M.Sc.(Home Science)   Prospectus No. 2011197
Semester-I Examination - Winter-2010,
Semester-II Examination - Summer-2011

संत गाडगे बाबा अमरावती विद्यापीठ
SANT GADGE BABA AMRAVATI UNIVERSITY

गृहविज्ञान विद्याशाखा
(FACULTY OF HOME SCIENCE)

PROSPECTUS
OF
M.Sc. (Home Science) (Communication and Extension)
Semester-I, Winter-2010
Semester-II, Summer-2011

2010

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I N D E X

M.Sc. (Home Science) (Communication and Extension)

(Semester-I & II)

(Prospectus No.2011197)

SANT GADGE BABA AMRAVATI UNIVERSITY

SPECIAL NOTE FOR INFORMATION OF THE STUDENTS

(1) Notwithstanding anything to the contrary, it is notified for general information and guidance of all concerned that a person, who has passed the qualifying examination and is eligible for admission only to the corresponding next higher examination as an ex-student or an external candidate, shall be examined in accordance with the syllabus of such next higher examination in force at the time of such examination in such subjects, papers or combination of papers in which students from University Departments or Colleges are to be examined by the University.

(2) Be it known to all the students desirous to take examination/s for which this prospectus has been prescribed should, if found necessary for any other information regarding examinations etc. refer the University OrdinanceBooklet the various conditions/provisions pertaining to examinations as prescribed in the following Ordinances-

Ordinance No. 1	:	Enrolment of Students.
Ordinance No.2	:	Admission of Students
Ordinance No. 4	:	National Cadet Corps
Ordinance No. 6	:	Examination in General (relevant extracts)
Ordinance No. 18/2001	:	An Ordinance to provide grace marks for passing in a Head of passing and Inprovement of Division (Higher Class) and getting Distinction in the subject and condonation of defficiency of marks in a subject in all the faculties prescribed by the Statute NO.18, Ordinance 2001.
Ordinance No.9	:	Conduct of Examinations (Relevant extracts)
Ordinance No.10	:	Providing for Exemptions and Compartments
Ordinance No. 19	:	Admission Candidates to Degrees
Ordinance No.109	:	Recording of a change of name of a University Student in the records of the University
Ordinance No.6 of 2008:		For improvement of Division/Grade.
Ordinance No.19/2001	:	An Ordinance for Central Assessment Programme, Scheme of Evaluation and Moderation of answerbooks and preparation of results of the examinations, conducted by the University, Ordinance 2001.

Dineshkumar Joshi
Registrar
Sant Gadge Baba Amravati University

PATTERN OF QUESTION PAPER ON THE UNIT SYSTEM

The pattern of question paper as per unit system will be boradly based on the following pattern.

(1) Syllabus has been divided into units equal to the number of question to be answered in the paper. On each unit there will be a question either a long answer type or a short answer type.

(2) Number of question will be in accordance with the unit prescribed in the syllabi for each paper i.e. there will be one question on each unit.

(3) For every question long answer type or short answer type there will be an alternative choice from the same unit. However, there will be no internal choice in a question.

(4) Division of marks between long answer and short answer type question will be in the ratio of 40 and 60.

(5) Each short answer type question shall Contain 4 to 8 short sub question with no internal choice.

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Syllabus prescribed for M.Sc. (Home Science) (Communication & Extension)
Semester-I

Subject Code 115CO47
Community Organization and Development Theories

Theory : 3 Periods/Wk/ (3 Credits)   Theory Paper : 50
Practical : 2 Periods/Wk/ (1Credits)   Th.Int.Ass.Marks : 25
                                                       Practical Int. Mks.:25
                                                       Total Mks.: 100

Learning Objectives :- After completion of the course the students will be able to-
- understand the concept, structure and organisation of different types of communities.
- understand the factors comtributing to changes in community, community organisation and their mobilisation for developmental goods.

Theory

Unit-1   : The Community :
    1.1 Definition, concept and characteristics of a community.
    1.2 Structure and organisation of different types of community – Tribal, Rural and Urban.
    1.3 Comparison between Tribal, Rural and Urban Communities. Folkways, Taboos, Mores, Custom, Tradition.

Unit-2   : Social Groups and Organisations :
    2.1 Concept, types, characteristics of different social groups, interest, attitude and motivation for affiliations.
    2.2 Dynamics of social group – Family and kinship groups, class and class based groups, interest groups and associations.

Unit-3   : Dynamics of Change in Community :
    3.1 Social Organisatons – Family, school, cooperatives and other organisations, and their role in community.
    3.2 Factors contributing to change and transition in the structure and organisation of community. Mass Media and communication globalisation and their impact on community.
    3.3 Concept of Planned Social change, peoples participation, concept, types and barriers to participation in bringing about social change.

Unit-4 : Organisation in Development :
    4.1 Indicators of development, theories of development.
    4.2 Organisation involved in development-government, corporate and voluntary sector organisations.
    4.3 Analysis of organisations, their present role and future potential in facilitating development, inter sectoral synergy.

Unit-5   : Community Leadership :
    5.1 Leadership – Concept, theories of leadership, pattern and characteristics of leaders in different communities.
    5.2 Leadership in different organisations involved in development - inter sectoral, gender based analysis.
    5.3 Role of leadership in Community development.

Practicals / Sessionals :-
    (1) Assessmentof socio-economic status of tribals in nearby tribal area, rural area and urban area.
    (2) Study of the different social group as family and kinship groups, class and class based groups, interest groups and association.
    (3) Impact of mass media on family for planned social change.
    (4) Situational analysis of indicators of development for the community.
    (5) Study the role of extension worker / local leader in community Development.

References :-
    (1) Burkey, Stan (1993) : People First : A Guide to self Reliant, Participatory Development.
    (2) Dale R. (2000) Organisation and Development Strategies, structures and processes, Sage Publication New Delhi.
    (3) Edward M and Hulme D. (1992), Making a Difference : NGO's and Development in a changing world.
    (4) Hondy C.B. (1983) Understanding Organisations.
    (5) Korten D.C. (1990), People Centred Development – Getting to the 21st Centrury.
    (6) Desai A.R., Rural Sociology.

Subject Code 115SD48
Sustainable Development Initiatives & Approaches

Theory : 3 Periods/Wk (3Credits)   Theory : 45
Practical : 2 Periods/Wk (1Credit)   Th.Int.Ass.Marks : 30
                                                    Practical Int.Ass.Mks.:25
                                                    Total Mks. : 100

Learning Objectives :- After completion of the course the students will be able to-
*   understand the concept of sustainability and development .
*   understand community resources and identify the trends in the extent and consequences of their utilization.
*   evaluate existing structures and established arrangements for sustainable management of community resources.
*   understand relationship between environmentally sound technologies and sustainability.

Theory :

Unit-1   : Sustainable development :
   1.1   Sustainability – Meaning, concept and implications for development. Sustainable development – Concept, Philosophy, Goals.
   1.2   Dimensions of Sustainable development – Social, spiritual, economic, educational, nutritional,security.
   1.3   Theories of development, change in concept of development, factors leading to change.

Unit-2   : People's Participation and sustainability :
   2.1   People's Participation – Concept and controversies, types and forms in development initiatives.
   2.2   Relationship among participation, learning and sustainability. Inter linkage of people's participation for building local knowledge, capacity of people and local institutions.

Unit-3   : Sustainability and Community resource perspective :
   3.1   Community resources – Concept of resources – natural and shared resources.
   3.2   Ecological (air, water, fuel, flora, fauna), institutional inputs (community groups / networks), understanding resources, their interdependency.
   3.3   Indicators of environmental unsustainability – new paradigm of development.

Unit-4   : Management of Community resources and sustainability :
   4.1   Trends and changes in Management of Community resources, community based organisational structures and practices.
   4.2   Factors affecting sustainability of Community resources management initiatives – institutional sustainability, credibility, public image, style of functioning, human resource accountability.
   4.3   Programme sustainability – participation, capacity building, skill development, developing leadership, self reliance. Financial sustainability – corpus funds, assets, networking.

Unit-5   : Peoples initiatives and sustainability :
   5.1   Ecology and resource conservation – concepts, bio-diversity, resource conservation methods, renewable energy and resources, role of people.
   5.2   Envirnmentally sound technologies – their impact on sustainable management of resources, adoption patterns, impact on lives of people, technologies for water management, fuel and energy conservation, food security.
   5.3   Advantages and lacuna in the initiatives of different societal structures in sustainable community resource management initiatives.

Sessionals / Practicals :- Study the following particulars in your region and prepare report.
   (1)   Survey on awareness of the community regarding concept of sustainability with structured questionnaire or schedule.
   (2)   Mapping of available natural resources.
   (3)   Evaluation of programmes of atleast two NGO's working for the sustainable development.
   (4)   Evaluation of government policies and programmes for sustainable development of community.
   (5)   Environmentally sustainable technologies for conservation of natural resources (Fuel, food, water).

References :-
   (1)   Dale R. (2000), Organisations and Development Strategies, Structures and Processes, Sage Publications, New Delhi.
   (2)   Integrated Rural Development for sustainable Livelihood. BAIF Development Research Foundation.
   (3)   Mathur G.C. (1993) – Low cost Housing in Developing Countries, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
   (4)   Mukherjee B.M. (1998), Technologi for Sustainable Development, Guru Ghasidas University, Bilaspur.
   (5)   Ranade et.al., Akshaya Vilas sustainable development, Vivekanan Kendra Prakashan Trust, Chennai.
   (6)   Sinha P.C. (1998), International Encyclopaedia of Sustainable Development Vol. I to XX, Anmol Publications Pvt.Ltd., New Delhi.

Subject Code 113HL49
Human Learning Psychology

Theory : 2 Hrs/wk –(Credits-2)   Theory Marks : 35
Practical : 2 Hrs/wk –(Credit-1)   Th.Int.Ass.Marks :15
                                                                 Practical:25
                                                                 Total Marks : 75

Learning Objectives :- After completion of the course the students will be able to understand-
- human learning psychology.
- types of learning for change in knowledge, attitude and skill.
- indicators of human behaviour in learning.

Theory
Unit-1 : Human Learning Psychology :
    1.1 Components of Human Behaviour.
    1.2 Psychology of Human learning.
    1.3 Importance of human learning psychology in Home Science Extension work..

Unit-2 : Learning :
    2.1 Learning – Concept, Definition, characteristics of learning, and learning curve.
    2.2 Bloom's taxonomy of educational objectives
    2.3 Theories of learning, Learning behaviour and
    2.4 Factors affecting learning.

Unit-3 : Cognitive Learning :
    3.1 Principles of cognitivism.
    3.2 The concept of change in cognitive structure.
    3.3 Measurement of change in knowledge – Process, development of test/scale, unit.

Unit-4: Attitude Learning :
    4.1 Factors influencing attitude development.
    4.2 Strategies for changing attitude.
    4.3 Measurement of change in attitude – Process, development of test/scale, unit.

Unit-5 : Skill learning :
    5.1 Factors affecting skill learning.
    5.2 Task description and task analysis.
    5.3 Measurement of change in skill – Process, development of test/scale, unit.

Practical :
(1) Develop knowledge test on definite content and implement one it on small sample, calculate knowledge index.
(2) Develop attitude test on defined topic and calculate validity and reliability of the scale.
(3) Develop a skill scale on defined task.

References :
(1) Back C. Robert (1986), Psychological factors at work, Recognition and Control, ILO, Geneva, Occupational Saftey and Health Series No.56.
(2) Back C. Rober (1986), Apply Psychology understanding people, Prentice Hall Englewoods Cliffs, New Jersey.
(3) Morgan C.T., King R.A., Robinson N.M. (1979), Introduction to Psychology, Tata McGraw Hill Publishing Co., New Delhi.
(4) Kolf D. (1984), Experimental Learning – Experiences as the source of learning and development.
(5) Chauhan S.S. (1984), Advaned Educational Psychology, Vikas, New Delhi.
(6) Gagne R.M. (1978), The conditions of learning, Molt and Rinehart, New York.
(7) Bigge M.L. (1982), Learning Theories for Teachers, Harper & Row, New York.

Subject Code 115PD50
Programme Design and Evaluation

Theory : 4 Periods/wk/ 4 Credits   Theory Mks. : 60
Practical : 4 Periods/wk/ 2 Credits   Th.Int.Ass.Marks:40
                                                                 Practical: 35
                                                                 Internal Assessment : 15
                                                                 Total Marks : 150

Objectives :- After completing the course students enable to-
- understand the process of programme planning in extension.
- develop ability in planning extension programmes.
- learn the principles and procedures involved in programme planning, implementation.

Theory
Unit-1 : Programme Planning :
       1.1 Meaning and importance of programme planning in extension.
       1.2 Principles of programme planning : Programme development cycle and its component.
       1.3 Programme Projection : Difference between programme projection and planning.

Unit-2 : Plan of Work :
       2.1 Meaning and importance components of a plan of work, factors to be considered in preparing plan of work.
       2.2 Pre-requisites for developing plan, guidelines for developing a written plan, criteria for judging plan of work.
       2.3 Resources for programme planning : Meaning of resources, types of resources, identification and appraisal of resources, resources mapping, computer application for programme planning.

Unit-3 : Programme Implementation :
       3.1 Aspects of execution, factors responsible for the successful conduct of a programme.
       3.2 Role of officials and non-officials in programme implementation.
       3.3 Linkages with other agencies, problems in implementation.

Unit-4 : Evaluation and Follow Up :
       4.1 Meaning and purpose of evaluation, types of evaluation – Formative and summative evaluation, self evaluation and external evaluation, criteria for evaluation.
       4.2 Phases of Evaluation, tools of evaluation- observation sheet, interview schedule, rating scale and check list.
       4.3 Follow-up – Need for followup, methods of follow up – correspondence, spot visit, meetings.

Unit-5 : Documentation :
       5.1 Need for reporting and recording.
       5.2 Procedures for recording – aspects to be covered.
       5.3 Records and registers to be maintained in implementing institutions.

Practicals :-
    (1) Define objectives of individual and community development programmes (at least two for each group).
    (2) Design the plans of the programmes for above said objectives.
    (3) Enlist role of officials and non-officials for implementation of planned programmes.
    (4) Prepare pans of evaluation of programmes specially focused on types and phases of evaluation.
    (5) Enlist and prepare proformas for documentation of programmes.
    (6) Implement, evaluate, take follow up and prepare report of at least one programme.

References :-
    1) Albrecsht, H. et. al. (1989). Rural Development Series Agricultural Extension Vol. I & II. Basic concepts and methods, Wiley Eastern Limited, New Delhi.
    2) Chaubey, B.K. (1979). A Handbook of Extension Education, Jyoti Prakashan; Allahabad.
    3) Dahama, O.P. and Bhatnagar, O.P. (1987). Education and Communication for development. Oxford and IBH Publishing Co., Pvt. Ltd.; New Delhi.
    4) Extension Education in Community Development. (1961). Ministry of Food and Agriculture. Government of India, New Delhi.
    5) Pankajam, G. (2000). Extension - Third Dimension of Education, Gyan Publishing House ; New Delhi.
    6) Ray, G.L. (1999). Extension Communication and Management. Naya Prokashi; Calcutta.
    7) Reddy, A. (1999). Extension Education, Sree Lakshmi Press, Bapatla.
    8) Sandhu,A.S. (1994) Extension Programme Planning. Oxford & IBH Publishing Company Private Limited, New Delhi.
    9) Singh, R. (1987) Textbook of Extension Education. Sahitya Kala Prakashan, Ludhiana.
    10) Supe, S.V. (1982). Introduction to Extension Education. Oxford Publishers; New Delhi

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Subject Code 111CA51
Computer Application in Communication and Extension Statistics

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Practical : 4 Periods/wk (2 Credits)   Practical Marks: 35
                                                   Internal Assessment : 15
                                                   Total Marks : 50

Objectives :- After completing course students will be able to -
    • understand use of computer in distributional and statistical analysis in communication and extension.
    • develop skill of drafting text, reports, tables, figures etc.
Practical :
    (1) Computer Basics
        1.1 Computer Hardware and software.
        1.2 Input and out put devices.
        1.3 Basic Operations in data handling (copy, paste, prepare file / folder, burn CD's etc.)
    (2) MS Word
        2.1 Introducton to MS Word.
        2.2 Use for drafting letters and reports.
        2.3 Drafting tables.
        2.4 Use for drafting reports.

(3) MS Excel
    3.1 Introduction to MS Excel.
    3.2 Use of distributional analysis of data in communication and extension.
       Use of statistical analysis in communication and extension.
       Descriptive Analysis – Mean and standard deviation.
       Correlation – Pearsons correlation between two or more variables.
       Parametric test – 't' test, analysis of variance, z test.
       Non-parametric test – chi square test.
    3.3 Graphical Presentation – Graphs and bar diagrams.
    3.4 Introduction to applicable statistical analysis softwares.

References :-
(1) Literature of MSCIT.
(2) Garrett, Henry E. (1971), Statistics in Psychology and Education, David Hanley and Co.
(3) Edward, Experimental Design in Psychological Research.
(4) Kerlinger, Foundation of Educational Research.
(5) Mulay Sumati and Sabarathanam V.E. (1980). Research Methods in Extension Education, New Delhi, Sole Selling Agents, MANASHAYAN, 32.

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Syllabus prescribed for M.Sc. (Home Science) (Communication & Extension)
Semester-II

Subject Code : 125EE52
Extension Education System

Theory : 3 Periods/Wk (3 Credits)   Theory Paper   : 45
Practical : 2 Periods/Wk (1 Credit)   Theory Internal : 30
                                                      Practical Internal : 25
                                                      Total Marks   : 100

Objectives : After completion of course students will be enable to
- understand the changing concept of extension
- get acquainted with the trends in extension approaches and models
- identify the support system development for extension education

Theory

| Unit 1 | : | **Conceptual Analysis** |

1.1 Analysis of definition and changing concept of extension
1.2 Principles and philosophy of extension education
1.3 Extension education as discipline and profession

| Unit 2 | : | **Extension Models and Approaches** |

2.1 Models   :   Transfer of Technology (TOT), Model, Social Education Model, Indigenization Model, Social action Model, Empowerment participation Model, Combination Model.

2.2 Approaches :   Agriculture extension, Commodity specialized, Participatory, Project Cost sharing, Educational institution integrated, area, cluster and target approach.

| Unit 3 | : | **National Extension System** |

3.1 Role of extension in development, Community development programme
3.2 Integrated functioning of teaching, research and education in ICAR extension system, Agriculture universities, KVK, Trainer's Training centres.
3.3 Extension systems of Ministry of Rural Development, Department of Science and Technology, Department of Industries and Department of Women and Child Development, Ministry of Forest and Environment, Development work by NGO's, Government-NGO collaboration.

| Unit 4 | : | **Support structures and their functions** |

4.1 Panchayat, Panchayat union, Elected Panchayat, DRDA, Central Social Welfare Board, State Social Welfare Board.
4.2 National level voluntary agencies like CAPART, KVIC, NABARD
4.3 Local level voluntary agencies, People's organization at grass roots

| Unit 5 | : | **Extension system in other countries** |

Sri Lanka, Philippines, China, Bangladesh and USA

Practicals
1) Prepare report on visit of students to Block and DRDA offices to study ongoing extension support programme for community welfare.
2) Prepare report on visit of students to District Social Welfare Department to study the ongoing programmes for community welfare.

3) Prepare report on visit of students to one ICAR institute, Agriculture University and Krishi Vigyan Kendra for studying structure and functioning related to community welfare.

References
1) Albrecsht H. et al. (1989) Rural Development Series. Agriculture Extension Vol. I and II Basic concepts and methods. Wiley Eastern Limited, New Delhi.
2) Chaubey B.K. (1979) A Handbook of Extension Education, Jyoti Prakashan, Allahabad.
3) Dhama O.P. and Bhatnagar O.P. (1987) Education and Communication for Development. Oxford IBH publishing Co. Pvt. Ltd., New Delhi.
4) Extension Education in Community Development (1961) Ministry of Food and Agriculture, Government of India, New Delhi.
5) Pankajam G. (2000) Extension – Third Dimension of Education, Gyan Publishing House, New Delhi.
6) Ray G.L. (1999) Extension Communication and Management. Naya Prakash, Calcutta
7) Reddy A. (1999) Extension Education. Sree Lakshmi Press Baptala.
8) Waghmare S.K. (1989) Exploring of Extension Excellence. Multi Tech. Pub. Company.

Subject Code : 125TM53
Training Methodology

Theory : 3 Periods/Wk (3 Credits)

Practical : 4 Periods/Wk (2 Credits)

Theory Paper : 45

Theory Internal : 30

Practical : 35

Practical Internal : 15

Total Marks : 125

Objectives : After completion of course students will be enable to
- conceptualize the training process
- understand the different methodologies and evaluate their suitability for training goals
- develop skills in designing training programmes

Theory

Unit 1 : **Training and Education**
1.1 Concept, meaning and relationship between training and education
1.2 Principles of learning : Pedagogy and andragogy

Unit 2 : **Pre training preparation**
2.1 Selection of trainees, Assessment of training needs, Setting objectives for various developmental goals.
2.2 Conceptual models of training, Designing and planning extension training programmes, Selection and orientation of trainers.
2.3 Developing training modules

Unit 3 : **Training Methods**
3.1 Classification of training methods, their importance, uses and limitations
3.2 Selection of appropriate methods to suit situations and circumstances
3.3 Current training methods applicable in extension, their advantages, used and limitations

Unit 4 : **Training Evaluation**
4.1 Meaning, purpose and criteria of training evaluation. Approaches to evaluation-reaction level learning level, result level and skill evaluations
4.2 Tools of evaluation for guiding, checking and monitoring for action
4.3 Framework for evaluating training programmes, internal and external indicators. Cost, organizational support and other factors facilitating training, post training factors

Unit 5 : **Organisational factors and Training**
5.1 Working climate, Leadership
5.2 Mechanics of change – Organisation as socio-technical systems-impact development
5.3 Developing organizational structures for facilitating micro and macro level intervention for facilitating development

Practicals
1) Designing training programmes for different developmental goals.
2) Developing skills in selection and use of different training methods – Case study, Role play, Psychodrama, Buzz group, Group discussion, Process work, Business games.
3) Organizing and conducting training programmes.
4) Evaluating training programmes.
5) Visit to training and development organizations.

References
1) Berger M.L. and Berger P.J. (1973) Group Training Technologies, Lowe and Bryalone Pvt. Ltd. Haver Hill, Britain.
2) Bhatnagar O.P. (1989) Evaluation Methodology for Training Theory and Practical. Oxford and IBH Publishing Company, New Delhi.

3) Easterby Smith Mark (1986) Evaluation Management, Training and Development. Growers Publishing Co., England.
4) Fippo Edwin B. (1972) Principles of Personal Management. McGraw Hill Co., New York.

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5) Hackett P. (1997) Introduction to Training. University Press, Hyderabad.
6) Kolb, D. (1984) Experimental Learning – Experiences as the sources of Learning and Development. Prentice Hall Inc. New Jersey.
7) Lyton R. and Pareek U. (1990) Training for Development. Vistav Publication, New Delhi.
8) Lyton R. and Pareek U. (1992) Facilitating Development. Sage Publication, New Delhi.
9) Moss Geoffery (1988) The Trainer's Handbook for Managers and Trainers. Institute of Management, Singapore.
10) Mishra D.L. (1990). New Directions in Extension Training. Directorate of Extension. Ministry of Agriculture, Government of India, New Delhi.
11) Palmer A.B. (1981) Learning cycle : Models of Behaviour change – A Handbook of Group facilitator. University Associates, California.
12) Pareek U. (1989) Behaviour Process in Organisation. Oxford and IBH, New Delhi.
13) Prior J. (1994) Hand book of Training and Development. Jaico Publishing House, Bombay.
14) Singh P.N. (1989) Training for Management Development. Forum of Asian Managers, Bombay.
15) Sparhawk S. (1989) Identifying Targeted Training Needs. Wheeler Publishing, New Delhi.
16) Stephen P.R. (1989) Organisational Behaviour: Concept, Controversies and Application. Prentice Hall of India, New Delhi.
17) Truelove S. (1997) Handbook of Training and Development. Beacon Books, A Blackwell Asia Imprint, New Delhi.
18) Vanments Mony (1983) Effective Role Play. A Handbook for Teachers and Trainers. Kopen Page Ltd., London.
19) Virmani and Seth P. (1989) Evaluation Management in Training and Development. Vision, New Delhi.
20) York A. (1989) The System Approach to Training. Royal Institute of Public Administration Studies, London.

Subject code : 125AE54
Communication Approaches in Extension

Theory : 3 Periods/Wk (3 Credits)   Theory Paper   : 45
Practical : 4 Periods/Wk (2 Credits)   Theory Internal   : 30
                                            Practical Internal : 50
                                            Total Marks   : 125

Objectives : After completion of course students will be enable to-
- understand application of communication approaches for communication of extension messages to different target group.
- develop skill of preparation and use of tools of communication for extension.

Theory

Unit 1 : **Approaches of Communication in Extension**
1.1 Traditional Approach – Folk media and use for communication and extension
1.2 Modern Approach – Participatory, Analytical, Dialogue, Persuasive and Educational games. Use of modern approach for communication and extension
1.3 Modified Approach – Combination of traditional and modern approaches for communication and extension

Unit 2 : **Methods of Communication**
2.1 Individual communication methods
2.2 Group communication methods
2.3 Mass communication methods
2.4 Planning and preparation of communication methods for extension

Unit 3 : **Projected tools of communication**
3.1 Preparation and Presentation of following tools
3.2 Transparencies for OHP
3.3 Soft copies of presentation for computer and computer aided projectors

Unit 4 : **Non projected tools of communication**
4.1 Preparation and Presentation of non projected tools
4.2 Models – Working and still mode
4.3 Print media – Leaflets, folders, poster, charts, flash cards, news letter, circular letter, bulletin News

Unit 5 : **Themes and Messages – Concept**
5.1 Themes for communication in Extension, Messages for communication in extension, Themes of messages for different target groups as policy maker, managerial level officials from government donar agencies and NGOs, Grass root functionaries, Community members
5.2 Strategies in Extension
Individual, community strategies, presentation of the operation of strategies

Practicals
1) Study existing Communication approaches and material used in ongoing extension programmes at micro and macro levels – appraisal of techniques, tools, message, coverage, outreach, cost and impact.
2) Select any theme of communication and identify the cultural, social and economic factors underlying behaviour change in community.
3) Identify themes for communication in extension through literature research, experiences, and pilot study. Prepare, present and evaluate following projected and non projected tools for effectiveness. (At least two out of projected and two out of non projected material) Posters, Banners, Slogans, Charts, Flash cards, Folders, Leaflets, Educational games, Transparencies, CD, Script for radio and TV.

References

1) Maan, Gurmeet Singh (1987) The Story of Mass Communication : An Indian Perspective. Harnam Publishers, New Delhi.
2) Tewari I.P. (1987) Communication Technology and Development. Ministry of Information and Broadcasting, New Delhi.
3) Sharma S.C. (1987) Media Communication and Development. Rawat Publishers, Jaipur.
4) Gamble M.W. and Gamble T.K. (1989) Introducing Mass Communication. IInd Ed. MaGraw Hill Book, New York.
5) Day P.R. (1977) Methods of Learning Communication Skills. Oxford, Peragamon.
6) Hartman, Paul and others (1986) The Mass Media and the Village Life : An Indian Study. Sage Publication, New Delhi.
7) Melkote S.R. (1991) Communication for Development in Third World : Theory and Practice. Sage, New Delhi.
8) Bhatnagar S. and Satyapal A. (eds.) (1988) education and Communication Technology : Perspective, Planning and Implementation. New Delhi.
9) Scott B. (1986) The Skills of Communication. Aldershot Gower Press.
10) Joshi P.C. (1989) Culture Communication and Social Change. Vikas Publications, New Delhi.
11) Mahajan K. (1990) Communication and Society. Classical Publications, New Delhi.

Subject Code : 125ED55
Entrepreneurship Development in Communication

Theory : 3 Periods/Wk (3 Credits)
Practical : 4 Periods/Wk (2 Credits)

Theory Paper	: 45
Theory Internal	: 30
Practical Marks	: 20
Practical Internal	: 05
Total Marks	: 100

Objectives : After completion of course students will be enable to-
- provide conceptual inputs regarding entrepreneurship development in communication
- sensitise and motivate towards entrepreneurship development
- orient and impart knowledge towards identifying and implementing entrepreneurship opportunities

Theory
Unit 1 : Conceptual Framework
1.1 Concept, need and process in entrepreneurship development
1.2 Types of enterprise – merits and demerits
1.3 Role of enterprise in national and global economy

Unit 2 : The Entrepreneur
2.1 Entrepreneurial motivation – dynamics of motivation
2.2 Entrepreneurial competency – concepts
2.3 Developing entrepreneurial competencies – requirements and understanding the process of entrepreneurship development, self awareness, interpersonal skills, creativity, assertiveness, achievement, factors affecting entrepreneur's role

Unit 3 : Launching and Organising an Enterprise
3.1 Environment scanning – information, sources, schemes of assistance, problems
3.2 Enterprise selection, enterprise, feasibility study, SWOT analysis
3.3 Resource mobilization – finance, technology, raw material, site and man power
3.4 Market assessment, costing and quality control

Unit 4 : Areas of Entrepreneurship
4.1 Production of communication tools – Print material, Audio material, Video material, Audio-video material. Process of production of communication material and Competencies of producer
4.2 Consultancy areas – Programme design, programme evaluation, training organization, management of NGO, Competencies of consultant
4.3 Services – Community survey, implementation and evaluation of community programme, Competencies of service provider

Unit 5 : **Agencies for Development of Entrepreneurship**
5.1 Government of India's policy towards promotion of entrepreneurship reservations and sanctions for small scale sector
5.2 Role of SSI, Procedures and formalities for setting up SSI
5.3 Role of banks and other agencies for development of entrepreneurship

Practicals
1) Enlist entrepreneurial opportunities in communication and extension.
2) Select any one enterprise, Do SWOT analysis and suggest strategies for action.
3) Visit to funding agencies offices for understanding the formalities for registrations and the licences for enterprise.
4) Prepare and use the business games for development of entrepreneurial qualities.

References :

1) Hisrich R.D. and Peters M.P. (1995) Entrepreneurship – starting, developing and managing a new enterprise. Richard D. Irwin INC, USA.
2) Meredith C.G. et al (1982) Practice of Entrepreneurship. ILO , Geneva.
3) Deshpande M.V. (1984) Entrepreneurship of small scale industries, concept, growth and management. Deep and Deep Publication D-1/24, R-Garden, New Delhi.
4) Parekh U. and Rao T.V. (1978) Personal Efficacy in Development Entrepreneurship, Learning system. New Delhi.
5) Vasant Desai (1991) Entrepreneurship and Entrepreneur Development, Vol. I, II, III, Himalaya Publishing House.
6) Maratha Chamber of Commerce, Industrial Development of Maharashtra, Latest edition.

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Subject Code : 125RM56
Research Methods in Communication and Extension

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Theory : 3 Periods/Wk (3 Credits)   Theory Paper   : 45
Practical : 2 Periods/Wk (2 Credits)   Theory Internal   : 30
                                                           Practical Internal : 25
                                                           Total Marks   : 100

Objectives : After completion of course students will be enable to-
- know importance of research in communication and extension
- understand the types, tools applicable to research problem
- develop skills of preparing out line of research work

Theory
Unit 1 : **Foundation of Scientific Research**
1.1 Research – meaning and definition
1.2 Need of research in communication and extension
1.3 Research process
- Selection and formulation of research problem
- Specifying objectives
- Formulating hypothesis
- Deciding variables

Unit 2 : **Design Strategies in Research**
2.1 Descriptive studies
- Correlation studies
- Case studies
- Cross sectional/Survey
2.2 Analytical studies
- Observational studies
- Cohort studies
- Cross sectional studies/Survey

Unit 3 : **Methods of Sampling**
3.1 Characteristics of good sampling
3.2 Probability or random sampling
3.3 Non probability sampling

Unit 4 : **Research Tools**
4.1 Levels of data measurements and characteristics of good measurement
4.2 Types of tools and their uses
- Questionnaire
- Schedule
- Rating scale
- Attitude scale
- Interview – structured and unstructured
- Observation – participant and non participant
4.3 Concept of data
- Types of Data – Qualitative and Quantitative data
- Analysis of Data – Qualitative and Quantitative data analysis

Unit 5 : **Statistical Testing of Hypothesis**
5.1 Application of parametric tests
- r test
- t tests
- Z test
- F test
- ANOVA

5.2 Application of non parametric tests
- Chi square test
- Spearman's Rank correlation

Practicals
1) List research areas in communication and extension
2) Prepare synopsis/outline of dissertation work
   - Select problem for dissertation from literature research, experiences of guide and teachers and experiments/ pilot study.
   - Find out key words, their meaning and definitions from dictionary and encyclopedias.
   - Design conceptual model of the study.
   - Collect review on selected variables from national and international journals and prepare note cards and reference cards (follow the rules of scientific writing)
   - Decide and prepare tools of measurement of variables
   - Specify objectives
   - Frame hypothesis
   - Select locale of the study
   - Decide sample size and sampling techniques
   - Decide applicable statistical tests
3) Conduct pilot study for calculating validity, reliability and usability of the tools.
4) Prepare master table for analysis
5) Prepare time schedule and note down facilities required for dissertation work.

References
1) Van Maanen (1983) Qualitative Methodology. Sage Publication
2) Sumati Mulay and Sabarathanam V.E. (1980) Research Methods in Extension Education. New Delhi, Sole Selling Agents, MANASHYAN, 32.
3) Bryman A. and Cramer D. (1994) Quantitative Data Analysis for Social Scientist
4) Aravindra Chandra and Saxena T.P. Style Manual for Writing : Thesis, Dissertations and Papers in Social Sciences. New Delhi, Metropolitan Book Co. Pvt. Ltd.
5) Kerlinger, Foundation of Educational Research.
6) Ingle P.O. Scientific Report Writing. Nagpur, Sarla P. Ingle.

(Note : The syllabi for General Interest Course shall be as per Science faculty.)

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