

P.G. Course Structure for

Home Science

Extension and Communication

(MHSE)

Session 2025 onwards

As per NEP: 2020 Guidelines

Home Science: Extension and Communication (MHSE)

Sem	Course Code	Course Name	T	P	Other	Credits per course	Total Credits
1st	MHSECCH125	Community Health Management	3	1	-	04	20
	MHSECMC125	Methods of Community Participation	3	1	-	04	
	MHSECEC125	Environment, Consumption and Public Policy	4	0	-	04	
	MHSELAP125	Applications of Participatory Rural Appraisal and ICT (Practical)	0	4	-	04	
	MHSCCRM125	Research Methods & Statistics (Common Paper)	4	0	-	04	
2 nd	MHSECWE225	Women in Economic and Political Process	3	1	-	04	20
	MHSELEA225	Extension Approaches for Sustainable Development Goals (SDGs: 1 to 8)	0	4	-	04	
	MHSECRS225	Rural Social Development	3	1	-	04	
	MHSECIE225	International Extension System	4	0	-	04	
	MHSCIEC225	INTERSHIP in Extension and Communication (Common Paper)	-	-	4 (I)	04	
<p align="center">Exit Option for Post Graduate Diploma in Extension and Communication</p> <p align="center">Or</p> <p align="center">Entry to One year PG with Course Work (CW + CW)</p> <p align="center">Or</p> <p align="center">Entry to One year PG with Course Work and Research (CW+R)</p>							

3rd	MHSECOB325	Organization Theory and Behaviour	4	0		04	20
	MHSECTR325	Training for Rural Development	3	1		04	
	MHSELEA325	Extension Approaches-II for Sustainable Development Goals (SDGs: 9 to 17)	0	4		04	
	MHSECPD325	Population and Development	3	1		04	
	MHSCCAI325	Artificial Intelligence and Digital Technology for Home Science (Common Paper)	4	0		04	

Post Graduate Degree in Extension and Communication with Course Work and Research (CW+CW)

Or

Post Graduate Degree in Extension and Communication with Research Work (CW+R)

4th	MHSECBA425	Behaviour Change and Advocacy in Health	3	1		04	20
	MHSECRP425	Rights and Privileges for Women in India	3	1		04	
	MHSELMV425	Model Village for extension Action		4		04	
	MHSECEH425	Ergonomics and Human Centred Designs	4	0		04	
	MHSEPD425	Dissertation	-	-	4 (P)	04	

Post Graduate Degree in Extension and Communication with Course Work (CW+CW)

4th	MHSCCRM425	Research Methods and Statistics	4			04	20
	MHSCPD425	Dissertation in Extension and Communication (Project Work)			16 (P)	16	

Post Graduate Degree in Extension and Communication with Course Work and Research Work (CW+ R)

Programme Learning Outcomes (PLOs)

Home Science: Extension and Communication (MHSE)

PLOs	PG Home Science Extension and Communication	
After completion of M.Sc Home Science in Extension and Communication, students should be able to:		
PLO – 1	Knowledge and understanding	Encompass a deep grasp of extension principles, methodologies, and the specific subject matter relevant to the extension and communication. This includes understanding the process of extension system, program planning, implementation, and evaluation, as well as the ability to apply this knowledge to real-world situations and address the needs of the target audience.
PLO -2	Skills	Equipping students with the skills to address practical challenges and improve their lives, particularly in rural settings. These outcomes typically include enhancing practical skills related to women, children, agriculture and allied sectors, promoting rural development, and fostering an understanding of relevant technologies. The goal is to empower individuals through education to improve their farm, home, and community.
PLO -3	Application of knowledge and	Focus on equipping individuals and communities with the ability to effectively utilize information and techniques to improve their lives and address local challenges. This involves not only imparting knowledge but also fostering the

	skills	practical skills needed to implement that knowledge in real-world situations.
PLO -4	Communication skills	Communication skills learning outcomes will focus on equipping individuals to effectively disseminate information, facilitate learning, and promote positive change within communities. This includes developing skills in needs assessment, program planning, message design, and evaluation, with an emphasis on adapting communication strategies to diverse audiences and contexts.
PLO -5	Critical thinking and problem solving	Equipping learners with the ability to analyze information, identify problems, and develop and evaluate solutions in real-world situations. This involves not only cognitive skills like analysis and evaluation but also practical application to address challenges in agriculture, community development, or other relevant fields.
PLO -6	Ethics and Professional Conduct	Prepare individuals with the knowledge, skills, and attitudes to navigate ethical dilemmas, uphold professional standards, and promote responsible practices within the field. This includes understanding ethical principles, analyzing complex situations, and developing strategies for ethical decision-making in diverse contexts.
PLO -7	Lifelong learning	Enable learners to understand the principles and practices of lifelong learning, develop skills for facilitating learning across different contexts, and contribute to community development through extension activities. This includes fostering a mindset of continuous learning, promoting social inclusion, and enhancing employability.
PLO -8	Social awareness	Focus on equipping students with the knowledge, skills, and values to understand and address social issues through community engagement and practical application of knowledge. This involves developing social responsibility, leadership skills, and the ability to analyze and solve community problems, ultimately contributing to positive social change.

PLO -9	Research and Innovation	Encompass the development of skills and knowledge related to agricultural extension, rural development, and community engagement. These outcomes aim to equip students with the ability to conduct research, translate findings into practical solutions, and effectively disseminate information to improve lives and livelihoods.
PLO -10	Problem solving	Focus on equipping individuals with the skills to identify, analyze, and address challenges within their communities, often in agricultural or rural development settings. These outcomes aim to empower individuals to become active participants in their own development by fostering critical thinking, practical application, and collaborative problem-solving

CLOs-PLOs Mapping Matrix for all Courses

Home Science: Extension and Communication (MHSE)

Course Code	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSECCH125	2.37	2.25	2.87	2.50	2.62	2.62	2.62	2.75	2.25	2.25	2.5
MHSECMC125	2.5	2.62	2.62	2.75	2.25	2.25	2.37	2.87	2.65	2.25	2.4
MHSECEC125	2.25	2.75	2.62	2.62	2.62	2.62	2.5	2.87	2.25	2.7	2.5
MHSELAP125	2.25	2.62	2.87	2.37	2.25	2.25	2.75	2.62	2.5	2.87	2.3
MHSCCRM125	2.50	2.87	2.37	2.12	2.25	2.25	2.75	2.75	2.25	2.62	2.4
MHSECWE225	2.62	2.65	2.62	2.75	2.62	2.5	2.5	2.62	2.37	2.75	2.5
MHSELEA225	2.75	2.37	2.62	2.50	2.50	2.62	2.75	2.62	2.62	2.62	2.6
MHSECRS225	2.75	2.37	2.62	2.50	2.50	2.62	2.75	2.62	2.62	2.62	2.6
MHSECIE225	2.62	2.62	2.62	2.62	2.37	2.75	2.62	2.75	2.75	2.62	2.6
MHSCIEC225	2.25	2.25	2.50	3.00	2.25	2.62	2.62	2.62	2.62	2.87	2.5
MHSECOB325	2.87	2.62	2.62	2.62	2.62	2.62	2.5	2.5	3.0	2.25	2.6
MHSECTR325	2.62	2.62	2.50	2.62	2.50	2.62	2.87	2.62	2.50	2.75	2.6
MHSELEA325	2.50	2.50	2.62	2.50	2.62	2.25	2.62	2.50	2.62	2.62	2.5
MHSECPD325	2.75	2.62	2.25	2.62	2.37	2.75	2.50	2.37	2.62	2.37	2.5
MHSCCAI325	2.37	2.62	2.37	2.50	2.62	2.25	2.75	2.62	2.25	2.50	2.4
MHSECBA425	2.62	2.0	2.62	2.50	2.75	2.87	2.75	2.37	2.87	2.37	2.5
MHSECRP425	3.0	2.75	2.87	2.37	2.75	2.50	2.62	2.75	2.5	2.87	2.7
MHSELMV425	2.62	2.50	2.50	2.62	2.50	2.62	2.62	2.62	2.50	2.50	2.6
MHSECEH425	2.50	2.50	2.50	2.62	2.62	2.50	2.62	2.50	2.50	2.62	2.5
MHSEPD1425	2.75	2.37	2.25	2.50	2.62	2.62	2.62	2.37	2.37	2.37	2.4
MHSCCRM425	2.50	2.87	2.37	2.12	2.25	2.25	2.75	2.75	2.25	2.62	2.4
MHSEPD1425	2.75	2.37	2.25	2.50	2.62	2.62	2.62	2.37	2.37	2.37	2.4
Average PLO	2.4	2.5	2.5	2.4	2.5	2.4	2.5	2.6	2.5	2.5	2.4

Semester – 1

Home Science: Extension and Communication

(MHSE)

SEMESTER-I

Community Health Management

Course Code: MHSECCH125
Credits: 04 {Theory (T): 03 Practical (P): 01}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Understand the concept of health and health indices popularly used.

CLO 2: Realize the health problems of the community and their scientific intervention.

CLO 3: Know the supportive services and programmes for community health management.

CLO 4: Get sensitized to management information systems in health.

CLO-PLO Matrix for the Course MHSECCH125

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSECCH125.1	3	2	3	2	3	3	2	3	2	3	2.6
MHSECCH125.2	2.5	2.5	3	2	2.5	3	3	3	2	2	2.55
MHSECCH125.3	2	2.5	2.5	3	2	2.5	3	2.5	2.5	2	2.35
MHSECCH125.4	2	2	2	3	3	2	2.5	2.5	2.5	2	2.35
Average PLO	2.37	2.25	2.87	2.50	2.62	2.62	2.62	2.75	2.25	2.25	2.5

Unit I: Concept of Health and Health Care

- Concept of health, community health, reproductive health and global health, factors affecting health, health as a human right, health for all. Primary health care – Definitions, principles and components.
- Health and related indices in community health, fertility indicators, vital statistics, mortality, morbidity indicators, demographic indicators, -- sex ratio, female foeticide indicators for social and mental health.
- Major health problems in India. Basic epidemiology, surveillance, health screening

Unit II: Community Health Needs and Problems

- Health needs and problems related to sanitation and environment, protected water, personal hygiene and pollution control.
- Ecology and environment, global warming – causes, effects and prevention, natural and manmade disaster management.
- Health needs and problems of special groups - women, infants, children, adolescents, elderly, urban and rural poor

Unit III: Health Care Services

- Health administrative set up, peripheral, state, national, urban, rural, role of NGO's. National Health Programme, Child survival and safe motherhood
- Reproductive and child health programme. National and International agencies.
- Health regulations and acts, international health regulations. Census, sample registration system, national family health surveys

Unit IV: Health Care Education (Practical)

- Health Education to pregnant and lactating women
- Survey reports of Primary Health Centre, and Anganwadi Centre
- Survey reports regarding Asha Workers, Mid-day meal programme,

Suggestive Readings:

- Dutt, P. R. (1993)., Primary Health Care. Vol. 1-3 Gandhigram Institute of Rural Health and Family Welfare Trust, Ambathurai.
- Menelkar, R. K. (1997): A Textbook of Community Health for Nurses, Vora Medical Publication; Mumbai.
- Park, K. (2000): Essentials of Community Health Nursing. M/S Banarsidas Bhanot; Jabalpur.
- Park, K. (2000): Textbook of Preventive and Social Medicine. M/S Banarsidas Bhanot; Jabalpur.

SEMESTER-I

Methods of Community Participation

Course Code: MHSECMC125
Credit: 04 {Theory (T): 03 Practical (P): 01}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Provide a comprehensive overview of the community participation in various development contexts.

CLO 2: Gain knowledge and skills to effectively engage communities in planning and consideration of ethics in community participation

CLO 3: Get acquainted about various tools and techniques for community participation

CLO 4: Acquaint with field experiences for raising awareness and build support for community initiatives

CLO-PLO Matrix for the Course MHSECMC125

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSECMC125.1	2	3	2	3	2	3	3	3	3	2	2.6
MHSECMC125.2	2	3	3	3	2	2	2.5	3	2.5	2.5	2.55
MHSECMC125.3	3	2.5	3	2.5	2.5	2	2	3	2	2.5	2.25
MHSECMC125.4	3	2	2.5	2.5	2.5	2	2	2	3	2	2.25
Average PLO	2.5	2.62	2.62	2.75	2.25	2.25	2.37	2.87	2.65	2.25	2.4

Unit I: Introduction to Community Participation

- Defining community and community participation. Power dynamics and inequalities within communities.
- Importance of community participation in development. Understanding community needs, priorities, and resources.
- Different levels and types of community participation (passive, active, transformative). Benefits and challenges of community participation.
- Community assessment and analysis (e.g., demographic, social, economic, cultural factors). Inclusivity and representation of all community members. Cultural norms and values.

Unit II: Understanding Community Dynamics

- Stakeholder analysis and identification. Community mapping and resource assessment.
- Community Based Participatory Research (CBPR). Sustainability of community participation initiatives.
- Ethical considerations in community research and engagement. Community-led development and empowerment,
- The role of technology in community participation, and building sustainable community partnerships

Unit III: Participatory Rural Appraisal (PRA) for Community Participation

- Overview of PRA principles and methods. Origin and Sources of PRA. Salient features of PRA. Application of PRA techniques. Concerns about PRA.
- Space Related PRA Methods: Social map. Resources map. Participatory modelling method. Mobility map Services and opportunities map. Transect Participatory census methods.
- Time Related PRA- Methods: Daily activity schedule. Time line, Seasonal diagram. Trend analysis, Historical transect, Participatory genealogy method., Dream map.
- PRA Relation Methods: Cause effect diagram. Systems diagram. Network diagram, Venn Diagram, Pie Diagram, Spider Diagram. Body Mapping, Wellbeing Ranking Method, Pair wise Raking Method, Matrix Ranking/ Scoring method.

Unit IV: Field Experiences (Practical)

Strategies for raising awareness and building support for community initiatives.

- Involving community members in data collection and analysis.
- Semi-structured interviews with key informants. In-depth interviews with community members.
- Conducting and facilitating FGDs. Analysing FGD data and using it for planning.
- Planning and facilitating effective community meetings. Encouraging participation and consensus building.

References

- Chandramouli., K (1991) “Pass on the Pen Approach. Identifying the poorest of the poor families; PRA notes 14: December, PP 29-32 IIED, London.
- Cornwall, A. (1992) “Body Mapping in Health PRA/ PRA’ PRA notes 16 July PP 69-76 IIED, London.
- G. L. Ray, 2nd revised and enlarged edition 1996, first published 1991.
- Kumar Somesh ed., (1996) ABC of PRA – Attitude and Behaviour changes, A report of the Proceeding of South – East Workshop on Attitudes and Behaviour in PRA. Action Aid India and PRAXIS, Patna.
- Shinta Mulia Ari (2022) Analysis of The Relationship Between Leadership And Organizational Culture With Village Device Performance, International Journal of Applied Research in Social Sciences, June, 4(4):158-172
- Somesh Kumar (2002) Methods for Community participation. A Complete Guide for Practitioners.

SEMESTER-I

Environment, Consumption and Public Policy

Course Code: MHSECEC125
Credit: 04 {Theory (T): 04 Practical (P): 0}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Understanding land and people and factors affecting their survival

CLO 2: Understanding consumption and public policy for interplay between consumer behaviour, standard of living and satisfaction.

CLO 3: Analyse the effectiveness of various economic sectors influencing consumption patterns, promoting social welfare, and addressing financial factors related to consumption.

CLO 4: Learn economic, social, and public impacts on different organizational choices and policies.

CLO-PLO Matrix for the Course MHSECEC125

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSECEC125.1	3	3	2	3	3	3	2	3	2	3	2.70
MHSECEC125.2	2	3	3	3	3	2.5	2	3	2.5	2.5	2.65
MHSECEC125.3	2	2.5	3	2.5	2.5	2	3	2.5	2.5	2	2.55
MHSECEC125.4	2	2.5	2.5	2	2	3	3	2	2	2	2.30
Average PLO	2.25	2.75	2.62	2.62	2.62	2.62	2.5	2.87	2.25	2.7	2.5

Unit I: Land and Community

- Land: Concept, characteristics, importance, efficiency, extensive and intensive cultivation,
- Occupational evolutionary of the society: social, Agricultural, industrial, white and gray revolution
- Manpower: Population and manpower, concept of labour, characteristics, importance, kinds, productive and unproductive labour, factors determining efficiency of labour force,
- Market: concept, degrees of competition, types, evolution of market, Quality of commodity, Demand and Supply, Law of demand, and elasticity of demand

Unit II: Measurements of Community Utility and Satisfaction

- Wants: importance, classification, factors governing wants, Wants of Indian Laborer, Students, Women, difference between individual wants and desires
- Utility: concept, Measurements of utility, kinds, difference between utility and satisfaction, Law of diminishing marginal utility, Law of equi-marginal utility, Consumer surplus
- Standard of living: importance of family budget to householders, economists, social reformers and statesmen, Engel's law of consumption
- Satisfaction: concept, characteristics, types, levels of satisfaction, Consumer satisfaction, characteristics, strategies, factors affecting consumer satisfaction

Unit III: Financial Procedures for Community

- Money: history and origin of money, functions, importance, attributes of good money commodity, classification of money
- Income: saving and spending, importance of saving, effect of individual spending on spending on society, state intervention in spending,
- Capital: concept, characteristics, importance, functions, types, consumption: meaning, production verses consumption
- Banks: Functions, Importance, Types, latest trends in banking service

Unit IV: Forms of Financial Organisations

- Economic organisation: concept, importance, types, features, factors affecting various financial organisation
- Public Sector: socialism: concept, features, types, advantages, disadvantages, principles
- Private Sector: capitalism, concept, features, types, advantages, disadvantages, principles,
- Cooperative Sector: cooperative movement, origin and evolution, concept, features, types, advantages, disadvantages, principles, International Cooperative Alliance

Suggestive Readings:

- CSIRO & IGES (2012) Capacity Building and Policy Needs Assessment for Sustainable Consumption and Production: Executive Summary, UNEP
- De Vera A, Mitin A & Tuncer B (2011) Mainstreaming sustainable consumption in Asia - what is holding us back? Collaborating Centre on Sustainable Consumption and Production
- IGES (2010) Sustainable Consumption and Production in the Asia-Pacific Region: Effective Responses in a Resource Constrained World, IGES White Paper III 2010, Institute for Global Environmental Strategies.
- Tukker, A (2005) Leapfrogging into the future: Developing for sustainability, International Journal of Innovation and Sustainable Development, vol. 1, no. 1, pp. 65-84.
- United Nations Environment Programme (2008) Planning for change: Guidelines for national programmes on sustainable consumption and production, DTI/1028/PA.

SEMESTER-I
Application of Participatory Rural appraisal and ICT
(Lab Course)

Course Code: MHSELAP125
Credit: 04 {Theory (T): 0 Practical (P): 4}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Using maps to understand spatial relationships and resource distribution and applying participatory methods to real-life development projects.

CLO 2: Understanding the specific time related technologies used by for effective community engagement.

CLO 3: Facilitate communication, collaboration, and information sharing within rural communities, leading to collective problem-solving and development initiatives.

CLO 4: Promote ICT skills in rural communities by practicing safe online behaviour and navigating the digital world responsibly.

CLO-PLO Matrix for the Course MHSELAP125

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSELAP125.1	2	3	3	3	3	2	3	2	2	3	2.6
MHSELAP125.2	2.5	2.5	3	2.5	2	2	3	3	2	3	2.55
MHSELAP125.3	2.5	2	2.5	2	2	2.5	2.5	3	3	2.5	2.65
MHSELAP125.4	2	3	2	2	2	2.5	2.5	2.5	3	2	2.35
Average PLO	2.25	2.62	2.87	2.37	2.25	2.25	2.75	2.62	2.5	2.87	2.3

Unit I: Space related PRA Methods

- Social map
- Resources map.
- Mobility map.
- Services and Opportunities Map

Unit II: Time related PRA –methods Time line

- Daily activity schedule
- Dream map
- Trend analysis

Unit III: Application of ICT for Rural Community

- Prepare an almanac of facts. It should contain common concerns, issues, events and statistics.
- Prepare folders, charts, and posters for rural population on any one problem related to their health/ hygiene/nutrition/ demography/ economic condition/social issue/mental health
- Transmitting effective communication among rural community through various channels like email, messaging apps, and social media for connecting with others, and accessing information,
- Guiding rural women in participating in online communities. Connecting with online women organisations, help lines, Nation Women commission and Human Rights Commission.

Unit IV: ICT Skills for Rural Community

Training rural Community on specific applications relevant to, including:

- **E-agriculture:** Using apps for weather updates, market prices, crop management, and access to agricultural information. Assess to toll free/ online KVK
- **E-governance:** Accessing government services, applying for subsidies, and understanding e-procurement processes.
- **Telemedicine:** Using technology for remote consultations, health information access, and accessing healthcare services.
- **Financial Inclusion:** Utilizing mobile banking and digital payment systems for financial transactions.

Suggestive Readings:

- Anderson, Neil (2009) Equity and information communication technology (ICT) in education. New York: P. Lang
- Chandramouli., K (1991) “Pass on the Pen Approach. Identifying the poorest of the poor families; PRA notes 14: December, PP 29-32 IIED, London.
- Cornwall, A. (1992) “Body Mapping in Health PRA/ PRA’ PRA notes 16 July PP 69-76 IIED, London.
- Fichman, Pnina, and Madelyn R. Sanfilippo (2014) Technological Deterministic Approach to Multiculturalism and ICT, Springer International Publishing,
- G. L. Ray, 2nd revised and enlarged edition 1996, first published 1991.
- Halder, Santoshi, and Sanju Saha (2023) Information Communication Technology (ICT) in Education." In The Routledge Handbook of Education Technology, 351–62. London: Routledge India
- Kumar Somesh ed., (1996) ABC of PRA – Attitude and Behaviour changes, A report of the Proceeding of South – East Workshop on Attitudes and Behaviour in PRA. Action Aid India and PRAXIS, Patna.
- Ray, Partha (2019) Information and Communication Technology (ICT) in India. In Information Systems, 71–83. Abingdon, Oxon; New York, NY: Routledge, 2019.: Routledge India
- Shinta Mulia Ari (2022) Analysis of The Relationship Between Leadership and Organizational Culture with Village Device Performance, International Journal of Applied Research in Social Sciences, June, 4(4):158-172
- Somesh Kumar (2002) Methods for Community participation. A Complete Guide for Practitioners.

SEMESTER-I

Research Methods and Statistics

Course Code: MHSCCRM125
Credit: 04 {Theory (T): 04 Practical (P): 0}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Understand the significance of research methodology in Home Science research.

CLO 2: Understand the types, tools and methods of research and develop the ability to construct the data gathering instruments appropriate to the research design.

CLO 3: Acquaint skill of data processing and data analysis through various statistical measures

CLO 4: Learn qualitative analysis of data with scientifically writing and application of statistical software

CLO-PLO Matrix for the Course MHSCCRM125

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSCCRM125.1	2	3	3	3	2	3	3	3	2	3	2.70
MHSCCRM125.2	2	3	2.5	3	2	2	3	3	2.5	2.5	2.55
MHSCCRM125.3	3	2.5	2	2.5	2.5	2	2.5	2.5	2.5	2	2.6
MHSCCRM125.4	3	2	2	2	2.5	2	2.5	2.5	2	3	2.35
Average PLO	2.50	2.87	2.37	2.12	2.25	2.25	2.75	2.75	2.25	2.62	2.4

Unit I: Introduction to Research Methodology

- Meaning, Importance, Objectives, Types of Research, Identification of a research problem—criteria for selection and formulation
- Designing the research study – concept, importance and contents of a research plan. Hypotheses – Types, sources and process of setting up hypotheses
- Data collection Methods: observation, questionnaire, interview, case studies and scaling techniques. Google Forms

Unit II: Research Methods and Data Gathering Instruments

- Sampling— Characteristics and steps of sampling. Pilot studies and pretesting.
- Sampling Techniques: Probability and Non-Probability. Determination of sample size.
- Data Processing— Rules and types of diagrams, Presentation of data through Bar diagram and its types, Pie diagram and histogram

Unit III: Processing and Analysis of Data

- Measures of Central Tendency: Mean, Median, Mode, quartile, decile and percentiles
- Measures of Dispersion: Range, inter quartile range, quartile deviation, mean deviation and standard deviation
- Chi Square and t-Test (dependent and Independent)

Unit IV: Analysis and Interpretation of Data

- Correlation analysis— Karl Pearson's coefficient of correlation, Rank difference method (Spearman's method), concurrent deviations
- Analysis of variance and Regression Analysis—lines of regression and regression equation.
- Applications of SPSS & MINITAB, preparation of worksheets etc. Report writing—Types, and format. Plagiarism and Ethical issues

Suggestive Readings:

- Abu-Bader, Soleman Hassan (2010). Advanced And Multivariate Statistical Methods For Social Science Research With A Complete SPSS Guide. Chicago: Lyceum Books, Pune
- Bandakar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of social Research Himalaya Publishing House Mumbai.
- Bhanthnagar, G. L. (1990): Research methods and measurement in Behavioural and social science, degree, colo publishing academy, New Delhi.
- Dooley, D. (1995): Strategies for Interpreting Qualitative data sage publication, California.
- Gay, L.R. (1981, 2nd Ed) Educational Research, Charles, E. Merrill Columbus Ohio.
- Long, J. S., (1988): Common Problems Proper Solution: Avoiding Errors in Qualitative Research, Beverly Hills, Sage Publications, California.
- Mukherjee, R. (1989): The Quality of Life: Valuation in Social Research, Sage Publication, New Delhi.
- Stranss, A. and Corbin, J. (1990): Basis of qualitative Research: Grounded Theory Procedures and Techniques, Sage Publications, California.
- Chawla, Deepak & Sondhi, Neena (2011). Research methodology: Concepts and cases . NewDelhi: Vikas Publishing House. Pune

Semester – 2

Home Science: Extension and Communication

(MHSE)

SEMESTER-II

Women in Economic and Political Process

Course Code: MHSECWE225
Credit: 04 {Theory (T): 03 Practical (P): 1}
Max. Marks: 100
Total Contact Hrs. 60

Course Learning Outcomes

CLO 1: Conceptualization of women's workforce in India and its impact on social progress

CLO 2: Understand political status of women, their leadership skills and access to democratic decentralization

CLO 3: Acquire insight about political empowerment of women through electoral process

CLO 4: Advocate policy changes that support women's participation and advancement in national and UT policy

CLO-PLO Matrix for the Course MHSECWE225

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSECWE225.1	3	3	3	2.5	2	3	2	2.5	2.5	2.5	2.6
MHSECWE225.2	2	2	2.5	3	3	2.5	2.5	3	2	3	2.5
MHSECWE225.3	2.5	3	2	2.5	3	2.5	2.5	3	2	3	2.6
MHSECWE225.4	3	2.5	3	3	2.5	2	3	2	3	2.5	2.65
Average PLO	2.62	2.65	2.62	2.75	2.62	2.5	2.5	2.62	2.37	2.75	2.5

Unit I: Conceptualization of Women's Work

- Women in economy, Productive and reproductive work, estimating women's work
- National and international issues and debates in women's work, mobilization and resistance
- Issues concerning participation, locations, sectors, occupations
- Work Segmentation; nature, causes, and effect

Unit II: Globalization and Political Process

- Globalization and economic change, New international division of labour, feminization and marginalization, Migration and Development, migration theories and typologies, inequality and social change, vulnerabilities of trafficking
- Legislation, social protection and policy for women; framework and approaches, important legislations and landmark judgements, welfare and social security measures, Women in Planning and social policy
- Women's Issues in 19th, 20th and 21st Century; Women and Partition, Constitutional perspectives, Women's political rights and political institutions, All India women's Conference, CEDAW
- Women's movements in contemporary India, Women's Equality (formal and substantive), Challenges in women's participation in politics, Overcoming barriers to participation, Women in Panchayats

Unit III: Women and Electoral Process

- Political empowerment, Women's political empowerment index
- Women and Election, Women in state legislatures and parliament
- Forms, spaces, theories and dimensions of power
- Women's leadership; leadership and empowerment

Unit IV: Women leaders at National and UT Level (Practical)

- Calculation and reporting about major political parties in Lok Sabha, women political leaders and women elected during the process
- Calculation and reporting about major political parties in J&K Assembly elections, women political leaders and women elected during the process
- Estimation of Size of women electorate and voters' turnover in Lok Sabha and J&K Assembly elections
- Visit to Panchayats and reporting the participation of rural women in democratic decentralization

Suggestive Readings:

- Agnes, F. (2000). Law and Gender Inequality: The Politics of Women's Rights in India. New Delhi: Oxford University Press.
- Fridi, F., Iversen, V., and Sharan, M. R. (2013). Women Political Leaders, Corruption and Learning: Evidence from a Large Public Program in India. IZA Discussion Paper 7212.
- IPU (2025) Women in Politics, Inter-Parliamentary Union (IPU) and UN Women UN Women office publishing: Governance and Participation Section
- Lavanya, T. (2010) Women empowerment through entrepreneurship. New Century Publications
- Mahajan S., (2013) Women empowerment. Yak Publishing Channel
- Samuel Cohn & Rae Lesser Blumberg (2020) Gender and Development: The Economic Basis of Women's Power, SAGE Publications, Inc.
- Women, Power, and Property: The Paradox of Gender Equality Laws in India (2020), Women in Politics: A Global Perspective (updated edition 2025)

SEMESTER-II

Extension Approaches for Sustainable Development Goals (SDGs: 1 to 8) (Lab Course)

Course Code: MHSELEA225
Credit: 04 {Theory (T): 0 Practical (P): 4}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Identify potential solutions and strategies for poverty reduction and eradication; and explore sustainable agricultural practices and food systems.

CLO 2: Promote healthy lifestyles and access to quality healthcare; and promote lifelong learning opportunities for all.

CLO 3: Promote women's empowerment and equal opportunities; and understand the importance of access to clean water and sanitation.

CLO 4: Analyze the challenges of energy access and the need for clean energy solutions; and analyze the challenges of unemployment, underemployment, and informal work.

CLO-PLO Matrix for the Course MHSELEA225

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSELEA225.1	2.5	2.5	2.5	2	3	2	2.5	3	3	3	2.60
MHSELEA225.2	3	2	3	2.5	2.5	3	3	2.5	2	2	2.55
MHSELEA225.3	3	2	3	2.5	2.5	3	2.5	2	3	2.5	2.60
MHSELEA225.4	2.5	3	2	3	2	2.5	3	3	2.5	3	2.65
Average PLO	2.75	2.37	2.62	2.50	2.50	2.62	2.75	2.62	2.62	2.62	2.6

Unit I: SDG 1 and 2

- SDG 1 (No Poverty): Clothing Donation Drives: Donation drive of clothes and other needy items to be supported by students and provide them those in need. Encourage the reuse of clothing by organizing events where people can exchange or donate unwanted items, promoting responsible consumption.
- SDG 2 (Zero Hunger): Students shall participate in food drives and food waste campaigns, or organize a community food drive or creating a school garden, or collect food supplies and provide them to target people.

Unit II: SDG 3 and 4

- SDG 3 (Good Health and Well-being): Engage in physical activity, promote mental health awareness, participate in health screenings, or anthropometric assessment of children enrolled in anganwadi, preschools, street children, etc/ designing charts for awareness related to various diseases and wellbeing
- SDG 4 (Quality Education): Students as volunteer tutor, or donate educational materials, or promote literacy programs.

Unit III: SDG 5 and 6

- SDG 5 (Gender Equity); Storytelling to preschoolers and kindergartners or school going children about true friendship and (gender) equality/ community awareness regarding gender stereotypes/ Collecting facts related to women leaders, scientists or other renowned personalities and presenting them through posters/ PPTs/ displays etc./ Stand up against harassment in the workplace, streets, home or the online space, raise voice against it.
- SDG 6 (Clean Water and Sanitation): Participate in water conservation campaigns, or support organizations working on water access/ designing posters to promote water-saving habits, conducting an audit of water usage in school facilities, or organizing a community clean-up of a local water body

Unit IV: SDG 7 and 8

- SDG 7 (Affordable and Clean Energy): Reduce energy consumption at locality by turning off public lights/ awareness among rural community about renewable energy sources, energy efficiency, and sustainable practices through hands-on experience
- SDG 8 (Decent Work and Economic Growth): Role-playing/ Debate/ Community outreach related to safe and healthy working conditions, fair wages, inclusion, local economy, Safety and health of the workplace, etc

Suggestive Readings:

- Food and Agriculture Organization of the United Nations. (2014). The State of Food Insecurity in the World: Strengthening the enabling environment for food security and nutrition. Rome.
- Sustainable Development Solutions Network. (2013). An Action Agenda for Sustainable Development. Report for the UN Secretary-General. Paris, France and New York, USA: SDSN.
- The United Nations Department of Economic and Social Affairs. (2015). The Millennium Development Goals Report 2015.
- The United Nations Development Programme. (2015). Key Messages and Process on Localizing the Post-2015. Consultations on the Localization of the Post 2015 Development Agenda — World We Want.
- The United Nations. (2015). Transforming our world: the 2030 Agenda for Sustainable Development.
- The World Bank. (2015). Urban Development: Overview. Webpage.
- World Bank Group. (2016). Global Monitoring Report 2015/2016: Development Goals in an Era of Demographic Change. Overview booklet.

SEMESTER-II

Rural Social Development

Course Code: MHSECRS225
Credit: 04 {Theory (T): 03 Practical (P): 01}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Understanding rural social structure with the knowledge, issues, and concerns to address rural challenges

CLO 2: Analyse rural poverty, social problems and Community development programmes

CLO 3: Learn rural developmental strategies and policies in social, agricultural and industrial sectors

CLO 4: Assessment of rural changes through panchayats and community development agencies

CLO-PLO Matrix for the Course MHSECRS225

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSECRS225.1	2.5	3	2	3	2	2.5	3	3	2.5	3	2.65
MHSECRS225.2	3	2	3	2.5	2.5	3	2.5	2	3	2.5	2.60
MHSECRS225.3	2.5	2.5	2.5	2	3	2	2.5	3	3	3	2.60
MHSECRS225.4	3	2	3	2.5	2.5	3	3	2.5	2	2	2.55
Average PLO	2.75	2.37	2.62	2.50	2.50	2.62	2.75	2.62	2.62	2.62	2.6

Unit I: Introduction to Rural Social Development

- Rural Sociology: nature, scope, and significance in the Indian context. Rural Community: Definition, characteristics, factors affecting change, and changing features.
- Rural Development: Meaning, objectives, and the need for rural development in India. Indicators of Rural Development: Housing, education, poverty, income, infrastructure, and health facilities.
- Dimensions of Rural Development: Economic, social, and political dimensions. Rural Social Institutions: Family, caste system, religion, and their changing patterns.
- Rural Development experience: Asian Perspective (China, Sri Lanka, Bangladesh), Green revolution, Agrarian movements

Unit II: Rural Social Problems and Development

- Rural Poverty: Types, causes, consequences, and government anti-poverty programs. Rural Illiteracy and Health Problems: Educational challenges (enrollment, retention, dropouts), health issues, and access to healthcare. Regional Disparity: Problems, needs, and approaches to sustainable and participatory rural development.
- Social Issues: Untouchability, juvenile delinquency, problems of the disabled, beggary, prostitution, child labour, problems of the aged, and HIV/AIDS. Problems and Issues related to Scheduled Castes, Scheduled Tribes, Bonded Labour, Artisans and landless labours
- Community Development Programme. Land Reforms, Green Revolution, and Cooperative Movement: Their impact on rural development. Decentralization and Local Governance: Panchayati Raj Institutions (PRIs) and their role in rural development.
- Models of Rural Development: Gandhian and Socialist models. Disaster Management in Rural Context: Preparedness, mitigation, and response.

Unit III: Rural Development Strategies and Policies

- History of Rural Development in India: Colonial period, independent India, Changing Power Structures and Leadership: Rural leadership (concept, characteristics, types), emerging patterns, and the role of leadership in social change. Watershed Development and Management: Importance and practices.
- Agriculture and Allied Sectors: Role of agriculture, new agricultural strategies, Green Revolution, and diversification of rural economic activities (livestock, fisheries, forestry, horticulture).
- Rural Industrialization: Issues and problems in rural industrialization and development of agro-based industries. Rural Non-Farm Sector: Importance of the rural non-farm sector for employment and income generation. Rural Finance and Self-Help Groups: Role of SHGs in rural development.
- Sustainable Development: Strategies and practices for sustainable rural development. Management of Voluntary Sector Organizations: Role of NGOs and civil society in rural development.

Unit IV: Surveys and Reports (Practical)

- Assessing social changes taking place in Rural Areas
- Assessment of needs and problems of identified group in a rural community any one: Children /Adolescents /Women/ Aged
- Visit to Panchayats to study their role in rural development.
- Visit to rural community development agencies related to Health, Nutrition and Education in rural areas

Suggestive Readings:

- K.L. Sharma (2019) Rural Society in India (Second Edition), Rawat Publications, New Delhi
- NIRDPR. (2018). Annual Report 2017-2018. Hyderabad: National Institute of Rural Development and Panchayati Raj, Ministry of Rural Development, GOI.
- Panda, Santanu & Arup Majumder. (2013). 'A Review of Rural Development Programmes in India'. IJRSSA
- The Sustainable Development Solutions Network for the United Nations. (2021). World Happiness Report 2020.

SEMESTER-II

International Extension System

Course Code: MHSECIE225
Credit 04: {Theory (T): 04 Practical (P): 0}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Understand international evolution of extension education and its paradigms

CLO 2: Learn extension systems and approaches at national and international levels

CLO 3: Equip students with the knowledge, skills, and perspectives necessary to work effectively in the field of extension in a globalized world.

CLO 4: Understand agricultural productivity through national and local extension system via a viz international level

CLO-PLO Matrix for the Course MHSECIE225

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSECIE225.1	2.5	3	2.5	2	3	3	2.5	2	3	3	2.65
MHSECIE225.2	3	2.5	3	3	2	2.5	3	2.5	2.5	2	2.60
MHSECIE225.3	3	3	3	2.5	2.5	2	2	3	2.5	3	2.55
MHSECIE225.4	2	2	2	3	2	2.5	3	2.5	3	2.5	2.55
Average PLO	2.62	2.62	2.62	2.62	2.37	2.75	2.62	2.75	2.75	2.62	2.6

Unit I: Introduction to Global Extension

- Global Transformation of the meaning of Extension, the changing role and Approaches of extension, global paradigms of extension, global extension systems, global challenges for extension systems
- Historical Evolution: origins and development of extension services globally, including the shift from traditional approaches to more participatory and systems-based models.
- Global Paradigms, Theoretical frameworks and approaches to extension, including linear, participatory, and systems-based models.

Unit II: International Extension Systems and Approaches

- National Extension Systems, Structure, organization, and functioning of extension systems in various countries, including both developed and developing nations.
- Role of Different Actors, Roles of governments, NGOs, private sector companies, producer organizations, and other stakeholders in delivering extension services.
- International Collaboration, Mechanisms and platforms for international collaboration and knowledge sharing in extension, Successful and unsuccessful examples of extension programs in different international contexts.

Unit III: Capacity Development and Training

- Needs Assessment: capacity development needs of different stakeholders in the extension system, including farmers, extension agents, and policymakers.
- Training Methods: Training methodologies and approaches for capacity development, including participatory training, ICT-based training, and experiential learning.
- Institutional Capacity and assessment: role of institutions in supporting capacity development and knowledge transfer in extension., methods for evaluating the impact of extension programs on various outcomes, including agricultural productivity, livelihoods, and environmental sustainability.

Unit IV: Extension System in India

- Agricultural extension in the context of international agricultural development. Agricultural extension in Asian countries, Paradigms of agricultural extension contributed to agricultural systems across the globe.
- Agriculture Extension System in India, Trends in Public Agriculture Research and Extension Expenditure in India.
- Overview of Agriculture Extension System in Gujarat, Madhya Pradesh, Punjab, Uttar Pradesh, Odisha, Bihar Ladakh, J&K

Suggestive Readings:

- Crowder, L. Van. 2000. National Agricultural Advisory Service (NAADS. FAO/World Bank Formulation Mission Report).
- Diouf, J. 2000. Introduction, in: The State of Food and Agriculture 2000: Lessons from the past 50 years; Rome: FAO.
- Hulme, D. 1991. Agricultural Extension Services as Machines: The Impact of the Training and Visit Approach; Worldwide Institutional Evolution and Forces for Change; Amsterdam: Elsevier Science Publishers.
- Malawi, Government of. 2000. Agricultural Extension in the New Millennium: Towards Pluralistic and Demand-driven Services in Malawi. Policy document. Lilongwe: Ministry of Agriculture and Irrigation, Department of Agricultural Extension Services.
- Rondinelli, D.A. 1987. Administrative Decentralization of Agricultural and Rural Development Projects in Asia: A Comparative Analysis; London: Croom Helm.
- Sangeet Gupta & Mithilesh Verma (2011) Global Extension Systems: A Textbook, New Academic Publications , New Delhi
- Vishakha Bansal, Nanchhu Ram Meena and L.L. Somani (2021) Textbook of Global Extension Systems, Agrotech Publishing Academy.Udapur

SEMESTER-II

Internship in Extension and Communication

Course Code: MHSCIEC225
Credit: 04 {Internship (I): 04 Theory (T): 0 Practical (P): 0}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Meeting academic requirements: Internships shall fulfil academic requirements for the extension education program, often requiring students to submit reports or evaluations.

CLO 2: Reflecting on experiences: Students shall be encouraged to reflect on their internship experiences, analyze their learning, and identify areas for future development.

CLO 3: Developing a professional portfolio: The work completed during an internship shall be valuable for building a professional portfolio that showcases skills and accomplishments.

CLO 4: Building professional connections: Gaining hands-on experience in extension work, developing specific skills like program planning or communication, and building professional connections through mentorship and networking with extension professionals.

CLO-PLO Matrix for the Course MHSCIEC225

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSCIEC225.1	3	2	3	3	2	3	2.5	3	2.5	3	2.70
MHSCIEC225.2	2	2.5	3	3	3	2.5	3	2	3	2.5	2.65
MHSCIEC225.3	2	2	2	3	2.5	2.5	3	3	3	3	2.60
MHSCIEC225.4	2	2.5	2	3	2.5	2.5	2	2.5	2	3	2.40
Average PLO	2.25	2.25	2.50	3.00	2.25	2.62	2.62	2.62	2.62	2.87	2.5

Duration

The internship programme shall be of 6 weeks duration. For Extension Education students, an internship typically involves:

Organisations for Internship

Extension and Communication students shall internship at any one of the places, including:

- Government agricultural extension offices,
- Agricultural companies,
- Non-governmental organizations (NGOs)
- Social Welfare Department
- Women Development Corporation

ASPECTS OF INTERSHIP PRACTICE

1. Practical experience (I)

- **Real-world application of knowledge:** Internships shall allow students to apply the theoretical knowledge gained in the classroom to practical situations within an extension setting.
- **Exposure to diverse extension activities:** Students shall likely be involved in various extension programs, such as community outreach, agricultural education, or family and consumer sciences, providing a broad understanding of the field.
- **Hands-on training:** Internships shall offer opportunities to participate in on-the-ground activities, like developing educational materials, conducting workshops, or assisting with community needs assessments.

2. Skill development (I)

- **Specialized skill development:** Internships shall provide a chance to enhance specific skills relevant to extension work, such as program planning, communication, needs assessment, and evaluation.
- **Professional communication skills:** Internships shall involve interacting with diverse audiences, which helps students refine their communication and presentation skills.
- **Mentorship:** Students shall have opportunities to connect with experienced extension professionals, learn from their expertise, and build a professional network.

3. Networking opportunities within the field (I)

- **Building professional connections:** Internships shall provide valuable opportunities to network with extension professionals, potentially leading to future job opportunities or collaborations.
- **Gaining career insights:** Internships shall allow students to gain a deeper understanding of the career paths available within extension and to explore potential career interests.
- **Networking and Mentorship opportunities:** Internships shall include mentorship from experienced professionals, providing guidance, feedback, and support in developing professional skills and career goals.

Semester – 3

Home Science: Extension and Communication

(MHSE)

SEMESTER-III

Organisation Theory and Behaviour

Course Code: MHSECOB325
Credit: 04 {Theory (T): 04 Practical (P): 0}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Learn to analyse and explain the behaviour of individuals and groups in organizational settings.

CLO 2: Identify, define, and apply relevant organizational behaviour theories, models, and methods to real-world situations.

CLO 3: Understand strategies and theories of motives and motivation to improve organizational performance.

CLO 4: Gain knowledge of leadership techniques and styles for managing changes within organizations and understanding its impact of these processes on working relationships.

CLO-PLO Matrix for the Course MHSECOB325

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSECOB325.1	3	2.5	3	2.5	3	3	2	2	3	2	2.60
MHSECOB325.2	2.5	3	2	3	2.5	2.5	3	3	3	2.5	2.70
MHSECOB325.3	3	3	3	3	2.5	2.5	2.5	2.5	3	2	2.70
MHSECOB325.4	3	2	2.5	2	2.5	2.5	2.5	2.5	3	2.5	2.50
Average PLO	2.87	2.62	2.62	2.62	2.62	2.62	2.5	2.5	3.0	2.25	2.6

Unit I: Understanding Organisation Behaviour

- Organisation: Nature, structure, importance, methods, principles, approaches, tools and techniques
- Individual Behaviour: formal and informal relations, building morale, measuring morale
- Group Dynamics: management of groups, advantages and disadvantages of groups, Formation of formal groups, Emergence, characteristics, types, functions of informal groups.
- Attitudes: functions, types, models, measurements, components, factors affecting attitudes

Unit II: Foundations of Organisation Theory

- Organisation and environment: types of environments, interaction of organisation with environment, organisation respond to change,
- Social responsibility of organisation; Nature, limitations, Sources of organisations theories,
- The classical theory or Philosophical theory, The Human Relation theory or the Neo-Classical Theory, Modern Theory or System theory
- Organisational Effectiveness: Importance, process, principles, efficient verses effective organisation

Unit III: Motivational Approaches

- Motivation; importance, process, elements, types, motivation and motives
- Motivational theories of organisation, Need Hierarch Theory, two factor theory/motivation hygiene theory, Achievement motivation theory, Path-goal or expectancy theory,
- Porter and Lawler model of motivation; implications and process
- Money and motivation, motivating managers, contingency approach to motivation

Unit IV: Leadership in Organisation

- Qualities, characteristics, types, importance, functions of leadership
- Theories of leadership; trait theory, Situational Theories, Contingency. Transformational Leadership, Transactional Leadership, Authentic Leadership, Servant Leadership.
- Leadership styles, Principal tasks of leadership, approaches in leadership
- Gender in Leadership; Women-in-Management approach and Doing Gender approach

Suggestive Readings:

- Bratton, J. (2010). Work and organizational behaviour (2nd ed). Palgrave Macmillan.
- Bratton, J. (2015). Introduction to work and organizational behaviour (Third edition). Palgrave Macmillan Education.
- Buchanan, D. A., & Huczynski, A. (2013). Organizational behaviour (9th edition) (8th edition). Pearson.
- Clegg, S., Kornberger, M., & Pitsis, T. (2011). Managing & organizations: an introduction to theory and practice (3rd ed). SAGE.
- Cross, C., & Carbery, R. (Eds.). (2016). Organisational behaviour: an introduction. Palgrave Macmillan.
- Fineman, S., Gabriel, Y., & Sims, D. (2010). Organizing and organizations (4th ed). SAGE.
- Hayes, J. (2021). The theory and practice of change management (Sixth edition). Red Globe Press.
- King, D., & Lawley, S. (2013). Organizational behaviour. Oxford University Press.
- Mullins, L. J., & Christy, G. (2013). Management & organisational behaviour (Tenth Edition). Pearson Education.
- Nahavandi, A., Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2015). Organizational behaviour. SAGE Publications.
- Robbins, S. P., & Judge, T. (2014). Essentials of organizational behaviour (Twelfth edition). Pearson.
- Thompson, P., & McHugh, D. (2009). Work organisations: a critical approach (4th ed). Palgrave Macmillan.
- Wilson, F. M. (2014). Organizational behaviour and work: a critical introduction (Fourth edition). Oxford University Press.

SEMESTER-III

Training for Rural Development

Course Code: MHSECTR325
Credit: 04 {Theory (T): 03 Practical (P): 01}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Understand various strategies and designs of training programme and factors affecting organisational development.

CLO 2: Conceptualize the training process through various methodologies

CLO 3: Learn trainer and trainee interface for developing assertive skills, system approach and evaluate sustainability of training programme.

CLO 4: Field experiences through visits to various training centres and institutes

CLO-PLO Matrix for the Course MHSECTR325

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSECTR325.1	3	2.5	3	3	2	2.5	2.5	2.5	2.5	3	2.70
MHSECTR325.2	2,5	3	2.5	2.5	3	2.5	3	3	2.5	3	2.75
MHSECTR325.3	2	3	2.5	2	2	3	3	2	2.5	2	2.40
MHSECTR325.4	3	2	2	3	3	2.5	3	3	2.5	3	2.70
Average PLO	2.62	2.62	2.50	2.62	2.50	2.62	2.87	2.62	2.50	2.75	2.6

Unit I: Training and Learning

- Concept of learning, factors affecting learning among adults, Types and methods of learning, learning paradigms — learning knowledge, attitudes, skills practices, values, learning, reflective learning, literature learning.
- Concept of training: Goals of training, self-development, action learning, transformation and organizational development, enhancing organizational effectiveness, team spirit.
- Training Strategy and Designs - Training need assessment, Planning training and other resources programme, organizational environmental, training facilities and other resources.
- Organizational factors and training. Working climate, leadership, values, mechanics of change - organizational structures for facilitating micro and macro level interventions for facilitating development.

Unit II: Learning Methodologies

- Current trends in training methodologies, organizational development approach, and competency-based training, participatory training methodologies aspects, advantages, limitations, and implication for training process.
- Training administration: policies, guidelines, authority --- the formation of training plans --- whom to be given training, when and how.
- Arranging for strategies from training design. Training methods and interaction styles, Budget records, resourcing, use and choice of consultants. Cost, organizational support and other factors facilitating training, post training factors.
- Classification of training methods, their importance, use and limitations—selecting appropriate methods to suit situations and circumstances. Case study, role play, psychodrama, sensitivity, buzz group discussion, transactional analysis, process work, micro—lab, business games etc.

Unit III: Trainers and Trainee Interface

- Roles of a trainer, counsellor, partner, facilitators, teacher, advisor, model expert.
- Competencies of trainer attitudes, behavioural traits ---combining competencies of trainers, trainer -- trainee perceptions.
- Factors affecting, implications on training, building and developing assertive skills.
- Different phases of training, conceptual models of training, System approach to training - inputs, process, outputs, Evaluation process— components, process, methods and techniques.

Unit IV: Training Process

- Visit to Training of Trainers (TOT) program conducted by Krishi Vigyan Kendras (KVKs) learning how to train individuals effectively extending the reach of agricultural knowledge and best practices.
- Visit to Industrial Training Institute (ITI) understanding various vocational training programmes that offer practical, hands-on training in various trades and technical fields.
- Micro training provided by students to Anganwadi workers regarding efficient functioning of ICDS
- One day training to ASHA (Accredited Social Health Activist) workers encompasses a variety of components, including knowledge about maternal and child health, general health, family planning, and community participation.

Suggestive Readings:

- Berger, M. L. and Berger, P. J. (1973) Group Training Technologies. Lowe and Bryalone Pvt. Ltd; Haver Hill; Britain.
- Bhatnagar, D.P. (1989) Evaluation Methodologies for Training theory and Practical. Oxford and IBH Publishing Company; New Delhi.
- Easterby Smith, Mark (1986) Evaluation Management, training and Development. Gowers Publishing England.
- Flippo Edwin, B. (1972) Principles, of Personnel Management. McGraw Hill Co;; New York.
- Hacked, P. (1997). Introduction to Training. Universities Press Hyderabad.
- Kolb, D. (1984). Experimental learning. Experiences as the source of learning and development. Prentice Hall Inc; New Jersey.
- Lyton, R. and Parek, O. (1990). Training for Development. Vistar Publications: New Delhi.
- Lyton, R. and Pareek, V. (1992). Facilitating Development. Sage Publications, New Delhi.
- Moss Geoffrey (1988). The trainers Handbook for Managers and Trainers. Institute of Management; Singapore.

- Myshia, D.C. (1998) New Directions in Extension Training Directorate of Extension, Ministry of Agriculture, Govt. of India: New Delhi.
- Palmer, A.B. (1981), Learning cycle: Models of Behavioural Change – A Handbook of Group facilitator. University Associates: California.
- Pareek, U. (1989). Behavioural Process in Organization. Oxford and IBH; New Delhi.
- Prior, F. (1994) Handbook of Training and Development. Jaico Publishing House; Bombay.

SEMESTER-III

Extension Approaches-II for Sustainable Development Goals

(SDGs: 9 to 17)

(Lab Course)

Course Code: MHSELEA325

Credit: 04 {Theory (T): 0 Practical (P): 4}

Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Understand the importance of resilient infrastructure for sustainable development; and promoting empathy and respect for diversity.

CLO 2: Promote community participation in urban development; and mindful consumption and waste reduction.

CLO 3: Analyse the causes and consequences of climate change; evaluating the impact of human activities on aquatic ecosystems.

CLO 4: Evaluate the impact of deforestation, desertification, and land degradation; role of institutions in promoting good governance and the rule of law

CLO-PLO Matrix for the Course MHSELEA325

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSELEA325.1	2	2.5	2.5	2	2.5	2	2.5	3	2.5	3	2.45
MHSELEA325.2	3	2.5	3	3	2	3	2.5	2.5	3	2.5	2.70
MHSELEA325.3	2	2.5	2	2	3	2	3	2.5	3	2	2.40
MHSELEA325.4	3	2.5	3	3	2	2	2.5	2	2	3	2.50
Average PLO	2.50	2.50	2.62	2.50	2.62	2.25	2.62	2.50	2.62	2.62	2.5

Unit I: SDG 9 and 10

- SDG 9 (Industry, Innovation, and Infrastructure): Map out local resources like free WiFi hotspots and share this information through social media or flyers/ charity or donation for clean and resilient infrastructure/ awareness about ensure equal and universal access to information and financial markets.
- SDG 10 (Reduced Inequalities) simulated "privilege walk" or "social justice walk" by students encouraging social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status/ Run a voting registration campaign/ Support migrants and refugees in your communities. Volunteer in a local refugee camp. Gather or donate the appliances, food, clothes needed, etc

Unit II: SDG 11 and 12

- SDG 11 (Sustainable Cities and Communities): Organizing a community cleanup event focused on improving a local park or public space. This activity directly addresses the goal of creating inclusive, safe, resilient, and sustainable cities by enhancing the quality of public areas and fostering community engagement. Students can work together to pick up litter, plant trees or flowers, and repair damaged infrastructure like benches or playgrounds.
- SDG 12 (Responsible Consumption and Production): Reduce waste, recycle properly, choose sustainable products, and avoid overconsumption/ Waste Audit and Reduction Challenge within a school or community. This activity encourages participants to track their waste generation, identify areas for reduction, and implement strategies to minimize their environmental footprint.

Unit III: SDG 13 and 14

- SDG 13 (Climate Action): Workshop where participants analyse the impacts of climate change on their local environment, brainstorm solutions, and commit to taking action. This hands-on activity encourages students to understand the challenges and opportunities related to climate change in their own context, fostering a sense of ownership and responsibility /Reduce carbon footprint, participate in climate marches, or support organizations working on climate solutions.
- SDG 14 (Life Below Water): Organizing a river or lakh clean-up. This hands-on activity directly addresses water pollution by removing plastic and other debris that harms water life.

Unit IV: SDG 15, 16 and 17

- SDG 15 (Life on Land): Organizing a tree planting event to restore degraded land or create new habitats. This activity directly addresses the SDG's target of protecting, restoring, and promoting sustainable use of terrestrial ecosystems, combating deforestation, halting biodiversity loss and promote sustainable land management practices.
- SDG 16 (promoting peace, justice, and strong institutions): Activities like debates on conflict resolution, workshops on non-violent communication, and the creation of artwork or performances that explore themes of peace and justice. Students could also research and present on local or global issues related to SDG 16, such as human rights violations or corruption, and advocate for change through letter writing or campaigns.
- SDG 17 (Partnerships for the Goals): Collaborative project with a local organization to address a specific community need. This could be a joint effort between students, NGOs and a local business/ Volunteer in NGOs that are working towards the Global Goals/ organise exhibition of products which helps to indicate products from local producers

Suggestive Readings:

- Food and Agriculture Organization of the United Nations. (2014). The State of Food Insecurity in the World: Strengthening the enabling environment for food security and nutrition. Rome.
- Sustainable Development Solutions Network. (2013). An Action Agenda for Sustainable Development. Report for the UN Secretary-General. Paris, France and New York, USA: SDSN.
- The United Nations Department of Economic and Social Affairs. (2015). The Millennium Development Goals Report 2015.
- The United Nations Development Programme. (2015). Key Messages and Process on Localizing the Post-2015. Consultations on the Localization of the Post 2015 Development Agenda — World We Want.
- The United Nations. (2015). Transforming our world: the 2030 Agenda for Sustainable Development.
- The World Bank. (2015). Urban Development: Overview. Webpage.
- World Bank Group. (2016). Global Monitoring Report 2015/2016: Development Goals in an Era of Demographic Change. Overview booklet.

SEMESTER-III

Population and Development

Course Code: MHSECPD325
Credit: 04 {Theory (T): 03 Practical (P): 01}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Focus on population size, demographic growth, gender and its impact on economic development.

CLO 2: Understand population theories for sustainable development and individual well-being.

CLO 3: Address the challenges associated with fertility and mortality and its effects on various aspects of society, including the environment, economy, and social well-being.

CLO 4: Recognizing population pyramids of different countries and linking it with census data and population characteristics

CLO-PLO Matrix for the Course MHSECPD325

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSECPD325.1	3	3	2.5	2.5	2	2	3	2	3	3	2.60
MHSECPD325.2	2.5	2	2.5	3	2.5	3	2	2	3	2.5	2.50
MHSECPD325.3	2.5	3	2	2	3	3	2.5	2.5	2	2	2.45
MHSECPD325.4	3	2.5	2	3	2	3	2.5	3	2.5	2	2.55
Average PLO	2.75	2.62	2.25	2.62	2.37	2.75	2.50	2.37	2.62	2.37	2.5

Unit I: Introduction to Population Studies

- Concepts and Scope: Population studies, demography, and their relationship to other disciplines, evolution of population studies as a field of research.
- Demographic Data: Understanding the purpose, methodology, and limitations of Census, Civil Registration System, Sample Surveys, International Sources (UN and WHO).
- Gender Inequality: Impact of gender on population dynamics and development.
- Relationship between population size, growth, and economic progress; natural resources and the environment.

Unit II: Population Theories

- Malthusian Theory: Concept of population growth exceeding resource availability.
- Optimum Population Theory: Ideal population size for a given region or resource base.
- Theory of Demographic Transition: Shift in birth and death rates over time.
- Marxist Perspective: Relationship between population growth, economic systems, and social structures.

Unit III: Fertility and Mortality

- Determinants of Fertility: biological, social, economic, and cultural factors influencing fertility levels. defining and calculating various fertility measures like crude birth rate, general fertility rate, and total fertility rate; factors that directly affect fertility levels, such as marriage patterns, breastfeeding, and contraception.
- Fertility Policies and Programs: government initiatives aimed at influencing fertility levels.
- Determinants of Mortality: mortality rates, including crude death rate, age-specific death rates, and infant mortality rate, factors influencing death rates, such as disease, nutrition, and healthcare access.
- Data Sources and Quality: reliability and limitations of mortality data, particularly in developing countries; techniques for adjusting mortality rates to account for differences in age structure.

Unit IV: Population Issues (Practical)

- Visit to Population Research Centre (PRC) of University of Kashmir, understanding multidisciplinary research on population dynamics, health, and related social and economic issues and evidence-based insights to policy and program development in areas like family welfare, reproductive health, and disease prevention.
- Analyse population pyramids of different countries to understand age and sex distributions. They can compare pyramids of developed and developing nations and discuss the implications of different age structures on social and economic development.
- Conducting Surveys of villages to gather data on local population characteristics, such as age, gender, education levels, and family size. They can analyse the collected data to identify trends and patterns related to population growth, migration, or other demographic factors.
- Investigate through latest census district wise in rural and urban areas as per their age and gender, comprising their worker/education/ marital status

Suggestive Readings:

- Brody, Ralph (1982). Problem Solving: Concepts and Methods for Community Organizations. New York: Human Sciences Press.
- Census of India; 2025; Census 2021; www.censusofindia.com
- Coale, Ansley J., Demeny, Paul & Vaughan, Barbara. (1983). Uses of the Tables" Regional Model Life Tables and Stable Populations (29-36). 2nd ed. New York: Academic Press.
- Isserman, A. M. (1993). The Right People, the Right Rates. Journal of the American Planning Association. Vol. 59, No. 1, Winter, p. 45-64.
- Lewis, John P. (1988). Strengthening the Poor: What Have We Learned? New Brunswick: Transaction Books.
- Morrison, Peter A. (2011). Demographic Information for Cities: A Manual for Estimating and Projecting Local Population Characteristics. Santa Monica, CA: Rand.
- Murdock, S. H. & Ellis, D. R. (1991). Applied Demography: An Introduction to Basic Concepts, Methods, and Data. Boulder: Westview Press.

- Byers, D. & Meniffee, L. (2000). Population Analysis. The Practice of Local Government Planning. Washington, D.C: International City/County Management Association.
- Oakley, Peter (2022). Projects with People: The Practice of Participation in Rural Development. Geneva: International Labour Office.
- Raymondo, J. C. (2002). Population Estimation and Projection. New York: Quorum.
- .Siegel, J.S. and Swanson D. A. (2004). The Methods and Materials of Demography (Second Edition). San Diego, CA: Elsevier Press.
- Thomas, R. K. (1994). Using Demographic Analysis in Health Services Planning: A Case Study in Obstetrical Services. In H. J. Kintner, T. W. Merrick, P. A. Morrison, & P. R. Voss (Eds.). Demographics: A Casebook for Business and Government (pp. 159-179). Boulder: Westview Press.

SEMESTER-III

Artificial Intelligence and Digital Technology for Home Science

Course Code: MHSCCAI325
Credit: 04 {Theory (T): 04 Practical (P): 0}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Equip students with the knowledge and skills to leverage the power of AI and digital technologies to enhance their understanding and practice of home science.

CLO 2: Analyse impact of digital technology on women online strategies for their safety and technology for women empowerment

CLO 3: Analyse data, develop solutions, and contribute to advancements in the field of Home Science through the application of AI and digital technologies.

CLO 4: Understand AI powered tools and platforms in home science, including natural language processing

CLO-PLO Matrix for the Course MHSCCAI325

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSCCAI325.1	3	3	2	3	2.5	2.5	3	3	2	2	2.50
MHSCCAI325.2	2.5	3	2	2	3	2.5	2	2.5	2	2.5	2.40
MHSCCAI325.3	2	2	2.5	2.5	2	2	3	2.5	2.5	3	2.40
MHSCCAI325.4	2	2.5	3	2.5	3	2	3	2.5	2.5	2.5	2.55
Average PLO	2.37	2.62	2.37	2.50	2.62	2.25	2.75	2.62	2.25	2.50	2.4

Unit I: Introduction to Artificial Intelligence and Digital Technology

- Fundamentals of AI: Definition, history, types of AI (narrow, general, super), and key concepts like machine learning, deep learning, and neural networks.
- Digital Literacy: Understanding operating systems, software applications, and basic computer operations. Proficiency in using digital tools for communication, information access, and data management.
- AI in Everyday Life: Exploring how AI is already impacting various sectors and how it might further transform our daily lives.
- Ethical Considerations: Examining the societal impact of AI, including issues of bias, privacy, and responsible AI development.

Unit II: Impact of Digital Technology on Women

- Digital Technologies and Gendered Dimensions: Defining digital technologies and identity; theorizing digital identity and its relation to gender; access to technology: global inequalities and disparities; digital literacy and its impact on women's opportunities
- Online Harassment and Safety: cyberstalking, cyberbullying, and online abuse targeting women; role of social media platforms and online communities; strategies for combating online harassment and promoting online safety
- Construction of Gender; online representations of women and gender stereotypes; performance of gender online: self-presentation and identity play; impact of digital technologies on traditional gender roles
- Technology for Women's Empowerment: digital tools for education, healthcare, and economic empowerment; digital entrepreneurship and women's economic independence; importance of critical engagement with digital technologies; need for inclusive and equitable digital development

Unit III: Digital Technologies for Home Science Applications

- AI in Extension Education: Fundamentals of AI and its applications in agriculture and rural development; Drones for crop monitoring and spraying; Sensors for soil and water management; Geographic Information Systems (GIS) for spatial analysis and mapping; Mobile-based extension services.
- AI in Nutrition and Dietetics: AI-powered tools for personalized meal planning, dietary recommendations, and food analysis; tools for data collection, analysis, and presentation in areas like nutritional analysis

- AI in Human Development: Digital technologies and AI for the betterment of human lives and the advancement of society; AI for assistive technologies for people with disabilities, language translation tools, and inclusive design; use of AI-powered toys and learning tools for young children.
- AI in Textiles, Fashion and Interior Design: use of AI in fabric analysis, design, and virtual try-on technologies. AI-powered tools for 3D modelling, space planning, and virtual interior design; tools for data collection, analysis, and presentation in areas; Principles of smart home technology and its applications in areas like energy management, security, and convenience

Unit IV: Programming and AI Tools

- Machine Learning for Home Science: Specific machine learning algorithms and their applications in analysing data related to home science.
- Computer Vision for Home Science: Understanding how computer vision can be used for object recognition, image analysis, and pattern detection in areas like textiles and interior design.
- Natural Language Processing (NLP): Learning about NLP techniques for text analysis, sentiment analysis, and chatbot development for home science applications.
- AI-powered Tools and Platforms: Hands-on experience with various AI-powered tools used in home science, including design software, data analysis platforms, and smart home applications.

Suggestive Readings:

- Acemoglu, D. and Restrepo, P. (2018). Artificial Intelligence, Automation and Work. Working Paper no. 24196. National Bureau of Economic Research.
- Acemoglu, D. and Restrepo, P. (2019). Automation and New Tasks: How Technology Displaces and Reinstates Labor. *Journal of Economic Perspectives*, 33(2):3–30.
- Bostrom, N. (2003). Ethical Issues in Advanced Artificial Intelligence. In: Smit, I. et al. (eds.) *Cognitive, Emotive and Ethical Aspects of Decision Making in Humans and in Artificial Intelligence*, 2nd ed. International Institute of Advanced Studies in Systems Research and Cybernetics.
- Cockburn, Henderson, R., and Stern, S. (2017). *The Impact of Artificial Intelligence on Innovation*. Research Issues in Artificial Intelligence, Toronto.

- Gries, T. and Naudé, W. (2020). Artificial Intelligence, Income Distribution and Economic Growth. IZA.
- Maschler, M., Solan, E., and Zamir, S. (2013). Game (t)heory, 2nd ed. Cambridge: Cambridge University Press.
- Naudé, W. and Dimitri, N. (2020). The Race for an Artificial General Intelligence: Implications for Public Policy. AI and Society,
- Ord, T. (2020). The Precipice: Existential Risk and the Future of Humanity. New York: Hachette Books.
- Udkowsky, E. (2008). Artificial Intelligence as a Positive and Negative Factor in Global Risk. Global Catastrophic Risks. Oxford: Oxford University Press.

Semester – 4

Home Science: Extension and Communication

(MHSE)

(CW+CW)

SEMESTER-IV

Behaviour Change and Advocacy in Health

Course Code: MHSECBA425
Credit: 04 {Theory (T): 03 Practical (P): 01}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Understand the multi-faceted nature of community health and behaviour.

CLO 2: Develop a holistic understanding of sociology of health and people's perception towards health

CLO 3: Able to critique policies, intervention programmes, and strategies adopted for addressing community health issues.

CLO 4: Enhanced knowledge, improved attitudes, increased skills, community dialogue, demand for services, policy changes, and ultimately, improved health outcomes.

CLO-PLO Matrix for the Course MHSECBA425

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSECBA425.1	2	2	3	2.5	3	3	3	2	3	2	2.55
MHSECBA425.2	2.5	2	2	2.5	3	3	2	2.5	3	2.5	2.50
MHSECBA425.3	3	2	3	3	2	2.5	3	3	3	3	2.75
MHSECBA425.4	3	2	2.5	2	3	3	3	2	2.5	2	2.50
Average PLO	2.62	2.0	2.62	2.50	2.75	2.87	2.75	2.37	2.87	2.37	2.5

Unit I: Introduction to Health Behaviour

- Differentiating between health behaviours, health-related behaviours, and risky health behaviours.
- Determinants of Health Behaviours; individual, social, environmental, and policy factors that influence health behaviours.
- The Importance of Behaviour Change; change that improve health outcomes and reduce disease burden.
- Behaviour Change Techniques: Exploring specific techniques like goal setting, self-monitoring, feedback, reinforcement, and social support.

Unit II: Health –Development Perspectives

- Health situation, concept of community health, epidemiology, demography, preventive and promotive health
- Health communication and advocacy- Meaning, concept, various strategies, types.
- Socio cultural perceptions and motivations towards health.
- Health care systems-types-contemporary and traditional systems, socio-cultural context of health care and delivery systems.

Unit III: Health Communication and Advocacy

- Strategizing health advocacy and BCC campaigns- elements, tools and techniques.
- Role of media and ICT in promoting health
- Synergizing inter-sectoral partnerships for health advocacy and action.
- Demographic changes, marriage, morbidity, mortality, life expectancy, sex ratio, aging and widowhood, female- headed families. Women's role, their resources and contribution to family.

Unit IV: Women and Health (Practical)

- Awareness programme for prevention of chronic degenerative disease/ neurological problems, AIDS/ Breast /ovarian/cervical cancer.
- Programme planning and implementation for improving health status of menopausal women/Osteoporotic women/women suffering stress/ depression/anxiety/ aged

- Nutrition education to pregnant/lactating women /adolescent girls enrolled in Anganwadi centres
- Promoting immunization programmes for children in rural areas

Suggestive 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.
- Park,K. (2000) Essential of Community Health. Jaipur: M/S Banarsidas Bhanot.
- Gupta, J.A.(2000) New Reproductive Technologies- Women's Health and Autonomy. New Delhi: Sage Publications.

SEMESTER-IV

Rights and Privileges for Women in India

Course Code: MHSECRP425
Credit: 04 {Theory (T): 03 Practical (P): 01}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Understanding gender equality, protecting women from violence and discrimination, and ensuring their overall well-being.

CLO 2: Promoting women's access to justice, laws and initiatives in India

CLO 3: Understanding of the bio-psychosocial determinants of health, recognizing the importance of reproductive rights, and promoting equitable access to healthcare services.

CLO 4: Empowering women to make informed decisions about their health

CLO-PLO Matrix for the Course MHSECRP425

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSECRP425.1	3	3	3	2	3	2.5	2	3	2.5	3	2.70
MHSECRP425.2	3	2	3	2.5	2	2.5	2.5	3	2.5	3	2.60
MHSECRP425.3	3	3	3	3	3	3	3	2	3	2.5	2.85
MHSECRP425.4	3	3	2.5	2	3	2	3	3	2	3	2.65
Average PLO	3.0	2.75	2.87	2.37	2.75	2.50	2.62	2.75	2.5	2.87	2.7

Unit I: Constitutional Rights and Privileges

- Women's Rights as Human Rights: Universal nature of women's rights and their intersection with human rights principles; evolution of women's rights in India, including pre-independence and post-independence periods; concepts like gender equality, empowerment, and discrimination.
- Fundamental Rights and Principles: Right to Health; Right to Bodily Integrity and Autonomy; Right to Non-Discrimination; Right to Information and Education
- Directive Principles of State Policy: Securing Just and Humane Conditions of Work (Article 42); Equal Pay for Equal Work (Article 39(d); Other relevant Directive Principles;
- Fundamental Duties: Renouncing Practices Derogatory to the Dignity of Women (Article 51A(e)): Analysing the fundamental duty to renounce practices derogatory to the dignity of women.

Unit II: Women's Access to Justice: Laws and Initiatives

- Legal Aid and Counselling Services: Availability of legal aid and counselling services for women.
- Role of Judiciary: Judicial pronouncements and landmark cases related to women's rights. Barriers faced by women in accessing justice and the measures to overcome them.
- Legislations: The Protection of Women from Domestic Violence Act, 2005; The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013; The Dowry Prohibition Act, 196; Other relevant legislations
- Special Initiatives: National Commission for Women (NCW); Reservation in Local Bodies (73rd and 74th Amendments Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and other relevant human rights instruments.

Unit III: Rights of Women's Health

- Reproductive Health: Access to contraception, safe abortion services, maternal health care, and prevention and treatment of sexually transmitted infections.
- Sexual Health: Issues like sexual violence, exploitation, and coercion, and promoting healthy sexual relationships.

- Mental Health: Mental health needs of women and girls, including the impact of gender-based violence and social inequalities.
- Breast and Cervical Cancer: Access to screening, early detection, and treatment services.

Unit IV: Promoting Women's Health and Empowerment (Practical)

- Community-Based Interventions for advocating reproductive/ sexual/ mental rights among rural women/ raising awareness about existing laws/ providing access to reproductive health services,
- Visit to PHC/ Sub district/Tertiary/Super Speciality Hospital/ Health Workforce Development; assessing common health problems among women and priorities of a specific population served by the hospital
- Promoting public awareness about women's fundamental rights and empowering women to exercise their rights.
- Visit to any public/Private sector/ workplaces and assessing the policies in place to prevent and address sexual harassment and discrimination.

Suggestive Readings:

- Ali Baug, Tara, Sati, 2001. Woman's rights; Women's Status and Religious Fundamentalism, Social Action.
- Bhadra Mita, 1999. Girl Child in Indian Society, Rawat Publications.
- Flavia Agnes, 1999, Law and Gender Inequality: The Politics of Women's Rights in India., Oxford University Press.
- Madhu Kishwar, 1999. Off the Beaten Track: Rethinking Gender Justice for Indian Women, OUP, New Delhi.
- Shanthi, K. 1998. Empowerment of women, Anmol Publications pvt. ltd.

SEMESTER-IV
Model Village for extension Action
(Lab Course)

Course Code: MHSELMV425
Credit:04 {Theory (T): 0 Practical (P): 4}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Identify any village that can serve as models for wider development efforts, exploring its age, gender, household and occupational structure

CLO 2: Analyse education levels, migration patterns, health and other services in identified model village

CLO 3: Create self-sufficient and sustainable awareness by apply knowledge and skills gained in academic settings to real-world situations, and hands-on learning through mapping and preparation of awareness creating materials

CLO 4: Achieve integrated and holistic development through extension action through involving community engagement, improve community well-being, foster social responsibility, and enhance practical skills among participants.

CLO-PLO Matrix for the Course MHSELMV425

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSELMV425.1	2.5	2	2.5	3	2.5	2.5	2	2.5	3	2.5	2.50
MHSELMV425.2	2	2.5	3	2.5	2	3	3	3	2.5	2	2.55
MHSELMV425.3	3	2.5	2	3	3	2	2.5	2.5	2	3	2.70
MHSELMV425.4	3	3	2.5	2	2.5	3	3	2	2.5	2.5	2.60
Average PLO	2.62	2.50	2.50	2.62	2.50	2.62	2.62	2.62	2.50	2.50	2.6

Unit I: Identification of Model village

Identification of model village for providing extension inputs

- **Age Structure:** The age distribution within a model village revealing the proportion of children, working-age adults, and elderly individuals and relate the information with education, healthcare, and social security programs in the village.
- **Gender Composition:** Estimating the gender ratio in the model village and address gender-specific needs and gender equality in development initiatives.
- **Household Size and Structure:** Analysing household size and composition (e.g., nuclear families, extended families) in the model village and designing housing and other community facilities.
- **Occupational Structure:** Identifying the primary occupations of the residents (e.g., agriculture, trade, services) in the model village and identifying livelihood opportunities and economic growth in the model village.

Unit II: Basic Indicators of Model village

Studying following parameters in the identified model village:

- **Education Levels:** Knowing the literacy rate and educational attainment of the population in the model village and planning educational programs and initiatives.
- **Migration Patterns:** Understanding migration patterns in the model village (inflows and outflows) and provide insights into population dynamics and inform strategies for retaining and attracting residents.
- **Health Status:** Collecting demographic data on health indicators in the model village (e.g., birth and death rates, prevalence of diseases) and suggest healthcare services and public health interventions.
- **Access to other Basic Services:** Assessing the availability and accessibility of basic services like water, sanitation, electricity, and healthcare in the model village and identifying measures for a decent standard of living.

Unit III: Awareness and Dissemination of Information

- **Mapping Techniques:** Social mapping and resource analysis of the model village, involving community members in the process.
- **Exposure Visits:** Organizing visits to successful farms/ research institutions/other relevant locations in the model village and its impact on the development of the model village.

- Preparation of Educational Materials: Developing and distributing extension literature like leaflets/charts/flash cards and presenting them in disseminating information effectively to the target group relating to major social/ health/ economic issues in the model village.
- Sensitization and Awareness Campaigns: Conducting program to raise awareness about various social/agricultural/ health/gender equity/economic issues in the model village.

Unit IV: Extension Action in Model Village

- Farm and Home Visits: Extension visit to farms/ homes in model village, gathering data to understand local needs and challenges and provide personalized advice and guidance on specific challenges they face during visit.
- Demonstrations: Demonstration showing how to do something, like child care/ hygiene during menarche and menstruation/household waste management/first aid during emergency/ self-defense during disasters
- Group Discussions: Facilitating discussions with farmers/ women/adolescents/ school going children/ senior citizens/ specially challenged and allowing the exchange of ideas, problem-solving, and collective learning in the model village and fostering a sense of responsibility towards the community and the environment; thereby contributing to the overall development and well-being of the model village
- Skill Development and Entrepreneurship: Providing training in areas like food processing/food preservation/, mushroom cultivation/cutting and tailoring/embroidery/pottery/ and other income-generating activities, for self-employment and entrepreneurship in the model village.

Suggestive Readings:

- Agricultural Census 2010 -11, Ministry of Agriculture and Farmers' Welfare, Department of
- Agriculture, Cooperation and Farmers' Welfare. Directorate of Economics and Statistics. New Delhi.
- Bhattacharya, S. and Ponnasamy, K. 2017. Determining Indicators of model villages. J of Comm Mobilization Sustainable Develop, 12(1): 100-106.
- Bhattacharya, S., Roy Burman, R., Sharma, J.P., Padaria, R.N., Paul, S. and Singh, A.K. 2018. Model villages led rural development: A review of conceptual framework

and development indicators. *J. Community Mobilization Sustainable Develop*, 13(3): 513- 526.

- Bryden, J. 2001. Rural development. In: Landsis. proposal on Agri-Environmental Indicators PAIS”. Luxembourg.
- Census of India. 2011. Rural Urban distribution of population. Directorate of Census Operations. Census of India 2011-provisional population totals, Government of India. New Delhi., [http:// censusindia.gov.in/2011-prov-results/paper2/data_files/india/rural_Urban_2011.pdf](http://censusindia.gov.in/2011-prov-results/paper2/data_files/india/rural_Urban_2011.pdf), Last Accessed on 18thSeptember,2021
- Dawson, J. 2006. Eco- villages: New frontiers for sustainability, Chelsea Green Publishing.
- Eraly, A. 2011. The first spring. The golden age of India. Penguin Books, pp. 253.
- Gilman, R. and Gilman, D. 1991. Eco-villages and sustainable communities: A report for Gaia Trust by Context Institute. Government of India. 2010-11.
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- Paliwal, B.B. 2005. Message of the Vedas. Diamond Pocket books(P) Ltd. New Delhi, pp. 170.
- Ramachandra, T. V., Hedge, G. Chandra, S., Kumar, T. A. and Swamiji, V. Smart Village Framework. at <http://wgbis.ces.iisc.ernet.in/biodiversity/pubs/ETR/ETR90/content.html>.
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SEMESTER-IV

Ergonomics and Human Centered Designs

Course Code: MHSECEH425
Credit: 04 {Theory (T): 04 Practical (P): 0}
Max. Marks: 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Provides a comprehensive overview of Ergonomics and Human-Centred Design, combining theoretical knowledge with practical application

CLO 2: Focus on human factors and cognitive ergonomics thereby understanding human perceptions and interface designs

CLO 3: Understand how the human body works, how people perceive and process information, and how these factors influence interaction with systems and environments.

CLO 4: Develop skills to design products, systems, and environments that are safe, efficient, comfortable, and user-friendly and creating user-friendly and effective products, systems, and environments by understanding and applying ergonomic principles and human factors.

CLO-PLO Matrix for the Course MHSECEH425

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSECEH425.1	2.5	3	2.5	2	2.5	2.5	3	2.5	2	2.5	2.50
MHSECEH425.2	2	2.5	3	3	3	2	2.5	3	2.5	2	2.55
MHSECEH425.3	3	2	2.5	2.5	2	3	3	2	2.5	3	2.55
MHSECEH425.4	2.5	2.5	2	3	3	2.5	2	2.5	3	3	2.60
Average PLO	2.50	2.50	2.50	2.62	2.62	2.50	2.62	2.50	2.50	2.62	2.5

Unit I: Introduction to Ergonomics

- Definitions, history, and evolution of ergonomics and human factors. Scope and objectives of ergonomics, basic principles of ergonomics,
- The system approach to ergonomics and its application, Importance of ergonomics in enhancing user experience, safety, and productivity.
- The role of technology (e.g., virtual reality, augmented reality) in ergonomics; impact of globalization and cultural factors on ergonomics.
- The integration of ergonomics with other disciplines (e.g., engineering, psychology, design).

Unit II: Human Factors and Cognitive Ergonomics

- Human capabilities and limitations (cognitive, physical, perceptual).
- Understanding human perception, attention, memory, and decision-making.
- Cognitive workload and mental models; Usability and user interface design.
- Application of cognitive ergonomics principles in design.

Unit III: Physical Ergonomics

- Anthropometry: Measurements of the human body and its application in design.
- Biomechanics: The study of human movement and its implications for design.
- Musculoskeletal disorders and their prevention. Work-related musculoskeletal disorders (WMSDs) and risk assessment.
- Manual material handling and lifting techniques. Physical environment factors (lighting, noise, temperature).

Unit IV: Human-Centred Design (HCD) Process

- Introduction to design thinking and its application in HCD, Iterative design process and its importance in HCD.
- User research methods (interviews, surveys, observations). Ideation and prototyping techniques. User testing and evaluation methods.
- Product design (including sports equipment, hand tools, and workplace equipment); Designing for specific populations (e.g., elderly, children, people with disabilities).
- Workspace design (including workstations for seated and standing work). Software and interface design. Healthcare design and patient handling.

Suggestive Readings:

- Bridger, R. S. Introduction to ergonomics. 2nd ed. London; New York: Taylor & Francis, 2003.
- Dul and Weerdmeester. *Ergonomics for beginners. A quick reference guide*. 2nd ed. London; New York: Taylor & Francis, 2001.
- Osborne, David, ed. *Ergonomics and human factors*. New York: New York University Press, 1995.
- Pheasant, Stephen. *Bodyspace: Anthropometry, ergonomics, and the design of work*. 2nd ed. London; Bristol, PA: Taylor & Francis, 1996.
- Tanton, Neville and Mark S. Young. A guide to methodology in ergonomics designing for human use. London; New York; Taylor & Francis, 1999.

SEMESTER-IV

Dissertation in Extension and Communication

Course Code: MHSEPD1425
Credit: 04 {Research/Project Work (P):04; Theory(T):0; Practical (P): 0}
Max. Marks; 100 **Total Contact Hrs. 60**

Course Learning Outcomes:

CLO 1: Involve in-depth research on a chosen topic within extension education, culminating in a written thesis.

CLO 2: Deepen knowledge, contribute to the field, and develop essential skills that will serve them throughout their careers.

CLO 3: Develop deeper understanding of the field, contributing new knowledge, and fostering practical skills.

CLO 4: Conduct original research, analyse data, and propose solutions to real-world problems faced by communities in general and women and children in particular.

CLO-PLO Matrix for the Course MHSEPD1425

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSEPD1425.1	3	2	2.5	3	2.5	3	3	3	2	3	2.7
MHSEPD1425.2	2	2.5	2.5	2	3	2	2.5	2.5	2	2.5	2.35
MHSEPD1425.3	3	2.5	2	2.5	2	2.5	2.5	2	3	2	2.40
MHSEPD1425.4	3	2.5	2	2.5	3	3	2.5	2	2.5	2	2.40
Average PLO	2.75	2.37	2.25	2.50	2.62	2.62	2.62	2.37	2.37	2.37	2.4

The student will be guided and supervised by a member of the teaching faculty of the Institute. However, the dissertation in which the research culminates should reflect the student's own work. The students will undertake an independent piece of research work on an issue of contemporary concern that contributes to the advancement of knowledge.

The **project report** should be systematically organized under the following heads:

1. Introduction

- Introduce the topic and provide background information.
- Explain the **importance and relevance** of the research area.
- Clearly state the **research problem or issue**.
- Mention the **objectives** of the study.
- Include **research questions** or **hypotheses** if applicable.
- Justify the need for conducting the study.

2. Review of Literature

- Present a **summary of previous studies** related to the topic.
- Highlight the **key findings** from existing literature.
- Identify **research gaps** or limitations in earlier studies.
- Justify how the current study addresses those gaps.
- Organize the review **thematically** or **chronologically**.
- Use proper **citations** throughout the section.

3. Methodology

- Describe the **research design** (qualitative, quantitative, or mixed methods).
- Explain the **sampling method**, sample size, and selection criteria.
- Provide details about **data collection tools** (questionnaires, interviews, etc.).
- Mention the **data analysis techniques** used (e.g., SPSS, thematic analysis).
- Include ethical considerations such as consent, anonymity, and confidentiality.

4. Results

- Present the findings **objectively** without interpretation.
- Use **tables, graphs, or charts** to make data visually clear.
- Highlight key trends, frequencies, or relationships found in the data.
- Ensure the results directly relate to the research objectives.
- Avoid excessive explanation—keep it **factual and concise**.

5. Discussion

- **Interpret the results** in light of research objectives and existing literature.
- Explain possible **reasons or implications** for the findings.
- Compare results with previous studies to support or contrast your findings.
- Address any **unexpected outcomes** or deviations.
- Acknowledge **limitations** of your study.
- Suggest the **practical relevance** or application of the findings.

6. Summary and Conclusion

- Summarize the **entire research work** in a few clear paragraphs.
- Restate the **major findings**.
- Present the **final conclusion** of the study.
- Offer **recommendations** for practice or policy if applicable.
- Suggest areas for **future research** based on findings and limitations.

7. References

- List all sources cited in the report using a **uniform citation style** (e.g., APA).
- Include books, research papers, articles, and credible web sources.
- Ensure **accuracy and consistency** in formatting.
- Avoid listing any source that is not cited in the report.

Semester – 4

Home Science: Extension and Communication

(MHSE)

(CW+R)

SEMESTER-IV

(CW+R)

Research Methods and Statistics

Course Code: MHSCCRM425
Credit: 04 {Theory (T): Practical (P): 0}
Max. Marks; 100 **Total Contact Hrs. 60**

Course Learning Outcomes

CLO 1: Understand the significance of research methodology in Home Science research.

CLO 2: Understand the types, tools and methods of research and develop the ability to construct the data gathering instruments appropriate to the research design.

CLO 3: Acquaint skill of data processing and data analysis through various statistical measures

CLO 4: Learn qualitative analysis of data with scientifically writing and application of statistical software

CLO-PLO Matrix for the Course MHSCCRM425

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSCCRM425.1	2	3	3	3	2	3	3	3	2	3	2.70
MHSCCRM425.2	2	3	2.5	3	2	2	3	3	2.5	2.5	2.55
MHSCCRM425.3	3	2.5	2	2.5	2.5	2	2.5	2.5	2.5	2	2.6
MHSCCRM425.4	3	2	2	2	2.5	2	2.5	2.5	2	3	2.35
Average PLO	2.50	2.87	2.37	2.12	2.25	2.25	2.75	2.75	2.25	2.62	2.4

Unit I: Introduction to Research Methodology

- Research methods versus methodology, research process, criteria for good research, types of research, problems encountered by researchers in India, research problem, techniques involved in defining problem
- Research process flow chart, types of research design, designing the research study – important concepts related to research design and features. Principles of experimental designs
- Dependent and independent variables, research questions, Hypotheses – Types, sources and process of setting up hypotheses
- Concept of measurements; types, nominal scale, ordinal scale, interval scale, ratio scale, construction of scales; semantic differential scale, Thurston scale, likert scale. Criteria of good measurement

Unit II: Research Methods and Data Gathering Instruments

- Data; types, advantages and disadvantages, selection of data collection method, Methods of collection of primary (Observation, Interview, Questionnaire, Interview Schedule, Google forms) and secondary data (Internal sources, Government publications, periodicals and books, commercial data), Their advantages and disadvantages
- Sampling theory; steps, principles of sampling, limitations, precision, errors, choice of sampling techniques, pilot studies and pretesting.
- Sampling Techniques: Probability and Non-Probability. Their advantages and disadvantages, random number table, determination of sample size.
- Data Processing— Rules and types of diagrams, Presentation of data through Bar diagram and its types, Pie diagram and histogram

Unit III: Processing and Analysis of Data

- Data Analysis and interpretation: editing, coding, classification, tabulation of data, kinds of statistical tables, preparation of tables, methods of tabulation
- Computer in research: Applications of SPSS & MINITAB, preparation of worksheets etc. missing values, data conversion, data replacement
- Measures of Central Tendency: Mean, Median and Mode, (individual, discrete and continuous series; Direct and shortcut method; cumulative series; mid-value of class intervals), calculation of quartile, decile and percentiles;
- Measures of dispersion: Range, inter quartile range, quartile deviation, mean deviation and standard deviation

Unit IV: Analysis and Interpretation of Data

- Measures of Relationship: Karl Pearson's coefficient of correlation, Rank difference method (Spearman's method), concurrent deviations
- Parametric Test for Hypothesis Testing: t- test(dependent and Independent), chi square test, one way ANOVA
- Regression Analysis—lines of regression and regression equation. Comparison of correlation and regression
- Ingredients of Research Report: Synopsis, Project/dissertation writing—format and mechanics, techniques of interpretation, Plagiarism and Ethical issues

Suggestive Readings:

- Abu-Bader, Soleman Hassan (2010). Advanced And Multivariate Statistical Methods For Social Science Research With A Complete SPSS Guide. Chicago: Lyceum Books, Pune
- Bandakar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of social Research Himalaya Publishing House Mumbai.
- Bhanthnagar, G. L. (1990): Research methods and measurement in Behavioural and social science, degree, colo publishing academy, New Delhi.
- Dooley, D. (1995): Strategies for Interpreting Qualitative data sage publication, California.
- Gay, L.R. (1981, 2nd Ed) Educational Research, Charles, E. Merrill Columbus Ohio.
- Long, J. S., (1988): Common Problems Proper Solution: Avoiding Errors in Qualitative Research, Beverly Hills, Sage Publications, California.
- Mukherjee, R. (1989): The Quality of Life: Valuation in Social Research, Sage Publication, New Delhi.
- Stranss, A. and Corbin, J. (1990): Basis of qualitative Research: Grounded Theory Procedures and Techniques, Sage Publications, California.
- Chawla, Deepak & Sondhi, Neena (2011). Research methodology: Concepts and cases . NewDelhi: Vikas Publishing House. Pune

SEMESTER-IV

(CW+R)

Dissertation in Extension and Communication

Course Code: MHSCPDI425

Credit: 16 {Research/Project Work (P):16; Theory (T):0; Practical (P): 0}

Max. Marks; 400 **Total Contact Hrs. 240**

Course Learning Outcomes:

CLO 1: Involve in-depth research on a chosen topic within extension education, culminating in a written thesis.

CLO 2: Deepen knowledge, contribute to the field, and develop essential skills that will serve them throughout their careers.

CLO 3: Develop deeper understanding of the field, contributing new knowledge, and fostering practical skills.

CLO 4: Conduct original research, analyse data, and propose solutions to real-world problems faced by communities in general and women and children in particular.

CLO-PLO Matrix for the Course MHSCPDI425

Unit-Wise CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	Average CLO
MHSCPDI425.1	3	2	2.5	3	2.5	3	3	3	2	3	2.7
MHSCPDI425.2	2	2.5	2.5	2	3	2	2.5	2.5	2	2.5	2.35
MHSCPDI425.3	3	2.5	2	2.5	2	2.5	2.5	2	3	2	2.40
MHSCPDI425.4	3	2.5	2	2.5	3	3	2.5	2	2.5	2	2.40
Average PLO	2.75	2.37	2.25	2.50	2.62	2.62	2.62	2.37	2.37	2.37	2.4

The student will be guided and supervised by a member of the teaching faculty of the Institute. However, the dissertation in which the research culminates should reflect the student's own work. The students will undertake an independent piece of research work on an issue of contemporary concern that contributes to the advancement of knowledge.

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- Avoid excessive explanation—keep it **factual and concise**.

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- **Interpret the results** in light of research objectives and existing literature.
- Explain possible **reasons or implications** for the findings.
- Compare results with previous studies to support or contrast your findings.
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- Acknowledge **limitations** of your study.
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6. Summary and Conclusion

- Summarize the **entire research work** in a few clear paragraphs.
- Restate the **major findings**.
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- Offer **recommendations** for practice or policy if applicable.
- Suggest areas for **future research** based on findings and limitations.

7. References

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- Include books, research papers, articles, and credible web sources.
- Ensure **accuracy and consistency** in formatting.
- Avoid listing any source that is not cited in the report.