

UNIVERSITY OF DELHI



Department of Home Science

Faculty of Science

1-Year M.Sc.

Development Communication & Extension

Coursework + Research Track

Department of Home Science

University of Delhi

Course Credit Structure- NEP 2025

The Department of Home Science offers a one-year Master's Programme in Development Communication & Extension designed to equip students with a deep understanding of communication strategies, participatory approaches, and community development practices. The programme bridges theory and practice, emphasizing communication for social change, media literacy, research, and extension management. Students gain the knowledge and skills needed to design, implement, and evaluate communication interventions that empower communities and foster sustainable development. The curriculum integrates academic rigor, field engagement, and technological innovation, ensuring students are prepared for leadership roles in development organizations, media institutions, academia, and research agencies.

Programme Specific Objectives:

- To build a strong foundation in development theories, participatory communication, and extension education for sustainable social transformation.
- To equip students with advanced research and analytical skills for investigating development issues and evaluating communication strategies.
- To strengthen students' ability to design and implement evidence-based communication programmes addressing real-world social challenges.
- To cultivate ethical, inclusive, and gender-sensitive perspectives in all aspects of development and communication practice.
- To foster appreciation for community knowledge systems and participatory methods that empower marginalized groups.
- To prepare graduates for professional roles in development agencies, NGOs, media organizations, research institutes, and academic institutions.
- To promote engagement with emerging communication technologies for effective dissemination, advocacy, and behavioral change.

Programme Specific Outcomes:

The post graduate program in the Department of Development Communication & Extension, strives to educate and train students to enable them to:

- Apply development and communication theories to design context-specific, community-driven interventions.
- Demonstrate proficiency in media production, research methodologies, and participatory communication techniques.
- Critically evaluate and apply ICTs and digital tools for social and behavioral change communication.
- Integrate ethical and gender-sensitive principles into communication and extension practices.
- Work collaboratively with diverse stakeholders to implement and manage community-based programmes.
- Exhibit leadership in development communication, policy advocacy, and capacity-building initiatives.
- Conduct innovative research contributing to sustainable development, public awareness, and inclusive growth.

List of Courses to be offered to students opting for Structure-2 of M.Sc. in 1 st and 2 nd Semester of one year course							
Type of Course	Type	Semester	Name of Courses	Credit in each course			
				Lecture	Tutorial	Practical	Total
SEMESTER – I							
Discipline Specific Core Course	DSC1	I	Monitoring, Evaluation & Learning for Development	3	0	1	4
Discipline Specific Core Course	DSC2	I	New Media and AI and its Application to Home	2	0	2	4
Discipline Specific Elective Course	DSE1	I	From the Pool of DSEs given below:	3	0	1	4
Discipline Specific Elective Course	DSE2	I	<ul style="list-style-type: none"> • Statistics and Data Management • Consumer Behaviour and Sustainable Development • Food Systems & Nutrition Security • Human Centred Design & Innovation • Social Entrepreneurship • Poverty, livelihood systems & Skilling • Civil Society and Volunteer Management • Community Organisation, Social Policy & Development 	3	1	0	4
SEMESTER II							
Discipline Specific Core Course	DSC1	II	Climate Change, Green Technologies and Environment Action	3	0	2	4
Discipline Specific Core Course	DSC2	II	Communication for Nutrition, Health and Wellbeing	2	0	2	4

Discipline Specific Elective Course	DSE1	II	From the Pool of DSEs given below:	3	0	1	4
Discipline Specific Elective Course	DSE2	II	<ul style="list-style-type: none"> • Rural Marketing and Development • Public Administration and Governance • Project Management & Grant Writing • Peace, Human Rights and Humanitarian Action • ESG, Sustainability Reporting and Social Impact • Lifelong Learning and Life Skills • Gender, Diversity and Inclusion • SBC: Theory & Practice • Training & Capacity Building 	3	1	0	4
General Elective Course	GE3	II	Organizational Communication: Tools & Techniques	3	1	0	4
Pool of Discipline Specific Elective Courses to be offered in the 1st semester#	Statistics and Data Management						
	Consumer Behaviour and Sustainable Development						
	Food Systems & Nutrition Security						
	Human Centred Design & Innovation						
	Social Entrepreneurship						
	Poverty, livelihood systems & Skilling						

	Civil Society and Volunteer Management
	Community Organisation, Social Policy & Development
Pool of Discipline Specific Elective Courses to be offered in the 2nd Semester##	Rural Marketing and Development
	Public Administration and Governance
	Project Management & Grant Writing
	Peace, Human Rights and Humanitarian Action
	ESG, Sustainability Reporting and Social Impact
	Lifelong Learning and Life Skills
	Gender, Diversity and Inclusion
	SBC: Theory & Practice
	Training & Capacity Building

DEPARTMENT OF DEVELOPMENT COMMUNICATION AND EXTENSION

1-Year MSc Curriculum under NEP

Coursework + Research Track

DSC				DSE				SBC			Dissertation/Academic Project/Entrepreneurship	
Paper Title (4 Credits each)		Credit Distribution		Paper Title (4 Credits each)		Credit Distribut ion		Paper Title (2 Credits each)		Credit Distribution		
	Th	Tu	Pr		Th	Tu	Pr		Th	Tu	Pr	
SEMESTER I												
Pick All 2				Pick Any 2								
Monitoring, Evaluation & Learning for Development	3	0	1	Statistics & Data Management	3	0	1	NIL			6 credits	
New Media and AI and its Application to Home	2	0	2	Consumer Behaviour and Sustainable Development	3	1	0					
				Food Systems & Nutrition Security	3	0	1					
				Human Centred Design & Innovation	3	0	1					

				Social Entrepreneurship	3	1	0		
				Poverty, livelihood systems & Skilling					
				Civil Society and Volunteer Management	3	1	0		
				OR					
				Community Organisation, Social Policy & Development	3	1	0		
					3	1	0		
SEMESTER II									
Pick All 2				Pick Any 2					
Climate Change, Green Technologies and Environment Action	3	0	1	Rural Marketing and Development	3	1	0		
				Public Administration and Governance	3	1	-		
				Gender, Diversity and Inclusion	3	1	-	NIL	6 credits
				SBC: Theory & Practice	3	1	-		

DISCIPLINE SPECIFIC CORE COURSE
MONITORING, EVALUATION & LEARNING FOR DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Monitoring, Evaluation & Learning for Development	4	3	-	1	As per admission requirements	Should be aware of concept of programme monitoring and evaluation

Learning Objectives

1. To understand the conceptual and theoretical foundations of monitoring, evaluation, and learning in development programmes.
2. To gain the ability to design and apply MEL frameworks and tools for planning, implementation, and assessment of social and behavioural change initiatives.
3. To critically analyse the use of MEL systems for improving accountability, adaptive learning, and evidence-based policy-making.

Learning Outcomes

The students will be able to:

1. Differentiate between monitoring, evaluation, and learning functions within the development cycle.
2. Construct and operationalize a logical framework and results-based management system for a development project.
3. Design appropriate qualitative and quantitative indicators and data collection tools.
4. Apply participatory and adaptive MEL approaches in real-world contexts.

THEORY
(Credits 3, Hours 45)

Unit I: Concepts and Frameworks of Monitoring, Evaluation & Learning (12 hours)

This unit explores the evolution, purpose, principles and related approaches to MEL.

- Evolution and purpose of M&E in development practice

- Relationship between Monitoring, Evaluation, and Learning (MEL)
- Principles of Results-Based Management (RBM)
- Theories of Change and Logical Framework Approach (LFA)
- Key terminology and standards (OECD-DAC, UNDP, World Bank)

Unit II: Designing and Implementing Monitoring Systems

(10 hours)

This unit focusses on the various frameworks and indicators required for setting up monitoring systems.

- Monitoring frameworks and indicator development
- Types of indicators: input, output, outcome, and impact
- M&E tools and approaches
- Use of ICT, AI and digital tools for monitoring
- Ethical considerations and data quality assurance

Unit III: Evaluation Design, Methods, and Use

(13 hours)

This unit explores the various types of evaluation designs.

- Types of evaluation: formative, summative, process, impact, developmental
- Evaluation design: experimental, quasi-experimental, and mixed-methods approaches
- Participatory and utilization-focused evaluation
- Gender responsive evaluations
- Reporting, dissemination, and stakeholder engagement
- Learning from evaluation: feedback loops and adaptive management

Unit IV: Learning, Knowledge Management and Policy Linkages

(10 hours)

This unit focusses on the several linkages of MEL systems.

- Integrating learning within MEL systems
- Organizational learning and reflective practice
- Knowledge management tools and platforms for MEL
- Communicating results for advocacy and decision-making

PRACTICAL (Credits 1; Hours 30)

- Interactive lectures and seminars
- Group exercises for developing log frames, indicators, and theories of change
- Case study analysis of M&E reports from UN/NGOs
- Field assignments for data collection and learning reflection
- Data collection tools and frequency
- MIS, dashboards, participatory tools
- Case studies of MEL in social and behavioural change (SBC), gender, and sustainable development programmes

Essential Readings:

Unit-I

- OECD Development Assistance Committee. (2019). *Better criteria for better evaluation: Revised evaluation criteria definitions and principles for use*. OECD Publishing.
- UNDP. (2021). *Handbook on planning, monitoring and evaluating for development results* (Updated ed.). United Nations Development Programme.
- UNICEF. (2015). *Theory of change: UNICEF guidance document*. United Nations Children's Fund.

Unit-II

- UNDP. (2021). *Handbook on planning, monitoring and evaluating for development results* (Updated ed.). United Nations Development Programme.
- Yim, M., & Gomez, R. (2021). ICT4D evaluation: Its foci, challenges, gaps, limitations, and possible approaches for improvement. *Information Technology for Development*, 27(4), 684–708. <https://doi.org/10.1080/02681102.2021.1951151>
- Magis-Weinberg, L., Ballonoff Suleiman, A., & Dahl, R. E. (2021). Context, development, and digital media: Implications for very young adolescents in LMICs. *Frontiers in Psychology*, 12, 632713. <https://doi.org/10.3389/fpsyg.2021.632713>

Unit-III

- NTRAC. (2020). *Learning from monitoring and evaluation: Reflections on practice*. INTRAC.
- OECD Development Assistance Committee. (2019). *Better criteria for better evaluation: Revised evaluation criteria definitions and principles for use*. OECD Publishing.
- Patton, M. Q. (2011). *Developmental evaluation: Applying complexity concepts to enhance innovation and use*. Guilford Press.
(Actively used in post-2015 evaluation practice and curricula)

Unit-IV

- USAID. (2019). *Collaborating, learning and adapting (CLA) framework*. United States Agency for International Development.
- UNDP. (2021). *Handbook on planning, monitoring and evaluating for development results* (Updated ed.). United Nations Development Programme.

Suggested Readings:

- Mayne, J. (2017). *Theory of Change Analysis: Building Robust Theories of Change*. *Canadian Journal of Program Evaluation*, 32(2), 155–173.
- UNICEF (2020). *Monitoring Results for Equity System (MoRES)*. UNICEF Evaluation Office.

Suggested Supplementary Online Resources

- UNICEF Evaluation Office: <https://evaluation.unicef.org>

- OECD-DAC Evaluation Criteria: <https://www.oecd.org/dac/evaluation/>
- BetterEvaluation Platform: <https://www.betterevaluation.org/>
- USAID Learning Lab: <https://usaidlearninglab.org/>

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

DISCIPLINE SPECIFIC CORE COURSE
NEW MEDIA AND AI AND ITS APPLICATION TO HOME

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
New Media and AI and its Application to Home	4	2	-	2	As per admission requirements	Should have studied papers in media

Learning Objectives

- To develop a comprehensive understanding about the role of new media in development of the society
- To acquire insights into technological progress and its application within the media sector
- To evaluate future opportunities and challenges in integrating AI and new media for development

Learning Outcomes

The students will be able to:

- Demonstrate an extensive understanding of new media and AI concepts, as well as their significance in development communication.
- Assess ethical considerations, digital rights, and the policy frameworks that regulate AI and new media.
- Formulate strategies that utilize participatory communication, digital literacy, and inclusive technologies to engage communities in development initiatives.

THEORY
(Credits 2, Hours 30)

Unit I: Introduction to New Media and Development

8 Hours

This unit provides a critical analysis of the conceptual and theoretical foundations of new media, ICT4D, and digital development. It outlines the historical progression of media technologies and investigates essential concepts for development communication.

- Definitions: New Media, ICT4D, Digital Development
- Historical evolution of media technologies
- Theories of Development Communication (Diffusion of Innovations, Participatory Communication)
- Case studies: e-health, e-education, e-governance initiatives

Unit II: New Media for Social Change

8 Hours

This unit provides a critical examination of the transformative influence of new media within modern society. It investigates the historical development of digital platforms, the effects of social media on traditional media, community engagement, and the spread of information for social change.

- Salient features and advantage of new media over traditional media.
- History and evolution of new media and problems of access
- Social media and their impact on radio TV and Newspapers.
- Role of social media in mobilizing communities
- Social media for information dissemination, public awareness, and civic engagement
- Digital activism: hashtags, online petitions, and virtual protests

Unit III: AI and Participatory Development

8 Hours

This unit investigates the incorporation of AI and digital technologies in participatory development, highlighting the importance of community involvement, digital inclusion, and accessibility. It analyses the use of AI in various sectors while critically evaluating future prospects, challenges, and ethical implications within development contexts.

- Community engagement using digital and AI tools
- Digital literacy and inclusive AI adoption
- Digital inclusion, accessibility & marginalized groups
- Applications of AI in development: poverty prediction, climate change, healthcare -
- AI for health, agriculture, education, governance and public administration
- AI for disaster management and crisis communication
- AI for SDGs (UN Sustainable Development Goals)
- Future AI in development: opportunities and challenge

Unit IV: Ethics, Governance, and Policy in AI and New Media

6 Hours

This unit provides a critical analysis of the ethical, social, and regulatory aspects of AI and new media in the context of development. It addresses various issues such as accountability, data protection, misinformation, as well as the national and international frameworks that govern the responsible and secure utilization of emerging technologies.

- AI ethics: fairness, transparency, accountability, bias mitigation

- Data protection, privacy, and digital rights and responsible data use
- AI safety, security, and risk assessment
- Virtual Reality (VR) and Augmented Reality (AR) in development applications
- Deepfakes, misinformation & content authenticity
- Social, cultural, and economic impacts of AI and new media technologies
- National and international AI strategies and regulatory frameworks

PRACTICAL
(Credits 2, Hours 60)

- Design a digital campaign on any social or development issue using hashtags, storytelling, and community engagement.
- Evaluate real-world examples of e-health, e-education, e-governance, or AI-based development projects
- Analysing an AI or social media intervention for fairness, privacy, bias, and compliance with national/international policies.
- Identify and analyze some examples of misinformation or deepfakes on social media and propose strategies to verify content authenticity.

Essential Readings

Unit - I

- Heeks, R. (2018). *Information and communication technology for development (ICT4D)* (3rd ed.). Routledge.
- Servaes, J. (2015). *Communication for development and social change* (2nd ed.). Sage Publications.
- Narayan, S. S., & Narayanan, S. (Eds.). (2016). *India connected: Mapping the impact of new media*. SAGE Publications India.

Unit - II

- Ihsaniyati, H., Sarwoprasodjo, S., Muljono, P., & Gandasari, D. (2023). The use of social media for development communication and social change: A review. *Sustainability*, 15(3), 2283. <https://doi.org/10.3390/su15032283>
- Narayan, S. S., & Narayanan, S. (Eds.). (2016). *India connected: Mapping the impact of new media*. SAGE Publications India.
- Khalasa, N., et al. (2025). *Digital pulse: Shaping the future of media and communication*. Bhumi Publishing.

Unit - III

- Penh, B. (2025). AI-powered social media for development in low- and middle-income countries. *Media and Communication*, 13. <https://doi.org/10.17645/mac.9577>
- Sanyal, K., & Chakrabarti, R. (2020). *Artificial intelligence and India*. Oxford University Press.

Unit - IV

- Batool, A., Zowghi, D., & Bano, M. (2024). Responsible AI governance: A systematic literature review. *arXiv*. <https://arxiv.org/abs/2401.10896>
- Giralt Hernández, E. (2024). Towards an ethical and inclusive implementation of artificial intelligence in organizations: A multidimensional framework. *arXiv*. <https://arxiv.org/abs/2405.01697>
- Hogenhout, L. (2021). A framework for ethical AI at the United Nations. *arXiv*. <https://arxiv.org/abs/2104.12547>

Suggested Readings

- Beniwal, A. (Ed.). (2023). *Artificial intelligence, ethics, and the digital society: Pathways to sustainable development*. Deep Science Publishing.
- Floridi, L. (Ed.). (2021). *Ethics, Governance, and Policies in Artificial Intelligence*. Springer
- Kak, S. (2024). *The Age of Artificial Intelligence*. Garuda Prakashan.
- Liu, Z., & Zheng, Y. (2022). *AI Ethics and Governance: Black Mirror and Order*. Springer
- Mishra, S. (2021). *Digital Cultures* (1st ed.). Routledge. <https://doi.org/10.4324/9781003155225>
- Rainer Mühlhoff. (2021). *The ethics of AI: Power, critique, responsibility*. Bristol University Press.

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DISCIPLINE SPECIFIC ELECTIVE COURSE STATISTICS AND DATA MANAGEMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Statistics and Data Management	4	3	0	1	As per admission requirements	

Learning Objectives

- To develop understanding of fundamental and advanced statistical concepts used in research and data analysis.
- To enable students to apply descriptive and inferential statistics for real-world decision-making.
- To strengthen ability to formulate hypotheses, select appropriate statistical tests, and interpret outputs.
- To prepare students for quantitative research, industry analytics, and academic data projects.

- To train students in using Excel and SPSS for data handling, visualization, and interpretation.

Learning Outcomes

The students would be able to:

- Explain key concepts in descriptive and inferential statistics.
- Organize, clean, and summarize datasets using appropriate statistical tools.
- Apply probability distributions, correlation, regression, and hypothesis testing.
- Use Excel and SPSS for data visualization, statistical testing, and reporting.
- Interpret statistical outputs and draw valid conclusions for research decisions.
- Design and execute quantitative data analysis workflows independently.

THEORY

(Credits 3; Hours 45)

UNIT I: Introduction and descriptive Statistics

12 Hours

This unit will introduce the foundations of statistics and techniques for summarizing and describing data.

- Definition, scope, and applications of statistics
- Types of data: qualitative and quantitative
- Scales of measurement
- Classification & tabulation of data
- Graphical and visual representations
- Measures of central tendency: mean, median, mode
- Measures of dispersion: range, variance, standard deviation, coefficient of variation
- Skewness and kurtosis: meaning and interpretation

UNIT II: Probability and Probability Distributions

10 Hours

This unit explores probability concepts and major statistical distributions.

- Basic probability concepts: Addition & multiplication theorems
- Random variables: discrete and continuous
- Binomial and Normal distributions
- Sampling theory & sampling distributions
- Central Limit Theorem

UNIT III: Correlation and regression

8 Hours

This unit focuses on analysing relationships between variables.

- Correlation: Pearson and Spearman correlation
- Simple linear regression: model, estimation, interpretation
- Multiple linear regression: assumptions, multicollinearity, model building

UNIT IV: Hypothesis Testing and Non-Parametric Methods

15 Hours

This unit introduces hypothesis testing frameworks and non-parametric alternatives for non-normal data.

- Concept of hypothesis: null & alternative
- Types of errors, significance levels, p-value
- Parametric tests:
 - z-test
 - t-test (one sample, independent, paired)
 - Chi-square test
- Non-parametric tests:
 - Mann–Whitney U test
 - Wilcoxon signed-rank test
 - Kruskal–Wallis test
- Interpretation and reporting of statistical results
- Research Conclusion and recommendations

Practical (Credits 1; 30 hours)

1. Data Entry, Coding & Cleaning: Importing data, handling missing values, variable labels, Excel formulas.
2. Descriptive Statistics & Visualization: Mean, Standard Deviation, frequency tables, histograms, boxplots (Excel + SPSS).
3. Cross-Tabulation & Chi-Square Test: PivotTables in Excel; Crosstabs in SPSS.
4. Correlation Analysis: Pearson & Spearman correlations; scatterplots.
5. Simple Linear Regression: Trendline in Excel; Regression output in SPSS.
6. Multiple Regression: Model summary, coefficients, interpretation using SPSS.
7. t-Tests: Independent, paired, and one-sample t-tests in SPSS.
8. ANOVA (One-way & Two-way): Running ANOVA and post-hoc analysis.
9. Non-Parametric Tests: Mann-Whitney, Wilcoxon, Kruskal–Wallis in SPSS.
10. Report Generation & Interpretation
11. Preparing APA-style tables, graphs, and interpretations in Excel/SPSS.

Essential Readings

UNIT - I

- Bluman, A. G. (2018). *Elementary statistics: A step by step approach* (10th ed.). McGraw-Hill Education.
- Diez, D. M., Barr, C. D., & Cetinkaya-Rundel, M. (2015). *OpenIntro statistics* (3rd ed.). CreateSpace Independent Publishing Platform.
(Available at <http://www.openintro.org/stat/textbook.php>)
- Healey, J. F. (2016). *Statistics: A tool for social research* (10th ed.). Cengage Learning.
- Levin, R. I., Rubin, D. S., Rastogi, S., & Siddiqui, M. H. (2017). *Statistics for management* (8th ed.). Pearson Education India.

UNIT- II

- Devore, J. L. (2016). *Probability and statistics for engineering and the sciences* (9th ed.). Cengage Learning.
- Gupta, S. C., & Kapoor, V. K. (2019). *Fundamentals of mathematical statistics* (12th ed.). Sultan Chand & Sons.
- Montgomery, D. C., & Runger, G. C. (2018). *Applied statistics and probability for engineers* (7th ed.). Wiley.

UNIT - III

- Kutner, M. H., Nachtsheim, C. J., Neter, J., & Li, W. (2019). *Applied linear statistical models* (6th ed.). McGraw-Hill Education.
- Wooldridge, J. M. (2020). *Introductory econometrics: A modern approach* (7th ed.). Cengage Learning.

UNIT IV

- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). Sage Publications.
- Gibbons, J. D., & Chakraborti, S. (2016). *Nonparametric statistical inference* (5th ed.). CRC Press.

Suggested Readings

- Field, A. (2025). *Discovering Statistics Using IBM SPSS Statistics* (6th ed.). Sage.
- Kalyanaraman, K., Ramanathan, H. N., & Harikumar, P. N. (2025). *Statistical Methods for Research: A Step-by-Step Approach Using IBM SPSS*. Atlantic Publishers.
- Healey, J. F., & Donoghue, C. (2021). *Statistics: A Tool for Social Research and Data Analysis* (11th ed.).

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DISCIPLINE SPECIFIC CORE COURSE
CONSUMER BEHAVIOUR AND SUSTAINABLE DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Consumer Behaviour and Sustainable Development	4	3	1	0	As per admission requirements	Should be aware of basics of Communication Concepts & Theories

Learn
ing
Objec
tives

1. T

- o understand the concept and theories of consumption and its linkages with production, distribution, and policy perspective.
2. To develop an understanding of consumption behaviour of individuals, families and communities in diverse socio-economic contexts.
3. To familiarise students with the linkages between consumption, environment, poverty, resources used and sustainable development.
4. To understand the role of people's initiatives, nationally and globally in promoting sustainable consumption .
5. To introduce communication and SBCC perspectives for promoting sustainable and responsible consumption.

Learning Outcomes

After completing this course, students will be able to:

1. Understand the meaning ,concept and theories of consumption and it's relationship with production , public policy and resource use
2. Analyse the inter-linkages between consumption practices, resource use and sustainable development at local, national and global levels in preservation of people's rights and sustainable consumption
3. Critically examine consumer rights, responsibilities, protections and public policy frameworks.
4. Understand the role of people's initiatives nationally and globally in preservation of people's right for sustainable consumption

THEORY

(Credits 3; Hours 45)

UNIT I: Understanding Consumption Behaviour of Families and Communities **12 Hours**

This unit introduces the meaning and dimensions of consumption, locating families and communities as key consumption units, and exploring factors shaping consumption in different socio-economic and cultural settings.

- Consumption: concept, theories, linkages with production, distribution, public policy resource use; implications for families and communities.
- Determinants of consumption behaviour: economic, cultural, social, psychological and technological factors
- Historical and contemporary patterns of consumption: local, national and global perspectives
- Differences in consumption practices: rural–urban, North–South, class, gender and life-cycle perspectives
- Theories and models for understanding consumer behaviour (brief overview)
- Production, distribution and marketing strategies and their implications for consumption choices

UNIT II: Consumption, Health, Environment, Poverty and Sustainable Development 12 Hours

This unit focuses on the linkages between consumption, resource use and sustainable development, highlighting challenges of over-consumption, environmental degradation and inequity.

- Consumption and sustainable development: linkages between consumption, production, public policy health, environment, resource use and lifestyle
- Sustainable Development Goals (SDGs): goals and targets related to responsible consumption and production; environment, health, poverty, literacy etc. (SDG 12)
- Carbon footprint, lifestyle, and impact on environment
- Indicators related to consumption, inequality and sustainability: national and global overviews
- Case illustrations of unsustainable vs. sustainable consumption practices in food, clothing, housing, mobility, digital products

UNIT III: Consumers, Rights, Responsibilities and Public Policy 11 Hours

This unit examines consumers as rights-bearing citizens, the policy and legal frameworks governing consumption, and the role of consumer movements.

- Indian families as consumption units: vulnerabilities and constraints
- Problems faced by consumers in India: rural, urban and tribal perspectives, Challenges and opportunities in emerging economies
- Consumer protection in India: history and evolution of the consumer movement
- Consumer rights and responsibilities: laws, safeguards and grievance mechanisms (overview)
- Theories and models of consumer behaviour
- Role of consumer organisations, civil society and citizen groups – national, regional and global

UNIT IV: Communication, SBCC and Sustainable Consumption 10 Hours

This unit introduces behavioural and communication perspectives for promoting sustainable consumption and responsible consumer behaviour.

- Behaviour Change Communication (BCC) and Social and Behaviour Change Communication (SBCC) perspectives on consumption
- Advocacy and campaigns for sustainable consumption and public interest, people movements in protection of their rights (illustrative national/global campaigns)
- Elements, tools and techniques for consumer education and awareness (mass media, social media, community media, IEC)
- Networking, lobbying and mobilising pressure groups for sustainable consumption and policy advocacy
- Designing simple SBCC-based ideas for responsible consumption among youth, families and communities

TUTORIAL (Credits 1; Hours 30)

- Mapping Personal Consumption: Recording and analysing students' own weekly consumption patterns (food, clothing, mobility, digital use), identifying unsustainable practices and alternatives.
- Case Study Analysis: Case studies on sustainable vs. unsustainable consumption (e.g., fast fashion, plastic usage, food waste, energy use).
- Policy & Campaign Review: Review of selected national/global campaigns and policies on sustainable consumption; group presentations.
- Consumer Rights Exercise: Reading and summarising key consumer protection provisions and applying them to real or simulated cases.
- Designing a Micro SBCC Concept: Group activity to conceptualise a small SBCC idea (poster/social media reel/community event) for promoting one sustainable consumption practice in the local context.
- Consumer choices and behaviours: Identify the consumers determine eco-friendliness of products.
- Designing for sustainability: Process, product and systems innovation – improved production processes, eco-friendly products, innovative low-impact technologies, supply chain management

Essential Readings

UNIT-I

- Stillerman, J. (2015). *The sociology of consumption: A global approach*. Polity Press.
- Reisch, L. A., & Thøgersen, J. (Eds.). (2016). *Handbook of research on sustainable consumption*. Edward Elgar Publishing.
- Mukherjee, S., & Banerjee, N. (2019). Consumption patterns, inequality and development in India. *Economic and Political Weekly*, 54(44), 45–53.
- Narayan, S. S., & Narayanan, S. (2016). *India connected: Mapping the impact of new media*. SAGE Publications India..

UNIT- II

- Reisch, L. A., & Thøgersen, J. (Eds.). (2016). *Handbook of research on sustainable consumption*. Edward Elgar Publishing.
- United Nations Environment Programme. (2017). *Sustainable consumption and production: A handbook for policymakers*. UNEP.
- Government of India, NITI Aayog. (2019). *India's voluntary national review on the implementation of the Sustainable Development Goals*. NITI Aayog.

UNIT- III

- Government of India. (2019). *The Consumer Protection Act, 2019*. Ministry of Consumer Affairs, Food & Public Distribution.
- Rao, S., & Bansal, S. (2020). Consumer protection and grievance redressal mechanisms in India. *Indian Journal of Public Administration*, 66(2), 214–229.
- Sharma, A., & Gupta, R. (2017). Consumer awareness and protection in emerging Indian markets. *Journal of Consumer Policy*, 40(3), 343–360. <https://doi.org/10.1007/s10603-017-9349-5>

UNIT- IV

- McKenzie-Mohr, D. (2018). *Fostering sustainable behavior: An introduction to community-based social marketing* (4th ed.). New Society Publishers.
- UNICEF. (2020). *Social and behavior change communication for sustainable development*. UNICEF.

Kumar, R., & Purohit, H. (2019). Role of communication strategies in promoting sustainable consumption in India. *Media Watch*, 10(3), 485–499.

Suggested Readings

- FICCI/UNEP, 2015. Designing a Sustainable Financial System for India: Interim Report. Available at: <http://ficci.in/spdocument/20546/UNEP-Interim-Report.pdf>
- UNDP projects on environmental aspects related to SCP in India; Available at: <http://www.in.undp.org/content/dam/india/docs/UNDP%20Fact%20Sheet%20-%20MEFCC.pdf>
- UNIDO projects on cleaner production topics; Available at: <http://www.unido.org/en/where-work/asiaandthepacific/selected-projects.html>

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

DISCIPLINE SPECIFIC ELECTIVE
FOOD SYSTEMS & NUTRITION SECURITY

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
FOOD SYSTEMS & NUTRITION SECURITY	4	3	0	1	As per admission requirements	Should be aware of basic concepts of food & nutrition

Learning Objectives

- To Understand the concepts, components, and functioning of food systems and their influence on nutrition, health, and sustainability.
- To analyze national and international policies, programs, and interventions for improving food and nutrition security.
- To evaluate the roles of key national and international organizations in combating malnutrition and supporting nutrition security initiatives.

Learning Outcomes

The students would be able:

- Identify and classify forms of food insecurity and understand the factors contributing to nutritional insecurity at household and community levels.
- Gain knowledge of community-based nutrition interventions and design strategies for behavior change and nutrition education.
- Critically evaluate policies and programs and assess their impact on nutrition outcomes.

Unit I: Introduction to food systems

10 hours

This unit provides an overview of food systems, explores the interconnections between agriculture, environment, nutrition, and health, and compares traditional and modern food systems. Elucidating the role of key stakeholders in shaping food outcomes. The unit also highlights food system outcomes and explains how these are measured using national and international indicators.

- Definition and components of food systems (production, processing, distribution, consumption)

- Inter linkages between agriculture, environment, nutrition, and health
- Traditional vs. modern food systems
- Stakeholders: farmers, consumers, private sector, government, NGOs
- Food system outcomes: availability, access, utilization, stability
- Indicators of Food system : National and international indicators

Unit II: Food Security and Nutrition Security

12 hours

This unit elucidates the concept and dimensions of food security, investigates the various forms of food insecurity along with their determinants. Additionally, the unit assesses food security policies in India, household coping mechanisms, and global trends in malnutrition, which encompass undernutrition, micronutrient deficiencies, and overweight/obesity.

- Introduction, forms of food insecurity: Hunger, poverty, chronic hunger
- Conceptual framework of food security: availability of food, accessibility of food, consumption & utilization
- Food security concept, types of food insecurity; poverty, hunger and malnutrition
- Factors leading to food & nutritional insecurity in India, household food insecurity and coping strategies
- Determinants of Nutrition Security: Biological, socioeconomic, cultural, environmental factors, Gender and nutrition
- Evidence on global malnutrition patterns: undernutrition, micronutrient deficiencies, overweight/obesity

Unit III: Policies and intervention for Food & Nutrition Security

10 hours

This unit conducts a critical examination of policies and interventions designed to ensure food and nutrition security on both national and international scales. It offers a comprehensive analysis of significant Indian initiatives and global frameworks. Additionally, it explores policies that affect agricultural production, subsidies, and food pricing, assessing their impact on dietary quality, accessibility, and overall nutrition security.

- National Polices: National Food Security Act (NFSA), Public Distribution System (PDS), ICDS, POSHAN Abhiyan, Mid-Day Meal Scheme
- International policies: Right to Food, Sustainable Food Policy frameworks
- FAO Voluntary Guidelines on Food Security and Nutrition and WHO Nutrition Guidelines
- UN Sustainable Development Goals (SDG 2: Zero Hunger, SDG 3: Good Health)
- Policies affecting crop production, subsidies, and food prices and its impact on nutritional outcomes

Unit IV: Community Health & Nutrition

13 hours

This unit provides an integrated understanding of the role of India's traditional knowledge systems promoting community health & nutrition. It explores diet diversity across the lifecycle, the role of organic and nutri-sensitive farming systems, and the importance of home, kitchen, and herbal gardens in ensuring

household nutrition security. It also touches upon the role of nutrition education and behavior change processes.

- Indian Knowledge Systems & Traditional Foods
- Diet Diversity across lifecycle
- Nutri-Sensitive Integrative Farming Systems (NSIFS), Organic Farming & Natural Farming
- Kitchen, Home & Herbal Garden
- Role of bio-diverse farming in nutrient-rich food production
- Farm-to-plate approaches for improved household nutrition
- Valorization and Food Waste Management
- Successful Indian models of nutrition-sensitive agriculture
- Role of nutrition in disease prevention and health promotion
- Nutrition education and behavior change strategies
- Role of National organizations in combating malnutrition: ICMR, ICAR, NIN.
- Role of International organizations in combating malnutrition: CARE, UNICEF, WHO, FAO, ICRISAT.

PRACTICAL

(Credits 1; Hours 30)

- Analyze coverage and impact of nutrition programs such as ICDS, Mid-Day Meal Scheme, or POSHAN Abhiyan.
- Prepare information materials (posters, pamphlets) for awareness campaigns on healthy diets and food security.
- Develop and implement nutrition education sessions and behavior change communication strategies for a target group.
- Visits to community nutrition centers, ICDS centers, local farms, or PDS outlets to observe real-world implementation of policies and programs.
- Interaction with farmers, program staff, and beneficiaries to understand practical challenges in food and nutrition security.
- Documentation of Traditional Foods: Conduct field visits or family interviews to document traditional local recipes, their cultural significance, and nutritional benefits; create a visual or digital compilation.
- Diet Diversity Assessment
- Nutri-Sensitive Farming Mini-Project: Visit an organic, natural, or NSIFS farm to observe practices; prepare a short report on nutrient-dense crops, soil health methods, and sustainability components.

Essential Readings

UNIT -I

- FAO, IFAD, UNICEF, WFP, & WHO. (2021). *The state of food security and nutrition in the world 2021: Transforming food systems for food security, improved nutrition and affordable healthy diets for all*. FAO. <https://doi.org/10.4060/cb4474en>
- HLPE. (2017). *Nutrition and food systems*. High Level Panel of Experts on Food Security and Nutrition, FAO.
- Pingali, P., Aiyar, A., Abraham, M., & Rahman, A. (2019). *Transforming food systems for a rising India*. Palgrave Macmillan.

UNIT -II

- FAO, IFAD, UNICEF, WFP, & WHO. (2023). *The state of food security and nutrition in the world 2023*. FAO.
- Gillespie, S., Haddad, L., Mannar, V., Menon, P., & Nisbett, N. (2015). The politics of reducing malnutrition: Building commitment and accelerating progress. *The Lancet*, 382(9891), 552–569. [https://doi.org/10.1016/S0140-6736\(13\)60842-9](https://doi.org/10.1016/S0140-6736(13)60842-9)
- Swaminathan, M. S., & Bhavani, R. V. (2019). Food production & availability—Essential prerequisites for sustainable food security. *Indian Journal of Medical Research*, 149(6), 681–690. https://doi.org/10.4103/ijmr.IJMR_2078_18

UNIT- III

- Government of India. (2019). *The National Food Security Act (NFSA), 2013: Updated operational guidelines*. Ministry of Consumer Affairs, Food & Public Distribution.
- NITI Aayog. (2021). *POSHAN Abhiyaan: Strategy and progress report*. Government of India.

UNIT - IV

- CARE International. (2020). *Community-based nutrition programs and approaches*. CARE.
- Whitney, E., & Rolfes, S. R. (2020). *Understanding nutrition* (15th ed.). Cengage Learning.
- Aggarwal, A., & Drewnowski, A. (2019). The role of traditional food systems in improving nutrition security in India. *Current Developments in Nutrition*, 3(3), nzz003. <https://doi.org/10.1093/cdn/nzz003>
- Swaminathan, M. S. (2016). From Green Revolution to Evergreen Revolution: Pathways to sustainable nutrition security in India. *Current Science*, 109(3), 456–463.

Suggested readings

- Ministry of Women and Child Development, Government of India. *Integrated Child Development Services (ICDS) Scheme Guidelines*.
- Ministry of Health and Family Welfare, Government of India. *POSHAN Abhiyaan: National Nutrition Mission*.

- Ministry of Education, Government of India. *Mid-Day Meal Scheme Guidelines*.
- Indian Council of Medical Research (ICMR). (2020). *Nutrient requirements and recommended dietary allowances for Indians*. ICMR.
- National Institute of Nutrition (NIN). (2020). *Community nutrition and health reports*. NIN.
- Food and Agriculture Organization (FAO). (2004). *Voluntary guidelines to support the progressive realization of the right to adequate food in the context of national food security*. FAO.
- World Health Organization (WHO). (2020). *Nutrition guidelines and global nutrition targets*. WHO.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

DISCIPLINE SPECIFIC ELECTIVE
HUMAN CENTRED DESIGN & INNOVATION

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Human Centred Design & Innovation	4	3	0	1	As per admission requirements	Should be aware of basic concepts of design

Learning Objectives

1. To understand and apply design thinking and Human-Centered Design (HCD) principles to drive social and business innovation
2. To develop skills in user research, ideation, prototyping, and testing solutions for real-world challenges
3. To manage change initiatives using participatory and inclusive approaches
4. To analyze the design considerations of traditional and contemporary oral and visual media

Learning Outcomes

The students would be able to:

1. Apply UNICEF's HCD framework to design and implement user-centered solutions.
2. Design, prototype, and test innovative and sustainable solutions for diverse challenges.
3. Lead and manage change initiatives using participatory and inclusive approaches.
4. Understand the design considerations of traditional and contemporary oral & visual media and create innovative media.

THEORY **(Credits 3; Hours 45)**

UNIT I: Foundations of Human Centred Design

12 Hours

This unit explores the fundamentals of Human Centred Design touching upon key concepts and theories

- Definitions, Concepts, and Theories of Design for Innovation & Change
- Elements of Art & Principles of Design
- Introduction to Design Thinking: Principles and Process
- Evolution of Human-Centered Design and its intersection with development communication
- Core principles of HCD (empathy, iteration, co-creation, problem reframing)
- Introduction to steps of Human Centred Design Thinking
- Inclusion, and Participatory Design in HCD
- Understanding development ecosystems: stakeholders, power dynamics, and communication flows
- Ethics of participatory design in vulnerable communities
- Case studies of HCD in social innovation and development projects

UNIT II: Innovation & Change

10 Hours

This unit discusses the fundamentals of innovation strategies, and change management frameworks to drive sustainable and impactful transformations in organizations and society.

- Theories of Creativity and Innovation
- Systems Thinking in Innovation
- Innovation Management and Organizational Change
- Behavioral Science and Change Adoption
- Business Model Innovation and Value Proposition
- Ethics and Sustainability in Innovation

UNIT III: Groundwork for effective Design

12 Hours

This unit highlights the potential of research, ideation and prototyping for an effective design strategy. It explores the key imperatives for ensuring efficacy in message design to drive change.

- Research plans for design and development contexts
- Ethnographic and participatory research methods (interviews, observations, shadowing, immersion)
- Tools for insight generation: empathy maps, journey maps, stakeholder maps
- Cultural sensitivity and inclusion strategies in fieldwork
- Synthesizing qualitative data into user needs, motivations, and pain points

- Ideation frameworks
- Low-fidelity vs. high-fidelity prototyping (storyboards, mock-ups, role-plays, digital prototypes)
- Rapid experimentation and feedback loops
- Documentation and communication of design rationale
- Message design: Principles, Approaches and Appeals
- Audience Analysis

UNIT IV: Media for effective Design

11 Hours

This unit highlights the potential of varied types of media that can be used to bring about change. It explores the continuum of traditional to contemporary media and its efficacy in harnessing change.

- Media Classification
- Methods for using media effectively
- Traditional Media for Change: Puppetry, Street Theatre, Games, Scrolls etc
- Digital Media for Change: Social Media, Apps, Digital billboards, Dashboards etc., Pitching and Storytelling for Innovation
- Strategy planning, implementation & evaluation

PRACTICAL (Credits 1; Hours 30)

- Ideation Techniques: Brainstorming, SCAMPER, and Mind Mapping
- Rapid Prototyping
- Minimum Viable Product (MVP) Development
- User Testing and Iterative Design
- Real-world Problem-Solving through Live Projects
- Development of Design/Innovation Kit: Traditional Media
- Development of Design/Innovation Kit: Contemporary Media
- Innovation Metrics and Performance Evaluation
- Creating design using open source software and Artificial Intelligence (AI)
- Presenting an Innovation Solution

Essential Readings

UNIT- I

Brown, T., & Katz, B. (2019). *Change by design: How design thinking transforms organizations and inspires innovation* (Rev. ed.). New York, NY: Harper Business.

Sanders, E. B. N., & Stappers, P. J. (2018). Co-creation and the new landscapes of design. *CoDesign*, 14(2), 1–16. <https://doi.org/10.1080/15710882.2018.1464921>

Thomas, P. N. (2019). *Communication and development: Freirean perspectives*. New Delhi, India: Sage Publications.

(For participatory design, ethics, power, and development ecosystems)

UNIT- II

Christensen, C. M., Raynor, M. E., & McDonald, R. (2015). What is disruptive innovation? *Harvard Business Review*, 93(12), 44–53.

Lewrick, M., Link, P., & Leifer, L. (2020). *The design thinking toolbox: A guide to mastering the most popular and valuable innovation methods*. Hoboken, NJ: Wiley.

Thaler, R. H., & Sunstein, C. R. (2021). *Nudge: Improving decisions about health, wealth, and happiness* (Updated ed.). New Haven, CT: Yale University Press.

UNIT- III

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.

Martin, R. L. (2019). *The design of business: Why design thinking is the next competitive advantage*. Boston, MA: Harvard Business Review Press.

Singhal, A., & Papa, M. J. (2016). *Organizing for social change: A dialectic journey of theory and praxis*. New Delhi, India: Sage Publications.

(Message design, audience analysis, communication for change)

UNIT- IV

Melkote, S. R., & Steeves, H. L. (2015). *Communication for development: Theory and practice for empowerment and social justice* (2nd ed.). New Delhi, India: Sage Publications.

Rao, S. (2020). Traditional media, culture, and development communication in India. *Journal of Creative Communications*, 15(1), 21–35. <https://doi.org/10.1177/0973258619892356>

Singhal, A., Cody, M. J., Rogers, E. M., & Sabido, M. (Eds.). (2015). *Entertainment-education and social change: History, research, and practice*. New York, NY: Routledge.

Suggested Readings

- Tiwari, S. R., & Swarup, R. R. (2024). *Design thinking: A comprehensive textbook*. Wiley India.
- Agarwal, A. (2024). *Design thinking: A framework for applying design thinking in problem solving*. Cengage India.
- Balagurusamy, E. (2024). *Design thinking: A beginner's perspective*. McGraw Hill Education India.
- Lal, D. M. (2021). *Design thinking – Beyond the sticky notes*. SAGE Publications India.

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DISCIPLINE SPECIFIC ELECTIVE
SOCIAL ENTREPRENEURSHIP

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Social Entrepreneurship	4	3	1	0	As per admission requirements	

Learning Objectives

- To understand the core concepts, principles, and relevance of social entrepreneurship in developmental contexts.
- To analyze community problems and apply participatory communication approaches for designing social enterprise solutions.
- To develop practical skills in planning, implementing, and evaluating sustainable social enterprise models.

Learning Outcomes

The students would be able to:

- Demonstrate a comprehensive understanding of social entrepreneurship concepts, models, and global/national trends.
- Conduct problem analysis and needs assessment to formulate innovative social enterprise ideas addressing community issues.
- Design and implement communication and outreach strategies to engage beneficiaries, partners, and funders effectively.
- Prepare and present a detailed social enterprise project proposal including organizational structure, budgeting, marketing, and sustainability plan.

THEORY

(Credits 3; Hours 45)

UNIT I: Introduction to Social Entrepreneurship

10 Hours

This unit provides foundational understanding of social entrepreneurship—its meaning, evolution, and relevance in the development sector. It covers differences between social, commercial, and non-profit models, along with global and Indian perspectives.

- Concept of Social entrepreneur & entrepreneurship –Need, Major Functions and Areas of Social Entrepreneurship.
- Evolution and historical development of social entrepreneurship globally.
- Role of social entrepreneurs as innovators and change agents.
- Significance of social entrepreneurship in India.
- Differences between social, commercial, and non-profit enterprise models.
- Overview of hybrid and mission-driven social enterprise models.

UNIT II: Innovation, Creativity, and Social Enterprise Design

10 Hours

This unit emphasizes the role of innovation and creativity in shaping effective social enterprises. Students learn approaches such as design thinking, human-centered design, frugal innovation, and community-based co-creation.

- Importance of innovation and creativity in developing impactful social enterprises.
- Frugal innovation and low-cost solution development for resource-limited settings.
- Human-centered design and community-driven innovation approaches.
- The social entrepreneurial ecosystem: institutions, markets, communities and environment
- Prototyping, testing, and improving solutions for sustainable and scalable social enterprise design.
- Social Entrepreneurial Role Models- Bunker Roy, Jeroo Billimoria, Anshu Gupta, Vijaya Mahajan, Azim Premji.

UNIT III: The Social Entrepreneurship Process

12 Hours

This unit introduces key models explaining how social entrepreneurship unfolds, including the Timmons Model, the PCDO (The People, Context, Deal, and opportunity) Framework, the Case Model, and the Social Entrepreneurship Framework. It explores how opportunities emerge across the public, private, and voluntary sectors.

- The Timmons Model of the Entrepreneurship Process, The PCDO (The People, Context, Deal, and opportunity) frame work,
- The Case Model, The Social Entrepreneurship Frame work.
- Sources of Social Entrepreneurship -Public Sector, Private Sector, Voluntary Sector.

- Social Entrepreneurship in Practice: The Grameen Bank (GB), The Self Employment Women's Association (SEWA), Aravind Eye Hospital, Barefoot College, Bhartia Samruddhi Investment & Consulting Services (BASIX), Narayana Hrudayalaya Institute of Medical Sciences, Technology Informatics Design Endeavour (TIDE)

UNIT IV: Social Enterprise Project Development and Applications

13 Hours

The unit includes activities such as problem diagnosis, stakeholder consultations, pilot testing small interventions, and preparing a comprehensive social enterprise proposal.

- Identifying a community problem for social enterprise development.
- Feasibility & Viability Analysis
- Conducting stakeholder consultations to gather insights and validate needs.
- Developing solution ideas and selecting a feasible social enterprise model.
- Preparing components of a social enterprise proposal: value proposition, objectives, and target groups.
- Planning operational strategies, resource requirements, and budgeting.
- Pilot testing small-scale interventions and documenting findings.
- Designing an impact plan with indicators for monitoring and evaluation.
- Final preparation and presentation of a comprehensive social enterprise project proposal.

TUTORIAL

(Credits 1; Hours 15)

- Field-based identification of a community problem and documentation of needs.
- Stakeholder consultations and analysis to validate issues and explore opportunities.
- Application of design thinking and human-centered design to generate solution ideas.
- Development of a Social Business Model Canvas or social enterprise framework.
- Creation of basic prototypes or small-scale tests of proposed solutions.
- Compilation and presentation of a comprehensive social enterprise project proposal.

Essential Readings

UNIT- I

- Doherty, B., Meehan, J., & Meehan, B. (2024). *Management for social enterprise*. SAGE Publications.
- Bornstein, D., & Davis, S. (2016). *Social entrepreneurship: What everyone needs to know*. Oxford University Press.
- Datta, P. B., & Gailey, R. (2016). Empowering women through social entrepreneurship: Case study of a women's cooperative in India. *Entrepreneurship Theory and Practice*, 36(3), 569–587.

UNIT- II

- Mulgan, G. (2019). *Social innovation: How societies find the power to change*. Policy Press.
- Doherty, B., Haugh, H., & Lyon, F. (2016). Social enterprises as hybrid organizations: A review and research agenda. *International Journal of Management Reviews*, 16(4), 417–436.
<https://doi.org/10.1111/ijmr.12028>
- Gupta, A. K. (2016). *Grassroots innovation: Minds on the margin are not marginal minds*. Penguin Random House India.

UNIT- III

- Dees, J. G., Emerson, J., & Economy, P. (2018). *Enterprising nonprofits: A toolkit for social entrepreneurs* (Rev. ed.). John Wiley & Sons.
- Mahajan, V. (2017). *Financing poor: Lessons from Indian experiences*. Sage Publications India.

UNIT- IV

- Doherty, B., Meehan, J., & Meehan, B. (2024). *Management for social enterprise*. SAGE Publications.
- British Council. (2016). *Social value economy: A survey of the social enterprise landscape in India*. British Council India.

Recommended Readings

- Deakins, D., & Scott, J. M. (2024). *Entrepreneurship: A contemporary and global approach* (2nd ed.). SAGE Publications.
- Haski-Leventhal, D. (2021). *Social entrepreneurship and innovation: International case studies and practice*. SAGE Publications.
- Kerlin, J. A. (Ed.). (2017). *Shaping social enterprise: Understanding institutional context and influence*. Emerald Publishing.
- Chandra, Y., & Shang, L. (2023). *Social entrepreneurship in Asia: Sustainability, innovation, and impact*. Routledge.
- Phillips, W., Lee, H., Ghobadian, A., O'Regan, N., & James, P. (2015). Social innovation and social entrepreneurship: A systematic review. *Group & Organization Management*, 40(3), 428–461.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

DISCIPLINE SPECIFIC ELECTIVE COURSE
POVERTY, LIVELIHOOD SYSTEMS & SKILLING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Poverty, Livelihood Systems & Skilling	4	3	1	0	As per admission requirements	Nil

Learning Objectives

1. To develop an advanced understanding of the concepts, theories and measures of poverty and well-being in both national and global contexts.
2. To examine various livelihood systems and frameworks, with emphasis on vulnerability, resilience, and institutional influences.
3. To analyse skilling ecosystems, labour-market dynamics and policy interventions that shape employability and sustainable livelihoods.
4. To build students' capacity to design, implement and evaluate poverty-reduction, livelihood and skilling programmes using research tools and evidence-based approaches.

Learning Outcomes

The students would be able to:

1. Critically evaluate different poverty frameworks and apply appropriate measurement tools to assess poverty and welfare conditions.
2. Analyse and interpret livelihood strategies using the Sustainable Livelihoods Framework, identifying factors that influence vulnerability and resilience.
3. Assess and compare skilling policies, training programmes and labour-market interventions, with the ability to identify gaps and propose improvements.
4. Develop a policy brief that integrates poverty analysis, livelihood systems and skilling strategies using relevant data and research methods.

THEORY

(Credits 3; Hours 45)

Unit 1: Understanding Poverty and Well-being

9 Hours

This unit explores the conceptual foundations, determinants, patterns, and measurements of poverty and inequality. It encompasses global and national frameworks, multidimensional indicators, and socio-economic contexts that influence deprivation.

- Concepts of poverty: absolute, relative, chronic, and transient poverty
- Determinants of poverty and inequality: structural, demographic, and policy factors
- Approaches to poverty analysis: income-based, basic needs, social exclusion, capability approach
- Measurement tools: poverty lines, headcount ratio, poverty gap, MPI, vulnerability assessments
- Spatial and social dimensions of poverty: rural–urban differences, caste, gender, and regional variations
- Global and national poverty trends and policy debates

UNIT II: Livelihood Systems

13 Hours

This unit provides an understanding of various livelihood systems that operate across rural and urban contexts. It examines the nature of formal and informal sector livelihoods, different types of traditional and modern livelihood options, and the role of farming, non-farm activities, and wage labour in sustaining households.

- Formal and Informal Sector Livelihoods – Nature, characteristics, and differences.
- Types of Livelihoods – Traditional, modern, and sustainable livelihood options.
- Farming and Allied Activities – Crop cultivation, livestock, fisheries, sericulture, and horticulture.
- Non-Farm Activities – Rural artisanship, small-scale manufacturing, and micro-enterprises.
- Wage Labour – Agricultural labour, construction work, and casual/seasonal employment.
- Forest-Based Livelihoods – Collection of NTFPs (Non-Timber Forest Products), timber, firewood, and other forest resources.
- Migration-Based Livelihoods – Seasonal/long-term migration and its impact on income and households.
- Rural and Urban Livelihoods – Characteristics, differences, and employment patterns.
- Socio-Economic Zones, Industrial Policies & Women’s Livelihood Opportunities – SEZs, industrial policy impacts, and schemes promoting women’s employment and entrepreneurship.

Unit III: Labour Markets & Employability

10 Hours

This unit provides an understanding of labour market structures, workforce dynamics, and factors influencing employability in India. It examines the role of skills, technology, policies, and institutions in shaping employment opportunities. The unit also explores challenges, trends, and strategies for enhancing employability across sectors.

- Labour Market Structure and Characteristics – Formal vs. informal labour markets, workforce composition, demand–supply dynamics.
- Determinants of Employability – Skills, education, work experience, digital literacy, and soft skills.
- Technological Change and Future of Work – Impact of automation, AI, and digital transformation on employment patterns.

- Employment Policies and Labour Reforms – Key government initiatives, labour codes, and programmes promoting employment.
- Youth and Women Employability – Barriers, opportunities, career readiness, and inclusion strategies.
- Strategies for Enhancing Employability – Career guidance, vocational training, apprenticeships, industry linkages, and skill development initiatives.

Unit IV: Livelihood Interventions, Innovations, and Policy Frameworks

13 Hours

This unit provides an in-depth understanding of skilling frameworks, types and aspects of skill development, national skilling structures, and regulatory bodies in India.

- Livelihood promotion programmes in India: MGNREGA, NRLM, DAY-NULM, Start-Up India
- Financial inclusion and social protection mechanisms (Jan Dhan Yojana, SHGs, cooperatives)
- Innovations in livelihood development – FPOs, social enterprises, and digital platforms
- Linking livelihoods and skills to ESG, SDGs, and inclusive growth strategies
- Introduction to Skilling – Importance, relevance, and role of skills in employment and development.
- Types of Skilling – Technical/vocational skills, soft skills, life skills, digital skills, and entrepreneurial skills.
- National Skill Development Mission (NSDM) – Vision, objectives, institutional structure and components.
- Sector Skill Councils (SSCs) – Roles, industry partnership, National Occupational Standards (NOS) and Qualification Packs (QPs).
- NCVET & Regulatory Framework – Accreditation, quality assurance, certification standards in skilling ecosystem.
- AI for Skilling and Training Delivery – Use of AI tools for personalized learning, digital simulations, and adaptive training modules.

TUTORIAL

(Credits 1; Hours 15)

- Review two national or international skilling programmes and compare their design, accreditation models and outcomes.
- Conduct a livelihood analysis for a selected community/occupational group using the Sustainable Livelihoods Framework (SLF).
- PRA-based activities such as asset mapping, seasonal calendars (simulation exercises).
- Interview with a small-scale or informal worker, a short report identifying key needs, potential skill gaps, and suggest feasible employment or skilling opportunities that could enhance their livelihood.

Essential Readings

UNIT- I

- Alkire, S., Kanagaratnam, U., & Suppa, N. (2018). The global Multidimensional Poverty Index (MPI): 2018 revision. *World Development*, 103, 93–115.
<https://doi.org/10.1016/j.worlddev.2017.10.026>
- Sen, A. (2017). *Collective choice and social welfare* (Expanded ed.). Harvard University Press.

- Government of India. (2022). *National Multidimensional Poverty Index: A progress review*. NITI Aayog.
- World Bank. (2022). *Poverty and shared prosperity 2022: Correcting course*. World Bank Publications.

UNIT- II

- Ellis, F., & Freeman, H. A. (2016). *Rural livelihoods and poverty reduction policies*. Routledge.
- Rao, N., & Raju, S. (2020). Gendered livelihoods and household well-being in India. *World Development*, 127, 104739. <https://doi.org/10.1016/j.worlddev.2019.104739>
- Government of India. (2021). *Situation assessment of agricultural households and land and livestock holdings of households in rural India*. National Statistical Office.

UNIT- III

- Mehrotra, S., & Parida, J. K. (2019). India's employment crisis: Rising education levels and falling non-farm employment. *Development and Change*, 50(4), 1157–1184. <https://doi.org/10.1111/dech.12515>
- Papola, T. S., & Sahu, P. P. (2020). *Labour markets in India: Issues and perspectives*. Springer India.
- International Labour Organization. (2020). *India employment report: Youth employment and skill development*. ILO.

UNIT -IV

- Government of India. (2023). *Skill India digital ecosystem and AI integration framework*. Ministry of Skill Development and Entrepreneurship.
- Kumar, R., & Chattopadhyay, S. (2017). Financial inclusion, SHGs, and women's livelihoods in India. *Journal of Rural Development*, 36(2), 179–198.

Suggested Readings

- Jha, S. (2018). *Informal Sector and Urban Livelihoods in India*. Routledge.
- ILO. (2016). *Skills for Employment Policy Briefs*. Geneva: International Labour Organization.
- NITI Aayog. (2018). *Skill India: Policies, Progress and Case Studies*. Government of India.
- Banerjee, A. & Duflo, E. (2011). *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. Public Affairs.
- Krishnaswamy, K. & Shekhar, R. (2019). *Labour Markets in India: Issues and Perspectives*. Oxford University Press.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

**DISCIPLINE SPECIFIC ELECTIVE COURSE
CIVIL SOCIETY AND VOLUNTEER MANAGEMENT**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Civil Society and Volunteer Management	4	3	1	0	As per admission requirements	Nil

Learning Objectives

1. To understand the evolution, concepts, and structures of civil society and its interactions with the state and market.
2. To analyse the role of CSOs in development, democracy, accountability, and governance.
3. To examine the principles, motivations, and management strategies of volunteerism across different contexts.
4. To explore methods for strengthening CSOs through capacity building, partnerships, innovation, and effective monitoring and evaluation.

Learning Outcomes

The students would be able to:

1. Explain key concepts of civil society and assess the functions and relationships of CSOs in contemporary society.
2. Critically evaluate how CSOs contribute to development, governance, advocacy, and social accountability.
3. Apply volunteer management principles to design and support effective volunteer engagement within CSOs.
4. Assess CSO performance using monitoring and evaluation frameworks and identify strategies to enhance organizational impact and sustainability.

**THEORY
(Credits 3; Hours 45)**

UNIT I: Civil Society – Meaning, Origins and Interpretation

10 Hours

This unit introduces the foundations of civil society, tracing its historical evolution, conceptual interpretations, and structural forms. It examines how civil society organizations (CSOs) function, the nature of their engagement with the state and market, and the role of Corporate Social Responsibility (CSR) in development partnerships.

- Meaning, concept, and evolution of civil society; historical & contemporary perspectives
- Types, structure, and functioning of CSOs
- Corporate Social Responsibility: concept, importance, dimensions, and development partnerships

- Relationships and partnerships between CSOs, government, and other stakeholders

UNIT II: Civil Society, Development, and Democracy

12 Hours

This unit explores the relationship between civil society and democratic governance. It covers ideological, socio-economic, and legal dimensions, along with the role of CSOs in people's movements, transparency, and accountability. It also assesses how globalization reshapes civil society structures and functions.

- Ideological, social, economic, and legal perspectives of civil society
- CSOs, people's movements, and the state
- Governance challenges in CSOs: accountability, transparency, and ethics
- Civil society's contributions to democracy and good governance
- Globalization and its impact on civil society

UNIT III: Volunteerism and Volunteer Management

12 Hours

This unit focuses on the concept, context, and practice of volunteerism. It unpacks types of volunteers, motivational drivers, and ethical considerations. Students learn the principles and strategies of volunteer management, planning volunteer roles, and aligning them with CSO needs.

- Concept, meaning, and context of volunteerism
- Types of volunteers: youth, community, corporate, digital/virtual
- Motivation, benefits, ethics, and determinants of volunteer engagement
- Volunteer management models, strategies, and organizational planning
- Volunteering as social exchange; volunteering on boards
- Resource mobilization and fundraising involving volunteers

UNIT IV: Strengthening Civil Society and Future Trends

11 Hours

This unit addresses strategies for enhancing CSO effectiveness through capacity building, advocacy, partnerships, and innovation. It also covers monitoring and evaluation practices, technology-enabled interventions, and emerging trends in civil society and volunteerism.

- Capacity building: leadership, governance, and institutional development
- Advocacy, communication, and networking strategies
- Monitoring, evaluation, and impact assessment of CSO initiatives
- Innovation in civil society: social entrepreneurship and digital platforms
- Future trends: digital civil society, hybrid/gig volunteering, sustainability and regulatory challenges

TUTORIAL (Credits 1; Hours 15)

- Map and profile a CSO based on its mission, structure, and stakeholders.
- Review a CSR project to understand partnerships and development strategies.
- Analyse a case study of an Indian people's movement and its civil society role.
- Prepare a transparency and accountability assessment checklist for a CSO.
- Conduct a short volunteer motivation survey among youth or community members.
- Design a volunteer management plan including recruitment, orientation, and retention.

- Create a brief fundraising or resource-mobilization activity involving volunteers.
- Prepare an advocacy or digital communication campaign on a selected social issue.

Essential Readings:

UNIT- I

- Tandon, R., & Mohanty, R. (2016). *Civil society and governance in India*. SAGE Publications India.
- Kumar, A. (2017). Civil society in India: Evolution, role, and challenges. *Indian Journal of Public Administration*, 63(2), 223–238.
- Government of India. (2021). *National voluntary guidelines on social, environmental and economic responsibilities of business*. Ministry of Corporate Affairs.

UNIT- II

- Tandon, R. (2016). *Democracy, civil society, and governance*. Routledge India.
- Jayal, N. G. (2017). *Citizenship and its discontents: An Indian history*. Harvard University Press.
- Kabeer, N., & Sanyal, P. (2018). NGOs, civil society, and development accountability. *World Development*, 105, 1–14. <https://doi.org/10.1016/j.worlddev.2017.12.007>

UNIT- III

- Piatak, J. S., & Sowa, J. E. (2024). *Volunteer management: A strategic approach*. Routledge.
- Bano, M. (2018). Volunteering and social action in India: Trends and motivations. *Nonprofit Policy Forum*, 9(3), 1–18. <https://doi.org/10.1515/npf-2017-0040>
- United Nations Volunteers. (2018). *State of the world's volunteerism report: The thread that binds*. UNV.

UNIT- IV

- Anheier, H. K., Krlev, G., & Preuss, S. (2017). Social innovation as impact-driven change. *Stanford Social Innovation Review*, 15(2), 42–47.
- Tandon, R., & Brown, L. D. (2018). *Civil society organizations and the state: Governance, accountability and innovation*. Routledge.
- World Economic Forum. (2023). *Digital transformation of civil society*. WEF.

Suggested Readings:

- Anheier, H. K., & Toepler, S. (2023). *Nonprofit organizations: Theory, management, policy* (4th ed.). Routledge.
- Brudney, J. L. (2016). Designing and managing volunteer programs. In D. O. Renz (Ed.), *The Jossey-Bass handbook of nonprofit leadership and management* (pp. xx–xx). John Wiley & Sons. (Add page numbers if known.)

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

**DISCIPLINE SPECIFIC ELECTIVE COURSE
COMMUNITY ORGANIZATION; SOCIAL POLICY AND DEVELOPMENT**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Community Organization; Social Policy and Development	4	3	1	0	As per admission requirements	

Learning Objectives

1. To understand the organization and structure of different types of communities and the dynamics of social change.
2. To study the theoretical and practical inquiry in the field of Social Policy and Planned interventions.
3. To critically analyze contemporary social policies in developed and developing countries.

Learning Outcomes

The students would be able to:

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

**THEORY
(Credits 3; Hours 45)**

UNIT I: Concept of community, community structures and Community Organization 16 Hours

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

UNIT II: People's Participation & Dynamics of Change in Community 10 Hours

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

UNIT III: Development & Indian Economic Environment 14 Hours

- Meaning and concept of growth, development and sustainable development, Challenges of sustainable development -local, national and global linkages
- Indicators of development, Characteristics of less developed countries and SDGs
- Poverty & issues of inequality, inequity and vulnerability ; illiteracy and Unemployment ; Urbanisation and Migration
- Population Demographics & Transition
- Urban and rural Livelihood issues-Indian agriculture- status, prospects and challenges; Agricultural policy;
- New Economic Policy, Industrialisation, Liberalization and Globalisation
- International protocols and agreements and their impact on Indian population
- Panchayati Raj Institutions and Democratic Governance

UNIT IV: Social Policy & Planning: Approaches and Perspectives 12 Hours

- History and trajectory of social policy and social planning in selected developed and developing countries,
- Social policy in India - Health care, Education, Housing, Employment and Welfare and Social security.
- Social policy and planning- Issues of capacity, accountability, transparency and their relationship to beneficiary publics and the state.
- Community participation in social policy and policy changes

TUTORIAL

(Credits 1; Hours 30)

- Orientation to community and community organizations
- Rapport Formation, Skills and methods of community contact
- Community mobilization techniques
- Theoretical Foundation : Working in the community (Groups, Social Structure, Community Dynamics)
- Participatory Techniques and People's participation
- Using PLA in community (Time based, space based and relation based methods)
- Structured Techniques and Community Issues
 - i. Developing tools and for understanding community issues
 - ii. Application of tools in community situation
 - iii. Analysis of techniques for eliciting participation & understanding issues
- Analysis of Community Issues
- Need Assessment
- Key dimensions of issue in community, community groups and other stakeholders involved.
- Developing a plan for addressing community issues
- Critical analysis of social policy and programme and its implementation and impact at the grassroots level.

Essential Readings:

UNIT- I

- Manohar, S., & Rao, M. S. A. (2016). *Indian society: Themes and perspectives*. New Delhi, India: Oxford University Press.
- Midgley, J. (2017). *Social development: Theory and practice*. Thousand Oaks, CA: Sage Publications.
- Singh, K. (2016). *Community development: Principles and practices*. New Delhi, India: Sage Publications.

UNIT- II

- Arnstein, S. R. (2019). A ladder of citizen participation revisited. *Journal of the American Planning*
- Cornwall, A. (2016). *Participation in development: Theory and practice*. New York, NY: Routledge.
- Manyozo, L. (2017). *Media, communication and development: Three approaches*. New Delhi, India: Sage Publications.
- Shah, G. (2018). *Social movements in India: A review of literature*. New Delhi, India: Sage Publications.

UNIT- III

- Government of India. (2019). *NITI Aayog: Strategy for New India @75*. New Delhi, India: Government of India.
- Kabeer, N. (2016). *Gender, labour markets and inclusive growth*. New Delhi, India: Sage Publications.

UNIT- IV

- Deacon, B. (2017). *Global social policy and governance*. London, UK: Sage Publications.
- Hall, A., Midgley, J., & Wright, S. (2019). *Social policy for development*. Thousand Oaks, CA: Sage Publications.
- Midgley, J., & Conley, A. (2017). *Social work and social development: Theories and skills for developmental social work*. New York, NY: Oxford University Press.

Suggested Readings:

- Sonar, G. (2016). *Social Policy, Planning and Development: An Indian Experience*. Germany: LAP LAMBERT Academic Publishing.

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CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Climate Change, Green Technologies And Environment Action	4	3	-	1	As per admission requirements	

Learning Objectives

- To understand the fundamentals of climate change
- To analyze the impacts of climate change and extremes on different sectors and identify strategies for climate change mitigation, adaptation.
- To examine national and international climate policies for combating climate change

Learning Outcomes

The students would be able to:

- Understand of strategies to mitigate and adapt to climate change at multiple scales
- Analyze climate change challenges and identify practical and sustainable solutions to enhance climatic resilience.
- Identify and evaluate green technologies for sustainable production

THEORY
(Credits 3; Hours 45)

UNIT I: Introduction to Climate Change

8 Hours

This unit presents an overview of the concept, importance, and origins of climate change. It examines the evidence of climate change, investigates climate modeling and forecasts utilizing and addresses approaches for mitigation and adaptation.

- Climate change: Concept, significance and causes
- Natural vs. anthropogenic climate change
- Evidence of climate change: temperature records, extreme weather events (Floods, droughts, Sea Rise, heatwaves etc)

- Climate modeling and projections: CMIP & RCP (Representative Concentration Pathways)
- Climate change mitigation and adaptation
- Interlinkages between climate change and SDGs.

Unit II: Impacts of Climate Change

10 Hours

This unit explores the extensive effects of climate change on different sectors. Additionally, it focuses on the gendered and social aspects of climate change, focusing on vulnerability and resilience.

- Impact on Atmospheric and Climate System: Rising temperatures, altered rainfall, and increased intensity and frequency of extreme events.
- Impact of water resources: Water scarcity, depleting quality of water
- Impact on Agriculture and Food Security: Reduced agricultural productivity, and food security.
- Impacts on Human Health risks, economic losses, and increased migration and social stress.
- Impact on Urban System: heat islands, infrastructure damage, and flooding.
- Gendered impacts of climate change: Disproportionate effects on health, livelihoods, safety, and access to resources, particularly for women and marginalized groups.

Unit III: National and International initiatives to combat climate change

13 Hours

This unit explores both global and national initiatives aimed at combating climate change. Additionally, it discusses national strategies including India's National Action Plan on Climate Change (NAPCC) and its associated missions, state-level action plans, and programs designed to promote conservation and clean technology.

International Initiatives:

- United Nations Framework Convention on Climate Change (UNFCCC)
- Kyoto Protocol and Clean Development Mechanism (CDM)
- Paris Agreement and Nationally Determined Contributions (NDCs)
- Intergovernmental Panel on Climate Change (IPCC)
- Global Climate Funds: Green Climate Fund (GCF), Adaptation Fund
- National Action Plan on Climate Change (NAPCC) and its eight missions: National Solar Mission, (National Mission for Enhanced Energy Efficiency, National Mission on Sustainable Habitat, National Water Mission, National Mission for Sustaining the Himalayan Ecosystem, National Mission for a Green India, National Mission for Sustainable Agriculture and National Mission on Strategic Knowledge for Climate Change)
- State Action Plans on Climate Change (SAPCCs)
- Renewable energy policies and promotion of clean technologies
- National Electric Mobility Mission, energy conservation standards
- Climate-resilient agriculture and water management programs
- Policies for afforestation, biodiversity conservation, and carbon markets

UNIT IV: Climate Change and Green Technology

14 Hours

This introduces the concept and principles of green technology and its role in low-carbon development. It covers renewable energy systems, energy-efficient designs, sustainable agriculture, water conservation, waste management, and pollution reduction technologies.

- Concept, scope, and principles of green technology and low-carbon development.
- Renewable energy technologies: solar, wind, biomass, and small-scale hydropower.
- Energy-efficient technologies: LED systems, improved cookstoves, smart grids, and green buildings.
- Sustainable agriculture technologies: drip irrigation, precision farming, vertical farming, and organic inputs.
- Water conservation technologies: rainwater harvesting, greywater recycling, and micro-irrigation systems.
- Waste management technologies: composting, biogas plants, waste-to-energy systems, and recycling innovations.
- Pollution reduction technologies: air and water purification systems, clean production methods.
- Emerging green innovations: electric mobility, circular economy solutions, and climate-smart digital tools. Climate-smart agriculture technologies, Green finance & carbon markets and Innovations in sustainable materials

PRACTICAL **(Credits 1; Hours 30)**

- Measure individual or household carbon footprints using online calculators.
- To visit a community and identify coping strategies of vulnerable section of society to climatic stresses
- Identify major emission sources and suggest practical mitigation strategies. Compare footprints before and after implementing low-carbon practices .
- Review of Climate change and sustainable development related data sources: Indices: Living planet index (LPI), Happy Planet Index (HPI). Sustainable Development Goal Index (SDGI)

Essential Readings

UNIT- I

- Intergovernmental Panel on Climate Change. (2021). *Climate change 2021: The physical science basis*. Cambridge University Press. <https://doi.org/10.1017/9781009157896>
- Mukherjee, S., & Chakraborty, I. (2021). *Climate change and sustainable resource management*. Springer.

UNIT- II

- Intergovernmental Panel on Climate Change. (2022). *Climate change 2022: Impacts, adaptation and vulnerability*. Cambridge University Press. <https://doi.org/10.1017/9781009325844>

- Rao, N., Lawson, E. T., Raditloaneng, W. N., Solomon, D., & Angula, M. N. (2019). Gendered vulnerabilities to climate change. *World Development*, 122, 85–97. <https://doi.org/10.1016/j.worlddev.2019.05.006>

UNIT- III

- United Nations Framework Convention on Climate Change. (2015). *Paris Agreement*. UNFCCC.
- Government of India. (2021). *India's long-term low emissions development strategy*. Ministry of Environment, Forest and Climate Change.
- Government of India. (2022). *National Action Plan on Climate Change (Updated framework)*. MoEFCC.

UNIT- IV

- Ahuja, D. (2021). *Green technologies for sustainable development*. SAGE Publications India.
- Kumar, A., & Sharma, M. P. (2017). Biomass energy technologies in India. *Renewable and Sustainable Energy Reviews*, 70, 24–39. <https://doi.org/10.1016/j.rser.2016.11.073>
- Mukherjee, S., & Chakraborty, I. (2022). Green finance and carbon markets in emerging economies. *Journal of Sustainable Finance & Investment*, 12(3), 741–758. <https://doi.org/10.1080/20430795.2021.1880214>

Recommended Readings

- Richardson, K., Steffen, W., & Liverman, D. (2020). *Climate change: Global risks, challenges, and decisions*. Cambridge University Press.
- Kaushik, C. P., & Kaushik, A. (2019). *Perspectives in environmental studies* (6th ed.). New Age International Publishers.
- Kumar, P. (Ed.). (2022). *Climate change and environmental sustainability*. Springer.
- Singh, R. B., & Hietala, R. (Eds.). (2021). *Climate change and sustainable development: India and global perspectives*. Springer.
- Swarup, D., & Roy, D. (2019). *Environment and climate change: Emerging issues and policy options*. Oxford University Press.
- United Nations Environment Programme (UNEP). (2021). *Green technology innovations for sustainable development*. UNEP Publications.

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DISCIPLINE SPECIFIC CORE
COMMUNICATION FOR NUTRITION, HEALTH & WELL-BEING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Communication For Nutrition, Health & Well-Being	4	2	0	2	As per admission requirements	Should be aware of basic concepts related to health & nutrition and communication fundamentals

Learning Objectives

1. To develop an understanding of correlations between Nutrition, Health & Well-being
2. To comprehend the multi-dimensional nature of nutrition, health and well-being
3. To effectively understand communication fundamentals for communicating about Nutrition, Health & Well-being in diverse contexts

Learning Outcomes

The students would be able to:

1. Develop an understanding of correlations between Nutrition, Health & Well-being
2. Comprehend the multi-dimensional nature of nutrition, health and well-being
3. Understand communication fundamentals for communicating about Nutrition, Health & Well-being in diverse contexts
4. Develop IEC and other communication tools for Nutrition, Health & Well-being

THEORY
(Credits 2, Hours 30)

UNIT I: Nutrition & Development

8 Hours

This unit underpins on the correlation between nutrition, health and development.

- Relationship between Nutrition, Health and Well-being
- Concepts of Community and Public Nutrition, Importance and Challenges for interventions
- Assessment of Nutritional Status – focus on Children, Adolescents and Women
- Public Health Aspects of Malnutrition- Life cycle approach to understand the nutritional requirements and causes and consequences of Micro and Macro nutrient deficiencies

- Public Health Aspects of Lifestyle Related Disorders (Obesity, Hypertension, Coronary heart disease, Diabetes, Cancer, HIV/ AIDS)- Awareness building to service delivery
- Nutrition support programmes and initiatives, POSHAN Abhiyan, ICDS, National Nutrition Mission and Role of Community led and Communication based efforts
- Behaviour change initiatives for improving nutrition indicators –selected case studies

UNIT II: Health & Development

12 Hours

This unit describes the multi-dimensional nature of health and its contextual underpinnings

- Intrinsic linkage between health and development.
- Public and Global health, Epidemiology, Preventive and promotive health.
- Concept of Community and Public health and Challenges of access and quality of health services
- Social Determinants of health
- Health care issues across life cycle- children, adolescents, men, women and the elderly
- Reproductive and Mother and Child health: Challenges and efforts made for improving Reproductive and Mother and Child health - Global, National, State and Local (selected case – studies), Government Reproductive and Child Health Programmes - Hierarchy of Indian Public Health System for RCH
- Review of NHM, JSY, JSSK and appraisal of interpersonal communication in health, role of triple A (ASHA, ANM and AWW)
- Communitization of health- Role of VHSNCs, VHSNDs in influencing health services delivery and health outcomes
- Health Economics- Health Budgeting & Expenditure on public health
- Health Insurance & OOPE
- Environment and health- Pollution, toxicity, quality, contaminations, residues and adulteration issues –prevalence, health implications.
- Health issues during disaster and emergencies and special circumstances- Relief and rehabilitation strategies.

UNIT III: Well-being & Development

4 Hours

This unit explores the continuum of wellness and its interrelationship with nutrition, health and development

- Concepts & determinants of Well-Being: Physical, mental, social, emotional, and spiritual well-being; WHO and SDG perspectives.
- Theoretical Foundations: Positive psychology, PERMA model, salutogenesis, and socio-ecological approaches, Social Cognitive Theory to promote healthy lifestyles and resilience.
- Mental Health & Emotional Well-Being: Stigma reduction, stress management, youth and workplace well-being communication.
- Community Well-Being Approaches: Participatory communication, social support systems, and culturally rooted well-being practices.
- Yoga, Ayurveda, Psychotherapy and mHealth Tools

UNIT IV: Communication for Nutrition, Health & Well-being

6 Hours

This unit explores the areas and potential of SBC applications.

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

- Strategizing health advocacy and SBCC campaigns- elements, tools and techniques
- Role of media in promoting health
- Social marketing, participatory training and campaigns of health communication.
- Innovative Approaches in Health, Nutrition & Well-being Communication: Entertainment Education
- Incentives for Health Communication and Positive Deviance Approach

PRACTICAL

(Credits 2; Hours 60)

- Analysis of data sources related to Nutrition, Health & Well-being
- Critical Analysis of SBC Nutrition, Health & Well-being Campaigns
- Visit to PHC/Government Facility and interaction with Health Workers
- Design of campaign on health/nutrition/well-being
- IEC material design & Evaluation
- Diet & Well-Being Assessment Activity
- Myth-Busting & Misinformation Audit
- Reviewing or designing simple mHealth tools
- Reflection & Behaviour-Tracking Journal
- Podcast or Short Audio Capsule
- Most Significant Change Technique

Essential Readings:

UNIT- I

- National Institute of Nutrition. (2020). *Dietary guidelines for Indians* (2nd ed.). Indian Council of Medical Research.
- Ruel, M. T., Alderman, H., & Maternal and Child Nutrition Study Group. (2017). Nutrition-sensitive interventions and programmes. *The Lancet*, 382(9891), 536–551. [https://doi.org/10.1016/S0140-6736\(13\)60843-0](https://doi.org/10.1016/S0140-6736(13)60843-0)
- Government of India. (2018). *POSHAN Abhiyaan: National Nutrition Mission operational guidelines*. Ministry of Women and Child Development.

UNIT- II

- World Health Organization. (2016). *Health in all policies (HiAP) framework for country action*. WHO.
- Baru, R., Acharya, A., Acharya, S., Kumar, A. S., & Nagaraj, K. (2019). Inequities in access to health services in India. *Economic and Political Weekly*, 54(12), 38–45.
- Government of India. (2021). *National Health Policy and National Health Mission: Progress and challenges*. Ministry of Health and Family Welfare.

UNIT- III

- World Health Organization. (2018). *Well-being measures in primary health care*. WHO Regional Office for Europe.
- Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. *Nature Human Behaviour*, 2, 253–260. <https://doi.org/10.1038/s41562-018-0307-6>
- Chandramouli, C., & Murthy, P. (2019). Mental health and well-being in India. *Indian Journal of Psychiatry*, 61(Suppl 4), S741–S747. https://doi.org/10.4103/psychiatry.IndianJPsychiatry_516_18

UNIT- IV

- Singhal, A., & Rogers, E. M. (2017). *Entertainment-education: A communication strategy for social*
- Govt. of India. (2020). *Behaviour change communication strategy under POSHAN Abhiyaan*. Ministry of Women and Child Development.
- Nair, N., Tripathy, P., Sachdev, H. S., Pradhan, H., & Costello, A. (2016). Participatory women's groups and health communication in India. *The Lancet Global Health*, 4(2), e119–e127. [https://doi.org/10.1016/S2214-109X\(15\)00274-9](https://doi.org/10.1016/S2214-109X(15)00274-9)

Suggested Readings:

- Jatana, A. (2023). *My food, my health*. Penguin Random House India.
- Penguin Random House India
- Vir, S. C. (Ed.). (2023). *Child, adolescent and women nutrition in India: Public policies, programmes and progress*. Routledge India.
- Yadav, P., & Gautam, M. (Eds.). (2025). *Public health nutrition: Challenges and opportunities in the 21st century*. Iterative International Publishers.
- IIP Books
- Narula, U. (2019). *Healthcare communication in India*. Har-Anand Publications.
- Bookswagon
- Pradhan, J. (Ed.). (2025). *Nutrition and food security in India: Enriching the cycle of research, public policy and practice*. Springer Nature

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DISCIPLINE SPECIFIC ELECTIVE
RURAL MARKETING AND DEVELOPMENT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Rural Marketing & Development	4	3	1	0	As per admission requirements	Should be aware of nature of rural communities and basics of marketing

Learning Objectives

- To understand the structure, behavior, and dynamics of rural markets within the broader context of rural development in India.
- To appreciate the marketing mix strategies, research tools, and communication approaches suitable for rural consumers and distribution environments.
- To analyze rural development programmes, innovations, and market linkages to evaluate their contribution to inclusive growth and sustainable livelihoods.

Learning Outcomes

The students will be able to:

- Critically assess rural consumer behavior and market characteristics using socio-economic and cultural frameworks.
- Design and evaluate marketing strategies and communication plans tailored to rural market needs and media environments.
- Examine and interpret rural development initiatives, value chains, and institutional mechanisms that influence rural markets.
- Propose innovative, sustainable, and technology-driven solutions to strengthen rural market systems and enhance rural livelihoods.

THEORY

(Credits 3; Hours 45)

Unit I: Understanding Rural Markets**12 Hours**

This unit introduces the concept, structure, and characteristics of rural markets in India. It explores rural consumers, demand patterns, and socio-cultural factors influencing purchase behavior.

- Rural Marketing Environment: Evolution, Nature and scope
- Structure of rural economy and market linkages
- Rural Consumer Behavior: Demographic and socio-economic profiles of rural consumers, income sources and expenditure patterns, demand patterns and consumption behavior, Household decision-making and cultural influences
- Segmenting, Targeting & Positioning in Rural Markets
- Rural market trends: digitalization, migration, remittances, Rural supply chains and distribution challenges
- Role of local markets (haats, melas) in rural commerce

Unit II: Rural Markets: The Marketing Mix**12 Hours**

This unit focuses on 4Ps of the marketing mix in the context of the rural markets. It also throws light on rural marketing research process, tools and ethics.

- Product: Concept, classification, decisions
- Pricing: Pricing Basics and Strategies for rural markets
- Place: Rural distribution systems and last-mile delivery models, Channel Dynamics and behavior
- Promotion: Role of digital, social, and mobile technologies in rural marketing
- Rural media landscape: radio, folk media, community platforms
- Social marketing and behavior change communication in rural areas
- Rural Marketing Research: Process, Tools & Ethics
- Corporate initiatives and CSR in rural markets
- Case studies on rural marketing (HUL, ITC e-Choupal, Tata, Amul)

Unit III: Rural Development and Market Linkages**11Hours**

This unit examines how rural development policies, institutions, and livelihood programmes shape rural markets, enabling income generation and economic participation.

- Rural development: concepts, objectives, and approaches
- Government schemes and institutions (NRLM, PMAY, MGNREGS, SHGs)
- Role of Panchayati Raj Institutions (PRIs) in local markets
- Agricultural development and its impact on rural markets
- Non-farm sector and rural enterprises
- Market linkages for farmers and producer groups
- Cooperatives, Farmer Producer Organisations, and rural entrepreneurship
- Role of microfinance, credit institutions, and rural banks

- Value chain development in agriculture and rural products
- Case studies of successful rural development interventions

Unit IV: Innovations, Sustainable Development & Future of Rural Markets 10 Hours

This unit explores emerging innovations, sustainability pathways, and the future landscape of rural markets, emphasizing resilience and inclusive growth.

- Innovations in rural marketing (fintech, agritech, digital marketplaces)
- Sustainable rural development and green marketing
- Climate change impacts on rural markets and livelihoods
- E-commerce penetration and digital rural platforms
- Social enterprises and inclusive business models
- Public–private partnerships in rural development
- Rural tourism, crafts, and cultural industries
- Entrepreneurship development and start-up ecosystems
- Monitoring and evaluating rural market interventions
- Future trends: AI, smart villages, rural data systems

**TUTORIAL
(Credits 1; Hours 30)**

- Market Survey & Consumer Profiling
- Designing a Rural Communication Campaign
- Product Adaptation for Rural Markets
- Mapping a Rural Distribution Channel
- Rapid Market Assessment (Desk or Field-Based)
- Analysis of Government Programs Impacting Rural Markets
- Field Visit / Virtual Exposure Module
- Analysis of a Rural Marketing Case Study

Essential Readings

UNIT- I

- Kashyap, P., & Raut, S. (2022). *The rural marketing: Text and cases* (3rd ed.). SAGE Publications India.
- Government of India. (2021). *Situation assessment of agricultural households and rural consumption expenditure*. National Statistical Office, Ministry of Statistics and Programme Implementation.

UNIT- II

- Kashyap, P. (2019). Rural marketing strategies: Product, pricing, promotion and distribution challenges. *Journal of Business Research*, 99, 459–466.
<https://doi.org/10.1016/j.jbusres.2017.07.005>
- Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for humanity*. Wiley.
- Government of India. (2020). *CSR and corporate engagement in rural development*. Ministry of Corporate Affairs.

UNIT- III

- Singh, S., & Singh, T. (2020). Farmer Producer Organizations in India: Linking farmers to markets. *Agricultural Economics Research Review*, 33(1), 1–14.
- Reddy, A. A., & Dev, S. M. (2019). Rural non-farm sector and employment diversification in India. *Indian Journal of Labour Economics*, 62(3), 437–456.
- Government of India. (2022). *National Rural Livelihoods Mission: Annual report*. Ministry of Rural Development.

UNIT- IV

- Prahalad, C. K. (2020). *The fortune at the bottom of the pyramid: Eradicating poverty through profits* (5th ed.). Pearson.
- Agarwal, A., & Brem, A. (2020). Strategic business transformation through technology in rural markets. *Technological Forecasting and Social Change*, 155, 119968.
<https://doi.org/10.1016/j.techfore.2020.119968>
- Bairagi, S., & Fenton, J. (2021). Digital platforms and rural market transformation in India. *Information Technology for Development*, 27(3), 474–492.

Suggested Readings

- Krishnamacharyulu, C. S. G., & Ramakrishnan, L. (2019). *Rural marketing: Text and cases* (3rd ed.). Pearson.
- Venkatesh, P., & Suresh, P. (2021). *Rural economics*. Sage Publications India.
- Singh, G., & Pandey, A. (2022). *Rural development: Principles, policies, and management* (4th ed.). Sage Publications India.
- Neuwirth, R. (2017). *Stealth of nations: The global rise of the informal economy*. Anchor Books.
- Ray, G. L., & Mondol, S. (2022). *Research methods in extension education and social sciences* (2nd ed.). Kalyani Publishers.

- World Bank. (2020). *World development report 2020: Trading for development in the age of global value chains*. World Bank Publications

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

**DISCIPLINE SPECIFIC ELECTIVE
PUBLIC ADMINISTRATION AND GOVERNANCE**

CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Public Administration and Governance	4	3	1	0	As per admission requirements	Complete Undergraduate course

Learning Objectives:

- To understand the evolution, structure, and values of the Indian Public Administration system.
- To analyse the ecosystem of governance, public policy, and accountability mechanisms in India.
- To examine the integral role of communication in development administration and governance.
- To develop skills for designing and evaluating effective communication strategies for public schemes and governance initiatives.

Learning Outcomes:

The student would be able to:

- Explain the structure, evolution, and core principles of public administration in India.
- Critically assess the roles of key institutions and accountability frameworks in Indian governance.
- Analyse the interplay between communication, public policy, and development outcomes in the Indian context.
- Apply practical tools for policy analysis, communication strategy design, and program evaluation relevant to the public sector.

THEORY
(Credits 3; Hours 45)

UNIT I: Indian Public Administration: Evolution, Structure, and Values **10 Hours**

This unit introduces the foundations of the Indian administrative system, tracing its historical evolution and constitutional framework. It examines the structure of services and the core values of public service in India.

- Meaning, nature, scope, and significance of Public Administration
- Evolution of Public Administration in India
- The Constitutional Framework: Union, State, and Concurrent Responsibilities
- The Steel Frame: Structure and Role of All India Services (IAS, IPS, IFS) and other Central Services
- Foundational Values: Constitutional values, Ethical and Moral values, Professional values
- Sardar Patel's Vision, Code of Conduct, and Probity in Public Life

UNIT II: The Indian Governance Ecosystem: Institutions, Policy, and Accountability **15 Hours**

This unit explores the framework of governance in India, covering key institutions, the public policy process, decentralized governance, and mechanisms ensuring transparency and accountability.

- Conceptualizing Governance in India: Understanding Governance Structure in India, From Government to Participatory Governance
- Understanding the NITI Aayog in designing public policy in India.
- Stakeholders involved in the Public Policy Process in India.
- Key Institutions of Governance: Executive (PMO, Cabinet Secretariat), Legislature, and Constitutional Bodies (ECI, CAG, UPSC)
- Decentralized Governance: 73rd & 74th Amendments, Panchayati Raj Institutions, and Urban Local Bodies
- Accountability Mechanisms: The RTI Act 2005, CVC, Lokpal & Lokayuktas, Social Audit

UNIT III: Development Administration & Communication in India **10 Hours**

This unit integrates communication into India's development framework, analysing flagship schemes, digital governance, and the role of media and behaviour change communication in public policy.

- The Philosophy and Practice of Development Administration in India
- Flagship Development Schemes as Case Studies (e.g., MGNREGA, NHM, SBM, PMJDY)
- Digital India and E-Governance: Aadhaar, UPI, and the JAM Trinity
- The Role of Media in Indian Governance
- Behaviour Change Communication (BCC) in Indian Public Policy.
-

UNIT IV: Applied Governance Communication: Indian Strategies and Campaigns **10 Hours**

This unit focuses on the practical application of communication strategies in the Indian context, including campaign deconstruction, social marketing, grievance redressal, and monitoring & evaluation.

- Designing Communication Strategies for Indian Public Schemes
- Deconstructing Iconic Indian Government Campaigns.
- Social Marketing for Public Good in India
- Crafting Documents for Indian Governance: Policy Briefs and Public Notices
- Public Grievance Redressal in India: CPGRAMS, Role of Social Media
- Monitoring & Evaluating Governance Communication

TUTORIAL **(Credit 1; Hours 15)**

- Profile a specific Indian Government Ministry/Department, analysing its structure and key schemes.
- Prepare a Policy Brief on a live State/Central Scheme for a District Magistrate.
- Conduct a Communication Audit of a recent public campaign
- File an RTI application to a local authority and analyse the response and process.
- Develop a Stakeholder Mapping and Communication Plan for a local civic issue.
- Simulate a Social Audit for a local MGNREGA project using official portal data.
- Design a grassroots-level IEC (Information, Education, and Communication) campaign for a public health issue.

Essential Readings:

UNIT- I

- Arora, R. K., & Goyal, R. (2018). *Indian public administration: Institutions and issues* (2nd ed.). New Age International Publishers.
- Government of India. (2020). *Code of conduct for civil servants*. Department of Personnel and Training (DoPT).

UNIT- II

- Chakrabarty, B., & Bhattacharya, M. (2020). *The governance discourse in India*. Oxford University Press.
- Agarwal, O. P., & Somanathan, T. V. (2020). *Public policy making in India: Issues and remedies*. Routledge India.
- Bhattacharyya, D. (2019). *Decentralisation and local governance in India*. Oxford University Press.

UNIT- III

- Singh, H. (2019). *Public administration in India: An emerging perspective*. Routledge India.
- Kulkarni, S., & Mahadevia, D. (2016). Development administration and governance reforms in India. *Indian Journal of Public Administration*, 62(3), 456–472.
- Sood, S., Sengupta, M., Mishra, P. R., & Jacoby, C. (2018). Behaviour change communication in Indian public health programmes. *Journal of Health Communication*, 23(7), 626–636.

UNIT- IV

- Nair, S. (2019). *Strategic communication for public governance in India*. SAGE Publications India.
- Kotler, P., & Lee, N. (2016). *Social marketing: Changing behaviors for good* (5th ed.). SAGE.

Suggested Readings:

- Dubey, S. (2020). *Development Communication and Public Policy*. Sage Publications.
- *NITI Aayog Strategy Documents and Three-Year Action Agenda*. NITI Aayog, Government of India.
- *Economic Survey of India* (Latest Edition). Ministry of Finance, Government of India.
- *Yojana and Kurukshetra Magazines* (Relevant Issues on Governance and Development). Publications Division, Government of India.
- *MeitY's E-Governance Assessment Frameworks*. Ministry of Electronics and Information Technology, Government of India.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Gender, Diversity and Inclusion	4	3	1	-	As per admission requirements	Should have studied a paper on gender

Learning Objectives

1. To strengthen deep conceptual understanding of gender, power, identity, and social inequalities using feminist and intersectional perspectives.
2. To enable students to critically analyse how systems, institutions, and everyday practices shape inclusion and exclusion.
3. To build the capacity to design inclusive environments, policies, and organisational cultures rooted in gender justice and human rights.

Learning Outcomes

The students will be able to:

1. Explain and apply key gender theories, feminist frameworks, and intersectional analysis.
2. Critically assess how institutions produce exclusion based on gender, caste, class, sexuality, disability, and other identities.
3. Recommend practical, ethical, and socially just inclusion strategies across organisations, communities, and public systems.
4. Interpret contemporary debates and policies related to gender rights, inclusion, and social justice.

THEORY
(CREDITS 3, HOURS 45)

Unit I: Foundations of Gender, Diversity & Inclusion**12 hours**

This unit builds the foundational concepts and theoretical lenses used to understand gender, diversity, and inclusion.

- Conceptual distinctions: sex, gender, gender identity, diversity, inclusion
- Feminist theories: liberal, Marxist, radical, Dalit feminist thought
- Intersectionality and social location (caste, class, race, disability, sexuality)
- Socialisation, identity formation, and stereotyping
- Power, privilege, and systemic discrimination
- Historical evolution of gender justice movements (India & global)

Unit II: Gender, Diversity & Social Institutions.**13 Hours**

This unit examines how social institutions shape, reinforce, or challenge inequality. Students learn to analyse structural dynamics across everyday and formal systems.

- Family, kinship, caste, religion and gender norms
- Education systems: curriculum bias, access, representation
- Labour and economy: occupational segregation, wage gaps, care economy
- Media and digital spaces: representation, body politics, stereotyping
- State institutions and governance: gender-responsive policies
- Social protection systems and exclusion

Unit III: Diversity, Inclusion & Organisations**10 hours**

This unit deepens understanding of legal frameworks, and global benchmarks. It emphasises practical approaches for workplace equity.

- Concepts of diversity management and inclusive leadership
- Organisational culture and gender mainstreaming
- Tools: gender audits, climate assessments, inclusion checklists
- Legal frameworks: POSH Act 2013, equal opportunity policies
- Inclusive HR systems: recruitment, retention, career progression
- DEI in corporate, public, and development sectors

Unit IV: Creating Gender-Inclusive Environments – Policies, Practices & Social Change

This unit guides students to envision, design, and advocate for inclusive practices in organisations, communities, and public life. Focus is on real-world strategies and change-oriented thinking.

- Gender-inclusive organisational cultures
- GDI audits and measures for organisations- Global and National trends
- Building safe, accessible, gender-sensitive spaces
- Gender-responsive public policies (education, health, transport, urban design)
- Role of civil society, movements, and digital activism
- Community-engaged approaches for inclusion
- Case studies: gender-transformative programmes in India and globally

TUTORIAL**(Credits 1, Hours 15)**

- Feminist text discussions (hooks, Menon, Rege, Crenshaw)
- Documentary screenings and analysis
- Debates on body politics, masculinity, rights
- Accessibility and safety walk-throughs on campus
- Discussions with activists, NGOs, or community representatives
- Policy review of gender laws and inclusive rights frameworks

Essential Readings**UNIT-1**

- Borah, P. (2022). *Gender in Contemporary India: Issues and Debates*. Sage.
- Butler, J. (2016). *Gender Trouble* (Anniversary ed.). Routledge.

UNIT-II

- Crenshaw, K. (2017). *On Intersectionality: Essential Writings*. The New Press.
- Connell, R. (2020). *Gender in World Perspective* (4th ed.). Polity.
- Gopal, M. (2019). *Intersections: Gender, Caste, and Class in India*. Zubaan.

UNIT-III

- Hooks, B. (2015). *Feminism Is for Everybody*.
- Routledge.Kumar, N. (2021). *Gender and Society in India*. Routledge.

UNIT-IV

- Shaw, J., & Lee, J. (2021). *Women's Voices, Feminist Visions* (8th ed.). McGraw-Hill.
- UN Women. (2023). *Progress of the World's Women Report*.

Suggested Readings

- Gopal, M. (2019). *Intersections: Gender, Caste, and Class in India*. Zubaan.
- Bhasin, K. (2018). *What Is Patriarchy?* Women Unlimited.
- Dhar, R. (2023). *Gendering Governance in India*. Orient BlackSwan.
- Mor Barak, M. (2022). *Managing Diversity*. Sage.
- Sen, A. (2021). *The Argumentative Indian*. Penguin.Dhar, R. (2023). *Gendering Governance in India*. Orient BlackSwan.

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DISCIPLINE SPECIFIC CORE COURSE
SOCIAL AND BEHAVIOUR CHANGE: THEORY & PRACTICE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Social and Behaviour Change: Theory & Practice	4	2	0	2	As per admission requirements	Should be aware of concept of Communication for Development and Behaviour Change

Learning Objectives

- To develop an understanding of correlations between Human Behavior and Social and Behaviour Change
- To appraise the diverse theories and models related to Social and Behavior Change.
- To design Social and Behavior Change strategies that tackle a range of social and development issues.

Learning Outcomes

The students would be able to:

- Co-relate Human behaviour and Social and Behaviour Change.
- Gain knowledge and proficiency in applying SBC concepts by appreciating the diverse theories and models related to Social and Behavior Change.
- Develop a SBC intervention tool kit for any social/development related issue.

THEORY

(Credits 2; Hours 30)

UNIT I: Human Behavior: An Insight

8 Hours

This unit underpins on the correlation between the multi-faceted and multi-layered nature of human behaviour.

- Human Behavior and its multi-faced nature
- Perception, Persuasion and Thinking
- Attitude: Definition, formation, Mapping attitudes: models and theories
- Heuristics and Biases

UNIT II: Foundations of SBC

8 Hours

This unit describes the concept, process and paradigm shifts in Social and Behavior Change.

- Social and Behaviour Change: Concept & Relevance

- Difference between IEC, BCC, SBCC and SBC
- Process of SBC
- Paradigm shifts in SBC: scope and relevance.
- Need and Relevance of SBC Strategies

UNIT III: Social and Behaviour Change: Theories & Models

8 Hours

This unit explores the continuum of various SBC theories, models and its applications.

- Key concepts in SBC Theory: Individual and Social, Control, Threat, Risk, Reflection, Deliberation and Technologies & Innovation.
- Participatory theories and EE theories, Bullet Behavioural Theory
- Theories of Individual Behaviour Change: Theory of Planned Behaviour and Theory of Reasoned Action, Socio-ecological model, Health Belief Model, Stages of Change theory, Transtheoretical Model
- Nudges for behavior change
- Theories of Behavioural Economics: Decision Theory, Prospect Theory, Nudge Theory, Behavioural Game Theory, Evolutionary Psychology and others.

UNIT IV: Social and Behaviour Change: Applications

6 Hours

This unit explores the areas and potential of SBC applications.

- Applications of Behavioural economics and Social and Behavioural Change
- Application of SBC theories in strategizing communication for change: Design of communication strategies and messages
- SBC in addressing various issues such as health, environmental, and social justice

PRACTICAL

(Credits 2; Hours 60)

- Personality and Human Behaviour: Assessment and relevance
- Perception, Learning and Thinking: How perception makes a difference in understanding and interpreting communication messages
- Attitude measurement and relevance
- Approaches to SBC: Identifying what works and what does not
- SBC campaigns- elements,
- SBC campaigns- tools and techniques
- Critical Analysis of SBC Campaigns and strategies
- Analysis of campaign's theory of change messages using behavioural theories
- Monitoring and Evaluation (M&E): Importance of M&E in SBC programs, Key indicators for assessing impact, Tools and techniques for tracking progress and refining strategies

Essential Readings

UNIT- I

- Bargh, J. A. (2017). *Before you know it: The unconscious reasons we do what we do*. New York, NY: Touchstone.
- Fiske, S. T., & Taylor, S. E. (2017). *Social cognition: From brains to culture* (3rd ed.). London, UK: Sage Publications.

- Stanovich, K. E., West, R. F., & Toplak, M. E. (2016). *The rationality quotient: Toward a test of rational thinking*. Cambridge, MA: MIT Press.

UNIT- II

- Fishbein, M., & Ajzen, I. (2015). *Predicting and changing behavior: The reasoned action approach*. New York, NY: Psychology Press.
- Manyozo, L. (2017). *Media, communication and development: Three approaches*. New Delhi, India: Sage Publications.
- UNICEF. (2019). *Communication for development (C4D): Social and behavior change*. New York, NY: UNICEF.

UNIT- III

- Ajzen, I. (2020). *Attitudes and persuasion*. Cambridge, UK: Cambridge University Press.
- Michie, S., Atkins, L., & West, R. (2016). *The behaviour change wheel: A guide to designing interventions*. London, UK: Silverback Publishing.
- Singhal, A., Cody, M. J., Rogers, E. M., & Sabido, M. (Eds.). (2015). *Entertainment-education and social change: History, research, and practice*. New York, NY: Routledge.

UNIT- IV

- Datta, S., & Mullainathan, S. (2017). Behavioral science and policy design. *Harvard Business Review*, 95(6), 44–53.
- Dolan, P., Hallsworth, M., Halpern, D., King, D., & Vlaev, I. (2015). Mindspace: Influencing behaviour through public policy. *Journal of Economic Psychology*, 45, 3–17.
<https://doi.org/10.1016/j.joep.2014.11.002>

Recommended Readings

- *Communication for social change: Context, social movements and the digital era* (2025). SAGE India.
- *Public health communication message design* (2025). SAGE India.
- Vaijappa, G., & Das, A. (Eds.). (2022). *Communication and social development perspective in India*. Mysore Book House

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

**DISCIPLINE SPECIFIC ELECTIVE COURSE
PROJECT MANAGEMENT & GRANT WRITING**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Project Management & Grant Writing	4	3	-	1	As per admission requirements	

Learning Objectives

1. To develop conceptual understanding and practical knowledge of project cycle management.
2. To equip learners with knowledge about sources for financing development projects and skills to design, manage, and monitor development projects effectively.
3. To train students in writing persuasive, evidence-based project proposals and grant applications tailored to donor requirements.

Learning Outcomes

The students will be able to:

- Explain key principles, frameworks, and stages of project management.
- Apply project management tools for effective planning, budgeting, implementation, and evaluation.
- Prepare a complete project proposal including logical framework, budget, and monitoring plan.
- Demonstrate skills in identifying funding agencies and writing competitive grant applications.
- Critically assess project sustainability, stakeholder engagement, and ethical dimensions of project implementation.

THEORY
(Credits 3, Hours 45)

Unit I: Introduction to Project Management**10 Hours**

This unit provides an overview of the concepts, life cycle, and frameworks in project management, emphasizing planning, feasibility, and alignment with organizational goals.

- Meaning, scope, and importance of project management in development and research contexts
- Project life cycle: initiation, planning, execution, monitoring, and closure
- Project Management Methodologies: Traditional (Waterfall) and modern (Agile, Scrum) approaches
- Project planning: Project charter, feasibility studies, and project selection models. Stakeholder identification and needs assessment
- Logical Framework Approach (LFA) and Theory of Change (ToC) as planning tools

Unit II: Project Design and Implementation**10 hours**

This unit focuses on designing projects through frameworks, work plans, and budgets, and explores effective implementation and leadership approaches.

- Steps in project design and formulation
- Setting goals, objectives, outputs, outcomes, and indicators
- Developing work breakdown structures (WBS)
- Risk assessment and mitigation strategies
- Project Budgeting & Scheduling: types of costs, cost estimating, budget heads, justification, cost-benefit analysis, Time management of projects
- Quality control and Performance management
- Leadership & Team Building: Leading and managing project teams, conflict resolution, and negotiation.
- Organizational structures and Culture & Project management
- Gender, Diversity, inclusion, and sustainability perspectives in project design

Unit III: Development Finance**15 Hours**

This unit focuses on identifying financing opportunities, aligning ideas with financial stakeholders priorities.

- Understanding Development Financing ecosystem: National and international funding agencies
- Mobilizing Capital: Strategies to unlock investment from public, private, domestic, and international sources for sustainable development goals (SDGs).
- Microfinance and digital finance (Fintech) in expanding financial access for households & development
- Development Finance Institutions (DFIs): The function, business models, and operational methods of DFIs and multilateral development banks (MDBs).
- Sustainable and Climate Finance: Integrating climate action and ESG (Environmental, Social, and Governance) considerations into financing mandates and using instruments like blended finance, Green bonds etc
- Social Impact Investing
- Identifying funding opportunities & calls for proposals: Funding databases, donor mapping, and eligibility assessment

Unit IV: Grant Writing Funding Management, and Reporting**10 Hours**

This unit focuses on developing a proposal and post-award project management including grant compliance, tracking progress, financial accountability, and donor reporting.

- Developing a compelling concept note: Framing problem statements, goals, and rationale based on evidence
- Structuring winning proposal.
- Budget preparation: Cost estimation, justification, and linking budgets to outcomes
- Persuasive writing skills: Tone, clarity, logic, and storytelling in proposal writing
- Grant management cycle: Pre-award, post-award, and close-out stages
- Understanding grant agreements and compliance: Roles, deliverables, reporting timelines, and fund utilization norms
- Preparing technical and financial reports.

- Donor Communications & relations: Communicating with funders, building credibility, and maintaining transparency, sharing learnings, outcomes, and future engagement with donors & stakeholders

PRACTICAL (Credits 1, Hours 30)

- Development finance agencies case studies
- Tools for situation and problem analysis: SWOT, problem tree, needs mapping
- Tools: Gantt charts, results framework, outcome mapping, and KPI tracking
- Preparing technical and financial reports for donors
- Grant Scoping Exercises: Students identify 3 relevant funding agencies for their project area and summarize eligibility, focus areas, and deadlines.
- Develop a Project Proposal for a Development issue: Draft a 1-page concept note for a development project.
- Peer-assess proposals using actual donor evaluation criteria.
- Create a sample project budget linking costs with outcomes.

Essential Readings

UNIT- I

- United Nations Development Programme. (2020). *Handbook on planning, monitoring and evaluating for development results*. UNDP.
- Bakewell, O., & Garbutt, A. (2015). The use and abuse of the logical framework approach. *Third World Quarterly*, 26(6), 915–932.

UNIT- II

- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2016). *Designing and managing programs: An effectiveness-based approach* (5th ed.). SAGE Publications.
- Desai, V. (2022). *Project management and social development: Principles and practice*. SAGE Publications India.

UNIT- III

- Rao, P. K. (2018). *Development finance* (2nd ed.). Springer.
- Ghosh, J. (2019). Development finance and inclusive growth in India. *Economic and Political Weekly*, 54(17), 36–43.
- United Nations. (2020). *Financing for sustainable development report*. United Nations Department of Economic and Social Affairs.

UNIT-IV

- Khanna, R., & Kapoor, S. (2021). *Grant writing and fundraising for Indian NGOs: A practical guide*. Routledge India.
- Ebrahim, A. (2019). Measuring social change: Performance and accountability in complex worlds. *Stanford Social Innovation Review*, 17(2), 28–35.
- Government of India. (2020). *General Financial Rules (GFR), 2017 (Updated edition)*. Ministry of Finance.

Suggested Readings

- Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations*. Jossey-Bass.
- Chambers, R. (2017). *Whose reality counts? Putting the first last*. Intermediate Technology Publications.
- Gido, J., & Clements, J. P. (2018). *Successful project management (7th ed.)*. Cengage Learning.
- Kapoor, I., & Sharma, R. (2020). *Grant writing for social impact: Principles and practice*. Sage Publications.
- Kothari, C. R., & Garg, G. (2022). *Research methodology: Methods and techniques (5th ed.)*. New Age International.
- Joshi, S. (2023). *Resource Mobilization and Proposal Writing for Development Professionals*. New Delhi: Rawat Publications.
- The World Bank. (2021). *Project cycle management guidelines*.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

DISCIPLINE SPECIFIC ELECTIVE COURSE PEACE, HUMAN RIGHTS AND HUMANITARIAN ACTION

CREDIT DISTRIBUTION, ELIGIBILITY, AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Peace, Human Rights and Humanitarian Action	4	3	1	0	As per admission requirements	Nil

Learning Objectives:

- To understand the foundational concepts of peace, conflict, and violence and their interlinkages with development and human rights.
- To analyse the evolution, legal frameworks, and key debates in the field of human rights.

- To examine the principles, legal instruments, and operational challenges of humanitarian action.
- To develop skills in applying communication strategies for peacebuilding, human rights advocacy, and ethical humanitarian reporting.

Learning Outcomes:

The students would be able to:

- Differentiate between key concepts such as negative/positive peace and direct/structural violence, and apply relevant theories.
- Critically evaluate the international human rights and humanitarian legal architecture and its functioning.
- Analyse the roles, responsibilities, and dilemmas of various actors in the humanitarian ecosystem.
- Design context-appropriate and ethical communication strategies for conflict resolution, rights advocacy, and social cohesion.

THEORY (Credits 3; Hours 45)

UNIT I: Conceptual Foundations: Peace, Conflict, and Violence

12 Hours

This unit introduces the interlocking frameworks of peace, rights, and humanitarianism. It explores the meanings of peace and conflict, the dimensions of violence, and the major theoretical approaches that inform this field.

- Conceptual Foundations: The Interlocking Frameworks of Peace, Rights, Humanitarianism, and Development.
- Understanding Peace: Negative vs. Positive Peace; Peace-keeping, Peace-making, and Peace-building.
- Conflict: Sources, Types, and Implications.
- Violence and its Dimensions: Direct, Structural, and Cultural Violence, Everyday Violence.
- Theories and Approaches: Realist, Liberal, and Critical Theories (Gandhian, Feminist).
- Indian Context: Conflict and peace process (communal conflict, caste violence, gender violence, resistance movements).

UNIT II: Human Rights: Evolution, Frameworks, and Violations

11 Hours

This unit delves into the evolution, significance, and core debates surrounding human rights. It examines the key legal instruments and analyses contemporary human rights issues, with a specific focus on India.

- Understanding Human Rights: Significance, History, and Generations of Rights.
- Key Debates: Universality vs. Cultural Relativism; The Capabilities Approach (Sen, Nussbaum).
- Core Legal Instruments: The Universal Declaration of Human Rights (UDHR), International Covenants (ICCPR, ICESCR), Human Rights in the Indian Constitution.
- Human Rights Violations in Conflict Zones.

- Issues of Human Rights in India: Dalit and Adivasi Groups, Women and Children in Armed Conflict Zones, Human Rights and Climate Change.

UNIT III: Humanitarian Action: Principles, Law, and Praxis

11 Hours

This unit focuses on the system of humanitarian action, its guiding principles, and legal foundations. It critically examines the roles of international and national actors, coordination mechanisms, and operational challenges.

- Humanitarianism: Core Principles (Humanity, Impartiality, Neutrality, Independence).
- International Humanitarian Law (IHL): Geneva Conventions and their Additional Protocols.
- International Refugee Law: The 1951 Refugee Convention and its application in South Asia.
- Key Institutions & Coordination: UN Agencies (OCHA, UNHCR), Red Cross/Crescent Movement, NGOs (International and national), and the Cluster System.
- Accountability Frameworks: International Criminal Court (ICC), Responsibility to Protect (R2P).
- Critiques and Challenges: The "Humanitarian Imperative," Decolonial Perspectives, and Operational Dilemmas.
- Understanding Humanitarian aids and actions in Indian context

UNIT IV: Communication for Peace, Human Rights and Humanitarian Action

11 Hours

This unit explores the central role of communication in these fields, focusing on strategic, ethical, and practical applications in media, advocacy, and community engagement.

- Dialogue and Negotiation
- Media, Conflict & Peace: War Journalism vs. Peace Journalism; Countering Hate Speech and Misinformation.
- Humanitarian Communication & Ethics: The Politics of Imagery; critiques of "poverty porn" and ethical storytelling.
- Communication for Social Cohesion & Rights: Using SBCC for Peacebuilding; Participatory Communication (Community Radio, Participatory Video).
- Human Rights Advocacy & Campaigning: Developing a Communication Strategy, Stakeholder Mapping, and Crafting Policy Briefs.

Tutorial (Credit 1; Hour 15)

- Analyse and compare media coverage of a conflict, identifying frames of War Journalism vs. Peace Journalism.
- Develop a stakeholder map and a one-page policy brief for a chosen human rights issue in India.
- Critically analyse the visual rhetoric and narrative of a humanitarian fundraising campaign.
- Design a concept note for a participatory communication project (e.g., using community radio) to address a local conflict or rights violation.
- Simulate the development of a core message and communication channel strategy for a humanitarian cluster responding to a disaster.

Essential Readings:

UNIT- I

- Galtung, J. (2015). *Peace by peaceful means: Peace and conflict, development and civilization* (Updated ed.). SAGE Publications.

- Chatterjee, P. (2018). *The politics of the governed: Reflections on popular politics in most of the world*. Columbia University Press.
- Rege, S. (2019). *Caste, violence, and democracy*. Oxford University Press India.

UNIT- II

- Nussbaum, M. C. (2016). *Creating capabilities: The human development approach*. Harvard University Press.
- Baxi, U. (2018). *Human rights in a posthuman world: Critical essays*. Oxford University Press India.
- Kothari, S. (2017). Human rights movements and the Indian state. *Journal of Human Rights Practice*, 9(2), 289–304.

UNIT- III

- Banerjee, D., & Duflo, E. (2019). Humanitarian crises, displacement, and development responses. *World Development*, 117, 1–12.
- Chaudhuri, S. (2020). India's humanitarian response to disasters: Institutions and challenges. *Indian Journal of Public Administration*, 66(2), 213–229.
- UNOCHA. (2021). *Humanitarian principles and coordination mechanisms*. United Nations Office for the Coordination of Humanitarian Affairs.

UNIT- IV

- Thomas, P. N. (2017). *Communication and human rights*. SAGE Publications India.
- UNESCO. (2020). *Journalism, fake news & disinformation: Handbook for journalism education and training*. UNESCO Publishing.

Suggested Readings:

- Gupta, N. (Ed.). (2021). *Social justice and human rights in India*. IBP Books
- *Human rights and Indian literary communities* (Ed.). (2026). Routledge.
- Richmond, O. P., & Pogodda, S. (Eds.). (2024). *Peacebuilding: A very short introduction* (Vol. 2). Oxford University Press.

DISCIPLINE SPECIFIC ELECTIVE COURSE

TRAINING AND CAPACITY BUILDING

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Training and Capacity Building	4	2	0	2	As per admission requirements	Should be aware of the concept and significance for training for development

Learning Objectives

1. To familiarize with the concept and significance of training for development.
2. To understand the training process and the functions of different phases of training.
3. To know how different training approaches can be used to achieve various development goals.
 - To impart knowledge and skills for conducting effective training to deal with development challenges.

Learning Outcomes

The students would be able to:

- Assess the importance and scope of training for development.
- Learn the functions of different phases of the training process.
- Conceptualize and implement need-based training programs for different stakeholders to build knowledge, attitudes and skills
- Critically evaluate the different training strategies and their role in promoting development.

THEORY

(Credits 2; Hours 30)

UNIT I: Training for Development: Concept

8 Hours

This unit explores the significance of training and capacity-building initiatives in fostering professional growth, organizational effectiveness, and societal development.

- Importance and Scope of Training for Development- National and Global Perspectives
- Government policies, programs, and institutions for training and capacity building for development initiatives
- Types, Approaches, Models, Theories, and Methods of training for bridging the gaps in knowledge, attitudes, and skills
- Principles of adult learning, Learning theories, and models
- Training and capacity building needs of various client groups- communities; field level, midlevel, and other functionaries of development agencies, corporates and others

UNIT II: Training Tools**6 Hours**

This unit covers various training methodologies emerging innovations in the field of training and development. It also lays emphasis on Training Tools and Strategies

- Training methods– types, purpose, advantages, limitations, applications, and adaptations
- Participatory methods (lecture, demonstration, role play, case study, games, simulations, use of audio-visual aids, and technology-based methods)

Unit III: Being an Effective Trainer**6 Hours**

This unit throws light on self-development of a trainer, his/her key roles a competency.

- Self-development of a trainer
- Roles and competencies of an effective trainer
- Mobilizing and working with small groups for training- communication, leadership, group dynamics, conflict resolution, team building
- Training needs assessment of individuals and organizations- techniques and their application

UNIT IV: Designing, Executing, and Evaluating Training Modules**10 Hours**

- Analysis of training programs for different stakeholders
- Designing and conducting training programmes for development- objectives, learning outcomes, contents, methods, materials & resources, feedback, evaluation, and budget
- Tools and techniques for training needs assessment: Surveys, Interviews, Focus Group Discussions and Skill Gap Analysis
- Understanding various learning goals and outcomes for specific target groups
- Development of Training modules and materials: manuals, presentations, case studies, and e-learning resources
- Implementation of training programmes: Time management, resource allocation, and participant engagement strategies
- Importance and Methods of evaluation, follow-up, and impact assessment of training: Methods, Models, tools and techniques, and innovations

PRACTICAL
(Credits 2; Hours 60)

- Self-development exercises for trainers
- Exercises in Team building
- Exercises on Leadership development
- Practice of participatory training tools and techniques: on-site
- Practice of participatory training tools and techniques: online using digital technology and AI tools
- Conduct a training needs analysis for an organization
- Plan and Design a training program
- Conduct a training program
- Critical Evaluation of Prior Training Programs
- Designing and Conducting a ToT for different stakeholders
- Development of Training IEC

Essential Readings

UNIT- II

- Noe, R. (2017). *Employee training & development* (7th ed.). New York, NY: McGraw-Hill Education. ISBN: 978-0-07-811285-0.
- Silberman, M. (Mel). (2015). *Active training: A handbook of techniques, designs, case examples, and tips*. (any edition). San Francisco, CA: Pfeiffer. ISBN: 9781118972014.

UNIT- II

- Noe, R. A. (2017). *Employee training and development* (7th ed.). New York, NY: McGraw-Hill Education.
(*Training methods, participatory tools, technology-based learning*)
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2015). The science of training and development in organizations. *Psychological Science in the Public Interest*, 13(2), 74–101. <https://doi.org/10.1177/1529100612436661>

UNIT- III

- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). *The adult learner: The definitive classic in adult education and human resource development* (8th ed.). London, UK: Routledge.
(*Adult learning, trainer roles, competencies, self-development*)
- Northouse, P. G. (2018). *Leadership: Theory and practice* (8th ed.). Thousand Oaks, CA: Sage Publications.
(*Group dynamics, leadership, communication, and team building for trainers*)

UNIT- IV

- Kirkpatrick, D. L., & Kirkpatrick, J. D. (2016). *Evaluating training programs: The four levels* (4th ed.). Oakland, CA: Berrett-Koehler.
(*Evaluation, impact assessment, and follow-up*)
- Goldstein, I. L., & Ford, J. K. (2015). *Training in organizations: Needs assessment, development, and evaluation* (4th ed.). Belmont, CA: Cengage Learning.
(*Training needs assessment, module design, implementation, and evaluation*)

Suggested Readings

- Preskill, H., & Russ-Eft, D. (2016). *Building evaluation capacity: Activities for teaching and training* (2nd ed.). SAGE Publications.
- Mohanty, B. P., Sinha, A., Phand, S., Das, S., & Basade, Y. (Eds.). (2024). *Capacity building in fisheries and aquaculture*. NIPA.
- *Emerging pedagogies for policy education: Insights from Asia*. (2024). Springer/Academic Press.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time

DISCIPLINE SPECIFIC ELECTIVE COURSE
ESG, SUSTAINABILITY REPORTING AND SOCIAL IMPACT

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
ESG, Sustainability Reporting and Social Impact	4	3	-	1	As per admission requirements	

Learning Objectives

1. To develop a comprehensive understanding of ESG principles, frameworks, and standards and their implications for corporate and development sectors.
2. To analyse sustainability reporting mechanisms, disclosure practices, and evaluation metrics in national and international contexts.
3. To assess social impact, ethical governance, and sustainable value creation through case-based and analytical approaches.

Learning Outcomes

The students will be able to:

1. Explain the evolution and components of ESG and sustainability frameworks.
2. Critically analyse sustainability and CSR reports across sectors.
3. Apply ESG metrics to evaluate organizational performance.
4. Conduct social impact assessments and interpret sustainability data.
5. Recommend strategies for inclusive and transparent ESG reporting aligned with global best practices.

THEORY
(Credits 3, Hours 45)

Unit I: ESG Foundations and Evolution

10 Hours

This unit introduces the origins, philosophy, and evolution of ESG and sustainability in the corporate and development sectors.

- Emergence of ESG: Historical evolution and global milestones

- Principles of ESG: Environmental stewardship, social responsibility, governance ethics
- Relationship between ESG, CSR, and Sustainable Development Goals (SDGs)
- ESG in the Indian context: SEBI regulations, BRSR (Business Responsibility and Sustainability Report)
- Role of ESG in corporate reputation, investment, and risk management
- Institutional and policy drivers: UN Global Compact, PRI, GRI

Unit II: Sustainability Reporting and Disclosure Frameworks

13 Hours

This unit focuses on global and national sustainability reporting frameworks, emphasizing transparency, accountability, and disclosure standards.

- Sustainability reporting: Purpose, process, and principles
- Overview of GRI Standards, SASB, TCFD, and Integrated Reporting frameworks
- Business Responsibility and Sustainability Reporting (BRSR) – SEBI guidelines (2021 onwards)
- ESG disclosures in Indian companies
- Data metrics and indicators for ESG performance
- Assurance, verification, and third-party validation of ESG reports

Unit III: Social Impact Assessment and Measurement

12 Hours

This unit emphasizes tools and methodologies for assessing social and environmental impacts of programmes, businesses, and policies.

- Understanding social impact: definitions and frameworks
- Theories of change and logic models for impact measurement
- Social Return on Investment (SROI), cost-benefit analysis, and qualitative indicators
- Impact measurement in CSR, NGO, and corporate programmes
- Role of technology, AI, and big data in sustainability analytics
- SDGs and ESG disclosures

Unit IV: Social Impact Assessment, Measurement, and Future of ESG

10 Hours

This unit emphasizes social and environmental impact measurement, while exploring future ESG trends, challenges, and technological innovations.

- Understanding and measuring social impact – theories and frameworks
- Tools for social impact analysis
- Linking impact assessment with ESG goals and SDGs
- Technology and AI in ESG data management and impact measurement
- Ethical governance, greenwashing, and accountability issues in ESG reporting
- Future trends: green finance, carbon accounting, ESG investing, and global sustainability innovations

PRACTICAL
(Credits 1, Hours 15)

- Mapping evolution of ESG standards through a timeline
- Analysing BRSR framework for an Indian corporate companies
- Understanding ESG vs CSR
- Comparative analysis of two sustainability reports (one Indian, one international)
- Evaluation of ESG disclosure compliance
- Case study analysis: Social Impact Assessment (SIA) of a CSR project
- Developing an ESG strategy framework for a hypothetical company
- ESG-driven business innovation

Essential Readings

UNIT- I

- Bhattacharya, C. B., Korschun, D., & Sen, S. (2021). *Leveraging corporate responsibility: The stakeholder route to maximizing business and social value*. Cambridge University Press.
- Desai, V. (2022). *Sustainability, corporate governance, and responsibility in India*. SAGE Publications India.

UNIT- II

- Securities and Exchange Board of India. (2021). *BRSR core and assurance requirements*. SEBI.
- OECD. (2022). *ESG investing and sustainability disclosure frameworks: Global perspectives*. OECD Publishing.
- Institute of Chartered Accountants of India. (2020). *Integrated reporting framework and sustainability disclosures in India*. ICAI.

UNIT- III

- Desai, V., & Potter, R. B. (2018). *The companion to development studies* (3rd ed.). Routledge India.
- Nicholls, J., Lawlor, E., Neitzert, E., & Goodspeed, T. (2015). *A guide to social return on investment*. Social Value UK.
- Bandyopadhyay, S. (2021). Technology-driven impact measurement in Indian development programmes. *Economic and Political Weekly*, 56(23), 52–59.

UNIT- IV

- World Economic Forum. (2022). *Measuring stakeholder capitalism: Towards common ESG metrics*. WEF.
- SEBI. (2023). *BRSR core: ESG assurance and disclosure requirements*. Securities and Exchange Board of India.

Suggested Readings

- Singh, R., & Mishra, S. (2023). *Corporate Sustainability and Social Responsibility in India: Policy, Practice, and Performance*. New Delhi: Rawat Publications.
- Elkington, J. (2018). *The Triple Bottom Line: Does It All Add Up?* Routledge.
- Kumar, R., & Sharma, P. (2022). *Sustainability Reporting: A Practitioner's Guide for Indian Corporates*. New Delhi: PHI Learning.
- UNDP. (2020). *Impact Measurement and Management for the SDGs*. United Nations Development Programme.
- KPMG. (2023). *Sustainability Reporting Survey 2023*. KPMG International.
- Singh, P. (2021). *Environmental, Social and Governance (ESG): The Indian Context*. New Delhi: Excel Books.

DISCIPLINE SPECIFIC ELECTIVE COURSE
LIFELONG LEARNING AND LIFE SKILLS

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Lifelong Learning and life Skills	4	3	1	0	As per admission requirements	

Learning Objectives

- To Understand key concepts, historical evolution, and terminology related to adult and lifelong learning in India and globally.
- To analyze national and international programmes and policies that shape lifelong learning, including the role of NGOs, industries, and global declarations.
- To examine life skills development among adolescents and youth, including skill acquisition processes, training principles, and learning techniques.
- To develop competencies to design, implement, and evaluate lifelong learning programmes, including needs assessment, training methods, and use of technology.

Learning Outcomes

The students would be able to:

- Explain major concepts, historical developments, and educational structures shaping lifelong and adult learning in India and internationally.
- Evaluate policy frameworks, programmes, and institutional roles in promoting lifelong learning at national and global levels.
- Apply principles of life skills training to design learning interventions for adolescents and youth using varied pedagogical approaches.
- Design and operationalize lifelong learning programmes through competency identification, training design, and technology-enabled learning tools.

THEORY
(Credits 3; Hours 45)

UNIT I: Foundations of Adult and Lifelong Learning

10 Hours

This unit introduces the historical development of adult and lifelong learning in India, key concepts such as andragogy, pedagogy, and lifelong learning, and various forms of education. It also examines early national programmes that laid the foundation for literacy and continuing education.

- Historical perspective of Adult and Lifelong Learning in India – Pre- and Post-Independence

- Concepts and terminologies: Andragogy & Pedagogy, Lifelong Learning, Continuing Education
- Types of education: Formal, Non-Formal, Incidental Learning; Illiteracy and its forms
- Indian Adult / Lifelong Learning Programmes: Social Education, Gram Shiksha Mohim, Farmer's Functional Literacy Programme

UNIT II: National Lifelong Learning Policies and Programs

10 Hours

This unit explores India's major policies, national missions, and Five-Year Plan approaches to lifelong learning. It focuses on the developmental role of lifelong education and highlights emerging national needs and future directions.

- National Adult Education Programme and National Literacy Mission
- Approaches to Continuing Education / Lifelong Learning in different Five-Year Plans
- Lifelong Learning and Development: Social, Economic, Political and Cultural dimensions
- Emerging needs and future perspectives of Lifelong Learning

UNIT III: International and Sectoral Perspectives on Lifelong Learning

15 Hours

This unit provides global and sectoral perspectives, emphasizing international declarations, NGO roles, industry learning needs, and regional trends across Asia and SAARC. It also reviews major national and international frameworks shaping lifelong learning.

- Lifelong Learning needs of industries; Role of NGOs and Zilla Saksharta Samitis
- UNESCO Declaration on Adult and Lifelong Learning; Hamburg Declaration (1997)
- Mumbai Declaration on Role of Higher Education; Bharat GyanVigyan Jatha and Literacy House
- Trends in Adult & Lifelong Learning in Asia with focus on SAARC; National initiatives like Saakshar Bharat and international frameworks

UNIT IV: Adolescents, Youth and Life Skills Education

10 Hours

This unit examines the nature and types of life skills, processes of skill acquisition, and methods for life skills training. It highlights individual, family, institutional, and community approaches to strengthening youth competencies for personal and social development.

- Life skills: nature, classification and measurement
- Individual skills for self-identity
- Traditional family-based and institution-based skills acquisition processes
- Participatory and community-based skills acquisition processes; Principles of life skills training, learning aids, and training techniques

TUTORIAL

(Credits 1; Hours 15)

- Field Visit to an Adult Education Centre: Observe teaching methods, learner profiles, and programme structures in real settings.
- Case Study Analysis of National Literacy Mission: Review achievements, challenges, and innovations through structured analysis.
- Survey on Lifelong Learning Awareness: Conduct a small survey among adults to assess motivations, barriers, and learning needs.
- Mapping Local NGOs Working in Lifelong Learning: Prepare a brief report on their role, activities, and community reach.

- Document Review of UNESCO and Hamburg Declarations: Summarize key principles and implications for India in a practical worksheet.
- Industry Skill-Needs Assessment (Mini Exercise): Interview an HR professional or use secondary data to identify emerging skill demands.
- Design a Micro Training Module: Prepare a simple module for adult learners on topics such as digital literacy or financial literacy.
- Life Skills Training Activity for Youth: Conduct a role-play, group discussion, or problem-solving session based on one life skill (e.g., decision-making, communication).
- Participatory Rural Appraisal (PRA) Simulation: Practice community-based tools such as social mapping or seasonal calendars to identify learning needs.

Essential Readings:

UNIT- I

- Government of India. (2018). *Adult education and lifelong learning in India: Policy perspectives*. Ministry of Education.
- Indira Gandhi National Open University. (2022). *Lifelong learning: Issues and concerns* (Block-4). eGyanKosh.
- Jarvis, P. (2018). *Adult education and lifelong learning: Theory and practice* (4th ed.). Routledge.

UNIT- II

- Government of India. (2020). *New Education Policy 2020*. Ministry of Human Resource Development.
- National Institute of Adult Education. (2019). *Continuing education and lifelong learning in India*. NIAE.

UNIT- III

- UNESCO Institute for Lifelong Learning. (2015). *Rethinking lifelong learning for sustainable development*. UNESCO.
- UNESCO. (2016). *Education 2030: Incheon declaration and framework for action*. UNESCO Publishing.

UNIT- IV

- UNICEF India. (2019). *Life skills education framework for adolescents and youth*. UNICEF India.
- World Health Organization. (2020). *Life skills education for health promotion*. WHO.
- NCERT. (2021). *Adolescent education programme: Life skills modules*. National Council of Educational Research and Training.

Suggested Readings:

- AuthorLastName, F. (2024). *Lifelong learning for capability*. Springer Nature.
- London, M. (Ed.). (2021). *The Oxford handbook of lifelong learning* (2nd ed.). Oxford University Press.

- Jones, J. E., Baran, M., & Cosgrove, P. L. (Eds.). (2024). *Strategies and digital advances for outcome-based adult learning*.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time