UNIVERSITY OF DELHI

Department of Home Science

Faculty of Science

Post Graduate Programmes

Course Credit Structure-CBCS

2019

The **Department of Home Science** offers the following Post Graduate Programmes:

Masters Programmes in –

M.Sc. Food & Nutrition

M.Sc. Human Development & Childhood Studies

M.Sc. Development Communication & Extension

M.Sc. Resource Management & Design Application

M.Sc. Fabric & Apparel Science

Post Graduate Diploma Programmes in-

Post Graduate Diploma in Dietetics & Public Health Nutrition

Post Graduate Diploma in Health and Social Gerontology

PG Admission Eligibility
PART I   Candidates seeking admission through entrance examination

8 A	M.Sc. course in Food & Nutrition:	Intake Capacity: 21
	B.Sc. (Hons.) in Home Science / B.Sc. (Pass) in Home Science / B.Sc (Hons.) in Food Technology: after (10+2)/ PGDDPHN (1 yr), from Delhi University or any other University whose Examination is recognized by the University of Delhi as equivalent and fulfill other conditions of eligibility. Should have passed Nutritional Biochemistry and any two subjects in the following areas: Food & Nutrition / Nutrition through the life cycle / Public Nutrition / Food Science and Processing / Diet therapy / Microbiology/ Nutrition for Adults and Elderly/ Nutrition for Children and Adolescents	ELIGIBILITY CONDITIONS 55% or above marks in aggregate in Home Science or Food Technology or equivalent grade points.
8 B	M.Sc. course in Human Development and Childhood Studies:	Intake Capacity: 11
	B.Sc. (Hons.) in Home Science / B.Sc. (Pass) in Home Science: after (10+2), from Delhi University or any other University whose Examination is recognized by the University of Delhi as equivalent and fulfill other conditions of eligibility. Should have passed any three subjects in the following areas: Introduction to Human Development / Socio-cultural Dimensions of family in India / Foundations of Human Development: Theories and Principles / Gender Empowerment and Justice / Human Development: Lifespan / Child Rights & Social Action	*ELIGIBILITY CONDITIONS* 55% or above marks in aggregate in Home Science or equivalent grade points.
8 C	M.Sc. course in Resource Management and Design Application:	Intake Capacity: 11
	B.Sc. (Hons.) in Home Science / B.Sc. (Pass) in Home Science: after (10+2) from Delhi University or any other University whose Examination is recognized by the University of Delhi as equivalent and fulfill other conditions of eligibility. Should have passed any three subjects in the following areas: Resource Management / Family Finance & Consumer Studies / Housing and Space Design / Ergonomic in Design Development /Interior Design and Decoration/ Entrepreneurship and Enterprise Management / Resources and Sustainable Development / Human Resource Management	*ELIGIBILITY CONDITIONS* 55% or above marks in aggregate in Home Science or equivalent grade points.

8 D	**M.Sc. course in Development Communication and Extension:**	**Intake Capacity: 11**
	B.Sc. (Hons.) in Home Science / B.Sc. (Pass) in Home Science: after (10+2) from Delhi University or any other University whose Examination is recognized by the University of Delhi as equivalent and fulfill other conditions of eligibility. Should have passed any three subjects in the following areas: Communication and Extension / Gender and Development / Media Systems / Mass Communication / Sustainable Development/ Training and Development/Extension Programme Design and Management/ Development Communication and Journalism / Training and Development	*ELIGIBILITY CONDITIONS* 55% or above marks in aggregate in Home Science or equivalent grade points.
8 E	**M.Sc. course in Fabric and Apparel Science:**	**Intake Capacity: 19**
	B.Sc. (Hons.) in Home Science / B.Sc. (Pass) in Home Science: after (10+2) from Delhi University or any other University whose Examination is recognized by the University of Delhi as equivalent and fulfill other conditions of eligibility. Should have passed any three subjects in the following areas: Fundamentals of Fabric and Apparel Science / Fabric Science / Indian Textile Heritage / Apparel Construction / Applied Textile Design / Dyeing and Printing / Design Concepts / Fashion Design Development / Fashion Studies	*ELIGIBILITY CONDITIONS* 55% or above marks in aggregate in Home Science or equivalent grade points.

PART II (FORM B) Candidates seeking admission on merit on the basis of marks obtained in the B.Sc. (Hons) Home Science, University of Delhi in the year in which admission is sought

7 A	**M.Sc. course in Food & Nutrition:**	**Intake Capacity: 20**
	B.Sc. (Hons.) in Home Science: Food & Nutrition (3 years course) after (10+2) from Delhi University only.	ELIGIBILITY CONDITIONS 60% or above marks in aggregate or equivalent grade points in Home Science (Hons.) with specialization in Food and Nutrition
7 B	**M.Sc. course in Human Development and Childhood Studies:**	**Intake Capacity: 11**
	B.Sc. (Hons.) in Home Science: Human Development (3 years course) after (10+2) from Delhi University only.	*ELIGIBILITY CONDITIONS* 60% or above marks in aggregate or equivalent grade points in Home Science (Hons.) with specialization in Human Development
7 C	**M.Sc. course in Resource Management and Design Application:**	**Intake Capacity: 11**

	B.Sc. (Hons.) in Home Science: Resource Management (3 years course) after (10+2) from Delhi University only.	*ELIGIBILITY CONDITIONS* 60% or above marks in aggregate or equivalent grade points in Home Science (Hons.)with specialization in Resource Management
7 D	**M.Sc. course in Development Communication and Extension:**	**Intake Capacity: 11**
	B.Sc. (Hons.) in Home Science: Communication and Extension (3 years course) after (10+2) from Delhi University only.	*ELIGIBILITY CONDITIONS* 60% or above marks in aggregate or equivalent grade points in Home Science (Hons.) with specialization in Communication and Extension
7 E	**M.Sc. course in Fabric and Apparel Science:**	**Intake Capacity: 18**
	B.Sc. (Hons.) in Home Science: Fabric and Apparel Science (3 years course) after (10+2) from Delhi University only.	*ELIGIBILITY CONDITIONS* 60% or above marks in aggregate or equivalent grade points in Home Science (Hons.) with specialization in Fabric and Apparel Science

Eligibility for reserved categories will be as per University guidelines.

For details concerning University guidelines visit www.du.ac.in

M.Sc. Development Communication & Extension
Department of Home Science
University of Delhi

Course Credit Structure-CBCS
2018

The Department of Home Scienec offers Masters in Development Communication & Extension. The course strives to develop understanding and skills in culturally appropriate behavior change communication and extension strategies for promoting gender equity, social inclusion and sustainable development. The curriculum provides strong theoretical foundations and experiential learning to meet the existing market demands for trained professionals in participatory development processes and social and behaviour change communication. The programme strives to train a cadre of professionals to work as development practitioners researchers and behaviour change communication specialists.

Programme Specific Objectives:

- To sensitize the students to the needs of the family and community for mobilization and participation of masses, gender equity, women's empowerment and sustainable development through its interdisciplinary training and multi-faceted programme.
- To develop skills in monitoring & evaluation, training and capacity building of different stakeholder groups involved in development.
- To harness skills in message design, building media relations, social marketing and cause related advertising.
- To apprise the students of the process and potential of Behaviour Change Communication as a strategic intervention in Communication for Development (C4D).

Programme Specific Outcomes:

The Department of Development Communication and Extension endeavors to prepare social and behavior change communication professionals and researchers who would provide leadership for tacking complex problems and creating sustainable communities for tomorrow.

- Students are trained in planning, implementation, monitoring and evaluation of development programmes and projects.
- Students are sensitized to elements of community organization and their mobilization for development goals.
- Students develop skills in training and capacity building of different stakeholder groups involved in development.

- Students are enabled to critique, propose and formulate Behaviour Change Communication strategies.
- Students develop policy and media advocacy skills which help them to gain a professional edge.
- Students are trained as professional in the field of media message designing and development.
- Students develop skills in building media relations, social marketing and cause related advertising.
- Students are orientated to the impact of emerging communication technologies and skills in leveraging them for facilitating change in communities.

COURSE CREDIT SCHEME

Total No. of Credits: 100
Total No. of Core Papers: 15
Total No. of Elective Papers: 05
Total No. of Open Elective: 01

Semester	Core Courses			Elective Course			Open Elective Course			**Total Credits**
	No. of papers	Credits (L+T/P)	Total Credits	No. of papers	Credits (L+T/P)	Total Credits	No. of papers	Credits (L+T/P)	Total Credits	
I	4	16L+6T/P	20							**20**
II	5	16L+8/P	24							**24**
III	5	8L+ 8P	16	2	8L+ 4P	12	1	4	4	**32**
IV	1	6	6	3	12L+6P	18				**24**
Total Credits for the Course			**66**			**30**			**4**	**100**

* Student must clear 100 credits.

SEMESTER I				
Number of core courses	Credits in each core course			
Course	Theory	Practical	Tutorial	Credits
Core course 1 CC101: Research Methods	4			4
Core course 2 DCECC102: Media, Culture & Society	4	2		6
Core course 3 DCECC103: Community Organization, Social Policy and Development	4	2		6
Core course 4 DCECC104: Organizational Management and Leadership Development	4			4
Total credits in Core Course	20			
Total credits in Semester I 20				

SEMESTER II				
Number of core courses	Credits in each core course			
Course	Theory	Practical	Tutorial	Credits
Core course 5 CC205: Statistics and Computer Applications	4	2		6
Core course 6 DCECC206: Concepts & Theories of Human Behavior	4	2		6
Core course 7 DCECC207: Training, Capacity Building and Advocacy	4			4
Core course 8 DCECC208: Gender and Development	4			4

Core course 9 Integrated Practical
  DCECC209: Dialoguing Change I
  A.Training and Advocacy
  B. Radio for Development
		4		4

Total credits in core course	24			
Total credits in Semester II 24				

SEMESTER III				
Number of core courses	Credits in each core course			
Course	Theory	Practical	Tutorial	Credits
Core course 10 DCECC310: Policy and Advocacy for Health and Environment	4			4
Core course 11 DCECC311: Extension Systems and Programme Evaluation	4			4
Core course 12 Integrated Practical DCECC312: Dialoguing Change II A. Programme Development & Evaluation B. Video for Development		4		4
Core course 13 DCECC313: Internship		2		2
Core course 14 DCECC314: Dissertation I: Technical Writing & Seminar		2		2
Total credits in core course	**16**			
Number of elective courses	Credits in each Elective course			
Credits in each elective course	Theory	Practical	Tutorial	Credits
Elective course 1	4	2		6
Elective course 2	4	2		6
Total credits in elective courses	**12**			
Number of Open Electives	Credits in each open elective			
	Theory			Credits
Open Elective	4			4
Total credits in open elective	4			
Total credits in Semester III 32				

Elective Courses for Semester III - Select any two of the following:

- DCEEC31: ICTD & Community Media
- DCEEC32: Advertising and Social Marketing

- DCEEC33: Development Journalism

Open Elective Courses for Semester III - Select any one of the following:
- FNOE31 : Community Nutrition Assessment
- HDCSOE31 : Parenting & High Risk Infants
- DCEOE31 : Communication Processes and Techniques
- RMDAOE31 : Entrepreneurship & Innovation
- FASOE31: Fabric Study

SEMESTER IV				
Number of core courses	Credits in each core course			
Course	Theory	Practical	Tutorial	Credits
Core course 15 DCECC415: Dissertation/Experiential Learning Project		6		6
Total credits in core course	**6**			
Number of elective courses	Credits in each Elective course			
Credits in each elective course	Theory	Practical	Tutorial	Credits
Elective course 3	4	2		6
Elective course 4	4	2		6
Elective course 5	4	2		6
Total credits in elective courses	**18**			
Total credits in Semester IV	**24**			

Elective Courses - Select any three of the following:

- DCEEC41: SBCC : Nutrition, Health and Well Being
- DCEEC42: SBCC: Sustainable Development and Climate change
- DCEEC43: SBCC: Consumption and Public Policy
- DCEEC44: SBCC: Peace and Human Rights
- DCEEC45: Livelihood Systems & Social Entrepreurship
- DCEEC46: Evaluation of Development Programmes & Policies
- DCEEC47: Corporate Social Responsibility and Fundraising
- DCEEC48: Urban Governance and Civil Society
- DCEEC49: Lifelong Learning and Life Skills
- DCEEC410: Knowledge Management & Digital Marketing
- DCEEC411: Corporate Communication and Public Relations

SEMESTER I

CC101: RESEARCH METHODS
THEORY

Marks: 100   **Duration: 3 Hrs.**

Course objectives:
To provide students understanding about the basic concepts, approaches and methods in conducting research thereby enabling them to appreciate and critique the nuances of designing a research study as well the ethical dimensions of conducting researches.

Course Learning Outcomes:
Student will be able to -
1. Demonstrate knowledge of the scientific method, purpose and approaches to research
2. Compare and contrast quantitative and qualitative research
3. Explain research design and the research cycle
4. Prepare key elements of a research proposal
5. Explain ethical principles, issues and procedures

CONTENTS   **PERIODS**

UNIT I: Purpose of research   **10**
- Definition, objectives and significance of research
- Types of research
- Scientific method: induction and deduction
- Research approaches: quantitative, qualitative and mixed
- Issues of relevance and cultural appropriateness

UNIT II: Principles of Research in quantitative and qualitative approaches   **30**
        Research design
- Meaning and need of research design
- Components and types of research design
- Issues in design construction
        Sampling, methods
- Concept of sampling, key differences in the two approaches
- Sampling methods, sample size and sampling error
- Selecting participants and contexts to examine social phenomenon
        Data collection and analyses
- Methods and measurement: Measurement in research, scales and errors in measurement , reliability and validity of measurement tools
- Methods of data collection and types of data
- Immersion, deep engagement, triangulation and reflexivity in qualitative data collection

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

UNIT III: The Research Cycle 12
- Systematic literature review and referencing
- Formulating a research problem –Developing research questions and objectives, exploring research context/phenomenon
- Identifying variables, constructing hypotheses
- Deciding research approach and design
- Selection of sample/participants, choice of methods and analysis.
- Writing a research report-Styles and format.

UNIT IV: Values, Social Responsibility and Ethics in Research 8
- Ethical principles guiding research: from inception to completion and publication of research
- Ethical issues relating to research participants and the researcher
    - Rights, dignity, privacy and safety of participants
    - Informed consent, confidentiality anonymity of respondents, voluntary participation, harm avoidance
    - Conflicts of interest or bias, Use of inappropriate research methodology, Incorrect reporting, misuse of information

Teaching Plan:
Week 1: Definition, objectives and significance of research
Week 2 : Types of research, Scientific method: induction and deduction
Week 3 : Research approaches: quantitative, qualitative and mixed. Issues of relevance and cultural appropriateness
Week 4: Meaning and need of research design; types of research design, issues in design construction
Week 5: Concept of sampling, key differences in the two approaches, Selecting participants and contexts to examine social phenomenon
Week 6: Sampling methods, Sample size and sampling error
Week 7: Measurement in research, scales and errors in measurement , reliability and validity of measurement tools
Week 8: Methods of data collection and types of data ,Immersion, deep engagement, triangulation and reflexivity in qualitative data collection
Week 9: Data management and quality control; Transcription in qualitative data analyses
Week 10: Errors in inference – Bias and confounding, reliability and validity issues; Ensuring reliability and validity in qualitative research
Week 11:Research Cycle and writing research report
Week 12: Ethics in Research

Facilitating the achievement of Course Learning Outcomes:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Demonstrate knowledge of the scientific method, purpose and approaches to research.	Unit transaction through power point presentations	Assignments, Open book test
2.	Compare and contrast quantitative and qualitative research	Unit transaction through power point presentations and classroom discussion about review and critique of journal articles	Quizzes and objective test
3.	Explain research design and the research cycle	Unit transaction through power point presentations and classroom discussion using research case studies	Assignments, Open book test
4.	Prepare key elements of a research proposal	Unit transaction through power point presentations Students to develop a live research project in groups	Assignments, Open book test Assessment of live project
5	Explain ethical principles, issues and procedures	Unit transaction through power point presentations and classroom discussion about research proposals	Class assignments and quizzes

Suggested Readings:
- Aschengrau A, Seage III GR. (2014). *Essentials of Epidemiology in Public Health*. (Third Edition). Sudbury, MA: Jones & Bartlett.

- Bell, J. (1999). *Doing your research project: Guide for first time researchers in social sciences*. New Delhi: Viva Books.
- Berger, A. A. (2013). *Media and Communication Research Methods: An Introduction to Qualitative and Quantitative Approaches*. Beverly Hills: Sage Publications.
- Berger, A. A. (2018). *Media analysis techniques*. Beverly Hills: Sage Publications.
- Bernard, H. R. (2000). *Social research methods: Qualitative and quantitative approaches.* Thousand Oaks, CA.: Sage.
- Blaxter, L. Hughes, C., & Tight, K. (1999). *How to research*. New Delhi: Viva Books.
- Bryman, A. (2008). *Social research method.* Oxford: Oxford University Press.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, CA: Sage Publications.
- Denscombe, M. (1999*). The good research guide for small-scale social research projects*. New Delhi: Viva Publications.
- Denzin, N. and Lincoln, Y. (Eds.) 2005. *The Sage handbook of qualitative research.* London: Sage.
- Kerlinger, F. N, & Lee, H. B. (2000). *Foundations of behavioral research*. Belmont, Calif.: Wadsworth.
- Gordis L. (2013) *Epidemiology.* (Fifth Edition). Philadelphia, PA: Saunders Elsevier
- Miles, M. & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook.* London: Sage.
- Rothman K. (2002). *Epidemiology – An Introduction*. New York. NY: Oxford University Press.

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DCECC102: MEDIA, CULTURE AND SOCIETY
THEORY
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Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To review central issues in the study of media and culture through an examination of the social identity (caste, class, gender, religion, ethnicity, sexuality, nationality) which acts in ideologically shaping the portrayals of the social order.

Course Learning Outcomes:
Student will be able to -
1. Critically analyze and explain why culture and society are central to media analysis.
2. Provide an introduction to the study of media to better understand how media impacts culture and society.

3. Explore how people interpret and interact with media content, and how media influences cultural practices and our daily lives.
4. Understand the research specific to media studies.

CONTENTS   **PERIODS**

UNIT I: Media, Culture and Identity   **12**
- Culture, Cultural identities and Communication
- Structuralism and Comunication - Ferdinand de Saussure
- Media Literacy – Scope and issues
- Media power and Surveillance - Roland Barthes and Louis Althusser
- Media Subversion and Culture Jamming
- Semiotics : Concept and ideology
- Discourse, representation and the media
- Decoding media content– Stuart Hall

UNIT II: Theorizing Media and Society   **12**
- Marshall McLuhan's Theory
- Marxism Ideology and the Media
- Analytical Theory-Spiral of silence
- Information theory-Diffusion Theory
- Normative Theories- Authoritarian, Libertarian, Social Responsibility, Developmental and Democratic participant
- Dependency Theory, Cultural Imperialism, Cultivation Theory
- Theories of direct and indirect influences- Magic Bullet theory
- Limited Effects Theories- Two-step flow theory

UNIT III: Media and Ideology   **12**
- Ideology and Hegemony - Jurgen Habermas and The Public Sphere
- Media ideology and societal norms
- Ideology and Representation of Class, Race, gender, ethinicity, religion
- Propaganda Model by Noam Chomsky

UNIT IV: Media Effects   **12**
- Media Effects – Concept and Evolution of Models - Media Framing, Agenda Setting, Priming
- Media, Visuals and Narratives- Concepts of exposure, perception and retention
- Communication Research, Media Effects and exposure - Violence, Gender, Youth and Children
- Media policy and society – Issues of Political Economy, Copyright, Net Neutrality Debate, Hypercommercialism and Branded Society

Suggested Readings:

- Barker, L. L. (1990) *Communication*. Eaglewood Cliffs, New Jersey: Prentice Hall.
- Croteau, D & William, H.(2014). *Media/Society: Industries, Images, and Audiences*. Thousand Oaks : Sage Publications.
- Fiske, J. (1990). *Introduction to communication studies*. New York: Routledge.
- Hall, S., Evans, J. & Nixon S. (Eds) (2013). *Representation: Cultural Representations and Signifying Practices (Culture, Media and Identities series*) London : Sage Publications.
- Hendry, S. & Stevenson, E . (2017). *AQA Media Studies for A Level Year 1 & AS: Student Book.* England: Illuminate Publishing.
- Kohli, V . (2017). *The Indian Media Business* (4 Ed). New Delhi : Sage Publications.
- MacBride et al (1980). *Many voices, one world.* Ibadan: University Press
- McQuail, D. (2010). *McQuail's Mass Communication Theory*. London: Sage Publications.
- Severin, V. G; Tankard, J. W. (1988). *Communication theory: origin methods and uses.* NewYork: Longman.
- Turrow, J. (2000). (2nd Ed.). *Media systems in society*. New York: Longman Publications.
- Windahl, S. & McQuail, D. (2015). *Communication Models for the Study of Mass Communications*. UK: Routledge Publications.
- Zeuchner, R. (1997) *Communicating Today.* Boston: Allyn & Bacon.

Teaching Plan:

Week 1: Culture, Cultural Identities and Communication, Structuralism and Communication - Ferdinand de Saussure, Media Literacy – Scope and debates

Week 2: Media power and Surveillance - Roland Barthes and Louis Althusser, Media Subversion and Culture Jamming

Week 3: Semiotics : Concept and Ideology, Discourse, ideology and the media, decoding media content

Week 4: Marshall McLuhan's Theory, Marxism Ideology and the Media, Analytical Theory- Spiral of silence, Information theories - Diffusion Theory

Week 5: Normative Theories- Authoritarian, Libertarian, Social Responsibility, Developmental and Democratic participant, Dependency Theory

Week 6: Cultural Imperialism, Cultivation Theory, Theories of direct and indirect influences- Magic Bullet theory, Limited Effects Theories- Two-step flow theory

Week 7: Ideology and Hegemony - Jurgen Habermas and The Public Sphere

Week 8: Media ideology and societal norms
Ideology and Representation of Class, Race, gender, ethinicity, religion

Week 9: Propaganda Model - Noam Chomsky's and media filters

Week 10: Media Effects – Concept and Evolution of Models - Media Framing, Agenda Setting, Priming, Media, Visuals and Narratives- Concepts of exposure, perception and retention

Week 11: Communication Research, Media Effects and exposure - Violence, Gender, Youths, Children

Week 12: Media policy and society – Issues of Political Economy, Copyright, Net Neutrality Debate, Hypercommercialism and Branded Society

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Critically analyze and explain why culture and society are central to media analysis.	Presentation and videos	Analysis of the media content,agendas in media.
2	Provide an introduction to the study of media to better understand how media impact culture and society.	Presentation and readings related to the topic will be shared	Presentation on content analysis and case studies in mass media.
3	Explore how people interpret and interact with media content, and how media influence cultural practices and our daily lives.	Presentation and media content from various mass media for understandings	Students identify and explore how people interpret and interact with media content stories
4	Understand the research specific to media studies.	Presentation, select readings related to the topic will be shared, discussion on various research and theories	Participation in discussion will be gauged

DCECC102: MEDIA, CULTURE AND SOCIETY
PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

Course Objectives
To understand the content of media with respect to cultural setting of the society and to develop skills for producing the content of media

Course Learning Outcomes
Student will be able to-
1. Critically analyze and explain content of various mass media forms
2. Analyze the language, objectivity, and representation of content in mass media
3. Understand the scope and range of oral and visual communication media.
4. Develop skills in designing and use of oral and visual communication media on contemporary development issues for different client groups.

CONTENTS **PERIODS**

UNIT I **24**
- Analysis and evaluation of media content - Language, objectivity, and representation
- Critique the construction of meaning in the Media
- Analysis of Indian Television Programming
- Analysis of images- Visual Literacy and Photography
- Analysis of Image composition

UNIT II **24**
- Design and production of oral and visual communication media using contemporary techniques and digital technologies for different population segments.
- Learn the use of software and hardware required for oral and visual communication.
- Developing/ modifying traditional forms of oral and visual communication for communicating messages on development issues.
- Development of innovative communication media for different population segments.

Suggested Readings:
- Croteau,D & William,H. (2014). *Media/Society: Industries, Images, and Audiences*. Thousand Oaks : Sage Publications.
- Hall, S., Evans, J. & Nixon S. (Eds) (2013). *Representation: Cultural Representations and Signifying Practices (Culture, Media and Identities series*) London : Sage Publications.
- Hendry, S. & Stevenson, E . (2017). *AQA Media Studies for A Level Year 1 & AS: Student Book.* England: Illuminate Publishing.
- Kohli, V . (2017). *The Indian Media Business* (4 Ed). New Delhi : Sage Publications.
- MacBride. et al (1980). *Many voices, one world.* Ibadan: University Press
- McQuail, D. (1975). *Communication*. London: Longman.
- Severin, V. G; Tankard, J. W. (1988). *Communication theory: origin methods and uses.* NewYork: Longman.
- Turrow, J. (2000). (2nd Ed.). *Media systems in society*. New York: Longman Publications.
- Zeuchner, R. (1997) *Communicating Today.* Boston: Allyn & Bacon.

DCECC103: COMMUNITY ORGANIZATION; SOCIAL POLICY AND DEVELOPMENT
THEORY

Marks: 100 **Duration: 3 Hrs.**

Course Objectives
To understand the organization and structure of different types of communities and the dynamics of social change along with apprising the students to theoretical and practical inquiry in the field of Social Policy and Planned interventions. The students will be able to critically analyze contemporary social policies in developed and developing countries.

Course Learning Outcomes:
Student will be able to -
1. Understand the key concepts and perspectives related to community, social structure and social systems
2. Familiarize with the elements and theories of community relationship development, community organization and their mobilization for development goals
3. Gain insight into the development of social policies and planned interventions and their impact on the social and administrative organization of developed and developing countries.
4. Recognise the diversity of human needs and societal responses to social injustice and disadvantage

CONTENTS   **PERIODS**

UNIT I: Concept of community, community structures and Community Organization

16

- Concept of Community : Traditional and modern, Characteristics of Community Sociological thoughts on community- Marx, Durkheim, Gandhi, Tagore and others
- Types of communities- Tribal, Rural and Urban and changing norms and customs
- Concept of Community Organization, Need, Importance
- Principles and new ways of community organization, Indian and International
- Relationship of community organization and community development, Approaches and goals of community development-Welfare to rights based approaches
- Theoretical orientation of communities- Functionalism, Structuralism, Social Action theory, Conflict theory
- Types of Community organizations : Collectives, Cooperatives, Civil society groups, Community Based Organsations (CBOs) and their roles in mobilizing people and influencing outcomes –(select case studies)
- Care and welfare systems in communities: mechanisms and institutions

UNIT II: People's Participation & Dynamics of Change in Community   10
- Scope, and Levels of people's participation for change
- Stakeholder's participation analysis in development programmes and initiatives- select case studies
- People's movements : Issues, processes and outcomes in relation to Gender, Environment, Employment, Governance, Sustainable consumption and others.
- Role of Mass Media and ICTs in community based change.

UNIT III: Development & Indian Economic Environment   14
- Meaning and concept of growth, development and sustainable development, Challenges of sustainable development -local, national and global linkages
- Indicators of development, Characteristics of less developed countries and SDGs
- Poverty & issues of inequality, inequity and vulnerability ; illiteracy and Unemployment ; Urbanisation and Migration

- Population Demographics & Transition
- Urban and rural Livelihood issues-Indian agriculture- status, prospects and challenges; Agricultural policy;
- New Economic Policy, Industrialisation, Liberalization and Globalisation
- International protocols and agreements and their impact on Indian population
- Panchayti Raj Institutions and Democratic Governance

UNIT IV: Social Policy & Planning: Approaches and Perspectives   **12**
- History and trajectory of social policy and social planning in selected developed and developing countries,
- Social policy in India - Health care, Education, Housing, Employment and Welfare and Social security.
- Social policy and planning- Issues of capacity, accountability, transparency and their relationship to beneficiary publics and the state.
- Community participation in social policy and policy changes

Suggested Readings:
- Ghais, S. (2005). *Process basics : The beginner's guide to facilitation. In Extreme facilitation: Guiding groups through controversy and complexity*. San Francisco, CA: Jossey-Bass
- M, Raju. (2012). *Community Organization and Social Action: Social Work Methods And Practices.* New Delhi: Regal Publications.
- Mikkelsen, B. (2002). *Methods For Development Work and Research*. New Delhi: Sage Publications.
- Omvet, G. (1993). Reinventing Revolution*: New Social Movements and the Socialist Tradition in India.* New Delhi: Routledge
- Oommen, T. K. (2010). *Social Movements I: Issues of Identity*. New Delhi: Oxford University Press.
- Oommen, T. K. (2010). *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press.
- Patil, A. (2013).*Community Organization and Development: An Indian Perspective.* New Delhi: PHI Learning.
- Bhartiya, A & Singh, D. (2009). Social Policy in India. Delhi: New Royal Book Company.
- Deacon, B. (2007). *Global Social Policy and Governance*. London : Sage Publications.
- Dreze, J. & Sen, A.K. (1995) *India- Economic Development and Social Opportunity*. New Delhi: Oxford University Press.
- Drez, J. (2016). *Social Policy*. New Delhi : Orient Blackswan.
- Ghatak, S. (2003) *Introduction to Development Economics*. London: Routledge
- Hall, A. & Midgley, J. (2004). *Social Policy for Development*. London : Sage Publications
- Jalan, B. (1992). *The Indian Economy: Problems and Prospects*. New Delhi: Viking Penguin.
- Papa, M.J., Singhal, A. & Papa, W.H. (2006). *Organizing for Social Change: A Dialectic Journey of Theory and Praxis.* New Delhi: Sage Publications.
- Sonar, G. (2016). *Social Policy, Planning and Development: An Indian Experience*. Germany: LAP LAMBERT Academic Publishing.

- Todaro, M.P. & Smith, S. (1985) *Development in the Third World*. New Delhi: Orient Longman.
- Westoby, P. & Dowling, G. (2013). *Theory and Practice of Dialogical Community Development: International Perspectives.* Oxon : Routledge.

Teaching Plan:
Week 1: Concept of Community : Traditional and modern, Characteristics of Community Sociological thoughts on community- Marx, Durkheim, Gandhi, Tagore and others, Types of communities- Tribal, Rural and Urban and changing norms and customs
Week 2: Concept of Community Organization, Need, Importance, Principles and new ways of community organization, Indian and International
Week 3: Theoretical orientation of communities- Functionalism, Structuralism, Social Action theory, Conflict theory, Relationship of community organization and community development, Approaches and goals of community development-Welfare to rights based approaches
Week 4: Types of Community organizations : Collectives, Cooperatives, Civil society groups, Community Based Organsations (CBOs) and their roles in mobilizing people and influencing outcomes –(select case studies), Care and welfare systems in communities: mechanisms and institutions
Week 5: Scope, and Levels of people's participation for change
Stakeholder's participation analysis in development programmes and initiatives- select case studies
Week 6: People's movements: Issues, processes and outcomes in relation to Gender, Environment, Employment, Governance, Sustainable consumption and others. Role of Mass Media and ICTs in community based change.
Week 7: Meaning and concept of growth, development and sustainable development, Challenges of sustainable development -local, national and global linkages
Indicators of development, Characteristics of less developed countries and SDGs, Poverty & issues of inequality, inequity and vulnerability; illiteracy and Unemployment;
Urbanisation and Migration, Population Demographics & Transition
Week 8: Urban and rural Livelihood issues-Indian agriculture- status, prospects and challenges; Agricultural policy; New Economic Policy, Industrialisation, Liberalization and Globalisation
Week 9: International protocols and agreements and their impact on Indian population
Panchayti Raj Institutions and Democratic Governance
Week 10: History and trajectory of social policy and social planning in selected developed and developing countries,
Week 11: Social policy in India - Health care, Education, Housing, Employment and Welfare and Social security.
Week 12: Social policy and planning- Issues of capacity, accountability, transparency and their relationship to beneficiary publics and the state, Community participation in social policy and policy changes

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Understand the key concepts and perspectives related to community, social structure and social systems	Presentation, discussion on perspectives related to community, visit to the community	Participation in discussion will be gauged, secondary review, Secondary review of the articles shared with them
2	Familiarize with the elements and theories of community relationship development, community organization and their mobilization for development goals	Presentation, selected readings, videos, field visit, case study analysis	Assignments, review articles, Participation in case study analysis exercise, open book test
3	Gain insight into the development of social policies and planned interventions and their impact on the social and administrative organization of developed and developing countries.	Classroom discussions, presentation	Review of journal articles, quiz
4	Recognise the diversity of human needs and societal responses to social injustice and disadvantage	Classroom discussions, videos, presentation	Term paper, review of the given journal article.

DCECC103: COMMUNITY ORGANIZATION; SOCIAL POLICY AND DEVELOPMENT
PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

Course Objectives:

To understand the organization and structure of different types of communities and the dynamics of change in the community along with critical analysis of social policy and planning in developing communities.

Course Learning Outcomes:
Student will be able to-
1. Enhanced understanding of key perspectives and needs of the community.
2. Critically reflect on the individuals, groups living in the community
3. Appraise the efficacy of Partcipatory Learning and Appraisal Techniques for eliciting valueable information from community
4. Map the change in social structure and social systems using research tools.
5. Critically analyse the social policy and planning in action at the grassroots level.

CONTENTS	PERIODS

UNIT 1:   **12**
- Orientation to community and community organizations
- Rapport Formation, Skills and methods of community contact
- Community mobilization techniques
- Theoretical Foundation : Working in the community (Groups, Social Structure, Community Dynamics)

UNIT II :   **12**
- Participatory Techniques and People's participation
- Using PLA in community (Time based, space based and relation based methods)
- Structured Techniques and Community Issues
  - i. Developing tools and for understanding community issues
  - ii. Application of tools in community situation
  - iii. Analysis of techniques for eliciting participation & understanding issues

UNIT III: **10**
- Analysis of Community Issues
- Need Assessment
- Key dimensions of issue in community, community groups and other stakeholders involved.

UNIT IV: **8**
- Developing a plan for addressing community issues

UNIT V: **6**

- Critical analysis of social policy and programme and it's implementation and impact at the grassroot level.

Suggested Readings:
- Das, V. (Ed.) (2003) *The Oxford Indian Companion to Sociology and Anthropology*. New Delhi: Oxford University Press.
- Ghais, S. (2005). *Process basics : The beginner's guide to facilitation. In Extreme facilitation: Guiding groups through controversy and complexity*. San Francisco, CA: Jossey-Bass
- Handy, C.B. (1983). *Understanding Organizations*. Harmondsworth: Penguin.
- M, Raju . (2012).*Community Organization and Social Action: Social Work Methods And Practices.* New Delhi: Regal Publications.
- Mikkelsen, B. (2002). *Methods For Development Work and Research*. New Delhi: Sage Publications.
- Omvet, G. (1993). Reinventing Revolution*: New Social Movements and the Socialist Tradition in India.* New Delhi: Routledge
- Oommen, T, K. (2010). *Social Movements I: Issues of Identity*. New Delhi: Oxford University Press.
- Oommen, T. K. (2010). *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press.
- Patil, A. (2013).*Community Organization and Development: An Indian Perspective.* New Delhi: PHI Learning.

DCECC104: ORGANISATIONAL MANAGEMENT AND LEADERSHIP DEVELOPMENT
THEORY

Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To provide students with a better understanding of management and behaviourial processes of development organisations and understand the concept of leadership development in the development sector.

Course Learning Outcomes:
Student will be able to -
1. Identify the nature and role of various organizations engaged in the development sector.
2. Examine the organisational dynamics in development sector.
3. Appraise the various strategies for creating resources for effective functioning of development organizations.
4. Analyse the concept of leadership development and sustainability.

CONTENTS   **PERIODS**

UNIT I: Development Organizations   **12**
- Development Organisations – Types, genesis, vision, mission, values, ideological and legal frameworks
- NGOs/ civil Society- historical and contemporary perspectives
- NGOs & Development : issues and approaches
- Social capital, democracy, social transformation and change.
- Credibility, accountability and sustainability of development action

UNIT II: Resource mobilization for Development   **12**
- Developmnent aid- national & international perspectives
- Agencies funding development programmes, Types, nature of support, inter sectoral partnerships and synergies.
- Fundraising- importance, nature, sources and techniques.
- Non-financial donations and in-kind giving- nature, sources, impact on development initiatives
- Corporate Social Responsibility- historical and contemporary perspectives. Dimensions of CSR. Corporate partnerships for development.
- Volunteers: importance, role and participation in development programmes, building volunteering in society.
- Issues of ethics and transparency in resource mobilization and utilization.

UNIT III: Organizational Dynamics   **12**
- Learning Organizations- concept principles and approaches
- Organizational structure, power and authority
- Organizational culture, decision making processes and dynamics in development organizations.
- Motivations of personnel : Theories and perspectives.
- Organizational networks, linkages and issues of credibility

UNIT IV: Leadership in development organizations   **12**
- Concepts, nature, leadership styles and models
- NGO, community and women leaders
- Development of leadership – approaches and initiatives
- Leadership and issues of succession, continuity and change
- Development innovation - concept of innovation and role of Leadership
- Leadership and sustainabilty of development action

Suggested Readings:
- Anheier, H. (2005). *Nonprofit Organisations*. Oxon : Routledge.
- Burkley, S. (1993). *People First: A Guide to Self Reliant Participatory Development*. London: Zed Books.
- Chakravarty, S. (2000). *Development Planning.* New Delhi: Oxford Publishers.
- Chambers, R. (2005). *Ideas for Development*. London : Earthscan Publications Limited.

- Chatterji, M. (2014). *Corporate Social Responsibility.* New Delhi : Oxford University Press.
- Clayton, A. (1997). *NGOs, Civil Society and the State: Building democracy in transitional societies.* UK : INTRAC NGO Management & Policy Series.
- Culshaw, M. (2000). *Getting Started in Fund Raising*. New Delhi: Sage Publications.
- Edwards, M. & Hulme, D. (2002). *Non Governmental Organisations – Performance and Accountability*, London : Earthscan Publications Limited.
- Fisher, J.(2003). Non governments: NGOs and the Political Development of the Third World. New Delhi: Rawat Publication.
- Fowler, A. (1999). *Striking a Balance: A Guide to Enhancing the Effectiveness of Non-governmental Organisations in International Development.* London: Routledge.
- Fowler, A. (2001). *The Virtuous Spiral. A Guide to Sustainability for NGO's in International Development*. London: Routledge.
- Lakey, B.G; Napier, R., and Robinson, J. (1995) *Grassroots and Nonprofit Leadership:A Guide for Organizations in Changing Times*. Gabriola Island, B.C: New Society Publishers.
- Pareek, U. (1989) *Behavioral Process in Organizations*. New Delhi: Oxford and IBH.
- Melkote, S & Steeves, L. (2013). *Communication for Development in the Third World.* New Delhi: Sage Publications.
- Mikkelsen, B. (2002). *Methods For Development Work and Research*. New Delhi: Sage Publications.
- Mullins, L. (2016). *Management & Organisational Behaviour 10* . England:Pearson.
- Steeves, L & Melkote, S. (2015). *Communication for Development: Theory and Practice for Empowerment and Social Justice*. New Delhi: Sage Publications.
- Tulsian, P.C. & Pandey, V. (2002). *Business Organisation & Management.* New Delhi : Pearson.

Teaching Plan:

Week 1: Development organizations- vision, mission, genesis, values and work culture, NGO formation- ideological and legal frameworks, Structure, processes and dynamics in development organizations, structure, design and culture, tansparency, accountability and efficiency in programme delivery.

Week 2: Motivations of personnel in development organizations- nature, importance, theories and perspectives,

Week 3: Leadership in development organizations -concepts nature, leadership styles and models. NGO leaders and community leaders.

Week 4: Types of agencies funding development programmes, nature of support, inter sectoral partnerships and synergies.

Week 5: Fundraising- importance, nature, sources and techniques. Principle and theories of fundraising. Non-financial donations and in-kind giving- nature, sources, impact on development initiatives.

Week 6: Corporate Social Responsibility- historical and contemporary perspectives. Dimensions of CSR. Corporate partnerships for development.

Week 7: Volunteers and paid staff: importance, role and participation in development programmes, building volunteering in society.

Week 8:. Issues of ethics accountability and transparency in resource mobilization and fund raising,writing project proposals for grants and developing fund raising plans and strategies.

Week 9: Learning Organizations- concept principles and approaches, organizational structure, power and authority.Organizational culture, decision making processes and dynamics in development organizations.

Week 10: Motivations of personnel: Theories and perspectives. Organizational networks, linkages and issues of credibility

Week 11: Concepts, nature, leadership styles and models, NGO, community and women leaders. Development of leadership – approaches and initiatives.

Week 12: Leadership and issues of succession, continuity and change, Development innovation - concept of innovation and role of Leadership. Leadership and sustainabilty of development action.

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Identify the nature and role of various organizations engaged in the development sector.	Classroom discussions, presentation ,videos	Review of journal articles, review case studies
2	Appraise the various strategies for creating resources for effective functioning of development organizations.	Classroom discussions, presentation ,videos	Term paper ,review of journal articles/quiz
3	Examine the organisational dynamics in development sector.	Visits, Presentations ,classroom discussions	Field visit report/ Open book test/quiz
4	Analyse the concept of leadership development and sustainability.	Classroom discussions, presentation ,videos	Review of journal articles, review case studies

SEMESTER II

CC205: STATISTICS AND COMPUTER APPLICATIONS
THEORY

Marks: 100   **Duration: 3 Hrs.**

Course Objectives
To understand the basic concepts, theories and methods in statistics, learn basic statistical procedures for research and understand applications of statistical techniques for analysis and interpretation

Course Learning Outcomes
Student will be able to-
1. Differentiate between the qualitative and quantitative methods of analysis of data
2. Suitably apply data reduction strategies and illustrate data using various graphical methods
3. Use appropriate parametric and non parametric statistical tests
4. Draw conclusions and interpretations from the analysis of data using various statistical softwares.

CONTENTS   **PERIODS**

UNIT I: Introduction to statistics   **4**
- Basic principles and concepts in statistics
- Orientation to qualitative and quantitative research procedures
- Measurement and computation- Scales of measurement, Reliability and validity

UNIT II: Organisation and presentation of data   **10**
- Qualitative and quantitative data- Coding & data reduction strategies
- Organisation of Data: Frequency distributions vs. thematic analysis
- Percentage, percentile ranking and frequencies
- Univariate, bivariate and multivariate tables
- Graphic representation: Graphs, diagrams and charts

UNIT III: Descriptive Statistics   **6**
- Applications of descriptive statistics
- Measures of Central tendency and Variability

UNIT IV: Probability and normal distribution   **12**
- Basic principles and applications of probability
- Normal curve
- Characteristics of distributions: Skewness, kurtosis
- Testing hypotheses: Levels of significance and p values
- Errors in hypothesis testing: Type I, Type II
- Sampling distribution
- Standard scores, calculation and application

UNIT V: Statistical tests   12
- Concept of parametric and non-parametric tests, statistical tests and level of measurement
- Parametric tests of difference: T test, ANOVA and post hoc analysis of significance
- Parametric tests of association: Pearson's product moment r
- Non-parametric tests of difference: Mann-Whitney, Sign, Median, and Kruskal-Wallis
- Non-parametric tests of association: Spearman's r
- Chi-square test
- Regression and its applications
- Tests for ascertaining reliability of instruments

UNIT VI: Analysis and interpretation   4
- Guidelines for selecting an appropriate test
- Interpreting results- Statistical inference
- Research Conclusion and recommendations

Suggested Readings:
- Agresti, A. & Franklin C.A. (2009) Statistics: The Art and Science of Learning from Data (Second Edition) Boston, MA: Pearson Prentice Hall, ISBN 978-0-13-513199-2
- Bernard, H.R. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Thousand Oaks, CA: Sage.
- Black, J.A. and Champion, D.J. (1976). *Methods and Issues in Social Research*. New York: John Wiley and Sons.
- Blaxter, L., Hughes, C, and Tight, K. (1999). *How to Research*. New Delhi: Viva books.
- Diez, D. M., Barr, C. D., Cetinkaya-Rundel M. (2015). *OpenIntro Statistics*:((Third Edition). CreateSpace Independent Publishing Platform. ISBN-10: 194345003X, ISBN-13: 978-1943450039 http://www.openintro.org/stat/ textbook.php.
- Elmes, D.G., Kanowitz, B.H. and Roediger, H.L. (1989). *Research Methods in Psychology* (Third Edition). New York: West Publishing Company.
- Fowler, F.J. (1988*). Survey Research Methods. Applied Social Research Methods Series, Vol. 1*. Newbury Park, CA: Sage.
- Greene, S. and Hogan, D. (Eds.). (2005). *Researching Children's Experiences: Methods and Approaches*. London: Sage.
- Gordis L. (2013) *Epidemiology.* (Fifth Edition). Philadelphia, PA: Saunders Elsevier,
- Minium, E. W., King, B. M., & Bear, G. (1995/2004). *Statistical Reasoning for Psychology and Education*. New York: Wiley and Sons.
- Muijs, D. (2004). *Doing Quantitative Research in Education with SPSS*. London: Sage.

Teaching plan:
Week 1: Basic principles and concepts in statistics, Orientation to qualitative and quantitative research procedures, Scales of measurement, Reliability and validity
Week 2: Qualitative and quantitative data- Coding and data reduction strategies, Organisation of Data: Frequency distributions vs. thematic analysis
Week 3: Percentage, percentile ranking and frequencies, Univariate, bivariate and multivariate tables
Week 4: Graphic representation: Graphs, diagrams and charts, Applications of descriptive statistics
Week 5: Measures of Central tendency and Variability
Week 6: Basic principles and applications of probability, Normal curve

Week 7: Characteristics of distributions: Skewness, kurtosis, Testing hypotheses: Levels of significance and p values

Week 8: Errors in hypothesis testing: Type I, Type II, sampling distribution standard scores, calculation and application

Week 9: Concept of parametric and non-parametric tests, statistical tests and level of Measurement, Parametric tests of difference: T test, ANOVA and post hoc analysis of significance

Week 10: Parametric tests of association: Pearson's product moment r, Non-parametric tests of difference: Mann-Whitney, Sign, Median, and Kruskal-Wallis

Week 11: Non-parametric tests of association: Spearman's r, Chi-square test, Regression and its applications, Tests for ascertaining reliability of instruments

Week 12: Guidelines for selecting an appropriate test, Interpreting results- Statistical inference, Research Conclusion and recommendations

Facilitating the achievement of Course Learning Outcomes:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understand the basic concepts, theories and methods in statistics and Differentiate between the qualitative and quantitative methods of analysis of data	Unit transaction through power point presentations,	Assignments, Open book test
2.	Suitably apply data reduction strategies and illustrate data using various graphical methods	Unit transaction through power point presentations and classroom discussion	Quizzes and objective test
3.	Learn basic statistical procedures for research	Unit transaction through power point presentations and classroom discussion	Assignments, Open book test
4.	Learn basic statistical procedures for research	Unit transaction through power point presentations and classroom discussion	Assignments, Open book test
5	Use appropriate parametric and non-parametric statistical tests	Unit transaction through power point presentations and classroom discussion	Class assignments and quizzes
6	Draw conclusions and interpretations from the analysis of data	Unit transaction through power point presentations and classroom discussion	Assignments, Open book test

CC205: STATISTICS AND COMPUTER APPLICATIONS PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

Course Objectives
To understand the basic concepts, theories and methods in statistics, learn basic statistical procedures for research and understand applications of statistical techniques for analysis and interpretation

Course Learning outcomes:
Student will be able to-
1. Identify various types of data measurement tools/tests/procedures and understanding the concept of standardisation and reliability and validity.
2. Apply various data reduction and coding methods on quantitative and qualitative data.
3. Organise the data and effectively use appropriate quantitative and qualitative statistical softwares for analysis of data
4. Draw conclusions and interpretations from the analysed data and write reports.

Teaching plan:
Week 1, 2 and 3 - Review of Measurement tools/tests/procedures: Standardisation, Reliability, Validity
Week 4 and 5 - Data reduction strategies and Coding of quantitative and qualitative data
Week 6, 7, 8 and 9 - Analysis of data using appropriate statistical software (Qualitative and quantitative open source software)
Week 10 - Data Visualization
Week 11 and 12 - Data Interpretation and report writing

Facilitating the achievement of Course Learning Outcomes:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Identification of various types of data measurement tools/tests/procedures and understanding the concept of standardisation and reliability and validity	Standard tools/test methods and procedures will be reviewed to understand concepts of reliability and validity	Standardised tools will be given to students and activities will be planned to understand the concept of standardisation and determination of reliability and validity
2	Introduction to computer tools and software in statistical analysis	Open source and other software for quantitative and qualitative data analysis will be reviewed and students will be made familiar about	Students gets familiarized with basic functions and tools of any statistical software

			their use	
3.	Application of various data reduction and coding methods on quantitative and qualitative data.	Data collected using standard measurement tools will be organised using appropriate data reduction strategies and coded	Data organisation through spread sheets – manually and using computers. Display of data using graphical representation methods. Data is collected, coded and formulates tables using appropriate software	
3.	To be able to organise the data and effectively use appropriate quantitative and qualitative statistical softwares for analysis of data	Data analysis using suitable quantitative and qualitative software	Assignments to be planned using statistical software for Data entry and its analysis. Use of statistical test for analysis	
4.	Draw conclusions and interpretations from the analysed data and write reports	Data interpretation and Report writing	Assignments on interpretation of the analysed data Statistical conclusion and Research conclusion	

DCECC206: CONCEPTS AND THEORIES OF HUMAN BEHAVIOUR THEORY

Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To understand the functioning of human behaviour and psychology and appreciate the process of Social and Behaviour Change Communication and different paradigm shifts in its conceptual framework.

Course Learning Outcomes:
Student will be able to-
1. Understand the muti-disciplinary approaches to human behaviour and related theories.
2. Exposure to the concept of Behavioural economics and its relevance today.
3. Gain holistic understanding of process of Social and Behaviour Change Communication and its applications.
4. Review the different theories of Behaviour Change Communication and its application in strategizing communication for change.

CONTENTS   **PERIODS**

UNIT I: Multi-Disciplinary Approaches to Human Behaviour   **12**
- Learning and Human Behaviour: Types of behaviour, Learning theories and human behaviour
- Personality and Human Behaviour
- Perception, Persuasion and Thinking
- Motives : Types, Motivation theories and human behaviour
- Attitude- Definition, formation, Mapping attitudes : models & theories
- Social Behaviour and social norms

UNIT II: Behavioural Economics   **12**
- Introduction to behavioural economics : Concept & Principles
- Psychological aspects of individuals and decision making and choice,
- Heurestics & Biases, Inattention & Shrouding, Nudging and Framing
- Theories of Behavioural Economics: Decision Theory, Prospect Theory, Nudge Theory, Behavioural Game Theory, Evolutionary Psychology and others.
- Applications of Behavioural economics and Social and Behavioural Change Communication
- Behavioural Welfare Analysis

Unit III: Behaviour Change Communication: An Introduction   **12**
- Behaviour Change Communication : Concept
- Difference between IEC, BCC and SBCC
- Principles, Approaches to BCC.
- Process of BCC
- Paradigm shifts to SBCC: scope and relevance.

UNIT IV: Behaviour Change Communication: Theories and Models   **12**
- Key concepts in BCC Theory: Individual and Social, Control, Threat, Risk, Reflection, Deliberation and Technologies & Innovation.
- Participatory theories and EE theories, Bullet Behavioural Theory
- Theories of Individual Behaviour Change: Theory of Planned Behaviour and Theory of Reasoned Action, Socio-ecological model, Health Belief Model, Stages of Change theory.
- Social and technological theories of Behaviour Change: Bandura's Social Learning Theory, Social Practice Theory, Diffusion of Innovation, ANT Theory and others.
- Application of SBCC theories in strategizing communication for change : Design of communication strategies and messages

Suggested Readings:
- Andreason, A. (1995) *Marketing Social Change*. San Francisco, CA: Jossey Bass (AA)
- Ashford, J. B., LeCroy, C. W., & Lortie, K.L. (2010). *Human Behavior in the Social Environment: A Multidimensional Perspective* (4th ed.). Belmont CA: Wadsworth/Thomson Learning.
- Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), *Self-efficacy in changing societies*, pp. 1–45. New York: Cambridge

University Press.
- Feldman, R. S. (2009). *Discovering the life span*. Upper Saddle River, NJ: Pearson.
- Kotler, P. & Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good*, 4th Ed. Thousand Oaks, CA: Sage Publications. (K&L)
- Pervin, L. A., Cervone, D., & John, O. P. (2005). Social-Cognitive Theory: Bandura and Mischel. (Chapter 12 of *Personality: Theory and Research, 9th Edition*, pp. 415–456; Hoboken, NJ: John Wiley & Sons, Inc.).
- Wilkinson, N. & Klaes, M. (2012). *An Introduction to Behavioral Economics*. UK: Palgrave Macmillan.

Teaching Plan:
Week 1: Learning and Human Behaviour: Types of behaviour, Learning theories and human behaviour, Personality and Human Behaviour
Week 2: Perception, Persuasion and Thinking
Motives: Types, Motivation theories and human behaviour
Week 3: Attitude- Definition, formation, Mapping attitudes: models & theories
Creativity and Behaviour, Social Behaviour and social norms
Week 4: Introduction to behavioural economics: Concept & Principles
Psychological aspects of individuals and decision making and choice, Heurestics & Biases, Inattention & Shrouding, Nudging and Framing
Week 5: Theories related to Human Behaviour: Decision Theory, Prospect Theory, Nudge Theory, Behavioural Game Theory, Evolutionary Psychology and others
Week 6: Applications of Behavioural economics and SBCC
Behavioural Welfare Analysis
Week 7: Behaviour Change Communication: Concept, Difference between IEC, BCC and SBCC, Principles, Approaches to BCC.
Week 8: Process of BCC, Paradigm shifts to SBCC: scope and relevance.
Week 9: Key concepts in BCC Theory: Individual and Social, Control, Threat, Risk, Reflection, Deliberation and Technologies & Innovation,
Week 10: Participatory theories and EE theories, Bullet Behavioural Theory
Week 11: Theories of Individual Behaviour Change: Theory of Planned Behaviour and Theory of Reasoned Action, Health Belief Model, Stages of Change theory.
Week 12: Social and technological theory of Behaviour Change : Bandura's Social Learning Theory, Social Practice Theory, Diffusion of Innovation, ANT Theory, Application of SBCC theories in strategizing communication for change: Design of communication strategies and messages

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Understand the muti-disciplinary approaches to human behaviour and related theories.	Classroom discussions, presentations	Quiz, review of journal articles

2	Exposure to the concept of Behavioural economics and its relevance today.	Discussion on select readings ,presentation	Group discussion, review journal article
3	Gain holistic understanding of process of Social and Behaviour Change Communication and its applications.	Classroom discussions, videos , presentation	Term paper ,Quiz/open book test
4	Review the different theories of Behvaiour Change Communication and its application in strategizing communication for change.	Presentations, group discussion, videos	Participation in group discussion will be gauged, Case study analysis

DCECC206: CONCEPTS AND THEORIES OF HUMAN BEHAVIOUR PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

Course Objectives:
To gain a practical understanding of the process of Social and Behaviour Change Communication and its application in strategizing communication for change.

Course Learning Outcomes:
Student will be able to-
1. Understand the muti-disciplinary approaches to human behaviour and related theories.
2. Exposure to the concept of Behavioural economics and its relevance today.
3. Gain holistic understanding of process of Social and Behaviour Change Communication and Advocacy and its applications.
4. Review the different theories of Behaviour Change Communication and its application in strategizing communication for change.

CONTENTS   **PERIODS**

UNIT I   **12**
- Personality and Human Behaviour : Assessment and relevance
- Perception, Learning and Thinking : How perception makes a difference in understanding and interpreting communication messages
- Motivation : Assessment of motivation and relevance
- Attitude measurement and relevance

UNIT II   **12**
- Psychological aspects of individuals and decision making and choice,
- Identifying Heurestics & Biases, Inattention & Shrouding, Nudges and Framing in social and behavioural marketing/economics
- Behavioural Welfare Analysis

UNIT III   12

- Difference between IEC, BCC and SBCC
- Formation of Behavioural and Communication objectives and foreseeing behavioural and communication output and outcome.
- Approaches to BCC: Identifying what works and what does not
- SBCC toolkit: Analysis and Proposal
- Advocacy : Analysis of advocacy campaigns and tools

UNIT IV   12

- Analysing the application of SBCC theories in strategizing communication for change through documented case profiles and videos
- Analysis of campaign's theory of change messages using behavioural theories

Suggested Readings:

- Agrawal, P.K., K. Aruldas & M.E Khan,. 2014. *Training Manual on Basic Monitoring and Evaluation of Social and Behavior Change Communication Health Programs*. New Delhi: Population Council.
- Ashford, J. B., LeCroy, C. W., & Lortie, K.L. (2010). Human Behavior in the Social Environment: A Multidimensional Perspective (4th ed.). Belmont CA: Wadsworth/Thomson Learning
- Feldman, R. S. (2009). Discovering the life span. Upper Saddle River, NJ: Pearson.
- Health Communication Capacity Collaborative HC3 (2016). *Social and Behavior Change Communication for Emergency Preparedness Implementation Kit.* © 2016, Johns Hopkins Center for Communication Programs
- Hutchison, E.D. (2008). *Dimensions of human behavior: Person and environment,* 3rd Ed. (pp. 1–24). Los Angeles, CA: Sage on E-reserves.
- Kotler, P. & Lee, N. (2011). Social Marketing: Influencing Behaviors for Good, 4th Ed. Thousand Oaks, CA: Sage Publications. (K&L).
- USAID & FHI. (2002). *Behavior Change Communication (BCC) for HIV/AIDS: A Strategic Framework.* Arlington,U.S.A : Family Health International Institute for HIV/AIDS.
- USAID. (2010). *Behavior Change Communication (Bcc). Learning Resource Package Facilitator's Guide.*

DCECC207: TRAINING, CAPACITY BUILDING AND ADVOCACY
THEORY

Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To impart knowledge and skills for conducting effective participatory training and advocacy to deal with development challenges and build sustainable communities.

Course Learning Outcomes:
Student will be able to –
1. Conceptualize and implement need based training programs for different stakeholders to build knowledge, attitudes and skills
2. Critically evaluate the different training strategies and their role in promoting development
3. Understand and apply advocacy for influencing policies in the development sector
4. Plan and conduct advocacy campaigns for different stakeholders

CONTENTS   **PERIODS**
UNIT I: Training for Development   **12**
- Importance and scope of training for development- national and global perspectives
- Types, approaches, models and methods of training- bridging gaps in knowledge, attitudes and skills
- Principles of adult learning, learning theories and models
- Training and capacity building of various client groups- grassroots communities; field level, midlevel and other functionaries of development agencies, corporates; and other client groups
- Government policies, programs and institutions for training and capacity building for development initiatives
- Innovations, new techniques and strategies in training- use of audio visual aids and digital technologies in training

UNIT II: Training Strategies and Design   **12**
- Self development of a trainer
- Roles and competencies of an effective trainer
- Mobilizing and working with small groups for training- communication, leadership, group dynamics, conflict resolution, team building
- Training needs assessment of individuals and organisations- techniques and their application
- Designing and conducting training programmes for development- objectives, learning outcomes, contents, methods, materials & resources, feedback, evaluation, and budget
- Training methods – types, purpose, advantages, limitations, applications and adaptations with focus on participatory methods (lecture, demonstration, role play, case study, games, simulations, use of audio visual aids, and technology based methods)

- Developing and evaluating resource materials and kits for training
- Methods and techniques of participatory training
- Evaluation of training: Types, components, techniques and indicators.
- Follow up: Post training factors- organizational support and other factors facilitating training.

Unit III: Advocacy: Introduction   4
- Meaning, purpose and types of Advocacy
- Relationship and differences between advocacy and behaviour change communication, programme communication and social mobilization
- National and international advocacy initiatives on contemporary development issues
- Agencies involved in advocacy
- Case studies of advocacy campaigns

Unit IV: Advocacy Planning Cycle   20
- Elements of an advocacy strategy
- Building Advocacy Networks, Elements for Forming and Maintaining Networks
- Planning an advocacy initiative: analyzing policies and developing an advocacy strategy
- Implementing an advocacy initiative: developing messages, working with others, and employing advocacy tactics
- Tools, techniques and approaches of advocacy– networking, negotiation, collation, collaborations, consortiums, and lobbying
- Planning and evaluating advocacy campaigns for different stakeholders
- Ethics and advocacy

Suggested Readings:
- Lyton, R; Pareek, U. (1990) *Training for Development.* New Delhi: Vistaar Publications.
- Lyton, R; Pareek, U. (1992) *Facilitating Development.* New Delhi: Sage Publications.
- Mikkelsen, Britha, (2002). *Methods for Development Work and Research*. New Delhi: Sage Publications.
- Tandon R. (1998) A Manual for Participatory Training Methodology in Development. New Delhi: PRIA
- Mullins, L . (2016). *Management & Organisational Behaviour 10*. England:Pearson.
- Subedi, N R, (2008). *Advocacy Strategies and Approaches: A Training of Trainers Manual.* International Centre for Integrated Mountain Development. Nepal :ICIMOD.
- Subedi, N. R. (2008). *Advocacy strategies and approaches: a resource manual* (No. Ed. 2). Nepal :ICIMOD
- Dhama, O.P. and Bhatnagar, O.P., (2003), *Education and Communication for Development*. New Delhi :Oxford and IBH Publishing Co. Pvt. Ltd.
- Subedi, N R, (2008). *Advocacy Strategies and Approaches: A Training of Trainers Manual*.International
- Gardner, A. &Brindis, C. (2017).*Advocacy and Policy Change Evaluation: Theory and Practice.* USA: Stanford Business Books. ISBN-13: 978-0804792561
- Hoefer, R. (2015). *Advocacy Practice for Social Justice*. UK: Oxford University Press.
- Sprechmann, S., & Pelton, E. (2001). Advocacy tools and guidelines: Promoting policy change. *Atlanta, GA: CARE*

- World Health Organization. (2006). Stop the global epidemic of chronic disease: a practical guide to successful advocacy.
- Advocacy, E. (2012). Tearfund Advocacy Toolkit Part I.
- Nukuro, E. (2009). *The lobbying process and building advocacy networks.*
- Unicef. (2010). *Advocacy toolkit. A guide to influencing decisions that improve children's lives.*
- Cutter, A., Fenn, I., & Seath, F. (2015). *Advocacy toolkit: Influencing the post-2015 development agenda.*

Teaching Plan:
Week 1: Importance and scope of training for development- national and global perspectives. Types, models and methods of training and learning.
Week 2: Roles and competencies of a trainer, Training and capacity building of stakeholders in development, Phases of the training process
Week 3: Training need assessment- techniques and their implications
Designing training programmes for development- objectives, contents methods, materials and resources.
Week 4: Methods and techniques of participatory training
Week 5: Evaluation and Follow up: Types, components, techniques and indicators. Post training factors- cost, organizational support and other factors facilitating training.
Week 6: Advocacy- meaning, purpose and types of Advocacy. Relationship of Advocacy to IEC and BCC
Week 7: Elements of an advocacy strategy, Building Advocacy Networks, Elements for Forming and Maintaining Networks
Week 8: Planning an advocacy initiative: analyzing policies and developing an advocacy strategy, Implementing an advocacy initiative: developing messages, working with others, and employing advocacy tactics
Week 9: Tools, techniques and approaches of advocacy – networking, negotiation, collation, collaborations, consortiums, and lobbying
Week 10: Analyzing various advocacy initiative: analyzing policies and developing an advocacy strategy
Week 11: Planning advocacy campaigns for different stakeholders
Week 12: Ethics and advocacy

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Conceptualize the training process, roles and functions of different phases of the training process.	Classroom discussions, presentation ,videos	Participation in group discussion, class test/assignment /analysis of videos
2	Critically evaluate the different training strategies	Discussion on selected readings , presentation, videos	Participation in group discussion ,analysis of training sessions

	and their role in promoting development		
3	Understand advocacy as a strategic tool for influencing policies	Classroom discussions, presentation,videos	Review of journal articles, reports and case studies
4	Plan advocacy campaigns for different stakeholders	Classroom discussions, presentation	Term paper

DCECC208: GENDER AND DEVELOPMENT
THEORY

Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To offer a broad outline with regard to the nature and growth of gender issues in the today's world, covering a range of issues pertinent to emancipation, dignity and status of women.

Course Learning Outcomes:
Student will be able to -
1. Examine the concept, need, relevance and dimensions of gender empowerment.
2. Recognize the gender disparities/imbalances and problems.
3. Develop an insight into issues and strategies at different levels for empowering women.
4. Appraise the international and national support systems for women's development.

CONTENTS   **PERIODS**
UNIT I: Sociology of Gender   **10**
- Concept of gender, difference between sex and gender
- Cultural construction of gender- socialization and gender roles-historical and contemporary perspectives
- Patriarchy and gender relations
- Changing status of women- influencing factors, role of women's movements
- Feminism, Feminist theories and gender perspectives
- Demographic analysis, Demarcations and differentials - variations and influencing factors.

UNIT II: Gender and Development Perspectives   **14**
- Concept and importance of women's development
- Role and participation of women in development.
- Problems, vulnerabilities and marginalization of women– lifecycle approach
- Issues and impact of marriage and kinship systems socio cultural practices, health, education, livelihood, poverty– access and control of resources on women's lives.
- Theoretical frameworks and approaches towards women and development.
- Women and National Policies

UNIT III: Gender Issues and Empowerment   **12**
- Violence in women's lives- concept, nature, impact
- Women and work- invisibility, opportunities and participation in workforce
- Women and education, health & nutrition
- Gender & Natural Resources – water, forestry, agriculture and climate change, Common Property Rights
- Political participation of women and leadership

UNIT IV: Gender and Advocacy   **12**
- Human Rights and women- women's right to development.
- Gender and Law- Laws governing gender empowerment-social, legal and political perspectives. Issues of enforcement of laws and women's protection.
- Role of government, civil society organizations and other stakeholders for empowerment of women
- Women's empowerment and Media- Imaging gender by Media, Women as producers and consumers of media.
- Gender Responsive Budgeting and Gender Analysis Frameworks
- International and national initiatives in gender sensitization and supporting women

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

Teaching Plan:

Week 1: Concept of gender, difference between sex and gender, cultural construction of gender- socialization and gender roles-historical and contemporary perspectives Patriarchy and gender relations, Changing status of women- influencing factors, role of women's movements.

Week 2: Feminism, Feminist theories and gender perspectives, demographic analysis, demarcations and differentials - variations and influencing factors.

Week 3: Concept and importance of women's development, role and participation of women in development, problems, vulnerabilities and marginalization of women– lifecycle approach

Week 4: Issues and impact of marriage and kinship systems, socio cultural practices, health, education, livelihood, poverty– access and control of resources on women's lives.

Week 5: Theoretical frameworks and approaches towards women and development. Women and National Policies

Week 6: Women and education, health & nutrition , violence in women's lives- concept, nature, impact

Week 7: Women and work- invisibility, opportunities and participation in workforce, Gender & Natural Resources – water, forestry, plantation, agriculture and climate change, Joint Forest Management

Week 8: Political participation of women and leadership, human Rights and women- women's right to development.

Week 9: Gender and Law- Laws governing gender empowerment-social, legal and political, perspectives, issues of enforcement of laws and women's protection.

Week 10: Women's empowerment and Media- Imaging gender by Media, Women as producers and consumers of media.

Week 11: Gender Responsive Budgeting, Gender Analysis Frameworks

Week 12: International and national initiatives in gender sensitization and supporting women, Role of government, civil society organizations and other stakeholders for empowerment of women

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Examine the concept, need, relevance and dimensions of gender empowerment.	Classroom discussions, presentation , videos	Quiz, review of journal articles/case studies
2	Recognize the gender disparities/imbalances and problems.	Classroom discussions, recorded Ted Talks, presentation	Term paper, review of journal articles

3	Develop an insight into issues and strategies at different levels for empowering women.	Presentations, group discussion, screening of film	Participation in group discussion ,film analysis
4	Appraise the international and national support systems for women's development.	Discussion on select readings ,presentation/ videos	Participation in group discussion ,quiz/open book test

DCECC209: DIALOGUING CHANGE I
INTEGRATED PRACTICAL

Marks : 100   **Duration: 6 Hrs.**

Course objectives:
To understand and evaluate different training methods and develop skills for radio production and broadcasts.

Course Learning Outcomes:
Student will be able to -
1. Understand and critically evaluate the different training methodologies and their suitability for development goals.
2. Conceptualize the training process and understand the roles and functions of different phases of the training process.
3. Develop an understanding of the radio production process: research, planning, and production.
4. Develop skills for producing radio features, documentaries and radio news reports, anchoring, commentary and other radio broadcasts.

PART A: TRAINING & ADVOCACY

CONTENTS   **PERIODS**

UNIT I   **12**
- Plan and conduct self development exercises for trainers.
- Develop skills in transacting different training methodologies.
- Gain proficiency in the use of ICTs and other resources required for conducting trainings.

UNIT II   **12**
- Design, execution and evaluation of training programmes for different groups on:
    - self development
    - organizational development,
    - team building, leadership development
    - skill and technology transfer
- Developing and evaluating the efficacy of training modules
- Visit to training and development organizations.

Suggested Readings:
- Janakiram, B (2007). *Training and Development*. New Delhi : Biztantra
- Lyton, R; Pareek, U. (1990) *Training for Development.* New Delhi: Vistaar Publications.
- Lyton, R; Pareek, U. (1992) *Facilitating Development.* New Delhi: Sage Publications.
- Subedi, N R, (2008). *Advocacy Strategies and Approaches: A Training of Trainers Manual. International*. Nepal :ICIMOD.

PART B: RADIO FOR DEVELOPMENT

UNIT I: Media Appreciation   12
- Critical analysis of radio spots, news and features
- A discussion on the perception of radio programming among listeners.
- Functioning and branding of public and private radio channels
- Content analysis of radio channels

UNIT II: Radio Production   12
- Research, planning for radio production: Writing and Scripting for radio news,
- features and documentaries - style, language and skills
- Radio production-Basic principles of Radio program production, Types and
- Formats of radio programs, basic production techniques, production of radio features, documentaries.
- Radio news - characteristics of radio news, their comparison with print news
- Production of radio News bulletin- Radio news gathering, compilation and writing
- Develop radio documentary on different social issues focusing
- Post Production: editing

Suggested Readings:
- Brown (1983). *A.V. Instructional Technology- Media and Method (6th Ed)*. New York: McGraw Hill Book Co.
- Ghosh, A. (2006). *Communication Technology and Human Development-Recent Experiences in the Indian Social Sector*. New Delhi: Sage Publications
- Ravindran, R.K. (1999). *Handbook of Radio, TV and Broadcast Journalism*. New Delhi: Anmol Publications
- Mody, B. (1991) Designing Messages for Development Communication. New Delhi: Sage Publications.

SEMESTER III

DCECC310: POLICY AND ADVOCACY FOR HEALTH AND ENVIRONMENT THEORY

Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To become aware of the policy framework and planning for health and environment. Also, gain insight into the principles and process of advocacy for health and environment for strategizing advocacy programmes.

Course Learning Outcomes:
Student will be able to -
1. Enhanced awareness about the policy framework and planning for health and environment.
2. Exposure to different health legislations, policies and acts.
3. Exposure to different environment related policies, acts and conventions.
4. Understanding the process of advocacy and strategize advocacy for health and environment.

CONTENTS   **PERIODS**

UNIT I: Policy and Planning: An Overview   **12**
- Policy Framework and Accountability: An introduction
- Constitution of India and major amendments
- Five Year Plans of India
- Linkages between planning, policy and vulnerable groups and areas.
- Process of Policy Planning
- Lobbying and Networking for influencing Policy Planning
- Making Policy Planning participatory : Role of CSOs and NGOs
- Sustainable Development Goals : Mandate and Scope

UNIT II: Policy and Planning for Health   **12**
- Understanding Health as a major goal
- Approaches for analyzing health problems -rights based approach.
- Health policy- historical perspective, present issues and trends. Nutrition and Food policies perspectives
- Legislations, government policies and programmes in promoting and protecting public health- laws and standards, NHM, State specific innovation schemes.
- Expenditure on Health
- International and national nutrition and health intervention programmes-. problems and challenges

UNIT III: Policy and Planning for Environment   **12**
- Understanding Environment as a major goal
- Approaches for analyzing environment problems
- Environment policy framework- historical perspective, present issues and trends.
- Legislations, government policies and programmes in promoting and protecting

environment- Environment Protection Act 1986, Air Act, Water Act, Wildlife Protection Act, Forest Act, the National Environment Tribunal Act, Climate Change Protocols and Conventions, waste management rules
- Environment Protection and Management
- International and national environment intervention programmes- problems and challenges
- Role and responsibilities of various departments and agencies in environment management

UNIT IV: Advocacy for Health and Environment   **12**
- Advocacy – Concept, process, types, strategies and functions.
- Differences between advocacy and behaviour change communication
- C4D : Concept, Approaches and Trends
- Strategizing health/environmental advocacy and BCC campaigns- Elements, tools and techniques
- Networking, Lobbying and mobilizing pressure groups. Citizen action and people's participation in health/environmental movement and campaigns.
- Synergizing inter-sectoral partnerships for health/environmental advocacy and action

Suggested Readings:
- Ahluwalia, V. K. (2015). *Environmental Studies: basic concepts*. The Energy and Resources Institute (TERI).
- Bapat, J. (2005). *Development Projects and Critical Theory of Environment*. New Delhi: Sage Publications.
- Easterling, D., Gallagher, K.; Lodwick, D. (2003) *Promoting Health at the Community Level.* Thousand Oaks, California: Sage Publications.
- Gadgil, M. & and Guha, R. (1995). *Ecology and Equity*. New Delhi : ,PenguinBooks.
- Gardner, A. & Brindis, C. (2017). *Advocacy and Policy Change Evaluation: Theory and Practice.* USA: Stanford Business Books. ISBN-13: 978-0804792561
- Hoefer, R. (2015). *Advocacy Practice for Social Justice*. UK: Oxford University Press.
- Hunt, A., & Watkiss, P. (2011). Climate change impacts and adaptation in cities: a review of the literature. *Climatic Change*, *104*(1), 13-49.
- Kelkar, U., Narula, K. K., Sharma, V. P., & Chandna, U. (2008). Vulnerability and adaptation to climate variability and water stress in Uttarakhand State, India. *Global Environmental Change*, *18*(4), 564-574.
- Kulkarni, V., & Ramachandra, T. V. (2006). *Environmental management.*, Commonwealth of learning : , Canada and Indian Institute of Science, Bangalore.
- Lapinskig, M.; Kunjhat, W. K. (1998) *Health and Communication Campaigns*. Westport, CT: Greenwood Publication Group.
- Park, K. (2000). *Essential of Community Health.* Jaipur: M/s BanarsidasBhanot.
- Sharma, D., & Tomar, S. (2010). Mainstreaming climate change adaptation in Indian cities. *Environment and Urbanisation*, *22*(2), 451-465.
- Srinivasan, K.;Valassoff, M. (2001). *Population Development Nexus in India.* New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Unsicker, J. (2012). *Confronting Power: The Practice of Policy Advocacy.* USA : KumarianPress.

Teaching Plan:
Week 1: Policy Framework and Accountability: An introduction, Constitution of India and major amendments, Five Year Plans of India
Week 2: Linkages between planning, policy and vulnerable groups and areas.
Process of Policy Planning, Lobbying and Networking for Policy Planning
Week 3: Making Policy Planning participatory : Role of CSOs and NGOs, Sustainable Development Goals : Mandate and Scope
Week 4: Understanding Health as a major goal, Approaches for analyzing health problems - rightsbased approach.,
Week 5: Health policy- historical perspective, present issues and trends. Nutrition and Food policies perspectives, Expenditure on Health
Week 6: Legislations, government policies and programmes in promoting and protecting public health- laws and standards, NHM, State specific innovation schemes, International and national nutrition and health intervention programmes-. problems and challenges
Week 7: Understanding Environment as a major goal, Approaches for analyzing environment problems, Environmnet policy framework- historical perspective, present issues and trends.
Week 8: Legislations, government policies and programmes in promoting and protecting environment- Environment Protection Act 1986, Air Act, Water Act, Cliamte Change Protocols and Conventions.
Week 9: Environment Protection and Management, International and national environment intervention programmes-. problems and challenges
Week 10: Advocacy – Concept, process, types, startegies and functions, Differences between advocacy and behaviour change communication, C4D : Concept, Approaches and Trends
Week 11: Strategizing health/environmental advocacy and BCC campaigns- Elements, tools and techniques
Week 12: Networking, Lobbying and mobilizing pressure groups. Citizen action and people's participation in health/environmental movement and campaigns.Synergizing inter-sectoral partnerships for health/environmental advocacy and action

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Enhanced awareness about the policy framework and planning for health and environment.	Presentation ,discussion	Participation in discussion ,review articles
2	Exposure to different health legislations, policies and acts.	Presentation, visit websites	Term paper, quiz/ analysis exercise
3	Exposure to different environment related policies, acts and conventions.	Presentation,videos , visit and study website of Ministry of Environment, Forest, & Climate Change, GoI.	Term paper, content analysis

4	Understanding the process of advocacy and strategize advocacy for health and environment.	Presentation,videos, discussions	Participation in discussion , test, review articles

DCECC311: EXTENSION SYSTEMS AND PROGRAMME EVALUATION
THEORY

Marks : 100   **Duration: 3 Hrs.**

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

Course Learning Outcomes:
Student will be able to -
1. Examine the national and international extension systems.
2. Integrate the aspects influencing design of development programmes.
3. Assess the relationship between the aspects and procedures involved in programme planning, monitoring and evaluation.
4. Develop skills for formulating M&E frameworks for programmes/projects.

CONTENTS   **PERIODS**
UNIT I: Extension Systems and Development   **12**
- Concept, scope and evolution of extension
- Current paradigms of extension: national and international perspectives
- Characteristics and principles of adult learning
- Extension and planned social change
- Extension and diffusion of technologies, traditional and scientific knowledge systems ; women & sustainable development

UNIT II: Planning Development programmes   **12**
- Types of plans, nature, characteristics,
- Programme Planning models, principles
- Theory of change, program goals, objectives and indicators
- Steps in planning – problem analysis and need assessment, goal setting, strategizing interventions, and programme logistics.
- Stakeholder participation; networking and synergizing partnerships

UNIT III: Monitoring and implementation of development programmes   **12**
- Meaning and concept of monitoring and evaluation
- Components, approaches and frameworks for monitoring and evaluation of development programme
- Programme implementation, strategies and approaches

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

UNIT IV: Programme evaluation   **12**
- Scope, purpose and types of evaluation- tools and techniques for conducting Evaluation, uses of evaluation
- Participatory Monitoring and Evaluation –scope, tools and methods
- Frameworks and indicators in evaluating sustainability, empowerment and impact on individuals' communities and institutions.
- Organizational dynamics and issues in evaluation
- Beneficiary and stakeholder's perspectives about evaluation.
- Report writing and documentation: data management techniques and methods and approaches for reporting, recording and documenting evaluations.

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

Teaching Plan:
Week 1: Concept, Scope and evolution of extension, approaches - current paradigms of extension: national and international perspectives,
Week 2: Relationship of Extension and Development – Development programmes and Initiatives, characteristics and principles of adult learning psycho-social aspects,
Week 3: extension and planned social change role of extension in diffusion, diffusion of technologies, confluence of knowledge systems, women & sustainable development
Week 4: Philosophy, scope, principles of programme planning, Programme Planning Types, Models, Principles
Week 5: Steps in planning – problem analysis and need assessment, strategizing interventions, goal setting and establishing indicators.

Week 6: Stakeholder analysis, participation, impact on programme design and management, networking and synergizing partnerships for development programmes

Week 7: Meaning and concept of monitoring and evaluation, components, approaches and frameworks for monitoring and evaluation of development programme

Week 8: Theory of change and M&E systems, programme implementation, strategies and approaches, problems and influencing factors

Week 9: Feedback systems and role of Management Information Systems, Scope, purpose and types of evaluation- Tools and techniques for conducting evaluation, uses of evaluation,

Week 10: Participatory Monitoring and Evaluation –scope, tools and methods. Issues in evaluation- organizational dynamics, client orientations, mechanisms of feedback and the role of MIS.

Week 11: Beneficiary and stakeholder's perspectives about evaluation, frameworks and indicators in evaluating sustainability, empowerment and impact of development change on individuals' communities and institutions.

Week 12: Report writing and documentation: data management techniques and methods, procedures and approaches for reporting, recording and documenting evaluations.

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Examine the national and international extension systems.	Classroom discussions, presentation , videos	Review of journal articles, review case studies
2	Integrate the aspects influencing design of development programmes.	Classroom discussions, presentation	Term paper ,review of journal articles
3	Assess the relationship between the aspects and procedures involved in programme planning, monitoring and evaluation.	Classroom discussions, presentation, videos	Participation in group discussion will be gauged, review of case studies
4	Develop skills for formulating M&E frameworks for programmes/projects.	Discussion on select readings, presentation	Participation in group discussion, analysis of M&E frameworks

DCECC312: DIALOGUING CHANGE II
INTEGRATED PRACTICAL

Marks: 100   **Duration: 6 Hrs.**

Course Objectives:

To augment the programme monitoring and evaluation skills for effective and efficient programme implementation and develop an understanding of the radio production process: research, planning, and production.

Course Learning Outcomes:

Student will be able to -
1. Integrate the aspects influencing design of development programmes.
2. Assess the relationship between the aspects and procedures involved in programme planning, monitoring and evaluation.
3. Develop an understanding of the video production process: research, planning, and production.
4. Build up writing skills for documentaries, news broadcasts, and other video broadcasts.

PART A: PROGRAMME DEVELOPMENT AND EVALUATION

CONTENTS   **PERIODS**

UNIT I   **12**
- Design, implement and evaluate intervention programmes for different target groups of urban and rural communities.
- Impact monitoring &evaluation using different evaluation frameworks
- Innovative techniques in M&E

UNIT II   **12**
- Prepare project proposals for- process documentation, monitoring and evaluation reports for development programmes.

PART B: VIDEO PRODUCTION

UNIT III   **12**

- Analysis of Television programs and films
- A look at film-styles, genres: Dramatic, narrative lyrical, aesthetic, ritual, ideological.
- A discussion of film-psychology, and other aspects of the perception of films.
- Narrative analysis- Micro and macro analysis of structure, Reading the film, Deconstruction, Literary analysis

UNIT IV   **12**
- Video production – An introduction to program production equipments, techniques, production interviews, talks, discussions, features, documentaries.
- Research and planning: Writing and Scripting for news, broadcast, programs and documentaries - style, language and skills
- Production: Explore various concept and direction styles ranging from scripted

narrative and documentary movie-making traditions.
- Develop EFP/documentary/ENG short films on different social issues focusing
- Post Production: editing

Suggested Readings:
- Chambers, R. (1992). *Rural Appraisal: Rapid Relaxed and Participatory*. Sussex
- Markiewicz, A. (2015). *Developing Monitoring and Evaluation Frameworks* New Delhi: Sage Publications.
- Mikkelsen, C. (1995). *Methods for Development Work and Research.* New Delhi: Sage Publications.
- Mukherjee, N. & Jena, B. (2001). *Learning to Share- Experiences and Reflections on PRA and Other Participatory Approaches (Vol 2).* New Delhi: Concept Publishing House.
- Saunders, R.P. (2015). *Implementation Monitoring and Process Evaluation* New Delhi: Sage Publications.
- Wales, L. (2005). *People and Process of Film and Video Production: From Low Budget to High Budget*. Boston: Allyn and Bacon
- White, S. (2004). *Participatory Video-Images that Transform and Empower*. New Delhi: Sage Publications
- White, T. (2000). *Broadcast News Writing, Reporting and Producing*. London and New York: Focal Press.

DCECC313: INTERNSHIP

(To be assessed by a Board of Three teachers)

Marks: 50

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

Course Learning outcomes:
Student will be able to -
1. Get hands on experience of real field setting
2. Understanding of the issues and strategies organizations work on
3. Opportunity to use communication skills for personal and professional development
4. Enhanced ability to work with groups and use managerial and problem Solving skills

Description:

The student will be required to undergo a field placement for a total duration of 4-6 weeks in their chosen area of interest after the Semester II and prior to Semester III. Depending on the interest of the students the setting may be a Social marketing agency, Media production house, NGO, international agency, corporate involved in development

programmes, government department in their on-going community programmes. Institutions/organizations chosen should be of good professional standing. The student must participate in the on-going activities of the agency/ establishment, acquire skills and knowledge, gather information and prepare a report to be presented in the department after the completion of the placement period.

DCECC314: DISSERTATION- I: TECHNICAL WRITING & SEMINAR
Seminar to be assessed by three teachers)
(Technical writing to be assessed by Continuous Evaluation)

Marks: 50

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

Course Learning Outcomes:
Student will be able to -
1. Demonstrate knowledge of scientific writing method and styles
2. Develop a research design on a topic relevant to their field
3. Prepare a systematic literature review on a select topic
4. Present a seminar of the literature review

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

I. Research design / Project proposal   **12**
- Under the guidance of supervisor allocated prepare a research design / project proposal

II. Skills in Technical Writing   **24**
- Learn the nuances of select technical writing styles/ guides
- Analyze technical posters of researches in the fields
- Analyze dissertations, research reports and project evaluation reports and their presentations

III. Review of Literature & Seminar   **12**
- Prepare a literature review on a select topic using an approved style guide
- Conduct Plagiarism check of document prepared
- Present an oral seminar on the topic

Suggested Readings:
- Alley, M. *(2018). The Craft of Scientific Writing*. New York: Springer.
- Bernard, H.R. (2000). *Social Research Methods: Qualitative and Quantitative*
- *Approaches*. Thousand Oaks, CA: Sage
- Black, J.A. and Champion, D.J. (1976). *Methods and Issues in Social Research*. New York: John Wiley and Sons.

- Blaxter, L., Hughes, C, and Tight, K. (1999). *How to Research*. New Delhi: Viva books.
- Blum, D., Knudson M., and Henig, R. M. (2005*) Field Guide for Science Writers: The Official Guide of the National Association of Science Writers*. USA; Oxford UniversityPress. http://www.nasw.org/field-guide
- Elmes, D.G., Kanowitz, B.H. and Roediger, H.L. (1989). *Research Methods in Psychology* (Third Edition). New York: West Publishing Company.
- Katz, M. (2009) *From Research to Manuscript: A Guide to Scientific Writing (2nd Ed).* New York : Springer
- *http://www.apastyle.org/*
- *http://www.citethisforme.com/guides*

Facilitating the achievement of Course Learning Outcomes:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	**Week 1 2 & 3** Demonstrate knowledge of scientific writing method and styles	Students oriented the nuances of select technical writing styles/ guides Analyze technical posters of researches in the fields Analyze dissertations, research reports and project evaluation reports Videos on scientific writing shown	Quiz and exercises will be given to students
2	**Week 3 4 5 6 7 & 8** Develop a research design on a topic relevant to their field	Along with allocated supervisors students will work on deciding a topic of research, review literature and develop an appropriate research design	Students submit the research design to technical review board for review and comments
3.	**Week 9& 10** Prepare a systematic literature review on a select topic	Students collate the literature review done about their research topic selected and prepare a document based on it. Students review old seminar documents and critique their presentation	Students literature review document reviewed by seminar committee Plagiarism test done of final document
3.	**Week 11& 12** Present a Seminar based on the literature review done	Students watch videos of seminar presentations and critique them. Prepare a seminar presentation of	Students presentations evaluated by the departmental seminar committee

DCEEC31: ICTD & COMMUNITY MEDIA
THEORY

Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To enhance the conceptual understanding of paradigm shift in society in the context of the emergence of Information and Communication Technology (ICT).

Course Learning Outcomes:
Student will be able to -
1. Enhanced understanding of ICTs and the impact of digitalization and challenges associated with ICTs
2. Exposure to concept of Networked societies through theories and perspectives
3. Understand the forms and potential of various community media.
4. Appraise the convergence between ICTs and community media for development.

CONTENTS   **PERIODS**

UNIT I: Introduction   **12**
- Second Communication Revolution, Digitalization, Cultural globalization and ICTs
- Political economy of communication revolution: Markets, hierarchies and networks, New economy.
- Law & Policy, Surveillance, Rights and Privacy
- Reach, access and skills in ICTs
- Disparities and Divides: Digital Divide, Global and National Scenario, Gender and regional difference
- Perspectives and theories: Technology as Amplifier, Transfer and Diffusion of Technology, Embeddedness of Technology : Progressive/Disruptive Transformation

UNIT II: Networked Societies   **12**
- Networks : evolution and classification, level of networks, Mass to network society
- Technology and networked society : Telecom Network, Data Communication Network, Mass Communication Network, Integrated Network, Multimedia and broadband network.
- Concept and characteristics of Networked Societies
- Social Structure, Space, Time : Communities and Social Relations
- Theories and Perspectives about Networked Societies
- Digital Culture : Human personality and new media, Perception, cognition and learning with new media, Quality and Quantity of New Media Content

UNIT III: Community media as alternative media   **12**
- Concept and characteristics of community media
- Metaphors of Community Media: Alternative media, citizen's media, radical media, people's media.
- Social psychology of community media
- Community media policy : Growth, national and international perspectives
- Traditional media and performing arts as community media
- Alternative Print media: characteristics, strengths and weakness with examples;

- Alternative Television with special focus on PUBLIC Access Television;
- Alternative Radio, Community Radio;
- Internet Virtual Communities, blogging and microblogging.
- Sustainability issues of Community Media organizations

UNIT IV: ICTs and Community Media: Convergence for Development   12
- Technology and culture: community and identity; participatory culture and ICT, community informatics.
- Computer Mediated Communication and development: Types, Importance and Relevance
- ICT enabled community media and social change
- Radio, Television, Print Media, New Media and Mobile Telephony as an ICT tool for development
- Social Networking Sites, Multimedia platforms, convergence and Interactivity
- Scope, nature and types of convergent journalism for Development

Suggested Readings:
- Buckingham, D. (2008). *Youth, Identity, and Digital Media. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning.* Cambridge, MA: The MIT Press.
- Hassan, R. & Thomas, J. (2006). *The New Media Theory.* Open University Press.
- Hassan, R. (2004). *Media, Politics and the Network Society*. Open University Press.
- Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide.* New York, London: New York University Press.
- Kukkonen, H.O. & Kukkonen, H.O. (2015). *Humanizing the Web: Change and Social Innovation (Technology, Work and Globalization).* New Delhi: Palgrave Macmillan.
- Marshall, P. D. (2004). *New Media Cultures, Information and Communication Technology for Development*. Hodder Stoughton Educational.
- Pannu, P. & Tomar, Y. (2012). *Communication, Technology for Development.* New Delhi : IK International Publishing House. ISBN: 9789380578903.
- Preston, P. (2001).*Reshaping Communication: Technology, Information and Social Change.* London, California, New Delhi: Sage Publications. DOI: http://dx.doi.org/10.4135/9781446222164
- Vanaja, M. & Rajasekar, S. (2016). *Information & Communication Technology (ICT) In Education.* New Delhi: Neelkamal Publications.
- Warschauer, M. (2004). *Technology and Social Inclusion: Rethinking the Digital Divide.* MIT Press (MA).

Teaching Plan:
Week 1: Second Communication Revolution, Digitalization, Cultural globalization and ICTs, Political economy of communication revolution : Markets, hierarchies and networks, New economy.
Week 2: Reach, access and skills in ICTs
Disparities and Divides: Digital Divide, Global and National Scenario, Gender and regional difference
Week 3: Law & Policy, Surveillance, Rights and Privacy, Perspectives and theories: Technology as Amplifier, Transfer and Diffusion of Technology, Embeddedness of Technology : Progressive/Disruptive Transformation

Week 4: Networks : evolution and classification, level of networks, Mass to network society, Concept and characteristics of Networked Societies

Week 5: Technology and networked society : Telecom Network, Data Communication Network, Mass Communication Network, Integrated Network,Multi media and broadband network, Social Structure, Space, Time : Communities and Social Relations

Week 6: Theories and Perspectives about Networked Societies, Digital Culture : Human personality and new media, Perception, cognition and learning with new media, Quality and Quantity of New Media Content

Week 7: Concept and characteristics of community media, Metaphors of Community Media: Alternative media, citizen's media, radical media, people's media, Social psychology of community media

Week 8: Community media policy: Growth, national and international perspectives Traditional media and performing arts as community media, Sustainability issues of Community Media organizations

Week 9: Alternative Print media: characteristics, strengths and weakness with examples; Alternative Television with special focus on PUBLIC Access Television;
Alternative Radio, Community Radio; Internet Virtual Communities, blogging and microblogging.

Week 10: Technology and culture: community and identity; participatory culture and ICT, community informatics, Computer Mediated Communication and development: Types, Importance and Relevance

Week 11: ICT enabled community media social change
Radio, Television, Print Media, New Media and Mobile Telephony as an ICT tool for development

Week 12: Social Networking Sites; Multimedia platforms, convergence and Interactivity, Scope, nature and types of convergent journalism for Development

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Enhanced understanding of ICTs and the impact of digitalization and challenges associated with ICTs	Presentation ,discussions on ,videos	Participation in discussion,secondary review
2	Exposure to concept of Networked societies through theories and perspectives	Presentation, readings related to the topic will be shared	Presentation on theories and perspectives of Networked Society, Quiz
3	Understand the forms and potential of	Presentation, videos related to different community media and their potential,	Identify and present success stories of

4	Appraise the convergence between ICTs and community media for development.	Presentation ,discussions on ,videos , special lecture by expert in the field	Participation in Debate on new media v/s community media, test

| | various community media. | success stories of community media | different community media |

DCEEC31: ICTD & COMMUNITY MEDIA
PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

Course Objectives:
To gain a practical understanding of the potential of ICTs and community media
for development.

Course Learning Outcomes:
Student will be able to -
1. Enhanced understanding of ICTs and its functioning
2. Developing ICT enabled media.
3. Appreciate the potential of various community media.
4. Application of communication principles for content development of community media.

CONTENTS   **PERIODS**

UNIT 1   **12**
- ICTs- Definition, evolution, classification, reach, access and skills in ICTs
- Disparities and Divides: Digital Divide, Concept, dimensions (Global and Indian Scenario), Gender and regional difference
- Perspectives of ICTs : Technology as Amplifier
- Transfer and Diffusion of Technology
- Embeddedness of Technology : Progressive/Disruptive Transformation

UNIT II   **12**
- Networks : evolution and classification, level of networks, Mass to network society
- Technology and networked society : Telecom Network, Data Communication Network, Mass Communication Network, Integrated Network, Multimedia and broadband network.
- Digital Culture : Human personality and new media, Perception, cognition and learning with new media, Quality and Quantity of New Media Content
- Internet Virtual Communities with special focus on blogging and microblogging.
- Social Networking Site; Convergent media, Multimedia platforms, convergence and

Interactivity
- Poverty Porn & ICTs
- Developing ICT enabled media.

UNIT III   12
- Traditional media and performing arts as community media
- Alternative Print media: Content Analysis & Appraisal
- Alternative Television with special focus on PUBLIC Access Television : Content Analysis & Appraisal
- Alternative Radio, Community Radio : Content Analysis & Appraisal

UNIT IV   12
- Content Development of Community Media with respect to :
    - Communication Principles
    - Socio-economic context
    - Message design
    - Channel Selection
    - Audience targeting and segmentation
    - Developing Feedback mechanism

Suggested Readings:
- Hassan, R. & Thomas, J. (2006). *The New Media Theory.* Open UniversityPress.
- Hassan, R. (2004). *Media, Politics and the Network Society*. Open UniversityPress.
- Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide.* New York, London: New York University Press.
- Marshall, P. D. (2004). *New Media Cultures, Information and Communication Technology for Development*. Hodder Stoughton Educational.
- Pannu, P. & Tomar, Y. (2012). *Communication, Technology for Development.* New Delhi: IK International Publishing House. ISBN: 9789380578903.
- Preston, P. (2001).*Reshaping Communication: Technology, Information and Social Change.* London, California, New Delhi: Sage Publications. DOI: http://dx.doi.org/10.4135/9781446222164
- Vanaja, M. & Rajasekar, S. (2016). *Information & Communication Technology (ICT) In Education.* New Delhi: Neelkamal Publications. ISBN-13: 978-8183165198
- Warschauer, M. (2004). *Technology and Social Inclusion: Rethinking the Digital Divide.* MA: MIT Press (MA).

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DCEEC32: ADVERTISING AND SOCIAL MARKETING THEORY

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Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To develop a holistic understanding about the concepts of advertising and social marketing

Course Learning Outcomes:

Student will be able to -
1. Identify the key dimensions of Advertising and Social Marketing
2. Appraise the steps involved in the media planning and its approaches
3. Examine the key principles of social marketing.
4. Use advertising and social media for development communication

CONTENTS   **PERIODS**

UNIT I: Communication Research and Media Planning   **12**
- Audience research- Researching media usage and exposure; affective, cognitive and behavioral response to media
- Media planning- Concept, evolution, national and international trends
- Approaches and theories of media planning
- Communication Research & planning- importance, relevance in selection of media
- Steps involved in media planning- external and internal factors
- Selection of media, Message design- treatment, presentation, structuring and scheduling of media

UNIT II: Advertising   **12**
- Advertising: Definition, types, origin, growth & development of advertising in India
- Publicity, Propaganda, Advertising and & Social Marketing
- Nature, role and impact of Advertising on society
- Theories and Principles of Advertisements
- Function of Advertising in communication campaigns, marketing and Public Relations
- Planning Advertising campaigns- Methods and strategies; budgets and policy
- Factors influencing design of Advertisement campaigns
- Advertisements, laws and regulatory environment.

UNIT III: Social Marketing, Marketing Research and Behavior Change   **14**
- Social Marketing: Concept, evolution
- Social Marketing, Cause related and Commercial marketing
- Theories and principles of Social Marketing
- Steps in planning Social Marketing campaigns
- Assessment and evaluation of the Social Marketing effort
- Managing Social Marketing programs

UNIT IV: Social Marketing and Media   **10**
- Communication channels and Social Marketing: Interpersonal comuunication & mass media; Social Media & ICTs; Mainstream and alternative media
- Factors influenicng selection of media channels
- Social Marketing strategies and approaches: Strategic Media Marketing Mix
- Design of Social Marketing campaigns
- Ethics in Social Marketing

Suggested Readings:

- Belch, G.E &Belch, M.A. (2014). *Advertising and Promotion: An Integrated Marketing Communications Perspective, 10th Edition.* McGraw-Hill.
- Kotler, P.; Roberto E. L. (1989). *Social Marketing strategy for Changing Public Behaviour.* New York: The Free Press, Mac Millan Inc.
- Kotler, Ph., Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good.* London, California : Sage Publications
- Mody, B. (1991) *Designing Messages for Development Communication.* New Delhi: Sage Publications.
- Narula, A. (2003). *Implementing Advertising Strategy.* New Delhi: MerxEquity printers.
- Semer, F. H. (1999). *Social Marketing: Promotion the Cause of Public and Non-Profit Agenciers.* Estaing MA: Sima & Schuler Inc.
- Shah, K. & D'Souza, A. (2009). *Advertising and Promotions: an IMC perspective.* New Delhi: Tata McGraw Hill.
- Zimmerman, J. &Deborah, N. G. (2017).Social*Media Marketing All-in-One For Demies.* USA: For Demies.

Teaching Plan:

Week 1: Audience resarci- Researching media usage and exposure

Week 2: Audience research- affective, cognitive and behavioral response to media

Week 3: Media planning- concept, evolution, national and international trends, Approaches and theories of media planning, Communication Research & planning- importance, relevance in selection of media

Week 4: Steps involved in media planning- external and internal factors, Selection of media, Message design- treatment, presentation, structuring and scheduling of media

Week 5: Advertising: definition, types, origin, growth & development of advertising in India, Publicity, propaganda, advertising and & Social Marketing

Week 6: Nature, role and impact of Advertising on society, Theories and Principles of Advertisements, Function of Advertising in communication campaigns

Week 7: Marketing and public relations, Planning Advertising campaigns- methods and strategies: Budgets and policy, Factors influencing designing of an advertising campaign, Advertisements, laws and regulatory environment.

Week 8: Social Marketing: concept, evolution, Theories and Principles of Social Marketing

Week 9: Planning Social Marketing campaigns – analyzing external and internal environment, establishing goals and target audiences, Managing social marketing programs

Week 10: Communication channels and Social Marketing: Interpersonal comuunication & mass media; Social Media & ICTs; Mainstream and alternative media

Week 11: Factors influenicng selection of media channels
Social Marketing strategies and approaches: Strategic Media Marketing Mix

Week 12: Design of Social Marketing campaigns, Ethics in Social Marketing

Facilitating the achievement of course learning outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Identify the key dimensions of	Presentation , discussion	Analysis, Group discussion,quiz

	Advertising and Social Marketing		
2	Appraise the steps involved in the media planning and its approaches	Presentation, Readings related to the topic will be shared	Term paper/ Open book test/group discussion
3	Examine the key principles of social marketing.	Presentation, Media content and examples from Advertising world for understandings	Review of article, open book test/quiz
4	Use advertising and social media for development communication	Presentation, Select readings related to the topic will be shared, Discussion	Term paper, group discussion

DCEEC32: ADVERTISING AND SOCIAL MARKETING PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

Course Objectives
To develop a holistic understanding about the concepts of advertising and social marketing

Course Outcomes
Student will be able to -
1. Analyse of the issues covered in the media.
2. Create a social media advocacy strategy.
3. Plan for a sustained social media advocacy program.
4. Critique the success of a social media campaigns and programs.

CONTENTS   **PERIODS**

Unit I: Analysis of the Issues   **12**
- Select a global issue such as climate change and compare and contrast the way it is presented by the media in India and two other nations globally.

Unit II: Recruiting social advocates   **12**
- Who – Identifying the key groups of social advocates
- Where – Locating your social advocates
- What – Considering key issues when recruiting social advocates
- How – Starting the social advocacy program

UNIT III: Sustaining Social Media advocacy program   **12**
- Resources needed to start and sustain a program
- Results to quantify the returns of the program
- Review the results for improvement

UNIT IV: Design and Production   **12**
- Design and evaluation of social marketing and media advocacy initiatives
- Production of andocumentaryvideo for social change

Suggested Readings:
- Belch, G.E &Belch, M.A. (2014). *Advertising and Promotion: An Integrated Marketing Communications Perspective, 10th Edition.* McGraw-Hill.
- Kotler, Ph., Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good.* London, California : Sage Publications
- Mody, B. (1991) Designing Messages for Development Communication. New Delhi: Sage Publications.

DCEEC33: DEVELOPMENT JOURNALISM
THEORY

Marks : 100   **Duration: 3 Hrs.**

Course Objectives:
To understand the concept of development journalism in the context of social change in India and build an interface of different elements of media, society and development.

Course Learning Outcomes :
Student will be able to -
1. Understand of the concept, scope of development journalism
2. Initiate a dialogue and debate on issues concerning the developing world and delineate the role of media
3. Familiarize the participants with the linkages between development, media and communication
4. Foster the spirit of regional cooperation, international understanding and goodwill through exchange of knowledge and experience in the field of development communication.

CONTENTS   **PERIODS**

UNIT I: Development Journalism   **12**
- Introduction to mainstream Journalism
- Difference between mainstream journalism and Development Journalism
- Role of Development Communication in People's Governance of Accountability
- Concept of Citizen Journalism and role of Development professionals in promoting its use
- Development Journalism – Role and Status in India
- Sources of news– role of news agencies- national and international perspectives
- Democratisation of news Flow – History, Debate, NWICO

UNIT II: Elements of Media   **12**
- Print Media – Historical Genesis to present – Contribution to development. A critique
- Role of Radio in Development, Global and Indian Perspective: History to present
- Role of TV in Development, Global and Indian Perspective: History (SITE)to present

- Community Media for Development
- Role of Community Radio: Methods, Approaches, Participation and Issues of Development
- Traditional Media (Puppetry, Folk Song and Folk love, Grassroots Comics)
- Modern (New) Media, Traditional v/s Modern Media
- Digital Media and Development Communication
- Entertainment Education
- ICT based Development Communication Experiments

UNIT III: Media and the Ethics   12
- Freedom of Media – Concept, case studies (with a special focus on Indian experience), critique and challenges
- Media Laws – History, practice
- Media Ethics – Concept and Principles, Dilemmas/Concerns, Regulation, Impact and Critique
- Media Management: Ownership patterns, regulation
- Media Regulation: Concept, Issues and Challenges

UNIT IV: Development Reporting and Issues in Development   12
- Development reporting in India- Concept, scenario
- Trends in Development Reporting
- Sociology of news in media: factors affecting news treatment, paid news, agenda setting, pressures in the newsroom, trial by media, gatekeepers.
- Issues of development in media- Process of National Economic development and Globalization, International Financial and monetary institutions, Bilateral, regional and multilateral trade agreements, Infrastructure, Economic Indicators, Investment Flows, National Budget and Finance, Stock and Commodity Markets

Suggested Readings:
- Burns, L.S. (2002). *Understanding Journalism.* New Delhi: Sage Publications.
- Flanklin, B. (2017). *The Future of Journalism: Developments and Debates (Journalism Studies).*London: Routledge.
- Kumar, K. J. (2000). *Mass communication in India.* New Delhi: Jaico Publishing House.
- McQuail, D. (2010). *Mass Communication Theory.* London : Sage Publications.
- Murthy, D V R. (2007) : *Development Journalism, What Next?* New Delhi : Kanishka Publications.
- Narula, U. (1994). *Development Communication : Theory & Practice.* Delhi:Haranand Publications.
- Ninan, S. (2007). *Headlines from the heartland: Reinventing the Hindi public sphere.* New Delhi : SAGE Publications.
- Ocando, J.L. & Nguyen, A. (2017). *Developing News: Global journalism and the coverage of Third World development.* London: Routledge. ISBN-13: 978-0415621823
- Servaes, J. (2008). *Communication for development and social change.* New Delhi: Sage Publications.

Teaching Plan:
Week 1: What makes main stream Journalism?, Difference between mainstream journalism

and Development Journalism?, Role of Development Communication in People's Governance of Accountability

Week 2: Concept of Citizen Journalism and role of Development professionals in promoting its use Development Journalism – Role and Status in India, Sources of news– role of news agencies- national and international perspectives

Week 3: Democratisation of news Flow – History, Debate, NWICO, Print Media – Historical Genesis to present – Contribution to development. A critique

Week 4: Role of Radio in Development, Global and Indian Perspective: History to present, Role of TV in Development, Global and Indian Perspective: History (SITE)to present, Community Media for Development

Week 5: Role of Community Radio: Methods, Approaches, Participation and Issues of Development, Traditional Media (Puppetry, Folk Song and Folk love, Grassroots Comics), Modern (New) Media, Traditional v/s Modern Media

Week 6: Digital Media and Development Communication, Entertainment Education, ICT based Development Communication Experiments

Week 7: Freedom of Media – Concept, case studies (with a special focus on Indian experience), critique and challenges, Media Laws – History, practice

Week 8: Media Ethics – Concept and Principles, Dilemmas/Concerns, Regulation, Impact and Critique, Media Management: Ownership patterns, regulation

Week 9: Media Regulation: Concept, Issues and Challenges

Week 10: Development reporting in India- Concept, scenario, Trends in Development Reporting

Week 11: Sociology of news in Media: factors affecting news treatment, paid news, agenda setting, pressures in the newsroom, trial by media, gatekeepers.

Week 12: Issues of development in Media- Process of National Economic development and Globalization, International Financial and monetary institutions, Bilateral, regional and multilateral trade agreements, Infrastructure, Economic Indicators, Investment Flows, National Budget and Finance, Stock and Commodity Markets

Facilitating the achievement of Course Learning Outcomes:

Unit. No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Understand of the concept, scope of development journalism	Presentation ,videos	Quiz, group discussion
2	Initiate a dialogue and debate on issues concerning the developing world and delineate the role of media	Presentation, discussions on, videos	Content analysis ,open book test/test/assignment
3	Familiarize the participants with the linkages between development, media and communication	Presentation, discussions on, videos	Term paper, content analysis

4	Foster the spirit of regional cooperation, international understanding and goodwill through exchange of knowledge and experience in the field of development communication.	Presentation, selected readings, discussion	Students participation in discussion will be gauged, content analysis

DCEEC33: DEVELOPMENT JOURNALISM
PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

Course Objectives:
To understand the concept of Development Journalism in the context of social change in India and build an interface of different elements of media, society and development.

Course Learning Outcomes:
Student will be able to-
1. Analyze media's reportage on development issues in India
2. Initiate a dialogue and debate on issues concerning the developing world and delineate the role of media
3. Build skills for Writing for Media
4. Ability to produce and develop media in today's society

CONTENTS   **PERIODS**

UNIT I   **24**
- Critical analysis of mainstream media's reportage on development issues in India
- Analysis of mainstream TV News media's reportage on rural problems and issues in India
- A comparative analysis of a Community Radio station and any of AIR's Local Radio stations.

UNIT II   **24**
- Writing for Media- Exercises on editing copies, writing headlines, writing features, structuring a dummy editorial page, writing editorials
- Production of Newspaper- Principles of Layout and Design: Layout and format, Typography, Copy preparation ; Design process-size, anatomy, grid, design ; Handling text matter-headlines, reports, pictures, advertisements ; Page make-up - Print and Electronic copy, Front page, Editorial page and Supplements

Suggested Readings:
- Burns, L.S. (2002). *Understanding Journalism.* New Delhi: Sage Publications.
- Flanklin, B. (2017). *The Future of Journalism: Developments and Debates (Journalism Studies).*London: Routledge. ISBN-13: 978-1138085701.
- Kumar, K. J. (2000). *Mass communication in India.* New Delhi: Jaico Publishing House.
- McQuail, D. (2010). *Mass Communication Theory.* London: Sage Publications.

- Murthy, D V R. (2007) : *Development Journalism, What Next?* New Delhi: Kanishka Publications.
- Narula, U. (1994). *Development Communication: Theory & Practice.* Delhi: Haranand Publications.
- Ninan, S. (2007). *Headlines from the heartland: Reinventing the Hindi public sphere.* New Delhi : SAGE Publications.
- Ocando, J.L. & Nguyen, A. (2017). *Developing News: Global journalism and the coverage of Third World development.* London: Routledge.
- Servaes, J. (2008). *Communication for development and social change.* New Delhi: Sage Publications.

DCEOE31: COMMUNICATION PROCESSES AND TECHNIQUES
THEORY

Marks: 100   **Duration: 3 Hrs.**

Course Objectives

To experience the dimensions in organizational communication and to build understanding about the processes and techniques of communication

Course Learning Outcomes

Student will be able to -

1. Understand and explain the elements of communication
2. Communicate competently with credibility and confidence
3. Build relationship and specifically with your working group members
4. Prepare and deliver effective presentations

CONTENT   **PERIODS**

UNIT I: Communication Dynamics   **12**

- Workplace communication- Principles and Methods
- Organizational Communication- types, tools , techniques and conflict resolution
- Networks of communication
- Significance of technical communication
- Listening, Perception, Persuasion as communication skills
- Barriers to effective communication- Professional Relationships And Group Communication

UNIT II: Communication Skills   **12**

- Reading Skills: Previewing techniques; Skimming; Scanning; Understanding the gist of an argument; Identifying the topic sentence; Inferring lexical and contextual meaning; recognizing coherence and sequencing of sentences; Improving comprehension skills.
- Writing Skills: Sentence formation; Use of appropriate diction; Paragraph and Essay Writing; Coherence and Cohesion.
- Technical Writing: Differences between technical and literary style, Elements of style; Common Errors.

- Report Writing: Basics of Report Writing; Structure of a report; Types of reports.
- Technology-based Communication: Netiquettes: effective e-mail messages; power-point presentation; enhancing editing skills using computer software

UNIT III: Professionalism at Work   12
- Teamwork, meetings
- Speaking skills
- Speaking in Public
- Business Presentation skills

UNIT IV: Core Skills in Public Relations   12
- Public Relations- concept and significance
- PR Tools- interpersonal, mass media and selective media
- PR & Media Relations

Suggested Readings:
- Allan,P & Pease,A. (2005). *The Definitive Book of Body Language*. New Delhi: Manjul Publishing House.
- Bovee, L., Thill, J, and Schatzman, B.(2004). *Business Communication Today*. Delhi: Pearson Education.
- Oliver, S. (2004). *Handbook of corporate communication and public relations: pure and applied*. UK:Routledge
- Seeger, M. W., Sellnow, T. L.; Ulmer, R. R. (2003). *Communication and organizational crisis*. CT: Greenwood Publishing Group

Teaching Plan:
Week 1: Workplace communication- Principles and Methods, Organizational Communication- types, tools, techniques and conflict resolution
Week 2: Networks of communication, Significance of technical communication
Week 3: Listening, Perception, Persuasion as communication skills, Barriers to effective communication- Professional Relationships and Group Communication
Week 4: Reading Skills: Previewing techniques; Skimming; Scanning; Understanding the gist of an argument; Identifying the topic sentence; Inferring lexical and contextual meaning; recognizing coherence and sequencing of sentences; Improving comprehension skills.
Week 5: Writing Skills: Sentence formation; Use of appropriate diction; Paragraph and Essay Writing; Coherence and Cohesion.
Week 6: Technical Writing: Differences between technical and literary style, Elements of style; Common Errors.
Week 7: Report Writing: Basics of Report Writing; Structure of a report; Types of reports.
Week 8: Technology-based Communication: Netiquettes: effective e-mail messages; power-point presentation; enhancing editing skills using computer software
Week 9: Teamwork, meetings, speaking skills
Week 10: Speaking in Public, Business Presentation skills
Week 11: Public Relations- concept and significance
Week 12: PR Tools- interpersonal, mass media and selective media, PR & Media Relations

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Understand and explain the elements of organizational communication	Presentation , discussions	Quiz, Discussions and debates
2	Communicate competently with credibility and confidence	Presentation and readings related to the topic	Open book test/quiz/term paper
3	Build relationship and specifically with your working group members	Presentation, discussion	Assignment, group discussion/quiz
4	Prepare and deliver effective presentations	Presentation, Select readings	Participation in discussion will be gauged, test, oration

SEMESTER IV

DCECC415: DISSERTATION II / EXPERIENTIAL LEARNING PROJECT

(External Board, Viva and Internal Evaluation)

Marks: 150

Course Objectives:
To develop skills in conducting a research study/ working in a project and learn the process of writing a dissertation/ project report

Course Learning Outcomes:
Student will be able to -
1. Know the practical aspects of, collecting data/ project work
2. Evaluate, select and use appropriate strategies for reduction, analysis and presentation of data collected during research process/ project work
3. Suitably illustrate data/ insights using various graphical and other methods.
4. Prepare a dissertation document/ project report based on research process/ project work done.

Students will be given an option of doing either
A) Dissertation or B) Project work in a chosen area congruent to their discipline/ field of study.
The work will be an original effort.

DCEEC41: SOCIAL AND BEHAVIOR CHANGE COMMUNICATION (SBCC): NUTRITION, HEALTH & WELL BEING

THEORY

Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To develop a holistic understanding of sociology of nutrition, health & well-being. To examine the SBCC interventions in the area of Nutrition and Health.

Course Learning Outcomes:
Student will be able to –
1. Have enhanced understanding of the relationship between nutrition, health & well-being.
2. Develop a holistic understanding of sociology of health and people's perception towards health.
3. Critique policies, intervention programmes, and strategies adopted for addressing community and Public health issues.
4. Gain an insight into SBCC interventions in the area of health.

CONTENTS   **PERIODS**

UNIT I: Nutrition, Health & Development   **12**
- Relationship between Nutrition, Health and Well-being

- Concepts of Community and Public Nutrition, Importance and Challenges for interventions
- Assessment of Nutritional Status – focus on Children, Adolescents and Women
- Public Health Aspects of Malnutrition- Life cycle approach to understand the nutritional requirements and causes and consequences of Micro and Macro nutrient deficiencies
- Public Health Aspects of Lifestyle Related Disorders (Obesity, Hypertension, Coronary heart disease, Diabetes, Cancer, HIV/ AIDS)- Awareness building to service delivery
- Nutrition support programmes and initiatives, ICDS, National Nutrition Mission and Role of Community led and Communication based efforts
- Food & Nutrition Security- Policy and challenges in India
- Behaviour change initiatives for improving nutrition indictors –selected case studies

UNIT II: Health and Development Perspectives   12
- Intrinsic linkage between health and development.
- Public and Global health, Epidemiology, Preventive and promotive health.
- Health Economics- Expenditure on public health, Public, private, and social funding. Demand versus need, future challenges.
- Communicable and Non-communicable diseases
- Social Health issues- Substance abuse - prevalence prevention and rehabilitation
- Mental health concerns of Developing and Developed nations
- Environment and health- Pollution, toxicity, quality, contaminations, residues and adulteration issues –prevalence, health implications.
- Health issues during disaster and emergencies and special circumstances- Relief and rehabilitation strategies.

UNIT III- Community and Public Health Issues & Interventions   14
- Concept of Community and Public health and Challenges of access and quality of health services
- Social Determinants of health
- Health care issues across life cycle- children, adolescents, men, women and the elderly
- Reproductive and Mother and Child health- Importance for SDGs, health indicators, Sources of Data
- Traditional and contemporary RCH practices and issues
- Challenges and efforts made for improving Reproductive and Mother and Child health - Global, National, State and Local (selected case –studies)
- Government Reproductive and Child Health Programmes - Hierarchy of Indian Public Health System for RCH
- Review of NHM, JSY, JSSK and appraisal of interpersonal communication in health, role of triple A (ASHA, ANM and AWW)
- Communitization of health- Role of VHSNCs, VHSNDs in influencing health services delivery and health outcomes

UNIT IV: Health Communication and SBCC   10
- Health communication : Indian and Global Perspectives, Challenges of health Communication
- Health Communication and BCC- Meaning, concept, various strategies, types.

- Strategizing health advocacy and SBCC campaigns- elements, tools and techniques
- Role of media in promoting health
- Synergizing inter-sectoral partnerships for health advocacy and action
- Social marketing, participatory training and campaigns of health communication.
- Innovative Approaches in Health Communication: Entertainment Education Incentives for Health Communication and Positive Deviance Approach

Suggested Readings:

- Barur, V. (1999) *Private Health Care in India*. New Delhi: Sage Publications.
- Easterling, D., Gallagher, K.; Lodwick, D. (2003) *Promoting Health at the Community Level.* Thousand Oaks, California: Sage Publications.
- Gibney, M.J., Margetts, B.M., Kearney, J.M. Arab, I. eds (2004) *Public Health Nutrition*. NS: Blackwell Publishing.
- Gupta, J.A. (2000) *New Reproductive Technologies – Women's Health and Autonomy*.
- Harrington, N. (2014). *Health Communication: Theory, Method, and Application*: UK : Routledge
- Lapinskig, M.; Kunjhat, W. K. (1998) *Health and Communication Campaigns*. Westport, CT: Greenwood Publication Group.
- New Delhi: Sage Publications.
- Park, K. (2000). *Essential of Community Health.* Jaipur: M/s Banarsidas Bhanot.
- Park, K. (2009). *Park's Textbook of Preventive and Social Medicine*, 20th ed. Jabalpur: M/s Banarsida Bhanot.
- Singhal, A., Kreps, G. (2013). *Health Communication: Strategies for Developing Global Health Programs*.NewYork:Peter Lang.
- Srinivasan, K.; Valassoff, M. (2001) *Population Development Nexus in India*. New Delhi: Tata McGraw Hill Publishing CoLtd.
- USAID & FHI. (2002). *Behavior Change Communication (BCC) for HIV/AIDS: A Strategic Framework.* Arlington, U.S.A: Family Health International Institute for HIV/AIDS.
- Wadhwa, A. & Sharma, S. (2003). *Nutrition in the Community. A text book*. SCN News, UN ACC/SCN Subcommittee on Nutrition

Teaching Plan:
Week 1: Relationship between Nutrition, Health and Well-being, Concepts of Community and Public Nutrition, Importance and Challenges for interventions, Assessment of Nutritional Status – focus on Children, Adolescents and Women
Week 2: Public Health Aspects of Malnutrition- Life cycle approach to understand the nutritional requirements and causes and consequences of Micro and Macro nutrient deficiencies, Public Health Aspects of Lifestyle Related Disorders (Obesity, Hypertension, Coronary heart disease, Diabetes, Cancer, HIV/ AIDS)- Awareness building to service delivery
Week 3: Nutrition support programmes and initiatives, ICDS, National Nutrition Mission and Role of Community led and Communication based efforts, Food & Nutrition Security- Policy and challenges in India, Behaviour change initiatives for improving nutrition indictors – selected case studies
Week 4: Intrinsic linkage between health and development.Public and Global health, Epidemiology, Preventive and promotive health.Health Economics- Expenditure on public health, Public, private, and social funding. Demand versus need, future challenges.

Week 5: Communicable and Non-communicable diseases, Social Health issues- Substance abuse - prevalence prevention and rehabilitation, Mental health concerns of Developing and Developed nations

Week 6: Environment and health- Pollution, toxicity, quality, contaminations, residues and adulteration issues –prevalence, health implications. Health issues during disaster and emergencies and special circumstances- Relief and rehabilitation strategies.

Week 7: Concept of Community and Public health and Challenges of access and quality of health services, Social Determinants of health

Week 8: Health care issues across life cycle- children, adolescents, men, women and the elderly- national and international perspectives. Reproductive and Mother and Child health-Importance for SDGs, health indicators, Sources of Data, traditional and contemporary RCH practices and issues. Challenges and efforts made for Reproductive and Mother and Child health- Global, National, State and Local (selected case –studies)

Week 9: Hierarchy of Indian Public Health System for RCH,Government Reproductive and Child Health Programmes -Review of NHM, JSY, JSSK and Appraisal of interpersonal communication in health, role of triple A's(ASHA, ANM and AWW) Appraisal of interpersonal communication in health

Week 10: Communitization of health- Role of VHSNCs, VHSNDs in influencing health services delivery and health outcomes

Week 11: Health communication : Indian and Global Perspectives, Challenges of health Communication, Health Communication and BCC- Meaning, concept, various strategies, types, Strategizing health advocacy and SBCC campaigns- elements, tools and techniques. Role of media in promoting health

Week 12: Synergizing inter-sectoral partnerships for health advocacy and action Social marketing, participatory training and campaigns of health communication.Innovative Approaches in Health Communication: Entertainment Education Incentives for Health Communication and Positive Deviance Approach

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Have enhanced understanding of the relationship between nutrition, health & well-being	Presentation ,videos ,visits	Secondary review, field visit report, quiz
2	Develop a holistic understanding of sociology of health and people's perception towards health.	Presentation,readings related to the topic will be shared	Students are assessed for their presentation , term paper
3	Critique policies, intervention programmes, and strategies adopted	Presentation,mission documents and government websites, success stories of	Assignement, quiz/ open book test

| 4 | Gain an insight into SBCC interventions in the area of health. | Presentation, select readings related to the topic will be shared | Students participation in discussion will be gauged, group activity on template design |

DCEEC41: SOCIAL AND BEHAVIOR CHANGE COMMUNICATION (SBCC): NUTRITION, HEALTH & WELL BEING PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

Course Objectives:
To develop an understanding of health data sources, indicators and appreciate SBCC interventions in the area of nutrition, health & well-being.

Course Learning Outcomes:
Student will be able to-
1. Have enhanced analytical understanding of the health related data and indicators.
2. Application of research tools to understand the state of health , nutrition, effect of social determinants on health and people's perception about health related issues.
3. Critique intervention programmes, campaigns and SBCC strategies adopted for addressing community health issues.
4. Develop a SBCC intervention tool kit for any health/nutrition related issue.

CONTENTS   PERIODS
UNIT 1   12
- Health related data sources: Census of India, NFHS, DLHS
- World Health Data sources: WHO, FHI360, UNICEF
- Analysis and interpretation of health related data and indicators.

UNIT II   12
- Health information related tools to understand the state of health , nutrition, effect of social determinants on health and people's perception about health related issues.
- Interveiw : Standardized tool, Designing structured and unstructured interview scedule
- Designing structured and unstructured questionnaire
- Case Study as method to elicit health/nutrition based information
- Positive Deviance enquiry in Health/nutrition based practices
- Analysis and interpretation of data gathered

UNIT III: 12
- SBCC Campaigns for health/nutrition
- Pulse Polio Campaign, RRE Campaign, POSHAN Abhiyan, Surakshit Matritva Abhiyan
- Critical Analysis of SBCC Campaigns and strategies

UNIT IV: **12**
- Development of SBCC tool kit on any issue related to health/nutrition with respect to :
- Communication Principles
- Socio-economic context
- Message design
- Channel Selection
- Audeince targeting and segmentation
- Developing Feedback mechanism

Suggested Readings:
- Barur, V. (1999) *Private Health Care in India*. New Delhi: SagePublications.
- Easterling, D., Gallagher, K.; Lodwick, D. (2003) *Promoting Health at the Community Level.* Thousand Oaks, California: SagePublications.
- Lapinskig, M.; Kunjhat, W. K. (1998) *Health and Communication Campaigns*. Westport, CT: Greenwood PublicationGroup.
- Park, K. (2000). *Essential of Community Health.* Jaipur: M/s BanarsidasBhanot.
- Srinivasan, K.; Valassoff, M. (2001) *Population Development Nexus in India*. New Delhi: Tata McGraw Hill Publishing CoLtd.
- Gupta, J.A. (2000) *New Reproductive Technologies – Women's Health andAutonomy*. New Delhi: Sage Publications.
- Harrington, N. (2014). *Health Communication: Theory, Method, and Application*: UK : Routledge
- USAID & FHI. (2002). *Behavior Change Communication (BCC) for HIV/AIDS: A Strategic Framework.* Arlington, U.S.A: Family Health International Institute for HIV/AIDS.
- Singhal, A., Kreps, G. (2013). *Health Communication: Strategies for Developing Global Health Programs*.NewYork:Peter Lang.
- Wadhwa, A. & Sharma, S. (2003). *Nutrition in the Community. A text book*. SCN News, UN ACC/SCN Subcommittee on Nutrition

DCEEC42: SOCIAL AND BEHAVIOR CHANGE COMMUNICATION (SBCC): SUSTAINABLE DEVELOPMENT & CLIMATE CHANGE THEORY

Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To develop a holistic understanding of perspectives influencing climate change and sustainable development.

Course Learning Outcomes:
Student will be able to -
1. Enhanced understanding of issues and perspectives influencing environmental sustainability.
2. Understanding the linkages between environment, Climate change and sustainable development.
3. Sensitization towards pollution and its harmful impact on climate change.

4. Gaining an insight into SBCC interventions and techniques in the area of climate change and sustainable development.

CONTENTS   **PERIODS**

UNIT I: Understanding the Environment and Sustainable Development   **12**
- Structure and composition of environment- Ecosystems of the world, pathways in ecosystem and their interrelationships.
- Environmental Resources – Nature, types, status- national and international perspectives
- Ownership and control of natural resources- historical and contemporary perspectives.
- Common Property Resources (CPRs)- concept, status and managementissues
- Sustainable Development: Concept, Key pillars, Approaches, Action and Agenda.
- Linkage between environment population and development, Impact of lifestyles and changing consumption patterns on environment.
- Indigenous knowledge systems and environmental sustainability
- Environmental legislations and policies, International Environment agreements/protocols.
- Sustainable Development Goals : Goals, Targets, Indicators, India's present situation, Strategies towards SDGs attainment, Sustainable Development Goal Index (SDGI)

UNIT II: Environment and Climate Change   **16**
- Changes in the environment- types, hazards and risks.
- Factors affecting changes in the environment –socio, economic, cultural and geographic.
- Environmental Crisis - Macro-micro perspectives- national and international scenario, State of environment in India
- Climate change: Concept, significance and causes
- Concerns of Climate Change : Impact on agriculture, forests, biodiversity, water resources, coastal zones,
- Vulnerability and resilience
- International initiatives : IPCC, UNFCC, COPs (Kyoto, Doha, Paris Agreement)
- National Action Plan on Climate Change (National Solar Mission, National Mission on Sustainable Habitat, National Mission for Enhanced Energy Efficiency, National Water Mission, National Mission for sustaining the Himalyan Ecosystem, National Mission for a Green India, National Mission for Sustainable Agriculture, National Mission on Strategic Knowledge for Climate Change)
- India's National Strategies for Climate Change Adaptation and Mitigation

UNIT III: Pollution Control & Management: Impact on Climate Change   **8**
- Environmental pollution- types, causes, level, effects on health, quality oflife and climate change.
- Pollution monitoring and control- methods and techniques
- Environmental Impact Assessment - Energy budget, energy transfers, environmental foot-printing, energy ladder, population consumptionpatterns.
- Indigenous and modern technology based solutions, their synergy, cost-benefit analysis ofoptions.

- People's participation in design and management of pollution control and management systems

UNIT IV: Climate Change & Sustainable Development Communication and SBCC
12

- Climate Change & Sustainable Development Communication and BCC- Meaning, concept, various strategies, types.
- Present and future thrusts of national and international environment communication agenda : Case of Air Pollution and Water Crisis
- Role of media in promotingClimate Change Sensitization & Sustainable Development.
- Networking, Lobbying and Mobilizing pressure groups, citizen's action and people's participation in Climate Change & Sustainable Development movements and campaigns.
- Synergizing inter-sectoral partnerships for Climate Change & Sustainable Development advocacy andaction

Suggested Readings:

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

Teaching Plan:
Week 1: Structure and composition of environment- Ecosystems of the world, pathways in ecosystem and theirinterrelationships, Environmental Resources – Nature, types, status- national and international perspectives
Week 2: Ownership and control of natural resources- historical and contemporary perspectives, Common Property Resources (CPRs) - concept, status and managementissues
Week 3: Sustainable Development: Concept, Key pillars, Approaches, Action and Agenda, Linkage between environment population anddevelopment, Impact of lifestyles and changing consumption patterns onenvironment, Indigenous knowledge systems and environmentalsustainability, Sustainable Development Goals : Goals, Targets, Indicators, India's present situation, Sustainable Development Goal Index (SDGI), Strategies towards SDGs attainment
Week 4: Environmental legislations andpolicies, International Environment agreements/protocols, Changes in the environment- types, hazards andrisks, Factors

affecting changes in the environment –socio, economic, culturaland geographic, Linkage between environment population anddevelopment

Week 5: Changes in the environment- types, hazards andrisks, Factors affecting changes in the environment –socio, economic, culturaland geographic, Environmental Crisis - .Macro-micro perspectives- national and international scenario. State of environment in India

Week 6: Climate change: Concept, significance and causes, concerns of Climate Change : Impact on agriculture, forests, biodiversity, water resources, coastal zones, Vulnerability and resilience

Week 7: International initiatives : IPCC, UNFCC, COPs (Kyoto, Doha, Paris Agreement), National Action Plan on Climate Change (National Solar Mission, National Mission on Sustainable Habitat, National Mission for Enhanced Energy Efficiency, National Water Mission, National Mission for sustaining the Himalyan Ecosystem, National Mission for a Green India, National Mission for Sustainable Agriculture, National Mission on Strategic Knowledge for Climate Change), India's National Strategies for Climate Change, Adaptation and Mitigation

Week 8: Environmental pollution- types, causes, level, effects on health, quality oflife and climate change, Indigenous and modern technology based solutions, their synergy, cost-benefit analysis ofoptions.

Week 9: Pollution monitoring and control- methods andtechniques, Environmental Impact Assessment -Energy budget, energy transfers, environmental foot-printing, energy ladder, population consumptionpatterns, People's participation in design and management of pollution control and management systems

Week 10: Climate Change & Sustainable Development Communication and BCC- Meaning, concept, various strategies, types

Week 11: Present and future thrusts of national and international environment communication agenda: Case of Air Pollution and Water Crisis, Role of media in promotingClimate Change Sensitization & Sustainable Development.

Week 12: Networking, Lobbying and mobilizing pressure groups. Citizen action and people's participation in Climate Change & Sustainable Development movements andcampaigns, Synergizing inter-sectoral partnerships for Climate Change & Sustainable Development advocacy and action

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Enhanced understanding of issues and perspectives influencing environmental sustainability.	Presentation , videos	Secondary review, quiz

2	Understanding the linkages between environment, Climate change and sustainable development.	Presentation, readings related to the topic will be shared, visits	Term paper, open book test
3	Sensitization towards pollution and its harmful impact on climate change.	Presentation,mission documents and Government Websites,visits	Visit reports, quiz,test
4	Gaining an insight into SBCC interventions and techniques in the area of climate change and sustainable development.	Presentation, select readings related to the topic will be shared, discussions	Students participation in discussion , group activity on template design

DCEEC42: SOCIAL AND BEHAVIOR CHANGE COMMUNICATION (SBCC): SUSTAINABLE DEVELOPMENT & CLIMATE CHANGE PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

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

Course Learning Outcomes:
Student will be able to-
1. Enhanced analytical understanding of the environment/climate change related data and indicators.
2. Application of research tools to understand the state of pollution, its factors and impact on climate change.
3. Critique intervention programmes, campaigns and SBCC strategies adopted for addressing climate change and sustainable development..
4. Develop a SBCC intervention tool kit for any climate change and sustainable development related issue.

CONTENTS   **PERIODS**
UNIT 1   **12**
- Review of Cimate change and sustainable development related data sources

- Indices: Environmental Sustainability Index (ESI), Dashboard of Sustainability (DS), Wellbeing index (WI), Ecological footprint (EF), Living planet index (LPI), Happy Planet Index (HPI). Sustainable Development Goal Index (SDGI)
- Analysis and interpretation of climate change and sustainable development related data and indicators.

UNIT II   **12**
- Analyse existing tools to measure and depicit state of pollution and climate change and develop tools to gauge people's perception
- Analysing India's National Strategies for Climate Change Adaptation and Mitigation
- Interveiw : Standardized tool, Designing structured and unstructured interview schedule
- Designing structured and unstructured questionnaire
- Case Study as method to elicit climate change and sustainable development related based information
- Analysis and interpretation of data gathered

UNIT III   **12**
- SBCC Campaigns for Cimate change and sustainable development
- WWF, 350, Connect4Climate.
- Critical Analysis of SBCC Campaigns and strategies

UNIT IV: **12**
- Development of SBCC tool kit on any issue related to Cimate change and sustainable development related with respect to :
    i.   Communication Principles
    ii.   Socio-economic context
    iii. Message design
    iv.   Channel Selection
    v.   Audeince targeting and segmentation
    vi.   Developing Feedback mechanism

Suggested Readings:
- Bapat, J. (2005). *Development Projects and Critical Theory of Environment*. New Delhi: Sage Publications.
- Chauhan, I.S.; Chauhan, A. (1998) *Environmental Degradation; Socio-Economic Consequences*. Jaipur: Rawat Publishers.
- Jodha, N.S. (1991). *Rural Common Property Resources: A Growing Crisis*. London: IIED.
- Sethi, I., Sethi, M.S.; Iqbal, S.A. (1991). *Environment Pollution: Causes Effects and Controls.* New Delhi: Commonwealth Publishers.
- Gadgil, M. and Guha, R. (1995) *Ecology and Equity*. New Delhi, Penguin Books.
- Maurya, S.D. (1989) *Urbanization and Environmental Problems*. Allahabad: Chug Publications
- Stavros Poulopoulos, S, Inglezakis, V. (2016). *Environment and Development: Basic Principles, Human Activities, and Environmental Implications.*Elsevier

- Shanmugam, K; Kumar, K. (2015). *Environment and Development: Essays in Honour of Dr U. Sankar Hardcover.* New Delhi: Sage Publication.

**CEEC43: SOCIAL AND BEHAVIOR CHANGE COMMUNICATION (SBCC):
CONSUMPTION AND PUBLIC POLICY
THEORY**

Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To become familiar with the inter-linkages between changing economic environment, consumption practices and sustainabledevelopment.

Course Learning Outcomes:
Student will be able to-
1. Enhanced familiarity with the inter-linkages between changing economic environment, consumption practices and sustainabledevelopment.
2. Develop a holistic understanding of consumption behaviour of families and communities and its impact on national and globalresources.
3. Exposure to content related to consumers role, rights, and responsibilities as Indian and global citizens in promoting sustainable consumption and sustainabledevelopment.
4. Gain an insight into into SBCC interventions and processes for improved consumption practices.

CONTENTS   **PERIODS**

UNIT I: Consumption Behaviourof Families   **12**
- Understanding Consumption – meaning, concept, impact on families andsocieties
- Consumption patterns- historical and contemporaryperspectives
- Factors and determinants of consumption. Impact on families andcommunities.
- Consumption practices of different communities- North South differences, rural, urban differences, class differences; impact of changing socio-economic environment
- Theories, models and practices for understanding consumptionbehavior
- Production, Distribution and Marketing strategies and their implications on Consumption

UNIT II: Consumption development and Public policy   **12**
- Consumption and sustainable development - intrinsic linkages between consumption behavior of families, sustainability of resources and lifestyles
- Trends in consumption practices of families and communities – Indian and global perspectives.
- Consumption and development – indicators – Indian and global scenario. Distribution of income expenditure and consumption in India: implications on sustainability.
- Impact of national and global policies and programmes on consumption practices offamilies.

- Changing economic environment - impact on resources-demand and prioritization– Indian and global trends - emerging policyissues.
- Impact of liberalization, globalization and change on consumption behaviour of families.

UNIT III: Citizens Rights and Responsibilities in a Globalizing Environment   12
- Consumers in the India – Characteristics of Indian families as a consumptionunit.
- Problems of consumers in the Indian socio-economic and development frame work - rural, urban, tribal.perspectives
- Consumer protection in India- History of consumer movement in India- origin, role and contemporaryperspectives.
- Consumer rights and responsibilities- laws and other safe guards andmechanisms
- Role of consumer organisations and citizens groups- National, regional, global.

UNIT IV: Consumer Education and Action: SBCC Perspective   12
- Strategizing advocacy and SBCC campaigns- Elements, tools andtechniques
- Strategies for consumer protection- consumer education, networking, Lobbying and mobilizing pressure groups. Citizen action and people's participation in consumer movement andcampaigns.
- Synergizing inter-sectoral partnerships for public policy, advocacy and action- Indian and global perspectives
- National and global campaigns for sustainability, consumption anddevelopment.

Suggested Readings:
- Bhagwati P. (1993) *Indian Economic Reforms.* New Delhi: Ministry of Finance.
- Eastwood, B. D. (1985) *The Economics of Consumer Behaviour.* Boston: Allwyn & Becon.
- Reisch, L, Thøgersen, J. (2016). *Handbook of Research on Sustainable Consumption.* Edward Elgar Publishing
- Sawhney, H.K. (2001) *Indian Consumer.* New Delhi: Phoenix Publishers.
- Chaudhary, P. (1978) *The Indian Economy - Poverty and Development.* New Delhi: Vikas Published House Pvt.Ltd.
- Shiva, V. (1996) *Future of our seeds, Future of Our Farmers; Agricultural Biodiversity, Intellectual Property Rights and Farmer's Rights.* New Delhi: Research Foundation for Science, Technology and Natural ResourcePolicy.
- Swaminathan, M. (1991) *From Stockholm to Rio-De-Jenario – The Road to Sustainable Agriculture.* Chennai: M.S. Swaminathan Research Foundation.
- Stillerman, J. (2015). The Sociology of Consumption: A Global Approach. Polity ISBN-13: 978-0745661285, ISBN-10: 0745661289

Teaching Plan:
Week 1: Understanding Consumption – meaning, concept, impact on families andsocieties, Consumption patterns- historical and contemporaryperspectives, Consumption practices of different communities- North South differences, rural, urban differences, class differences; impact of changing socio-economic environment
Week 2: Theories, models and practices for understanding consumption behavior
Week 3: Factors and determinants of consumption. Impact on families and communities, Production, Distribution and Marketing strategies and their implications on Consumption

Week 4: Consumption and sustainable development - intrinsic linkages between consumption behavior of families, sustainability of resources and lifestyles, Impact of national and global policies and programmes on consumption practices offamilies.

Week 5: Trends in consumption practices of families and communities – Indian and global perspectives, Consumption and development – indicators – Indian and global scenario. Distribution of income expenditure and consumption in India: implications on sustainability.

Week 6: Changing economic environment- impact on resources-demand and prioritization– Indian and global trends- emerging policyissues, Impact of liberalization, globalization and change on consumption behaviour of families

Week 7: Consumers in the India – Characteristics of Indian families as a consumptionunit, Problems of consumers in the Indian socio-economic and development frame work -rural, urban, tribal.perspectives

Week 8: Consumer protection in India- History of consumer movement in India- origin, role and contemporary perspectives,consumer rights and responsibilities- laws and other safe guards and mechanisms

Week 9: Role of consumer organisations and citizens groups- National, regional, & global.

Week 10: Strategizing advocacy and SBCC campaigns- Elements, tools andtechniques

Week 11: Strategies for consumer protection- consumer education, networking, Lobbying and mobilizing pressure groups. Citizen action and people's participation in consumer movement and campaigns.

Week 12: Synergizing inter-sectoral partnerships for public policy, advocacy and action- Indian and global perspectives, National and global campaigns for sustainability, consumption and development.

Facilitating the achievement of Course Learning Outcomes:

Unit .No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Enhanced familiarity with the inter-linkages between changing economic environment, consumption practices and sustainable development.	Presentation,videos , discussions	Secondary review, students' participation in discussion will be gauged.
2	Develop a holistic understanding of consumption behaviour of families and communities and its impact on national and global resources.	Presentation,readings related to the topic will be shared	Students are assessed for their presentation,quiz
3	Exposure to content related to consumers role, rights, and responsibilities as Indian and global citizens in promoting sustainable consumption and sustainable development.	Presentation,Government Websites,Videos	Identify and study their own consumption patterns and present the same

| 4 | Gain an insight into into SBCC interventions and processes for improved consumption practices. | Presentation,select readings related to the topic will be shared | Students participation in discussion will be gauged,group activity on template design |

DCEEC43: SOCIAL AND BEHAVIOR CHANGE COMMUNICATION (SBCC): CONSUMPTION AND PUBLIC POLICY
PRACTICAL

Marks: 50 **Duration: 3 Hrs.**

Course Objectives:
To develop an understanding of consumption related data sources, indicators and appreciate SBCC interventions in the area of consumption and public policy.

Course Learning Outcomes:
Student will be able to-
1. Enhanced analytical understanding of the consumption related data and indicators.
2. Application of research tools to understand the consumer buying behaviours and the factors that impact the consumption pattern of families.
3. Critique intervention programmes, campaigns and SBCC strategies adopted for addressing consumption and public policy.
4. Develop a SBCC intervention tool kit for any consumption related issue.

CONTENTS **PERIODS**
UNIT 1 **12**
- Consumption and public policy related data sources: Census of India
- Data Reports of Marketing Agencies
- Analysis and interpretation of consumption and public policy related data and indicators.

UNIT II **12**
- Consumption information related tools to understand the consumer buying behaviours and the factors that impact the consumption pattern of families.
- Interveiw : Standardized tool, Designing structured and unstructured interview scedule
- Designing structured and unstructured questionnaire
- Case Study as method to elicit the innovative and economical consumption practices
- Analysis and interpretation of data gathered

UNIT III **12**
- SBCC Campaigns for rights of consumer
- Consumer movements, Jaga Grahak Jago Campaign
- Critical Analysis of SBCC Campaigns and strategies

UNIT IV   **12**
- Development of SBCC tool kit on any issue related to consumption and public policy
  respect to :
    - Communication Principles
    - Socio-economic context
    - Message design
    - Channel Selection
    - Audeince targeting and segmentation
    - Developing Feedback mechanism

Suggested readings:
- Barur, V. (1999) *Private Health Care in India.* New Delhi: SagePublications.
- Easterling, D., Gallagher, K.; Lodwick, D. (2003) *Promoting Health at the Community Level.* Thousand Oaks, California: SagePublications.
- Gupta, J.A. (2000) *New Reproductive Technologies – Women's Health and Autonomy.* New Delhi: Sage Publications.
- Lapinskig, M.; Kunjhat, W. K. (1998) *Health and Communication Campaigns.* Westport, CT: Greenwood PublicationGroup.
- Park, K. (2000) *Essential of Community Health.* Jaipur: M/s BanarsidasBhanot.
- Reisch, L, Thøgersen, J. (2016). *Handbook of Research on Sustainable Consumption.* Edward Elgar Publishing
- Srinivasan, K.; Valassoff, M. (2001) *Population Development Nexus in India.* New Delhi: Tata McGraw Hill Publishing CoLtd.
- Stillerman, J. (2015). The Sociology of Consumption: A Global Approach. Polity ISBN-13: 978-0745661285, ISBN-10: 0745661289
- USAID. (2010). *Behavior Change Communication (BCC) Learning Resource Package Facilitator's Guide.*

DCEEC44: SOCIAL AND BEHAVIOR CHANGE COMMUNICATION
(SBCC): PEACE AND HUMAN RIGHTS
THEORY
Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To develop an understanding of relationship between conflict, peace and
development process.

Course Learning outcomes:
Student will be able to-
1. Develop sensitivity to the issues and significance of conflict mangement and peace incommunities
2. Enhanced understanding of the relationship between conflict, peace and developmentprocess
3. Critique policies, intervention programmes, and strategies adopted for addressing peace, human rights and conflict management issues.
4. Gain an insight into SBCC interventions and techniques in the area for conflict resolution andpeace.

CONTENTS **PERIODS**

UNIT I: Concept and Approaches **12**
- Conflict- nature, concept and levels, causes of conflict – historical and contemporaryperspectives
- Impact of Conflict- micro- macro perspectives- impacts on individuals, communities, nations and theGlobe.
- Conflict and violence in women's lives. Importance of women and women's issues in peacebuilding.
- Human rights : Concept, Types and Significance

UNIT II: Cultural Influence on Conflict and Peace **12**
- Cultural differences, value systems and world views about violence andpeace
- Identity- ethnic identity, ethnocentrism and nationalism as they relate to conflict andviolence.
- Discrimination – racial, ethnic, religious and or economic - their impact on identity andconflict.
- Ideological perspectives about peace - Gandhian and post Gandhian perspectives, peace and war resistance movements, influence of socio- economic, political ideologies.
- Religious philosophies and their role in creating discord and concordance for peace. Role of religious and otherleadership.
- Globalization- influence on social economic political cultural processes in communities and conflictresolution.

UNIT III: Perspectives and Framework **12**
- Aspects influencing conflict resolution and human rightsperspectives.
- Role, importance of conflict resolution and peace building for sustainable development.
- Human rights perspectives in conflicttransformation.
- Community dynamics and their influence on conflicts and peace building processes.
- Role of Community organizations and institutions, government and corporations in prevention of violence and promotingpeace.
- Dynamics of humanitarian assistance and development programs on conflict and peace.
- Local, National and International bodies involved in conflict resolution- Their structure, role andsuitability.

UNIT IV: SBCC: Techniques and Strategies for Conflict Transformation **12**
- SBCC and mechanisms for creating a culture of peace within different societalgroups.
- SBCC Intervention and techniques for conflict transformation- Selection and building skills for facilitating conflicttransformation.
- Rituals and symbolic forms of communication –role and importance for peace building.
- Theatre, artistic and spiritual processes in social and personaltransformation.
- Role of mass media in conflict communication and peacebuilding.
- Peace Education- Scope of teaching conflict resolution and Peace building within formal and informal educationalcontexts.
- Techniques and innovative programmes for peace education-principles and practices

for designing training/education for conflicttransformation.

Suggested Readings:

- Backer, D; Bahvnani, R. (2016). *Peace and Conflict.* Routledge ISBN-13: 978-1857438291, ISBN-10: 1857438299
- Behera, C N. (2000). *People to People Contact in South Asia* New Delhi: Manohar Publications.
- Bose, S. (2003) *Kashmir: Roots of Conflict, Paths to Peace*. Cambridge: Harvard UniversityPress.
- Manchanda, R. (2001) *Women, War and Peace in South Asia.* New Delhi: Sage Publicatons.
- Millar, G. (2017). *Ethnographic Peace Research: Approaches and Tensions.* Springer
- Phukon,G.(Ed.) (2002). *Ethnicity and Polity in South Asia.*New Delhi:South Asian Publishers.
- Samaddar, R.; Helmut, R. (2001) *Peace as a Process: Reconciliation and Conflict Resolution in South Asia*. New Delhi: Manohar Publishers and Distributors.
- Weber,T.(1989). *Conflict Resolution and Gandhian Ethics*.NewDelhi:GandhiPeace Foundation.

Teaching Plan:

Week 1: Conflict- nature, concept and levels, causes of conflict – historical and contemporaryperspectives, Impact of Conflict- micro- macro perspectives- impacts on individuals, communities, nations and theGlobe.

Week 2: Conflict and violence in women's lives. Importance of women and women's issues in peacebuilding, Human rights : Concept, Types and Significance

Week 3: Cultural differences, value systems and world views about violence andpeace, Discrimination – racial, ethnic, religious and or economic.

Week 4: Ideological perspectives about peace - Gandhian and post Gandhian perspectives, peace and war resistance movements, influence of socio- economic, political ideologies.

Week 5: Religious philosophies and their role in creating discord and concordance for peace. Role of religious and otherleadership,

Week 6: Globalization- influence on social economic political cultural processes in communities and conflictresolution.

Week 7: Aspects influencing conflict resolution and human rightsperspectives. Role, importance of conflict resolution and peace building for sustainable development. Human rights perspectives in conflicttransformation.

Week 8: Community dynamics and their influence on conflicts and peace building processes, Role of Community organizations and institutions, government and corporations in prevention of violence and promotingpeace.

Week 9: Dynamics of humanitarian assistance and development programs on conflict and peace, Local, National and International bodies involved in conflict resolution- Their structure, role andsuitability.

Week 10: SBCC and mechanisms for creating a culture of peace within different societal groups, SBCC Intervention and techniques for conflict transformation- Selection and building skills for facilitating conflict transformation.

Week 11: Rituals and symbolic forms of communication –role and importance for peace building, Theatre, artistic and spiritual processes in social and personal transformation, Role of mass media in conflict communication and peacebuilding.
Week 12: Peace Education- Scope of teaching conflict resolution and Peace building within formal and informal educational contexts, Techniques and innovative programmes for peace education-principles and practices for designing training/education for conflict transformation.

Facilitating the achievement of Course Learning Outcomes:

Unit. No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Develop sensitivity to the issues and significance of conflict management and peace in communities	Presentation, videos on Global and National perspectives, discussion	Secondary review, students participation in discussion
2	Enhanced understanding of the relationship between conflict, peace and development process	Presentation, readings related to the topic will be shared	Presentation on country specific initiatives, open book test.
3	Critique policies, intervention programmes, and strategies adopted for addressing peace, human rights and conflict management issues.	Presentation, mission documents and government websites,visits	Report of visits, quiz, term paper
4	Gain an insight into SBCC interventions and techniques in the area for conflict resolution andpeace.	Presentation, select readings, discussion	Students participation in discussion, group activity on template design

DCEEC44: SOCIAL AND BEHAVIOR CHANGE COMMUNICATION (SBCC): PEACE AND HUMAN RIGHTS
PRACTICAL

Marks: 50   **Duration: 3 Hrs**

Course Objectives:
To develop an understanding of peace and conflict related data, indicators and appreciate SBCC interventions in the area of peace and conflict resolution.

Course Learning outcomes:
Student will be able to-
   1. Enhanced analytical understanding of the peace and conflict related data and indicators.

2. Application of research tools to understand the state of peace and conflict resolution and people's perception of peace and conflict resolution in their communities
3. Critique intervention programmes, campaigns and SBCC strategies adopted for addressing peace and conflict resolution.
4. Develop a SBCC intervention tool kit for peace and conflict resolution.

CONTENTS   **PERIODS**

UNIT 1   **12**
- Peace & Conflict Resolution data sources: Institute for Economics and Peace (IEP), MoHA, Annual Report HRC
- Peace related development indicators: World Peace Index, Meaning in Life Index, Happy Planet Index, Corruption Perception Index, UL Safety Index.
- Analysis and interpretation of peace and conflict related data and indicators.

UNIT II   **12**
- Peace and conflict information related tools to understand the state of peace, effect of racial, ethnic, religious and economic determinants on peace, identity and conflict.
- Interview : Standardized tool, Designing structured and unstructured interview schedule
- Designing structured and unstructured questionnaire
- Analysis and interpretation of data gathered

UNIT III   **12**
- SBCC Campaigns for peace and conflict resoltion
- Refugee Crisis, Save Syria, Strategic killing of Osama Bin Laden
- Critical Analysis of SBCC Campaigns and strategies

UNIT IV   **12**
- Development of SBCC tool kit on peace and conflict resolution :
- Communication Principles
- Socio-economic context
- Message design
- Channel Selection
- Audeince targeting and segmentation
- Developing Feedback mechanism

Suggested Readings:
- Backer, D; Bahvnani, R. (2016). *Peace and Conflict.* Routledge ISBN-13: 978-1857438291, ISBN-10: 1857438299
- Millar, G. (2017). *Ethnographic Peace Research: Approaches and Tensions.* Springer
- Manchanda, R. (2001) *Women, War and Peace in South Asia.* New Delhi: Sage Publicatons.
- Samaddar, R.; Helmut, R. (2001) *Peace as a Process: Reconciliation and Conflict Resolution in South Asia*. New Delhi: Manohar Publishers andDistributors.
- Weber,T.(1989)*ConflictResolutionandGandhianEthics*.NewDelhi:GandhiPeaceFoundation.

- Behera, C N. (2000). *People to People Contact in South Asia* New Delhi: Manohar Publications.
- Bose, S. (2003). *Kashmir: Roots of Conflict, Paths to Peace*. Cambridge: Harvard UniversityPress.
- Phukon,G.(Ed.) (2002). *Ethnicity and Polity in South Asia.* New Delhi: South Asian Publishers.
- Health Communication Capacity Collaborative HC3 (2016). *Social and Behavior Change Communication for Emergency Preparedness Implementation Kit.* © 2016, Johns Hopkins Center for Communication Programs
- USAID. (2010). *Behavior Change Communication (BCC) Learning Resource Package Facilitator's Guide*

DCEEC45: LIVELIHOOD SYSTEMS AND SOCIAL ENTREPRENEURSHIP THEORY

Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To become aware of the diverse livelihood systems and recognize the aspectinfluencing their sustainability along with different strategies for enhancing livelihood sustainability.

Course Learning Outcomes:
Student will be able to-
1. Exposure to diverse livelihood systems and the aspects influencing theirsustainability.
2. Understand the different strategies for enhancing livelihoodsustainability.
3. Appreciate the importance of social entrepreneurship and its links with rural development.
4. Understand the process of capacity building for social entrepreneurship development.

CONTENTS   **PERIODS**
UNIT I: Livelihood Systems and Opportunities   **12**
- Livelihood concept, Resources and Assets
- Livelihood systems – global and Indian overview, socio-economic, cultural and historical perspectives andopportunities.
- Formal & Informal sector livelihoods- characteristics, trends, issues and challenges
- Urban and Rural Livelihood systems- types, nature, characteristics, issues - Challengesand opportunities
- Gender and Livelihood – prospects and challenges
- Threats to traditional livelihood from globalization, industrilization, migration and climate change.

UNIT II: Sustainable livelihood: Concept, Approaches and Avenues   **12**
- Sustainable Livelihood : Concept
- A Human Rights Based Approach to Sustainable Rural Livelihood Systems
- Linkages between sustainable livelihood systems and development
- Integrating people's knowledge in sustainable livelihood systems
- Schemes and Programmes for Livelihood sustainability- international and national

efforts, government policies, programmes and NGO initiatives.
- Models for sustainable livelihood systems – issues of inclusion, participation, sustainable environment and social impact.

UNIT III: Livelihood systems and capacity building   12
- History and evolution of microfinance and marketing
- Problems of SMEs of formal and informal sector.
- Design and management of capacity building initiatives: thrust, scope, methods and resources.
- Role of training, capacity building, skill development and EDP.
- Issues of credit, assistance, enterprise networking and resource planning of SMEs
- Best practices in management of successful livelihood programmes.

UNIT IV: Rural Development and Social Entrepreurship   12
- Social entrepreneurship : Concept and Overview
- Need, relevance, scope of Rural Development: Programmes & Schemes.
- Traditional avenues like agri-based, natural resources and craft based livelihoods.
- Entrepreneurial ventures – types, nature and scale
- Difference between social and business entrepreneurship
- Social and rural entreprenurship : Challenges and Success Stories across various sectors
- Enterprise planning, launching and up-scalings–issues and perspectives
- Development of Women entrepreneurs – need, characteristics and problems

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

Teaching Plan:
Week 1: Livelihood as a Concept, Resources and Assets, Livelihood Systems – global and Indian overview, socio-economic, cultural and historical perspectives andopportunities.
Week 2: Urban and Rural Livelihood systems- types, nature, characteristics, issues - Challengesand opportunities

Week 3: Gender and Livelihood – prospects andchallenges, Threats to traditional livelihood from globalization, industrilization, migration and climate change.
Week 4: Sustainable Livelihood: Concept, A Human Rights Based Approach to Sustainable Rural Livelihood Systems
Week 5: Linkages between sustainable livelihood systems and development Integrating people's knowledge in sustainable livelihoodsystems, Contemporary opportunities for sustainablelivelihoods, Technology and sustainable livelihoods.
Week 6: Schemes and Programmes for Livelihood sustainability- international and national efforts, government policies, programmes and NGOinitiatives, Models for sustainable livelihood systems – issues of inclusion, participation, sustainability environment and socialimpact
Week 7: History and evolution of microfinance and marketing Problems of SMEs of formal and informal sector.
Week 8: Role of training, capacity building, skill development and EDP,issues of credit, enterprise networking and resource planning of SMEs, Design and management of capacity building initiatives: thrust, scope, methods and resources.
Week 9: Best practices in management of successful livelihood programmes.
Week 10: Social entrepreneurship: Concept and Overview, Need, relevance, scope of Rural Development: Programmes & Schemes.
Traditional avenues like agri-based, natural resources and craft based livelihoods.
Week 11: Entrepreneurial ventures – types, nature and scale, Difference between social and business entrepreneurship, Social and rural entreprenurship: Challenges and Success Stories across various sectors
Week 12: Enterprise planning, launching and up-scalings–issues and perspectives,development of Women entrepreneurs – need, characteristics and problems.

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Exposure to diverse livelihood systems and the aspects influencing theirsustainability	Presentation , videos	Secondary review exercise, quiz
2	Understand the different strategies for enhancing livelihoodsustainability.	Presentation,readings related to the topic will be shared, case studies	Term paper, case study analysis, assignments
3	Appreciate the importance of social entrepreneurship and its links with rural development.	Presentation,videos, discussions	Open book test, review of journal article
4	Understand the process of capacity building for social entrepreneurship development.	Presentation,select readings, discussions, visits	Test, critical analysis, field visit report

DCEEC45: LIVELIHOOD SYSTEMS AND SOCIAL ENTREPRENEURSHIP PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

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

Course Learning Outcomes:
Student will be able to-
1. Exposure to diverse livelihood systems and the aspects influencing theirsustainability
2. Understand the different strategies for enhancing livelihoodsustainability.
3. Appreciate the importance of social entrepreneurship and its links with rural development.
4. Understand the process of capacity building for social entrepreneurshipdevelopment.

CONTENTS   **PERIODS**

UNIT 1   **12**
- Sustainable Livelihood Systems: Case Study (Analyis and Documentation)
- Visit to Biodiversity Park
- Visit to Dilli Haat/ Craft's Museum
- Role of SHGs and NGOs

UNIT II   **12**
- Livelihood options : An overview
- Layout of a Plant Nursery
- Management of a Plant Nursery
- Visit to Kisan Haat

UNIT III   **12**
- Post Harvest Technology of farm produce
- Social entrepreneurship models : Analysis and Critique
- Visit to social entrepreneurial sites
- Microfinance Opportunities : Analysis and Critique
- Visit to Farmer 's Fair

UNIT IV   **12**
- Development of social entrepreneurship proposal : Planning, Design and Presentation
- Development of Training Programme for social entrepreneurship development.

Suggested Readings:
- Akhouri, M.M.P. (1990). *Entrepreneurship for Women in India*. New Delhi: NIESBUD.

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

DCEEC46: EVALUATION OF DEVELOPMENT PROGRAMMES & POLICIES THEORY

Marks: 100   **Duration: 3 Hrs.**

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

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

CONTENTS   **PERIODS**
UNIT I: Introduction   **12**
- Impact evaluation – concept and definitions
- Key approaches to impact evaluation
- Current trends and practices in impact evaluation
- Changing perspectives in impact evaluation
- Social impact evaluation – concept and techniques

UNIT II: Evaluation Designs and techniques   **12**
- Research designs for formative and summative evaluation, issues of causality and attribution, Developmental evaluation.
- RCT designs – use and implementation, results and analysis
- Mixed methods - Quasi experimental designs and case control studies

- Use of qualitative, quantitative and participatory tools in evaluation
- Practices for designing evaluation instruments
- Sampling, sample size and Identifying what variables, hypothesis and levels of measurement
- Systematic reviews and meta-analysis

UNIT III: Tools and techniques for assessing impact of programmes.   **12**
- ANOVA, MANOVA
- Instrumental variables technique
- Propensity score matching,
- Regression discontinuity
- Difference-in-difference estimation, Odds Ratio
- Participatory techniques and GIS mapping

UNIT IV: ICTs & Evaluation   **12**
- ICT based M&E tools
- Data responsibility and big data analysis
- ICT mediated qualitative and quantitative data
- Data visualization, Mapping and Dashboards
- Human centered design, Real-time M&E

Suggested Readings:
- Gertler, P & Martinez, S. (2016). *Impact Evaluation in Practice.*World Bank Publications.
- Jahad, A. R. & Enkin, M. (2007). Randomized Controlled Trials: Questions, Answers and Musings. Blackwell Publishing: Toronto
- Khandker, B., Koolwal and Hussain A. Samad. (2010). Handbook on Impact Evaluation: Quantitative Methods and Practices. World Bank: Washington DC.
- Quinn, P. (2001). Qualitative Research & Evaluation Methods. Sage: London
- Stephanie, D.H. (2013). *Presenting Data Effectively, Communicating Your Findings for Maximum Impact.* Thousand Oaks: Sage Publications.

Teaching Plan:
Week 1: Concepts and definitions, Key approaches to impact evaluation
Week 2: Current trends and practices in impact evaluation, Changing perspectives in impact evaluation, Social impact evaluation - concept
Week 3: Research designs for formative and summative evaluation, issues of causality and attribution, RCT designs – use and implementation, results and analysis
Week 4: Mixed methods in RCT - Quasi experimental designs and case control studies, Use of qualitative, quantitative and participatory tools in evaluation, Practices for designing evaluation instruments
Week 5: Sampling, sample size and Identifying what variables, hypothesis and levels of measurement Systematic reviews and meta-analysis
Week 6: ANOVA, MANOVA, Instrumental variables technique
Week 7: Propensity score matching, Regression discontinuity
Week 8: Difference-in-difference estimation, Odds Ratio, Participatory techniques and GIS mapping

Week 9: ICT based M&E tools and technologies that can be used, Data responsibility and big data

Week 10: Data collection for qualitative and quantitative data

Week 11: Data storage, Data visualization,

Week 12: Mapping and Dashboards and Human centered design, Real-time M&E

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Understand the reasoning behind and the rationale of major impact evaluation techniques	Classroom discussions,presentation	Review of journal articles, Identification of evaluation designs used in different contexts.
2	Be able to determine the appropriate technique in order to rigorously evaluate the impact of a policy/programme.	Classroom discussions, participatory tools videos, presentation	Term paper, group exercise/test.
3	Conduct empirical research using modern techniques for policy evaluation.	Presentations,group discussion, discussion on select readings	Students participation in group discussion will be gauged, case study analysis,test
4	Exposure to the use of ICT in evaluation.	Discussion on select readings ,presentation, videos	Participation in group discussion ,term paper, open book test

DCEEC46: EVALUATION OF DEVELOPMENT PROGRAMMES & POLICIES PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

Course Objectives:
To expose students to the practical and conceptual underpinnings of impact evaluation techniques and show how these techniques are implemented in various studies.

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

CONTENTS PERIODS

UNIT I 12
- Current trends and practices in impact evaluation
- Social impact evaluation
- Research designs for formative and summative evaluation, issues of causality and attribution

UNIT II 12
- Use of qualitative, quantitative and participatory tools in evaluation
- Practices for designing evaluation instruments
- Sampling, sample size and Identifying what variables, hypothesis and levels of measurement

UNIT III 12
- Tools and techniques used in impact evaluation
- Participatory techniques and GIS mapping

UNIT IV: 12
- Data collection - qualitative and quantitative data
- Data visualization,
- Mapping and Dashboards

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

DCEEC47: CORPORATE SOCIAL RESPONSIBILITY AND FUNDRAISING THEORY

Marks: 100 **Duration: 3 Hrs.**

Course Objectives:
To understand the role of corporate social responsibility in enabling the development of a sound understanding of corporate governance practice in a national and international context and industries. To integrate corporate governance aspects, economic viability and social and environmental impacts.

Course Learning Outcomes:
Student will be able to-
1. Recognise the basic concepts of Corporate Social Responsibility and linkages between various stakeholders.
2. Assess the CSR initiatives taken in India and internationally.
3. Develop Corporate Social Responsibility initiatives for various corporate companies.

4. Examine the processes of resources mobilisation and fundraising.

CONTENTS   **PERIODS**

UNIT I: Corporate Social Responsibility   **12**
- Definition, concept, linkages to development
- Growth of CSR-historical & contemporary perspectives, national & international scenario
- Factors influencing growth of CSR in societies- ideological, socio-economic, legal & environmental perspectives
- CSR activities–nature, types, impact on development programmes
- CSR & development organisations–relationships, functioning & impact on
- organisational functioning
- Government initiatives for promoting CSR

UNIT II: CSR Strategy and Leadership   **12**
- Corporate motivations & behaviour for CSR – factors influencing national & international perspectives
- Theories & principles of CSR
- Corporate governance, style, leadership & CSR
- CSR Strategies-objectives, approaches, roles and tasks of a corporate managers
- Strategic corporate planning - steps to make CSR Work for Business
- Corporate Social Responsibility: programmes & initiatives – national and international

UNIT III: Fundraising environment   **12**
- Types of agencies funding development programmes, nature of support, inter sectoral partnerships and synergies.
- Fundraising- importance, nature, sources and techniques. Principle and theories of Fund raising.
- Non-financial donations and in-kind giving- nature, sources, mobilization strategies
- Donor Behaviour- needs of donors- economic, psychological and, sociological perspective; brand marketing and philanthropy
- .Fundraising ethics, ethicaldecision making, Code of Fundraising.
- Funding &impact on development initiatives and organizations

UNIT IV: Planning Fundraising Strategies   **12**
- Designing Donor Communication., audit communications and developing compelling case for support
- Fundraising Planning - designing a plan of activities, objectives, segmentation, positioning, branding and the case for support.
- Writing project proposals for grants and developing fund raising plans and strategies.

Suggested Readings:
- Chatterji, M. (2014). *Corporate Social Responsibility.* New Delhi : Oxford University Press.
- Grayson D., Hodges A. (2004). *Corporate Social Responsibility- Seven Steps to Make Corporate Social Responsibility Work For Your Business*. UK: Greenleaf Publishing Limited.
- Narang R.K. (2009). *Corporate Social Responsibility-Replicable Models on Sustainable Development*. New Delhi: The Energy & Resources Institute.

- Mandal, B.N (2012). *Corporate Social Responsibility in India*. Global Vision Publishing House: Delhi.
- Rasche, A; Morsing, M; Moon, J. (2017). *Corporate Social Responsibility: Strategy, Communication, Governance.* UK: Cambridge University Press.

Teaching Plan:
Week 1: Definition, concept, linkages to development, growth of CSR-historical & contemporary perspectives, national & international scenario
Week 2: Factors influencing growth of CSR in societies- ideological, socio-economic, legal& environmental perspectives, CSR activities–nature, types, impact on development programmes
Week 3: CSR & development organisations–relationships, functioning & impact on organisational functioning, Government initiatives for promoting CSR
Week 4: Corporate motivations & behaviour for CSR – factors influencing national & international perspectives,
Week 5: Theories & principles of CSR, Corporate governance, style, leadership & CSR CSR Strategies-objectives, approaches, roles and tasks of a corporate managers
Week 6: Strategic corporate planning - steps to make CSR Work for Business Corporate Social Responsibility: programmes & initiatives – national and international
Week 7: Types of agencies funding development programmes, nature of support, inter sectoral partnerships and synergies.
Week 8:.Principle and theories of Fundraising, Non-financial donations and in-kind giving-nature, sources, impact on development initiatives
Week 9: Fundraising- importance, nature, sources and techniques. Fundraising ethics, introducing multiple perspectives for ethical decision making, detailed consideration of the role and implementation of the Code of Fundraising Practice.
Week 10: Understanding Donor Behaviour, economics, sociology, marketing and the new field of philanthropic, psychology, genuine needs of donors.
Week 11: Designing Donor Communication, audit communications to enhance their effectiveness in both monetary terms, compelling case for support, writing project proposals for grants and developing fund raising plans and strategies.
Week 12: Fundamentals of Fundraising Planning, design a plan for your own fundraising activity, writing objectives that are an appropriate, concepts such as segmentation, positioning, branding and the case for support.

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Recognise the basic concepts of Corporate Social Responsibility and linkages between various stakeholders.	Classroom discussions, presentation , videos	Review of journal articles,review case studies, quiz
2	Assess the CSR initiatives taken in India and internationally.	Classroom discussions, presentation , videos	Prepare a term paper, review of journal articles, test

3	Develop Corporate Social Responsibility initiatives for various corporate companies.	Classroom discussions, presentation , videos	Students participation in group discussion , review of journal article
4	Examine the processes of resources mobilisation and fundraising.	Discussion on select readings , presentation, videos	Students participation in group discussion will be assessed,develop a fundraising plan

DCEEC47: CORPORATE SOCIAL RESPONSIBILITY AND FUNDRAISING PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

Course Objectives:
To understand the role of corporate social responsibility in enabling the development of a sound understanding of corporate governance practice in a national and international context and industries. To integrate corporate governance aspects, economic viability and social and environmental impacts.

Course Learning Outcomes:
Student will be able to-
1. Develop Corporate Social Responsibility initiatives for various corporate companies.
2. Examine the processes of resources mobilisation and fundraising.

CONTENTS   **PERIODS**
UNIT I   **12**
- CSR activities–nature, types, impact on development programmes
- CSR & development organisations–relationships, functioning & impact on
- organisational functioning
- Government initiatives for promoting CSR

UNIT II   **12**
- CSR Strategies-objectives, approaches, roles and tasks of a corporate managers
- Strategic corporate planning - steps to make CSR Work for Business
- Corporate Social Responsibility: programmes & initiatives – national and international

UNIT III   **12**
- Designing Donor Communication,
- Audit communications toenhance their effectiveness in both monetary terms, compelling case for support

UNIT IV   **12**
- Fundamentals of Fundraising Planning, design a plan for your own fundraising activity, writing objectives that are an appropriate, concepts such as segmentation, positioning, branding and the case for support.
- Writing project proposals for grants and developing fund raising plans and strategies.

Suggested Readings:

- Chatterji, M. (2014). *Corporate Social Responsibility.* New Delhi: Oxford University Press.
- Grayson D., Hodges A. (2004). *Corporate Social Responsibility- Seven Steps to Make Corporate Social Responsibility Work for Your Business*. UK: Greenleaf Publishing Limited.
- Narang R.K. (2009). *Corporate Social Responsibility-Replicable Models on Sustainable Development*. New Delhi: The Energy & Resources Institute.
- Mandal, B.N (2012). Corporate Social Responsibility in India. Global Vision Publishing House: Delhi.
- Rasche, A; Morsing, M; Moon, J. (2017). *Corporate Social Responsibility: Strategy, Communication, Governance.* UK: Cambridge University Press.

DCEEC48: URBAN GOVERNANCE & CIVIL SOCIETY
THEORY

Marks : 100   **Duration: 3 Hrs.**

Course Objectives:
To understand the dynamics involved in the functioning of civil society, urban local governance structures, mechanism and arrangements facilitating the adoption and implementation of successful policies to meet the challenges of sustainable, safe and equitable urbanisation.

Course LearningOutcomes:
Student will be able to-
1. Understand the concept and functioning of civil society.
2. Identify the constraints in the effective performance of civil society
3. Deepen the understanding of democracy and governance and its implications for civil society
4. Understand measures that stimulate better economic and social development through developing cooperation mechanism between local and national governments.

CONTENTS   **PERIODS**
UNIT I: Urban Growth: Prospects and Challenges   **12**
- Urbanisation – meaning, Concept, trends- national and international perspectives
- Growth, Structure and characteristics of urban communities
- Problems of urbanization and urban communities, Management of urban problems
- Issues and challenges and Socio-legal framework

UNIT II: Urban governance: Approaches and Perspectives   **12**
- Governance – concept, nature-historical and contemporary perspectives
- Governance systems and development – linkages and perspectives
- Urban Governance systems – evolution, growth and approaches
- Partnerships, strategies and programmes for urban renewal and governance

UNIT III: Civil society Meaning Origin and Interpretation **12**
- Civil Society – meaning, concept, historical and contemporary perspectives, Structure and functioning of civil society organization
- Resource mobilization and fund raising for CSO activities and initiatives, Volunteers: importance, role and participation,Volunteer management – strategies and approaches.
- Corporate Social Responsibility- Concept, meaning, importance, dimensions of CSR. Corporate partnerships for development- impact and analysis.
- Relationships and partnerships of CSOs with government and other stakeholders

UNIT IV: Civil society: development and democracy **12**
- Ideological, socio-economic and legal perspectives – CSOs and people's movement, state and civil society
- Issues of governance, accountability and transparency in CSOs
- Civil society's contributions to strengthening democracy and improving governance
- Globalisation and civil society – structure and functions

Suggested Readings:
- Ahluwalia, I; Kanbur, R; Mohanty, P. (2014). *Urbanisation in India: Challenges, Opportunities and the Way Forward.* New Delhi: Sage Publication
- Wit, J. (2016). *Urban Poverty, Local Governance and Everyday Politics in Mumbai.* India: Routledge.
- Korten, D. C. (1990). *Getting to the 21st century: Voluntary actions and global agenda.*Kanatica: Kumarin Press Tosa.
- Mandal, B.N (2012). *Corporate Social Responsibility in India. Global.* Delhi: Vision Publishing House.
- Organisation for Economic Co-operation and Development. (2001) *Cities for citizens: improving metropolitan governance.* France: OECD Publications.
- Rao, C. (2016). *Urban Governance in India.* Kalpaz Publications: New Delhi.
- Raju, K; Ravindra, A; Manasi, S; Smitha, K; Srinivas, R. (2018). *Urban Environmental Governance in India: Browsing Bengaluru.* India *:* Springer
- Tondon, R and Mohanty, R (2003). *Does civil society matter? Governance in ContemporaryIndia*. New Delhi: Sage Publications.

Teaching Plan:
Week 1: Urbanisation – meaning, Concept, trends- national and international perspectives, Growth, Structure and characteristics of urban communities
Week 2: Problems of urbanization and urban communities, Management of urban problems, issues and challenges and Socio-legal framework
Week 3: Governance – concept, nature-historical and contemporary perspectives, governance systems and development – linkages and perspectives
Week 4: Urban Governance systems – evolution, growth and approaches, partnerships, strategies and programmes for urban renewal and governance
Week 5: Civil Society – meaning, concept, historical and contemporary perspectives, Structure and functioning of civil society organization
Week 6: Resource mobilization and fund raising for CSO activities and initiatives,
Week 7: Corporate Social Responsibility- Concept, meaning, importance, dimensions of CSR.

Week 8: Volunteers: importance, role and participation, volunteer management – strategies and approaches.
Week 9: Corporate partnerships for development- impact and analysis.Relationships and partnerships of CSOs with government and other stakeholders
Week 10: Ideological, socio-economic and legal perspectives – CSOs and people's movement
Week 11: State and civil society, issues of governance, accountability and transparency in CSOs
Week 12: Civil society's contributions to strengthening democracy and improving governance, globalisation and civil society – structure and functions

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Understand the concept and functioning of civil society.	Classroom discussions,presentation	Review of journal articles,quiz
2	Identify the constraints in the effective performance of civil society	Classroom discussions,participatory tools videos,presentation	Term paper, group exercise ,assignments
3	Deepen the understanding of democracy and governance and its implications for civil society	Presentations,group discussion,discussion on select readings	Participation in group discussion ,case study analysis,quiz
4	Understand measures that stimulate better economic and social development through developing cooperation mechanism between local and national governments.	Discussion on select readings ,presentation ,videos	Term paper, test

DCEEC48: URBAN GOVERNANCE & CIVIL SOCIETY PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

Course Objectives:
To understand the functioning of civil society, urban local governance structures, mechanism and arrangements facilitating the adoption and implementation of successful policies to meet the challenges of sustainable, safe and equitable urbanisation.

Course Learning Outcomes:
Student will be able to-
1. Understand the functioning of civil society.
2. Identify the constraints in the effective performance of civil society
3. Deepen the understanding of democracy and governance and its implications for civil society
4. Understand measures that stimulate better economic and social development through developing cooperation mechanism between local and national governments.

CONTENTS   **PERIODS**
UNIT I   **12**
- Structure and characteristics of urban communities
- Problems of urbanization and urban communities, Management of urban problems
- Issues and challenges and Socio-legal framework

UNIT II   **12**
- Governance systems and development – linkages and perspectives
- Partnerships, strategies and programmes for urban renewal and governance

UNIT III   **12**
- Resource mobilization and fund raising for CSO activities and initiatives,
- Volunteers: importance, role and participation, Volunteer management – strategies and approaches.

UNIT IV   **12**
- CSOs and people's movement, state and civil society
- Issues of governance, accountability and transparency in CSOs

Suggested Readings:
- Ahluwalia, I; Kanbur, R; Mohanty, P. (2014). *Urbanisation in India: Challenges, Opportunities and the Way Forward.* New Delhi: Sage Publications
- Wit, J. (2016). *Urban Poverty, Local Governance and Everyday Politics in Mumbai.* India : Routledge.
- Fine, R.; Rai, S. (Ed) (1997) *Civil Society and democratic perspectives.* London: FrankCass & Company Ltd.
- Ham, C. ; Duna, E. (Ed) (1996) *Civil Society-Challenging Western Models.* London: Routledge.
- Korten, D. C. (1990). *Getting to the 21st century: Voluntary actions and global agenda.*Kanatica: Kumarin Press Tosa.
- Mandal, B.N. (2012). *Corporate Social Responsibility in India.* Delhi : Global Vision Publishing House.
- Organisation for Economic Co-operation and Development. (2001) *Cities for citizens: improving metropolitan governance.* France: OECD Publications.
- Rao, C. (2016). *Urban Governance in India.* Kalpaz Publications: New Delhi.
- Raju, K; Ravindra, A; Manasi, S; Smitha, K; Srinivas, R. (2018). *Urban Environmental Governance in India: Browsing Bengaluru.* India *:* Springer

- Tondon, R and Mohanty, R (2003). *Does civil society matter? Governance in Contemporary India*. New Delhi: Sage Publications.

DCEEC49: LIFELONG LEARNING AND LIFE SKILLS
THEORY

Marks: 100   **Duration: 3 Hrs.**

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

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

CONTENTS   **PERIODS**

UNIT I: Life learning: Basic concepts and Applications   **12**
- Historical Perspective of Adult and Lifelong Learning in India – Pre and Post Independence period.
- Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education, Incidental Learning, Illiteracy and its forms.
- Indian Adult / Lifelong Learning Programmes: Social Education, Gram Shiksha Mohim, Farmer's Functional Literacy Programme, National Adult Education Programme and National Literacy Mission.

UNIT II: Planned Programmes for lifelong learning: National and International Perspectives   **12**
- Lifelong Learning and Development - Social, Economic, Political and Cultural.Approaches to Continuing Education / Lifelong Learning in different FiveYear Plans.
- Emerging needs and future perspectives of Lifelong Learning.
- Lifelong Learning needs of Industries, Role of NGOs, Zilla Saksharta Samitis, UNESCO declaration of Adult and Lifelong Learning, Hamburg Declaration (1997) and Mumbai Declaration on Role of Higher Education, Bharat GyanVigyan Jatha and Literacy House. Trends of Adult & Lifelong Learning in Asia with focus on SAARC Countries.
- Current Initiatives at National Level Saakshar Bharat and International Level

UNIT III: Adolescents, Youth and Lifeskills Training   **12**
- Life Skills- nature, classification & measurement

- Individual Skills for self identity
- Traditional Family-based skills acquisition processes. Institution-based skills acquisition processes
- Participatory and Community-based skills acquisition processes
- Principles underlying Life skills Training, Training and Learning Aids, Training Techniques

UNIT IV: Developing Componenets for operationalising lifelong learning programmes
12
- Identification of job competencies
- Designing and implementing a Training programme
- Use of Technology in Training – Multimedia e-learning, on-line and distance learning. Training Skills & Training System, Methods used in Training

Suggested Readings:
- Armstrong, M. (2007). *A Hand Book of Human Resource Management Practice*. UK: Kogan Page Limited.
- Cropley, A; Dave, R. (2014). *Lifelong Education and the Training of Teachers.* Pergamon press and UNESCO Institute for Education
- Freire, Paulo. (1970). *Pedagogy of the Oppressed*. New York: Continuum.
- J.P. (2005). *Human Resource Development Training of Individual and Organizations*. UK.: Kogan page Publisher,
- Rajesh & Dixit, V.K. (2011). *Lifelong Learning: Issues and Challenges*. New Delhi: Global Book Organization.
- Robert L.C. (1996). *Training and Development Hand Book*. New York: McGraw Hills.
- Roger, Harrison. (Ed.2002). *Supporting Lifelong Education*. London: Rotledge.
- Shah, S. Y. (1993). *Indian Adult Education: A Historical Perspective*. New Delhi: Indian Adult Education Association.
- Singh, Madhu. (Ed.2002). *Lifelong Learning*. Humberg: UNESCO Institute of Lifelong Learning. Wilson,
- Singh, P.N. (1989). *Training for Management Development*. New Delhi: ISTD.
- Swanson E. H. (2001). *Foundation of Human Resource Development*. San Francisco: Berrett Koehler.
- Tony, P. (2003). *Developing Effective Training Skills (from personal insight to organizational performance)*. London: CIPD House.
- W. Keith, D & Longworth, N. (2014). *Lifelong Learning.* UK : Routledge

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

Week 4: Lifelong Learning and Development - Social, Economic, Political and Cultural.Approaches to Continuing Education / Lifelong Learning in different FiveYear Plans.Emerging needs and future perspectives of Lifelong Learning.

Week 5: Lifelong Learning needs of Industries, Role of NGOs, Zilla Saksharta Samitis, UNESCO declaration of Adult and Lifelong Learning, Hamburg Declaration (1997) and Mumbai Declaration on Role of Higher Education, Bharat GyanVigyan Jatha and Literacy House.

Week 6: Trends of Adult & Lifelong Learning in Asia with focus on SAARC Countries. Current Initiatives at National Level Saakshar Bharat and International Level

Week 7: Individual Skills for self identity, Traditional Family-based skills acquisition processes. Institution-based skills acquisition processes.

Week 8: Participatory and Community-based skills acquisition processes, Principles underlying Life skills Training

Week 9: Training and Learning Aids, Training Techniques

Week 10: Identification of job competencies, Designing and implementing a Training programme.

Week 11: Use of Technology in Training – Multimedia e-learning, on-line and distance learning.

Week 12: Training Skills & Training System., Methods used in Training

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Understand the Conceptual framework of Adult and Lifelong Learning.	Classroom discussions,presentation	Review of journal articles,quiz,assignments
2	Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.	Classroom discussions,videos, presentation	Term paper, review the given journal article
3	Understand the Role of Lifelong Learning in the context of Globalization.	Presentations,group discussion	Participation in group discussion,review the given journal article,quiz
4	Learn the process, methods, techniques, strategies and significance of training as a tool for development of adolescents and youth.	Discussion on select readings , presentation videos	Participation in group discussion, review a journal article

DCEEC49: LIFELONG LEARNING AND LIFE SKILLS
PRACTICAL

Marks: 50   **Duration: 3 Hrs.**
Course Objectives:
To gain insight into the relationship between Literacy, Adult Education and Lifelong Learning. Also, to understand the importance of developing lifeskills for adolescents and youth and learn the processes involved.

Course Learning Outcomes:
Student will be able to-
1. Gain insight into the relationship between Literacy, Adult Education and Lifelong Learning.
2. Learn the process, methods, techniques, strategies and significance of training as a tool for development of adolescents and youth.

CONTENTS   **PERIODS**

UNIT I   **12**
- Andragogy & Pedagogy, Lifelong Learning, Continuing Education, Formal-Education, Non-Formal Education, Incidental Learning, Illiteracy and its forms.
- Indian Adult / Lifelong Learning Programmes

UNIT II   **12**
- Emerging needs and future perspectives of Lifelong Learning
- Lifelong Learning needs of Industries
- Current Initiatives at National Level Saakshar Bharat and International Level

UNIT III   **12**
- Participatory and Community-based skills acquisition processes
- Principles underlying Life skills Training, Training and Learning Aids., Training Techniques

UNIT IV   **12**
- Identification of job competencies
- Designing and implementing a Training programme.
- Use of Technology in Training – Multimedia e-learning, on-line and distance learning. Training Skills & Training System., Methods used in Training

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

- Swanson E. H. (2001). *Foundation of Human Resource Development*. San Francisco: Berrett Koehler.
- Tony, P. (2003). *Developing Effective Training Skills (from personal insight to organizational performance)*. London: CIPD House.

DCEEC410: KNOWLEDGE MANAGEMENT AND DIGITAL MARKETING THEORY

Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To understand the needs and domains of Knowledge Management and explain the importance of digital media channels; planning, implementing and monitoring digital marketing

Course Learning Outcomes:
Student will be able to-
1. Understand the emerging needs of Knowledge Management
2. Understand the role of the essential elements of Digital Marketing
3. Develop a systematic approach in developing Digital Marketing strategies
4. Examine digital communications campaigns and the ways of measuring, monitoring, and evaluating

CONTENTS   **PERIODS**

UNIT I: Knowledge Management   **12**
- Components, domains and Process of Knowledge Management
- Strategies of Knowledge Management- Case studies
- Knowledge Management in sectors of health, environment, consumption
- Tools and methods for Knowledge Work(ers)- Knowledge Tools for Individuals, Groups and Organizations · Institutional Support for Knowledge Economies
- Knowledge Management- A way of integrated digital marketing strategy

UNIT II: Introduction to Digital Marketing and Search Engine Optimization   **12**
- Traditional v. Digital Marketing
- Market Research v. Market Reality
- Search Engine Optimization - Key SEO Concepts: Search Results & Positioning, Benefits of Search Position, Stakeholders in Search, Mechanics of Search
- On-Page Search Engine Optimisation and Off-Page Search Engine Optimisation
- SEO Audit, Tools and Measurement

UNIT III: Search Engine Marketing (SEM), Search Media Marketing (SMM) and Web Analytics   **12**
- Fundamentals and case studies of SEM
- Creation of Google display network
- Mobile Ad Networks
- Youtube marketing – introduction and AD formats
- Getting Started with Social Media Marketing: Introduction to Social Media
- Creating Content for Social Media: Tools for Content Creation
- Facebook Marketing, Instagram & LinkedIn Marketing, Twitter and Snapchat Marketing,

Pinterest Marketing
- Creating a Successful Digital Marketing Strategy
- Web Analytics- Google Analytics, Social media analytics, Digital Analytics

UNIT IV: Digital Marketing Strategy Development and Planning   **12**
- Digital marketing Assessment, Digital marketing internal assessment, Objective planning, Digital marketing strategy groundwork, Situation Analysis
- Digital Marketing Mix, Strategy roadmap, Digital marketing communication & Channel Mix.
- Digital Marketing operations setup, basics of web development and management
- User experience, usability and service quality elements.

Suggested Readings:
- Ahuja, V. (2015). *Digital Marketing*. India: Oxford.
- Bhatia, P. (2017). *Fundamentals of Digital Marketing*. New Delhi: Pearson
- Dodson, I . (2016). *The Art of Digital Marketing*.New Jersey: Wiley.
- Jashopara A (2011), *Knowlegde Management: An integrated approach, 2ed, Prentice Hall*
- Kartajaya, H., Setwian, I., & Kotler, P (2018). *Marketing 4.0.* New Jersey: Wiley.
- North, K.; Kumta, G. (2014): *Knowledge Management: Value Creation Through Organizational Learning.* Berlin: Springer.
- Probst, G.; Raub & S.; Romhardt, K. (2000): Managing Knowledge. Building Blocks for Success. Chichester : Wiley.

Teaching Plan:
Week 1: Components and domains of Knowledge Management, Process of Knowledge Management
Week 2: Knowledge Management in sectors of health, environment, consumption Strategies of Knowledge Management- Case studies
Week 3: Tools and methods for Knowledge Work(ers)- Knowledge Tools for Individuals, Groups and Organizations · Institutional Support for Knowledge Economies, Knowledge Management- A way of integrated digital marketing strategy
Week 4: Traditional v. Digital Marketing, Market Research v. Market Reality, Search Engine Optimization- Key SEO Concepts: Search Results & Positioning, Benefits of Search Position, Stakeholders in Search, Mechanics of Search
Week 5: On-Page Search Engine Optimisation and Off-Page Search Engine Optimisation, SEO Audit, Tools and Measurement
Week 6: Fundamentals and case studies of SEM, Creation of Google display network Mobile Ad Networks
Week 7: Youtube marketing – introduction and AD formats, Getting Started with Social Media Marketing: Introduction to Social Media
Week 8: Creating Content for Social Media: Tools for Content Creation, Facebook Marketing, Instagram & LinkedIn Marketing, Twitter and Snapchat Marketing, Pinterest Marketing
Week 9: Creating a Successful Digital Marketing Strategy, Web Analytics- Google Analytics, Social media analytics, Digital Analytics

Week 10: Digital marketing Assessment, Digital marketing internal assessment, Objective planning, Digital marketing strategy groundwork, Situation Analysis
Week 11: Digital Marketing Mix, Strategy roadmap, Digital marketing communication & Channel Mix.
Week 12: Digital Marketing operations setup, basics of web development and management, User experience, usability and service quality elements.

Facilitating the achievement of Course Learning Outcomes:

Unit .No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	Understand the emerging needs of Knowledge Management	Presentation, group discussions	Quiz, assignments
2	Understand the role of the essential elements of Digital Marketing	Presentation, group discussions	Test, case study analysis
3	Develop a systematic approach in developing Digital Marketing strategies	Presentation, videos, visit	Term paper, visit report
4	Examine and the ways of measuring, monitoring, and evaluating	Presentation, select readings related to the topic	Students participation in discussion, content analysis

DCEEC410: KNOWLEDGE MANAGEMENT AND DIGITAL MARKETING PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

Course objectives:
To understand the domains of Knowledge Management and digital marketing and to set up objectives with respect to segmentation and targeting of the audience and digital media plan

Course Learning Outcomes:
Student will be able to-
1. Analysis of Knowledge Management in various sectors
2. Plan and structure Facebook marketing to manage and build brand
3. Integrate the concept of Media Buying & Planning

CONTENTS   **PERIODS**

Unti I: Analysis of Knowledge Management in various sectors   **12**
- Analyse the use of different forms of media for the process of Knowledge Management in various sectors

Unti II: Facebook Marketing   **18**
- Plan and structure Facebook shop to manage and sell more products with Facebook.

- Build your brand with Facebook to connect with people where they are- Facebook and Instagram.
- Facebook Ads - Targeting Audiences, Understanding audience.

Unti III: Media Buying & Planning   18
- Setting up the objectives
- Understand the key tasks to draft an "awesome" digital media plan
- Segmentation & targeting of the audience
- Best practice to execute the campaigns post the media plan
- Understanding of multiple formats & appropriate for our targeted digital platforms.

Suggested Readings:
- Ahuja, V. (2015). *Digital Marketing*. India: Oxford.
- Bhatia, P. (2017). *Fundamentals of Digital Marketing*. New Delhi: Pearson
- Dodson, I . (2016). *The Art of Digital Marketing*.New Jersey: Wiley.
- Jashopara A (2011), *Knowlegde Management: An integrated approach, 2ed, Prentice Hall*
- Kartajaya, H., Setwian, I., & Kotler, P (2018). *Marketing 4.0.* New Jersey: Wiley.
- North, K.; Kumta, G. (2014): *Knowledge Management: Value Creation Through Organizational Learning.* Berlin: Springer.
- Probst, G.; Raub & S.; Romhardt, K. (2000): Managing Knowledge. Building Blocks for Success. Chichester : Wiley.

DCEEC411: CORPORATE COMMUNICATION AND PUBLIC RELATIONS THEORY

Marks: 100   **Duration: 3 Hrs.**

Course Objectives:
To develop skills in communication and PR, applied to corporate management, in institutions of government, commerce and Industry, non- profit agencies and academia.

Course Learning Outcomes:
Student will be able to-
1. Understand the role and function of corporate communication and publicrelations.
2. Explore strategies used by corporates to communicate with key stakeholders, including consumers, investors, media andemployees.
3. Identify and assess PR strategies and get an overview of how media is used for publicity and building public relations.
4. Understand crisis communication and its relationship to corporate reputation management.

CONTENTS   **PERIODS**

UNIT I: Core Skills in Corporate Communication   12
- The mass media Industry
- Growth of new media and changing corporate media relationspractices

- Corporate Communication: Concepts, Structure and Practice
- Impact of blogs, chat rooms, and web-based groups on Corporate Communications Practice
- News Reporting
- Research and Research writing

UNIT II: Crisis Communication   **12**
- Crisis Communication: functions of organizational communication departments within acorporation
- Design of a corporate communication strategic planning model, value of cost effective communicationplanning
- Problem solving strategies associated with crisis communication
- Manufacturing consent: Noam Chomsky and the Media
- Group presentations on dealing with corporatecommunication

UNIT III: Core Skills in Public Relations   **12**
- PR: Concepts, Structure and Practice
- The PR Campaign / Strategic PR.
- PR tools: Interpersonal, mass media and selective Media (News release- seven point formula: Press relation, press conference, press briefing, presstours)
- Public Relations vs. Publicity, Public Relations vs. Marketing
- Effective writing for PR
- PR & Media Relations
- Client servicing
- Designing and Measurement of PR Campaigns

UNIT IV: Foundation skills for Corporate Communication and PR   **12**
- The making of a PR and Corporate Communication professional
- Effective business communication
- Corporate branding
- PR: Industry , practice and application
- Event management
- Event planning and execution
- New media and Practice

Suggested Readings:
- Argenti, P. A. (2005). *Corporate Communication*. New York: McGraw-Hill.
- Cornelissen, J. (2014). *Corporate Communication: A Guide to Theory and Practice.* Sage Publication
- Balan K.R. (1980). *Public Relation*. New Delhi: S.Chand and Co.
- Oliver, S. (2004). *Handbook of corporate communication and public relations: pure and applied.* UK: Routledge
- Podnar, K. (2015). *Corporate Communication: A Marketing Viewpoint.* Delhi :Routledge Publication
- Seeger, M. W., Sellnow, T. L.; Ulmer, R. R. (2003). *Communication and organizational crisis.* CT: Greenwood Publishing Group

Teaching Plan:

Week 1: The mass media industry, Growth of new media and changing corporate media relations practices
Week 2: Corporate Communication: Concepts, Structure and Practice, Impact   of blogs, chat rooms,   and   Web-based   groups on Corporate Communications Practice
Week 3: News Reporting, Research and Research writing
Week 4: Crisis Communication: functions of organizational communication departments within a corporation.
Week 5: Design of a corporate communication strategic planning model, value of cost effective communication planning
Week 6: Problem solving strategies associated with crisis communication, manufacturing consent: Noam Chomsky and the Media
Week 7: Group presentations on dealing with corporate communication
Week 8: PR: Concepts, Structure and Practice, The PR Campaign / Strategic PR, PR tools: Interpersonal, mass media and selective Media (News release- seven point formula: Press relation, press conference, press briefing, press tours), Public Relations vs. Publicity, Public Relations vs. Marketing
Week 9: Effective writing for PR, PR & Media Relations, Client servicing, Designing and Measurement of PR Campaigns
Week 10: The making of a PR and Corporate Communication professional, Effective business communication, Corporate branding, PR: Industry, practice and application
Week 11: Event management, Event planning and execution
Week 12: New media and Practice

Facilitating the achievement of Course Learning Outcomes:

Unit.No	Course Learning Outcomes	Teaching and Learning activity	Assessment tasks
1	To study the role and function of corporate communication and publicrelations.	Presentation , discussions, visit	Quiz, visit report, assignments
2	To explore strategies used by corporates to communicate with key stakeholders, including consumers, investors, media andemployees.	Presentation, selected readings,videos	Test, term paper
3	To identify and assess PR strategies and get an overview of how media is used for publicity and building public relations.	Presentation, selected readings,videos	Quiz, content analysis, assignments

4	To understand crisis communication and its relationship to corporate reputation management.	Presentation,select readings related to the topic will be shared	Students participation in discussion will be gauged, assignments

DCEEC411: CORPORATE COMMUNICATION AND PUBLIC RELATIONS PRACTICAL

Marks: 50   **Duration: 3 Hrs.**

Course Objective:
To develop skills in communication and PR, applied to corporate management, in institutions of government, commerce and Industry, non- profit agencies and academia.

Course Learning Outcomes:
Student will be able to-
1. To analyze the various corporate communication case studies.
2. To identify and assess PR strategies and get an overview of how media is used for publicity and building publicrelations.
3. To develop a Media product platform for corporate world

CONTENTS   **PERIODS**
UNIT I   **12**
- Analyze the various corporate communication case studies.
- Describe primary target audiences: demographics, psychographics, geographics, behaviors, stages of change

UNIT II   **18**
- Understanding the behavioral objectives, knowledge objectives, and goals for various Public relation activities in India and globally
- Developing a plan for monitoring and evaluation of a PR campiagn
- Identifying barriers, benefits, the competition and influential factors of PR Campaigns

UNIT III   **18**
- Promotion of message: Deciding on messages, messengers, and creating strategies, selecting communication channels
- Crafting a desired positioning for the products

Suggested Readings
- Argenti, P. A. (2005). *Corporate Communication*. New York: McGraw-Hill.
- Cornelissen, J. (2014). *Corporate Communication: A Guide to Theory and Practice.* New York :Sage Publications.
- Oliver, S. (2004). *Handbook of corporate communication and public relations: pure and applied.* UK: Routledge
- Podnar, K. (2015). *Corporate Communication: A Marketing Viewpoint.* Delhi :Routledge Publication
    - Seeger, M. W., Sellnow, T. L.; Ulmer, R. R. (2003). *Communication and organizational crisis.* CT: Greenwood Publishing Group.