

DEPARTMENT OF DEVELOPMENT COMMUNICATION AND EXTENSION
2-Year MSc Curriculum under NEP
COURSEWORK TRACK

DSC				DSE				SBC				Dissertation/Academic Project/Entrepreneurship
Paper Title (4 Credits each)	Credit Distribution			Paper Title (4 Credits each)	Credit Distribution			Paper Title (2 Credits each)	Credit Distribution			
	Th	Tu	Pr		Th	Tu	Pr		Th	Tu	Pr	
SEMESTER I												
Pick All 3				Pick Any 2								
DSC DCE 101:Community Organisation and Leadership	3	1	0	DSE DCE 101: Participatory Development: Processes and Techniques	1	0	3	Pick Any 1 from the list of odd semester courses listed below				NIL
DSC DCE 102: Sustainability and Extension Management	3	1	0	DSE DCE 102: Design for Innovation and Change OR DSE DCE 103: Livelihood and Skill Development OR DSE DCE 104: Social Marketing and Advertising	2	0	2					

DSC DCE 103: Social and Behaviour Change: Theory & Practice	2	0	2						
SEMESTER II									
Pick All 3				Pick Any 2					
DSC DCE 201: Social Policy and Advocacy for Change	3	1	0	DSE HSC 201: Advanced Research Methodology	3	0	1	Pick Any 1 from the list of even semester courses listed below	NIL
DSC DCE 202: Gender and Development	3	0	1	DSE DCE 202: CSR and Resource Mobilization OR DSE 203: ICTs and Community Media in Development	2	0	2		
DSC DCE 203: Training for Development	2	0	2						
SEMESTER III									
Pick All 2				Pick Any 3					
DSC DCE 301: Project Monitoring and Evaluation	3	0	1	DSE HSC 301: Statistics and Data Management	3	0	1	Pick Any 1 from the list of odd semester courses listed below	NIL
DSC DCE 302: New Media and AI for Development	2	0	2	DSE DCE 302: Knowledge Management and Strategic Communication OR	3	1	0		

				DSE DCE 303: Agriculture and Food Security					
				DSE DCE 304: Social Entrepreneurship OR DSE DCE 305: Civil Society and Volunteer Engagement	2	0	2		
SEMESTER IV									
Pick All 2				Pick Any 3					
DSC DCE 401: Climate Change, Green Technologies and Environment Action	3	0	1	DSE DCE 401: Public Administration and Governance OR DSE DCE 402: Consumption Behaviour and Sustainable Development	3	1	0	Pick Any 1 from the list of even semester courses listed below	NIL
DSC DCE 402: Communication for Nutrition, Health and Wellbeing	2	0	2	DSE DCE 403: Peace, Human Rights and Humanitarian Action OR DSE DCE 404: Development Finance	3	1	0		
				DSE DCE 405:	2	0	2		

				Lifelong Learning and Life Skills OR DSC DCE 406: ESG and Sustainability Reporting					

List of Skill Based Courses

Odd Semester	Even Semester
SBC DCE 01: Media for Change: Print	SBC DCE 02: Corporate Communication and Brand Management
SBC DCE 03: Internship, Documentation and Reporting- I	SBC DCE 04: Media for Change: Audio
SBC DCE 05: Traditional Media for Change	SBC DCE 06: Internship, Documentation and Reporting- II
	SBC DCE 08: Media for Change: Video

SEMESTER I

DISCIPLINE SPECIFIC CORE COURSE
DSC DCE 101: COMMUNITY ORGANISATION AND LEADERSHIP

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		
DSC DCE 101: Community Organisation and Leadership	4	3	1	0	Should be aware of the importance of Community Development and its need for National Development	Nil

Learning Objectives

- To develop a comprehensive understanding of community, community structures, and community organization principles.
- To critically analyze social policies and their impact on grassroots development.
- To explore leadership theories and their application in community development.

Learning Outcomes

The students will be able to:

- Understand community structures and dynamics to facilitate effective organisation and leadership.
- Critically evaluate social policies and grassroots interventions to drive sustainable community change.
- Understand the leadership styles and traits and facilitating leadership development for working with communities including advocacy, conflict resolution, and decision-making.

THEORY

(Credits 3; Hours 45)

UNIT I: Concept of Community, Community Structures, and Community Organisation **13 Hours**

This unit introduces foundational concepts, theories, and the historical evolution of community organization.

- Concept of Community: Traditional and Modern; Characteristics of Community
- Types of Communities: Tribal, Rural, and Urban; Changing Norms and Customs
- Concept of Community Organization – Need, Importance
- Principles and new ways of community organization
- Indian and International perspectives: Relationship between community organization and community development
- Approaches and goals of community development – Welfare to rights-based
- Theoretical Orientation of Communities: Functionalism, Structuralism, Social Action Theory, Conflict Theory
- Types of Community Organizations: Collectives, Cooperatives, Civil Society Groups
- Community-Based Organizations (CBOs): Role in Mobilizing People and Influencing Outcomes – *Select Case Studies*
- Care and Welfare Systems in Communities: Mechanisms and Institutions

UNIT II: People's Participation and Dynamics of Change in Community **12 Hours**

This unit covers processes, strategies, and applications of community organization in various settings.

- Scope and Levels of People's Participation in Change – Community Ownership and Engagement
- Stakeholder Participation Analysis in Development Programmes and Initiatives
- People's Movements: Issues, Processes, and Outcomes – Work, Education, Food, Governance, Sustainable Consumption, etc.
- Role of Mass Media and ICTs in Community-Based Change
- Panchayati Raj Institutions and Democratic Governance
- Community Participation in Social Policy and Policy Change

UNIT III: Leadership in Community Organisation **10 Hours**

This unit focuses on the principles, skills, and ethical aspects of leadership in community work.

- Concepts and Nature of Leadership; Leadership Styles and Models
- Leadership vs. Management
- NGO, Community, and Women Leaders
- Development of Leadership – Approaches and Initiatives
- Leadership and Issues of Succession, Continuity, and Change
- Development Innovation: Concept and Role of Leadership
- Leadership and Sustainability of Development Action
- Leadership Challenges and Future Trends in Community Work

UNIT IV: Practice, Models and Tools of Community Organisation

10 Hours

This unit introduces applied aspects, models, and contemporary tools used in community organisation practice.

- Models of Community Organisation: Locality Development, Social Planning, Social Action
- Methods of Practice: Awareness Building, Advocacy, Capacity Building
- Participatory Rural Appraisal (PRA), Social Mapping, Resource Mapping, Stakeholder Analysis
- Group Work, Networking, Coalition Building
- Community Organising in Urban and Rural Settings – Challenges and Innovations
- Participatory Learning and Action (PLA), Rights-Based and Asset-Based Approaches
- Documentation, Monitoring, and Evaluation of Community Interventions

TUTORIAL (Credits 1; Hours 30)

- Profiling of NGOs, Community-Based Organizations & Volunteer Organizations
- Case Study Analysis of Successful Community Development Initiatives in India or Globally
- Participatory Learning Action Techniques
- Community Needs Assessment Exercises
- Conflict Resolution Exercises
- Negotiation Exercises
- Case Study of effective community leaders
- Exercises on Monitoring and Evaluation of Community projects in India.

Essential Readings

- Hardina, D. (2012). *Interpersonal social work skills for community practice*. Springer Publishing.
- Mikkelsen, B. (2005). *Methods for Development Work and Research: A new guide for practitioners*. <https://doi.org/10.4135/9788132108566>
- Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). Sage Publications
- Oommen, T. K. (2010). *Social Movements II: Concerns of Equity and Security*. New Delhi: Oxford University Press.

Suggested Readings

- Bhattacharyya, J. (2004). *Theorizing community development*. Journal of the Community Development Society, 34(2), 5–34.
- Cox, F. M., Erlich, J. L., Rothman, J., & Tropman, J. E. (2019). *Strategies of community organization: A book of readings*. Waveland Press.

- Ife, J. (2013). *Community development in an uncertain world: Vision, analysis, and practice*. Cambridge University Press.
- Ledwith, M. (2020). *Community development: A critical and radical approach* (3rd ed.). Policy Press.
- Minkler, M. (Ed.). (2012). *Community organizing and community building for health and welfare* (3rd ed.). Rutgers University Press.
- Papa, M.J., Singhal, A. & Papa, W.H. (2006). *Organizing for Social Change: A Dialectic Journey of Theory and Praxis*. New Delhi: Sage Publications.
- Parikh, I. J., & Gupta, R. K. (2010). *Organizational leadership and culture: Insights from Indian organizations*. Macmillan Publishers India.
- Patil, A. R. (n.d.). *Community organization and development: An Indian perspective*. PHI Learning Pvt. Ltd. Retrieved from <https://books.google.ie/books?id=jiwiGMPWQmsC&printsec=copyright#v=onepage&q&f=false>
- Sinha, J. B. P. (2009). *Culture and organizational behaviour*. SAGE Publications India.
- Yukl, G. (2013). *Leadership in organizations* (8th ed.). Pearson.
- Ross, M. G. (1955). *Community organization: Theory, principles, and practice*. Harper & Row.

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

DISCIPLINE SPECIFIC CORE

DSC DCE 102 : Sustainability and Extension Management 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		
DSC DCE 102: Sustainability and Extension Management	4	3	1	0	Should be aware of concept of extension and its applications	Nil

Learning Objectives

- To develop an in-depth understanding of sustainability principles and their integration into extension management practices.
- To analyze the role of extension services in promoting sustainable development and community engagement.
- To evaluate strategies for effective policy implementation and stakeholder collaboration in sustainability initiatives.
- To foster critical thinking and problem-solving skills in addressing sustainability challenges through extension programs.

Learning Outcomes

The students will be able to:

- Demonstrate proficiency in sustainable development frameworks and extension management approaches.
- Advocate sustainability-driven extension programs.
- Develop analytical skills to assess the effectiveness of sustainability interventions.
- Acquire knowledge to formulate policies and engage stakeholders for sustainable development.

THEORY

(Credits 3; Hours 45)

UNIT I: Fundamentals of Sustainability and Extension Management 12 Hours

This unit introduces students to the foundational concepts of sustainability, and the significance of extension management in promoting sustainable practices.

- Introduction to Sustainability

- The Three Pillars of Sustainability: Environmental, Social, and Economic
- Extension Management: Concepts and Importance
- Role of Extension in Sustainable Development
- Interrelationship between Sustainability and Extension

UNIT II: Strategies for Sustainable Extension Programs

12 Hours

This unit focuses on practical tools and methods for planning, executing, and assessing extension programs that advance sustainability goals.

- Participatory Extension Approaches for Sustainability
- Sustainable Agricultural and Rural Development Initiatives
- Designing Extension Programs with Sustainability Indicators
- Use of Digital Technology in Extension Services
- Policy and Governance in Sustainable Extension Programs

UNIT III: Stakeholder Engagement and Collaborative Extension Models. 11 Hours

This unit explores how to identify, involve, and collaborate with diverse stakeholders in sustainable development initiatives through extension activities.

- Extension Strategies for Sustainable Development
- Identifying and Engaging Key Stakeholders
- Public-Private Partnerships in Extension and Sustainability
- Community-Based Approaches and Role of Civil Society
- Capacity Building and Knowledge Dissemination in Extension
- Case Studies of Successful Sustainability Extension Initiatives

UNIT IV: Innovation, Challenges, and Future Trends in Sustainable Extension 10 Hours

This unit addresses innovations in extension practices, contemporary challenges, and evolving trends shaping the future of sustainable development.

- Innovations in Extension Tools and Practices
- Challenges in Implementing Sustainable Extension Projects
- Mainstreaming Sustainability into Extension Curricula and Policies
- Leveraging AI, IoT, and Big Data in Extension Services
- Future Trends in Sustainability and Extension Linkages
- Comparative Models from Global Best Practices

TUTORIAL (Credits 1; Hours 30)

- Case Studies on a Successful Sustainability Extension Program
- Impact Assessment of a Local Sustainability Initiative
- Stakeholder Mapping and Engagement Strategy for a Sustainability Project
- Comparative Analysis of Sustainability Policies in Different Regions
- Introduction to Sustainability and Its Global Importance
- Cases of Participatory Approaches in Extension Management
- Sustainable Agricultural Practices and Extension Strategies

- Exercises on Challenges and Future Trends in Sustainability and Extension Management

Essential Readings

- Brewer, F,L (2001). *Agriculture Extension systems: An International Perspective*. Erudition Books.
- Chambers, R. (2020). *Revolutions in development inquiry*. Earthscan.
- FAO. (2017). *The state of food and agriculture: Leveraging food systems for inclusiverural transformation*. Food and Agriculture Organization.
- Pretty, J. (2018). *Sustainable intensification of agriculture: Greening the world's food economy*. Routledge.

Suggested Readings

- Leeuwis, C., & Aarts, N. (2021). *Rethinking communication in innovation processes: Creating space for change in complex systems*. Journal of Agricultural Education and Extension, 27(1), 17-34.
- Swanson, B. E., Bentz, R. P., & Sofranko, A. J. (1997). *Improving agricultural extension: A reference manual*.FAO.
- United Nations. (2015). *Transforming our world: The 2030 agenda for sustainable development*. United Nations General Assembly.
- Rogers, E. M. (2003). *Diffusion of innovations (5th ed.)*. Free Press.
- Röling, N. G., & Wagemakers, M. A. (Eds.). (1998). *Facilitating sustainable agriculture: Participatory learning and adaptive management in times of environmental uncertainty*. Cambridge University Press.
- Singh, R. P. (2016). *Extension strategies for sustainable agriculture*. New India Publishing Agency.
- Sharma, F. L. (2017). *Agricultural extension in India: Strategies and impact*. Agrotech Publishing Academy.
- Smith, P., & Gregory, P. J. (2013). *Climate change and sustainable food production*. Proceedings of the National Academy of Sciences, 110(21), 8393-8398.
- Vanclay, F., & Leach, G. (2019). *Sustainability and rural extension: New perspectives and practices*. Springer.

DISCIPLINE SPECIFIC CORE

DSE DCE 101: 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		
DSE DCE 101: Social and Behaviour Change: Theory & Practice	4	2	0	2	Should be aware of concept of communication for development and behaviour change	Nil

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 Behaviour & Foundations of SBC

15 Hours

This unit underpins on the correlation between the multi-faceted and multi-layered nature of human behavior and how it influences driving Social and Behavior Change

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

- 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 II: Social and Behaviour Change: Theories, Models and its Applications

15 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
- Applications of Behavioural economics and Social and Behavioural Change
- Theories of Behavioural Economics: Decision Theory, Prospect Theory, Nudge Theory, Behavioural Game Theory, Evolutionary Psychology and others.
- 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 (Credits2; 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.
- Development of SBC tool kit on any social/development issue related to with respect to :
 - Communication Principles
 - Socio-economic context
 - Message design
 - Channel Selection
 - Audience targeting and segmentation
 - Developing Feedback mechanism

Essential Readings

- Health Communication Capacity Collaborative HC3 (2016). *Social and Behavior Change Communication for Emergency Preparedness Implementation Kit*. © 2016, Johns Hopkins Center for Communication Programs
- Kotler, P. & Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good*, 4th Ed. Thousand Oaks, CA: Sage Publications. (K&L).
- Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. Yale University Press.

Recommended Readings

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

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DISCIPLINE ELECTIVE COURSE

DSE DCE 101: Participatory Development: Processes and Techniques

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		
DSE DCE 101: Participatory Development: Processes and Techniques	4	1	0	3	Should be aware of extension and role of participatory methods	Nil

Learning Objectives

- To understand the theoretical underpinnings and significance of participatory development.
- To develop skills in various participatory techniques and approaches for inclusive development.
- To apply participatory tools in real-world contexts to assess and implement development initiatives.
- To critically evaluate the impact and challenges of participatory development methodologies.

Learning Outcomes

Student will be able to:

- Demonstrate a comprehensive understanding of participatory development principles.
- Utilize participatory methods to facilitate community engagement and empowerment.
- Design and implement participatory interventions in development projects.
- Analyze and critique participatory development initiatives for effectiveness and sustainability.

THEORY (Credits 1, Hours 15)

Unit I: Theoretical Foundations of Participatory Development

15 Hours

This unit covers the evolution, principles, and critical perspectives of participatory development. It explores key theories, debates, and critiques, emphasizing the role of local knowledge and agency in development.

- Historical evolution of participatory development
- Key theoretical frameworks (Freire, Chambers, Arnstein's Ladder of Participation)

- Principles of participatory approaches
- Critiques and challenges of participatory development

PRACTICAL (Credits 3; 90 hours)

- Typologies of communities: Rural, urban, tribal, virtual, etc. Examining their unique characteristics and challenges.
- Community as a social system: Interconnectedness of individuals, groups, and institutions.
- Power dynamics within communities: Understanding issues of inclusion, exclusion, and representation.
- Community needs assessment: Methods for identifying and prioritizing community needs.
- Participatory Techniques and People's participation
- Overview of PLA techniques: Social mapping, resource mapping, seasonal calendars, transect walks, focus group discussions, participatory rural appraisal (PRA) tools.
- Structured Techniques and Community Issues
- Developing tools and for understanding community issues
- Application of tools in community situation
- Analysis of techniques for eliciting participation & understanding issues
- Analysis of Community Issues
- Key dimensions of issue in community, community groups and other stakeholders involved.
- Developing a plan for addressing community issues
- Use of appropriate participatory methods for involving communities
- Mobilizing community for change

Essential Readings

- Beresford, P. (2021). Participatory ideology: From exclusion to involvement.
- Chambers, R. (1994). *Participatory rural appraisal (PRA): Analysis of experience*. World Development, 22(9), 1253-1268.
- Cornwall, A., & Jewkes, R. (1995). What is participatory research? *Social Science & Medicine*, 41(12), 1667-1685.
- Hovmand, P. S. (2020). *Community based system dynamics*. Springer.
- Kumar, S. (2002). *Methods for community participation: A complete guide for practitioners*. ITDG Publishing.

Suggested Readings

- Das, V. (Ed.) (2003) *The Oxford Indian Companion to Sociology and Anthropology*. New Delhi: Oxford University Press.
- Ghais, S. (2005). *Process basics : The beginner's guide to facilitation. In Extreme facilitation: Guiding groups through controversy and complexity*. San Francisco, CA: Jossey-Bass

- Handy, C.B. (1983). *Understanding Organizations*. Harmondsworth: Penguin.
- M, Raju . (2012). *Community Organization and Social Action: Social Work Methods And Practices*. New Delhi: Regal Publications.
- Mikkelsen, B. (2002). *Methods For Development Work and Research*. New Delhi: Sage Publications.
- Mukherjee, N. (2012). *Participatory learning and action: A trainer's guide*. Sage.
- Tandon, R., & Brown, L. D. (Eds.). (2013). *Participation, citizenship and local governance*. Routledge.
- Omvet, G . (1993). *Reinventing Revolution: New Social Movements and the Socialist Tradition in India*. New Delhi: Routledge
- Oommen, T . K. (2010). *Social Movements I: Issues of Identity*. New Delhi: Oxford University Press.
- Patil, A . (2013). *Community Organization and Development: An Indian Perspective*. New Delhi: PHI Learning.

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DISCIPLINE SPECIFIC ELECTIVE
DSE DCE 102: Design for Innovation and Change

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		
Design for Innovation & Change	4	2	0	2	Should have basic awareness about elements of art and principles of design	Nil

Learning Objectives

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

Learning Outcomes

The students would be able to:

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

THEORY

(Credits 2; Hours 30)

UNIT I: Foundations & Theories of Design for Change

15 Hours

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

- Definitions, Concepts, and Theories of Design for Innovation & Change
- Elements of Art & Principles of Design
- Introduction to Design Thinking: Principles and Process
- Human-Centered Design and Empathy Mapping
- Ethics, Inclusion, and Participatory Design in HCD
- 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 II: Media & Methods for effective Design

15 Hours

This unit highlights the potential of varied types of media and methods that complement the design strategy. It explores the continuum of traditional to contemporary media and its efficacy in driving change.

- Message design: Principles, Approaches and Appeals
- Audience Analysis
- 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
- Methods for using media effectively
- Strategy planning, implementation & evaluation

PRACTICAL

(Credits 2; Hours 60)

- 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)
- Final Project: Designing
- Presenting an Innovation Solution

Essential Readings

- Brown, T. (2009). *Change by design: How design thinking creates new alternatives for business and society*. Harper Business.
- Kolko, J. (2015). *Design thinking: A guide to creative problem solving for everyone*. Harvard Business Review Press.
- Lewrick, M., Link, P., & Leifer, L. (2020). *The design thinking toolbox: A guide to mastering the most popular and valuable innovation methods*. Wiley.
- Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). Free Press.

Suggested Readings

- Christensen, C. M. (1997). *The innovator's dilemma: When new technologies cause great firms to fail*. Harvard Business Review Press.
- Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). *Value proposition design: How to create products and services customers want*. Wiley.
- Kelley, T., & Kelley, D. (2013). *Creative confidence: Unleashing the creative potential within us all*. Crown Business.
- Kotter, J. P. (2012). *Leading change*. Harvard Business Review Press.

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DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE DCE 103: LIVELIHOOD AND SKILL 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		
DSE DCE 103: Livelihood and Skill Development	4	2	0	2	Should be aware about concept of livelihood opportunities and need for capacity building	Nil

Learning Objectives

- To understand the concept of livelihood, sustainability, and key livelihood goals such as risk reduction, empowerment, and dignity.
- To analyze livelihood intervention frameworks and highlight the role of various agencies, organizations, and NGOs in Skill development and capacity building.
- To understand the concept of skill development and its significance in social and economic development.
- To learn about various skill development schemes and policies in India.

Learning Outcomes

The students would be able to:

- Explain the importance of livelihood assets and their impact on rural and urban livelihoods.
- Evaluate strategies for livelihood enhancement and the effectiveness of government policies and initiatives.
- Develop a clear understanding of the concepts in skill development, its scope, and its significance.
- Recognize and appreciate the role of various agencies, organizations, and NGOs in facilitating skill development and capacity building.

THEORY

(Credits 2; Hours 30)

UNIT I: Livelihood Opportunities and Capacity Building

15 Hours

This unit explores the concept of livelihood, sustainability, and key goals like risk reduction and empowerment. It addresses SME challenges, access to credit, microfinance, and employment issues in urban and rural settings.

- Concept of Livelihood: Meaning, sustainability, and livelihood goals (risk, sustainability, empowerment, dignity), Understanding livelihood Assets and its importance, Urban and Rural Livelihood.
- Understanding Livelihoods and Livelihood Intervention Framework- Components and application, Strategies for livelihood enhancement
- Government policies and initiatives, Government and NGO Support for Livelihood Development
- Livelihood Opportunities in Various Sectors: Agriculture, Handicrafts, Retail, IT, and Services, etc., Urban and Rural Livelihood Differences.
- Capacity Building and Skill Development: Importance of Training and Entrepreneurial Development Programs (EDP), Role of Technical and Vocational Education in Employment, Digital and Financial Literacy for Sustainable Livelihoods
- Role of SME, challenges in access to credit, microfinance, and marketing support; enterprise networking, and strategic resource planning for SMEs.
- Challenges in Livelihood and Employment: Rural and urban perspectives, Problems of SMEs, Formal and informal sector challenges

UNIT II: Skill Development & Entrepreneurship

15 Hours

This unit focuses on the role of skill development in enhancing employability, entrepreneurship, and sustainable livelihoods. It covers various skill types, policy frameworks, training models, and emerging trends in workforce development.

- Skill Development: Concept, scope, and significance of Skills in economic and social development
- Government Schemes, Policy, and Institutional Frameworks: PMKVY, PM-DAKH Yojana, National Skill Development Mission, NSQF, NSDC, Sector Skill Councils
- Types of Skills and Workforce Readiness: Technical, vocational, digital, and soft skills for industry-specific employment and Placements, Soft and Life Skills in Personal development
- Entrepreneurial and Self-Employment Skills: Start-ups & Enterprise development, financial literacy, and government initiatives (e.g., Start-up India, Mudra Yojana, MSME, etc.)
- Training Models and Capacity Building: Industry-academia collaborations, apprenticeship programs, and role of NGOs in skill Development
- Skill Development & Entrepreneurship programs: Women Entrepreneurs, addressing

skill gaps, emerging opportunities in AI-driven economy

PRACTICAL

(Credits 2; Hours 60)

- Case Study Analysis: Analyze real-life case studies of sustainable livelihood models. Identify key livelihood assets and intervention strategies used.
- Community Survey: Conduct a field visit to a rural or urban area to assess local livelihood sources. Interview people to understand their income sources, challenges, and support received.
- Livelihood Mapping Exercise: Create a livelihood asset map showcasing natural, financial, social, human, and physical capital in a given area.
- Policy Review and Presentation:
Research government policies and NGO initiatives related to livelihood development. Present findings on how these policies impact employment and sustainability.
- Organize a field visit to a local farm or agricultural cooperative. Discuss how modern farming techniques, agro-processing, and organic farming can provide sustainable livelihoods.
- Present a case study of a rural vs. an urban small business. Students can compare and contrast factors like market access, infrastructure, and workforce challenges.
- Community Project – Students identify a local livelihood challenge (e.g., lack of clean drinking water, low access to education) and develop a project plan to address it. They would need to incorporate skills such as community engagement, resource management, and local entrepreneurship.
- Critical Analysis of Skill Development Government Initiatives
- Designing Skill Training Workshop on any Livelihood Generation Activity
- Case Study of Successful Women Entrepreneurs
- Field Visit & Report Writing of any Skill Development Organisation

Essential Readings

- Baumgartner, R. (2004). *In search of sustainable livelihood systems: Managing resources and change* (Hardcover ed.). Routledge.
- Chatterjee, B., & Karmakar, A. K. (Eds.). (2015). *Rural livelihoods in India: Measurements and policies* (Hardcover ed.). Springer.
- Morse, S., & McNamara, N. (2013). *Sustainable livelihood approach: A critique of theory and practice*. Springer.
- Ramaswamy, B., Sasikala Pushpa, R., & Gururaj, M. B. (2019). *Skill development in India* (2019th ed.). Prabhat Paperbacks.

Suggested Readings

- Bedi, G. ; Shiva, V. (2002) Sustainable Agriculture and Food security. New Delhi: Sage Publications.
- Banerjee, T., Ray, S. K., & Ghosh, M. (2017). *New horizons in development: Education, Skill Development and economic growth in India*. Madhav Books (P) Ltd.
- De Haan Leo. J. (2012). The Livelihood Approach: A Critical Exploration, *Erdkunde* Bd. pp. 345-357: [https:// www.jstor.org/stable/41759104](https://www.jstor.org/stable/41759104)
- Kumar,A. & Tripathi, P. K. (2014). *Skill development in India: An overview of initiatives and Schemes*. Kanishka Publishers, Distributors.
- Ministry of Skill Development and Entrepreneurship, Government of India. (2022). *Annual report 2021–2022*. [https://www.msde.gov.in/sites/default/files/2022-06/Annual Report 2021-22 Eng.pdf](https://www.msde.gov.in/sites/default/files/2022-06/Annual%20Report%2021-22%20Eng.pdf)
- Potter, R., Conway, D., Evans, R., & Lloyd-Evans, S. (2014). Rural livelihoods and sustainable communities. In *Key concepts in development geography* (Chapter 15). SAGE Publications. <https://doi.org/10.4135/9781473914834.n15>

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

DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE DCE 103: Social Marketing and Advertising

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		
DSE DCE 103: Social Marketing and Advertising	4	2	0	2	Should be aware of basics of digital marketing and social media campaigns	Nil

Learning Objectives

- To understand the concepts and theories of social marketing and advertising.
- To develop strategies for behaviour change using social marketing frameworks.
- To analyse real-world social marketing campaigns and their impact.
- To create effective social advertising campaigns for various media platforms.

Learning Outcomes

After completion of the course, the students would be able to:

- Define key concepts, principles, and theories of social marketing and advertising.
- Explain strategic social marketing campaigns with clear objectives and target outcomes
- Assess ethical issues and challenges in social marketing practices.
- Develop strategic social marketing campaigns with clear objectives and target outcomes

THEORY
(Credits 2; Hours 30)

UNIT I: Foundations of Advertising and Social Marketing

15 Hours

This unit introduces the concept, objectives, and significance of advertising, along with its historical evolution and various types. This unit lays thrust on the core concepts and principles of social marketing and advertising, differentiating them from commercial marketing.

- Understanding Advertising and its History-Types and Appeals in Advertising
- Advanced Advertising Theories: Elaboration Likelihood Model (ELM), Semiotics in Advertising, Heuristic-Systematic Model (HSM), Consumer decision making Model, Framing Theory
- Advertising vs. Publicity & Propaganda: Intersections in political communication, corporate branding, and activism.
- Regulatory and Ethical Issues – Global vs. Indian frameworks, digital advertising ethics, and AI-driven marketing.
- Definition and Scope of Social Marketing- History of Social Marketing
- Differences between Social Marketing, Commercial Marketing, and Cause Marketing
- Key Concepts and Principles of Social Marketing (Behaviour change, audience segmentation, and exchange theory)
- Ethics and Challenges in Social Marketing
- Introduction to Social Advertising and its Role in Public Awareness
- Influencer Marketing for Social Causes

UNIT II: Advertising and Social Marketing Strategies

15 Hours

This unit focuses on behavioural change theories that underpin social marketing strategies and their application in driving social change. It also provides an understanding of research methodologies used in social marketing to gather insights and inform campaign strategies.

- Behavioural Change: Theories and Models in Social Marketing
- The 4Ps of Social Marketing
- Social Advertising Models: Hierarchy of Effects Model, AIDA Model
- Research Methods in Social Marketing: Formative Research, Pre-testing, and Pilot Testing
- Audience Segmentation and Targeting Techniques
- Message Development and Social Listening
- Case Studies

PRACTICAL (Credits 2; Hours 60)

- Community Needs Assessment Survey
- Identification of Social Advocates
- Audience Research and Campaign Planning
- Campaign Design and Development, Strategy, and Media Planning
- Impact Assessment of campaign
- Audio-Visual PSA analysis
- Audio-Visual PSA Production
- Workshops and Interactive Activities

- Experiential Learning and Industry Exposure
- Tools for Data Collection and Analysis
- Campaign Impact Assessment

Essential Readings

- Chunawala, S. A. (2018). *Advertising: An Introduction and Evolution*. In *Foundations of advertising- Theory and Practice*. Himalaya Publishing House.
- Kartajaya, H., Kotler, P., & Hooi, D. H. (2019). *Marketing 4.0: Moving from Traditional to Digital*. World Scientific Book Chapters, 99-123.
- Kotler, P., & Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good* (4th Ed.). Sage Publications.
- Lee, N.R., & Kotler, P. (2020). Developing marketing intervention strategies, Chapter 9 - Step 6: Crafting a desired positioning. In *Social Marketing, Behaviour Change for Good*. SAGE Publications Asia-Pacific Pte. Ltd.

Suggested Readings:

- Andreasen, A. R. (2006). *Social Marketing in the 21st Century*. Sage Publications.
- Andreasen, A. R. (2002). *Marketing Social Marketing in the Social Change Marketplace*. Journal of Public Policy & Marketing, 21(1), 3-13.
- Donovan, R., & Henley, N. (2010). *Social Marketing and Behaviour Change: Models, Theory and Applications*. Routledge.
- Dominici, G. (2009). From marketing mix to e-marketing mix: A literature overview and classification. *International Journal of Business and Management*, 4(9), 17-24.
- Hastings, G. (2007). *Social Marketing: Why Should the Devil Have All the Best Tunes?* Elsevier.
- Kotler, P., & Zaltman, G. (1971). *Social Marketing: An Approach to Planned Social Change*. Journal of Marketing, 35(3), 3-12.
- Lee, N.R., & Deshpande, S. (2013). Developing social marketing strategy. In *Social Marketing in India* (pp. 185-308). Sage Publications India Pvt. Ltd.
- Peattie, S., & Peattie, K. (2003). Social Marketing: A Pathway to Consumption Reduction? *Journal of Business Research*.
- World Health Organization (WHO) – Social Marketing for Health:who.int
- UNICEF – Behaviour Change Communication (BCC) and SocialMarketing: unicef.org

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SEMSTER II

DISCIPLINE SPECIFIC CORE COURSE
DSE DCE 201: SOCIAL POLICY AND ADVOCACY FOR CHANGE

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		
DSE DCE 201: Social Policy and advocacy for change	4	3	1	0	Should be aware of theories/concepts related to social policy and advocacy	Nil

Learning Objectives

- To understand the key theories and frameworks underpinning social policy development and advocacy.
- To analyse the effectiveness of various advocacy strategies in influencing policy change in the areas of health, environment, education, social justice and gender equity
- To develop skills to engage in policy analysis, advocacy, and stakeholder engagement.

Learning Outcomes

The students would be able to:

- Critically assess social policies and their implications for marginalized communities.
- Design and implement evidence-based advocacy campaigns for social change.
- Appreciate the impact of policy interventions in the areas of health, environment, education, social justice and gender equity

THEORY
(Credits 3;Hours 45)

UNIT I: Foundations of Social Policy

14 Hours

This unit lays thrust on the concept and theories of social policy touching upon the historical and contemporary perspectives on social policy.

- Definitions, Concepts, and Theories of Social Policy

- Historical and Contemporary Perspectives on Social Policy
- Sustainable Development Goals: Mandate and Scope
- The Role of Government, NGOs, and International Organizations
- Role of Niti Ayog of India in Policy & Program Development

UNIT II: Policy Planning

12 Hours

This unit highlights the various issues that concern the process of policy planning

- Policy Issues of poverty, decent employment, health, education etc.
- Policy Analysis and Frameworks
- Constitution of India and major amendments
- Linkages between planning, policy and vulnerable groups and areas.
- Process of Policy Planning
- Making Policy Planning participatory: Role of CSOs and NGOs

UNIT III: Policy Implementation and Evaluation

9 Hours

This unit deals with understanding of policy implementation and evaluation

- Policy Implementation Challenges
- Tools for Policy Assessment and Impact Evaluation
- Case Studies of Successful and Failed Policy Interventions
- Engaging Stakeholders in Policy Processes
- Future Directions in Social Policy and Advocacy

UNIT IV: Advocacy and Social Change

10 Hours

This unit highlights the various theories and models of advocacy along with approaches and strategies for advocacy and social change

- Advocacy – Concept, process, types, strategies and functions.
- Differences between advocacy and behaviour change communication
- C4D: Concept, Approaches and Trends
- Theories and Models of Advocacy
- Strategies for Effective Policy Advocacy
- Lobbying, Grassroots Mobilization, and Public Campaigns
- Role of Social Media in Advocacy
- Ethical Considerations in Advocacy
- Advocacy in health, environment, education, social justice and gender equity

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

- Case study analysis on social policy (health/climate change/education)
- Policy Advocacy Simulation Activity (Through Role Plays, MUN, Mock Parliamentary sessions)
- Policy SWOT Analysis
- Policy brief writing

- Social Media & Digital Advocacy (Analysis of social media/digital advocacy campaigns)
- Field visits to NGOs working in areas of Health/ Environment/ Education/ Social Justice/Gender Equity
- Website analysis

Essential Readings

- Birkland, T. A. (2020). *An introduction to the policy process: Theories, concepts, and models of public policy making* (5th ed.). Routledge.
- Jansson, B. S. (2019). *Becoming an effective policy advocate: From policy practice to social justice* (8th ed.). Cengage Learning.
- Stone, D. (2012). *Policy paradox: The art of political decision making* (3rd ed.). W.W. Norton.

Suggested Readings

- Bapat, J. (2005). *Development Projects and Critical Theory of Environment*. New Delhi: Sage Publications.
- Cairney, P. (2019). *Understanding public policy: Theories and issues* (2nd ed.). Red Globe Press.
- Easterling, D., Gallagher, K.; Lodwick, D. (2003) *Promoting Health at the Community Level*. Thousand Oaks, California: Sage Publications.
- Gardner, A. & Brindis, C. (2017). *Advocacy and Policy Change Evaluation: Theory and Practice*. USA: Stanford Business Books. ISBN-13: 978-0804792561
- Kingdon, J. W. (2014). *Agendas, alternatives, and public policies* (2nd ed.). Pearson.
- Sabatier, P. A., & Weible, C. M. (Eds.). (2014). *Theories of the policy process* (3rd ed.). Westview Press.
- Stachowiak, S. (2013). *Pathways for change: 10 theories to inform advocacy and policy change*. Centre for Evaluation Innovation.

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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		
DSC DCE 202: Gender & Development	4	3	0	1	Should be aware of concept of gender, development and society	Nil

Learning Objectives

- To examine the historical and contemporary context of gender relations in India, exploring the socio-cultural, economic, and political dimensions of gender inequalities.
- To critically analyze the theoretical frameworks and conceptual tools used in gender and development studies, including feminist perspectives and intersectionality.
- To evaluate the impact of development policies and programs on women's lives in key sectors such as education, health, employment, agriculture, and governance.
- To develop an understanding of the strategies and interventions needed to promote gender equality and women's empowerment in India.

Learning Outcomes

The students would be able to:

- Comprehend the historical evolution of gender relations and the impact of social, economic, and political forces on women's lives in India.
- Articulate and apply diverse feminist perspectives and intersectional analysis to understand gender dynamics in India.
- Assess the impact of development interventions and propose gender-sensitive solutions in various sectors.
- Work towards advocacy of policies and programs that promote gender equality and women empowerment.

THEORY
(Credits 3;Hours 45)

UNIT I: Key Concepts related to Gender

8 Hours

This unit lays the foundation for understanding key concepts related to gender.

- Concept of Gender
- Gender vs. Sex
- Gender Roles
- Gender Identity
- Gender Relations
- Patriarchy, Matriarchy, Masculinity, and Hegemonic Masculinity

UNIT II: Gender and Development in India: Historical and Contemporary Context

12 Hours

This unit examines the historical evolution of gender relations in India, from pre-colonial times to the present and analyzes the impact of social, economic, and political forces on women's lives, including the role of women's movements.

- Gender relations in pre-colonial and colonial India
- Women's movements and their impact on development policies
- Gender and the Indian Constitution and legal framework
- Demographic trends: sex ratio, fertility, mortality
- Gender and poverty, inequality, and access to resources

UNIT III: Theoretical Frameworks and Gender Concepts

15 Hours

This unit lays the foundation for understanding gender by introducing key theoretical concepts and frameworks.

- Life cycle approach to gender studies and violence faced by women
- Feminist Theories (Liberal, Socialist, Radical, Intersectionality, Post-colonial)
- Gender and Development: WID, WAD, GAD approaches
- Gender Analysis Frameworks: Introduction and concept, Types, Applications

UNIT IV: Gender, Development, Social change

10 Hours

This unit delves into the gendered dimensions of development in key sectors such as education, health, employment, agriculture, and environment. It explores the specific challenges and opportunities faced by women in these sectors.

- Examining gender and development using index based approach: role of indices such as GDI, GGI, GPI, WEI, GGPI etc.

- Participation, performance and outcomes of women in key sectors: Education, Health and reproductive health, labour force participation and income, Asset and land ownership, Politics, Agriculture, Environment including climate change.
- Gender and media: representation of women in media, impact on gender stereotypes
- Gender and social movements: role of women in social change and activism

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

- Discussions on current events related to gender and development
- Case study of women targeted development programs
- Study of portrayal of women in films- Film screenings followed by discussion and analysis
- Interface with experts working in the field of gender studies and development
- Genderlogues
- Research project on gender related issues followed by presentation

Essential Readings

- Jain, D. (2018). *Close encounters of another kind: Women and development economics*. SAGE Publications India.
- Kabeer, N. (2020). *Reversed realities: Gender hierarchies in development thought*. Verso Books
- Momsen, J. (2019). *Gender and development* (3rd ed.). Routledge.
- Parpart, J. L., Connelly, M. P., & Barriteau, V. E. (Eds.). (2022). *Theoretical perspectives on gender and development*. International Development Research Centre.

Suggested Readings

- Bannerjee, N. (2006). *Gender and poverty in India*. Oxford University Press.
- Basu, A. (2016). *Women's movements in India: A 21st-century perspective*. Sage Publications.
- Desai, M. (2010). *The politics of women's rights in India: Activism and evolving strategy*. Routledge.
- Dreze, J., & Sen, A. (2013). *An uncertain glory: India and its contradictions*. Princeton University Press. (Relevant chapters on health and education)
- Hooks, B. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
- Jain, D., & Rajput, P. (Eds.). (2011). *Narratives from the women's studies family: Recreating knowledge*. SAGE Publications.
- John, M. E. (2011). *Gender and politics in India*. Oxford University Press.
- Kapur, R. (2006). *Erotic justice: Law and the new politics of gender*. Routledge.
- Laclau, E., & Mouffe, C. (2001). *Hegemony and socialist strategy: Towards a radical democratic politics*. Verso.
- Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Oxford University Press.
- Ramaswamy, S. (2010). *Gender and labour in India: Skills, knowledge and mobility*. Routledge.
- Visaria, L. (2007). *Gender, health, and development in India*. Sage Publications.

- Latest reports by National and International organisations:
Human Development Report, UNDP/Global Gender Gap Report (WEF);The World's Women, United Nations; Women and Men in India, MOSPI, GOI

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DISCIPLINE SPECIFIC CORE COURSE
DSC DCE 203: TRAINING 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		
DSC DCE 203: Training and Development	4	2	0	2	Should be aware of the concept and significance for training for development	Nil

Learning Objectives

- To familiarize with the concept and significance of training for development.
- To understand the training process and the functions of different phases of training.
- 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 & Strategies

20 Hours

This unit explores the significance of training and capacity-building initiatives in fostering

professional growth, organizational effectiveness, and societal development. It covers various training methodologies, adult learning principles, government interventions, and emerging innovations in the field of training and development. It also lays emphasis on Training Strategies

- 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
- Innovations, new techniques, and strategies in training- use of audio-visual aids and digital technologies in training
- 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
- Training methods– types, purpose, advantages, limitations, applications, and adaptations with a focus on participatory methods (lecture, demonstration, role play, case study, games, simulations, use of audio-visual aids, and technology-based methods)

UNIT II: 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

- Noe, R. (2017). Employee training & development (7th ed.). New York, NY: McGraw-Hill Education. ISBN: 978-0-07-811285-0.
- PRIA (2002). Methods of Participatory Training. New Delhi. Participatory Research in Asia.
- Rolf P. Lynton & Udai Pareek (2011). Training for Development - 3rd rev. ed. SAGE Publications India Pvt Ltd.
- Silberman, M. (Mel). (2015). Active training: A handbook of techniques, designs, case examples, and tips. (any edition). San Francisco, CA: Pfeiffer. ISBN: 9781118972014.

Suggested Readings

- Agochiya D. (2002). Every Trainer's Handbook. New Delhi, Sage publisher.
- Bhatia S.K, (2005). Training & Development; Concepts and Principles, Ch-1(3-8), ch-2(9- 26), ch-3(28-38).
- Dhama, O.P. and Bhatnagar, O.P. (2003). Education and Communication for Development. New Delhi.
- Furjanic, S. (Sheila). (2000). Turning training into learning: How to design and deliver programs that get results. New York, NY: AMACOM.
- Goldstein, I. L, & Ford, J. K. (2002) Training in organizations (any edition). Belmont, CA: Wadsworth.
- James W. Thacker C, (2004). Effectiveness Training-Systems, Strategies and Practices. Pearson Education.
- Kraiger, K (Kurt). (2003). Creating, implementing, and managing effective training and development. San Francisco, CA: Jossey-Bass.
- Lyton R and PareekU. (1990). Training for Development. New Delhi, Vistaar Publications.
- Phillips, J. (Jack). (2002). How to measure training results: A practical guide to tracking the six key indicators. San Francisco, CA: McGraw-Hill.
- Subedi, N R, (2008). Advocacy Strategies and Approaches: A Training of Trainers Manual. International.

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DISCIPLINE SPECIFIC ELECTIVE COURSE

DSE HSC 201: ADVANCED RESEARCH METHODS IN HOME SCIENCE

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		
DSE HSC 201: Advanced Research Methods in Home Science	4	3	0	1		Nil

Learning Objectives

- To explain the types and approaches to research.
- To describe the principles and process of quantitative research approach.
- To describe the principles and process of qualitative research approach.
- To elaborate the critical ethical issues for planning, conducting and publishing research.

Learning Outcomes

The students would be able to:

- Describe the types, paradigms and approaches to research.
- Employ the principles and process of quantitative research approach.
- Appraise the principles and process of qualitative research approach.
- Apply the principles of ethics in designing, executing and reporting of research.
- Formulate a research proposal in any specialized area of Home Science.

THEORY (Credits 3; Hours 45)

UNIT I: Research: Paradigms, approaches and process

10 Hours

This unit introduces the concept, types, designs, paradigms, approaches and process of research. The unit also highlights the concerns of reliability and validity in research.

- Definition and objectives of research
- Importance, scope and types of research
- Research design: Concept and significance

- Paradigms of research
- Research approaches: Quantitative, qualitative and mixed methods
- Reliability and validity in research – methods and concerns
- The Research Cycle

UNIT II: Principles and process of quantitative research approach

12 Hours

This unit focuses on various research designs, methods of sampling and data collection techniques followed in quantitative research approach. It also emphasizes on the levels of measurement of data and errors in quantitative research

- Components, types and applications of research designs in quantitative research approach: Observational and experimental designs
- Concept of sampling, sampling methods - Probability and non-probability sampling in quantitative research
- Methods of data collection in quantitative research
- Measurement in research, scales and errors in measurement
- Errors in inference - bias and confounding

UNIT III: Principles and process of qualitative research approach

14 Hours

This unit introduces students to qualitative research methodologies, exploring their philosophical foundations, data collection methods, analysis techniques and ethical considerations.

- Philosophical underpinnings: Constructivism, interpretivism and critical theory
- Approaches to qualitative research: Ethnography, phenomenology, case study research, grounded theory and action research.
- Sampling in qualitative research
- Data collection methods and techniques: Observation, interview, focus group discussion and case study.
- Data management and analysis in qualitative research: Thematic, narrative and discourse analysis

UNIT IV: Research and publication ethics

9 Hours

This unit addresses issues related to research integrity, responsibilities of researchers and ethical standards for publishing academic work.

- Definition and importance of research ethics: Ethical concerns for research in the field of Home Science
- Ethical principles in Research planning and execution: Informed consent, anonymity, confidentiality and privacy, voluntary participation, safety and dignity of participants, transparency
- Data integrity and ethical data collection: use of appropriate methodology, ensuring accuracy and validity, managing sensitive data, avoiding misuse of information

- Bias and conflict of interest in research
- Forms of research misconduct: Fabrication and falsification of data and plagiarism
- Ethical issues in research publication: Selective reporting, misrepresentation of data, salami slicing and predatory publications

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

1. Critical review of a published original research article in any area of Home Science.
 - Identification and documentation of strengths and weaknesses of various components of the selected research article
2. Sampling in Research
 - Probability and non-probability sampling techniques
3. Formulation of a data collection tool
4. Referencing and Citation in Scientific Writing
 - Importance and different styles of referencing
 - Concept of in-text and post-text referencing
 - Digital tools for referencing
5. Plagiarism in research
 - Concept and types of Plagiarism
 - Technical writing using quotations, paraphrasing and summarizing
 - Plagiarism detection software
6. Formulation of a research proposal
 - Identification of a research problem/thrust area in any specialization of Home Science
 - Literature review related to the identified research problem
 - Proposal formulation giving timeline for conducting the research study

Essential Readings

- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research* (4th ed.). Cengage Learning.
- Kothari, C. R., & Garg, G. (2023). *Research Methodology: Methods and Techniques*. New Age International Pvt Ltd, New Delhi.
- Kumar, R. (2019). *Research Methodology: A Step-by-Step Guide for Beginners*. 5th Ed. Sage Publications, New Delhi.
- UGC (2021) *Academic Integrity and Research Quality*. New Delhi: UGC, Retrieved from https://www.ugc.ac.in/e-book/Academic%20and%20Research%20Book_WEB.pdf

Suggested Readings

- Aggarwal, J. & Sabharwal, V. (2025). *Essentials of Research Methodology- A Practical Manual*. Elite Publishing House, New Delhi.
- Bernard, H. R. (2000). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, CA.: Sage.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE Publications.
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- Silverman, D. (2020). *Qualitative research* (5th ed.). SAGE Publications.

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DISCIPLINE SPECIFIC ELECTIVE COURSE

DSE DCE 202: CORPORATE SOCIAL RESPONSIBILITY AND RESOURCE MOBILIZATION

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		
DSE DCE 202: Corporate Social Responsibility and Resource Mobilization	4	2	0	2	Should have awareness about basic concept of corporate social responsibility and resource mobilization	Nil

Learning Objectives

- To understand the theoretical foundations and global frameworks of Corporate Social Responsibility (CSR) and resource mobilisation.
- To analyze CSR policies and practices from an international and Indian perspective.
- To develop strategic approaches for effective resource mobilisation in CSR initiatives.
- To enhance skills in designing, implementing, and evaluating CSR projects with a focus on sustainability and impact.

Learning Outcomes

The students would be able to:

- Critically assess the role of CSR in sustainable development and corporate governance.
- Gain insights into resource mobilisation strategies for CSR, including fundraising, partnerships, and financial sustainability.
- Design and evaluate CSR programs considering both global and local contexts.
- Acquire practical knowledge to engage with stakeholders and manage CSR initiatives effectively.

THEORY

(Credits 2; Hours 30)

UNIT I: Foundations of CSR: Strategies and Implementation

18 Hours

This unit provides an overview of CSR, its historical evolution, key global and Indian regulatory frameworks. It also explores approaches to implementing CSR programs, including stakeholder engagement, impact assessment, and best practices from global and Indian organizations.

- Definition, Evolution, and Theories of CSR
- International CSR Frameworks (UNGC, SDGs, ESG Reporting)
- CSR in India: Legal Framework (Companies Act, 2013, Section 135)
- Ethical and Strategic Dimensions of CSR
- CSR Strategy Development and Planning
- Stakeholder Engagement and Partnerships
- Measuring CSR Impact: Tools and Metrics
- Case Studies: Successful CSR Initiatives (Global and Indian Perspectives)
- Role of NGOs and Public-Private Partnerships in CSR
- UN Global Compact and Its Principles
- Human Rights Due Diligence in CSR

UNIT II: Resource Mobilisation for CSR Initiatives

12 Hours

This unit focuses on financial and non-financial resource mobilisation strategies for CSR, including corporate philanthropy, impact investing, and social enterprises.

- Fundamentals of Resource Mobilisation: Sources, Challenges, and Strategies
- Legal and Ethical Considerations in Resource Mobilisation
- Fundraising Strategies for CSR Programs
- Corporate Philanthropy and CSR Grants
- Social Enterprises and Impact Investing
- Role of Technology in CSR Fundraising

PRACTICAL

(Credits 2; 60 Hours)

- Identifying Social Issues for CSR Projects
- Budgeting and Financial Planning
- Project Implementation and Risk Management
- CSR Project: Monitoring and Evaluation
- CSR Project: Report Writing
- Engaging with Communities and Beneficiaries
- Writing CSR Grant Proposals
- Corporate Partnerships and Sponsorships
- Crowdfunding
- Digital Fundraising for CSR
- CSR Communication and Branding

- Evaluating Resource Mobilisation Success

Essential Readings

- Carroll, A. B., & Buchholtz, A. K. (2014). *Business & Society: Ethics, Sustainability & Stakeholder Management* (9th ed.). Cengage Learning.
- Chatterji, M. (2014). *Corporate Social Responsibility*. New Delhi : Oxford University Press.
- Kotler, P., & Lee, N. (2005). *Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause*. Wiley.
- Narang R.K. (2009). *Corporate Social Responsibility-Replicable Models on Sustainable Development*. New Delhi: The Energy & Resources Institute.

Suggested Readings

- Blowfield, M., & Murray, A. (2019). *Corporate Responsibility*. Oxford University Press.
- Sachs, J. D. (2015). *The Age of Sustainable Development*. Columbia University Press.
- Baxi, C. V., & Prasad, A. (2019). *Corporate Social Responsibility: Concepts and Cases - The Indian Experience*. Springer.
- Ghosh, S. (2020). *Sustainable Development and CSR in India: Strategies and Perspectives*. Palgrave Macmillan.
- Mandal, B.N (2012). *Corporate Social Responsibility in India*. Global Vision Publishing House: Delhi.
- Narwal, R. (2018). *CSR in India: Cases and Developments*. Springer.
- Rasche, A; Morsing, M; Moon, J. (2017). *Corporate Social Responsibility: Strategy, Communication, Governance*. UK: Cambridge University Press.
- Raman, R. (2016). *Corporate Social Responsibility: Contemporary Issues in India*. Springer.

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**DISCIPLINE SPECIFIC CORE COURSE31:
DSC DCE 203: ICTS AND COMMUNITY MEDIA IN 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		
DSC DCE 203: ICTs and Community Media in Development	4	2	0	2	Should have awareness about the concept of ICT and how it promotes development	Nil

Learning Objectives

- To enhance the conceptual understanding of Information and Communication Technology (ICT) and its role in promoting development.
- To expose the students to the concept of Networked societies through theories and perspectives
- To understand the various forms and potential of various community media.
- To familiarise the students with the convergence between ICT-based new media and community media for development.

Learning Outcomes

Student will be able to:

- Enhanced their understanding of ICTs and community media, relate the impact of digitalization and the challenges associated with them
- Appraise the concept of Networked societies through theories and perspectives
- Recognise the forms and potential of various community media.
- Assess the convergence between ICTs and community media for development.

THEORY

(Credits 2; Hours 30)

UNIT I: ICTs & Networks in Development

18 Hours

This unit explores the historical and contemporary role of ICTs in global development. It examines digitalization, the political economy of communication, digital disparities, and key theoretical perspectives. This unit also introduces networked societies, their evolution, technological foundations, and impact on social structures, digital culture, and communication patterns.

- The Second Communication Revolution, Digitalization, Cultural Globalization, and ICTs.
- Political Economy of Communication Revolution: Markets, Hierarchies, and Networks; the New Economy.
- Law & Policy: Surveillance, Rights, and Privacy.
- Reach, Access, and Skills in ICTs.
- Digital Disparities: Global and National Digital Divide; Gender and Regional Differences.
- Theoretical Perspectives: Technology as Amplifier, Transfer and Diffusion of Technology, Embeddedness of Technology, Progressive/Disruptive Transformation.
- Evolution and Classification of Networks; Mass to Network Society.
- Technology and Networked Society: Telecom Network, Data Communication Network, Mass Communication Network, Integrated Network, Multimedia and Broadband Network.
- Characteristics of Networked Societies.
- Social Structure, Space, and Time: Communities and Social Relations.
- Theories and Perspectives on Networked Societies.
- Digital Culture: Human Personality and New Media; Perception, Cognition, and Learning in New Media; Quality and Quantity of New Media Content.

UNIT II: ICTs and Community Media: Convergence for Development

12 Hours

This unit focuses on how ICTs and community media intersect to foster development, exploring participatory culture, social change, and digital tools for communication.

- Technology and Culture: Community and Identity; Participatory Culture and ICT; Community Informatics.
- Computer-Mediated Communication and Development: Types, Importance, and Relevance.
- ICT-enabled Community Media and Social Change.
- ICT Tools for Development: Radio, Television, Print Media, New Media, and Mobile Telephony.
- Social Networking Sites, Multimedia Platforms, Convergence, and Interactivity.
- Scope, Nature, and Types of Convergent Journalism for Development

Essential Readings

- Hassan, R. (2004). *Media, Politics and the Network Society*. Open University Press.
- Jenkins, H. (2006). *Convergence Culture: Where Old and New Media Collide*. New York University Press.
- Preston, P. (2001). *Reshaping Communication: Technology, Information and Social Change*. Sage Publications. <https://doi.org/10.4135/9781446222164>
- Warschauer, M. (2004). *Technology and Social Inclusion: Rethinking the Digital Divide*. MIT Press.

Suggested Readings

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

PRACTICAL

(Credits 2; Hours 60)

Practical assignments will be around the below concepts:

- ICTs- Definition, evolution, classification, reach, access and skills in ICTs
- Disparities and Divides: Digital Divide, Concept, dimensions (Global and Indian Scenario), Gender and regional difference
- Perspectives of ICTs : Technology as Amplifier
- Transfer and Diffusion of Technology
- Embeddedness of Technology : Progressive/Disruptive Transformation
- Networks : evolution and classification, level of networks, Mass to network society
- Technology and networked society : Telecom Network, Data Communication Network, Mass Communication Network, Integrated Network, Multimedia and broadband network.
- Digital Culture : Human personality and new media, Perception, cognition and learning with new media, Quality and Quantity of New Media Content
- Internet Virtual Communities with special focus on blogging and microblogging.
- Social Networking Site; Convergent media, Multimedia platforms, convergence and Interactivity
- Poverty Porn and ICTs
- Developing ICT enabled media.

- Traditional media and performing arts as community media
- Alternative Print media: Content Analysis & Appraisal
- Alternative Television with special focus on PUBLIC Access Television : Content Analysis & Appraisal
- Alternative Radio, Community Radio : Content Analysis & Appraisal
- Content Development of Community Media with respect to :
- Communication Principles
- Socio-economic context
- Message design
- Channel Selection
- Audience targeting and segmentation o Developing Feedback mechanism

SKILL BASED COURSES

SKILL BASED COURSE
SBC DCE 01: Media for Change: Print

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		
SBC DCE 01: Media for Change: Print	2	0	0	2	Should have awareness about print media and its role in catalysing change	Nil

Learning Objectives

- To develop practical skills in designing and executing print media materials for social change.
- To understand the fundamentals of layout, typography, and content structuring in print media.
- To gain hands-on experience in print media content creation, including brochures, reports, and e-newsletters.
- To analyze and understand how different organizations use print media for various communication purposes.

Learning Outcomes

The students would be able to:

- Conceptualize and execute print media projects for social change.
- Apply principles of visual storytelling and layout design.
- Create engaging and persuasive print media materials.
- Develop a portfolio of work demonstrating proficiency in e-newsletter design and media analysis.
- Understand and evaluate print media strategies used by different organizations.

PRACTICAL

(Credits 2; Hours 60)

Study of Print media strategies, advocacy and key elements of a newsletter will be made understood to the students by the following activities:

- Selection of two organizations with distinct print media strategies
- Collection and categorization of sample print materials (magazines, brochures, reports)
- 1000-word comparative study analyzing design, messaging, and audience targeting
- Presentation of findings (PowerPoint or infographic format)
- Research on campaign messaging and audience
- Draft content for the brochure
- Initial layout design (wireframe/sketch)
- Final designed brochure (digital PDF format)
- Newsletter: Selection of theme and audience segmentation strategy
- Newsletter: Three short articles (each 200-300 words)
- Newsletter: Multimedia integration (images, videos, hyperlinks)
- Newsletter: Final e-newsletter in an interactive format (PDF or email-friendly HTML)

Suggested Software for E-Newsletter and Print Design:

- Mailchimp
- Canva
- Adobe InDesign
- Microsoft Sway
- Lucidpress

Essential Readings

- Lester, P. M. (2018). *Visual Communication: Images with Messages*. Cengage Learning.
- Wheeler, A. (2021). *Designing Brand Identity*. Wiley.
- Lupton, E. (2014). *Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students*. Princeton Architectural Press.

Suggested Readings

- Tufte, E. R. (2006). *Beautiful Evidence*. Graphics Press.
- Berger, A. A. (2012). *Media Analysis Techniques*. SAGE Publications.
- Holmes, T., & Nice, L. (2012). *Magazine Editing: How to Develop and Manage a Successful Publication*. Routledge.

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SKILL BASED COURSE

SBC DCE 02: CORPORATE COMMUNICATION AND BRAND 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		
SBC DCE 02: Corporate Communication & Brand Management	2	0	0	2	Should be aware about concept of corporate communication and public relations	Nil

Learning Objectives

- To understand the concept and significance of corporate communication
- To develop an understanding of how organizations communicate with internal and external stakeholders.
- To develop skills for creating effective corporate communication strategies
- To gain practical insights into corporate branding, reputation management and crisis communication

Learning Outcomes

The students will be able to:

- Demonstrate a clear understanding of corporate communication concepts and their significance in business.
- Develop and implement corporate communication strategies
- Manage and analyse brand equity
- Handle PR and Crisis Communication

PRACTICAL

(Credits 2, 60 Hours)

The concept and scope of corporate communication, public relations and brand management will be made understood to the students by the discussions/debates/forums on and activities/assignments planned around the topics given below:

- Concept and Scope of Corporate Communication
- Importance of Corporate Communication in Organizations
- Corporate Identity, Image, perception and Reputation
- Tools of Corporate Communication (Newsletters, Press Releases, Annual Reports)
- Internal vs. External Communication
- Case studies
- Create template of internal and external newsletter (Digital and Print) for an organisation
- Definition and Scope of Public Relations
- PR Strategies, Tools and Campaign Planning
- Media Relations and Press Conferences
- Crisis Communication and Reputation Management
- Case Studies on Effective PR Campaigns
- Design PR Campaign for an event
- Drafting Press Releases
- Design Brochures
- Design newsletters
- Mock Press Conference
- Managing a crisis communication of a brand or a personality facing a backlash.
- Understanding Brand and Brand Equity
- Importance of Brand Positioning and Differentiation
- Building a Brand Personality
- Case Studies
- Creating a Brand, Brand Identity Kit and Presentation
- Presentation on a Brand's Journey
- Integrated Marketing Communication
- Brand Building through social media
- Content Creation and Brand Storytelling
- Case Studies
- Creation of short video on brand storytelling for social media: story board, content creation and video making

Essential Readings

- Argenti, P. A. (2017). *Corporate communication* (7th ed.). McGraw-Hill Education.
- Bivins, T. H. (2017). *Public relations writing: The essentials of style and format* (8th ed.). McGraw-Hill Education.
- Fearn-Banks, K. (2017). *Crisis communications: A casebook approach* (5th ed.). Routledge.
- Jethwaney, J. (2024). *Corporate Communication Concepts and Practice* (1st ed.). Routledge.

Suggested Readings

- Broom, G. M., & Sha, B.-L. (2013). *Cutlip & Center's Effective Public Relations*. Pearson.
- Cornelissen, J. (2020). *Corporate Communication: A Guide to Theory and Practice*. SAGE Publications.
- Kotler, P., & Keller, K. L. (2019). *Marketing management* (15th ed.). Pearson.
- Newsom, D., Turk, J., & Kruckeberg, D. (2012). *This is PR: The Realities of Public Relations*. Wadsworth.
- Wilcox, D. L., & Cameron, G. T. (2014). *Public Relations: Strategies and Tactics*. Pearson.

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SKILL BASED COURSE
SBC DCE 04: MEDIA FOR CHANGE: AUDIO

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		
SBC DCE 04: Media for Change: Audio	2	0	0	2	Should have basic awareness about audio aids and media	Nil

Learning Objectives

- To develop practical skills in creating and producing audio content for social change.
- To understand the role of sound, voice, and music in communicating messages effectively in audio media.
- To gain hands-on experience in producing podcasts, radio segments, and audio for social campaigns.
- To critically analyse how audio can be used by different organizations to drive social change.

Learning Outcomes

The students would be able to:

- Conceptualize and produce audio content for social change initiatives.
- Apply audio production techniques, including scripting, recording, and editing.
- Create engaging and impactful podcasts or radio segments.
- Develop a portfolio demonstrating proficiency in audio content creation and analysis.
- Evaluate how audio media strategies are employed by different organizations for social advocacy.

PRACTICAL
(Credits 2; Hours 60)

Elements of soundscape design, audio collection samples, design of radio magazine will be taught through the following activities/assignments

- Research the chosen issue (e.g., climate change, urbanization, migration)
- Select relevant sound elements (natural sounds, human voices, background noise, etc.)

- Design and mix a 2-3 minutes soundscape that conveys the issue's essence and impact
- Submit the final soundscape (in MP3 or WAV format) along with a brief 500-word explanation of your choices for sounds and their role in delivering the message.
- Choose a Development Issue: Select a specific development issue such as poverty, education, healthcare, gender equality, or climate change.
- Audio Collection Formats: Interviews, Ambient Sounds, Field Recordings, Narrative Voiceover
- Select a theme (e.g., social issues, arts and culture, health) for the magazine
- Plan and script the segments (including interviews, narration, sound effects, and music)
- Record and edit the segments to produce radio magazine episode
- Suggested Software for Audio Production: Audacity, Nueando, Auphonic, LMMS (Linux Multimedia Studio)

Essential Readings

- Pannu, P., & Tomar, Y. A. (201). *Communication technology for development*. I. K. International Pvt Ltd.
- Yates, S. J., & Little, J. (2014). *Radio and Audio Media: Theoretical Perspectives and Practical Applications*. Routledge.
- Thurlow, C., & Jaworski, A. (2010). *The Discourse of the Media*. Palgrave Macmillan.

Suggested Readings

- Tufte, E. R. (2006). *Beautiful Evidence*. Graphics Press.
- Berger, A. A. (2012). *Media Analysis Techniques*. SAGE Publications.
- Holmes, T., & Nice, L. (2012). *Magazine Editing: How to Develop and Manage a Successful Publication*. Routledge.

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