

Annexure – 6

- i. M.Sc. Structure**
- ii. Syllabus of First year M.Sc.**

B.P 8

M.Sc. Structure

M.Sc. Structure

Semester	3+2 TWO YEAR P.G WITH COURSE- WORK ONLY	3+2 TWO YEAR P.G WITH COURSE-WORK and ONE SEMESTER RESEARCH	3+2 TWO YEAR P.G WITH COURSE - WORK and TWO SEMESTER RESEARCH
I	Communication for Social and Behaviour Change 4cr (3+1) Major	Communication for Social and Behaviour Change 4cr (3+1)	Communication for Social and Behaviour Change 4cr (3+1)
	Monitoring and Evaluation for Development Programmes 4cr (3+1) Major	Monitoring and Evaluation for Development Programmes 4cr (3+1)	Monitoring and Evaluation for Development Programmes 4cr (3+1)
	Extension Administration and Management 4cr (4+0) Major	Extension Administration and Management 4cr (4+0)	Extension Administration and Management 4cr (4+0)
	Communication Theories 4 cr (4+0) Major	Communication Theories 4 cr (4+0) Major	Communication Theories 4 cr (4+0) Major
	Grassroots Journalism 4 cr (3+1) BKS	Grassroots Journalism 4 cr (3+1) BKS	Grassroots Journalism 4 cr (3+1) BKS
	Multimedia Designing 2cr (0+2) SEC	Multimedia Designing 2cr (0+2) SEC	Multimedia Designing 2cr (0+2) SEC
Total	22	22	22
II	Case Studies in Social Entrepreneurship 4cr (3+1) Major	Case Studies in Social Entrepreneurship 4cr (3+1) Major	Case Studies in Social Entrepreneurship 4cr (3+1) Major
	Data Analysis and Interpretation 4cr (2+2) Major	Data Analysis and Interpretation 4cr (2+2) Major	Data Analysis and Interpretation 4cr (2+2) Major

	Digital Media and Marketing 4cr (2+2) Vocational	Digital Media and Marketing 4cr (2+2) Vocational	Digital Media and Marketing 4cr (2+2) Vocational
	Theories of Adult and Lifelong Learning 4cr (2+2) Major	Theories of Adult and Lifelong Learning 4cr (2+2) Major	Theories of Adult and Lifelong Learning 4cr (2+2) Major
	Research Methods in Extension and Communication 4cr (4+0) Research	Research Methods in Extension and Communication 4cr (4+0) Major	Research Methods in Extension and Communication 4cr (4+0) Major
	Gender and Society 2cr (2+0) BKS	Gender and Society 2cr (2+0) BKS	Gender and Society 2cr (2+0) BKS
Total	22	22	22
III	Designing Extension Programmes 4cr (2+2) Major	Designing Extension Programmes 4cr (2+2) Major	Research
	Community Engagement and Social Wellness 4cr (0+4) Major	Community Engagement and Social Wellness 4cr (0+4) Major	
	Proposal Writing for Development Projects 4cr (2+2) Major	Proposal Writing for Development Projects 4cr (2+2) Major	
	Entrepreneurship Management 4cr (2+2) Major	Entrepreneurship Management 4cr (2+2) Major	
	Social media for Development Communication Campaigns 4cr (2+2) Vocational	Social media for Development Communication Campaigns 4cr (2+2) Vocational	
	Emerging Technologies for Extension 2cr (0+2) SEC	Emerging Technologies for Extension 2cr (0+2) SEC	
Total	22	22	22
IV	Health Communication 4cr (2+2) Major	Research	Research

	Digital Storytelling 4cr (2+2) Major		
	Diversity Equality and Inclusion in Society 4cr (4+0) Major		
	Extension Project Report Writing 4cr (2+2) Major		
	Theories of Development 4cr (4+0) Major		
	Digital Content Creation for Development 2cr (0+2) SEC		
Total	22	22	22

Semester I

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda		Academic Year		2026-27					
M. Sc First Year Level 6.0										
Year	I	Communication for Social and Behaviour Change	Credits / Hours per week		4 (3+1) / 5 hours/week Theory: 45 Hrs Practical: 30 Hrs					
Semester	I	Year of Introduction: 2026-27 Year of Syllabus Revision:	Maximum Grade		'O'					
Mode of Transaction		Lectures and Practical								
Course Outcome (CO) CO1: To develop understanding regarding the concept and process of Social and Behaviour Change Communication CO2: To develop understanding regarding the role of theories and models used to achieve the strategic approaches CO3: To develop understanding regarding SBCC strategies in various development programmes / polices related to Indian developmental issues. CO4: To design SBCC strategy for the selected target group on one of the local developmental issue of the society.										
Unit No.	Topic		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	Foundation Framework a. Meaning, definition, concept of SBCC b. Importance of SBCC c. IEC to BCC to SBCC d. Key elements and process of SBCC e. Principles & strategies of SBCC f. C-planning process of SBCC		10	20	1,2	1	1,2,3	Emp/SD	L/N/RG	G/ES/HV/PE
II	Theories and Models of Social and Behavioural Change Communication a. Theories of Individual & Behaviour change b. Social & Technological theories of Behaviour change		5	10	1,2	2	1,2	Emp/SD	L/N/RG	G/ES/HV/PE

	c. Role of Communicator in Development / Extension								
III	Social and Behavioural Change Communication (SBCC) Interventions in Indian Development Programs and Policies Related to a. Health b. Environment c. Literacy d. Water and Sanitation e. Human Rights f. Rural Development g. Population h. Other development programmes	10	20	1,2	3	4,5,6	Emp/S D	L/N/RG	G/ES/H V/PE
IV	Designing a SBCC Strategy a. Analyse the Situation b. Know the Audience c. Identify Communication Objectives d. Strategies Approaches e. Positioning and Strategy Outline f. Implementation Plan g. Monitoring and Evaluation	20	20	1,2	3,4	4,5,6	Emp/S D	L/N/RG	G/ES/H V/PE
	Practicals a. Collecting and Understanding Communication Strategies adopted by government and non-government for important ongoing programmes (Health, Education, Empowerment, Governance etc.) b. Designing Behaviour Change communication strategies for a specific target group. c. Preparing infographics to disseminate information through social media platforms on various social issues. d. Presentation on case studies where SBCC strategies used to address a social issue by WHO, UNICEF and alike organizations (government, voluntary and non-voluntary)	30	30	1,2,4,6	4	4,5,6	Emp/S D	L/N/RG	G/ES/H V/PE

	e. Analyzing a SBCC campaign to study its effectiveness and overall impact								
	Evaluation Pattern (Internal 50% and External 50%)	Marks							
	Internal assessment								
	Attendance	5							
	Written Assignment	10							
	Designing and Presentation of SBCC strategy	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							
References									
1.	Agrawal, P., & Khan, M. (n.d.). Population Council Population Council Knowledge Commons Knowledge Commons 2014 Facilitator's guide for training on monitoring and evaluation of Facilitator's guide for training on monitoring and evaluation of social and behavior change communication health programs social and behavior change communication health programs Kumudha Aruldas Population Council Subrato Mondal. Retrieved July 13, 2023, from https://knowledgecommons.popcouncil.org/cgi/viewcontent.cgi?article=1955&context=departments_sbsr-rh								
2.	Behaviour Change Communication -MEASURE Evaluation" (2014), https://www.measureevaluation.org/prh/rh/service-delivery/bcc								
3.	Catalog of Project Tools and Resources for Social and Behavior Change Communication. (2017). https://healthcommcapacity.org/wp-content/uploads/2014/02/HC3-Catalog_FINAL.pdf								
4.	Designing a Social and Behavior Change Communication Strategy. (n.d.). The Communication Initiative Network. Retrieved July 13, 2023, from https://www.cominit.com/srhrafrica/content/designing-social-and-behavior-change-communication-strategy								
5.	Home: Courses. (n.d.). Newconceptinfosys.net. Retrieved July 13, 2023, from https://newconceptinfosys.net/tarangtraining/mod/page/view.php?id=298								
6.	How to Develop SBCC Creative Materials. (n.d.). The Compass for SBC. https://thecompassforsbc.org/how-to-guide/how-develop-sbcc-creative-materials								
7.	Kumar, A. (2020). Unit-7 Social and behaviour change communication. Egyankosh.ac.in. http://egyankosh.ac.in/handle/123456789/57206								
8.	Model Curriculum Handbook MASTERS IN PUBLIC HEALTH. (n.d.). Main.mohfw.gov.in. Retrieved 2018, from https://main.mohfw.gov.in/sites/default/files/MPH-Model%20Course%20Curriculum.pdf								
9.	School Of Science & Humanities Department Of Visual Communication Unit -I -Development Communication -SVCA5202. (n.d.). Retrieved September 20, 2022, from https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SVCA5202.pdf								
10.	Social and Behavior Change Communication Theory – Urban Adolescent SRH SBCC. (n.d.). https://sbccimplementationkits.org/urban-youth/urban-youth/part-1-context-and-justification/social-and-behavior-change-communication-theory/								

11.	Step 4: Strategic Approaches – SBCC Implementation Kits. (n.d.). https://sbccimplementationkits.org/lessons/step-4-strategic-approaches/
12.	Strategic Communication -FOR BEHAVIOUR and Social Change in South Asia’ -working paper by united nations’ children fund https://www.k4health.org/toolkits/fpsuccess/streiteic-communication-behaviour-and-social-change-south-aisa
13.	Theories and models of behaviour change, https://www.forestty.gov.uk/pdf/behaviour_review.pdf \$FILE/behaviourreview_review_theory.p
14.	Theories and models of behaviour change. https://www.ncongo.info/WP-conet/ uploads/2011/05/ theories- and-models-of behaviour-change.pdf.
15.	What is SBCC. (n.d.). Wwww.centreforsbcc.org. https://www.centreforsbcc.org/what-is-sbcc/
16.	What Is Social and Behavior Change Communication? – Emergency Communication Preparedness Implementation Kit. (2010). Sbccimplementationkits.org. https://sbccimplementationkits.org/sbcc-in-emergencies/learn-about-sbcc-and-emergencies/what-is-social-and-behavior-change-communication/
Web Resources	
1	https://sbccimplementationkits.org/courses/designing-a-social-and-behavior-change-communication-strategy
2	https://humanitarianglobal.com/product/social-and-behaviour-change-communication-sbcc/
3	https://www.youtube.com/watch?v=ZB2DQ298YuY
4	https://healthcommcapacity.org/short-video-highlights-the-social-and-behavior-change-communication-challenge/sbcc-video-still/ https://www.youtube.com/watch?v=RN0F7jAFkgw
5	https://www.youtube.com/watch?v=W4dtSMbJX5g

 सत्यमेव जयते Est. 1949 Accredited Grade "A+" by NAAC	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda	Academic Year	2026-27						
M. Sc First Year Level 6.0									
Year	I	Monitoring and Evaluation for Development Programmes	Credits / Hours per week	4 (3+1) / 5 hours/week Theory: 45 Hrs Practical: 30 Hrs					
Semester	I	Year of Introduction: 2026-27 Year of Syllabus Revision:	Maximum Grade	'O'					
Mode of Transaction		Lectures and Practical							
Course Outcome (CO) CO1: To understand the need and significance of monitoring and evaluation in project and programme management. CO2: To develop basic knowledge and skills for data collection and analysis in M&E CO3: To acquaint students with emerging trends and innovation in M & E CO4: To design monitoring and evaluation framework for project and programme improvements. CO5: To demonstrate practical application of monitoring and evaluation tools.									
Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	Monitoring and Evaluation: Concepts and Processes a. Definition, Scope and Evolution of M&E b. Importance of M&E in project and Programme cycles c. Need and Significance of M&E d. Key Components (Inputs, outputs, outcomes, impact)	10	15%	1, 2, 4	1	1,2	Emp	L,N,R	PE
II	Monitoring and Evaluation Techniques a. Quantitative Techniques (Surveys, performance indicators tracking, logical framework, result based	5	10%	1,2	2	1,2,4	Emp	L,N,R	PE

	management, cost benefit analysis/cost effectiveness analysis b. Qualitative analysis (Focus group discussions, key informant interviews, case studies, most significant changes, PRA) c. Mixed method approaches (Outcome mapping, Theory of change, Development Evaluation) d. Participatory Techniques (Community scorecards, citizen Report cards, social audits) e. Technological Tools i. Mobile Data collection (for example: Kobo Toolbox, ODK) ii. Calls and Mapping tools, Dashboards and MIS								
III	Approaches in M&E a. Result-Based Management b. Participatory Monitoring and Evaluation c. Theory-Based Evaluation d. Utilization -Focused Evaluation (UFE) e. Developmental Evaluation f. Goal-Free Evaluation g. Gender Responsible and Equity Focused	20	30%	1,2,4	3	3,4,6	Emp	L,N,R	PE
IV	Ethics and Emerging Trends in Monitoring and Evaluation a. Ethical Considerations in M&E i. Informed consent ii. Confidentiality and data protection iii. Avoiding bias and ensuring inclusivity b. Emerging Trends and Innovations in M&E i. Real-time monitoring ii. Use of ICT and mobile technologies iii. Use of AI for evaluation	10	15%	1,2,4	4	3,4,6	Emp	L,N,R	PE
	Practicals a. Case studies of monitoring and evaluation in action b. Field visits for hands on experience (optional, based on logistic) c. Role playing and simulation exercises	30	30%	1,2,4	4,5	1 to 6	Emp	L,N,R	PE

	d. Designing a mini monitoring and evaluation plan for hypothetical project e. Evaluating the effectiveness of an ongoing project (Government/NGOs/ State level)								
	Evaluation Pattern (Internal 50% and External 50%) Internal assessment	Marks							
	Attendance	5							
	Tool Designing/ Data collection	15							
	Case Studies analysis	10							
	Written Assignments /Presentations	10							
	Written Test	10							
	Total	50							
	Semester Exam Evaluation	50							
Reference Books									
1.	Creswell, J.W., & Creswell, J. D. (2017). Research design: qualitative, quantitative, and mixed methods approaches. Sage Publications.								
2.	Khandker, S. R., Koolwal, G. B., & Samad, H. A. (2010). Handbook on impact evaluation: quantitative methods and practices. World Bank Publications.								
3.	Kumar, S. (2013). Methods for community Participation: A complete guide for practitioners. New Delhi. Viva Books Private Limited.								
4.	Kusek, J. Z., & Rist, R. C. (2004). Ten steps to a results -based monitoring and evaluation system. The World Bank.								
5.	Patton, M. Q. (2014). Qualitative research and evaluation methods: Integrating theory and practice. Sage Publications.								
6.	Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2018). Evaluation: A Systematic Approach. Sage Publications.								

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M. Sc First Year Level 6.0										
Year	I	Extension Administration and Management	Credits / Hours per week		4 (4+0) / 4 hours/week Theory: 60 Hrs					
Semester	I	Year of Introduction: 2026-27 Year of Syllabus Revision:	Maximum Grade		'O'					
Mode of Transaction		Lectures								
Course Outcome (CO) CO1:To develop an understanding regarding the principles, characteristics, and scope of extension administration and its management and apply them to rural development contexts. CO2: To develop an understanding regarding competencies in managerial functions (planning, organizing, staffing, directing, coordinating, controlling, reporting, and budgeting) and in managing human resources within extension organizations. CO3: To develop insights to analyse theories, tools, and approaches of extension administration and evaluate challenges and innovations for improving extension services.										
Unit No.	Topic		Contact Hours	Weight-age (%)	BT Level	CO	PSO	Elements Emp/En t/SD	Relevance to L/N/RG	Relation to G/ES/H V/PE
I	Introduction to Extension Administration a. Extension Administration and its Management—meaning, nature, characteristics, and scope b. Extension Administration and Management – Similarities and differences c. Principles of extension management d. Competencies required of extension managers e. Extension Management Models		15h	25%	1,2,3	1,2, 3,4	1,2	Emp/En t/SD	L/N/RG	G/ES/H V/PE
II	Functions of Extension Management a. Planning: meaning, elements, characteristics, types; decision-making process		10h	15%	1,2,3,4	1,2,	2,3	Emp/En t/SD	L/N/RG	G/ES/H V/PE

	b. Organizing: types of organizations, structures, delegation of authority, centralization vs decentralization c. Coordination: meaning and methods of achieving coordination d. Staffing: recruitment, selection, orientation, manpower planning e. Directing: motivation of extension personnel, Maslow's theory of motivation f. Controlling: techniques of control (budgetary, non-budgetary, modern techniques) g. Reporting and budgeting: concepts and procedures of report writing								
III	Principles and Theories of Extension Administration a. Core principles: division of work, authority and responsibility, discipline, unity of command/direction b. Advanced principles: equity, stability of tenure, esprit de corps, initiative, scalar chain c. Theories of extension administration: functional theory, decision-making theory, human relations theory, social process theory	15h	30%	1,2,3,4	2,3,4	3,4	Emp/Ent/SD	L/N/RG	G/ES/HV/PE
IV	Tools, Techniques, and Approaches in Extension Management a. Project planning and management tools: Gantt charts, Logical Framework Approach, SWOT analysis b. Decision-making techniques: Delphi, brainstorming, c. Human relations and organizational behaviour: morale, motivation, team building, conflict resolution, delegation of authority, empowerment	10h	15%	3,4	1,2,3,4	5,6	Emp/Ent/SD	L/N/RG	G/ES/HV/PE

	d. Approaches to extension administration: publicly funded systems, privately funded systems, decentralized and project-based approaches, e. Improving extension services: assessment of work environment, staff development and promotion, innovations in extension delivery (ICT, participatory approaches, and market linkages), challenges, and future directions.								
V	Challenges in Extension Management a. Managing human resources: job analysis, performance appraisal, recruitment, training, stress management, incentives, supervision, effective human relations b. Administrative challenges in extension organizations c. Personnel challenges d. Services and facilities challenges	10h	15%	3,4	1,2, 3,4	4,5, 6	Emp/En t/SD	L/N/RG	G/ES/H V/PE
	Evaluation Pattern (Internal 50% and External 50%)	Marks							
	Internal assessment								
	Attendance	5							
	Written assignments	10							
	Presentation / Quiz	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							
References									
1	Ameen, R., & Rai, D. P. (2024). <i>A textbook on agricultural extension and rural sociology</i> . Bhavya Books.								
2	Arya, R., & Sachan, P. (2022). <i>Fundamentals of agricultural extension</i> . Scientific Publishers.								
3	Bhatthad, R. (2023). <i>Current trends in agricultural extension: Climate change, risk management and entrepreneurship</i> . Notion Press.								
4	Chaithra, G. J., Devi G, L., Adhiguru, P., & Praveen, R. (2022). <i>Text book of agricultural extension</i> . Satish Serial Publications.								
5	Karthikeyan, C. (2022). <i>A textbook of agricultural extension management</i> . Atlantic								

6	Ray, G. L. (2025). <i>Extension communication and management</i> . Kalyani Publishers.
	Web Resources
1	https://www.manage.gov.in/
2	https://kvk.icar.gov.in/
3	https://agriwelfare.gov.in/en/Extension
4	https://iseeindia.in/
5	Food and Agriculture Organization of the United Nations. (2024). <i>Agricultural extension and advisory services</i> . FAO. https://www.fao.org/agriculture/extension
6	National Institute of Agricultural Extension Management (MANAGE). (2025). <i>Extension education resources</i> . MANAGE India. https://www.manage.gov.in
7	Purdue University Online Writing Lab. (2024). <i>APA formatting and style guide (7th edition)</i> . Purdue OWL. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
8	College of Arts and Humanities, University of Central Florida. (2024). <i>APA reference list for online sources (APA 7)</i> . UCF. https://cah.ucf.edu/apa-reference-list-online-sources
9	World Bank. (2023). <i>Agricultural extension services: Innovations and reforms</i> . World Bank. https://www.worldbank.org/agriculture/extension
10	International Food Policy Research Institute (IFPRI). (2025). <i>Extension systems and rural advisory services</i> . IFPRI. https://www.ifpri.org/topic/extension-systems

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda		Academic Year		2026-27					
M. Sc First Year Level 6.0										
Year	I	Communication Theories	Credits / Hours per week				4 (4+0) / 4 hours/week Theory: 60 Hrs			
Semester	I	Year of Introduction: 2026-27 Year of Syllabus Revision:	Maximum Marks / Grade				"O"			
Course Outcome (CO) CO 1. Develop understanding regarding the concept of communication CO 2. Develop understanding regarding the process of communication CO 3. Learn about the models and elements of communication CO 4. Learn concept of media education, the organisations and policies of the media.										
Unit No.	Topic		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp /Ent/ SD	Relevance to L/N/R/ G	Relation to G/ES/H V/PE
I	Nature of Communication a. The communication process b. The purposes of communication c. Models of communication		7	15%		1,2	10	Emp , SD	G	HV, PE
II	Theories of Communication a. Introduction of C' Theories b. Functions of Communication Theories c. The Theories of Communication: 1. Agenda setting theory 2. Authoritarian Theory		20	45%	1,2,5	3	10	Emp , SD	G	HV, PE

	3. Libertarian 4. Social Responsibility Theory 5. Development Communication 6. Cognitive Dissonance Theory 7. Social Marketing Theory 8. Gate Keeping Theory 9. Cultivation Theory 10. Media Dependency Theory 11. Diffusion of Innovation Theory 12. Magic Bullet 13. Two Step flow Theory 14. Users & Gratification Theory								
III	Element In Communication a. Human Elements 1.1 Beliefs, Attitudes and values 1.2 Attention, comprehension and acceptance 1.3 The communication receiver 1.4 The communication source. b. Message Elements 1.1 Content 1.2 Organization 1.3 Language and style 1.4 Delivery	15	20%	1,2,5	3	10	Emp , SD	G	HV, PE
IV	Communication Settings and Forms a. One -to-One Communication b. Small group Communication c. Audience Communication: Exposition, Entertainment and facilitation d. Audience Communication: Persuasion e. Mass Communication	13	10%	1,2,3	3	10	Emp , SD	G	HV, PE
V	Perspectives In Communication a. Evaluation of effects b. Ethical Dimensions c. Freedom& Responsibility of Speech.	5	10%	1,2,3	3	10	Emp , SD	G	HV, PE
Reference Books									
1.	Andderson K. (1972) : Introduction to Communication Theory & Practices , Cumming ub. Company, California.								

2.	Green Michael (1991) : Media Education and Communities in Jenson B.J. and Jankwski N.W., A handbook of Qualitative Methodolgie for Communication Research, London New York : Rouhedge
3.	Kumar K. (1995) : Media Education Communication and Public Policy : An Indian Perspective, Himalaya Pub. House, Bombay, Delhi, Nagpur.
4.	Kumar K. (1990) : Mass Communication in india, Jaico paperbacks, Bombay
5.	(Edu. Participatory communication) Sage pub. ,Delhi
6.	Melody W.H. (1992) ; Communication Policy in the global information economy : Whiter the public Interest in Fergusson M (Ed. Public communication : The New Imperatures : Future Directions for Media Research, sage Pub. London
7.	Ministry of information and Broadcasting (1991) : Varadan Committee report, New Delhi

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda		Academic Year				2026-27			
M. Sc First Year Level 6.0										
Year	I	Grassroots Journalism	Credits / Hours per week		4 (3+1) / 5 hours/week Theory: 45 Hrs, Practical: 30 Hrs					
Semester	I	Year of Introduction: 2026-27 Year of Syllabus Revision:	Maximum Grade		'O'					
Mode of Transaction		Lectures and Practicals								
Course Outcome (CO) CO1: To understand the concept and significance of grassroots journalism CO2: To analyse rural communication system and community media. CO3: To build competencies in community-based reporting with locally relevant media content. CO4: To understand ethics, law and responsibility for grassroots journalism. CO5 : To strengthen field engagement with marginal communities using conventional and digital platforms.										
Unit No.	Topic		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/R/G	Relation to G/ES/HV/PE
I	Introduction to Grassroots Journalism a. Grassroots Journalism- Concept, scope, and need b. Grassroots vs mainstream journalism c. Role in information dissemination, governance, democracy and inclusion		10h	15%	1,2	1		Emp, Ent	L,N,R	G,ES,HV,PE
II	Understanding Community in Rural Context a. Rural social structure and cultural dynamics, Communication & Community Media b. Panchayati Raj Institutions and governance c. Citizen journalism, government schemes, NGOs and SHGs d. Issues of marginalized groups (gender, caste, livelihoods)		12 h	20%	1,2	2		Emp, Ent	L,N,R	G,ES,HV,PE

III	Skills and Tools for Grassroots Reporting a. News writing in local/regional context b. Field reporting in rural area c. Advocacy journalism d. Interviewing and field observation techniques e. Basics of photography, audio and video reporting f. Digital platforms for dissemination (social media, blog, community radio, story-telling) g. Mobile journalism, tools and apps	13 h	20%	3,4,5	3		Emp, Ent, SD	L,N,R,G	G,ES,HV,PE
IV	Ethics, Law and Responsibility a. Media ethics and accountability b. Right to Information c. Defamation and legal safeguards d. Safety of journalist in rural context	10 h	15%	1,2,3,4	4		Emp, Ent	L,N,R,G	G,ES,HV,PE
	Practicals a. Community new-letters/blogs b. Audio-video report (3-5 minutes) c. Short documentary (Video report) d. Publishing stories on digital platforms e. Social awareness campaign f. Blog series	30 h	30%	3,4,5,6	3,4,5		Emp, Ent, SD	L,N,R,G	G,ES,HV,PE
	Evaluation Pattern (Internal 50% and External 50%) Internal assessment	Marks							
	Attendance	5							
	Written Assignments /Presentations	25							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							
References									
1.	Aggarwal, V. B., & Gupta, V. S. (2021). Handbook of Journalism and Mass Communication. Concept Publishing, New Delhi.								
2.	Bhattacharyya, R. (2023). ULFA: The Mirage of Dawn. HarperCollins India, New Delhi. ISBN 9789356993082								
3.	Chadha, K. (2024). Disrupting Mainstream Journalism in India: The Rise of Alternative Journalisms Online. Taylor & Francis, New York. ISBN 9781040095201								

4.	Fraser, C., & Restrepo-Estrada, S. (2020). Community Radio for Change and Development. UNESCO, Paris.
5.	Jethwaney, J. (2024). Social Sector Communication: Concepts, Strategies and Case Studies. Taylor & Francis, New Delhi. ISBN 9781040186602
6.	Jethwaney, J. (2025). Social Sector Communication (2nd ed.). Routledge India, New Delhi. ISBN 9781032859484
7.	Keval, J. K. (2020). Mass Communication in India (Revised ed.). Jaico Publishing, Mumbai.
8.	Khalid, M. Z. (2020). Development Journalism: Theory and Practice. IBP Books, New Delhi. ISBN 9789382059363
9.	Kumar, K. J. (2021). Mass Communication in India. Jaico Publishing House, Mumbai.
10.	Kumar, R. (2024). Media and Communication for Development. IBP Books, New Delhi. ISBN 9789395404730
11.	Mazumdar, S. (2025). Divided Media: Politics and Mediated Movements in India. Routledge India, New Delhi. ISBN 9781032140636 Kale, S. (2024). Grassroots Development Initiatives in India: Rights Based Approach to Development and Advocacy. Routledge, London. ISBN 9781032666594
12.	Mehta, V. S., Khetan, N., & Jayapadma, R. V. (2022). Anchoring Change: Seventy-Five Years of Grassroots Interventions in India. HarperCollins India, New Delhi.
13.	Melkote, S. R., & Steeves, H. L. (2020). Communication for Development: Theory and Practice. Sage Publications, New Delhi.
14.	Ministry of Information and Broadcasting. (2023). India Media Landscape Report. Government of India, New Delhi.
15.	Nanda, V. (2020). Tinka Tinka Dasna. Tinka Tinka Foundation, New Delhi.
16.	Nanda, V. (2024). Radio in Prison. National Book Trust, New Delhi. ISBN 9789357439749
17.	Rajan, R., & Lamba, R. (2023). Breaking the Mould: Reimagining India's Economic Future. Penguin Random House India, New Delhi. ISBN 9789357087940
18.	Rao, S. (2021). Development Communication in India. Oxford University Press, New Delhi.
19.	Romig, R. (2024). I Am on the Hit List: A Journalist's Murder and the Rise of Autocracy in India. Penguin Books, New Delhi. ISBN 9780143135289
20.	Servaes, J. (2020). Handbook of Communication for Development and Social Change. Springer, Singapore.
21.	Sharma, M. (2022). Footprints of a Queer History: Life Stories from Gujarat. Yoda Press, New Delhi. ISBN 9789382579359
22.	Sharma, M. (2024). Broken Promises: Caste, Crime and Politics in Bihar. Westland Books, New Delhi. ISBN 9789360455224
23.	Singh, S. (2022). Digital Journalism in India. Sage Publications, New Delhi.
24.	Thussu, D. K. (2021). Media and Globalization. Routledge, London.
Web Resources	
1.	Offers materials on community media, participatory communication, and media development Website: https://www.unesco.org
2.	Provides case studies on grassroots and community journalism Website: https://www.bbcmmediaaction.org
3.	Research reports on digital and citizen journalism Website: https://www.reutersinstitute.politics.ox.ac.uk
4.	Grassroots reporting on rural and environmental issues

	https://www.downtoearth.org.in
5.	Digital literacy, community media, rural ICT tools https://defindia.org
6.	Journalist safety, legal risks, field reporting precautions https://cpj.org
7.	Digital journalism, mobile journalism, media trends https://www.reutersinstitute.politics.ox.ac.uk
8.	Grassroots reporting, advocacy journalism, community storytelling https://www.bbcmediaaction.org
9.	Self-Help Groups (SHGs), rural livelihoods, women empowerment https://nrlm.gov.in
10	Right to Information, legal safeguards, accountability https://prsindia.org
11	Focus on grassroots media in Indian context https://www.crfindia.org

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda				Academic Year		2026-27				
M. Sc First Year Level 6.0											
Year	I	Multimedia Designing			Credits/Hours per week		2(0+2)/ 4hrs/Week Theory: 60 Hours				
Semester	I	Year of Introduction: 2026-27 Year of Syllabus Revision:			Maximum Marks /Grade		0				
Mode of Transaction		Lectures, Case Studies, Videos									
Course Outcome (CO) CO1: Create basic digital content using multimedia software tools. CO2: Design visual materials applying fundamental design principles. CO3: Edit and integrate audio and video components in multimedia outputs. CO4: Develop a complete multimedia product for educational or social use. CO5: Present and justify their multimedia designs effectively.											
Unit No.	Topic			Contact Hours	Weight age (%)	BT Level	CO	PSO	Elements Emp/ Ent/SD	Relevance to L/N/ RG	Relation to G/ES/HV/ PE
I	Practicals Digital Content Creation Practice a. Hands-on practice with multimedia software interfaces b. Creating and saving digital files in different formats c. Practical exercise: Simple digital content creation			20	30%	1,2,3	1,2,3		Emp,Ent,SD	L/N/ RG	G/ES/HV/ PE

II	Graphic Design a. Designing posters, flyers, and banners b. Creating infographics and visual layouts c. Practical task: Design a theme-based graphic material	15	20%	1,2,4	3,4,5		Emp, Ent, SD	L/N/ RG	G/ES/HV/ PE
III	Audio and Video Editing a. Recording and editing audio clips b. Editing short video clips with titles and transitions c. Practical task: Create a short audio-video content	15	20%	1,2, 3	3,4,5		Emp,Ent, SD	L/N/ RG	G/ES/HV / PE
IV	Multimedia Integration & Mini Project a. Integrating text, images, audio, and video b. Designing multimedia presentations or digital stories c. Practical task: Develop and present a mini multimedia project	20	30%	1,2, 3,4	1,2,3 ,4,5		Emp,Ent, SD	L/N/ RG	G/ES/HV / PE
	Learning Experience • Individual hands-on lab work • Guided practice and demonstrations • Project-based learning • Peer review and instructor feedback								

M.Sc. - I

Semester – II

 सत्यं विद्महि धनंदाय ॥१९४९॥ Baroda	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda	Academic Year		2026-27						
M. Sc First Year Level 6.0										
Year	I	Case Studies in Social Entrepreneurship	Credits / Hours per week		4 (3+1) / 5 hours/week Theory: 45 Hrs, Practical: 30 Hrs					
Semester	II	Year of Introduction: 2026-27 Year of Syllabus Revision:	Maximum Grade		'O'					
Mode of Transaction		Lectures and Practicals								
Course Outcome (CO) CO1 : To introduce students to social entrepreneurship concepts, processes, and practices. CO2 : To develop critical thinking and skills for identifying, planning, and implementing social enterprises. CO3 : To encourage innovation in addressing societal challenges through sustainable models. CO4 : To provide hands-on experience through practical assignments and fieldwork.										
Unit No.	Topic		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	Introduction to Social Entrepreneurship a. Concept and evolution of social entrepreneurship b. Differences between business entrepreneurship and social entrepreneurship c. Role of social entrepreneurs in society d. Key characteristics of successful social entrepreneurs e. Types of social entrepreneurship f. Global and Indian social entrepreneurship landscape		8	15	1,2,3	1	1,2,3	Emp/SD	L/N/RG	G/ES/HV/PE

II	Identifying and Understanding Social Problems a. Defining social problems and needs assessment b. Stakeholder analysis and community engagement c. Tools and techniques for social impact analysis d. Case studies on identifying opportunities for social innovation	10	10	1,2,3,6	1,2	3,4	Emp/SD	L/N/RG	G/ES/H V/PE
III	Designing and Managing a Social Enterprise a. Business models for social enterprises (hybrid models, non-profit, for-profit) b. Legal structures and funding options c. Strategic planning and resource mobilization d. Scaling and sustaining social ventures e. Measuring social impact (SROI, theory of change, logical framework)	15	25	1,2,3,6	2,3	3,4,5 ,6	Emp/SD	L/N/RG	G/ES/H V/PE
IV	Ethics, Leadership, Innovation and Government efforts in Social Entrepreneurship a. Ethical dilemmas and accountability in social enterprises b. Leadership qualities of a social entrepreneur c. Innovation for social change (design thinking, frugal innovation) d. Collaboration and partnerships e. Future trends in social entrepreneurship (technology, policy, globalization) f. Government efforts in promoting social entrepreneurship	12	20	1,2,3	2,3	2 to 5	Emp,SD	L/N/RG	G/ES/H V/PE
	Practicals a. Identify a local social issue and conduct a needs assessment (survey/interviews) to develop a social enterprise plan addressing the issue. b. Prepare a plan or pitch deck for starting a social enterprise and present findings and solutions through a project report and class presentation	30	30	1,2,3,4 ,6	4	1,2,6	Emp/SD	L/N/RG	G/ES/H V/PE

Evaluation Pattern (Internal 50% and External 50%)		Marks							
Internal assessment									
Attendance		5							
Written assignments/Case studies		10							
Presentation		15							
Written Test		20							
Total		50							
Semester Exam Evaluation		50							

References

1. Agrawal, A., & Kumar, P. (Eds.). (2018). Social entrepreneurship and sustainable business models: The case of India. Palgrave Macmillan.
2. Bornstein, D. (2007). How to Change the World, PENGUIN BOOKS
3. Dees, J.G. (1998) The Meaning of "Social Entrepreneurship". The Kauffman Centre for Entrepreneurial Leadership. Kansas City, MO and Palo Alto, CA.
4. Desai.V,(2011) Dynamics of entrepreneurial development & management, Mumbai, Himalaya publishing house.
5. Guha, S., & Majumdar, S. (Eds.). (2021). In search of business models in social entrepreneurship: Concepts and cases. Springer.
6. Gupta.C.B & Sreenivasan N.P,(2007), Entrepreneurship Development in India, new delhi, Sultan Chand.
7. Jain, N.K & Varshney.R.L, (2009) Entrepreneurship Development-RBSA publications, Jaipur.
8. Khanka .S.S., (2009) Entrepreneurial development, S Chand & Co Ltd., Ram Nagar, New Delhi
9. Leadbeater, C. (1997). The Rise of the Social Entrepreneur. Schwab Foundation reports on social entrepreneurship
10. Nicholls, A. (2006). Social Entrepreneurship: New Models of Sustainable Social Change UN Sustainable Development Goals (SDGs) and social entrepreneurship
11. Pandey, N., & Pandey, A. (2025). Social entrepreneurship in India: Theory and cases. Palgrave Macmillan.
12. Reddy Kummitha, R. K. (2016). Social entrepreneurship: Working towards greater inclusiveness. SAGE Publications India
13. Shukla, M (2020). Social Entrepreneurship in India. Sage Publications
14. Yunus, M. (2010). Building Social Business. <https://doi.org/10.1016/j.lrp.2009.12.005>

Syllabus of Courses (With Research)

	NAAC Accredited "A+" Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda		Academic Year				2026-27			
B.Sc. F.C.Sc Fourth Year – Level 6.0										
Year	I	Data Analysis and Interpretation	Credits / Hours per week		4 (2+2) / 6 hours/week Theory: 30 Hrs; Practical: 60 Hrs					
Semester	II	Year of Introduction: 2026-27 Year of Syllabus Revision:	Maximum Grade		O					
Mode of Transaction		Lectures and Practicals								
Course Outcome (CO) CO1: To understand the principles and methods of social and extension research data analysis. CO2: To develop skills for organizing, analyzing, and interpreting quantitative and qualitative data. CO3: To effectively apply statistical tools and software in data analysis and present findings.										
Unit No.	Topic		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/ SD	Relevance to L/N/R/G	Relati on to G/ES/ HV/PE
I	Introduction to Data and Data Analysis a. Types of data: qualitative vs quantitative b. Levels of measurement: nominal, ordinal, interval, ratio c. Importance of data analysis in extension and communication research d. Steps in data processing and analysis		5 h	10%	1,2	1,2	1,3	SD	L,N,R,G	G/ES/ HV/PE

II	i. Descriptive Statistics a. Frequency distribution, central tendency (mean, median, mode) b. Measures of dispersion (range, standard deviation, variance) c. Tabulation and graphical representation of data ii. Inferential Statistics a. Concept of population and sample b. Hypothesis testing: null and alternative hypotheses c. t-test, chi-square test, ANOVA: concepts and applications in social science research	15 h	10%	1,2,3	1,2,3,4	1,2,3	SD	L,N,R,G	G/ES/ HV/PE
III	a. Correlation and Regression i. Pearson's and Spearman's correlation ii. Simple linear regression iii. Interpretation and limitations b. Qualitative Data Analysis i. Thematic analysis, content analysis ii. Coding and categorization iii. Use of matrices and conceptual frameworks for interpretation	10 h	10 %	1,2,3, 4	1,2,3,4	1,2,3	SD	L, N, R,G	G/ES/ HV/PE
	Practicals a. Data entry and management using Excel/SPSS/R b. Descriptive statistics using software (SPSS/Excel/R) c. Applying inferential statistics (t-test, chi-square, ANOVA) with real data d. Developing and interpreting correlation and regression outputs e. Handling qualitative data: coding interviews/focus group data, developing themes f. Report writing and presentation of findings using tables, charts, and narrative explanation	60 h	30%	1,2,3, 4	1,2,3,4	1,2,3	SD	L, N, R,G	G/ES/ HV/PE

	Evaluation Pattern (Internal 50% and External 50%) Internal assessment	Marks							
	1. Written Test	10							
	2. Written assignments surveys and case studies	10							
	3 Project / Report writing	20							
	4 Presentations	10							
	Total	50							
	Semester Exam Evaluation	50							
Reference Books									
1.	Ahuja, R. (2011). <i>Research methods</i> . Rawat Publications.								
2.	Bajpai, N. (2018). <i>Business statistics</i> . Pearson Education India.								
3.	Bhattacharyya, D. K. (2018). <i>Research methodology</i> (5th ed.). Excel Books India.								
4.	Gupta, S. C., & Kapoor, V. K. (2020). <i>Fundamentals of applied statistics</i> (4th ed.). Sultan Chand & Sons.								
5.	Gupta, S. P. (2019). <i>Statistical methods</i> (44th ed.). Sultan Chand & Sons.								
6.	Kothari, C. R., & Garg, G. (2019). <i>Research methodology: Methods and techniques</i> (5th ed.). New Age International Publishers.								
7.	Krishnaswamy, O. R., & Ranganatham, M. (2011). <i>Methodology of research in social sciences</i> . Himalaya Publishing House.								
8.	Prajapati, B. (2019). <i>Data analysis for social science research</i> . Himalaya Publishing House.								
9.	Raj, M. A. (2017). <i>Statistical analysis and interpretation in social sciences</i> . PHI Learning.								
10	Sharma, J. K. (2020). <i>Business statistics</i> . Vikas Publishing House.								

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda		Academic Year		2026-27					
M. Sc First Year Level 6.0										
Year	I	Digital Media and Marketing	Credits / Hours per week		4 (2+2) / 6 hours/week Theory: 30 Hrs Practical: 60 Hrs					
Semester	II	Year of Introduction: 2026-27 Year of Syllabus Revision:	Maximum Grade		'O'					
Mode of Transaction		Lectures and Practicals								
Course Outcome (CO) CO1: To understand the concept and role of digital media in communication. CO2: To develop basic skills in digital marketing tools and strategies. CO3: To create and manage digital content for promotion and outreach.										
Unit No.	Topic		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/R/G	Relation to G/ES/HV/PE
I	Introduction to Digital Media a. Meaning and concept of digital media b. Types of digital media platforms c. Difference between traditional and digital media d. Role of digital media in communication and development		10	10%	1, 2	1,2		Emp	L/N/R/G	G/HV/PE
II	Fundamentals of Digital Marketing a. Meaning and importance of digital marketing b. Types of Digital Marketing: a. SEO – Search Engine Optimization b. SEM – Search Engine Marketing c. SMM – Social Media Marketing		15	15%	1,2	2,3		Emp	L/N/R/G	G/HV/PE

	d. Email Marketing – (No abbreviation, but includes newsletters & promotional emails) e. PPC – Pay Per Click (often included under SEM) f. Content Marketing – (creation and sharing of valuable content) c. Digital marketing vs traditional marketing d. Consumer behaviour in digital space								
III	Social Media, Content Creation & Social Advertising a. Overview of platforms: a. Facebook b. Instagram c. YouTube d. Twitter b. Content creation for digital and social advertising: a. Text, images, videos, reels b. Social messages and storytelling techniques c. Types of appeals in social advertising: a. Emotional appeal b. Fear appeal c. Rational appeal d. Influencer marketing for social causes e. Ethical issues in digital content and advertising	1 5	15%	1,2, 3	3		Emp/ SD	L/N/R/G	G/HV/PE

	Practicals - Create a page on Instagram or Facebook - Select a topic (product promotion or social awareness like health, cleanliness, education) - Design 5 posts: Images (using Canva or any tool) - Captions - Hashtags - Plan a mini campaign: - Campaign name - Target audience - Posting schedule - Upload at least 3 posts online - Track basic engagement: - Likes - Comments	60	60%	1,2,3	1,2,3		Emp/SD	L/N/R/G	G/HV/PE
	Evaluation Pattern (Internal 50% and External 50%)	Marks							
	Attendance	5							
	Written Test	20							
	Written Assignments /Presentations	10							
	Practicals	15							
	Total	50							
	Semester Exam Evaluation	50							
Reference Books									
1.	Bhatia, P. S. (2017). Fundamentals of digital marketing. Pearson India.								
2.	Kotler, P., & Lee, N. (2008). Social marketing: Influencing behaviors for good. SAGE Publications.								
3.	Kotler, P., & Armstrong, G. (2017). Principles of marketing (17th ed.). Pearson Education.								
4.	Kotler, P., Kartajaya, H., & Setiawan, I. (2023). Marketing 6.0: The future is immersive. Wiley.								
5.	Kotler, M., Cao, T., Wang, S., & Qiao, C. (2020). Marketing strategy in the digital age: Applying Kotler's strategies to digital marketing. World Scientific Publishing								
6.	Sklar, J. (2014). Digital doesn't matter (and other advertising heresies). Heresy Press.								

Web Resources	
7.	https://analytics.google.com/analytics/academy/
8.	https://learndigital.withgoogle.com/digitalgarage
9.	https://www.mohfw.gov.in/

 NAAC Accredited "A+" Grade Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda	Academic Year		2026-27							
M. Sc First Year Level 6.0										
Year	I	Theories of Adult and Lifelong Learning	Credits / Hours per week	4 (2+2) / 6 hours/week Theory: 30 Hrs Practical: 60 Hrs						
Semester	II	Year of Introduction: 2026-27 Year of Syllabus Revision:	Maximum Grade	'O'						
Mode of Transaction		Lectures and Practicals								
Course Outcome (CO) CO1: To understand the concept of adult learning theories. CO2: To develop basic knowledge regarding various adult learning theories CO3: To understand the concept, importance and strategies of lifelong learning CO4: To provide hands on experience of conducting adult and lifelong learning programme/project. CO5: To gain hands-on experiences in the field of adult and lifelong learning.										
Unit No.	Topic		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/R/G	Relation to G/ES/HV/PE
I	Concept of Adult Learning e. Introduction to andragogy f. Importance of adult learning theories g. Knowles'5 Assumptions of adult learners h. Challenges of adult learning		10	15%	1, 2, 4	1		Emp	L/N/R/G	G/HV/PE
II	Adult Learning Theories e. Transformative Learning f. Self-Directed Learning g. Experiential Learning		10	20%	1, 2	2		Emp	L/N/R/G	G/HV/PE

	h. Project-Based learning i. Action Learning j. Cooperative and Collaborative learning k. Social Learning l. Individualized Learning m. Behaviorism n. Cognitivism o. Constructivism								
III	Lifelong Learning f. Defining lifelong learning g. Principles of life long education h. Types of curriculum for lifelong learning i. Strategies for creating lifelong learning environments j. Education for All under NILP (New India Literacy Programme) : Initiatives by Govt. of India (2022)	10	15%	1, 2, 4	3		Emp/ SD	L/N/R/ G	G/HV/P E
	Practicals a. Compilation of various adult learning theories applied in lifelong learning programmes b. Preparation, selection and use of various media and materials for adult and lifelong learning programmes - print and graphic media, electronic media, community radio, folk media, new media. c. Field visits for need identification of adult and lifelong learning programme d. Designing and implementing adult education programme for specific target group e. Analyzing the ongoing adult and lifelong learning programme/project by Government/NGOs/ Voluntary Organization f. Visit to various adult and lifelong learning centres and preparing profile.	60	50%	1, 2, 4	1,2, 3,4, 5		Emp/ SD	L/N/R/ G	G/HV/P E

	Evaluation Pattern (Internal 50% and External 50%)	Marks							
	Internal assessment								
	Attendance	5							
	Written Test	20							
	Written Assignments /Presentations	10							
	Practicals	15							
	Total	50							
	Semester Exam Evaluation	50							
Reference Books									
1.	Bhatia S.C. (1999) : Some Critical considerations in Adult Education University of Delhi , Delhi.								
2.	Chandra S.(2003). Adult and Non Formal Education. New Delhi. Surjeet Publication.								
3.	McGivney V. and Murray F. : Adult education in Development, Methods and Approaches by changing societies, Montfort Street Leicester LE 1.7 GE U.K. National Institute of Adult and Continuing education								
4.	Modi Bella (1991) : Designing Messages for development, SAGE Pub., New Delhi								
5.	Mohanty S (2012). Lifelong and Adult Education. New Delhi. A P H Publishing Corporation.								
6.	Pandya R (2011). Spectrum of Lifelong Education. New Delhi. Concept Publishing Company Pvt. Ltd.								
7.	Seetharam A. S., Devi U M D (2004). Adult Education. New Delhi. Ashish Publishing House.								
8.	Singh Madan (2001) : Adult Education in 21st Century, The Associated Pub., Amballa, Cantt. , Punjab								
Web Resources									
9.	Colman, H. (2026, March 25). The ABCs of Adult Learning: 10 Theories Every Educator Should know. Your Hub for Corporate Training & eLearning iSpring Blog. https://www.ispringsolutions.com/blog/adult-learning-theories								
10.	https://dsel.education.gov.in/sites/default/files/2023-01/Draft_Guidelines_of_NILP.pdf								
11.	https://egyankosh.ac.in/bitstream/123456789/90126/1/Unit-9.pdf								
12.	https://repository.up.ac.za/server/api/core/bitstreams/a263b28b-32c0-401d-83a3-b3e0a12ace96/content								
13.	Pappas, C. (2025b, December 24). The Adult Learning Theory: Andragogy of Malcolm Knowles. eLearning Industry. https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles#h_1809400996651766576103105								

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda			Academic Year			2026-27			
M. Sc First Year Level 6.0										
Year	I	Research Methods in Extension and Communication	Credits / Hours per week				4 (4+0) / 4 hours/week Theory: 60			
Semester	II	Year of Introduction: 2026-27 Year of Syllabus Revision	Maximum Marks / Grade				O			
Mode of Transaction										
Course Outcome (CO) CO 1 : Understand about research & its methodologies CO 2 : Identify & define appropriate research problems CO 3 : Understand different Research designs & types CO 4 : Understand the sampling design for Research CO 5 : Earn the various data gathering Instruments and Techniques. CO 6 : Understand the concept of Ethics and Research.										
Unit No.	Topic		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/ SD	Relevance to L/N/R/G	Relation to G/ES/HV/PE
I	a) Research Methodology and Ethics in Research i. Concept ii. Importance iii. Principles iv. Ethical Issues b) Guidelines for research Ethics i. Meaning		5	10%	1,2	1		SD	G	PE

	ii. Objectives & Significance iii. Research Approaches iv. Research process v. Criteria for good research vi. Review of literature - Need - Sources - Steps in carry out ROL								
II	Identification of A Research Problem a) Selection of research problem b) Justification c) Formulation of Objectives d) Theory, hypothesis, basic assumptions, e) limitations and delimitations of the problem f) Variables & its types	10	20%	2	2		SD	G	PE
III	a) Research Design i. Purposes of research design ii. Fundamental, applied and action exploratory and descriptive experimental. iii. Survey and case study, iv. Ex-post facto, v. Longitudinal and cross sectional b) Sampling and Its Designs i. Population and sample ii. Probability sampling: systematic random sampling, two stages and multistage sampling, cluster sampling. iii. Nonprobability sampling: purposive, quota and iv. volunteer sampling/snowball sampling	10	20%	2,3	3		SD, EMP	G	PE

IV	a) Data Gathering /Analysis /Tools/ Techniques i. Qualitative Techniques - Informal group discussions ii. Interviews: Unstructured interviews, Focus Group discussions, Interviews - Observations - Social mapping - Participatory rapid assessment - Participatory learning assessment iii. Quantitative Techniques - Questionnaire - Content analysis -Descriptive statistics and inferential statistics	20	20%	1,2,3	5		SD, EMP	G	PE
V	a) Measurement, Scaling and Thesis Writing ii. Quantitative and Qualitative data iii. Classification of measurement scales iv. Sources of errors in measurement v. Scaling vi. Classification of Scales vii. Scaling Techniques viii. Comparative scaling techniques ix. Non-Comparative scaling techniques b) Steps of Writing Thesis c) Importance of writing thesis	30	30%	1,2,3,4, 5,6			SD, EMP	L,N,R,G	PE

References

1.	Ahuja R. (2012). Research Methods. Jaipur: Rawat Publications.
2.	Bandarkar P.L. and Wilkinson T.S. (2000) : Methodology and Techniques of Social Research, Himalaya Pub. House, Mumbai
3.	Bhatnagar G.L. (1990) : Research Methods and Measurement in Behavioural and social Sciences, Agri. Cole Pub. Academy, New Delhi.
4.	Creswell, j.W. (2011), research Design Qualitative, Quantitative and mixed methods approaches, third edi., Sage Pub. , New Delhi
5.	Fleck, u. (2017) An Introduction to Qualitative Research, Sage pub., New Delhi
6.	Kothari C R. (2011). Research Methodology: Methods and Techniques. New Delhi: New Age International Publication.
7.	Kumar R. (2011).Research Methodology-A step by step guide for beginners. New Delhi: Sage Publication.
8.	Strass A. And Corbin J. (1990) : Basis of Qualitative research : Grounded Theory Procedures and Techniques, sage Pub., California

9.	Veeraraghavan V. & Shetgovekar S. (2016), Textbook of Parametric and Non paramatric Statistics, Sage Pub., New Delhi
10.	Walliman, N. (2011). Research Methods-The Basics. London: Routledge Publication.

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda		Academic Year				2026-27			
M. Sc First Year Level 6.0										
Year	I	Gender and Society	Credits / Hours per week		2 (2+0) / 2 hours/week Theory: 30 Hrs					
Semester	I	Year of Introduction: 2026-27 Year of Syllabus Revision:	Maximum Grade		'O'					
Mode of Transaction		Lectures								
Course Outcome (CO) CO1: To develop understanding regarding the concept of gender and society. CO2: To analyze the role of gender in shaping social institutions and cultural practices. CO3: To examine feminist theories and intersectional perspectives. CO4: To explore contemporary issues related to gender, media, health, and development. CO5: To critically evaluate policies and movements addressing gender equality and justice.										
Unit No.	Topic		Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	Conceptual framework a. Meaning and Nature of Gender Studies b. Concepts of Sex and Gender c. Feminist Theories (Liberal, Radical, Socialist, Postmodern) d. Intersectionality and Identity		30	30%	1,2	1,2,3	1,2,3	Emp/SD	L/N/RG	G/ES/HV/PE
II	Gender and Social Institutions d. Family and Kinship: Gender roles in household and caregiving e. Education and Work: Gendered division of labor, wage gap, representation		40	40%	1,2	2,3,4,5	1,2	Emp/SD	L/N/RG	G/ES/HV/PE

	f. Politics and Law: Gender in governance, rights movements, legal frameworks g. Religion and Culture: Gender norms shaped by cultural and religious practices								
III	Contemporary Issues and Applications i. Gender and Media: Representation, stereotypes, narratives j. Gender and Development: Women's empowerment, gender mainstreaming k. Health and Sexuality: Reproductive rights, LGBTQ+ perspectives, health disparities l. Global and Local Movements: Women's movements, queer activism, gender justice campaigns	30	30%	1,2	1,2, 3,4, 5	4,5, 6	Emp/S D	L/N/RG	G/ES/H V/PE
	Evaluation Pattern (Internal 50% and External 50%) Internal assessment	Marks							
	Attendance	5							
	Written Assignment	10							
	Presentations	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							
References									
1.	Cornwall, A. (2016). <i>Women's empowerment: What works? Journal of International Development</i> .								
2.	Gill, R. (2017). <i>Gender and the media</i> . Polity Press.								
3.	Kabeer, N. (2016). <i>Gender equality, economic growth, and women's agency. Feminist Economics</i> .								
4.	Pilcher, J., & Whelehan, I. (2017). <i>Key concepts in gender studies</i> (2nd ed.). SAGE Publications								
5.	Tong, R. (2018). <i>Feminist thought: A more comprehensive introduction</i> (5th ed.). Routledge								
6.	Rippon, G. (2019). <i>The gendered brain</i> . Bodley Head.								