

M. Sc.
DEVELOPMENT COMMUNICATION & EXTENSION

PG SEMESTER SYSTEM
CURRICULUM

DEPARTMENT OF HOME SCIENCE
(UNIVERSITY OF DELHI)

APRIL 2010

M.Sc DEVELOPMENT COMMUNICATION & EXTENSION
SCHEME OF EXAMINATION

SEMESTER I

Paper no.	Title				
		Credit	Max marks	Periods/Week	Duration of Exam
	Theory				
1101	• Statistics & Computer Applications	4	100	4	3hrs
1152	• Community Organisation & Extension Systems	4	100	4	3hrs
1153	• Communication Systems: Theory & Perspectives	4	100	4	3hrs
1154	• Socio-Economic Environment and Sustainable Development	4	100	4	3hrs
	Practical				
1155	• Dialoguing Change	4	100	8	6 hours on 2 days
	Total		500		

M.Sc DEVELOPMENT COMMUNICATION & EXTENSION
SCHEME OF EXAMINATION

SEMESTER II

Paper no.	Title				
		Credit	Max marks	Periods/Week	Duration of Exam
	Theory				
1251	• Research methods & Seminar	4	100	4	3hrs
1252	• Gender & Development	4	100	4	3hrs
1253	• Programme Development & Evaluation	4	100	4	3hrs
1254	• Development Communication & Journalism: Theory & Practice.	4	100	4	3hrs
	Practical				
1255	• Technologies & skills for Planned Change-I	4	100	9	6 hours on 2days
	Total		500		

M.Sc DEVELOPMENT COMMUNICATION & EXTENSION
SCHEME OF EXAMINATION

SEMESTER III

Paper no.	Title				
		Credit	Max marks	Periods/Week	Duration of Exam
	Theory				
1351	• Organizational Management & Training	4	100	4	3hrs
1352	(Choose any one)	4	100	4	3hrs
1352(a)	• Advocacy & Behavior Change Communication: Health				
1352(b)	Environment				
1352(c)	Peace & Human Rights				
1352(d)	Consumption & Public Policy				
1353	• Communication Research, Advertising & Social Marketing	4	100	4	3hrs
	Practical				
1354	• Technologies & skills for Planned Change-II	4	100	8	6 hours on 2days
1355(a)	• Internship	2	50	2	
1355(b)	• Dissertation	2	-	2	
	Total		450		

M.Sc DEVELOPMENT COMMUNICATION & EXTENSION
SCHEME OF EXAMINATION

SEMESTER IV

Paper no.	Title				
		Credit	Max marks	Periods/ Week	Duration of Exam
	Theory				
1451	• Media Management	4	100	4	3hrs
1452	• Livelihood Systems and Entrepreneurship Development	4	100	4	3hrs
1453(a) 1453(b) 1453(c) 1453(d)	• <i>(Choose any one)</i> Rural Marketing Corporate Communication & Public Relations Corporate Social Responsibility Urban Governance & Civil Society	4	100	4	3hrs
	Practical				
1454	• Technologies & Skills for Planned Change -III	4	100	8	6 hours on 2days
1455	• Dissertation	4	150	4	
	Total		550		
	Grand Total		2000		

NOTE:

- **Pass Percentages:** Minimum marks required to pass the examination is 40% in each course, in theory and practical separately. However, the candidate must secure an overall aggregate of 50%.
- The marks obtained in the House Examination of M.Sc.(I) will be taken into account for the final allotment of the specialization/ elective subjects of M.Sc.(II). The concerned Institute will have the discretion to offer one or more elective subjects in a particular academic session (subject to the availability of logistic support).
- As per the University directive 25% of the maximum marks of each theory course will be assigned for internal assessment.
- The Practical Examinations shall be conducted over 2 days, 6 hours each day. 40 % of the marks for the practical examination shall be reserved for fieldwork and/or laboratory records of the candidates and will be awarded by the teacher responsible for the course.
- Seminar, placement reports and projects of individual papers will be evaluated by a panel of teachers internally and the marks will be sent to the University through the Head of the Department.
- The Dissertation work in III and IV Semester will be marked at the end of IV Semester for 150.
- Each Theory paper will have 1 period Tutorial per week.

STATISTICS AND COMPUTER APPLICATIONS

Paper No. : 1101 **THEORY**
Maximum Marks : 100
Teaching Periods : 4/ Week
Teaching Load : 45-48 Periods/Semester

OBJECTIVES

1. To learn basic statistical procedures for research in human development
2. To learn applications, analysis and interpretation of statistical procedures
3. To understand the scope of computer applications in research

PERIODS

Unit I: Introduction to Statistics, Measurement and Computation

10

- Descriptive and Inferential Statistics
- Basic principles of Statistical procedures: Measurement, Analysis and interpretation
- Fundamentals of measurement: quantity and quality
- Scales of measurement: Nominal, ordinal, interval and ratio scales
- Examples of each of the above scales
- Reliability, Validity; Specificity and Sensitivity of tools

Unit II: Organization and Presentation of Data

10

- Coding and tabulation
- Grouped data: Frequency distributions
- Graphic representation: Graphs, diagrams and charts
- Descriptive statistics: Central tendencies – mean, median, mode
Variability – Range, semi-interquartile range
standard deviation and variance
- Applications and uses of descriptive statistics
- Characteristics of a distribution: Skewness and kurtosis
- Percentages and frequencies, uses and applications: Percentile ranks

Unit III: Probability and Normal Distribution

10

- Basic principles and applications of probability
- Testing hypotheses, levels of significance and estimations
- Errors of estimation: Type 1, Type 2
- Sampling theory, method and errors
- Z scores and its uses

Unit IV: Statistical Tests

12

- Parametric tests of difference: T and ANOVA, Post-hoc analysis of significance
- Parametric tests of association: Pearson's r
- Non-parametric tests of difference: Mann-Whitney, Sign, Median and Kruskal-Wallis
- Non-parametric tests of association: Spearman's r

- Chi-square test
- Regression and Prediction-The regression equation, Applications of regression

Unit V: Analysis and Interpretation

8

- Selecting statistical procedures: Guidelines
- Interpretation: Going from the test to the conclusions and findings
- Computer applications in research, software programmes for qualitative and quantitative analysis

RECOMMENDED READINGS

- Aggarwal, B. M. (2002) *Basic Mathematics and Statistics*. New Delhi: Sultan Chand.
- Minium, E. W., King, B. M. and Bear, G. (1995) *Statistical Reasoning in Psychology and Education*. New York: John Wiley & Sons.
- Dooley, D. (1995) *Strategies for Interpreting Qualitative Data*. Thousand Oaks, California: Sage Publications.
- Garrett, H. (1971). *Statistics in Psychology and Education*. New York: David Haley & Co.
- Johnson, R. A. (1998) *Statistical Reasoning and Methods*. New York: John Wiley, New York.

COMMUNITY ORGANIZATION AND EXTENSION SYSTEMS

Paper No :1152 **THEORY**
Max Marks :100
Teaching Periods : 4 /Week
Teaching Load : 45-48 Periods/Semester

OBJECTIVES

1. To understand the organization and structure of different types of communities.
2. To understand the dynamics of change in the community
3. To sensitize students to elements of community organization and their mobilization for development goals.

CONTENTS

PERIODS

Unit I: Community- Concepts and Perspectives

12

- Definitions, concept and characteristics of a community.
- Structure and organization of different types of communities- tribal, rural and urban - norms, mores customs and institutions in contemporary India.
- Theoretical orientation- Functionalism, Structuralism, Marxism, Interpretative sociology, Interactionism.
- Indian sociological thoughts on community- Gandhi, Tagore

Unit II: Dynamics of Change in Community

12

- Factors contributing to change and transition in the structure and organization of communities
- Issues of tradition and modernity in the contemporary context. Rural and urban transformations and its implications.
- Social Movements -Linguistic, regional, religious, women's, environmental and other contemporary movements.
- Other factors and their impact on change in communities -religions, socio-political ideologies, imperialism, mass media and communication, globalization

Unit III: Extension Systems and Development

12

- Concept, Scope and evolution of extension
- Approaches and systems of extension -Current paradigms of extension: national and international perspectives
- Extension and Planned social change- concept, perspectives, principles and thrusts
- Relationship of Extension and Development – Development programmes and initiatives.

Unit IV: Stakeholders in Development

12

- People's participation in Development - nature, type and levels.
- Stakeholder analysis and participation in development programmes.

- Community based organizations, urban and rural institutions in Development.
- Community mobilization for development change – techniques and strategies.
- Role of groups, community institutions and people's participation in programmes and initiatives of social change.

RECOMMENDED READINGS

- Das, V. (Ed.) (2003) *The Oxford Indian Companion to Sociology and Anthropology*. New Delhi: Oxford University Press.
- Handy, C.B. (1983) *Understanding Organizations*. Harmondsworth: Penguin.
- Karve, I. (1994) The Kinship Map of India, in Patrica Oberoi (Ed.), *Family, Kinship and Marriage in India*. New Delhi: Oxford University Press.
- Pankajam, G. (2000) *Extension- Third Dimension of Education*. New Delhi: Gyan Publishing House.
- Ray, G.L. (1999) *Extension Communication and Management*. Calcutta: Naya Prakash.

COMMUNICATION SYSTEMS: THEORY AND PERSPECTIVES

Paper No	: 1153	Theory
Max marks	:100	
Teaching Periods	: 4/week	
Teaching Load	: 45-48 periods/semester	

OBJECTIVES

1. To understand the scope and nature of different communication systems.
2. To understand the theories and perspectives about communication for social change.
3. To become aware of the psycho-social aspects of behaviour change communication

CONTENTS

PERIODS

Unit I: Communication Perspectives

10

- Communication- concept, scope and role in society. Forms of communication- verbal and non verbal
- Meaning signs, codes, signification, language and cultural aspects in communication
- Communication theories and models
- Communication systems- nature, types and characteristics.

Unit II: Communication Dimensions

13

- The self- perception and emotions, process of perception, cultural influences. Role of emotions in communication.
- Visual communication: concept, process and functions; Visual perception
- Listening - process, barriers and aids, effective listening and feedback
- Persuasion- concept, types- informational and persuasive, techniques- logos, ethos and pathos.

Unit III: Communication Behaviour of Individuals and Small groups

13

- Interpersonal communication and small group communication- nature and types in organizations and different settings - relevance to social change.
- Small groups- structure, patterns of interaction, uses and influencing factors, theories of interpersonal communication
- Interpersonal behaviour frameworks and theories for behaviour change- Social cognitive theory, Social experience model, social network and social support theory.

Unit IV: Mass Mediated Communication

12

- Mass Communication systems- Theories and models- relevance for social change.
- Impact of mass communication on our lives.
- Role of mass communication systems for behaviour change.

RECOMMENDED READINGS

- Barker, L. L. (1990) *Communication*. Eaglewood Cliffs, New Jersey: Prentice Hall.
- Fiske, J (1990). *Introduction to communication studies*. New York: Routledge.
- McQuail, D. (1975). *Communication*. London: Longman.
- Severin, V. G; Tankard, J. W. (1988). *Communication theory: origin methods and uses*. New York: Longman.
- Zeuchner, R. (1997) *Communicating Today*. Boston: Allyn & Bacon.
- Tarrow, J. (2000). (2nd Ed.). *Media systems in society*. New York: Longman Publications.

SOCIO-ECONOMIC ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

Paper No :1154 **THEORY**
Max Marks :100
Teaching Periods: 4 /Week
Teaching Load : 45-48Periods/Semester

OBJECTIVES

1. To understand the socio-economic structure of communities
2. To become aware of the problems of Indian economy
3. To understand the concept and aspects influencing sustainable development.
4. To understand policies of development and their impact on communities

CONTENT

PERIODS

Unit I: Approaches to Development	12
<ul style="list-style-type: none">• Meaning and concept of growth vs development. indicators of development• Characteristics and features of less developed countries• Factors in economic development.• Stages of economic growth, self-sustaining growth, growth theories and models	
Unit II: Sustainable Development perspectives	10
<ul style="list-style-type: none">• Sustainable Development- Meaning, concept and dimensions• Aspects of sustainable development- status, trends and disparities.• Challenges of sustainable development-socio-political, economic and cultural perspectives; local, national and global linkages.• National and global policies and initiative.	
Unit III: Indian Economic Environment	15
<ul style="list-style-type: none">• Structure of Indian Economy- Changing structure of Indian economy• Constraints on growth- issues of population, income distribution, poverty, unemployment, inequality, and migration• Role, importance and organization of Indian agriculture. Agricultural policy.• Problems and prospects of food security and Indian agriculture• Role, Importance and problems of industrialization. Industrial policy and impact of globalization on industrial development.• Economic policies, socio-political environment, governance and development• Issues and correlates of health, education, environment degradation and gender on development	
Unit IV Economic Planning	12
<ul style="list-style-type: none">• Concept and dimensions of economic planning. Economic models and development planning• Development planning models and frameworks	

- Indian Economic Policy –States role in development, rural- urban development perspectives and challenges.
- Policies programmes and strategies for development- Role and approaches of five year plans economic growth and poverty alleviation
- New Economic Policy, Globalization and liberalization- Impact on India, challenges for Indian Economy.

RECOMMENDED READINGS

- Drez, J. & Sen, A.K. (1995) *India- Economic Development and Social Opportunity*. New Delhi: Oxford University Press.
- Ghatak, S. (2003) *Introduction to Development Economics*. London: Routledge
- Jalan, B. (1992) *The Indian Economy: Problems and Prospects*. New Delhi: Viking Penguin.
- Todaro, M.P. & Smith, S. (1985) *Development in the Third World*. New Delhi: Orient Longman.
- Yusuf, S. (2009) *Development Economics through the Decades*. Washington: World Bank.
- Gedam, R. (1991). *Development Planning-Origin and Growth*. New Delhi Akashdeep publications.

DIALOGUING CHANGE

Paper No : 1155 **PRACTICAL**
Max marks : 100
Practical : 2 Practical/week (4 periods/ Practical)
Practical Load : 24 practical /semester

OBJECTIVES

1. To understand the scope and range of oral and visual communication media.
2. To develop skills in designing and use of oral and visual communication media on contemporary development issues for different client groups.
3. To understand and develop skills for working with diverse community groups
4. To develop skills in extension programme planning, implementation and evaluation.

PART A: ORAL & VISUAL COMMUNICATION

	CONTENTS	PERIODS
Unit I		6
	<ul style="list-style-type: none">• Analysis and evaluation of various oral and visual communication media for different population segments.• Design and production of oral and visual communication media using contemporary techniques and digital technologies for different population segments.• Learn the use of software and hardware required for oral and visual communication.	
Unit II		6
	<ul style="list-style-type: none">• Developing/ modifying traditional forms of oral and visual communication for communicating messages on development issues.• Development of innovative communication media for different population segments.	

RECOMMENDED READINGS

- Hang, H. M. & Wood, J.H. (Ed) (1995) *Handbook of Visual Communications*. Portland: Academic Press Portland.
- Mirzoeff, N. (1999) *An Introduction to Visual Culture*. London: Routledge.
- Mody, B. (1991) *Designing Messages for Development Communication*. New Delhi: Sage Publications.

PART B: PROCESSES AND TECHNIQUES OF WORKING IN A COMMUNITY

	CONTENTS	PERIODS
Unit I:		5
	<ul style="list-style-type: none">• Develop skills of rapport formation and techniques of working in the community• Assessing needs and problems of a target group/ community.	

- Situational analysis: identify needs/ problem of the community using PLA and other suitable techniques

Unit II:

7

- Poverty, wealth and gender analysis of different communities
- Study organizational structure and processes of development organizations

RECOMMENDED READINGS

- Mikkelsen, C. (1995) *Methods for Development Work and Research*. New Delhi: Sage Publications.
- Mukherjee, N. (2000) *Participatory Rural Appraisal: Methodology and Applications*. New Delhi: Concept Publishing House.
- Mukherjee, N. & Jena, B. (2001) *Learning to Share- Experiences and Reflections on PRA and Other Participatory Approaches (Vol 2)*. New Delhi: Concept Publishing House.

RESEARCH METHODS AND SEMINAR

Paper No. : 1251

THEORY

Maximum Marks : 100

Teaching Periods : 4Periods/Week

Teaching Load : 45-48 Periods/ semester

OBJECTIVES

1. To understand the purpose and procedure of research study
2. To learn the basic format of a research design
3. To understand different types of research studies
4. To learn how to write and evaluate research papers and proposals

CONTENTS

PERIODS

Unit I: Introduction to Research

10

- Basic need for research in the social sciences
- Issues of relevance, social responsibility and cultural appropriateness
- Fundamental issues in research: Theory, method and phenomena
- Paradigms for study- -Exploratory, Evaluation, intervention
 - Experimentation
 - Ethnographic study
 - Assessment- need and impact
 - Quantitative and qualitative research
- Measurement and numbers in social sciences, statistical procedures, other issues
 - Importance of quantification
 - Qualitative vs. quantitative
 - Qualitative research methods

Unit II: Outline of Research Study

5

- Approaching an area for study
- Planning
- Execution
- Analysis

Unit III: Research Design

15

- Defining the problem: Initial steps, assumptions, research questions
- Reading, reviewing and referencing studies, journals, books and papers
- Finalizing the title
- Objectives, hypotheses
- Methods of study, standard methods and improvisations:
 - Sampling and related issues: Procedure and appropriateness
 - Methods of data collection I: links to objectives and theory, Issues of validity, reliability and relevance.

-Methods of data collection II: Questionnaire, Interview, Ranking, Rating, -Standardized measures, Case study, PLA techniques

- Analysis techniques: Summary, inference, interpretation, narrative analysis, content, transcriptions
- Writing up the report: Guidelines and conventions, computer applications
- Writing an abstract and proposal
- Evaluation and proposals for future research

Unit IV: Ethical Issues **8**

- Research on individuals and communities
- Studies with families communities and organizations
- Research for designing programmes and campaigns
- Evaluations and Impact assessments: A review
- Confidentiality and research
- The researcher and the researched
- Areas of contemporary concern

Unit V: Presentation and Multi-media **10**

- Basic guidelines for research presentations: written, oral and poster
- Writing up a research paper
- Presenting a seminar
- Guidelines for making research posters
- Book reviews

Unit VI: Preparation of seminar and presentation **12**

RECOMMENDED READINGS

- Bernard, H. R. (2000) *Social Research Methods: Qualitative and Quantitative Approaches*. Thousand Oaks, California: Sage Publications.
- Black, J. A. & Champion, D. J. (1976) *Methods and Issues in Social Research*. John New York: Wiley and Sons.
- Gunter, B. (2000) *Media Research Methods: Measuring Audiences Reactions and Impact*. London: Sage Publications.
- Patterne, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, California: Sage Publications.

GENDER AND DEVELOPMENT

Paper No :1252

THEORY

Max marks : 100

Teaching Periods : 4 /week

Teaching Load : 45-48 Periods/Semester

OBJECTIVES

1. To understand the concept, need, relevance and dimensions of gender empowerment.
2. To be sensitized to gender disparities/imbances and problems of women.
3. To develop an insight into issues and strategies at different levels for empowering women.
4. To recognize the support system in the country for women's development.

CONTENTS

PERIODS

Unit I: Social Construction of Gender

12

- Concept of gender, difference between sex and gender
- Cultural construction of gender- socialization and gender roles-historical and contemporary perspectives
- Patriarchy and gender relations,
- Changing status of women- influencing factors, role of women's movements.
- Feminism, Feminist theories and gender perspectives
- Demographic analysis, Demarcations and differentials - variations and influencing factors.

Unit II: Gender and Development Perspectives

12

- Concept and importance of women's development
- Role and participation of women in development.
- Theoretical frameworks and approaches towards women and development.
- Mainstreaming gender concerns in development- gender auditing, gender budgeting, and gender analysis frameworks.
- Policies and initiatives for women's development- international and national perspectives.
- Globalization and its impact on Gender and development

Unit III: Gender Issues and Empowerment

15

- Problems, vulnerabilities and marginalization of women- lifecycle approach
- Issues and impact of marriage and kinship systems, socio cultural practices, health, education, livelihood, poverty- access and control of resources on women's lives.
- Violence in women's lives- concept, nature, impact
- Women and work- invisibility, opportunities and participation in workforce
- Political participation of women and leadership
- Women's empowerment problems and limitations.

- International and national initiatives in gender sensitization and supporting women empowerment.

Unit IV: Gender and Advocacy

10

- Human Rights and women- women's right to development.
- Gender and Law- Laws governing gender empowerment-social, legal and political perspectives. Issues of enforcement of laws and women's protection.
- Women's Development Programmes and policies: National policy for empowerment of women, schemes and programmes.
- Role of government, civil society organizations and other stakeholders for empowerment of women
- Women's empowerment and Media- images and representation of women in different media, women's voice in media, participation in production.

RECOMMENDED READINGS

- Dube, L. (2001) *Anthropological Explorations in Gender-Intersecting Fields* New Delhi: Sage Publications.
- Goel, A. (2004) *Education & Socio-Economic Perspectives of Women Development and Empowerment*. New Delhi: Deep & Deep.
- Kishwar, M. (1994) *Off the Beaten Track – Rethinking Gender Justice for Indian Women*. Mumbai: Oxford University Press.
- Goel, A. (2004) *Violence and Protective Measures for Women Development and Empowerment*. New Delhi: Deep & Deep.
- Goel, A. (2004) *Organisation & Structure of Women Development and Empowerment*. New Delhi: Deep & Deep.
- Krishna, S. (Ed) (2003) *Livelihood and Gender Equality in Community Resource Management*. New Delhi: Sage Publications.
- Powell, G. (1999) *Handbook of Gender & Work*. London: Sage Publications.

PROGRAMME DEVELOPMENT AND EVALUATION

Paper No	:1253	THEORY
Max Marks	: 100	
Teaching Periods	: 4/Week	
Teaching Load	:45-48 Periods/Semester	

OBJECTIVES

1. To understand the key issues of extension and development.
2. To be aware of the aspects influencing design of development programmes.
3. To understand the relationship between the aspects and procedures involved in programme planning, monitoring and evaluation.

CONTENTS

PERIODS

Unit I: Planned Social change

8

- Learning- psycho-social aspects, theories and principles of learning, characteristics and principles of adult learning
- Education- concept, types; extension education –nature, characteristics, role in development
- Planned change- concept, nature and approaches. Theories and models of planned social change.

Unit II: Planning Development programmes

12

- Types of plans- nature, characteristics, relevance
- Philosophy, scope, principles of programme planning
- Steps in planning – problem analysis and need assessment, strategizing interventions, goal setting and establishing indicators.
- Stakeholder analysis and participation in planning- impact on programme design and management
- Networking and synergizing partnerships amongst stakeholders for development programmes

Unit III: Monitoring and implementation of development programmes

12

- Meaning and concept of monitoring and evaluation
- Components, approaches and frameworks for monitoring and evaluation of development programme
- Programme implementation - strategies and approaches – influencing factors in selection and implementation of systems, Problems in implementation, Feedback systems-role of Management Information Systems

Unit IV: Programme evaluation

12

- Scope, purpose and types of evaluation- Tools and techniques for conducting evaluation. Uses of evaluation
- Participatory Monitoring and Evaluation –scope, concept, tools and methods
- Frameworks and indicators in evaluating sustainability, empowerment and impact of development change on individuals' communities and institutions.
- Issues in evaluation- organizational dynamics, client orientations, mechanisms of feedback and the role of MIS. Beneficiary and other stakeholder's perspectives about evaluation.
- Report writing and documentation: data management techniques and methods. Need, procedures and approaches for reporting, recording and documenting evaluations.

RECOMMENDED READINGS

- Cracknell, B.E. (2000) *Evaluating Development Aid-Issues Problems and Solutions*. New Delhi: Sage Publications.
- Estrella, M. (ed). (2000). *Learning from change: Issues and experiences in participatory monitoring and evaluation*. London: IT Publications.
- Kumar, S (2002) *Methods for Community Participation: A Complete Guide for Practitioners*. New Delhi: Vistaar Publications
- Kusek; Jody, Z; Ray, C (2004) *Ten Steps to a Results-Based Monitoring and Evaluation System: A Handbook for Development Practitioners*. World Bank
- Reidar, D. (2004) *Evaluating Development Programmes and Projects*. New Delhi: Sage Publications.
- Worthen, B.R.; Sanders, J.R.; Fitzpatrick, J.L. (1997) *Program Evaluation*. USA: Longman Publishers.
- Alex, G; Derek, B. (2000) *Monitoring and Evaluation for AKIS Projects: Framework and Options*. World Bank

DEVELOPMENT COMMUNICATION & JOURNALISM: THEORY AND PRACTICE

Paper No	: 1254	Theory
Max marks	: 100	
Teaching Periods	: 4/week	
Teaching Load	: 45-48 periods/semester	

OBJECTIVES

1. To understand the concept of development communication in the context of social change and India's development initiative.
2. To build an understanding of the concept, scope and theories of development journalism
3. To examine the interface of different elements of media, society and development.

CONTENTS

PERIODS

Unit I: Development Communication- Perspectives and Approaches **12**

- Development communication- Definition, concept, role, importance for social change. Historical and national and international perspectives.
- Theoretical underpinnings to Development Communication – Issues, approaches and strategies.
- Pre-requisites to Development Communication- Development effort, Development threshold, Communication links in Development and Access to Communication
- Approaches and theories of Development Communication- Diffusion of Innovation, Empathy, Magic multiplier, localized approach

Unit II: Development Journalism **12**

- Journalism- concept, dimensions, types. Duties and responsibilities of the journalist medium.
- Role, importance and status of development journalism- national and international perspectives.
- Theories of the press/media.
- Sources of news– role of news agencies- national and international perspectives
- Peoples right to information. New world information and communication order, freedom and autonomy issues.
- Globalization and changing trends in journalism and media habits.

UNIT: III Elements of Media **15**

- Traditional Media and the performing arts: Types and brief history, role in modern India. Characteristics, reach, functions and impact on society.
- Print Media: Types and brief history, role in modern India. Characteristics, reach, functions and impact on society. Print Media habits.

- Electronic Media: Types and brief history, role in modern India. Characteristics, reach, functions and impact on society. Changing trends in Electronic technologies and impact on Media habits.
- ICTs and New media: Types and brief history and emerging new media- role in modern India. Characteristics, reach, functions. Changing trends in access and usage patterns and impact on society.

Unit: IV Media and Development

12

- Role of communication in development process- Media types and their impact on learning and retention.
- Factors affecting selection and use of media for social change processes.
- Interface of media, culture and society.
- Right to communicate and democratization of communication and social change.
- Development message design and communication- Influencing factors
- Participatory communication- perspectives, relevance, approaches, models.

RECOMMENDED READINGS

- Burns, L.S. (2002). *Understanding Journalism*. New Delhi: Sage Publications.
- Kumar, K. J. (2000). *Mass communication in India*. New Delhi: Jaico Publishing House.
- Mody, B. (1991). *Designing Messages for Development Communication*. New Delhi: Sage Publications.
- Servaes, J. (2008). *Communication for development and social change*. New Delhi: Sage Publications.
- Agee, W.K. (1986). *Main Currents in Mass Communication*. New York: Harper and Row Publishers.
- Dua, M.R. & Gupta, V.S. (1994). *Media and Development: Themes in Communication and Extension*. New Delhi: Har Anand Publications.
- Narula, U. (1994). *Development Communication*. Delhi: Haranand Publications.

TECHNOLOGIES AND SKILLS FOR PLANNED CHANGE- I

Paper No	: 1255	PRACTICAL
Max Marks	: 100	
Practical	: 2 practical/week (4-5 Periods/practical)	
Practical Load	: 24 practical /semester	

OBJECTIVES

1. To develop skills in extension programme planning, implementation and evaluation
2. To develop an understanding of the radio production process: research, planning, and production.
3. To develop skills for producing radio features, documentaries and radio news reports, anchoring, commentary and other radio broadcasts.
4. To develop writing skills for radio documentaries, features and news broadcasts
5. To familiarize students with the working for an audio studio.

PART A: PROGRAMME DEVELOPMENT AND EVALUATION

	CONTENTS	PERIODS
Unit I		8
	<ul style="list-style-type: none">• Design, implement and evaluate intervention programmes for different target groups of urban and rural communities.• Impact monitoring & evaluation using different evaluation frameworks• Innovative techniques in M&E	
Unit II		4
	<ul style="list-style-type: none">• Prepare project proposals for- process documentation, monitoring and evaluation reports for development programmes.	

RECOMMENDED READINGS

- Chambers, R. (1992) *Rural Appraisal: Rapid Relaxed and Participatory*. Sussex University, Brighton: Institute of Development Studies.
- Mikkelsen, C. (1995) *Methods for Development Work and Research*. New Delhi: Sage Publications.
- Mukherjee, N. & Jena, B. (2001) *Learning to Share- Experiences and Reflections on PRA and Other Participatory Approaches (Vol 2)*. New Delhi: Concept Publishing House.

PART B: RADIO MANAGEMENT AND PRODUCTION

CONTENTS

PERIODS

Unit 1: Media Appreciation

4

- Critical analysis of radio spots, news and features
- A discussion on the perception of radio programming among listeners.
- Functioning and branding of public and private radio channels
- Content analysis of radio channels

Unit 2: Radio Production

8

- Research, planning for radio production: Writing and Scripting for radio news, features and documentaries - style, language and skills
- Radio production-Basic principles of Radio program production, Types and Formats of radio programs, basic production techniques, production of radio features, documentaries.
- Radio news - characteristics of radio news, their comparison with print news
- Production of radio News bulletin- Radio news gathering, compilation and writing
- Develop radio documentary on different social issues focusing
- Post Production: editing

RECOMMENDED READINGS

- Brown (1983). *A.V. Instructional Technology- Media and Method (6th Ed)*. New York: McGraw Hill Book Co.
- Ghosh, A. (2006). *Communication Technology and Human Development-Recent Experiences in the Indian Social Sector*. New Delhi: Sage Publications
- Ravindran, R.K. (1999). *Handbook of Radio, TV and Broadcast Journalism*. New Delhi: Anmol Publications

SEMESTER III

ORGANISATIONAL MANAGEMENT AND TRAINING

Paper No : 1351

THEORY

Max marks : 100

Teaching Periods: 4/week

Teaching Load : 45-48 Periods/Semester

OBJECTIVES

1. To understand the nature and role of various organizations engaged in the development sector.
2. To know the various strategies for creating resources for effective functioning of development organizations.
3. To be able to conceptualize the training process and understand the roles and functions of different phases of the training process.
4. To understand and critically evaluate the different training strategies and their role in promoting development.

CONTENTS

PERIODS

Unit I: Management of Development Organizations

15

- Development organizations- vision, mission, genesis, values and work culture.
- NGO formation- ideological and legal frameworks
- Structure, processes and dynamics in development organizations- impact on issues of transparency, accountability and efficiency in programme delivery.
- Motivations of personnel in development organizations- nature, importance, theories and perspectives.
- Leadership in development organizations -concepts nature, leadership styles and models. NGO leaders and community leaders.

Unit II: Resource mobilization for Development Organisations

15

- Types of agencies funding development programmes, nature of support, inter sectoral partnerships and synergies.
- Fundraising- importance, nature, sources and techniques. Principle and theories of fundraising
- Non-financial donations and in-kind giving- nature, sources, impact on development initiatives
- Corporate Social Responsibility- Concept, nature, importance- historical and contemporary perspectives. Dimensions of CSR. Corporate partnerships for development - impact and analysis.
- Volunteers and paid staff: importance, role and participation in development programmes, building volunteering in society.
- Issues of ethics accountability and transparency in resource mobilization and fund raising
- Writing project proposals for grants and developing fund raising plans and strategies.

Unit III: Training for Development

8

- Importance and scope of training for development- national and global perspectives.
- Types, models and methods of training and learning.
- Roles and competencies of a trainer.
- Training and capacity building of stakeholders in development

Unit IV: Training Strategies and Design

10

- Phases of the training process
- Training need assessment- techniques and their implications
- Designing training programmes for development- objectives, contents methods, materials and resources.
- Evaluation and Follow up: Types, components, techniques and indicators. Post training factors- cost, organizational support and other factors facilitating training.

RECOMMENDED READINGS

- Culshaw, M. (2000) *Getting Started in Fund Raising*. New Delhi: Sage Publications.
- Lakey, B.G; Napier, R., and Robinson, J. (1995) *Grassroots and Nonprofit Leadership: A Guide for Organizations in Changing Times*. Gabriola Island, B.C: New Society Publishers.
- Pareek, U. (1989) *Behavioral Process in Organizations*. New Delhi: Oxford and IBH.
- Burkley, S. (1993) *People First: A Guide to Self Reliant Participatory Development*. London: Zed Books.
- Centre for Development & Human Rights (2003) *The Right to Development*. New Delhi: Sage Publications.
- Chakravarty, S. (2000) *Development Planning*. New Delhi: Oxford Publishers.

**ADVOCACY AND BEHAVIOR CHANGE COMMUNICATION:
(a) HEALTH**

Paper No :1352 (a) **THEORY**
Max marks : 100
Teaching Periods: 4 /week
Teaching Load : 45-48 Periods/Semester

OBJECTIVES

1. To understand the multi-faceted nature of community health.
2. To develop a holistic understanding of sociology of health and people's perception towards health.
3. To be able to critique policies, intervention programmes, and strategies adopted for addressing community health issues.

CONTENTS

PERIODS

Unit I: Health - Development Perspectives	10
<ul style="list-style-type: none">• Intrinsic linkage between health and development.• Health situation, concept of community health, epidemiology, demography, preventive and promotive health.• Socio cultural perceptions and motivations towards health.• Health care systems- types-contemporary and traditional systems, socio-cultural context of health care and delivery systems• Health Economics- Expenditure on public health- concept, public, private, and social funding. Demand versus need, future challenges.	
Unit II: Community Health Issues	20
<ul style="list-style-type: none">• Health care issues across life cycle- children, adolescents, men, women and the elderly- national and international perspectives.• Nutritional problems and their implications: PEM, micronutrient deficiencies, Fluorosis, lathyrism, epidemic dropsy and over nutrition. Food habits and health• Food and nutritional security- access, distribution, availability issues. Methods of improving nutritional security.• Reproductive and Child Health (RCH) –maternal and child mortality status. Traditional and contemporary RCH practices and issues.• Communicable and Non-communicable diseases- High risk health issues- HIV AIDS, epidemics prevention and management. Chronic health problems- Management of chronic diseases• Social Health issues- Drugs Tobacco, alcohol- prevalence prevention and rehabilitation• Environment and health- Pollution, toxicity, quality, contaminations, residues and adulteration issues –prevalence, health implications.• Health issues during disaster and emergencies and special circumstances- assessment and surveillance of affected groups, relief and rehabilitation strategies.	

Unit III- Programmes and Policy

- Approaches for analyzing health problems -rights based approach.
- Health policy- historical perspective, present issues and trends. Nutrition and Food policies perspectives
- Legislations, government policies and programmes in promoting and protecting public health- laws and standards.
- International and national nutrition and health intervention programmes-. problems and challenges

Unit IV: Health Communication and Advocacy

12

- Health Communication and advocacy- Meaning, concept, various strategies, types.
- Strategizing health advocacy and BCC campaigns- elements, tools and techniques
- Present and future thrusts of national and international health communication agenda
- Social marketing, participatory training and campaigns of health communication.
- Role of media in promoting health
- Synergizing inter-sectoral partnerships for health advocacy and action

RECOMMENDED READINGS

- Barur, V. (1999) *Private Health Care in India*. New Delhi: Sage Publications.
- Easterling, D., Gallagher, K.; Lodwick, D. (2003) *Promoting Health at the Community Level*. Thousand Oaks, California: Sage Publications.
- Lapinskig, M.; Kunjhat, W. K. (1998) *Health and Communication Campaigns*. Westport, CT: Greenwood Publication Group.
- Park, K. (2000) *Essential of Community Health*. Jaipur: M/s Banarsidas Bhanot.
- Srinivasan, K.; Valassoff, M. (2001) *Population Development Nexus in India*. New Delhi: Tata McGraw Hill Publishing Co Ltd.
- Gupta, J.A. (2000) *New Reproductive Technologies – Women’s Health and Autonomy*. New Delhi: Sage Publications.

**ADVOCACY AND BEHAVIOR CHANGE COMMUNICATION:
(b) ENVIRONMENT**

Paper No :1352 (b) **THEORY**
Max marks : 100
Teaching Periods : 4 /week
Teaching Load : 45-48 Periods/Semester

OBJECTIVES

1. To be aware of the issues and perspectives influencing environmental sustainability.
2. To understand the dimensions of environmental problems and associated hazards and risks.
3. To be able to critique policies, programmes and strategies for environmental management and their ethical implications.

CONTENTS

PERIODS

Unit I: Understanding the Environment

10

- Structure and composition of environment- Ecosystems of the world, pathways in ecosystem and their interrelationships.
- Environmental Resources – Nature, types, status- national and international perspectives
- Ownership and control of natural resources- historical and contemporary perspectives.
- Common Property Resources (CPRs)- concept, status and management issues

Unit II: Environmental Challenges

15

- Changes in the environment- types, hazards and risks.
- Factors affecting changes in the environment –socio, economic, cultural and geographic.
- Environmental Crisis-. Macro-micro perspectives- national and international scenario.
- Linkage between environment population and development
- Impact of lifestyles and changing consumption patterns on environment.
- Indigenous knowledge systems and environmental sustainability
- Environmental legislations and policies
- International Environment agreements/ protocols.

Unit III: Pollution Control and Management

15

- Environmental pollution- types, causes, level, effects on health and quality of life.
- Pollution monitoring and control- methods and techniques
- Environmental Impact Assessment -Energy budget, energy transfers, environmental foot-printing, energy ladder, population consumption patterns.

- Indigenous and modern technology based solutions, their synergy, cost-benefit analysis of options.
- People's participation in design and management of pollution control and management systems

Unit IV: Environmental Advocacy and Action

10

- Advocacy – Concept, process and functions. Differences between advocacy and behaviour change communication
- Strategizing environmental advocacy and BCC campaigns- Elements, tools and techniques
- Networking, Lobbying and mobilizing pressure groups. Citizen action and people's participation in environmental movement and campaigns.
- Synergizing inter-sectoral partnerships for environmental advocacy and action

RECOMMENDED READINGS

- Bapat, J. (2005). *Development Projects and Critical Theory of Environment*. New Delhi: Sage Publications.
- Chauhan, I.S.; Chauhan,A. (1998) *Environmental Degradation; Socio-Economic Consequences*. Jaipur: Rawat Publishers.
- Jodha, N.S. (1991). *Rural Common Property Resources: A Growing Crisis*. London: IIED.
- Sethi, I., Sethi, M.S.; Iqbal, S.A. (1991). *Environment Pollution: Causes Effects and Controls*. New Delhi: Commonwealth Publishers.
- Gadgil, M. and Guha, R. (1995) *Ecology and Equity*. New Delhi, Penguin Books.
- Maurya, S.D. (1989) *Urbanization and Environmental Problems*. Allahabad: Chug Publications

**ADVOCACY AND BEHAVIOR CHANGE COMMUNICATION:
(c) PEACE AND HUMAN RIGHTS**

Paper No : 1352 (c) **THEORY**
Max marks : 100
Teaching Periods : 4/week
Teaching Load : 45-48 Periods/Semester

OBJECTIVES

1. To develop sensitivity to the issues and significance of conflict in communities
2. To understand the relationship between conflict, peace and development process.
3. To understand the scope of different techniques and strategies for conflict resolution and peace.

CONTENT

PERIODS

Unit I: Concept and Approaches

12

- Conflict- nature, concept and levels, causes of conflict – historical and contemporary perspectives
- Impact of Conflict- micro- macro perspectives- impacts on individuals, communities, nations and the Globe.
- Conflict and violence in women's lives. Importance of women and women's issues in peace building.

Unit II: Cultural Influence on Conflict and Peace

12

- Cultural differences, value systems and world views about violence and peace
- Identity- ethnic identity, ethnocentrism and nationalism as they relate to conflict and violence.
- Discrimination – racial, ethnic, religious and or economic - their impact on identity and conflict.
- Ideological perspectives about peace - Gandhian and post Gandhian perspectives, peace and war resistance movements, influence of socio- economic, political ideologies.
- Religious philosophies and their role in creating discord and concordance for peace. Role of religious and other leadership.
- Globalization- influence on social economic political cultural processes in communities and conflict resolution.

Unit III: Perspectives and Framework

12

- Aspects influencing conflict resolution and human rights perspectives.
- Role, importance of conflict resolution and peace building for sustainable development.
- Human rights perspectives in conflict transformation.
- Community dynamics and their influence on conflicts and peace building processes.

- Role of Community organizations and institutions, government and corporations in prevention of violence and promoting peace.
- Dynamics of humanitarian assistance and development programs on conflict and peace.
- Local, National and International bodies involved in conflict resolution- Their structure, role and suitability.

Unit IV: Techniques and Strategies for Conflict Transformation 12

- Mechanisms for creating a culture of peace within different societal groups.
- Intervention and techniques for conflict transformation- Selection and building skills for facilitating conflict transformation.
- Rituals and symbolic forms of communication –role and importance for peace building.
- Theatre, artistic and spiritual processes in social and personal transformation.
- Role of mass media in conflict communication and peace building.
- Peace Education- Scope of teaching conflict resolution and Peace building within formal and informal educational contexts.
- Techniques and innovative programmes for peace education-principles and practices for designing training/education for conflict transformation.

RECOMMENDED READINGS

- Manchanda, R. (2001) *Women, War and Peace in South Asia*. New Delhi: Sage Publications.
- Samaddar, R.; Helmut, R. (2001) *Peace as a Process: Reconciliation and Conflict Resolution in South Asia*. New Delhi: Manohar Publishers and Distributors.
- Weber, T. (1989) *Conflict Resolution and Gandhian Ethics*. New Delhi: Gandhi Peace Foundation.
- Behera, C N. (2000). *People to People Contact in South Asia* New Delhi: Manohar Publications.
- Bose, S. (2003) *Kashmir: Roots of Conflict, Paths to Peace*. Cambridge: Harvard University Press.
- Phukon, G. (Ed.) (2002) *Ethnicity and Polity in South Asia*. New Delhi: South Asian Publishers.

**ADVOCACY AND BEHAVIOR CHANGE COMMUNICATION:
(d) CONSUMPTION AND PUBLIC POLICY**

Paper No :1352 (d)

THEORY

Max marks : 100

Teaching Periods : 4/week (2periods)

Teaching Load : 45-48 Periods/Semester

OBJECTIVES

1. To become familiar with the inter-linkages between changing economic environment, consumption practices and sustainable development.
2. To gain an overview of consumption behaviour of families and communities and its impact on national and global resources.
3. To understand consumers role, rights, and responsibilities as Indian and global citizens in promoting sustainable consumption and sustainable development.

CONTENTS

PERIODS

Unit I: Consumption Behaviour of Families

12

- Understanding Consumption – meaning, concept, impact on families and societies
- Consumption patterns- historical and contemporary perspectives
- Factors and determinants of consumption. Impact on families and communities.
- Consumption practices of different communities- North South differences, rural, urban differences, class differences; impact of changing socio-economic environment
- Theories, models and practices for understanding consumption behavior
- Production, Distribution and Marketing strategies and their implications on Consumption

Unit II: Consumption development and Public policy

10

- Consumption and sustainable development - intrinsic linkages between consumption behavior of families, sustainability of resources and life styles
- Trends in consumption practices of families and communities – Indian and global perspectives.
- Consumption and development – indicators – Indian and global scenario. Distribution of income expenditure and consumption in India : implications on sustainability.
- Impact of national and global policies and programmes on consumption practices of families.
- Changing economic environment- impact on resources-demand and prioritization– Indian and global trends- emerging policy issues.
- Impact of liberalization, globalization and change on consumption behaviour of families

Unit III: Citizens Rights and Responsibilities in a Globalizing Environment 12

- Consumers in the India – Characteristics of Indian families as a consumption unit.
- Problems of consumers in the Indian socio-economic and development frame work -rural, urban, tribal. perspectives
- Consumer protection in India- History of consumer movement in India- origin, role and contemporary perspectives.
- Consumer rights and responsibilities- laws and other safe guards and mechanisms
- Role of consumer organisations and citizens groups- National, regional, global.

Unit IV: Consumer Education Advocacy and Action 10

- Advocacy – Concept, process and functions. Differences between advocacy and behaviour change communication
- Strategizing advocacy and BCC campaigns- Elements, tools and techniques
- Strategies for consumer protection- consumer education, networking, Lobbying and mobilizing pressure groups. Citizen action and people’s participation in consumer movement and campaigns.
- Synergizing inter-sectoral partnerships for public policy, advocacy and action- Indian and global perspectives
- National and global campaigns for sustainability, consumption and development.

RECOMMENDED READINGS

- Bhagwati P. (1993) *Indian Economic Reforms*. New Delhi: Ministry of Finance.
- Eastwood, B. D. (1985) *The Economics of Consumer Behaviour*. Boston: Allwyn & Becon.
- Sawhney, H.K. (2001) *Indian Consumer*. New Delhi: Phoenix Publishers.
- Chaudhary, P. (1978) *The Indian Economy - Poverty and Development*. New Delhi: Vikas Published House Pvt. Ltd.
- Shiva, V. (1996) *Future of our seeds, Future of Our Farmers; Agricultural Biodiversity, Intellectual Property Rights and Farmer’s Rights*. New Delhi: Research Foundation for Science, Technology and Natural Resource Policy.
- Swaminathan, M. (1991) *From Stockholm to Rio-De-Jenario – The Road to Sustainable Agriculture*. Chennai: M.S. Swaminathan Research Foundation.

COMMUNICATION RESEARCH, ADVERTISING & SOCIAL MARKETING

Paper No	: 1353	Theory
Max marks	: 100	
Teaching Periods	: 4/week	
Teaching Load	: 45-48 periods/semester	

OBJECTIVES

1. To understand the relevance and methods of Communication Research
2. To explore the steps involved in media planning, message design and treatment
3. To get a deeper knowledge of the advertising world and its role in society
4. To understand the key components of social marketing, marketing strategies, approaches and social marketing campaigns

CONTENTS

PERIODS

Unit I: Communication Research

12

- Media Literacy- meaning, concepts
- Relevance in interpreting media messages, media formats, issues and outcomes
- Communication research, methods, techniques and approaches
- Theories of communication research
- Audience research- researching media usage and exposure; affective, cognitive and behavioral response to media

Unit II: Media Planning

12

- Media planning- concept, evolution, national and international trends
- Approaches and theories of media planning
- Communication Research & planning-importance, relevance in selection of media
- Steps involved in media planning- external and internal factors
- Selection of media, Message design- treatment, presentation, and structuring of media and scheduling of media

Unit III: Advertising

12

- Advertising: definition, types, origin, growth & development of advertising in India
- Publicity, propaganda, advertising and & Social Marketing
- Nature, role and impact of Advertising on society
- Theories and Principles of Advertisements
- Function of Advertising in communication campaigns , marketing and public relations
- Planning Advertising campaigns- methods and strategies: Budgets and policy
- Factors influencing designing of an advertising campaign.

Unit IV: Social Marketing

12

- Social Marketing: concept, evolution, differences from commercial marketing

- Theories and Principles of Social Marketing
- Planning Social Marketing campaigns- analyzing external and internal environment, establishing goals and target audiences
- Social marketing strategies and approaches
- Managing social marketing programs
- Assessment and evaluation of the Social Marketing effort

RECOMMENDED READINGS

- Kotler, P.; Roberto E. L. (1989) *Social Marketing strategy for Changing Public Behaviour*. New York: The Free Press, Mac Millan Inc.
- Seymer, F. H. (1999) *Social Marketing: Promoting the Cause of Public and Non-Profit Agencies*. Westing MA: Siman & Schuslar Inc.
- Shah, K.; D'Souza, A. (2009). *Advertising and Promotions: an IMC perspective*. New Delhi: Tata McGraw Hill.
- Mody, B. (1991) *Designing Messages for Development Communication*. New Delhi: Sage Publications.
- Narula, A. (2003). *Implementing Advertising Strategy*. New Delhi: Merx Equity printers.
- Singhal, A. ; Rogers, E. (2001) *India's Communication Revolution-From Bullock Carts to Cyber Marts*. New Delhi: Sage Publications.

TECHNOLOGIES AND SKILLS FOR PLANNED CHANGE II

Paper No	: 1354	PRACTICAL
Max marks	: 100	
Practical	: 2 practical /week (4 periods/ practical)	
Practical Load	: 24 practical /semester	

OBJECTIVES

1. To develop an understanding of the video production process: research, planning, and production.
2. To develop writing skills for television documentaries, news broadcasts, and other video broadcasts.
3. To engage in review, analysis, criticism and appreciate various Television programs and films.
4. To learn the process of film-making and how it relates to understanding the films viewed.
5. To understand and critically evaluate the different training methodologies and their suitability for development goals.
6. To be able to conceptualize the training process and understand the roles and functions of different phases of the training process.

PART A: FILM APPRECIATION AND VIDEO PRODUCTION

CONTENTS	PERIODS
Unit I: Media Appreciation	4
<ul style="list-style-type: none">• Analysis of Television programs and films• A look at film-styles, genres: Dramatic, narrative lyrical, aesthetic, ritual, ideological.• A discussion of film-psychology, and other aspects of the perception of films.• Narrative analysis- Micro and macro analysis of structure, Reading the film, Deconstruction, Literary analysis	
Unit II: Video Production	8
<ul style="list-style-type: none">• TV production – An introduction to program production equipments, techniques, production of TV interviews, talks, discussions, features, documentaries.• Research and planning: Writing and Scripting for TV news, broadcast, programs and documentaries - style, language and skills• Production: Explore various concept and direction styles ranging from scripted narrative and documentary movie-making traditions.• Develop EFP/documentary/ENG short films on different social issues focusing• Post Production: editing	

RECOMMENDED READINGS

- Schultz, B. (2004). *Broadcast News Producing*. Thousand Oaks, California: Sage Publications
- Wales, L. (2005). *People and Process of Film and Video Production: From Low Budget to High Budget*. Boston: Allyn and Bacon
- White, S. (2004). *Participatory Video-Images that Transform and Empower*. New Delhi: Sage Publications
- White, T. (2000). *Broadcast News Writing, Reporting and Producing*. London and New York: Focal press.

PART B-TRAINING AND CAPACITY BUILDING

	CONTENTS	PERIODS
Unit I		6
	<ul style="list-style-type: none">• Plan and conduct self development exercises for trainers.• Develop skills in transacting different training methodologies.• Gain proficiency in the use of ICTs and other resources required for conducting trainings.	
Unit II		6
	<ul style="list-style-type: none">• Design, execution and evaluation of training programmes for different groups on:<ul style="list-style-type: none">- self development- organizational development,- team building, leadership development- skill and technology transfer• Developing and evaluating the efficacy of training modules• Visit to training and development organizations.	

RECOMMENDED READINGS

- Lyton, R; Pareek, U. (1990) *Training for Development*. New Delhi: Vistaar Publications.
- Lyton, R; Pareek, U. (1992) *Facilitating Development*. New Delhi: Sage Publications.
- Mody, B. (1991) *Designing Messages for Development Communication*. New Delhi: Sage Publications.
- Srivastava, K.M. (1992) *Media Issues*. New Delhi: Sterling publishers.

INTERNSHIP

Paper No.	:	1355 (a)
Max. Marks	:	50
Teaching Periods	:	7/ week
Teaching Load	:	45-48 Periods/ Semester

OBJECTIVE

- To gain hands-on experience of working in various settings linked with issues in development Communication and Extension.

The student will be required to undergo a field placement for a total duration of 4-6 weeks in their chosen area of interest after the Semester II and prior to Semester III. Depending on the interest of the students the setting may be a Social marketing agency, Media production house, NGO, international agency, corporate involved in development programmes, government department in their on-going community programmes. Institutions/organizations chosen should be of good professional standing. The student must participate in the on-going activities of the agency/ establishment, acquire skills and knowledge, gather information and prepare a report to be presented in the department after the completion of the placement period.

DISSERTATION

Paper No.	:	1355 (b)
Max. Marks	:	50
Teaching Periods	:	2/ week
Teaching Load	:	24 Periods/ Semester

OBJECTIVE

1. To undertake an independent piece of research work in a relevant area of Development Communication and Extension.
2. The topic chosen should show originality in conceptualization/selection, exhibit systematic habits and regularity of work, thoroughness in methodology and statistical analysis, overall research competence and ability to put research findings in context.
3. The research work should contribute to the advancement of knowledge in the field.
4. The student must be guided and supervised by a member of the teaching faculty of the department

MEDIA MANAGEMENT

Paper No	: 1451	Theory
Max marks	: 100	
Teaching Periods	: 4/week	
Teaching Load	: 45-48 periods/semester	

OBJECTIVES

1. To understand the dynamics of media and its transition into an industry.
2. To understand the need and scope of media as an industry and profession.
3. To provide a comprehensive overview of management in the media industry.
4. To focus on bringing professional managerial expertise for expanding the media industry.
5. To understand various management functions within media organisations.

CONTENTS

PERIODS

Unit I: Media Environment

15

- Media organization and society: nature, types and role
- Principles of media management and its significance
- Media as an industry and profession
- Media ownership structures in India: nature, types and influencing factors, role of globalization on media ownership
- Law, media and society- Legal rights and responsibilities of journalists, Right to information, Freedom of the press, Media Ethics, Codes and Regulation.
- Major press laws in India governing media production and broadcasting- national and international perspectives
- Regulatory Bodies in Mass Media- Press Council of India, Central Board of Film Certification, Prasar Bharti, Apex bodies in advertising (AAAI, ASCI) and PR (PRSI, PSPF), and New media & Indian Legal Position: Cyber Contract and IT Act 2000

Unit II: Print Media Management

12

- Print Media Organization: An overview
- Management and Functioning of different sections of newspaper organizations
- Financial management: Source of revenue, Economics
- Circulation, marketing and advertising

Unit III: Broadcast Media Management

12

- Broadcast media Organization: an overview
- Organizational structure of AIR and Doordarshan
- Management and Functioning of different sections
- Financial management: Source of revenue, Economics
- Marketing and advertising in relation to broadcast media

Unit IV: Advertising and PR Management

12

- Organisation of Advertising Department vs. Advertising Agency
- Functions and role of advertising agency, agency client relationship, media buying houses, agency commission factors affecting choice/change of an agency
- Organisation of Public Relations-In house department vs. consultancy

RECOMMENDED READINGS

- Collins, R. (1986) *Media, Culture and Society – Critical Reader*. New Delhi: Sage Publications.
- Jethwaney, J; Jain, S. (2006). *Advertising Management*. New Delhi: Oxford University Press.
- Ravindranath, P.K. (2004). *Press Laws and Ethics of Journalism*. New Delhi: Author Press.
- Saxena, A. (2004). *Freedom of Press and Right to Information in India*. New Delhi: Kanisha Publication.
- Shah, K.; D'Souza, A. (2009). *Advertising and Promotions: an IMC perspective*. New Delhi: Tata McGraw Hill.

LIVELIHOOD SYSTEMS AND ENTREPRENEURSHIP DEVELOPMENT

Paper No : 1452 **THEORY**
Max marks : 100
Teaching Periods: 4 periods/week
Teaching Load : 45-48 periods/semester

OBJECTIVES

1. To become aware of the different livelihood systems and recognize the aspects influencing their sustainability.
2. To understand the different strategies for enhancing livelihood sustainability.
3. To appreciate the importance of entrepreneurship development and management strategies.
4. To know the process of capacity building for entrepreneurship development.

CONTENTS

PERIODS

- Unit I: Livelihood Systems and Opportunities** **12**
- Livelihood systems – global and Indian overview, socio-economic, cultural and historical perspectives and opportunities.
 - Linkages between sustainable livelihood systems and development
 - Integrating people’s knowledge in sustainable livelihood systems
 - Urban and Rural Livelihood systems- types, nature, issues - Challenges and opportunities
 - Livelihood issues of women – prospects and challenges
- Unit II: Avenues for Sustainable livelihood** **12**
- Traditional avenues like agri-based, natural resources and craft based livelihoods.
 - Contemporary opportunities for sustainable livelihoods.
 - Design and management of capacity building initiatives: thrust, scope, methods and resources.
 - Schemes and Programmes for Livelihood sustainability- international and national efforts, government policies, programmes and NGO initiatives.
- Unit III: Livelihood systems and capacity building** **12**
- Models for sustainable livelihood systems – issues of inclusion, participation, sustainability environmental and social impact.
 - Problems of SMEs of formal and informal sector.
 - Role of training, capacity building, skill development and EDP.
 - Issues of Credit, microfinance and marketing assistance, enterprise networking and resource planning of SMEs
 - Best practices in management of successful livelihood programmes.
- Unit IV: Enterprise Management** **10**

- Need, relevance, scope of Entrepreneurial Development Programme.
- Types, Characteristics, factors influencing growth of an enterprise.
- Entrepreneurial ventures – types, nature and scale
- Enterprise planning, launching and up-scalings–issues and perspectives
- Development of Women entrepreneurs – need, characteristics and problems

RECOMMENDED READINGS

- Akhouri, M.M.P. (1990) *Entrepreneurship for Women in India*. New Delhi: NIESBUD.
- Bedi, G. ; Shiva, V. (2002) *Sustainable Agriculture and Food security*. New Delhi: Sage Publications.
- Chakravarty, S. (2000) *Development Planning*. New Delhi: Oxford Publishers.
- Kundu, A. ; Sharma, A.N. (2001) *Informal Sector in India-Perspectives and Policies*. New Delhi: Institute for Human Development.

RURAL MARKETING

Paper No : 1453 (a) **THEORY**
Max marks : 100
Teaching Periods : 4 /week
Teaching Load : 45-48 periods/semester

OBJECTIVES

1. To understand the concept and dimensions of rural marketing and consumer behaviour.
2. To comprehend the role of effective strategies involved in rural marketing.

CONTENTS

PERIODS

Unit I: Rural Marketing Environment

10

- Rural economy and rural markets -structure and organization.
- Rural consumers, products, distribution and constitution.
- Rural markets and Indian Economy
- Rural marketing – structure, evolution, constitution

Unit II: Rural consumer behaviour

13

- Understanding consumer buying models.
- Factors affecting consumer behaviour
- Characteristics of rural consumers
- Consumer buying models
- Rural market research – methods and techniques

Unit III: Product, Pricing, Distribution & communication strategies

13

- Product strategy-concepts, classification, rural product categories and new product development.
- Targeting, segmenting and positioning of products
- Consumer adoption process and branding in rural India
- Pricing and market entry strategies
- Channels of distribution, evolution of rural distribution systems, prevalent and emerging distribution models
- Challenges in rural communication and developing effective communication.

Unit IV: Innovations and future of rural marketing

12

- Role of innovations and importance of ICTs
- Focused marketing strategies and need for market research
- Retail and IT models
- Public private partnership

RECOMMENDED READINGS

- Kashyap, P. and Raut, S. (Ed) (2008). *The Rural Marketing Book*. New Delhi: Biz Tantra.

- Rajagopal. (1991). *Understanding rural marketing*. New Delhi: Daya Pub. House..
- Velaudhan, S. K. (2002). *Rural Marketing*. Response Books. New Delhi.
- Velayudhan, S. K. (2007). *Rural Marketing: Targeting the Non-urban Consumer*. New Delhi: Sage Publications India Pvt Ltd.

CORPORATE COMMUNICATION AND PUBLIC RELATIONS

Paper No	: 1453(b)	Theory
Max marks	: 100	
Teaching Periods	: 4/week	
Teaching Load	: 45-48 periods/semester	

OBJECTIVES

1. To study the role and function of corporate communication and public relations.
2. To explore strategies used by corporations to communicate with key stakeholders, including consumers, investors, media and employees.
3. To understand crisis communication and its relationship to corporate reputation management.
4. To identify and assess PR strategies and get an overview of how media is used for publicity and building public relations.

CONTENTS

PERIODS

Unit 1: Corporate Communication

12

- Principles & Concepts of Corporate Communication
- Media Relations: nature, implications and the impact of New Media
- Growth of new media and changing corporate media relations practices
- Impact of blogs, chat rooms, and Web-based groups on Corporate Communications Practice

Unit 2: Crisis Communication

12

- Crisis Communication: functions of organizational communication departments within a corporation
- Design of a corporate communication strategic planning model, value of cost effective communication planning
- Problem solving strategies associated with crisis communication
- Manufacturing consent: Noam Chomsky and the Media
- Group presentations on dealing with corporate communication

Unit 3: Public Relations

12

- Public Relations: Meaning, role, history, growth and development
- PR tools: Interpersonal, mass media and selective Media (News release- seven point formula: Press relation, press conference, press briefing, press tours)
- Types of PR: Personality, product, event, crisis/disaster
- Role of PR in developing economies
- Future of Public relations in India

Unit 4: Public Relations organization and management

12

- Corporate PR- organization and function
- Government PR- organization and function

- NGO PR- organization and function
- PR consultancy- Professional PR organisations
- PR in educational and research institutions
- PR in/for private and public sectors
- Planning PR programme and evaluating feedback
- Public Relations vs. Publicity, Public Relations vs. Marketing

RECOMMENDED READINGS

- Argenti, P. A. (2005). *Corporate Communication*. New York: McGraw-Hill.
- Balan K.R. (1980). *Public Relation*. New Delhi: S.Chand and Co.
- Oliver, S. (2004). *Handbook of corporate communication and public relations: pure and applied*. UK: Routledge
- Seeger, M. W., Sellnow, T. L.; Ulmer, R. R. (2003). *Communication and organizational crisis*. CT: Greenwood Publishing Group

CORPORATE SOCIAL RESPONSIBILITY

Paper No	: 1453 (c)	THEORY
Maximum Marks	: 100	
Teaching Periods	: 4/ week	
Teaching Load	: 45-48 Periods/Semester	

OBJECTIVES:

1. To understand the basic concepts of Corporate Social Responsibility and linkages between various stakeholders
2. To learn from the CSR initiatives taken in India and internationally
3. To be able to develop Corporate Social Responsibility initiatives of various corporate companies

CONTENT

PERIODS

Unit I: Corporate Social Responsibility

12

- Definition, concept, linkages to development
- Growth of CSR-historical & contemporary perspectives, national & international scenario
- Factors influencing growth of CSR in societies- ideological, socio-economic, legal & environmental perspectives
- Government initiatives for promoting CSR
- Impact of globalization & liberalization on CSR initiatives

Unit II: CSR & development

10

- CSR activities–nature, types, impact on development programmes
- CSR & development organisations–relationships, functioning & impact on organisational functioning
- Stakeholders’ participation & perspectives about CSR

Unit III: CSR Strategy and Leadership

13

- Corporate motivations & behaviour for CSR – factors influencing national & international perspectives
- Theories & principles of CSR
- Corporate governance, style, leadership & CSR
- CSR Strategies-objectives, approaches, roles and tasks of a corporate managers
- Strategic corporate planning - steps to make CSR Work for Business
- Corporate Social Responsibility: programmes & initiatives – national and international

Unit IV: Ethics, CSR & Corporate Behaviour

10

- Ethical philosophy, Corporate reputation, the Gaia hypothesis

- Environmental sustainability & CSR–redefining sustainability, the Brundtland report & critique, distributable sustainability, sustainability & the cost of capital
- CSR - Standards and Codes (ISO – 14001, OHSAS – 18001
- SA – 8000, OECD Guidelines for Multinational Companies, Global Compact, AA – 1000, BS / ISO Guideline on CSR Management ISO-26000)
- Evaluating & reporting performance of CSR initiatives - Social accounting, environment audits and performance measurement

RECOMMENDED READINGS

- Crowther D. et al, (2008). *Corporate Social Responsibility*.
- Grayson D., Hodges A. (2004). *Corporate Social Responsibility- Seven Steps to Make Corporate Social Responsibility Work For Your Business*. UK: Greenleaf Publishing Limited
- Narang R.K. (2009). *Corporate Social Responsibility-Replicable Models on Sustainable Development*. New Delhi: The Energy & Resources Institute

URBAN GOVERNANCE & CIVIL SOCIETY

Paper No : 1453 (d) **THEORY**
Max marks : 100
Teaching Periods : 4 /week
Teaching Load : 45-48 periods/semester

OBJECTIVES

1. To understand the concept and functioning of civil society.
2. To identify the constraints in the effective performance of civil society
3. To deepen the understanding of democracy and governance and its implications for civil society

CONTENTS

PERIODS

Unit I: Urban Growth: Prospects and Challenges	10
<ul style="list-style-type: none">• Urbanisation – meaning, Concept, trends- national and international perspectives• Growth, Structure and characteristics of urban communities• Problems of urbanization and urban communities• Management of urban problems• Issues and challenges• Socio-legal framework	
Unit II: Urban governance: Approaches and Perspectives	12
<ul style="list-style-type: none">• Governance – concept, nature-historical and contemporary perspectives• Governance systems and development – linkages and perspectives• Urban Governance systems – evolution, growth and approaches• Partnerships, strategies and programmes for urban renewal and governance	
Unit III: Civil society Meaning Origin and Interpretation	14
<ul style="list-style-type: none">• Civil Society – meaning, concept, historical and contemporary perspectives• Structure and functioning of civil society organization• Resource mobilization and fund raising for CSO activities and initiatives• Volunteers: importance, role and participation, Volunteer management – strategies and approaches.• Corporate Social Responsibility- Concept, meaning, importance, dimensions of CSR. Corporate partnerships for development- impact and analysis.• Relationships and partnerships of CSOs with government and other stakeholders	
Unit IV: Civil society: development and democracy	12
<ul style="list-style-type: none">• Ideological, socio-economic and legal perspectives – CSOs and people’s movement , state and civil society• Issues of governance, accountability and transparency in CSOs	

- Civil society's contributions to strengthening democracy and improving governance
- Globalisation and civil society – structure and functions

RECOMMENDED READINGS:

- Colls, R.; Rodger, R. (Ed) (2004) *Cities of Ideas-Civil Society and Urban Governance in Britain 1800-2000*. USA: Ashgate Publishing Company.
- Fine, R.; Rai, S. (Ed) (1997) *Civil Society and democratic perspectives*. London: Frank Cass & Company Ltd.
- Ham, C. ; Duna, E. (Ed) (1996) *Civil Society-Challenging Western Models*. London: Routledge.
- Korten, D. C. (1990). *Getting to the 21st century: Voluntary actions and global agenda*. Kanatica: Kumarin Press Tosa.
- Organisation for Economic Co-operation and Development. (2001) *Cities for citizens: improving metropolitan governance*. France: OECD Publications.

TECHNOLOGIES & SKILLS FOR PLANNED CHANGE-III

Paper No : 1454

PRACTICAL

Max marks : 100

Practical : 2 practical/week (4 periods/ practical)

Practical Load: 24 practical /semester

OBJECTIVES

1. To understand the potential and application of Information and Communication Technologies and New Media in the development sector.
2. To develop skills in evaluating, designing and use of Information and Communication Technologies and New Media for disseminating and advocating contemporary development issues amongst different client groups.
3. To sensitize students to the scope and potential of various forms of media for designing media strategies
4. To comprehend the steps and aspects involved in media planning for different target groups and their issues.
5. To design and develop relevant communication media on a selected advocacy theme.

PART A-ICTs & NEW MEDIA DEVELOPMENT

	CONTENTS	PRACTICALS
Unit I		5
	<ul style="list-style-type: none">• Cataloguing the range of Information and Communication Technologies and New Media to understand their scope.• Appraising the manner in which Information and Communication Technologies and New Media are being adopted and adapted by different agencies as tools for people's development.• Assessing the characteristics, functions and efficacy of some Information and Communication Technologies and New Media.	
Unit II		7
	<ul style="list-style-type: none">• Content writing for Information and Communication Technologies and New Media.• Use of devices and applications required for developing selected Information and Communication Technologies and New Media.• Design and production of selected Information and Communication Technologies and New Media for different client groups.• Measurement and analysis of the ICT Development Index for India and other countries and its implications.	

RECOMMENDED READINGS

- Sklar, B. (2001) *Digital Communications: Fundamentals and Applications*. Englewood Cliffs, NJ: Prentice Hall.
- Stovall, J. G. (2004) *Web Journalism: Practice and Promise of a New Medium*. Boston: Allyn & Bacon.

PART B: PORTFOLIO

CONTENTS

PRACTICALS

Media portfolio comprising of a collection of student work that exhibits the student's efforts, progress and achievements in the design and development of communication media on selected advocacy theme:

Portfolio to comprise of	12
1. advocacy plan	
2. at least 3 industry ready prototypes of media approach for advocacy of different stakeholders	
3. research and development of advocacy plan and media development	
4. professional bid proposals for the development of media	

RECOMMENDED READINGS

- Gallagher, M. (2001) *Gender Setting- New Agendas for Media Monitoring and Advocacy*. London: Zed Books and WACC.
- Livingstone, S. (2003). *Young people and new media*. New Delhi: Sage Publications.
- Rogers, E. (1986) *Communication Technology: The New Media in Society*. New York: Free Press

DISSERTATION

Paper No : 1455

Max marks : 100

Teaching Periods : 4 /week

Teaching Load : 45-48 periods/semester

OBJECTIVES

1. To undertake an independent piece of research work in a relevant area of Development Communication and Extension.
2. The topic chosen should show originality in conceptualization/selection, exhibit systematic habits and regularity of work, thoroughness in methodology and statistical analysis, overall research competence and ability to put research findings in context.
3. The research work should contribute to the advancement of knowledge in the field.
4. The student must be guided and supervised by a member of the teaching faculty of the department.