation- <ul style="list-style-type: none"> ○ Assessment of food needs ○ Mass and Supplementary feeding ○ Local foods in rehabilitation. ○ Scarcity ratio 	9
Unit V	<p>Food Production, Food and Nutritional Security</p> <ul style="list-style-type: none"> - Food Production, Post-harvest technology, food grain Storage - Food requirements various food availability, food and nutritional Security • Food Security and Food Security programmes - Public Distribution system (PDS) - Antyodaya Anna Yojana (AAY) - Annapurna Scheme - National food for work Programme 	9

References:

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9. food and Nutsition Board National Plan of Acton on Nutrition Department of women & child Development Ministry of HRD, Govt of India

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE 204 A	Diffusion and Adoption of Innovations	45

Course Outcomes: After successful completion of the course the students will

1. Understand the concept of diffusion of innovations
2. Explore the sustainable communication methods of innovation decision process
3. Adopt the models of communication flows and apply in the community

Unit	Content	Periods
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Unit I	Diffusion <ul style="list-style-type: none"> • Concept, meaning, differences between communication and diffusion; Elements of diffusion • Innovation-development process; Social construction of technology. 	9
Unit II	Innovation <ul style="list-style-type: none"> • Form, function and meaning of innovation, Decision process; Three types of knowledge • Preventive innovation; Discontinuance; Reinvention; Innovation-decision period; Attributes of innovation • Suitable Communication methods in different stages of Innovation Decision process. 	9
Unit III	Adoption <ul style="list-style-type: none"> • Concept, adoption process; Adopter categories – characteristics of adopter categories • Rate of adoption; Over adoption; Models of communication flows; Diffusion effect • Opinion leadership – characteristics, Homophily and heterophily, monomorphic and polymorphic leaders 	9
Unit IV	Types of innovation-decisions <ul style="list-style-type: none"> • Optional, collective, authority and contingent innovation-decisions • Change Agent – sequence of change agent roles and efforts. • Innovation decision in changed situation-role of IT/ Input- Dealers /incentive etc 	9
Unit V	Consequences of innovations <ul style="list-style-type: none"> • Meaning, classification of consequences – desirable or undesirable, direct or indirect, anticipated or unanticipated consequences • Functional and dysfunctional 	9

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Course Outcomes: After completion of the course students will

1. Acquaint with regarding folk media and its role indevelopmental communication.
1. Identify traditional as well as contemporary folk forms of Communication.
2. Develop skill in selecting and using folk media for developmental communication.

Unit	Content	Periods
Unit I	Folk Media In India <ul style="list-style-type: none"> • Genesis and growth of folk media in India. • Folk media as means of transmitting theculture of a society . • Current trends in the use of folk media in development. 	9
Unit II	Folk Media In Developmental Communication <ul style="list-style-type: none"> • Significance of folk media in developmental context. • Contribution of folk music, folk dances and folk dramas for developmental society. 	9
Unit III	Various Forms of Folk Media <ul style="list-style-type: none"> • Forms of folk media-Music, Dance, Theater • Folk Music - The concept of folk music, the cultural, physical intellectual, emotional, moral and spiritual value of music. • Folk Dance - Various forms of folk dances and their educational value. 	9
Unit IV	Folk Theaters <ul style="list-style-type: none"> • Street theater - meaning, preparation, itsperformance, its educational value, evaluation of street plays • .Puppets - types, stages, accessories, storage , performance, educational values • Popular Indian Folk theater like Lavani- Maharashtra Bhavai- Gujarat, Nautanki – North India Puppetry 	9
Unit V	Messages For Folk Media <ul style="list-style-type: none"> • Developing messages for folk media <ul style="list-style-type: none"> - Their nature - Steps in developing messages - Limitations of developing messages • Integrating of the exiting messages of the community with the developmental messages • Media blending - concept and importanceare in the use of folk media 	9

References:

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Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
CE 205	Training for Human Resource Development	2/W

Course Outcomes: After successful completion of the course the students will

1. Developing skills in selection and use of different training methods.
2. Evaluate the extension training program at various levels.

* **List of Practical/Laboratory Experiments/Activities etc.**

1	Designing training programs for different development goals.
2	Simulation exercise on selection and use of different training methods and training games.
3	Plan and Organize the training program for any one developmental goal.
4	Evaluation of the training programs on various levels

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	groups
3	Preparing Messages, posters, leaflets, videos for nutrition promotion
4	Survey of at schools with ongoing mid-day meal programme and survey of at Anganwadi Centre with ongoing ICDS programme with major focus to the quality of food provided
5	Critical review of food security programmes through contacting beneficiaries

Code of the Course/Subject	Title of the Course/Subject	(Periods per Week)
CE 208 A	Diffusion and Adoption of Innovations	2/W

Course Outcomes: After successful completion of the course students will

1. Acquaint with the trends of adoption of innovation
2. Apply the knowledge for diffusion of innovation

1	Identify the innovations related to various areas of Home Science
2	Search the trends of adoption related to any one innovation
3	Prepare the report for categories of adopters

Code of the Course/Subject

Code of the Course/Subject	Title of the Course/Subject	(Periods per Week)
CE 208 B	Folk Media for Communication	2/W

Course Outcomes: After successful completion of the course the students will

1. Apply the folk forms for development communication
2. Develop form mixes for the target population

1	Identify few folk forms of different religions of India with its content, context and origin with the specific cultural background.
2	Select any contemporary issues and write of script based on a selected folk format and enact it.
3	Perform any two folk forms for development communication