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List of Abbreviations used in the Course outlines

- **MDC** : Multidisciplinary Course
- **AEC** : Ability Enhancement Course
- **SEC** : Skill Enhancement Course
- **VAC** : Value added Course
- **CO** : Course outcome
- **BT level** : Bloom‘s Taxonomy level
- **PSO** : Programme Specific Outcome
- **Emp** : Employability
- **Ent** : Entrepreneurship
- **SD** : Skill Development
- **L** : Local
- **N** : National
- **R** : Regional
- **G** : Global (in context to Relevance), Gender (in context to Relation)
- **ES** : Environment and Sustainability
- **HV** : Human Values
- **PE** : Professional Ethics

SEMESTER WISE DISTRIBUTION OF B.SC. FIRST YEAR COURSES (AS PER NEP)

SEMESTER I (NEP)				
Sr. No.	**Course No.**	**Course Name**	**Credit**	**Course type**
1.	EXM2001C	Introduction to Extension & Communication	4(3+1)	MAJOR
2.	EXM2011C	Communication and Counselling	4(4+0)	MAJOR
3.	EXE2001C	Digital Media and Cyber Security	4(4+0)	MINOR
4.	MDC2371C	Sustainable Development Goals	4(4+0)	MDC
5.	AEC2201C	Fundamentals of Communication Skills in English	2(2+0)	AEC
6.	SEC2461C	Computer Literacy- I	2(1+1)	SEC
7.	IKS2321C	Indian Knowledge System from Family and Community Perspective	2(2+0)	VAC
		Total credits=	**22**	
SEMESTER II (NEP)				
1.	EXM2002C	Communication Media for Development	4(3+1)	MAJOR
2.	EXM2012C	Programmes for Development	4 (4+0)	MAJOR
3.	EXE2002C	Introduction to Films and Cinema	4 (4+0)	MINOR
4.	MDC2452C	Communication for Communities	4 (3+1)	MDC
5.	AEC2262C	Developing Communication Skills in English	2(2+0)	AEC
6.	SEC2552C	Computer Literacy II	2(1+1)	SEC
7.	VAC2322C	Environment Science	2 (2+0)	VAC
8.		Summer Internship/Apprenticeship*	4 (4+0)*	
		Total credits=	**22**	

***Mandatory for the students who wish to exit after First year**

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**AcademicYear**	**2024-25**

B.Sc. F.C.Sc – (Regular) First Year – Level 4.5

Year	**I**	**INTRODUCTION TO EXTENSION AND COMMUNICATION (Major Course)**	**Credits/ Hours per week**	**4 (3+1) 5 hours/week; Total: 75 hrs Theory: 45 hrs; Practical: 30 hrs**
Semester	**I**	**Year of Introduction-2023-24 Year of syllabus revision-2023-24**	**Maximum Grade**	**O**
Mode of Transaction		Lecture and Practical		

Course Outcome(CO)

CO1 Develop understanding regarding the concept and process of communication

CO2 Develop understanding regarding different dynamics of effective communication in Extension

CO3 Develop understanding regarding the concept of Extension

CO4 Develop understanding regarding the role of communication in Development/extension

CO5 Develop understanding regarding the concept pertaining to experiments in extension and communication

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements of** Emp/ Ent/ SD	**Relevance to** L/ N/R/G	**Relation to** G/ ES/HV/ PE

I	**Communication** a. Meaning of Communication b. History of Communication c. Elements and Process of Communication d. Functions of Communication e. Characteristics of Communication f. Forms of Communication Verbal – Non verbal Formal – Informal Digital – Non Digital (Mediated – Non Mediated) g. Types of Communication Intrapersonal Interpersonal Group Communication Mass Communication h. Basic Models of Communication i. Principles of Effective Communication j. Barriers in Communication	18 hrs	30%	1, 2,3	1	1,3	Emp, SD	L, R, G	PE
II	**Dynamics of effective communication** a. Empathy b. Perception c. Persuasion d. Listening	6 hrs	10%	1, 2	2	3	Emp, SD	L, R, G	HV, PE
III	**Extension** a. Concept and Types of Education b. Meaning and concept of Extension c. Historical Background of Extension d. Extension Education and its relationship with behaviour science e. Philosophy of Extension	9 hrs	15%	1, 2	3	1	Emp, Ent	L, R, G	G, HV, PE

	f. Principles of Extension g. Objectives of Extension h. Methods and Steps in Extension i. Role of Extension in Development j. Qualities required by Extension Worker k. Challenges in Extension								
IV	**Communication for Extension** a. Need of Effective Communication for Extension b. Principles of Communication in Extension c. Role of Communicator in Extension d. Relationship between Communication, Extension and Development	9 hrs	15%	1,2,3	1,4	1	Emp, Ent	L, R, G	HV, PE
	Practical: 1. Preparing various Communication Models 2. Showcase situations in different types/forms of communication 3. Create a role play scenario related to different professional settings or real life situations 4. Written communication task- such as writing professional emails, reports. 5. Reviewing of case studies related to Extension Projects	30 hrs	30%	1,2,3	1,4	1	Emp, Ent	L, R, G	HV, PE

Reference Books:

1.	Dubey V. K., Bishnoi I.,(2008) Extension Education and Communication, New Age International Publishers, New Delhi
2.	Harks J. D. (1990) Mass Communication- An Introduction Survey, Wn. C. Brown Publishers, London.
3.	Joseph M. K. (1996), Modern Media and Communication, Sociology and Communication Revolution,Vol.-1,Anmol Publication Pvt. Ltd., New Delhi.
4.	Joshi U. J. (2000),Textbook of Mass Communication, Anmol Publishers, Delhi

5.	Kumar K. J.,(2011), Mass Communication in India, Jaico Publishing House, Mumbai
6.	Malhan P. N. (1992), Communication Media Yesterday, Today and Tomorrow, Ministry of Information and Broadcasting, New Delhi.
7.	Maniar, A. and Bhatt. D. (2017) E-content on _Introduction to Extension and Communication' http://introductiontoextensionand communication.co.in
8.	Mehta. N. and Maniar, A. (2009) Designing Graphic aids, Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara
9.	Mody Bella (1991) Designing messages for Developmental Communication, SAGE Publications, New Delhi.
10.	Raydu C. S. (1993) Media and Communication Management, Bombay, Himalaya Publishing House.
11.	Ray G. L. (1991) Extension Communication & Management, Naya Prakash, Calcutta.
12.	Shah, Chandra and Joshi (1989) Fundamentals of Teaching Home Science, Sterling publishers, Delhi
Related web links-	
13.	E- course on Adult Education by epgpathshala : https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=MazngzNJik02D21EtXXNrw
14.	The Glossary of Education Reform, Action research, 05.14.15 https://www.edglossary.org/action-research/
15.	Stephen K; McTaggart; RNixon; (2014) The Action Research Planner Doing Critical Participatory Action Research, Springer Singapore Heidelberg New York Dordrecht, London retrived from https://www.pdfdrive.com/the-action-research-planner-doing-critical-participatory-action-research-e166326665.html
16.	Introduction to Action Research, https://uk.sagepub.com/sites/default/files/upm-assets/104561_book_item_104561.pdf
17.	What is a Social Action Project?, American Youth Leadership Program Bangladesh, https://www.tigurl.org/images/tiged/docs/activities/1409.pdf
18.	E- course on Adult Education by epgpathshala : https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=MazngzNJik02D21EtXXNrw

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc - (Regular) First Year – Level 4.5

Year	**I**	**Communication and Counseling (Major Course)**	**Credits/ Hours per week**	**4 (4+0) / 4 hours/week** **Theory: 60 hours**
Semester	**I**	Year of Introduction: 2023-24 Year of Syllabus Revision: 2023-24	**Maximum Grade**	**O**
Mode of Transaction		Lectures		

Course Outcome (CO)
CO1:Develop understanding regarding concept of Communication
CO2:Develop understanding the elements of Communication
CO3: Able to understand different types of Communication
CO4: Develop Understanding the concept & Methods of Counseling

Unit No.	**Topic**	**Contact Hours**	**Weigh tage (%)**	**BT Level**	**CO**	**PSO**	**Elemen ts** Emp/ Ent/SD	**Releva nce to** L/N/ RG	**Relatio n to** G/ES/ HV/PE
I	**Communication** a. Basic functions of Communication b. Model of Communication c. Need of Communication for Extension Program	6 hrs	10%	1,2,3	1,2	1	EMP, SD	L,N,R, G	HV,PE
II	**Elements of Communication** a. Communicator: meaning &functions, Characteristics of Good communicator– Knowledge, Interests, Skill, Problems Related to communicator	24 hrs	40%	1,2,3	1,2	1	EMP, SD	L,N,R, G	G,ES,H V

	b. Message: Characteristics of a Factors affecting selection of message, Effect of poor communicator on message, Problems related to the transmission of message. c. Channel- meaning & role, Characteristics of channels, Classification of channels- characteristics, advantages, limitations. (Individual, Group and Mass), Problems related to channels d. Treatment-meaning & function, Need for treatment, Organization of message e. Receiver-meaning & role, Characteristics of receiver, Factors Affecting receiver's response, Problems related to the receiver f. Feedback in communication, Role of feedback in extension programme, Characteristics & methods of feedback Problems in getting feedback								
III	**Types of Communication** a. Type of communication according to the size of audience i. Intrapersonal ii. Interpersonal iii. Group iv. Mass b. Type of communication according to Natural of communication i. Formal ii. Informal iii. Verbal iv. Non-verbal	15 hrs	25%	1,2,3	3	1	EMP, SD	L,N,R, G	G,ES, HV

	c. Type of communication according to Form of communication i. Speaking ii. Listening iii. Writing iv. Reading								
IV	**Counselling** a. Concept & Importance of Counselling b. Difference between Communication and Counselling c. Basic Communication Skills for Counsellor	6 hrs	10%	1,2,3	4	1	EMP, SD	L,N,R, G	G,ES, HV
V	**Methods of Counselling** a. Techniques of Counselling b. Steps in Counselling Process c. Facilitation of Counselling for different groups d. Different set ups in counselling	9 hrs	15%	1,2,3	4	1	EMP, SD	L,N,R, G	G,ES, HV

Reference Books

1.	Amold (1995) Between Ourselves- An introduction to interpersonal communication, London.
2.	Barrett and Newbold (1996) Approaches to media-A reader, Amold, New York
3.	Beek A., Benett P. and Wall P. (2004) Communication studies: The essential recourses, Routledge Talyor & Francis group, Landon & NewYork
4.	Dua M., Manonmani T. (1997), Communication and Culture, Galgotia Publishing Company, New Delhi
5.	Dominig J.(1990): The dynamics of mass communication, Mcgraw Hill Pub. Co., New Delhi
6.	Fisher D. (2003) Communication in Organisation, Jaico Publishing House, Mumbai
7.	Feltham C, Dryden W(1993) Dictionary of Counselling, London
8.	Joseph M. K. (1996):Modern Media and Communication, Sociology and Communication evolutionVol.1,Anmol Pub. Pvt. Ltd., New Delhi.
9.	John Mcleod (2013) An Introduction to Counselling, NewYork

10.	Leagons, J. P. (1991): The Communication processing Rural development. Mimeographed report, Cornell Uni., Ithaca, New York.
11.	Malhan P. N. (1992): Communication Media: Yesterday, Today and Tomorrow, Ministry of Information and Broadcasting, New Delhi.
12.	Mohanty J. (1992): Educational Technology, Deep and deep Pub., New Delhi.
13.	Norton & Dutt (2003) Getting Started in Communication, Sage Publication India Pvt. Ltd, New Delhi
14.	Roy G. L. (1991): Extension Communication and Management, Naya Prakash, Culcutta.
15.	Rayudu. S. (1991): Media and Communication, Naya Prakash, Culcutta.
16.	Sandhu A.S. (1993): textbook on agricultural communication, Process and Methods, Oxford and IBH Pub. Co. Pvt. Ltd., Culcutta.
17.	Shah A., Chandra A. and Joshi U. (1989): Fundamentals of Teaching Home Science, Sterling Pub., Delhi.
18.	Sutton and Stewart (2009) Learning to Counsel: Develop the Skills, Insight and Knowledge to Counsel Others, How To Books, Spring Hill House, Spring Hill Road,
19.	Begbroke, Oxford OX5 1RX, United Kingdom
20.	Stone G.,SingletaryM.,RichmondV.(2003)ClassifyingCommunicationTheories,SurjeetPublication,Delhi
21.	Watts, E.(1993): The Blackboard Book.,Sangam books(India) Ltd., Hyderabad
Related web links	
22.	http://www.who.int/hiv/topics/vct/sw_toolkit/guide_communication_counseling_naz.pdf
23.	http://www.unesco.org/education/mebam/module_2.pdf
24.	http://moph.gov.af/Content/Media/Documents/02_IPCC_Facilitator_Manual-English17122011114615129553325325.pdf

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc – (Regular) First Year – Level 4.5

Year	**I**	**Digital Media and Cyber Security (Minor Course)**	**Credits / Hours per week**	**4 (4+0)/ 4 hours/week Theory: 60 Hrs**
Semester	**I**	Year of Introduction: 2023-24 Year of Syllabus Revision: 2023-24	**Maximum Grade**	**O**
Mode of Transaction		Lecture		

Course Outcome (CO)

CO1 : Develop understanding regarding the concept of Digital Media
CO2 : Develop understanding regarding the digital media application
CO3 : Develop understanding regarding the cyber-crime and its types
CO4 : Develop understanding regarding cyber security

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/ Ent/ SD	**Relevance to** L/N/ RG	**Relation to** G/ES/ HV/PE
I	**Understanding Digital Media** a. Concept of Digital Media b. Types of Digital Media c. Uses of Digital Media d. Benefits of Digital Media e. Digital Media Vs Other media	12 hrs	20%	1,2,3	1, 2	1,6	SD	L,N, R,G	HV
II	**Digital Media Applications**	13 hrs	20%	1,2,3,6	2	1,6	EMP	L,N,R,	HV

	a. Social Networking Apps b. Messenger Apps c. Blogs and Micro Blogs d. Webcasting e. Video Sharing Platforms f. Cloud Technologies and Cloud Services for Media g. E-Book, Online Education Platforms							G	
III	**Cyber Crime** a. Concept of Cyber Crime b. Types of Cyber Crime – c. Hacking d. Phishing e. Cyber Bullying/stalking/sexting f. Identity Threats g. Malware h. Social Engineering, Ransomware i. Online Frauds (Social Media, Mobile App, Job, Financial)	12 hrs	20%	1,2	3	1,4,6	EMP	L,N,R, G	PE
IV	**Impact of Cyber crime on Human Life** a. Impact of cyber crime on various section of society (teachers, youth, women, elderly) b. Impact of cyber crime on various facets of human life (social, cultural, psychological, economical, educational, political)	11 hrs	20%	1,2	4	1,3,6	EMP	L,N,R, G	HV,PE
V	**Cyber Security** a. Concept of Cyber Security b. Various types of cyber security	12 hrs	20%	1,2,3	4	1,4,6	EMP	L,N,R, G	HV,PE

	i. Desktop security ii. Social media security iii. Mobile Security iv. General safety tips v. Incident Reporting vi. Cyber Security assurance framework vii. Cyber security risk management viii. Cyber security initiatives in India ix. Cyber security strategies and policies								

Reference Books	
1.	Baivab Kumar, (4th April 2023), An ultimate guide to cyber security for beginners, https://www.simplilearn.com/tutorials/cyber-security-tutorial/cyber-security-for-beginners
2.	Leah Lievrouw and Brian Loader (2020) Handbook of Digital Media and Communication, Routledge; 1st edition
3.	Nayar, Pramod K. (2010), The new media and cybercultures anthology, Chichester, West Sussex, UK.
Related web links	
4.	https://utdallas.primo.exlibrisgroup.com/discovery/fulldisplay?vid=01UT_DALLAS:UTDALMA&tab=catalog&docid=alma9920148570 1421&context=L&lang=en
5.	RaefMeeuwisse (2017), Cybersecurity for Beginners, Cyber Simplicity Ltd; 2nd edition (14 March 2017), https://ebookxin.co/?book=1911452037#
6.	Seymour Bosworth, M. E. Kabay, Eric Whyne (2014), Computer Security Handbook, Wiley; 6th edition. https://archive.org/details/SecureComputer
7.	https://www.slideteam.net/cybersecurity-powerpoint-presentation-slides.html
8.	https://www.tamworth.gov.uk/sites/default/files/misc_docs/Cyber_Security_Awareness_Presentation.pptx
9.	https://slidemodel.com/templates/cyber-security-powerpoint-slides/
10.	https://www.slideshare.net/amdadam5/cyber-security-importance-of-cyber-security

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2024-25**
B.Sc. F.C.Sc- (Regular) First Year – Level 4.5				
Year	**I**	**Sustainable Development Goals (Multidisciplinary Course)**	**Credits/Hours per week**	**4(4+0)/ 4hrs/Week** **Theory: 60 Hours**
Semester	**II**	Year of Introduction: 2023-24 Year of Syllabus Revision: 2023-24	**Maximum Marks /Grade**	**O**
Mode of Transaction		Lectures, Case Studies, Videos		

Course Outcome (CO)

CO1: To understand concept of SDGs & integrate the SDGs with Nutrition Science & Dietetics
CO2: To develop an insight for achieving SDGs through core areas of Family and Community Resource Management discipline.
CO3: To integrate SDGs in the curriculum of Extension and communication.
CO4: To understand SDGs in context of Human Development & Family Studies
CO5: To apply sustainable practices as per SDGs in Apparel Industries.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/ Ent/SD	Relevance to L/N/ RG	Relation to G/ES/HV/ PE
I	**1. Introduction to SDG from the Family and Community Science Perspective** a. Understanding SDG b. Goals and Targets c. SDG India Index d. Achieving sustainable living	12hrs	20%	1,2,3, 4,5	1	1,2,3	Emp, SD	L, R, G	G, ES, HV, PE

	e. Contributions to a sustainable future **2. Nutrition in the Context of SDGs** a. Understanding diet quality related 11 Sustainable Development Goals b. Number of Indicators relevant to nutrition in SDGs c. Diet quality and delivery of the SDGs d. Healthy diets & progress on SDGs: Country Examples								
II	**Family and Community Resource Management and SDGs** a. Understanding importance of SDGs with relevance to the field of Family and Community Resource Management b. Achieving SDGs with Family and Community Resource Management through: c. Role of Consumer Education d. Skill development & Entrepreneurship e. Sustainable Interiors f. Sustainable Practices in Hospitality Industry g. Research, Extension & Environment Management	12hrs	20%	1,2,3, 4,5	2	1,2,3	Emp, SD	L, R, G	G, ES, HV, PE
III	**Integrating SDGs in Extension and Communication Curriculum** a. Objectives of Extension and Communication Curriculum b. Understanding importance of SDGs with reference to EC curriculum c. Extension and Communication as a field towards achieving SDGs through teaching, Research and Extension : SDG3:Good Health and Well-being , SDG 4; Quality of Education , SDG 5; Gender Equality , SDG6 : Clean water and Sanitation , SDG 8: Decent work and Economic Growth , SDG11: Sustainable Cities and Communities,	12hrs	20%	1,2,3, 4,5	3	1,2,3	Emp, SD	L, R, G	G, ES, HV, PE

	SDG 17: Partnership for Goals								
IV	**Understanding Human Development in the Context of SDGs** a. Sustainability and Sustainable Development- Interaction of various factors social, political, economic, cultural, ecological at local and global level (Integrative approach) b. Role human beings have played and can play in ensuring balance in nature and sustainable future. c. Curriculum Framework for Sustainable Development Goals – Focus on holistic life course approach, centrality of education d. SDG -4 Quality education -emphasizing: knowledge and understanding b) skills and applications c) values and attitudes e. SDG policy to practice: effective multi sectoral interventions/programs/case studies at state/national and global levels (values linked to sustainable development: self-awareness, interconnectedness, compassion, peace, justice, value for life and other life forms, equality and equity)	12hrs	20 %	1,2,3, 4,5	4	1,2,3	Emp, SD	L, R, G	G, ES, HV, PE
V	**Sustainable Practices of the Apparel Industries** a. Responsible Production- manufacturing goods and services in an ethical and sustainable way that minimizes waste and pollution and supports long-term sustainability of surrounding communities and their natural environments. (SDG 12) b. Responsible consumption- beyond buying better, greener products and being more aware of their end-of-life destination. Also consideration of the environmental, social,	12hrs	20%	1,2,3, 4,5	5	1,2,3	Emp, SD, Ent	L, R, G	G, ES, HV, PE

	health and economic impacts of a product and its services included. (SDG 12) c. Circular economy- sustainable economic models, in which products and materials are designed in such a way that they can be reused, remanufactured, recycled or recovered. (SDG 12) d. Best practices for sustainability- to build resilient infrastructure, promote sustainable industrialization and foster innovation. (SDG 9)								

References

1.	Wade.R. Education for sustainability: Challenges and opportunities.Policyand Practice: Education for Sustainable Development Review, 6, 30 48. https://www.developmenteducationreview.com/issue/issue 6/education sustainability challenges and opportunities
2.	Osman.A, Ladhani. S, Findlater. E and McKay. V (Curriculum framework for Sustainable Development Goals.Commonwealth Secretariat. Retrieved from https://www.thecommonwealtheducationhub.net/wpcontent/uploads/2017/01/Curriculum_Framework_for_SDGs_July_2017.pdf
3.	WHO UNICEF: Nurturing Care Framework for Early Childhood Developmenthttp://www.portal.pmnch.org/maternal_child_adolescent/child/nurturing care frame work/en/
4.	Humanity at the Crossroads: https://www.youtube.com/watch?v=ZVls3wbTRu0
5.	Alison Gwilt (2020) A Practical Guide to Sustainable Fashion, Publisher : -Bloomsbury Visual Arts; 2nd edition (9 July 2020), ISBN : 10 : 13-ISBN ,1350067040 978-1350067042
6.	Dana Thomas (2019), Fashionopolis: The price of fast fashion and the future of clothes, Publisher : Penguin Press (3 September : 10-ISBN ,(2019 0735224013, ISBN-13 : 0735224018-978
7.	Elizabeth L. Cline (2019) The conscious closet: The revolutionary guide to looking good while doing good, Publisher : Plume; Illustrated edition(August 20, 2019) , ISBN-10 : : 13-ISBN ,1524744301 1524744304-978
8.	KirsiNiinimäki (2019) Sustainable Fashion in a circular economy, Publisher : : 10-yliopisto (1 January 2019) , ISBN-Aalto 9526000897, ISBN-13 : 9526000893-978
9.	Milburn Jane (2017) Slow Clothing: Finding Meaning in What We Wear, Published by Brisbane, Queensland : Textile Beat, 2017,

	ISBN 9780648181705, 0648181707
10.	Rebecca Burgess (2019), Fibershed, Publisher : Chelsea Green Publishing Co; Illustrated editio n (19 November 2019) , ISBN-10 : : 13-ISBN ,16035866361603586634-978
11.	Subramanian Senthilkannan Muthu, Miguel Angel Gardetti, Sustainability in the Textile and Apparel Industries-Sourcing Synthetic and Novel Alternative Raw Materials, Publisher : : 10-Springer; 1st ed. 2020 edition (20 March 2020), ISBN 3030385310, ISBN-13 : 3030385316-978
12.	Goel, S. (2016).Management of resources for sustainable development. New Delhi: Orient Blackswan Pvt. Ltd.
13.	Somayaji, G., & Somayaji , S. (2009). Environmental concerns and sustainable development: some perspectives from India. New Delhi: TERI Publication.
14.	Sundar, I. (2006). Environment and Sustainable Development. New Delhi: APH Publishing Corporation.
Related web links-	
15.	http://www.un.org>sustainable development goals
16.	http://www.semanticscholar.org
17.	https://direct.mit.edu
18.	http://www.sdgfund.org
19.	http://SDGresources.relax.com
20.	http://assets.kpmg.com
21.	http:// http://www.devalt.org
22.	http://www.frontierin.org

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc. – (Regular) First Year – Level 4.5

Year	**I**	**Fundamentals of Communication Skills in English (AEC Course)**	**Credits / Hours per week**	**2(2+0) 2 Hours/week Theory: 30 Hrs**
Semester	**I**	Year of Introduction: 2023-24 Year of Syllabus Revision: 2023-24	**Maximum Grade**	**O**
Mode of Transaction		Lectures and Presentations		

Course Outcome (CO)

CO1: To analyze and evaluate different forms of communication, including verbal and nonverbal, and apply this knowledge to improve personal and professional communication skills.

CO2: To develop effective communication skills by applying knowledge of the components and process of communication to analyze and overcome communication barriers in diverse contexts.

CO3: To enhance learning in language and communication by developing effective study skills, including notetaking, summarizing, and referencing, and applying these skills to complete research assignments and deliver effective presentations.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/ Ent/SD	Relevance to L/N/R/G	Relation to G/ ES/HV /PE
I	**Language and Communication** a. English Language and Biological Perspective b. Functions of Language c. Varieties of English	10 hrs	33.33%	1,2, 3,4	1	2.3,4,	EMP, SD	L, N, R, G	ES, PE

	d. Pre-requisites of Communication e. Communication: Definitions and Importance								
II	**Fundamentals of Communication** a. Components of Communication b. Process of Communication c. Barriers to Process of Communication d. Types of Communication e. Multiplicities in Communication	10hrs	33.33%	1,2, 3,4	2	1,2,3, 4,	EMP, SD	L, N, R, G	ES, PE
III	**Introducing Study Skills** a. Study Skills: Learn How to Learn b. Note-taking, Note-making and Summarizing Skills c. Library and Referencing Skills. d. Improving Public Speaking Skills	10hrs	33.34%	1,2,3,4, 5	3	1,2,4, 5	EMP, ENT SD	L, N, R, G	ES, PE

Reference Books

1.	Khanna, Pooja, English Communication (For AECC Course, Delhi University). Vikas Publishing House. New Delhi.
2.	Castells, M. Communication Power. Oxford University Press, New Delhi.
3.	Hargie, O. The Handbook on Communication Skills. Routledge Publication, New York.
4.	Thomas, Lizy, et al. Fundamentals of language and Communication
5.	Raviya, Hitesh, et al. Developing Communication Skills in English. MacMillan Publishers India Private Limited, 2020, Chennai, India.
6.	Surve, Anshu, et al. Developing Communication Skills in English. MacMillan Publishers India Private Limited, 2023, Chennai, India.
7	Roloft, M. F., Interpersonal Communication. Sage Publication., USA.

	NAAC Accredited "A+" Grade. **Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc. - (Regular) First Year – Level 4.5				
Year	**I**	**Computer Literacy-I (Skill Enhancement Course)**	**Credits / Hours per week**	**2(1+1)/ 3 hours/week Total: 45 Hrs Theory: 15 hrs; Practical's: 30 hrs**
Semester	**I**	Year of Introduction: 2023-24 Year of Syllabus Revision: 2023-24	**Maximum Grade**	**O**
Mode of Transaction		Lectures, Tutorials & Presentations		

Course Outcome (CO)

CO1: To acquire the fundamental concepts of computer with the present level of knowledge of the students

CO2: To identify the basic components of computer and Operating System

CO3: To understand Computer Networks, and browse the internet, content, and collaborate with peers

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/Ent/ SD	**Relevance to** L/N/ R/G	**Relation to** G/ES/ HV/PE
I	**Introduction to Computer** a. Computer and latest IT gadgets i. Evolution of computers & its applications ii. IT gadgets and their applications iii. Basics of Software and Hardware	3 hrs	12%	1,2,3, 4,5,6	1,2,3	1,2,3 ,4,5, 6	Emp, SD	L,N,R,G	PE

	iv. CentralProcessingUnit and its function v. ComputerMemory&storage vi. Application, Systems & UtilitySoftware vii. MobileApps b. OperatingSystem i. BasicsofOperatingsystem ii. Types & Functions of Operating System								
II	**Network and Communication** a. Introduction to basic Networking Terminology i. Network and its types ii. Network Topology iii. OSI Model iv. ISP and Role of ISP v. Network Protocols b. Introduction to Internet i. Concept of Internet & WWW ii. Website Address and URL iii. Modes of Connecting Internet iv. Introduction to IP Address v. Identifying and uses of IP/MAC vi. Popular Web Browsers c. Using E-mails i. Creating and sending a new E-mail ii. Replying to an E-mail message iii. Forwarding an E-mail message	4 hrs	13%	1,2,3, 4,5,6	1,2,3	1,2,3 ,4,5, 6	Emp, SD	L,N,R,G	PE

	iv. Attaching files with email v. Email Signature vi. Social Networking & e-Commerce								
III	**Word Processor** a. Word Processing Basics i. Opening Word Processing Package ii. Title Bar, Menu Bar, Toolbars & Sidebar iii. Creating, opening & closing a new document iv. Page Setup & Printing of Documents v. PDF file and Saving a Document as PDF file vi. AutoCorrect, Spelling & Grammar vii. Find and Replace viii. Formatting the Text ix. Paragraph Indentation x. Header & Footer xi. Footnote & Endnote b.Table Manipulation i. Insert & Draw Table ii. Changing cell width and height iii. Alignment of Text in cell iv. Delete / Insertion of Row, Column and Merging & Splitting of Cells c.Function of Mail Merge d. Function of Macro	8 hrs	25%	1,2,3	1,2,4	1,5	EMP, SD	L, N, R, G	PE

	e. Shortcut								
	Practical- a. Creating, opening & closing a new document i. Page Setup & Printing of Documents ii. PDF file and Saving a Document as PDF file iii. AutoCorrect, Spelling & Grammar iv. Find and Replace v. Formatting the Text vi. Paragraph Indentation vii. Header & Footer Macro	30 hrs	50%	1,2,3, 4,5,6	1,2,3	1,2,3 ,4,5, 6	Emp, SD	L,N,R,G	PE

References	
1.	Fundamentals of computers, E Balagurusamy Publisher: Mc Graw Hill Education;1st edition(24 June2009)
2.	Computer Fundamentals by Anita Goel Publisher: Pearson India Release Date: April2010
3.	Practical Computer Literacy 3rd edition Paperback– January 1, 2011 by June Jamrich Parsons and Dan Oja (Author)
4.	A Gateway to Computer Literacy, R. S Salaria, Khanna Publication
5.	Fundamentals of computer, V Rajaraman Publisher: Niharikaadabala; 6Th edition(24 June2009)
6.	Computer Fundamentals – 6th Revised Edition by Pradeep K. Sinha Priti Sinha, BPB Publications
7.	Computer Skill (Paperback, Surender Kumar Jain) Publisher: Hans Consultancy Bureau

NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2024-25**

B.Sc. F.C.Sc.- (Regular) First Year – Level 4.5

Year	**I**	**Indian Knowledge Systems from Family & Community Perspective (Value Added Course)**	**Credits/Hours per week**	**2(2+0) Credits/ 2 hrs/ week Theory: 30 Hours**
Semester	**I**	Year of Introduction: 2023-24 Year of Syllabus Revision:-2023-24	**Maximum Marks /Grade**	**O**
Modeof Transaction		Lecture		

Course Outcome (CO)

CO1:Toget acquainted with Traditional Home Management Practices in India.

CO2: To understand Indian Civilization and Historical concepts of Human development in Indian Ancient writings

CO3: To gain an insight about Indian Traditional Forms of Communication

CO4: To develop an insight on sustaining Indian Traditional knowledge through textile and craft education

CO5: To understand the Indian food culture and food preferences and to enlighten the students about the Role of Traditional Foods in Health and Diseases

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/ Ent/SD	Relevance to L/N/ R/G	Relation to G/ES/ HV/PE
I	**Home Management Practices in India** a. Indian Hospitality Practices i. Concept of ―Atithi Devo Bhava‖ in India ii. Role of a ―Gruhini‖ in managing home.	6 hrs	20%	1,2,3	1	1,2,3	EMP, ENT, SD	N	G, HV

	iii. Traditional Meal Services b. Traditional Home Decoration i. Floor Decoration ii. Wall Decoration iii. Traditional/ Culture Theme Decoration								
II	**Human Development and Family Studies: Indic Perspectives** a. Brief introduction to Indian civilization and history understanding the nature of diversity in India; (cultural, regional, linguistic etc); social stratification and the underlying oneness, unity, similarity across India b. Concept of Human Development in India: 'Individual in the social world' (psychological, metaphysical, spiritual, yogic), *Purushartha*framework and human development, key terms c. Childhood and child socialization, influence of gender; Ayurveda stages of childhood; importance of prenatal development, healthy children, samskara *Ashramadharma* (4 stages) and 16 *samskara;* cultural variations and rites of passage Influence of cultural continuity and social change on Human Development, families	6 hrs	20%	1,2,3	2	1,2,3	EMP, ENT	L,N,R	G, ES, HV
III	**Indian Traditional Forms of Communication** a. Importance and relevance of studying Traditional Form of Communication b. Historical Evolution of Indian forms of Communication c. Cultural Diversity in Indian Traditional Forms of	6 hrs	20	1,2,3	3	1,2,3	EMP, ENT	L,N,R	HV

	Communication d. Types of Indian Traditional Forms of Communication i. Folk Music, Dance, Drama ii. Culture and Rituals, Proverbs and Sayings iii. Fairs and Festival iv. Folk Art and Paintings								
IV	**Sustaining Traditional Knowledge through Textile Craft Education** a. Classification of the traditional textile crafts of India (Embroidered, Woven and Painted and Printed) b. Understanding the Textile Craft landscape of Gujarat State. c. Introduction to GO‘s and NGO‘s promoting traditional crafts	6 hrs	20%	1,2,3	4	1,2,3	EMP, ENT	L,N,R	HV
V	**Introduction to Food Anthropology** a. Understanding Food culture (anthropology) b. Introduction to Food Anthropology c. History of Indian Foods d. Food Preferences & Taboos in different cultures e. Role of Traditional Foods in Health and Diseases	6 hrs	20%	1,2	5	1,2,3	EMP, ENT	L,N,R	G, ES, HV
References									
1.	Bhatt, P. and Goenka, S. (1990). The Foundation of Art and Design. Bombay: Lakhani book Depot.								
2.	Das, B., Mangai, A., (2017) Communication and Culture in India: Insights form the Margins								
3.	Gandotra, V.; Shukul, M. and Jaiswal, N. (2010). Introduction to Interior Design and Decoration. Delhi: Dominant Publishers and Distributors								
4.	Kakar, S. &Kakar, K. (2007). The Indians: Portrait of a people. New Delhi: Penguin books.								

5.	Kansal ,A and Rayaprol ,A.,(2019) Communication and Society India : Continuity and Change
6.	Kaur, R. (2022). Constructions of childhood in India: Exploring the personal and sociocultural contours. New Delhi: Routledge.
7.	Khanna, A., (2016) Traditional Media and Development in India
8.	Malhotra, R. &Viswanathan, V. (2023). Varna, jati, caste: A primer on Indian social structures. New Delhi: Occam.
9.	Pandit, S. (2022). An introduction to Psychology. New Delhi: Sage.
10.	Sanyal, S. (2012). Land of the seven rivers: A brief history of India's geography. New Delhi: Pearson.
11.	Saraswathi, T. S., Menon, S., &Madan, A. (2023). Childhoods in India: Traditions, trends and transformation. New Delhi: Routledge.
12.	Seetharaman P. and Pannu, P. (2005). Interior Design & Decoration. New Delhi: CBS Publishers & Distribution
13.	Sharma, S., Agrawal B., (2015) Communication in India Historical perspectives.
14.	Shukul, Maneesha and GandotraVeena, (2006) Home Management and Family Finance, Dominant Publishers and Distribution, Delhi.
15.	Singh, R. K. (2009). Atithi Devo bhavah guest management. Chandni Chowk, Delhi: Global Media.
Related web links-	
16.	https://www.indica.today/long-reads/sixteen-samskaras/
17.	https://www.indica.today/quick-reads/understanding-hinduism-vii-glossary-of-terms-in-hinduism/
18.	https://yoga.ayush.gov.in/Yoga-History/
19.	https://www.indica.today/long-reads/sixteen-samskaras/
20.	https://www.indica.today/quick-reads/understanding-hinduism-vii-glossary-of-terms-in-hinduism/

	NAAC Accredited "A+" Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda	Academic Year	2024-25

B.Sc. F.C.Sc - (Regular) First Year – Level 4.5

Year	**I**	**Communication Media for Development (Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week Theory: 45 Hrs.; Practical's: 30 Hrs**
Semester	**II**	Year of Introduction: 2023-24 Year of Syllabus Revision: 2023-24	**Maximum Grade**	**O**
Mode of Transaction		Lectures		

Course Outcome (CO)

CO1:To create understanding regarding the concept of Communication media for Development
CO2: To create understanding regarding the classification of Communication media for Development
CO3: To develop understanding regarding the role of various communication media for Development
CO4: To develop ability in designing multimedia for development.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/ Ent/SD	Relevance to L/N/R G	Relation to G/ES/ HV/PE
I	**Communication Media** a. Concept of Communication Media b. Media element (text, audio, visual, interactive) c. Media, culture and social change d. Role of Communication media for Development e. Skills required by the communicator for preparation and handling of communication media for	9 hrs	15%	1,2	1	1	Emp	L,N, R,G	G,ES, HV

	development								
II	**Media for Development** a. Classification of Media for Development b. Graphic Media – Meaning, Characteristics, Use, and Types c. Print Media – Meaning, Characteristics, Use, and Types d. Folk Media – Meaning, Characteristics, Use, and Types	12 hrs	20%	1,2	1,2	1	Emp	L,N, R,G	G,ES, HV
III	**Electronic and New Media for Development** a. Meaning of electronic and new media b. Characteristics electronic and new media c. Use of electronic and new media for development d. Types of electronic and new media	12 hrs	20%	1,2	1,2	1	Emp	L,N, R,G	G,ES, HV
IV	**Blended Media** a. Definition b. Significance in contemporary society c. Principle for effective blended media composition d. Current trends in use of blended media for development	12 hrs	20%	1,2	1,2	1	Emp	L,N, R,G	G,ES, HV
	<u>Practical-</u> a. Preparing messages for new media on any development issues b. Preparing brochure, leaflet, and booklet on any contemporary issues. c. Collecting and classifying multimedia prepared/used for any contemporary campaign/Developmental issues by GOs/NGOs.	30 hrs	25%	1,2,3	3	1	Emp	L,N, R,G	G,ES, HV

Reference Books	
1	Dubey V. K., Bishnoi I., (2008) Extension Education and Communication, New age International Publishers, New Delhi
2	Harks J. D. (1990) Mass Communication - An Introduction Survey, Wn.C. Brown Publishers, London.
3	Joseph M. K. (1996) , Modern Media and communication, Sociology and Communication Revolution, Vol.- 1, Anmol Publication Pvt. Ltd. New Delhi.
4	Joshi U.J. (2000) , Textbook of Mass Communication, Anmol Publishers, Delhi
5	Kumar K. J. , (2011), Mass Communication in India, Jaico Publishing House, Mumbai
6	Malhan P.N. (1992) , Communication Media Yesterday, Today and Tomorrow, Ministry of Information and Broadcasting, New Delhi.
7	Maniar A. and Bhatt. D. (2018) e-content developed on _Introduction to Extension and Communication' http://introductiontoextensionandcommunication.co.in
8	Mehta. N. and Maniar, A. (2009) Designing Graphic aids, Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara
9	Mody Bella (1991) Designing messages for Developmental Communication, SAGE Publications, New Delhi.
10	Norton M. and Dutt P. (2003) : Getting started in Communication : A practical guide for Activist and Organizations, Sage Publications, New Delhi
11	Raines C., Williamson L., Using Visual Aids- the effective use of type, colour and graphics, Viva books private Ltd, New Delhi-110002
12	Ray G.L. (1991) Extension Communication & Management, NayaPrakash, Calcutta.
13	Raydu C.S. (1993) Media and Communication Management, Bombay, Himalaya Publishing House
14	Shah, Chandra and Joshi (1989) Fundamentals of Teaching Home Science, Sterling publishers, Delhi
15	Supe, An Introduction to Extension Education (1983), oxford IBH publications

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc - (Regular) First Year – Level 4.5

Year	**I**	**Programmes for Development (Major Course)**	**Credits / Hours per week**	**4 (4+0) / 4 hours/week** **Theory: 60 hours**
Semester	**II**	Year of Introduction: 2023-24 Year of Syllabus Revision: 2023-24	**Maximum Grade**	**O**
Mode of Transaction		Lectures		

Course Outcome (CO)

CO1:Understanding the concept of development programmes
CO2:Develop understanding regarding the need of development programmes for various communities
CO3: Develop understanding regarding types of development programmes.
CO4: Develop understanding regarding Five Year Plans in India.
CO5: Develop understanding regarding various development programmes at local, regional, national and international level
CO6: Understanding impact and evaluation of ongoing and past programmes.

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/Ent/SD	**Relevance to** L/N/RG	**Relation to** G/ES/HV/PE
I	**Concept of Development Programmes** a. Definitions and elements of development programmes	10 hrs	10%	1,2	1,2	1	Emp.	L,N,R,G	ES, HV,PV

	b. Philosophy of Development Programmes c. Principles of Development Programmes d. Need for Development Programmes e. Approaches to development in a democratic society f. Role of Development Communicator in Development Programmes								
II	**Types of Development Programme** a. Integrated Type b. Adaptive Type c. Project Type	5 hrs	5%	1,2	3	1	Emp.	L,N,R,G	ES, HV,PV
III	**Review of Development Plans in India** a. The Planning Commission & Five Year Plans b. The National Development Council c. Recent development and Establishment of NITI Aayog	15 hrs	30%	1,2	4	1	Emp.	L,N,R,G	ES, HV,PV
IV	**Development Programmes & Models at each level** a. Local level b. Regional/State level (Kerala, Gujarat, Punjab etc.) c. National level d. International level	20 hrs	40%	1,2	5	1	Emp.	L,N,R,G	ES, HV,PV
V	**Evaluation and Impact of outgoing and past**	10 hrs	15%	1,2	6	1	Emp.	L,N,R,G	ES, HV,PV

	Development Programmes a. Process of evaluation of the programmes b. Impact of pre independence programmes c. Impact of post-independence and 21st century programmes d. SWOT analysis of on-going programmes								
Reference Books									
1.	Dhama O. P. (1985) education and communication for development, Oxford Publication, New Delhi								
2.	Dubey V.K., Extension Education and Communication, (2008) New Age Publication Pvt. Ltd. Publisher, New Delhi.								
3.	Dr. Rai, D.P., Duggal A.and Dr.Singh Y.K., Community Development (2007) published by Shree Publishers and Distributors, New Delhi								
4.	Dale R. (2004).Evaluating Development Programmes and Projects (IInd Ed).New Delhi: Sage Publication.								
5.	Pandya R.(2011). Education Training and Skill Development in India. New Delhi: New Century Publications.								
6.	Sharma O.(2013).Programme Planning and Participatory Approaches in Extension, Udaipur: Agrotech Publishing.								
7.	https://www.mospi.gov.in/sites/default/files/Statistical_year_book_india_chapters/ch7.pdf								

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc – (Regular) First Year – Level 4.5

Year	**I**	**Introduction to Films and Cinema (Minor course)**	**Credits/ Hours per week**	**4 (4+0) / 4 hours/week Theory: 60 Hrs**
Semester	**II**	Year of Introduction:2023-2024 Year of Syllabus Revision:-2023-2024	**Maximum Marks /Grade**	O
Mode of Transaction		Lecture and practical		

Course Outcome (CO)

CO1: Understanding the historical and cultural context in which films are produced and how this context influences the themes, styles and techniques used in the films.

CO2: Able to identify different film genres such as drama, comedy, horror and science fiction.

CO3: Able to appreciate film as an art form and understand its role in shaping culture and society.

CO4: Able to critically analyze and interpret films, identifying the underling themes, motifs and messages and evaluating the effectives of the film in conveying messages.

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/ Ent/SD	**Relevance to** L/N/RG	**Relation to** G/ES/ HV/PE
I	**Introduction to Indian Cinema** a. Overview of the history and evolution of Indian cinema b. Introduction to different film industries in	12 hrs	20%	1,2,6	1,2	1	Emp	L,N, R,G	G,HV, PE

	India c. Major genres and themes in Indian cinema d. Understanding the cultural, social, and political significance of cinema in India e. Narrative structure and storytelling process in films								
II	**Bollywood vs Regional Cinema** a. Understanding the divide between Bollywood and regional cinema b. Analysis of the factors contributing to the divide, such as language, culture, and audience preferences c. Significance of regional cinema in Indian society and its contribution to the Indian film industry	12 hrs	20%	1,2,4	3,4	1	SD, Emp	L,N,R, G	G,HV, PE
III	**Understanding Films** a. Introduction to films as an art form b. Basic film terminology and concepts c. Importance of Visual Storytelling d. Exploring the power of films as a medium of cultural expression	9 hrs	15%	1,2,4	3,4	1	SD, Emp	L,N, R, G	G,HV, PE

IV	**Films and Society** a. Understanding the importance of films in contemporary society b. Films as reflections of social and cultural contexts c. Representation and diversity in films. d. The role of films in shaping and reflecting societal attitudes e. Examination of films as agents of social change	18 hrs	30%	1,2,6	2,3	1	SD, Emp	L,N,R, G	G,HV, PE
V	**Film Analysis and Criticism** a. Elements of films analysis of plot, characters, setting and theme b. Film theory and criticism c. Films festivals and awards	9 hrs	15%	1,2,4	2,3,4	1	SD, Emp	L,N,R, G	G,HV, PE
References									
1.	Dwyer, R. (2018). Filming the Gods: Religion and Indian Cinema. Routledge.								
2.	Ganti, T. (2004). Bollywood: A Guidebook to Popular Hindi Cinema. Routledge.								
3.	Gokulsing, K. M., & Dissanayake, W. (Eds.). (2013). Routledge Handbook of Indian Cinemas. Routledge.								
4.	Mukherjee, M. (2016). Silent Cinema in India: A Pictorial Journey. Harper Collins.								
5.	Rajadhyaksha, A., &Willemen, P. (2015). Encyclopedia of Indian Cinema. Routledge.								
6.	Vasudev, A. (2014). The Melodramatic Public: Film Form and Spectatorship in Indian Cinema. Routledge.								
Related web links-									
7.	https://www.scienceandmediamuseum.org.uk/objects-and-stories/very-short-history-of-cinema								

8.	https://saylordotorg.github.io/text_understanding-media-and-culture-an-introduction-to-mass-communication/s11-01-the-historyof-movies.html
9.	https://www.davuniversity.org/images/files/study-material/History%20of%20Indian%20Cinema.pdf
10.	https://magikindia.com/indian-cinema/
11.	https://igntu.ac.in/eContent/BVoc-Media-06Sem-Arpita%20Priyadarshi-Film%20Promotion%20and%20Marketing.pdf

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B.Sc. F.C.Sc – (Regular) First Year– Level 4.5				
Year	**I**	**Communication for Communities (Multidisciplinary)**	**Credits/Hours per week**	**4 (3+1) 5hrs/week** **Theory: 45 Hrs.;** **Practical: 30 Hrs**
Semester	**II**	Year of Introduction: 2023-24 Year of Syllabus Revision: 2023-24	**Maximum Marks /Grade**	**O**
Modeof Transaction		Lectures, Case Studies, Videos, Discussion, Practical		

Course Outcome (CO)

CO1: Develop understanding of the Elements of community as a social unit and its association with each other.

CO2: Develop understanding regarding knowledge, practices and to importance of designing communication media for different communities.

CO3: Develop understanding regarding role of community media in development and social change

CO4: Develop skills required to design communication packages for community's overall development.

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/ Ent/SD	**Relevance to** L/N/ R/G	**Relation to** G/ES/ HV/PE
I	**Understanding Community** a. Community : Concept, Meaning and Importance b. Types and features of Community:	13 hrs	20%	1, 2	1	1	Emp,	L, N, R	ES, HV, PE, G

	Urban, Rural and Tribal c. Components of Community: Family, Caste, Religion, welfare organizations, associations. d. Social, Economic and Political affecting the functioning of communities and its components								
II	**Communication in Communities** a. Meaning, Process and Forms communication b. Need and Scope of Communicating with Communities c. Role of Communicator in Development of communities d. Introduction to Community Media- features, objectives and forms	13 hrs	20%	2,3,4,5	2	1	Emp, Ent	L, N, R	ES, HV, PE
III	**Media practices in Communities** a. Urban: Technology and mobile based applications, social media, events by local authorities etc. b. Rural: Folk Media, Print and Visual Media, public notice Boards, social meetings etc. c. Tribal: Folk media, folk-melas, folklores, folk songs, community radio station, festivals and rituals, social meetings d. Significant difference between communication media used in urban, rural and tribal communities.	13 hrs	20%	2,3,4,5	2	1	Emp, Ent	L, N, R	ES, HV, PE

IV	**Media for Social Change** a. Concept and Scope of Community Radio Stations b. Community Video Production and its diffusion c. Role and usage of ICT for in urban, rural and tribal community communication d. Scope of Social Media for Development Communication e. Communication during Crisis and Emergency	6 hrs	10%	3,4,5,6	3	1	Emp, SD	L, N, R	HV, PE
	Practical a. Presentation of Case Study on Institutional efforts for community engagement (any one) i. Telemedicine and Tele-education - DECU by ISRO or ii. Doordarshan or iii.Aakashvani iv. Media based NGO/CSR Unit Collecting and compiling stories from audio, visual and print, folk/traditional media pertaining to community engagement and welfare b. Designing communication package on any social issues using ICT/Social Media/Folk Media for urban or rural or tribal community c. Implementation of any one communication media designed in	30 hrs	30%	2, 3, 4,5,6	4	2,4	Emp, Ent, SD	L, N, R	HV, PE

	Urban or Rural or Tribal Community.								

Reference Books	
1.	Gupta, V.S. Communication for Development and Civil Society (Concept, 2004).
2.	Howley, K. (2010). Understanding Community Media. New Delhi: Sage
3.	Leach, M and Scoones, I. The Slow Race – Making Technology Work for the poor (Demos, London, 2007).
4.	Narula, Uma . Development Communication (Har Anand Publications, 2002).
5.	Pavarala, V. & Malik, K. (2007). Other Voices: The struggle for community radio in India. New Delhi: Sage
6.	Ravindran, R. K. Media in Development Arena (Indian Publishers Distributors, 2000).
7.	Servaes, J., Jacobson, T. & White, S.A. (Eds.), Participatory communication for social change. Thousand Oaks: Sage.
8.	Srinivas Melkote, & Steeves. (2001). Communication for Development in the Third World. New Delhi: Sage.
Related web links-	
9.	Campus Radio, University Radio, Campus Community : https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=HdTs6JFs JhGEa548CrjfKQ==
10.	Concept of Information and Communication Technology : https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=Maz ngzNJik02D21EtXXNrw==
11.	Socio-Political Understandings of Community : https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=xN+GvFnx4ockQG2 FkhaD+w==
12.	Understanding Community media as Citizen‘s media : https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=HdTs6JFsJh GEa548CrjfKQ==
Related video links-	
13.	https://youtu.be/hv4EHib_csg
14.	https://youtu.be/1bAQP91LPwY
15.	https://youtu.be/215w7bdSR18
16.	https://youtu.be/Z9oXSqSb79c
17.	https://www.youtube.com/watch?v=7DQ3z7NXXj4 (ICT for SD)

18.	https://youtu.be/69PIpBySN1I
19.	https://youtu.be/41dGhn_xr0U
20.	https://youtu.be/-AEnrJnWIOA
21.	https://www.distanceeducationju.in/pdf/MA%20Sociology%20CN%20305.pdf
Online Courses/Self-study alternatives	
22.	Communication for Development (C4D) - Online Course Link : https://agora.unicef.org/course/info.php?id=11146

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc – (Regular) First Year– Level 4.5

Year	**I**	**Developing Communication Skills in English (AEC Course)**	**Credits / Hours per week**	**2(2+0) /2 Hours/ week Theory: 30 Hrs**
Semester	**II**	Year of Introduction: 2023-24 Year of Syllabus Revision: 2023-24	**Maximum Grade**	**O**
Mode of Transaction		Lectures and Presentations		

Course Outcome (CO)

CO1: To Identify the important aspects of communication Skills and understanding listening and speaking skills.

CO2: To explore techniques for improving reading skills and to understand types and styles of reading skills.

CO3: To understand the significance of the concept of critical thinking skills and to understand the nuances of writing different types of paragraphs and to employ various strategies to create slogans.

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/ Ent/SD	**Relevance to** L/N/ R/G	**Relation to** G/ES/ HV/PE
I	**Oral Communication Skills** a. Listening Skills: An Introduction b. Types of Listening Skills c. Improving Listening Skills d. Articulating Speaking Skills	10 hrs	33.33%	1,2, 3,4	1	2.3,4,	EMP, SD	L,N,R,G	ES, PE

II	**Comprehending Reading Skills** a. Reading Skills: A Lifelong Skill b. Types of Reading c. Techniques of Reading d. Styles of Reading and Effective Reading	10 hrs	33.33%	1,2, 3,4	2	1,2,3, 4	EMP, SD	L,N, R,G	ES, PE
III	**Critical Thinking and Writing Skills** a. Critical Thinking Skills: Concept and Definition b. Rhetoric / Logic / Concerting Ideas into Expression and Developing Arguments c. Paragraph Writing d. Writing Slogans and Interpreting Information	10 hrs	33.34%	1,2, 3,4,5	3	1,2,4, 5	EMP, ENT SD	L,N, R,G	ES, PE

Reference Books

1.	Khanna, Pooja, English Communication (For AECC Course, Delhi University). Vikas Publishing House. New Delhi.
2.	Castells, M. Communication Power. Oxford University Press, New Delhi.
3.	Hargie, O. The Handbook on Communication Skills. Routledge Publication, New York.
4.	Thomas, Lizy, et al. Fundamentals of language and Communication
5.	Raviya, Hitesh, et al. Developing Communication Skills in English. MacMillan Publishers India Private Limited, 2020, Chennai, India.
6.	Surve, Anshu, et al. Developing Communication Skills in English. MacMillan Publishers India Private Limited, 2023, Chennai, India.
7.	Roloft, M. F. Interpersonal Communication. Sage Publication., USA.

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc – (Regular) First Year – Level 4.5

Year	**I**	**Computer Literacy-II** **(SEC Course)**	**Credits / Hours per week** **2(1+1) / 3 hours/week**	**Theory: 15 Hrs.;** **Practical: 30 Hrs.**
Semester	**II**	Year of Introduction: 2023-24 Year of Syllabus Revision: 2023-24	**Maximum Grade**	**O**
Mode of Transaction		Lectures, Presentations		

Course Outcome (CO)

CO1: To learn the fundamental concepts of MS Office

CO2: To learn development of documents/ presentations using MS Word Processor, Spreadsheet & Presentation software

CO3: To acquire confidence in using computer in professional and personal life

Unit No.	**Topic**	**Contact Hours**	**Weigh tage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/ Ent/SD	**Relevance to** L/N/ R/G	**Relation to** G/ES/ HV/PE
I	**Spreadsheet** a. Elements of Spread Sheet i. Creating of Spread Sheet ii. Manipulation of Cells & Sheet iii. Modifying / Editing Cell Content iv. Formatting Cell (Font, Alignment, Style) v. Freezing panes b. Formulas,FunctionsandCharts	8 hrs	25%	2,4,6	1,2, 3	2,4,6	SD, Emp	L, N, R, G	PE

	i. Using Formulas for Numbers ii. Functions in MS Excel iii. Creating Charts iv. Pivot Table and its uses								
II	**PowerPoint Presentation** a. Introduction to Power Point Presentation i. Creating a Presentation Using a Template ii. Inserting & Editing Text on Slides iii. Inserting pictures and clip art iv. Creating & using Master Slide v. Presentation of Slides b. Use transitions and animation c. Printing Slides and Handouts	3 hrs	12%	2,6	1,2, 3	2,6	SD, Emp	L, N, R, G	PE
III	**Emerging Trends in Technology** a. Introduction to Cloud Computing i. Uses and features of Cloud Computing ii. Applications of cloud Computing b. Internet of Things and their Applications used in our daily life. c. Introduction to Artificial Intelligences and their applications. d. Introduction to Cyber security- i. Cyber security goal ii. Types of cyber attacks iii. Types of cyber attackers iv. Cyber Security Tools v. Email Security	4 hrs	13%	1,2,3	1,2, 3	1,2,3	Emp, SD	L, N, R, G	PE

	vi. Digital Signature								
Practical-									
I	a. Creating, Modifying, Formatting cell b. Using formulas and Functions c. Average, IF, Sum, Sum if, Sum ifs, Min, Max, TRIM, Count, Count A, count if, Count ifs, V lookup, H lookup, Match, Index d. Creating Charts e. Uses of Pivot Table f. Protect Workbook and Worksheet	20 hrs	35%	2,4,6	1,2, 3	2,4,6	SD, Emp	L, N, R, G	PE
II	a. Creating Presentation Using Templates b. Creating & using Master Slide c. Use transitions and animation d. Printing Slides and Handouts	10 hrs	15%	2,6	1,2, 3	2,6	SD, Emp	L, N, R, G	PE
Reference									
1.	Fundamentals of computers, E Balagurusamy Publisher: McGraw Hill Education; 1st edition (24 June 2009)								
2.	Computer Fundamentals by Anita Goel Publisher: Pearson India Release Date: April 2010								
3.	Practical Computer Literacy 3rd edition Paperback – January 1, 2011 by June Jamrich Parsons and Dan Oja (Author)								
4.	A Gateway to Computer Literacy, RS Salaria, Khanna publication								
5.	Fundamentals of computer, V Rajaraman Publisher: Niharika Adabala ; 6Th edition (24 June 2009)								
6.	Computer Fundamentals - 6Th Revised Edition by Pradeep K. Sinha Priti Sinha, BPB Publications								
7.	Computer Skill (Paperback, Surender Kumar Jain) Publisher: Hans Consultancy Bureau.								

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc. - (Regular) First Year – Level 4.5

Year	**I**	**Environment Science (VAC)**	**Credits / Hours per week**	**02 (2+0)/ 2 Hrs/ week Theory: 30 Hrs**
Semester	**II**	Year of Introduction: 2023-24 Year of Syllabus Revision: 2023-24	**Maximum Marks / Grade**	O
Mode of Transaction		Lectures and Tutorials		

Course Outcome (CO)

CO1: To appreciate the historical context of human interactions with the environment

CO2: To gain insights into the international efforts to safeguard the Earth's environment and resources

CO3: To understand the concept of natural resources; identify types of natural resources, their distribution and use with special reference to India

CO4: To develop a critical understanding of the environmental issues of concern

CO5: To Understand the concepts of ecosystems, biodiversity and conservation

CO6: To Learn about Pollution, types and sources of different kinds of pollution

CO7: To have an overview of national and global efforts to address climate change adaptation and mitigation.

Unit No.	**Topic**	**Contact Hours**	**Weigh tage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/ Ent/ SD	**Relevance to** L/N/ R/G	**Relation to** G/ ES/HV/PE
I	**Humans and the Environment** a. The man-environment interaction: Humans as	4 hrs	13%	1,2	1,2	1,2,3	EMP, ENT	L,N, R,G	ES, HV

	hunter-gatherers; Mastery of fire; Origin of agriculture; Emergence of city-states; Great ancient civilizations and the environment, Indic Knowledge and Culture of sustainability; Middle Ages and Renaissance; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Global environmental change. b. Environmental Ethics								
II	**Natural Resources and Sustainable Development** a. Overview of natural resources: Definition of resource; Classification of natural resources- biotic and abiotic, renewable and non-renewable. b. Biotic resources c. Water resources d. Soil and mineral resources. e. Energy resources: Sources of energy and their classification, f. SDGs related to environment, targets	6 hrs	20%	1,2,3	3	1,2,3	EMP, ENT	L,N,R,G	ES, HV
III	**Environmental Issues: Local, Regional and Global** a. Environmental issues and scales: Concepts of micro-, meso-, synoptic and planetary scales; Temporal and spatial extents of local, regional, and global phenomena. b. Pollution: Impact of sectoral processes on Environment; Types of Pollution- air, noise, water, soil, thermal, radioactive ;municipal solid waste, hazardous waste; trans boundary air pollution; acid rain; smog. c. Land use and Land cover change: land degradation, deforestation, desertification,	6 hrs	20%	1,2,3	4	1,2,3	EMP, ENT	L,N,R,G	ES, HV

	urbanization. Biodiversity loss: past and current trends, impact. d. Global change: Ozone layer depletion; Climate change. Disasters – Natural and Man- made (Anthropogenic)								
IV	**Conservation of Biodiversity and Ecosystems** a. Biodiversity and its distribution: b. Ecosystems and ecosystem services: c. Threats to biodiversity and ecosystems: d. Major conservation policies:. e. Discussion on one national and one international case study related to the environment and sustainable development.	6 hrs	20%	1,2,3	5	1,2,3	EMP, ENT	L,N,R,G	ES, HV
II	**Climate Change: Impacts, Adaptation and Mitigation** a. Understanding climate change: b. Impacts, vulnerability and adaptation to climate change	4 hrs	13.5%	1,2,3	7	1,2,3	EMP, ENT	L,N,R,G	ES, HV

Reference

1.	Fisher, Michael H. (2018) An Environmental History of India- From Earliest Times to the Twenty-First Century, Cambridge University Press.
2.	Headrick, Daniel R. (2020) Humans versus Nature- A Global Environmental History, Oxford University Press.
3.	Chiras, D. D and Reganold, J. P. (2010). Natural Resource Conservation: Management for a Sustainable Future.10th edition, Upper Saddle River, N. J. Benjamin/Cummins/Pearson.
4.	Gilbert M. Masters and W. P. (2008). An Introduction to Environmental Engineering and Science, Ela Publisher (Pearson)
5.	Harper, Charles L. (2017) Environment and Society, Human Perspectives on Environmental Issues 6th Edition. Routledge.
6.	Harris, Frances (2012) Global Environmental Issues, 2nd Edition. Wiley- Blackwell
7.	Bawa, K.S., Oomen, M.A. and Primack, R. (2011) Conservation Biology: A Primer for South Asia. Universities Press.
8.	Sinha, N. (2020) Wild and Wilful. Harper Collins, India.

9.	Jackson, A. R., & Jackson, J. M. (2000). Environmental Science: The Natural Environment and Human Impact. Pearson Education.
10.	Masters, G. M., &Ela, W. P. (2008). Introduction to environmental engineering and science (No. 60457). Englewood Cliffs, NJ: Prentice Hall.
11.	Adenle A., Azadi H., Arbiol J. (2015). Global assessment of technological innovation for climate change adaptation and mitigation in developing world, Journal of Environmental Management, 161 (15): 261-275.
12.	Barnett, J. & S. O'Neill (2010). Maladaptation. Global Environmental Change—Human and Policy Dimensions 20: 211–213.
13.	Jørgensen, Sven Marques, Erik João Carlos and Nielsen, SørenNors (2016) Integrated Environmental Management, A trans-disciplinary Approach. CRC Press.
14.	Theodore, M. K. and Theodore, Louis (2021) Introduction to Environmental Management, 2nd Edition. CRC Press.
15.	UNEP (2007) Multilateral Environmental Agreement Negotiator's Handbook, University of Joensuu, ISBN 978-952-458-992-5
16.	Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions & Programmes. https://moef.gov.in/wp- content/uploads/2020/02/ convention-V-16-CURVE-web.pdf
17.	Sharma B.K., 2001, ―Environmental Chemistry‖. Geol Publ. House, Meerut
18.	Townsend C., Harper J, and Michael B., 2014, ―Essentials of Ecology‖, Blackwell Science
19.	Trivedi R.K., 2010, Handbook of ―Environmental Laws, Rules Guidelines, Compliances and Stadards‖, Vol I and II, Enviro Media
20.	Trivedi R. K. and P.K. Goel, 2003, ―Introduction to Air Pollution‖, Techno-Science Publication
21.	Wanger K.D., 1998, ―Environmental Management‖, W.B. Saunders Co. Philadelphia, USA

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2024-25**
B.Sc. F.C.Sc.- (Regular) First Year – Level 4.5				
Year	**I**	**Summer Internship/ Apprenticeship**	**Credits/ Hours per week**	**4 (0+4)Credits /** **8 hrs/ week** **Practical: 32Hrs**
Semester	**II**	Year of Introduction: 2023-2024 Year of Syllabus Revision:-2023-2024	**Maximum Marks /Grade**	**O**
Mode of Transaction		Summer Internship/Apprenticeship		

Course Outcome (CO)

CO1: To get on-site experiential learning from recognized Institutions/Agency.

Unit No.		**Contact Hours**	**Weigh tage (%)**	**BT Level**	**CO**	**PSO**	**Elements of** Emp/ Ent/SD	**Releva nce to** L,N,R,G	**Relation to** G, ES, HV, PE
I.	**Internship/ Apprenticeship of 30 days** (8 hours per week) under any **One** of the following: a. NGOs, Schools, Aanganwadis, Childcare Centre, ICDS b. CSR based Industry c. Food Industry, Hotels, Restaurants, Cafes d. Fitness Centre, Gymnasium, Boutique	30 hrs	90%	1,2,3,4, 5,6	1	4	EMP, ENT, SD	L	HV, PE

	e. Museum and Exhibits f. Firm of Architects, Interior Designer, Fashion Designer, Graphic Designer g. Aviation, Tourism Industry h. Textile industry, Fashion industry and Media Industry i. Retail outlets j. Student Internship Programmes offered by Universities k. Event Management Firms								
II.	To prepare the report and make presentation for final evaluation (Certificate to be provided by the Institution/Agency)	2 hrs	10%	1,2,3,4, 5,6	1	4	EMP, ENT, SD	L	HV, PE

UG Certificate: Students who opt to exit after completion of the first year and have secured 44 credits will be awarded a UG certificate if, in addition they complete one internship course of 4 credits during the summer vacation of the first year. These students are allowed to re- enter the degree programme within three years and complete the degree programme within the stipulated maximum period of 7 years

Note: The course will be evaluated by the agency/Institution under whom the student is doing the internship.

SEMESTER WISE DISTRIBUTION OF B.SC. SECOND YEAR COURSES (AS PER NEP)

SEMESTER III			
Sr. No.	**Course Name**	**Credit**	**Course type**
1.	Folk Media for Development	4 (2+2)	MAJOR
2.	Extension Education	4(4+0)	MAJOR
3.	Entrepreneurship Education	4 (2+2)	MAJOR
4.	Social Campaign for Development	4 (2+2)	MDC
5.	Visual Graphic Design	2 (0+2)	SEC
6.	Puppetry for Social Change	2 (0+2)	IKS
7.	English for Entrepreneurship	2 (2+0)	AEC
	Total credits=	**22**	
SEMESTER IV			
1.	ICT for Development	4 (2+2)	MAJOR
2.	Basics of Development Communication	4 (2+2)	MAJOR
3.	Introduction to NFE and Lifelong learning	4 (4+0)	MAJOR
4.	Public Relations and Social Advertisement	4 (4+0)	MINOR
5.	Script Writing for Development	2 (0+2)	SEC
6.	Short Film Making	2 (0+2)	VAC
7.	English for Digital and Virtual Communication	2 (2+0)	AEC
8.	Summer Internship/ Apprenticeship*	4 (4+0)*	
	Total credits=	**22**	

***Mandatory for the students who opt to exit after completion of Second Year**

	NAAC Accredited "A" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc – (Regular) Second Year– Level 5				
Year	**II**	**Folk Media for Development (Major)**	**Credits / Hours per week**	**4 (2+2) / 6 hours/week** **Theory: 30 Hours, Practical: 60 Hours**
Semester	**III**	**Year of Introduction:**2023-24 **Year of syllabus revision:**	**Maximum Grade**	**„O"**
Mode of Transaction		Lectures, Practical, Folk Performances/ Skits		

Course Outcome (CO)

CO1: To understand the concept of folk Media
CO2: To explore the diversity of various folk forms
CO3: To analyze the Significance of folk media in development sector
CO4: To develop the skills in writing scripts for various folk performances.
CO5: To develop ability to perform folk drama/skits in communities.

Unit No.	**Topics**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/Ent/ SD	**Relevance to** L/N/R/ G	**Relation to** G/ES/HV /PE
I	**Introduction to Folk Media** a. Historical Evolution of Folk Media b. Overview of Folk Media and its Significance in Development c. Challenges and Opportunities in using Folk Media for development communication	6 hrs	10%	1, 2,3	1,2	1,5	SD	L,N, R,G	G,HV, PE

II	**Various Types of Folk Media** a. Folk Music - The concept of folk music, the cultural, physical intellectual, emotional, moral and spiritual value of folk music. b. Folk Dance - Various forms of folk dances and their educational value. c. Folk Paintings-Various types and the influence on society d. Street theatre - meaning, preparation, its performance, its educational value, evaluation of street plays. e. Popular Indian Folk theatre - Bhavai - Gujarat Lavani- Maharashtra Nautanki – Northern India f. Identifying themes in folk tales g. Puppets – history, types, stages, accessories, storage, performance, educational values h. Fairs and Festivals in India i. Importance of Fairs and Festivals ii. Features of Fairs and festivals i. Types of Festivals: Seasonal & Cultural j. Contribution of fairs and festivals with reference to development communication k. Story Telling- Narratives in folk story telling i. Case studies of experiments in development communication with reference to storytelling. ii. Ethical consideration when adapting cultural material	12 hrs	20%	1, 2,3	1,2,3	1,2,3 ,5	SD	L, N, R, G	G, HV, PE

III	**Script Writing for Folk Media Performances** a. Developing messages for folk media i. Nature ii. Steps in developing messages iii. Limitations of developing messages iv. Script writing Basics v. Creating Characters vi. Character Profile vii. Identifying key elements of a script and their importance in storytelling viii. Understanding emotions in storytelling ix. Techniques to portray emotions through dialogues and actions x. Importance of correct body posture, gestures and voice modulation in conveying messages through folk forms. b. Integrating of the existing messages of the community with the developmental messages c. Media blending - concept and its importance in the use of folk media.	12 hrs	20%	1, 2,3	1,2,3 ,5	1,3	SD	L, N, R, G	G, HV, PE
	<u>Practical</u> **a.** Designing and implementing a small-scale folk media project aimed at addressing a social issue. **b.** Scriptwriting, recording, and production of folk media. **c.** Performances in communities on the scripts created in classon different folk forms.	60 hrs	50%	1, 2,3	1,2,3 ,4,5	1,3	SD	L, N, R, G	G, HV, PE
Evaluation Pattern (50% Internal and 50% External)		**Marks**							
1.	Written exam	10							

2.	Presentations/Performances/ Assignments	25
3.	Topic selection and Script Writing	10
4.	Attendance	05
Total		**50**
Semester End Evaluation		**50**
References:		
1.	Bhavsar. S. (2020), Lok Natya Sangrah, Department of Extension and Communication, Published by The Maharaja Sayajirao of Baroda Press (Sadhna Press), Vadodara, Gujarat India	
2.	Dahama O., Bhatnagar O. (2012), Education and Communication for Development (Second Edition) Oxford and IBH Publishing Co. Pvt. Ltd, New Delhi.	
3.	Joshi U. (2001), Text book of Mass Communication and Media Anmol Publication Pvt. Ltd, New Delhi – 110002	
4.	Kumar, A. (1999).The Print and Other Folk Media. Anmol Publications, New Delhi	
5.	Kumar, K. J. (1989). Mass Communication in India. Jaico Publishing House, Bombay	
6.	Kumar K. (2012), Mass Communication in India Jaico Publishing House, Mumbai – 400001.	
Related e-Content		
7.	https://egyankosh.ac.in/bitstream/123456789/10048/1/Unit-2.pdf	
8.	https://egyankosh.ac.in/bitstream/123456789/17385/1/Unit-3.pdf	
9.	https://egyankosh.ac.in/bitstream/123456789/26001/1/Unit-13.pdf	
10.	https://www.egyankosh.ac.in/bitstream/1234567 89/48242/1/Unit-10.pdf	
Related web links		
11.	https://www.revv.co.in/blogs/fairs-and-melas-in-india/	
12.	https://www.youtube.com/watch?v=5y7muLkAy20	
13.	https://www.youtube.com/watch?v=9eIzUBBr15U	
14.	https://www.youtube.com/watch?v=eBm70TNvKfI	
15.	https://www.youtube.com/watch?v=bXFPWZSIOs0	
16.	https://www.youtube.com/watch?v=lwwyz50oumU	

17	https://www.youtube.com/watch?v=3bGmBfYGbvo
18.	https://www.youtube.com/watch?v=De8-_akr2Gw
19.	https://www.youtube.com/watch?v=zXuY77JgBWM
20.	https://www.youtube.com/watch?v=IBhRsVP5Gyk
21.	https://www.youtube.com/watch?v=u1mMzjP7MQk
22.	https://www.youtube.com/watch?v=ExIKLMiwlfI
23.	https://www.youtube.com/watch?v=I_xNYfQRFd8&list=RDI_xNYfQRFd8&t=8
24.	https://www.youtube.com/watch?v=FADCtuxQdTI
25.	https://www.youtube.com/watch?v=ShOLVnxjF8M
26.	https://www.youtube.com/watch?v=vlLsSByg7RQ
27.	https://www.youtube.com/watch?v=jZ91eUDTk44
28.	https://www.youtube.com/watch?v=GBxTVGWpn-E
29.	https://www.youtube.com/watch?v=dI51--Nn8Bo
30.	https://www.youtube.com/watch?v=dbdIIRXjN0w

	NAAC Accredited "A" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc – (Regular) Second Year– Level 5

Year	**II**	**Extension Education (Major Course)**	**Credits / Hours per week**	**4 (4+0) / 4 hours** **Theory: 60 Hours**
Semester	**III**	**Year of Introduction:** 2023-24 **Year of Syllabus Revision:**	**Maximum Grade**	**„O"**
Mode of Transaction		Lectures		

Course Outcome (CO)

CO1: To understand Extension Education's concepts, significance, philosophy, principles, and relation with other social sciences.

CO2: To understand Extension methods and Approaches

CO3: To understand Extension Models, including Technology Transfer, Social Education, Indigenization, Empowerment, and Combination Models, andtheir applications effectively.

CO4: To understand the relationship between the aspects and procedures involved in program planning, implementation and leadership.

CO5: To acquire knowledge regarding recent trends and emerging issues in extension education.

CO6: To develop the skills in planning and implementation of extension progamme.

Unit No.	**Topics**	**Contact Hours**	**Weigh tage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/Ent/ SD	**Relevan ce to** L/N/R/G	**Relation to** G/ES/HV/ PE
I.	**Introduction to Extension Education** a. Extension Meaning, Concept, Definition, Need, Scope, Process, Objectives andaims, Functions	12 hrs	20%	1,2,3	1,2,3	1,2,3	Emp, Ent, SD	L, N, R, G	G, ES, HV, PE

	and levels of Extension b. Brief History of Extension systems in India: i. Extension efforts in pre-independence era: Sriniketan, Marthandam, Firka Development Scheme, Gurgaon Experiment ii. Post-independence era: Etawah Pilot Project, Nilokheri Experiment c. Philosophy and Principles of Extension d. Extension Education and its relationship with other Social Sciences								
II.	**Extension Methods and Approaches** a. Extension teaching and its steps b. Extension methods and approaches Classification, Characteristics and Selection of Extension Methods and Approaches c. Extension Approaches i.Co-operative Approach ii.Self- help Approach iii.Workshop and Training Program Approach iv.Field Visit and Exposure Trip Approach v.Community Outreach Approach vi.Participatory Project Approach vii.Diffusion of innovation Approaches	18 hrs	30%	1,2,3,4	1,2,3 ,4,5	1,2	Emp, Ent, SD	L, N, R, G	G, ES, HV, PE
III	**Models of Extension** a. Different Models of Extension- i. Technology innovation transfer Model ii. Social Educational Model iii. Indigenization Model	6 hrs	10%	3,4	1,2,3 ,4	1,2,3	Emp, Ent, SD	L, N, R, G	G, ES, HV, PE

	iv. Social Action/ Concretization Model v. Empowerment Participation Model vi. Combination Model								
IV	**Extension Program Planning, Implementation and Leadership:** a. Meaning, Definition, Objectives and Importance of Program Planning b. Principles of Program Planning c. Steps of Extension program Planning and Implementation d. Leadership in Extension Program- i. Concept and Characteristics of Leaders ii. Types and Functions of Leaders iii. Leadership Theories iv. Methods of Identifying Leader from communities	18hrs	30%	2,3,4	1,2,3 ,4	1,2,3	Emp, Ent, SD	L, N, R, G	G, ES, HV, PE
V	**Trends and Emerging Issues in Extension and Education** a. Recent trends in Extension Education b. Issues in Extension Education	6 hrs	10%		4,5	1,2,3	Emp, Ent, SD	L, N, R, G	G, ES, HV, PE

Evaluation Pattern (50% Internal and 50% External)		**Marks**
1.	Exam/Surprise Test/Open Book Test	10
2.	Assignment/ Presentation	15
3.	Field based assignment/Report writing of NGOs GOs visits	20
4.	Attendance	05
Total		**50**
Semester Exam Evaluation		**50**

Reference Books	
1.	Choudhary, D. S. (2014).Emerging Rural Leadership in an Indian State. Parag Prakashan, Ahemdabad. ISBN9381917353 7-7.
2.	Dhama, O. P and Bhatnagar, O. P, (2004) Education and Communication for Development, Second Edition, Oxford and IBH publishing Co.Pvt.Ltd.,NewDelhi.ISBN81-204-0030-5
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4.	Maximun, N.(2006).Understanding Extension Education. Gyan Publishing House, New Delhi. ISBN8178354950
5.	Mohanty,S. R. (2017). Home Science Extension Education and Rural Development. Anchor Academic Publishing, Germany. ISBN396067113X
6.	Nayak, A. and Singh, U.(2007). Extension Education. Common Wealth Publishers, New Delhi. ISBN817169442
7.	Ray G. L. (2017) Extension Communication and Management, Kalyani Publishers, New Delhi.ISBN978-93-272-7654-1
8.	Reddy, A.(2001).Extension Education, Sree Lakshmi Press, Guntur.
9.	Singh,S.(2013).Instant Extension Education. New Vishal Publications, New Delhi.ISBN8183990827
10.	Somani, L.(2009). Extension Education and Communication-An Illustrated Glossary of Terms. Agrotech Publishing Academy, Udaipur. ISBN8183211402
11.	Mohapatra B P (2016). Dimensions of Extension Education- New India Publishing Agency, ISBN-13978-9381450987
12.	Sandhu (2023). Extension Programme Planning-Oxford &ibh, ISBN978-8120409118
13.	Bisarya Satwik.(2020). TEXTBOOK OF EXTENSIONEDUCATION, ISBN9798888491966
Relatedweb links	
14.	Anandajayasekeram P, Puskur R, Sindu Workneh and Hoekstra D. 2008. Concepts and practices in agricultural extension in developing countries: A sourcebook. IFPRI (International Food Policy Research Institute), Washington, DC, USA, and ILRI (International Livestock Research Institute), Nairobi, Kenya. 275pp. ISBN 92–9146–217–9 https://cgspace.cgiar.org/bitstream/handle/10568/99/Source_book.pdf
15.	Balraj. B. L. (2014). Extension approaches in India and USA [Power Point slides]. Retrieved from https://www.slideshare.net/balarajbl/ extension-approaches-in-india
16.	Kanwar, N. (2014). Extension strategies for rural upliftment [Power Point slides]. Retrieved from https://www.slideshare.net/nishu

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17.	Marxism (2016). Extension approaches [PowerPoint slides]. Retrieved fromhttps://www.slideshare.net/markfloricar1/extension-approaches
18.	Sherief, A. K. (2014). Extension education & rural development [PowerPoint slides].Retrieved from https://www.slideshare.net/AK Sherief/extension-education-rural-development
19.	Singh, B. P. (n.d.). History and genesis of extension education [PowerPoint slides]. Retrieved from http://www.authorstream. com/Presentation/bpsinghext-1747711-history-extesion-education-lecture/
20.	Younis, M. (2015). An overview on extension [PowerPoint slides]. Retrieved from https://www.slideshare.net/younisrind/an-overview-on-extension
21.	http://jnkvv.org/PDF/30032020200004Ext%20Education.pdf
22.	http://ecoursesonline.iasri.res.in/mod/page/view.php?id=65290
23.	http://eagri.org/eagri50/AEXT392/lec03.html
RelatedVideos	
24.	Aoll, H. (2017, Jan19). Intro to Program Planning and Programs. Retrieved from https://www.youtube.com/watch?v=ndqO5yWW1V4
25.	CHOP Program Planning & Evaluation. (2016, Sep 26). Conducting a Community Needs Assessment: Part 1.Retrieved fromhttps://www.youtube.com/watch?v=624PSllFWsA
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27.	CHOP Program Planning & Evaluation. (2016, Sep 26). Writing Goals and SMART Objectives: What and How. Retrieved fromhttps://www.youtube.com/watch?v=RxNiKY9-n58
28.	MIS CELL. (2014, Mar 3). PRA Tools Community Mapping. Retrieved from https://www.youtube.com/watch?v=zOM5rLV_E8Q
29.	Manage. (2014, May 28). Concept, Objectives, Principles, Philosophy, and Process of Extension. Retrieved from https://www.youtube.com/watch?v=EMFSZTB-LLw
30.	Rashal, A. (2016, Oct11). Steps For Technology Transfer Process. Retrieved fromhttps://www.youtube.com/watch?v=01pyfwG6cHY

31	https://www.youtube.com/watch?v=zzlq1SN3gMs
32.	https://www.youtube.com/watch?v=vYRGZNXkMd8
33.	https://www.youtube.com/watch?v=jVdu-e_BsTY
34.	https://www.youtube.com/watch?v=rKBZ8cvdMCg
35.	https://www.youtube.com/watch?v=ngKdxHcYBcA

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc (Regular) - Second Year – Level 5

Year	**II**	**Entrepreneurship Education (Major Course)**	**Credits / Hours per week**	**4 (2+2) / 6 hours/week** **Theory: 30 Hrs; Practical: 60 Hrs**
Semester	**III**	**Year of Introduction:** 2023-24 **Year of Syllabus Revision:**	**Maximum Grade**	**„O"**
Mode of Transaction		Lecture and Practical		

Course Outcome (CO)

CO1: To understand the concept of entrepreneur and entrepreneurship and its role in national economy.
CO2: To comprehend the forms of entrepreneurship, their traits, and emerging trends.
CO3: To develop awareness about the support of government and other institutions towards entrepreneurship.
CO4: To develop basic entrepreneurial skills and understanding to run an enterprise efficiently.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/ Ent/SD	Relevance to L/N/R/G	Relation to G/ES/HV /PE
I	**Fundamentals of Entrepreneurship** a. Meaning and concept of enterprise, entrepreneur, entrepreneurship and other related terminologies b. Entrepreneurial characteristics and competencies c. Motivational Factors for Entrepreneurship d. Role of Entrepreneurship in national economy e. Types of Entrepreneurs and Enterprises	18 hrs	30%	1,2	1,2	1,2,4	Emp., Ent.	L,N,R,G	ES, HV, PE

	f. Characteristics of MSME (Micro, Small and Medium Enterprises) g. Emerging trends in entrepreneurship h. Challenges in Entrepreneurship								
II	**Institutions supporting Entrepreneurship** a. Financial institutions in India b. Indian Institute of Entrepreneurship Training c. Role of Banks for Entrepreneurship d. Govt. Schemes and Programs related to entrepreneurship e. Start-ups and Incubators	3 hrs	5%	2,3,4	3	1,2,3, 4	Emp., Ent.	L,N,R,G	ES, HV, PE
III	**Enterprise: its Management and Networking** a. Project Formulation b. Sources of Information for starting Enterprise c. Steps Involved in Setting up A Business i.Identifying and Selecting a Good Business Opportunity for starting a new business ii.Market Survey and Research iii.Feasibility Assessment d. Preparation of Preliminary Project Report e. Project Appraisal f. Classification of Needs and Agencies g. Managing Production, Marketing and Finance h. Enterprise Networking	9 hrs	15 %	2,3,4	4	1,2,3, 4	Emp., Ent.	L,N,R,G	ES, HV, PE
	<u>Practical:</u> a. Visiting Entrepreneurship development institute/ Government training institutes b. Market research on identification of need based products.	60 hrs	50 %	5,6	4	1,2,3, 4	Emp., Ent.	L,N,R,G	ES, HV, PE

	c. Preparing a business proposal on a small/micro/medium enterprise related to food, fashion and lifestyle related area.								

Evaluation Pattern (Internal 50% and External 50%)		**Marks**
1.	Assignment on Market survey and need identification/Report writing on business proposal	10
2.	Planning to establish enterprise/ Presentation on financial institutions supporting entrepreneurship	15
3.	Interview/Case study with successful entrepreneurs.	10
4.	Attendance	05
5.	Class tests	10
Total		**50**
Semester Exam Evaluation		**50**

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Related e-content	
27.	https://ccsuniversity.ac.in/bridge-library/pdf/DHA-MHA-403_Unit5.pdf
28.	http://sim.edu.in/wp-content/uploads/2018/11/Entrepreneurship.pdf
29.	https://nios.ac.in/media/documents/249_Enterpreneurship/English_pdf/249_Enterpreneurship_Lesson_11.pdf
30.	eGyanKosh: BCOS-185 Entrepreneurship. (2021). Egyankosh.ac.in. https://egyankosh.ac.in/handle/123456789/79259
31.	eGyanKosh: Block-1 Understanding Entrepreneurship. (2017). Egyankosh.ac.in. https://egyankosh.ac.in/handle/123456789/32567
32.	MODULE -1. (n.d.). https://www.nios.ac.in/media/documents/249_Enterpreneurship/English_pdf/249_Enterpreneurship_Lesson_1.pdf
33.	MSc Innovation and Entrepreneurship | University of Warwick. (n.d.). Warwick.ac.uk. https://warwick.ac.uk/fac/sci/wmg/education/wmgmasters/courses/innovation_and_entrepreneurship/
34.	Unit-1 Entrepreneurship - Concept and Theories. (2017). Egyankosh.ac.in. http://hdl.handle.net/123456789/32595
35.	Unit 3: Enterprise Formation Process Section 3.1: Steps for setting up business enterprise. (n.d.). https://www.arsdcollege.ac.in/wp-content/uploads/2020/03/Unit-3-Enterprise-Formation-Process.pdf
Related videos:	
36.	https://kelley.iu.edu/faculty-research/centers-institutes/entrepreneurship-innovation/about/video.html
37.	https://www.khanacademy.org/college-careers-more/entrepreneurship2

38.	https://youtu.be/0C3XQ3BTd4o
39.	https://www.youtube.com/watch?v=fudSOyhkxBk
40.	https://www.youtube.com/watch?v=vIN07_tfSkI

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc (Regular) – Second Year – Level 5

Year	**II**	**Social Campaigns for Development (Multidisciplinary Course)**	**Credits / Hours per week**	**4 (2+2) / 6 hours/week** **Theory: 30 hours;** **Practical: 60 hours**
Semester	**III**	**Year of Introduction:** 2023-24 **Year of Syllabus Revision:**	**Maximum Marks / Grade**	**„O"**
Mode of Transaction		Lecture		

Course Outcome (CO)

CO1: To analyze the theoretical underpinnings of social campaigns and their relevance in the context of Indian development.
CO2: To identify key stakeholders, target audiences, and social issues pertinent to successful campaign planning.
CO3: To develop critical thinking and ethical decision-making skills related to social campaign design and implementation.
CO4: To develop skills in mobilizing communities for implementation of social campaigns.
CO5: To develop analytical abilities to monitor and evaluate the sustainability of social campaigns for development.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/ Ent/SD	Relevance to L/N/R/G	Relation to G/ES/HV/PE
I	**Foundations of Social Campaigns** a. Theoretical perspectives on social campaigns for development. b. Historical overview of notable Indian social campaigns. c. Role of culture, social norms, and values in shaping	10 hrs	20%	1,2,3	1, 2	1,4,5	Emp, SD	L,N,R,G	G, HV, PE

	social campaign strategies.								
II	**Campaign Planning and Strategy** a. Defining campaign need, campaign goals, target audiences and expected outcomes. b. Conducting formative research on needs assessment, audience analysis, and segmentation. c. Choosing appropriate communication channels: Traditional, digital, and social media. d. Campaign implementation: Timelines, budgeting, and resource allocation. e. Mobilizing communities and fostering grassroots participation.	12 hrs	20%	1,2,3,4,6	2	1,2,3,4	Emp, SD	L,N,R,G	ES, HV, PE
III	**Monitoring, Evaluation, and Sustainability of Social Campaigns** a. Importance of monitoring and evaluation in campaign assessment. b. Long-term sustainability and legacy of social campaigns. c. Learning from failures: Case studies of unsuccessful campaigns.	8 hrs	10%	4,5,6,	5	4, 5	Emp, SD	L,N,R,G	HV,PE
	<u>Practical</u> a. Conducting successful campaigns on any development issue. b. Referring or collection of Case studies of successful Indian campaigns c. Develop a plan for collaboration with government/non-government/CSR for planning and implementation of successful social campaign d. Conduct a survey/interview to identify the specific	60 hrs	50%	3,4,6	4	3,4,5,6	Emp, SD	L,N,R,G	HV,PE

	needs of a local community for social cause.								
Evaluation Pattern (Internal 50% and External 50%)		**Marks**							
1.	Written Exam	10							
2.	Class Assignment/ Quiz/ Compilation of Case studies	15							
3.	Conducting Campaign/ Survey and Report writing	20							
4.	Attendance	05							
Total		**50**							
Semester Exam Evaluation		**50**							

Reference	
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2.	Srivastava, S. (2019). Development Communication: Reframing the Role of Media. Routledge India.
3.	Indian Institute of Mass Communication (IIMC) Reports and Case Studies on Social Campaigns.
4.	Banaji, S., & Buckingham, D. (Eds.). (2013). Civic Life Online: Learning How Digital Media Can Engage Youth. MIT Press.
Related e-content	
5.	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000573AE/P001814/M027966/ET/1519884524Content_Socialaction.pdf
6.	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000573AE/P001814/M027966/ET/1519884524Content_Socialaction.pdf
7	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001610/P001769/M023903/ET/1507268425Mod17StepsinCommunityEngagementtext.pdf
8.	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000573AE/P001814/M027962/ET/1519883660Content_Contemporarysocialmovements.pdf
9.	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P001493/M017962/ET/14963814531.E-TextModule6.pdf
10.	https://egyankosh.ac.in/bitstream/123456789/59069/1/Unit5.pdf
Related Videos	
11.	https://www.researchgate.net/publication/318721796_Planning_Social_Media_Campaigns_using_Videos_A_Strategic_Perspective_for_Digital_Marketers
12.	https://www.youtube.com/watch?v=LoViG8ptoos

13.	https://sendpulse.com/support/glossary/email-campaign
14.	https://www.unodc.org/blueheart/
15.	https://advertising.amazon.com/library/guides/campaign-planning
Related research articles	
16.	https://www.researchgate.net/publication/326575756_The_impact_of_social_media_campaigns_on_the_success_of_new_product_introductions
17.	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4248563/
18.	https://www.mdpi.com/2071-1050/10/4/973
19.	https://www.tandfonline.com/doi/abs/10.1080/02615479.2015.1131257
Related modules	
20.	https://www.cybrosys.com/blog/campaign-management-using-odoo-15-social-marketing-module
21.	http://modules.xjtlu.edu.cn/?mod_code=COM416
22.	https://studio.support.brightcove.com/campaign/get-started/getting-started-campaign-module.html
23.	https://social.desa.un.org/sites/default/files/inline-files/Module%20Awareness%20Advocacy%20and%20Social%20Media%20Final.pdf
24.	https://experienceleaguecommunities.adobe.com/skucn57933/attachments/skucn57933/adobe-campaign-classic-discussions/2467/1/Business%20Practitioner%20Expert%20Exam_Module%201.pdf
25.	https://www.who.int/docs/default-source/documents/social-determinants-of-health/hiap-module-13---public-health-campaigns.pdf?sfvrsn=3a6facf5_2

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda	Academic Year	2024-25

B.Sc. F.C.Sc (Regular) - Second Year – Level 5				
Year	**II**	**Visual Graphic Design (SEC Course)**	**Credits / Hours per week**	**2 (0+2) / 4 hours/week Practical: 60 Hrs**
Semester	**III**	**Year of Introduction:** 2023-24 **Year of Syllabus Revision:**	**Maximum Grade**	**„O"**
Mode of Transaction		Practical		

Course Outcome (CO)

CO1: To learn basic concepts, elements and principles of Visual Graphic Design.

CO2: To analyse classification of visual graphic media.

CO3: To develop skills for designing visual graphic media.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/ Ent/SD	Relevance to L/N/R G	Relation to G/ES/ HV/PE
I	**Basics of Visual Graphic Design** a. Concept b. Elements of Visual Graphic Design c. Principles of Visual Graphic Design	10 hrs	15%	1,2	1,2	1	Emp	L,N,R, G	G,ES, HV, PE
II	**Classification Visual Graphic Media** a. Individual- Booklets, Brochures, leaflets b. Group- Books, Charts, Graphs, Cartoons, Flipbooks, Flashcards, Diagrams c. Mass- billboards, Hoardings, Infographics	10 hrs	15%	1,2,3	2,3	1	Emp, Ent, SD	L,N,R, G	G,ES, HV, PE

III	**Designing Visuals Digitally** a. Designing Layout b. Designing Visual Graphics: i. Posters ii. Flashcards iii. Graphs iv. Brochure v. Leaflet	40 hrs	70%	2,3,4	2,3	1,3,4, 5,6	Emp, Ent, SD	L,N,R, G	G,ES, HV, PE

Evaluation Pattern (Internal 50% and External 50%)		**Marks**
1.	Written Test/surprise test/quiz	10
2.	Written Assignment/Individual designing assignments/ Group work on designing visual materials/ Presentations	20
3.	Compilation of various visual materials/ Report writing on visual Graphic materials used by NGO/GO/CSR	15
4.	Attendance	05
Total		**50**
Semester Exam Evaluation		**50**

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2.	Enderson (1972): Introduction to communication theories and practices, Cummings publishing house, California
3.	Keval Kumar (2010) : Mass communication in India, Jaico publishing house, Ahmedabad
4.	Scotts J. (2014) Graphics Design for Beginners, ISBN- 9781632872173, Speedy Publishing LLC, USA
5.	Wittich and Schuller (1967) : Audio visual materials, Havper & Row publications, London

Related web links:

6.	https://apps.who.int/iris/bitstream/handle/10665/205344/B0224.pdf?sequence=1

7.	https://nhm.gov.in/index1.php?lang=1&level=3&sublinkid=840&lid=279
8.	https://resources.hygienehub.info/en/articles/4228344-what-should-be-considered-when-designing-iec-materials
9.	file:///C:/Users/Admin/Downloads/iec-production-guidelines%20(1).pdf
10.	https://www.behaviourchange.net/document/92-iec-material-production-guidelines
11.	https://apps.who.int/iris/bitstream/handle/10665/205344/B0224.pdf?sequence=1
12.	https://www.scirp.org/journal/paperinformation.aspx?paperid=108268
Related video Links:	
13.	https://www.youtube.com/watch?v=ryqUZUxFygE
14.	https://www.youtube.com/watch?v=kxtgSRUwbUM
Related e-content:	
15.	https://alison.com/course/graphic-design-visual-and-graphic-design-revised
16.	https://srishtimanipalinstitute.in/disciplines/visual-communication-design

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc – (Regular) Second Year– Level 5

Year	**II**	**Puppetry for Social Change (IKS Course)**	**Credits / Hours per week**	**2 (0+2) /4 hours /week Practical: 60 hours**
Semester	**III**	**Year of Introduction**: 2023-24 **Year of Syllabus Revision:**	**Maximum Grade**	**„O"**
Mode of Transaction		Practical		

Course Outcome (CO)

CO1:To understand the historical and contemporary significance of puppetry in addressing social issues and influencing change.

CO2: Todevelop creative narratives that effectively convey messages related to social change using puppetry as a medium.

CO3: To make real-world examples of successful puppetry initiatives that led to tangible social impact.

Unit No.	Topics	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/R/G	Relation to G/ES/HV/PE
I.	**Introduction to Puppetry and Social Change** a. Understanding the history and cultural significance of puppetry in India. b. Exploring the role of puppetry as a powerful medium for social commentary and change. c. Case studies of historical and contemporary	15hrs	25%	1, 2,3	1,2	1,3,5	SD	L,N, R,G	HV,PE

	puppetry performances addressing social issues.								
II.	**Techniques and Styles of Puppetry** a. Overview of different puppetry traditions in India (Rajasthani, Kathputli, Bommalattam, etc.). b. Practical workshops on puppet construction, manipulation techniques, and stagecraft. c. Analysing how different puppetry styles evoke emotions and convey messages effectively.	15hrs	25%	1, 2,3	1,2	1,4,5,6	SD	L,N,R,G	HV,PE
III.	**Creating and Performing Puppet Plays for Social Change** a. Identifying relevant social issues in the Indian context (gender equality, environmental awareness, education, etc.). b. Developing narratives and scripts that effectively address and engage with these issues. c. Guest lectures from puppeteers and activists using puppetry for social change. d. Collaborative project work: students to create puppetry performances addressing specific social issues. e. Rehearsals, feedback, and refinement of puppetry acts.	30hrs	50%	1, 2,3	1,2,3	1,3,4,5	SD	L,N,R,G	HV,PE
Evaluation Pattern (50% Internal and 50% External)		**Marks**							
1.	Written exam /Surprise test	10							
2.	Presentations/Performances/ Assignments	25							
3.	Topic selection and script writing for puppet performances	10							

4.	Attendance	05
Total		**50**
Semester End Evaluation		**50**
Reference		
1.	Joshi U. (2001), Text book of Mass Communication and Media Anmol Publication Pvt. Ltd, New Delhi – 110002	
2.	Dahama O., Bhatnagar O. (2012), Education and Communication for Development (Second Edition) Oxford and IBH Publishing Co. Pvt. Ltd, New Delhi.	
3.	Kumar K. (2012),, Mass Communication in India Jaico Publishing House, Mumbai – 400001.	
Related web Links:		
4.	https://www.youtube.com/watch?v=5y7muLkAy20	
5.	https://www.youtube.com/watch?v=9eIzUBBr15U	
6.	https://www.youtube.com/watch?v=eBm70TNvKfI	
7.	https://www.youtube.com/watch?v=bXFPWZSIOs0	
8.	https://www.youtube.com/watch?v=lwwyz50oumU	
9.	https://www.youtube.com/watch?v=u1mMzjP7MQk	
10.	https://www.youtube.com/watch?v=ExIKLMiwlfI	
11.	https://www.youtube.com/watch?v=3bGmBfYGbvo	
12.	https://www.youtube.com/watch?v=De8-_akr2Gw	
13.	https://www.youtube.com/watch?v=zXuY77JgBWM	
14.	https://www.youtube.com/watch?v=IBhRsVP5Gyk	
15.	https://www.youtube.com/watch?v=I_xNYfQRFd8&list=RDI_xNYfQRFd8&t=8	
16.	https://www.youtube.com/watch?v=FADCtuxQdTI	
17.	https://www.youtube.com/watch?v=ShOLVnxjF8M	
18.	https://www.youtube.com/watch?v=vlLsSByg7RQ	
19.	https://www.youtube.com/watch?v=jZ91eUDTk44	
20.	https://www.youtube.com/watch?v=GBxTVGWpn-E	

21.	https://www.youtube.com/watch?v=dI51--Nn8Bo
22.	https://www.youtube.com/watch?v=dbdIIRXjN0w

		The Maharaja Sayajirao University of Baroda **Faculty of Family and Community Sciences** **Department of English** **Vadodara, English** **Contact Details: head-eng@musbaroda.ac.in**	**Effective Form the Academic Year** **2024-2025**	
		Bachelor of Science including BSC (FT), BSC (FCSC), BSC(FN) (HPP), BSC (ID) (HPP) and all other Regular and HPP Programmes **Bachelor Programme: As per NEP 2020**		
Year	**II**	**AEC:03** **ENGLISH FOR ENTREPRENEURSHIP**	**Credit**	**02**
Semester	**I**		**Hours**	**30**

COURSE OUTLINE:

This two-credit, third-semester course for second-year students is tailored to integrate English language skills with entrepreneurial practices. Covering 30 hours of teaching, the course aims to prepare students for the linguistic demands of the entrepreneurial world, focusing on communication strategies, business writing, and presentation skills essential for start-ups and business interactions.

OBJECTIVES:

Upon completion of this course, students will be able to:

- **Master Business Communication:** Develop the ability to communicate effectively in English within various business contexts, enhancing negotiation, networking, and persuasive skills.
- **Enhance Professional Writing and Speaking:** Acquire and refine skills in writing business proposals, emails, and reports, as well as improving public speaking and pitch presentation abilities.

- **Understand Entrepreneurial Vocabulary:** Learn specific vocabulary and expressions related to entrepreneurship and business operations.
- **Apply English in Real-World Scenarios:** Use English proficiently in simulations and real-life scenarios such as business meetings, investor pitches, and marketing campaigns.

This course not only enhances the students' English language skills but also equips them with the communication tools necessary for successful entrepreneurial ventures. By integrating practical business scenarios, the course ensures that students are ready to use their language skills in a business environment effectively.

Unit	COURSE CONTENT/ SYLLABUS	Teaching Hours
Unit : 1	**Core Business communication Skills** • Fundamentals of Business Communication • Techniques in Negotiating and Persuasion • Customer Communication and Service • Effective Team Collaboration and Feedback	10
Unit : 2	**Virtual Collaboration and Teamwork** • Writing Business Proposals and Executive Documentation • Crafting Professional Emails and Business Correspondence • Report Writing and Documentation • Creating Executive Summaries and Briefs	10
Unit : 3	**Effective Presentation and Interpersonal Skills** • Presentation Skills and Technology Integration	10

	• Public Speaking and Eloquence • Leadership and Cultural Communication • Conflict Resolution and Diplomacy	

TEACHING METHODOLOGY:

- **Lectures and Readings:** Traditional lecturing combined with assigned readings to provide foundational knowledge and context.
- **Lecture Method Combined with Discussion:** Utilize traditional lectures supplemented by interactive class discussions to enhance understanding and engagement.
- **Use of Audio-visual Aids and Internet Resources:** Integrating multimedia tools such as videos, podcasts, and online databases to enrich the learning experience and provide diverse perspectives on literary topics.
- **Supervising Projects, Presentations, and Items for Self-Study:** Oversee individual and group projects that culminate in presentations, encouraging deep exploration of literature and promoting independent learning.
- **Group Discussions:** Organizing students into small groups to discuss themes, characters, and literary devices, promoting collaborative learning.
- **Dramatic Readings and Performances:** Utilizing in-class readings or performances to bring literature to life and explore its dramatic potential.
- **Multimedia Presentations:** Use of film, audio, and digital media to complement traditional texts and offer varied perspectives on literary works.
- **Creative Writing Workshops:** Encouraging creative expression by having students write their own pieces inspired by the themes and styles studied in class.

- **Online Discussion Forums:** Utilization of online platforms for ongoing discussions outside of class, enabling students to respond to prompts and share additional resources.

  Combining these readings, activities, and methodologies will provide a dynamic and comprehensive educational experience, preparing students effectively for entrepreneurial challenges by enhancing their English communication skills in business contexts.

RECOMMENDED READING:

1. Business Communication: Building Critical Skills by Kitty O. Locker and Stephen Kyo Kaczmarek
2. The Entrepreneur's Guide to Business Writing and Speaking by Tom Gorman
3. HBR Guide to Persuasive Presentations by Nancy Duarte
4. Writing That Works; How to Communicate Effectively in Business by Kenneth Roman and Joel Raphaelson
5. Talk Like TED: The 9 Public-Speaking Secrets or the World's Top Minds by Carmine Gallo

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc. (Regular) - Second Year – Level 5

Year	**II**	**ICT for Development (Major Course)**	**Credits / Hours per week**	**4 (2+2) / 6 hours/week** **Theory: 30 Hrs; Practical: 60 Hrs**
Semester	**IV**	**Year of Introduction:** 2023-24 **Year of Syllabus Revision:**	**Maximum Grade**	**„O"**
Mode of Transaction		Lectures and Practical		

Course Outcomes (CO)

CO1: To develop understanding regarding ICT.

CO2: To develop understanding regarding various ICT tools used for social change.

CO3: To develop understanding regarding application of ICT in various aspects of development.

CO4: To develop skills in using ICT for development projects/programmes.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/R/G	Relation to G/ES/HV/PE
I	**Introduction to ICT** a. Definition, Meaning and Concept of ICT b. Classification of ICT i. Traditional ii. Modern c. Growth and Development of ICT d. Scope and Importance of ICT in development e. Limitations and Challenges in use of ICT	5 hrs	10%	1,2	1	1,2	Emp, SD	L,N,R,G	PE
II	**ICT tools for Development**								

	a. Radio: History, Community Radio, Contribution in Development b. Television: History, Contribution in Development, (SITE, Jhabua Projects, Kheda Communication Project etc.) c. Films: History, Types of Films, Contribution in Development d. Internet: History, Contribution in Development e. Social Media: History, Types of Social Media, Contribution in Development f. Blogs, Podcast and other Digital Media: History, Contribution in Development	15 hrs	20%	1,2	2	1,2,3	Emp, SD	L,N,R,G	PE
III	**Applications of ICT for Development** a. ICT for Livelihood, Poverty Reduction, and Governance b. ICT for Education c. ICT for Empowerment and Equality d. ICT for Health e. ICT for Environment and Disaster Management	10 hrs	20%	1,2,4	3	1,2,3	Emp, SD	L,N,R,G	PE
	<u>Practicals</u> a. Presentation on the contribution of different ICT tools in development b. Designing social messages for social media (Whats App, Facebook) c. Writing blog or developing podcast on social/contemporary issues. d. Designing development messages and communication materials with the use of ICT. e. Creating web page for awareness generation on any of the development issue.	60 hrs	50%	2,3,6	4	1,2,3 ,4,5, 6	Emp, SD	L,N,R,G	PE
Evaluation Pattern (50% Internal and 50% External)			**Marks**						

1.	Written test	10
2.	Written Assignment/ Presentations/Compilation of radio programme/short film/social advertisements	15
3.	Script writing and recording for radio and podcast Report writing on visits to Radio station/TV Channels	20
4.	Attendance	05
Total		**50**
Semester Exam Evaluation		**50**

Reference Books

1.	Celebic, G. (2011), Basic Concept of Information and Communication Technology: Handbook, Open Society for Idea Exchange(ODRAZI), Zagreb, ISBN: 978-953-56758-7-7.
2.	Kumar J (2004). Mass Communication in India (3rd Ed.). Mumbai: Jaico Publishing house.
3.	Khirwadkar A. (2005). Information & Communication technology in Education. New Delhi: Sarup & Sons Publications.
4.	Muley K. (2011, October 13). E-learning. Retrieved from http://entensioncomuunication.blogspot.com/2011/10/e-learning
5.	Muley K. (2011, October 13).ICT in Education. Retrieved from http://entensionandcommunication.blogspot.in/2011/10/e-learning.html
6.	Mohanty P. K. (2017) Using e-Tools for Good Governance & Administrative Reforms, Indian Journal of Computer Science , DOI: 10.17010/ijcs/2016/v1/i1/101495
7.	Navasaiah M.L. (2007). Information Communication Technology & education. New Delhi: Discovery Pub. House.
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9.	Sagar K (2007). ICTs and Teacher Training. Delhi: Authors Press.
10.	ICT teacher handbook: http:/ / teacher-network. in/ OER/ index. php/ ICT_teacher_handbook
11.	A. Charis (2020) ICT: Changing Education, Taylor and Francis Books India Pvt.Ltd-Manohar, ISBN: 9781138347588
12.	E A Mohamad, M.Shel. (2020) Emerging Trends in ICT for Sustainable Development. Retrieved fromhttps://link.springer.com/book/10.1007/978-3-030-53440-0

Related webliography	
13.	http://ijates.com/images/short_pdf/187a.pdf
14.	https://www.itu.int/net/wsis/review/inc/docs/ralfreports/WSIS10_ALF_Reporting-C7_E-Agriculture.Summary.pdf
15.	https://csd.columbia.edu/sites/default/files/content/docs/ICT%20India/Papers/ICT_India_Working_Paper_28.pdf
16.	https://www.expresshealthcare.in/healthcare-it/role-of-ict-in-healthcare/380759/
Related video Links	
17.	https://www.youtube.com/watch?v=MCO-grTnsrA
18.	https://www.youtube.com/watch?v=FTUFFUWAoSg
19.	https://www.youtube.com/watch?v=Eh7QoxBx7tI
20.	https://www.youtube.com/watch?v=7JA6pn_xgLc
Related e-content	
21.	https://egyankosh.ac.in/bitstream/123456789/78663/1/Unit-10.pdf
22.	https://egyankosh.ac.in/bitstream/123456789/59847/1/Information%20And%20Communication%20Technology%20%28Ict%29%20And%20Agriculture.pdf
23.	https://egyankosh.ac.in/bitstream/123456789/78653/1/Unit-5.pdf

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc (Regular) - Second Year – Level 5				
Year	**II**	**Basics of Development Communication (Major Course)**	**Credits/Hours per week**	**4 (2+2) 6 hours/week** **Theory: 30 hours,** **Practical: 60 hours**
Semester	**IV**	**Year of Introduction:** 2023-24 **Year of Syllabus Revision:**	**Maximum Grade**	**„O"**
Mode of Transaction		Lectures and Practical		

Course Outcomes:

CO1: To develop understanding regarding the concept of Development.

CO2: To develop understanding regarding the concept of Development Communication, its characteristics, role and approaches.

CO3: To develop understanding regarding the role of Development Communication in various development programmes.

CO4: To develop understanding regarding Development Communication as a tool for Development Projects.

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/ Ent/SD	**Relevance to** L/N/R/G	**Relation to** G/ES/ HV/PE
I	**Concept and Historical Overview of Development Communication** a. Basic concept of development- definition, concept, nature, evolution, significance, functions and dysfunctions, dynamics of development	10 hrs	25%	1,2	1	1,2,4	Emp.	L,N,R,G	ES, HV, PE

	b. Historical overview of Development Communication c. Models of development: i. Economic growth model ii. Social equity model iii. Participatory model **Development Communication-** a. Definition, meaning and concept of Development Communication b. Characteristics and role of Development Communication c. Approaches in Development Communication d. Challenges in Development Communication e. Paradigms in Development Communication								
II	**Communication for Development (C4D)** a. Concept of Communication for Development b. Principles of Communication for Development c. Features of C4D d. Objectives of C4D e. Tools for C4D f. C4D Project cycle g. Role of Development Communicator	10 hrs	10%	1,2,3	3	1,2,4	Emp.	L,N,R,G	ES, HV, PE

III	**Development Communication in Development Programmes** a. Past development programmes – SITE/ KHEDA/ JHABUA/ E-Chaupal etc. b. Recent/ current development programmes in various development areas like Health/ Education/ E- governance etc. **Media and Development Communication** a. Role of communication in development b. Mass Media, Traditional Media and Alternative Media c. ICT in Development Communication	10 hrs	15%	1,2,3	3	1,2,5, 6	Emp.	L,N,R,G	ES, HV, PE
	<u>Practical</u> a. Writing proposal on programme development b. Designing Development Communication Strategy for various target groups c. Collecting and discussing the various past and present development programmes in context of Development Communication	60 hrs	50%	5,6	4	3,5,6	Emp.	L,N,R,G	ES, HV, PE
Evaluation Pattern (50% Internal and 50% External)				**Marks**					
1.	Class test			10					
2.	Presentations/Report writing on visits to development agencies			10					

3.	Group assignments on designing IEC material/Written assignments	15
4.	Case studies/ Group discussion	10
5.	Attendance	5
Total		**50**
Semester Exam Evaluation		**50**

References

1.	Development Communication – Courseware : Centurion University. (n.d.). Retrieved July 17, 2023, fromhttps://courseware.cutm.ac.in/courses/development-communication/
2.	Kaul, V. (n.d.). DEVELOPMENT COMMUNICATION IN INDIA: PROSPECT, ISSUES AND TRENDS. https://www.caluniv.ac.in/academic/JMC/Study/DC-India.pdf
3.	Kumar, D. (2020). DEVELOPMENT OF COMMUNICATION IN INDIA : PROSPECT AND TRENDS. *IJRAR2001810 International Journal of Research and Analytical Reviews*, *7*(1). https://ijrar.org/papers/IJRAR2001810.pdf
4.	Majumdar, P. (2021). Unit-10 Planning a Development Communication Campaign. *Egyankosh.ac.in*. http://egyankosh.ac.in//handle/123456789/78652
5.	PROPOSED SYLLABUS B.A. (Prog) Development Communication and Extension Choice Based Credit System From UGC 2015. (n.d.). Retrieved July 17, 2023, from https://www.du.ac.in/uploads/Administration/AC/10072015/Annexure/10072015_Annexure-85(A-iii).pdf
6.	Rahman, A. (n.d.). Development Communication CMNS 346 Syllabus Summer 2015 A Rahman. Www.academia.edu. Retrieved July 17, 2023, from https://www.academia.edu/12955847/Development_Communication_CMNS_346_Syllabus_Summer_2015_A_Rahman
7.	Reddy, D. Narnsimh.,Sridhara, B. A., & Rahim, A. (2017). Unit-2 Development Communication. Egyankosh.ac.in. http://hdl.handle.net/123456789/7413
8.	SCHOOL OF SCIENCE & HUMANITIES DEPARTMENT OF VISUAL COMMUNICATION UNIT -I -Development Communication -SVCA5202. (n.d.). Retrieved September 20, 2022, from https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SVCA5202.pdf
9.	Yadav, R. (2021). Block-4 Development Communication: Models and Theories. *Egyankosh.ac.in*. http://egyankosh.ac.in//handle/123456789/78563

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc. (Regular) – Second Year - Level 5				
Year	**II**	**Introduction to NFE and Lifelong Learning (Major Course)**	**Credits / Hours per week**	**4 (4+0) / 4hours/week** **Theory: 60 hours**
Semester	**IV**	**Year of Introduction:**2023-24 **Year of Syllabus Revision:**	**Maximum Grade**	**„O"**
Mode of Transaction		Lecture		

Course Outcome (CO)

CO1: To develop understanding regarding concept of NFE.

CO2: To develop ability to plan NFE programme.

CO3: To develop understanding regarding monitoring and evaluation of NFE programme.

CO4: To develop understanding regarding concept of Lifelong Learning

CO5: To understand factors affecting success and failure of Lifelong Learning.

CO6: To understand LLL from Indian Perspective.

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/Ent/ SD	**Relevance to** L/N/R G	**Relation to** G/ES/HV /PE
I.	**Non- Formal Education** a. Meaning and definition of NFE b. Purpose of NFE c. Objectives of NFE	10 hrs	20%	1,2,3	1,2	1,5	EMP, SD	L,N,R, G	HV,PE

	d. Difference between Formal and NFE e. Characteristics of NFE learners f. Need for NFE in India g. Forms of NFE								
II.	**Planning for NFE Programmes** a. Meaning of programme planning in NFE b. Importance of planning in NFE c. Steps of planning for NFE	10 hrs	25%	1,2,3	1,3, 4	1,2	EMP,SD	L,N,R, G	G,ES,HV
III.	**Monitoring and Evaluation of NFE programme** a. Indicators of evaluation in NFE b. Methods of Evaluation in NFE c. Problems of Evaluation in NFE	10 hrs	15%	1,2,3	2,3, 4,6	1,2	EMP,SD	L,N,R, G	G,ES, HV
IV.	**Lifelong Learning** a. Definition, meaning, Concept and scope of Lifelong Learning b. Difference between Traditional Learning and Lifelong learning c. Characteristics of Lifelong learning as a new concept of Education and training d. Features of an effective lifelong Learning e. Principles of Adult learning f. Importance of methods and materials in NFE and LLL education g. Strategies for Lifelong learning h. Steps in organising Lifelong Learning programme for adults i. Limitation and weakness of Lifelong learning	15 hrs	25%	1,2,3,4	1,3, 4,5	2,3	EMP,SD	L,N,R, G	G,ES, HV

V.	**Lifelong Learning from Indian Perspective** a. Emergence of LLL in India b. Role of Government of India for LLL c. Programmes for Lifelong Learning d. Recent programmes of LLL of India	15 hrs	15%	1,2,3	1,3, 4,5	2,3	EMP,SD	L,N,R, G	G,ES, HV
Evaluation Pattern (50% Internal and 50% External)		**Marks**							
1.	Written Exam	10							
2.	Assignment/ Presentation	15							
3.	Orientation Visit/ Report Writing of NGO/GO	20							
4.	Attendance	05							
Total		**50**							
Semester Exam Evaluation		**50**							

Reference Books

1.	Agarwal, S.P., (2002) Development of Adult Continuing and Non-Formal Education in India. Concept Publishing Co., New Delhi
2.	Alternate Systems of Education - Formal and Non-Formal Education Module Details e-Pathshala
3.	Bhatia S.C. (1999) : Some Critical considerations in Adult Education University of Delhi
4.	Chandra A., Shah A. (1987), Non Formal Education for All, Sterling Publishers, New Delhi.
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9.	Mohanty S (2012). Lifelong and Adult Education. New Delhi. A P H Publishing Corporation.
10.	Pandya R (2011). Spectrum of Lifelong Education. New Delhi. Concept Publishing Company Pvt. Ltd.
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16.	Singh Madan (1999) : Companion to Adult Education, National Literacy Mission, Govt. of India, New Delhi
17.	Singh Madan(2001) : Adult Education in 21st Century, The Associated Pub., Amballa, Cantt. , Punjab
18.	Singh N. K, (2010), Adult Education, Saurabh Publishing House, New Delhi.
Related web links	
19.	www.econtentonadultandnfe.com
20.	http://shodganga.inflibnet.ac.in/bitstrem/10603/144/18/09_chapter2.pdf
21.	http://www.isca.co.in/SOC_HU_SCI/book/ISBN%20978-93-84648-51-0.pdf
22.	www.isca.co.in
23.	https://a2znotes.com/bed-2nd-year-non-formal-education-study-material-notes/
24.	https://eduvoice.in/modern-teaching-methods/
25.	https://www.slideshare.net/HadeeqaTanveer/types-of-education-formal-informal-and-non-formal
26.	https://a2znotes.com/bed-2nd-year-non-formal-education-study-material-notes/
27.	https://egyankosh.ac.in/bitstream/123456789/90118/1/Unit-1.pdf
28.	https://www.have.hku.hk/lifelong-learning
29.	https://www.skillsyouneed.com/learn/lifelong-learning.html
30.	https://www.wgu.edu/blog/adult-learning-theories-principles2004.html#close
31.	https://www.teachthought.com/learning/ways-to-engage-in-lifelong-learning/
32.	https://ctb.ku.edu/en/table-of-contents/implement/improving-services/plan-adult-literacy-program/main

NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2024-25**

B.Sc. F.C.Sc. (Regular) -Second Year-Level -5

Year	**II**	**Public Relations and Social Advertisement (Minor Course)**	**Credits/Hours per week**	**4(4+0)** **Theory: 60 Hours**
Semester	**IV**	**Year of Introduction:** 2023-24 **Year of Syllabus Revision:**	**MaximumMarks/Grade**	**„O"**
Mode of Transaction		**Lectures**		

Course Outcome(CO):

CO1: To learn basic concepts, theories, and strategiesin public relations and social advertisement.

CO2: To develop strategic PR planning and Execution.

CO3: To demonstrate proficiency in utilizing various Tools and Channels for PR and Social Advertisement

CO4: To evaluate the effectiveness of PR and social advertisement initiatives using appropriate metrics and analytics.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/R/G	Relation to G/ES/HV/PE
I.	**Introduction to Public Relations and Social Advertisement** a. Definition, scope, and evolution of public relations b. Role and significance of social advertisement in PR c. Key stakeholders in PR and social	15 hrs	25%	1,2,3	1,2,3,4	1,2,3	Emp.,Ent.	L,N,R,G	HV,PE

	advertisement campaigns d. Ethics of PR								
II.	**Strategies in Public Relations** a. Various strategies in PR with reference to Development Project or Social and advertisement Campaigns b. Crisis communication and reputation management	10 hrs	15%	1,2,3,4	1,2	3,4	Emp,Ent.	L,N,R,G	HV,PE
III.	**Planning and Executing PR Campaigns** a. Research and analysis in PR and social advertisement b. Setting objectives and target audience identification c. Message development and storytelling techniques d. Media relations and press releases	10 hrs	15%	1,2,3,4	1,2	3,4	Emp,Ent.	L,N,R,G	HV,PE
IV.	**Tools and Channels for PR and Social Advertisement** a. Digital PR and online reputation management b. Content creation and storytelling through multimedia c. Internal communication and employee engagement d. Community relations and corporate social responsibility	15 hrs	25%	2,3,4	1,2,3,4	3,4,5	Emp,Ent.	L,N,R,G	HV,PE
V.	**Evaluation and Measurement of PR and Social Advertisement** a. Metrics and analytics for PR and social advertisement b. Learning from failures and adapting strategies	5 hrs	10%	3,4	1,2,3,4	1,4,6	Emp,Ent	L,N,R,G	HV,PE

	c. Emerging trends and future directions in PR and social advertisement								

Evaluation Pattern (50% Internal and 50% External)		**Marks**
1.	Written Exam	10
2.	Class Assignment/Presentation on PR Strategies/ Article Writing/Designing PR for organization/ Compilation of social advertisement	25
3.	Group Discussion/Quiz	10
4.	Attendance	05
	Total	**50**
	Semester Exam Evaluation	**50**

References

1.	Tindall, N., & Waters, R. D. (2020). Social Media and Public Relations: Fake Friends and Powerful Publics. Peter Lang Inc., International Academic Publishers.
2.	Cutlip, S. M., Center, A. H., & Broom, G. M. (2019). Effective public relations. Pearson.
3.	Wilcox, D. L., Cameron, G. T., &Reber, B. H. (2017). Public relations: Strategies and tactics. Pearson.
4.	L'Etang, J. (2017). Public relations: Concepts, practice and critique. SAGE.
5.	Bowen, S. A. (2016). Ethics and public relations. Routledge.

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc (Regular) – Second Year – Level 5				
Year	**II**	**Script Writing for Development (SEC Course)**	**Credits / Hours per week**	**2 (0+2) / 4 hours/week** **Practical:60 Hours**
Semester	**IV**	**Year of Introduction**: 2023-24 **Year of Syllabus Revision:**	**Maximum Grade**	**„O"**
Mode of Transaction		Practical		

Course Outcome (CO)

CO1: To understand different characteristics, features advantages and limitations of various mass media.

CO2: To develop ability in writing purpose driven and medium specific content in desired script format.

CO3: To develop ability in interpreting the impact of cultural and societal factors on script content.

Unit No.	Topic	Contact Hours	Weigh tage (%)	BT Level	CO	PSO	Elements Emp/Ent/ SD	Relevance to L/N/R/G	Relation to G/ES/ HV/PE
I	**Writing For Various Media** a. Principles of writing for Radio/TV/Films/Internet b. Format of Writing all above media c. Cross Cultural Writing d. Write a script for a radio play or radio ad (Spot). e. Write a script for a short film or	60 hrs	100%	2, 3, 5, 6	1,2,3	1,2,3, 4, 5, 6	EMP, ENT, SD	L,N,R,G	G, ES, HV,PE

	advertisement film. f. Write a script for a TV pilot or Teaser. g. Write a script for a web series pilot or Podcast.								

Evaluation Pattern (50% Internal and 50% External)		**Marks**
1.	Written exam /Surprise test	10
2.	Presentations/ Assignments	25
3.	Topic selection and Script Writing	10
4.	Attendance	05
Total		**50**
Semester End Evaluation		**50**

References

1.	Basics of Film-making 04 - The Language of Film by Robert Edgar-Hunt, John Marland, Steven Rawle
2.	Cognitive Theory and Documentary Editors Film Catalin Brylla & Mette Kramer
3.	Documentary Film: A Very Short Introduction, Oxford Press, by Patricia Aufderheide
4.	Documentary Filmmakers Handbook by NED ECKHARDT, McFarland & Company, Inc., Publishers
5.	DOCUMENTARY FILMMAKERS SPEAK by LIZ STUBBS, ALLWORTH PRESS, New York
6.	Documentary Screens Non-Fiction Film and Television by Keith Beattie, PALGRAVE MACMILLAN
7.	Documentary Storytelling: Making Stronger and More DramaticNonfiction Films, Second Edition, Sheila Curran Bernard, Focal Press
8.	Documenting the Documentary: Close Readings of Documentary Film and Video, Edited by Barry Keith Grant and Jeannette Sloniowski, Wayne State University Press, Detroit
9.	FILM STUDIES: An Introduction by Ed Sikov, COLUMBIA UNIVERSITY PRESS NEW YORK
10.	FILM DIRECTING FUNDAMENTALS- See Your Film Before Shooting, Second Edition by Nicholas T. Proferes

11.	Film/Genre by Rick Altman, bfi Publishing
12.	The Digital Filmmaking Handbook by Mark Brindle, Quercus
13.	A Companion to Film Theory Edited by Toby Miller & Robert Stam, Blackwell Publishing
14.	FILM STUDIES THE BASICS by Amy Villarejo, Routledge Taylor & Francis Group
15.	Film Studies by Andrew M. Butler, Pocket Essentials
16.	Audio Post Production for Television and Film by Hilary Wyatt and Tim Amyes
17.	SIGHTS AND SOUNDS OF LIFE IN SCHOOLS: A Resource Guide to Film and Videotape for Research and Education By Frederick Erickson and Jan Wilson Publication of the Institute for Research on Teaching of the College of Education at Michigan State University, 1982, Research Series No. 125.
18.	The Sound Studio: Audio techniques for radio, television, Film and recording, Seventh Edition, by Alec Nisbett, focal press

	NAAC Accredited "A^{+}"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2024-25**
B.Sc. F.C.Sc – (Regular) – Second Year - Level 5				
Year	**II**	**Short Film Making** **(VAC Course)**	**Credits / Hours per week**	**2 (0+2)** **Practical: 30 hrs**
Semester	**IV**	**Year of Introduction:** 2023-2024 **Year of Syllabus Revision:**	**Maximum Marks / Grade**	**„O"**
Mode of Transaction		Practical		

Course Outcome (CO)

CO1: To identify and develop the story idea

CO2: To understand the planning for pre-production, production and post-production

CO3: To learn developmentof a professional short film with proper documentation and professionalism

CO4: To understandthe details of a professional short film

Unit No.	**Topic**	**Contact Hours**	**Weigh tage (%)**	**BT Level**	**CO**	**PSO**	**Elements of** Emp/ Ent/ SD	**Relevance to** L/ N/ R/ G	**Relation to** G/ES/ HV/PE
I	a. Script writing and story boarding b. Casting and crew selection c. Brain storming and selecting a short film concept	4 hrs	20%	1,2	1	1,2,4	Emp, Ent, SD	L,N,G	G, HV

II	**Pre-Production** a. Locations and Other Resources b. Creating a production schedule and budgeting c. Production and shooting schedules d. Finding locations and scouting e. Production design and prop preparation planning f. Templates and rough draft visual effects	9 hrs	30%	3,4,6	2,3	1,2,3	Emp, Ent, SD	L,N,G	G, HV, PE
III	**Production** a. Shooting b. Call sheets and shot lists c. Principal photography d. Pick-up shots e. Lights, sound design and music composition f. Directing and on set management g. Production h. Wrapping up production	9 hrs	50%	3,6	2,3	2,3,5, 6	Emp, Ent, SD	L,N,G	G, HV, PE
IV	**Post-Production** a. Continuity and script notes b. Rough cut with temporary to final cut c. Learning about platforms to release or upload short-films	8 hrs	10%	3,6	3,4	2,3,4, 5,6	Emp, Ent, SD	L,N,G	G, HV, PE

Evaluation Pattern (50% Internal and 50% External)		Marks
1.	Written exam /Surprise test	10
2.	Presentations/short film making/ Assignments	25
3.	Topic selection and Script Writing for short film	10
4.	Attendance	05
	Total	**50**
	Semester End Evaluation	**50**
REFERENCES		
1.	Ascher, S., &Pincus, E. (2007). The Filmmaker's Handbook. Penguin.	
2.	Corey, M., Ochoa, G., Brown, G., & Institute, A. , Film. (2002). The American Film Institute desk reference. Dk Pub.	
3.	Katz, E. (2001). Film Encyclopedia, 4e, The Macmillan International. Collins.	
4.	Pearson, R., & Simpson, P. (2005). Critical Dictionary of Film and Television Theory. Routledge..	
5.	Trottier, D. (2019). The Screenwriter's Bible. Silman-James Press	
6.	Villarejo, A. (2013). Film Studies: The Basics. Routledge.	
Related web links		
7.	https://www.nyfa.edu/student-resources/how-to-make-short-film/	
8.	https://www.wikihow.com/Make-a-Short-Film	
9.	https://www.studiobinder.com/blog/best-short-films/	
10.	https://www.filmconnection.com/reference-library/film-entrepreneurs/short-film-no-budget/	
11.	https://www.wikihow.com/Create-a-Short-Film-Only-Using-Android-Smartphone	
12.	https://acfm.edu.in/certificate-course-essentials-of-filmmaking/?utm_source=Adwords&utm_medium=Google&utm_campaign=Google%20Ads&gclid=Cj0KCQjw38-DBhDpARIsADJ3kjk9raNfmbOsFvEqz0vpkv9mmsOoTb_wPY8cgCTGj7qgsvj1xfbBXNAaAiDfEALw_wcB	
13.	https://www.udemy.com/course/from-story-to-screen-producing-a-professional-short-film/	

		The Maharaja Sayajirao University of Baroda **Faculty of Family and Community Sciences** **Department of English** **Vadodara, English** **Contact Details: head-eng@musbaroda.ac.in**	**Effective Form the Academic Year** **2024-2025**	
		Bachelor of Science including BSC (FT), BSC (FCSC), BSC (FN) (HPP), BSC (ID) (HPP) and all other Regular and HPP Programmes **Bachelor Programme: As per NEP 2020**		
Year	**II**	**AEC:04** **ENGLISH FOR DIGITAL AND VIRTUAL COMMUNICATION**	**Credit**	**02**
Semester	**II**		**Hours**	**30**

COURSE OUTLINE:

This course is structured as a two-credit offering for one semester, comprising thirty hours of teaching, and learning activities. It is designed to equip students with the essential skills needed for effective communication in today's digital and virtual environments. The curriculum focuses on mastering various digital platforms, enhancing virtual collaboration, and developing professional communication strategies for diverse online interactions. Students will engage with practical tools and techniques to improve their digital literacy and adaptability in the rapidly evolving digital landscape.

OBJECTIVES:

Upon completion of this course, students will be able to:

- Master Digital Communication Tools: Learn to effectively use various digital platforms for communication, including social media, email, and content management systems.

- Develop Virtual Collaboration Skills: Acquire skills necessary for effective virtual teamwork, including remote collaboration tools and techniques.
- Enhance Writing for Digital Media: Understand and apply the principles of writing specifically for digital and virtual audiences, focusing on clarity, engagement, and appropriateness.
- Understand Online Communication Etiquette: Learn the norms and etiquette of digital communication to maintain professionalism in virtual interactions.

Unit	COURSE CONTENT/ SYLLABUS	Teaching Hours
Unit : 1	**Foundations of Digital Communication** • Introduction to Digital Communication Platforms (Email, Social Media, Blogs) • Principles of Effective Online Writing and Content Creation • Understanding Audience Engagement and Analytics • SEO Basics and Content Optimization • Multimedia Content Development	10
Unit : 2	**Virtual Collaboration and Teamwork** • Tools and Technologies for virtual collaboration (Google Meet, Microsoft Teams, Zoom, etc.) • Best Practices for virtual Meetings and Remote Team Management • Project Management Tools for Virtual Teams • Cross-Cultural communication in Virtual Settings	10
Unit : 3	**Professionalism and Etiquette in Digital Communication** • Email Etiquette and Writing Skills	10

	• Social Media Do's and Don'ts for Professionals • Legal and Ethical Considerations in Digital Communication • Handling Online Conflict and Crisis Management • Building a Professional Online Presence	

SUGGESTED ACTIVITES:

- Discussions
- Projects and Presentations
- Assignments
- Tutorials
- Flipped Classroom
- Interactive Lectures
- Project-Based Learning

TEACHING METHODOLOGY:

- **Lectures and Readings:** Traditional lecturing combined with assigned readings to provide foundational knowledge and context.
- **Lecture Method Combined with Discussion:** Utilize traditional lectures supplemented by interactive class discussions to enhance understanding and engagement.
- **Use of Audio-visual Aids and Internet Resources:** Integrating multimedia tools such as videos, podcasts, and online databases to enrich the learning experience and provide diverse perspectives on literary topics.

- **Supervising Projects, Presentations, and Items for Self-Study:** Oversee individual and group projects that culminate in presentations, encouraging deep exploration of literature and promoting independent learning.
- **Group Discussions:** Organizing students into small groups to discuss themes, characters, and literary devices, promoting collaborative learning.
- **Dramatic Readings and Performances:** Utilizing in-class readings or performances to bring literature to life and explore its dramatic potential.
- **Multimedia Presentations:** Use of film, audio, and digital media to complement traditional texts and offer varied perspectives on literary works.
- **Creative Writing Workshops:** Encouraging creative expression by having students write their own pieces inspired by the themes and styles studied in class.
- **Online Discussion Forums:** Utilization of online platforms for ongoing discussions outside of class, enabling students to respond to prompts and share additional resources.

REFERNCES:

1. Handley, Ann. *Everybody Writes: Your Go-To Guide to Creating Ridiculously Good Content.* Wiley, 2014.
2. Heath, Chip, and Dan Heath. *Made to Stick: Why Some Ideas Survive and Others Die.* Random House, 2007.
3. Handley, Ann, and C.C. Chapman. *Content Rules: How to Create Killer Blogs, Podcasts, Videos, Ebooks, Webinars (and More) That Engage Customers and Ignite Your Business.* Wiley, 2012.
4. Krug, Steve. *Don't Make Me Think, Revisited: A Common-Sense Approach to Web Usability*. New Riders, 2014.
5. Kawasaki, Guy, and Peg Fitzpatrick. *The Art of Social Media: Power Tips for Power Users.* Portfolio/Penguin, 2014.

	NAAC Accredited "A+" Grade **Department of Extension and Communication** **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc – (Regular) – Second Year - Level 5

Year	**II**	**Summer Internship/ Apprenticeship**	**Credits/ Hours per week**	**4 (0+4) Credits / 120 hrs**
Semester	**IV**	**Year of Introduction:**2023-2024 **Year of Syllabus Revision:-**	**Maximum Marks /Grade**	**O**
Mode of Transaction		Internship/ Apprenticeship		

Course Outcome (CO)

CO1: Toget Internship/Apprenticeship from recognized and renowned establishment in the NGOs, GOs, CSR based Industry and Media Sector.

Unit No.		**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements of** Emp/ Ent/ SD	**Relevance to** L/N/ R/ G	**Relation to** G/ES/ HV/ PE
I	**Internship/Apprenticeship of 30 days** (4 hours per day) under the following: a. NGOs, GOs, CSR based Industry b. Print/ Electronic/ Digital Media Agencies c. Visual Graphic Designing Agencies d. Event Organizing Firm e. Micro and Small Scale Enterprises	32 hrs	100%	1,2,3, 4,5,6	1	1,2,3,4, 5,6	EMP, ENT, SD	G	HV, PE

Evaluation Pattern	
I	60 % by Industry Supervisor and 40 % by the Faculty of Higher education Institute (As per SOP point number 3.4.8 page number 33 of 116).

UG Diploma: Students who opt to exit after completion of the second year due to some reason and have secured 88 credits will be awarded a UG Diploma in Extension and Communication after evaluation and successful completion of summer internship (4 credits) with redemption of 92 credits from ABC. These students are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of 7 years.

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2024-25**
B.Sc. F.C.Sc Third Year – Level 5.5				
Year	**III**	**Methods of Teaching in Extension (Major Course)**	**Credits / Hours per week**	**4 (2+2) / 6 hours/week** **Theory: 30 Hrs; Practical: 60 Hrs**
Semester	**V**	**Year of Introduction: 2025-26** Year of Syllabus Revision:	**Maximum Grade**	**O**
Mode of Transaction		Lectures, Practical		

Course Outcome (CO)

CO1: To develop understanding about the concept of Extension methods
CO2: To develop understanding about the the classification of Extension methods
CO3: To develop understanding about the selection of Extension methods
CO4: To develop the ability in planning, conducting and evaluating Extension methods.

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/Ent/ SD	**Relevance to** L/N/R/G	**Relation to** G/ES/HV/P E
I	**Concept of Extension Methods** **a.** Objectives of extension methods **b.** Extension teaching learning process **c.** Setting up objectives i. Criteria for setting up objectives ii. Defining the objectives in terms of expected behavioral change	6 h	10%	1,2	1,2	1,3	SD	L,N,R,G	G/ES/HV/P E
II	**Basics of extension methods** **a.** Principles of extension methods **b.** Classification of teaching extension methods **c.** Steps in extension teaching methods **d.** Selection of methods for teaching extension	4 h	10%	1,2,3	1,2,3, 4	1,2, 3	SD	L,N,R,G	G/ES/HV/P E

III	**Extension methods** **a.** Individual contact Methods (Meaning, Usage, Advantages, Disadvantages, Limitations) i. Home visits ii. Calls- Office calls, Telephone calls, Personal calls iii. Digital Alerts- Email, SMS, Whatsapp **b.** Group contact method (Meaning, Usage, Advantages, Disadvantages, Limitations) i. Demonstration ii. Workshop iii. Discussion iv. Training v. Tours/Excursion/field trips vi. Educational games vii. Seminar viii. Conference ix. Symposium x. Committee work xi. Dramatization (role play, Pantomime, Drama, Street play etc) xii. Illustrated talk **c.** Mass contact Methods (Meaning, Usage, Advantages, Disadvantages, Limitations) i. Campaign ii. Exhibition iii. Rallies/Processions/Floats iv. Electronic methods- Webinars/ Video/Conference/ Teleconference **d.** Factors affecting selection and use of extension methods	20 h	30%	1,2,3, 4	1,2,3, 4	1,2, 3	SD	L, N, R,G	G/ES/HV/PE

	Practicals :	60 h	50%	1,2,3, 4	4	1,2, 3,4	Emp/Ent/ SD	L,N,R,G	G/ES/HV/P E
	a. Preparation of: i. Lesson plan ii. Unit plan iii. IEC materials required for conducting method/activity								
	b. Conducting and evaluating any two methods from the following: i. Demonstration ii. Workshops iii. Games iv. Special talks v. Dramas								
	c. Developing education materials such as handouts, slides, posters or any other visual aids on the development issues.								
	d. Organize and conduct the workshop in a community setting.								
	e. Conducting need assessment in the community to understand the specific needs and interest related to the chosen topic.								
	Evaluation Pattern (Internal 50% and External 50%) Internal assessment	Marks							
	Written Test Written assignments surveys and case studies Conducting Workshop Project / Report writing and presentation	10 10 20 10							
	Total	50							
	Semester Exam Evaluation	50							
References									

1.	Bolliger, Reichard and Zellweger (1995) Agricultural extension, International Book distributing company, Delhi.
2.	Chandra A., Shah A. and Joshi U. (1989) fundamentals of Teaching Home Science, Sterling Publishers Private Limited, New Delhi
3.	Dahama O.P. and Bhatnagar O.P., (1991), Educational and Communication for Development Oxford & IBH Publishing Co. Pvt Ltd, New Delhi.
4.	Dubey V.K., Extension Education and Communication, (2008) New Age Publication Pvt Ltd Publisher, New Delhi.
5.	Joshi U., Pahad A and Maniar A. (2000) : Projects for effective Teaching , Dept. of Home Science Extension & Communication, Baroda.
6.	Kumar and Hansra (1997), Extension Education for Human Resource Development, New Delhi
7.	Kochhar S.K.(1990) Methods & Techniques of Teaching, Sterling pub.Pvt. Ltd., Delhi.
8.	Nayak k. and Singh U. (1997) Extension Education, Common Wealth Pub., Delhi.
9.	Pankajan G. (2000) Extension Third dimension of education, Gyan Pub. House , New Delhi.
10.	Sandhu A.S.(1993) Text book on Agricultural Communication : Process and Methods, Oxford and IBH Publishing Co. Pvt. Ltd., Culcutta.
11.	Supe S.V.(2019) An introduction to Extension Education, Oxford and IBH publication Co,Pvt. Ltd., New Delhi
12.	https://www.youtube.com/watch?v=-wOVXFY8D6s
13.	https://www.youtube.com/watch?v=nSxUkjqjydk
14.	https://www.youtube.com/watch?v=mHNypRTGpkg
15.	https://www.youtube.com/watch?v=lroI-sHL0fE&pp=ygUrdmlkZW9zIG9uIGRlbW9uc3RyYXRpb24gbWV0aG9kIGluIGV4dGVuc2lvbg%3D%3D

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2024-25**
B.Sc. F.C.Sc (Regular) - Third Year – Level 5.5				
Year	**III**	**Indian Socio-Economic Environment** **(Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs; Practical: 30 Hrs**
Semester	**V**	**Year of Introduction: 2025-26** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction	Lectures and Practicals			

Course Outcome (CO)

CO 1 To develop understanding regarding the social structure of India.
CO 2 To develop understanding regarding the social changes taking place and their impact on society.
CO 3 To develop understanding regarding Indian economic environment.
CO 4 To develop the understanding the concepts of economics.
CO 5 To develop the understanding SDGs at Indian and Global levels.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Rural Sociology** a. Orientation and characteristics of rural and tribal society, rural urban differences. b. The physical structure of rural society pattern of rural settlement, rural resources-manmade and human resources, societal and cultural factors in population change c. Social institute-concept and functions, major institutes-family, religion, economy and education. d. Social change : nature, meaning, directions and role of women in social change, planned social change.	5h	10%	2	1	1,3	Emp, SD	N, R	GE, ES, HV,PE

	e. Social issues-education, employment, population, health and sex ratio, migration, slums f. Social organizations-Characteristics and classification								
II	**Introduction To Economic Environment** a. Concept and features of rural economic environment b. Rural marketing-concept and features c. Concept of micro and macro economics d. Classification of economic-capitalistic, socialist, mixed economy, close and open economy e. Basic features and challenges of Indian economy	15h	25%	1,2	3	1,3,5	Emp, SD	N, R	GE, ES, HV,PE
III	**Dynamics Of Rural Economic Environment** a. Latest trends of key contributors to Indian economy-agriculture sector, service sector, manufacturing sector, infrastructure b. Rural credits-Evolution, reforms, importance, problems and agencies supplying rural credit c. Rural transport need, advantages and contribution to economic environment d. Basic elements of rural development e. Barrier to rural economic development f. Role and contribution of women in rural economy	15h	25%	1,2	4	1,2,4,5	Emp, SD	N, R	GE, ES, HV,PE
IV	**Land Reforms and Rural Industries** a. Land reforms- major amendments- Abolition of Intermediaries (Abolition of Zamindari), Ceiling of land holdings, Consolidation of Holdings, Co-operative farming and Land acquisition bill b. Rural Industries-classification and basis for classification of small-scale cottage activities, medium scale village enterprises and large scale rural industries. c. Co-operatives concept and contribution	10h	10%	1,2	4	1,2	Emp, SD	N, R	GE, ES, HV,PE

	Practical a. Presentations based on the survey reports of rural areas/rural industries and cooperatives b. Awareness generation on various development issues among community based on SDGs c. Understanding rural community through visits and presentation on their life d. Prepare and present case study/success story of local NGOs/CSR work.	30	30%	1,2,6	5	1,2,3, 4,5,6	Emp, SD	N, R	GE, ES, HV,PE
	Evaluation Pattern (Internal 50% and External 50%) Internal assessment	**Marks**							
	Written test	20							
	Written Assignment/ Presentations	15							
	Quiz	10							
	Attendance	05							
	Total	50							
	Semester Exam Evaluation	50							

Reference Books :

1.	Ahluwala, M.S. (2000) India's Reforms & development, Oxford university press
2.	Agrawal A.N. (1983) Indian Economy -Problems of Development and Planning, New Age pub. New Delhi
3.	Datt & Sundaram (2013) Indian Economy, S. Chand pub., Delhi
4.	Dhigra, I.C. (1981) The Indian economy-Resources planning development and problems, Sultan Chand & Sons, New Delhi
5.	Sundaram, K.P.M. (1983) Introduction to Indian Economy, Sultan Chand & Sons, New Delhi,
6.	Dhigra T.C. (1983) Agricultural Economy of India, Sultan Chand & Sons, New Delhi
7.	Indian year book, Pub. Divisions, Ministry of Information and Broadcasting
8.	Chitambar, J.B. (1997)13 Introductory Rural sociology, New Age International Publisher, New Delhi
9.	Sanjeev Varma, (2012) The Indian Economy, Unique Pub., New Delhi
10.	N. Gregory Mankiw, (2012) Principles of economics, Cengage Learning Inia Pvt. Ltd., New Delhi
11.	Vasant Desai (2012), a study of rural Economics- a system approach, Himalaya Pub. House, New delhi
12.	Yusuf S. (2009) development economics through the Decades, Washington world Bank

Estd1949	NAAC Accredited"A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda	Academic Year	2024-25

B.Sc. F.C.Sc – Third Year–Level 5.5

Year	**III**	**Workshop in NFE and Adult Education (Major Course)**	**Credits / Hours per week**	**4(0+4) Credits /8 Hours Practical : 120 Hours**
Semester	**V**	Year of Introduction: 2025-2026 Year of Syllabus Revision:	**Maximum Marks / Grade**	**"O"**
Mode of Transaction		Visit, Field Work, Presentation		

Course Outcome (CO)

CO 1 To explore various NGOs, GOs and CSR Cell to understand NFE and Adult Education Programme.
CO 2 To familiarize with the types of projects undertaken by organizations working in the area of community development work
CO 3 To explore the social issues and challenges faced by community people through actual field visit.
CO 4 To prepare the extensive and innovative communication strategies to be used in development sector.
CO 5 To acquire knowledge and develop skills of planning, conducting and evaluating the NFE and Adult Education Programme through field experience.
CO 6 To develop skills in reporting the NFE/Adult Education Programme.

Unit	Practicals	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of (Emp)/ (Ent)/ (SD)	Relevance to (L)/ N)/ (R)/ G)	Relation to (G), (ES), (HV), (PE)
1	Preparation of profile of development organizations (NGOs, GOs, CSR Cell) working in the field of NFE and Adult Education.	10 h	10%	4,5,6	1,2	1,2, 3,4, 5,6	Emp,	N,R, L	GE, ES, HV, PE
2	Collaborating with Development Agency (NGOs, GOs, CSR Cell) to undertake the NFE/Adult Education Programme Or/And	20 h	20%	4,5,6	1,2 ,3	1,2, 3,4, 5,6	Emp, SD	N,R, L	GE, ES, HV, PE

	Selecting Community and conducting need identification survey for NFE/ Adult Education Programme								
3	Planning and Preparing the innovative IEC Materials to prepare communication package suitable to the planned NFE/Adult Education Programme.	20 h	20%		3,4	1,2, 3,4, 5,6	Emp, SD	N,R, L	GE, ES, HV, PE
4	Implementing and Evaluating the effectiveness of the NFE/Adult Education Programme	40 h	40%	4,5,6	3,4 ,5	1,2, 3,4, 5,6	Emp, SD	R	GE, ES, HV, PE
5	Documenting and Presenting report of the project undertaken with photographic evidence	10 h	10%	4,5,6	5,6	1,2, 3,4, 5,6	Emp, SD	N,R, L	GE, ES, HV, PE
	Evaluation/ Assessment method	**Total**							
	mmunity Needs Assessment Report	05							
	oject Proposal	05							
	oject Implementation and Execution	20							
	aluation Report	10							
	al presentation	10							
	Total	50							
	Semester End Evaluation	50							
Course Policies									
1.	Attendance and active participation are mandatory.								
2.	Students are expected to maintain professionalism and ethical conduct during their field work.								
3.	Submission of file with daily and final reports should be as per the announced deadline.								

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2024-25**
B.Sc. F.C.Sc (Regular) – Third Year – Level 5.5				
Year	**III**	**Radio and Podcasting** **(Minor Course)**	**Credits / Hours per week**	**4 (4+0) / 4 hours/week** **Theory: 60 Hrs**
Semester	**V**	**Year of Introduction: 2025-26** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction		**Lectures**		

Course Outcome (CO)
CO1: To create understanding about the concept of Radio.
CO2: To create understanding about importance of Script and Radio Formats.
CO3: To create understanding about strengths and weaknesses of Radio as a medium.
CO4: To create understanding about Podcasting and its elements.
CO5: To create understanding about the importance of Radio and Podcasting in dissemination of Development Communication messages.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	Introduction to Radio **a.** History of Radio: Growth and development. **b.** Radio as a Mass- Medium: Elements, Uses and characteristics of Radio. **c.** Audience	12h	20%	1,2,3	1,2	1,6	Emp/SD	L/N/RG	G/HV/PE
II	Radio Programme **a.** Role of Script in Radio Programme **b.** Sound Effects in Radio Programme **c.** Music in Radio Programme **d.** Radio Formats-News, Documentary, Talk Show Music shows, Radio Drama, Radio interviews, Sports broadcasting	12h	20%	1,2,3	1,2, 3	1,6	Emp/SD	L/NG/RG	G/HV/PE

III	Radio as a Medium **a.** Strength of Radio as Medium of Development **b.** Weakness of Radio as Medium of Development **c.** New Platforms for Radio- Internet Radio **d.** Changing Audience Profile	12h	20%	1,2,3	1,2, 3	5,6	Emp/S D	L/NG/R G	G/HV/P E
IV	Podcasting **a.** Podcasting- Personal Choice- Power to consumer the different types of podcasts, how to come up with a podcast idea, Developing your podcast concept **b.** Choosing a podcast hosting service, submitting your podcast-to-podcast directories, Promoting your podcast **c.** Different ways to monetize your podcast, how to grow your audience	12h	20%	1,2,3	1,2, 3,4	2,6	Emp/S D	L/N/RG	G/HV/P E
V	Radio, Podcasting and Development Communication **a.** Using radio and podcasting to promote social change **b.** Radio and podcasting for education and awareness-raising **c.** Case studies of successful radio and podcasting for development projects **d.** Ethical considerations for radio and podcasting producers while addressing issues related to Development Communication	12h	20%	1,2,3	1,2, 3,4	1,2,3, 4	Emp/S D	L/N/RG	G/HV/P E
	Evaluation Pattern (Internal 50% and External 50%) Internal assessment	Marks							
	Written test	10							
	Written Assignment/ Presentations	15							
	Writing and Producing Radio Programme	20							
	Attendance	05							
	Total	50							

	Semester Exam Evaluation	50							

Reference Books	
1.	Radio in the Digital Age: Audience, Sound, and Regulation (2023) by Susan Douglas & Douglas Gomery
2.	Routledge Companion to Global Radio(2022) Edited by Paddy Scannell& Tiffany Vaughan
3.	The Oxford Handbook of Radio Studies (2022) Edited by Hugh Chignell& Alison Ravenscroft
4.	Radio in a Digital World: Global Perspectives (2022) by Michele Hilmes
5.	The Podcaster's Handbook: How to Launch, Produce, and Market a Hit Podcast (2023) by Noah Celmer
6.	All India Radio News Handbook (2019) by All India Radio Division, Ministry of Information and Broadcasting, Government of India.
7.	Community Radio Broadcasting: Concepts and Practices (2008) by Binod C. Agarwala.
8.	How to Podcast (Like a Pro) (2019) by David Hooper and Gaston Dorrin.
9.	Radio and Development Communication in India (2019) by Abhijit Rajaguru
10.	Community Radio in India: Issues and Challenges (2021) by Binod Singh & P. D. Tiwari
11.	Mass Communication in India (11th Edition, 2023) by Keval J. Kumar.

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B.Sc. F.C.Sc (Regular) - Third Year – Level 5.5

Year	**III**	**Art of Story Telling** **(Minor Course)**	**Credits / Hours per week**	**4 (4+0) / 4 hours/week** **Theory: 60 Hrs**
Semester	**V**	**Year of Introduction: 2025-26** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction		Lectures		

Course Outcome (CO)

CO 1: To develop understanding about fundamental elements of storytelling.
CO 2: To analyze and critique various storytelling methods and mediums.
CO 3: To develop skills in creating and delivering engaging stories for extension and communication purposes.
CO 4: To apply storytelling techniques to community engagement and public information campaigns.
CO 5: To explore the impact of storytelling on audience understanding and behavior change.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Introduction to Storytelling** a. The Power of Stories b. Importance of storytelling in human history and culture. c. Role of storytelling in extension and communication. d. Elements of a Story - Plot, character, setting, conflict, and theme. e. How these elements function in effective storytelling f. Story Structures - Classic story arcs (e.g., Freytag's pyramid, the Hero's Journey).Structures tailored for educational and persuasive communication.	20h	20%	1,2	1	1,5	SD	L/N/R/G	G/ES/HV/PE

II	**Crafting a Narrative for Extension and Communication** a. Developing Characters- Character types and roles protagonist, antagonist, etc. b. Creating relatable characters for target audiences. c. Building a Plot Techniques for developing a cohesive and engaging plot. - Pacing and suspense, tailored for audience engagement and retention. d. Setting and Context- Importance of setting in storytelling. - Techniques for creating relevant and realistic contexts for extension messages.	10h	15%	1,2,6	2,3	2,5	SD	L/N/R/G	G/ES/HV/PE
III	**Storytelling across Mediums** a. Oral Storytelling - Techniques for effective oral storytelling. b. Public speaking skills and storytelling traditions in extension work. c. Written Storytelling- Writing compelling narratives for print and digital media. d. Visual and Digital Storytelling -Storytelling through film, photography, and digital platforms. e. Utilizing multimedia tools to enhance engagement and understanding.	10h	25%	1,2,6	3,4	2,5,6	SD	L/N/R/G	G/ES/HV/PE
IV	**Storytelling in Extension and Communication** a. Case Studies in Extension Work - Analysis of storytelling in agriculture, health, and community development. b. Storytelling for Behavior Change and Advocacy - Using storytelling to influence behavior change and social norms.	10h	20%	1,2,6	3,4	2,4,5,6	SD	L/N/R/G	G/ES/HV/PE

V	**nsiderations in Storytelling** a. Real-world applications and impact b. Ethical Considerations - Ethical storytelling and representation in extension work. - Balancing narrative and accuracy in public information c. Crafting narratives for public information campaigns and advocacy	10h	20%	1,2,6	3,4,5	4,5	SD	L/N/R/G	G/ES/HV/PE
	Evaluation Pattern (Internal 50% and External 50%) Internal assessment	**Marks**							
	Participation and class discussions	5							
	Written assignments and case studies	5							
	Practicum and workshop participation	5							
	Final storytelling project and presentation	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							

Reference Books

1.	ttelheim, B. (2010). The uses of enchantment: The meaning and importance of fairy tales. Vintage.
2.	mpbell, J. (2008). The hero with a thousand faces. New World Library.
3.	mpbell, J., & Moyers, B. (2011). The power of myth. Anchor.
4.	auhan, D. (2021, October 22). Storytelling as an educational tool - Importance and benefits -. The Educators' Pot. https://theeducatorspot.com/storytelling-as-an-educational-tool-important-and-benefits
5.	tman, M. (2015). Long story short: The only storytelling guide you'll ever need. Sasquatch Books.
6.	Kee, R. (2010). Story: Style, structure, substance, and the principles of screenwriting. HarperCollins.
7	kee, R. (2016). Dialogue: The art of verbal action for page, stage, and screen. Hachette UK.
8	hank, R. C., & Abelson, R. P. (2013). Scripts, plans, goals, and understanding: An inquiry into human knowledge structures. Psychology

	Press.
9	uby, J. (2008). The anatomy of story: 22 steps to becoming a master storyteller. Farrar, Straus and Giroux.
10	gler, C. (2020). Story: Style, Structure, Substance, and the Principles of Screenwriting" by Robert McKee. Michael Wiese Productions.
11	Gardner, J. (1991). The art of fiction: Notes on craft for young writers. Vintage.
12.	The Storytelling Animal: How Stories Make Us Human" by Jonathan Gottschall, 2023 by Mariner Books Publishing House
13	Made to Stick: Why Some Ideas Survive and Others Die" by Chip Heath and Dan Heath, 20027 by Random Publishing House
14.	Story: Substance, Structure, Style, and the Principles of Screenwriting" by Robert McKee, 1997 by IT Books Publishing House
15	Change the Story, Change the Future: A Living Economy for a Living Earth" by David Korten, 2015 by Berrett-Koehler Publishers
16	The Science of Storytelling: Why Stories Make Us Human, and How to Tell Them Better" by Will Storr., 2020 by Harry N. Abrams Publishers
	E-course
1.	Art of Storytelling-Ecourse –Alison.com http://alison.com/tag/storytelling
2.	The Magical Science of Storytelling https://www.youtube.com/watch?v=Nj-hdQMa3uA
3.	The Art of Storytelling : The Mechanics of a Great Story https://www.youtube.com/watch?v=D_J5SENQK6A

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B.Sc. F.C.Sc (Regular) – Third Year – Level 5.5				
Year	**III**	**Training in Media Industries (SEC Course)**	**Credits / Hours per week**	**2 (0+2) / 4 hours/week** **Practical: 60 Hrs**
Semester	**V**	**Year of Introduction: 2025-26** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction		**Practical, Internship**		

Course Outcome (CO)

CO 1: To create understanding regarding the dynamics of media

CO 2: To understand the need and scope of media as an industry and profession.

CO 3: To familiarize the students with the different types of media management being undertaken by media organizations working in the area of community development work

CO 4: To train the students in organizing and conducting need based any one type of media development work

CO 5: To have hands on experience in the implementation of ongoing activities of Print / electronic / social media / new media (any one type of media organization)

Unit No.	Practicals	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
1	Media Organisations and its Management **a.** Media Organizations & Society-nature/role **b.** Media as an Industry & Profession **c.** Media ownership structures in India **d.** Media Organizations & its Management - Print Media Management - Broadcast Media Management - Advertisement & PR Media Management - Communication at 360 degree level	05h	25%	1,2,4	1,2	1,2,3	Emp/SD	L/N/RG	G/HV/PE

2	Media Internship **a.** Visit to various media organizations to understand management functions within the organizations **b.** Internship of students with local print / electronic /online media/ social media / media production houses to understand and train media management skills and types of activities undertaken by the organization, their implementation plan, regulatory body and final coverage for public	50h	65%	1,2,4	1,2,3, 4,5	1,2,3	Emp/SD	L/NG/RG	G/HV/PE
3	Documentation and Presentation a. Documentation of the training undertaken in media organization b. Presentation of the activities conducted during internship	05h	10%	1,2,4	1,2,3, 4,5	1,2,3			
	Evaluation Pattern (Internal 50% and External 50%) Internal assessment	Marks							
	Documentation	10							
	Final Internship Report and Presentation	10							
	Report of visits to various media agencies	05							
	Total	25							
	Semester End Examination	25							

Course Policies	
1.	100% attendance compulsory for all the students
2.	Must obey professional standard and norms of media organization in which interns are placed.
3.	Presentation by interns to media organizations as per its approval.
4.	The students will have to prepare a report and submit to the department
5.	A presentation has to be made after they return from internship
6.	The students will be evaluated by in-charge of the internship program on the basis of feedback received from placement organization

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B.Sc. F.C.Sc Third Year – Level 5.5				
Year	**III**	**Training and Development (Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs; Practical: 30 Hrs**
Semester	**VI**	Year of Introduction: 2025-26 Year of Syllabus Revision:	**Maximum Grade**	**O**
Mode of Transaction		Lectures, Practical		

Course Outcome (CO)

CO1 To develop understanding regarding the concept of training and development.
CO2 To develop understanding regarding process of training and development.
CO3 To develop understanding regarding different methods of training.
CO4 To developunderstandingregardingevaluationoftrainingprogrammesfordevelopment.
CO5 To conduct a training programme for different group of society with the use of training methods**.**

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/Ent/ SD	**Relevance to** L/N/R/G	**Relation to** G/ES/HV/PE
I	**Conceptual framework** **a.** Meaning and Nature of Training and Development **b.** Concepts of Training and Development **c.** Importance of Training and Development **d.** Need for Training and Development	5h	10%	1,2	1,2	1,3	Emp/Ent/ SD	L/N/R/G	G/ES/HV/PE
II	**Process of Developing and Designing Training Programme** **a.** Principles of training **b.** Steps in training programme **c.** Assessment of training needs	15h	25%	1,2,3	1,2,3	1,3,5	Emp/Ent/ SD	L/N/R/G	G/ES/HV/PE

	d. Design training and development programme **e.** Implementation of training programme **f.** Do's and Don'ts of the training								
III	**Bloom's taxonomy of objectives** **Methods of training and development** **Cognitive Methods** Lectures Demonstration Discussions Computer based Training **Behavioral Methods** Games and Simulations Educational games Case studies Roleplays **Management Development Method** On the Job Training Off the Job Training	15h	25%	1,2,3,4	1,2,3,4	1,2,4,5	Emp/Ent/SD	L/N/R/G	G/ES/HV/PE
IV	**Evaluation of Training** **a.** Evaluation of Training **b.** Concept principle of training evaluation **c.** Principles of training evaluation **d.** Causes of failure of training	10h	10%	1,2,3,4	3,4	1,2	Emp/Ent/SD	L/N/R/G	G/ES/HV/PE
	Practical: **a.** Designing training programme for different group of the society. **b.** Conducting a training programme for different group of society with the use of training methods. **c.** Evaluate ongoing training programme conducted by government skill development.	30h	30%	1,2,3,4	3,4	1,2,3,4,5,6	Emp/Ent/SD	L/N/R/G	G/ES/HV/PE
	Evaluation Pattern (Internal 50% and External **50%) Internal assessment**	**Marks**							

	1. Participation and class discussions 2. Written assignments surveys and case studies 3.Coducting Workshop 4. Project / Report writing and presentation	10 30 10 10							
	Total	50							
	Semester Exam Evaluation	50							

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1.	Armstrong,M.,(2006)HumanResourceManagementPractice.10thedition,London,KoganPage
2.	Cascio.W,F.,andAgunis.H.,(2008)AppliedPsychologyinHumanResourceManagement,6theditionNewDelhi,PrenticeHall
3.	DhamaO.P(2010)EducationandCommunicationforDevelopment–2nd Edition,OxfordPublication.,NewDelhi
4.	DubeyV.K.(2008).ExtensionEducationandCommunication,AgePublicationPvtLtdPublisher,NewDelhi
5.	DesigningEffectiveTraining.(n.d.).YouTube.https://www.youtube.com/watch?v=EI_yRBQdcYk&list=PLdinyWzDfipMkDM13IjfzjBJJFRMuUZ-S&index=4&ab_channel=GreggU
6.	EGyanKosh:Traininganddevelopment-1.(n.d.).eGyanKosh.https://egyankosh.ac.in/handle/123456789/36505
7.	EGyanKosh:Traininganddevelopment-2.(n.d.).eGyanKosh.https://egyankosh.ac.in/handle/123456789/36502
8.	EGyanKosh:Unit-10traininganddevelopment.(n.d.).eGyanKosh.https://egyankosh.ac.in/handle/123456789/25729
9.	EGyanKosh:Unit-11trainingandDeveopment.(n.d.).eGyanKosh.https://egyankosh.ac.in/handle/123456789/38377
10.	EGyanKosh:Unit-2traininganddevelopment.(n.d.).eGyanKosh.https://egyankosh.ac.in/handle/123456789/21335
11.	EGyanKosh:Home[Video].(n.d.).eGyanKosh. https://egyankosh.ac.in/youtubevideo.jsp?src=26HTFlLEw9w&title=Training%20and%20Development-1
12.	EGyanKosh:Home[Video].(n.d.).eGyanKosh.https://egyankosh.ac.in/youtubevideo.jsp?src=gt9UOUe7hX0&title=Training%20and%20Development-2
13.	Evaluationoftraining&development[Video].(n.d.).ShareandDiscoverKnowledgeonSlideShare.https://www.slideshare.net/Megha0000/evaluation-of-training-development

14.	Flippo,EdwinB,1984,PrinciplesofPersonnelManagement,McGraw-Hill,NewYork
15.	KralaPN.PurohitA.K(et.al)(2008).NewDimensionsofExtensionTrainingandManagement,AgrotechPublishingAcademy,Udaipur
16.	LyntonR.L.PareekU.(2008).TrainingforDevelopment.VistaarPublication,NewDelhi
17.	Luthans,Fred,1985,OrganisationalBehaviour,McGraw-Hill,NewYork
18.	Memoria,C.B,1999,PersonnelManagement,HimalayaPublishingHosue,Bombay
19.	Methodsoftraining[Video].(n.d.).ShareandDiscoverKnowledgeonSlideShare. https://www.slideshare.net/jacky6969/methods-of-training
20.	Prior,John,(1997)HandbookofTrainingandDevelopment,Jaicopub.Bombay
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22.	Training&developmentinHumanResourceManagement|definition|process|evaluation.(n.d.).Youtube. https://www.youtube.com/watch?v=RQlOmcYdmh4&ab_channel=SimpleLearningTips
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24.	TrainingandDevelopment.(n.d.).inc.com.https://www.inc.com/encyclopedia/training-and-development.html
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	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc Third Year – Level 5.5

Year	**III**	**PRA Techniques** **(Major Course)**	**Credits / Hours per week**	**4 (2+2) / 6 hours/week** **Theory: 30 Hrs; Practical: 60 Hrs**
Semester	**VI**	Year of Introduction: 2025-26 Year of Syllabus Revision:	**Maximum Grade**	**O**
Mode of Transaction		Lectures, Practical		

Course Outcome (CO)

CO1: To understand the concepts of Participatory Rural Appraisal techniques for Community mobilization
CO2: To develop understanding of Participatory Rural Appraisal tools
CO3: To help students to understand the meaning and concept of Participatory Rural Appraisal for evaluation of Development programmes
CO4: To enable students to understand the importance of community involvement in project execution
CO5: To train students for using Participatory Rural Appraisal techniques for governmental/ non-governmental programmes/ projects of development
CO6: To orient the students regarding Participatory Rural Appraisal techniques used by various development agencies.

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/Ent/ SD	**Relevance to** L/N/R/G	**Relation to** G/ES/HV/PE
I	**Participatory Rural Appraisal** **a.** Evolution Participatory Rural Appraisal **b.** Meaning and concept of Participatory Rural Appraisal Techniques **c.** Need and Significance of Participatory Rural Appraisal Techniques **d.** Objectives of Participatory Rural Appraisal **e.** Principles of Participatory Rural Appraisal **f.** Components of Participatory Rural Appraisal **g.** Advantages and Limitations of Participatory Rural Appraisal	6 h	10%	1,2	1,2		SD	L,N,R,G	G/ES/HV/PE

	h. Risks and Precautions in the use of Participatory Rural Appraisal Tools								
II	**PRA Tools and Methods for Social Mobilization** **a.** Mapping Techniques - Community, Social, Resource, Body, Seasonal, Mobility **b.** Transect Walk **c.** Focus Group Discussions **d.** Venn, Flow diagram **e.** Ranking Exercises **f.** Seasonal Calendar **g.** Wealth Ranking **h.** Interviews **i.** Daily Chart Activities	4 h	30%	1,2,3	1,2,3, 4		SD	L,N,R,G	G/ES/HV/PE
III	**Report Writing and Presentation for PRA** **a.** Keys points to Report PRA information/ knowledge **b.** Elements of presenting PRA Data	20 h	10%	1,2,3, 4	1,2,3, 4		SD	L, N, R,G	G/ES/HV/PE
	Practical:	60 h	50%						
	Hands on Experiences on following PRA Techniques a. Body mapping b. Community mapping c. Focus group discussion d. Interview e. Social Mapping f. Transect Walk g. Well Being Ranking h. Seasonal Calendar i. Report Writing						Emp/Ent/ SD	L,N,R,G	
	Evaluation Pattern (Internal 50% and External 50%) Internal assessment	Marks							
	1. Participation and class discussions 2. Surveys and case studies 3.Hands on experiences of implementing various PRA	20 30 10							

	Techniques in rural areas 4. Project / Report writing and presentation	10							
	Total	50							
	Semester Exam Evaluation	50							

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2.	Bottomley, Ruth. (2003) Crossing the Divide: Landmines, Villagers and Organizations. Norway, Oslo: PRIO Bottomley, Ruth. (December 2005) Community Participation in Mine Action: A Review and Conceptual Framework. Oslo: Norwegian People's Aid. Cancian, F.M. (1993) Conflicts between Activist Research and Academic Success: Participatory Research and Alternative Strategies in The American Sociologist, Spring 1993, pp.92-105
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5.	Durham, Jo (October 2008). Evaluation of Mine Risk Education in the Kingdom of Cambodia. Phnom Penh: CMAA and UNICEF
6.	Joshi Uma (2009) Research Methodology for community Development, Author's Press New Delhi
7.	MAG Lao (March, 2008) Assessment of Gender perspectives in UXO Action in Lao PDR, Vientiane: UNDP
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	http://www.fao.org/docrep/003/x5996e/x5996e06.htm
	http://enviroscope.iges.or.jp/contents/elearning/waterdemo/bhandari_m4.pdf
	http://volunteeraidnepal.org/training/participatory-rural-appraisal/

	File://H:/syyabus4/Data_Tools_Participatory_Rural_Appraisal_Techniques.pdf
	http://www.nird.org.in/nird_docs/gpdp/pra.pdf
	http://www.adrc.asia/publications/cooperative_projects/indonesia/pdf/Ap-c%20Metode-PRA.pdf
	http://www.fao.org/docrep/006/W2352E06.htm
	VIDEO LINKS
	https://www.youtube.com/watch?v=WMrnCwKrOs4
	https://www.youtube.com/watch?v=cli-CruLcc8

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B.Sc. F.C.Sc (Regular) - Third Year – Level 5.5				
Year	**III**	**Introduction to Research Methods** **(Major Course)**	**Credits / Hours per week**	**4 (4+0) / 4 hours/week** **Theory: 60 Hrs**
Semester	**VI**	Year of Introduction: 2025-26 Year of Syllabus Revision:	**Maximum Grade**	**'O'**
Mode of Transaction		**Lectures**		

Course Outcome (CO)

CO 1: To develop understanding about the meaning and importance of research.
CO 2: To develop understanding regarding the research process.
CO 3: To develop understanding regarding the tool of research.
CO 4: To develop understanding regarding the primary principles of constructing simple tools for survey research.
CO 5: To develop understanding regarding simple statistical methods for research.
CO 6: To develop understanding regarding various techniques of report writing and documentation for research.

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements Emp/Ent/SD**	**Relevance to L/N/RG**	**Relation to G/ES/HV/PE**
I	Introduction to Research a. Meaning of Research b. Objectives of Research c. Need for Research d. Significance of Research e. Research methods Vs Research Methodology f. Methods of Research g. Types of Research	10h	20%	1,2	1	1,2	Emp/SD	L/N/R/G	G/ES/HV/PE

II	Research Process a. Identification of Research Problem, selecting the problem, Formulating Research questions b. Review of Literature-Need and Importance, sources of Information c. Objectives, Assumptions, d. Hypothesis, Limitations, Variables-types e. Sample and Sampling methods	10h	20%	1,2,6	2	1,2	Emp/SD	L/N/R/G	G/ES/HV/PE
III	Tools of Data Collection a. Survey Methods b. Meaning, Importance, Advantages, Limitations a. Tools for Data collection, b. Questionnaire, Interview, Observation, Check list c. Rating Scale, d. Characteristics of good Tool	10h	20%	1,2,6	3,4	1,2	Emp/SD	L/N/R/G	G/ES/HV/PE
IV	Simple Statistical Methods a. Classification and organisation of Data i. Coding ii. Tabulation iii. Graphic presentation b. Simple statistical measures i. Percentages ii. Mean iii. Mode iv. Median	20h	20%	1,2,6	5	1,2,3	Emp/SD	L/N/R/G	G/ES/HV/PE
V	Reports & Documentation for Research & Projects a. Need and Significance for Documentation of report writing b. Different steps in writing report c. Layout of research report d. Mechanics of writing a research report	10h	20%	1,2,6	6	1,2,3	Emp/SD	L/N/R/G	G/ES/HV/PE

	Evaluation Pattern (Internal 50% and External 50%) Internal assessment	Marks							
	Attendance	5							
	Written assignments	10							
	Quiz	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							
Reference Books									
1.	Ahuja R. (2012). Research Methods. Jaipur: Rawat Publications.								
2.	Kumar R. (2011.Research Methodology-A step by step guide for beginners. New Delhi: Sage Publication.								
3.	Kothari C R. (2011). Research Methodology: Methods and Techniques. New Delhi: New Age International Publication.								
4.	Walliman, N. (2011). Research Methods-The Basics. London: Routledge Publication.								

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda	Academic Year	2024-25

B.Sc. F.C.Sc (Regular) - Third Year – Level 5.5				
Year	**III**	**Designing of IEC** **(Minor Course)**	**Credits / Hours per week**	**4 (4+0) / 4 hours/week** **Theory: 60 Hrs.**
Semester	**IV**	Year of Introduction: 2025-26 Year of Syllabus Revision:	**Maximum Grade**	**O**
Mode of Transaction		**Lectures**		

Course Outcome (CO)

CO1: To design and explain the role and significance of IEC materials in development project.
CO2: To describe the evaluation and different types of IEC materials, including print, digital, and audio-visual formats.
CO3: To apply principles of effective communication including visual and verbal techniques to design clear and impactful messages.
CO4: To utilize appropriate design elements such as colours, fonts, and layouts to enhance the effectiveness of IEC material.
CO5: To develop detailed production plans including timeline and collaboration with media producers and designers.
CO6: To gain hands-on experience with design software and tools for creating visual and audio-visual IEC materials.

Unit No.	Topic	Contact Hours	Weigh tage (%)	BT Level	CO	PSO	Eleme nts Emp/E nt/SD	Releva nce to L/N/R G	Relati on to G/ES/ HV/PE
I	Concept of IEC Material **a)** Definition, Meaning and Importance of IEC Material **b)** History and Evolution of IEC **c)** Types of IEC materials (Print, Digital, Audio-Visual) **d)** Key concepts in communication for development (C4D)	10 h	10%	1,2	1,2	1,2,4	EMP	L,N,R, G	G,ES, HV, PE
II	Designing of Effective IEC Materials **a)** Principles of Effective Communication	10 h	20%	1,2,3	3,4	1,2,4	Emp, Ent, SD	L,N,R, G	G,ES, HV, PE

	b) Visual and verbal communication techniques **c)** Designing messages for clarity and impact **d)** Use of colours, fonts and layouts								
III	Media selection and production planning **a)** Choosing the right medium for IEC messages **b)** Budgeting and resource allocation **c)** Timeline and project management **d)** Collaborating with designers, artists, and media producers	10 h	20%	1,2,3	5	1,2,4	Emp, Ent, SD	L,N,R, G	G,ES, HV, PE
IV	Media Production **a)** Project Planning (Identifying development issues, defining objectives and target audience, project proposal writing) **b)** Audience analysis (conducting surveys and focus group discussions for creating audience profiles) **c)** Message development (Brainstorming and ideation sessions, drafting messages) **d)** Design and development (Hands on training with design software adobe Photoshop, Illustrator, Canva in design), creating visual and audio-visual materials **e)** Final project presentation and evaluation	20 h	30%	1,2,3,6	6	1,2,4, 5	Emp, Ent, SD	L,N,R, G	G,ES, HV, PE
V	Media Analysis **a)** Analysing various media designed and used under various government schemes and projects **b)** Analysing various media designed and used by NGOs and CSR for their projects	10 h	20%	1,2,3,6	6	1,2,4, 5	Emp, Ent, SD	L,N,R, G	G,ES, HV, PE
	Evaluation Pattern (Internal 50% and External 50%) Internal assessment	**Marks**							
	Attendance	5							
	Written assignments	10							
	Quiz	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							

References:	
1.	Bernice Hurst (1996) : The handbook of communication skills, Kogan Page Limited, London.
2.	Chandra A, Shah A, Joshi U (1989) : Fundamentals of teaching home science, Sterling publishers, New Delhi
3.	Enderson (1972): Introduction to communication theories and practices, Cummings publishing house, California
4.	Enderson (1972): Introduction to communication theories and practices, Cummings publishing house, California
5.	Keval Kumar (2010) : Mass communication in India, Jaico publishing house, Ahmedabad
6.	Wittich and Schuller (1967) : Audio visual materials, Havper& Row publications, London
7.	Web links
8.	https://apps.who.int/iris/bitstream/handle/10665/205344/B0224.pdf?sequence=1
9.	https://nhm.gov.in/index1.php?lang=1&level=3&sublinkid=840&lid=279
10.	https://resources.hygienehub.info/en/articles/4228344-what-should-be-considered-when-designing-iec-materials
11.	file:///C:/Users/Admin/Downloads/iec-production-guidelines%20(1).pdf
12.	https://www.behaviourchange.net/document/92-iec-material-production-guidelines

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2024-25**
B.Sc. F.C.Sc (Regular) – Third Year – Level 5.5				
Year	**III**	**Narratives and Storytelling** **(AEC Course)**	**Credits/Hours per week**	**2 (2+0) / 2 hours/week** **Theory: 30 Hrs**
Semester	**VI**	Year of Introduction-2025-26 Year of syllabus revision-	**Maximum Marks/Grade**	**'O'**
Mode of Transaction		**Lectures**		

Course Outcome(CO)

CO1: Understand concept of story and Storytelling
CO2: Understand different genre of stories
CO3: Understand basic art of story telling
CO4: Understand importance of narratives in stories
CO5: Develop skills of writing narratives, stories and story telling

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of (Emp)/ (Ent)/ (SD)	Relevance to (L)/ (N)/ R/ (G)	Relation to (G), (ES), (HV) (PE)
I	Introduction to Story and Storytelling **a.** Concept of story **b.** Genre of Stories **c.** Elements of Stories **d.** Art of writing effective stories **e.** Stories as tool for communication **f.** What is storytelling? **g.** Why do we tell stories? **h.** Historical perspectives on storytelling across cultures.	15 h	40%	1,2	1	1,2,5	Emp/SD	L/N/R/G	G/HV/PE

II	Storytelling **a.** Importance of story telling **b.** Art and Science of Story telling **c.** Purpose of narrative in Story telling	05 h	20%	1,2	2	1,2,5	Emp/SD	L/N/R/G	G/HV/PE
III	Narratives **a.** Introduction to narratives **b.** Use of Narratives in development sector **c.** Importance of Narratives in stories **d.** Difference between Narrative and story telling **e.** Difference between Story and Narrative Writing	10 h	40%	1,2	3	1,2,5	Emp/SD	L/N/R/G	G/HV/PE
	Evaluation Pattern (Internal 50% and External 50%) Internal assessment	Marks							
	Written assignments	10							
	Quiz	5							
	Written Test	10							
	Total	25							
	Semester Exam Evaluation	25							

Reference Books :

1	Benjamin Wielechowski(2021), Introduction to Narrative Journalism, UM-Dearborn Open Education
2	Cristopher Nash (2005), Narrative in Culture: The use of Storytelling in Science, Philosophy and Literature. ISBN: 1134960764,9781134960798, https://books.google.com/books?hl=en&lr=&id=oWKIAgAAQBAJ&oi=fnd&pg=PP1&dq=narrative+and+storytelling&ots=kPelL6WWmj&sig=SSI7UgBziuiM9crrx2SCGT4gpA8
3	Heath, R., & Toth, E. (1992). *Rhetorical and critical approaches to public relations*. 1992. New York & London: Routledge. *What is storytelling.* Retrieved from http://www.storynet.org/resources/whatisstorytelling.html
4	János László (2008), The Science of StoriesAn Introduction to Narrative Psychology. ISBN 9780415457958
5	John Walsh (2014), The Art of Storytelling (Easy Steps to Presenting an Unforgettable Story),ISBN: 9780802411334
6	Porter Abbott(2008), The Cambridge Introduction to Narrative, ISBN-100521715156 , ISBN-13978-0521715157

Web links

7	https://www.gonarrative.com/blog/2022/2/10/the-importance-of-storytelling#:~:text=It's%20crucial%20to%20use%20storytelling,everyone%20loves%20a%20good%20story.
8	https://www.researchgate.net/publication/292429568_The_power_of_story_How_literature_can_teach_enrich_and_transform

	NAAC Accredited "A"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2024-25**
B.Sc. F.C.Sc – (Regular) Third Year– Level 5.5				
Year	**III**	**Practices in Rural Community Engagement** **(SEC Course)**	**Credits / Hours per week**	**4 (0+4) / 8 hours/week** **Practical: 120 Hours**
Semester	**VI**	Year of Introduction: 2025-26 Year of syllabus revision:	**Maximum Grade**	**'O'**
Mode of Transaction		Practical		

Course Outcome (CO)

CO1 To develop understanding about the dynamics and unique challenges of rural communities
CO2 To conduct comprehensive community assessments
CO3 To design and implement community-based projects
CO4 To apply sustainable practices in rural development
CO5 To engage effectively with community members and stakeholders
CO6 To monitor and evaluate the outcomes and impact of the project.
CO7 To learn about documentation and report writing of the project.

Unit No.	**Practicals**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/ Ent/SD	**Relevance to** L/N/RG	**Relation to** G/ES/HV/PE
I	**Community Needs Assessment** Students will conduct a thorough needs assessment in a selected rural community. This will include **surveys, interviews** and **focused group discussions** with community members to identify key issues and areas for development.	20h	10%	1,2,4	1,2	1,2,3,4	SD/ Emp	L	G/ES/HV/PE
II	**Project Planning and Development** Based on the needs assessment, students will develop a project plan addressing a specific community need. This	30h	10%	1,2,3,4	3, 5	1,2,3,4	SD/ Emp	L	G/ES/HV/PE

	includes setting objectives, identifying resources and creating a timeline for implementation.								
III	**Implementation of a Community Project** Students will implement their project plan in the community. This could involve organizing workshops, building infrastructure, or starting a community initiative. Emphasis will be on practical problem-solving and community involvement.	45h	40%	1,2,3,4	3,4,5	1,2,3,4	SD/ Emp	L	G/ES/HV/PE
IV	**Monitoring, evaluation and Impact Assessment** After project implementation, students will monitor and evaluate the outcomes and impact of their project. This includes collecting data, analyzing results and presenting findings to the community and stakeholders.	15h	20%	1,2,3,4	6	1,2,3,4	SD/ Emp	L	G/ES/HV/PE
V	**Reflection and Reporting** Students will maintain a file throughout Internship to document their daily field activities and mentioning about live experiences, challenges and learning. At the end of the Internship, students shall submit a comprehensive report summarizing their work, reflections and recommendations for future community engagement.	10h	20%	1,2,3,4	7	1,2,3,4	SD/ Emp	L	G/ES/HV/PE
	Evaluation/ Assessment method	**Total**							
	Community Needs Assessment Report	05							
	Project Proposal	05							
	Project Implementation and Execution	20							
	Evaluation Report	10							
	Final presentation	10							
	Total	50							
	Semester End Examination	50							

Course Policies	
1	Attendance and active participation are mandatory.
2	Students are expected to maintain professionalism and ethical conduct during their field work.
3	Submission of file with daily and final reports should be as per the announced deadline.

Annexure -2

B.P4

(i) Fourth year Programme Structure

(ii) Syllabus of Fourth-year B.Sc. Honours with Research

Sem	With Research	Minor	MD	AEC/language	SEC	VAC	SI	Research	Credits
VII (WR)	• Social and behaviour change Communication **M17 4cr (3+1)** • Monitoring and Evaluation **M18 4cr (3+1)** • Extension Management **M19 4cr (4+0)**	Digital Media and Marketing **4cr (4+0)**						Dissertation -I **6cr (0+6)**	
Total	**12**	**4**	**-**	**-**		**-**	**-**	**6**	**22**
VIII (WR)	• Social Entrepreneurship **M20 4cr (3+1)** • Management of Human Service Organisation. **M21 4cr (3+1)** • Development Journalism **M22 4cr (3+1)**	NGO and CSR Management **4 cr (4+0)**						Dissertation II **6cr (0+6)**	
Total	**12**	**4**	**-**	**-**		**-**	**-**	**6**	**22**

Program Specific Outcome (PSO): Level 6 FOUTRH YEAR

At the end of **level 6 i.e. at the completion of FOURTH year** (8 semesters) of the undergraduate program the following are the Program Specific outcome:

1. **Disciplinary Knowledge:** The students would be able to demonstrate the acquisition of knowledge of facts, concepts, principles, theories, and processes in the broad multidisciplinary learning context of the domain of extension and communication, various media for development, methods of teaching in extension, non-formal and lifelong education, research methods, **data analysis and interpretation**
2. **Critical Thinking**: The students would be able to understand the different practices in rural community engagement with the help of working in various **Ngo's and CSR and understanding their management.**
3. **Decision making, Analytical and Communication Skills**: The students should be able to acquire the cognitive skills required to identify, analyse and synthesize information from the subjects **like new media organisational placement and development organisational placement**
4. **Critical Thinking and Problem Solving, Moral and Professional Ethics**: The students would be able to apply the knowledge and essential skills required to perform effectively in or different settings/programs (practicals) relating to the chosen field of study in extension and communication by the learning the courses **like Digital media and marketing and social entrepreneurship.**
5. **Multicultural competence**: Ability to learn about different Indian cultures by way of practicing traditions, understanding communication skills **by social and behavioural change communication.**
6. **Digital Literacy**: Competency in accessing relevant and authentic information and data from various subjects **offering digital skills with the ability** to learn, synthesize, integrate to make presentations on the given topics for academic and extension/community work in extension and communication.

Semester VII

Major

Syllabus of Courses

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2025-26**

B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0				
Year	**IV**	**Social and Behaviour Change Communication** **(Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs Practical: 30 Hrs**
Semester	**VII**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction	Lectures and Practicals			

Course Outcome (CO)

CO1: To develop understanding regarding the concept and process of Social and Behaviour Change Communication
CO2: To develop understanding regarding the role of theories and models used to achieve the strategic approaches
CO3: To develop understanding regarding SBCC strategies in various development programmes / polices related to Indian developmental issues.
CO4: To design SBCC strategy for the selected target group on one of the local developmental issue of the society.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Foundation Framework** a. Meaning, definition, concept of SBCC b. Importance of SBCC c. IEC to BCC to SBCC d. Key elements and process of SBCC e. Principles & strategies of SBCC	10	20	1,2	1	1,2, 3	Emp/SD	L/N/RG	G/ES/HV/PE

	f. C-planning process of SBCC								
II	**Theories and Models of Social and Behavioural Change Communication** a. Theories of Individual & Behaviour change b. Social & Technological theories of Behaviour change c. Role of Communicator in Development / Extension	5	10	1,2	2	1,2	Emp/SD	L/N/RG	G/ES/HV/PE
III	**Social and Behavioural Change Communication (SBCC) Interventions in Indian Development Programs and Policies** Related to a. Health b. Environment c. Literacy d. Water and Sanitation e. Human Rights f. Rural Development g. Population h. Other development programmes	10	20	1,2	3	4,5,6	Emp/SD	L/N/RG	G/ES/HV/PE
IV	**Designing a SBCC Strategy** a. Analyse the Situation b. Know the Audience c. Identify Communication Objectives d. Strategies Approaches e. Positioning and Strategy Outline f. Implementation Plan g. Monitoring and Evaluation	20	20	1,2	3,4	4,5,6	Emp/SD	L/N/RG	G/ES/HV/PE
	Practicals a. Collecting and Understanding Communication Strategies adopted by government and non-government for important ongoing programmes (Health, Education, Empowerment, Governance etc.)	30	30	1,2,4,6	4	4,5,6	Emp/SD	L/N/RG	G/ES/HV/PE

	b. Designing Behaviour Change communication strategies for a specific target group. c. Preparing infographics to disseminate information through social media platforms on various social issues. d. Presentation on case studies where SBCC strategies used to address a social issue by WHO, UNICEF and alike organizations (government, voluntary and non-voluntary) e. Analyzing a SBCC campaign to study its effectiveness and overall impact								
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written Assignment	10							
	Designing and Presentation of SBCC strategy	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							

References

1	Agrawal, P., & Khan, M. (n.d.). Population Council Population Council Knowledge Commons Knowledge Commons 2014 Facilitator's guide for training on monitoring and evaluation of Facilitator's guide for training on monitoring and evaluation of social and behavior change communication health programs social and behavior change communication health programs Kumudha Aruldas Population Council Subrato Mondal. Retrieved July 13, 2023, from https://knowledgecommons.popcouncil.org/cgi/viewcontent.cgi?article=1955&context=departments_sbsr-rh
2	Behaviour Change Communication -MEASURE Evaluation" (2014), https://www.measureevluation.org/prh/rh/service-delivery/bcc
3	Catalog of Project Tools and Resources for Social and Behavior Change Communication. (2017). https://healthcommcapacity.org/wp-content/uploads/2014/02/HC3-Catalog_FINAL.pdf
4	Designing a Social and Behavior Change Communication Strategy. (n.d.). The Communication Initiative Network. Retrieved July 13, 2023, from https://www.comminit.com/srhrafrica/content/designing-social-and-behavior-change-communication-strategy

5	Home: Courses. (n.d.). Newconceptinfosys.net. Retrieved July 13, 2023, from https://newconceptinfosys.net/tarangtraining/mod/page/view.php?id=298
6	How to Develop SBCC Creative Materials. (n.d.). The Compass for SBC. https://thecompassforsbc.org/how-to-guide/how-develop-sbcc-creative-materials
7	Kumar, A. (2020). Unit-7 Social and behaviour change communication. Egyankosh.ac.in. http://egyankosh.ac.in//handle/123456789/57206
8	Model Curriculum Handbook MASTERS IN PUBLIC HEALTH. (n.d.). Main.mohfw.gov.in. Retrieved 2018, from https://main.mohfw.gov.in/sites/default/files/MPH-Model%20Course%20Curriculum.pdf
9	School Of Science & Humanities Department Of Visual Communication Unit -I -Development Communication -SVCA5202. (n.d.). Retrieved September 20, 2022, from https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SVCA5202.pdf
10	Social and Behavior Change Communication Theory – Urban Adolescent SRH SBCC. (n.d.). https://sbccimplementationkits.org/urban-youth/urban-youth/part-1-context-and-justification/social-and-behavior-change-communication-theory/
11	Step 4: Strategic Approaches – SBCC Implementation Kits. (n.d.). https://sbccimplementationkits.org/lessons/step-4-strategic-approaches/
12	Strategic Communication -FOR BEHAVIOUR and Social Change in South Asia' -working paper by united nations' children fund https://www.k4health.org/tookkits/fpsucess/streteic-communication-behaviour-and -social-change-south-aisa
13	Theories and models of behaviour change, https://www.forestty.gov.uk/pdf.behaviour_review.pdf$FILE/behaviourreview_review_theory.p
14	Theories and models of behaviour change. https://www.ncongo.iNFO/WP-conet/ uploads/2011/05/ theories- and-models-of behaviour-change.pdf.
15	What is SBCC. (n.d.). Www.centreforsbcc.org. https://www.centreforsbcc.org/what-is-sbcc/
16	What Is Social and Behavior Change Communication? – Emergency Communication Preparedness Implementation Kit. (2010). Sbccimplementationkits.org. https://sbccimplementationkits.org/sbcc-in-emergencies/learn-about-sbcc-and-emergencies/what-is-social-and-behavior-change-communication/
	Weblinks
1	https://sbccimplementationkits.org/courses/designing-a-social-and-behavior-change-communication-strategy
2	https://humanitarianglobal.com/product/social-and-behaviour-change-communication-sbcc/
3	https://www.youtube.com/watch?v=ZB2DQ298YuY
4	https://healthcommcapacity.org/short-video-highlights-the-social-and-behavior-change-communication-challenge/sbcc-video-still/ https://www.youtube.com/watch?v=RN0F7jAFkgw
5	https://www.youtube.com/watch?v=W4dtSMbJX5g

Syllabus of Courses

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2025-26**
B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0				
Year	**IV**	**Monitoring and Evaluation** **(Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs Practical: 30 Hrs**
Semester	**VII**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction		Lectures and Practical		
Course Outcome (CO) CO1: To understand the need and significance of monitoring and evaluation in project and programme management. CO2: To develop basic knowledge and skills for data collection and analysis in M&E CO3: To acquaint students with emerging trends and innovation in M & E CO4: To design monitoring and evaluation framework for project and programme improvements. CO5: To demonstrate practical application of monitoring and evaluation tools.				

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Monitoring and Evaluation: Concepts and Processes** **a.** Definition, Scope and Evolution of M&E **b.** Importance of M&E in project and Programme cycles **c.** Need and Significance of M&E **d.** Key Components (Inputs, outputs, outcomes, impact)	10	15%	1, 2, 4	1	1,2	Emp	L,N,R	PE
II	**Monitoring and Evaluation Techniques** **a.** Quantitative Techniques (Surveys, performance indicators tracking, logical framework, result based management, cost benefit analysis/cost effectiveness analysis **b.** Qualitative analysis (Focus group discussions, key informant interviews, case studies, most significant changes, PRA) **c.** Mixed method approaches (Outcome mapping, Thoey of change, Development Evaluation) **d.** Participatory Techniques (Community scorecards, citizen Report cards, social audits) **e.** Technological Tools **i.** Mobile Data collection (for example: Kobo Toolbox, ODK) **ii.** Calls and Mapping tools, Dashboards and MIS	5	10%	1,2	2	1,2, 4	Emp	L,N,R	PE
III	**Approaches in M&E** **a.** Result-Based Management **b.** Participatory Monitoring and Evaluation **c.** Theory-Based Evaluation	20	30%	1,2,4	3	3,4, 6	Emp	L,N,R	PE

	d. Utilization -Focused Evaluation (UFE) **e.** Developmental Evaluation **f.** Goal-Free Evaluation **g.** Gender Responsible and Equity Focused								
IV	**Ethics and Emerging Trends in Monitoring and Evaluation** **a. Ethical Considerations in M&E** **i.** Informed consent **ii.** Confidentiality and data protection **iii.** Avoiding bias and ensuring inclusivity **b. Emerging Trends and Innovations in M&E** **i.** Real-time monitoring **ii.** Use of ICT and mobile technologies **iii.** Use of AI for evaluation	10	15%	1,2,4	4	3,4, 6	Emp	L,N,R	PE
	Practicals **a.** Case studies of monitoring and evaluation in action **b.** Field visits for hands on experience (optional, based on logistic) **c.** Role playing and simulation exercises **d.** Designing a mini monitoring and evaluation plan for hypothetical project **e.** Evaluating the effectiveness of an ongoing project (Government/NGOs/ State level)	30	30%	1,2,4	4,5	1 to 6	Emp	L,N,R	PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Tool Designing/ Data collection	15							
	Case Studies analysis	10							
	Written Assignments /Presentations	10							
	Written Test	10							

	Total	50							
	Semester Exam Evaluation	50							

Reference Books	
1.	Creswell, J.W., & Creswell, J. D. (2017). Research design: qualitative, quantitative, and mixed methods approaches. Sage Publications.
2.	Khandker, S. R., Koolwal, G. B., & Samad, H. A. (2010). Handbook on impact evaluation: quantitative methods and practices. World Bank Publications.
3.	Kumar, S. (2013). Methods for community Participation: A complete guide for practitioners. New Delhi. Viva Books Private Limited.
4.	Kusek, J. Z., & Rist, R. C. (2004). Ten steps to a results -based monitoring and evaluation system. The World Bank.
5.	Patton, M. Q. (2014). Qualitative research and evaluation methods: Integrating theory and practice. Sage Publications.
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Syllabus of Courses

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2025-26**

B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0				
Year	**IV**	**Extension Management** **(Major Course)**	**Credits / Hours per week**	**4 (4+0) / 4 hours/week** **Theory: 60 Hrs**
Semester	**VII**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction		Lectures		

Course Outcome (CO)

CO1 To develop understanding about the principles and characteristics of Extension Management.
CO2 To develop understanding regarding the management of human resources in an extension organization.
CO3 To develop an understanding of challenges in Extension Management.

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/Ent/SD	**Relevance to** L/N/RG	**Relation to** G/ES/HV/PE
I	**Extension Management** **a.** Meaning of Extension Management **b.** Extension Management models **c.** Difference between Management and Administration	15h	25%	1,2,3	1,2, 3,4	1,2	Emp/Ent/SD	L/N/RG	G/ES/HV/PE
II	**Basics of Extension Management** **a.** Scope of Extension Management **b.** Basic Elements of Extension Management **c.** Characteristics of extension management **d.** Principles of Extension Management	10h	15%	1,2,3,4	1,2,	2,3	Emp/Ent/SD	L/N/RG	G/ES/HV/PE

	e. Competencies required by extension managers								
III	**Functions in Extension Management** Planning, Organising, Staffing, Directing, Coordinating - Reporting, Budgeting, Communication, Monitoring, Evaluation, Utilisation	15h	30%	1,2,3,4	2,3, 4	3,4	Emp/En t/SD	L/N/RG	G/ES/H V/PE
IV	**Approaches to Management of Extension Organisations** **a.** System Approach **b.** Contingency Approach **c.** Training Approach **d.** Public Vs Private Approach/Government Vs Non-Government Approach **e.** Top Down Vs Botton Up Approach **f.** Cyber Extension Approach	10h	15%	3,4	1,2, 3,4	4,5, 6	Emp/En t/SD	L/N/RG	G/ES/H V/PE
V	**Innovations and Trends in Extension Management** **a.** ICTs and Digital Tools in Extension Management **b.** PPPs in Extension	10h	15%	3,4	1,2, 3,4	5,6	Emp/En t/SD	L/N/RG	G/ES/H V/PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written assignments	10							
	Presentation / Quiz	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							

References

1	Ameen, R., & Rai, D. P. (2024). *A textbook on agricultural extension and rural sociology*. Bhavya Books.
2	Arya, R., & Sachan, P. (2022). *Fundamentals of agricultural extension*. Scientific Publishers.
3	Bhatthad, R. (2023). *Current trends in agricultural extension: Climate change, risk management and entrepreneurship*. Notion Press.

4	Chaithra, G. J., Devi G, L., Adhiguru, P., & Praveen, R. (2022). *Text book of agricultural extension*. Satish Serial Publications.
5	Karthikeyan, C. (2022). *A textbook of agricultural extension management*. Atlantic
6	Ray, G. L. (2025). *Extension communication and management*. Kalyani Publishers.
	Weblinks
1	https://www.manage.gov.in/
2	https://kvk.icar.gov.in/
3	https://agriwelfare.gov.in/en/Extension
4	https://iseeindia.in/

Minor

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2025-26**

B.Sc. F.C.Sc (Regular) -Fourth Year-Level -6				
Year	**IV**	**Digital Media and Marketing** **(Minor Course)**	**Credits / Hours per week**	**4(4+0)** **Theory: 60 Hours**
Semester	**VII**	**Year of Introduction:** 2026-27 **Year of Syllabus Revision:**	**Maximum Marks / Grade**	**'O'**
Mode of Transaction		Lectures		

Course Outcome (CO):

CO1: To understand the basic concepts and importance of digital media and marketing

CO2: To develop skills for creating and managing content on popular social media platforms.

CO3: To apply simple digital marketing tools and techniques for promoting products or services online.

CO4: To create a basic digital marketing plan while following ethical practices and online safety guidelines.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Emp/ Ent/ SD	Relevance to L/N/R/G	Relation to G/HV/PE
I.	**Introduction to Digital Media and Marketing** **a.** Definition and types of digital media (social media, websites, mobile apps, etc.) **b.** Comparison between digital and traditional marketing	15h	25%	1,2,3	1,2, 3,4	1,2,3	Emp/ Ent	L/N/R/G	HV/PE

	c. Role and importance of digital marketing in India **d.** Current trends in digital marketing (influencer marketing, short video formats) **e.** Case study: Digital marketing strategies of Indian brands like Amul and Zomato								
II.	**Social Media Marketing** **a.** Overview of popular social media platforms in India (Facebook, Instagram, WhatsApp, YouTube, X/Twitter, LinkedIn) **b.** Steps to create engaging content (text, images, videos) **c.** Use of hashtags, tagging, and trending content **d.** Planning and executing social media campaigns **e.** Case study: Viral campaigns such as Swiggy Instamart and #VocalForLocal	10h	15%	1,2,3,4	1,2,	2,3	Emp/ Ent	L/N/R/G	HV/PE
III.	**Digital Tools and Techniques** **a.** Basics of Search Engine Optimization (SEO) and Search Engine Marketing (SEM) **b.** Process and importance of email marketing **c.** Introduction to Google Ads and Meta (Facebook) Ads **d.** Basics of digital analytics (Google Analytics) **e.** Overview of digital tools: Canva (for design), Hootsuite (for scheduling and management)	15h	25%	1,2,3,4	2,3, 4	2,3	Emp/ Ent	L/N/R/G	HV/PE
IV.	**Digital Marketing Strategy and Ethics** **a.** Steps to build a digital marketing plan **b.** Market segmentation and identifying target audience (examples from Indian market) **c.** Overview of online privacy, data protection, and cyber laws in India	10h	10%	3,4	1,2, 3,4	2,3,4,5	Emp/ Ent	L/N/R/G	HV/PE

V.	**Ethical Considerations and Emerging Trends in Digital Marketing** **a.** Ethical considerations in digital marketing (misleading ads, fake news, data privacy, cultural sensitivity) **b.** Responsible use of consumer data and online behaviour tracking **c.** Importance of transparency in influencer marketing and sponsored content **d.** Emerging trends: use of AI, chatbots, voice search, and automation **e.** Growth of e-commerce, short video content, and personalized marketing in India	10h	10%	3,4	1,2, 3,4	3,4,5	Emp/ Ent	L/N/R/G	HV/PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written assignments /Presentations	10							
	Content creation/ campaign planning	20							
	Written Test	15							
	Total	50							
	Semester Exam Evaluation	50							

References:

1. Bhatia, P. (2021). *Fundamentals of digital marketing*. Pearson Education India.
2. Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital marketing: Strategy, implementation and practice* (8th ed.). Pearson Education Limited.
3. Charlesworth, A. (2021). *Digital marketing: A practical approach* (4th ed.). Routledge.
4. Dodson, I. (2016). *The art of digital marketing: The definitive guide to creating strategic, targeted, and measurable online campaigns*. Wiley.
5. Gupta, S. (2020). *E-commerce and digital marketing*. Kalyani Publishers.

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9.	Kotler, P., Keller, K. L., Koshy, A., & Jha, M. (2022). *Marketing management: A South Asian perspective* (16th ed.). Pearson Education.
10	Mandal, S. (2020). *Digital marketing: Concepts and cases*. McGraw Hill Education India.
	Weblinks
11	https://academy.hubspot.com/courses/digital-marketing
12	https://www.semrush.com/blog/
13	https://www.canva.com/learn/
14	https://learndigital.withgoogle.com/digitalgarage

Research

Dissertation-I

	NAAC Accredited "A+"Grade Institute of Fashion Technology Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda	**Academic Year**	**2025-26**

B.Sc. F.C.Sc : Fourth Year-Level 6.0 (With Research)

Year	**IV**	**Dissertation - I (Research)**	**Credits / Hours per Semester**	**6 (0+6) / 12 hours/week Practical: 180 hours Total: 180 Hours/semester**
Semester	**VII**	Year of Introduction: 2026-27 Year of Syllabus Revision:	**Minimum/ Maximum Marks**	**O**
Mode of Transaction		Lectures, Tutorials, Practical & Research		

Course Outcome (CO)

CO1: Identify and formulate a research problem relevant to Fashion Communication, demonstrating clarity in objectives and scope.
CO2: Review and synthesize existing literature to establish a theoretical and conceptual framework for the study.
CO3: Design an appropriate research methodology, including selection of research design, tools, sampling techniques, and data collection methods.
CO4: Apply ethical research practices, including plagiarism awareness, informed consent, and responsible data handling.
CO5: Analyze collected data using suitable qualitative and/or quantitative techniques and interpret findings effectively.
CO6: Present a structured dissertation report with proper academic writing, referencing, and documentation standards.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/ PE
Practical									
I	**Problem Identification & Research Orientation**								

	a) What is a research problem? b) Identifying problems in various areas like: Fashion branding, Visual communication, Retail, Digital platforms, Consumer Behavior, etc. c) Technique Involved in Defining a Problem	30	17	1,2,3	1,2	1,2	SD	L,N,R,G	ES,PE
II	Literature Review and Research Questions a) Review of Literature: i) Purpose ii) Objectives iii) Methodology iv) Key findings v) Research Gap b) Formulating Research Questions and Hypotheses	35	20	2,4,5	2,3	2,5,8	SD	L,N,R,G	ES,PE
III	Selection of Research Topic a) Pilot survey b) Feasibility Test	30	17	4,5,6	2,3,4	2,8,9	Emp,Ent,SD	L,N,R,G	ES,PE

IV	Research Methodology a) Objectives of Research b) Types of Research i) Descriptive ii) Analytical iii) Applied iv) Fundamental v) Qualitative vi) Quantitative vii) Conceptual viii) Empirical etc. c) Significance of Research d) Sampling Methods e) Originality and Research Ethics i. Importance of originality in research ii. Contribution to existing knowledge iii. Ethical considerations in research iv. Plagiarism: meaning, types, and prevention	20	10	2,3,4	3,4	2,8	Emp,SD	L,N,R,G	ES,PE
V	Preparing a Research Proposal a) Structure: i) Title Page ii) Abstract iii) Table of Contents iv) Writing the Introduction v) Literature Review vi) Statement of the Problem vii) Methodology viii) Ethical consideration	20	10	4,6	1,2,3	3,4,5,9	Emp,Ent,SD	L,N,R,G	ES,PE

VI	Data collection tools and techniques a) Techniques: Quantitative and Qualitative (Surveys, Case Studies, Interviews, Observation, Focus Group Discussion, Experiments, etc.) b) Tools: Questionnaires, Checklist, Rating Scales, Interview Schedules, etc. c) Data Types: Primary and Secondary d) Fieldwork	45	26	4,5,6	5,6	8	Emp,Ent,SD	L,N,R,G	ES,PE

REFERENCES	
1.	Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Delhi: New Age International.
2.	Uttarakhand Open University. (n.d.). *Researching for hospitality and tourism management (BHM-503T)*
3.	Mohanlal Sukhadia University. (n.d.). *Research methodology and types of research*.
4.	Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
5.	Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). SAGE Publications.

Semester VIII

Major

Syllabus of Courses

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2025-26**

B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0

Year	**IV**	**Social Entrepreneurship (Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs, Practical: 30 Hrs**
Semester	**VIII**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction	Lectures and Practicals			

Course Outcome (CO)

CO1 To introduce students to social entrepreneurship concepts, processes, and practices.
CO2 To develop critical thinking and skills for identifying, planning, and implementing social enterprises.
CO 3 To encourage innovation in addressing societal challenges through sustainable models.
CO4 To provide hands-on experience through practical assignments and fieldwork.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Introduction to Social Entrepreneurship** a. Concept and evolution of social entrepreneurship b. Differences between business entrepreneurship and social entrepreneurship c. Role of social entrepreneurs in society d. Key characteristics of successful social entrepreneurs e. Types of social entrepreneurship	8	15	1,2,3	1	1,2,3	Emp/SD	L/N/RG	G/ES/HV/PE

	f. Global and Indian social entrepreneurship landscape								
II	**Identifying and Understanding Social Problems** a. Defining social problems and needs assessment b. Stakeholder analysis and community engagement c. Tools and techniques for social impact analysis d. Case studies on identifying opportunities for social innovation	10	10	1,2,3,6	1,2	3,4	Emp/SD	L/N/RG	G/ES/HV/PE
III	**Designing and Managing a Social Enterprise** a. Business models for social enterprises (hybrid models, non-profit, for-profit) b. Legal structures and funding options c. Strategic planning and resource mobilization d. Scaling and sustaining social ventures e. Measuring social impact (SROI, theory of change, logical framework)	15	25	1,2,3,6	2,3	3,4, 5,6	Emp/SD	L/N/RG	G/ES/HV/PE
IV	**Ethics, Leadership, Innovation and Government efforts in Social Entrepreneurship** a. Ethical dilemmas and accountability in social enterprises b. Leadership qualities of a social entrepreneur c. Innovation for social change (design thinking, frugal innovation) d. Collaboration and partnerships e. Future trends in social entrepreneurship (technology, policy, globalization) f. Government efforts in promoting social entrepreneurship	12	20	1,2,3	2,3	2 to 5	Emp/SD	L/N/RG	G/ES/HV/PE

	Practicals a. Identify a local social issue and conduct a needs assessment (survey/interviews) to develop a social enterprise plan addressing the issue. b. Prepare a plan or pitch deck for starting a social enterprise and present findings and solutions through a project report and class presentation	30	30	1,2,3,4 ,6	4	1,2, 6	Emp/S D	L/N/RG	G/ES/H V/PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written assignments	10							
	Presentation	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							

References	
1	Bornstein, D. (2007). How to Change the World, PENGUIN BOOKS
2	Dees, J.G. (1998) The Meaning of "Social Entrepreneurship". The Kauffman Center for Entrepreneurial Leadership. Kansas City, MO and Palo Alto, CA.
3	Leadbeater, C. (1997). The Rise of the Social Entrepreneur. Schwab Foundation reports on social entrepreneurship
4	Nicholls, A. (2006). Social Entrepreneurship: New Models of Sustainable Social Change UN Sustainable Development Goals (SDGs) and social entrepreneurship
5	Shukla, M (2020). Social Entrepreneurship in India. Sage Publications
6	Yunus, M. (2010). Building Social Business. https://doi.org/10.1016/j.lrp.2009.12.005

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2025-26**

B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0 (Without Research)				
Year	**IV**	**Management of Human Service Organizations (Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs Practical: 30 Hrs**
Semester	**VIII**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Marks/ Minimum Marks**	**100 Marks / 36 Marks**
Mode of Transaction		Lectures and Practicals		

Course Outcome (CO)

CO1 To create understanding regarding the concept of human service organizations along with historical development in India
CO2 To foster an understanding of the nature of organizational structure and its classification
CO3 To Provide basic knowledge of legislative provisions of managing Human Service Organizations.
CO4 To enhance the knowledge regarding the core aspects of management in human service organizations, essential skills and the process of establishing a Human Service Organization.
CO5 To provide exposure of human service organization in the field of development.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Concept of Human Service Organizations** a. Need b. Philosophy	10	15	1,2	1	1,2	Emp	L,N,R	PE

	c. Significance d. Historical Development of Human Service Organization in India e. Local, State, National and International Human Service Organizations								
II	**Organisational Structure of Human Service Organisations** a. Meaning and nature of organization structure b. Classification of organizations i. Government ii. Semi-Government iii. Voluntary and Non-Government Organizations (VOs and NGOs) iv. Corporate Social Responsibility units (CSRs) v. Public Private Partnership (PPP)	12	20	1,2,3	2	1,2, 3	Emp	L,N,R	PE
III	**Legislative rules and regulations governing various organisations** a. Public Charitable Trust Act b. Society's Registration Act c. Section 8 of Company's Act d. Foreign Currency Regulation Act	8	20	1,2,3	3	1,2, 4	Emp	L,N,R	PE
IV	**Management of Human Service Organisations** a. Concept and Importance b. Functions of Management c. Approaches to Management d. Planning and Implementation e. Personnel Management f. Financial Management g. Administration and Monitoring h. Managerial skills i. Operational process of starting a Human Service Organization	15	25	2,3,4	4	1,3, 4,5	Emp	L,N,R	PE

	Practicals a. Visit to various local Human Service organizations and Prepare the brief report. b. Prepare profile of any two human service organization and its presentation. c. Discussion on role of Human Service organization for societal development. d. Organize an expert talk of a development practitioner to understand the nature, functions and contributions of human service organization	30	20	1,2,4,5 ,6	5	1 to 6	Emp	L,N,R	PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written assignments	10							
	Quiz	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							

References

1	Dharamrajan Shivani (1998), NGO's Public Policy, Kanishka Publication, New Delhi,
2	Dobriyal, N.C. (2009) NGOs and Government Organisation: Role, Duties and Functions, Sumit Enterprises, New Delhi
3	Lawani B.T. (1999), NGO's in Development, Rawat Publication, Jaipur,
4	Maniar. A. , Bhate. K. and Karkare. N.(2018) Genesis and Development of NGOs, Ideal International E-Publications Pvt. Ltd., Madhya Pradesh

5	Pruthi Rajkumar (2000), Manual of NGOs: How to manage, Crest Publication, New Delhi
	Web links
1	Farrington., John. **,** Chapter 23 - The role of nongovernmental organizations in extension Retrieved from http://www.fao.org/docrep/W5830E/w5830e0p.htm
2	Company's Act 2013 Retrieved from http://www.mca.gov.in/Ministry/pdf/CompaniesAct2013.pdf
3	https://pria-academy.org/pdf/ngom/NGOM_2unit.pdf
4	https://www.youtube.com/watch?v=gkC3gQTnn_4

Syllabus of Courses

	NAAC Accredited "A⁺"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2025-26**

B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0				
Year	**IV**	**Development Journalism (Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs Practical: 30 Hrs**
Semester	**VIII**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction	Lectures and Practical			

Course Outcome (CO)

CO1 To introduce students to the principles and practices of development journalism.
CO2 To equip students with skills to research, report, and write on development issues.
CO3 To foster critical thinking and an understanding of media's role in the development communication.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/ SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Introduction to Development Journalism** b. Understanding Development Journalism: Concepts and Evolution c. Role of Media in Development d. Key themes in Development Reporting (e.g., education, health, agriculture, environment, gender)	10h	15%	1, 2, 4	1	1,2,3	Emp	L,N,R	PE
II	**a. Media and Development Policies** **i.** Media as a Stakeholder in Policy Advocacy **ii.** Analysis of National and International Development Policies (e.g., SDGs)	15h	25%	1,2	3	3,4,5, 6	Emp	L,N,R	PE

	iii. Ethical Frameworks in Reporting Development Issues **b.** Reporting Techniques for Development Issues **c.** Research Techniques for Development Stories **d.** Data Journalism and Infographics in Development Reporting								
III	**Tools and Technologies in Development Journalism** **a.** Digital Tools for Reporting and Publishing Development Stories **b.** Mobile Journalism (MoJo) for Grassroots Reporting **c.** Using social media for Advocacy and Awareness	10h	15%	1,2,3	1,3	3,4,5	Emp	L,N,R	PE
IV	**Challenges and Opportunities in Development Journalism** **a.** Challenges: Funding, Censorship, Misinformation, and Accessibility **b.** Opportunities: Collaborative Journalism and Citizen Journalism **c.** Future Trends in Development Journalism	10h	15%	1,2,4	1,3	2,3,4, 5	Emp	L,N,R	PE
	Practicals **a.** Field Visit and Case Study Development: students will visit a rural or urban community to identify and document a development issue (e.g., sanitation, education access). Prepare a detailed case study incorporating interviews and field observations. **b.** Data-Driven Story Writing: Collect and analyze data on a specific development theme (e.g., health statistics, agricultural trends). Create an engaging feature story using data visualizations (charts, graphs, etc.). **c.** Multimedia Storytelling Project: Develop a multimedia project (video, podcast, or photo essay) focused on a development issue. Publish the project on an online platform and present it to peers for feedback.	30	30	1,2,4	2	1 to 6	Emp	L,N,R	PE

	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written assignments /Written Test	15							
	Quiz/Viva Voce	10							
	Field Visit and Case Study Development: students will visit a rural or urban community to identify and document a development issue (e.g., sanitation, education access). Prepare a detailed case study incorporating interviews and field observations.	20							
	Total	50							
	Semester Exam Evaluation	50							

References

1.	Murthy, D. V. R. (2010). *Development journalism*. Dominant Publishers.
2.	Oxford Research Encyclopedias. (2018). Development journalism. In *Oxford research encyclopedias: Communication*. Oxford University Press.
3.	SAGE Publications. (2020). Development journalism. In *The SAGE Encyclopedia of journalism* (2nd ed.). SAGE.
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	Weblinks
1.	NBCU Academy. (2023). Fundamentals of journalism. Retrieved from https://nbcuacademy.com/course/fundamentals-of-journalism/
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	https://www.youtube.com/watch?v=JaIPh5fKSG4
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Minor

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda		**Academic Year**	**2025-26**
B.Sc. F.C.Sc. (Regular) - Fourth Year – Level 6.0				
Year	**IV**	**NGOs and CSR Management (Minor Course)**	**Credits / Hours per week**	**4 (4+0) / 4 hours/week Theory: 60 hours**
Semester	**VIII**	**Year of Introduction: 2026-27** Year of Syllabus Revision:	**Maximum Grade**	**O**
Mode of Transaction		Lectures		

Course Outcome (CO)

CO1: To understand the fundamental concepts, structures, and functions of NGOs
CO2: To analyse the statutory framework starting and governing NGOs in India.
CO3: To understand the history, concepts and development of CSR.
CO4: To analyse the theoretical framework with reference to CSR, business and society.
CO5: To explore the tools and methods used for evaluating NGOs and CSR programmes.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Concept of NGOs** a. Meaning of NGO b. Characteristics of good NGO c. Structure of NGO d. Functions of NGO e. Advantages of NGO f. Difference between NGOs and GOs g. Contributions of NGOs in the Development	12	20	1,2,3	1	1,2	Emp,Ent	L,R,N,G	G. ES. HV, PE

II	**Starting of NGO** a. Steps for starting NGO b. Registration of NGOs under various Acts c. Selection of Personnel d. Training of Personnel e. Proposal writing under NGO f. Identifying Funding agencies g. Resource Mobilization h. Planning, Implementation and Evaluation strategy under NGO **i.** Documentation	10	15	1,2,3	2	1,2	Emp,Ent,SD	L,R,N,G	G. ES. HV, PE
III	**Concept of CSR (Need to discuss with sir)** a. Concept, Meaning & Principles of CSR b. Historical Development of CSR c. Chronological evolution of CSR in India d. Section 135 of Companies Act 2013 e. Scope of Section 8 Company f. Scope for CSR Activities under Schedule VII g. Board of Directors and CSR Committee & its functions	17	30	1,2,3, 4,5,6	3	1,2, 4	Emp,Ent,SD	L,R,N,G	G. ES. HV, PE
IV	**Theoretical Foundations of CSR** a. Triple Bottom Line Approaches b. Business approaches to CSR: Obstructive, Defensive, Accommodative & Proactive Approach c. Stakeholders involvement in CSR d. Environmental, Governance and ethical issues in CSR	12	20	2,3,4	4	1,2, 3,4	Emp,Ent,SD	L,R,N,G	G. ES. HV, PE

V	**Evaluation of NGOs and CSR Programmes** Need Assessment a. Social Monitoring b. Social Audit c. Social Return on Investment (SROI)	9	15	2,4,5, 6	5	4,5, 6	Emp,Ent,S D		
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	05							
	Class Assignment	10							
	Orientation Visit	05							
	Mid Term Exam	30							
	Semester End Examination	**50**							

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Web Resources	
18.	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001610/P001792/M025662/ET/1513855145Module20.pdfhttps://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001610/P001792/M025662/ET/1513855145Module20.pdf
19.	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001610/P001800/M025933/ET/1513942514MODULE_33_Q1_.pdf
20.	https://www.rvoicmai.in/e-book/SOCIAL-ACCOUNTABILITY-AND-SOCIAL-AUDIT-396fuvC9q0Qssk
21.	https://nirdpr.org.in/nird_docs/socialaudit/English-sa.pdf
22.	https://www.youtube.com/watch?v=63Rk43pwBGY
23.	https://kb.icai.org/pdfs/22207tgsa.pdf

Research

Dissertation-II

	NAAC Accredited "A+"Grade Institute of Fashion Technology Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda		**Academic Year**	**2025-26**
B.Sc. F.C.Sc : Fourth Year-Level 6.0				
Year	**IV**	**Dissertation - II (Research)**	**Credits / Hours per Semester**	**6 (0+6) / 12 hours/week Practical: 180 hours Total: 180 Hours/semester**
Semester	**VIII**	Year of Introduction: 2026-27 Year of Syllabus Revision:	**Minimum/ Maximum Marks**	**O**
Mode of Transaction		Lectures, Tutorials, Practical & Research		

Course Outcome (CO)

CO1: Design and implement an appropriate research methodology, including selection of sampling techniques, tools, and procedures.
CO2: Collect data using suitable methods such as surveys, interviews, experiments, and observations while adhering to ethical standards.
CO3: Organize, manage, and code data effectively using relevant tools and software such as SPSS and Excel.
CO4: Analyze quantitative and qualitative data using appropriate statistical and analytical techniques.
CO5: Interpret research findings and present data clearly using tables, graphs, and charts in relation to research questions or hypotheses.
CO6: Write and finalize a dissertation with proper discussion, conclusions, referencing, formatting, and demonstrate readiness for viva voce and publication.

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/Ent/SD	**Relevance to** L/N/RG	**Relation to** G/ES/HV/ PE
Practical									

I	Data mining and entry a) **Finding anomaly** b) **Data cleaning** c) **Data transformation**	25	14	3,4	1,2,3,4	3,5,10	Emp,SD	L,N,R,G	G,ES,HV,PE
II	Data Management and Tools a) **Types of tabulation** b) **Categorizing data** c) Data organization and handling d) Tools and Software for Data Management: i) SPSS ii) Excel iii) Other relevant tools	45	25	2,3,4	2,3	3,5,10	Emp,SD	L,N,R,G	G,ES,HV,PE
III	Data Analysis Techniques and interpretation of data a) Organizing and Coding Data b) Quantitative Data Analysis: i) Descriptive Statistics ii) Inferential Statistics c) Qualitative Data Analysis: i) Content Analysis	30	17	4,5,6	3,4	2,8,9	Emp,SD	L,N,R,G	G,ES,HV,PE
IV	**Statistical Tests** a) **Parametric** b) **Non-Parametric**	20	10	3,4,5,6	5	3,9	SD	L,N,R,G	G,ES,HV,PE
V	Data Presentation and Interpretation a) Presenting Data: i) Tables ii) Graphs iii) Charts b) Interpretation of results in relation to research questions and hypotheses	30	17	1,4,5,6	4,5,6	3,9	Emp,SD	L,N,R,G	G,ES,HV,PE

VI	Writing, Submission, and Publication a) Writing Discussion and Conclusion Chapters b) Contributions, Limitations, and Future Research Directions c) Referencing Styles d) Formatting, Proofreading, and Editing e) Dissertation Submission and Viva Voce Preparation f) Publishing from Dissertation (Articles, Book Chapters)	30	17	3,4,5,6	4,5,6	8,9	Emp,SD	L,N,R,G	G,ES,HV,PE

REFERENCE	
1.	Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (4th ed.). New Delhi: New Age International.
2.	Uttarakhand Open University. (n.d.). *Researching for hospitality and tourism management (BHM-503T)*
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4.	Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
5.	Kumar, R. (2019). *Research methodology: A step-by-step guide for beginners* (5th ed.). SAGE Publications.

Annexure-3

B.P5

(i) Fourth year Programme Structure

(ii) Syllabus of Fourth-year B.Sc. Honours Without Research

Sem	Without Research	Minor	MD	AEC/language	SEC	VAC		Research	Credits
VII (WoR)	• Social and behaviour change Communication**M17 4cr (3+1)** • Monitoring and Evaluation **M18 4cr (3+1)** • Extension Administration and Management **M194cr (4+0)**	Digital Media and Marketing**4 cr (4+0)**					On Job training - -I 6cr (0+6)		
Total	**12**	**4**		**-**		**-**	**6**	**-**	**22**
VIII (WoR)	• Social Entrepreneurship **M20 4cr (3+1)** • Management of Human Service Organisation. **M21 4cr (3+1)** • Development Journalism **M22 4cr (3+1)**	NGO and CSR Management**4 cr(4+0)**					On Job Training - II 6cr (0+6)		
Total	**16**	**4**	**-**	**-**		**-**	**6**	**-**	**22**

Program Specific Outcome (PSO): Level 6 FOUTRH YEAR

At the end of **level 6 i.e. at the completion of FOURTH year** (8 semesters) of the undergraduate program the following are the Program Specific outcome:

7. **Disciplinary Knowledge:** The students would be able to demonstrate the acquisition of knowledge of facts, concepts, principles, theories, and processes in the broad multidisciplinary learning context of the domain of extension and communication, various media for development, methods of teaching in extension, non-formal and lifelong education, research methods, **data analysis and interpretation**
8. **Critical Thinking**: The students would be able to understand the different practices in rural community engagement with the help of working in various **Ngo's and CSR and understanding their management.**
9. **Decision making, Analytical and Communication Skills**: The students should be able to acquire the cognitive skills required to identify, analyse and synthesize information from the subjects **like new media organisational placement and development organisational placement**
10. **Critical Thinking and Problem Solving, Moral and Professional Ethics**: The students would be able to apply the knowledge and essential skills required to perform effectively in or different settings/programs (practicals) relating to the chosen field of study in extension and communication by the learning the courses **like Digital media and marketing and social entrepreneurship.**
11. **Multicultural competence**: Ability to learn about different Indian cultures by way of practicing traditions, understanding communication skills **by social and behavioural change communication.**
12. **Digital Literacy**: Competency in accessing relevant and authentic information and data from various subjects **offering digital skills with the ability** to learn, synthesize, integrate to make presentations on the given topics for academic and extension/community work in extension and communication.

Semester VII

Major

Syllabus of Courses

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2025-26**

B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0				
Year	**IV**	**Social and Behaviour Change Communication** **(Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs Practical: 30 Hrs**
Semester	**VII**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction	Lectures and Practicals			

Course Outcome (CO)

CO1: To develop understanding regarding the concept and process of Social and Behaviour Change Communication
CO2: To develop understanding regarding the role of theories and models used to achieve the strategic approaches
CO3: To develop understanding regarding SBCC strategies in various development programmes / polices related to Indian developmental issues.
CO4: To design SBCC strategy for the selected target group on one of the local developmental issue of the society.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Foundation Framework** g. Meaning, definition, concept of SBCC h. Importance of SBCC i. IEC to BCC to SBCC j. Key elements and process of SBCC k. Principles & strategies of SBCC	10	20	1,2	1	1,2, 3	Emp/SD	L/N/RG	G/ES/HV/PE

	l. C-planning process of SBCC								
II	**Theories and Models of Social and Behavioural Change Communication** d. Theories of Individual & Behaviour change e. Social & Technological theories of Behaviour change f. Role of Communicator in Development / Extension	5	10	1,2	2	1,2	Emp/SD	L/N/RG	G/ES/HV/PE
III	**Social and Behavioural Change Communication (SBCC) Interventions in Indian Development Programs and Policies** Related to i. Health j. Environment k. Literacy l. Water and Sanitation m. Human Rights n. Rural Development o. Population p. Other development programmes	10	20	1,2	3	4,5,6	Emp/SD	L/N/RG	G/ES/HV/PE
IV	**Designing a SBCC Strategy** h. Analyse the Situation i. Know the Audience j. Identify Communication Objectives k. Strategies Approaches l. Positioning and Strategy Outline m. Implementation Plan n. Monitoring and Evaluation	20	20	1,2	3,4	4,5,6	Emp/SD	L/N/RG	G/ES/HV/PE
	Practicals f. Collecting and Understanding Communication Strategies adopted by government and non-government for important ongoing programmes (Health, Education, Empowerment, Governance etc.)	30	30	1,2,4,6	4	4,5,6	Emp/SD	L/N/RG	G/ES/HV/PE

	g. Designing Behaviour Change communication strategies for a specific target group. h. Preparing infographics to disseminate information through social media platforms on various social issues. i. Presentation on case studies where SBCC strategies used to address a social issue by WHO, UNICEF and alike organizations (government, voluntary and non-voluntary) j. Analyzing a SBCC campaign to study its effectiveness and overall impact								
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written Assignment	10							
	Designing and Presentation of SBCC strategy	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							

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2	Behaviour Change Communication -MEASURE Evaluation" (2014), https://www.measureevluation.org/prh/rh/service-delivery/bcc
3	Catalog of Project Tools and Resources for Social and Behavior Change Communication. (2017). https://healthcommcapacity.org/wp-content/uploads/2014/02/HC3-Catalog_FINAL.pdf
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5	Home: Courses. (n.d.). Newconceptinfosys.net. Retrieved July 13, 2023, from https://newconceptinfosys.net/tarangtraining/mod/page/view.php?id=298
6	How to Develop SBCC Creative Materials. (n.d.). The Compass for SBC. https://thecompassforsbc.org/how-to-guide/how-develop-sbcc-creative-materials
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9	School Of Science & Humanities Department Of Visual Communication Unit -I -Development Communication -SVCA5202. (n.d.). Retrieved September 20, 2022, from https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SVCA5202.pdf
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11	Step 4: Strategic Approaches – SBCC Implementation Kits. (n.d.). https://sbccimplementationkits.org/lessons/step-4-strategic-approaches/
12	Strategic Communication -FOR BEHAVIOUR and Social Change in South Asia' -working paper by united nations' children fund https://www.k4health.org/tookkits/fpsucess/streteic-communication-behaviour-and -social-change-south-aisa
13	Theories and models of behaviour change, https://www.forestty.gov.uk/pdf.behaviour_review.pdf$FILE/behaviourreview_review_theory.p
14	Theories and models of behaviour change. https://www.ncongo.iNFO/WP-conet/ uploads/2011/05/ theories- and-models-of behaviour-change.pdf.
15	What is SBCC. (n.d.). Www.centreforsbcc.org. https://www.centreforsbcc.org/what-is-sbcc/
16	What Is Social and Behavior Change Communication? – Emergency Communication Preparedness Implementation Kit. (2010). Sbccimplementationkits.org. https://sbccimplementationkits.org/sbcc-in-emergencies/learn-about-sbcc-and-emergencies/what-is-social-and-behavior-change-communication/
	Weblinks
1	https://sbccimplementationkits.org/courses/designing-a-social-and-behavior-change-communication-strategy
2	https://humanitarianglobal.com/product/social-and-behaviour-change-communication-sbcc/
3	https://www.youtube.com/watch?v=ZB2DQ298YuY
4	https://healthcommcapacity.org/short-video-highlights-the-social-and-behavior-change-communication-challenge/sbcc-video-still/ https://www.youtube.com/watch?v=RN0F7jAFkgw
5	https://www.youtube.com/watch?v=W4dtSMbJX5g

Syllabus of Courses

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2025-26**

B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0				
Year	**IV**	**Monitoring and Evaluation** **(Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs Practical: 30 Hrs**
Semester	**VII**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction	Lectures and Practical			

Course Outcome (CO)

CO1: To understand the need and significance of monitoring and evaluation in project and programme management.
CO2: To develop basic knowledge and skills for data collection and analysis in M&E
CO3: To acquaint students with emerging trends and innovation in M & E
CO4: To design monitoring and evaluation framework for project and programme improvements.
CO5: To demonstrate practical application of monitoring and evaluation tools.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Monitoring and Evaluation: Concepts and Processes** **e.** Definition, Scope and Evolution of M&E **f.** Importance of M&E in project and Programme cycles **g.** Need and Significance of M&E	10	15%	1, 2, 4	1	1,2	Emp	L,N,R	PE

	h. Key Components (Inputs, outputs, outcomes, impact)								
II	**Monitoring and Evaluation Techniques** **f.** Quantitative Techniques (Surveys, performance indicators tracking, logical framework, result based management, cost benefit analysis/cost effectiveness analysis **g.** Qualitative analysis (Focus group discussions, key informant interviews, case studies, most significant changes, PRA) **h.** Mixed method approaches (Outcome mapping, Thoey of change, Development Evaluation) **i.** Participatory Techniques (Community scorecards, citizen Report cards, social audits) **j.** Technological Tools **iii.** Mobile Data collection (for example: Kobo Toolbox, ODK) **iv.** Calls and Mapping tools, Dashboards and MIS	5	10%	1,2	2	1,2, 4	Emp	L,N,R	PE
III	**Approaches in M&E** **h.** Result-Based Management **i.** Participatory Monitoring and Evaluation **j.** Theory-Based Evaluation **k.** Utilization -Focused Evaluation (UFE) **l.** Developmental Evaluation **m.**Goal-Free Evaluation **n.** Gender Responsible and Equity Focused	20	30%	1,2,4	3	3,4, 6	Emp	L,N,R	PE
IV	**Ethics and Emerging Trends in Monitoring and Evaluation** **c. Ethical Considerations in M&E** **iv.** Informed consent	10	15%	1,2,4	4	3,4, 6	Emp	L,N,R	PE

	v. Confidentiality and data protection **vi.** Avoiding bias and ensuring inclusivity **d. Emerging Trends and Innovations in M&E** **iv.** Real-time monitoring **v.** Use of ICT and mobile technologies **vi.** Use of AI for evaluation								
	Practicals **f.** Case studies of monitoring and evaluation in action **g.** Field visits for hands on experience (optional, based on logistic) **h.** Role playing and simulation exercises **i.** Designing a mini monitoring and evaluation plan for hypothetical project **j.** Evaluating the effectiveness of an ongoing project (Government/NGOs/ State level)	30	30%	1,2,4	4,5	1 to 6	Emp	L,N,R	PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Tool Designing/ Data collection	15							
	Case Studies analysis	10							
	Written Assignments /Presentations	10							
	Written Test	10							
	Total	50							
	Semester Exam Evaluation	50							
Reference Books									
7.	Creswell, J.W., & Creswell, J. D. (2017). Research design: qualitative, quantitative, and mixed methods approaches. Sage Publications.								
8.	Khandker, S. R., Koolwal, G. B., & Samad, H. A. (2010). Handbook on impact evaluation: quantitative methods and practices. World Bank Publications.								
9.	Kumar, S. (2013). Methods for community Participation: A complete guide for practitioners. New Delhi. Viva Books Private Limited.								

10	Kusek, J. Z., & Rist, R. C. (2004). Ten steps to a results -based monitoring and evaluation system. The World Bank.
11	Patton, M. Q. (2014). Qualitative research and evaluation methods: Integrating theory and practice. Sage Publications.
12	Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2018). Evaluation: A Systematic Approach. Sage Publications.

Syllabus of Courses

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2025-26**

B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0				
Year	**IV**	**Extension Management** **(Major Course)**	**Credits / Hours per week**	**4 (4+0) / 4 hours/week** **Theory: 60 Hrs**
Semester	**VII**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction		Lectures		

Course Outcome (CO)

CO1 To develop understanding about the principles and characteristics of Extension Management.
CO2 To develop understanding regarding the management of human resources in an extension organization.
CO3 To develop an understanding of challenges in Extension Management.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Extension Management** **d.** Meaning of Extension Management **e.** Extension Management models **f.** Difference between Management and Administration	15h	25%	1,2,3	1,2, 3,4	1,2	Emp/Ent/SD	L/N/RG	G/ES/HV/PE
II	**Basics of Extension Management** **f.** Scope of Extension Management **g.** Basic Elements of Extension Management **h.** Characteristics of extension management **i.** Principles of Extension Management	10h	15%	1,2,3,4	1,2,	2,3	Emp/Ent/SD	L/N/RG	G/ES/HV/PE

	j. Competencies required by extension managers								
III	**Functions in Extension Management** Planning, Organising, Staffing, Directing, Coordinating - Reporting, Budgeting, Communication, Monitoring, Evaluation, Utilisation	15h	30%	1,2,3,4	2,3, 4	3,4	Emp/En t/SD	L/N/RG	G/ES/H V/PE
IV	**Approaches to Management of Extension Organisations** **g.** System Approach **h.** Contingency Approach **i.** Training Approach **j.** Public Vs Private Approach/Government Vs Non-Government Approach **k.** Top Down Vs Botton Up Approach **l.** Cyber Extension Approach	10h	15%	3,4	1,2, 3,4	4,5, 6	Emp/En t/SD	L/N/RG	G/ES/H V/PE
V	**Innovations and Trends in Extension Management** **c.** ICTs and Digital Tools in Extension Management **d.** PPPs in Extension	10h	15%	3,4	1,2, 3,4	5,6	Emp/En t/SD	L/N/RG	G/ES/H V/PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written assignments	10							
	Presentation / Quiz	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							

References

1	Ameen, R., & Rai, D. P. (2024). *A textbook on agricultural extension and rural sociology*. Bhavya Books.
2	Arya, R., & Sachan, P. (2022). *Fundamentals of agricultural extension*. Scientific Publishers.
3	Bhatthad, R. (2023). *Current trends in agricultural extension: Climate change, risk management and entrepreneurship*. Notion Press.

4	Chaithra, G. J., Devi G, L., Adhiguru, P., & Praveen, R. (2022). *Text book of agricultural extension*. Satish Serial Publications.
5	Karthikeyan, C. (2022). *A textbook of agricultural extension management*. Atlantic
6	Ray, G. L. (2025). *Extension communication and management*. Kalyani Publishers.
	Weblinks
1	https://www.manage.gov.in/
2	https://kvk.icar.gov.in/
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Minor

	NAAC Accredited "A+" Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2025-26**

B.Sc. F.C.Sc (Regular) -Fourth Year-Level -6

Year	**IV**	**Digital Media and Marketing** **(Minor Course)**	**Credits / Hours per week**	**4(4+0)** **Theory: 60 Hours**
Semester	**VII**	**Year of Introduction:** 2026-27 **Year of Syllabus Revision:**	**Maximum Marks / Grade**	**'O'**
Mode of Transaction		Lectures		

Course Outcome (CO):

CO1: To understand the basic concepts and importance of digital media and marketing
CO2: To develop skills for creating and managing content on popular social media platforms.
CO3: To apply simple digital marketing tools and techniques for promoting products or services online.
CO4: To create a basic digital marketing plan while following ethical practices and online safety guidelines.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Emp/ Ent/ SD	Relevance to L/N/R/G	Relation to G/HV/PE
VI.	**Introduction to Digital Media and Marketing** **f.** Definition and types of digital media (social media, websites, mobile apps, etc.) **g.** Comparison between digital and traditional marketing **h.** Role and importance of digital marketing in India	15h	25%	1,2,3	1,2, 3,4	1,2,3	Emp/ Ent	L/N/R/G	HV/PE

	i. Current trends in digital marketing (influencer marketing, short video formats) **j.** Case study: Digital marketing strategies of Indian brands like Amul and Zomato								
VII.	**Social Media Marketing** **f.** Overview of popular social media platforms in India (Facebook, Instagram, WhatsApp, YouTube, X/Twitter, LinkedIn) **g.** Steps to create engaging content (text, images, videos) **h.** Use of hashtags, tagging, and trending content **i.** Planning and executing social media campaigns **j.** Case study: Viral campaigns such as Swiggy Instamart and #VocalForLocal	10h	15%	1,2,3,4	1,2,	2,3	Emp/ Ent	L/N/R/G	HV/PE
VIII.	**Digital Tools and Techniques** **f.** Basics of Search Engine Optimization (SEO) and Search Engine Marketing (SEM) **g.** Process and importance of email marketing **h.** Introduction to Google Ads and Meta (Facebook) Ads **i.** Basics of digital analytics (Google Analytics) **j.** Overview of digital tools: Canva (for design), Hootsuite (for scheduling and management)	15h	25%	1,2,3,4	2,3, 4	2,3	Emp/ Ent	L/N/R/G	HV/PE
IX.	**Digital Marketing Strategy and Ethics** **d.** Steps to build a digital marketing plan **e.** Market segmentation and identifying target audience (examples from Indian market) **f.** Overview of online privacy, data protection, and cyber laws in India	10h	10%	3,4	1,2, 3,4	2,3,4,5	Emp/ Ent	L/N/R/G	HV/PE

X.	**Ethical Considerations and Emerging Trends in Digital Marketing** **a.** Ethical considerations in digital marketing (misleading ads, fake news, data privacy, cultural sensitivity) **b.** Responsible use of consumer data and online behaviour tracking **c.** Importance of transparency in influencer marketing and sponsored content **d.** Emerging trends: use of AI, chatbots, voice search, and automation **e.** Growth of e-commerce, short video content, and personalized marketing in India	10h	10%	3,4	1,2, 3,4	3,4,5	Emp/ Ent	L/N/R/G	HV/PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written assignments /Presentations	10							
	Content creation/ campaign planning	20							
	Written Test	15							
	Total	50							
	Semester Exam Evaluation	50							

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On Job Training

Syllabus of Courses

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0				
Year	**IV**	**On-Job Training** **(Experiential Learning in Development Organizations)**	**Credits / Hours per week**	**6 (0+6) / 12 hours/week** **Practical: 180 Hrs**
Semester	**VII**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction	Practicals			

Course Outcome (CO)

CO1: To expose students to the functioning of development organizations (government bodies, NGOs, CSR initiatives).
CO2: To provide real world learning through hands-on work in professional development settings.
CO3: To develop skills in project management, community engagement, reporting and professional ethics.
CO4: To foster critical reflection on organizational practices and students personal career development.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
	Students can be placed in: a. Government Development Agencies (DRDA, Health Missions, Ministry of women child welfare) b. Non – governmental organizations working in sectors like education, health, environment,								

	livelihood women empowerment, rural development c. CSR based NGOs – companies focusing on community development sustainability, education, and health								
	Pre – placement orientation a. Introduction to development organizations and their roles b. Internship expectations and professional ethics. c. Reporting formats and assessment criteria d. Workplace communication and behaviour skills	30	10	1,2,3,4 ,5,6	1,2	1 to 6	Emp/En t/SD	L/N/RG	G/ES/H V/PE
	On – the – job training Students work under the supervision of a field mentor (from the organization) and a faculty mentor a. Project planning and implementation b. Community mobilization and field visits c. Data collection, surveys and analysis d. Documentation and reporting e. Monitoring and evaluation tasks	80	50	1,2,3,4 ,5,6	1,2, 3,4	1 to 6	Emp/En t/SD	L/N/RG	G/ES/H V/PE
	Mid – term Review Submission of a mid-term progress report (after 6 weeks) feedback session with the faculty mentor. Corrective guidance if required.	20	20	1,2,3,4 ,5,6	1,2, 3,4	1 to 6	Emp/En t/SD	L/N/RG	G/ES/H V/PE
	Final reporting and evaluation a. Final internship report (detailed documentation of work experience, learning outcomes, organizational profile, activities, reflections) b. Presentation c. Field mentor's evaluation (Organization's feedback on students' performance	30	20	1,2,3,4 ,5,6	1,2, 3,4	1 to 6	Emp/En t/SD	L/N/RG	G/ES/H V/PE

	Evaluation (Internal Evaluation 50% and External Evaluation 50%)	**Marks**							
	Punctuality and readiness	10							
	Mid-term progress report and review	10							
	Field mentor's evaluation	10							
	Field internship report	20							
	Total	50							
	Final presentation and viva voce	50							

Semester VIII

Major

Syllabus of Courses

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2025-26**

B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0				
Year	**IV**	**Social Entrepreneurship (Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs, Practical: 30 Hrs**
Semester	**VIII**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction	Lectures and Practicals			

Course Outcome (CO)

CO1 To introduce students to social entrepreneurship concepts, processes, and practices.
CO2 To develop critical thinking and skills for identifying, planning, and implementing social enterprises.
CO 3 To encourage innovation in addressing societal challenges through sustainable models.
CO4 To provide hands-on experience through practical assignments and fieldwork.

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/Ent/SD	**Relevance to** L/N/RG	**Relation to** G/ES/HV/PE
I	**Introduction to Social Entrepreneurship** g. Concept and evolution of social entrepreneurship h. Differences between business entrepreneurship and social entrepreneurship i. Role of social entrepreneurs in society j. Key characteristics of successful social entrepreneurs k. Types of social entrepreneurship	8	15	1,2,3	1	1,2,3	Emp/SD	L/N/RG	G/ES/HV/PE

	l. Global and Indian social entrepreneurship landscape								
II	**Identifying and Understanding Social Problems** e. Defining social problems and needs assessment f. Stakeholder analysis and community engagement g. Tools and techniques for social impact analysis h. Case studies on identifying opportunities for social innovation	10	10	1,2,3,6	1,2	3,4	Emp/SD	L/N/RG	G/ES/HV/PE
III	**Designing and Managing a Social Enterprise** f. Business models for social enterprises (hybrid models, non-profit, for-profit) g. Legal structures and funding options h. Strategic planning and resource mobilization i. Scaling and sustaining social ventures j. Measuring social impact (SROI, theory of change, logical framework)	15	25	1,2,3,6	2,3	3,4, 5,6	Emp/SD	L/N/RG	G/ES/HV/PE
IV	**Ethics, Leadership, Innovation and Government efforts in Social Entrepreneurship** g. Ethical dilemmas and accountability in social enterprises h. Leadership qualities of a social entrepreneur i. Innovation for social change (design thinking, frugal innovation) j. Collaboration and partnerships k. Future trends in social entrepreneurship (technology, policy, globalization) l. Government efforts in promoting social entrepreneurship	12	20	1,2,3	2,3	2 to 5	Emp/SD	L/N/RG	G/ES/HV/PE

	Practicals c. Identify a local social issue and conduct a needs assessment (survey/interviews) to develop a social enterprise plan addressing the issue. d. Prepare a plan or pitch deck for starting a social enterprise and present findings and solutions through a project report and class presentation	30	30	1,2,3,4 ,6	4	1,2, 6	Emp/S D	L/N/RG	G/ES/H V/PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written assignments	10							
	Presentation	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							

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	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2025-26**

B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0

Year	**IV**	**Management of Human Service Organizations (Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week Theory: 45 Hrs Practical: 30 Hrs**
Semester	**VIII**	**Year of Introduction: 2026-27 Year of Syllabus Revision:**	**Maximum Marks/ Minimum Marks**	**100 Marks / 36 Marks**
Mode of Transaction		Lectures and Practicals		

Course Outcome (CO)

CO1 To create understanding regarding the concept of human service organizations along with historical development in India
CO2 To foster an understanding of the nature of organizational structure and its classification
CO3 To Provide basic knowledge of legislative provisions of managing Human Service Organizations.
CO4 To enhance the knowledge regarding the core aspects of management in human service organizations, essential skills and the process of establishing a Human Service Organization.
CO5 To provide exposure of human service organization in the field of development.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Concept of Human Service Organizations** a. Need b. Philosophy c. Significance	10	15	1,2	1	1,2	Emp	L,N,R	PE

	d. Historical Development of Human Service Organization in India e. Local, State, National and International Human Service Organizations								
II	**Organisational Structure of Human Service Organisations** c. Meaning and nature of organization structure d. Classification of organizations vi. Government vii. Semi-Government viii. Voluntary and Non-Government Organizations (VOs and NGOs) ix. Corporate Social Responsibility units (CSRs) x. Public Private Partnership (PPP)	12	20	1,2,3	2	1,2, 3	Emp	L,N,R	PE
III	**Legislative rules and regulations governing various organisations** e. Public Charitable Trust Act f. Society's Registration Act g. Section 8 of Company's Act h. Foreign Currency Regulation Act	8	20	1,2,3	3	1,2, 4	Emp	L,N,R	PE
IV	**Management of Human Service Organisations** j. Concept and Importance k. Functions of Management l. Approaches to Management m. Planning and Implementation n. Personnel Management o. Financial Management p. Administration and Monitoring q. Managerial skills r. Operational process of starting a Human Service Organization	15	25	2,3,4	4	1,3, 4,5	Emp	L,N,R	PE
	Practicals e. Visit to various local Human Service organizations and Prepare the brief report.	30	20	1,2,4,5 ,6	5	1 to 6	Emp	L,N,R	PE

	f. Prepare profile of any two human service organization and its presentation. g. Discussion on role of Human Service organization for societal development. h. Organize an expert talk of a development practitioner to understand the nature, functions and contributions of human service organization								
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written assignments	10							
	Quiz	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							

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4	https://www.youtube.com/watch?v=gkC3gQTnn_4

Syllabus of Courses

	NAAC Accredited "A⁺"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2025-26**
B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0				
Year	**IV**	**Development Journalism** **(Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs Practical: 30 Hrs**
Semester	**VIII**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction		Lectures and Practical		
Course Outcome (CO) CO1 To introduce students to the principles and practices of development journalism. CO2 To equip students with skills to research, report, and write on development issues. CO3 To foster critical thinking and an understanding of media's role in the development communication.				

Unit No.	**Topic**	**Contact Hours**	**Weightage (%)**	**BT Level**	**CO**	**PSO**	**Elements** Emp/Ent/ SD	**Relevance to** L/N/RG	**Relation to** G/ES/HV/PE

I	**Introduction to Development Journalism** e. Understanding Development Journalism: Concepts and Evolution f. Role of Media in Development g. Key themes in Development Reporting (e.g., education, health, agriculture, environment, gender)	10h	15%	1, 2, 4	1	1,2,3	Emp	L,N,R	PE
II	**e. Media and Development Policies** **iv.** Media as a Stakeholder in Policy Advocacy **v.** Analysis of National and International Development Policies (e.g., SDGs) **vi.** Ethical Frameworks in Reporting Development Issues **f.** Reporting Techniques for Development Issues **g.** Research Techniques for Development Stories **h.** Data Journalism and Infographics in Development Reporting	15h	25%	1,2	3	3,4,5, 6	Emp	L,N,R	PE
III	**Tools and Technologies in Development Journalism** **d.** Digital Tools for Reporting and Publishing Development Stories **e.** Mobile Journalism (MoJo) for Grassroots Reporting **f.** Using social media for Advocacy and Awareness	10h	15%	1,2,3	1,3	3,4,5	Emp	L,N,R	PE
IV	**Challenges and Opportunities in Development Journalism** **d.** Challenges: Funding, Censorship, Misinformation, and Accessibility **e.** Opportunities: Collaborative Journalism and Citizen Journalism **f.** Future Trends in Development Journalism	10h	15%	1,2,4	1,3	2,3,4, 5	Emp	L,N,R	PE
	Practicals **d.** Field Visit and Case Study Development: students will visit a rural or urban community to identify and document a development issue (e.g., sanitation,	30	30	1,2,4	2	1 to 6	Emp	L,N,R	PE

	education access). Prepare a detailed case study incorporating interviews and field observations. **e.** Data-Driven Story Writing: Collect and analyze data on a specific development theme (e.g., health statistics, agricultural trends). Create an engaging feature story using data visualizations (charts, graphs, etc.). **f.** Multimedia Storytelling Project: Develop a multimedia project (video, podcast, or photo essay) focused on a development issue. Publish the project on an online platform and present it to peers for feedback.								
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written assignments /Written Test	15							
	Quiz/Viva Voce	10							
	Field Visit and Case Study Development: students will visit a rural or urban community to identify and document a development issue (e.g., sanitation, education access). Prepare a detailed case study incorporating interviews and field observations.	20							
	Total	50							
	Semester Exam Evaluation	50							

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Minor

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda		**Academic Year**	**2025-26**
B.Sc. F.C.Sc. (Regular) - Fourth Year – Level 6.0				
Year	**IV**	**NGOs and CSR Management (Minor Course)**	**Credits / Hours per week**	**4 (4+0) / 4 hours/week Theory: 60 hours**
Semester	**VIII**	**Year of Introduction: 2026-27** Year of Syllabus Revision:	**Maximum Grade**	**O**
Mode of Transaction		Lectures		

Course Outcome (CO)

CO1: To understand the fundamental concepts, structures, and functions of NGOs
CO2: To analyse the statutory framework starting and governing NGOs in India.
CO3: To understand the history, concepts and development of CSR.
CO4: To analyse the theoretical framework with reference to CSR, business and society.
CO5: To explore the tools and methods used for evaluating NGOs and CSR programmes.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Concept of NGOs** h. Meaning of NGO i. Characteristics of good NGO j. Structure of NGO k. Functions of NGO l. Advantages of NGO m. Difference between NGOs and GOs n. Contributions of NGOs in the Development	12	20	1,2,3	1	1,2	Emp,Ent	L,R,N,G	G. ES. HV, PE

II	**Starting of NGO** j. Steps for starting NGO k. Registration of NGOs under various Acts l. Selection of Personnel m. Training of Personnel n. Proposal writing under NGO o. Identifying Funding agencies p. Resource Mobilization q. Planning, Implementation and Evaluation strategy under NGO **r.** Documentation	10	15	1,2,3	2	1,2	Emp,Ent,SD	L,R,N,G	G. ES. HV, PE
III	**Concept of CSR (Need to discuss with sir)** h. Concept, Meaning & Principles of CSR i. Historical Development of CSR j. Chronological evolution of CSR in India k. Section 135 of Companies Act 2013 l. Scope of Section 8 Company m. Scope for CSR Activities under Schedule VII n. Board of Directors and CSR Committee & its functions	17	30	1,2,3, 4,5,6	3	1,2, 4	Emp,Ent,SD	L,R,N,G	G. ES. HV, PE
IV	**Theoretical Foundations of CSR** e. Triple Bottom Line Approaches f. Business approaches to CSR: Obstructive, Defensive, Accommodative & Proactive Approach g. Stakeholders involvement in CSR h. Environmental, Governance and ethical issues in CSR	12	20	2,3,4	4	1,2, 3,4	Emp,Ent,SD	L,R,N,G	G. ES. HV, PE

V	**Evaluation of NGOs and CSR Programmes** Need Assessment d. Social Monitoring e. Social Audit f. Social Return on Investment (SROI)	9	15	2,4,5, 6	5	4,5, 6	Emp,Ent,S D		
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	05							
	Class Assignment	10							
	Orientation Visit	05							
	Mid Term Exam	30							
	Semester End Examination	**50**							

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44.	https://nirdpr.org.in/nird_docs/socialaudit/English-sa.pdf
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On Job Training

Syllabus of Courses

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2024-25**

B.Sc. F.C.Sc (Regular) - Fourth Year – Level 6.0				
Year	**IV**	**On-Job Training** **(Experiential Learning in the Media Industry)**	**Credits / Hours per week**	**6 (0+6) / 12 hours/week** **Practical: 180 Hrs**
Semester	**VII**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction	Practical			

Course Outcome (CO)

CO 1:To identify and visit different types of media organizations (e.g., print, broadcast, digital, and others)
CO 2:To provide students with practical exposure to media organizations and their operations.
CO 3:To understand the media organizational structures, workflows, and key roles within different media sectors.
CO 3:To foster critical understanding of media ethics and organizational structures.
CO 4: To offer a professional skills development platform in reporting, editing, production, communication, and media management during placement in a relevant media organisation.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
	Placement of students in: d. Print media organisations (Divya bhaskar, Gujarat Samachar, Sandesh, ToI, IE, Magazine agency, and others)								

	e. Broadcast media organisations (GTPL, VNM, AIR FM radio and others) f. Digital media organisations- (Spark News, Our Vadodara, social media handlers in organisations and others) g. Others (PR agency, advertising agency, University Communication cell and others)								
	Pre–placement orientation e. Visit and selection of media organizations for placement by exploring different organizational structures within media companies (e.g., hierarchical, role, and understand departmental functions and interdependencies (e.g., editorial, marketing, production, sales f. Internship expectations and professional ethics g. Reporting formats and assessment criteria h. Workplace communication and behaviour skills	30	10	1,2,3,4 ,5,6	1,2, 3,4	1 to 6	Emp/En t/SD	L/N/RG	G/ES/H V/PE
	Media organisation Immersion—Actual Placement Students work under the direct supervision of a mentor from the selected media organization and a subject teacher - The concerned media organisation mentor will assign students roles such as reporting, editing, content creation, production, social media management, or research, aligning with organizational needs and student learning objectives.	80	50	1,2,3,4 ,5,6	1,2, 3,4	1 to 6	Emp/En t/SD	L/N/RG	G/ES/H V/PE
	Mid–term Review Submission of a mid-term progress report (after 6 weeks) feedback session with the faculty mentor. Corrective guidance, if required.	20	20	1,2,3,4 ,5,6	1,2, 3,4	1 to 6	Emp/En t/SD	L/N/RG	G/ES/H V/PE

	Final reporting and evaluation d. Final internship report (detailed documentation of work experience, learning outcomes, organizational profile, activities, reflections) e. Presentation f. Subject teacher's evaluation, considering media organization's feedback on students' performance as a parameter	30	20	1,2,3,4 ,5,6	1,2, 3,4	1 to 6	Emp/En t/SD	L/N/RG	G/ES/H V/PE
	Evaluation	**Marks**							
	Punctuality and readiness	10							
	Mid-term progress report and review	10							
	Media organisation mentor's evaluation	10							
	Media internship report	20							
	Total	50							
	Final presentation and viva voce	10							

Annexure -4

B.P6

Consideration to determine eligibility criteria for the fourth year B.Sc. (FCSC) Honours with Research Programme offered by the Department of Extension and Communication under NEP 2020 is student must secure minimum 75% in B.Sc.

Annexure -5

B.P7

Consideration to determine the intake for the fourth year B.Sc. (FCSC) Honours with Research Programme offered by the Department of Extension and Communication under NEP 2020 is maximum intake per class shall be 75 including EWS. However minimum 10 enrolment are required to start the class.

Annexure – 6

i. M.Sc. Structure

ii. Syllabus of First year M.Sc.

B.P 8

M.Sc. Structure

M.Sc. Structure

Semester	3+2 TWO YEAR P.G WITH COURSE-WORK ONLY	3+2 TWO YEAR P.G WITH COURSE-WORK and ONE SEMESTER RESEARCH	3+2 TWO YEAR P.G WITH COURSE - WORK and TWO SEMESTER RESEARCH
I	Communication for Social and Behaviour Change 4cr (3+1) **Major**	Communication for Social and Behaviour Change 4cr (3+1)	Communication for Social and Behaviour Change 4cr (3+1)
	Monitoring and Evaluation for Development Programmes 4cr (3+1) **Major**	Monitoring and Evaluation for Development Programmes 4cr (3+1)	Monitoring and Evaluation for Development Programmes 4cr (3+1)
	Extension Administration and Management 4cr (4+0) **Major**	Extension Administration and Management 4cr (4+0)	Extension Administration and Management 4cr (4+0)
	Communication Theories 4 cr (4+0) **Major**	Communication Theories 4 cr (4+0) **Major**	Communication Theories 4 cr (4+0) **Major**
	Grassroots Journalism 4 cr (3+1) **BKS**	Grassroots Journalism 4 cr (3+1) **BKS**	Grassroots Journalism 4 cr (3+1) **BKS**
	Multimedia Designing 2cr (0+2) **SEC**	Multimedia Designing 2cr (0+2) **SEC**	Multimedia Designing 2cr (0+2) **SEC**
Total	**22**	**22**	**22**
II	Case Studies in Social Entrepreneurship 4cr (3+1) **Major**	Case Studies in Social Entrepreneurship 4cr (3+1) **Major**	Case Studies in Social Entrepreneurship 4cr (3+1) **Major**
	Data Analysis and Interpretation 4cr (2+2) **Major**	Data Analysis and Interpretation 4cr (2+2) **Major**	Data Analysis and Interpretation 4cr **(2+2) Major**

	Digital Media and Marketing 4cr (2+2) **Vocational**	Digital Media and Marketing 4cr (2+2) **Vocational**	Digital Media and Marketing 4cr (2+2) **Vocational**
	Theories of Adult and Lifelong Learning 4cr (2+2) **Major**	Theories of Adult and Lifelong Learning 4cr (2+2) **Major**	Theories of Adult and Lifelong Learning 4cr (2+2) **Major**
	Research Methods in Extension and Communication 4cr (4+0) **Research**	Research Methods in Extension and Communication 4cr (4+0) **Major**	Research Methods in Extension and Communication 4cr (4+0) **Major**
	Gender and Society 2cr (2+0) **BKS**	Gender and Society 2cr (2+0) **BKS**	Gender and Society 2cr (2+0) **BKS**
Total	**22**	**22**	**22**
III	Designing Extension Programmes 4cr (2+2) **Major**	Designing Extension Programmes 4cr (2+2) **Major**	**Research**
	Community Engagement and Social Wellness 4cr (0+4) **Major**	Community Engagement and Social Wellness 4cr (0+4) **Major**	
	Proposal Writing for Development Projects 4cr (2+2) **Major**	Proposal Writing for Development Projects 4cr (2+2) **Major**	
	Entrepreneurship Management 4cr (2+2) **Major**	Entrepreneurship Management 4cr (2+2) **Major**	
	Social media for Development Communication Campaigns 4cr (2+2) **Vocational**	Social media for Development Communication Campaigns 4cr (2+2) **Vocational**	
	Emerging Technologies for Extension 2cr (0+2) **SEC**	Emerging Technologies for Extension 2cr (0+2) **SEC**	
Total	**22**	**22**	**22**

IV	Health Communication 4cr (2+2) **Major**	**Research**	**Research**
	Digital Storytelling 4cr (2+2) **Major**		
	Diversity Equality and Inclusion in Society 4cr (4+0) **Major**		
	Extension Project Report Writing 4cr (2+2) **Major**		
	Theories of Development 4cr (4+0) **Major**		
	Digital Content Creation for Development 2cr (0+2) **SEC**		
Total	**22**	**22**	**22**

Semester I

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda	Academic Year	2026-27

M. Sc First Year Level 6.0

Year	**I**	**Communication for Social and Behaviour Change**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week Theory: 45 Hrs Practical: 30 Hrs**
Semester	**I**	**Year of Introduction: 2026-27 Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction		Lectures and Practical		

Course Outcome (CO)

CO1: To develop understanding regarding the concept and process of Social and Behaviour Change Communication

CO2: To develop understanding regarding the role of theories and models used to achieve the strategic approaches

CO3: To develop understanding regarding SBCC strategies in various development programmes / polices related to Indian developmental issues.

CO4: To design SBCC strategy for the selected target group on one of the local developmental issue of the society.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Foundation Framework** m. Meaning, definition, concept of SBCC n. Importance of SBCC o. IEC to BCC to SBCC p. Key elements and process of SBCC q. Principles & strategies of SBCC r. C-planning process of SBCC	10	20	1,2	1	1,2, 3	Emp/SD	L/N/RG	G/ES/HV/PE
II	**Theories and Models of Social and Behavioural Change Communication** g. Theories of Individual & Behaviour change h. Social & Technological theories of Behaviour change	5	10	1,2	2	1,2	Emp/SD	L/N/RG	G/ES/HV/PE

	i. Role of Communicator in Development / Extension								
III	**Social and Behavioural Change Communication (SBCC) Interventions in Indian Development Programs and Policies** Related to q. Health r. Environment s. Literacy t. Water and Sanitation u. Human Rights v. Rural Development w. Population x. Other development programmes	10	20	1,2	3	4,5, 6	Emp/S D	L/N/RG	G/ES/H V/PE
IV	**Designing a SBCC Strategy** o. Analyse the Situation p. Know the Audience q. Identify Communication Objectives r. Strategies Approaches s. Positioning and Strategy Outline t. Implementation Plan u. Monitoring and Evaluation	20	20	1,2	3,4	4,5, 6	Emp/S D	L/N/RG	G/ES/H V/PE
	Practicals k. Collecting and Understanding Communication Strategies adopted by government and non-government for important ongoing programmes (Health, Education, Empowerment, Governance etc.) l. Designing Behaviour Change communication strategies for a specific target group. m. Preparing infographics to disseminate information through social media platforms on various social issues. n. Presentation on case studies where SBCC strategies used to address a social issue by WHO, UNICEF and	30	30	1,2,4,6	4	4,5, 6	Emp/S D	L/N/RG	G/ES/H V/PE

	alike organizations (government, voluntary and non-voluntary) o. Analyzing a SBCC campaign to study its effectiveness and overall impact								
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written Assignment	10							
	Designing and Presentation of SBCC strategy	15							
	Written Test	20							
	Total	**50**							
	Semester Exam Evaluation	50							

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12.	Strategic Communication -FOR BEHAVIOUR and Social Change in South Asia' -working paper by united nations' children fund https://www.k4health.org/tookkits/fpsucess/streteic-communication-behaviour-and -social-change-south-aisa
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16.	What Is Social and Behavior Change Communication? – Emergency Communication Preparedness Implementation Kit. (2010). Sbccimplementationkits.org. https://sbccimplementationkits.org/sbcc-in-emergencies/learn-about-sbcc-and-emergencies/what-is-social-and-behavior-change-communication/
Web Resources	
1	https://sbccimplementationkits.org/courses/designing-a-social-and-behavior-change-communication-strategy
2	https://humanitarianglobal.com/product/social-and-behaviour-change-communication-sbcc/
3	https://www.youtube.com/watch?v=ZB2DQ298YuY
4	https://healthcommcapacity.org/short-video-highlights-the-social-and-behavior-change-communication-challenge/sbcc-video-still/ https://www.youtube.com/watch?v=RN0F7jAFkgw
5	https://www.youtube.com/watch?v=W4dtSMbJX5g

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda	Academic Year	2026-27

M. Sc First Year Level 6.0

Year	I	Monitoring and Evaluation for Development Programmes	Credits / Hours per week	4 (3+1) / 5 hours/week Theory: 45 Hrs Practical: 30 Hrs
Semester	I	Year of Introduction: 2026-27 Year of Syllabus Revision:	Maximum Grade	'O'
Mode of Transaction		Lectures and Practical		

Course Outcome (CO)

CO1: To understand the need and significance of monitoring and evaluation in project and programme management.
CO2: To develop basic knowledge and skills for data collection and analysis in M&E
CO3: To acquaint students with emerging trends and innovation in M & E
CO4: To design monitoring and evaluation framework for project and programme improvements.
CO5: To demonstrate practical application of monitoring and evaluation tools.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Monitoring and Evaluation: Concepts and Processes** **i.** Definition, Scope and Evolution of M&E **j.** Importance of M&E in project and Programme cycles **k.** Need and Significance of M&E **l.** Key Components (Inputs, outputs, outcomes, impact)	10	15%	1, 2, 4	1	1,2	Emp	L,N,R	PE
II	**Monitoring and Evaluation Techniques**	5	10%	1,2	2	1,2, 4	Emp	L,N,R	PE

	k. Quantitative Techniques (Surveys, performance indicators tracking, logical framework, result based management, cost benefit analysis/cost effectiveness analysis **l.** Qualitative analysis (Focus group discussions, key informant interviews, case studies, most significant changes, PRA) **m.** Mixed method approaches (Outcome mapping, Theory of change, Development Evaluation) **n.** Participatory Techniques (Community scorecards, citizen Report cards, social audits) **o.** Technological Tools **v.** Mobile Data collection (for example: Kobo Toolbox, ODK) **vi.** Calls and Mapping tools, Dashboards and MIS								
III	**Approaches in M&E** **o.** Result-Based Management **p.** Participatory Monitoring and Evaluation **q.** Theory-Based Evaluation **r.** Utilization -Focused Evaluation (UFE) **s.** Developmental Evaluation **t.** Goal-Free Evaluation **u.** Gender Responsible and Equity Focused	20	30%	1,2,4	3	3,4, 6	Emp	L,N,R	PE
IV	**Ethics and Emerging Trends in Monitoring and Evaluation** **e. Ethical Considerations in M&E** **vii.** Informed consent **viii.** Confidentiality and data protection **ix.** Avoiding bias and ensuring inclusivity **f. Emerging Trends and Innovations in M&E** **vii.** Real-time monitoring **viii.** Use of ICT and mobile technologies **ix.** Use of AI for evaluation	10	15%	1,2,4	4	3,4, 6	Emp	L,N,R	PE

	Practicals **k.** Case studies of monitoring and evaluation in action **l.** Field visits for hands on experience (optional, based on logistic) **m.** Role playing and simulation exercises **n.** Designing a mini monitoring and evaluation plan for hypothetical project **o.** Evaluating the effectiveness of an ongoing project (Government/NGOs/ State level)	30	30%	1,2,4	4,5	1 to 6	Emp	L,N,R	PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Tool Designing/ Data collection	15							
	Case Studies analysis	10							
	Written Assignments /Presentations	10							
	Written Test	10							
	Total	50							
	Semester Exam Evaluation	50							

Reference Books

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14	Khandker, S. R., Koolwal, G. B., & Samad, H. A. (2010). Handbook on impact evaluation: quantitative methods and practices. World Bank Publications.
15	Kumar, S. (2013). Methods for community Participation: A complete guide for practitioners. New Delhi. Viva Books Private Limited.
16	Kusek, J. Z., & Rist, R. C. (2004). Ten steps to a results -based monitoring and evaluation system. The World Bank.
17	Patton, M. Q. (2014). Qualitative research and evaluation methods: Integrating theory and practice. Sage Publications.
18	Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2018). Evaluation: A Systematic Approach. Sage Publications.

	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda	Academic Year	2026-27

M. Sc First Year Level 6.0				
Year	**I**	**Extension Administration and Management**	**Credits / Hours per week**	**4 (4+0) / 4 hours/week Theory: 60 Hrs**
Semester	**I**	**Year of Introduction: 2026-27 Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction		Lectures		

Course Outcome (CO)

CO1: To develop an understanding regarding the principles, characteristics, and scope of extension administration and its management and apply them to rural development contexts.

CO2: To develop an understanding regarding competencies in managerial functions (planning, organizing, staffing, directing, coordinating, controlling, reporting, and budgeting) and in managing human resources within extension organizations.

CO3: To develop insights to analyse theories, tools, and approaches of extension administration and evaluate challenges and innovations for improving extension services.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Introduction to Extension Administration** **a.** Extension Administration and its Management—meaning, nature, characteristics, and scope **b.** Extension Administration and Management – Similarities and differences	15h	25%	1,2,3	1,2, 3,4	1,2	Emp/Ent/SD	L/N/RG	G/ES/HV/PE

	c. Principles of extension management **d.** Competencies required of extension managers **e.** Extension Management Models								
II	**Functions of Extension Management** **k.** Planning: meaning, elements, characteristics, types; decision-making process **l.** Organizing: types of organizations, structures, delegation of authority, centralization vs decentralization **m.** Coordination: meaning and methods of achieving coordination **n.** Staffing: recruitment, selection, orientation, manpower planning **o.** Directing: motivation of extension personnel, Maslow's theory of motivation **p.** Controlling: techniques of control (budgetary, non-budgetary, modern techniques) **q.** Reporting and budgeting: concepts and procedures of report writing	10h	15%	1,2,3,4	1,2,	2,3	Emp/Ent/SD	L/N/RG	G/ES/HV/PE
III	**Principles and Theories of Extension Administration** a. Core principles: division of work, authority and responsibility, discipline, unity of command/direction b. Advanced principles: equity, stability of tenure, esprit de corps, initiative, scalar chain c. Theories of extension administration: functional theory, decision-making theory, human relations theory, social process theory	15h	30%	1,2,3,4	2,3,4	3,4	Emp/Ent/SD	L/N/RG	G/ES/HV/PE
IV	**Tools, Techniques, and Approaches in Extension Management**	10h	15%	3,4	1,2,3,4	5,6	Emp/Ent/SD	L/N/RG	G/ES/HV/PE

	e. Project planning and management tools: Gantt charts, Logical Framework Approach, SWOT analysis **f.** Decision-making techniques: Delphi, brainstorming, **g.** Human relations and organizational behaviour: morale, motivation, team building, conflict resolution, delegation of authority, empowerment **h.** Approaches to extension administration: publicly funded systems, privately funded systems, decentralized and project-based approaches, **i.** Improving extension services: assessment of work environment, staff development and promotion, innovations in extension delivery (ICT, participatory approaches, and market linkages), challenges, and future directions.								
V	**Challenges in Extension Management** **m.** Managing human resources: job analysis, performance appraisal, recruitment, training, stress management, incentives, supervision, effective human relations **n.** Administrative challenges in extension organizations **o.** Personnel challenges **p.** Services and facilities challenges	10h	15%	3,4	1,2, 3,4	4,5, 6	Emp/Ent/SD	L/N/RG	G/ES/HV/PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written assignments	10							
	Presentation / Quiz	15							
	Written Test	20							

	Total	**50**							
	Semester Exam Evaluation	50							

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2	Arya, R., & Sachan, P. (2022). *Fundamentals of agricultural extension*. Scientific Publishers.
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	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2026-27**
M. Sc First Year Level 6.0				
Year	**I**	**Communication Theories**	**Credits / Hours per week**	**4 (4+0) / 4 hours/week Theory: 60 Hrs**
Semester	**I**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Marks / Grade**	**"O"**

Course Outcome (CO)

CO 1 Develop understanding regarding the concept of communication
CO 2. Develop understanding regarding the process of communication
CO 3. Learn about the models and elements of communication
CO 4. Learn concept of media education, the organisations and policies of the media.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp /Ent/ SD	Relevance to L/N/R/ G	Relation to G/ES/H V/PE
I	**Nature of Communication** a. The communication process b. The purposes of communication c. Models of communication	7	15%		1,2	10	Emp , SD	G	HV, PE
II	**Theories of Communication** a. Introduction of C' Theories b. Functions of Communication Theories c. The Theories of Communication:	20	45%	1,2,5	3	10	Emp , SD	G	HV, PE

	1. Agenda setting theory 2. Authoritarian Theory 3. Libertarian 4. Social Responsibility Theory 5. Development Communication 6. Cognitive Dissonance Theory 7. Social Marketing Theory 8. Gate Keeping Theory 9. Cultivation Theory 10. Media Dependency Theory 11. Diffusion of Innovation Theory 12. Magic Bullet 13. Two Step flow Theory 14. Users & Gratification Theory								
III	**Element In Communication** **a. Human Elements** 1.1 Beliefs, Attitudes and values 1.2 Attention, comprehension and acceptance 1.3 The communication receiver 1.4 The communication source. b. **Message Elements** 1.1 Content 1.2 Organization 1.3 Language and style 1.4 Delivery	15	20%	1,2,5	3	10	Emp, SD	G	HV, PE
IV	**Communication Settings and Forms** a. One -to-One Communication b. Small group Communication c. Audience Communication: Exposition, Entertainment and facilitation d. Audience Communication: Persuasion e. Mass Communication	13	10%	1,2,3	3	10	Emp, SD	G	HV, PE
V	**Perspectives In Communication** a. Evaluation of effects	5	10%	1,2,3	3	10		G	HV, PE

	b. Ethical Dimensions **c.** Freedom& Responsibility of Speech.						Emp , SD		

Reference Books	
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	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2026-27**

M. Sc First Year Level 6.0				
Year	**I**	**Grassroots Journalism (Major Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs, Practical: 30 Hrs**
Semester	**I**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction		Lectures and Practicals		

Course Outcome (CO)

CO1: To understand the concept and significance of grassroots journalism
CO2: To analyse rural communication system and community media.
CO3: To build competencies in community-based reporting with locally relevant media content.
CO4: To understand ethics, law and responsibility for grassroots journalism.
CO5 : To strengthen field engagement with marginal communities using conventional and digital platforms.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/R/G	Relation to G/ES/HV/PE
I	**Introduction to Grassroots Journalism** a. Grassroots Journalism- Concept, scope, and need b. Grassroots vs mainstream journalism c. Role in information dissemination, governance, democracy and inclusion	10h	15%	1,2	1		Emp, Ent	L,N,R	G,ES,HV,PE

II	**Understanding Community in Rural Context** a. Rural social structure and cultural dynamics, Communication & Community Media b. Panchayati Raj Institutions and governance c. Citizen journalism, government schemes, NGOs and SHGs d. Issues of marginalized groups (gender, caste, livelihoods)	12 h	20%	1,2	2		Emp, Ent	L,N,R	G,ES,HV ,PE
III	**Skills and Tools for Grassroots Reporting** a. News writing in local/regional context b. Field reporting in rural area c. Advocacy journalism d. Interviewing and field observation techniques e. Basics of photography, audio and video reporting f. Digital platforms for dissemination (social media, blog, community radio, story-telling) g. Mobile journalism, tolls and apps	13 h	20%	3,4,5	3		Emp, Ent, SD	L,N,R,G	G,ES,HV ,PE
IV	**Ethics, Law and Responsibility** a. Media ethics and accountability b. Right to Information c. Defamation and legal safeguards d. Safety of journalist in rural context	10 h	15%	1,2,3,4	4		Emp, Ent	L,N,R,G	G,ES,HV ,PE
	Practicals a. Community new-letters/blogs b. Audio-video report (3-5 minutes) c. Short documentary (Video report) d. Publishing stories on digital platforms e. Social awareness campaign f. Blog series	30 h	30%	3,4,5,6	3,4,5		Emp, Ent, SD	L,N,R,G	G,ES,HV ,PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written Assignments /Presentations	25							

	Written Test	20							
	Total	**50**							
	Semester Exam Evaluation	50							

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22.	Sharma, M. (2024). Broken Promises: Caste, Crime and Politics in Bihar. Westland Books, New Delhi. ISBN 9789360455224
23.	Singh, S. (2022). Digital Journalism in India. Sage Publications, New Delhi.
24.	Thussu, D. K. (2021). Media and Globalization. Routledge, London.
Web Resources	
1.	Offers materials on community media, participatory communication, and media development Website: https://www.unesco.org
2.	Provides case studies on grassroots and community journalism Website: https://www.bbcmediaaction.org
3.	Research reports on digital and citizen journalism Website: https://www.reutersinstitute.politics.ox.ac.uk
4.	Grassroots reporting on rural and environmental issues https://www.downtoearth.org.in
5.	Digital literacy, community media, rural ICT tools https://defindia.org
6.	Journalist safety, legal risks, field reporting precautions https://cpj.org
7.	Digital journalism, mobile journalism, media trends https://www.reutersinstitute.politics.ox.ac.uk
8.	Grassroots reporting, advocacy journalism, community storytelling https://www.bbcmediaaction.org
9.	Self-Help Groups (SHGs), rural livelihoods, women empowerment https://nrlm.gov.in
10	Right to Information, legal safeguards, accountability https://prsindia.org
11	Focus on grassroots media in Indian context https://www.crfindia.org

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2026-27**

M. Sc First Year Level 6.0				
Year	**I**	**Multimedia Designing** **(Multidisciplinary Course)**	**Credits/Hours per week**	**2(0+2)/ 4hrs/Week** **Theory: 60 Hours**
Semester	**I**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Marks /Grade**	**O**
Mode of Transaction		Lectures, Case Studies, Videos		

Course Outcome (CO)

CO1: Create basic digital content using multimedia software tools.
CO2: Design visual materials applying fundamental design principles.
CO3: Edit and integrate audio and video components in multimedia outputs.
CO4: Develop a complete multimedia product for educational or social use.
CO5: Present and justify their multimedia designs effectively.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/ Ent/SD	Relevance to L/N/ RG	Relation to G/ES/HV/ PE
I	**Practicals** Digital Content Creation Practice a. Hands-on practice with multimedia software interfaces b. Creating and saving digital files in different formats c. Practical exercise: Simple digital content creation	20	30%	1,2,3	1,2,3		Emp,Ent, SD	L/N/ RG	G/ES/HV/ PE

II	Graphic Design a. Designing posters, flyers, and banners b. Creating infographics and visual layouts c. Practical task: Design a theme-based graphic material	15	20%	1,2,4	3,4,5		Emp, Ent, SD	L/N/ RG	G/ES/HV/ PE
III	Audio and Video Editing a. Recording and editing audio clips b. Editing short video clips with titles and transitions c. Practical task: Create a short audio-video content	15	20%	1,2, 3	3,4,5		Emp,Ent, SD	L/N/ RG	G/ES/HV / PE
IV	Multimedia Integration & Mini Project a. Integrating text, images, audio, and video b. Designing multimedia presentations or digital stories c. Practical task: Develop and present a mini multimedia project	20	30%	1,2, 3,4	1,2,3 ,4,5		Emp,Ent, SD	L/N/ RG	G/ES/HV / PE
	Learning Experience • Individual hands-on lab work • Guided practice and demonstrations • Project-based learning • Peer review and instructor feedback								

M.Sc. - I
Semester – II

	NAAC Accredited "A⁺"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2026-27**

M. Sc First Year Level 6.0

Year	**I**	**Case Studies in Social Entrepreneurship**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs, Practical: 30 Hrs**
Semester	**II**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction		Lectures and Practicals		

Course Outcome (CO)

CO1 : To introduce students to social entrepreneurship concepts, processes, and practices.
CO2 : To develop critical thinking and skills for identifying, planning, and implementing social enterprises.
CO3 : To encourage innovation in addressing societal challenges through sustainable models.
CO4 : To provide hands-on experience through practical assignments and fieldwork.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Introduction to Social Entrepreneurship** m. Concept and evolution of social entrepreneurship n. Differences between business entrepreneurship and social entrepreneurship o. Role of social entrepreneurs in society p. Key characteristics of successful social entrepreneurs q. Types of social entrepreneurship r. Global and Indian social entrepreneurship landscape	8	15	1,2,3	1	1,2,3	Emp/SD	L/N/RG	G/ES/HV/PE

II	**Identifying and Understanding Social Problems** i. Defining social problems and needs assessment j. Stakeholder analysis and community engagement k. Tools and techniques for social impact analysis l. Case studies on identifying opportunities for social innovation	10	10	1,2,3,6	1,2	3,4	Emp/SD	L/N/RG	G/ES/HV/PE
III	**Designing and Managing a Social Enterprise** k. Business models for social enterprises (hybrid models, non-profit, for-profit) l. Legal structures and funding options m. Strategic planning and resource mobilization n. Scaling and sustaining social ventures o. Measuring social impact (SROI, theory of change, logical framework)	15	25	1,2,3,6	2,3	3,4,5,6	Emp/SD	L/N/RG	G/ES/HV/PE
IV	**Ethics, Leadership, Innovation and Government efforts in Social Entrepreneurship** m. Ethical dilemmas and accountability in social enterprises n. Leadership qualities of a social entrepreneur o. Innovation for social change (design thinking, frugal innovation) p. Collaboration and partnerships q. Future trends in social entrepreneurship (technology, policy, globalization) r. Government efforts in promoting social entrepreneurship	12	20	1,2,3	2,3	2 to 5	Emp,SD	L/N/RG	G/ES/HV/PE
	Practicals e. Identify a local social issue and conduct a needs assessment (survey/interviews) to develop a social enterprise plan addressing the issue.	30	30	1,2,3,4,6	4	1,2,6	Emp/SD	L/N/RG	G/ES/HV/PE

	f. Prepare a plan or pitch deck for starting a social enterprise and present findings and solutions through a project report and class presentation								
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written assignments/Case studies	10							
	Presentation	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							

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2.	Bornstein, D. (2007). How to Change the World, PENGUIN BOOKS
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	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2026-27**
M. Sc First Year Level 6.0				
Year	**I**	**CSR/NGOs for Development (Minor Course)**	**Credits / Hours per week**	**4 (3+1) / 5 hours/week** **Theory: 45 Hrs** **Practical: 30 Hrs**
Semester	**II**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**O**
Mode of Transaction		Lectures and Practicals		

Course Outcome (CO)

CO1: To gain an understanding of the history, concepts, and evolution of CSR along with its legal provisions.
CO2: To analyse the theoretical framework with reference to CSR, business and society.
CO3: To understand the fundamental concepts, structures, and functions of CSR and NGOs
CO4: To explore the tools and methods used for evaluating NGOs and CSR programmes.
CO5: To provide hands-on exposure to CSR and NGO functioning to design, evaluate, and communicate CSR initiatives

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
Theory									
I	**Concept and Significance of CSR** o. Concept, Meaning & Principles of CSR p. Historical Development of CSR q. Chronological evolution of CSR in India r. Section 135 of Companies Act 2013 s. Scope of Section 8 Company t. Scope for CSR Activities under Schedule VII	15	20	1,2,3	1,2		Emp/Ent	L,R,N,G	G. ES. HV, PE

	u. Board of Directors, CSR Committee and its functions								
II	**Theoretical Foundations of CSR** i. Triple Bottom Line Approaches j. Business approaches to CSR: Obstructive, Defensive, Accommodative & Proactive Approach k. Stakeholders involvement in CSR l. Environmental, Governance and ethical issues in CSR m. Government initiatives in promoting CSR	10	15	2,3,4	2		Emp,Ent	L,R,N,G	G. ES. HV, PE
III	**Managing NGOs and CSR** s. Registration of NGOs and CSR in India t. Steps for starting NGO and CSR Foundation u. Proposal writing under NGO v. Identifying Funding agencies w. Administration pertaining to selection of personnel, training and field projects x. Planning, Implementation and Evaluation strategy under NGO **y.** Documentation and Public Relations	13	20	1,2,3, 4	3		Emp,Ent,SD	L,R,N,G	G. ES. HV, PE
IV	**Evaluation of CSR and NGOs Programmes** g. Need Assessment h. Social Monitoring i. Social Audit j. Social Return on Investment (SROI)	07	15	4,5,6	4		Emp,Ent,SD	L,R,N,G	G. ES. HV, PE
	Practicals a. Organize an orientation visit to CSR or NGO and prepare organizational profile. Include the history, objectives and philosophy, organizational structure, various	30	30	2,3, 4,5, 6	5		Emp/SD	L/N/RG	G/ES/HV/ PE

	project/programmes with outcome, funding and community outreach. b. Perform a mock social audit for impact assessment of any NGO or CSR project. c. Prepare project proposal seeking financial assistance on any development issue for a CSR/NGO project d. Compilation of successful CSR stories								
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	05							
	Class Assignment	10							
	Orientation Visit	05							
	Mid Term Exam	30							
	Semester End Examination	**50**							

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58.	Pamecha,V.(2009). How to start a new NGO of your own. Jain Book Depot, New Delhi.
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Web Resources	
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65.	https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S001610/P001800/M025933/ET/1513942514MODULE_33_Q1_.pdf
66.	https://www.rvoicmai.in/e-book/SOCIAL-ACCOUNTABILITY-AND-SOCIAL-AUDIT-396fuvC9q0Qssk
67.	https://nirdpr.org.in/nird_docs/socialaudit/English-sa.pdf
68.	https://www.youtube.com/watch?v=63Rk43pwBGY
69.	https://gcsra.org/
70.	https://www.gsb.stanford.edu/faculty-research/case-studies/introduction-social-return-investment
71.	https://www.betterevaluation.org/methods-approaches/approaches/social-return-investment

	NAAC Accredited "A+"Grade **Faculty of Family and Community Sciences,** **The Maharaja Sayajirao University of Baroda**	**Academic Year**	**2026-27**

M. Sc First Year Level 6.0

Year	**I**	**Digital Media and Marketing**	**Credits / Hours per week**	**4 (2+2) / 6 hours/week** **Theory: 30 Hrs Practical: 60 Hrs**
Semester	**II**	**Year of Introduction: 2026-27** **Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction		Lectures and Practicals		

Course Outcome (CO)

CO1: To understand the concept and role of digital media in communication.
CO2: To develop basic skills in digital marketing tools and strategies.
CO3: To create and manage digital content for promotion and outreach.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/R/G	Relation to G/ES/HV/PE
I	**Introduction to Digital Media** a. Meaning and concept of digital media b. Types of digital media platforms c. Difference between traditional and digital media d. Role of digital media in communication and development	10	10%	1, 2	1,2		Emp	L/N/R/G	G/HV/PE
II	**Fundamentals of Digital Marketing** a. Meaning and importance of digital marketing b. Types of Digital Marketing:	15	15%	1,2	2,3		Emp	L/N/R/G	G/HV/PE

	a. SEO – Search Engine Optimization b. SEM – Search Engine Marketing c. SMM – Social Media Marketing d. Email Marketing – (No abbreviation, but includes newsletters & promotional emails) e. PPC – Pay Per Click (often included under SEM) f. Content Marketing – (creation and sharing of valuable content) c. Digital marketing vs traditional marketing d. Consumer behaviour in digital space								
III	**Social Media, Content Creation & Social Advertising** a. Overview of platforms: a. Facebook b. Instagram c. YouTube d. Twitter b. Content creation for digital and social advertising: a. Text, images, videos, reels b. Social messages and storytelling techniques c. Types of appeals in social advertising: a. Emotional appeal b. Fear appeal c. Rational appeal d. Influencer marketing for social causes e. Ethical issues in digital content and advertising	15	15%	1,2,3	3		Emp/SD	L/N/R/G	G/HV/PE

	Practicals **a.** Create a page on Instagram or Facebook **b.** Select a topic (product promotion or social awareness like health, cleanliness, education) **c.** Design 5 posts: Images (using Canva or any tool) i. Captions ii. Hashtags **d.** Plan a mini campaign: i. Campaign name ii. Target audience iii. Posting schedule **e.** Upload at least 3 posts online i. Track basic engagement: ii. Likes iii. Comments	60	60%	1,2, 3	1, 2, 3		Emp/ SD	L/N/R/G	G/HV/PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written Test	20							
	Written Assignments /Presentations	10							
	Practicals	15							
	Total	50							
	Semester Exam Evaluation	50							

Reference Books

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2.	Kotler, P., & Lee, N. (2008). Social marketing: Influencing behaviors for good. SAGE Publications.
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Web Resources	
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	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda	Academic Year	2026-27

M. Sc First Year Level 6.0

Year	**I**	**Theories of Adult and Lifelong Learning**	**Credits / Hours per week**	**4 (2+2) / 6 hours/week Theory: 30 Hrs Practical: 60 Hrs**
Semester	**II**	**Year of Introduction: 2026-27 Year of Syllabus Revision:**	**Maximum Grade**	**'O'**
Mode of Transaction		Lectures and Practicals		

Course Outcome (CO)

CO1: To understand the concept of adult learning theories.
CO2: To develop basic knowledge regarding various adult learning theories
CO3: To understand the concept, importance and strategies of lifelong learning
CO4: To provide hands on experience of conducting adult and lifelong learning programme/project.
CO5: To gain hands-on experiences in the field of adult and lifelong learning.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/R/G	Relation to G/ES/HV/PE
I	**Concept of Adult Learning** e. Introduction to andragogy f. Importance of adult learning theories g. Knowles'5 Assumptions of adult learners **h.** Challenges of adult learning	10	15%	1, 2, 4	1		Emp	L/N/R/G	G/HV/PE
II	**Adult Learning Theories** e. Transformative Learning	10	20%	1, 2	2		Emp	L/N/R/G	G/HV/PE

	f. Self-Directed Learning g. Experiential Learning h. Project-Based learning i. Action Learning j. Cooperative and Collaborative learning k. Social Learning l. Individualized Learning m. Behaviorism n. Cognitivism o. Constructivism								
III	**Lifelong Learning** f. Defining lifelong learning g. Principles of life long education h. Types of curriculum for lifelong learning i. Strategies for creating lifelong learning environments j. Education for All under NILP (New India Literacy Programme) : Initiatives by Govt. of India (2022)	10	15%	1, 2, 4	3		Emp/ SD	L/N/R/ G	G/HV/P E
	Practicals a. Compilation of various adult learning theories applied in lifelong learning programmes b. Preparation, selection and use of various media and materials for adult and lifelong learning programmes - print and graphic media, electronic media, community radio, folk media, new media. c. Field visits for need identification of adult and lifelong learning programme d. Designing and implementing adult education programme for specific target group e. Analyzing the ongoing adult and lifelong learning programme/project by Government/NGOs/ Voluntary Organization	60	50%	1, 2, 4	1,2, 3,4, 5		Emp/ SD	L/N/R/ G	G/HV/P E

	f. Visit to various adult and lifelong learning centres and preparing profile.								
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written Test	20							
	Written Assignments /Presentations	10							
	Practicals	15							
	Total	50							
	Semester Exam Evaluation	50							

Reference Books	
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4.	Modi Bella (1991) : Designing Messages for development, SAGE Pub., New Delhi
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NAAC Accredited "A⁺"Grade **Faculty of Family and Community Sciences,** **The Maharaja Sayajirao University of Baroda**		**Academic Year**	**2026-27**
M. Sc First Year Level 6.0			
Year	**I**	**Research Methods in Extension and Communication**	**Credits / Hours per week**	**4 (3+1)** **(64 hours)**
Semester	**II**	**Year of Introduction: 2026-27** **Year of Syllabus Revision**	**Maximum Marks / Grade**	**100**
Mode of Transaction				

Course Outcome (CO)

CO 1 : Understand about research & its methodologies
CO 2 : Identify & define appropriate research problems
CO 3 : Understand different Research designs & types
CO 4 : Understand the sampling design for Research
CO 5 : Earn the various data gathering Instruments and Techniques.
CO 6 : Understand the concept of Ethics and Research.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/R/G	Relation to G/ES/HV/PE
I	**a) Research Methodology And Ethics In Research** i. Concept ii. Importance iii. Principles	5	5%	1,2	1		SD	G	PE

	iv. Ethical Issues **b) Guidelines for research Ethics** i. Meaning ii. Objectives & Significance iii. Research Approaches iv. Research process v. Criteria for good research vi. Review of literature - Need - Sources - Steps in carry out ROL								
II	**Identification Of A Research Problem** **a)** Selection of research problem **b)** Justification **c)** Formulation of Objectives **d)** Theory, hypothesis, basic assumptions, **e)** limitations and delimitations of the problem **f)** Variables & its types	10	10%	2	2		SD	G	PE
III	**a) Research Design** i. Purposes of research design ii. Fundamental, applied and action exploratory and descriptive experimental. iii. Survey and case study, iv. Ex-post facto, v. Longitudinal and cross sectional **b) Sampling and Its Designs** i. Population and sample ii. Probability sampling: systematic random sampling, two stages and multistage sampling, cluster sampling. iii. Nonprobability sampling: purposive, quota and iv. volunteer sampling/snowball sampling	10	10%	2,3	3		SD, EMP	G	PE

IV	**a) Data Gathering /Analysis /Tools/ Techniques** i. Qualitative Techniques - Informal group discussions ii. Interviews: Unstructured interviews, Focus Group discussions, Interviews - Observations - Social mapping - Participatory rapid assessment - Participatory learning assessment iii. Quantitative Techniques - Questionnaire - Content analysis -Descriptive statistics and inferential statistics **b) Measurement and Scaling** **i.** Quantitative and Qualitative data **ii.** Classification of measurement scales **iii.** Sources of errors in measurement **iv.** Scaling **v.** Classification of Scales **vi.** Scaling Techniques **vii.** Comparative scaling techniques viii. Non-Comparative scaling techniques	20	20%	1,2,3	5		SD, EMP	G	PE
	Practicals 1. Identification of recent research in the thrust areas of the Department 2. Formulating research problem 3. Compiling various data gathering instruments used in the extension related researches **4.** Presentation of a research proposal	15	15%	1,2,3,4, 5,6			SD, EMP	L,N,R,G	PE
References									
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4.	Creswell, j.W. (2011), research Design Qualitative, Quantitative and mixed methods approaches, third edi., Sage Pub. , New Delhi
5.	Fleck, u. (2017) An Introduction to Qualitative Research, Sage pub., New Delhi
6.	Kothari C R. (2011). Research Methodology: Methods and Techniques. New Delhi: New Age International Publication.
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8.	Stranss A. And Corbin J. (1990) : Basis of Qualitative research : Grounded Theory Procedures and Techniques, sage Pub., California
9.	Veeraraghavan V. & Shetgovekar S. (2016), Textbook of Parametric and Non paramatric Statistics, Sage Pub., New Delhi
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	NAAC Accredited "A+"Grade Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda	Academic Year	2026-27

M. Sc First Year Level 6.0

Year	I	Gender and Society	Credits / Hours per week	2 (2+0) / 2 hours/week Theory: 30 Hrs
Semester	I	Year of Introduction: 2026-27 Year of Syllabus Revision:	Maximum Grade	'O'
Mode of Transaction		Lectures		

Course Outcome (CO)

CO1: To develop understanding regarding the concept of gender and society.

CO2: To analyze the role of gender in shaping social institutions and cultural practices.

CO3: To examine feminist theories and intersectional perspectives.

CO4: To explore contemporary issues related to gender, media, health, and development.

CO5: To critically evaluate policies and movements addressing gender equality and justice.

Unit No.	Topic	Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements Emp/Ent/SD	Relevance to L/N/RG	Relation to G/ES/HV/PE
I	**Conceptual framework** a. Meaning and Nature of Gender Studies b. Concepts of Sex and Gender c. Feminist Theories (Liberal, Radical, Socialist, Postmodern) d. Intersectionality and Identity	30	30%	1,2	1,2, 3	1,2, 3	Emp/SD	L/N/RG	G/ES/HV/PE
II	**Gender and Social Institutions** j. Family and Kinship: Gender roles in household and caregiving	40	40%	1,2	2,3, 4,5	1,2	Emp/SD	L/N/RG	G/ES/HV/PE

	k. Education and Work: Gendered division of labor, wage gap, representation l. Politics and Law: Gender in governance, rights movements, legal frameworks m. Religion and Culture: Gender norms shaped by cultural and religious practices								
III	Contemporary Issues and Applications y. Gender and Media: Representation, stereotypes, narratives z. Gender and Development: Women's empowerment, gender mainstreaming aa. Health and Sexuality: Reproductive rights, LGBTQ+ perspectives, health disparities bb. Global and Local Movements: Women's movements, queer activism, gender justice campaigns	30	30%	1,2	1,2, 3,4, 5	4,5, 6	Emp/SD	L/N/RG	G/ES/HV/PE
	Evaluation Pattern (Internal 50% and External 50%) **Internal assessment**	**Marks**							
	Attendance	5							
	Written Assignment	10							
	Presentations	15							
	Written Test	20							
	Total	50							
	Semester Exam Evaluation	50							

References

1.	Cornwall, A. (2016). *Women's empowerment: What works? Journal of International Development*.
2.	Gill, R. (2017). *Gender and the media*. Polity Press.
3.	Kabeer, N. (2016). *Gender equality, economic growth, and women's agency*. *Feminist Economics*.
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6.	Rippon, G. (2019). *The gendered brain*. Bodley Head.

Annexure -7

B.P. 9

i. TWO YEAR P.G WITH COURSE- WORK ONLY

ii. TWO YEAR P.G WITH COURSE-WORK and ONE SEMESTER RESEARCH

iii. TWO YEAR P.G WITH COURSE -WORK and TWO SEMESTER RESEARCH

i. TWO YEAR P.G WITH COURSE- WORK ONLY

ELIGIBILITY CRITERIA FOR M. Sc. (F.C.Sc.) IN EXTENSION AND COMMUNICATION PROGRAMME

The Candidate holding a Bachelor's degree in any of the following disciplines from The Maharaja Sayajirao University of Baroda or U.G.C. recognized University or recognized institutions, **with NEP and other than NEP** shall be eligible for admission to M.Sc. in Extension and Communication.

- Admission to the M.Sc. Degree Programme is based on a minimum of 55% & above in last qualifying Exam.
- B.Sc. (F.C.Sc.)-Extension and Communication
- B.Sc. (F.C.Sc.) (Family and Community Sciences) or B.Sc. (Home) in any area of specialization of Home Science or B.Sc. (Home) Degree in Extension and Communication
- B.Sc. (Home) Degree with General Home Science/ B.Sc. (F.C.Sc.) General Level Programme
- Bachelor's degree in Science or Arts with Home Science as one of the core subjects
- Post-Graduate Diploma in Development Management/Extension Education
- Post Graduate Diploma in Early Childhood Care and Education (ECCE)
- Bachelor's degree in Arts in Journalism and Mass Communication
- P. G. Diploma in Development Communication/ Journalism and Mass Communication
- Bachelor's degree in Social Work.
- Bachelor's degree in Fashion Communication
- AND OTHER ALLIED AND COGENT DISCIPLINE

ii. TWO YEAR P.G WITH COURSE-WORK and ONE SEMESTER RESEARCH

ELIGIBILITY CRITERIA FOR M. Sc. (F.C.Sc.) IN EXTENSION AND COMMUNICATION PROGRAMME

The Candidate holding a Bachelor's degree in any of the following disciplines from The Maharaja Sayajirao University of Baroda or U.G.C. recognized University or recognized institutions, **with NEP and other than NEP** shall be eligible for admission to M.Sc. in Extension and Communication.

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- B.Sc. (Home) Degree with General Home Science/ B.Sc. (F.C.Sc.) General Level Programme
- Bachelor's degree in Science or Arts with Home Science as one of the core subjects
- Post-Graduate Diploma in Development Management/Extension Education
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- Bachelor's degree in Arts in Journalism and Mass Communication
- P. G. Diploma in Development Communication/ Journalism and Mass Communication
- Bachelor's degree in Social Work.
- Bachelor's degree in Fashion Communication
- AND OTHER ALLIED AND COGENT DISCIPLINE

iii. TWO YEAR P.G WITH COURSE -WORK and TWO SEMESTER RESEARCH

ELIGIBILITY CRITERIA FOR M. Sc. (F.C.Sc.) IN EXTENSION AND COMMUNICATION PROGRAMME

The Candidate holding a Bachelor's degree in any of the following disciplines from The Maharaja Sayajirao University of Baroda or U.G.C. recognized University or recognized institutions, **with NEP and other than NEP** shall be eligible for admission to M.Sc. in Extension and Communication.

- Admission to the M.Sc. Degree Programme is based on a minimum of 55% & above in last qualifying Exam.
- B.Sc. (F.C.Sc.)-Extension and Communication
- B.Sc. (F.C.Sc.) (Family and Community Sciences) or B.Sc. (Home) in any area of specialization of Home Science or B.Sc. (Home) Degree in Extension and Communication
- B.Sc. (Home) Degree with General Home Science/ B.Sc. (F.C.Sc.) General Level Programme
- Bachelor's degree in Science or Arts with Home Science as one of the core subjects
- Post-Graduate Diploma in Development Management/Extension Education
- Post Graduate Diploma in Early Childhood Care and Education (ECCE)
- Bachelor's degree in Arts in Journalism and Mass Communication
- P. G. Diploma in Development Communication/ Journalism and Mass Communication
- Bachelor's degree in Social Work.
- Bachelor's degree in Fashion Communication
- AND OTHER ALLIED AND COGENT DISCIPLINE

Annexure-8

B.P.10

i. **TWO YEAR P.G WITH COURSE- WORK ONLY**

Consideration to determine the intake for the M.Sc. (FCSC) two years offered by the Department of Extension and Communication under NEP is maximum intake per class shall be 10, excluding two EWS as supernumerary.

ii. **TWO YEAR P.G WITH COURSE-WORK and ONE SEMESTER RESEARCH**

Consideration to determine the intake for the M.Sc. (FCSC) two years offered by the Department of Extension and Communication under NEP is maximum intake per class shall be 10, excluding two EWS as supernumerary.

iii. **TWO YEAR P.G WITH COURSE -WORK and TWO SEMESTER RESEARCH**

Consideration to determine the intake for the M.Sc. (FCSC) two years offered by the Department of Extension and Communication under NEP is maximum intake per class shall be 10, excluding two EWS as supernumerary.

Annexure 9
B. P 11

Structure of P.G. Diploma in Development Management as per NEP
(Total: 44 Credits)

Course No.	Course Title	Credits		
		Theory	**Practical**	Total
FIRST SEMESTER				
	Introduction to Development Management	4	0	4
	Training and Development	2	2	4
	Communication for Development	2	2	4
	Practices in rural Development - I	0	2	2
	Traditional Media for Development	1	3	4
	Social Entrepreneurship	2	2	4
				Total : 22
SECOND SEMESTER				
	Development Programmes – Design and Evaluation	2	2	4
	NGOs and CSR Management	3	1	4
	Community Health and Recreation Management	1	3	4
	Practices in rural Development - II	0	4	4
	Report Writing for Development Projects	1	1	2
	Research Methods in Extension and Communication	3	1	4
				Total : 22

Annexure- 10

B.P.12

Eligibility Criteria for Post Graduate Diploma in Development Management Programme

The candidates with minimum Bachelor Degree in any discipline **with NEP and other than NEP** that from a University, recognized by The Maharaja Sayajirao University of Baroda, Vadodara will be eligible for admission to P.G. Diploma in Development Management. The candidate should have minimum 45% marks and above in the last qualifying exam.

Annexure- 11

B.P.13

i. **POST GRADUATE DIPLOMA IN DEVELOPMENT MANAGEMENT**

Consideration to determine the intake for the P.G.DM (FCSC) offered by the Department of Extension and Communication under NEP is maximum intake per class shall be 15, excluding two EWS as supernumerary.

Annexure-12

B.P.14

Consideration of the proposed Nomenclature of Postgraduate Diploma /Degree to be awarded to the students who choose exit option (as per Nep -2020) from the concerned post graduate Programme offered by the Department of Extension and Communication will be awarded as **Post graduate Diploma in Extension and Communication**

Annexure-13
B.P 15

(i) Consideration of proposal for the determining eligibility criteria for admission to 2nd year of Bachelor Programme offered by the Department of Extension and Communication under NEP 2020

Students must have completed one year (two semesters) of a Bachelor's degree programme from a recognized institution.

•They should have earned the required credits (as per the programme/ university norms).

•Students must meet the minimum academic performance criteria specified by the institution.

•Entry is based on evaluation of academic records and documents.

•The previous study should be in a relevant or related discipline to the chosen programme.

•The institution may have additional admission requirements (such as entrance tests or interviews), if applicable.

•The students can re-enter within three years of exit and complete the degree programme within the stipulated maximum period of seven years from the date of admission to first year UG programme.

(ii) Consideration of proposal for the determining eligibility criteria for admission to 3rd year of Bachelor Programme offered by the Department of Extension and Communication under NEP 2020

Students must have completed two years (four semesters) of a Bachelor’s degree programme from a recognized institution.

•They should have earned the required credits (as per the programme/ university norms).

•Students must meet the minimum academic performance criteria specified by the institution.

•Entry is based on evaluation of academic records and documents.

•The previous study should be in a relevant or related discipline to the chosen programme.

•The institution may have additional admission requirements (such as entrance tests or interviews), if applicable.

•The students can re-enter within three years of exit and complete the degree programme within the stipulated maximum period of seven years from the date of admission to first year UG programme.