

Part A

Faculty: Interdisciplinary Studies

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

Programme Outcomes: After successful completion of the course students will

1. Justify the socio cultural and economic problems of the community and provide scientific solutions with the domain of subject knowledge for critical analysis.
2. Understand the impact of the scientific and technological solutions in societal and environmental contexts, and demonstrate the skill, knowledge, of and need for sustainable development.
3. Generate self-employment potential through entrepreneurial skill training by developing competency in the preparation of participatory and innovative communication strategies for the dissemination of vital information to vulnerable sections of the population.
4. Analyse the practical knowledge of research and apply the subject matter knowledge in the field
5. Create awareness to become an enlightened citizen as well as a dynamic professional with commitment to deliver one's responsibilities strictly adhering to highest standard of ethics and professionalism.
6. Contribute to the society through the pursuit of education, learning and research at level of excellence.

Programme Specific Outcomes: After successful completion of the program students will

1. Explain the existing community organisation and extension system and their role in community development.
2. Communicate ideas intended to change the behaviour of people at receiver's end.
3. Analyse the dimensions of environmental problems and sustainable solutions .
4. Develop skills to work with the community in development programme, and develop research aptitude to think rationally.
5. Create a pro-environmental attitude and a behavioural pattern which is based on creating sustainable lifestyles.
6. Prepare projected and non projected aids for extension communications for various target groups.
7. Plan implement and evaluate extension training programme.
8. Understand the causes, consequences and preventive strategies for nutritional problems in the community .
9. Use models of communication for innovation diffusion.
10. Create information communication material for various target groups.
11. Apply the research methodology for solving the problems of community.
12. Develop the skill of different media use as communication strategy
13. Become familiar with international and national and local NGOs working for welfare of community.
14. Understand and use the technology for rural development.
15. Develop entrepreneurship in the communication and Extension.

Employability Potential of the Programme:

Home Science is a discipline of study that focuses on the vertical and horizontal development of the society i.e. individuals and families and homes and communities. The fundamental objective of Home Science extension education is the development of the individual in specific and community in general.

The curriculum of M Sc. Home Science Communication and Extension comprises three components relating to core, elective, and practical courses along with research component. The students get the exposure on cognitive, affective and psychomotor domain of the learning. The core courses emphasize on fundamental aspects of communication and extension for welfare of the community. It is basis for progression of students to higher studies like M. Phil and Ph. D.

The course will develop competencies in the students to work as professionals with governmental and non-governmental organisations in various capacities. It will enhance self-employment potential through entrepreneurial skill training by developing competency in the preparation of participatory and innovative communication strategies for the dissemination of vital information to vulnerable sections of the population. Some employment opportunities are listed below.

Professionals in Governmental and Non-Governmental Organisations

- Preparation for competitive all India entrance exams e.g. NET, SET etc
- State Govt. Departments (Extension Officers)
- Specialists in international developmental planning organizations
- Planning Commission (Rural Advisor)
- Public Relation Officers in Government Departments
- Executives in Women Welfare & Child Development,
- Rural Development,
- Tribal Development
- Social Welfare Department
- Non-government institutions
- Subject Matter Specialist at KVKs
- Officer Adult/ Non formal Education

Self-employment Opportunities

- ICT module designers for community education, especially rural women, adolescent girls and children.
Freelancer media writer/ Web Writer .
- Social Marketing Managers
- Media Evaluation and researcher
- Script editor
- Script Researcher
- Consultant for Extension Program and Events
- Extension Training organizer, and Motivator

The curriculum is designed to extend the application of Home Science knowledge and allied discipline to the families and communities with professional excellence. The emphasis is on preparing personnel for working with and for the people and developing media relevant to strengthen the extension services. The students of communication and extension are equipped with the technical and scientific subject knowledge and skills. Student will get insight to generate employment in the various sectors like production of projected and non-projected communication tools for different target groups on concern topics and issues. Provide consultancy and services like planning, implementation and evaluation of training programme for various target groups like academic, economic, and socio cultural groups.

Part B**Syllabus Prescribed for 2022-2023 Year PG Programme****Programme: M Sc. Home Science (Communication and Extension)****Programme : Semester 1**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE101	Socio-Economic Environment and Sustainable Development (Tr)	60

Course Outcomes:

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

1. Explain the Socio-economic structure of communities
2. Analyze the concept and aspects influencing sustainable development
3. Sensitize for the problems of Indian economy
4. Realize the dimensions of environmental problems and associated hazards and risks
5. Apply the conservation and management of resources

Unit	Content
Unit I	Approaches to Development 1.1 Meaning and concept of growth and development, indicators of development 1.2 Factors in economic development 1.3 Stages of economic growth, self-sustaining growth 1.4 People's participation- concept, types and forms (12 Periods)
Unit 2	Sustainable Development 2.1 Sustainability- Meaning, concept and implications for development 2.2 Sustainable Development- Meaning, concept and dimension 2.3 Goals of Sustainable development- income, education, health, longevity, poverty 2.4 Aspects of Sustainable development- Status, trends and disparities (12 Periods)
Unit III	Pollution control and Management 3.1 Pollution and environment with reference to air, water, soil and noise. Effect on health and quality of life 3.2 Impact of pollution on ozone layer, greenhouse effect, global warming 3.3 Pollution control <ul style="list-style-type: none">• Types of waste, solid waste management• Water pollution, waste water treatment and water management system• Air, water and sound pollution monitoring and control (12 Periods)
Unit IV	Indian Economic Environment 4.1 Structure of Indian economy- changing structure of Indian economy 4.2 Constraints on growth- issues of pollution, income distribution, poverty, unemployment, inequality and migration 4.3 Family and economy, family and health (12 Periods)
Unit V	Environmental Challenges 5.1 Ecosystem- Meaning, factors affecting changes in ecosystem and environment 5.2 Socio economic, problems of sustainability of ecosystem 5.3 Intrinsic linkage between environment and sustainable development 5.4 Environmentally sound technologies- their impact on sustainable management of resources, technologies for water management, fuel and energy conservation, and food security (12 Periods)

References:

- 1) Dreze, J. & Sen, A.k (1995) India Economic Development and Social opportunity. New Delhi: Oxford University Press. ISBN 0198290128
- 2) Jalan, B. (1992) The Indian Economy: Problems and Prospects. New Delhi: Viking Penguin. ISBN 0670844284
- 3) Chhakas, K. B., Pandaya, M and Raghunathan M. (2004) Understanding Environment New Delhi: Sage Publications. ISBN 0761932771
- 4) Mukherjee B.M. (1998), Technologies for Sustainable Development, Guru Ghasidas University, Bilaspure.
- 5) Sinha P. C. (1998), International Encyclopedia of sustainable Development Vol.I to XX, Anmol Publications Pvt. .Ltd., New Delhi, ISBN 8174889507
- 6) United Nations publication, World Economic and Social Survey (2018), Frontier Technologies for Sustainable Development, ISBN 978-92-1-109179-3

Part B
Syllabus Prescribed for 2022-2023 Year PG Programme
Programme: M Sc. Home Science (Communication and Extension)
Programme : Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE102	Adult Learning Psychology (Tr)	60

Course Outcomes:

- After successful completion of the course the students would be able to:
- Analyze the concepts and principles of adult learning
 - Apply theories of learning while planning of educational programs for adults
 - Select conditions that facilitate the adult learning process
 - Create learning environment for adults by application of psychological principles and theories
 - Evaluate the learning of knowledge, attitude and practices of adult learners

Unit	Content
Unit I	Adult Learning Psychology 1.1. Components of Human Behaviour. 1.2. Bloom’s taxonomy of educational objectives 1.3. Characteristics and Principles of adult learning 1.4. Importance of andragogy in Home Science Extension work (12 Periods)
Unit II	Learning 2.1 Concept, Definition, 2.2 Theories of learning, •Learning by Association, •Learning by Conditioning •Trial and Error theory •Learning by insight and their relevance to adult learning (12Periods)
Unit III	Motivation 1.1 Concept, types of Motivation and functions 1.2 Function of motivation for adult learning 1.3 Rogers Self-Theory 1.4 Maslow’s Self Actualization Theory (12Periods)
Unit IV	Learning in Groups and Teams 4.1 Fundamentals of learning in groups and teams, 4.2 Effects of leadership, group member roles and processes, performance, and culture in learning 4.3 Group theory, models and practices of collective learning (12 Periods)
Unit V	Tools of Measurement of Adult Learning 5.1 Process of construction of Knowledge test 5.2 Process of construction of Likert’s Method Attitude scale 5.3 Process of construction of Practice test (12 Periods)

Course Material/Learning Resources

- TEAL (2011). Adult learning theories. TEAL Center Fact Sheet No. 11: Adult Learning Theories. Lincs.ed.gov.
- Roundtable Learning (2020, April 1). Adult learning theory: Applications for independent learning. RoundtableLearning.com.
- Horrigan, J. (2016, March 22). Lifelong learning and technology. Pew Research Center.
- NRCS (n.d.). Application of Adult Learning Theory. (n.d.). Portland, OR: NRCS USDA.
- Panarina, S. (2018). Invariable structure of research competence of adult learners in skill building programs: Situational and contextual approach. IGI Global.
- Knowles, M. S., III, E. F., & Swanson, R. A. (2012). The Adult Learner (7th ed.). Abingdon-on-Thames, England: Routledge. Google Books
- Merriam, S.B. (2017). Adult learning theory: Evolution and future directions. PAACE Journal of Lifelong Learning, 26, 2017, 21-37. iup.edu.
- Manning, G. (n.d.). Self-directed learning: A key component of adult learning theory. Business and Public Administration Studies.
- Cornerstone. (2017, May 22). A simple, easy to understand guide to andragogy. Cornerstone.edu.
- Instructional Design (n.d.). Transformative learning (Jack Mezirow). InstructionalDesign.org.
- Anastasi. (2016). Psychological Testing. New Delhi : Pearson Education

Part B**Syllabus Prescribed for 2022-2023 Year PG Programme****Programme: M Sc. Home Science (Communication and Extension)****Programme : Semester 1**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
----------------------------	-----------------------------	---------------------------

CE103	Communication Technology for Extension Teaching (Tr)	60
-------	--	----

- Course Outcomes:

After successful completion of the course the students would be able:

1. Apply the methods of extension teaching and its application extension teaching
2. Prepare projected and non-projected aid for various extension activities
3. Evaluate different projected and non-projected aid
4. Use ICT (Information communication technology) for extension teaching
5. Prepare educational content by using projected aid for community development

Unit	Content
Unit I	Communication Technology 1.1 Meaning, Concept, origin of communication technology 1.2 Types and kinds of communication technology 1.3 Advanced technology in communication (10 Periods)
Unit II	Methods of Extension Teaching 2.1 Meaning and definition and functions of extension teaching methods. 2.2 Classification of Extension Teaching Methods 2.3 Advantages and limitations of extension teaching methods (10 Periods)
Unit III	Media Systems 3.1 Trends and Techniques ó Meaning, Characteristics, Functions, reach and influence of media 3.2 Traditional Media : Puppetry, folksongs, folk theatre, 3.3 Print Media: Books, Newspapers, Magazines, leaflets and pamphlets 3.4 Electronic Media: Radio, Television, Video, Computer based technologies 3.5 Outdoor media: Exhibition, fairs and Campaigns, etc. (14 Periods)
Unit IV	Communication Tools 4.1 Meaning and definition of medium of communication and preparation of 4.2 Non-projected tools of extension teaching 4.3 Projected aid of extension teaching for <ul style="list-style-type: none">• Audio media• Video media• Audio visual media (14 Periods)
Unit V	Information Communication Technology 5.1 Concept of ICT its role in rural development 5.2 ICT tools, email, internet, use of multimedia, use of mobile phone, 5.3 Computer assisted instruction, touch screen, micro-computers, web technologies and information kiosk, 5.4 Open education resources (12 Periods)

Course Material/Learning Resources

1. Educational technology, Dr. A. K Sharma seventh edition (2005), vinitpustak, mandir, Agra.
2. Technology of teaching N.R. Swarup saxena, Dr. S.C. oberoi, second edition, (1999), R.
3. S.V. Supe, L.L. Somani. Textbook of extension education. Agrotech publishing academy, J-38 Basant vihar, Udaipur (India) ISBN: 978-81-8321-518-3.
4. Frank Banks, (2013), Teaching Technology, Edited by Routledge.
5. Steven G. Brint, (2006), Schools and Societies, Stanford University Press.
6. D.D. Aggarwal, (2004), Educational Technology, Sarup& Sons.
7. Starr Roxanne Hiltz and Ricki Goldman, (2004), Learning Together Online, Routledge.
8. Indu Grover et al (2002) Communication and Instructional Technology. Udaipur: AgrotechPublishing Academy.
9. Ram Nath Sharma and S.S. Chandra, (2003), Advanced Educational Technology, Atlantic Publishers and Distributers.
10. S.K. Mangal, (2002), Advanced Educational Psychology, 2nd Edition, PHI.

11. T.S. Saraswathy, (1999), Culture, Socialization and Human Development: Theory, Research, And Applications in India, Sage Publications.
12. J.H. Sawrey, and C. Telford, (1998), Educational Psychology, Prentice Hall of India.
13. John F. Travers et al., (1993), Educational Psychology: Effective Teaching and Effective Learning, Macmilan.
14. S.K. Kochar, (1992), Methods and Techniques of Teaching, Sterling Publishers.
15. Arabinda Biswas and Surendra Prasad, (1986), Development of Education in India, Concept Publishing Company.
16. K. Sampth, (1984), Introduction to Educational Technology, Sterling Publishers.
17. C. L. Anand and PanmanaRamacandrannayar, (1983), The Teacher and Education in Emerging Indian Society, NCERT.
18. Christian O. Weber, Holt, 1960, Basic Philosophies of Education, Rinehart and Winston.

Part B

Syllabus Prescribed for 2022-2023 Year PG Programme

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

Programme : Semester 1

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE104	Community Organization and Extension System (Tr)	60

- Course Outcomes:
- After successfully completion of the course the student would be able to:

 - Interpret the concepts, structures and organisation of different types of communities
 - Illustrate the factors contributing to changes in community, organisation and their mobilisation
 - Apply the changing concept of extension and the support system development for extension education

Unit	Content
Unit I	Community Concepts and Perspectives 1.1 Definition Concepts and Characteristics of community 1.2 Structure and organization of different types of communities óTribal, Rural and Urban 1.3 Comparison between Tribal, Rural and Urban communities- for culture, norms, mores, customs, taboos, traditions etc. (12 Periods)
Unit II	Extension Systems in India: 2.1 Extension - Meaning, changing concept of extension, Philosophy, objectives, Principles, and Functions 2.2 Components of extension and dimension 2.3 Approaches: Integrated, area, cluster, target approach 2.4 Extension Models: Technology innovation transfer model, social education model, indigenization Model, etc. (12 Periods)
Unit III	Dynamics of Change in Community 3.1 Social Organisations- 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 3.4 Types and barriers to participation in bringing about social change (12 Periods)
Unit IV	National Extension System: 4.1 Community based organization, urban and rural institution in Development 4.2 Integrated functioning of teaching, research and education in ICAR extension system, KVK, Trainer's Training centres 4.3 Extension system of Ministry of Rural Development, Department of Industries and Ministry of Women and child Development work by GO- NGO collaboration (14 Periods)
Unit V	Support Structures and their Functions 5.1 Panchayat, Panchayat union, Resource Description and Access, Central Social Welfare Board, State Social Welfare Board 5.2 International, National, State and local voluntary agencies working from community welfare (10 Periods)

References:

- Reddy A. (1999) Extension Education, Sree Lakshmi Press Bapatala. ISBN Number 978-93-5495-266-1
- Das, V. (Ed.) (2003) The oxford Indian Companion to Sociology and Anthropology. New Delhi: Oxford University Press ISBN Number - 13: 978-01956 45 828
- Dhamy O.P. and Bhatnagar O.P (2010) Education and Communication For Development. Oxford IBH Publishing Co Pvt. Ltd., New Delhi ISBN Number: 9788120406306
- Ray G. L. (1991) Extension communication and Management. Naya Prakash, Calcutta ISBN Number: 8185421072 9788185421070
- Handy, C.B. (1983) Understanding organization. Harmonds worth: penguin ISBN Number: 9780140091106.
- Korten D.C. (1990), people centred Development Getting to the 21st Century ISBN Number 1-85339-079-8
- Dale R. (2000) Organisation and Development Strategies, Structures and processes, Sage Publication New Delhi ISBN Number: 4786 76 149 4305

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

Programme : Semester 1

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
CE105	Socio-Economic Environment and Sustainable Development	30

• **Course Outcomes:**

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

1. Explain the importance and conservation of natural resources
2. Prepare models on environmentally sustainable technologies for conservation of natural resources
3. Evaluate different sustainable technologies

***List of Practical/Laboratory Experiments/Activities etc.**

1	Mapping of available natural resources in your area by using PRA techniques
2	Visit to NGO working for the sustainable development
3	Prepare a project report on environment and sustainable development.
4	Prepare and evaluate environmentally sustainable technologies for conservation of natural resources (Fuel, food, water, pollution control, waste control, water purification)
5	Prepare and present educational game related to environmental sustainability.

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

Programme : Semester 1

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
CE106	Adult Learning Psychology	60

Course Outcomes:

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

1. Apply theories of learning while planning of educational programs for adults.
2. Apply conditions that facilitate the adult learning process
3. Analyze Various styles and strategies of adult learning
4. Apply the psychological principles and theories for creation of learning environment for groups or teams.
5. Evaluate the learning of knowledge, attitude and practices of adult learners.

***List of Practical/Laboratory Experiments/Activities etc.**

1	Develop knowledge test on definite content and implement it on small sample, Calculate knowledge index.
2	Develop attitude test on defined topic and implement it on small group.
3	Develop a practice test on a topic and implement it on small group.
4	Develop an interview schedule for understanding learning psychology of adults and implement it on small group
5	Prepare record book with the relevant evidences.

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

Programme : Semester 1

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
CE107	Communication Technology for Extension Teaching	60

Course Outcomes:

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

- 1. Use the methods of extension teaching and its application for extension activities.
- 2. Prepare projected and non-projected aid for various extension activities.
- 3. Evaluate different projected and non-projected aid

***List of Practical/Laboratory Experiments/Activities etc.**

1	Prepare audio- visual clip, present and evaluate it on various social media. At least One
2	Prepare non-projected aid and evaluate with standards norms. At least four
3	Prepare suitable audio-visual aid for various target groups . At least two
4	Enlist different online platforms for education and write in detail about the specific programme conducted related to your subject.
5	Prepare hard and soft copy of record book with relevant evidences.

Part B**Syllabus Prescribed for 2022-2023 Year PG Programme****Programme: M Sc. Home Science (Communication and Extension)****Programme : Semester II**

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE201	Development Communication	60

Course Outcomes :

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

1. Tell the importance of communication in development.
2. Develop ability to understand and use the proper skills strategies of communication strategies.
3. Demonstrate good communication skills.
4. Decide proper technologies of communication development for the documentations

Unit	Content
Unit 1	Communication process ó 1.1 Concept, elements and characteristics 1.2 Models and theories of communication 1.3 Communication skillsó fidelity of communication, communication competence and empathy, 1.4 Communication effectiveness and credibility, feedback in communication, social networks and Development communication 1.5 Barriers in communication 1.6 Message ó Meaning, dimensions of a message, characteristics of a good message, Message treatment and effectiveness, distortion of message (12 Periods)
Unit 2	Development Communication 2.1 Definition, concept and genesis, characteristics, philosophy of development communication 2.2 Approaches to development communication. 2.3 Roles of development communication, 2.4 Goals of Development Communication, 2.5 Difference between communication for development and development communication (12 periods)
Unit 3	3.1 Models of Development Communication <ul style="list-style-type: none">• Dominant paradigm of development• Dependency model• New Paradigm of development• Independent model Basic need model 3.2 Approaches to development communication ó Diffusion and Extension approach. 3.3 Strategies in development communication (12 periods)
Unit 4	Media in Development Communication 4.1 Role of Traditional & modern media in development communication 4.2 Understanding and analysis of ongoing government non-governmental efforts in development communication. 4.3 Writing for audio and visual communication- Characteristics of web writing, technical writing, blogs, online journalism for development cause. 4.4 Freedom of Expression, Restrictions on publications, ethics and responsibility, defamation, libel, Citizen Journalism (14 periods)
Unit 5	Trends in Communication- 5.1 New avenues for development communication-literacy, women development human rights& environment 5.2 Behavioural change communication 5.3 National projects of development communication - SITE, Jhabna etc. 5.4 National communication policies (10 periods)

Course Material/Learning Resources

1. Mehta SR (Ed). Communication & development: Issues perspective, Rawat Publications, Jaipur, 1992.
2. Naurla, U. Handbook of Communication, Models, Perspectives, strategies, Vishal, Enclave, Opp. Rajouri Garden, New-Delhi 2006
3. Barrette Newbold (1996): Approaches to media - A reader, Amold, New York
4. Roy G.L (1991): Extension communication and Management, Naya Prakash, Culcutta.
5. O Malhan P.N (1992): Communication Media: Yesterday, Today and Tomorrow, Ministry of information and broadcasting, New Delhi

6. Servaes (2007), communication for development and Social change Sage Publication, New Delhi
7. Verma (2009), Communication Methodologies, Agrotech Publications, Udaipur
8. Joshi Uma (2001): Understanding development Communications.: Dominant Publications, New Delhi
9. Mehta S.R. (1991) Communication for development in third World, Theory and practice, SAGE publications. New Delhi
10. Nair, R. (1993): Perspective in Development Communication, Sage Publications, New Delhi.
11. Nair, K.S. and White, Shirley (1993); Perspectives on Development Communication, Sage Publications, New Delhi.

Part B
Syllabus Prescribed for 2022-2023 Year PG Programme
Programme: M Sc. Home Science (Communication and Extension)
Programme : Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE202	Training for Human Resource Development	60

Course Outcomes:

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

1. Connect the concepts of training for human resource development
2. Analyze the priorities of extension training for human resource development
3. Plan and implement extension training program
4. Apply current training methodologies for extension training
5. Evaluate the extension training programs

Unit	Content
Unit I	Training in extension and Human Resource Development 1.1 Concept of training and types of training 1.2 Relationship between training and education. 1.3 Goals of training; self-development, action learning, organisational development, enhancing organisational effectiveness, team spirit. 1.4 Concept of Human Resource Development, Dimensions, needs and priorities (12 periods)
Unit II	Development of Training Curriculum 2.1 Concept and Need of curriculum development 2.2 Components of Standard Curriculum 2.3 Development of Standard Curriculum (10 periods)
Unit III :	Current Training Methodologies 3.1 Participatory training methodologies; aspects, advantages, limitations etc. 3.2 Roles of trainer, counselor, coach, partner, facilitator, teacher advisor, model, expert 3.3 Competencies of a trainer (14 periods)
Unit IV	Approaches to Training 1.2 Discrete Phase Approach 1.3 Process Approach 1.4 System Approach to Training (12 periods)
Unit V	Training Monitoring and Evaluation 5.1 Training Reporting 5.2 Training Monitoring 5.3 Training Evaluation ó Models of training evaluation, Typology of training evaluation 5.4 Training Review (12 periods)

Course Material/Learning Resources

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, Oxfordand IBH Publishing Company, New Delhi.
3. Easterby Smith, Mark (1986): Evaluation Management, Training and Development, Growers Publishing Co., England.
4. Flippo Edwin, B. (1972): Principles of Personal Management, McGraw Hill Co., New York.
5. Hackett, P. (1997), Introduction to Training, Universities Press, Hyderabad.
6. Kolb, P. (1984): Experimental Learning - Experiences as the Source of Learning and Development, Prentice Hall Inc., New Jersey.
7. Lyton, R. and Pareek, U. (1990), Training for Development, Vistar Publications, New Delhi.
8. Lyton, R. and Pareek, U. (1992): Facilitating Development, Saga Publications, New Delhi.
9. Moss Geoffrey (1988): New Directions in Extension Training. Directorate of Extension, Ministry of Agriculture, Government of India, New Delh.
10. Pateek, U. (1989). Behavioural Process in Organisation, Oxford and IBH, New Delhi.
11. Priot, J. (1994) Hand Book of Training and Development, Jaico Publishing House, Bombay.
12. Singh, P.N. (1989). Training for Management Development, Forum of Asian Management, Bombay.
13. Spathhawk, S. (1998): Identifying Targeted Training Needs. Wheeler Publishing, New Delhi.

14. Stephen, R. (1989): Organizational Behaviour; Concept, controversies and Application, Prentice Hall of India, New Delhi.
15. Truelove, S. (1997) : Hand book of Training and development, Beacon Books, A Blackwell Asia Imprint, New Delhi.
16. Vanments Mony (1983) : The Effective Role Play- A Handbook for Teachers and Trainers, Kogan Page Ltd., London
17. Virman and Seth, P. (1989) : Evaluation Management in Training and Development, Vision, New Delhi.
18. Vork, A. (1989) : The System Approach to Training royal Institute of Public Administration Studies, London.
19. M M Adhikary, 2018. Training in Extension Education. Daya Pub. House ISBN: 978-9387057364
20. P. Oakley & C. Garforth ,2018. Guide to Extension training Imprint United Book Prints, ISBN9789383692149

Part B

Syllabus Prescribed for 2022-2023 Year PG Programme

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

Programme : Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE203	Community Nutrition	60

Course Outcomes:

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

1. Describe and discuss concept of health with individuals, target groups and community
2. Identify the causes, consequences and preventive strategies for nutritional Problems in the community
3. Plan, implement and evaluate nutrition education programme for identified target groups
4. Use effective communication methods for disseminating nutrition and health information among people
5. Know the various approaches to nutrition and health interventions programme and policies

Unit	Content
Unit I	Community Nutrition and Health 1.1 Concept of community, concept of nutrition and its relation to health 1.2 Definition and Concept of health, dimensions and determinants of health, Right to health, Indicators of health, concept of wellbeing 1.3 Responsibility of health ó Individual, community, state, international 1.4 Demographic profile and vital statistics (12 Periods)
Unit II	Problems in Human Nutrition 2.1 Low birth weight, Protein energy malnutrition, Vitamin A deficiency, Nutritional anemia, Iodine deficiency, Fluorosis, Lathyrism 2.2 Strategies to combat Nutritional Deficiencies- food fortification, food enrichment, vitamin A Prophylaxis Programme, prophylaxis against nutritional anemia, control of Iodine deficiency disorders (12 Periods)
Unit III	Nutrition Education and Communication 1.1 Nutrition education ó Definition, meaning and importance, 1.2 Process of nutrition education ó Principles of Panning, implementation and evaluation, Methods of Nutrition education, Problems of Nutrition Education Programme 1.3 Process of communication, types of communication, and methods in health communication (12 Periods)
Unit IV	4.1 Natural and manmade disasters resulting in emergency situation- famine, draught food, earthquake cyclone, war and Political emergencies 4.2 Assessment and Surveillance of nutritional status in emergency affected Population 4.3 Indicators of malnutrition, Clinical Signs Screening acute malnutrition 4.4 Nutritional relief and Rehabilitation- <ul style="list-style-type: none">• Assessment of food needs• Mass and Supplementary feeding• Local foods in rehabilitation.• Scarcity ratio (12 Periods)
Unit V	Food Production, Food and Nutritional Security 5.1 Food Production, Post-harvest technology, food grain Storage 5.2 Food requirements various food availability, food and nutritional Security 5.3 Food Security and Food Security programmes <ul style="list-style-type: none">• Public Distribution system (PDS)• Antyodaya Anna Yojana (AAY)• Annapurna Scheme• National food for work Programme (12 Periods)

References:

1. Park K. (2000) Packs Text Book of Preventive and Social medicine, 18th Edition M/SBanarasidas Bhanot Jabalpur
2. Gupta Piyush (2010): Textbook of Preventive and social medicine, CBS Publishers Pvt Ltd, New Delhi
3. Indian Agriculture year Book (2006): Govt of India Publication, ministry of Agriculture, Government Press, New Delhi
4. National Nutrition Policy (1993), Depth of WCD, Govt. of India
5. Sharma S, C. (1987) media communication and Development, Jaipur, ISBN 13-978-817033) 387
6. The management of Nutrition in major Emergencies (2002): WHO, Published by ATTBS Publishers, New Delhi
7. Indian Agriculture year Book (2006) Govt of India Publication ministry of & quot; Agriculture, Government press, New Delhi
8. Gayatri mwethy (1996). food and Nutrition Asya Publication House, Education Publishers, New Delhi
9. food and Nutrtnon Board National Plan of Acton on Nutrition Department of women & amp; child Development Ministry of HRD, Govt of India

Part B
Syllabus Prescribed for 2022 -2023 Year PG Programme
Programme: M Sc. Home Science (Communication and Extension)
Programme : Semester II

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
CE204	Diffusion and Adoption of Innovations	60

Course Outcomes:

After completion of this course students would be able to:

1. Interpret the concept of diffusion of innovations
2. Explore the sustainable communication methods of innovation decision process
3. Adopt the models of communication flows and apply in the community
4. Apply the types of innovation decisions in a charged situation
5. Acquire skills to transfer the innovation and study the consequences of innovations

Unit	Content
Unit I	Diffusion 1.1 Concept, meaning, differences between communication and diffusion; 1.2 Elements of diffusion 1.3 Innovation-development process 1.4 Social construction of technology (12periods)
Unit II	Innovation 2.1 Forms, functions and meaning of innovation 2.2 Decision process; types of knowledge 2.3 Preventive innovation; Discontinuance; Reinvention; Innovation-decision period 2.4 Attributes of innovation; Rate of adoption; Over adoption; Technology clusters 2.5 Suitable Communication methods in different stages of Innovation Decision process (12periods)
Unit III	Adoption 3.1 Concept, adoption process 3.2 Adopter categories ó characteristics of adopter categories 3.3 Models of communication flows; Diffusion effect 3.4 Opinion leadership ó characteristics, Homophily and heterophily, monomorphic and polymorphic leaders (12periods)
Unit IV	Innovation Decisions 4.1 Types of innovation-decisions - Optional, collective, authority and contingent innovation-decisions 4.2 Change Agent ósequence of change agent roles and efforts 4.3 Innovation decision in changed situation-role of Information Technology / Input-Dealers /incentive etc. (12periods)
Unit V	Consequences of innovations 5.1 Meaning, classification of consequences ó desirable or undesirable, direct or indirect, anticipated or unanticipated consequences, Functional and dysfunctional 5.2 Decision making ó meaning, theories, process, steps, 5.3 Factors influencing decision ómaking (12periods)

References:

1. Reddy Adivi, A. 1987. Extension Education. Sree Lakshmi Press, Bapatla.
2. Rogers Everett, M. 1983. Diffusion of Innovations. 3rd Ed., The Free Press, New York.
3. Rogers Everett, M. 2003. Diffusion of Innovations. 5th Ed., The Free Press, New York.
4. Rogers Everett, M. and Shoemaker, F.F. 1971. Communication of Innovations-A cross cultural Approach. 2nd Ed., The Free Press, New York.
5. Dasgupta. 1989. Diffusion Agricultural Innovations in Village India. Wiley Eastern.
6. Jalihal KA &Veerabhadraiah V. 2007. Fundamentals of Extension Education and Management in Extension. Concept Publ. Co.
7. Ray GL. 2005. Extension Communication and Management. Kalyani Publ. Reddy

Programme: M Sc. Home Science (Communication and Extension)
Programme : Semester II

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
CE 205	Development Communication	60

- Course Outcomes:**
 After completion of this course students would be able to:
 - Appraise the importance of IEC material to approach different target group
 - Use of methods and strategies adopted by different organization for development.
 - Plan and evaluate various communication methods
 - Develop good communication skills used for various target group

***List of Practical/Laboratory Experiments/Activities etc.**

1	Preparation of IEC materials on various topics for different target audience. (submit Soft and Hard copy)
2	Plan &conduct selected methods of development communication at classroom / Department level.
3	Visit the government websites of developed and developing countries for reviewing communication strategies used for solving development issues. Prepare comparative report.
4	Visit to a developmental organization (SHG, NGO, Youth organizations) with reference to their structure, activities/ program and collect and analyze IEC material used for development communication-.
5	Evaluation of communication strategies atgovernment centers and study techniquesusedfor selected, print, traditional, electronic & outdoor media communication.

Programme: M Sc. Home Science (Communication and Extension)
Programme : Semester II

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
CE206	Training for Human Resource Development	60

- Course Outcomes:**
 After successful completion of the course the students would be able to:
 - Plan and implement extension training programme for various target group.
 - Develop skills in selection and use of different training methods.
 - Evaluate the extension training programme at various levels.

***List of Practical/Laboratory Experiments/Activities etc.**

1	Designing training programme for different development goals.
2	Simulation exercise on selection and use of different training methods and training games.
3	Plan and Organize and implement training programme for various target groups.
4	Evaluate the training programme on different levels.
5	Prepare record book with relevant evidences.

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
CE207	Community Nutrition (Practical)	30

- **Course Outcomes:**
After successful completion of Practical Course, students would be able to:
 1. Aware individuals/groups/communities about right to health and responsibilities for health
 2. Plan, implement and evaluate nutrition education programme for different target groups
 3. Observe and evaluate ongoing public health nutrition programme
 4. Assess the benefits and problems in food security programme

***List of Practical/Laboratory Experiments/Activities etc.**

1	Aware individuals/groups/communities about right to health and responsibilities for health and prepare report.
2	Plan, implement and evaluate nutrition education programme for different target groups.
3	Prepare Messages, posters, leaflets, videos for nutrition promotion.
4	Survey at schools with ongoing mid-day meal programme and Survey at Anganwadi Centre with ongoing ICD Sprogramme with major focus to the quality of food provided.
5	Critical review of food security programme through contacting beneficiaries