



UNIVERSITY OF CALCUTTA

Notification No. CSR/95/2025

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in the exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 11.12.2025 approved the syllabi of Home Science Extension Education (Minor Subject):

1. Course Structure & Syllabus for Minor Courses of 4-year Honours & Honours with Research and under CCF, 2022, including course Objective, Learning Outcomes & Programme Outcome.
2. Revised Course Structure & Syllabus for 3-year MDC under CCF, 2022.

The above shall take effect from the Odd semester examinations, 2025 and onwards.

SENATE HOUSE

Kolkata-700073

22.12.2025

A handwritten signature in blue ink, followed by the date 22/12/25 written in blue ink.

Dr. Subhamay Kisku

Deputy Registrar (Acting)

**NEP 2020
MINOR COURSE**

HOME SCIENCE EXTENSION EDUCATION



**UNIVERSITY OF CALCUTTA
2025**

COURSE OBJECTIVE:

The course is intended to orient the students with the concept of extension education and its importance in development and also to expose the students with various development programmes aimed at poverty alleviation and to increase employment opportunities and their analysis. Besides, the students will be learning about the new innovations being brought into the Home Science Extension and communication techniques in India.

LEARNING OUTCOMES:

1. Orient student to the extension techniques and programmes.
2. Explore career opportunities and the related skill sets needed the cooperative extension service, community, and international development, home science extension communications.
3. To understand the agricultural industry associations and public service.
4. Develop an understanding of the self-leadership skills needed to be effective in a variety of professional and personal environments.
5. Familiarize students with the aspects included within a total program in home science extension education.
6. Strengthen skills in oral and written communications.

PROGRAMME OUTCOME:

1. To impart practical based knowledge on home science and allied sectors.
2. To impart in-depth practical knowledge in rural development
3. To disseminate different rural technologies through various extension activities
4. To identify and overcome the problems encountered in day-to-day life in family and social sector
5. To make students competitive in pursuing higher studies
6. To get an exposure to a new rural area and the socio-economic condition of people
7. To provide knowledge from ancient to modern extension and home management practices
8. To build the skill base for working with and serving the rural community.

Detailed structure: For Minor 1 or Minor 2 for 4 year NEP CCF
Home Science and Extension Education can be opted either as Minor 1 or as Minor 2

	Semester	Code	Minor Course (Paper details)	Credit	Marks
Minor 1	I	M1.1-T	EXTENSION FOR DEVELOPMENT	3	75
		M1.1-P	EXTENSION FOR DEVELOPMENT	1	25
	II	M1.2-T	ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY	3	75
		M1.2-P	ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY	1	25
OR					
Minor 2	III	M2.1-T	EXTENSION FOR DEVELOPMENT	3	75
		M2.1-P	EXTENSION FOR DEVELOPMENT	1	25
	IV	M2.2-T	ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY	3	75
		M2.2-P	ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY	1	25
Minor 1	V	M1.3-T	BASICS OF WORKING WITH FAMILIES AND COMMUNITIES	3	75
		M1.3-P	BASICS OF WORKING WITH FAMILIES AND COMMUNITIES	1	25
		M1.4-T	NON-FORMAL AND ADULT EDUCATION	3	75
		M1.4-P	NON-FORMAL AND ADULT EDUCATION	1	25
OR					
Minor 2	VI	M2.3-T	BASICS OF WORKING WITH FAMILIES AND COMMUNITIES	3	75
		M2.3-P	BASICS OF WORKING WITH FAMILIES AND COMMUNITIES	1	25
		M2.4-T	NON-FORMAL AND ADULT EDUCATION	3	75
		M2.4-P	NON-FORMAL AND ADULT EDUCATION	1	25
Those opting for HSEE Minor 1 will have to study the paper in Semester 1, 2 and 5 Those opting for HSEE Minor 2 will have to study the paper in Semester 3, 4 and 6					

Semester -I
As Minor 1 Paper

(THEORY- CREDITS: 3)

75 marks

M1.1-T: EXTENSION FOR DEVELOPMENT

Unit I: Concept of Extension

Extension: concept, goals and history

Components of Extension

Extension systems- types, advantages and disadvantages

Relationship between communication and extension - role of extension in development

Unit II: Extension Methods and Approaches

Extension methods and approaches - classification, characteristics and selection

Stakeholders in development

People's participation and social mobilization in development

Leadership and extension- concept theories styles and types of leadership

Diffusion of innovation and adoption through extension.

Unit III: Development Programmes

Development issues and goals- an international perspective

National Development Programmes – goals, strategies, structure and achievements

Analysis of few contemporary national development programmes- objectives, clients, salient features, outcomes.

(PRACTICAL- CREDIT: 1)

25 marks

M1.1-P: EXTENSION FOR DEVELOPMENT

1. Critical analysis report of any one development programmes for women or children in India.
2. To develop a detailed programme plan for extension for a particular target group.

RECOMMENDED READINGS

1. Mikkelsen, Britha, (2002), Methods for Development Work and Research. New Delhi: Sage Publications
2. Dale R, (2004) Evaluating Development Programmes and Projects. New Delhi: Sage Publications.
3. Kumar & Hansra, (1997) Extension Education for Human Resource Development. New Delhi: Concept Publishers.
4. Lyton R and Pareek U. (1990). Training for Development. New Delhi, Vistaar Publications

Semester -II
As Minor 1 Paper

(THEORY- CREDITS: 3)

75 marks

M1.2-T: ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY

Unit I: Concept of Rural Sociology

Basics structure and nature of rural sociology.

Family and kinship organization.

Social stratification.

Nature of Indian caste system.

Concept of social class.

Unit II: Concept of Rural Economics

Meaning and scope of Rural Economics.

Main features of India's rural sector.

Role of Agriculture in India's Economy.

Role of women in Farm Management and Agriculture.

Types of Farming.

Co-operative Farming and its progress.

Importance of Rural credit.

Unit III: Concept of Poverty

Conceptualizing poverty.

Difference between Absolute and Relative poverty

Concepts of poverty line and poverty trap.

Causes and consequences of poverty.

Poverty alleviation programmes and projects.

(PRACTICAL- CREDIT: 1)

25 marks

M1.2-P: ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY

1. Survey of reports on NGO/Co-operative/ Mahila Mandal/ Health- Centre in mass media.

2. Evaluation of Poverty alleviation programmes as adopted by Govt. of India.

3. Conducting Socio-economic diet survey.

RECOMMENDED READINGS

1. R N Sharma, 1979, Indian Rural Sociology, New Delhi: Munshiram Manoharlal
2. R K Sharma, 1997, Rural Sociology, New Delhi: Atlantic
3. J B Chitambar, 3rd Ed 2018, Introductory Rural Sociology, New Delhi: New Age Publishers
4. Ahuja H.L., 2010, Modern Micro Economics. Sultan Chand & sons
5. Dhingra IC and Garg VK, 2010, Introductory Economic Theory. Sultan Chand & Sons
6. Mishra & Puri, Recent edition 2014, Indian Economy, Himalaya Publishing House
7. Hinton, S and Larissa, H. (2013) Understanding Social Media, Sage Publications India

Semester -III
As Minor2 Paper

(THEORY- CREDITS: 3)

75 marks

M2.1-T: EXTENSION FOR DEVELOPMENT

Unit I: Concept of Extension

Extension: concept, goals and history

Components of Extension

Extension systems- types, advantages and disadvantages

Relationship between communication and extension - role of extension in development

Unit II: Extension Methods and Approaches

Extension methods and approaches - classification, characteristics and selection

Stakeholders in development

People's participation and social mobilization in development

Leadership and extension- concept theories styles and types of leadership

Diffusion of innovation and adoption through extension.

Unit III: Development Programmes

Development issues and goals- an international perspective

National Development Programmes – goals, strategies, structure and achievements

Analysis of few contemporary national development programmes- objectives, clients, salient features, outcomes.

(PRACTICAL- CREDIT: 1)

25 marks

M2.1-P: EXTENSION FOR DEVELOPMENT

3. Critical analysis report of any one development programmes for women or children in India.
4. To develop a detailed programme plan for extension for a particular target group.

RECOMMENDED READINGS

5. Mikkelsen, Britha, (2002), Methods for Development Work and Research. New Delhi:Sage Publications
6. Dale R, (2004) Evaluating Development Programmes and Projects. New Delhi: Sage Publications.
7. Kumar & Hansra, (1997) Extension Education for Human Resource Development. New Delhi: Concept Publishers.
8. Lyton R and Pareek U. (1990). Training for Development. New Delhi, Vistaar Publications

Semester -IV
As Minor 2 Paper

(THEORY- CREDITS: 3)

75 marks

M2.2-T: ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY

Unit I: Concept of Rural Sociology

Basics structure and nature of rural sociology.

Family and kinship organization.

Social stratification.

Nature of Indian caste system.

Concept of social class.

Unit II: Concept of Rural Economics

Meaning and scope of Rural Economics.

Main features of India's rural sector.

Role of Agriculture in India's Economy.

Role of women in Farm Management and Agriculture.

Types of Farming.

Co-operative Farming and its progress.

Importance of Rural credit.

Unit III: Concept of Poverty

Conceptualizing poverty.

Difference between Absolute and Relative poverty

Concepts of poverty line and poverty trap.

Causes and consequences of poverty.

Poverty alleviation programmes and projects.

(PRACTICAL- CREDIT: 1)

25 marks

M2.2-P: ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY

4. Survey of reports on NGO/Co-operative/ Mahila Mandal/ Health- Centre in mass media.

5. Evaluation of Poverty alleviation programmes as adopted by Govt. of India.

6. Conducting Socio-economic diet survey.

RECOMMENDED READINGS

1. R N Sharma, 1979, Indian Rural Sociology, New Delhi: Munshiram Manoharlal
2. R K Sharma, 1997, Rural Sociology, New Delhi: Atlantic
3. J B Chitambar, 3rd Ed 2018, Introductory Rural Sociology, New Delhi: New Age Publishers
4. Ahuja H.L., 2010, Modern Micro Economics. Sultan Chand & sons
5. Dhingra IC and Garg VK, 2010, Introductory Economic Theory. Sultan Chand & Sons
6. Mishra & Puri, Recent edition 2014, Indian Economy, Himalaya Publishing House
7. Hinton, S and Larissa, H. (2013) Understanding Social Media, Sage Publications India

Semester -V
(As Minor 1 paper)
Total 8 credits Papers: 2

(THEORY- CREDITS: 3) 75 marks

M1.3-T BASICS OF WORKING WITH FAMILIES AND COMMUNITIES

Unit I: Family, society and culture

Various dimensions of family, society and culture, cultural stereotypes, Poverty and deprivation. Customs and belief in everyday life. Role of media.

Unit II: Social mobility and social change

Social mobility and social change

Forms of stratification and their interrelationships: class, ethnicity, gender, caste, race and occupation. Ethnographic approaches to the study of groups.

Unit III: Conflicts and consensus in society.

Changing gender spaces in family, work and its implication on the individual and society across cultures. Changing role of women in Indian society.

Experiences of exclusion on the individual: caste, minority, disability, violence, immigration.

(PRACTICAL- CREDIT: 1) 25 marks

M1.3-P: BASICS OF WORKING WITH FAMILIES AND COMMUNITIES

1. Choose any Social Welfare Advertisement, and write a detailed report, along with copies of the same (chosen advertisement), on – the agencies that issued them, the target audience, possible reason for issue of the same, and their probable effectiveness.
2. Presenting a case study on changing role of women in Indian society based on authentic newspaper or digital media reports.

RECOMMENDED READINGS

1. Abhraham, M. F. (2006). Contemporary Sociology: An introduction to concepts and theories: New York: Oxford University Press.
2. Beattie, J. (1964). Other cultures. Cohen and West.
3. Das, V. (Ed.) (2003) The Oxford companion to sociology and social anthropology: volume 1 and 2. New Delhi: Oxford University Press.
4. Johnson, M.H. (2001). Sociology: A systematic introduction. New Delhi: Allied Publishers Limited.
5. Rawat, H.K. (2007). Sociolgy: Basic concepts. New Delhi: Rawat Publications.

(THEORY- CREDITS: 3) 75 marks

M1.4-T: NON-FORMAL AND ADULT EDUCATION.

Unit I: Concept of Education

Classification of literacy

Formal, Informal and Non-formal education. Significance of non-formal education in India. **Unit II:**

Adult education

Meaning, concept and scope of adult education. Characteristics of adult learners.

Differences between child and adult learning. Motivating and sustaining adult learners.

Tools of teaching adult learners.

Unit III: Adult education programmes in India

Adult education programmes in India.

Types of NGO's and government partnership.

Programme planning and evaluation of NFE programmes

(PRACTICAL- CREDIT: 1) 25 marks

M1.4-P: NON-FORMAL AND ADULT EDUCATION.

1. Reporting of literacy news, events from periodicals and newspaper.
2. Visit to adult literacy centers /case study of adult learners.

RECOMMENDED READINGS

1. Mishra. L., Adult Education, A study of the trials, APH Publishing Corporation, New Delhi.
2. Chandra A., Shah A. 1987, Non-Formal Education for All, Sterling Publishers, New Delhi.
3. Singh M., 2007, New Companion to Adult Educators, International Institute of Adult and Life Long Education, New Delhi.
4. Singh N. K., 2010, Adult Education, Saurabh Publishing House, New Delhi.
5. Khajuria D. P., New Trends in Indian Education, Narendra Publishing House, Jalandhar.

Semester -VI
Total 8 credits Papers: 2(As Minor 2 paper)
(THEORY- CREDITS: 3) 75 marks

M2.3-T BASICS OF WORKING WITH FAMILIES AND COMMUNITIES

Unit I: Family, society and culture

Various dimensions of family, society and culture, cultural stereotypes, Poverty and deprivation. Customs and belief in everyday life. Role of media.

Unit II: Social mobility and social change

Social mobility and social change

Forms of stratification and their interrelationships: class, ethnicity, gender, caste, race and occupation. Ethnographic approaches to the study of groups.

Unit III: Conflicts and consensus in society.

Changing gender spaces in family, work and its implication on the individual and society across cultures.

Changing role of women in Indian society.

Experiences of exclusion on the individual: caste, minority, disability, violence, immigration.

(PRACTICAL- CREDIT: 1) 25 marks

M2.3-P: BASICS OF WORKING WITH FAMILIES AND COMMUNITIES

3. Choose any Social Welfare Advertisement, and write a detailed report, along with copies of the same (chosen advertisement), on – the agencies that issued them, the target audience, possible reason for issue of the same, and their probable effectiveness.
4. Presenting a case study on changing role of women in Indian society based on authentic newspaper or digital media reports.

RECOMMENDED READINGS

6. Abhraham, M. F. (2006). Contemporary Sociology: An introduction to concepts and theories: New York: Oxford University Press.
7. Beattie, J. (1964). Other cultures. Cohen and West.
8. Das, V. (Ed.) (2003) The Oxford companion to sociology and social anthropology: volume 1 and 2. New Delhi: Oxford University Press.
9. Johnson, M.H. (2001). Sociology: A systematic introduction. New Delhi: Allied Publishers Limited.
10. Rawat, H.K. (2007). Sociolgy: Basic concepts. New Delhi: Rawat Publications.

(THEORY- CREDITS: 3) 75 marks

M2.4-T: NON-FORMAL AND ADULT EDUCATION.

Unit I: Concept of Education

Classification of literacy

Formal, Informal and Non-formal education. Significance of non-formal education in India. **Unit II:**

Adult education

Meaning, concept and scope of adult education. Characteristics of adult learners.

Differences between child and adult learning. Motivating and sustaining adult learners.

Tools of teaching adult learners.

Unit III: Adult education programmes in India

Adult education programmes in India.

Types of NGO's and government partnership.

Programme planning and evaluation of NFE programmes

(PRACTICAL- CREDIT: 1) 25 marks

M2.4-P: NON-FORMAL AND ADULT EDUCATION.

3. Reporting of literacy news, events from periodicals and newspaper.
4. Visit to adult literacy centers /case study of adult learners.

RECOMMENDED READINGS

1. Mishra. L., Adult Education, A study of the trials, APH Publishing Corporation, New Delhi.
2. Chandra A., Shah A. 1987, Non-Formal Education for All, Sterling Publishers, New Delhi.
3. Singh M., 2007, New Companion to Adult Educators, International Institute of Adult and Life Long Education, New Delhi.
4. Singh N. K, 2010, Adult Education, Saurabh Publishing House, New Delhi.
5. Khajuria D. P., New Trends in Indian Education, Narendra Publishing House, Jalandhar.

MDC COURSE

**HOME SCIENCE EXTENSION EDUCATION
NEP CCF**



UNIVERSITY OF CALCUTTA
2025

Detailed structure:

SEMESTER	CC1	SEMESTER	CC2	MINOR(MDC)
I	MI 4 Credit	I	MI 4 Credit	—
II	M2 4 Credit	II	M2 4 Credit	—
III	M3 4 Credit	III	M3 4 Credit	M1 4 Credit
IV	M4 4 Credit + M5 4 Credit TOTAL 8 Credit	IV	M4 4 Credit + M5 4 Credit TOTAL 8 Credit	M2 4 Credit
				M3+M4 8 Credit
V	M6 4 Credit +M7 4 Credit TOTAL 8 Credit	V	M6 4 Credit	M5+M6 8 Credit
VI	M8 4 Credit	VI	M7 4 Credit + M8 4 Credit TOTAL 8 Credit	

Those opting for MDC CC1 will have 1 paper in semester I, II, III, VI and two papers in IV and V

Those opting for MDC CC2 will have 1 paper in semester I, II, III, V and two papers in IV and VI

For Minor M1 in Sem 3, M2 in Sem 4, M3+ M4 in Sem 5, M5+M6 in Sem 6

Details of the papers:

S.No.	Semester	Code	Minor Course (Paper details)	Credit	Marks
1.	I	M1-T	EXTENSION FOR DEVELOPMENT	3	75
		M1-P	EXTENSION FOR DEVELOPMENT	1	25
2.	II	M2-T	ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY	3	75
		M2-P	ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY	1	25
3.	III	M3-T	BASICS OF WORKING WITH FAMILIES AND COMMUNITIES	3	75
		M3-P	BASICS OF WORKING WITH FAMILIES AND COMMUNITIES	1	25
4.	IV	M4-T	NON-FORMAL AND ADULT EDUCATION	3	75
M4-P		NON-FORMAL AND ADULT EDUCATION	1	25	
5.		M5-T	INFORMATION AND COMMUNICATION TECHNOLOGIES FOR DEVELOPMENT	3	75
		M5-P	INFORMATION AND COMMUNICATION TECHNOLOGIES FOR DEVELOPMENT	1	25
6.	V	M6-T	SOCIAL ENTREPRENEURSHIP DEVELOPMENT	3	75
		M6-P	SOCIAL ENTREPRENEURSHIP DEVELOPMENT	1	25
7.	V (FOR CC1)	M7-T	HOME SCIENCE AND COMMUNITY DEVELOPMENT	3	75
	VI (FOR CC2)	M7-P	HOME SCIENCE AND COMMUNITY DEVELOPMENT	1	25
8.	VI	M8-T	EXTENSION WORK AND COMMUNICATION	3	75
		M8-P	EXTENSION WORK AND COMMUNICATION	1	25
* FOR MDC CC1 M1 SEM 1, M2 SEM 2, M3 SEM 3, M4&M5 SEM 4, M6&M7 SEM 5, M8 SEM 6 AND FOR MDC CC2 M1 SEM 1, M2 SEM 2, M3 SEM 3, M4&M5 SEM 4, M6 SEM 5, M7&M8 SEM 6 **FOR MDC MINOR FIRST 6 PAPERS M1 M2 M3 M4 M5 M6 TO BE TAUGHT IN SEM III TO SEM VI					

**PAPER M1[FOR Semester -I CC1/CC2; SemesterIII-Minor]
(THEORY- CREDITS: 3)**

75 marks

M1-T: EXTENSION FOR DEVELOPMENT

Unit I: Concept of Extension

Extension: concept, goals and history

Components of Extension

Extension systems- types, advantages and disadvantages

Relationship between communication and extension - role of extension in development

Unit II: Extension Methods and Approaches

Extension methods and approaches - classification, characteristics and selection

Stakeholders in development

People's participation and social mobilization in development

Leadership and extension- concept theories styles and types of leadership

Diffusion of innovation and adoption through extension.

Unit III: Development Programmes

Development issues and goals- an international perspective

National Development Programmes – goals, strategies, structure and achievements

Analysis of few contemporary national development programmes- objectives, clients, salient features, outcomes.

(PRACTICAL- CREDIT: 1)

25 marks

M1-P: EXTENSION FOR DEVELOPMENT

1. Critical analysis report of any one development programmes for women or children in India.
2. To develop a detailed programme plan for extension for a particular target group.

RECOMMENDED READINGS

1. Mikkelsen, Britha, (2002), Methods for Development Work and Research. New Delhi:Sage Publications
2. Dale R, (2004) Evaluating Development Programmes and Projects. New Delhi: Sage Publications.
3. Kumar & Hansra, (1997) Extension Education for Human Resource Development. New Delhi: Concept Publishers.
4. Lyton R and Pareek U. (1990). Training for Development. New Delhi, Vistaar Publications

PAPER M2[FOR Semester -II CC1/CC2; Semester IV Minor]

(THEORY- CREDITS: 3)

75 marks

M2-T: ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY

Unit I: Concept of Rural Sociology

Basics structure and nature of rural sociology.

Family and kinship organization.

Social stratification.

Nature of Indian caste system.

Concept of social class.

Unit II: Concept of Rural Economics

Meaning and scope of Rural Economics.

Main features of India's rural sector.

Role of Agriculture in India's Economy.

Role of women in Farm Management and Agriculture.

Types of Farming.

Co-operative Farming and its progress.

Importance of Rural credit.

Unit III: Concept of Poverty

Conceptualizing poverty.

Difference between Absolute and Relative poverty

Concepts of poverty line and poverty trap.

Causes and consequences of poverty.

Poverty alleviation programmes and projects.

(PRACTICAL- CREDIT: 1)

25 marks

M2-P: ELEMENTS OF RURAL ECONOMICS AND RURAL SOCIOLOGY

1. Survey of reports on NGO/Co-operative/ Mahila Mandal/ Health- Centre in mass media.

2. Evaluation of Poverty alleviation programmes as adopted by Govt. of India.

3. Conducting Socio-economic diet survey.

RECOMMENDED READINGS

1. R N Sharma, 1979, Indian Rural Sociology, New Delhi: Munshiram Manoharlal
2. R K Sharma, 1997, Rural Sociology, New Delhi: Atlantic
3. J B Chitambar, 3rd Ed 2018, Introductory Rural Sociology, New Delhi: New Age Publishers
4. Ahuja H.L., 2010, Modern Micro Economics. Sultan Chand & sons
5. Dhingra IC and Garg VK, 2010, Introductory Economic Theory. Sultan Chand & Sons
6. Mishra & Puri, Recent edition 2014, Indian Economy, Himalaya Publishing House
7. Hinton, S and Larissa, H. (2013) Understanding Social Media, Sage Publications India

PAPER M3 [FOR Semester -III CC1/CC2;/ Semester V Minor]

(THEORY- CREDITS: 3)

75 marks

M3 CC1/CC2/MINOR

M3-T BASICS OF WORKING WITH FAMILIES AND COMMUNITIES

Unit I: Family, society and culture

Various dimensions of family, society and culture, cultural stereotypes,

Poverty and deprivation.

Customs and belief in everyday life.

Role of media.

Unit II: Social mobility and social change

Social mobility and social change

Forms of stratification and their interrelationships: class, ethnicity, gender, caste, race and occupation.

Ethnographic approaches to the study of groups.

Unit III: Conflicts and consensus in society.

Changing gender spaces in family, work and its implication on the individual and society across cultures.

Changing role of women in Indian society.

Experiences of exclusion on the individual: caste, minority, disability, violence, immigration.

(PRACTICAL- CREDIT: 1)

25 marks

M3-P: BASICS OF WORKING WITH FAMILIES AND COMMUNITIES

1. Choose any Social Welfare Advertisement, and write a detailed report, along with copies of the same (chosen advertisement), on – the agencies that issued them, the target audience, possible reason for issue of the same, and their probable effectiveness.
2. Presenting a case study on changing role of women in Indian society based on authentic newspaper or digital media reports.

RECOMMENDED READINGS

1. Abhraham, M. F. (2006). Contemporary Sociology: An introduction to concepts and theories: New York: Oxford University Press.
2. Beattie, J. (1964). Other cultures. Cohen and West.
3. Das, V. (Ed.) (2003) The Oxford companion to sociology and social anthropology: volume 1 and 2. New Delhi: Oxford University Press.
4. Johnson, M.H. (2001). Sociology: A systematic introduction. New Delhi: Allied Publishers Limited.
5. Rawat, H.K. (2007). Sociolgy: Basic concepts. New Delhi: Rawat Publications.

PAPER M4 [FOR Semester -IV CC1/CC2/MINOR; Semester V Minor]

8 CREDITS FOR SEM IV CC1/CC2

(THEORY- CREDITS: 3)

75 marks

M4-T: NON-FORMAL AND ADULT EDUCATION.

Unit I: Concept of Education

Classification of literacy

Formal, Informal and Non-formal education.

Significance of non-formal education in India.

Unit II: Adult education

Meaning, concept and scope of adult education.

Characteristics of adult learners.

Differences between child and adult learning.

Motivating and sustaining adult learners.

Tools of teaching adult learners.

Unit III: Adult education programmes in India

Adult education programmes in India.

Types of NGO's and government partnership.

Programme planning and evaluation of NFE programmes

(PRACTICAL- CREDIT: 1)

25 marks

M4 -P: NON-FORMAL AND ADULT EDUCATION.

1. Reporting of literacy news, events from periodicals and newspaper.

2. Visit to adult literacy centers /case study of adult learners.

RECOMMENDED READINGS

1. Mishra. L., Adult Education, A study of the trials, APH Publishing Corporation, New Delhi.
2. Chandra A., Shah A. 1987, Non-Formal Education for All, Sterling Publishers, New Delhi.
3. Singh M., 2007, New Companion to Adult Educators, International Institute of Adult and Life Long Education, New Delhi.
4. Singh N. K, 2010, Adult Education, Saurabh Publishing House, New Delhi.
5. Khajuria D. P., New Trends in Indian Education, Narendra Publishing House, Jalandhar.

**PAPER M5[FOR Semester -IV CC1/CC2/; Semester VI Minor]
(THEORY- CREDITS: 3)**

75 marks

M5-T: INFORMATION AND COMMUNICATION TECHNOLOGIES FOR DEVELOPMENT

Unit I: Introduction to ICTs

Understanding ICTs- Definition, concept, meaning

Evolution of ICTs-global and local level

Classification of ICTs- Traditional and modern ICTs, their relevance to development

Limitations and challenges of ICTs- limited reach and access, digital divide

Unit II: Applications of ICTs to Development

ICTs and Livelihoods, Poverty Reduction and Governance

ICTs in Education, Gender equality and Empowerment and Health

ICTs in Environment, Climate Change and Disaster Management

Role of ICTs in development- Radio, television, video, multi-user mobile telephony

Unit III: ICT Tools in Diverse Media

Study, Analysis and design of ICT tools in diverse media for development

Radio as an ICT tool for development

Television as an ICT tool for development

New media as an ICT tool for development

Mobile telephone as an ICT tool for development

(PRACTICAL- CREDIT: 1)

25 marks

M5-P INFORMATION AND COMMUNICATION TECHNOLOGIES FOR DEVELOPMENT

1. To make a visual aid on importance of any ICT that can be used in extension.
2. To write a report on recent events (environmental or others) where ICT were used successfully.

RECOMMENDED READINGS

1. Unwin, T. (Ed.) (2009). ICT4D: Information and Communication Technology for Development. Cambridge: Cambridge University Press.
2. Tongia, R., Subrahmanian, E. & Arunachalam, V. (2005). Information and Communications Technology for Sustainable Development. Bangalore: Allied Publishers
3. Weigel, G. & Waldburger, D. (Eds.) (2004). ICT4D – Connecting People for A Better World. Lessons, Innovations and Perspectives of Information and Communication Technologies in Development. Berne: Swiss Agency for Development and Cooperation (SDC) and the Global Knowledge Partnership (GKP).

PAPER M6 [FOR Semester -V CC1/CC2; Semester VI Minor]

8 CREDITS FOR SEM V CC 1 AND 4 CREDITS FOR SEM V CC2

(THEORY- CREDITS: 3)

75 marks

M6-T: SOCIAL ENTREPRENEURSHIP DEVELOPMENT

Unit I: Entrepreneurship Development

Entrepreneurship- concept, definition, need.

Significance of entrepreneurship development in India,

Entrepreneurship growth process, barriers

Entrepreneurship education model.

Unit II: Understanding the Entrepreneur

Entrepreneur-their characteristics, types.

Gender issues, role demands, Glass ceiling

Entrepreneurial Motivation and challenges

Types of enterprises classification based on capital, product, location, ownership pattern and process

Unit II: Understanding Social Entrepreneurship

Social Entrepreneurship- concepts and approaches

Comparison between business and social entrepreneurship

Personality traits of social entrepreneur

Innovations and social entrepreneurship

Financing Social Enterprises

(PRACTICAL- CREDIT: 1)

25 marks

M6-P: SOCIAL ENTREPRENEURSHIP DEVELOPMENT

1. Newspaper report analysis of successful entrepreneurship development.
2. Case studies of women entrepreneurs/entrepreneurs with innovative ideas.

RECOMMENDED READINGS

1. Akhouri, M.M.P. (1990) *Entrepreneurship for Women in India*. New Delhi: NIESBUD.
2. Bedi, G. Shiva, V. (2002) *Sustainable Agriculture and entrepreneurship*. Allied Books
3. Chakravarty, S. (2000) *Development Planning*. New Delhi: Oxford Publishers.
4. Kundu, A.; Sharma, A.N. (2001) *Informal Sector in India-Perspectives and Policies*. New Delhi: Institute for Human Development

PAPER M7 [FOR Semester -V CC1 and Semester VI CC2]

8 CREDITS FOR SEM VI CC2

(THEORY- CREDITS: 3)

75 marks

M7-T: HOME SCIENCE AND COMMUNITY DEVELOPMENT

Unit I: Community Development

Origin, Organization and function of community development.

Growth and Development of Panchayati Raj.

Rural Institutions of India.

Village school, Mahila mandal, Youth clubs

Unit II: Programme planning

Programme Planning: Principles and importance in extension.

Evaluation of Programme.

Community Nutrition in India

Unit III: Home science for Rural Development

Role of Home Science in solving issues of illiteracy, poverty and health.

Home science extension workers for Rural Development.

Characteristics of extension workers.

(PRACTICAL- CREDIT: 1)

25 marks

M7-P: HOME SCIENCE AND COMMUNITY DEVELOPMENT

1. Preparation of Simple literature to raise awareness of villagers regarding community development.
2. A survey report on any one rural institution: village school, mahila mandal, youth clubs.

RECOMMENDED READINGS

1. Ray, G.L., Extension Communication and management, 1999, Nays Prakashan, Calcutta
2. Berlo, D.K.: The Process of Communicating –An Introduction to Theory and Practical, 1960, New York, Henry Holt and Company
3. Chopra, K., Kaukodi, G.K., & Murty, M.N.: Participatory Development, 1990. Sagar Publication
4. Mikkelsen, Britha, (2002), Methods for Development Work and Research. New Delhi: Sage Publications
5. Dale R, (2004) Evaluating Development Programmes and Projects. New Delhi: Sage Publications
6. Kumar & Hansra, (1997) Extension Education for Human Resource Development. New Delhi: Concept Publishers.

PAPER M8 [FOR Semester -VI CC1/CC2]

4 CREDITS FOR SEM VI CC 1

M8-T: EXTENSION WORK AND COMMUNICATION

(THEORY- CREDITS: 3)

75 marks

Unit I: Different method of Extension teaching

Personal contact meetings, Group discussion, Seminars, Demonstration, Workshop, Exhibitions, Models, Tours, and Literature distribution (i.e. Newspaper, Leaflets, Bulletins, Pamphlets)
Audio-Visual aid in extension work- Motion pictures, Radio, Slides, Flannel Graphs, Flash cards, Charts.

Unit II: Principles of Learning and Teaching Process

Concepts of learning and teaching.

Effective teaching through individual, group and mass media.

Meaning of Communication: needs, types and issues.

Unit III: Communication

Development communication: Genesis and its characteristics.

Differences between communication and development communication.

Effective communication.

(PRACTICAL- CREDIT: 1)

25 marks

M8-P: EXTENSION WORK AND COMMUNICATION

1. Preparation of a suitable Audio-visual aid for community extension work.
2. Choose any one programme like Pulse Polio Immunization (PPI) or Kanyashree Prakalpa or Swachh Bharat Mission to write a report on their agencies of implementation, purpose, target group and their probable effectiveness in a particular chosen area or population.

RECOMMENDED READINGS

1. Narula, Uma (1994) Development Communication, New Delhi, Hariand Publication
2. Rozer, E. & Storey D. (1987) Communication Campaign in C.Burger and S. Sheffe(Eds), Handbook of Communication Sciences (817-846) Newbury Park, C A: Sage
3. Servaes, Jan (2008). Communication for Development and Social Change, New Delhi, Sage Publication
4. Paulo Mefalopulos. Development Communication Sourcebook- Broadening the boundaries of communication, The World Bank, 2008
5. Barker, L. (1990). "Communication", New Jersey: Prentice Hall, Inc; 171.
6. Devito, J. (1998) Human Communication. New York: Harper & Row.