



**Avinashilingam Institute for Home Science and Higher Education for Women**

(Deemed to be University under category 'A' by MHRD, Estd.u/s 3 of UGC act 1956)

Re-accredited with 'A++' grade by NAAC. CGPA 3.65/4, Category I by UGC

Coimbatore - 641043, Tamil Nadu, India.

**Department of Home Science Extension Education**

**M. Sc. EXTENSION AND COMMUNICATION**

**(Two Years Programme with Practicals)**

**Programme Outcomes:**

1. Graduates will develop an advanced understanding of the concepts, complexity, and evolving paradigms of Extension Education, integrating knowledge with emerging trends and issues in the field.
2. Graduates will critically evaluate concepts, theories, and research literature in Extension Education, utilizing scientific methods and statistical tools to conduct independent and interdisciplinary research that contributes to Sustainable Development Goals (SDGs).
3. Graduates will apply and synthesize rural development theories, models, latest development including AI technology in e-extension and best practices to address domestic and international rural/community development challenges, ensuring evidence-based decision-making and policy formulation.
4. Graduates will demonstrate proficiency in exclusive extension methods, participatory approaches, and innovative strategies for community empowerment, enhancing socio-economic progress through technology dissemination and knowledge transfer.
5. Graduates will uphold ethical principles in research and professional practices, demonstrating the ability to build teams, motivate rural populations, and foster cooperative efforts for maximum community efficiency and sustainable impact.
6. Graduates will demonstrate a commitment to independent and lifelong learning, adapting to socio-technological advancements, and contributing to evidence-based policymaking, governance, and employment opportunities in state and central services and entrepreneurship.

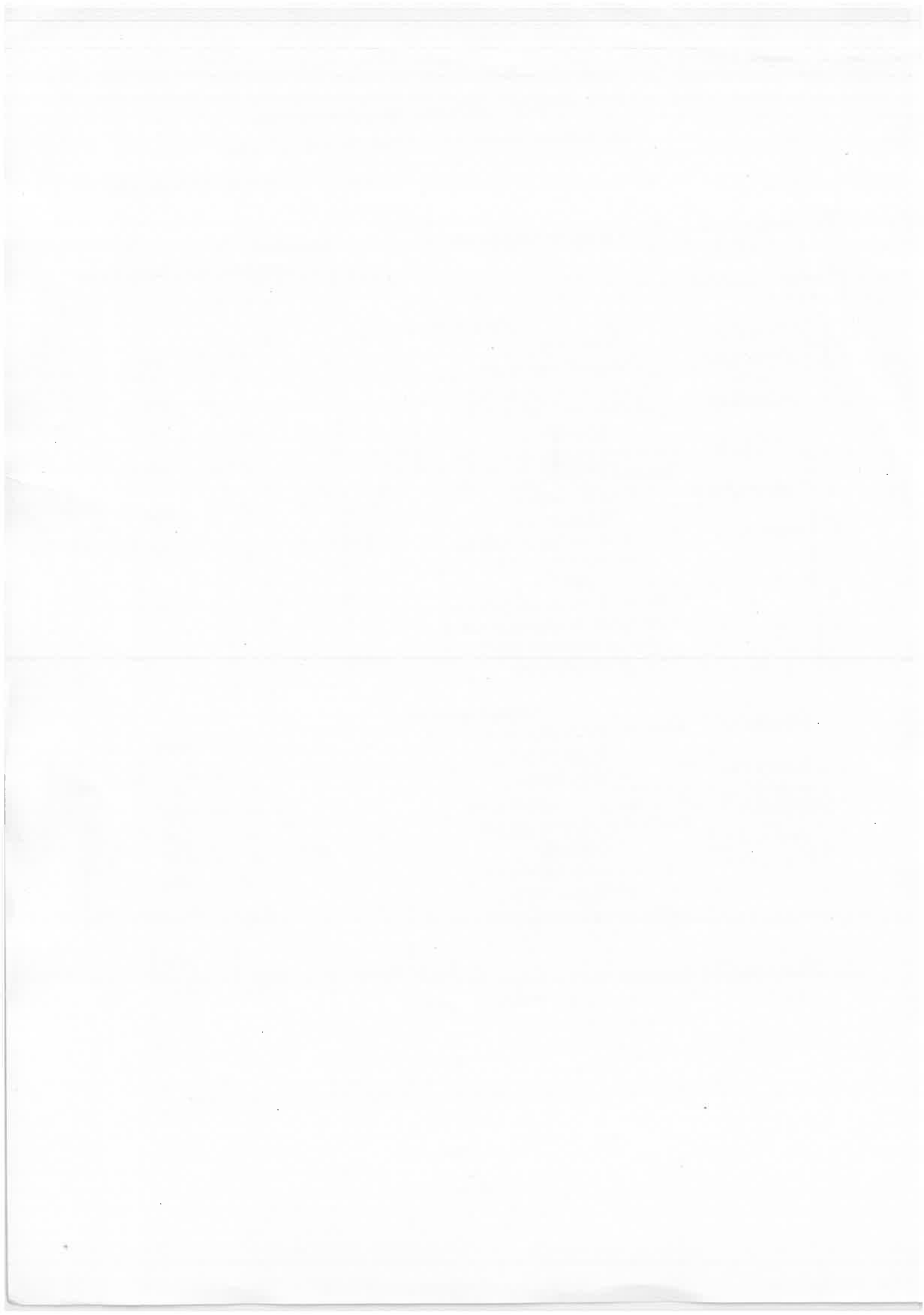
**Programme Specific Outcomes:**

1. Acquaint basic facts about rural society and getting practical exposure on existing scenario of rural development programmes, rural governance, PRA and NGO management
2. Developing skills to mobilize the community participation in development programmes and train the rural development stakeholders
3. Make the students as a consultant trainer, leader, motivator, effective policy maker and evaluators to undertake various research projects

1.7. 1913

**Scheme of Instructions and Examination**  
(for students admitted from 2025-2026 & onwards)

(for students admitted from 2025-2026 & onwards)									
Part	Subject Code	Name of paper/ Component	Hours of instruction		Scheme of instruction				
			T	P	Duration of exam (Hrs)	CIA	CE	Total	Credit
First Semester									
I	25MEXC01	Social Anatomy	4	-	3	40	60	100	4
I	25MEXC02	Extension Education	3	-	3	40	60	100	3
I	25MEXC03	Community Development	3	-	3	40	60	100	3
I	25MEXC04	Adoption and Diffusion of Innovation	3	-	3	40	60	100	3
I	25MEXC05	Panchayat Raj System in India	3	-	3	40	60	100	3
I	25MEXC06	Practical I : Training in Grass Root Development Organizations	-	6	3	40	60	100	3
I	25MEXC07	Practical II: Technical Skills for Mass Media in Extension Education	-	6	3	100	-	100	3
II		Community and Social Service/ Community Engagement and Social Responsibility/ Adult Education	-	2		-		-	-
Second Semester									
I	25MEXC08	Methods and Applications in Rural Planning	4	-	3	40	60	100	4
I	25MEXC09	Group Dynamics	3	-	3	40	60	100	3
I	25MEXC10	Development Communication	4	-	3	40	60	100	4
	25MEXC11	Practical III: Communication	-	4	3	100	-	100	2
I	25MEXC12	e-Extension	4	-	3	40	60	100	4
I	25MEXC13	Entrepreneurship Development and Management	3	-	3	100	-	100	3
II		Inter Disciplinary Course	4	-	3	100	-	100	4
II		Professional Certification Course	-						2
II	25MXCSS1/ 25MXCSR1/ 25MXAED1	Community and Social Service/ Community Engagement and Social Responsibility/ Adult Education	-	2	2	100		100	2
		Library	2						
Internship during summer vacation for one month to various organization									



Part	Subject Code	Name of paper/ Component	Hours of instruction		Scheme of instruction				
			T	P	Duration of exam (Hrs)	CIA	CE	Total	Credit
		<b>Third Semester</b>							
I	25MEXC14	Sustainable Development Goals for Community Health	3	-	3	40	60	100	3
I	25MEXC15	Research Methods and Statistical Applications	4+1	-	3	100	-	100	5
I	25MEXC16	Mini Project	1	-	-	100	-	100	2
I	25MEXC17	Programme Planning	4	-	3	40	60	100	4
I	25MEXC18	Practical IV : Field Operation of Rural Development Programmes	-	6	3	40	60	100	3
I	25MEXC19	Village Placement Programme	-	6	3	40	60	100	3
I	25MEXC20	NGO Management (Self Study Course)	2	-	3	100	-	100	2
I	25MEXC21	Internship	-	-	-	-	-	100	2
II		Multi Disciplinary Course	2	-	3	100	-	100	2
		Library	1	-	-	-	-	-	-
		<b>Fourth Semester</b>							
I	25MEXC22	Research Project	-	30	-	100	100	200	20
<b>Total</b>								<b>96</b>	

**Other course to be undergone by the students**

MOOC Course – 2 to 4 credits (Any semester before 4<sup>th</sup> Semester). Credit transfer may be claimed.  
Note: Minimum 96 + 2 credits to earn the degree

**\*\* Students who exit at the end of 1<sup>st</sup> year shall be awarded a Post Graduate Diploma**

**Other courses offered by the Department**

**Inter Disciplinary Course:**

25MEXI01 - Advertisement and Visual Publicity

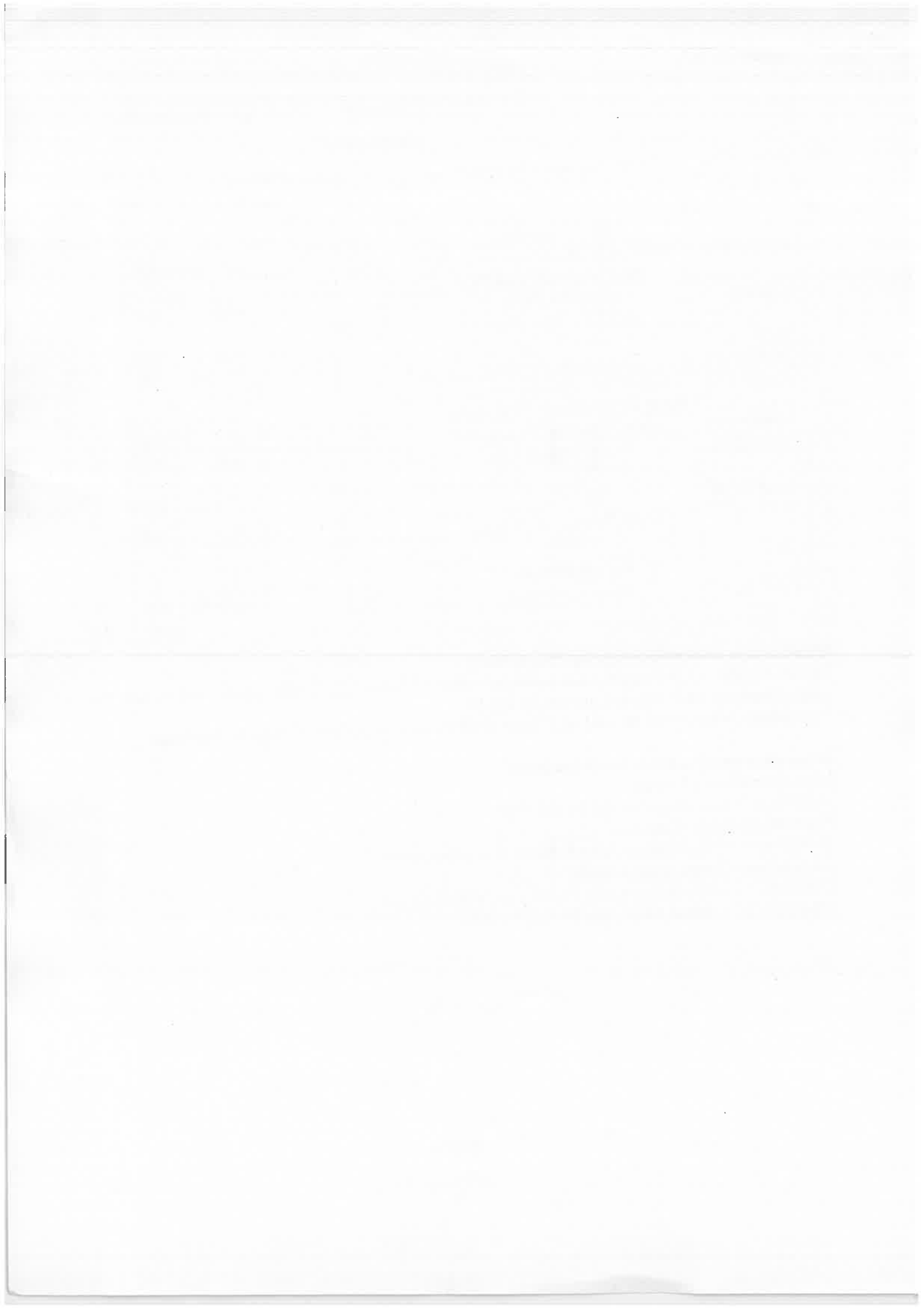
**Multi Disciplinary Course:**

25MEXM01 - Communication for Societal Development Service

**Professional Certification Course**

25MEXPC1 - Entrepreneurship Training and Development

25MEXPC2 - Social Marketing through Puppetry



**Objectives:** To enable the students to

1. provide sociological perspective on Indian society and its structure
2. get a clear picture about social change and social problems
3. understand social process and value system

**Unit – I Social Structure**

12

Concept, Elements of Social Structure. Social structure of Urban and Rural Society, Difference between rural and urban society, Social stratification, criteria: economic, social, ascribed characteristics and consequences.

**Unit – II Basic Social Concepts**

12

Society, Community Association, Institution – characteristics and functions, Changing trends and their impact on Indian society.

**Unit – III Social Groups**

12

Definition and Characteristics of Social Groups – Types of Social Groups – Importance of Social Groups – Classification of Social Groups – Sumner's Classification of Social Groups: In-groups and Out-groups, Primary Groups and Secondary groups, C.H. Cooley Classification of Social Groups: Organized and Unorganized groups.

**Unit – IV Social Control and Value System**

12

Concept, need, types of Social Control – formal and informal social control - agencies of social control - law, education, public opinion, propaganda, coercion, customs, folkways and mores, religion and morality, fashions, rites, rituals and ceremonies, etiquettes. Value system- Types and how values influence human behavior.

**Unit – V Social Processes**

12

Concepts of Social Process, Types of Social Process; Associative, Dissociative. Kinds of social interaction – co-operation, competition, conflict, social exchange, accommodation and assimilation.

**References**

**Total hours** 60

1. *Deepika Reddy and Archana Sabba*, 2019, *Social Structure Issues and Public Policies*, Shikara Publications, New Delhi
2. *Douglas Porpora*, 2017, *Four Concepts of Social Structure*, Drexel University, Journal for the Theory of Social Behaviour 19(2):195 – 211 DOI:10.1111/j.1468-5914.1989.tb00144.x
3. *Jagannath P.*, 2019, *Social Organization and Social Structure*, Swastik Publication, ISBN: 9788189981204, 818998120X
4. *José López and John Scott*, 2019, *Social Structure*, Rawat Publications, New Delhi
5. *Shankar Rao, C. N.* 2016. *Sociology of Indian Society*, S. Chand and Company Ltd., New Delhi.
6. *Sharma. R. N.*, 2003. *Principles of Sociology*, Media Promoters Publishers Pvt., Ltd., Mumbai.
7. *Vidhya Bhushan and Sachdeva, D. R.* 2005. *An Introduction to Sociology*, KitubMahal Agencies, Allahabad.





**Journal**

1. *Journal of Social Change*, Sage Publication, Ministry of Rural Development, Ministry of Information and Broadcasting, Govt. of India.
2. *Journal of Sociology and Social Welfare*, Western Michigan University, School of Social Work.
3. *The Indian Journal of Social Work*, Tata Institute of Social Science, Mumbai.

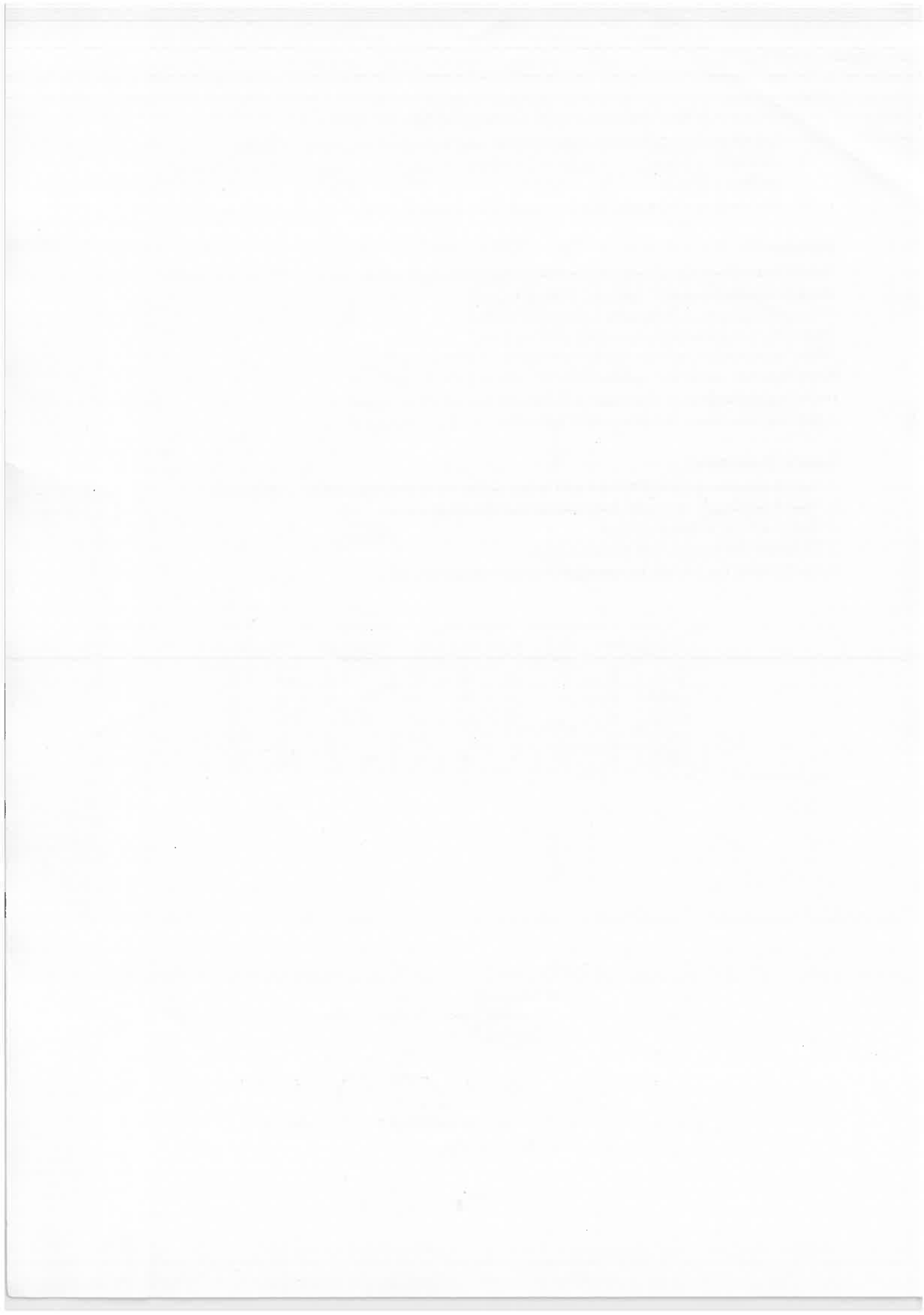
**Website**

<https://www.sociologyguide.com/social-structure/elements.php>  
<https://egyankosh.ac.in/handle/123456789/18176>  
<https://egyankosh.ac.in/handle/123456789/18812>  
<https://egyankosh.ac.in/handle/123456789/8305>  
<https://egyankosh.ac.in/bitstream/123456789/17113/1/Unit-1.pdf>  
<https://egyankosh.ac.in/bitstream/123456789/41247/1/Unit-2.pdf>  
<https://egyankosh.ac.in/bitstream/123456789/17120/1/Unit-5.pdf>  
<https://egyankosh.ac.in/bitstream/123456789/17115/1/Unit-3.pdf>

**Course Outcomes:**

1. Know and understand the rural and urban social structure and social stratification
2. Gain knowledge on social institutions and changing trends
3. Know different social groups
4. Examine the agencies of social control
5. Understand the interaction process and the consequences

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	H	H	H	H	H	H	H	H
CO 2	H	H	H	H	H	H	H	H	H
CO 3	H	H	H	H	H	H	H	H	H
CO 4	M	M	H	L	M	L	M	M	M
CO 5	M	M	H	M	H	M	H	H	H



## Extension Education

Semester I  
25MEXC02

Hours of instruction/week: 3  
No. of credits: 3

**Objectives:** To enable the students to

1. understand the fundamentals of Extension Education
2. know the various extension methods and
3. familiarizing types of audio-visual aids

### Unit – I Fundamentals of Extension Education 9

History of Extension - origin and growth, Scope and importance of Extension Education Meaning and definition of extension education, Characteristics and types of Extension Education, Contents and components of extension education, Goals and objectives of extension education

### Unit – II Principles of Extension Education 9

Philosophy of extension education, Principles of extension education, Principles of Teaching, Training and Extension, Principles of Learning, Learning Experience, Elements of teaching learning situation, Types of Learning situation

### Unit – III Classification of Extension Methods 9

Meaning and functions of extension methods, techniques, approaches and strategies, Classification based on size of audience, nature or form, Criteria for selection and combination of various extension methods.

### Unit – IV Audio-Visual Aids 9

Audio –Visual aids – Meaning, definition, objectives, characteristics, role of a good Audio Visual Aids. Cone of Experience. Types of Audio –Visual aids- Merits and Demerits. Factors influencing in selection of Audio Visual Aids.

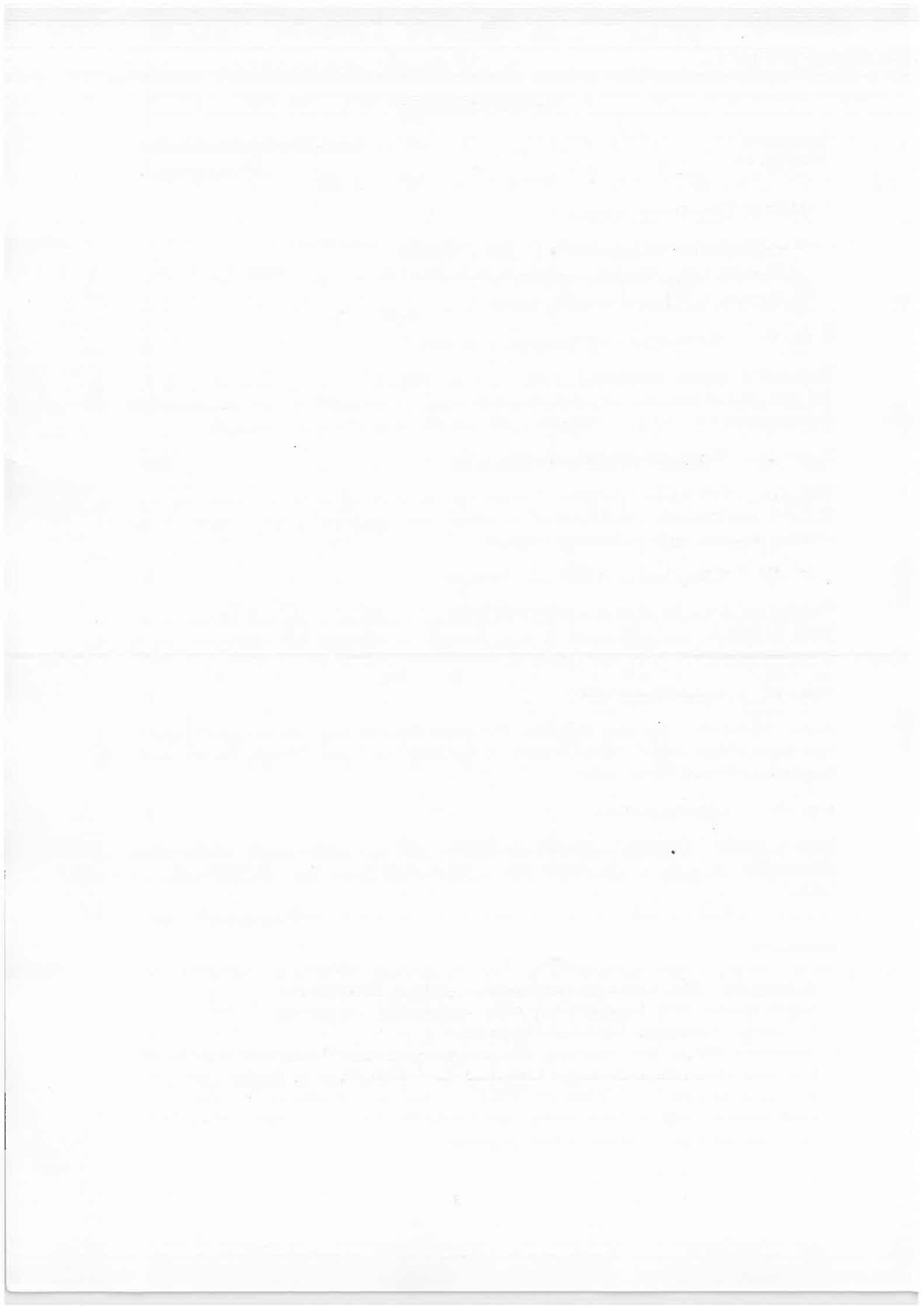
### Unit – V Cyber Extension 9

Cyber Extension – Concept, important, role of cyber extension, current trends in cyber extension, opportunities and types of information system, Agricultural Knowledge and Information System (AKIS)

**Total hours 45**

### References

1. *Dahama O.P*, 2019, *Education and Communication for Development*
2. *Satwik Bisarya*, 2022, *Extension Education*, Madhyanchal Professional University, · Agriculture Science and Technology
3. *Meredith C Wilson*, 2018, Boufahja, Ines. *Incorporating Audio-Visual Aids in the English Language Classroom in Tunisia: A Case Study*. In *English Language Teaching Research in the Middle East and North Africa*, 687–701. Cham: Springer International Publishing, 2018. Extension Teaching Methods and Other Factors That Influence Adoption of Agricultural and Home Economics Practices (Classic Reprint)



4. **K. Velavan**, 2023, *Fundamentals of agricultural Extension Education*, SRS Institute of Agricultural and Technology (Affiliated to Tamil Nadu Agricultural University).
5. **Meredith C Wilson**, 2018, *Extension Teaching Methods and Other Factors That Influence Adoption of Agricultural and Home Economics Practices*.
6. **Supe S.V.**, 2020, *Introduction of Extension Education*, Delhi University.
7. **Dahama. O.P., Bhatnagar O.P.**, 1995. *Education and Communication for Development*, Oxford & IBH Co, New Delhi
8. **Easwaran A.**, 2007. *ABC of Extension Education*, GRI, Gandhigram
9. **Hass Kennath. B., and Packer Harry. Q.**, 1955. *Preparation and Use of Audio Visual Aids*, Prentice Hall, Inc.
10. **Jadhav.D.** 2016. *Extension Education* , APH Publishing Corporation, New Delhi.
11. **Jalihal K.A. and Veerabhadraiah V.**, 2017. *Fundamentals of Extension Education and Management in Extension* , Concept Publishing Company , New Delhi .
12. **Reddy, Adivi. A.**, 1995. *Extension Education*, Sree Lakshmi Press, Bapatla
13. **Supe. S.V.**, 1985. *An Introduction to Extension Education*, Oxford & IBH Publishing Co, New Delhi,
14. **Willson M.C. and Gallup. G.**, 1955. *Extension Teaching Methods*, US Department of Agriculture, Washington.

#### **Journal**

1. Indian Journal of Extension Education.
2. Journals of Extension system

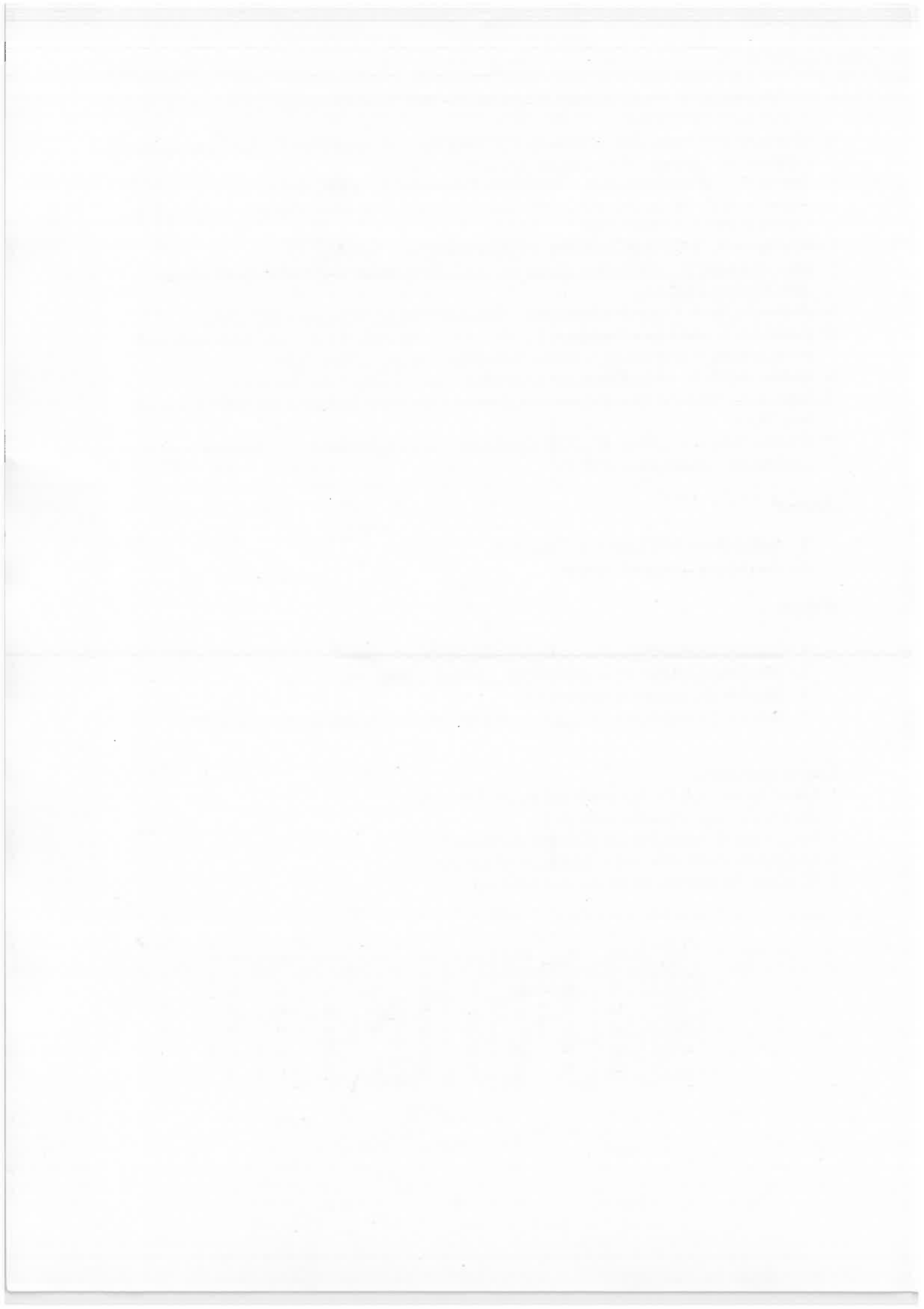
#### **Website**

1. <http://www.extension.missouri.edu/staff/programdev/plm>
2. [http://www.krishiworld.com/htm/agri\\_extension\\_edu1.html](http://www.krishiworld.com/htm/agri_extension_edu1.html)
3. <http://www.uasd.edu/extension.htm>
4. <http://www.communicationskills.co.in/importance-of-communication-skills.htm>

#### **Course Outcomes:**

1. Know the concept, fundamentals and scope of extension
2. Have knowledge about the principles
3. Understand the classification of extension methods
4. Analyse the audio-visual aids, types, merits and demerits
5. Examine the new initiatives in cyber extension

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	M	M	L	H	H	H	H	H
CO 2	M	H	H	L	M	M	H	M	H
CO 3	M	H	L	H	H	M	H	H	M
CO 4	H	M	M	M	L	-	H	M	L
CO 5	M	M	H	H	M	L	H	L	H



## Community Development

Semester I  
25MEXC03

Hours of instruction/week :3  
No. of credits: 3

**Objectives:** To enable the students to

1. Understand the concept of community development and community organization
2. Become aware of the Evaluation of community development programme.
3. Study the community organization in various settings.

### Unit – I      Concept of Community Development 9

Meaning and definition Principles, philosophy, objectives and elements of Community Development

### Unit – II      Evaluation of Community Development Programme 9

Community Development programmes and National Extension Service, Rural Development initiatives prior to independence and post independence- merits and demerits

### Unit – III      Community Organization 9

Meaning and definition of Community Organization, Models/approaches of community organization: Locality, development, Social planning, Social Action, Community Building.

### Unit – IV      Phases of Community Organization 9

Phases: relationship, assessment, discussion, organization, reflection, modification and continuation.

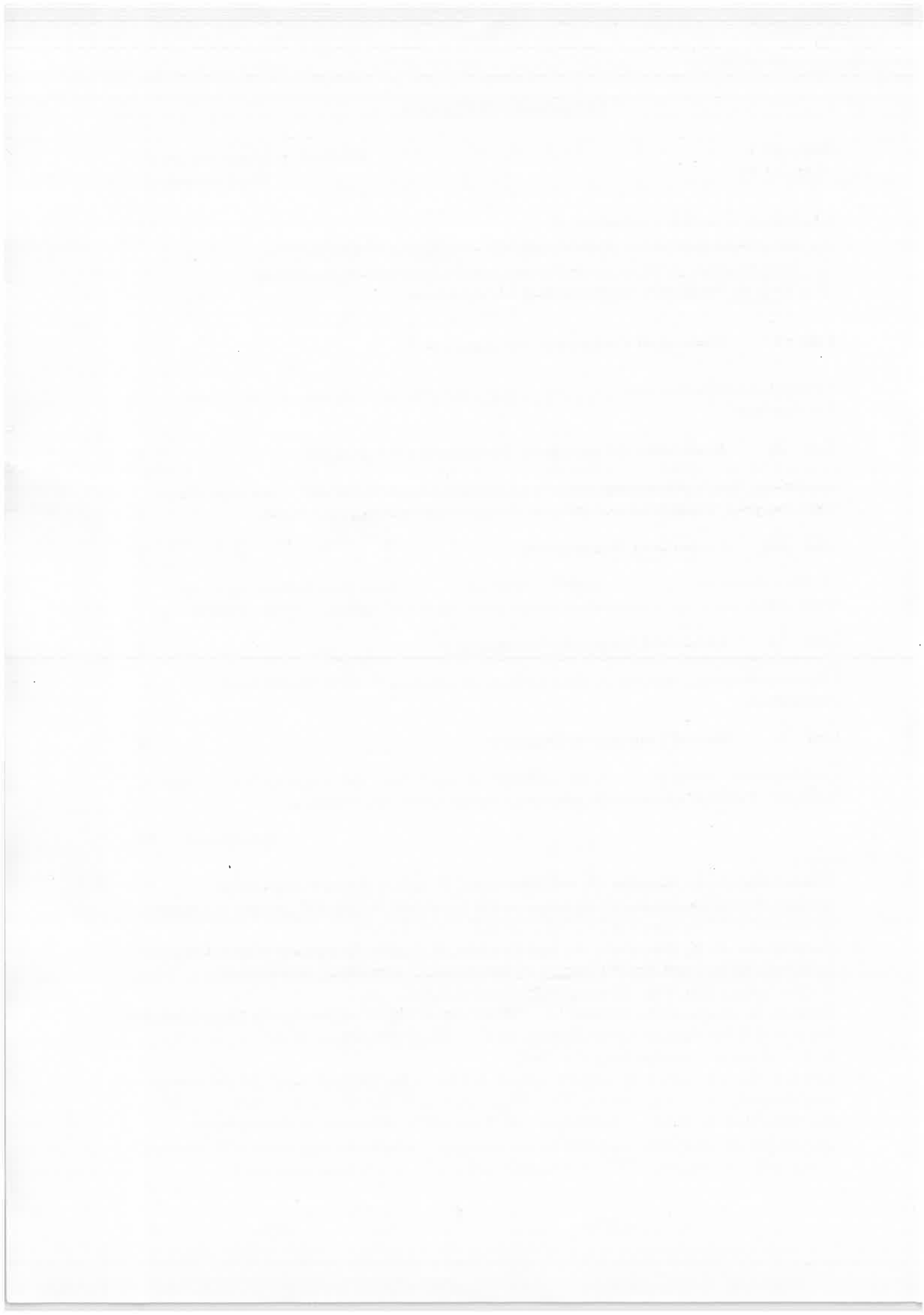
### Unit – V      Role of Community Organizer 9

Communicator, animator, counselor, collaborator, consultant, innovator, motivator, catalyst, facilitator, mediator, educator and advocate, enabler, expert and evaluator.

**Total hours    45**

## References

1. *Wahyuningtyas, R., Disastra, G., and Rismayani, R. (2023). Toward cooperative competitiveness for community development in Economic Society 5.0. Journal of Enterprising Communities, 17(3).* <https://doi.org/10.1108/JEC-10-2021-0149>
2. *Kusmulyono, M. S., Dhewanto, W., and Famiola, M. (2023). Energizing Higher Education Sustainability through Rural-Community Development Activation. Sustainability (Switzerland), 15(3).* <https://doi.org/10.3390/su15032222>
3. *Hussain, S., Maqbool, R., Hussain, A., and Ashfaq, S. (2022). Assessing the Socio-Economic Impacts of Rural Infrastructure Projects on Community Development. Buildings, 12(7).* <https://doi.org/10.3390/buildings12070947>
4. *Jones, K. E., van Assche, K., and Parkins, J. R. (2021). Reimagining craft for community development. Local Environment, 26(7).* <https://doi.org/10.1080/13549839.2021.1939289>
5. *Quimbo, M. A. T., Perez, J. E. M., and Tan, F. O. (2018). Community development approaches and methods: Implications for community development practice and research. Community Development, 49(5).* <https://doi.org/10.1080/15575330.2018.1546199>





6. **Kommers, P., Issa, T., Issa, T., Chang, D.-F. and Isias, P.** (2014). *Proceedings of the International Conferences on Education Technologies (ICEduTech) and Sustainability, Technology and Education (STE)*, (New Tapei City, Taiwan, December 10-12, 2014). In *International Association for.*
7. **Li, K. C., Ye, C. J., & Wong, B. T. M.** (2018). *Status of learning analytics in Asia: Perspectives of higher education stakeholders. Communications in Computer and Information Science*, 843. [https://doi.org/10.1007/978-981-13-0008-0\\_25](https://doi.org/10.1007/978-981-13-0008-0_25).
8. **Stella, A.** (2015). *Institutional Accreditation in India. International Higher Education*, 27. <https://doi.org/10.6017/ihe.2002.27.6982>.
  1. **Georgios Leventakis M. R. Haberfeld**, 2018, *Societal Implications of Community Oriented Policing and Technology*, Springer Open.
  2. **Banta Sharma Nidaugmayum**, 2015. *Community Organization and Social Registration*, Janada Prakashan, New Delhi.
  3. **Indra Godara**, 2013. *Committee and Community Organization*, Black Prints Publishing
  4. **Kunal Bhatia**, 2012. *Social Work and Community Development*, Sonali Publications, New Delhi-110002
  5. **Nisha Chandhary**, 2010. *Social Welfare and Community Development*, Murrilal& Sons, New Delhi-110002.
  6. **Readdy A.SA.** 2001. *Extension Education*, Sree Lakshmi Press, Bapatla-522101.
  7. **Thomas William, A. J. Christophes**, 2015. *Rural Development Concept and Recent Approaches*, RAWAT Publication.

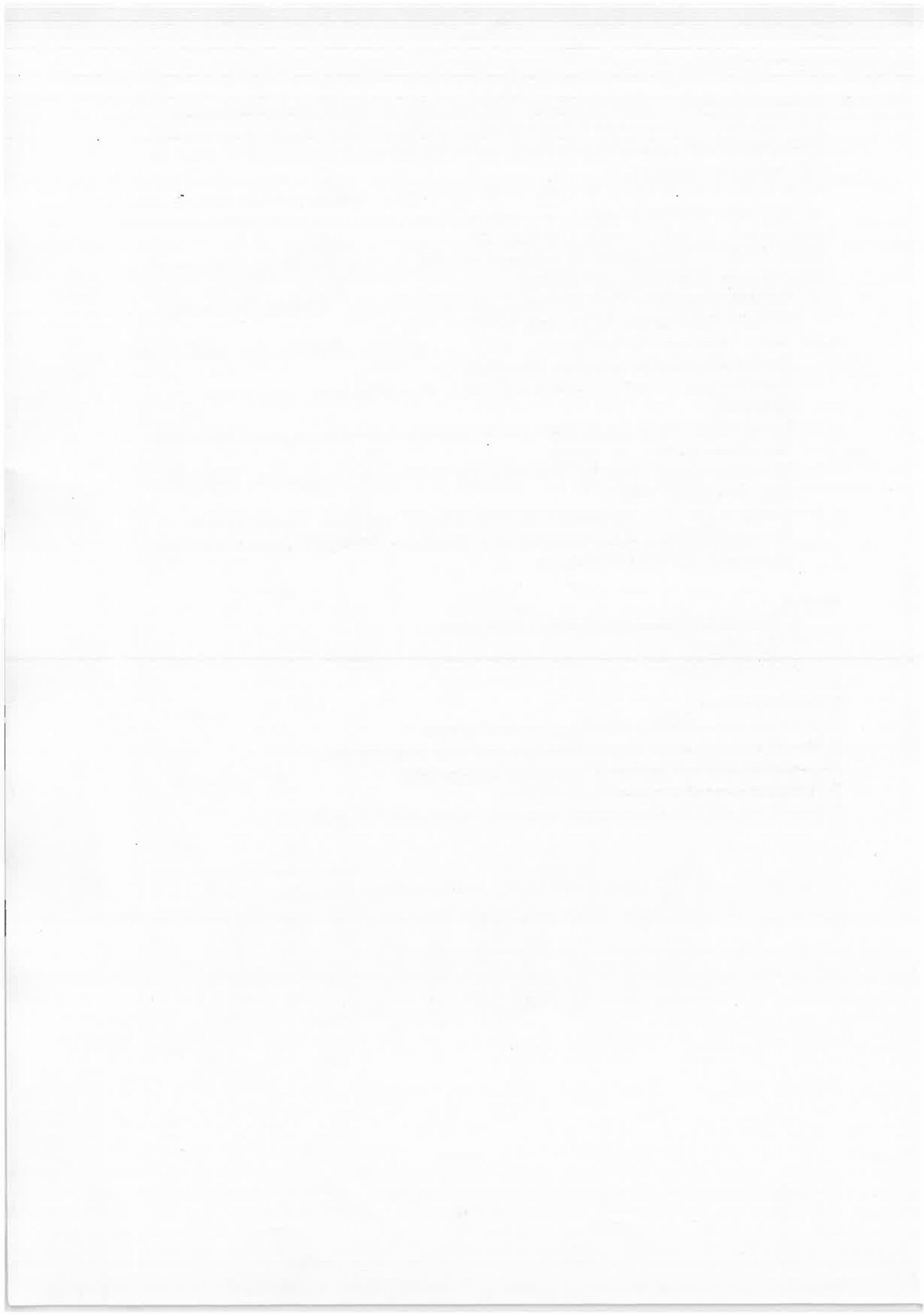
#### Journal

1. Journal of Community Guidance and Research
2. Kurushetra
3. Social Welfare

#### Course Outcomes :

1. Know the basic concepts of community development
2. Have knowledge about the community development programmes
3. Understand different models of community development
4. Analyze phases of community organization
5. Understand the role of community organizer in community development

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	M	H	H	H	H	H	H	H
CO 2	H	M	H	H	H	H	H	H	H
CO 3	H	M	H	H	H	H	H	H	H
CO 4	H	H	H	H	H	H	H	H	H
CO 5	H	M	H	H	H	H	H	H	H



## **Adoption and Diffusion of Innovation**

**Semester I**  
**25MEXC04**

**Hours of instruction/week : 3**  
**No. of credits : 3**

**Objectives:** To enable students to

1. Learn the concept of diffusion of innovations
2. Learning the consequences of diffusion
3. Acquire skills to transfer the innovation

### **Unit – I      Innovation** **9**

Form, function and meaning of innovation, Decision process; Three types of knowledge; Preventive innovation; Discontinuance; Reinvention; Innovation-decision period; Attributes of innovation; Rate of adoption; Over adoption; Technology clusters. Suitable Communication methods in different stages of Innovation Decision process.

### **Unit –II      Adoption** **9**

Concept, adoption process; Adopter categories – characteristics of adopter categories; Models of communication flows; Diffusion effect; Opinion leadership – characteristics, Homophily and heterophily, monomorphic and polymorphic leaders.

### **Unit – III      Diffusion** **9**

Concept, meaning, differences between communication and diffusion; Elements of diffusion; Innovation-development process; Social construction of technology, Barriers in Diffusion, Adoption process vs diffusion process

### **Unit – IV      Types of Innovation-Decisions** **9**

Optional, collective, authority and contingent innovation-decisions; Change Agent – sequence of change agent roles and efforts. Innovation decision in changed situation - role of IT/ Input- Dealers /incentive.

### **Unit – V      Consequences of Innovations** **9**

Meaning, classification of consequences – desirable or undesirable, direct or indirect, anticipated or unanticipated consequences, Functional and dysfunctional.

**Total hours    45**



## References

1. Wahyuningtyas, R., Disastra, G., and Rismayani, R. (2023). Toward cooperative competitiveness for community development in *Economic Society 5.0. Journal of Enterprising Communities*, 17(3). <https://doi.org/10.1108/JEC-10-2021-0149>
2. McGuire, E., Rietveld, A. M., Crump, A., and Leeuwis, C. (2022). Anticipating gender impacts in scaling innovations for agriculture: Insights from the literature. *World Development Perspectives*, 25. <https://doi.org/10.1016/j.wdp.2021.100386>
3. Moralli, M., and Allegrini, G. (2021). Crises redefined: towards new spaces for social innovation in inner areas? *European Societies*, 23(S1). <https://doi.org/10.1080/14616696.2020.1841263>
4. Quimbo, M. A. T., Perez, J. E. M., and Tan, F. O. (2018). Community development approaches and methods: Implications for community development practice and research. *Community Development*, 49(5). <https://doi.org/10.1080/15575330.2018.1546199>
5. Kamala Kant (2018), *Diffusion and Adoption of Innovation*, Research Gate, [https://www.researchgate.net/publication/328718618\\_Diffusion\\_and\\_Adoption\\_of\\_Innovation](https://www.researchgate.net/publication/328718618_Diffusion_and_Adoption_of_Innovation)
6. Stella, A. (2015). Institutional Accreditation in India. *International Higher Education*, 27. <https://doi.org/10.6017/ihe.2002.27.6982>
7. Adriansyah, N. M., Wirayuda, T. A. B., Nugroho, B. S., & Hanuranto, A. T. (2013). Faculty assessment system with collective collegial leadership approach for increasing academic and research culture progressively. *Proceedings of 2013 IEEE International Conference on Teaching, Assessment and Learning for Engineering, TALE 2013*. <https://doi.org/10.1109/TALE.2013.6654537>
8. Reddy Adivi, A. 1987. *Extension Education*. Sree Lakshmi Press, Bapatla.
9. Rogers Everett, M. 1983. *Diffusion of Innovations*. 3<sup>rd</sup> Ed., The Free Press, New York.
10. Rogers Everett, M. 2003. *Diffusion of Innovations*. 5th Ed., The Free Press, New York.
11. Rogers Everett, M. and Shoemaker, F.F. 1971. *Communication of Innovations-Across Cultural Approach*. 2nd Ed., The Free Press, New York.

## Journal

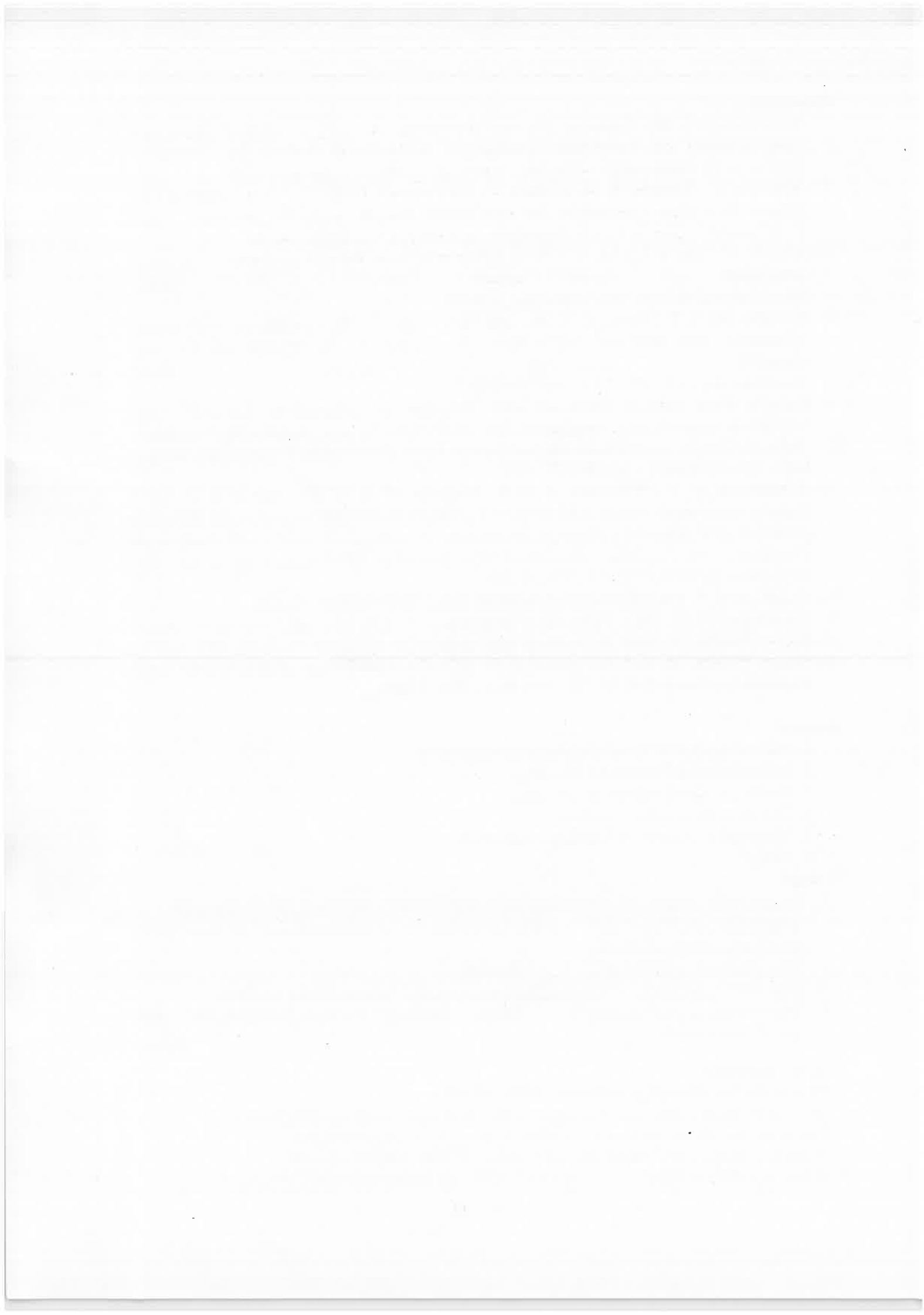
1. African Journal of Rural Development Innovation
2. Asian Journal of Extension Education
3. Indian Journal of Extension Education
4. Journal of Extension Education
5. Maharashtra Journal of Extension Education
6. MASU

## Website

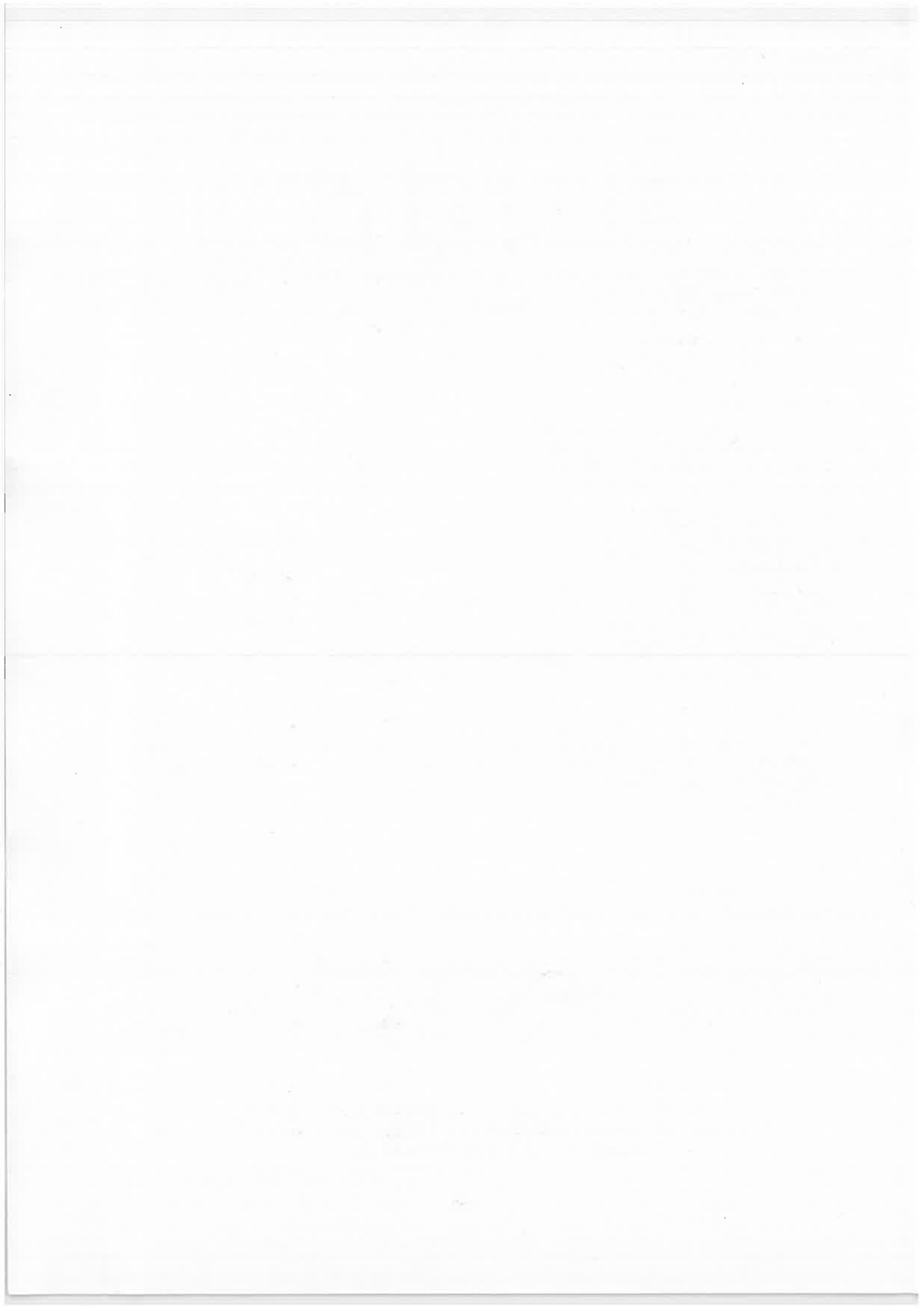
1. <https://www.basu.org.in/wp-content/uploads/2020/06/6.-Adoption-and-diffusion-of-innovations-adoption-and-diffusion-process-adopter-categories-and-barriers-in-diffusion-of-fisheries-innovations.pdf>
2. <http://eagri.org/eagri50/AEXT392/lec11.html>
3. <https://www.agrostudy.in/2021/10/diffusion-and-adoption-of-innovation.html>
4. [https://www.researchgate.net/post/Whats\\_the\\_difference\\_between\\_Diffusion\\_and\\_Adoption\\_of\\_innovation](https://www.researchgate.net/post/Whats_the_difference_between_Diffusion_and_Adoption_of_innovation)

## Course Outcomes:

1. Understand the concept of diffusion of innovations
2. Explore the sustainable communication methods of innovation decision process
3. Adopt the models of communication flows and apply in the community
4. Study the types of innovation decisions and apply in a charged situation
5. Acquiring skills to transfer the innovation and study the consequences of innovations



CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	M	L	-	H	H	H	-	H
CO 2	H	M	M	-	H	H	-	-	H
CO 3	H	M	M	M	H	H	H	-	H
CO 4	H	M	M	M	H	H	M	-	H
CO 5	H	M	M	M	H	H	-	-	H





## **Panchayat Raj System in India**

**Semester I**  
**25MEXC05**

**Hours of Instruction/Week: 3**  
**No. of Credits: 3**

### **Objectives**

To enable students to

- Gain knowledge about history and fundamental of panchayat raj system
- Acquire skill to access the panchayat at all level and knowledge on NIRD & PR, SIRD & PR, DRDA, ETI
- Disseminate information about capacity building programme to the people and motivate people to take part in it
- Motivate people to utilize e-governance system in Panchayati Raj
- Learn to prepare Gram Panchayat Development Plan
- Acquire the skill to assess the performance of Panchayat

### **Unit-I Genesis and Fundamental of Panchayat Raj**

**9**

History: Vedicera, Epicera, Ancient period, British period, post independence period, Balwant Rai Mehta team, Ashok Mehta Committee, CH Hanumanth Rao Team, G.V.K Rao committee, P. K Thungan committee, Harlal Singh Kharra committee. Democracy- Meaning, definition, and objectives, Panchayat Raj - principles and philosophy, 73<sup>rd</sup> amendment act and its salient features.

### **Unit-II Three-tier System**

**9**

Gram Panchayat-definition, functions of Gram Panchayat, Duties of Panchayat secretary and Gram Panchayat presidents. Panchayat samithi- Definition, functions, duties of BDO and Panchayat chairman. Zilla parishad- Definition, function and duties of Chief executive officer. Gram Sabha: meaning, definition and functions of the Gram Sabha; Process of electing, Jurisdiction for Gram Panchayat; Committees. Organizational structure of PRI.

### **Unit-III Panchayat Development Plan (Sabki Yojna Sabka Vikas)**

**9**

GPDP, Gram Manchitra, Mission Antodaya, PESA (The Permission of the Panchayat Extension to the Schedule areas) Act 1996, Panchayat Monitoring Committee, Stakeholders Role and Responsibility-Ministry of Panchayat Raj, State Revenue Department, State Panchayat Raj Department, Gram Panchayat, NIC/GIS, Institutional Mechanism for Implementation, Monitoring and Management- Rationale of the Scheme, Objectives, Implementation process. Finance and E-governance – State Finance Commission, Gram Samvaad, eGovernance- eGram Swaraj.

### **Unit-IV Capacity Building for Panchayat Raj Institution**

**9**

Government programmes for empowerment of Panchayati Raj (such as Panchayat Mahila Evam Yuva Shakti Abhiyan, Rajiv Gandhi Panchayat Sasktikaran Abhiyan); Empowerment of Women through Panchayati Raj Institutions; Capacity building of Panchayats through training institutions: Role of Central and State Government (NIRD & PR, SIRD & PR, DRDA), Empowerment and Accountability Incentive Scheme, e-Panchayat Mission Mode Project, PRIASOFT (Panchayat Raj Institutions Accounting Software). Rastriya Gram Swaraj Abhiyan (RGSA), SWAMVITVA (Survey of villages and mapping with Improvised Technology in village areas)-Framework for implementation for SWAMITVA scheme.

### **Unit-V Achievement and Award**

**9**

Devolution Index – Definition – Purpose – Performance Assessment – Local Governance Day – Definition, Purpose, Ways and Means of celebration - Awards and success stories of Panchayat at various level (Central and State), e book- National Panchayat Award

**Total Hours: 45**



## References

1. **Dr.Jag Deep Singh and Dr Anju Beniwal**, 2015.*Panchayat Raj and Rural Development*, Pointer publisher, Jaipur 302003
2. **Aravind Das**, 2014.,*Panchayat Raj and Rural Development*, publishing By Black Print.
3. **R.P.Joshi and G.S.Narwani**, 2011. *Panchayat Raj in India, Emerging Trend Across the States*, RAWAT Publication
4. **Sanjay Prakash Sharma**, 2006.*Panchayat Raj*, Vista International Publishing House Delhi-110053(India).
5. **Ashok Kumar, A.**, 2004.*Women in Panchayat Raj Institutions*, Anmol Publication, New Delhi
6. **Krishna Chakraborty, Swapan Kumar Bhattachary**, 1993. *Leadership, Factors and Panchayati Raj*, Rawat Publications, Jaipur and New Delhi.
7. **Goel, S.L. and Shalini Rajneesh**, 2003. "*Panchayati Raj in India*", Deep and Deep Publications Pvt. Ltd., New Delhi.

## e-book

National Panchayat Award

## Journal

1. Journal of Rural Development
2. Journal of Extension Education
3. Kurushetra

## Web reference

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<https://rural.nic.in/>

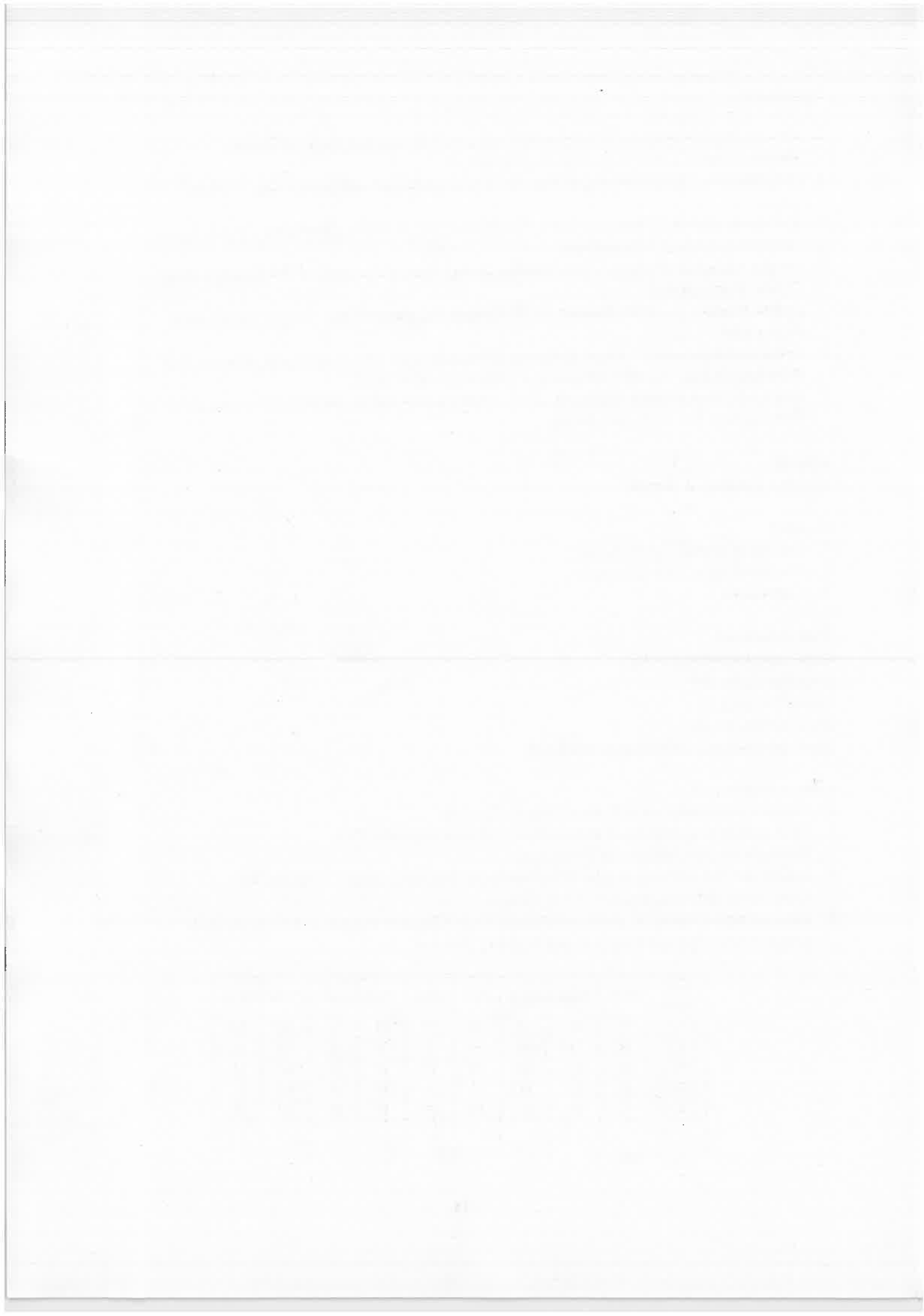
<http://nirdpr.org.in/>

<https://crdpr.tn.gov.in/web/guest/sird-pr8>

## Course Outcomes

1. Acquire knowledge on Panchayat Raj Institution
2. Gain skill in preparation of Gram Panchayat Development Plan
3. Evaluate the performance of Panchayat
4. Utilize service delivery available in Panchayat Raj Institution effectively by Community through transfer of knowledge
5. Become future leader in local governance from village to central as well as act as a subject expert and give suggestions to policy makers

CO /PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	H	M	H	H	H	H	M	M
CO 2	H	H	M	H	H	H	H	M	H
CO 3	H	H	M	H	H	H	H	M	M
CO 4	H	H	H	H	H	H	H	M	H
CO 5	H	H	H	H	H	H	H	H	H



## Practical I: Training in Grass Root Development Organizations

Semester I  
25MEXC06

Hours of instruction/week: 6  
No. of credits: 3

**Objectives:** To enable students to

1. The structure and functions of village Panchayat
2. The structure and functions of Panchayat union
3. The Government welfare programmes in the District
4. Functioning of the NGOs

**Content:**

The students may visit the following institutions:

- Village Panchayat - one week
- Panchayat union office - one week
- DRDA and other development departments - one week
- Visit to Government Organization NGOs- implemented projects in rural area /corporate /Funding agencies/companies - one week
- Study SHGs (Self Help Groups), SHG federation

An in depth report in a systematic manner at the end of each programme will have to be submitted.

### Evaluation

Evaluation is both internal and external. The weightage is as follows

	Internal	External	Total
Report	20	20	40
Viva - voce	30	30	60
			100

**Total hours 90**

### Course Outcomes:

1. Know the various functions of village panchayat
2. Acquire knowledge on government welfare programmes in the district
3. Understand the functioning of NGO
4. Understand the structure and functions of panchayat union office
5. Students can apply the subject matter knowledge in the field

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	H	H	H	H	H	H	H	M
CO 2	H	H	H	H	H	H	H	H	H
CO 3	H	H	H	H	H	H	H	H	H
CO 4	H	M	H	H	H	H	H	H	H
CO 5	H	H	H	H	H	H	H	M	H



## **Practical II: Technical Skills for Mass Media in Extension Education**

**Semester I**  
**25MEXC07**

**Hours of instruction/week: 6**

**No. of Credits: 3**

### **Objectives:**

1. To develop skills technical writing skills.
2. To train students in scientific article writing
3. To acquire knowledge on guidelines of preparation of official documents

### **I. Creating Contents for Documentation**

- a. Content Writing
- b. Camera techniques and Photography
- c. Video production techniques
- d. Reference and Citation management

### **II. Processing Contents for Documentation**

- a. Collection, arrangement, tabulation and Editing ( text, audio and video)
- b. Formatting
- c. Compiling and report writing

### **III. Course Writing**

- a. Training module development
- b. Facilitators Guide
- c. Success stories

### **IV. Meeting Reports/Press Notes**

- a. Minutes writing
- b. Agenda preparation
- c. Types of news
- d. Characteristics of news
- e. Press news writing

### **V. Digitalization of Reports**

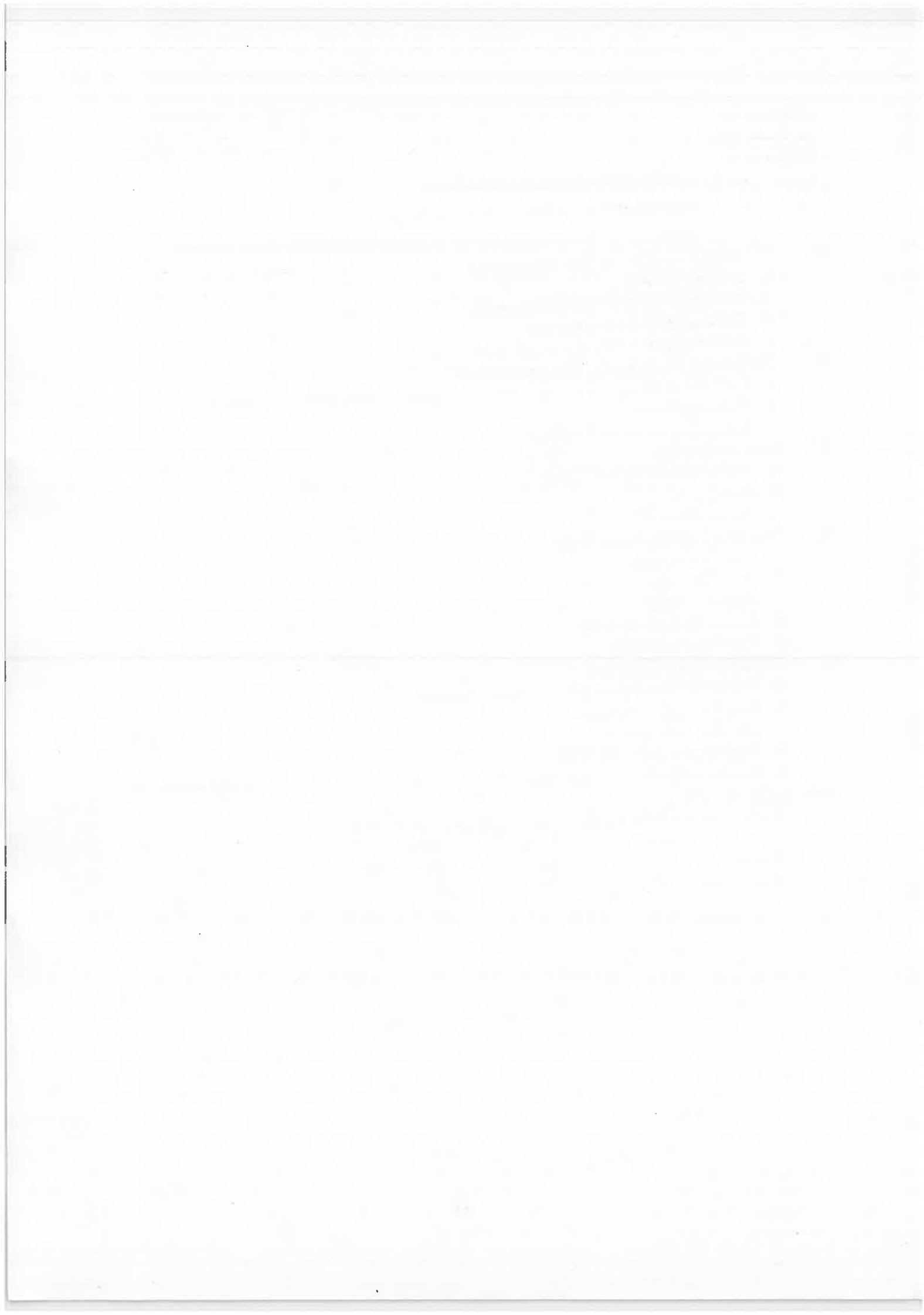
- a. File conversions from one format to required
- b. Graphics and animation
- c. File size management
- d. Techniques of Data Upload
- e. Recent softwares in documentation

**Total hours 90**

### **Assessment Pattern**

Evaluation is 100% internal. The weightage is as follows

	<b>CIA 1</b>	<b>CIA2</b>	<b>CIA3</b>	
Report	30	30	40	100
Viva - voce	30	30	60	

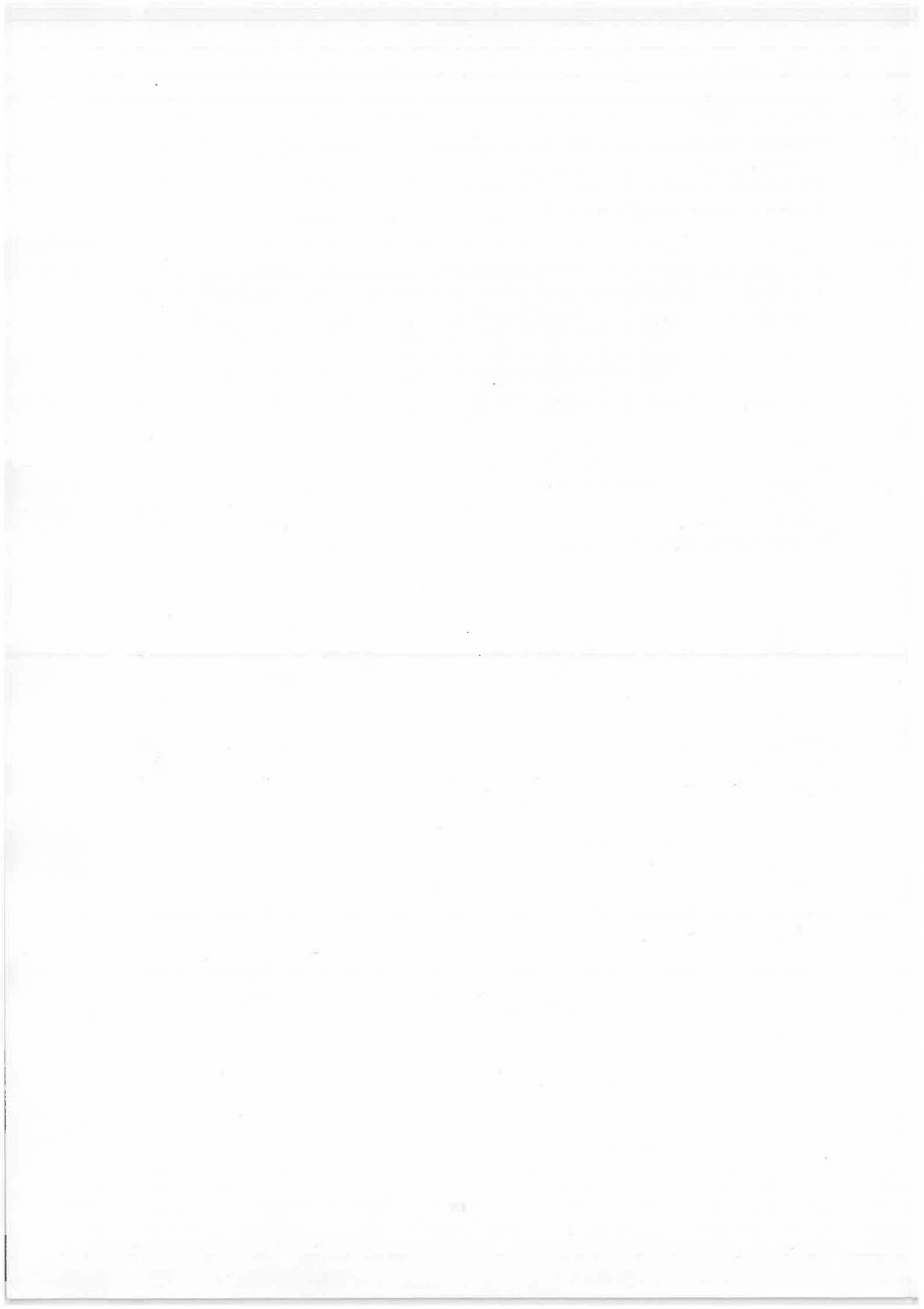




**Course Outcomes:**

1. Develop content for documentation of extension activities
2. Acquire skills to process contents for documentation of extension activities
3. Create documents for extension trainings
4. Competence in writing for press about extension event
5. Learn to manage digital versions of documents for online submissions

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	L	M	H	H	H	L	H	H	M
CO 2	L	M	H	H	H	L	H	H	H
CO 3	L	M	H	H	H	L	H	H	H
CO 4	L	M	H	H	H	L	H	H	H
CO 5	L	M	H	H	H	L	H	M	H



## Methods and Applications in Rural Planning

**Semester II**  
**25MEXC08**

**Hours of instruction/week :4**  
**No. of credits: 4**

**Objectives:** To enable the students to

1. Expose the students to know the fundamentals of PRA Techniques and Local Level and Micro Level Planning
2. Understanding the participatory Techniques and getting hands on experience in the field settings.
3. Acquire skill to carry out Local Level Planning and application of PRA in the field

### **Unit – I Participation Participation 12**

Meaning and definitions of participation, Types, Factor influencing participation, Dimensions of participation. Top down approach and bottom up approach

### **Unit – II Local Level Planning 12**

Meaning and definition of local and micro level planning, Participatory learning action in micro-level planning, four components of micro-level plans, Stages of Micro-level plans: Tactical planning stage and action planning stage

### **Unit – III PRA Participatory 12**

Meaning and definition of PRA, Elements and Principles of PRA, Do's and Don'ts and advantages of PRA, Attitude Behavior Change (ABC)

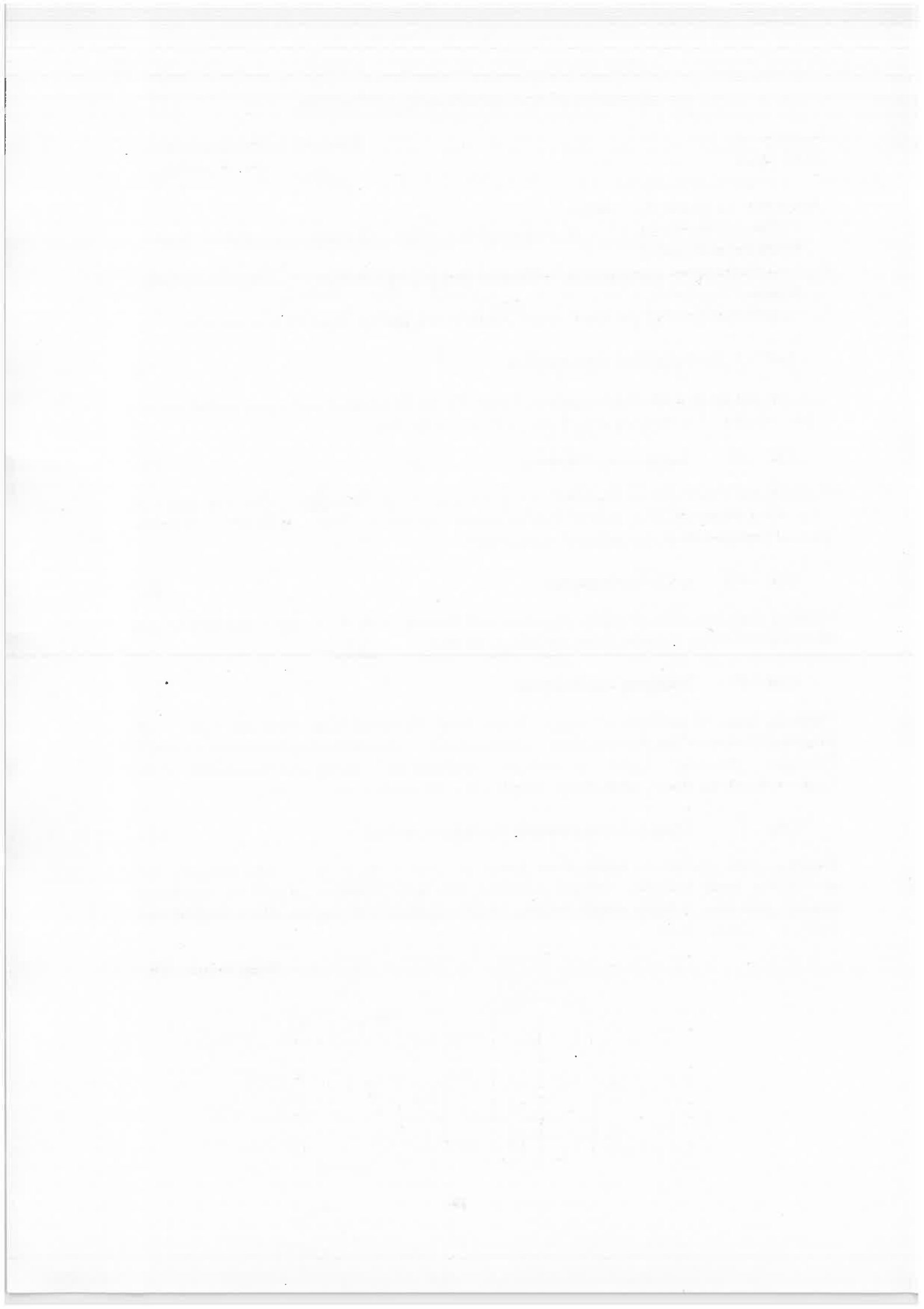
### **Unit – IV Mapping and Diagram 12**

Meaning, types of participatory maps- Social Map, Resource Map, Mobility Map, Venn Diagram, Procedure for drawing maps – applications – advantages and limitations of maps. Transects – meaning – types – procedures – applications – merits and limitations. Flow-diagram, meaning, types,, applications, merits and limitations of flow diagrams.

### **Unit – V Time Related Methods Ranking Exercise 12**

Meaning, types, procedure, applications, merits and limitations of time related methods such as timeline, trend analysis, seasonal calendars and daily schedule. Wealth or well-being ranking, pair-wise ranking, matrix ranking, matrix ranking and scoring, direct ranking and decision - making matrix

**Total hours 60**



## References

1. **Adhikary**, 2006, *Participatory Planning and Project Management in Extension Science*, Agrotech publisher Academy
2. **Amitava Mukherjee**, 2004, *Participatory Rural Appraisal*, Concept Publishing Company, New Delhi
3. **Britha Mikkelsen**, 1995, *Methods for Development Work and Research*, New Delhi, Sage Publications.
4. **Narayanasamy. N.**, 2009, *Participatory Rural Appraisal: Principles, Methods and Applications*, New Delhi, Sage Publications.
5. **Neela Mukherjee**, 1997, *Participatory Rural Appraisal: Methodology and Applications*, New Delhi, Concept Publishing Company.
6. **R Ramesh**, 2020, *Participatory Rural Appraisal PRA Application in Rural Development Planning*, NIRDPR, Hyderabad.
7. **Richard A. Brueger**, 1998, *Analysing and Reporting Focus Group Results*, New Delhi, Sage Publications.
8. **Robert Chambers**, 1983, *Rural Development: Putting the Last First*, London, Longmen.
9. **Robert Chambers**, 1997, *Whose Reality Count: Putting the Last First*, London Intermediate Technology Publication.
10. **Somesh Kumar**, 2003, *Methods for Community Participation*, New Delhi, Vistaar Publications.
11. **Thomas William, A.J. Christophes**, 2015, *Rural Development Concept and Recent Approaches*, Rawat Publication.

## Journal

1. *International Journal of Rural Management*, Sage publications, New Delhi
2. *Journal of International Development*, World Bank, Washington.
3. *Journal of Rural Development*, NIRD, Hyderabad.
4. *PLA Notes*, IIED, London

## Website

1. [www. Ids.ac.uk/ids/research/env/index.html](http://www.Ids.ac.uk/ids/research/env/index.html)
2. [www. iied.org/participatory-learning action](http://www.iied.org/participatory-learning action)

## Course Outcomes:

1. Gain knowledge on people participation
2. Acquire information of local planning, micro level planning and basic facts about PRA
3. Acquire the skills to mobilize and involving the people in local participation and local planning
4. Act as a trainer and consultancy to NGOs and Panchayat Raj functionaries
5. Train the community to do the exercise and gain skill to evaluate the Government Programmes and provide recommendations to policy makers

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	H	M	H	M	H	H	H	M
CO 2	H	H	H	H	M	M	M	H	H
CO 3	L	M	M	M	H	H	H	M	H
CO 4	H	L	M	H	H	H	M	H	M
CO 5	H	M	M	H	H	H	L	H	L



## Group Dynamics

Semester II  
25MEXC09

Hours of instruction/week: 3  
No. of credits: 3

**Objective:** To enable the students to

1. Understand group behaviour and dynamics for effective group management.
2. Get to know to mingle and understand group dynamics
3. Students will learn about the different group approaches.

### Unit – I      Group 9

Meaning, characteristics, need, types, functions; Stages and process of group formation; Group norms and structure. Formal and informal groups.

### Unit – II      Human Behavior 9

Understanding intra and interpersonal behavior. Feeling, perception and assumptions that influence interpersonal interactions.

### Unit – III      Group Dynamics 9

Social Process – Concept, importance and characteristic. Cooperation, competition, conflict, accommodation, assimilation. Group pressure; group cohesiveness and leadership. Internal and external dynamics of group.

### Unit – IV      Managing Groups 9

Team Building; Stress Management; Active listening and feedback; Achieving cooperative group structure; Small group communication – scope, importance, factors.

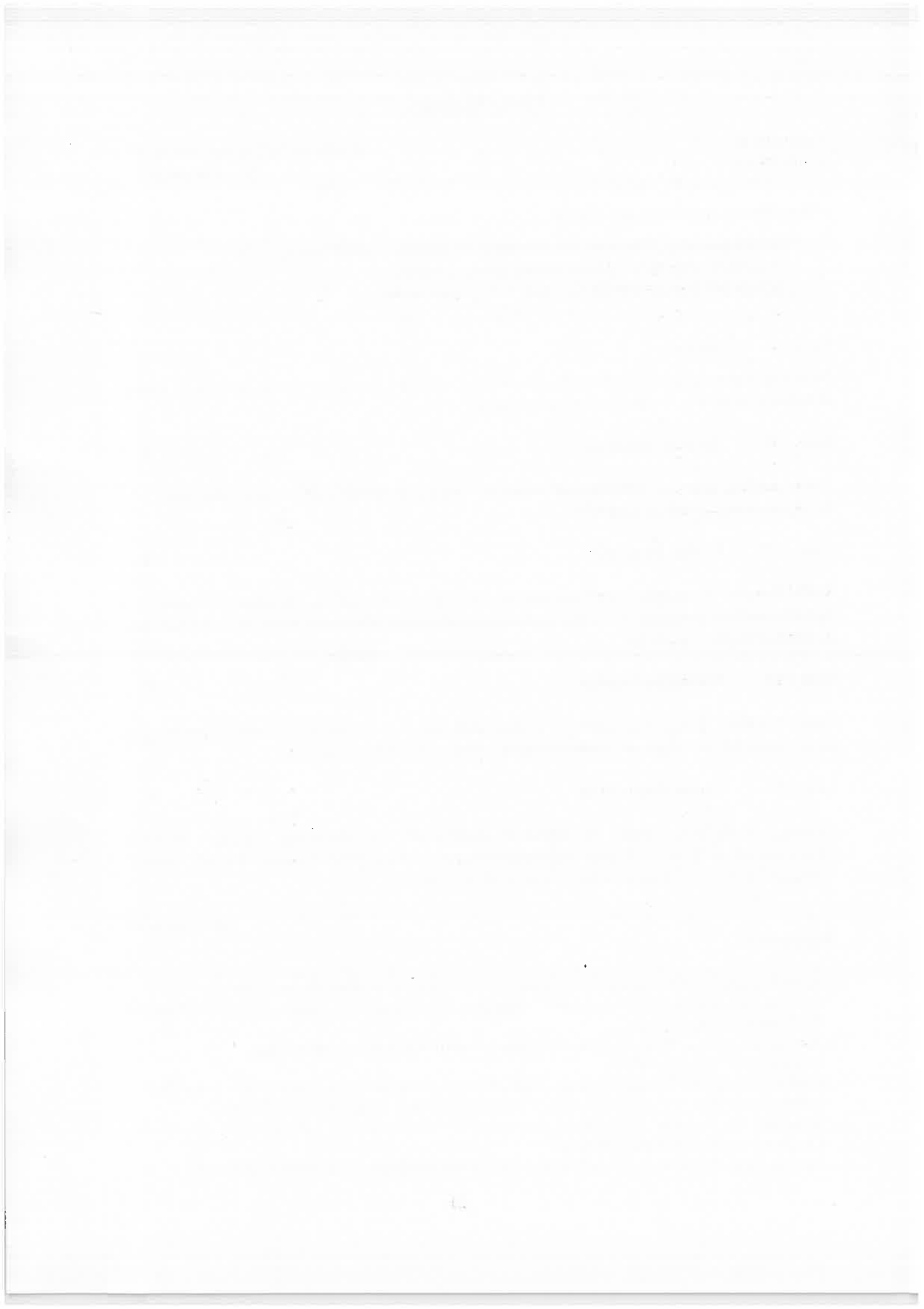
### Unit – V      Group Approaches 9

Meaning, definition, types of different approaches in extension. Farmer Producer Organizations (FPOs) – Farmer Producer Companies, Self-Help Groups, Farmer Interest Groups, Commodity Interest Groups, Joint Liability Groups.

**Total hours 45**

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1. Aswathappa, K. 2024. Organizational Behaviour. Himalaya Publishing House. Mumbai
2. Stavros Georgiades, 2022. Organization Management – Dynamic Creative Team Coordination. Wiesbaden: Springer Nature.
3. Stavros Georgiades, 2022. *Organization Management – Dynamic Creative Team Coordination*, Springer Gabler.
4. Glenn Parker and Michael Parker, 2020. Positive Influence: The Leader Who Helps People Become Their Best Self. Human Resource Development Press. Amherst, Massachusetts.
5. Donelson R. Forsyth, 2019. Group dynamics (7th ed.). Belmont, CA: Cengage. Wadsworth Cengage Learning. Belmont, California.
6. George Beal, M., Joe Bohlen, M and J. Neil Raundabaugh. 2010. *Leadership and*





*Dynamic Group Action*, Iowa State University Press, Iowa, USA.

7. **John Maxwell, C.** 2011. *The 17 Essential Qualities of a Team Player*, Manjul Publishing Pvt. Ltd, Bhopal.
8. **Stephen Robins, P.** 2006. *Organisational Behaviour – Concepts, Controversies and Applications*, Prentice Hall of India Pvt. Ltd., New Delhi.

#### Journal

- a. *International Journal of Group Psychotherapy*
- b. *Journal of Extension Education*
- c. *Journal of Group Dynamics: Theory, Research, and Practice*
- d. *Journal of Group Processes and Intergroup Relations*
- e. *Journal of Small Group Research*
- f. *The Journal for Specialists in Group Work*

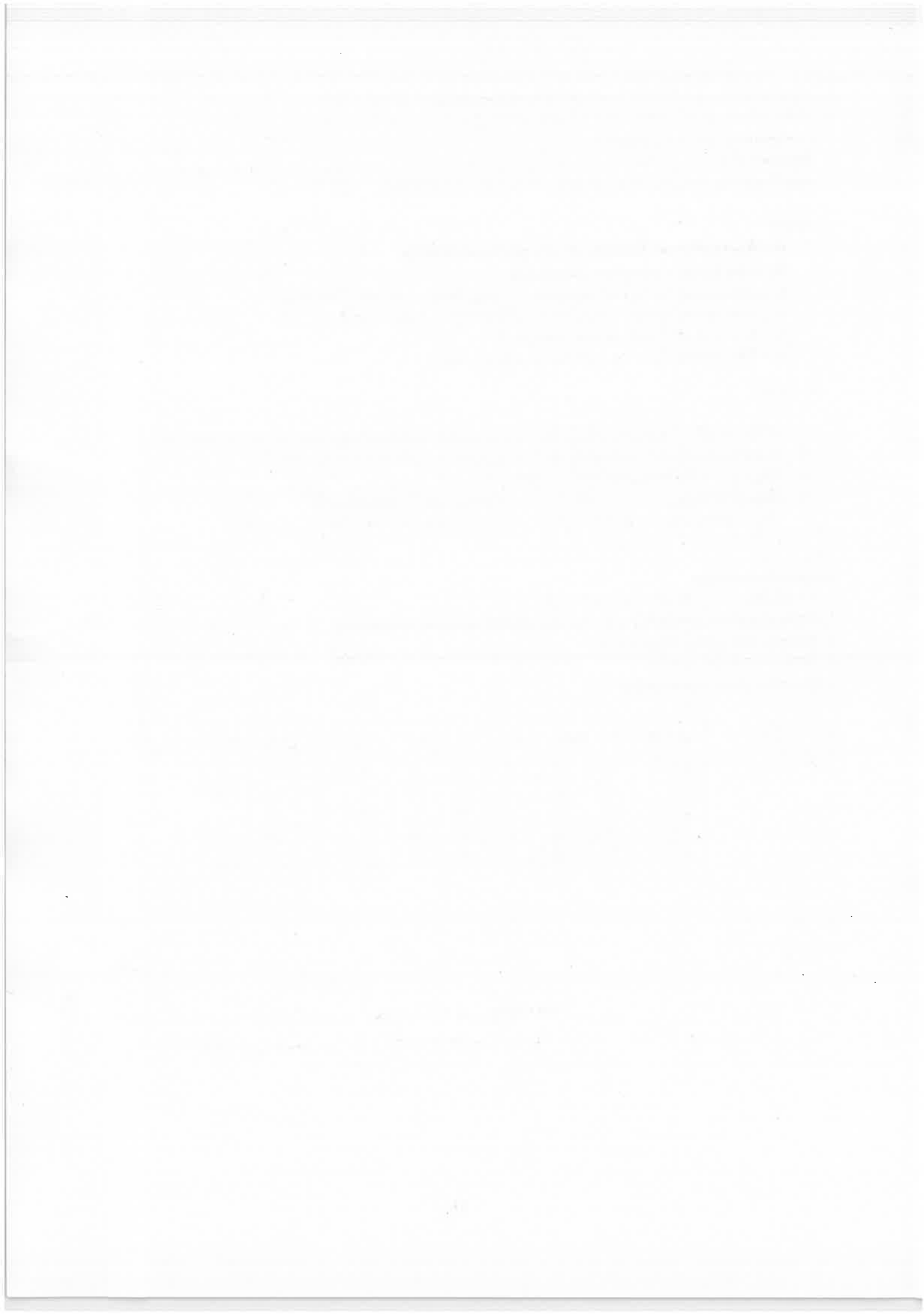
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1. <http://www.education.com/reference/article/school-bullying-peer-group-dynamics/>
2. <http://ehlt.flinders.edu.au/education/iej/articles/v4n3/Burdett/paper.pdf>
3. [http://en.wikipedia.org/wiki/Group\\_dynamics](http://en.wikipedia.org/wiki/Group_dynamics)
4. [http://www.icrc.org/eng/assets/files/other/irrc-870\\_castano.pdf](http://www.icrc.org/eng/assets/files/other/irrc-870_castano.pdf)
5. [http://www.psyr.org/about/pubs\\_resources/groupthink%20overview.html](http://www.psyr.org/about/pubs_resources/groupthink%20overview.html)

#### Course Outcomes:

1. Know the group norms and structure
2. Understand human behavior – feeling perception and assumption
3. Analyse the group processes
4. Able to manage groups
5. Examine group approaches

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	M	M	H	H	H	M	H	H	H
CO 2	H	H	M	H	H	H	H	H	H
CO 3	M	M	H	M	H	H	H	H	H
CO 4	H	H	H	H	M	H	H	H	H
CO 5	H	M	H	H	H	M	H	H	H



## **Development Communication**

**Semester II**  
**25MEXC10**

**Hours of instruction/week : 4**  
**No. of credits: 4**

**Objectives:** To enable students to

- To make students aware of the various forms and styles of writing and Journalism.
- To familiarize students with technologies used in journalism. To enhance the skills of students through hands-on practical projects
- To understand the process, functions, and techniques of developmental journalism with
- Reference to print, electronic and other modern media.
- To make students aware about different developmental issues

### **Unit I Development Communication**

**12**

Development communication- Definition, concept and genesis, characteristics, philosophy & approaches to development communication. roles of development communication, goals of Development Communication, Difference between communication for development and development communication, Approaches of Development Communication, Communist movement in India

### **Unit II Understanding the role of traditional and modern media in Development Communication**

**12**

Uses of various forms of media: Puppetry, Folk Media, Theatre, Street Play, Games, Print Media, Radio, Television, and Cinema. Animation and Graphics, Photography in development communication Role of Community Radio in Development Communication

### **Unit III Strategies in development communication**

**12**

Social cultural and economic barriers – development communication policy – strategies and action plans – democratic decentralization, Panchayati Raj – planning at National, State, Regional, District, Block and Village levels.

### **Unit IV Participatory Development Communication**

**12**

Media Literacy, Right to Information Civic Journalism, Mobile Journalism, Community Media and Development

### **Unit V Development Campaigns**

**12**

Development policies, current issues of development and major development programs. Research, Identifying problem, Planning Media Strategy, Communication objective setting, target audience mapping. Message strategy - Content Design, treatment of content; understanding culture in communication (social norms, beliefs and attitudes), Community mobilization. Advocacy in development communication, media selection and media mapping; Implementation design, Monitoring and evaluation: processes and practice.

**Total hours 60**



## References

1. Aggarwal Virbala., 2021, *Handbook of Journalism and Mass Communication*, Concept Publishing Co.
2. Kumar Keval J., 2020, *Mass Communication in India*, Jaico Publishing House Published, ISBN-13 : 979-8564363396
3. Allan Kennedy, Gary Godin, 2020, *Social Media Marketing Secrets 2021*, Independently.
4. Belch, 2017, *Advertising and Promotion: An Integrated Marketing Communications Perspective (SIE)*, McGraw Hill Education
5. Melkote, Srinivas and Steeves, H. Leslie, (2015). *Communication for Development: Theory and Practice for Empowerment and Social Justice*, Sage Publication
6. Stephen M. Croucher.(2016)., *Understanding Communication Theory: A Beginner's Guide*, Routledge publisher
7. Tom Funk (2013), *Advanced Social Media Marketing*, Apress. <https://link.springer.com/content/pdf/10.1007/978-1-4302-4408-0.pdf>
8. H. Leslie Steeves and Srinivas R. Melkote (2013). *Communication for Development in the Third World: Theory and Practice for Empowerment*, New Delhi: SAGE Publications India.
9. Murthy, DVR.,(2012), *Development Journalism*, Laxmi Publication, New Delhi.
10. Rajesh K. Singh (2010) *Broadcast Journalism Techniques of News Writing Reporting And Production*, Manglam Publications.
11. Rantanen, T. (2005). *The Media and Globalization*. New Delhi: Sage Publications.
12. Singhal, A. & Rogers, E. (2001). *India's Communication Revolution-From Bullock Carts to Cyber Marts* . New Delhi: Sage Publications

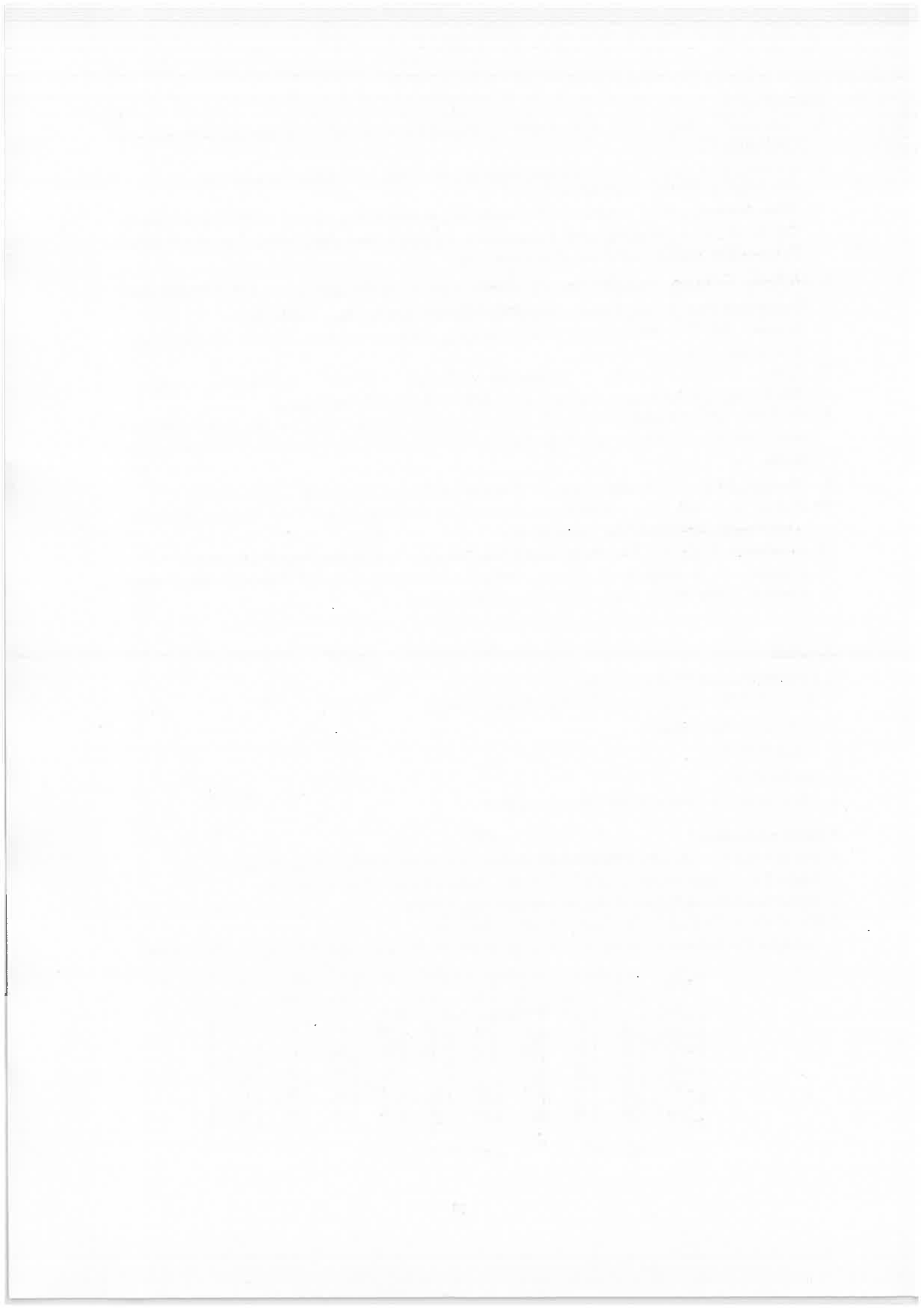
## Journal

1. *Communication Research (CR)*
2. *Journal of Development and Communication Studies*
3. *Journal of Mass Media*
4. *Kisan World*
5. *Kurushetra*
6. *The Journal of Development Communication*

## Course Outcomes :

1. Understand the concept, characteristic and goals of development communication
2. Know the present context of traditional and modern media in development
3. Understand the strategies in development communication
4. Know the participatory development communication
5. Build an understanding of the web writing, freedom of expressions and citizen journalism

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	M	H	H	M	M	-	-	L
CO 2	H	M	M	M	M	H	M	L	-
CO 3	H	H	-	H	-	H	M	H	L
CO 4	M	M	H	H	L	H	H	H	M
CO 5	M	M	H	M	H	M	H	M	M



### Practical III: Communication

Semester II  
25MEXC11

Hours of instruction/week : 4

No. of credits : 2

**Objectives:** To enable the students to

1. Provide students with skills and different approaches to “reading” documentary films that deal with social issues.
2. Introducing students to how to visually express social issues
3. Understand the importance of Documentation
4. Students have familiarized themselves with the art of socially engaged storytelling through documentary film.

#### Unit I

12

Elements of the training will include interview techniques, observation exercises, learning story construction and narrating rural structure

#### Unit II

12

Synopsis, treatment and script writing, camera techniques, sound recording, log writing, and film editing

#### Unit III

12

Hands-on field-based practical project in each unit, Students presentation, field visit, village visit, workshop, Tutorial, Practical, Assignment, News write-up, Radio and Film Production, Recording for Community Radio

#### Unit IV

12

Practice of Verbal and Non verbal skills, Listening and Reading

#### Unit V

12

Preparation of documentary movie and documentation

Field Observation	- 10	
Script writing	- 10	CIA – 40
Documentary Movies	- 10	
Documentation Viva Voce (CE)	- 10	CE – 60

**Total**

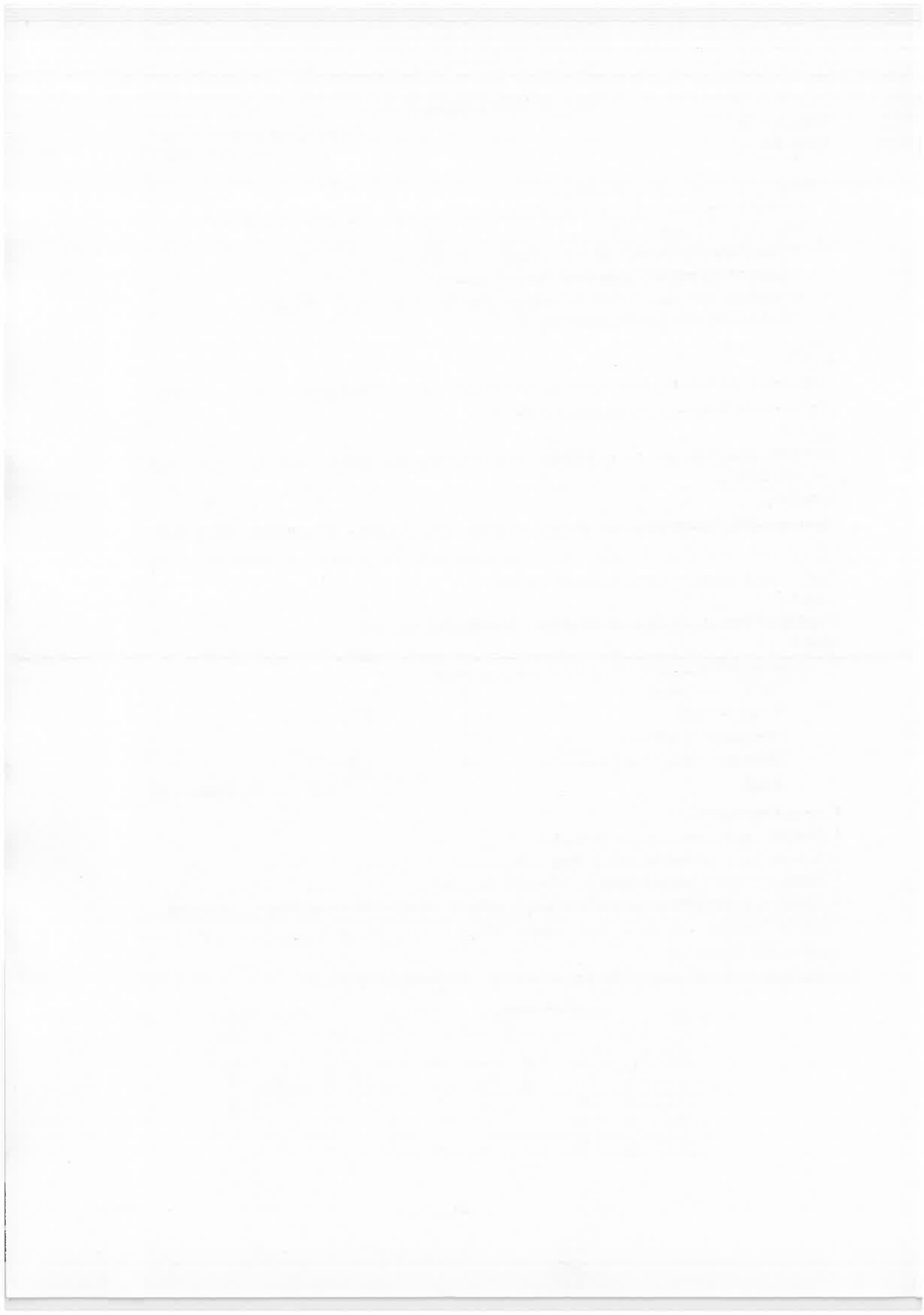
**100**

**Total hours 60**

#### Course Outcomes:

1. Understand the social issues in the field
2. Knowledge in recording and capturing the events
3. Know to write script for radio and documentary movies
4. Enable the Students to do creative group work in the field of social sciences that seeks to equip the students with increasingly sought after skills of understanding, producing and using media in the digital age.
5. Build an understanding of the documentation and documentary movie

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	M	H	H	M	M	H	H	H
CO 2	H	M	M	M	M	H	H	H	M
CO 3	H	H	-	H	-	H	H	H	M
CO 4	M	M	H	H	L	H	H	H	H
CO 5	M	M	H	M	H	M	H	H	M





## **e- Extension**

**Semester II**  
**25MEXC12**

**Hours of instruction/week: 4**  
**No. of credits: 4**

**Objective:** To enable the students to

1. acquaint the students with scope of ICT in agriculture, networking and communication media.
2. get to know the services of IT in rural sector
3. Understand the recent innovation in e-extension

### **Unit-I Information and Communication Technology (ICT)**

**12**

Concept, definition, tools and application in extension education. Concept of e-Extension, New media tools- genesis and importance. Reorganizing the extension efforts using ICTs, advantages, limitations and opportunities.

### **Unit-II ICT Based Extension Initiatives**

**12**

Farmer Call Centre, m-krisi. ICT Initiatives of NGOs and Private Companies. ICT initiatives by ICAR, Value Added Services, Fisher Friend Project, SMS Services to farmers by development departments.

### **Unit-III ICT Based Extension Projects**

**12**

Agriculture and rural development projects : e-Velanmai (TNAU model), aAQUA, Digital Green, e-Agrik (e-Agriculture), KISSAN (Karshaka Information Systems Service and Networking), VASAT-Virtual Academy for the Semi-Arid Tropics, Touch Screen Kiosk.

### **Unit-IV e-portal**

**12**

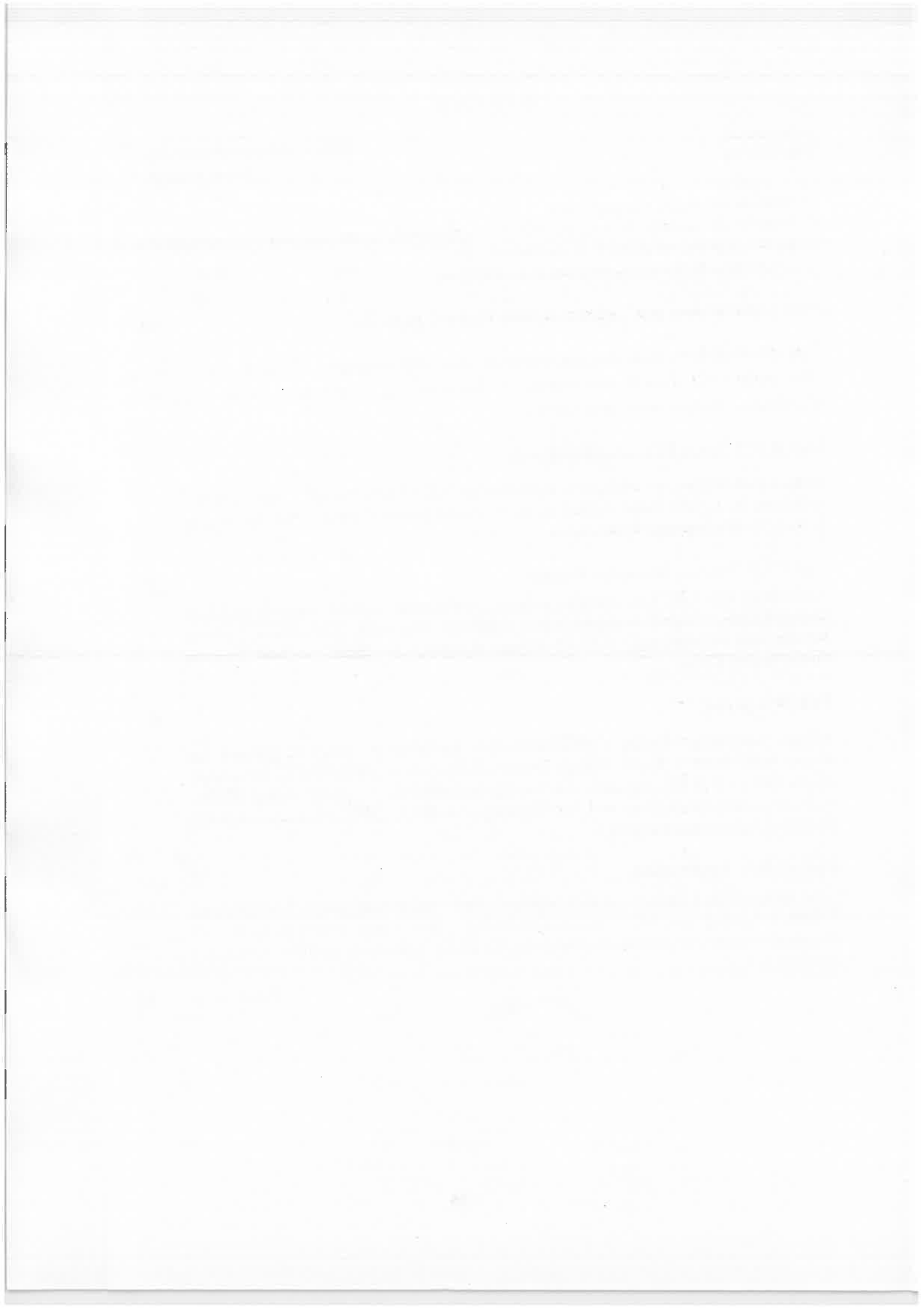
Village Knowledge Centre (VRC/VRC/CIC): Introduction, concept, process for setting VRC-Warana Wired Village Project, Web Portals: AGRISNET, DACNET, InDG, EAL, i-KISAN, e-Krishi, ASHA, Agritech Portal, Agriwatch Portal, Shakti. ICTs for market information and Agri-Business: AGMARKNET, e-Choupal, e-NAM (National Agriculture Market)

### **Unit –V ICT Applications**

**12**

Case studies of ICT based extension projects – India and abroad cases – Conferencing - Remote sensing and GIS – social networking - online data collection tools - e-Extension- online and offline extension- Expert system apps in agriculture - Emerging issues in ICT.

**Total hours 60**



## References

1. **A.S. Sandhu**, 2004. *Text book on Agricultural Communication Process and Methods*. Oxford & TBH.
2. **B Jirli, Deepak De & GC Kendadamth** 2005. *Information and Communication Technology (ICT) and Sustainable Development*, Ganga Kaveri Publ. House, Varanasi.
3. **E Extension**, 2020 Department of Extension Education College of Agriculture, Jabalpur.
4. **G.L. Ray**, 2006. *Extension Communication and Management*. Kalyani Publ.
5. **MANAGE**, 2015, *ICT Tools and applications in Agricultural Extension*.
6. **R Saravanan**, 2010. *ICTs for Agricultural Extension*, New India Publ. Agency.
7. **R Saravanan, C Kathiresan & T Indra Devi**, 2011. *Information & Communication Technology for Agriculture and Rural Development*. New India Publ. Agency.
8. **Shaik N Meera**, 2008. *ICTs in Agricultural Extension Tactical to Practical*. Ganga Kaveri Publ. House, Varanasi.

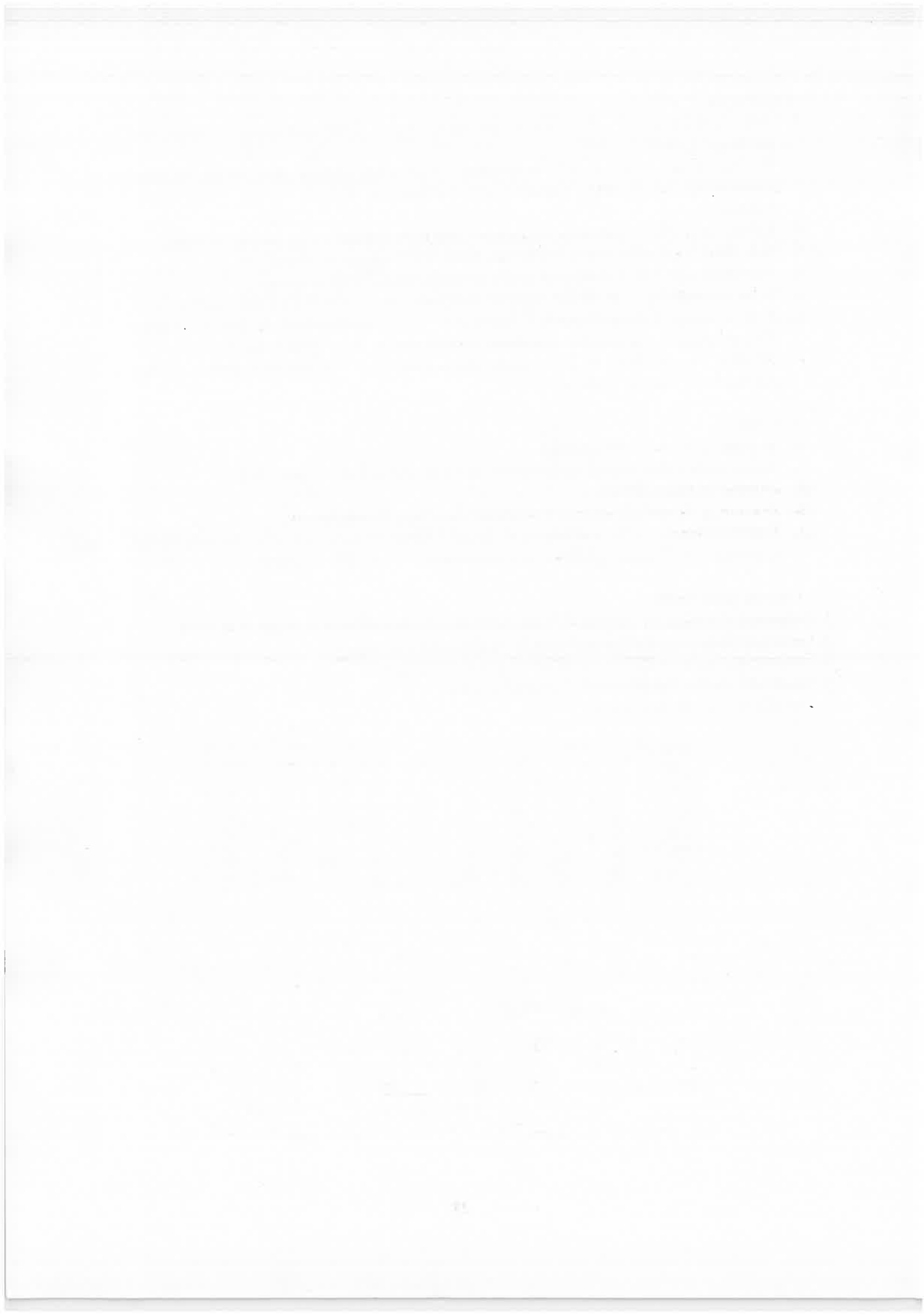
## Journal

1. *Journal of Rural Development*
2. *International Journal of Information and Communication Technology*
3. *Journal of Multi Media*
4. *Journal of Social Media and Interactive Learning Environment*
5. **Karthikeyan, C.** 2012. "e-Velanmai- An ICT Enabled Agricultural Extension Model". *International Journal of Extension Education*, Vol. 8: 24 – 30, ISSN: 2319 – 7183.

## Course Outcomes:

1. Acquire knowledge on various ICT tools and success stories of ICT projects in India
2. Gain knowledge to establish community information centre
3. Become specialist in ICT in the field of rural development
4. Undertake public and private ICT project in future
5. Identify the recent innovation

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	M	M	M	M	M	M	H	H	H
CO 2	M	M	M	M	M	M	H	H	H
CO 3	M	M	M	M	M	M	H	H	H
CO 4	M	M	M	M	M	M	H	H	H
CO 5	M	M	M	M	M	M	H	H	H



**Objectives:** To enable the students to

1. Understand entrepreneurship development process, types and business environment
2. Internalize the skills of identifying enterprise and its appraisal
3. Understand the management of entrepreneurship

**Unit – I Entrepreneurship Development**

9

Concept, characteristics, theories and need for entrepreneurship development. Types and traits of entrepreneurs, stages of establishing enterprise, identification of the product by enterprise, feasibility report - technical, finance, market. MSME Act and classification-Micro, Small, Medium – product and service enterprises KVIC industries

**Unit – II Project Selection and Appraisal**

9

Idea generation and identification of the projects, innovations and sources of new idea-business project proposal - Project appraisal techniques - SWOC Analysis- incubation centres for entrepreneurs.

**Unit – III Women in Entrepreneurship Development**

9

Gender issues in Entrepreneurship Development, subordination of women- Government policies and programmes for women, women entrepreneurs achievements in India and World.

**Unit -IV Business Environment in India**

9

Technical, financial, political Governance. Environmental scanning. Index of economic freedom and ease of business in India compare to other countries in Globe. Supporting institutions and schemes for entrepreneurs from MSME and State Government

**Unit V Management**

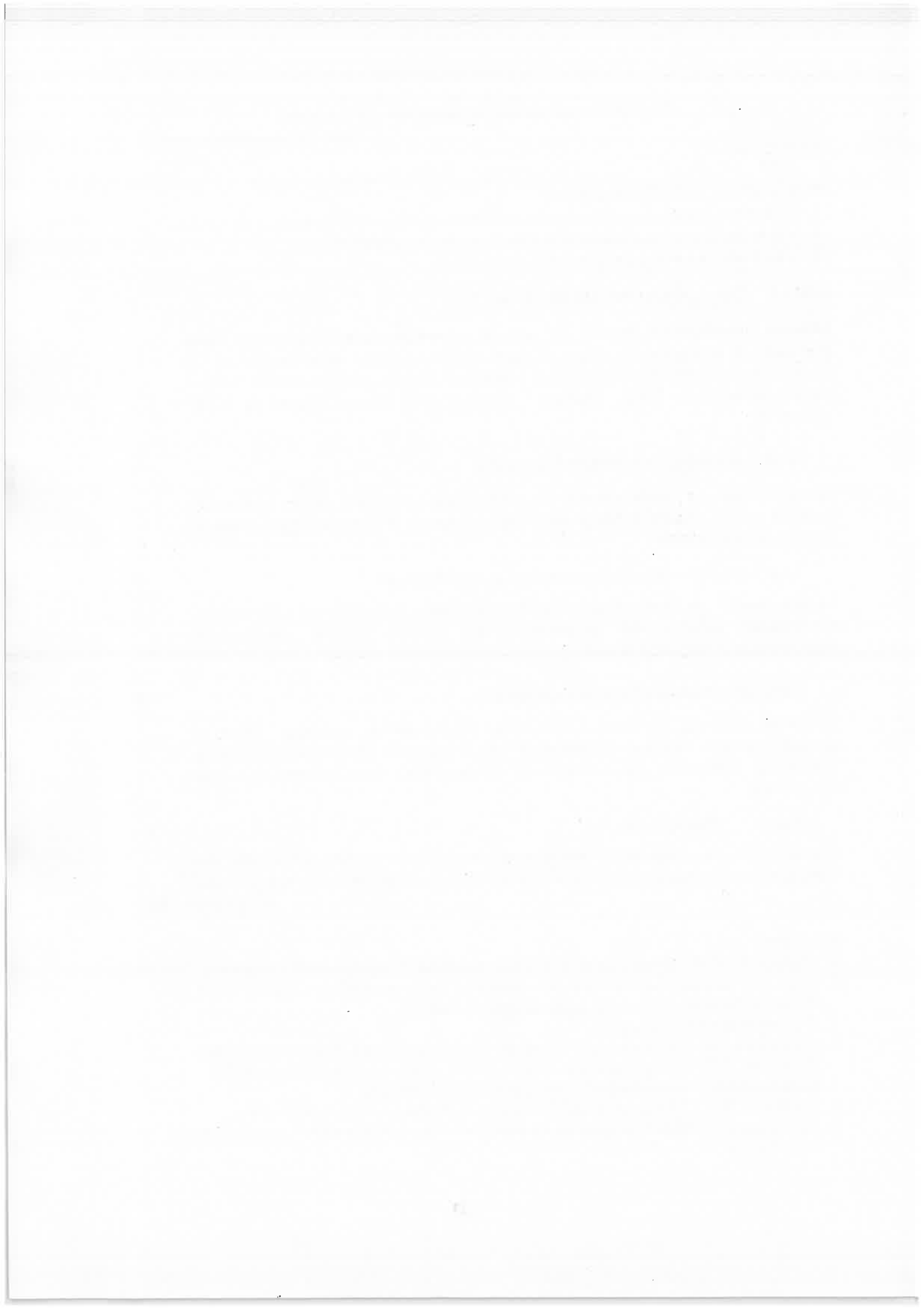
9

Concept, meaning, importance and approaches-Managers quality, skills, role and characteristics-Management principles and functions – Entrepreneurship management.

**Total hours 45**

**References**

1. *Batra C.S.*, 2003. *Development of Entrepreneurship*, Deep and Deep Publication, New Delhi
2. *Francesco Fasano, Maurizio La Rocca, Tiziana La Rocca and Veronica Marozzo*, 2020. *Does Financial Institution Proximity Affect the Development of Entrepreneurship?*, IntechopenPubliser.
3. *Michael Laverty*, Colorado State University Global Chris Littel, North Carolina State University, 2020. *Entrepreneurship*, Rice University. [https://assets.openstax.org/oscms-prodcms/media/documents/Entrepreneurship-WEB\\_qNSArxT.pdf](https://assets.openstax.org/oscms-prodcms/media/documents/Entrepreneurship-WEB_qNSArxT.pdf)
4. *Radha.V.*, 2007. *Entrepreneurial Development*, Prasanna and Co., Chennai
5. *Sethurajan.S.*, 2003. *Principles of Entrepreneurship Development*, Vimal Publishers, Coimbatore



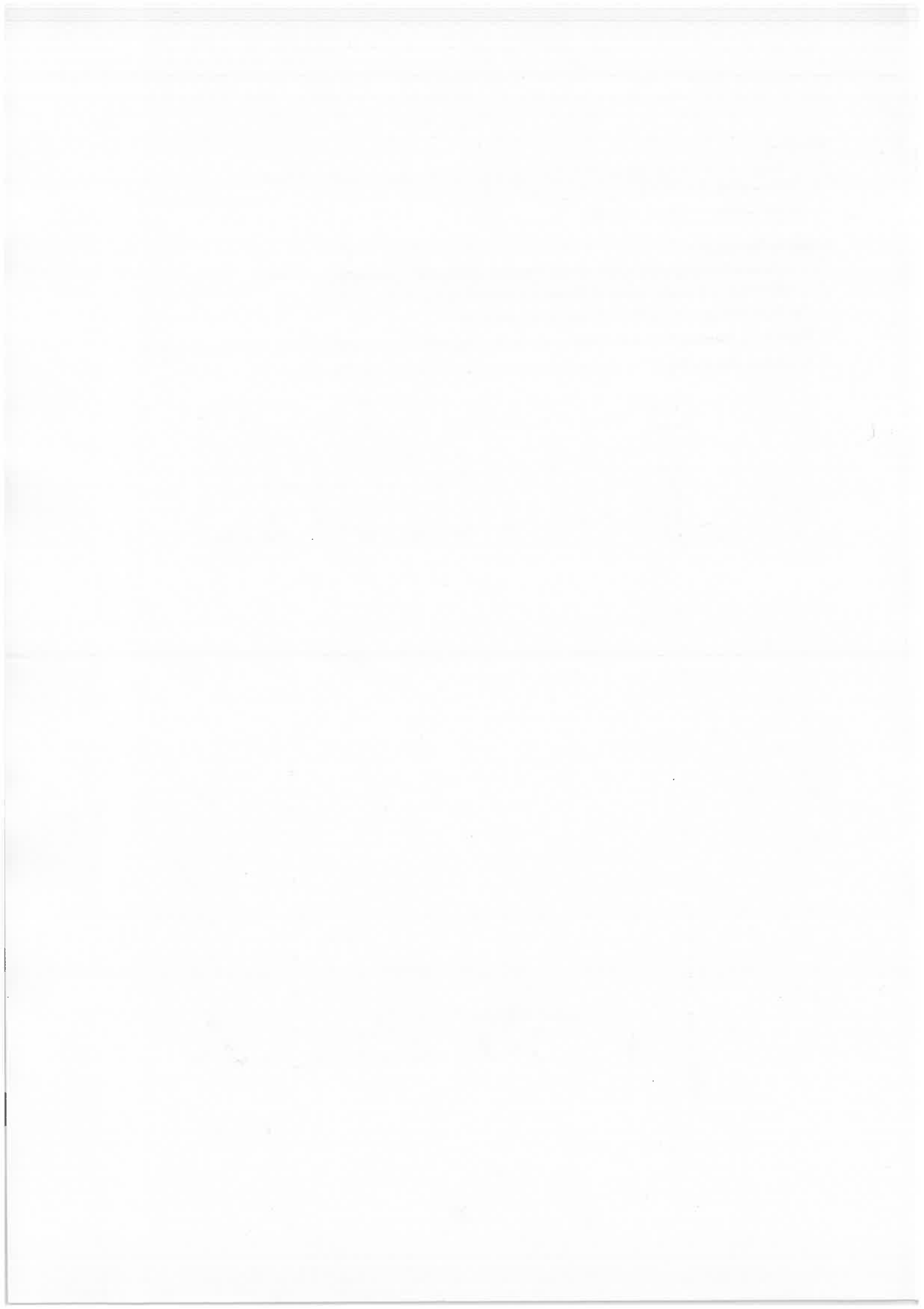
**Journal**

1. *Indian Journal of Marketing* Y-21, Haury, Gilani, New Delhi- 110016
2. *Journal of Social Change*, Sage Publication, Ministry of Rural Development Ministry of I and B Government of India

**Course Outcomes:**

1. Understand entrepreneurship development, enterprise and its types
2. Understand the techniques of project proposal and SWOC analysis
3. Analyse the gender issues in entrepreneurship
4. Know the business environment and supporting institutions and scheme for entrepreneurs
5. Examine the manager's role and characteristic principles and function

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	M	H	H	M	M	-	L	L
CO 2	M	H	-	M	H	H	H	M	-
CO 3	H	H	M	H	-	L	M	H	L
CO 4	H	H	H	-	L	H	M	M	-
CO 5	M	M	H	M	H	M	H	M	M





## Sustainable Development Goals for Community Health

Semester III  
25MEXC14

Hours of instruction/week : 3  
No. of credits: 3

**Objectives:** To enable students to

1. Acquire knowledge on basic concept of health and nutrition, SDGs
2. Understand the structure of health care system and its delivery
3. Exposure to aware of preventive and creative measure undertaken through programmes, policies and schemes of the Government

### Unit – I Basic Concept of Health and Nutrition

Definition: Food, Nutrition, Nutrients, Components of Nutrients, Macro nutrient and Micro nutrients and dietary sources, Definition on Health, Determinants of health, signs of good Health, Concept of health, Dimension of health /public health, Indicator of health, Human Development Index and vital statistics, causes and consequences of ill health. Prevention and healthy diet care

9

### Unit - II Diseases

Diseases - Concept of diseases: Communicable diseases, Non communicable diseases (Life style related diseases), Nutritional deficiency diseases and its causes, symptoms and preventive measure; Health Care Delivery System - Health care revolution, Level of care and delivery, Determinants of health: social, economic, environmental factors

9

### Unit – III Reproductive Health

Meaning and definition of reproductive health, Maternal and Children Health, Antenatal care, Inter natal care, Postnatal care, Neonatal care, Stem cell banking Indicators of Maternal child health care, Early detection and screening programs.

9

### Unit – IV Sustainable Development Goals (SDGs)

Definition of SDGs, 17 SDGs, Interconnectedness of SDGs and their impact on community health, Health disparities and vulnerable populations, Participatory approaches to community health planning and implementation. Relevant SDGs and Targets for Community Health - Reducing maternal mortality, Lowering infant and child mortality, Combating infectious diseases (e.g., HIV, TB, malaria), Addressing non-communicable diseases (NCDs) like cancer, heart disease, diabetes, promoting mental health and well-being, ensuring access to quality healthcare services.

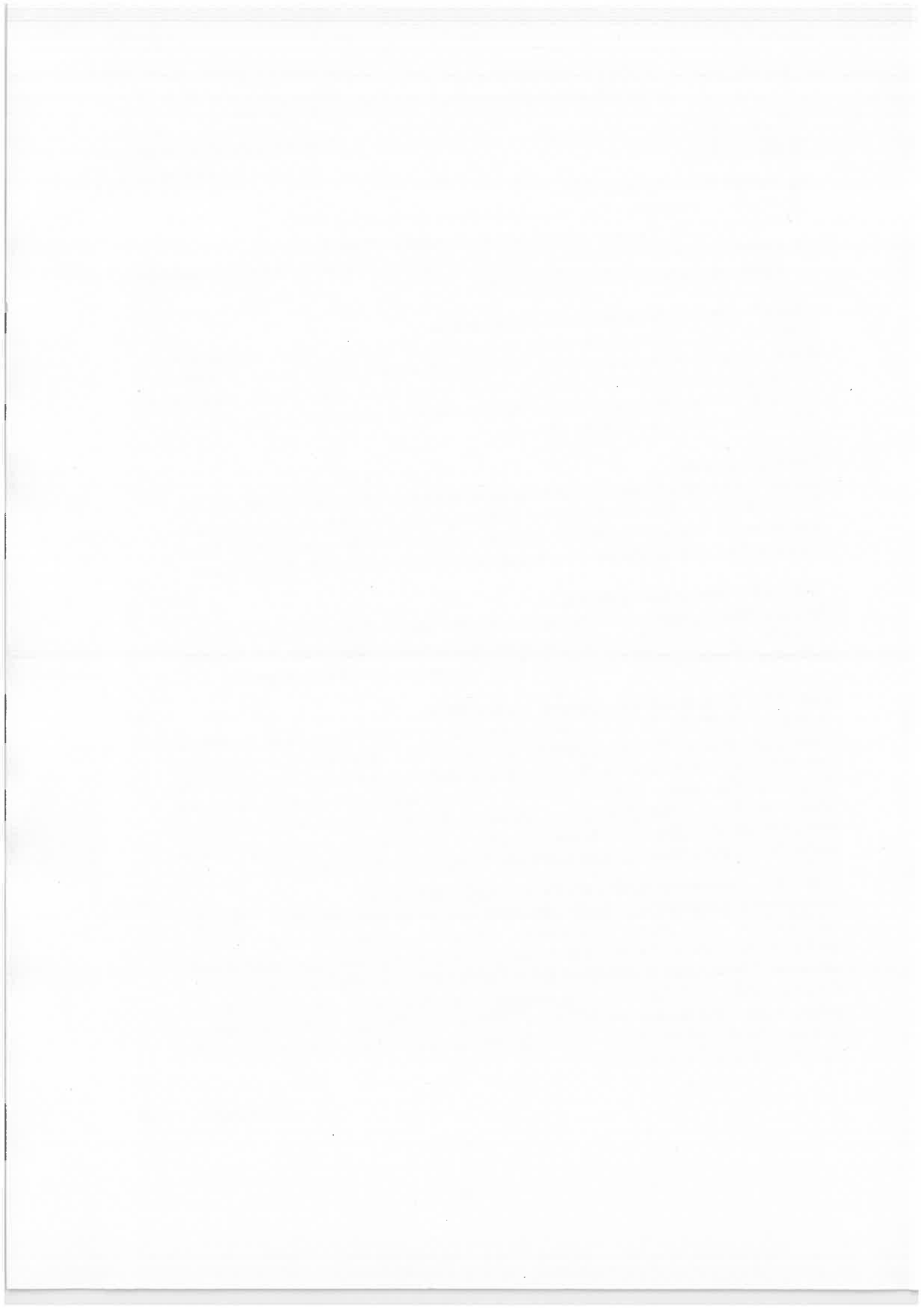
9

### Unit – V Preventive Healthcare Policies and Programmes

Immunization programmes, Health education and awareness campaigns, Lifestyle modifications for disease prevention. Universal health coverage (UHC), Environmental Health: Air and water quality management, Waste management and sanitation, Climate change adaptation and mitigation strategies. National health policy, National Rural Health Mission, Food security policy, nutrition vs security Nutritional policy, Noon- Meal programme, ICDS, NCDPM, Swatch Bharath, Rural water supply, AYUSH Bharat, and sanitation. Pradhan Mandri Surakshit Matritva Abhiyan, Mother and Child Tracking System (MCTS).

9

**Total hours 45**



## References

1. *Shobhakumari*, 2015., *Food and Nutrition*, Agrotech Press., Jaipur
1. *Shashi Goyal, Pooja Gupta*.2012. *Food, Nutrition and Health*. Chand and Company, Ltd, New Delhi
2. *Nisha .M.S.*,2006.*Wings of Home Science*, Kalpay Publication, Delhi
3. *Park.J.E and Park.K*.2005.*Text Book of Preventive and Social Medicine*. Bajjaridas Bhanolt Publishers, New Delhi.
4. *Srilakshmi.B.*,2002.*Food Science*, New Age International Ltd., New Delhi
5. *Prabhakar, V.K.*, 2001.*Prevention and Control of Population*, Anmol Publication Pvt., Ltd, New Delhi
6. *Venkataiaha,S.*, 2001.*Health Education*, Anmol Publication Pvt., Ltd, New Delhi.

## Journal

1. *Suryatapa Das.*, 2022.Textbook of Community Nutrition, Academic Publishers
2. *Elizabeth Eilender*.(2016).*Public Health and Community Nutrition*, Momentum Press
3. *Hazard of Health*, Oriental Watchman Publishing House, P.O.1417, Salisbury Park, Pune- 411037
4. *Nutrition today*, American Society for Nutrition, Partner Publication
5. *World Health*, Bulletin of the WHO, Who Press, 1211 Geneve, 27, Switzerland

## Website:

<https://egyankosh.ac.in/bitstream/123456789/53870/1/Unit-15.pdf>

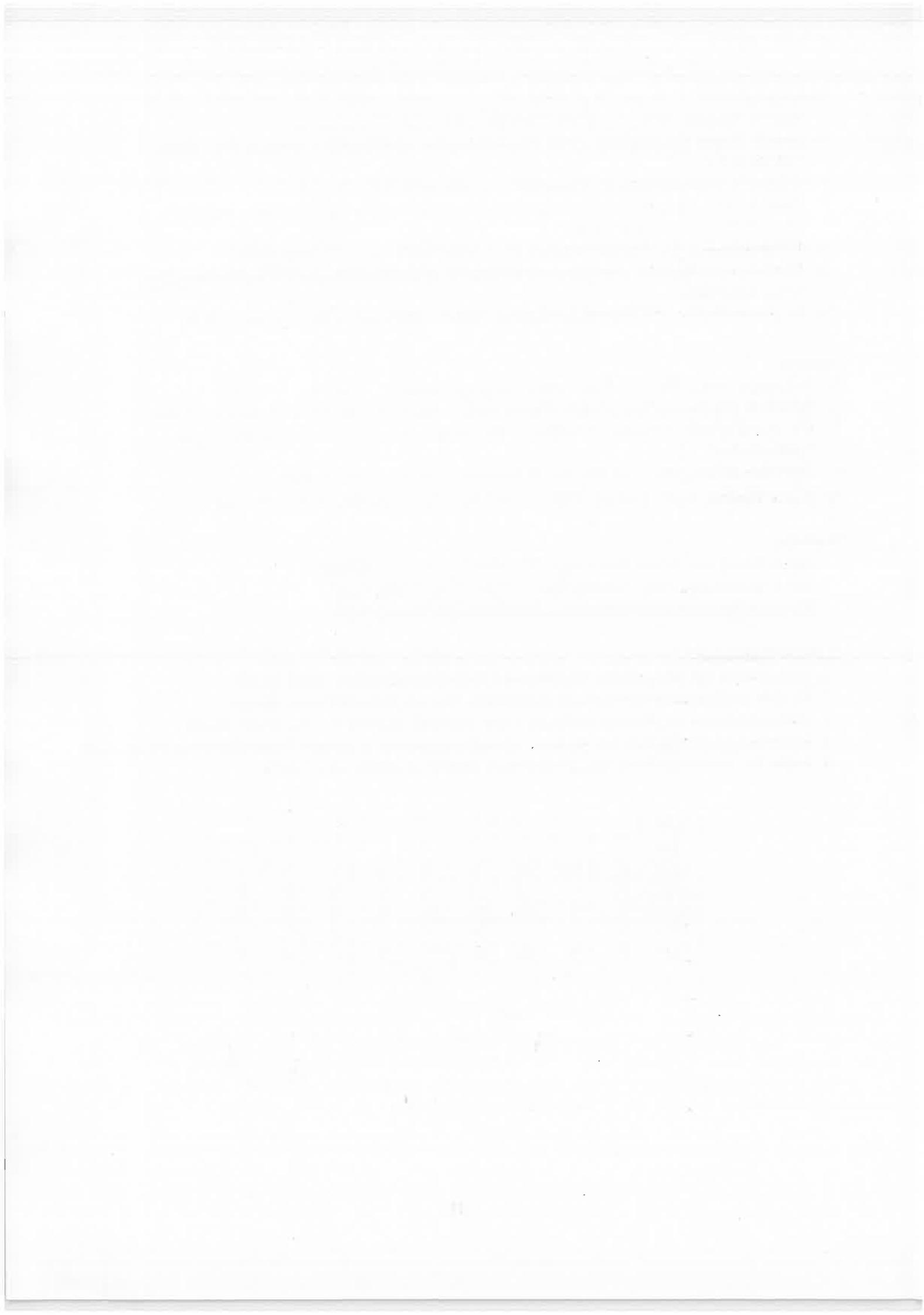
<https://egyankosh.ac.in/bitstream/123456789/77368/1/Unit-4.pdf>

<https://egyankosh.ac.in/bitstream/123456789/97817/3/Unit-5.pdf>

## Course Outcomes:

1. Gain knowledge on food and nutrition and learn determinants of good health
2. Be able to distinguish between communicable and non communicable diseases
3. Gain knowledge on primary health centre its role and function in community health
4. Understand reproductive health, maternal and child health as to how it can affect women's health
5. Know the various policies and programmes relating to community health

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	M	M	M	M	M	M	H	H	H
CO 2	M	M	M	M	M	M	H	H	H
CO 3	H	H	H	H	H	H	H	H	H
CO 4	M	M	M	M	M	M	H	H	H
CO 5	H	H	H	H	H	H	H	H	H



## **Research Methods and Statistical Applications**

**Semester III**  
**25MEXC15**

**Hours of instruction/week: 4+1**  
**No. of credits: 5**

**Objectives:** To enable the students to

1. Understand the research and its types
2. Understand the fundamental principles and techniques of methodology concerning research and
3. Apply statistical procedure to analyze numerical data and draw inferences.

### **Unit – I Introduction to Research , Types of Research and Research Design 15**

Definition, Objectives and characteristics of research (self study)- Level of Research - Types of Research- Basic , applied , Action , Evaluation, experimental , Surveys- Descriptive , diagnostic and exploratory. Hypothesis, Objectives of the study, Variables, types and their measurement. Basic components of research design and its types, - Sampling Procedure - Probability and non probability sampling methods – Research Design

### **Unit – II Data and Tools of Data Collection 15**

Primary and secondary data. Data sources, Interview schedules and questionnaires, Interviews and Type of Interviews (self study), case study , Focused group discussion - Pre-testing and Pilot study, Editing and coding of data, Data collection through PRA.

### **Unit – III Organization and Representation of Data, Report Writing 15**

Classification-, qualitative, quantitative- frequency distribution, discrete and continuous Tabulation of data parts of a table, preparation of blank tables, Diagrammatic – One dimensional diagrams-Two dimensional diagrams-pictogram and cartographs, Graphical, frequency graphs- Line , polygon, curve Histogram-cumulative frequency graphs-gives, use of SPSS/Excel for data analysis.

### **Unit – IV Descriptive Measures 15**

Mean , median , mode their applications, Measures of dispersion – standard deviation, coefficient of variation , percentiles and percentiles ranks, Correlation co-efficient and its interpretation, rank correlation, Regression equations and predications. Association of attributes contingency table .

### **Unit – V Probability and Tests of Significance 15**

Rules of probability and its applications, Normal, binomial, their properties, importance of these distributions in research studies ,Large and small sample tests, 't', F and chi square tests ANOVA and applications. Preparation of report-Thesis dissertation/ technical reports, writing-abstract, Bibliography

**Total hours 75**



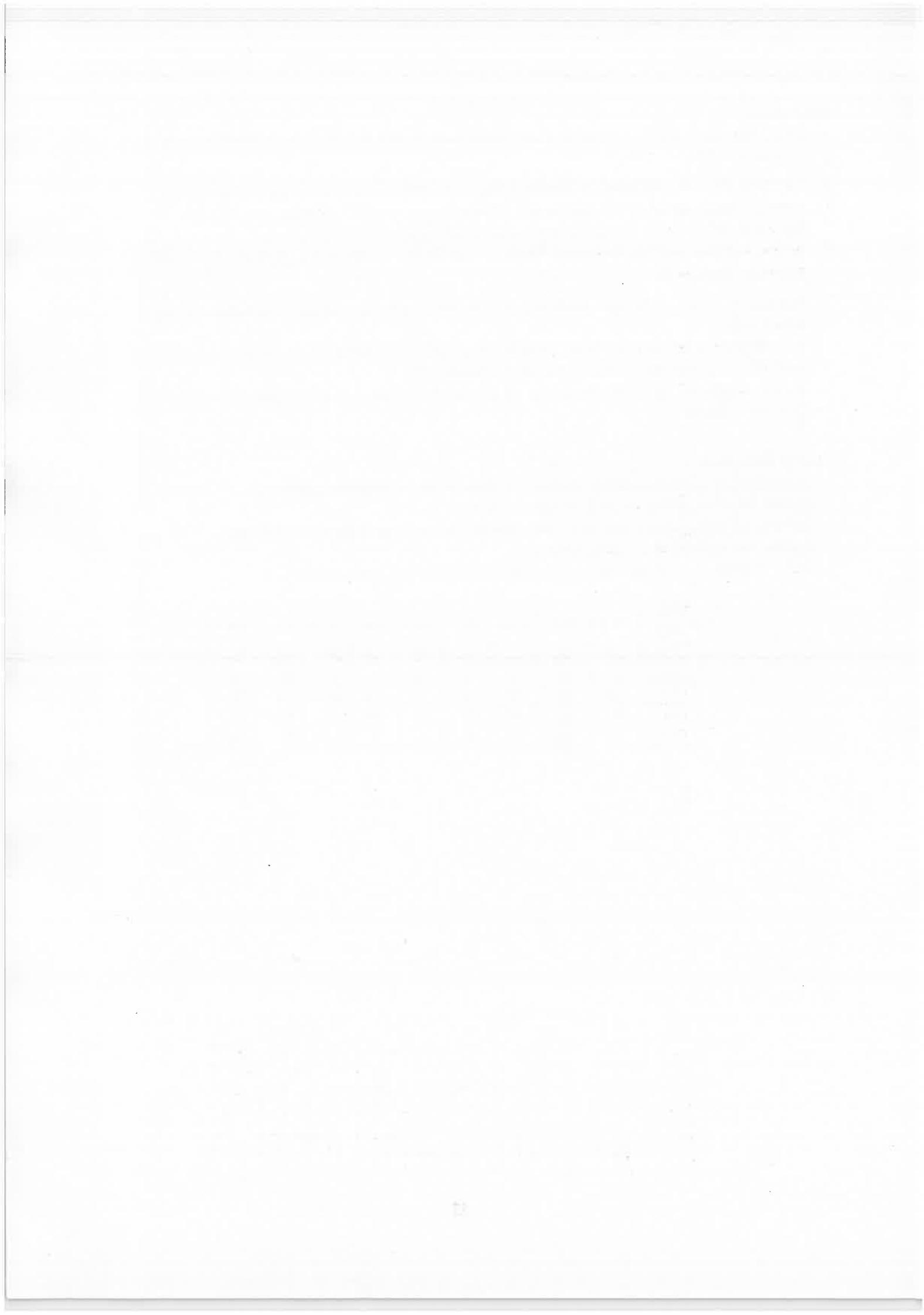
## References

1. **Patil, Shridhar**, 2020, *Research Methodology In Social Sciences*, New India Publishing Agency (Nipa)
2. **Dwivedi H.** 2014, *Research Methodology in Social Science*, Pointer Publishers
3. **Pradip Kumar Sahu**, 2013, *Research Methodology: A Guide for Researchers in Agricultural Science, Social Science and Other Related Fields*, Springer.
4. **Sinha.A.,Patil.S.**,2013, *Research Methodology in Social Sciences*, New India Publishing Agency, New Delhi
5. **Gosh.B.N.**, 2006. *Scientific Methods and Social Research*, Sterling Publishers Pvt.ltd., New Delhi.  
<http://dspace.vnbrims.org:13000/jspui/bitstream/123456789/4679/1/The%20SAGE%20Handbook%20of%20Social%20Research%20Methods.pdf>
6. **Kulbir Singh. S.**, 2006. *Methodology of Research in Education*, Sterling Publishers Pvt. Ltd., New Delhi

## Course Outcomes :

1. Understand the fundamental principles of methodology concerning research
2. Expose the students to the tools of data collection
3. Understand organization and representation of data and apply in report writing
4. Explore the various descriptive measures
5. Apply statistical procedure to analyse numerical data and draw inferences

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	M	L	M	H	H	H	M	M
CO 2	H	M	L	H	M	L	H	H	M
CO 3	M	H	M	H	M	M	H	M	H
CO 4	H	H	M	L	M	H	M	M	H
CO 5	H	M	H	H	M	L	M	H	M





## Mini Project

Semester III  
25MEXC16

Hours of instruction/week: 1  
No. of credits: 2

**Objectives:** To enable the students to

1. Apply the subject matter knowledge in the field
2. Organizing programme in the field
3. Train them to document the activities

### Suggested Projects

15 hours

1. Status of achievement of Sustainable Development Goals in villages
2. Study the trend of family system in the adopted areas
3. Analysis of programmes for different target group and their impact
4. Observation of Social Change in terms of marriage, child rearing, adolescent needs
5. Study of Leadership Pattern
6. Programmes of Environmental Management
7. Schemes for Solid Waste Management
8. Schemes of health in operation
9. Study on trends in Entrepreneurship
10. Schemes helping entrepreneurs
11. Health Care Delivery System
12. Applications of Waste Disposal
13. NGOs working for environment
14. EM Technology
15. Women empowerment programmes
16. Programme to promote entrepreneurship development among youth women (NRLM)
17. e extension in sustainable agricultural development
18. Utilization of AI in agriculture

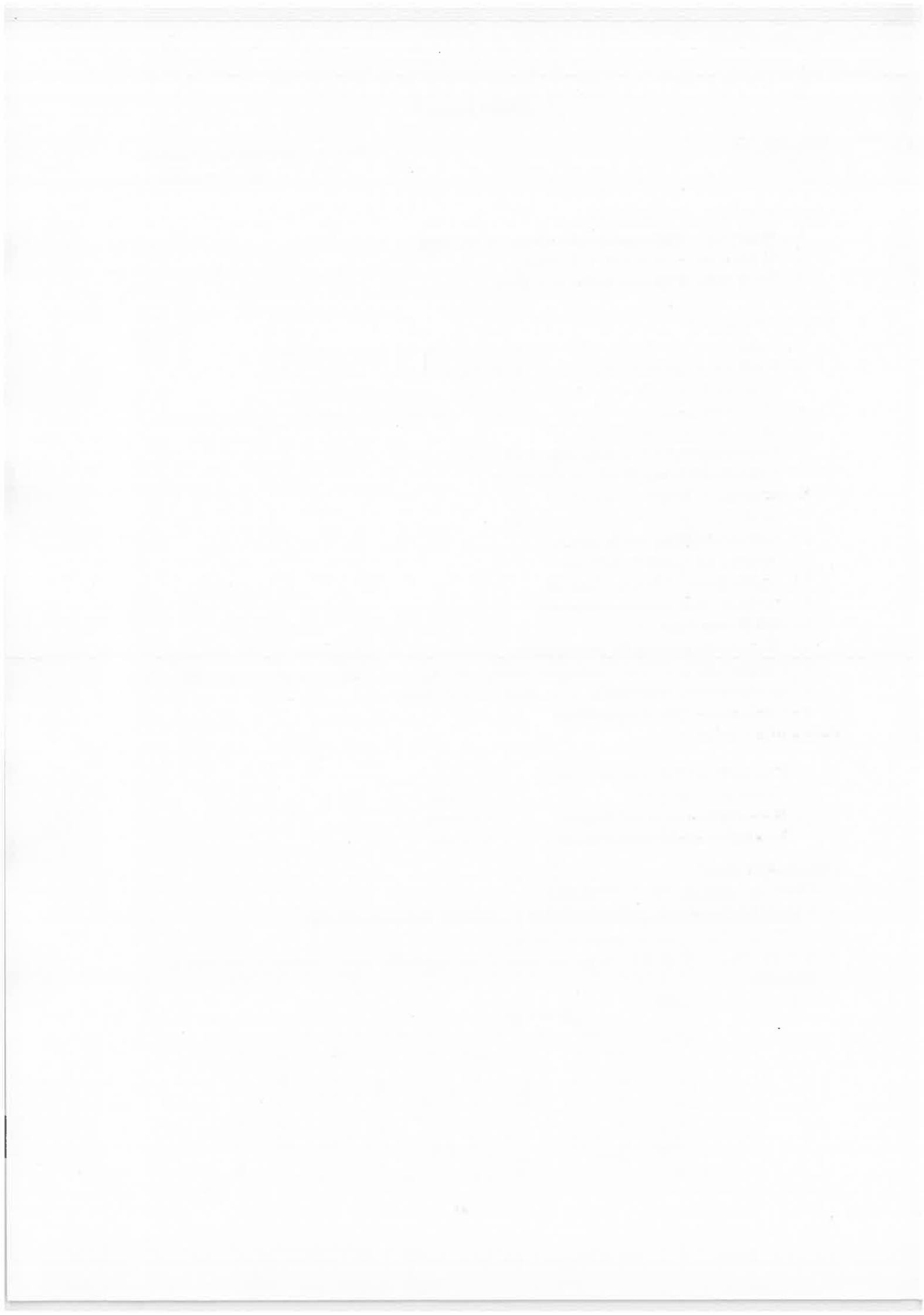
### Patten of Evaluation

Preamble for the project - review	: 10 marks
Planning the project	: 10 marks
Implementation of the project	: 30 marks
Evaluation and documentation	: 50 marks

### Course Outcomes:

1. Know the concept, scope of research
2. Enable the students to gain knowledge on different areas of research
3. Understand the scientific methods to study society
4. Analyse the practical knowledge of research and apply the subject matter knowledge in the field
5. Learn the art of reporting

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	H	H	H	H	H	H	H	H
CO 2	H	H	H	H	H	H	H	H	H
CO 3	H	H	H	H	H	H	H	H	H
CO 4	H	H	H	H	H	H	H	H	H
CO 5	H	H	H	H	H	H	H	H	H



**Semester III**  
**25MEXC17**

**Programme Planning**

**Hours of instruction/week:4**

**No. of credits: 4**

**Objectives:** To enable the students to

1. Understanding the principles and procedure in programme planning
2. Understand the concept of monitoring and evaluation of the programmes and
3. Gain skills in planning, monitoring and evaluation of programmes

**Unit I            Programme Planning**

**12**

Meaning of programme planning, definition, need for programme planning, Principles of programme planning, programme planning models.

**Unit II            Programme Development**

**12**

Steps in Programme planning, Identification of needs, Types of needs-felt and unfelt needs. Definition of an objective, need for setting objective, methods of setting objectives

**Unit – III        Programme Implementation**

**12**

Factors to be considered in planning a programme, Component of a plan of work, Calendar of work, Steps in preparing a plan of work, Selection and use of methods and aids for programme implementation and stages in implementation process.

**Unit – IV        Monitoring**

**12**

Meaning, definition of monitoring process, Monitoring indicators, Need for impact assessment, Steps in Impact assessment - Concept and domain, participatory monitoring

**Unit – V        Evaluation**

**12**

Meaning and Definition, Need and purpose of evaluation, Degrees of evaluation, Methods of evaluation, Tools for evaluation, Steps in Evaluation, Types of evaluation. Evaluating benefits. Feedback: Meaning and definition, characteristics, function and types of feedback.

**Total hours    60**



## References

1. **Santha Govind, G.Tamilselvi & J Meenankigai**, 2013, (*Agrobios, India*) *Extension Education & Rural Development*
2. **Patrick Gudda**, 2011. "*A Guide to Project Monitoring and Evaluation*", Author House, Bloomington.
3. **Paul J. Gertler, Sebastian Martinez**, 2011. "*Impact Evaluation in Practice*". The World Bank/ The International Bank for Reconstruction and Development, Washington D.C.
4. **Debabrata Das Gupta**, 2008, *Extension Education –Core Concepts and Emerging Areas*, Agrobios, Jodhpur
5. **Britha Mikkelsen**, 2005. *Methods for Development Work and Research*, Sage Publications Ltd., New Delhi.
6. **P.Muthian Manoheren, R.Arunchalam**, 2003, *Agricultural Extension*, Himalaya Publishing House.
7. **Shrutika Kasor**, 2003. *Project Management*, Sumit Enterprises, New Delhi.
8. **R.G.Ghattas, Sandra L.McKee** 2003, *Practical Project Management*, Pearson Education (Singapore) Pvt. Ltd., Delhi.
9. **S.V Supe**, 2019 *Oxford & IBH Publishing- An Introduction to Extension Education*
10. **Nick Salafsky and Richard A. Margduis**, 1998. "*Measures of Success: Designing, Managing, and Monitoring Conservation and Development Projects*". Island Press, Washington D.C.
11. **Uttam Kumar Singh, A.K.Nayak**, 1997, *Common Wealth*, Publishers Extension Education
12. **David I.Cleland**, 1995. *Project Management: Strategic, Design and Implementation*, McGraw Hill, New Delhi.
13. **Annabel Warbung**, 1995. "*Toolkits : A Practical Guide to Planning, Monitoring, Evaluation and Impact Assessment*". Save the Children, London, UK..
14. **Prasanna Chandra**, 1980. *Project Planning, Appraisal, Budgeting and Implementation*, Tata McGraw Hill Publishing Company Limited, New Delhi,
15. **Moshin. M.**, 1977. *Project Planning and Control*, Vikas Publishing House Pvt. Ltd.
16. **ParthaDasgupta, AmartyaSen and Stephen Marglin**, 1972. *Guidelines for Project Evaluation*, Oxford & IBH Publishing Co., New Delhi.

## Journal

1. Journal of Rural Development
2. Journal of Extension Education

## Course Outcomes:

1. Understand programme planning and programme planning model
2. Identified the needs of the community and develop a programme
3. Learn the technique of implementing a programme
4. Monitoring and assessing programme
5. Be able to evaluate the impact of the programme

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	M	M	H	H	M	M	M	M
CO 2	H	H	H	H	M	H	M	M	H
CO 3	H	M	L	M	H	H	M	L	M
CO 4	M	H	M	H	H	H	L	M	H
CO 5	H	H	M	M	H	H	L	M	H



## Practical IV: Field Operation of Rural Development Programmes

**Semester III**

**25MEXC18**

**Hours of instruction/week: 6**

**No. of credits: 3**

**Objectives:** To enable students to

1. understand the background of the selected village
2. develop ability in planning extension programme
3. learn the functions of current rural development programmes

**Week in  
the  
Semester**

**Content**

I	Identification of the community /area for practical
II	Developing rapport with the people, leaders and organizations
III	Location of basic institutions and study the profile
IV	Observation of various rural development programmes
V	Analysis of data and identification of needs
VI	Preparation of Plan of Work
VII	Conduct of the programme and monitoring
VIII	Evaluation and feed back
IX	Documentation/ Report

**CIA: 100% Internal**

**Break Up**

Experiments - 5x8 (Field visit) = 40

CIA I - 10

CIA II - 10

Record - 10

Final CIA - 30

Total = 100

**Total hours 90**

Primary and secondary data collection and their analysis. Identification of needs, priorities, programmes, stakeholder analysis and developing programme.

**Course Outcomes:**

1. Analyze the data and identification of needs
2. Understand the environment of the rural area
3. Observation of various programme existing in the adopted area
4. Preparation of plan of work
5. Monitoring and evaluation of the work

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	H	H	H	H	H	H	H	H
CO 2	H	H	H	H	H	H	H	M	H
CO 3	H	H	H	H	H	H	H	M	H
CO 4	H	H	H	H	H	H	H	H	H
CO 5	H	H	H	H	H	H	H	H	H





**Objectives:** To enable students

1. To train the students to acquire skills in data collection, organizing rural people, conducting need based programme, establishing collaborations with institutions and organizations of similar interest.

**Specific Learning Objectives**

1. To inculcate the students on the following skills:
  - Interviewing
  - Data collection
  - Conducting case studies
  - Organizing people and conducting meetings
  - Establish linkages and collaborations with institutions and organizations
  - Documentation and reporting
2. To facilitate the students to gain enhanced social awareness and develop an attitude towards contributing to the society

**Course Contents**

- Appraisal on social and economic conditions of villages using PRA methods
- Understanding and analyzing resource base and occupational pattern
- Assessing mobility and linkages
- Extension Programme Planning and execution
- Campaigns on thrifts and savings
- Awareness programme on various social issues
- Conduct an exhibition on the knowledge and skills gained from the course in the in the campus on completion of the placement
- Documentation and reporting

**References**

**Total Hours: 90**

1. *Chris Hart*, 2011. *Doing your Master Dissertation*, Vistaar Publication
1. *Devadass, R.P and Kulandaivel.K.*, 1989. *A Hand Book of Methodology of Research*, RKMV, CBE
2. *Gupta S.P.*, 2010. *Statistical Methods*, Sullan Chand and sons, Daryang, New Delhi
3. *Kanneth and Abbott.B.B.*, 2006. *Research Design and Methods*, 6<sup>th</sup> edition Tata Mcgnaw -Hills edition
4. *Kothari.C.R.*, 2001. *Research Methodology*, Wilyegs Ltd, New Delhi
5. *Ranjith Kumar*, 2011. *Research Methodology a step guide for beginner's*, sage publication India Pvt Ltd.

**Journal**

1. *Journal of Community Guidance and Research*
2. *Journal of Rural Development*

**Course Outcomes:**

1. Students will be exposed to various rural development institutions
2. Students gain practical knowledge in the field of extension education
3. Students gain confidence and skill to independently work on rural issues
4. Students can understand the professional values and ethics of the extension profession
5. Students can understand the profile of the rural settings



CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	H	H	H	H	H	H	H	H
CO 2	H	H	H	H	H	H	H	H	H
CO 3	H	H	H	H	H	H	H	H	H
CO 4	H	H	H	H	H	H	H	H	H
CO 5	H	H	H	H	H	H	H	H	H



## NGO Management (Self Study Course)

Semester III  
25MEXC20

Hours of instruction/week: 2  
No. of credits: 2

**Objectives:** To enable the students to

1. Learn about the evolution, growth and development of Non-government Organizations.
2. Understand and analyze their structure and functions
3. Analyze the participation of community.

### Unit – I Voluntary Action

6

Concept, nature and scope of voluntary action. Theories of Voluntarism. Evolution of NGOs. Difference between Non-Governmental Organizations and Voluntary Action.

### Unit – II Non-Governmental or Non-Government Organization (NGO)

6

Definition, meaning, classification, functions, importance of NGOs, Role of NGOs with references to the community. National and International NGOs and their focus.

### Unit – III Establishment of NGOs

6

Difference between Trust and Society, Acts applicable to form an NGO: Indian Trusts Act, 1882, Societies Registration Act, 1860, Companies Act, 2013, Renewal procedure: 12A Registration, 80G Registration. Documents maintained by NGO/Trust, Audit Executive committee roles and responsibilities.

### Unit – IV Support System

6

National / International funding agencies of NGOs. Writing a Research Proposal for External Funding: Government Grants, Foreign aid, Donations, Donor Consortium approach.

### Unit – V NGO Policies and Regulations in India

6

The National Policy on the Voluntary Sector 2007, Foreign Contribution (Regulation) Act (FCRA) 2010. Common funding challenges faced by NGOs.

**Total hours 30**

### References

1. Beste Gökçe Parsehyan, *Human Resources Management in Nonprofit Organizations: A Case Study of Istanbul Foundation for Culture and Arts*, in techopen, <http://dx.doi.org/10.5772/intechopen.68816>
2. Chiara Tagliaro, Ying Hua, 2021, *Decision-making theory, A Handbook of Management Theories and Models for Office Environments and Services*, Taylor and Francis Group.
3. Deepa Narayan, et.al 2000. *Voices of the Poor-Can Anyone Hear Us?* : Oxford University Press for the World Bank, Washington, D.C.
4. Dorothea Hilhorbat.2003.*The real world of NGOs: Discourses, Diversity and Development*. Zed Books Ltd. New Delhi
5. *Handbook for NGOs*, 2003. Nabhi Publications, New Delhi.
6. Joel S.G.R. Bhose, 2003. *NGOs and Rural Development – Theory and Practice*,



Concept Publishing Company, New Delhi.

7. **John M. Riley**, 2002. *Stakeholders in Rural Development – Critical Collaboration in State – NGO Partnerships*, Sage Publications, New Delhi.
8. **Juli Fisher**, 2003. *Governments, NGOs and the Political Development of the Third WORLD*, RAWAT publications, Jaipur.
9. **Kumar, A.**, 2003. *Social change through NGOs*, Anmol publishers, New Delhi
10. **Ravi Shankar Kumar Singh**, 2003. *Role of NGOs in Developing Countries (Potentials, Constraints and Policies)*, Deep & Deep Publications (P) Ltd., New Delhi.

#### Journal

1. Journal of Rural Development
2. Journal of Extension Education
3. Journal of NIRD
4. Journal of Socio Economic Change, ISEC, Bangalore

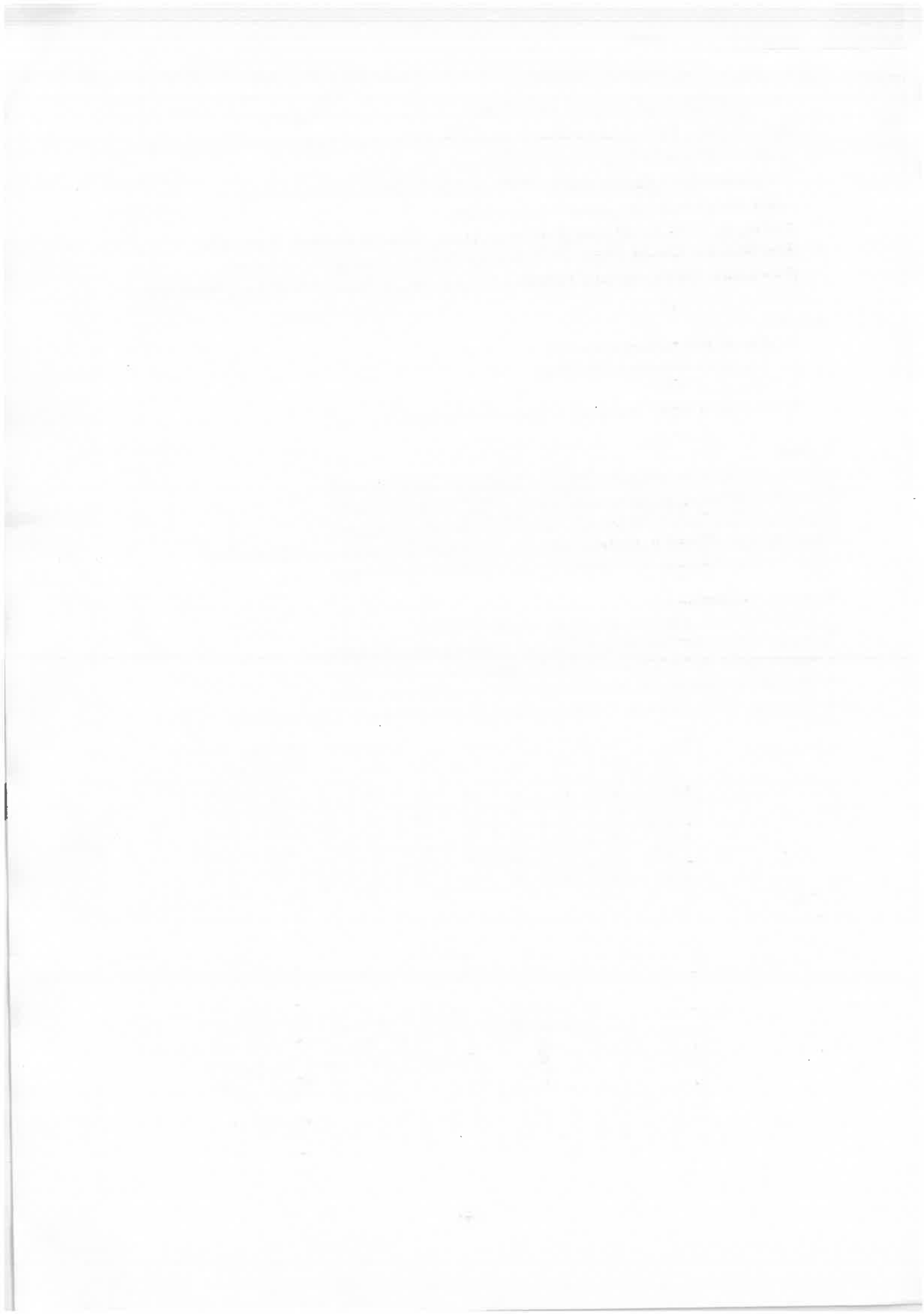
#### Website

- <https://egyankosh.ac.in/bitstream/123456789/32517/1/Unit-1.pdf>  
<https://egyankosh.ac.in/bitstream/123456789/78594/1/Unit-8.pdf>  
<https://egyankosh.ac.in/bitstream/123456789/78594/1/Unit-8.pdf>  
<https://naarm.org.in/VirtualLearning/vlc/Writing%20research%20proposal.pdf>  
<https://egyankosh.ac.in/bitstream/123456789/15580/1/Unit-1.pdf>

#### Course Outcomes:

1. Know the basic concepts, nature and scope of NGO's
2. Analyze the sources of funding National and International levels
3. Advocate the students to register and management of NGO's
4. Explain the national and International NGO's and its importance
5. Examine NGO's function at different fields, project evaluation and monitoring

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	M	M	M	M	M	M	H	H	H
CO 2	M	M	M	M	M	M	H	H	H
CO 3	M	M	M	M	M	M	H	H	H
CO 4	M	M	M	M	M	M	H	H	H
CO 5	M	M	M	M	M	M	H	H	H





**Objectives:** To enable the students to

1. Acquire an in-depth understanding of the practical aspects of knowledge and skills during the course work in the relevant subject/subjects.
2. Gain hands on experience for higher proficiency in their selected area of expertise.
3. Develop analytical abilities for situation analysis and bringing about improvements.

Students may be placed for a period of four weeks in any of the following sectors:

- Corporate sector (CSR Division)
- Donor agencies
- Banking institutions
- NGOs, or
- Govt. Projects
- Kisan call center
- Print media agencies
- Radio station
- Dhordhasan
- DRDA
- Collectorate
- NIRD & PR
- SIRD & PR
- KVK
- Extension Training centre
- NAAM
- MANAGE
- AMUL
- Cooperative Milk Society
- Cooperative Commodity based society

At the end, the student has to submit a report. The report is evaluated both internally and externally.

**Course Outcomes**

1. Enhance skill development
2. Help them to live with community as a whole
3. Identifying the need and help them to solve their problems
4. Different job opportunities
5. Understand, advocate and implement rural development programme

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PSO1	PSO 2	PSO 3
CO 1	H	H	H	H	H	H	H	H	H
CO 2	H	H	H	H	H	H	H	H	H
CO 3	H	H	H	H	H	H	H	H	H
CO 4	H	H	H	H	H	H	H	H	H
CO 5	H	H	H	H	H	H	H	H	H

