

SEMESTER I

Theory: Introdnction to Extension Education System (T)							
Level	Semester	Course Code	Course Name	Credits	Teachin g Hours	Exam Durat ion	Max Marks
4.5	I	802201	Introduction to Extension Education System (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

CourseObjectives-

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
4. To get basic idea about extension.
5. 5. To get familiarize with the earlier extension efforts in India

Course Outcome:

- 1.1.Explain the basics of Extension Education.
2. 2.Identify different extension models and approaches.
3. Compare extension systems in India and other countries.
4. Apply extension knowledge in community and rural development.

UNIT	CONTENTS	Workload Allotted	Weightage ofMarks Allotted	Incorporation of Pedagogies
UNIT-I	Conceptual analysis • Extension Meaning, philosophy, objectives, principles, functions, components of extension and dimension of extension. Extension education- meaning, process and principles of learning in extension.	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning
UNIT-II	Extension model and approaches: • Models Technology-Innovation transfer model, Social education model, indigenization model, social action, empowerment participation model, combination models. • Approaches; Agricultural extension, commodity specialized, training and visit, participatory, project, faming systems development, cost sharing, educational institution, integrated area	8		Regular lectures, demonstrations, Exercises on observation and follow up with group Discussions, case studies,

Course Objectives: 1. Understand the role of rural institutions in community development. 2. Learn about government welfare programmes and services. 3. Understand the role of Panchayati Raj Institutions in rural development. 4. Develop communication and field study skills.
Course Outcome: 1. Identify the functions of rural institutions. 2. Explain the activities of the District Social Welfare Office. 3. Conduct a field survey and prepare a practical report.
List of Practical in Introduction to Extension Education System (P)
1. A survey report on any one rural institution: village school, mahila mandal, youth clubs.
2. Visitto District Social Welfare Office to understand the on-going programme
3. Discussion with Panchayat officials on their role of panchayat in rural development

SEMESTER II

Theory: Communication and Extension(T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
4.5	II	802208	Communication and Extension (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives:

1. To develop effective communication skills among students.
2. To understand the process, types, and barriers of communication.
3. To enhance verbal, non-verbal, written communication abilities.
4. To provide practical exposure through communication activities and exercises

Course Outcome:

1. Identify communication models, principles, and barriers.
2. Describe the role of communication in media, education, and organizations.
3. Apply communication skills in extension work and social change.

UNIT	CONTENTS	Workload Allotted	Weightage of Marks Allotted	Incorporation of Pedagogies
UNIT-I	Fundamental of communication and extension education- • Concepts, meaning, Definition, Scope, Functions of Communication • Types of Communication- verbal communication, non-verbal communication. Formal and informal communication, Interpersonal and group communication, written communication, mass communication • Process and Elements of Communication with their characteristics	7		Demonstration, Classroom study • Self-study • Experiential learning • Assignment designing • Participative learning Regular lectures, demonstrations, Exercises on observation and follow up with group Discussions, case studies, ICT enabled teaching and learning experiences
UNIT-II	Understanding Human Communication • Culture and communication- Signs, symbols and codes in communication • Postulates/Principles of effective Communication • Models of Communication, Barriers to Communication, Culture and communication- Signs, symbols and codes in communication,	8		

	Communicating Effectively Concept, nature and relevance to communication process: Empathy, Persuasion, Perception, Listening			in terms of video Lessons and documentary film shows.
UNIT-III	Scope of Communication - Scope of Communication- Education, training and learning industry, Motivation and Management, Corporate Communication, Management of Organizations, Advertising and Public relations - Communication and mainstream media- newspaper, radio, television and Cinema, ICTs and web-based communication	7		
UNIT-IV	Communication for Extension - Concept, philosophy of Extension, Principles of Extension - Relationship between, Communication, Extension and Development - Communication for social change	8		
References:	- Berlo, David K.. (1960). <i>The process of communication: An introduction to theory and practice</i>. Holt, Rinehart and Winston. - Chambers, Robert. (1997). <i>Whose reality counts? Putting the first last</i>. Intermediate Technology Publications. - Dahama, O. P., & Bhatnagar, O. P.. (1980). <i>Education and communication for development</i>. Oxford & IBH Publishing. - Food and Agriculture Organization of the United Nations. (2014). <i>Communication for rural development sourcebook</i>. FAO. - Freire, Paulo. (1970). <i>Pedagogy of the oppressed</i>. Continuum. - Kumar, Keval J.. (2014). <i>Mass communication in India</i>. Jaico Publishing House. - Lionberger, Herbert F.. (1960). <i>Adoption of new ideas and practices</i>. Iowa State University Press. - Mangal, S. K., & Mangal, Uma. (2013). <i>Essentials of educational technology</i>. PHI Learning. - McQuail, Denis. (2010). <i>McQuail's mass communication theory</i>. Sage Publications. - Ray, G. L.. (2011). <i>Extension communication and management</i>. Kalyani Publishers. - Reddy, A. A.. (1997). <i>Extension education</i>. BAPATLA Publications. - Reddy, Adivi. (2007). <i>Extension education</i>. Sree Lakshmi Press. - Rogers, Everett M.. (2003). <i>Diffusion of innovations</i> (5th ed.). Free Press. - Schramm, Wilbur. (1971). <i>The process and effects of mass communication</i>. University of Illinois Press. - Singhal, Arvind., & Rogers, Everett M.. (2003). <i>Combating AIDS: Communication strategies in action</i>. Sage Publications. - Supre, V.. (1983). <i>An introduction to extension education</i>. Oxford & IBH Publishing. - United Nations Educational, Scientific and Cultural Organization. (2018). <i>Media and information literacy curriculum for educators and learners</i>. UNESCO Publishing. - Van den Ban, A. W., & Hawkins, H. S.. (1996). <i>Agricultural extension</i> (2nd ed.). Blackwell Science.			
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions			

Practical : Communication and Extension (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/week	Exam Duration	Maximum marks
4.5	II	802209	Communication and Extension (P)	2	2	2Hrs	External-25 Marks Internal- 25 Marks
Course Objectives: 1. Develop communication and presentation skills. 2. Use digital media for educational and awareness programmes. 3. Understand the use of signs, symbols, and visual communication. 4. Improve verbal and non-verbal communication skills through practical activities.							
Course Outcome: 1. Prepare and deliver effective PowerPoint presentations. 2. Create educational videos or reels for awareness programmes. 3. Document and explain signs and symbols used in community communication. 4. Demonstrate effective verbal and non-verbal communication skills.							
List of Practical in Communication and Extension(P)							
1. Prepare and present PowerPoint presentations on communication and extension topics.							
2. Create short educational videos or reels for awareness programmes.							
3. Create a photo documentation project on symbols and signs used in community spaces.							
4. Organising verbal and non-verbal communication tasks.							

SEMESTER III

Theory: Audio Visual Aids in Extension Teaching (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
5.0	III	802216	Audio Visual Aids in Extension Teaching (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives

1. To understand the concept and importance of audio-visual aids in extension teaching.
2. To develop skills in preparation and effective use of teaching aids.
3. To enhance communication and teaching effectiveness through audio-visual materials.
4. To provide practical exposure in designing and using educational aids for extension activities.

Course Outcome:

1. Prepare and use different visual and audio teaching aids.
2. Use ICT and digital audio-visual tools in extension teaching.
3. Plan and conduct extension teaching programmes using appropriate audio-visual aids.

UNIT	CONTENTS	Workload Allotted	Weightage Of Marks Allotted	Incorporation
UNIT-I	Introduction to Audio-Visual Aids • Meaning, concept, and importance of audio-visual aids • Objectives and functions of audio-visual aids in teaching • Classification of audio-visual aids: Audio aids, Visualaids , Audio-visual aids • Advantages and limitations of audio-visual aids	7		Demonstration, Classroom study Self-study Experiential learning Assignment designing Participative learning Demonstrations
UNIT-II	Types and Preparation of Visual Aids • Non-projected visual aids • Principles of designing visual aids • Preparation techniques and materials used	8		Group Discussions Case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows
UNIT-III	Audio and Digital Audio-Visual Aids • Audio aids • Projected and digital aids: • ICT in extension teaching	7		
UNIT-IV	Application of Audio-Visual Aids in Extension Teaching	8		

1. Creation of educational reel or short video-Healthy eating habits, Hygiene practices, Water conservation, Child development any
2. Prepare handmade puppets from waste materials
3. Design infographics for extension programme
4. Record educational audio programmes using mobile applications -Radio talk ,Nutrition tips, Awareness jingles, Interview with community members

Theory: Gender Sensitization for Development (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
5.0	III	802218	Gender Sensitization for Development (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

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Objectives - To understand the concept of gender and gender sensitization. - To develop awareness about gender equality and social justice. - To examine gender issues in society and development. - To promote gender-sensitive attitudes and practices in personal and professional life.				
Course Outcomes (COs) - Explain the concepts of gender, gender sensitization, and gender equality. - Identify gender issues and challenges in society, education, health, and employment. - Describe the role of government, NGOs, and communities in gender development. - Apply gender-sensitive approaches to promote equity, inclusion, and community participation.				
UNIT	CONTENTS	Workload Allotted	WeightageofMarks Allotted	Incorporation
UNIT-I	Introduction to Gender and Gender Sensitization - Meaning and concept of gender - Difference between sex and gender - Gender socialization in family, school, and society - Meaning and importance of gender sensitization - Gender discrimination and inequality	7		Demonstration, Class room study Self-study Experiential learning Assignment designing Participative learning Demonstrations Group Discussions Case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows
UNIT-II	Gender and Society - Status of women in Indian society - Gender issues in education, health, and employment - Gender-based violence and harassment - Role of family and community in gender development	8		
UNIT-III	Gender and Development - Concept of development and gender development - Sustainable Development Goals	7		

	(SDGs) and gender equality • Role of government and non-government organizations in gender development • Gender roles and gender stereotypes			
UNIT-IV	Gender Sensitization in Education and Community • Gender-sensitive communication • Gender sensitization in educational institutions • Community participation for gender equality • Strategies for promoting gender equity and social inclusion	8		
References:	1. Desai, Neera. (2005). Women in Modern India. New Delhi: National Book Trust. 2. Kaushik, Asha. (2014). Women’s Movements and Gender Justice. New Delhi: Rawat Publications. 3. Menon, Nivedita. (2012). Seeing Like a Feminist. New Delhi: Zubaan Publications. 4. Momsen, Janet Henshall. (2010). Gender and Development (2nd ed.). London: Routledge. 5. Oakley, Ann. (1972). Sex, Gender and Society. London: Temple Smith. 6. Rege, Sharmila. (2003). Sociology of Gender. New Delhi: Sage Publications. 7. United Nations. (2015). Transforming Our World: The 2030 Agenda for Sustainable Development. New York: United Nations. 8. UN Women. (2020). Gender Equality and Women’s Empowerment. New York: UN Women.			
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions			

Theory: IKS - Integration of Traditional Communication with Modern ICT(T)							
Level	Sem	Course Code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Max Marks
5.0	III	802219	(T) Integration of Traditional Communication with Modern ICT	2	2	2Hrs	External-30 Mark Internal-20 Mark

Course Objectives: 1. Identify indigenous communication methods used in extension education. 2. Explain the role of ICT in communication and community development. 3. Integrate traditional communication with modern ICT for effective extension programmes. 4. Develop digital communication materials for awareness and extension activities.				
Course Outcomes (COs) 1. Explain the concepts and importance of traditional communication and ICT. 2. Describe traditional communication media and modern ICT tools used in extension. 3. Develop digital content by integrating traditional communication methods with ICT. 4. Design and implement ICT-based extension and community awareness programmes using indigenous communication approaches.				
Unit	Content	Hrs	Weightage of Marks Allotted	Incorporation of Pedagogy
Unit-I	Introduction to Traditional and Modern Communication • Concept and importance of traditional communication • Concept and importance of Information and Communication Technology (ICT) • Need for integrating traditional communication with modern ICT	7		Demonstration, Classroom study · Self-study · Experiential learning · Assignment designing · Participative learning
Unit-II	Traditional Communication Media • Folk media: Folk songs, storytelling, puppetry, street plays, folk dance, Kirtan and Bhajan • Traditional visual communication: Rangoli, Warli painting, Madhubani painting, posters and folk art • Indigenous knowledge and local communication practices • Strengths and limitations of traditional communication	8		
Unit-III	Modern ICT Tools for Extension • ICT tools: Mobile phones, internet, social media, websites, WhatsApp, YouTube, podcasts and digital learning platforms • Audio-visual communication using	7		

	ICT • Digital content creation for awareness programmes • Use of ICT in agriculture, health, nutrition and rural development			
Unit-IV	Integration of Traditional Communication with ICT • Blending folk media with digital platforms for extension education • Digital documentation and preservation of indigenous knowledge • ICT-based campaigns for community awareness and behaviour change	8		
References:	Dahama, O.P. & Bhatnagar, O.P. (2009). <i>Education and Communication for Development</i>. Oxford & IBH Publishing Co., New Delhi. Ray, G.L. (2011). <i>Extension Communication and Management</i>. Kalyani Publishers, Ludhiana. Supe, S.V. (2007). <i>An Introduction to Extension Education</i>. Agrotech Publishing Academy, Udaipur.			
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions			

SEMESTER IV

Theory: Entrepreneurship and Skill Development (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
5.0	IV	802225	Entrepreneurship and Skill Development (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives

1. To develop entrepreneurial abilities and life skills among students.
2. To promote self-employment and innovation.
3. To enhance vocational, managerial, and communication skills for career development.

Course Outcomes (COs)

1. Develop communication, leadership, problem-solving, and employability skills.
2. Prepare a simple business plan and understand the basics of enterprise management.
3. Apply entrepreneurial skills for sustainable community development and self-employment opportunities.

Unit	Content	Workload Allotted	Weightage of Marks Allotted	Incorporation
Unit-I	Introduction to Entrepreneurship • Meaning, concept, and importance of entrepreneurship • Characteristics and qualities of an entrepreneur • Types of entrepreneurs • Role of entrepreneurship in economic and social development • Opportunities and challenges in entrepreneurship	7		Demonstration, Classroom study • Self-study • Experiential learning • Assignment designing • Participative learning Regular lectures, demonstrations, Exercises on observation and follow up with group Discussions, case studies, ICT enabled teaching and learning
Unit-II	Skill Development and Employability Skills • Meaning and importance of skill development • Communication and interpersonal skills • Leadership and team-building skills	8		

	• Time management and decision-making • Problem-solving and critical thinking			experiences in terms of video Lessons and documentary film shows.
Unit-III	Business Planning and Enterprise Management • Business idea generation and opportunity identification • Steps in starting a small enterprise, Business plan preparation • Basics of marketing management • Financial management and budgeting	8		
Unit-IV	Entrepreneurship for Community and Sustainable Development • Entrepreneurship in rural and urban development • Sustainable entrepreneurship and green business • Entrepreneurship in food, nutrition, textiles, and family resource management • Role of NGOs and self-help groups (SHGs)	7		
References:	1. Desai, Vasant. (2011). <i>Dynamics of Entrepreneurial Development and Management</i> (6th ed.). Mumbai: Himalaya Publishing House. 2. Hisrich, Robert D., Peters, M. P., & Shepherd, D. A. (2017). <i>Entrepreneurship</i> (10th ed.). New York: McGraw-Hill Education. 3. Khanka, S. S.. (2013). <i>Entrepreneurship Development</i> (2nd ed.). New Delhi: S. Chand Publishing. 4. Kuratko, Donald F.. (2016). <i>Entrepreneurship: Theory, Process and Practice</i> (10th ed.). Boston: Cengage Learning. 5. National Skill Development Corporation. (2020). <i>Skill Development Training Manual</i>. New Delhi: NSDC. 6. Patel, M. S.. (2012). <i>Educational Technology</i>. Ahmedabad: Aditya Publications. 7. Rao, V. S. P.. (2014). <i>Human Resource Management</i>. New Delhi: Excel Books. 8. Roy, Rajeev. (2011). <i>Entrepreneurship</i>. New Delhi: Oxford University Press. 9. United Nations Development Programme. (2015). <i>Sustainable Development Goals</i>. New York: UNDP. 10. Woolfolk, Anita. (2016). <i>Educational Psychology</i> (13th ed.). Boston: Pearson Education.			
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions			

Practical : Entrepreneurship and Skill Development (P)							
Level	Semester	Course code	Course Name	Credit s	Teaching Hours/ Week	Exam Duration	Maximum marks
5.0	IV	802226	Entrepreneurship and Skill Development (P)	2	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives 1. Develop skills in business planning and enterprise management. 2. Learn basic product design, branding, and marketing. 3. Encourage entrepreneurial thinking and self-employment.							
Course Outcome: 1. Identify small business opportunities in the community. 2. Prepare a simple and feasible business plan. 3. Apply entrepreneurial and marketing skills for small enterprise development.							
Entrepreneurship and Skill Development (P)							
Practical- 1. Visit small industries or community area to identify different small business opportunities available in your surroundings. (Write report) 2. Prepare a simple business plan for a small enterprise including product details, investment, marketing strategy, and expected profit. 3. Design a product with a creative logo, packaging style, and brand name for marketing purposes.							

(Sem-IV)

Theory: Extension Education for Sustainable Community Development (T)							
Level	Semester	Course Code	Course Name	Cre dits	Teaching Hours	Exam Durat ion	Max Marks
5.0	IV	802227	Extension Education for Sustainable Community Development (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

1. To develop understanding about sustainable community development and extension education practices.
2. To create awareness regarding environmental sustainability and community participation.
3. To encourage the use of local resources and sustainable practices for community welfare.
4. To promote innovative and eco-friendly approaches for solving community problems.
5. To encourage social responsibility and sustainable lifestyle practices among students.

- Course Outcomes (COs)**
1. Apply participatory approaches and community capacity-building techniques.
 2. Promote sustainable practices for environmental conservation and community well-being.
 3. Plan and implement community-based extension projects aligned with Sustainable Development Goals (SDGs).

Unit	Content	Workload Allotted	WeightageofMarks Allotted	Incorporation
Unit-I	Foundations of Sustainable Community Development • Meaning and concept of sustainable community development • Dimensions of sustainability: ○ Social sustainability ○ Economic sustainability ○ Environmental sustainability • Role of extension education in sustainable lifestyles	7		Demonstration, Classroomstudy • Self-study • Experiential learning • Assignment designing • Participative learning
Unit-II	Community Capacity Building and Participatory Approaches • Participatory Rural Appraisal (PRA) • Capacity building and skill enhancement • Community leadership and volunteerism • Participatory learning and action methods • Decision-making at community level	8		
Unit-III	Sustainable Practices and Innovation in	7		

	Communities • Waste management and recycling practices • Water conservation and rainwater harvesting • Sustainable agriculture and kitchen gardening • Eco-friendly household practices • Renewable energy awareness • Traditional sustainable practices in communities			
Unit-IV	Community-Based Extension Projects and Social Innovation • Planning community-based extension projects • Social innovation and community problem-solving • Extension approaches for vulnerable groups • Innovation and technology for sustainable living • Sustainable Development Goals (SDGs) at community level	8		
References:	1. Chambers, Robert. (1997). <i>Whose Reality Counts? Putting the First Last</i>. London: Intermediate Technology Publications. 2. Dale, Reidar. (2001). <i>Indicators for Sustainable Development</i>. London: Routledge. 3. Mangal, S. K.. (2019). <i>Educational Technology</i>. New Delhi: PHI Learning Pvt. Ltd. 4. Reddy, Adivi. (2007). <i>Extension Education</i>. Hyderabad: Sree Lakshmi Press. 5. Scoones, Ian. (1998). <i>Sustainable Rural Livelihoods: A Framework for Analysis</i>. Brighton: Institute of Development Studies. 6. Supe, V.. (1983). <i>An Introduction to Extension Education</i>. New Delhi: Oxford & IBH Publishing Co. 7. United Nations. (2015). <i>Transforming Our World: The 2030 Agenda for Sustainable Development</i>. New York: United Nations. 8. United Nations Development Programme. (2020). <i>Human Development Report</i>. New			

	York: UNDP. 9. Woolfolk, Anita. (2016). <i>Educational Psychology</i> (13th ed.). Boston: Pearson Education. 10. Yadav, J. S.. (2010). <i>Extension Education</i> . New Delhi: Kalyani Publishers.
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions

Theory: Extension Management (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
5.0	IV	802228	Extension Management (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Objectives

- To understand the administrative and managerial aspects of extension organizations.
- To develop skills in programme coordination, resource utilization, and institutional management.
- To enhance managerial competencies required for extension services and development programmes.
- To understand project management and organizational functioning in extension systems.

Course Outcomes (COs) - Describe the structure, functioning, and ethical practices of extension organizations. - Apply communication, teamwork, and resource management skills in extension programmes. - Demonstrate knowledge of human resource development, staff training, and risk management in extension organizations.				
Unit	Content	Workload Allotted	Weightage of Marks Allotted	Incorporation
Unit-I	Introduction to Extension Management - Meaning, concept, and importance of management - Meaning and scope of extension management - Principles and functions of extension management	7		Demonstration, Classroom study - Self-study - Experiential learning - Assignment designing - Participative learning
Unit-II	Organizational Management in Extension Services - Structure and functioning of extension organizations - Professional ethics in extension management - Role and qualities of extension managers	8		
Unit-III	Communication and Human Resource Management in Extension - Communication skills for extension managers - Group dynamics and team building - Financial resource management - Material and infrastructure management	7		
Unit-IV	Human Resource Development in Extension Management - Human resource planning in extension organizations - Staff training and	8		

	professional development • Stress management and work-life balance • Risk and crisis management in extension programmes			
References:	1. Dahama, O. P., & Bhatnagar, O. P. (2009). Education and Communication for Development. New Delhi: Oxford & IBH Publishing Co. 2. Mangal, S. K.. (2019). Educational Technology. New Delhi: PHI Learning Pvt. Ltd. 3. Reddy, Adivi. (2007). Extension Education. Hyderabad: Sree Lakshmi Press. 4. Robbins, Stephen P., & Coulter, M. (2018). Management (14th ed.). Boston: Pearson Education. 5. Supe, V.. (1983). An Introduction to Extension Education. New Delhi: Oxford & IBH Publishing Co. 6. Tripathi, P. C., & Reddy, P. N. (2012). Principles of Management. New Delhi: Tata McGraw-Hill Education. 7. United Nations Development Programme. (2020). Human Development Report. New York: UNDP. 8. Woolfolk, Anita. (2016). Educational Psychology (13th ed.). Boston: Pearson Education.			
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions			

SEMESTER V

Theory 1: Extension Approach for Sustainable Future (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
5.5	V	802234	Extension Approach for Sustainable Future (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives - To develop understanding about extension strategies for sustainable community development. - To enhance skills in community participation and sustainable planning. - To encourage innovative and participatory extension practices for community welfare. - To develop abilities in designing and implementing sustainable community programmes.				
Course Outcomes (COs) - Apply participatory extension strategies for community development. - Promote sustainable practices, green entrepreneurship, and climate-responsive innovations. - Plan extension programmes using social media and SDGs to address local and global sustainability challenges.				
Unit	Content	Workload Allotted	Weightage of Marks Allotted	Incorporation
Unit-I	Foundations of Sustainability and Extension Approaches - Sustainable future: Meaning, concept and importance - Meaning and scope of extension approaches - Role of extension education in sustainable future - Indigenous knowledge and sustainable practices	7		Demonstration, Classroom study - Self-study - Experiential learning - Assignment designing - Participative learning Regular lectures, demonstrations, Exercises on observation and follow up with group Discussions, case studies, ICT enabled teaching and
Unit-II	Participatory Extension Strategies for Community Development - Participatory extension approaches - Community mobilization techniques - Participatory Rural Appraisal (PRA) - Collaborative learning	8		

	and group approaches			learning experiences in terms of video Lessons and documentary film shows.
Unit-III	Sustainable Practices and Community Innovation • Green entrepreneurship and local livelihoods • Sustainable food systems and nutrition awareness • Eco-friendly technologies and innovations • Climate-responsive community practices	7		
Unit-IV	Extension and Future Strategies for Sustainability • Social media for sustainable campaigns • Sustainable Development Goals (SDGs) and community action • Case studies of successful sustainable community initiatives • Global and local sustainability challenges	8		
References:	1. Chambers, Robert. (1997). Whose Reality Counts? Putting the First Last. London: Intermediate Technology Publications. 2. Dale, Reidar. (2001). Indicators for Sustainable Development. London: Routledge. 3. Reddy, Adivi. (2007). Extension Education. Hyderabad: Sree Lakshmi Press. 4. Scoones, Ian. (1998). Sustainable Rural Livelihoods: A Framework for Analysis. Brighton: Institute of Development Studies. 5. Supe, V.. (1983). An Introduction to Extension Education. New Delhi: Oxford & IBH Publishing Co. 6. United Nations. (2015). Transforming Our World: The 2030 Agenda for Sustainable Development. New York: United Nations.			
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions			

Practical : Extension Approach for Sustainable Future (P)							
Level	Semester	Course code	Course Name	Credits	Teaching Hours/ Week	Exam Duration	Maximum marks
5.5	V	802235	Extension Approach for Sustainable Future (P)	2	2	2Hrs	External-25 Marks Internal-25 Marks

reinforcement, to enhance teaching and learning.				
Unit	Content	Workload Allotted	WeightageofMarks Allotted	Incorporation
Unit- I	Foundations of Educational Psychology - Meaning, concept, and scope of educational psychology - Nature and importance of educational psychology - Relationship between education and psychology	7		Demonstration, Classroom study - Self-study - Experiential learning - Assignment designing - Participative learning Regular lectures, demonstration s, Exercises on observation and follow up with group Discussions, case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows.
Unit-II	Teaching and Learning Theories - Behaviorist Theory - Cognitive Learning Theory - Constructivist Theory - Social Learning Theory - Psychological basis of education	8		
Unit-III	Introduction to Teaching and Learning Psychology - Meaning and concept of teaching psychology and learning psychology - scope of teaching and learning psychology - Relationship between teaching and learning	7		
Unit-IV	Psychological Applications in Teaching and Learning - Meaning and importance of psychological applications in education - Attention,	8		

	perception, and memory in classroom learning • Motivation and reinforcement techniques in teaching-learning			
References:	1. Bloom, B. S.. (1956). Taxonomy of Educational Objectives. New York: Longmans, Green and Co. 2. Mangal, S. K.. (2017). Advanced Educational Psychology. New Delhi: PHI Learning Pvt. Ltd. 3. Skinner, B. F.. (1953). Science and Human Behavior. New York: Macmillan. 4. Woolfolk, Anita. (2016). Educational Psychology (13th ed.). Boston: Pearson Education. 5. Bruner, Jerome S. (1966). Toward a Theory of Instruction. Cambridge, MA: Harvard University Press. 6. Piaget, Jean. (1972). The Psychology of the Child. New York: Basic Books.			
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions			

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Theory3 :Management of Human Service Organisations (T)							
Level	Semester	Course Code	Course Name	Cre dits	Teaching Hours	Exam Duration	Max Marks
5.5	V	802237	Management of Human Service Organizations (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives 1. To understand the structure and functioning of human service organisations. 2. To develop knowledge of modern management concepts in human service sectors. 3. To strengthen planning, leadership, coordination, and decision-making skills. 4. To promote ethical, inclusive, and sustainable service delivery.				
Course Outcomes (COs) 1. Explain the concepts, types, and principles of human service organisations. 2. Apply planning, organizing, and resource management in human service programmes. 3. Demonstrate knowledge of leadership, human resource management, and conflict resolution. 4. Evaluate the role of human service organisations, NGOs, and ethical practices in sustainable community development.				
Unit	Contents	Workload Allotted	WeightageofMarks Allotted	Incorporation
Unit-I	Introduction to Human Service Organisations • Meaning and concept of human service organisations • Nature and characteristics of human service organisations • Types of human service organisations (government, NGO, voluntary agencies) • Principles of management in human services	7		Demonstration, Classroom study • Self-study • Experiential learning • Assignment designing • Participative learning Regular lectures, demonstrations, Exercises on observation and follow up with group Discussions, case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary
Unit-II	Planning and Organizing in Human Service Organisations • Meaning and importance of planning • Types of planning (short-term, long-term, strategic	8		

	planning) • Programme planning in human services • Resource management (human, financial, material)			film shows.
Unit-III	Leadership and Human Resource Management • Leadership in human service organisations • Types of leadership styles • Human resource management (recruitment, training, development) • Conflict management and problem-solving	7		
Unit-IV	Contemporary Issues and Innovations in Human Services • Role of NGOs and voluntary organisations • Sustainable development and human services • Ethical principles and professional values in human services • Role of human service organisations in community development	8		
References:	1. Hasenfeld, Yeheskel. (2010). Human services as complex organizations. Sage Publications. 2. Lewis, Judith A., Packard, Thomas R., & Lewis, Michael D.. (2012). Management of human service programs (5th ed.). Cengage Learning. 3. Drucker, Peter F.. (2007). The practice of management. HarperBusiness. 4. Koontz, Harold., &Weihrich, Heinz. (2010). Essentials of management. McGraw-Hill Education. 5. Chambers, Robert. (1997). Whose reality counts? Putting the first last. Intermediate Technology Publications. 6. United Nations Development Programme. (2020). Human development report. UNDP.			
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions			

(Sem-V)

Theory 1: Major Elective- Media Production (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
5.5	V	802238 (A)	Major Elective- Media Production (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Courses Objectives 1. To enhance creative and technical skills in audio, video, print, and digital media production. 2. To develop abilities in script writing, editing, designing, and presentation techniques. 3. To understand the role of media in communication, education, and community awareness. 4. To develop practical skills for producing educational and communication materials.				
Courses Outcome 1. Apply the principles of print, audio, visual, and digital media production. 2. Demonstrate skills in media planning, audience analysis, and media management. 3. Design and produce creative media materials for educational and community awareness programmes.				
Unit-I	Content	Workload	WeightageofMarks	Incorporation

		Allotted	Allotted	
Unit-I	Introduction to Media Production • Meaning, concept, and Functions and importance of media • Types of media: ◦ Print media ◦ Audio media ◦ Visual media ◦ Digital media • Elements of media communication • Principles of media production • Role of media in education and community development	7		Demonstration, Class room study • Self-study • Experiential learning • Assignment designing • Participative learning Regular lectures, demonstrations, Exercises on observation and follow up with group Discussions, case studies, ICT enabled teaching and learning experiences in terms of video Lessons and documentary film shows.
Unit-II	Print and Audio Media • Elements of media communication • Role of media in education and community development • Emerging trends in media and communication technology	8		
Unit-III	Media Management • Media planning and management • Audience analysis and feedback • Creativity and innovation in media production • Social media and online communication strategies	7		
Unit- IV	Creative Media Applications and Media Management • Educational media production • Media campaigns and awareness programmes • Advertising and public service messages • Creativity and innovation in media production • Emerging trends in media and communication technology	8		
References:	1. Kumar, Keval J.. (2014). <i>Mass Communication in India</i> . Mumbai: Jaico Publishing House. 2. McQuail, Denis. (2010). <i>McQuail’s Mass Communication Theory</i> . London: Sage Publications.			

	3. Mishra, Sanjay. (2007). <i>Educational Media in Teaching and Learning</i> . New Delhi: Shipra Publications. 4. Wimmer, Roger D., & Dominick, J. R. (2013). <i>Mass Media Research</i> . Boston: Cengage Learning. 5. Yadav, K. P.. (2012). <i>Communication Media and Development</i> . New Delhi: Concept Publishing Company.
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions

Practical 1:Major Elective- Media Production (P)							
Level	Semester	Course code	Course Name	Credit s	Teaching Hours/ Week	Exam Duration	Maximum marks
5.5	V	802239 (A)	Major Elective- Media Production (P)	2	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives - Develop skills in preparing educational presentations and teaching aids. - Learn to create non-projected teaching materials for extension education. - Use digital and social media tools for educational communication and awareness. - Enhance creativity and communication skills through media production.							
Course Outcomes (COs) - Prepare effective PowerPoint presentations for educational communication. - Design and develop non-projected teaching aids for extension programmes. - Create social media awareness content, including reels, posts, and digital campaigns. - Apply communication and media skills to support extension education and community awareness programmes.							
Practical- Media Production (P) - Prepare PowerPoint presentations for educational communication. - Prepare non-projected aid - Create social media awareness content such as reels, posts, or digital campaigns.							

(Sem-V)

Theory 2:Major Elective- Computer Application in Communication and Extension Statistics (T)							
Level	Semester	Course Code	Course Name	Cre dits	Teaching Hours	Exam Duration	Max Marks

5.5	V	802240 (B)	Major Elective- Computer Application in Communication and Extension Statistics (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark
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Course Objectives - To develop basic knowledge of computer applications in communication and extension education. - To enhance skills in digital communication, data handling, and statistical applications. - To understand the role of ICT and statistical tools in extension programmes and research. - To promote the use of digital technologies for communication, documentation, and community development.				
Course Outcomes (COs) - Explain the importance and applications of computers in extension and communication. - Use word processing, spreadsheets, and presentation software for professional communication. - Apply basic statistical techniques, including data classification, tabulation, graphical presentation, and measures of central tendency. - Use computer applications and ICT tools for statistical analysis, data reporting, and extension research.				
Unit	Content	Workload Allotted	WeightageofMarks Allotted	Incorporation
Unit-I	Fundamentals of Computer Applications in Communication - Need of computer Application Designing in Extension and Communication - Scope of Computer Application Designing for Extension and - Communication - Use of Computer Application Designing for Extension and Communication	7		- Demonstration - Classroom study - Experiential learning - Assignments - Participative learning - Regular lectures - skill workshops
Unit-II	Office Applications and Digital Communication Tools - Word processing and document preparation - Spreadsheet applications and data organization - Presentation software and communication design	8		
Unit-III	Introduction to Extension Statistics - Meaning and importance of statistics - Classification and	7		

4. Enhance communication, leadership, and community participation skills
Course Outcomes (COs) 1. Prepare professional digital documents, letters, and reports using word processing software. 2. Create and manage spreadsheets for data organization and analysis. 3. Design and deliver presentations on extension education and communication topics. 4. Develop creative posters, charts, and infographics using Canva or presentation software.
Practical - Major Elective- Computer Application in Communication and Extension Statistics (P) 1. Prepare digital documents, letters, and reports using word processing software. 2. Create spreadsheets for organizing and managing data. 3. Prepare presentations related to extension education or communication topics. 4. Design posters, charts, and infographics using Canva or presentation software.

SEMESTER VI

Theory 1: Training and Development (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
5.5	VI	802247	Training and Development (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Course Objectives 1. To develop understanding about the concepts and importance of training and development. 2. To understand training methods, techniques, and programme planning. 3. To promote participatory and learner-centered training approaches. To develop competencies for community, educational, and organizational training activities				
Course Outcomes (Cos) 1. Conduct training needs assessment and plan training programmes. 2. Apply appropriate training methods and communication techniques for different target groups. 3. Evaluate training programmes and explain the role of Human Resource Development (HRD) in extension education.				
Unit	Content	Workload Allotted	WeightageofMarks Allotted	Incorporation
Unit-I	Introduction to Training and Development • Meaning, concept, and scope of training and development • Importance and objectives of training • Principles of effective	7		• Demonstration • Classroom study • Experiential learning • Assignments

	training Types of training programmes			- Participative learning - Regular lectures - skill workshops
Unit-II	Training assessment - Training needs assessment - Role of trainer and trainee - Characteristics of a good trainer - Ethics and professionalism in training - Planning and organizing training programmes	8		
Unit-III	Training Methods and Communication Techniques - Lecture and discussion methods - Demonstration and workshop methods - Group discussion and brainstorming - Experiential and participatory learning methods	7		
Unit-IV	Training Evaluation and Emerging Trends - Designing and evaluation of Training Programs for different stakeholders - Emerging trends in training and development - Training and Human Resource Development (HRD): concept of Human Resource Development, training and HRD in extension	8		
References:	1. Blanchard, P. Nick., & Thacker, J. W. (2013). Effective Training: Systems, Strategies, and Practices. Boston: Pearson Education. 2. Lynton, Rolf P., & Pareek, U. (2011). Training for Development. New Delhi: Sage Publications. 3. Mishra, D. C.. (2009). Training and Development. New Delhi: APH Publishing Corporation. 4. Reddy, Adivi. (2007). Extension Education. Hyderabad: Sree Lakshmi Press. 5. Supe, V.. (1983). An Introduction to Extension Education. New Delhi: Oxford & IBH Publishing Co. 6. Woolfolk, Anita. (2016). Educational Psychology (13th ed.). Boston: Pearson Education.			
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions			

Practical :Training and Development (P)							
Level	Semester	Course code	Course Name	Credit s	Teaching Hours/ Week	Exam Duration	Maximum marks
5.5	VI	802248	Training and Development (P)	2	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives 1. To develop skills in planning and designing training programmes. 2. To learn and apply different training methods and techniques. 3. To enhance facilitation, communication, and problem-solving skills through group activities. 4. To build confidence in conducting effective training programmes.							
Course Outcomes (COs) 1. Design training programmes for different development goals. 2. Demonstrate the use of various training methods such as role play, case play, psychodrama, buzz groups, group discussion, transactional analysis, process work, micro labs, and business games. 3. Conduct brainstorming sessions for problem-solving and idea generation.							
Practical- Training and Development (P)							
1. Designing training programmes for different development goals 2. Developing skills in selection and use of different training methods - case play, role play, psychodrama, buzz group, group discussion, transactional analysis, process work, micro labs, business games. 3. Conduct brainstorming sessions for problem-solving and idea generation.							

(Semester- VI)

Theory 2: Non-Formal Education (T)							
Level	Semester	Course Code	Course Name	Cre dits	Teaching Hours	Exam Duration	Max Marks
5.5	VI	802249	Non-Formal Education (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

CourseObjectives

1. To understand the concept, scope, and importance of non-formal education. 2. To develop awareness about alternative educational approaches for different groups. 3. To understand the role of non-formal education in community and social development.				
Course Outcomes (COs) 1. Describe the philosophy and learner-centered approaches of non-formal education. 2. Apply non-formal education strategies for community development and lifelong learning. 3. Identify innovations and digital approaches, including e-learning and distance education, in non-formal education.				
UNIT	CONTENTS	Workload Allotted	WeightageofMarks Allotted	Incorporation
UNIT-I	Introduction to Non-Formal Education • Meaning and concept of non-formal education • Characteristics and principles of non-formal education • Objectives and scope of non-formal education • Difference between formal, informal, and non-formal education	7		• Demonstration • Classroom study • Experiential learning • Assignments • Participative learning • Regular lectures • skill workshops
UNIT-II	Philosophy and principle of Non formal Education • Philosophical foundations of non-formal education • Principles of non-formal education • Learner-centered education	8		
UNIT III	Non-Formal Education for Community Development • Role of non-formal education in rural and urban development • Adult education and continuing education • Women empowerment through education • Community participation in educational programmes	7		
UNIT-IV	Non-Formal Education • Lifelong learning and continuing education • Innovations in non-formal education • Future trends in alternative education systems	8		

	E-learning and distance education approaches			
References:	1. United Nations Educational, Scientific and Cultural Organization. (2015). <i>Rethinking education: Towards a global common good?</i> UNESCO Publishing. 2. Rogers, Alan. (2004). <i>Non-formal education: Flexible schooling or participatory education?</i> Springer. 3. Knowles, Malcolm S.. (1984). <i>The adult learner: A neglected species</i> (3rd ed.). Gulf Publishing. 4. Freire, Paulo. (1970). <i>Pedagogy of the oppressed</i> . Continuum. 5. Supe, V.. (1983). <i>An introduction to extension education</i> . Oxford & IBH Publishing. 6. Kumar, Keval J.. (2014). <i>Mass communication in India</i> . Jaico Publishing House.			
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions			

(Semester-VI)

Theory3 :Adult Learning Psychology (T)							
Level	Semester	Course Code	Course Name	Cre dits	Teaching Hours	Exam Duration	Max Marks
5.5	VI	802250	Adult Learning Psychology (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Objectives - Understand the concepts and principles of adult learning psychology. - Analyse psychological characteristics and learning needs of adults. - Apply theories of adult learning in educational and extension settings. - Understand motivation, personality, and behavioural aspects of adult learners.				
Course Outcomes (COs) - Explain the concepts, characteristics, and principles of adult learning psychology. - Describe the theories and importance of adult learning and lifelong education. - Apply motivation techniques to enhance adult learning. - Explain the role of adult education and extension programmes in promoting community development.				
Unit	Content	Workload Allotted	WeightageofMarks Allotted	Incorporation
Unit-I	Introduction to Adult Learning Psychology - Meaning, concept, and scope of adult learning psychology - Characteristics of	7		●Demonstration ●Classroom study ●Experientiallearning ● Assignments ●Participative learning

	adult learners Principles of adult learning			●Regular lectures ● Skill Workshops
Unit-II	Adult Learning - Theory of adult learning - Importance of adult education and lifelong learning - Emerging trends in adult education and lifelong learning	8		
Unit-III	Motivation and Learning in Adults - Meaning and concept of motivation - Types of motivation: intrinsic and extrinsic - Factors influencing adult motivation - Motivation techniques in adult education	7		
Unit-IV	Adult Learning in Community and Extension Education - Adult education programmes in India - Role of extension education in adult learning - Community participation in adult learning programmes	8		
References:	1. Brookfield, S. D. (2013). <i>Powerful techniques for teaching adults</i> . Jossey-Bass. 2. Horrigan, J. (2016, March 22). Lifelong learning and technology. Pew Research Center. 3. Jarvis, P. (2010). <i>Adult education and lifelong learning: Theory and practice</i> (4th ed.). Routledge. 4. Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). <i>The adult learner</i> (8th ed.). Routledge. 5. Mangal, S. K. (2016). <i>Educational psychology</i> . PHI Learning. 6. NRCS (n.d.). Application of Adult Learning Theory. (n.d.). Portland, OR: NRCS USDA. 7. Panarina, S. (2018). Invariable structure of research competence of adult learners in skill building programs: Situational and contextual approach. IGI Global 8. Reddy, A. A. (2010). <i>Extension education</i> . Sree Lakshmi Press.			
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions			

(Sem-VI)

Theory Major (Elective-1)- Digital Communication in Home Science Extension (T)							
Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks
5.5	VI	802251 (A)	Digital Communication in Home Science Extension (Elective-1) (T)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

Objectives

1. To develop skills in using ICT tools for communication and extension activities.
2. To enhance abilities in creating digital educational and awareness content.
3. To promote effective use of social media and online platforms for community outreach.
4. To develop competencies in multimedia production for extension education.

Course Outcomes (COs)

1. Explain the concepts, types, and applications of digital communication.
2. Use digital communication tools and online platforms for extension activities.
3. Design digital educational content using multimedia and graphic tools.
4. Plan and implement digital awareness campaigns through social media for community development.

Unit	Contents	Workload Allotted	WeightageofMarks Allotted	Incorporation
Unit-I	Fundamentals of Digital Communication • Meaning and concept of digital communication • Evolution of communication technologies • Types of digital communication (synchronous and asynchronous) • Role of digital communication in Home Science Extension • Advantages and limitations of digital communication	7		●Demonstration ●Classroom study ● Experiential learning ● Assignments ● Participative learning ●Regular lectures ●Skill Workshops
Unit-II	Digital Tools and Platforms for Extension	8		

	• Internet and web-based communication tools • E-mail communication and digital correspondence • Video conferencing tools (Zoom, Google Meet, etc.) • Learning management systems (LMS) basics • Mobile-based communication tools			
Unit-III	Digital Content Development • Principles of digital content creation • Designing posters, flyers, and infographics • Educational content for social media platforms • Use of multimedia in extension education	7		
Unit-IV	Social Media and Community Engagement • Role of social media in extension education • Digital awareness campaigns • Community engagement through online platforms • Crisis communication through digital media	8		
References:	1. Rogers, Everett M.. (2003). Diffusion of innovations (5th ed.). Free Press. 2. McQuail, Denis. (2010). McQuail’s mass communication theory. Sage Publications. 3. Castells, Manuel. (2010). The rise of the network society. Wiley-Blackwell. 4. Kumar, Keval J.. (2014). Mass communication in India. Jaico Publishing House. 5. Singhal, Arvind., & Rogers, Everett M.. (2003). Combating AIDS: Communication strategies in action. Sage Publications. 6. Sharma, P. D.. (2012). Ecology and environment. Rastogi Publications. 7. Mishra, Sanjay. (2007). Educational media in teaching and learning. Shipra Publications. 8. UNESCO. (2021). ICT in education: A global perspective. Paris: UNESCO.			
Model Questions:	Long Type – 2 Questions Short Type - 2 Questions			

Level	Semester	Course code	Course Name	Credit s	Teaching Hours/ Week	Exam Duration	Maximum marks
5.5	VI	802252(A)	Digital Communication in Home Science Extension (Elective-1) (P)	2	2	2Hrs	External-25 Marks Internal-25 Marks
Course Objectives - Develop skills in creating digital communication materials. - Use digital media for education and social awareness. - Enhance multimedia production and editing skills. - Apply digital tools for Home Science extension activities.							
Course Outcomes (COs) - Design digital posters for educational and social awareness campaigns. - Create and manage digital awareness campaigns using social media platforms. - Record and edit podcasts on health, nutrition, and environmental awareness. - Prepare digital newsletters or e-magazines for Home Science extension activities.							
Digital Communication in Home Science Extension (Elective-1)(P)							
Practical - Design a digital poster for social awareness using Canva. - Create a digital awareness campaign using social media platforms. - record and edit a short podcast on health, food, or environmental awareness. - prepare a digital newsletter or e-magazine related to Home Science extension activities.							

B.Sc. Home Science(Sem-VI)

Modern Approaches to Distance education (Elective-2)

Theory Major Elective-2-Modern Approaches to Distance education (T)							
Level	Semester	Course Code	Course Name	Cre dits	Teaching Hours	Exam Duration	Max Marks
5.5	VI	802252(B)	Modern Approaches to Distance education (Elective-2)	2	2	2Hrs	External-30 Mark Internal- 20 Mark

1.

Course Objective 1. Apply digital tools for effective teaching and learning. 2. Understand the learner-cantered distance education modules. 3. Study the effectiveness of modern distance education systems.				
Course Outcomes (COs) 1. Explain the concepts, characteristics, and evolution of distance education. 2. Describe the major theories and models of distance learning. 3. Demonstrate knowledge of online learning platforms such as SWAYAM, NPTEL, MOOCs, and Coursera. 4. Apply digital tools and technologies for effective online teaching and learning.				
Unit	Content	Workload Allotted	WeightageofMarks Allotted	Incorporation
Unit-I	Foundations of Distance Education • Meaning, definition, and scope of distance education • Evolution of distance education globally and in India • Characteristics of distance learning • Differences between traditional, open, and distance education • Learner autonomy in distance education	7		• Demonstration • Classroom study • Experiential learning • Assignments • Participative learning • Regular lectures • Skill Workshops
Unit-II	Theories and Models in Distance Education • Independent study theory • Transactional distance theory • Constructivist approach in online learning • Community of inquiry model • Blended learning models	8		
Unit-III	Modern Instructional Approaches • Learner-centered pedagogy in online learning • MOOCs (Massive Open Online Courses) • SWAYAM (India – Government platform) • NPTEL • Coursera	7		
Unit-IV	Digital Tools and Technologies	8		

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|--|
| <ol style="list-style-type: none">2. Design interactive online quizzes and learning activities.3. Organize collaborative online learning activities.4. Create multimedia teaching resources for effective instruction. |
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Practical - Modern Approaches to Distance education (Elective-2)

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| <ol style="list-style-type: none">1. Develop a microlearning module (5–10 minutes video or PPT lesson)2. Create a gamified quiz or any activity using online platforms (e.g., Google Forms, Kahoot-type structure)3. Develop a collaborative online activity (group assignment with discussion forum)4. Create a multimedia teaching resource (video/animation-based instructional material) |
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