SNDT Women's University, Mumbai

Master of Science
(Home Science- Extension Communication Management)

M.Sc. (HSc- ECM)

as per NEP-2020

Syllabus

(2023-24)

Programme		Master of Science
Specialization		(Home Science- Extension Communication Management)
Preamble		This programme is aimed at creating development sector workforce who is equipped to manage extension education initiatives, communication strategy designs, urban/rural development and community outreach interventions, gender and development projects and everything to do with improving quality of life of human society. Learners interested in working for civil society organizations, bilateral and multilateral agencies associated with development work locally, regionally and globally in the areas of community development, corporate social responsibility, urban or rural development can benefit from this programme. The programme equips the learners with knowledge and skills in dealing with diverse communities. There is community work for the first year of this programme which helps learner develop self confidence and skills in reaching out to community and designing and implementing training, activities, campaigns and projects for social change.
Programme Objectives		This programme will enable the learner to: 1. Gain knowledge in the areas of extension, development, management and media communication. 2. Strengthen the professional competence for work in the areas of development, research, education, extension, and communication. 3. Pursue higher education and research in Home Science Extension, Media Communication, Community Development and Development Studies. 4. Obtain skills in facilitating communities and employability in the areas of urban/rural outreach, community development and social and behaviour change communication.

Programme Specific Outcomes (POs)		After completing this programme, Learner will be able to:
	1.	Become extension and communication professionals working for government and Non- government organizations to attain development goals of the nation.
	2.	Gain understanding of inter-relationship of diverse disciplinary areas of home science extension, development studies, public administration, training and development, gender, human service management, community health, media and communication.
	3.	Undertake research and intervention for diverse groups like children, adolescents, girls, women, youth and so on.
	4.	Equip themselves with information and skills for working with diverse communities including design and development of programmes and activities.
	5.	Act as a facilitator for the development processes for the social change.
	6.	Able to establish organizations that work for/with diverse communities.
Eligibility Criteria for the Programme		Any woman student who has graduated with minimum 45% with B.Sc. Home Science with any specialization, B.Sc. Composite Home Science, BA in Home Economics/Home Science, B.Sc. General Home Science, B.Sc. family and community sciences/Human Ecology and Community Sciences, B. Sc. Agriculture/forestry/horticulture/Botany, Bachelor's degree in Social Work, Arts, Management, Mass Communication and Journalism, Mass Media or any allied social science subjects from AICTE/UGC recognized institutions after 10+2 years of education.
Intake (For SNDTWU Departments and Conducted Colleges)		20

M.Sc. (Home Science- Extension Communication Management)

Code	Courses	Type of Course	Credits	Marks	Int	Ext
Semester I						
115011	Socio-economic Environment of India	Major (Core)	4	100	50	50
115012	Development Planning & Administration	Major (Core)	4	100	50	50
115013	Understanding Communication	Major (Core)	4	100	50	50
115024	Community Work I (Pr.)	Major (Core)	2	50	50	-
125011	Theories of Behaviour & Development	Major (Elective)	4	100	50	50
135011	Research Methodology	Minor Stream (RM)	4	100	50	50
End of SEMESTER I			**22**	**550**	**300**	**250**
Semester II						
215011	Gender & Development	Major (Core)	4	100	50	50
215012	Training & Development	Major (Core)	4	100	50	50
215013	Extension Systems	Major (Core)	4	100	50	50
215024	Community Work II (Pr.)	Major (Core)	2	50	50	-
225011 / 225022	Guidance & Counseling **OR** Media Production (Pr.)	Major (Elective)	4	100	50	50
245041	Internship	OJT	4	100	50	50
End of SEMESTER II			**22**	**550**	**300**	**250**
			44	**1100**		

Exit option (44 credit):

Post Graduate Diploma in Extension Communication Management

M.Sc. (Home Science- Extension Communication Management)

Second Year Structure

SN	Courses	Type of Course	Credits	Marks	Int	Ext
Semester III						
315011	Management of Human Service Organizations	Major (Core)	4	100	50	50
315022	Campaign Planning (Pr.)	Major (Core)	4	100	50	50
315013	Public Health & Nutrition	Major (Core)	4	100	50	50
315024	Data Analysis & Management (Pr.)	Major (Core)	2	50	50	-
325021 325012	Scientific Writing (Pr.) OR People with Special Needs	Major (Elective)	4	100	50	50
355031	Research Project	RP	4	100	50	50
End of SEMESTER III			22	550	300	250
Semester IV						
415021	Research Applications in Extension & Communication (Pr.)	Major (Core)	4	100	100	-
415012	Sustainable Development	Major (Core)	4	100	50	50
415013	Project Management	Major (Core)	4	100	50	50
425011	Life Long Learning	Major (Elective)	4	100	50	50
455031	Dissertation	RP	6	150	50	100
End of SEMESTER IV			22	550	300	250
TOTAL			88	2200		

Exit with M.Sc. (Home Science- Extension Communication Management)

Syllabus Contents

1.1 Major (Core)

Semester I			
115011	**SOCIO-ECONOMIC ENVIRONMENT OF INDIA** Major (Elective) (3+1)		**4**
Sr.No.	**Modules and Outcomes**	**Course Contents**	**Cr**
Course Objectives:	The course will enable the students to: - become aware of the socio-economic structure, organisation and problems of rural, urban and tribal communities - Recognise the implications of the socio-economic environment in the process of development.		
Course Outcomes:	At the end of this course Learners will be able to - • Gain exposure to rural, urban and tribal communities and sensitize with the issues and structural challenges. • Recognise implication of the changing socio-economic environment of India post-independence. • Analyse the know how to measure the poverty through different tools and techniques. • Apply critical thinking to inform and communicate professional judgments.		
Module 1	**Concepts**		1
	Learning Objectives: The Module will enable learners to- • Differentiate the social structures and characteristics of different types of communities. • Recognise how communities are structured across spaces.	**Module Contents:** • Definition, characteristics of a community, community dynamics • Structure and organisation of rural, urban and tribal communities. Family, caste, marriage, values, norms, customs, occupation, religion, kinship gender roles, social controls, class, etc. • Liberalisation, Privatisation, Globalisation • Public, Private, Corporate, Business, Civil Society	
Module 2	**Socio-economic changes in post-independence India**		1
	Learning Objectives: The Module will enable learners to- • Illustrate historical processes in Indian history. • Recognise role of various government bodies and their effect on society. • Categorise how events	**Module Contents:** • Planned Development, Industrialisation, White/Green/Blue Revolutions • Role of Planning Commission, Niti Ayog, Indian Constitution • Education and Employment, and their impact on social change • Emergency, Rise and Fall of	

	have impacted post-independent India.	Political parties, Reform movements	
Module 3	**Issues of rural, urban and tribal areas**		1
	Learning Objectives: The Module will enable learners to- • Assess characteristics of different types of communities. • Construct critical analysis about issues related to urban, rural and tribal societies.	**Module Contents:** • Rural: Caste traditionalism, unemployment, health, social and economic inequalities, illiteracy, migration, connectivity, etc. • Urban: Poverty, unemployment, overpopulation, housing, slums, pollution etc. • Tribal: Social and economic problems, illiteracy, health, integration with main stream, etc. • Industrialisation and Digitisation of Tier II and Tier III cities, Smart City concept	
Module 4	**Challenges in Indian Society**		1
	Learning Objectives: The Module will enable learners to- • Recognise varied concept in social change and community development. • Create their analysis about issues related to day to day life.	**Module Contents:** • Inclusion, Exclusion, Integration, federalism • Fundamentalism, Communalism, Regionalism, Nationalism, Patriotism • Brain Drain	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- Survey/Interview (community/campus) on selected themes listed in the syllabus.
- Presentation on themes like Urbanization, Industrialization & Planned development in India, LPG; White/Green/Blue Revolutions or Planning Commission, Niti Ayog & Indian Constitution.
- Discussion on Urban issues/problems based on: Field work notes/field diary, observations.
- Class discussion/debate on rural/tribal/ urban issues, challenges of corruption, cleanliness or even violence against women.
- Explain with the help of: Thematic/concept maps showing interrelationships/ linkages between various issues.

References:

→ Bhose, S.G.R. Joel (2003) NGOs and Rural Development, Concept Publishing Company, New Delhi
→ Desai, Vasant (1983) A Study of Rural Economy, Himalaya Publishing House, Mumbai
→ Dubey, M.K. (2000) Rural and Urban Development in India, Commonwealth Publishers, New Delhi

→ Fenze S M and A K Chauhan (2011) Microfinance in India, New Century Publications, New Delhi.
→ Heggade, O.D. (1998) Urban Development in India, Mohit Publications, New Delhi
→ Jain, Gopal Lal (1997) Rural Development, Mangal Deep Publications, Jaipur
→ Jha Sumongla (2011) Encyclopaedia of Social Development, Century Press, New Delhi.
→ Nagpaul, Hans (1996) Social Work in Urban India, Rawat Publications, New Delhi.
→ Prasad, B.K. (2003) Rural Development: Concept, Approach and Strategy, Sarup and Sons, New Delhi
→ Rajalingam P (2011) Impact of Globalisation on Indian Economy, Serial Publication, New Delhi.
→ Reddy, K. Venkata (1988) Rural Development in India, Himalaya Publishing House, Mumbai.
→ Satya Sundaram, I (1999) Rural Development, Himalaya Publishing House, Mumbai
→ Singh, Kartar (1999) Rural Development Principles, Policies and Management, Sage, New Delhi.
→ Sirchi Anand (2012) Dynamics of Social ecology and social control, Dominant Publishers and Distributors, New Delhi.
→ Chandra Bipin, Mridula and Aditya Mukherjee (2007) India Since independence, Penguin Books, Delhi.

Semester I			
115012	**DEVELOPMENT PLANNING & ADMINISTRATION** Major (Core) (4+0)		**4**
Course Objectives:	The course will enable the students to: - recognise the concept of Development, human development, production, consumption and other matrices of measurement of national development. - get acquainted with the approaches, models and - relate and apply the principles of development administration to community development.		
Course Outcomes:	At the end of this Course the students will be able to: • Organise the concept of development administration and engage in current policy practice to advance social and economic well-being. • Identify different approaches, models and principles of development administration and apply in working with communities. • able to engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities • Apply critical thinking to respond to context that shape community practices.		
Module 1	**Concepts**		1
	Learning Objectives: The Module will enable learners to- • Recognise varied concepts associated with Development. • Contrast different processes of development administration.	**Module Contents:** • Development: meaning, philosophy, objectives, approaches, Principles, Global/Regional/Local trends in public administration • Extension education: meaning, process and principles of learning in extension • Types of Extension- Agriculture extension, Home Science extension, Dairy extension, etc. • Role of public administration in development- Plans, Projects, Programmes, Policies, Personnel, governance, Difference in Planning, Administration, Management • Role of NAM, SAARC, BRICS, BIMSTEC, Economic Forums	
Module 2	**Development Approaches and Models**		1
	Learning Objectives: The Module will enable learners to- • Compare varied approaches to development. • Recognise different models of development.	**Module Contents:** • Dominant Paradigm, Alternate paradigm, Gandhian self- reliance • Approaches: Welfare, Equality, Equity, Empowerment, Participatory, • State versus Market, Infrastructure debate, Governance,	

		• Models of Development- Liberal, Socialist, Gandhian, PPP and others	
Module 3	**Development Administration**		1
	Learning Objectives: The Module will enable learners to- • Elaborate developments and levels of development administration. • Recognise the role of various government bodies in development process.	**Module Contents:** • Edward Weidner and concept of development administration, Historical developments mainly post independent India • Village-Block-District-State-Union level agencies, organisations and institutions • Urban planning and management, Role of Municipalities, Corporations and urban agglomerations • Revenue administration, district administration, local self-government, Three arms of government- legislative, judiciary, executive, Role of media	
Module 4	**Community Development in public administration**		1
	Learning Objectives: The Module will enable learners to- • Identify interconnections of communities' development and public administration. • Recognise challenges associated with community development.	**Module Contents:** • Community and their role in their own development • Government programmes, policies and efforts in engaging community • Challenges of Community Development: Sustainability-Participation-Resources-Engagement- Self Reliance	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
•			

References:
→ Chandra, S.P. (ed.) (2001) Private Extension: Indian Experiences, National Institute of Extension Management, Hyderabad.
→ Dahama, O.P. & O.P. Bhatnagar, (2003) – Education and Communication for Development, Oxford and IBH Publishing Company Pvt. Ltd. New Delhi
→ Fukuyama Francis (2020) The End of History and the Last Man, Penguin, UK.
→ Government of India (1961) - Extension Education in Community Development, Ministry of Food and Agriculture, New Delhi
→ Jain R B (1999) Citizen Participation in Development Administration: Experiences of India, September 1, 1999 Research Article, International Review of Administrative Sciences, Volume: 65 issue: 3, page(s): 381-394

→ Kotwal Pradip (2011) Community work and Social Action, Adhyayan Publishers and Distributors, New Delhi.
→ Pankajam, G. (2000) – Extension – Third Dimension of Education, Gyan Publishing House, New Delhi
→ Ray, G.L. (1999) – Extension Communication and Management, Naya Prokash, Kolkata.
→ Reddy, A. (1999) – Extension Education, Sree Lakshmi Press, Baptala.
→ Rukmini S (2021) Whole Numbers And Half Truths: What Data Can And Cannot Tell Us About Modern India, Context, England.
→ Sen Amartya (1997) Resources, Values and Development, Harvard University Press, Cambridge.
→ Sen Amartya (1999) Development as Freedom, Harvard University Press, Cambridge.
→ Singh Ajit K (2012) Working with communities and societies, Centrum Press, New Delhi.
→ Singh, Amita (2002) Public Administration: roots & wings, Galgotia Publishers, New Delhi.
→ Stiglitz Joseph E., Amartya Sen, Jean-Paul Fitoussi (2010) Measuring our lives: Why GDP does not add up, Commission on the Measurement of Economic Performance and Social Progress (France), New Press, 2010.

Semester I		
115013	**UNDERSTANDING COMMUNICATION** Major (Elective) (2+2)	**4**
Course Objectives:	This course will enable the students to: - Identify the concepts related to communication. - Get acquainted with the trends in communication approaches and models. - Be able to examine role of communication for self and society.	
Course Outcomes:	At the end of this Course the students will be able to: - Identify the concept and skills of communication so that they can effectively deliver community development activities. - Recognize different approaches, models and principles of communication and apply in working with communities. - engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities - Critique effectively the role of communication for self and society	
Module 1	**Concepts in Communication**	1
	Learning Objectives: The Module will enable learners to- • Contrast communication as process and product. • Recognise stakeholders in communication process.	**Module Contents:** • Definitions of Communication • Functions of Communication • Types & Levels of Communication • Elements of Communication • Barriers in Communication. • Scope of communication • Stakeholders in communication • Communication as a process and product • Evolution of communication • Role of technology in communication	

Module 2	**Models of Communication**	1
	Learning Objectives: The Module will enable learners to- • Judge how varied models came into being and scholars' backgrounds who provided those models. • Contrast how different models have merits and demerits.	**Module Contents:** • Basic Models in Communication: Lasswell's formula, Shanon & Weaver mathematical model, Osgood & Schramm's model, Berlo's SMCR model. • Models of Mass Communication : Defluer, Ball & Rokeach dependency model; Gerbner's general model of mass communication; Comstocks psychological model of TV effect; Schramm's model of mass communication, Westley & MacCleans model of Communication research, Katz & Lazarfeld's 2 step flow of Communication model, Spiral of Silence. • Conceptualizing models based on day to day experiences	
Module 3	**Growth and Development of Communication sciences**	1
	Learning Objectives: The Module will enable learners to- • Illustrate evolution of discipline of communication with time • Recognise relationship of communication with culture and society.	**Module Contents:** • Communication as transmission • Communication as reception • Communication as culture • Relationship of communication with culture and media • Role of Communication in any society • Communication as a subject discipline	
Module 4	**Understanding Self and 'other' in Communication**	1
	Learning Objectives: The Module will enable learners to- • Organise understanding about oneself using various tools.	**Module Contents:** • Transactional analysis • Johari Window • SWOT analysis • Maslow's Hierarchy of needs • Content-context of communication: Appearance, audio and emotion in rapport building, Attitude, behavior and values in communication	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):		
•		

References:
o McGregor, Graham and White, R.S. (1986) The Art of Listening, (eds.) Croom Helm, Sydney.
o Devito A. Joseph. Human Communication – The Basic Course, (1994) Harper Collins, 6th ed., New York.
o Natalie Rogers (1982) How to Speak without Fear, Goyel Saab, Delhi.
o Alessandra, T & Hunsaker, P. (1993). Communication at Work. Fireside, Simon & Schuster, New York, NY.
o Charles, K. (1998). Peak Performance the art of Communication. Black Enterprise
o D'Aprix, R. (1996). Communicating for Change: connecting the workplace with the marketplace, Joss Publishers, CA
o Holtz, S. (2004) Corporate Conversations: A guide to crafting effective and appropriate internal communication, Amacom, New York
o Stanton N. (2013). Mastering Communication and culture: Readings in the codes of human interaction. New York: Holt, Rinehart & Winston.

Semester I		
115014	**COMMUNITY WORK** Major (Elective) (0+2) As a part of this course the student is affiliated to community organisation or organisation working with diverse communities. The work they will take up would include understanding concepts of community organization and leadership in practice. During her work with the organisation she learns to recognise community organisation and leadership aspects in practice. At the end of her work she is assessed by the organisation as well as faculty monitoring her work.	**2**
Course Objectives:	The course will enable the students to: • Understand concepts of community organization. • Analyze factors contributing to community dynamics. • Organize and mobilize communities for development.	
Course Outcomes:	At the end of this Course the students will be able to: • Able to understand the concept of community organization and functioning. • Analyses factors contributing to community dynamics and apply in working with communities. • Organize and mobilize community groups for development and social change. • Apply knowledge of human behaviour in the social environment and engage diversity and difference in practice. • Identify as a professional extension worker and conduct herself accordingly.	
Module 1	**Understanding Community Organization**	1
	Learning Objectives: The Module will enable learners to-	**Module Contents:** • Meaning, importance, principles, process, and history

	• Identify community organisation, its formation, development, and characteristics.	of community organization. • Community Organization and Community Development • Types & characteristics of social groups- (family, kinship groups, class-based groups, schools, co-operatives, youth clubs, Mahila Mandals, Panchayats, etc.) • Interests, attitudes, motivations for affiliations, interactions and role in community development.	
Module 2	**Community Dynamics**		1
	Learning Objectives: The Module will enable learners to- • Recognise prevailing power structure in a community and role of power in effective interventions for social change. • Develop strategies for effective community organisation.	**Module Contents:** • Understanding Power and leadership and their role in Community Organization; Community • Power Structures- Authoritarian, Democratic; Elitist Power and decision-making processes in • community; Pluralism as a value and strategy in Community Processes • Rothman's Models of Community Organization- Locality Development, Social Planning, Social Action; strategies, scope, and limitation • Understanding strategies of Gandhi and Ambedkar in organizing communities for action	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Following is an indicative list of activities to be undertaken by the student while engaging in the community work.
• Take up needs assessment of the community.
• Assist the organization in their ongoing activities.
• Undertake programme planning and execution followed by evaluation.

References:
- Haralombos, M, Holborn, M. (2008), *Sociology: themes and perspectives,* Collins, U.S.A.
- Gore, M.S. (2003) Social Development, Rawat Publication, Jaipur.
- Kumar, A (2002) Structure of Society, Anmol Publications Pvt. Ltd., New Delhi.
- Rivera F.G. & J.L. Erlich (1995), Community Organizing, Allyn & Bacon A Simon & Schuster Co, U.S.A.

- Twelvetrees, Alan (2002), Community work, Palgrave, New. York, U.S.A.
- Mukherjee, Neela (2002) Participatory Learning & Action, Concept Publishing Company, New Delhi.
- Dale, R (2000): Organizations and Development Strategies, Structures and Processes, Sage Publication; New Delhi.
- Kotwal, P (2001): Community work and Social Action; Adhyayan Publishers and Distributors, New Delhi.
- Singh, A.K. (2012): Working with Communities and Society, Centrum Press, Bengaluru.

Semester I		
125011	**THEORIES OF BEHAVIOUR AND DEVELOPMENT** Major (Elective) (2+2)	**4**
Course Objectives:	The course will enable the students to: • Understand concepts of learning, human development, life span and associated concepts. • Analyze factors contributing to learning. • Organize and mobilize their own learning and be able to examine learning processes of individuals at different life span.	
Course Outcomes:	At the end of this Course the students will be able to: • Know different scholars of different behavioural theorists. • Compare perspectives and focus of various theorists on human development and behaviour. • Interpret and predict behaviors of all stages of life span. • Critically appreciates and analyzes the cross-cultural applications of theories. • Critically evaluate different theories of human development. • Compare strengths, shortcomings and implications of theories of behavior and development. • Identify various determinants of development focused by different theories • Acquire in depth understanding of the theories and models of development.	
Module 1	**Psychodynamic / Psychoanalytic Theories**	1
	Learning Objectives: The Module will enable learners to- • Identify the significance and role of theories in understanding human development. • Recognize the idea that early childhood experiences affect development of	**Module Contents:** • Significance of theory in understanding behaviour • Roles of theories in understanding human behaviour, contributions of Indian Theorists (approaches in theory construction – inductive and deductive) • Sigmund Freud's classical Psychodynamic Theory • Erik Erickson's Psychosocial	

	adult. • Determine the reasons of deviated development. • Describe and explain an individual's personality or behavior	Theory • Levinson's Adult Development Theory	
Module 2	**Cognitive and Language Theories**		1
	Learning Objectives: The Module will enable learners to- • Examine the human cognitive process. • Create insight about cognitive and language development. • Examine internal and external factors influencing individual mental processes to supplement learning.	**Module Contents:** • Theory of cognitive development by Jean J. Piaget • Multiple Intelligence Theory by Howard Gardner • Socio-cultural theory by Lev Vygotsky • Nativist theory by Noam Chomsky • Jerome Bruner's Theory of language development	
Module 3	**Motivation and Person-Centered Theory**		1
	Learning Objectives: The Module will enable learners to- • Understand theories of personality. • Gain knowledge of concepts constituting the major theories of personality and how they explain human behavior. • Critically appraise research findings in personality psychology.	**Module Contents:** • Maslow's Needs Theory • Henry Murray's Personality • Carl Roger's Person – Centered Theory • Critical analysis of all theories	
Module 4	**Learning Theories**		1
	Learning Objectives: The Module will enable learners to- • Describe and distinguish among major learning theories • Understand what motivates people to learn, and what circumstances enable	**Module Contents:** • Classical conditioning by Ivan Pavlov • Operant conditioning by B.F. Skinner • Social cognitive theory of Albert Bandura • Ecological Perspective	

	or hinder learning. • Employ knowledge of learning theories to analyze learning strategies, strengths, and needs.	towards Humandevelopment

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- Individual/ Group Presentations examining theoretical framework and theorist.
- Assignments associating assessment of one's learning style.
- Projects (Individual and Group) related to specific theories.

References:

- Crain, W (1992) "Theories of Development, Concepts and Application", Prentice Hall, New Jersey.
- Hall, C., Lindzey, G. and Campbell, J. (1998) "Theories of Personality", 4th Edition, John Wiley & Sons Inc., New York.
- Hollins Peter (2019) The Science of Self-Learning: How to Teach Yourself Anything, Learn More in Less Time, and Direct Your Own Education, Pkcs Media, California, US.
- Nicholas, S (1983) "Personality Theories", Holt, Rinehart and Winston, The Dryden Press.
- Okley Barbara (2018) Learning how to Learn, https://barbaraoakley.com/books/learning-how-to-learn/
- Vasta R (ed.) (1992) "Six theories of Child Development: Revised Formulations and Current Issues", Sessica Kingsley Publisher Ltd., London.

Semester I		
135011	**RESEARCH METHODOLOGY** Major (Elective) (3+1)	**4**
Course Outcomes:	After learning the module, learners will be able to - 1. Develop a scientific approach and know the processes of research 2. Apply competence for selecting methods and tools appropriate for research topics 3. Recognize procedural and methodological aspects of designing research.	
Module 1	**Research Process**	1
	Learning Objectives: The Module will enable learners to- • Summarize the process of research and its relationship to knowledge and science. • Identify research process based on actual researches	**Module Contents:** a. Scientific approach to enquiry in comparison to native, common sense approach b. Knowledge, theory and research c. Role, need and scope of research in the discipline of Home Science **Steps in Research Process and Elements of Research** a. Identifying interest areas and prioritizing

		conducted. • Recognize process of research problem formulation.	Selection of topic and considerations in selection b. Review of related literature and research c.Variables- types of variables including discrete and continuous variables Conceptual definitions and operational definitions d. Concepts, hypotheses and theories e Hypothesis- meaning, attributes of a sound hypothesis, Stating the hypothesis and types of hypothesis Hypothesis testing- null hypothesis, sample distribution, level of significance, critical regions, Type I and Type II errors f. Research Design Research questions, objectives and assumptions • **Ethics in Research**	
Module 2	**Types of Research**			1
	Learning Objectives: The Module will enable learners to- • Apply different types of research procedures. • Design research studies by knowing methods of research.	**Module Contents:** a. Basic and Applied research, Qualitative and Quantitative research (brief review of differences) b. Historical research c. Descriptive research methods – survey, case study, correlational study, content analysis, causal-comparative research d. Analytic studies- pre-experimental, experimental research, quasi experimental research e. Qualitative research, Ethnography f. Evaluative research- general characteristics, use of qualitative methods in enquiry Scope and importance of research in Home Science.		
Module 3	**Sampling**			1
	Learning Objectives: The Module will enable learners to- • Enlist different techniques of sampling. • Compare sampling procedures for specific research problems.	**Module Contents:** a. Rationale, characteristics- meaning, concept of population and sample, and utility b. Types of sampling and generalizability of results c. Probability sampling - simple random sample, systematic random sample, stratified random sampling		

		etc - random and non-random samples, random numbers and use d.. Non-probability sampling - purposive samples, incidental samples, quota samples, snowball samples e.. General consideration in determination of sample size	
Module 4	**Tools & Techniques for Data Collection**		1
	Learning Objectives: The Module will enable learners to- • Experiment with the different tools of data collection. • Recognize relevance of different tools of data collection.	**Module Contents:** a. Primary and secondary methods of data collection b. Different types of questionnaires, rating scales, check lists, schedules, attitude scales, inventories, standardized tests, interviews, observation c. Development of tools, estimation of reliability and validity of tools d. Procedure for preparation of the tool, administration of tools for data collection e. Procedure for data collection Planning for data analysis-coding of responses	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

- Recognize different Types of variables.
- Hypothesis formations and research questions from Research readings – students identify hypothesis/research questions – Discussion
- Construction of tools for data collection a) types of questions b) Questionnaire c) interview schedule d) observation d) scales
- Differentiate between (a) basic and applied research (Exercise to be based on actual research papers published in accredited journals) (b) qualitative and quantitative research
- Based on Journal contents undertake a critical appraisal of studies/research papers and discuss types of Research with examples.
- For given topic students to frame and discuss the different possibilities of methods and tools

This is a common paper Across ALL Home Science specialisations.

References:

- Festinger, L. and Katz, D. (ed.) (1977): Research Methods in the Behavioral Sciences, Amerind Publishing, New Delhi.
- Gupta, S. (2001) "Research Methodology and Statistical Techniques", Deep and Deep, New Delhi.
- Jain, G. (1998): Research Methodology: Methods and Techniques, Mangal Deep, Jaipur.
- Kothari, C.R. (2000): Research Methodology: Methods and Techniques, Vishwa Prakashan, New Delhi.

- Kumar, A. (2002): Research Methodology in Social Sciences, Sarup and Sons, New Delhi.
- McBurney, D.H. (2001): Research Methodology, Thomson-Wadsworth, Australia.

Semester-2

Course Contents

Semester II			
215011	**GENDER & DEVELOPMENT** Major (Elective) (3+1)		**4**
Sr.No.	**Modules and Outcomes**	**Course Contents**	**Cr**
Course Objectives:	The course will enable the students to: o Examine the concept of gender, empowerment and development. o Become aware of gender inequality and marginalisation. o Analyse importance of gender in development planning implementation. o Learn about various gender planning frameworks.		
Course Outcomes:	At the end of this Course the students will be able to: ▪ Be able to recognize gender inequalities and marginalizations. ▪ Understand the prevalence of patriarchy and its manifestations in their own life and in society. ▪ Recognize relationship between gender and development processes.		
Module 1	**Concepts**		1
	Learning Objectives: The Module will enable learners to- • Categorise social construction of gender. • Examining how gender prevails through varied concepts. • Exploring progression of concepts from WAD to GID.	**Module Contents:** • Understanding sex, gender, development, division of labour, gender roles, gender justice, equality, equity, rights, stereotypes, social construction of gender, women's studies, male gaze, objectification • Concepts of WAD-WID-GAD-GID, gender analysis matrix, shift from welfare to development and empowerment, rights based approach • Men-women-third gender, LGBTQA+, Women's movement	
Module 2	**Status of women in society**		1

	Learning Objectives: The Module will enable learners to- • Exploring statistics related to status of women in Indian society. •	**Module Contents:** • Status – meaning, Situation analysis with regard to demographic, education, employment, political and health (general, occupational and reproductive) of women in India • Theories of feminism, gender inequality, Women's Studies • Beijing Conference & Beijing+25, Issues of feminisation of Poverty, Sanitisation, Fuel-Fodder-Water, Violence/CEDAW, POSH, #Metoo, etc.	
Module 3	**Intersectionalities and Marginalization**		1
	Learning Objectives: The Module will enable learners to- • Breaking down how intersectionality influences people and their condition. • Categorise prevalence of discrimination and abuse faced by people in non-normative gender spectrum. • Analyse role of different players in maintaining status quo of gendered society,	**Module Contents:** • Issues of marginalization and interventions therein - religion, caste, • sexual, People with special needs/Disabilities, elderly, children, • Destitute/sex workers/surrogates, terminally ill people, etc. • Interventions for minorities in terms of policies, programmes, Interventions based on assessment of ground conditions. • Role of state, corporate, media and civil society organizations • Issues of marginalization, discrimination, abuse, inequalities faced by people in different gender spectrum.	
Module 4	**Gender Planning**		1
	Learning Objectives: The Module will enable learners to- • Reflecting on varied gender planning frameworks. • Recognizing role of gender in development process.	**Module Contents:** • Gender planning, execution and assessment in development projects, programmes and institutions • Gender Analysis Frameworks like Moser-Harvard-Longwe-Social Relations approach, Gender Analysis Matrix • National policy for empowerment of women:	

		policy perspective,
		• Mainstreaming gender perspective in the development process.	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
• Presentation or review based project covering module-2. • Analysis of one's own experiences of marginalization • Participation through in-class processes towards gender sensitization. • Field based work on understanding gender issues in social space.			

References

→ Agosin, M (2003) Women, Gender and Human Rights, Rawat Publications, New Delhi
→ Cohn Samuel and Rae Lesser Blumberg (2019) Gender and Development- The Economic Basis of Women's Power, Sage, LA.
→ Coles Anne, Leslie Gray and Janet Momsen (2015) The Routledge Handbook of Gender and Development, Editors, Routledge, Abingdon.
→ Gallagher Margaret and Aimee Vega Montiel (Ed.) The Handbook of Gender, Communication, and Women's Human Rights, Wiley Backwell, New Jersey, November 2023.
→ GOI (2000) National Perspective Plan for Women 1988-2000, Dept. of Woman and Child Development, Ministry of Human Resource Development, Government of India, New Delhi.
→ Government of India (2002) Towards Equality, Towards unfinished Agenda- Status of Women in India, 2001, National Commission for Women, New Delhi.
→ Guha Pallavi (2021) Hear #MeToo in India: News, Social Media, and Anti-Rape and Sexual Harassment Activism, Rutger University Press, USA.
→ International Handbooks on Gender by Edward Elgar Publishing, UK.
→ Jha, U.S., A. Mehta and L. Menon (Ed.) (1998) Status of Women in India - Crisis and Conflict in Gender Issues Vol. I, II, III. Kanishka Publishers and Distributors, New Delhi
→ Kalpagam U (2011) Gender And Development In India: Current Issues, Rawat, Jaipur.
→ Lindsey, L (1990) Gender Roles, A Sociological Perspective, Prentice Hall India Pvt. Ltd. New Delhi.
→ Majumdar, Maya (2001) Protecting Our Women: Imperative of Empowerment: The Political Response Vol. I, II, III, Dominent Publisher and Distributors, New Delhi
→ Neft, N. & A. Levine (1997) Where Women Stand, Random House, New York
→ Nuket, Kardam (1991) Bringing Women In: Women's Issues in International Development Programme, Lynne Rienner Publishers, UK
→ Polity Press (2002) The Polity Reader in Gender Studies, Polity Press, UK
→ Powell Gary (1999) The Handbook of Gender and Work, Sage, London.
→ Wearing, Betsy (1996) Gender: The Pain and Pleasure of Difference, Addison Wesley Longman, Australia
→ Worell Judith (2001) Encyclopaedia of Women and Gender- Sex Similarities and Differences and the Impact of Society on Gender, Two-Volume Set, 1st Edition, Academic Press.

Semester II		
215012	**TRAINING & DEVELOPMENT** Major (Elective) (2+2)	**4**
Course Objectives:	The course will enable the students to: - • Understand the importance of training and its developmental approaches. • Appreciate the significance of learning, performance, and motivational theories, and program planning and human resource management. • Recognise current trends in extension training and development	

	with application to diverse organization environments.		
Course Outcomes:	At the end of this Course the students will be able to: ▪ Plan and execute training programmes for diverse communities. ▪ Understand training as broader function for organizations and its role in development processes of the nation. ▪ Apply different theories of learning, motivation and performance while designing training programmes.		
Module 1	**Concepts**		1
	Learning Objectives: The Module will enable learners to- • Examine role of training in human resource development. • Illustrate various stages of training process. • Devising training programmes by undertaking needs assessment.	**Module Contents:** • Systematic Approach to Training: concept of training, role, need and importance of Training. Differences in learning, training, development • Phases of training process: Needs Assessment-Training-Development-Evaluation. Expenditure and investment in training by an organisation and society. • Stages & Phases of T&D: Assessment, Motivation, Design, Delivery, and Evaluation Stages, Pre-During-Post Training Phases, methods, tools and techniques for effective training; participatory training tools • Needs Assessment and Analysis: Organizational-Individual-Operational training needs, Stakeholders in Need Assessment, Types of Training Needs Analysis- Contextual, Competency, User, Task/Work, Content, Sustainability, Cost-benefit analysis. • Designing and evaluation of Training Programs for different stakeholders (Grassroots functionaries, managers, policy makers)	
Module 2	**Programme Planning & Evaluation**		1
	Learning Objectives: The Module will enable learners to- • Preparing programme planning, design and	**Module Contents:** • Programme Design in Extension -Meaning and principles of programme building process, Situation	

	evaluation for specific community. • Present monitoring and evaluation plan for a programme planned for specific group. • Recognising resources and utilisation of resources for programme planning and execution.	analysis, needs and objectives – Types of needs, methods of identifying needs, Objectives-types, levels and characteristics, steps involved in programmes building process, • Programme development cycle, planning models and framework, planning and developing teaching methods, precautions in programme building. • Utilisation of local resources-meaning and types of Resources, identification and appraisal of resources, resource mapping and plan of work. • Programme Implementation-Strategies and Approaches, aspects of execution, factors responsible for the successful conduct of a programme, role of officials and non-officials in programme implementation, linkages with other agencies, problems in implementation. • Meaning and definition of Monitoring and Evaluation, Types of Evaluation (a) Informal and Formal b) Formative and Summative c) On-going and Ex-Post facto evaluation. Approaches to monitoring, tools for monitoring, principles, indicators, Steps, criteria for evaluation, Advantages of evaluation, Difference between monitoring and evaluation, Challenges and issues in monitoring and evaluation. Ethical issues in monitoring and evaluation. • Documentation and follow up – Need for reporting and recording, procedure for recording, Records and registers to be maintained. • Meaning and need for the follow up; methods-correspondence, spot visit,	

		meetings, FGD, PRA, etc.	
Module 3	**Capacity Building**		1
	Learning Objectives: The Module will enable learners to- • Formulate training module based on understanding about capacity building of diverse needs for different groups. • Constructing curriculum for specific requirements. • Analysing training eco system and recognising role of trainer in any training programme. .	• Concepts of capacity building, competence and Human Resource Development/Management, process of competency mapping, Job analysis and job description, Policies of HRM • Curriculum planning - meaning, definition and principles of curriculum. Preparation of need-based curriculum and development of learning materials for different kinds of lifelong learning programmes. Teaching literacy through Improved Pace and Content of Learning (IPCL), Designing modules for specific groups • Training Methods & Role of Trainers - Qualities of a good Trainers, Internal Trainer Vs External Trainer, Training method and trainee characteristics, training evaluation Models-Kirkpatrick Four-level approach for training impact evaluation and other models, Role of Incentives and Motivation in training, Attitudinal and Behaviour change training, Retention and Recall in training. • Creative problem solving techniques; Stress management practices; Total Quality Management (TQM);	
Module 4	**Organisations**		1
	Learning Objectives: The Module will enable learners to- • Categorise agencies involved in trailing and development activities. • Recognise how learning organisations and MIS operates in extension	• Agencies involved in training and development- NGOs, GOs and Corporate • Concept of learning organization to improve extension services at various levels; • Time management practices; Development of Management	

	organisations.	Information System for extension organization at various levels.	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):
• Designing of training programme for community.
• Attending and analyzing a training programme.
• Visiting organizations involved in training and development activities.
• Examining training ecosystems of organizations working in community development.

References:

- Bhattacharyya Dipak Kumar (2015) Training and Development- Theories and Applications, Sage, LA.
- Dale R, (2004) Evaluating Development programmes and projects. New Delhi: Sage Publications.
- Dangi, KL and Santhosh Devi Samota, (2013) Agrotech Publishing Academy, Udaipur.
- Gopal lal Jain, (1997) Rural development, MA Angaldeep publications, Jaipur.
- Mikkelsen, Britha, (2002), Methods of development work and research. New Delhi: Sage Publications.
- Miner, J.B (2005) Organizational Behavior 1: Essential Theories of Motivation and Leadership, Routledge Publication
- Misgnaw, Seraw, (2011) Extension programme planning and evaluation. LAP Lambert Academic Publishing.
- NRLM Hand Book on Community Capacity Building (2015), https://aajeevika.gov.in/en/content/nrlm-hand-book-community-capacity-building
- Ray G.L. (2015) Extension Communication and Management, Kalyani Publishers
- Reddy, A (1998) Extension education, Sree Lakshmi press, Bapatala.
- Sandhu AS. (1994) Extension Programme Planning. Oxford & IBH.
- Sharma, FL, Shri Ram, (2013) Extension Teaching Methods, Agrotech Publishing Company, Udaipur.
- Singh RP. (2000) Management of Training Programmes. Anmol Publ.
- Subah Singh Yadav, Ramkumar, Rural Development and poverty alleviation, Pinter Publishers, Jaipur.
- Tripathi PC & Reddy PN. (1995). Principles of Management. 2nd Ed. Tata McGraw Hill.

Semester II			
215013	**EXTENSION SYSTEMS** Major (Elective) (2+2)		**4**
Course Objectives:	The course will enable the students to: - • Be able to understand prevalent systems of extension work. • Know the trends in extension system. • Equip to design extension system in a given context.		
Course Outcomes:	At the end of this Course the students will be able to: • Recognise the pre-existing extension systems. • Design extension system for a given context.		
Module 1	**Concepts**		1
	Learning Objectives: The Module will enable	Extension: meaning, philosophy, objectives, principles, functions of	

	learners to- • Categorise diverse applications of extension. • Recognise difference between social work and extension work.	extension, trends Extension education: meaning, process and principles of learning in extension Agriculture, Home Science, Dairy, Fisheries, etc. Difference between extension work and social work	
Module 2	**Extension models and approaches**		1
	Learning Objectives: The Module will enable learners to- • Analyse different models and approaches to extension and their merits and demerits. • Elaborate consequences of privatisation of extension systems.	Models: Technology- innovation transfer, commodity specialized training and visit, Approaches: social education, indigenization social action, conscientization, empowerment, participation, participatory farming systems-development, cost sharing, integrated area, cluster and target approach Privatization of Extension, e-extension, Corporate Social Responsibility	
Module 3	**National extension systems**		1
	Learning Objectives: The Module will enable learners to- • Trace evolution of extension efforts. • Classifying different agencies involved in extension work. • Dissect role of digital communication in extension efforts.	Early extension efforts, community development programmes ICAR extension system, extension systems of ministries, various types of universities, KVK, TTCs. T & V, Development work by NGOs/Non-Profits/GOs/Corporates, Public Private Partnerships Digital communication strategies for extension work- Inclusive, accessible and universal design in digital communication	
Module 4	**Community work for development**		1
	Learning Objectives: The Module will enable learners to- • Recognise contribution of various agencies in community work. • Critique scope and strength of extension efforts of different agencies.	Introduction to community work Working with community, society and organization, Volunteerism Institutions like District Rural Development Agency (DRDA), Central Social Welfare Board (CSWB), State Social Welfare Board (SSWB), National level agencies like Council for Advancement of Peoples Action and Rural Technology (CAPART), Khadi and Village Industries Corporation (KVIC),	

		Agriculture Technology Management Agency (ATMA), National Bank for Agriculture and Rural Development (NABARD) Local level voluntary agencies; People's organizations at grass roots like Self Help Groups (SHG) etc.	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
• Visit to extension work organizations.			
• Presentation of Case study organization working in community development.			
• Meeting individuals engaged in different types of extension effort.			
• Library based review work on history of extension effort in India and abroad.			
• Interviewing extension professionals and understanding their challenges.			

References:
- Ganjam R. P. and Anoop Sharma (2011) Public administration and rural development, Crescent Publishing Corporation, New Delhi.
- Chandra, A., A. Shah & U. Joshi (1989) – Fundamentals of Teaching Home – Science, Sterling Publishers Pvt. Ltd. New Delhi.
- Chandra, S.P. (ed.) (2001) Private Extension: Indian Experiences, National Institute of Extension Management, Hyderabad.
- Dahama, O.P. & O.P. Bhatnagar, (2003) – Education and Communication for Development, Oxford and IBH publishing Company Pvt. Ltd. New Delhi
- Government of India (1961) - Extension Education in Community Development, Ministry of Food and Agriculture, New Delhi
- Green Roberta R (2007) Social Work Practices, Thomson Corporation, USA.
- Kotwal Pradip (2011) Community work and Social Action, Adhyayan Publishers and Distributors, New Delhi.
- Pankajam, G. (2000) – Extension – Third Dimension of Education, Gyan Publishing House, New Delhi
- Ray, G.L. (1999) – Extension Communication and Management, Naya Prokash, Kolkata.
- Reddy, A. (1999) – Extension Education, Sree Lakshmi Press, Baptala.
- Singh Ajit K (2012) Working with communities and societies, Centrum Press, New Delhi.

Semester II		
215014	**COMMUNITY WORK** Major (Core) (0+2) Student will be affiliated to non-government, government or corporate Organizations working for the betterment of women, children or other marginal groups. The student/s will undertake activities assigned by the Organization and/or initiate activities on their own.	**2**
Course Objectives:	The course will enable the students to: • Understand dynamics of organised community development work. • Gain a hands-on experience of working in the field.	

Course Outcomes:	The students will be able to: • Apply theoretical knowledge in practical situations. • Organize and mobilize community groups for development and apply knowledge of human behaviour in the social environment and engage diversity and difference in practice. • Plan and execute community development activities. • Identify as a professional extension worker and conduct one-self accordingly.	
Module 1	**Leadership for Development**	1
	Learning Objectives: The Module will enable learners to- • While working in a community examine role of leadership in the community. • Recognise how communities are structured across spaces.	Leadership in communities; Role & importance of leadership in community organization; Characteristics of a successful community leader; needs, qualities identification & training Community leaders as Facilitators of Change; leadership training to sustain community change processes	
Module 2	**Organizing Communities for Change**	1
	Learning Objectives: The Module will enable learners to- • Recognise factors that influence social change. • Examining role of organisation in development work.	Factors contributing to change- religion, socio-political ideologies, culture, imperialism, mass media, communication & globalization; their impact on community development. Comparing historical & contemporary situations. Organizations involved in Development- role, interactions & importance (government, corporate, non-government organizations, and private public partnerships): their present role, future potential and inter- sectorial synergy.	
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):		
At the end of the semester students will submit a report of the work carried out by them. During the course of work, student will be supported by a faculty member as well as people from the organization. Unlike internship, the student will design, revise, re-plan and review activities on ongoing basis. At the end of the semester, she will present work done by her/them and viva voce will be conducted.		

Semester I		
225012	**MEDIA PRODUCTION** Major (Elective) (1+3) (Pr.)	**4**

Course Objectives:	The course will enable students to: - Recognize role of media communication in the process of social change. - become aware of the varied media alternatives for rural, urban and tribal communities - understand and execute audio, visual and audio-visual media messages for diverse socio-economic environments.	
Course Outcomes:	At the end of this Course the students will be able to: ● Understand different media outputs and be able to recognize elements of media production. ● Identify media products and its audiences in order to achieve desired extension goals. ● Create audience specific media content. ● Execute communication campaign in collaboration with other organizations.	
Module 1	**Concepts**	1
	Learning Objectives: The Module will enable learners to- ● Differentiate varied concepts associated with media communication. ● Examine role of communication process on receivers.	● Medium, media, audio, visual, audio-visual, Multimedia ● Interactivity, Participation, ICT, Digital technologies, Social Media ● Audiences, Consumers, Community, Culture
Module 2		1
	Learning Objectives: The Module will enable learners to- ● Apply principles of communication for audio-visual and audio visual, digital communication. ● Creating communication of varied type for specific audiences.	**Audio communication** Spoken Word-Instrumental Sounds-Music-Silence-Sound effects Songs, Slogan, proverbs, folk cultures Producing audio programme- formats, process, objectives **Visual Communication** Group Media-Posters, Charts, Graphs, Infographics Photography - composition, rule of third, colours, space Moving images- camera movements, movements within and outside frame **Audio Visual Communication** Principles of audio visual amalgamation Screen Language- camera, character, composition, colours Role of Editing- transitions, pace and rhythm, post production processes **Digital Media** Producing media content for digital

		space- interactivity, convergence and platform frameworks in digital media content creation	
Module 3	**Concepts in Writing**		1
	Learning Objectives: The Module will enable learners to- • Practice role of writing in human communication. • Categorizing appeals and forms of writing. • Recognize elements of writing and using them effectively.	**Module Contents:** • Narrative, Plot, Structure, Elements of Storytelling Characters- demographic/ physiographic/psychographic/s ociographic, Locations, situations, Creative-technical-popular- scientific writing • Oral versus written word, Characteristics of written communication, Role of Language, Designing messages with audience participation **Written Communication** • Journalistic and Advertising writing- News writing skills, Features versus Reports, Interviewing for Journalistic writing, Components of Print Advertising, writing for persuasive communication including advertising • New media and characteristics of new media, Digital Media forms and Presentations, Difference of traditional story telling versus digital story telling • Role of Communicator, Language, Resources, Community, Environment in • Message creation. Role of Audiences in message construction and reception • Appeals- Fear, Rational, Humour, Journalistic, Spiritual, satire etc.	
Module 4	**Project**		1
	Student/s executes a designing/implementing communication strategies for their Field work Organization or independent of it covering Media Production syllabi. This Project will carry 50 marks of internal assessment. Remaining marks can be for the participation, process and peer evaluation.		
Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):			
• Students design communication messages for PSA-Public Service Advertisements. • Short reels can be made giving social or commercial messages.			

• Writing report of the ongoing activity.	
• Audio programme, jingle, radio play, podcast can be created.	

References:

- Ascher S & E Pincus, 2012, The filmmaker's handbook, Penguin Books, London.
- Atkin, G. 1990. Sound Technics for Video and Television. London & Boston. Focal Press.
- Drew O. McDaniel, Rick C. Shriver and Kenneth R. Collins, 2007, Fundamentals of Audio Production. Pearson.
- Huber, D.M. 1987. Audio Production Techniques for Video. McMillan.
- Hurbis-Cherrier M, 2007, Voice & Vision, A creative approach to narrative film and DV Production, Elsevier, USA.
- Mody Bella 1991. Designing Messages for development communication: Audience participation based approach, Sage, New Delhi.
- Mott, R. 1990. Sound Effects for Radio and Television. Boston & London. Focal Press.
- Porter Tom & Bob Green street 2002. Manual of Graphic techniques: Mediums & Methods, Architectural Press, USA.
- Rebecca Dumlao. 2018. A Guide to Collaborative Communication for Service-Learning and Community Engagement Partners, Stylus Publishing, Virginia.
- Robert Mcleish, 2005. Radio Production, Focal Press, Oxford
- Rose, Gillian. 2001. Visual Methodologies-An Introduction to Interpretation of Visual Materials. Sage, London.
- Swain Dwight. Scripting for Video and audio- visual. Focal Press. 1981
- Zettle H, 1999, Sight Sound motion, Applied media aesthetics, Wadsworth Publishing Co., Belmount.

Semester I		
24504	**INTERNSHIP** On The Job Training (0+4)	**4**
	Unlike Field work where classroom was integral part of learning processes, in internship the student is on her own to explore world outside classroom. A student can do internship in any government, non-government or corporate organization which is engaged in extension and /or research activities. She may undertake communication, research, training, capacity building, outreach and any such tasks in consultation with the Organization/programme/agency/institution.	
Course Objectives:	Internship will enable the students to: 1. Apply knowledge gained during the programme to work situations. 2. Analyze organizational, administrative and managerial aspects of extension work. 3. Gain hands-on experience of working in the field through an organizational interface and become job ready.	

Course Outcomes:	At the end of Internship, the student will be able to: ● Recognize concepts of a professional work environment and become part of one. ● Conduct one in line with deliverable outcomes for given organization. ● Apply skills gained in the classroom in work life spaces.	
Duration	One month or 240 hours	

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):
The report of the internship along with the supervisor's evaluation will have to be submitted to the Head of the Department within fifteen days of completion of internship before or after the theory examination depending upon the local conditions.

End of Semester-2