



**GOVT. COLLEGE FOR WOMEN  
PARADE GROUND,  
JAMMU- 180001, J&K**

**(Erstwhile Maharani Mahila College)**

**(NAAC Re-Accredited 'A' Grade)**

**Autonomous College under the University of Jammu**

**College for Potential for Excellence, 2016**

**(Estd. 1944)**



**MASTER OF HOME SCIENCE**

**COMMUNITY RESOURCE MANAGEMENT AND EXTENSION**

**(CRM&E)**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**(Effective from Academic Year 2021, 2022, and 2023)**



# **M.Sc HOME SCIENCE (CRM&E) SEMESTER –I**

## **CHOICE BASED CREDIT SYSTEM (CBCS) SYLLABUS FOR THE EXAMINATION (2021, 2022 and 2023)**

<b>S NO.</b>	<b>COURSE NO. (PGHSCR)</b>	<b>TITLE OF THE COURSE</b>	<b>CREDITS</b>	<b>MAX. MARKS</b>	<b>INTERNAL ASSESSMENT</b>	<b>EXTERNAL ASSESSMENT</b>
1.	406	Introduction to Statistics & Research	04	100	40	60
2.	407	Gender Development	04	100	40	60
3.	408	Community Resource Management & Leadership	04	100	40	60
4.	409	Socio-economic Environment & Development Perspectives	04	100	40	60
5.	426	Practicals	08	200	100	10



## SEMESTER-I

### INTRODUCTION TO STATISTICS AND RESEARCH

Course No. PGHSCR -406  
Theory

Max.Marks:100  
External Assessments: 60  
Internal Assessment: 40  
Credits 04

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

#### OBJECTIVES:

- To learn basic statistical procedures for research.
- To learn applications, analysis and interpretation of statistical procedures.
- To understand the scope of computer application in research.
- To understand the basic concept of research.

#### LEARNING OUTCOMES:

- Sharpen competence in research approaches.
- Acquire research acumen for any basic and advanced research.
- Comprehend the purpose and procedure of research study.

#### Unit-I Introduction to Statistics

- 1.1. Basic Principles of Statistical procedures: measurement, analysis and interpretation.
- 1.2. Scales of measurement: nominal, ordinal, interval and ratio scales (with examples).
- 1.3. Reliability, validity, specificity and sensitivity of tools, coding and tabulation.
- 1.4. Frequency distributions, Graphic Representation: graphs, diagrams, tables and charts.

#### Unit-II Organization and Presentation of Data.

- 2.1. Descriptive Statistics: Application and Uses. Central tendencies – Mean, Median and Mode.
- 2.2. Variability- Range, Standard Deviation and Variance.
- 2.3. Characteristics of Distribution: Skewness and Kurtosis. Uses and Applications of Percentile Ranks.
- 2.4. Probability and Normal Distribution: Testing Hypothesis, Errors of Estimation: Type I and Type II.

#### Unit-III Statistical Tests & their Application

- 3.1 Sampling theory and methods.
- 3.2 Parametric tests: T-test and ANOVA, Pearson's  $r$ .
- 3.3 Non-Parametric tests: Spearman's  $r$  & Chi-Square test, Mann Whitney.
- 3.4 Computer Application in research, Software Programme for qualitative and



quantitative analysis

#### **Unit-IV Introduction To Research**

- 4.1. Basic need for research in Social Sciences.
- 4.2. Classification of Research.
- 4.3. Types of Social Research –Historical, Experimental, Case study and Participatory Research.
- 4.4. Definition and identification of Research problem selection, Justification.

#### **Internal Assessment (40 marks)**

1<sup>st</sup> Internal Assessment Examination after the coverage of 1<sup>st</sup> Unit. – 20 marks

2<sup>nd</sup> Internal Assessment Examination after the coverage of 2<sup>nd</sup> Unit – 20 marks.

#### **External Assessment: (60 marks)**

**Section I** will consist of Six long questions. In Question No. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3, from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

**Section II** Consists of Six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15)

#### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links

#### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation, Examination as per University of Jammu norms.

#### **KEYWORDS**

Introduction, Statistics, application, basics of research, research problem.

#### **RECOMMENDED READINGS**

1. Aggarwal, B.M. (2002) Basic Mathematics and Statistics. New Delhi: Sultan Chand.
2. Edwards, A.L. (1956) Statistical Analysis for Students in Psychology and Education, New York: Rinehart.
3. Edwards, A.L. (1976) Statistical Methods. New York; Holt, Rinehart & Winston.
4. Minimum, E.W., King, B.M and Bear G. (1995) Statistical Reasoning in Psychology and Education. New York: John Wiley & Sons.
5. Siegel, S. (1956) Nonparametric Statistics for the Behavioural Science London: Me Graw Hill.



## REFERENCES

1. Dooley, D. (1995) *Strategies for interpreting Qualitative Data*. Thousand Oaks: Sage Publications.
2. Garrett, H. (1971). *Statistics in Psychology and Education*. New York: David Baley & Co.
3. Johnson, R.A (1998) *Statistical Reasoning and Methods*, New York Wiley, New York.
4. Long. J.S. (Ed.) (1988) *Common Problems Proper Solutions: Avoiding Errors in Quantitative Research*. Bevelry Hills: Sage Publications.



## **SEMESTER-I GENDER DEVELOPMENT**

**Course No. PGHSCR -407  
Theory**

**Max.Marks:100  
External Assessments: 60  
Internal Assessment: 40  
Credits 04**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

### **OBJECTIVES:**

- To become familiar with Government and non government initiatives in Gender Empowerment, Educational, Social and legal aspects.
- To understand individual women experience in empowerment and justice.

### **LEARNING OUTCOMES**

- The students will have the basic understanding of gender, its construction, and role of women in society and Government initiatives and the legal process.

### **Unit-I Social Construction of Gender**

- 1.1. Description of women in Indian Society: Strength and limitations.
- 1.2. Gender Roles within the family.
- 1.3. Portrayal of Women in Media.
- 1.4. Women in work place.

### **Unit-II Demographic Analysis**

- 1.1 Demographic Profile of women in India, Geographical variations in Male, female ratio.
- 1.2 Caste, class and Religious influences on gender roles.
- 1.3 Women Studies-Introduction to women studies, Feminism –an Indian perspective, women and law.
- 1.4 Gender identity and empowerment.

### **Unit-III Women and Empowerment in India**

- 3.1 Legal rights of women in India.
- 3.2 Social support of organizations working for women -Social welfare and welfare organizations in communities.
- 3.3 Education and its role in women's equality.
- 3.4 Violence against women: Domestic Violence, Sexual harassment at work place, rape and indecent representation, immoral trafficking, women in detention.



## **Unit-IV Contribution of Women in Community Development.**

- 4.1. Indian Sociological thoughts on women-Vivekananda, Gandhi, Tagore.
- 4.2. Contribution of Women in Social Movements.
- 4.3. Role of Women in Planned Social Change, welfare organizations working for women.
- 4.4. Reservation Policies for Women, population policy, National health programmes.

### **Note for Paper Setting:**

#### **Internal Assessment (40 marks)**

1<sup>st</sup> Internal Assessment Examination – 20 marks after the coverage of 1<sup>st</sup> Unit.

2<sup>nd</sup> Internal Assessment Examination – 20 marks after the coverage of 2<sup>nd</sup> Unit.

#### **External Assessment: (60 marks)**

**Section I** will consist of six long questions. In Question No. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3, from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

**Section II** Consists of Six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15)

### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links

### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms

### **KEYWORDS**

Social Construction, Gender, Demographic Analysis, Women and Empowerment, Legal rights

### **RECOMMENDED READINGS**

1. Dube, L. (2001) Anthropological Explorations in Gender-Intersecting fields New Delhi: Sage Publications.
2. Ghadially, Rehana (1988) Women in India Society. New Delhi: Sage Publications.
3. Goel, Aruna, (2004) Education and Socio- Economic Perspectives of Women: Development and Empowerment. New Delhi: Deep & Deep.
4. Goel, Aruna, (2004) Organisation and Structure of Women Development and Empowerment. New Delhi: Deep& Deep.
5. Goel, Aruna, (2004) Violence and Protective Measures for Women Development and Empowerment. New Delhi: DeepP & Deep.
6. Gupta, Mukta, (2000) Economic Participation for Women Development and Empowerment, New Delhi Sarup & Sons.
7. Heyzer, N, and Sen. G. (1994) Gender Economic Growth and Poverty, New Delhi APDC,



Kali for Women & International Books.

8. Kishwar, M. (1994) *Off the Beaten Track- Rethinking Gender Justice for Indian Women*, Mumbai: Oxford University Press.
9. Krishna, Sumi (ED) (2003) *Livelihood and Gender Equality in Community Resource Management*. New Delhi: Sage Publications.

## REFERENCES

1. Begchi, J. (Ed.) (2003) *Indian Women: Myth and Reality*. New Delhi: Orient Longman.
2. Chanana, K. (Ed.) (2003) *Socialization, Education and Women: Exploration in Gender Identity*. New Delhi: Orient Longman.
3. Davis, K. (2006) *Handbook of Gender and Women's Studies*. New Delhi: Sage Publications.
4. Elizabeth Meehan, and Selma Seven Huijsen, (Ed.) (2003) *Equality, Politics and Gender*. New Delhi: Sage Publication.
5. Gulati, L. (2005) *A space of Her Own- Personal Narratives of Twelve Women*. New Delhi: Sage Publications.
6. Jain, D. and Rajput, P. (2003) *Narratives for the Women's Studies*. New Delhi: Sage Publications.
7. Karlekar, M. (1982) *Poverty and Women's Work: Study of Sweeper Women in Delhi*, New Delhi: Vikas Publication.
8. Kerlekar, G., Nathan, D. and Walter, P. (Ed.) (2003) *Gender Relations in Forest Societies in Asia Patriarchy at Odds*. New Delhi: Sage Publications.
9. Mathur, K. (2004) *Countering Gender Violence- Initiatives towards Collective Action in Rajasthan*. New Delhi: Sage Publications
10. Niranjana, S. (2001) *Gender and Space – Femininity, Sexualization and the Female Body*, New Delhi: Sage Publications.
11. Patel, L. and Shukla, N.N., (1978) *Lifelong Education and Community Learning: Three Case studies in India*. Hamburg: UNSCO.
12. Pernau, M. and Ahmed, I. (2003) *Family and Gender*. New Delhi: Sage Publications.
13. Powell, Garry, (1999) *Handbook of Gender and Work*. London: Sage Publications.



**SEMESTER-I**  
**COMMUNITY RESOURCE MANAGEMENT & LEADERSHIP**

**Course No. PGHSCR -408**  
**Theory**

**Max.Marks:100**  
**External Assessments: 60**  
**Internal Assessment: 40**  
**Credits 04**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

**OBJECTIVES:**

- To develop skills in the use of Resources- Human and Material.
- To understand family and societal problems which ultimately will lead to family and community well being.
- To understand the significance of resource management in current socio economic context.

**LEARNING OUTCOMES:**

- Comprehend the fundamentals of resource management in changing scenario.
- Inculcate skills in the identification, creation, selection and judicious use of available resources with emphasis on maximization and conservation.
- Understand the processes of management in a scientific manner in the use of resources.
- Capacitated to become participating and contributing citizen

**Unit-I Management Process:-**

- 1.1. Management Process: (with special reference to Urban/Rural Community activities) Definition and Essential Attributes of Management.
- 1.2. Planning-Importance, Types, steps, Principles and Process of effective planning.
- 1.3. Objectives-Nature, Types and Importance.
- 1.4. Decision Making-Importance, Nature, Types, models of decision making.

**Unit-II Development Organisations'dynamics**

- 2.1. Development Organizations'-Vision, Mission, Genesis, values and work culture. Organizational structure, process and dynamics, line and staff delegation authority and decentralization issues in extension programme delivery
- 2.2 Motivations of personnel in development organization nature, importance theories and perspective.
- 2.3 Leadership in development organizations-concept, nature, approaches, leadership models and styles, NGO leaders and community leaders.
- 2.4 Group Mobilization and leadership development in an organization.



### **Unit-III Resources for Development Programmes:**

- 3.1. Types of agencies in funding development programmes, nature of support, writing proposals for obtaining grants.
- 3.2. Fund raising-importance, nature and techniques.-Non financial donations and in-kind giving-(nature, sources, impact on development initiatives).
- 3.3. Volunteers: Importance, role and participation in development programmes, building volunteering in society.
- 3.4. Corporate Social responsibility-Concept, meaning, importance-historical and contemporary perspectives, dimensions of CSR, corporate partnership for development-Impact and Analysis.

### **Unit-IV Community Resources:**

- 4.1. Concept and Characteristics of community, structure, organization and resources for different types of communities.
- 4.2. Factors contributing to change and transition in the structure and organization of community.
- 4.3. Linkages between sustainability of resources and community development.
- 4.4. Community Development with special reference to skill development EDP (Entrepreneurship Development Programmes).

#### **Note for Paper Setting**

##### **Internal Assessment (40 marks)**

1<sup>st</sup> Internal Assessment Examination – 20 marks after the coverage of 1<sup>st</sup> Unit.

2<sup>nd</sup> Internal Assessment Examination – 20 marks after the coverage of 2<sup>nd</sup> Unit.

##### **External Assessment: (60 marks)**

**Section I** will consist of Six long questions. In Question No. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3, from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

**Section II** Consists of Six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15)

#### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links



## **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms.

## **KEYWORDS**

Management Process, Community Resources, development, organizations, development programmes.

## **RECOMMENDED READINGS**

1. Cracknell, B.E. (2000) Evaluating Development Aid-Issues Problems and Solutions. New Delhi: Sage Publications.
2. Culshaw, M. (2000) Getting Started in Fund Raising, New Delhi: Sage Publications.
3. Hall, A and Midgel, J. (2004) Social Policy for Development. London: Sage Publications.
4. Lakey, B.G; Nagpier, R., and Robinson, J. (1995) Grassroots and Nonprofit leadership: A Guide for Organizations in Changing Times. Gabriola Island, B.C: New Society Publishers.
5. Pankajam, G. (2000). Extension- Third Dimension of Education. New Delhi: Gyan Publishing House.
6. Ray, G.L. (1999) Extension Communication and Management. Calcutta: Naya Prakash.
7. Riley, John. M. (2002) Stakeholders in Rural Development. New Delhi: Sage Publications.
8. Wirthen, B.R., Sanders, J.R and Fitzpatrick, J.L. (1997) Program Evaluation, USA: Longman Publishers.

## **REFERENCES**

1. Aggarwal, R.D (2000) Organization and Management, New Delhi
2. Burkley, S. (1993) People First: A Guide to Self- Reliant Participatory Development London: Zed Books.
3. Centre for Development and Human Rights (2003) The Right to Development. New Delhi: Sage Publications.
4. Drez, J. and Sen, A.K (1995) India- Economic Development and Social Opportunity. New Delhi: Oxford University Press.
5. Edwards, M. and Hulme, D. (1992) Making a Difference: NGOs and Development in a changing World. London: Earthscan Publishing Ltd.
6. Edwards, M. and Hulme, D. (19996) Beyond the Magic Bullet: NGO Performance and Accountability in the Post- Cold War World. West Hartford, Connecticut: Kumarin Press.
7. Grayson, D. and Hodges, A. (2004) Corporate Social Opportunity. Sheffield, UK: Greenleaf Publishing Ltd.
8. Gedam, R. (1991) Development Planning- Origin and Growth. New Delhi: Akashdeep Publications.
9. Lisley, P.J. (1990) Enhancing the Volunteer Experience. San Francisco: Jossey- Bass.
10. Korten, D.C. (1990) People Centered Development- Getting to the 21<sup>st</sup> Century. West



Hartford: Kumarin.

11. Kumar, S. (2002) *Methods for Community Participation*. New Delhi: Sage Publications.
12. Koontz. H and O Donnel C, 1976, *Management- A systems and contingency analysis of management functions*. M.C. Graw- Hill Kogarkusua Ltd., New Delhi.
13. Padaki, V. and Vaz, M. (2003) *Institutional Development in Social Interventions*. New Delhi: Sage Publications.
14. Pareek. U. (1989) *Behavioural Process in Organizations*. New Delhi: Oxford and IBH.
15. Rao, V.S.P and Narayana, P.S, (2000) *Principles and Practice of Management- Konark Publishers Pvt. Ltd., New Delhi*.
16. Reidar, D. (2004) *Evaluating Development Programmes and Projects*. New Delhi: Sage Publications.
17. Singh, K. (1999) *Rural Development- Principles, Policies and Management*, New Delhi Sage Publications.
18. Sudan, A.S; and Kumar, N. (2003). *Management Process and Organisational Behaviour*, Anmol Publication, New Delhi.



**SEMESTER-I**  
**SOCIO ECONOMIC ENVIRONMENT AND DEVELOPMENT**  
**PERSPECTIVE**

**Course No. PGHSCR -409**  
**Theory**

**Max.Marks:100**  
**External Assessments: 60**  
**Internal Assessment: 40**  
**Credits 04**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

**OBJECTIVES:**

- To understand the socio economic structure of communities, concept and aspects influencing sustainable development, policies of development and their impact on communities.
- To understand the concept and aspects influencing sustainable development.
- To gain an overview of consumption behaviour of families & communities – its impact on National & global resources.
- To understand consumer role, rights and responsibilities as Indian & global citizens in promoting sustainable consumption & sustainable development.

**LEARNING OUTCOMES**

- The students will be expected to understand the process of development and the Indian Economy.

**Unit I- Approaches to Development.**

- 1.1 Concept of growth vs. development, approaches and indicators of development.
- 1.2 General factors in economic development-production, distribution, consumption and their interlink ages.
- 1.3 Methods and techniques of using economic theory and data for policy formulation.
- 1.4 Issues in understanding development- income, consumption, poverty, unemployment, food safety and security, access to resources, migration and others.

**Unit II- Indian Economy and Development Policy.**

- 2.1 Structure of Indian economy-changing structure of Indian economy, constraints on growth- economic growth and income distribution, poverty, employment situation, Inequality, population, urban growth and migration, urbanization issues.
- 2.2 Historical overview of development of the Indian development policy. Role of states in



development, rural-urban development perspectives and challenges.

- 2.3 Development policy- framework and strategy for development, poverty alleviation approaches and programmes. Interlink ages of India's development policy with sustainable development and global policies and initiatives
- 2.4 Role of planning, five year plans, new economic policy, globalization, GATT, WTO strategies for economic growth, women and national planning.

### **Unit III - Indian Agriculture and Industries**

- 3.1 Agriculture and Allied farm activities- Horticulture, livestock, poultry and fisheries. Food Problems , Agriculture Labor, Land Size and Ownership, Land Reforms, Green Revolution, Agricultural growth across crops and regions.
- 3.2 Indian Industries- structure of output, problems of Industrialization, Policies, and Impact of Globalization on Industries.
- 3.3 Formal and Informal sector; Nature, Characteristics, Issues, Small scale and Cottage Industries, Co-operatives. Philosophy, Objectives types, Programmes and schemes of Industrial Development.
- 3.4 Impact of Indian Agriculture on Environment, Sustainability and development issues. Impact of Indian Industry, Environment, livelihoods, equity and sustainability.

### **Unit IV-Role of Consumers in the economies of Nation**

- 4.1. Consumption Practices of different Communities; North - South differences, Rural – Urban difference; Impact of changing Socio-Economic Environment.
- 4.2. Role of families and consumers as a consumption unit in the economy of nation- Trends in consumption practices of families and Communities- Indian and Global perspectives.
- 4.3. Impact of national and Global Policies and programmes on consumption practices of families.
- 4.4 Citizens Rights and responsibilities in Global Environment. Consumer Protection in India- its historical development, role of Consumer organization and Citizen groups- National, Regional, and Global. Consumer Protection Strategies-Legal, Educational, Mobilizing, networking and Advocacy, Impact on Indian families & Communities.  
- Promoting Citizen participation in Public Policy Initiatives -Indian and Global perspectives.

#### **Note for Paper Setting**

#### **Internal Assessment (40 marks)**

1<sup>st</sup> Internal Assessment Examination – 20 marks after the coverage of 1<sup>st</sup> Unit.

2<sup>nd</sup> Internal Assessment Examination – 20 marks after the coverage of 2<sup>nd</sup> Unit.

#### **External Assessment: (60 marks)**

**Section I** will consist of Six long questions. In Question No. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3,



from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

**Section II** Consists of Six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15)

### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links.

### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation, Examination as per University of Jammu norms.

### **KEYWORDS**

Indian economy, development policy, agriculture and industries, consumer protection.

### **RECOMMENDED READINGS**

1. Bardhan, P.K. (1984) Land, Labour and Rural Poverty- Essays in Development Economics. New Delhi: Oxford University Press.
2. Drez, J. and Sen, A.K. (1995) India- Economic Development and Social Opportunity, New Delhi: Oxford University Press.
3. Jalan, B. (1992) The Indian Economy: Problems and Prospects. New Delhi Viking Penguin: New Delhi.
4. Kapila, U. (Eds) (1999) Indian Economy since Independent. New Delhi: Academic Foundation.
5. Ray, D. (1998) Development Economics. New Delhi: Oxford University Press.
6. Sen, A. (1999) Development as Freedom. New Delhi Oxford University Press.
7. Todaro, M.P. and Smith. S. (1985) Development in the Third World. New Delhi: Orient Longman.

### **REFERENCES**

1. Bhagwat, J. (2006). In Defense of Globalization. New Delhi: Oxford University Press.
2. Burkely, S. (1993). People First: A Guide to Self-Reliant Participatory Development. London: Zed Books.
3. Kohli, A. (1987) The State and Poverty in India: The Politics of Reform. Cambridge: Cambridge University Press.
4. Gedam, R. (1991). Development Planning – Origin and Growth. New Delhi Akashdeep Publications.
5. Government of India (1997-98, 98-99, 99-00) Economic Survey.
- 6 Jha, R. and Bhanu Murthy, K.V. (2006) Environmental Sustainability- A Consumption Approach. London: Routledge
7. NCAER (2001) Economic Policy and Reforms in India. New Delhi: NCAER.
8. Srinivastava, K. & Vlassoff, M. (2001) Population- Development Nexus in India. New



Delhi: Tata Mc Graw- Hill Publishing Company Ltd.

9. Srinivasan K. & Vlassoff, M. (2001) Population- Development Nexus in India. New Delhi: Tata McGraw- Hill Publishing Company Ltd.
10. UNDP (2001-05) Human Development Report. New Delhi Oxford Univesity Press.
11. World Bank (1989) India- An Industrializing Economy in Transition. World Bank Country Study-South Asia Region: World Bank.



## **SEMESTER –I PRACTICALS**

**Course No. PGHSCR -426  
Practical**

**Max.Marks:200  
External Assessments: 100  
Internal Assessment: 100  
Credits 08**

### **LEARNING OUTCOMES:**

- The students will develop the skills for working with diverse community groups.
- The students will develop skills in extension programme planning, implementation and evaluation

### **Unit 1:**

- 1.1 Develop skills for rapport formation and techniques of working in the community.
- 1.2 Assessing needs and problems of a target group/ community. (2 Credits)

### **Unit II:**

- 2.1 Situation analysis: identify needs/ problem of the community using PLA and other Suitable techniques
- 2.2 Innovative Communication material development appropriate for different population segments  
(2 Credits)

### **Unit III:**

- 3.1 Design, implement and evaluate intervention programmes for different target groups of urban and rural communities. (2 Credits)

### **Unit IV:**

- 4.1 Evaluate and develop appropriate fund raising strategies for different organizations, monitoring and evaluation of development programmes. (2 Credits)



## **M.Sc HOME SCIENCE (CRM&E) SEMESTER –II**

### **CHOICE BASED CREDIT SYSTEM (CBCS) SYLLABUS FOR THE EXAMINATION (2021, 2022 and 2023 )**

<b>S NO.</b>	<b>COURSE NO. (PGHSCR)</b>	<b>TITLE OF THE COURSE</b>	<b>CREDITS</b>	<b>MAX. MARKS</b>	<b>INTERNAL ASSESSMENT</b>	<b>EXTERNAL ASSESSMENT</b>
1.	455	Research methods & Scientific Writing	04	100	40	60
2.	456	Extension Education &Communication	04	100	40	60
3.	457	Sustainable Development: Initiative &Approaches	04	100	40	60
4.	458	Media System & Communication Technology	04	100	40	60
5.	476	Practicals	08	200	100	100



**SEMESTER II**  
**RESEARCH METHODS AND SCIENTIFIC WRITING**

**Course No. PGHSCR -455**  
**Theory**

**Max.Marks:100**  
**External Assessments: 60**  
**Internal Assessment: 40**  
**Credits 04**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

**OBJECTIVES:**

- To understand the purpose and procedure of research study.
- To learn basic format of research design and different types of research.
- To learn how to write and evaluate research papers and proposals.
- To appreciate and understand importance of writing scientifically.

**LEARNING OUTCOMES**

- Understand scientific writings- Use the formal elements of writings: analytical reports, proposals, journal articles, monographs.
- Practice the unique qualities of writing style, such as sentence conciseness, clarity, accuracy, honesty, avoiding wordiness or ambiguity, using direct order organization, readability,
- Understand the ethics ( legal, social), how to critically analyze data from research; incorporate it into assigned writing clearly, concisely, and logically; and attribute the source with proper citation.

**Unit I: Research Methods, Techniques and Designs**

- 1.1 Concept, scope, and ethics of research. Classification of Research Methods, Concept of Research design and significance.
- 1.2 Historical Method: Definition, Significance, Sources, Advantages and Limitations. Necessary Conditions for Historical Research and Steps Involved in it. Case Study Method- Definition, Sources, Advantages, Limitations, Basic Assumption and Steps Involved in case study.
- 1.3 Survey Method: Definition, Types of Surveys, Advantages, Limitations, and Steps of a social Survey. Experimental Method, Definition, Application of Experimental Method, Advantages and Problems of Social Experiments.
- 1.4 Other Methods: Field Investigation Research, Evaluation Research, Action Research, ex-post facto Research, Laboratory Research, Business Game. Characteristics of good Research Design.



## **Unit II: Sample Investigation and Collection of Data**

- 2.1 Sampling Method, Types of Sampling- Systematic Sampling, Cluster Sampling, Multi-Stage Sampling, Quota Sampling and Convenience Sampling.
- 2.2 Sample selection- Mathematical Formula, Sampling and Non Sampling Errors, Method of Reducing Sampling Error.
- 2.3 Primary and Secondary Data, Choice between Primary and Secondary Data, Preliminaries to the collection of Data.
- 2.4 Methods of Primary Data Collection, Questionnaire, Interview, Observation, informal group discussion, Social mapping, Case studies, Scaling methods, Secondary Data, Sources of Secondary Data. Precautions in the use of Secondary Data.

## **Unit III: Scientific writing as a means of Communication**

- 3.1 Principles of scientific writing.
- 3.2 How to formulate outline  
The reasons of preparing outline.  
Topic outlines  
Conceptual outlines.  
Sentence outlines.
- 3.3 The Writing process  
Getting started  
Use outlines as starting device  
Drafting  
Reflecting re-reading
- 3.4 Types of writings- Articles, Journals, Research reports, Dissertation, Monographs

## **Unit IV: Writing of Research Proposal, Dissertation, Report and Thesis**

- 4.1 Parts of Research report or dissertation.
  - Introduction
  - Review of literature
  - Methodology
  - Results and discussion
  - Summary and Abstract
  - References
- 4.2 Critical analysis of research (data and report).
- 4.3 Writing of Research Proposal
- 4.4 Writing for Grants: Budgeting, Available infrastructure and resources.

### **Note for Paper Setting**

#### **Internal Assessment (40 marks)**

1<sup>st</sup> Internal Assessment Examination – 20 marks after the coverage of 1<sup>st</sup> Unit.



2<sup>nd</sup> Internal Assessment Examination – 20 marks after the coverage of 2<sup>nd</sup> Unit.

### **External Assessment: (60 marks)**

**Section I** will consist of Six long questions. In Question No. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3, from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

**Section II** Consists of Six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15)

### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links

### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms

### **KEYWORDS**

Sampling, Data collection, Scientific writings, dissertation, proposal writing.

### **RECOMMENDED READINGS**

1. Perner d, II. R. (2000) Social Research Methods: Qualitative and Quantitative Approaches. Thousands Oaks, California: Sage Publications.
2. Black, J.A. and Champion, D.J. (1976) Methods and issues in Social Research. John New York: Wiley and Sons.
3. Blaxter, b. Hughes, C. and Tight, K. (1999). How to Research. New Delhi: Viva Books.
4. Denscombe, M. (1999) The Good Research Guide for Small- Scale Social Research Projects. New Delhi; Viva Publications.
5. Fowler, F.J (1998/88) Survey Research Methods. Applied Social Research Methods Series, Vol.I. Newbury Park, California: Sage Publications
6. Gunter, B.(2000) Media Research Methods: Measuring Audiences Reactions and Impact. London: Sage Publications.
7. Holstein, J.A., and Gubrium, J.F. (1995) The Active interview, Qualitative Research Methods, Vol.37. Thousands Oaks, California: Sage Publications.
8. Yin, R.Y. (1981) Case study Research: Design and Methods. Applied Research Methods Series, Newbury Park, California: Sage Publications.

### **REFERENCES**

1. Argyrous, G. (2000) Statistical Methods for Social and Health Research London: Sage Publications.
2. Agrawal, B.C. (1986) Communication Research for Development – ISRO Experience. New Delhi: Concept Publishing House.
3. Anastasi. A. and Urbaniak, S. (1997). Psychological Testing, 7<sup>th</sup> ed. Indian Reprint. Delhi: Pearson Education.
4. Burns, R.B (2000) Introduction to Research Methods: New Delhi: Sage Publications.
5. Bell, J. (1999). Doing your Research Project: Guide for First Time Researchers in Social



- Sciences. New Delhi: Viva Books.
6. Borse M.N (2001) Research Methodology Jaipur, Shree Niwas Publication.
  7. Dooley. (I) (2001) Social Research Methods New Jersey: Division of Pearson Education.
  8. Elmes, D.G. Kanowitz, B.B. and Roediger, II.I. (1989). Research Methods in Psychology, 3<sup>rd</sup> ed. New York: West Publishing.
  9. Festinger, I., and Katz., D. (1953) Research in the Behavioural Science. New York: Drysen Press.
  10. Harper. C & Marcus, R (2003) Research for Development New Delhi: Sage Publication.
  11. Kumar, R (1996) Research Methodology. New Delhi: Sage Publications.
  12. Kothari, C.R (2004) Research Methodology. New Delhi, New age international Publishers.
  13. Kerlinger I.N (2002) Foundation of Behavioural Research, Delhi, Surjeet Publications..
  14. Neale, J.M. Liebert, R.M. (1986) Science and Behaviour: An introduction to Methods of Research. New Delhi: Sage Publication.
  15. O. c (2004) Doing Educational Research New Delhi Vistar Publication Philips. N and Hardy. C. (2002) Discourse analysis Investigating Process of Social Construction. Qualitative Research Methods Series. Newbury Park, California Sage Publication.
  16. Reissman, C.K. (1993). Narrative Analysis. Qualitative Research Methods Series 30. Newbury Park. California: Sage Publications.
  17. Sharma R.A (2000) Essentials of Scientific Behavioural Research; Meerut. Surya Publications.
  18. Singh Jaspal (2005) New Delhi, Kanishkar Publishers. Distributions.



## **SEMESTER II EXTENSION EDUCATION AND COMMUNICATION**

**Course No. PGHSCR -456  
Theory**

**Max.Marks:100  
External Assessments: 60  
Internal Assessment: 40  
Credits 04**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

### **OBJECTIVES:**

- Understand the widening concept of extension.
- Feel strongly for the people without power and influence them to become partner in development projects and programmes.
- To analyze the issues and problems of a specific community for need assessment.
- To develop skills in the use of participating approaches in programme planning and evaluation.

### **LEARNING OUTCOMES**

- Learn the concept of extension and it's inter - relationship with communication.
- Understand the various tools and techniques in the process of communication.
- Grasp understanding about various communication methods and media.
- Develop skills in preparation, presentation and evaluation of select methods and media.

### **Unit I: Concept of Extension Education**

- 1.1 Concept, nature and scope of extension education.
- 1.2 Evolution of extension and philosophy of extension education.
- 1.3 Principles of extension, extension education as science and discipline. Qualities of extension worker.
- 1.4 Approaches and system of extension- current paradigms of extension, national and international perspective.

### **Unit II: Preparatory Work with Local People**

- 2.1 People's participation : Nature, types and importance of participation
- 2.2 PLA methods for community participation
- 2.3 Collect basic data: General need and community profile
- 2.4 Need assessment: Identification of specific needs, obstacles and solutions.

### **Unit III: Communication Perspective**

- 3.1 Communication- Definition, nature and functions of communication.
- 3.2 Scope, types and role of communication in society.
- 3.3 Culture and communication- development, social change and communication.
- 3.4 Models of communication- Aristotle's model, Schramm and Grabner's Model of



communication.

#### **Unit IV: Dynamics of Change in Community**

- 4.1 Factors contributing to change and transition in the structure and organization of communities.
- 4.2 Issues of tradition and modernity in the contemporary context Rural and urban transformations and its implications.
- 4.3 Social movements-linguistic, regional, religious, women's environmental and other contemporary movements.
- 4.4 Other factors and their impact on the change in communities- religion, socio political ideologies, imperialism, urbanization and rural urban migration, mass media and communication, globalization

#### **Note for Paper Setting**

##### **Internal Assessment (40 marks)**

1<sup>st</sup> Internal Assessment Examination – 20 marks after the coverage of 1<sup>st</sup> Unit.

2<sup>nd</sup> Internal Assessment Examination – 20 marks after the coverage of 2<sup>nd</sup> Unit.

##### **External Assessment: (60 marks)**

###### **Section I**

will consist of six long questions. In question No. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3, from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

###### **Section II**

Consists of six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15)

#### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links

#### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms

#### **KEYWORDS**

Extension Education, PLA Methods, models of communication, dynamics of change in community.

#### **RECOMMENDED READINGS**

1. Devito, S. (1998) Human Communication New York: Harpan & Row.
2. Jacobson, T.L. and Servaes, S. (1999) Theoretica Approaches to Participator.



Communication. Gress hill: K.J. Hampton Press.

3. Narula, U. (2006) Communication Models Atlantic Publication New Delhi.
4. Rogees, E.M. (1986) Communication of Innovations. New York: The Free Press.
5. Kumar, B. Extension Education for Human Resources Dev. Concept Publishing House New Delhi.
6. Venkataiah, S. New Dimmensions of Extension Education. Anmol Publications New Delhi.

## **REFERENCES.**

1. Pankajam, G. Extension three dimension of education. Gyan Publishing House, New Delhi.
2. Venkataiah. S. New Dimension of Extension Education Anmol Publications, New Delhi.
3. Kumar, B. Extension Education for Human Resources Dev. Concept Publishing House New Delhi.
4. Mukherjee. N. Participatory learning and action concept publishing company. New Delhi.
5. Mukherjee. N. Participatory rural appraisal concept publishing company, New Delhi.
6. Girard, B. and Siocheer S. (Eds) (2003) Community in the information Society. Geneva: UNRISD.
7. ThomaS, P.N. and Nain, Z. (2004) who owns the Media- Global. Trends and Local Resistances. Lonon: Southbound and Zed books.



**SEMESTER II**  
**SUSTAINABLE DEVELOPMENT: INITIATIVE AND APPROACHES**

**Course No. PGHSCR -457**  
**Theory**

**Max.Marks:100**  
**External Assessments: 60**  
**Internal Assessment: 40**  
**Credits 04**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

**OBJECTIVES:**

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

**LEARNING OUTCOMES**

- To understand the processes of planning, policy-making and action for sustainability by governments, businesses, non-governmental organizations and public.
- Appreciate the power of humans to modify the environment.
- Apply definitions of fundamental concepts, such as environment, community, development and technology, to local, national and global experiences.

**Unit I: Environment- development linkage**

- 1.1 Intrinsic linkage between environment and sustainable development.
- 1.2 Structure and composition of environment, Environmental resources- land, water , air, forest and other resources.
- 1.3 Ecosystems of the world.
- 1.4 Pathways in ecosystem and their interrelationship.

**Unit II: Environmental challenges-I**

- 2.1 Changes in the environment- Anthropogenic and non anthropogenic- hazards and risks.
- 2.2 Factors affecting changes in ecosystem and environment-socio economic, cultural and Geographical.
- 2.3 Problems of sustainability of ecosystems.
- 2.4 Impact of agriculture, urbanization, habitat, industries, population on ecosystem.

**Unit III: Environmental challenges-II**

- 3.1 Effect of changing consumption patterns on environment.
- 3.2 Indigenous knowledge systems and environmental sustainability
- 3.3 Common property resources (CPR)- ( Ownership and use issues) Concept, challenges



in the management of CPR'S.

- 3.4. Interdisciplinary nature of environmental issues, macro-micro perspective- global issues, Indian scenario.

#### **Unit IV: Pollution control and management**

- 4.1 Pollution and the environment with reference to air, water, soil, and noise. Effect on health and quality of life.
- 4.2. Impact of pollution on ozone layer, green house effect, global warming.
- 4.3 Pollution control:
- Types of waste, solid waste management.
  - Water pollution, waste water treatment and water management systems.
  - Air pollution monitoring and control.
- 4.4. Environmental implications of energy use- Energy recovery from wastes, energy budget, energy ladder.

#### **Note for Paper Setting**

##### **Internal Assessment (40 marks)**

1<sup>st</sup> Internal Assessment Examination – 20 marks after the coverage of 1<sup>st</sup> Unit.

2<sup>nd</sup> Internal Assessment Examination – 20 marks after the coverage of 2<sup>nd</sup> Unit.

##### **External Assessment: (60 marks)**

###### **Section I**

will consist of six long questions. In question no. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3, from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

###### **Section II**

Consists of six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15)

#### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links

#### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms.

#### **KEYWORDS**

Environment , development linkage, challenges, pollution, pollution control.

#### **RECOMMENDED READINGS**

1. Bapat. J. (2005) Development Projects and Critical Theory of Environment. New Delhi: Sage Publications.



2. Chauhan, I.S. and Chauhan, A. (1998) Environment Degradation; Social- Economic Consequences Jaipur: Rawat Publishers.
3. Chhokar, K.B., Pandaya, M. and Raghunathan, M. (2004) Understanding Environment. New Delhi: Sage Publications.
4. Goel, P.K and Shaqna, KP. (1998) Environment Guidelines and Standards in India. Jaipur; Goel publications.
5. Jodha, N.S. (1991) Rural Common Property Resources: A Growing Crisis. London; IIED.
6. Jha, R. and Bhanu Murthy, K.B.( 2016). Environmental Sustainability; Consumption Approach London: Routhledge.
7. Sethi, L., Sethi, M.S. and Iqbal, S.A. (1991) Environmetal Pollution; Causes Effects and control. New Delhi: Common Wealth Publishers.

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1. Brokensha David W., Warnen, D.M. and Werner, O, - (1980) Indigenous Knowledge Systems and Development Lanham Maryland: Univesity Press of America.
2. Centre for Environment Education (1990) Essential Leanings in Environmental Science: A Global Database for Building Activities and Programmes. Ahmebadad: CEE.
3. Chhokar. B.K.Pandya. M. and Raghunathan. M. (Eds) (2004) understanding Environment. New Delhi Sage Publications.
4. Cox R. (2006) Environment Communication and the Public Sphere Thousands Oaks: Sage Publications.
5. Gadgil, M. and Guha, R. (1995) Ecology and Equity. New Delhi, Penguin Books.
6. Hoger, R.and Baumgartner,R. (2004) In search of Sustainable Livelihood Systems. New Delhi: Sage Publications.
7. Maurya, S.D. (1989) Urbanization and Environmental Problems. Allahabad: Chug Publications.
8. Mukherjee N (1997) Participatory Appraisal of Natural Resources. New Delhi: Concept Publication House.
9. Pretty, J., Guijt, L, Thomson, J and Scooner, I. ( 1995) Participatory Learning and Action- A Tranier Guide- London: International Institute per Environmental and Development.
10. Ravindranath, N.H. and Hall, D.D- (1995). Biomass, Energy and Oxford University Press.
11. Vieges, Philip and Aenon, Geeta (ASA) The impact of Environment Degradation on People. New Delhi: Indian Social Institute.



**SEMESTER II**  
**MEDIA SYSTEM & COMMUNICATION TECHNOLOGY**

**Course No. PGHSCR -458**  
**Theory**

**Max.Marks:100**  
**External Assessments: 60**  
**Internal Assessment: 40**  
**Credits 04**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

**OBJECTIVES:**

- To develop an understanding of various communication systems working in the environment.
- To develop a sound knowledge base of the relevance, applicability and complementary nature of the various media used in communication.
- To enhance the versatility of the students in the selection and use of various media in different Socio- cultural environments.
- To understand the differences in the various types of communication transactions.

**LEARNING OBJECTIVES**

- Examine the role of various media in development.
- Understand the process and techniques of development reporting for various media

**Unit1: Understanding Communication**

- 1.1 Awareness of self in communication.
- 1.2 Listening- definition types, developing skills for effective listening Thinking – definition, Significance.
- 1.3 Persuasion – definition, approaches, significance and improving competences
- 1.4 Mass communication system- theories and models, relevance in social change

**Unit II: Types of Communication**

- 2.1 Non –verbal communication- functions, types, significance with reference to body, face, eye movements, space and touch communication
- 2.2 Verbal communication - Significance, acquiring language, skills for speaking and writing , improving language competency.
- 2.3 Interpersonal communication and small group communication nature and types in organizations and different setting relevance to social change & theories of interpersonal communication

**Unit III: Communication Media**

- 3.1 Relationship of culture & communication
- 3.2 Traditional Media – Role in enhancing culture heritage, co-existence with modern media



systems, importance in development context . Applicability of traditional media in educational and entertainment, puppetry, folk songs

3.3 Print media- books, newspapers, magazines, leaflets, pamphlets and photography.

3.4 Electronic media – radio, television, video, cinema

#### **UnitIV: Media System**

4.1 Concept , scope and relevance of media in society

4.2 Impact of media on our lives, role of media for behavior change

4.3 Media scene in India, problems of cretin target groups, bringing out the problems of certain groups –migrants, children affected by allied conflict etc.

4.4 Contemporary issues in media women and media , human rights and media consumerism and media.

#### **Note for Paper Setting**

##### **Internal Assessment (40 marks)**

1<sup>st</sup> Internal Assessment Examination – 20 marks after the coverage of 1<sup>st</sup> Unit.

2<sup>nd</sup> Internal Assessment Examination – 20 marks after the coverage of 2<sup>nd</sup> Unit.

##### **External Assessment: (60 marks)**

###### **Section I**

will consist of six long questions. In question no. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3, from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

###### **Section II**

consists of six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15)

#### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links

#### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms

#### **KEYWORDS**

Communication, types, print media, traditional media, electronic media.

#### **RECOMMENDED READINGS**

1. Bandura. A. (1986) Social Foundations of Thought and Action: A Social Cognitive theory, Eaglewood Cliffs. New Jersey: Prentice Hall.



2. Devita.J. (1998) Human Communication New York: Harper & Row.
3. Nair. N.K. and White. A.S. (Eds) (1993) Perspectives on Development Communication. New Delhi: Sage Publications.
4. Narula, U. (1994) Development Communication. Theory and Practice. New Delhi: Har Anand Publishers.
5. Rogers. B.M. (1986) Communication of Innovations. New York: The Free Press.

## **REFERENCES**

1. Chomskv. N. and Herman, E.S. (1994) Manufacturing Consent- The Political Economy of the Mass Media, London: Vintage.
2. Gallagher, M. (2001) Gender Setting – New Agendas for Media Monitorig and Advocacy. London: Zed Books and WACC.
3. Girard, B. and Siochru, S. (Eds) (2003): Communicating in the information society. Geneva: UNRISD.
4. Japhet, G. (1999) Edutainment. How to Make Edutainment wash for Project for Social Development. Hohannesburg: Soul City.
5. Thomas. P.N.and Nain, Z., (2004) Who owns the Media Global Trends and Local Resistances. London: Southbound and Zed Books.
6. Zeuchner, R. (1997) Communicating: Today. Boston: Allyn & Bacon.



## SEMESTER- II PRACTICALS

Max. Marks-200

Credit- 8

External Assessment – 100  
Internal Assessment-100

### LEARNING OUTCOMES:

- Develop skills in students to interact with target community.
- Gain hand on experience of extension programmes activities beneficial for the target group.

#### Unit1:

Planning a need based educational programme and making a communication kit for a specific target group in the community in relation to anyone.

- Literacy
  - Health
  - Social Evil
  - Environment
  - Income Generation
- (2 Credit)

#### Unit II:

Using puppetry, Nukad Natak and folk songs to deal with above issues  
(2 Credit)

#### Unit III:

Analysis of services of Financial Institutions, banking/ non-banking/ private and other regarding automobile finance, housing/land finance options for self-employed, tax implications and policy options. Handling personal finance- filling forms of various financial institutions  
(2 Credit)

#### Unit IV:

To study the role of various NGO's in Jammu and evaluate their development plans.  
(2 Credit)



## M. Sc HOME SCIENCE (CRM&E) SEMESTER –III

### CHOICE BASED CREDIT SYSTEM (CBCS) SYLLABUS FOR THE EXAMINATION (2021, 2022 and 2023)

S NO.	COURSE NO. (PGHSCR)	TITLE OF THE COURSE	CREDITS	MAX. MARKS	INTERNAL ASSESSMENT	EXTERNAL ASSESSMENT
1.	505	Advanced Ext. Programme Design & Management	04	100	40	60
2.	506	Community Health Perspective	04	100	40	60
3.	507	Dev. Communication & Journalism	04	100	40	60
4.	504	Dissertation	04	100	100	
5.	526	Practicals	08	200	100	100
6.	508 (PGHSOE)	Training for Development	04 2 Theory 2 Practical	50 50	40 25	10 25



**SEMESTER III**  
**ADVANCED EXTENSION PROGRAMME DESIGN AND MANAGEMENT**

**Course No. PGHSCR -505**  
**Theory**

**Max.Marks:100**  
**External Assessments: 60**  
**Internal Assessment: 40**  
**Credits 04**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

**OBJECTIVES:**

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

**LEARNING OUTCOMES:**

- To study the role of extension in understanding development issues.
- Study the different aspects effecting development programmes, learning and participation.
- Acquire skills to design and implement extension programmes.

**Unit I: Stakeholders in Development**

- 1.1. Meaning, scope , concept, History of extension .
- 1.2. Evolution of extension and philosophy of extension in India.
- 1.3. Development issues and agenda-role of extension in facilitating development-programmes and initiatives(Global and Indian).
- 1.4. Extension education- An applied behavioral science, Its relationship with Social sciences.

**Unit II:**

- 2.1. Stakeholder analysis and participation- nature, type and levels of participation; Impact-on programme design and management.
- 2.2. Learning and participations- Adult learning perspectives and principles.
- 2.3. Participation of community groups, women, paid staff, volunteers and experts-nature of role, skills for development effectiveness.
- 2.4. Group mobilization and leadership development.

**Unit III: Programme Design and Implementation**

- 3.1 Objectives/goal setting: nature and importance of objectives, establishing objectives, identification of problems.
- 3.2 Planning- philosophy and scope of programme planning, models, approaches and principles of planning, types of plans, steps in planning.



- 3.3 Decision making: Importance, nature, process and techniques. Stakeholder participation in decision making.
- 3.4 Programme monitoring implementation: Aspects influencing monitoring and control. Linkages with other agencies , problems in implementation. Feedback systems, role of management information systems.

#### **Unit IV: Impact Evaluation**

- 4.1. Programme evaluation, scope and purpose of evaluation, types, criteria, tools, Techniques and indicators for evaluation.
- 4.2. Stakeholder participation, problems in evaluation, evaluation sustainability, empowerment and development change.
- 4.3. Report writing and documentation: Various approaches, need and procedures for reporting and recording.
- 4.4 Preparing a project report on Development programmes going on in the community

#### **Note for Paper Setting**

##### **Internal Assessment (40 marks)**

1<sup>st</sup> Internal Assessment Examination – 20 marks after the coverage of 1<sup>st</sup> Unit.

2<sup>nd</sup> Internal Assessment Examination – 20 marks after the coverage of 2<sup>nd</sup> Unit.

##### **External Assessment: (60 marks)**

###### **Section I**

will consist of six long questions. In Question No. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3, from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

###### **Section II**

Consists of Six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15).

#### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links.

#### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms

#### **KEYWORDS**

Stakeholder, Management, Group mobilization, leadership development and Decision making.

#### **RECOMMENDED READINGS**

1. Cracknell, B.E. (2000) Evaluating Development Aid- Issues Problems and Solutions.



- New Delhi: Sage Publications.
2. Culshaw, M. (2000) *Getting Started in Fund Raising*. New Delhi: Sage Publications.
3. Hall, A and Midgely, J. (2004) *Social Policy for Development* London: Sage Publications.
4. 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
5. Pankajam, G. (2000) *Extension – Third Dimension of Education*. New Delhi: Gyan Publishing House.
6. Ray, G.L. (1999) *Extension Communicatin and Management*. Calcutta: Naya Prakash.
7. Riley, John. M. (2002) *Stakeholders in Rural Development* New Delhi: Sage Publications.
8. Worthen, B.R., Sanders, J.R. and Fitzpatrick, J.L (1997) *Program Evaluation*. USA: Longman Publishers.

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1. Burkley, S. (1993) *People First: A Guide to Self- Reliant Participatory Development* . London: Zed Books.
2. Centre for Development and Human Rights (2003) *The Rights to Development*. New Delhi: Sage Publications.
3. Drez, J. and Sen, A.K. (1995) *India-Economic Development and Social Opportunity*. New Delhi: Oxford University Press.
4. Edwards, M. and Hulme, D. (1992) *Making a Difference: NGOs and Development in a Changing World*. London: Earthscan Publishing Ltd.
5. Edwards, M. and Hulme, D. (1986) *Beyond the Magic Bullet: NGO Performance and Accountability in the Post- Cold War World*. West Hartford, Connecticut: Kumarin Press.
6. Fishers, J. (1998) *NGO's and the Political Development of the Third World*. Connecticut: Kumarin Press.
7. Grayson, D. and Hodges, A. (2004) *Corporate Social Opportunity*. Sheffield, UK: Greenleaf Publsiing Ltd.
8. Gedam, R. (1991) *Development Planning – Origin and Growth*. New Delhi: Akashdeep Publications.
9. Lisle, P.J. (1990) *Enhancing the Volunteer Experience* San Francisco Jossey Bass.
10. Korten, D.C. (1990) *People Centered Development Getting to the 21<sup>st</sup> Century* West Hartford: Kumarin.
11. Kumar, S. (2002) *Methods for Community Participation*. New Delhi: Sage Publications.
12. Padaki, V. and Vaz, M. (2003) *Institutional Development in Social Interventions*. New Delhi: Sage Publications.
13. Pareek. U. (1989) *Behavioural Process in Organizations* New Delhi: Oxford and IBH.
14. Reidar, D. (2004) *Evaluating Development Programmes and Projects*. New Delhi: Sage Publications.



15. Singh, K. (1999) Rural Development- Principles, Policies and Management. New Delhi: Sage Publications.



## **SEMESTER III COMMUNITY HEALTH PERSPECTIVE**

**Course No. PGHSCR -506**  
**Theory**

**Max.Marks:100**  
**External Assessments: 60**  
**Internal Assessment: 40**  
**Credits 04**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

### **OBJECTIVES:**

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

### **LEARNING OUTCOMES:**

- Develop holistic understanding of community health.
- Develop critical sensitivity towards community issues and policies.
- Acquire skills in planning developing implementing and evaluating intervention programmes.

### **Unit I: Health –Development Perspectives**

- 1.1. Intrinsic linkages between health and development.
- 1.2 Health perspectives (Indian and Global) Concept of community health, epidemiology, demography, preventive and promotive health.
- 1.3 Sociology of Health: Perceptions and motivations towards health, holistic approaches to health ,classical system, traditional health care practices, alternate medicines, types, interaction of people with these systems.
- 1.4 Health care issues across life cycle-children, adolescents, men, women, and elderly.

### **Unit II: Health Delivery Systems**

- 2.1. Social and cultural context of health care delivery-health care system.
- 2.2 .Quality of health care services-role of physician and other health care professionals.
- 2.3. Health economics- expenditure on public health-concept,public,private and social funding, demand vs need, future challenges.
- 2.4 Food Adulteration- Food standards and food laws, food and nutritional security-access distribution availability issues, modern methods of improvement of nutritive quality and quantity of foods. Food habits and behavior modification to promote health.



### **Unit III: Reproductive Health**

- 3.1. Reproductive and child health issues (RCM) -Maternal and child mortality- status. Traditional and contemporary reproductive and child health care practices and issues.
- 3.2. RCH training programmes-mechanism, material and challenges.
- 3.3. Adolescent health issues- Adolescent reproductive health, learning and eating disorders, drugs, alcohol ,maternal health and adolescence. Parenting adolescents.
- 3.4. Nutritional problems and their implications-PEM, Micronutrient deficiencies, flurosis,lathyrisim, epidemic dropsy and over nutrition.

### **Unit IV: Community Health Issues**

- 4.1. Communicable and non non-communicable diseases- high risk groups, chronic health Problems- management of chronic diseases.
- 4.2 Social health Issues- drugs, tobacco, alcohol-prevalence, prevention and rehabilitation.
- 4.3 Environment issues and Health- Pollution and toxicity, quality, contaminations. Pesticide residues and behavioral aspects and their implications on environment and health.
- 4.4 Health and nutrition issues during disaster and emergencies-assessment and surveillance of affected group, relief and rehabilitation strategies.

### **Note for Paper Setting**

#### **Internal Assessment (40 marks)**

1<sup>st</sup> Internal Assessment Examination – 20 marks after the coverage of 1<sup>st</sup> Unit.

2<sup>nd</sup> Internal Assessment Examination – 20 marks after the coverage of 2<sup>nd</sup> Unit.

#### **External Assessment: (60 marks)**

##### **Section I**

will consist of Six long questions. In Question No. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3, from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

##### **Section II**

Consists of six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15)

### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions• Field Visits• Journals • outreach programmes • On hand experience • electronic links

### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms.



## **KEYWORDS**

Community health, Epidemiology, food adulteration, nutritional security and Reproductive.

## **RECOMMENDED READINGS**

1. Easterling, D. Gallagher, K. and Lodwick, D. (2003) Promoting Health at the Community Level. Thousands Oaks: Sage Publications.
2. Barur, V. (1999) Private Health Care in India. New Delhi: Sage Publications.
3. Lapinsking, Mania and Kunjhat, Wijle Kim (1998) Health and Communication Campaigns. Westport, C.T: Greenwood Publication Group.
4. Park, K. (2000) Essential of Community Health Jaipur: Miss Banarsidas Bhanot.
5. Rao, M. (1999): Disinvesting in Health .New Delhi: Sage Publications.
6. Sen, K. and Qader, I. (2001) Public Health and The Poverty of Reforms. New Delhi: Sage Publications.
7. Sen, R. (2003) We the Billion. New Delhi: Sage Publications.
8. Srinivasan, K. and Vajassoff, M. (2001) Populations Development Nexus in India. New Delhi: Tata McGraw Hill Publishing Co Ltd.

## **REFERENCES**

1. Bhatia. A. (2000) Community Health and Dietetics New Delhi: Anmol Publication.
2. Bhatia. A. (2000). Food and Community Nutrition- New Delhi: Anand Publication.
3. Dass. S.K.- (2003) Community Participation in Health Management, New Delhi: Isha Boos.
4. Gupta, J.A. (2000) New Reproductive Technologies- Women's Health and Autonomy. New Delhi: Sage Publications.
5. Iyer.R.R (2003) Water: Perspectives, Issues and Concerns. New Delhi: Sage Publications.
6. Jacob, T. (1976) Food Adulteration. New Delhi: MacMillan.
7. Kar, S.N., Alealay, R. and Shane A. (2001) Health Communion- A Multicultural Perspective. New Delhi : Sage Publications.
8. Manejkar, R.K. (1997) A Textbook for Communication Health for Nurse Mumbai: Vora Medical Publishers.
9. Mollinga, P. (2000) Water for Food and Rural Development. New Delhi: Sage Publications.
10. Ratzan, S. (1998) Effective Health Communication for the 90's Washington Taylor and Francis.
11. Seale, C. (2003) Media and Health. Thousands Oaks: Sage Publications.
12. Swami Nathan, M.S. (1986) Principles of Nutrition and Dietetics Bangalore: BAPPCO.
13. Wadwa A & Sharma S (2003) Nutrition in the Community. New Delhi: Elite Publishing House.



**SEMESTER III  
DEVELOPMENT COMMUNICATION AND JOURNALISM**

**Course No. PGHSCR -507  
Theory**

**Max.Marks:100  
External Assessments: 60  
Internal Assessment: 40  
Credits 04**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

**OBJECTIVES:**

- To understand the concept of Development Communication.
- To understand the process, functions and technologies of development journalism with reference to print, electronic and modern media.
- To evaluate the relevance, potential and use of various media as tools of development

**LEARNING OUTCOMES:**

- Students acquire knowledge regarding development journalism.
- Enable the students to use various media as tools of development.

**Unit I: Concept of Development Communication.**

- 1.1. Definition- Historical and cultural perspective and Democratization of media, communicating media
- 1.2. Role and significance
- 1.3. Interrelation between development communication
- 1.4. Role of mass and traditional media in development, media policy regulatory bodies.

**Unit II: Models of Development Communication.**

- 2.1 Interdependent model
- 2.2. Dependency model
- 2.3. Basic needs model
- 2.4. Dominant paradigm model

**Unit III: Development Journalism: Perspectives and approaches.**

- 3.1 Concept of journalism and development journalism, historical background, significance, types of journalism.
  - 3.2 Role, Importance, and status of development journalism, national and international perspectives.
  - 3.3 News reporting- what is news, news value, sources of news, types of news reporting.
  - 3.4 Media laws and ethics- laws governing media regulation, ownership, government control of media, media policies.
-



## **Unit IV: Mass Communication**

- 4.1. Concept, nature and significance
- 4.2 Functions of mass media programme- print and electronic media
- 4.3 Analysis of mass media programme- print and electronic media.
- 4.4 Scripting for news papers and stories for radio and TV journalism.

### **Note for Paper Setting**

#### **Internal Assessment (40 marks)**

1<sup>st</sup> Internal Assessment Examination – 20 marks after the coverage of 1<sup>st</sup> Unit.

2<sup>nd</sup> Internal Assessment Examination – 20 marks after the coverage of 2<sup>nd</sup> Unit.

#### **External Assessment: (60 marks)**

##### **Section I**

will consist of six long questions. In Question No. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3, from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

**Section II** Consists of Six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15)

##### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links

##### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms

##### **KEYWORDS**

Democratization, journalism, News reporting, Media and Scripting.

##### **REFERENCES**

1. Bella, Mody, 1991; Designing Messages for Development Communication. Sage Publications, New Delhi.
2. Berger, Asa, Author, 1990; Scripts- Writing for Radio and T.V; Sage Publication, New Delhi.
3. Chakravarthy, Suhas, 1997; Press and Media The Global Dimensions; Kanishka Publishers, New Delhi.
4. Dahama, O.P & Bhatnagar, 1990; Education and Communication for Development, Oxford and IBH.
5. Diwan, Parage>.. 1997; Communication Management, Deep and Deep, New Delhi.
6. Hancock, A., 1980; Communication Plmming for Development, UNESCO, Paris.
7. Katzeen, (May 9ed), 1987; Multi Media Communication; Frances Printer Publication Ltd., Londaon.
8. Mathur, k.s., 1994. Communication for development and Social change, Applied Publishers, New Delhi. 9.
9. Narula, D., 1994; Development Communication, Haranand Publications.



10. Raghavan, G.N.S., 1993; Development and Communication, in India, Gian Publishing house, New Delhi.
11. Raghavan, G.N.S., 1992; Development and CopIII Unication in India: Elitist Growth and Mass Deprivation, Gyan Publishing House, New Delhi.
12. Ravindran, N, el AL 19993; Perpective in Development Communication, Sage Publications, New Delhi
13. Singh, IL. 2000: Communication and Social Transformation, Manak Publishers Ltd. New Delhi.
14. Stovall James Glenn, 1994; Writing for Mass Media, New Jersey.
15. UNESCO, 1985; Methods of Communication Planning, Paris.



## **SEMESTER III PRACTICALS**

**Course No. PGHSCR 526  
Credit- 8**

**Max. Marks-200  
Internal Assessment – 100  
External Assessment-100**

### **LEARNING OUTCOMES:**

- Students are exposed to develop skills in different training methods.
- Students learn basic management skills for independently organizing training programmes.
- Develop professional skills through on job training programmes.

#### **Unit I:**

1.1 Plan, Organize, Conduct and Evaluate training programmes for different developmental goals and various target groups. (1 Credits)

#### **Unit II:**

2.1 Developing skills in selection and use of different training methods – case study, role- play, psychodrama, buzz group, group discussion, transactional analysis, process work, micro labs, business games etc. (2 Credits)

#### **Unit III:**

3.1 Visit to training developmental organizations  
3.2 Training Women for financial assistance/ loan facilities from banks and other financial agencies. (2 Credits)

#### **Unit IV**

4.1 On Job Training

To gain hands on experience of working in an environment setting linked with development communication and extension. (3 Credits)

The student will be required to undergo a field placement for a total duration of 6 weeks in their chosen area of interest. They have to do a least 3 weeks training in IIRD semester. 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.

### **SEMESTER III TRAINING FOR DEVELOPMENT**

**Course No. (PGHSOE) -508**

**Max.Marks:50**

**Theory**

**External Assessments: 40**

**Internal Assessment: 10**

**Credits 02**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

#### **OBJECTIVES:**

- To understand and critically evaluate the different training methodologies and their suitability for development goals.
- To be able to conceptualize the training process and understand the roles and functions of different phases of training process.

#### **LEARNING OUTCOMES**

- Build the Knowledge, skills and attitude for developing training programme.
- Develop skills for developing different phases of training programme.

#### **Unit I: Training for Development**

- 1.1 Importance and scope of training and development
- 1.2 Goals for designing training programmes for development - Self development
- 1.3 Organizational development, enhancing organizational effectiveness
  - Team building, leadership development
  - Skill training, technology transfer etc.
- 1.4 Trainer –trainee interface: roles and competencies of a trainer

#### **Unit II: Training Process**

- 2.1 Different phases of training process, conceptual models of training, systems approach to training inputs, process and outputs
- 2.2 Training strategy and designs: training need assessment, planning training programmes, organizational environment –training facilities and resources
- 2.3 Training methods and interaction styles: classification of training methods-their importance uses and limitations, selecting appropriate methods to suit situations and circumstances
- 2.4 Evaluation: types, evaluation process-components and methods and techniques-framework and indicators for evaluating training programme



## **Note for Paper Setting**

### **Internal Assessment (10 marks)**

1<sup>st</sup> Internal Assessment Examination – 10 marks after the coverage of 1<sup>st</sup> Unit.

### **External Assessment: (40 marks)**

#### **Section I**

will consist of four long questions. In Question No. 1 and Question No. 2 there will be an internal choice from Unit I & Unit 2 respectively. Candidates will be required to answer 2 questions in all. Each question carries 15 marks. (15 x 2 = 30)

#### **Section II**

Consists of four short questions 2 from Unit I and 2 from Unit II. The candidates will be required to answer any 2 questions. Each question carries 05 marks. (5x2 = 10)

## **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links

## **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms

## **KEYWORDS**

Training, Organizational development, team building, leadership development and Evaluation.

## **RECOMMENDED READINGS**

1. Brokensha David W., Warnen, D.M and Werner, O., (1980) Indigenous Knowledge Systems and Development Lanham Maryland; University Press of America.
2. Carney, D (Ed.). (1998). Sustainable and Development Lanham Maryland: University Press of America.
3. Evans, B.P. (200) Urban Struggles for Livelihood and Sustainability Berkley; University of California.
4. Hoge, R and Baumgartner.R. (2004) In search of Sustainable Livelihood Systems. New Delhi: Sage Publications.

## **REFERENCES**

1. Akhouri, M.M.P. (1990) Entrepreneurship for Women in India. New Delhi: NIESBUD.
2. Bedi, G. and Shiva, V. (2002) Sustainable Agriculture and Food Security. New Delhi: Sage Publications. Charkravarty,S. (2000) Development Planning. New Delhi: Oxford Publishers.
3. Cracknell, B.E. (2000) Evaluating Development Aid-I- sues Problems and Solutions. New Delhi: Sage Publications.



4. Datt, Ruddar (Ed.) (1997) Organizing the Unorganized New Delhi: New Delhi: Vikas Publishing House and The Indian Society of Labour Economics. Gulati, M. (1996) Restructuring and Modernization of SME Clusters in India. New Delhi: UNIDO.
5. Jha, R and Bhanu Murthy, K.V. (2006) Environmental Sustainability – A Consumption Approach. London: Routledge.
6. Jhabvala, R. (1998) 'Social Security for the Unorganized Sector' Economic and Political Weekly, Vol. 33, No.22 pp. L-7 to LIO.
7. Kundu, A. (1999) Urban Informal Sector in India: Macro Trends and Policy Perspectives. Geneva: ILO.
8. Kundu, A. and Sharma, A.N. (2001) Informal Sector in India Perspectives and Policies. New Delhi: Institute for Human Development.
9. Odum, E.P. (2002) Sustaining the Earth: An integrated Approach. Belmont: Wadsworth Publishing Company.
10. Padaki, V. and Vaz, M. (2003) Institutional Development in Social Interventions. New Delhi: Sage Publications.
11. Papola, T.S. (1981) Patterns of Home Based Workers in India. Ahmedabad: Gandhi Labour Institute.



## **SEMESTER III PRACTICALS**

**Course No. (PGHSOE) 508**  
**Credit- 02**

**Max. Marks-50**  
**External Assessment – 25**  
**Internal Assessment- 25**

### **LEARNING OUTCOMES:**

- Develop skills in students to use different training methods.
- Gain hand on experience of training women for financial assistance.

1. 1 Developing skills in selection and use of different training methods – case study, role-play, psychodrama, buzz group, group discussion, transactional analysis, process work, micro labs, business games etc.

1.2. (a) Visit to training developmental organizations

(b) Training Women for financial assistance/ loan facilities from banks and other financial agencies



## **M.SC HOME SCIENCE (CRM&E) SEMESTER –IV**

### **CHOICE BASED CREDIT SYSTEM (CBCS) SYLLABUS FOR THE EXAMINATION (2021, 2022, 2023)**

<b>S NO.</b>	<b>COURSE NO. (PGHSCR)</b>	<b>TITLE OF THE COURSE</b>	<b>CREDITS</b>	<b>MAX. MARKS</b>	<b>INTERNAL ASSESSMENT</b>	<b>EXTERNAL ASSESSMENT</b>
1.	555	Radio & Broadcasting Management	04	100	40	60
2.	556	Training and Development for Livelihood Sustainability	04	100	40	60
3.	557	Conflict & peace Issues in Communities	04	100	40	60
4.	504	Dissertation	04	100		100
5.	576	Practicals	08	200	100	100
6.	558 (PGHSGE)	Radio & Broadcasting Management	04			
			2 Theory	50	40	10
			2 Practical	50	25	25



**SEMESTER-IV  
RADIO AND BROADCASTING MANAGEMENT**

**Course No. PGHSCR -555  
Theory**

**Max.Marks: 100  
External Assessments: 60  
Internal Assessment: 40  
Credits 04**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

**OBJECTIVES:**

- To understand the role of Journalism in the context of India's development circumstances
- To appreciate the structure and scope of different agencies and bodies of print and broadcast journalism
- To Understand the Principles and skills involved in the writing, reporting and editing of development issues through different journalistic mediums.

**LEARNING OUTCOMES:**

- Students become competent in public speaking, writing , interpersonal skills.
- Students are exposed to technical and soft skills.

**Unit-I: Print Journalism**

- 1.1 Types and brief history of print media, role in modern India, characteristics, functions and impact on society.
- 1.2 Writing for print media: sources of information, types of features- principles
- 1.3 Reporting and editing: reporting types, qualities of a good reporter, editing-role of th editor, editorial writing, symbol, cross cultural perspectives
- 1.4 Newspaper and other print media production layout, design, production format, preparation of content and designing of material, Photo Journalism- Principles practice.

**Unit-II**

- 2.1 Types and brief history of broadcast media, role in modern India, characteristics, functions and impact on society
- 2.2 Writing for the Radio: Characteristics, reach and role of radio, types of radio programmes- language and style, scripting for radio features
- 2.3 Reporting for Radio- accuracy, balance and credibility, types of reporting for radio news and programmes



2.4 Editing and anchoring Radio programmes, Radio production: content and style- digital audio mixing, recording and aesthetics

### **Unit-III: Television Journalism**

- 3.1 Television and films- history, reach and role and impact on society
- 3.2 Writing for TV programmes – difference from print/radio, information sources, selection, editing and compilation of information for TV programmes.
- 3.3 Scripting for TV programmes- style, language and skills, Reporting: Field reporting compiling and composing, accuracy, balance and credibility.
- 3.4 Presenting TV programmes – types, skills, anchoring, live TV Broadcasting, Production of TV news and programmes.

### **Unit IV: ICT and New Media**

- 4.1 Types and brief history of ICT and emerging new media- role in modern India characteristics, functions and impact on society.
- 4.2 Writing for web-based media – concepts of process and functions, writing web concept, principles
- 4.3 Web Journalism – designing of web page and web site, IT, internet and multimedia.
- 4.4 Developing content for the web, challenges for content, presentation, reach and Economics

#### **Note for Paper Setting**

##### **Internal Assessment (40 marks)**

- 1<sup>st</sup> Internal Assessment Examination – 20 marks after the coverage of 1<sup>st</sup> Unit.  
2<sup>nd</sup> Internal Assessment Examination – 20 marks after the coverage of 2<sup>nd</sup> Unit.

##### **External Assessment: (60 marks)**

**Section I** will consist of Six long questions. In Question No. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3, from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

**Section II** Consists of Six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15)

#### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links



## **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms

## **KEYWORDS**

Reporting, Photo Journalism, Broadcasting, Internet and Multimedia.

## **RECOMMENDED READINGS**

1. Burns L.S. (2002) Understanding journalism. New Delhi: Sage Publications.
2. Carpentier, N., Lie, R. and Servaes, I. (2001) Making Community Media Work. Paris: UNESCO.
3. DSouza, Y.K. (1997) Handbook of Journalism and Mass Communication New Delhi: Indian Publisher & Distributors.
4. Harcup, T. (2005) Journalism – Principles and Practice. New Delhi: Sage Publications.
5. Jones, S.G. (1995) Cyber Society Computer Mediated Communication and Community London: Sage Publications.
6. Malik, M. (1893) Traditional forms of Communication and the Mass Media in India. Communication and Society, 13. Pais: UNESCO
7. Mody. B. (1991) Designing Messages for Development Communication New Delhi: Sage Publications.
8. Rajan, N. (Ed) (2005) Practicing Journalism- Values, Constraints and Implications. New Delhi: Sage Publications.

## **REFERENCES**

1. Agee, W.K. (1986) Main Currents in Mass Communication. New York Harper and Row Publishers.
2. Decker, P. (1988) Portable Video in Grassroots Development, Paper from the Institute for Communication Research. Standard University.
3. Dua M.R. and Gupta. V.S. (1994): Media and Development Themes in Communication and Extension. New Delhi: Har Anand Publications.
4. Hovell, W.I. (1986) World Broadcasting in the Age of Satellite Norwood: Ablex.
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9. Narula, U. (1994) Development Communication Delhi: Haranand Publications.
10. Rantamen, I. (2005) I'He Media and Globalization New Delhi: Sage Publications.
11. Richardson, D. (1997) The Internet and Rural and Agricultural Development: An Integrated Approach Rome: FAO
12. Rogers, E. (1986) Communication of Innovations. New York: Free Press.
13. Rogers, E. (1986) Communication Technology: The New Media in Society New York: Free Press.
14. Rogers, E.M. (1992) Adult Learning for Development New York: Free Press.
15. Sharma, S.C. (1987) Media, Communication and Development Jaipur: Rawat Publications
16. Singh, B. (2000): Information Technology and Development Communication. New Delhi: Dominant Publishers and distributors.
17. Singhal. A. and Rogers, E. (2001) India Communication Revolution from Bullock carts to Cyber Marts. New Delhi: Sage Publications.
18. UNESCO (1997) World Communication Report: The Media and the Challenges of New Technologies. Paris: UNESCO.
19. Yadava, J.S. (1998): Communication in India- Some Observations and Theoretical Implications. New Delhi; IIMC.



## SEMESTER IV

### TRAINING AND DEVELOPMENT FOR LIVELIHOOD SUSTAINABILITY

**Course No. PGHSCR -556**

**Theory**

**Max.Marks:100**

**External Assessments: 60**

**Internal Assessment: 40**

**Credits 04**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

#### **OBJECTIVES:**

- To become aware of the different livelihood systems and recognize the aspects influencing their sustainability.
- To understand and critically evaluate the different training methodologies and their suitability for development goals.
- To understand the prospects of different strategies for enhancing livelihood sustainability.
- To be able to conceptualize the training process and understand the roles and functions of different phases of training process.

#### **LEARNING OUTCOMES:**

- Understand and appreciate the strategies for enhancement of sustainable development.
- Develop skills for developing different phases of training programme.

#### **Unit 1: Livelihood Perspectives**

- 1.1 Different livelihood systems- global and Indian overview, socio-economic, cultural and historical perspectives, Linkages between sustainable livelihood systems and development.
- 1.2 Rural and Urban livelihood systems types ,nature,problems,issues of subsistence and survival, challenges and threats, women and livelihoods issues.
- 1.3 Impact of globalization on livelihood systems –issues and challenges, Formal and Informal sector livelihood sources.
- 1.4 Scope and potential of different livelihood systems- the challenges being faced and emerging opportunities

#### **Unit II: Strategies for livelihood sustainability**

- 2.1 Sustainable livelihood and role of continuing education, skill development and EDP(Entrepreneurship Programme). Design and management of literacy and continuing education programmes: thrust, scope for adolescents, youth to women methods and resources.
- 2.2 Enterprise management: SHGs, cooperatives, and micro-enterprises
  - Identifying entrepreneurial opportunities and market potential
  - Enterprise planning and launching



-Effective management systems

-Marketing and quality control

2.3 Up scaling micro-enterprise to SME's (Small and Medium enterprises)-issues and perspectives.

2.4 EDP and capacity building- training for skill and technology up- gradation credit, micro finance and marketing assistance, enterprise networking and resources planning.Government policies, programmes.

### **Unit III: Training for development**

3.1 Importance and scope of training and development

3.2 Goals for designing training programmes for development

- Self development

3.3 Organizational development, enhancing organizational effectiveness

- Team building, leadership development

-Skill training, technology transfer etc.

3.4 Trainer –trainee interface: roles and competencies of a trainer

### **Unit IV: Training Process**

4.1 Different phases of training process, conceptual models of training, systems approach to training inputs, process and outputs

4.2 Training strategy and designs: training need assessment, planning training programmes, organizational environment –training facilities and resources

4.3 Training methods and interaction styles: classification of training methods-their importance, uses and limitations, selecting appropriate methods to suit situations and circumstances

4.4 Evaluation: types, evaluation process-components and methods and techniques- framework and indicators for evaluating training programme

### **Note for Paper Setting**

#### **Internal Assessment (40 marks)**

1<sup>st</sup> Internal Assessment Examination – 20 marks after the coverage of 1<sup>st</sup> Unit.

2<sup>nd</sup> Internal Assessment Examination – 20 marks after the coverage of 2<sup>nd</sup> Unit.

#### **External Assessment: (60 marks)**

##### **Section I**

will consist of Six long questions. In Question No. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3, from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

##### **Section II**

Consists of Six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15)

### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links



## **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms

## **KEYWORDS**

Sustainable, Livelihood, Globalization, Cooperatives and Framework.

## **RECOMMENDED READINGS**

1. Brokensha David W., Warnen, D.M and Werner, O., (1980) Indigenous Knowledge Systems and Development Lanham Maryland; University Press of America.
2. Carney, D (Ed.). (1998). Sustainable and Development Lanham Maryland: University Press of America.
3. Evans, B.P. (200) Urban Struggles for Livelihood and Sustainability Berkley; University of California.
4. Hoge, R and Baumgartner.R. (2004) In search of Sustainable Livelihood Systems. New Delhi: Sage Publications.

## **REFERENCES**

1. Akhouri, M.M.P. (1990) Entrepreneurship for Women in India. New Delhi: NIESBUD.
2. Bedi, G. and Shiva, V. (2002) Sustainable Agriculture and Food Security. New Delhi: Sage Publications. Charkravarty,S. (2000) Development Planning. New Delhi: Oxford Publishers.
3. Cracknell, B.E. (2000) Evaluating Development Aid-I- sues Problems and Solutions. New Delhi: Sage Publications.
4. Datt, Ruddar (Ed.) (1997) Organizing the Unorganized New Delhi: New Delhi: Vikas Publishing House and The Indian Society or Labour Economics. Gulati, M. (1996) Restructruing and Modernization of SME Clusters in India. New Delhi: UNIDO.
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8. Kundu, A. and Sharma, A.N. (2001) Informal Sector in India Perspectives and Policies. New Delhi: Institute for Human Development.
9. Odum, E.P. (2002) Sustaining the Earth: An integrated Approach. Belmont: Wadsworth Publishing Company.
10. Padaki, V. and Vaz, M. (2003) Institutional Development in Social Interventions. New Delhi: Sage Publications.
11. Papola, T.S. (1981) Patterns of Home Based Workers in India. Ahmedabad: Gandhi Labour Institute.



## SEMESTER-IV

### CONFLICT AND PEACE ISSUES IN COMMUNITIES

Course No. PGHSCR -557  
Theory

Max.Marks:100  
External Assessments: 60  
Internal Assessment: 40  
Credits 04

#### Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.

##### OBJECTIVES:

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

##### LEARNING OUTCOMES:

- Sensitivity students towards peace and conflict.
- Understand the scope of different strategies for conflict resolution and peace.

##### Unit I: Concept and Approaches

- 1.1 Conflict- nature, concept and approaches
- 1.2 Levels and causes of conflict- human needs and human rights perspectives
- 1.3 History of peace, ideas about peace, Gandhian and Post Gandhian perspectives-
- 1.4 Peace movements, war resistance movements, non Violence- Philosophy, strategy and methods.

##### Unit II: Impact of Conflict

- 2.1 Impact of conflict: micro-macro perspectives
- 2.2 Impact on individuals, communities, nations and the globe.
- 2.3 Role, importance of conflict resolution
- 2.4 Peace building for sustainable development.

##### Unit III: Cultural Influence on Conflict and Peace

- 3.1 Influence of Cultural factors on peace and conflict-historical perspectives
- 3.2 Differences in cultural- plurality- understanding plural cultures, value systems- differences and impact on perceptions and worldviews
- 3.3 Discrimination- racial, ethnic, religious and economic- their impact on identity and conflict
- 3.4 Approaches to conflict resolution Conflict and Violence in Women's lives, importance of Women and Women's issues in peace building.



## **Unit IV: Peace Education- Peace and Conflict Resolution**

- 4.1 Globalization influence on social economic political cultural processes in communities- dysfunctional aspects of globalization and implication for peace and conflict resolution
- 4.2 Mechanisms for creating a culture of peace within societal groups- children, youth, adults.
- 4.3 Peace education – scope of teaching conflict resolution
- 4.4 Peace building within formal and informal educational context

### **Note for Paper Setting**

#### **Internal Assessment (40 marks)**

1<sup>st</sup> Internal Assessment Examination – 20 marks after the coverage of 1<sup>st</sup> Unit.

2<sup>nd</sup> Internal Assessment Examination – 20 marks after the coverage of 2<sup>nd</sup> Unit.

#### **External Assessment: (60 marks)**

##### **Section I**

will consist of Six long questions. In Question No. 1 there will be choice between Unit No. I and Unit No. II, and there will be an internal choice for subsequent questions 2 and 3, from Unit III and IV respectively. Candidates will be required to answer 3 questions in all. Each question carries 15 marks. (15 x 3 = 45)

##### **Section II**

Consists of Six short questions 3 from Unit III and 3 from Unit IV. The candidates will be required to answer any 3 questions. Each question carries 05 marks. (5x3 = 15)

### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links

### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms

### **KEYWORDS**

Conflict, War, Sustainable development, Discrimination and Violence.

### **RECOMMENDED READINGS**

1. Kraybill, R.S. and Exams R. and Exams, A. (2001) Peace Skills Manual for Community Mediators. San Francisco: Jossey- Bass.
2. Lederach, John Paul. (1997) Building Peace Washington DC: USIP Press.
3. Manchanda, Rita (2001) Women, War and Peace in South Asia. New Delhi: Sage Publications.
4. Samaddar, Ranabir and Helmut Reifeld (2001) Peace as a process: Reconciliation and Colifici Resolution in South Asia. New Delhi: Manohar Publishers and Distributors.



5. Sehirsch, Lisa (2005). *Ritual and Symbol in Peace building Connecticut*: Kumarian Press.
6. Weber Thomas (1989) *COLifici Resolution and Gandhian Ethics*. New Delhi: Gandhi Peace Foundation.

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1. Pehera, Chadha N. (2000) *People to People Contact in South Asia* New Delhi: Manohar Publications.
2. Bondurant Jean (1957) *The Conquest of Violence Gandhi's Theory of Conflict*. Princeton: Princeton Univesity Press.
3. Bose Sumantra, (2003) *Kashmir: Roots OfCOLifict. Paths to Peace* Cambridge: Harvard University Press.
4. Chadda Maya (1997) *Ethnicity, Security and Separatism in India*. New Delhi: OUP.
5. Clark, Mary E. (2002) *In Search of Human Nature*, New York: Route ledge.
6. Phukon Girin (Ed.) (2002) *Ethnicity and Polity in South Asia*. New Delhi: South Asian Publishers.
7. Vashum R. (2000) *Naga's Rights to Self Determination*. New Delhi: Mittal Publications.
8. Weiner, Myron (1978) *Sons of the Soil: Migration and Ethnic Conflict in India*. Princeton: Princeto University Press.



## **SEMESTER IV PRACTICALS**

**Course No PGHSCR- 576  
Credits 8**

**Max. Marks-200  
Externalassessment-100  
Internal Assessment-100**

### **LEARNING OUTCOMES:**

- Develop professional skills to use Radio industry.
- Gain hand on experience of working in an environment setting linked with development communication and extension.

#### **Unit I:**

- 1.1. Analysis of radio programmes on development issues- listenership surveys and audience perceptions. (credits 1)

#### **Unit II:**

- 2.1. Writing for radio news and edutainment programmes
- 2.2. Preparing scripts for radio features and public service advertisements and documentaries. (Credits 2)

#### **Unit III:**

- 3.1 Interviewing, anchoring, commentary and voice dispatches-audio and producing different types of audio programmes (women issues) (Credits 2)

#### **Unit IV:**

##### 4.1. On job training

To gain hands-on experience of working in an environment setting linked with development communication and extension.

The student will be required to undergo a field placement in continuation to 3<sup>rd</sup> semester for a total duration of 6 weeks in their chosen area of interest. They have to do at least 3 weeks training in III<sup>rd</sup> semester. 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. (Credits 3)



**SEMESTER-IV**  
**RADIO AND BROADCAST MANAGEMENT**

**Course No. (PGHSOE) -558**  
**Theory**

**Max.Marks:50**  
**External Assessments: 40**  
**Internal Assessment: 10**  
**Credits 02**

**Syllabus for the Examinations to be held in Dec. 2021, 2022 and 2023.**

**OBJECTIVES:**

- To understand the role of Journalism in the context of India's development circumstances.
- To appreciate the structure and scope of different agencies and bodies of print and broadcast journalism.
- To Understand the Principles and skills involved in the writing, reporting and editing of development issues through different journalistic mediums.

**LEARNING OUTCOMES:**

- Students become competent in public speaking, writing, interpersonal skills.
- Students are exposed to technical and soft skills.

**Unit-I: Print Journalism & Broadcast Media.**

- 1.1 Writing for print media: sources of information, types of features- principles
- 1.2 Reporting and editing: reporting types, qualities of a good reporter, editing-role of the editor, editorial writing.
- 1.3 Writing for the Radio: Characteristics, reach and role of radio, types of radio programmes- language and style, scripting for radio features Reporting for Radio.
- 1.4 Editing and anchoring Radio Programmes, Radio production: content and style- digital audio mixing, recording and aesthetics

**Unit-II: Television Journalism, ICT & New Media.**

- 2.1 Scripting for TV programmes- style, language and skills, Reporting: Field reporting compiling and composing, accuracy, balance and credibility.
- 2.2 Presenting TV programmes – types, skills, anchoring, live TV Broadcasting, Production of TV news and programmes.
- 2.3 Writing for web-based media – concepts of process and functions, writing web concept, Principles.
- 2.4 Web Journalism – designing of web page and web site, IT, internet and multimedia



## **Note for Paper Setting**

### **Internal Assessment (10 marks)**

1<sup>st</sup> Internal Assessment Examination – 10 marks after the coverage of 1<sup>st</sup> Unit.

### **External Assessment: (40 marks)**

**Section I** will consist of four long questions. In Question No. 1 and Question No. 2 there will be an internal choice from Unit I & Unit 2 respectively. Candidates will be required to answer 2 questions in all. Each question carries 15 marks. (15 x 2 = 30)

**Section II** Consists of four short questions 2 from Unit I and 2 from Unit II. The candidates will be required to answer any 2 questions. Each question carries 05 marks. (5x2 = 10)

### **TEACHING LEARNING PROCESS**

• Lecture Methods • Power point presentations • Demonstrations • Panel Discussions • Field Visits • Journals • outreach programmes • On hand experience • electronic links

### **ASSESSMENT METHOD**

Seminars, Internal Assessment Test, Home Assignments, Projects , Continuous Evaluation • Examination as per University of Jammu norms

### **KEYWORDS**

Reporting, Editing, Scripting, Web and Multimedia.

### **RECOMMENDED READINGS**

1. Burns L.S. (2002) Understanding journalism. New Delhi: Sage Publications.
2. Carpentier, N., Lie, R. and Servaes, I. (2001) Making Community Media Work. Paris: UNESCO.
3. DSouza, Y.K. (1997) Handbook of Journalism and Mass Communication New Delhi: Indian Publisher & Distributors.
4. Harcup, T. (2005) Journalism – Principles and Practice. New Delhi: Sage Publications.
5. Jones, S.G. (1995) Cyber Society Computer Mediated Communication and Community London: Sage Publications.
6. Malik, M. (1893) Traditional forms of Communication and the Mass Media in India. Communication and Society, 13. Pais: UNESCO
7. Mody. B. (1991) Designing Messages for Development Communication New Delhi: Sage Publications.
8. Rajan, N. (Ed) (2005) Practicing Journalism- Values, Constraints and Implications. New Delhi: Sage Publications.



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2. Decker, P. (1988) *Portable Video in Grassroots Development*, Paper from the Institute for Communication Research. Standard University.
3. Dua M.R. and Gupta. V.S. (1994): *Media and Development Themes in Communication and Extension*. New Delhi: Har Anand Publications.
4. Hovell, W.I. (1986) *World Broadcasting in the Age of Satellite* Norwood: Ablex.
5. Japhet.G. (1999) *Edutainment – How to Make Edutainment Work for You: A step by step Guide to Designing and Managing an Education Project for Social Development* Johannesburg: Soul City.
6. Joshi , P.C. (2002): *Communication and National Development* New Delhi: Anamika Publishers and Distributors.
7. Katzen,M. (Ed) (1987): *Multimedia and Communication* London: Francis Printer Publication Limited.
8. Lavine, J.M. (1988) *Managing Media Organizations: Effective Leadership of the Media*. New York: Longman Publications.
9. Narula, U. (1994) *Development Communication* Delhi: Haranand Publications.
10. Rantamen, I. (2005) *I'He Media and Globalization* New Delhi: Sage Publications.
11. Richardson, D. (1997) *The Internet and Rural and Agricultural Development: An Integrated Approach* Rome: FAO
12. Rogers, E. (1986) *Communication of Innovations*. New York: Free Press.
13. Rogers, E. (1986) *Communication Technology: The New Media in Society* New York: Free Press.
14. Rogers, E.M. (1992) *Adult Learning for Development* New York: Free Press.
15. Sharma, S.C. (1987) *Media, Communication and Development* Jaipur: Rawat Publications
16. Singh, B. (2000): *Information Technology and Development Communication*. New Delhi: Dominant Publishers and distributors.
17. Singhal. A. and Rogers, E. (2001) *India Communication Revolution from Bullock carts to Cyber Marts*. New Delhi: Sage Publications.
18. UNESCO (1997) *World Communication Report: The Media and the Challenges of New Technologies*. Paris: UNESCO.
19. Yadava, J.S. (1998): *Communication in India- Some Observations and Theoretical Implications*. New Delhi; IIMC.



## **SEMESTER IV PRACTICALS**

**Course No (PGHSEO) -558  
Credits 02**

**Max. Marks-50  
External assessment-25  
Internal Assessment-25**

### **LEARNING OUTCOMES:**

- Develop professional skills used in Radio industry.
- Gain hand on experience of working in an environment setting linked with development communication and extension.

### **PRACTICALS**

- 1.1 Writing for radio news and edutainment programmes, Preparing scripts for radio features and public service advertisements and documentaries
- 1.2 Interviewing, anchoring, commentary and voice dispatches-audio and producing different types of audio programmes (women issues)

