

Appendices

**Department of Extension and Communication,
Faculty of Family and Community Sciences,
The Maharaja Sayajirao University of Baroda,
Vadodara**

Respected Sir/ Madam,

I am a Ph.D student of the Department of Extension and Communication, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara. I have undertaken a research study on “Designing an Online Course for Undergraduate Students of Family and Community Sciences / Home Science”

Under the study an e-content has been developed to teach the F.Y.B.Sc(F.C.Sc) students of Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara. The e-content is interactive in nature and self-instructional.

I have prepared research tools for data collection including a questionnaire related to use of technology and familiarity with it in teaching learning process, another questionnaire to know their readiness to learn from online course and reaction scale to know the reactions of students.

Hereby, I request you to validate my research tools for data collection.

I look forward for your kind co-operation and consideration.

Thank you.

Yours faithfully

Dhara Bhatt

Researcher

Through

Dr. Avani Maniar

(Research Guide)

**A study on “Designing an Online Course for
Undergraduate Students of Family and Community
Sciences / Home Science”**

Ms. Dhara Bhatt

Researcher

Dr. Avani Maniar

Guide

Profile of Student Background Information

Name: _____

Age (in years): _____

Roll No: _____

Email: _____

Group: (encircle the appropriate option)

A B C D

Information about Parents:

Parents	Education Qualification	Occupational Status
Mother		
Father		

Number of Family Member: _____

Type of Family:

Nuclear

Joint

Monthly income of the family: _____

**Stream of Study in High School or Equivalent Examination:
(Tick mark (√) against an appropriate option)**

a) Commerce

d) Vocational

b) Arts/ Humanities

e) Any other _____

c) Science

Medium of Instruction in School? (Tick mark (√) against an appropriate option)

a) English

c) Hindi

b) Gujarati

d) Any other _____

Board of High school?(Tick mark (√) against an appropriate option)

a) Other State Board

d) ICSC

b) Gujarat State board

e) Open Schooling

c) CBSC

f) Private Student

Usage of Computer and Internet

(Tick mark (√) against an appropriate option)

1. Do you use Computer?

a) Yes

b) No

2. How frequently you use computer?

a) Daily

d) Fortnightly

b) Weekly

e) Rarely

c) Twice/ Thrice a week

3. From where do you access computer?

(Tick mark (√) against an appropriate option, you can choose more than one options)

- a) Home
- b) College
- c) Cyber Cafe
- d) Friend's house
- e) Neighbour's House
- f) Relative place

4. From where have you learn to operate computer?

(Tick mark (√) against an appropriate option, you can choose more than one options)

- a) Professional Computer Classes
- b) School
- c) Elder/ younger sibling
- d) Friend
- e) Parents
- f) Neighbour
- g) Exploration by reading books on computer
- h) Any Other _____

5. From how many years you have been using computer?

_____ in Years

6. Which kind of programmes do you use on computer?

(Tick mark (√) against an appropriate option, you can choose more than one options)

- a) Microsoft word
- b) Microsoft excel
- c) Microsoft PowerPoint
- d) Paint
- e) Coral-draw
- f) Photoshop
- g) Auto-Cad
- h) Any other _____

7. From how many years you have been using Internet?

_____ in Years

8. Where do you access internet?

(Tick mark (√) against an appropriate option, you can choose more than one options)

- | | |
|---|--|
| a) At home <input type="checkbox"/> | e) Friend's place <input type="checkbox"/> |
| b) School <input type="checkbox"/> | f) Relative's place <input type="checkbox"/> |
| c) College <input type="checkbox"/> | g) Cyber cafe <input type="checkbox"/> |
| d) Neighbour's place <input type="checkbox"/> | h) Any other _____ |

9. What all devices you use to access internet?

(Tick mark (√) against an appropriate option, you can choose more than one options)

- | | |
|---|---|
| a) Personal Computer <input type="checkbox"/> | e) I-Pad <input type="checkbox"/> |
| b) Laptop <input type="checkbox"/> | f) Tablet <input type="checkbox"/> |
| c) Smart Phone <input type="checkbox"/> | g) Cyber cafe Computer <input type="checkbox"/> |
| d) I-phone <input type="checkbox"/> | h) College Computer <input type="checkbox"/> |

10. Do you own any of the following gadgets?

(Tick mark (√) against an appropriate option, you can choose more than one options)

- | | |
|---|-------------------------------------|
| a. Personal Computer <input type="checkbox"/> | d. I-phone <input type="checkbox"/> |
| b. Laptop <input type="checkbox"/> | e. I-pad <input type="checkbox"/> |
| c. Smart Phone <input type="checkbox"/> | f. Tablet <input type="checkbox"/> |

11. For what purposes do you use computer and internet?

(Tick mark (√) against an appropriate option, you can choose more than one options)

- | | |
|--|---|
| a. Mailing <input type="checkbox"/> | g. Making Presentations <input type="checkbox"/> |
| b. Chatting <input type="checkbox"/> | h. Downloading educational information <input type="checkbox"/> |
| c. Using Facebook <input type="checkbox"/> | i. Shopping <input type="checkbox"/> |
| d. Socialisation <input type="checkbox"/> | j. Any other _____ |
| e. Entertainment <input type="checkbox"/> | |
| f. Searching for Projects <input type="checkbox"/> | |

12. How much experience you have with the following applications? (Tick on suitable response)

- 1 = Least;
2 = Fair;

3 = Good;
 4 = Very good;
 5 = Excellent

Application experience	Rate your level of proficiency				
	1	2	3	4	5
Word processing	1	2	3	4	5
Spreadsheets	1	2	3	4	5
Paint, Publisher, etc	1	2	3	4	5
Email	1	2	3	4	5
Class Shares Moodle, Nicenet, WebCT or other	1	2	3	4	5
Learning Management System Online library searches	1	2	3	4	5
Search engines: e.g. Google, Yahoo, online dictionary, etc.	1	2	3	4	5
Online services: e.g. registration, pay fees, pay bills, online shopping etc.	1	2	3	4	5
Use of Social Networking Sites Bebo, Facebook, Twitter, etc. Yahoo Messenger, MSN, Gtalk, Skype, etc.	1	2	3	4	5

Exposure to ICT

(Here the Technology is meant to be Computer, laptop, Smart phones, Cell phone, LCD Projectors, Audio and Video Devices, Printer, Interactive board, etc.)

(Tick mark (√) against an appropriate option)

1. Were you taught in school with any technology along with teacher's lecture?

a) Yes

b) No

2. What different technology you are exposed for teaching learning process?

(Tick mark (✓) against an appropriate option, you can choose more than one options)

- | | |
|---|---|
| a) Videocassette <input type="checkbox"/> | h) Internet router <input type="checkbox"/> |
| b) Audiocassette <input type="checkbox"/> | i) Wi-Fi Connection <input type="checkbox"/> |
| c) CD <input type="checkbox"/> | j) Video & Audio Sharing <input type="checkbox"/> |
| d) Slides <input type="checkbox"/> | k) Podcasts <input type="checkbox"/> |
| e) Flashcards <input type="checkbox"/> | l) Video Conferencing <input type="checkbox"/> |
| f) LCD projector <input type="checkbox"/> | m) Interactive Boards <input type="checkbox"/> |
| g) Mobile <input type="checkbox"/> | n) Any other _____ |

3. How comfortable are you with the use of technology?

- a) Very Comfortable
- b) Moderately Comfortable
- c) Not Comfortable

4. How much time do you spend in using technology in a day?

- | | |
|--|--|
| a) Half an Hour <input type="checkbox"/> | d) 3 Hours <input type="checkbox"/> |
| b) 1 hour <input type="checkbox"/> | e) 4 Hours and more <input type="checkbox"/> |
| c) 2 Hours <input type="checkbox"/> | |

5. How much time do you spend in using technology for educational Purpose?

- | | |
|--|--|
| a) Less than Half an hour <input type="checkbox"/> | d) 2 Hours <input type="checkbox"/> |
| b) Half an Hour <input type="checkbox"/> | e) 3 Hours <input type="checkbox"/> |
| c) 1 hour <input type="checkbox"/> | f) 4 Hours and more <input type="checkbox"/> |

6. Do you use Internet for teaching –learning process?

Yes

No

7. For which of the following purpose do you use internet?

- a) Learning Software for designing
- b) Reference work
- c) Making Notes
- d) Learning about new things like, how to make presentation, learning new recipe, making products, etc.
- e) Taking e-courses
- f) Writing reports
- g) Reading journals
- h) Reading articles
- i) Emailing
- j) Blogging
- k) Twitting
- l) Watching educational videos
- m) Reading blogs of experts
- n) Downloading Videos and audios
- o) Any other, Please specify_____

Budget for Internet Usage

(Tick mark (√) against an appropriate option)

1. Do you have your own internet connection?

- a) Yes
- b) No

2. What kind of internet connection you use?

- a) Wifi
- b) Dongle/ Data Card
- c) LAN
- d) Cell phone
- e) Any Other_____

3. What kind of internet connection you have?

a) Post-paid

b) Pre-paid

4. What kind of internet speed you use?

a) 3G Limited

d) 2G Unlimited

b) 3G Unlimited

e) 4G

c) 2G Limited

5. How much do you spend on your internet data pack monthly?

a) 50-100

d) More than 300

b) 150-200

e) More than 400

c) More than 200

f) More than 500

6. Do you find the internet pack expensive?

a) Very expensive

c) Little bit expensive

b) Expensive

d) Not expensive

7. Do you change the internet plans with new schemes?

a) Yes

b) No

8. Do you go for new internet service provider providing cost effective or free schemes?

a) Yes I change

b) No I don't change

c) Only if it is free

9. Do you keep yourself updated with cost effective internet plans?

a) Yes I do

b) No I don't

**DEPARTMENT OF EXTENSION AND COMMUNICATION,
FACULTY OF FAMILY AND COMMUNITY SCIENCES,
THE MAHARAJA SAYAJIRA UNIVERSITY, BARODA**

**A study on “Designing an Online Course for Undergraduate
Students of Family and Community Sciences / Home Science”**

Ms. Dhara Bhatt
Researcher

Dr. Avani Maniar
Guide

GROUP:_____

ROLL NO:_____

NAME:_____

Knowledge Test on topic “Communication”

Tick mark (√) against an appropriate option

- 1. The word communication has originated from the_____ word “communis”, which means sharing.**
 - English
 - French
 - Latin
 - Spanish
- 2. _____ is an activity or process of expressing ideas or feelings and giving people information.**
 - Message
 - Communication
 - Treatment
 - Technology
- 3. According to _____(1971) – Communication is the process by which messages are transferred/ conveyed from source to receiver.**
 - Aristotle
 - Rogers & Shoemaker
 - Leganes
 - Maslow

4. Which of the following is Non-verbal communication?

- Gestures
- Lecture
- Body language
- Pictures

5. Communicator can be any person who _____ a message

- Manipulate
- Distorts
- Starts
- Ends

6. _____ refers to the ideas/ thoughts, instructions, feelings, actions

- Message
- Channel
- Feedback
- Communicator

Which of the following is not a quality of good message?

- Ambiguity
- Timeliness
- Simplicity
- Accuracy

7. The intended recipient of a message is _____

- Communicator
- Channel
- Audience
- Source

8. The Receivers can be defined according to various ROLES

- Listeners
- Viewers
- Readers
- All of the above

9. Communicator must know the receiver in terms of their

- Need/ Problem
- Interest
- Attitude
- All of the above

10. It is an important link between the two ends of the communication process, _____

- Message and Channel

- Channel and treatment
- Sender and message
- Sender and receiver

11. Feedback is a _____ process

- Complex
- Right
- Return
- Complementing

12. _____ Communication begins and ends with self.

- Intrapersonal
- Interpersonal
- Group
- Mass

13. Intrapersonal Communication known as one to one communication

- One to many
- One to few
- One to one
- None of the above

14. Formal Communication is _____ with a specific purpose.

- Unplanned & organised
- Planned & Disorganised
- Unspecific
- Planned & organised

15. Which of the following is formal communication?

- Routine talk
- Chatting with friends
- Interview
- Taking walk with friend

16. Interpersonal Communication cannot be used for

- Communicate personal news
- Spreading public awareness
- Generate Discussion
- Share and Compare Idea and expression

17. Group communication is _____.

- One to one
- One to many
- One to few
- One to self

18. Which of the following is not a medium of Mass communication?

- Television
- Group meeting
- Newspapers
- Folk Drama

19. Which of the following group cannot be reaching to Print media?

- Literate People
- Occupational Group
- Illiterate people
- None of the above

Fill in the Blanks

1. Communication occurs when DIFFERENT _____ interact with each other
2. Communication is _____, each element influences every other element
3. _____ may be Verbal as well as Non-verbal.
4. Communication is a _____ process because of the purpose served and content covered
5. _____ is an important return communication

Knowledge test of topic “Graphic Aids”

Tick mark (✓) against an appropriate option

1. Graphic aids can be defined as materials which communicate _____.

- Fact & Figures
- Name & address
- Audio & Visual
- Facts & Ideas

2. Which of the Following is not a Graphic Aid?

- Poster
- Diagram
- Film
- Cartoon

3. Graphic aids are ___ Dimensional aids

- 1
- 3
- 2
- 4

4. Graphic Aid Help _____ Learners to learn at their own pace.

- Fast
- Intelligent
- **Slow**

5. Graphic Aids can be handled easily anywhere –Therefore, they are said to be _____ medium

- Fix
- Folding
- **Portable**

6. Introduce _____ as learners become active participant in the teaching-learning process.

- Directive teaching
- Self –activity

7. Which of the following is not true for Graphic Aids?

- a. Easy to make

- b. Portable
- c. Very Expensive
- 8. Layout helps to save time as _____ can be done and improvisation can be made easily on a smaller scale.**
 - a. trial and error
 - b. experiments
 - c. creativities
- 9. Eliminates _____ experiments in terms of colour combination, size of letters, illustration, paper used**
 - a. Time wasting
 - b. Effort wasting
 - c. Money wasting
- 10. _____ Enables _____ to work at a time over a visual, if it is too large involving group work.**
 - a. Individual effort
 - b. Teacher's effort
 - c. Group effort
 - d. Mass Effort
- 11. Design a Layout of Poster on any social issue**

12. Design a layout on Flipbook

A study on "Designing an Online Course for Undergraduate Students of
Family and Community Sciences / Home

REACTION SCALE

Note: Dear Students this is a reaction scale to take your feedback/reactions about the developed Online Course. Please read the following questions carefully and tick mark against the most suitable option to you. Please write and specify wherever required.

GROUP:_____

ROLL NO:_____

NAME:_____

-
- 1. Learning through an Online Course may have been a different experience for you. Please express your opinions regarding it. (For.e.g: exited, happy, scared, sad, anxious etc.)**

- 2. You must have experienced after learning through Online Course that there are features in it, which are not there in other educational media. Listed below are such features. Tick mark against those features, which helped you in learning.**

Sr.no	Features	✓
1.	Freedom to select my topic of study	
2.	Freedom to select my study time	
3.	Freedom to study at my own pace	
4.	Test at the each end of the topic/sub-topic	
5.	Question Bank	
6.	Music in the background	
7.	Summarization of each topic	
8.	Coloured visuals	
9.	Coloured write up	
10.	Movement in visuals	
11.	Verbal commentary along with written letters	
12.	Videos	
13.	Important Terms to remember	

3. Learning through Online Course for Indian students is a new experience. Since you learned the topics “Communication” and “Graphic Aids” through an Online Course, I would like to know how it helped you in learning. Listed below are the statements, which describe the different aspects of the Online Course on selected topics. Please tick mark against the appropriate column.

If the statement has helped you in learning to-

Great extent- **GE**, Some extent- **SE**,

Less extent- **LE** No extent –**NE**, Undecided- **UN**

Sr.no	Statements	GE	SE	LE	NE	UN
I	PHYSICAL ASPECTS					
1.	The Online Course was well designed.					
2	Background music in the Online Course increased concentration.					
4	Verbal commentary helped in understanding the concepts in better manner.					
5.	Colour combination in the Online Course was soothing.					
6.	Each page was organised properly.					
7.	Pages were linked well.					
8.	All the button in the Online Course worked properly.					
9.	Online Course was easy to operate.					
10	Online Course worked smoothly.					

II	CONTENT ASPECTS				
11.	Content in Online Course follows by learning principles i.e. known to unknown and easy to difficult.				
12.	Instructional page in the Online Course had complete information about how to operate it.				
13.	Content in the Online Course was self-explanatory				
14.	Language used in Online Course was easy to understand.				
15.	Content was logically sequenced.				
16.	“Important terms to remember” helped in understanding the concepts.				
18.	Content in the developed Online Course was explained in detail.				
19.	Examples given in the developed Online Course were appropriate.				
20.	Examples given in the developed Online Course were sufficient.				
21.	Visuals were sufficient.				
22.	Visuals were self-explanatory				
23.	Visuals were relevant to content.				
24.	Examples given in the content increased clarity of concept.				
25.	Summarization at the end of each module helped in knowing the				

	important things to remember from the module.					
III	EVALUATION ASPECT					
26.	Questions asked were easy to understand.					
27.	Answer keys given for each evaluation items helped in self-correction of answers.					
28.	The number of evaluation items was adequate for providing feedback.					
29.	Gaming in the test was interesting.					
30.	After each module and sub-topic in the module, the test helped understanding of the content.					
32.	Questions given in the Online Course helped in preparing for the test.					

4. What problems did you face while learning through Online Course on “Communication” and “Graphic Aids”? Please tick mark against the appropriate statement.

Agree- A, Disagree-DA, Undecided- UN

Sr.no	Problems	A	DA	UN
1.	There was interruption in learning because the Online Course did not run properly			
2.	There was interruption in learning because the computer used to get hanged due to heavy content			
3.	Background music was distracting			
4.	verbal commentary was distracting			
5.	Faced Difficulty in understanding:			
	a) Language			
	b) Test			
	c) Visual			
	d) Audio			
	e) Video			
6.	Note making was difficult			
7.	It was found difficult to operate Online Course			
8.	Tension and anxiety were faced while learning through Online Course			
9.	Learning lessons through Online Course was scary experience.			
10.	It was difficult to learn without physical notes			
11.	Internet connectivity was creating problem in learning			
12.	Self-regulated learning is not possible at undergraduate level.			

5. In future for other subjects or topics, would you like to learn through Online Course ?

(a) Yes (b) No

6. Following are the suggestions for making the Online Course on “Communication” and “Graphic Aids” more effective.

- Tick mark against the statement if you AGREE to the Suggestion

Sr.no	SUGGESTIONS	✓
1.	Online Course can be made more self-explanatory	
2.	Online Course should be loaded with less information	
4.	Colour combination of the pages can be better	
5.	Background music can be more pleasing	
6.	Online Course should complement / supplement teacher’s teaching	
7.	More visuals should be added for the content clarity	
8.	Note taking facility should be made more flexible	
9.	Tests should be given at the end of the whole content	
10.	The complete content should be bilingual	
11.	More examples should be added for better understanding of concepts	
12.	With the question bank answers to the question asked should be given	
13.	Visuals can be made more interesting	
14.	More games and indirect evaluation methods should be there in the Online Course.	
15.	The bilingual content can be more helpful.	
16.	Any other Suggestion	

About the Course:

Dear Students,

Welcome!

This course is offered at first year – First Semester for the Bachelors in Family and Community Sciences. This is an introductory course to Extension and Communication. It is a three credit course. That involves two credit theory and one credit Practical. (2 Credit Theory + 1 Credit Practical)

This Course aims at following:

- To develop understanding of the concept and process of communication
- To develop understanding regarding the concept of extension with special reference to family and Community Sciences
- To develop understanding regarding the types of communication aids and their functions in teaching-learning process
- To develop ability in preparing graphic aids
- To develop understanding regarding the role of various mass media in Extension and Communication

The course is made in online learning system. It is an e-course, which has following features in it:

- Interactive Content
- Interesting and Appropriate Visuals
- Summary of Module
- Small evaluations/ tests
- Glossary of Important Terms
- Question Bank
- Audio of the content
- References
- Extra Study Material- Videos, PPTs and PDF Documents
- Help desk

Have a great experience in e-learning...!

Happy Learning ! 😊

Module: 1 Communication

Your birth was a matter of great joy to your parents. With your first cry you told everyone that you had arrived in this world. When you were hungry you cried and your mother understood that and gave you milk. As a baby your face told your mother that you were not well, or were uncomfortable. Months later when you uttered the first words your parents were thrilled. You also started waving your hands or nodding your head to say 'bye' or 'yes' or 'no'. Then slowly you started speaking. You asked questions because, you wanted to know about things around you. Later when you went to school you learned the alphabets. Today you can gesture, speak and write to express yourself or, for the purpose of the study, shall we say, 'communicate' with others. But what is communication? In this module, you will learn what it is, how and why we communicate and different types of communication-Intrapersonal, Interpersonal, Group and Mass.

The module gives you the basic idea related to communication. After learning through this module the learning outcomes will be as follows:

Having completed this module the learners will be able to

- Understand the concept of communication
- Understand the process of communication
- Understand types of communication settings
- Identify the need of communication to transfer knowledge and behaviour change
- Define role of communication for social change

1.1 Meaning & concept of Communication

1.2 Process of Communication

- 1.2.1 Communicator
- 1.2.2 Message
- 1.2.3 Channel
- 1.2.4 Receiver/ Audience
- 1.2.5 Feedback

1.3 Types of Communication

1.3.1 Intrapersonal

1.3.2 Interpersonal

1.3.3 Group

1.3.4 Mass

1.4 Need and Importance Communication

1.5 Characteristics of Communication

1.6 Role of Communication for development and Social Change

Hello Friends..!

Welcome to the world of Communication...!

1.1 Meaning of Communication

When we think of exchanging our ideas with others or giving some information to others, we do it in two ways.

We either speak or tell or we think or observe without words. When we look back in the history of mankind we find that early man could not speak as we do today.

However, early human beings expressed their feelings and experiences without using any words. Their face, expressions and use of head and other organs (body parts) like the hands, could tell others many things. Later language developed and people used words to speak to others or convey feelings. With alphabets, writing gave yet another powerful tool to convey thoughts, ideas and feelings.

'Communication' is a word which we use quite often.

WHAT IS COMMUNICATION?

So far we have seen how we use communication. Now let's try and define communication. But defining communication is not very easy. It means many things to many people. Unlike definitions of a theory or some scientific term, 'communication' has no definition accepted by all experts.

We communicate when we are alone, when we are with people, when we speak or just look at someone or something, in any situation we communicate. Let's understand and start with the ABCs of Communication.

The word communication has originated from the Latin word "communis", which means sharing.

Communication is an activity or process of expressing ideas or feelings and giving people information.

Communication has a central role in our lives. We spend a lot of time communicating with others- relatives, friends, colleagues, employers, or even unknown people. We have various social needs, such as pleasure, affection, inclusion, relaxation, etc., which can be



fulfilled by communicating with others.

- **Communication is a process of interaction.**
- According to Rogers & Shoemaker (1971) – Communication is the process by which messages are transferred/ conveyed from source to receiver.

For e.g. the teacher conveys the message to students that she will be taking class on Monday at 10:00 am.

- Communication is an act by which a person shares the knowledge, ideas, feelings, etc. in such a way that each gains a common understanding of the message. For e.g. Teacher and students, News reader and audience, Friends in group. The teacher in the classroom shares her knowledge about good cooking practices in such a way that the students and teacher has same understanding regarding the good cooking practices.



Why do we communicate?

We live in a society. There are people who may be rich or poor, living in big houses or in huts, literate or illiterate. They may also belong to different religions and communities, often speaking different languages. But still all of them can speak or interact with one another. Such interaction is essential for societies to survive. We ask questions and get answers, seek information and get it.

We discuss problems and come to conclusions. We exchange our ideas and interact with others. For doing all these we use communication. Imagine a situation where we are not able to speak and interact with others or think of a family living in the same house without speaking to each other? Such situations can create plenty of problems.

When we get angry don't we stop talking to our friends or family members at least for some time? Soon we talk it over or discuss matters and begin normal conversation. If we do not speak to each other we cannot understand each other. So communication can help us to understand each other and solve problems.

WE COMMUNICATE TO:

INFORM

MISINFORM

COUNSEL
SELL/ BUY
CONFUSE
CONFIRM
ADVICE
TEACH
LEARN
REVEAL
PERSUADE
ACCEPT
AFFIRM
CLARIFY
MOTIVATE
CRITICISE
DENY
CONCEAL

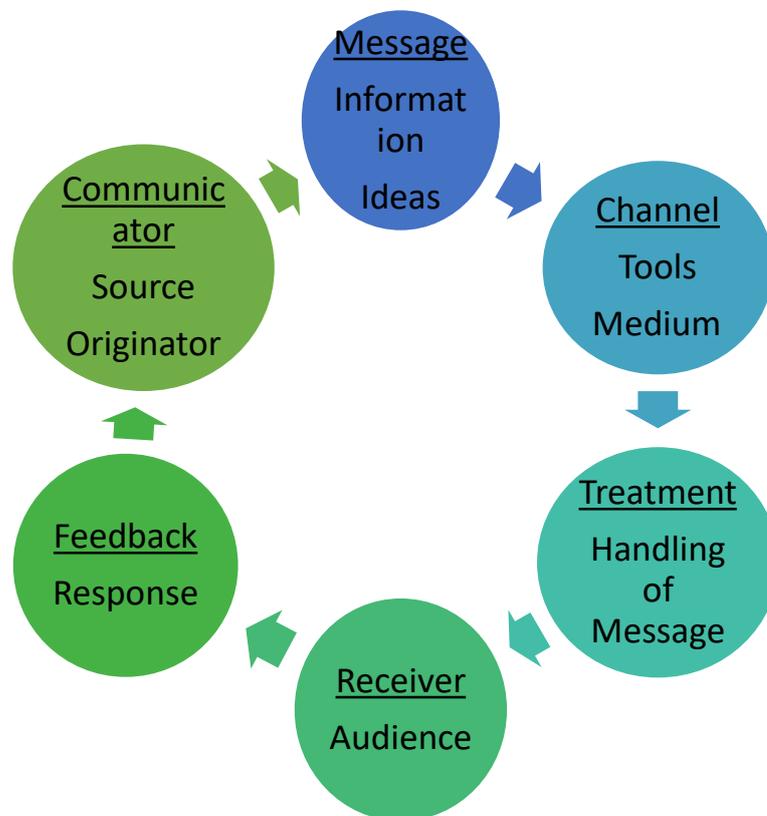
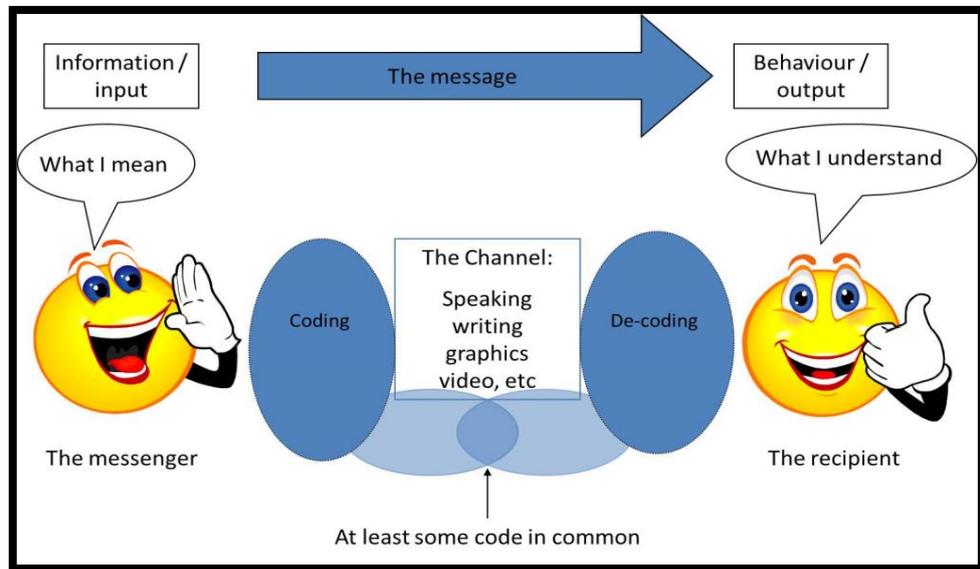
Hope you understood the Meaning of Communication, to have better insight into the same.

Let's understand the process of communication and each element of the same in detail with examples.

1.2 The Process of Communication with elements of communication:

- Communication is a round-the-clock process.
- It occurs either consciously or subconsciously between or within people. When we talk about the subconscious communication, we think about people or we dream. A lot many times we do not remember our dreams.

- Consciously within persons or between individual or in groups or with the masses. We plan something, we share or talk to our friends, family or colleagues



Communicator: The one who passes the message

Communication can be...

- Verbal- Spoken or written words. E.g two people talking to each other, you are writing an email or letter
- Non-verbal : Gestures, body language, painting, dance, pictures

1. Communicator/ Source/ Sender:

He/ She can be any person who starts a message

An individual, a group or a social system – can be communicator.

The Communicator decides

- (i) What message to send-information, fact or feelings
- (ii) Which receivers or audience to reach- the target audience
- (iii) What channels to use- radio/ newspaper/ public lecture/ cell phones/ film show/ exhibition



TO BE EFFECTIVE, a Communicator must have

THE KNOWLEDGE OF

- Communication Process- the Purpose of Communication and how, where, when and whom to communicate
- Audience Characteristics – Age, Gender, educational qualification, Cultural differences, behavioural patterns
- Message – the information, facts, ideas to be communicated
- Message Treatment

INTEREST IN

- Target Audience
- Spreading information/ change in idea
- Using Variety of Communication Channel

SKILL IN

- Communicating the message to audience
- Analysing the situation and Identifying audience needs
- Understanding and Adapting Message
- Using Variety of Communication Channel – the ability to use different channels like radio, newspapers, classroom presentation

POSITIVE ATTITUDE TOWARDS

- Audience – target group. The communicator should have positive attitude and faith in audience towards their change
- Message- the message should be planned in such a way that it brings desired change in the people. E.g Polio campaign, it should focus on 100% irradiation of Polio from our country

2. MESSAGE

A message can be the ideas, facts, impression or information that a communicator wishes his audience to receive, comprehend, accept and act upon.

- This is an information package.
- Message refers to the ideas/ thoughts, instructions, feelings, actions
- Message must be motivating
- Message that can motivate people are those which are:
 - Relevant
 - Useful
 - Interest



Channel is...

- Message Carrier
- Vehicle to carry message
- Medium of information flow
- Connecting link between sender and receiver

E.g. T.V., Radio, Face to Face, Cell phones



(i) Classification of Channels according to Form:

- Verbal: Spoken, Written words
- Non-Verbal: Symbolic, Sight, Sound, Touch, Smell, Taste and Body Language

(ii) Classification of Channel According to Nature / Size of Audience

- Individual Contact
- Group Contact
- Mass Contact



(iii) Classification According to the Nature of Message:

- Casual: Newspaper, Social Media
- Urgent: T.V. or Radio Broadcast, Call on Cell phone and inform

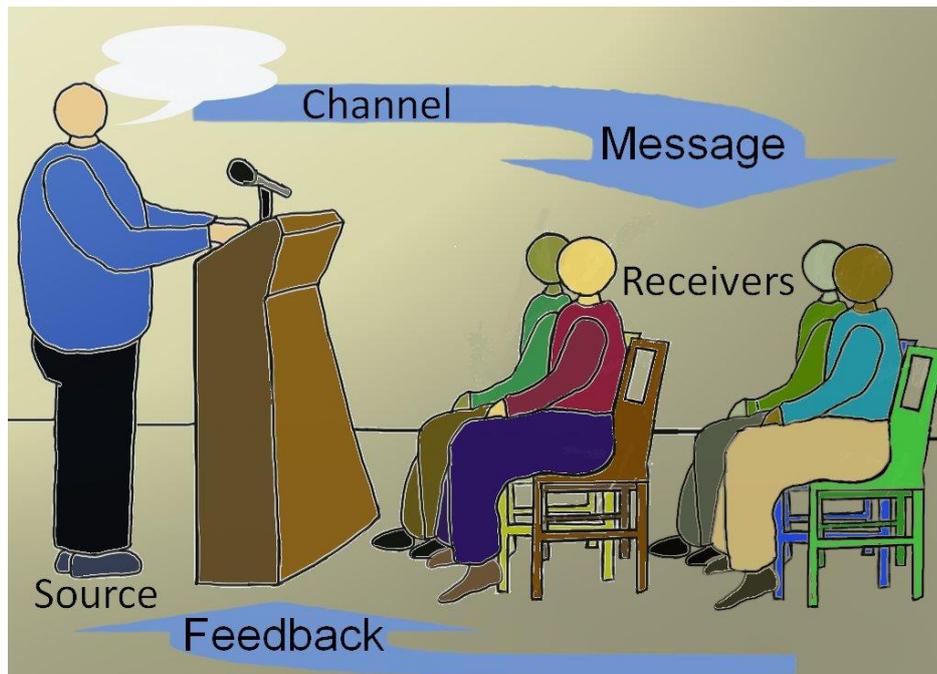
Selection of Channels depend on:

- Availability
- Suitability for Audience and Message
- Competency of source
- Frequency of use
- Ability to Combine different channels and
- Relate effectiveness of channels

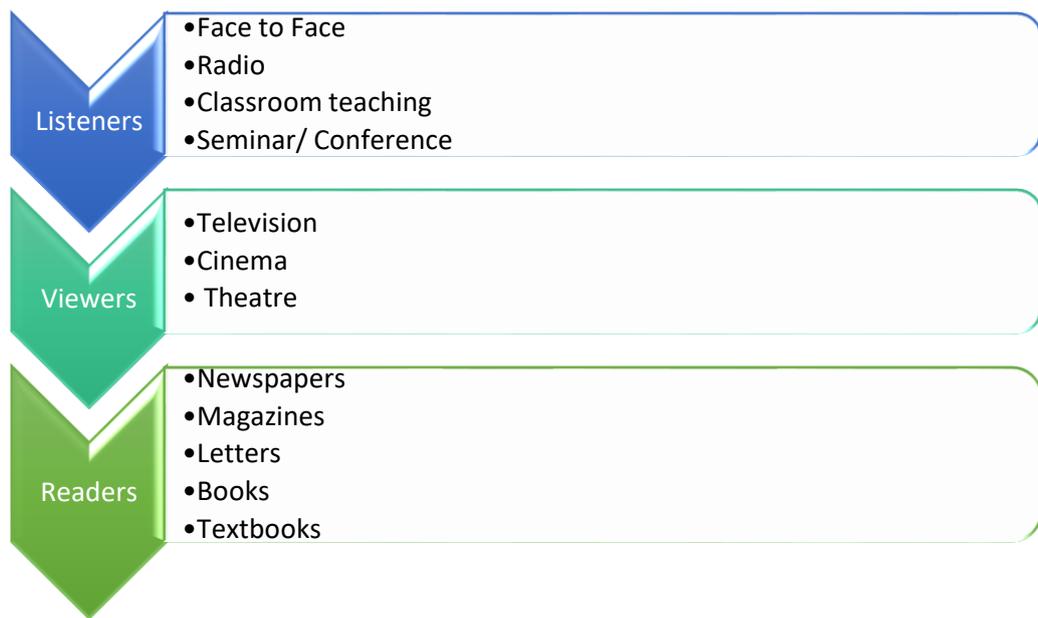
Efficiency of channel is decided by its effectiveness in transmitting message at minimum cost. Channel credibility is perceived as trustworthiness accorded to a source by its audience at any given time.

4. AUDIENCE

The intended recipient of a message is audience. The goal of communication is reached when the receiver accepts and understands the message.



The Receivers can be defined according to various ROLES



- **To be effective it is necessary that communication becomes target oriented**
- **Communicator must know the receiver in terms of their**
 - ❖ **Need/ Problem:** The Audience has need or problems of Availability of drinking water, Health related problems etc., the communicator must know the need and problems of the audience.
 - ❖ **Interest:** For example if the audience is Farmers they will be having interest in Farming, the women and housewives will have interest in Cooking or things related to household or children and family.
 - ❖ **Facilities:** E.g. Availability of electricity and drinking water/ hand pump, Public Health Centre, School,
 - ❖ **Experiences:** People from different background and age have different experiences so while designing one should know whether to talk to adults, old people or children, Rural or tribal people
 - ❖ **Biases:** No bias should be there regarding what religion, caste or gender receiver belongs to.
 - ❖ **Attitude:** Whether he/she listens or responds to communicator, communicator should communicate with assertive and positive attitude.
 - ❖ **Knowledge level:** One should never disregard the knowledge of local people and experience, knowing the knowledge level, communicator should design



message and use channel to reach out to target audience.

- ❖ **Availability of resources:** If the communicator is explaining regarding nutritional deficiencies he/she should give those options/ solution which are locally available and also available in lesser price. Like suggesting have butter milk, green leafy vegetables.

Audience can be divided or categorises under the following heads:

1. **Number of Audience: Individual, Group, Mass**
2. **Gender of Audience : Male, Female**
3. **Age group of Audience : Children, Adolescents, Youths, Adults**

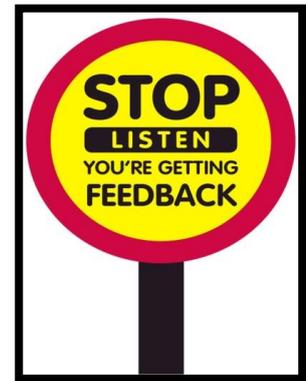
5. Feedback

- ❖ It is an important link between the two ends of the communication process, the sender and the receiver
- ❖ Feedback is a reminder to the fact that COMMUNICATION IS A TWO WAY PROCESS that a process continues when there are responses to the message sent.
- ❖ Feedback is a return process, where the type of responses gives the sender an idea about the effectiveness of communication
- ❖ Feedback can be verbal- E.g. spoken words, written spoken/ non-verbal. E.g. Nod, Smile, Yawn, Question
- ❖ It can be in terms of people's reactions & interest shown in a person to person communication E.g. Audience having liking for some film and celebrity can turn to change in attitude or style of dressing or in public behaviour
- ❖ It can also be in form of findings, reactions, opinions or attitudes.
- ❖ Reactions published in newspapers, magazines T.V.

REMEMBER:

Feedback provides an opportunity to both the sender and receiver to interact and constantly EXCHANGE ROLES.

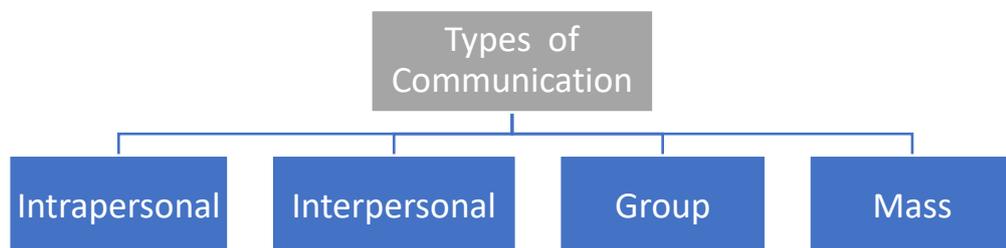
Feedback keeps the process of communication ongoing/in motion.



Communication is described depending upon the situation in which communication takes place. We communicate with ourselves, with others face to face, using a public address system with a large number of people or use radio or television. Friends, as we have understood the elements of Communication and its process, let us now go further to the next topic, where we are going to study about the different types of communication-

1.3 Types of Communication

The following are the Types of Communication **based on number of people involved in the process of communication/ Size of Audience/ Receiver**



- **Intrapersonal Communication**

Think of a person driving a scooter on a lonely road. He has put on a helmet on his head to protect himself but it is not properly buckled and tightened. He is riding at high speed and is reaching a narrow junction. A bull comes charging and in order to save himself he applies the brake and he falls down. The helmet flies off as it was not buckled properly. His spectacles also fall. The bull runs off for dear life. What does the scooterist do? Is he saying anything or is he communicating? Think for a while and read further. Well, he is. First he thanks God for saving him from major injuries. 'Thank God' he sighs. "Who has left this blessed bull to run around freely?" He probably may question himself saying, "I should have put on the helmet properly". He may say many things aloud or tell himself. He in fact is questioning himself or is communicating with himself.

Let's take another example. Have you ever seen on television some of our great batsmen at the crease? Take for example, Virat Kohli or Sachin Tendulkar batting shown on television? If one of them has faced a ball from a bowler rather carelessly you should see them muttering something or talking to themselves. Strictly speaking, this is no communication at all as no one except the person himself is involved. This type of communication is called intrapersonal communication or communication with oneself. We all in some or the other way communicate with ourselves mostly in the situation when we are alone or seeing, hearing or observe.

Think of a situation when you spoke to yourself. You went and met somebody and said something silly. Don't you tell yourself "I should not have said that..." or "I shouldn't have behaved that way..." or "I made such a fool of myself...". All these are very common. We all do it as long as we live. In fact this is looking inward or looking at ourselves. This can also be accepting our faults and mistakes, and correcting them. Intrapersonal communication or communicating with oneself is essential for our growth as responsible members of the society.

In the this type of communication, Communication **begins and ends with self**

The sender and receiver is the individual himself/herself.

Communication occurs as a reflection upon ourselves, our relationship with others and with our environment

E.g. Relationship between friends, relatives, nature etc.

What we think & feel is conditioned & controlled by our SELF-VIEW

E.g. After getting rank, what should we do, how to celebrate etc. comes in our mind and we virtually start planning whom to call, where to go etc.



Through INTRAPERSONAL COMMUNICATION we may communicate for our own selves to:

- Privately enjoy the beauty of life
- Interpret others' behaviours towards us or others. E.g. Behaviour of teacher towards students, friend's behaviour, relatives' behaviour
- Plan our daily or specific target-oriented activities. E.g. Study plan, home work time, enjoyment time
- Analyse our behaviour/ actions/ ideas/ relationships. E.g. analysing what we should do the whole day.
- Express jealousy & such negative emotions towards others. E.g. When we quarrel with friends

We therefore use intrapersonal communication as a means of,



The Next in line comes Interpersonal Communication

- **INTERPERSONAL COMMUNICATION**

When you come face to face with someone and communicate with that person it is called interpersonal communication. This happens in our daily life. In the morning you get up and meet your parents, brothers or sisters. You wish them or speak to them. When you go outside you meet your friends and talk to them. You go to a doctor and discuss your problems. If you want to book a railway ticket, you go to the booking counter and speak to the person sitting there. All these are examples of interpersonal communication.

Interpersonal communication is communication between persons or one to one communication. Most of us indulge in interpersonal communication every day.

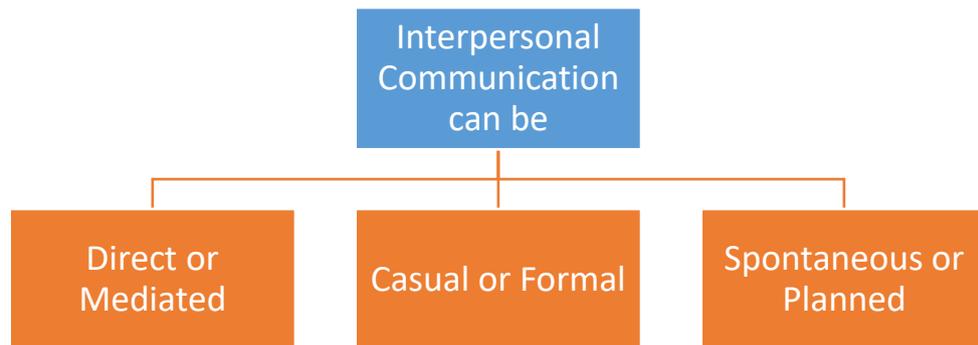
Interpersonal communication being face to face generally takes place in an informal, friendly atmosphere. However, there are occasions when it is formal. For example, a police officer questioning a suspect or a lawyer examining a witness in a court.

Let us list some formal and informal situations in which interpersonal communication takes place

It is communication between people, usually between two people

It is also known as one to one communication

It is a process of focused interaction



- DIRECT form of interpersonal communication occurs normally as face to face conversation at home, with friends in college, while travelling, in the office, at a shop,
- MEDIATED communication occur when people are separated by distance or when facing an emergency situation through phone/ letter/ fax/ telegram/ papers
- In casual form: day to day routine talk. E.g. Talking with mother, father, brother, sister, etc.
- In formal form: Communication is planned & organised with a specific purpose. E.g. A formal discussion with the boss.
- Interpersonal Communication can be- Verbal or Non-Verbal-Symbolic
- Through interpersonal communication it is possible to:
 - Quickly & easily check & correct misunderstanding(e.g. between friends), motivate(parents to children), & encourage(teacher to student)
 - Influencing the other person & persuade him/her to accept your point of view (Salesmen, Shop-Keepes, Marketing Personnel selling schemes to you)

While understanding interpersonal communication we also have to learn regarding the Purpose/ Need of Interpersonal Communication

Why people communicate through interpersonal communication mode?

People communicate through interpersonal communication to:

Communicate Personal News

E.g. Getting Married, Information related to family

Overcome Anxiety and good news does not go together

E.g. When we discuss/ share about the problems we are facing we feel relaxed

Generate Discussion

E.g. Discussion on subjects like cleanliness, politics, economy, environment etc.

Share and Compare Ideas and Expression

E.g. Business plans with your friends or future plans with your family

- **GROUP COMMUNICATION**

Let us think of a group of people meeting for a particular reason. It may be a group of residents of a street or mohalla or students meeting a teacher or a student leader. In the first case the group will be addressed by a leader or a chairman and then others, who are known to each other, may also participate in a discussion. Such situations in which a group of people, generally known to each other meet and talk to each other are common. This may be called group communication.

Group communication is one to a few.

It is communication WITHIN groups of people & by groups of people to others.

Groups can be formed in a variety of ways depending on:

(i) SIZE

- a. Large: students in Class, Audience in party
- b. Small: Family, group of friends, working committees

(ii) RELATIONSHIP/ CONTACTS

- a. Primary: Family, Friends, Students
- b. Secondary: Social Classes, Caste gatherings, religious gathering

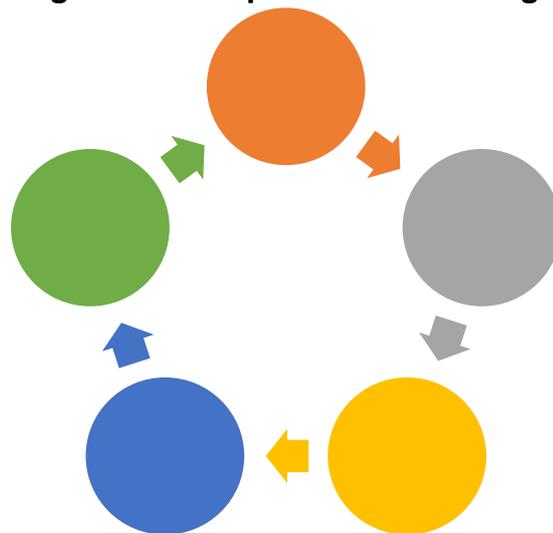
(iii) APPROACHES

- a. Formal: Classroom, Professional groups, Work groups-departments
- b. Informal: Family, Friends

Interaction in small groups can take place in Major Two Styles:



Leader/Change Agent to Group-----Single Line of Authority



All Members together -----Situational Leadership



- **MASS COMMUNICATION**

Have you ever attended an election meeting of a political party? Or heard a religious or spiritual leader giving a discourse? Such meetings and discourses are part of our public life today.

Generally there is a stage or a platform or the roof of a vehicle for such a speaker to stand and speak. A microphone and a loud speaker are essential for communication here.

Many people, may be hundreds or even thousands can be seen waiting for the speaker to begin. When the leader speaks a large number of people will be listening. One person here is speaking to a large number of people. Such communication is called public communication. The speaker can see or identify only those who sit in the front rows. So messages are given not to just one or two persons but too many.

Unlike interpersonal communication, here, the speaker cannot see the audience. So it generally lacks the personal touch. Of course there are public speakers who can build immediate rapport or personal touch with the listeners. But unlike in group communication, here, people may not know each other.

Public communication may be defined as a situation where many people receive messages from one person. The skills of the person are very important here in this situation. We can think of a number of political and spiritual leaders as excellent communicators. Again, unlike group communication, to reach out to a large number of people, microphones and loud speakers may be used.

In layman term, Mass communication is a message from one to many.

It is communication RECEIVED by or USED by a large number of people

The media for mass communication can be divided into:

Electronic	Print	Traditional
Radio	Newspapers	Folk tales
Television	Magazines	Folk Drama
Audio, Video CDs, Cassettes	Tabloids	Folk dances
LCD Projectors	Comics	Folk Painting
Cinema	Billboards	Folk songs

- a. There are also telephones, e-mails, pagers, fax, Postal Systems
- b. They are used because thousands of people used it at any one time
- c. Communication through a mass media has a great Multiplying Effect i.e. reaching out simultaneously to people in large numbers beyond the boundaries of one country.

Media	Reach
Print: Newspapers, magazines, Brochure	<ul style="list-style-type: none"> • Literate audience of specific age & gender, • Occupational group • E.g.: Magazines for doctors, children, women etc.
Radio: Different Service Station and FM band	<ul style="list-style-type: none"> • Literate & Non-literate Audience • Different Age & occupational Groups • E.g. Program for women, song for old people etc.
Television	<ul style="list-style-type: none"> • Literate & Illiterate audience • Larger Variety of age & occupational groups • Large time span of the day & night • E.g. Channels like cartoon for children • E.g. About illiterates reach
Films	<ul style="list-style-type: none"> • All types of audience differing in age, experience, socio-economic background • E.g. Rural people

REMEMBER:

In Mass Communication Settings,

- A mechanical device is usually interposed between the sender & receiver
- The communication process is controlled by a single source reaching out to many people anywhere at any place
- Messages are multiplied faster, having a profound impact & universal appeal.
- Audience is separated from one another, hence feedback is delayed

After understanding different types of communication, let us now go further and understand a very important thing about the communication, rather the very important question comes in mind is why do people communicate ?

1.4 NEED AND IMPORTANCE OF COMMUNICATION

Let us understand the need and importance of communication in the lives of people. Communication is needed:

- **For getting knowledge-** As we have understood it earlier is communication is part of life, we consciously or unconsciously, in verbal or non-verbal way communicate with each other. We all need to acquire knowledge to deal with our life in a better way. For learning any new thing we have to communicate to people either through observing, watching and listening or interacting. e.g. Any teaching learning and extension process helps gain knowledge, for example how to deal with health related problems, how to fight for your own human rights
- **For Small improvement/ small gains/ small result –** Communication aims at positive change in people. E.g. one can communicate nutrition related messages- like if one wants to retain nutrition in vegetable, the vegetables should be cut big and should be cooked in medium or low flame. Or How to make smokeless chulha and how can one use it for better health and cooking practices can be learnt through communication
- **Unity & strength –** Communication brings people together and motivates people to work in group. Working in a group for a task completion, working for seminar or workshop where one gets to interact with people from different backgrounds, or exchange programme with other Universities & colleges
- **Achievement of learning -** Communication is always result oriented, in classroom teacher introduces the students with new topics and

gives detailed understanding regarding the same, will lead the learners with new learning experience in that area.

- **Successful Extension Programme-** Communication is to bring desired change in the lives of people. If we want farmers to learn about new cultivation techniques, we have to talk to them, build a rapport, convince and demonstrate it with a proper use of channel and also take a feedback which leads to completion of learning cycle for change
- **Generate & Accept New Ideas – Communication is to initiate new ideas, interact and motivate people for better tomorrow.** E.g. If a teacher in the class wants students to learn new things every day, she has come up with new ideas which are interesting and appealing for students to get involved, for example when everyday one group has a responsibility to report news it forms a habit in the students to read newspapers and will also improve their knowledge about current affairs.

After learning the why people communicate let us understand some of the characteristics of communication.

1.5 CHARACTERISTIC OF COMMUNICATION

- **Communication occurs when DIFFERENT ELEMENTS interact with each other**

E.g.



- **Communication is transactional, each element influences every other element**

If the source fails to understand the receiver, the message is not designed well and good message also needs appropriate channel to communicate. Channel also depends on message like Polio Day: the message has to be passed through all the Mass Media –T.V., Radio, Hoardings

- **Communication is DYNAMIC. It is an ongoing event**

E.g. Communication is ongoing, as the message we pass once, can get answer of it in terms of feedback like asking questions in the class, students reply and teaching learning process go on. The instructions of parents, are followed in terms of feedback.

- **Message may be Verbal as well as Non-verbal**

Verbal: Spoken words and written words

Non-verbal: body language, expressions, feelings, gestures, symbols etc.

- **Communication is a complex process because of the purpose served and content covered**

E.g. If the communication is not designed and planned well it can turn into complex learning, it is not possible to understand. Any complex message needs proper introduction and to be explained in phases.

- **Feedback is an important return communication**

Through feedback we come to know about success of programme. E.g. T.V rating, we can get feedback through various methods like, interviews, questionnaire, survey etc.

- **Communication is UNREPEATABLE. It is always novel, never exactly the same**

E.g. Polio Day campaign goes on in different phases with different celebrities

- **Communication is CONTEXTUAL to physical surroundings, psychological & socio-cultural condition**

E.g. We cannot advice poor people to eat dry fruits everyday to fulfil nutritional needs when they can hardly get a two time meal

While learning the different aspects of communication as students of Extension and communication, it is essential to learn and understand the role of communication plays in development and bringing change in the society.

1.6 ROLE OF COMMUNICATION IN DEVELOPMENT & SOCIAL CHANGE

- **It helps to improve the quality of life.**

As we have understood it earlier communication aims at bringing positive change in lives of people. Through right communication, at right time with right people communicator develops aspirations and helps people to attain better life. E.g. Explaining about smokeless chulha to improves the health status of the people.

- **Motivates people to change their attitude in right direction**

Here one has to understand that when communication is used for bringing change it has to be persuasive and positive in nature. Communication should not only spread awareness but it should lead to attitudinal changes in positive direction E.g. only understanding the importance of girl's education will not lead to change unless and until people start sending their children to school.

- **Bring people closer to each other.** When communication is planned for social change, the program is designed and implemented through the people, by the people and for the people. Thus, people starts owning the program and that also leads people work together with each other. E.g. Communication between two countries, friends, neighbours, relatives

- **Bridges the gap between the planner & practitioner**

In any development program, co-ordination & understanding between sender & receiver is very important. Better communication leads to better planning, which more need based, and good implementation by people, which leads to positive feedback, which completes the cycle of communication as well as development. E.g. communication between Employees & Boss, Students & Teachers, Farmers and extension workers.

- **Means to achieve the objectives of development program**

Communication is very important to pass any message to people, E.g. If we want to impart education regarding female feticide and sex determination test as a crime, we need to interact and discuss with people around, which is not possible without communicating with them.

- **Improves the social status**

Well informed and knowledgeable persons are always respected in the society. Communication gives opportunity to each person to participate, give opinion and be part of decision making process.

- **Communication makes cultural & social status**

E.g. Communication gives exposure to people regarding new ideas, culture and practices, which helps people making the right choice about their life and family.

Hope you had great time learning Communication! Please study repeatedly, memorise the points carefully and understand thoughtfully!

Module :2 Graphic Aids

Learning Objectives:

- To develop understanding regarding the basics and types of Graphic aids and their functions in teaching-learning process
- To develop ability in preparing graphic aids

2.1 Meaning of Graphic Aids

2.2 Educational Values of Graphic Aids

2.3 Steps in Preparing Effective Graphic Aids

2.3.1 Preparing Layout

2.3.2 Principles of Layout Design

2.4 Elements of Graphic Aids

2.4.1 Message

2.4.2 Lettering

2.4.3 Illustration

2.4.4 Colour

2.5 Types of Graphic Aids

2.5.1 Charts

2.5.2 Posters

2.5.3 Flashcards

2.6 Computer in making effective Graphic Aids

2.7 Problem in using Graphic Aids

2.8 Limitations of Graphic Aids

2.9 Evaluation Criteria for Graphic Aids

2.1 Meaning of Graphic Aids

Hello Friends,

Hope you had great studying the basics of communication....Let's have some hands on designing Graphic Aids...!

Graphic aids can be defined as **materials which communicate facts and ideas clearly through a combination of drawing, words and pictures**

Graphic aids are any medium which communicates through....VISUALS

Visual + Written matter = Visual Aids i.e Graphic Aids

Graphic aids are 2-Dimensional aids:-

Two dimensional means the medium which has length & breadth but it doesn't have depth.

'**Graphic**' connote a **variety of visuals**. So in any graphic aid there is variety of visual forms with some written matter. Therefore it is called as visual and written medium of communication.

Instructional Advantages of Graphic Aids are that they:

- Present facts and ideas in condensed summarised form
- Have the capacity to attract of learners
- Convey information readily

Graphic Aids can be classified as:

- Charts
- Diagrams
- Graphs
- Posters\Maps
- Photographs & pictures
- Flash cards
- Cartoons
- Comics

2.2 Educational Values of Graphic Aids

Good, you understood what Graphic Aids are.

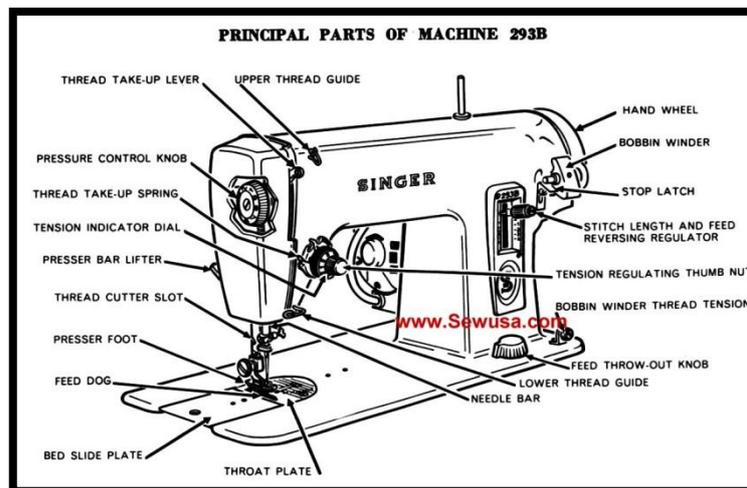
Now Let's go further !

Now, first when you are learning graphic aids, you should learn the educational value of graphic aids.

Graphic aids help to create a **dynamic learning environment**, by shifting emphasis from verbal explanation to some values, drawings, pictures and illustrations. They supplement and/ or complement the teacher's verbal explanation

Educational values of Graphic Aids:

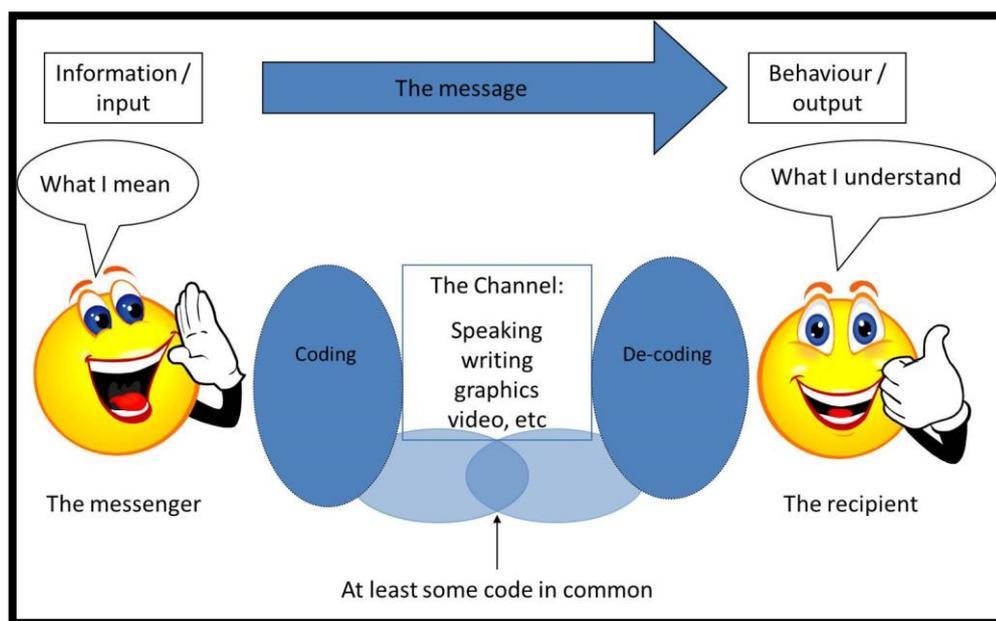
- Increase interest and involvement of students in learning
- Aid a teacher in giving clear explanation. E.g. working of a sewing machine can be explained with the help of a 'machine diagram'



- Provide experiences which are not easily available to make learning wide and deep. E.g. In folk media if a teacher wants to teach about different Indian Painting "Madhubani"- one can see the picture of painting and learn.



- Provide experiences to help the students develop understanding and retain knowledge for a longer time. For e.g. 'Process of Communication', with the help of diagram the elements can be understood in better way.



- Introduce self-activity as learners become active participant in the teaching-learning process. E.g. interpreting graphs that what the numbers of text in pictorial form, making posters on various subjects leads to self-learning about the subject on which students will make posters as well they develop skill of making posters the way graphs can be interpreted or the ways of making posters can be explained well by the help of graphic aids.

- Help the



to overcome lack of common experience between a teacher student

and

e.g. Students not from Gujarat might not have exposure to the costumes wear in “Garba”- With help of graphic aids students can introduced to “Chaniya Choli” wear for Garba.



- Develop continuity of thought e.g. different phases of human life- at the same time a teacher can explain different phases of life and growth from infancy to old age.



- Help students with different background to understand the message similarly. E.g. Teacher from Gujarat and Student is from Kerala, both are from different background and if they have to talk about the snacks
- Help students with language barrier to easily understand with the help of charts, posters or graphs



- Help slow learners to go at their own pace- the students who cannot grasp things fast or read fast, graphic aids provide them help to grasp things better in class



- Can be handled easily anywhere – in the class or community. Therefore, they are said to be portable.



- Are inexpensive and can be reused



- Are easy to make and use



2.3 STEPS IN PREPARING EFFECTIVE GRAPHIC AIDS

Now here is the time to start preparing effective graphic aids. So, let's learn the steps in preparing effective graphic aids.

For starting the journey to graphic aids the first station/ rather the starting station is "Layout"

2.3.1 Preparing Layout

Have you ever heard the word "layout" ?

Following is the meaning & definition of layout:

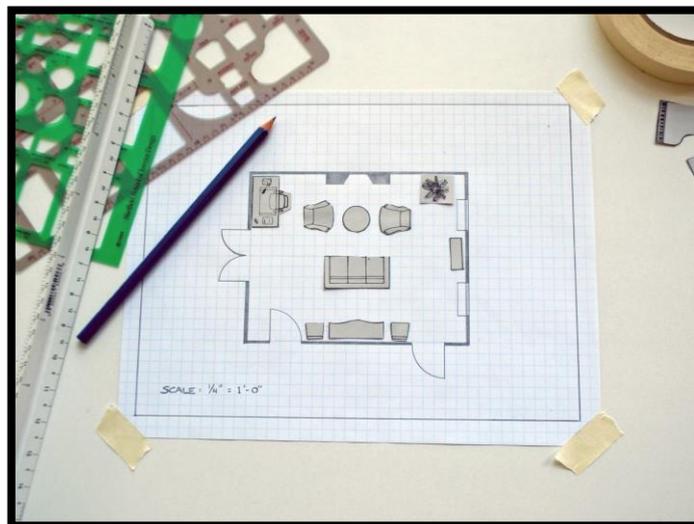
Graphic designer should sketch a plan of how the job will look when it is finished. This plan is called "Layout". It shows how everything is positioned on the page: the heading, the writing, pictures, borders and so on. If there is a problem in the layout is done again, to try and fix the problems.

It is a composition of graphic and texture material in a way to create a pleasant, interesting and attention catching arrangement to the format of a page.

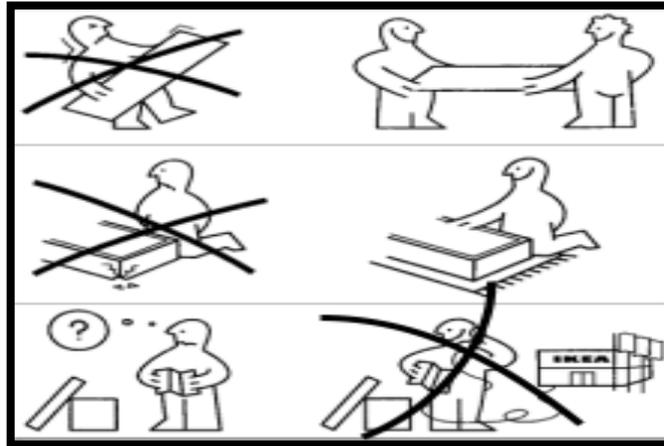
Here, we have to understand, why layout is always advisable to keep.

It is always advisable to have a layout because it:

- Helps to save time as trial and error can be done and improvisation can be made easily on a smaller scale.



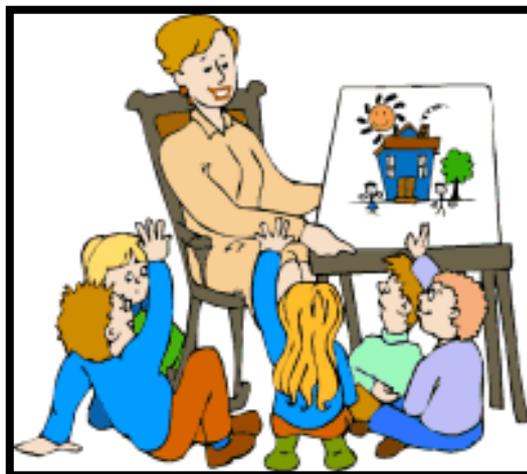
- Eliminates money wasting experiments in terms of colour combination, size of letters, illustration, paper used



- Enables many people to work at a time over a visual, if it is too large involving group work. This step is most helpful when a material is to be produced on a mass scale.



- Enables or creates a scope to take suggestions from artists/experts.

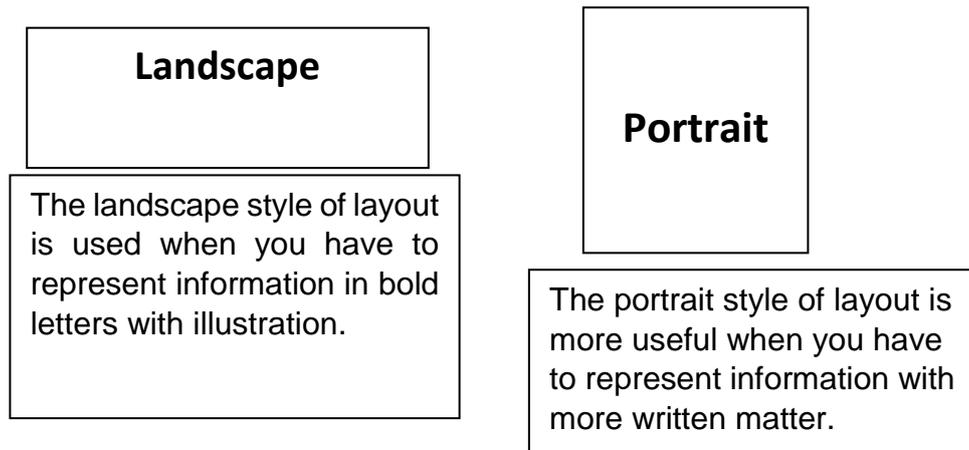


Visual aid would communicate effectively only if the arrangement and other details are planned properly. Hence, several considerations have to be made in planning a layout for visual aid. They are:

- The key idea or theme to be conveyed should be clear to you
- The end use or purpose of using the visual aid should be known
- The content should be authentic, sufficient and accurate.

Formats of layout

There can be two possible layouts for visual aids:



However, there is no special style that you have to follow. Depending on the suitability of the visual and the written matter, you can make your layout either in the portrait or landscape format.

- Prepare a layout
- Keep it simple with one idea, leading to no misconceptions
- The layout is a guide to develop any and every graphic aids. Keep it constantly with you while preparing the final graphic aid.
- Make choice of the format of the layout according to the subject matter and content and content involved

There are two stages in making a layout:

Rough Layout:

- It is usually prepared on plain white papers/ drawing sheets
- At least four to five ideas need to be thought of in planning placement of writeup, illustrations, colours and presentation format.
- After this preparatory stage most of the ideas may be discarded while some can be developed further to select a final presentation style.
- It is prepared after an idea has been selected from the first stage of the rough layout.

- It is to be made as the exact replica of what the final graphic aid would be i.e. same colour paper, exact colour combination, style of lettering, type of borders and illustration.
- On the basis of this final layout, keeping it as a guideline, the student must proceed in making the visual aid without any changes.

Now we are ready with the layout of our graphic aids. Let's go further for preparing the graphic aid. Let's go to shop some material for preparing graphic aid.

Points to keep in mind while shopping for materials

- Use chart or drawing papers that are thick.
- Use more than one paper in information instead of reducing the size of the illustration and letters.
- Wrap paper around a mount board or cardboard for preparing flash cards

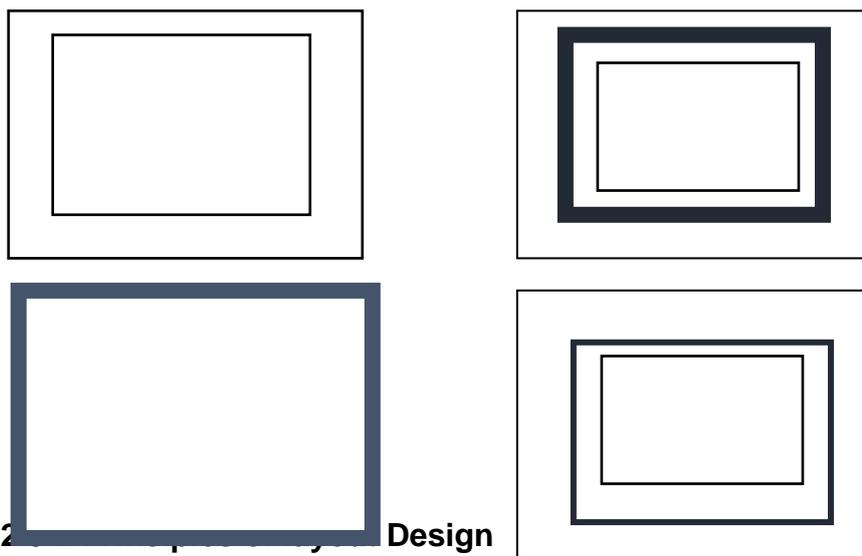
Here, starts the actual work of making graphic aid. The earlier steps were the pre-preparation of graphic aid.

Here are some points to be kept in mind while deciding the margin:-

Leave a margin of half to one inch on all four sides. Decide whether to draw a line or pint or stick coloured cello tape on the margin.

DO NOT decorate the margin. Keep it plain and simple.

Ways of Keeping a Margin:

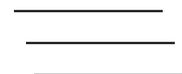


A principle of design is a rule or standard, an essential or quality which when followed will make the visual aid appealing, meaningful and interesting. There are four basic principles of layout:

1. Balance or Proportion
2. Unity or Emphasis
3. Rhythm or Shape
4. Variety or Contrast

- **Principle of Balance/ Proportion:**

Balance is a harmonious or satisfying arrangement or proportion of parts or elements in design. According to this principle, both the elements in a design according to this principle, both the elements of illustration and writing must be arranged in such a way so that a visual harmony can be achieved. These elements must be distributed equally on both sides of optical centre. Arrangement must be made in such a way that a lot of empty space is not seen on any one side of the paper and that a lot of empty space is not seen on any one side of the paper and that the space is used up properly. Given below are certain incorrect and correct ways of achieving balance in a layout.





- Elements of a visual are said to be in balance when they are in a state of restfulness. Balance can be either formal or informal depending on the content and purpose of presentation.
- Formal balance though easy to achieve, is dull as the elements are equally distributed on both sides of the optical centre
- Informal balance can be obtained when two objects of different sizes and shapes are balanced with the intensity of colours or distance from the centre.

- This principle of balance also includes the proportionate use of colour. It means that excessive use of any one colour must be avoided. Colours must be used according to the language and mood that they suggest. For example, the colour red symbolises danger. The use of this colour must therefore be less either to show danger or to attract attention – as in little or margin. Other things that must be avoided in order to achieve balance in your visual presentation are:

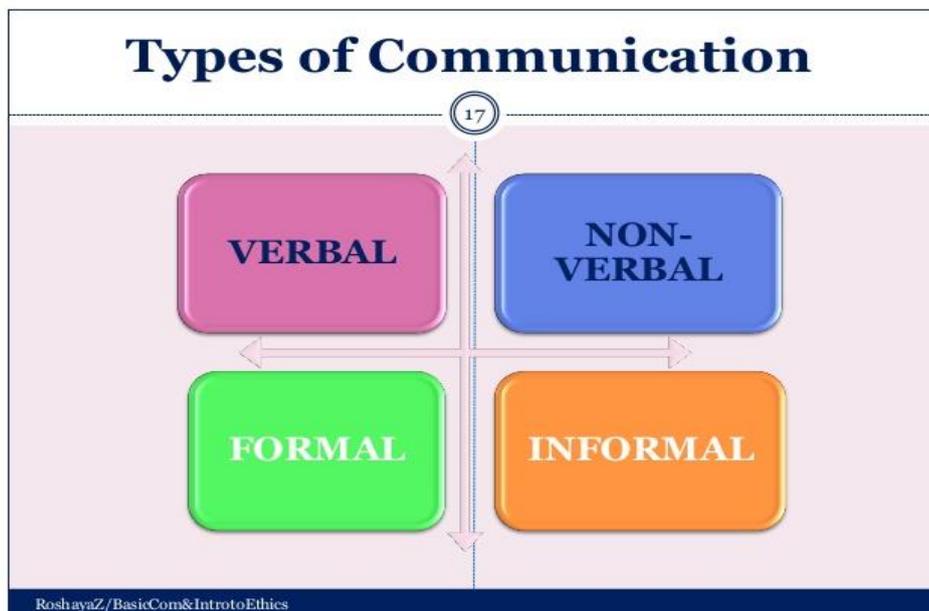
LARGE BOLD VISUALS and Small thin Lettering

Or

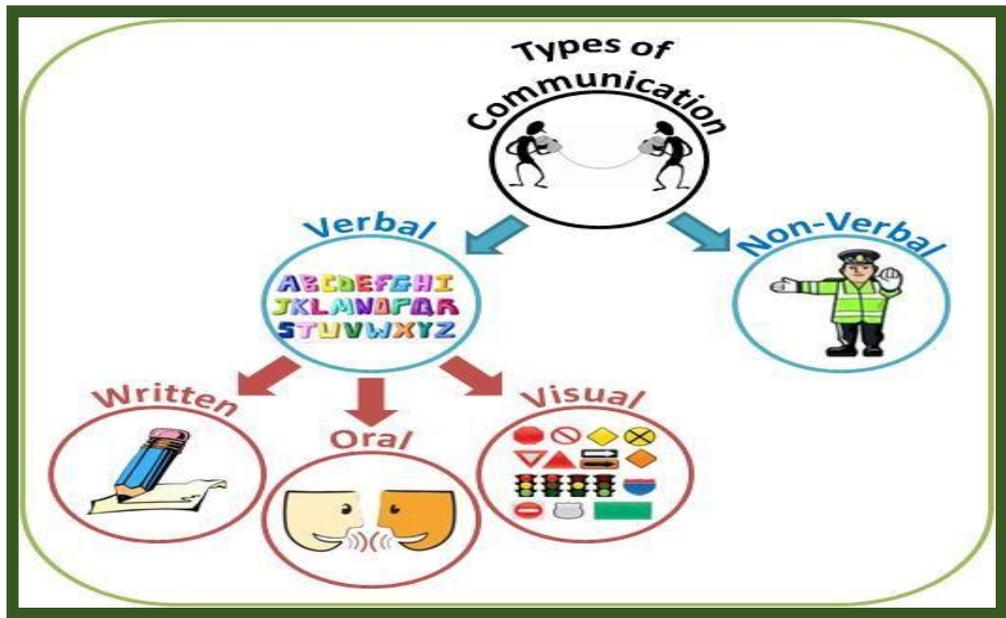
Small thin Visual and **LARGE BOLD LETTERING**

- Heavy elements on a graphic aid can be balanced on either side by :
 - Using colours of different intensity
 - Increasing or decreasing the size of elements
 - Increasing or decreasing the distance of elements from the optic centre.

Formal Balance:



Informal Balance:



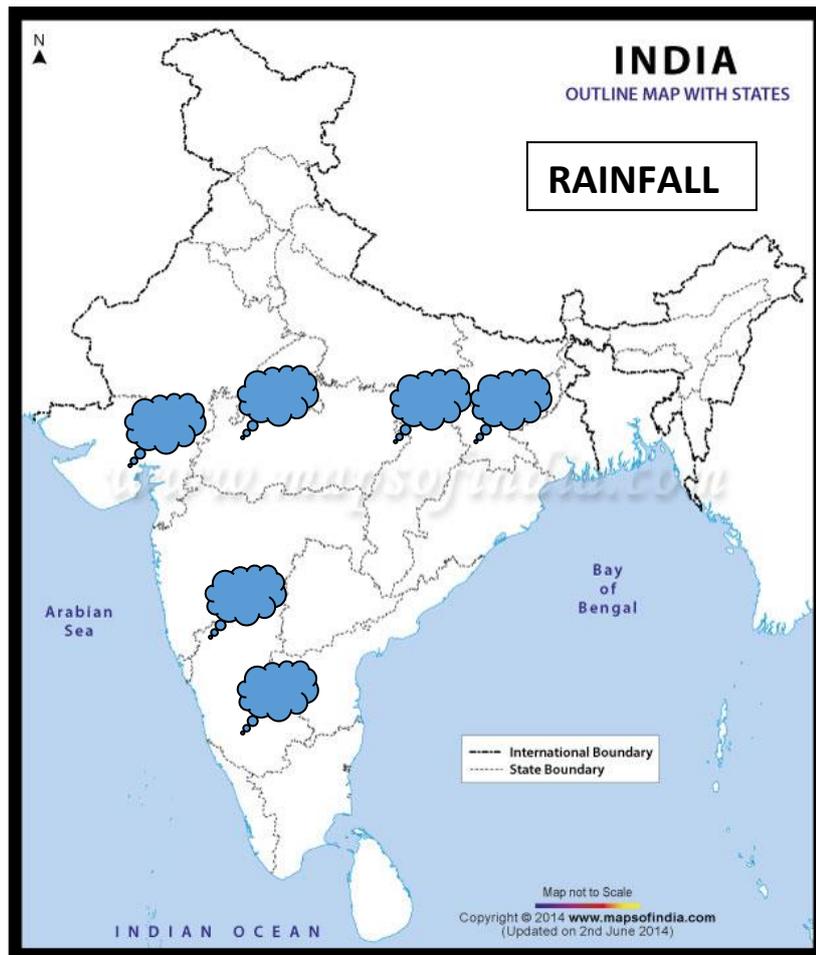
- **Principle of Unity/ Emphasis:**

Unity means an entered arrangement of all elements of design such that each contributes to give a unified aesthetic effect. For achieving this effect, it is necessary to emphasize the central idea by way of illustration, colour and lettering. This means that the main idea must be emphasized by a dominant illustration/ colour/ lettering and any other information is represented through subordinate objects.

For example, in a chart on sources of Vitamin C, the dominant object will be good sources of vitamin C whereas the subordinate object will be poor sources of vitamin C. In a map showing rainfall in Gujarat, the dominant object will be the map of Gujarat state and the key indicating amount of rainfall will be the subordinate object.

This principle can be achieved by changes in placement, coverage, size and repetition or change in colour. This, the

Dominant object or illustration or illustration and title will be	Large, bold, cover more space and in colours which are represented less.
Subordinate object or illustration and subtitles or labels will be small proportion for emphasis	Small, less bold, cover less space and in colours of the dominant part used

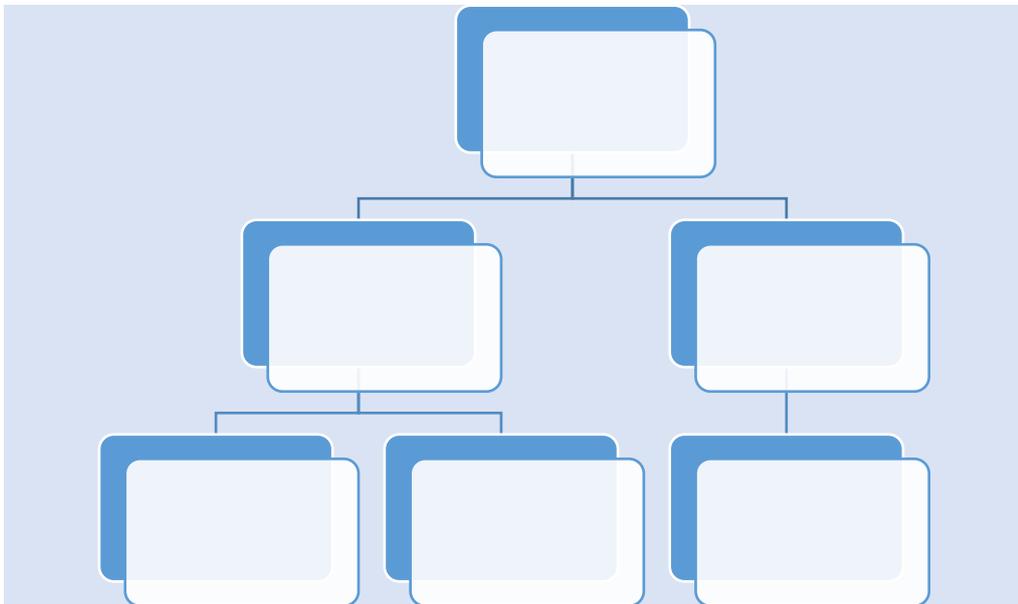
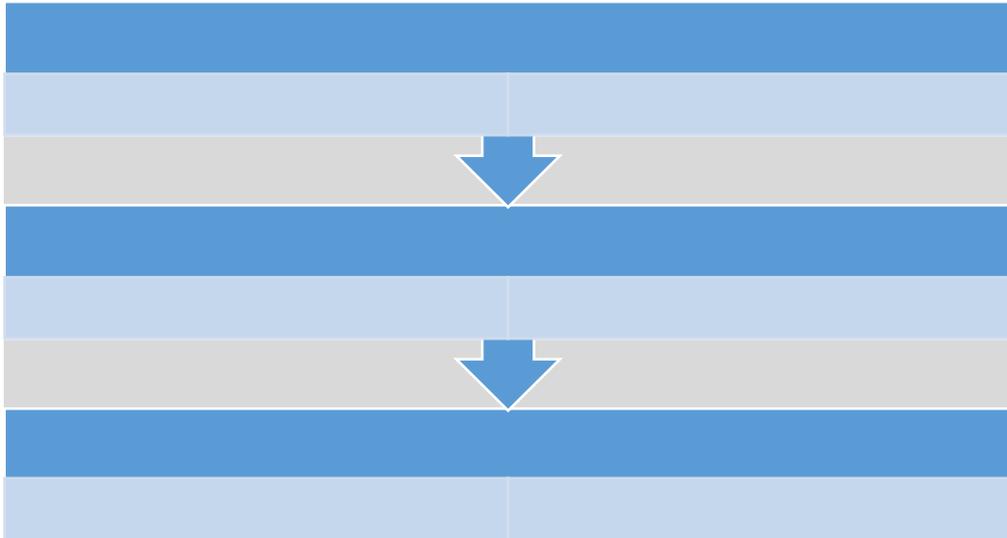


- **Principle of Rhythm/ Shape:**

Rhythm in design is a regular or harmonious pattern created by lines, forms and colours. It suggests movement created by a pattern in which the visual and writing is presented in an effective way. Rhythm is obtained by accelerating or increasing the directional flow of eyes to the main idea in a most effective manner.

A definite eye movement must be planned to form one idea with the other. This can be achieved by the 'I', 'T', 'Z' or any shape or arrows in the arrangement of the visuals. These layout shapes can be arranged as shown in the diagrams.

Visual rhythm is thus based upon repetition of shapes, colours and the spacing between them sets up the pattern or shape which guides the eye from one element to the other.



- **Principle of Variety / Contrast**

For a visual aid to communicate, it must be noticed. Monotony leads to dullness, lack of interest and lack of attention, catching mechanism, variety adds to the attention catching value of a visual aid. It holds attention and thus adds interest and increase participation of the learners.

- Variety can be achieved by making changes in the size and shape of the lettering and illustration as well as through colour. Variety can also be planned by having light coloured display on dark background or
- Dark coloured display on light background

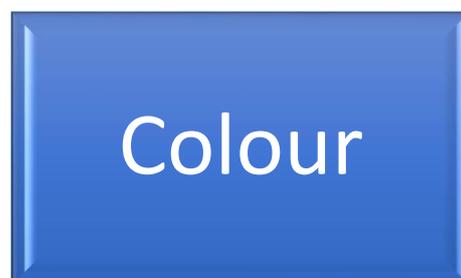
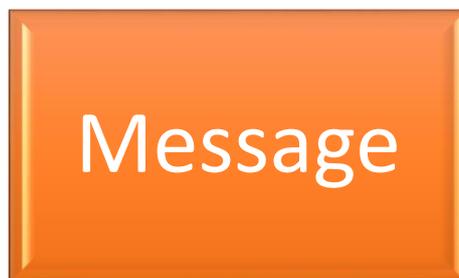
However, all this has to be done by keeping in mind the principle of balance, rhythm and unity.

Variety should be utilised for the benefit of holding attention, interest and stimulating the thinking process. Care should be taken to avoid use of variety as distractor from the main idea. Hence, variety should be created to increase the value of the main idea and not for beautifying purposes.



2.4 Elements of Graphic Aids:

Elements are the components that are necessary to make up a complete visual aid. They are the fundamental essential constituent which when put together make a visual aid meaningful.



Now comes a very important element in preparing graphic aid and i.e. **MESSAGE.**

Right Message at right time, at right place with right people is very effective.

Following is the meaning and definition of message:

A message is any fact or information given for the benefit of the receivers. An idea cannot be communicated unless we have a message to be given. A message is the basis on which the illustration and writeup in a graphic aid is decided.

In graphic aids, the message is conveyed through illustration with or without write up or just writeup with no illustration as per the example shown:



Now, comes the difficult part for the students who are not much blessed with a creative head

But nothing to worry about it. Here are some easy but beautiful ways to develop and put effective illustrations in the graphic aids.

We are visual people we like to look at pictures. Picture make communication very easy and in graphic design what picture in called “**Illustration**”.

Points to keep in mind while placing and developing illustration

- Use large, bold and simple illustrations
- Use realistic visuals only, as abstract visuals are difficult to understand
- Avoid shading of visuals to increase clarity
- Do not include illustration with minute details as it may not give the message clearly and at a glance
- Use key wherever necessary especially for graphs and maps
- Label diagram for quick understanding.

Guide: You can create new illustrations by copying photographs or drawing the real thing. Either way it will help in your graphic design.

- Trace visuals or photocopy to enlarge them or print and stick
- Remember better through illustrations as they promote visual memory
- We are able to associate better if familiar or same symbols are used elsewhere

How to make / select Illustrations:

Illustrations can be designed through one’s own creativity. They can also be selected from a large collection of readily available visuals. If you are not very artistic at visual creation, the stage of making or electing illustrations can be divided into three ways:

- **Use of personal creativity**
- **Use of readymade images**
- **Use of machine assisted visual creations**

Let us see how each of these ways can be used for our benefit.

1. Use of Personal Creativity:

Some of us are blessed with an artistic hand whether it be the pencil or the computer mouse, some people can easily create the required visuals. Thus personal creativity can be best put to use by preparing handmade or computer made graphics.

1.1 Handmade:

There are two types of students – those who imagine and draw and those who can imagine but need assistance in drawing. For those students who need assistance, illustrations can be created in a variety of ways.

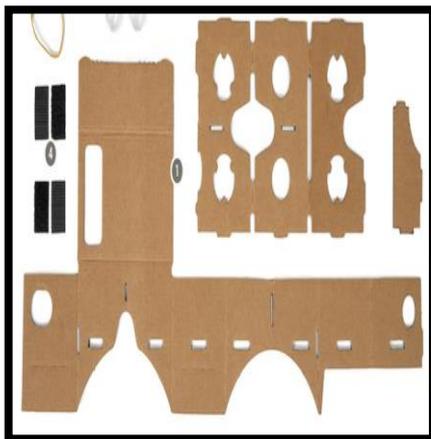
- **Line Drawings/ Stick figures:**

These make the visuals easy, yet interesting. They can be made in a variety of ways.



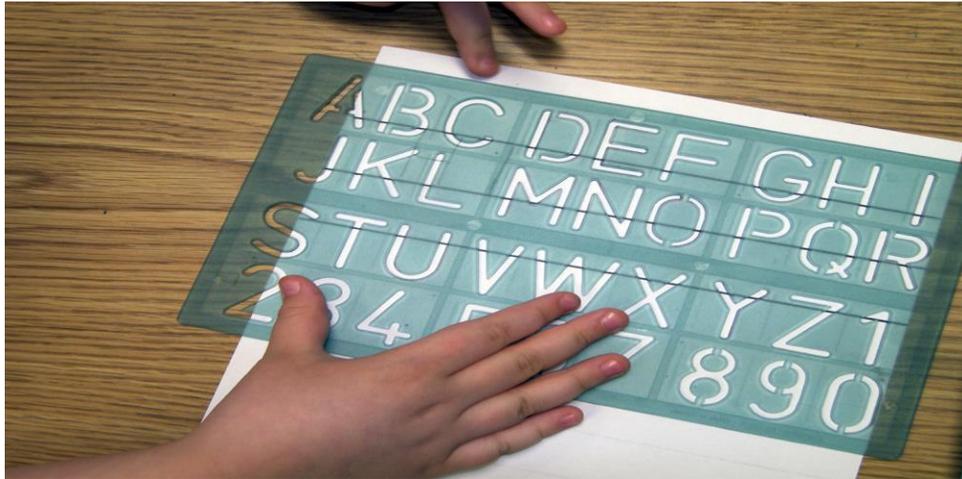
- **Templates:**

Card board or leather can be cut into required shapes to be used for drawing outlines. These are called templates which can be preserved for future use



- **Stencils:**

Thick plastic sheets can be used to make perforated figures. The designs on stencils or templates can be made by an artist and a person with less creative skill can also use them for illustrations.

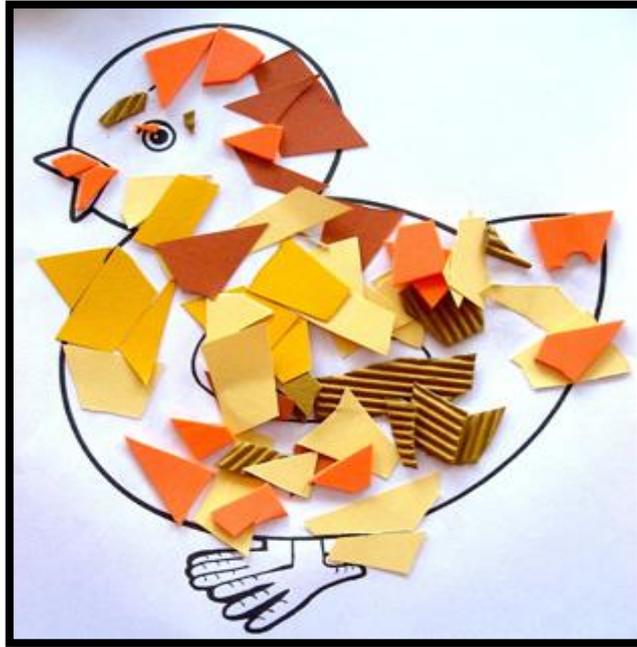


- **Collage:**

Collage is an artistic creation made by sticking paper in a such a way so as to make a design

It can be used to make an illustration if your drawing skills are not good or a collage can be made as shown here





1.2 Computer Made Graphics:

With the advancement of computers it is now possible to create graphic through computer programs. Corel draw, Illustrator and Photoshop are such applications that can be used for creating graphics. You can colour the graphic according to requirement and take a printout. Stick the printout as per the placement planned in a visual aid.

- **Use of readymade Images:**

Apart from your creativity and different ways of increasing it, you can make use of readily available visuals for your graphic aid. These visuals can be established symbols, pictures, photographs, compute clipart.

2.1 Established Symbols/Logos:

Many organisations or programs have developed their own symbols for establishing their identity \. These symbols have been developed and used over many years. Since we can instantly recognise the organisation or programs through them, they are called established symbols.

Many symbols have a universal language. This means that they have the same meaning worldwide, wherever relevant, it is advisable to use established symbols as people will:

- Recognise them quickly
- Put faith in your message
- Remember the message for a longer time

It is necessary to remember that all the above advantages are possible only if people have had positive experience with the organisation or program. Some of the established symbols that can be used in teaching aids are as shown.



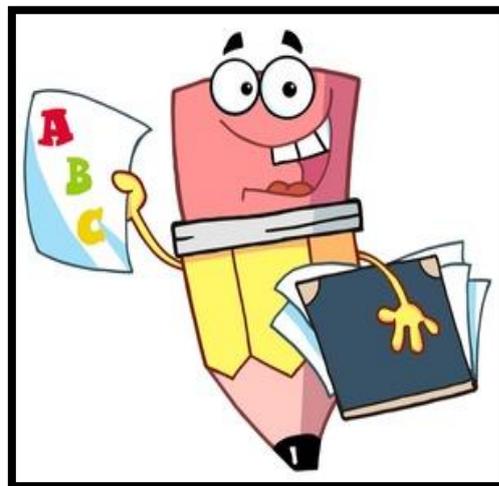
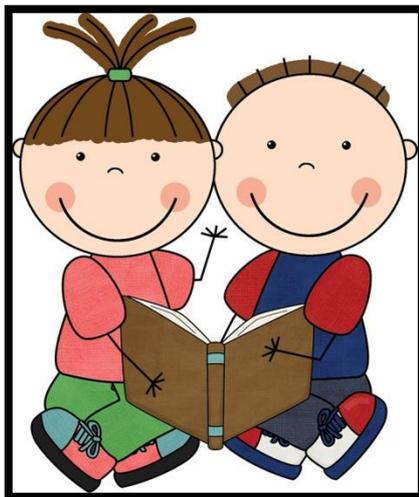
2.2 Readily available Pictures and Photographs:

These can be acquired from books, magazines, newspapers or one's personal collection of photograph. However, it is necessary to remember that many pictures are published with copyright. Hence they have to be used after getting the permission.



2.3 Computer Clipart:

With the development of computer for graphic art, there are many programs with inbuilt clipart or CD's available with cliparts on various topics. You can choose relevant clipart, take a printout and place as your visual. Some examples of computer cliparts are shown in the adjoining page.

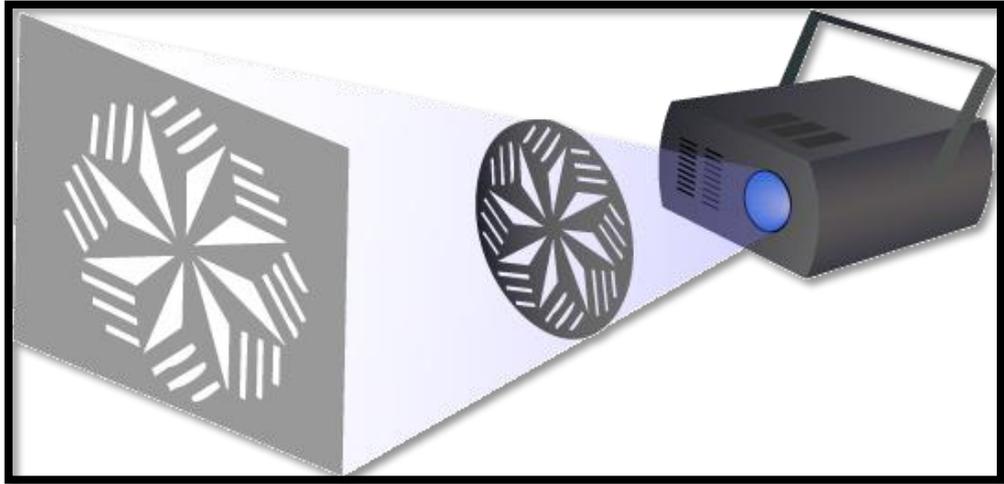


Use of Machine Assisted Visual Creations:

An epidiascope and over head projector are such machines which assist in enlarging a small image to your required size. Hence, any small visual like a diagram or map in a book or symbol in newspaper can be enlarged according to the size planned by you. This is an inexpensive method of enlargement if the institution has this projectors.

The other method of enlarging small pictures is through the duplicating machine which could prove expensive.

Image can also be scanned through the computer scanner, the necessary cropping and changes made before taking a printout. However this too is an expensive method even though it is very effective.



Then comes the time of A, B, C...

No, I am not talking about alphabets here we have to learn about lettering.

In lettering we are going to study following sub points

- 1. Style**
- 2. Arrangement**
- 3. Making/Preparation**

Now the first question will click in your mind, why do we need lettering in visual aid ?

Lettering is required is Visual Aid to Write:

- Titles or headlines
- Subtitles or labels and
- description
- the type, arrangement, style and size of letters affect the appearance of the visual aid.
- Lettering can also attract or distract the viewers attention
- It can also affect the readability of the write-up and either clarify or confuse the readers understanding

Thus, lettering is an important step which has to be handled with care. The following are some of the aspects to be kept in mind with regard to this element.

The words in graphic design are the most important element, they deliver message immediately

1. Type of letters:

Letters can be of various types. They can either be:

Handwritten paint & brush

Or cut out cardboard, paper, wood, thermocol

Or stencilled plastic
Or pasted commercial gummed, paper, bead, sand, thread lace etc.

2. Arrangement of Letter:

Spacing and placement are two dimensions to be kept in mind while arranging letters. Spacing is an important criteria in the arrangement of letters. Spacing can be of two types- Optical and Mechanical

- Optical spacing is the system in which there is equal area between the letters and lines. For example NEAR. It is the type of spacing to which the human eye is adjusted to viewing.
- Mechanical spacing is the system in which there is equal distance between the letters. For example :

N---E---A---R

Among both these arrangement styles, mechanical spacing gives a boring dull and monotonous appearance, creates difficulty in reading at a glance and covers more space per word.

All this can be overcome through optical spacing which looks natural to the eye and hence can be read and understood easily. It is therefore, advisable to use the optical spacing in visual aid.

The placement of words in a visual aid either increases or decreases their readability and clarity. For an educational aid it is more suitable to use horizontal placement and not vertical placement. For example:

HAPPY

Reads better than

**H
A
P
P
Y**

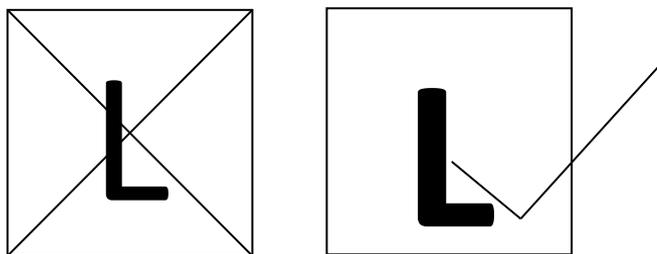
Thus avoid the use of vertical placement of letters as they:

- are difficult to read at a glance and
- do not permit the reader to comprehend the word or its meaning at a glance

3. Style of Letters:

A visual aid is usually to be seen and read from a distance. Hence, the style of letters used for title and labelling should be legible and bold. For this purpose

- Use letters with thickness of $1/4$ " to $1/5$ " of the letter height



Thin letters reduce effectiveness of the writeup and create no meaning for visual learning

- Use simple lettering style rather than the expressive, action or decorative styles.

<u>USE</u>	<u>AVOID</u>
SPEED	SPEED
FIRE	FIRE
NAIL	NAIL

Expressive, decorative or action styles may be good for publicity posters but not for educational aids.

- Avoid Splitting of words as they decrease readability and may not clarify meaning of the word.

NATIONAL INTEGRATION

NATIONAL INTE GRATION

Avoid mixing of styles of lettering in the same message except when giving emphasis

COMPUTER LETTERING:

With the availability of computers, it is now possible to use a variety of lettering, style and sizes to make your graphic aid more readable. Computer fonts enable a less artistic person also to use simple and bold or artistic lettering style depending on the type of graphic aid that you are preparing.

Given below are certain computer font styles with their examples. You can select an appropriate style from those given below or choose or create new ones from the computer.

Font Style

Arial Black

Book Antiqua

Times New Roman

Brush Script

Cooper Black

Impact

Example

ARIAL BLACK

Book Antiqua

TIMES NEW ROMAN

Brush Script

COOPER BLACK

IMPACT

- Use print letters rather than running handwriting type script
- Avoid fancy titles
- Have titles or captions which are brief, clear, direct and relevant to the topic.
- Write captions in simple, bold, large size
- Avoid too thin or too small letters as it reduces visibility
- Avoid decorative and fancy lettering

- Plan the size of letters, before actually preparing the final titles to avoid:-
 - Improper breaking
 - Reduction in size of letters at end of the title.
 - Do not over crowd writing, leave enough space between two lines

Now, Comes the element in which there will be Blue, Green, Red, Pink...

Yes, the important steps of the graphic aids is “COLOUR”

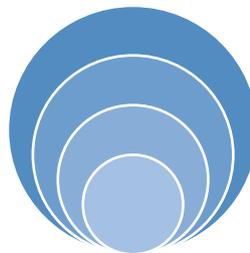
People love to be with colours. Life should be full of colours. We understand many a times a language communicated through colours. The careful use of colours is a very important factor in the planning and making of an effective visual aid. Its proper use can make a very ordinary illustration interesting.

People live in colour. With different colours one can feel/ create desired modes. Let's understand colour modes.

So, first we will look at various colour schemes that can be used in making a visual aid:

COLOURS:

Monochromatic: this can be created by using shades and tints of any one colour as shown in the example,



Analogous: this can be created by using neighbouring colours on the wheel as shown in the example,



Complementary: this can be created by colours that are opposites. For example, yellow-orange, blue-violet etc.



Colours have emotional value too! We react differently to different colours because we associate some symbolic value to each colour, such as white for innocence, black for evil etc. Different colours are associated with various emotions. This is known as the language of colours. The meaning associated with different colours is as shown in the example.

Example of Colour Wheel:



Use colour in a visual aid with care as per the following hints.

- Keep the colour combination simple
- Use limited number of colours
- Use colour to:
 - Attract attention
 - Give emphasis
 - Create moods
 - Guide viewing
- Use light colour on a dark background and
- Use dark colours on a white or light background

Colour Meaning/ Mood:

- **Yellow** : cheerfulness, courage, cordiality, warmth and light
- **Red**: fire, blood, power, movement, aggression, boldness, love and danger
- **Green**: cool shade, rest and refreshment, glow
- **Orange**: energy, spirit, hope, courage, festivity
- **Blue**: coolness, distance, spaciousness, dignity and calmness
- **Brown**: humility, tranquillity, gentleness
- **Purple**: Gentle, vague, mystery, dignity, mourning
- **Black**: mystery, wisdom, sophistication, formality
- **Gray**: Gentle, serene, dignified, restrained

2.5 Types of Graphic Aids

There are various types of graphic aids but here we are going to study three types that are Charts, Posters & Flash Cards

2.5.1 CHARTS

A chart is a visual teaching aid which helps in explaining the subject matter through such processes as summary, comparison and contrast which are likely to be difficult to understand is presented in oral or written form. Charts can also highlight important points of presentations.

They show proper sequence and relationship. Information is presented in compact form with emphasis on main ideas, reason that we can afford them.



Effective charts tend to be composed of a mixture of several different type of graphics:

- Pictures
- Drawings
- Cartoons
- Graphs
- Diagrams
- Written material

Why Charts in the Classroom?

- To show information in text, tables, diagrams
- To teach quality, developments, function and relationships of factors
- To show progression through time or space.
- To show the development of a person, family, idea, object or institution
- To present dates & facts, structural details, processes action, reaction, comparative statistical figures etc.
- To present material symbolically
- To summarise information
- To present abstract ideas in usual form
- To stimulate thinking
- To motivate the student to see and learn
- To encourage utilisation of other media of communication



There are four different types of charts. Most popular ones are as follows:

Time Chart

Comparision & Contrast Chart

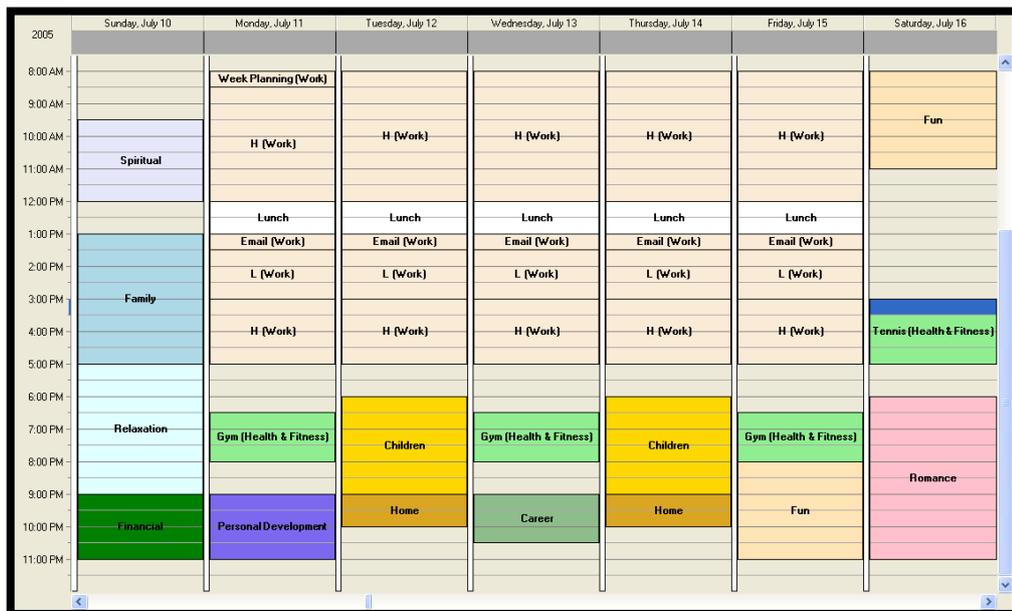
Tree Chart

Flow or Organisational Chart

- Time Chart:**

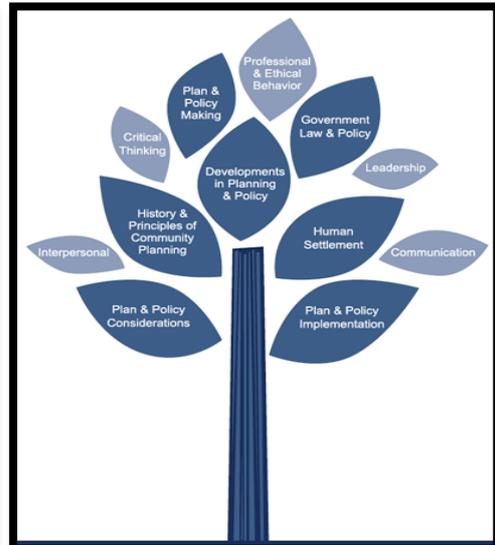
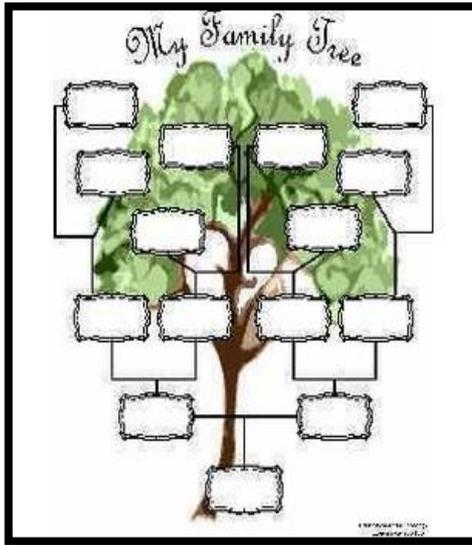
Information is presented through columns. Number of columns can be added according to the requirement of the material presented. It can be used to present relative information with reference to time.

Time charts provides chronological framework within which events and developments may be recorded. They develop a time sense among pupil, helping them to comprehend and visualise the pageant time and its relationships.



- **Tree Chart:**

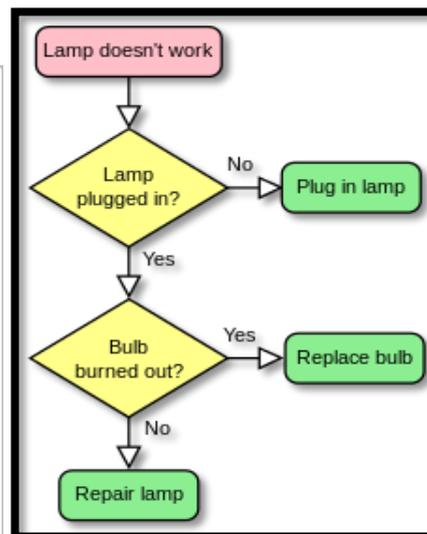
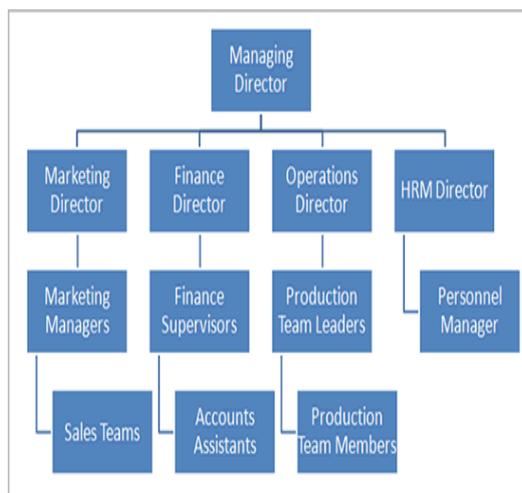
Growth and Development can be shown through a tree chart. It starts with a simple source or material, then spreads into branches



- **Flow or Organisational Chart:**

This chart can show functional relationship in an organisation like, business, college, university, judicial and legislative departments, how the government gets and spread money etc. It shows organisational pattern and the interrelationship of two or more units which is shown by lines and arrows. It shows each division and its breakdown into individual department.

While designing a flow chart, care should be taken to preserve a sense of order and sequence



- **Comparison and Contrast Chart:**

Comparison and contrast between two and more things can be shown through this type of chart

Competitive Comparison: **Evolution of the myTouch** 

	T-Mobile				
					
	myTouch Emerald	myTouch 3G Slide	myTouch 3G Fender LE	myTouch 3G w/ 3.5 mm jack	myTouch 3G
Key Differentiator	Emerald Can, iPhone4 Can't	WOW Family Features	WOW Family Features, music focused	WOW Family Features	WOW Family Features
Network	*4G, HSPA+	3G, HSDPA	3G, HSDPA	3G, HSDPA	3G, HSDPA
Operating System	Android	Android	Android	Android	Android
3G, Wi-Fi & GPS	Yes	Yes	Yes	Yes	Yes
Screen	Touch Supports pinch-to-zoom	Touch Supports pinch-to-zoom	Touch	Touch	Touch
Screen Size	3.8"	3.4"	3.2"	3.2"	3.2"
Keyboard	Virtual	Slide-out QWERTY & Virtual	Virtual	Virtual	Virtual
Work Capable E-mail	Yes	Yes	Yes	Yes	Yes
Memory Card	Includes 8GB Supports up to 32GB	Includes 8GB Supports up to 32GB	Includes 16GB Supports up to 32GB	Includes 8GB Supports up to 32GB	Includes 4GB Supports up to 32GB
Internal Memory	Flash 512MB; RAM 768MB	Flash 512MB; RAM 512 MB	Flash 512MB; RAM 288 MB	Flash 512MB; RAM 288 MB	Flash 512MB; RAM 192 MB
Camera	5 MP LED Flash with dual camera	5 MP LED Flash	3.2 MP no flash	3.2 MP no flash	3.2 MP no flash
Camcorder/Video Capture	Yes HD video, with dual camera	Yes	Yes	Yes	Yes
Video Chat	Yes	No	No	No	No
Dimensions (Size, Weight)	4.8" x 2.44" x 0.43" 5.0oz	4.55" x 2.37" x 0.6" 5.8oz	4.5" x 2.2" x 0.6" 4.1oz	4.5" x 2.2" x 0.6" 4.1oz	4.5" x 2.2" x 0.6" 4.1oz

*Based on 4G speeds currently available to mobile device users in the US; HSPA+ not available everywhere. Device has theoretical capability of 14.4 Mbps. HSPA+ not available everywhere.

Readymade charts are available for use in teaching in almost all areas in all subjects. But it is not difficult for anyone to prepare a chart.

Simple charts with a neat professional appearance can be made in minutes with coloured paper, charting tapes and adhesive letters.

Charts should be large enough for details to be perceived by all the pupils in the class

Suitability of using charts:

- With small group (30-40)
- Teaching in classroom
- For repeated explanation
- For encouraging learning amongst students

The other type of graphic aids is 'Poster'

POSTER

A poster is a bold illustration in striking colours with little or no writing. It is a pictorial device – hence a visual aid. This visual aid is designed to convey the message at a glance. It has a capacity to hold attention of the passer by just long enough to implant a significant idea in his mind.

It holds a design with colour and message that attracts attention. Therefore, it becomes an effective means of 'putting across' an idea. It is not used for serious classroom teaching as its main purpose is to publicise-

An event-demonstration, lecture, or exhibition etc.

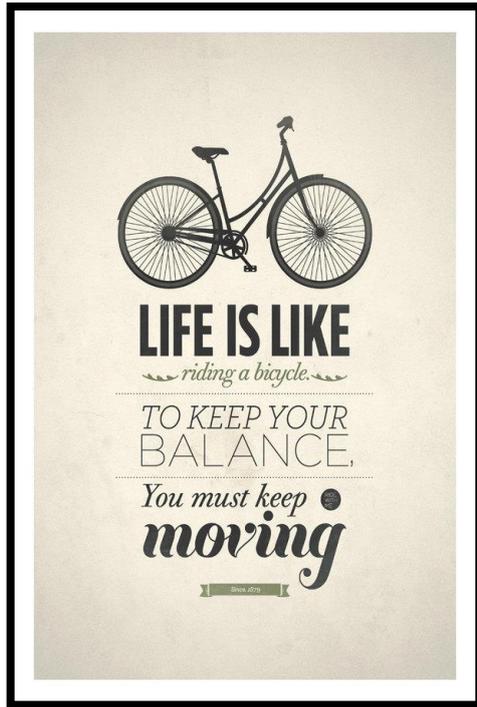
A product – embroidered garments, knitted cloth or children's clothes

An idea – save money, give up smoking, abolish dowry

Posters are designed to convey information – vividly, attractively and economically. Billboards, which we see on the roads of big cities are actually posters on a gigantic scale.

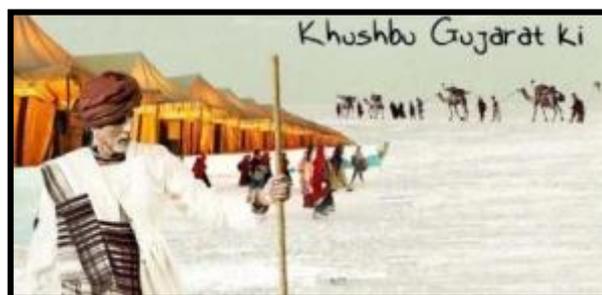
Benefits of using a Poster:

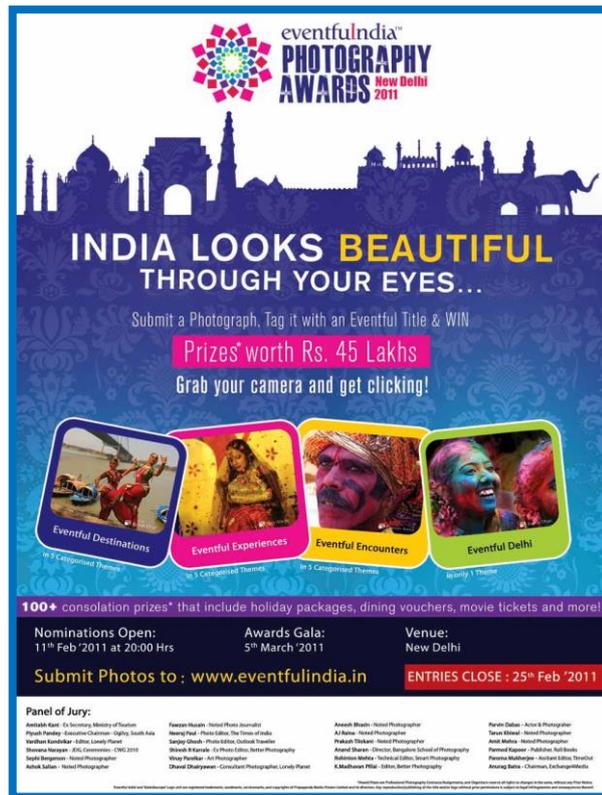
- a) Attracts attention by some creative features and thus conveys the message attractively and quickly
- b) Stimulates interest
- c) Conveys the desired information to the layman at a glance
- d) Portable and can be used when needed
- e) Easy to prepare with some artistic skills
- f) Inexpensive and can be reused
- g) Remind students to adopt some good idea, habits and attitudes
- h) Enhances atmosphere in the school or classroom
- i) Publicise important school and community events and projects



Characteristics of a Good Poster:

- Emphasis is on only one idea
- Few minute details
- Large illustrations
- Simple message which is short and personal, written in large bold and simple letters
- Attention catching colours(vivid bold colours draw attention and focus on topic)
- Catchy and pleasing to the eye
- Appropriate for the target group
- Dramatic simplicity
- Forceful and clear in treatment – that do not leave viewers in doubt about messages
- Large enough to be easily seen and understood in a brief glance





Flash cards are set of paper cards flashed one by one in a logical sequence before an audience, to emphasize important ideas, through the form of either a story or steps or points.

- Message on each card is brief and simple
- You can also stick photographs or still pictures, draw illustration for making them effective
- The cards can be used effectively for
 - Introducing a topic
 - Drilling of concepts
 - Reviewing the subject matter taught

Characteristics of Flash Cards:

1. Sequence: Different steps can be shown in process in a sequence. Attention can be attracted from one step to another
2. Suspense: suspense is created amongst learners, when we show the card with some idea in sequence. They eagerly wait to see the next card.
3. Story-telling: using flash cards is like telling a story which creates interest among the learners.

Advantages of Flashcards:

- Easy to make
- Easy to carry and handle
- Cheaper to make
- Can be reused
- Provide suspense and sequence
- Difficult concepts can be transmitted to illiterates through these cards
- Picture or illustrations holds the attention of learners



Size and Number of Flashcards:

The size of flashcards to be used:

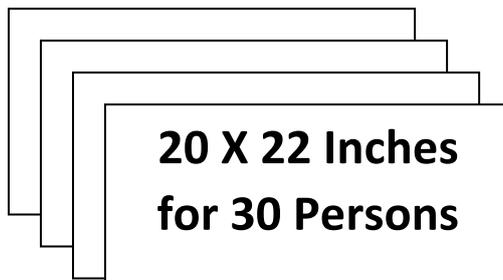
For a group of 30-50

For small group of 10-25

Size of Flashcards

15" X 20" each

10" X 12" size



It should not be used with large gatherings.



Number of flash cards should not exceed 10 to 12 cards, which will hold the interest of the audience in a topic.

Tips for using flashcards:

1. Arrange the cards logically by numbering them at the back.
2. Talk to the audience and not to the flashcards. Maintain eye contact with the audience
3. Explain the cards properly.
4. Cards should be visible to everyone. Hold them before your chest on your left palm, so that everyone can read.
5. Group should not comprise more than 20-30 people.
6. Do not flash cards for prolonged period of time.
7. Before actual presentation of the cards, practice using them repeatedly.

Remember to write your message at the back of each card or behind the previous card. This will help you at times when you forget the message while making a presentation

2.6 Using computer in Preparing Effective Graphic Aids:

Computers are a blessing for the people who are not blessed with creative hand.

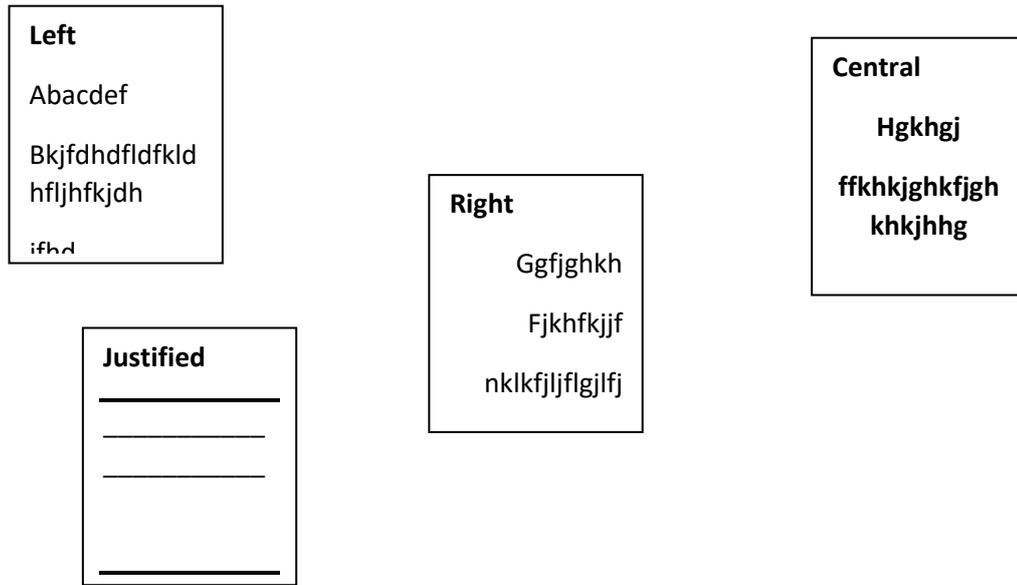
Computers are used by graphic designers for layouts, lettering and illustration.

To design a chart or poster on the computer you will need a desktop publishing program. This enables you to place photographs or illustration anywhere on the page and have the text wrap around the pictures.

Lettering:

Americana Bold	ABCDEFG abc 123
Antique Olive Medium	ABCDEFG abc 123
Architectural	ABCDEFG abc 123
Arial	ABCDEFG abc 123
Arial Bold	ABCDEFG 123
Avant Extra Bold	ABCDEFG abc 123
Avant Garde Medium	ABCDEFG abc 123
Barnum	ABCDEFG 123
Barnum Classic	ABCDEFG 123
Bauhaus	ABCDEFG abc 123
Benguiat	ABCDEFG abc 123
Bodoni Condensed	ABCDEFG 123

Margins & Ranges



Some tips for the new learners for preparing and getting material for graphic aids.

- For making a card, charts, or posters the thick board which is used is called a mount board or card board.
- There are different colours of papers available in the market for covering mount board. Chart paper is also used for this purpose.
- There are different colours of cello tape available in the market. One can use it for border or margin.
- For writing on charts with thick letters one can use thick point or flat tip markers.
- The normal print size is A4 size. The higher the number the lesser the size, like A3 is larger size than A4.
- Lettering can be done with stencil, cutting newspaper letters, making letters from coding sheet or Computer Printed- Cut and stick or Print with only outline and paint and stick.
- Computer has facility to scan the picture and make it according to your size and one can get it printed. Colour printing, colour photocopy(Xeroxing) can also be done.
- The colour used on chart paper to paint are called "Poster Colours". They look good on charts.
- All the above material is usually available in stationary shops.

2.7 Problems in Using Graphic Aids:

1. Unavailability of
 - a. Storage facility

- b. Financial Aid
- c. Ready made relevant graphic aids in the market
- 2. Teachers are unaware of the places from where they can buy these graphic aids
- 3. Large number of students cannot see and understand various graphic aids at a time
- 4. Lack of facilities in the classroom to hand or place the graphic aids.
- 5. Teaching with graphic aids may not be taken seriously by students

2.8 Limitation of Graphic Aids:

Graphic Aids besides its advantages also have number of limitations, some of which are given below:

- May not give a true picture of the ideas they present
- May not always contribute meaningful content to the topic under study
- May not be 'appropriate' for different types of learners.
- May not always be worth the time, expense and effort involved.
- May not solve the problem of individual differences amongst the learners
- No movement can be shown
- May have to be used with other teaching aids
- Since they are two-dimensional, they may create problem in understanding certain concepts
- May create misunderstanding, if not made clearly.

2.9 Evaluation Criteria for Graphic Aids:

1. **Topic:** whether topic is related to the subject under study
2. **Information:** Is it adequate, correct, authentic, complete and up to date?
3. **Size:** Is the size of Graphic aid, according to size of group/ class?
4. **Margin:** Is there an appropriate margin on all sides of the graphic aid?
5. **Layout:** Is the layout formal and balanced?
6. **Titles:** Are the titles and subtitles brief, formal, clear worded and relevant to the topic?
7. **Illustration:** Is the illustration appropriate to the topic? Is it simple, bold, realistic with minimum details?
8. **Lettering:** Is the size of lettering appropriate?
9. **Colour:** Are the colours used for clarity, emphasis and contrast?
Whether realistic colours were used for clarity or not

Module : III Extension

- To develop understanding regarding the concept of extension with special reference to family and Community Sciences

3. 1 Meaning and Concept of Extension

3.2 Components of Extension

3.3 Principles of Communication in Extension

3.4 Importance of Feedback in Extension Communication

3. 1 Meaning and Concept of Extension

The word Extension derived from the Latin word, “tensio” means stretching and “ex” means “out”. Thus, the term extension means stretched out, extended, or disseminated useful information and ideas to people outside the regularly organised school and classroom.

- Extension is a **two way** channel: research brings out innovation the extension worker carries this new scientific information and passes on to the farmers.
- Extension is education for **all** people
- Extension is changing **knowledge, skill** and **attitude** of all the people.

Therefore, the concept of extension can be defined as:

- A system **out of school education** for adults and youth
- A system where **people are motivated through a proper approach to help themselves** by applying science in their daily lives, in farming, home making and community living.
- A system of **brining desirable changes in the knowledge, attitude and skills** of people
- A system of **teaching people what to want** (i.e. convert unfelt needs to felt needs) as well as how to work out ways of satisfying these wants, and inspiring them to achieve their desires.

The basic concept of Extension is that it is Education. Education is the production of desirable changes in human behaviour. Therefore, extension education can be defined as:

- ✓ It is an education and its purpose is to change attitude of the people with whom the work is done. (By Douglas Ensminger)
- ✓ It is an educational process to make people aware of their problems, to show them the ways and means by which they can solve their problems and to inspire them towards positive action.

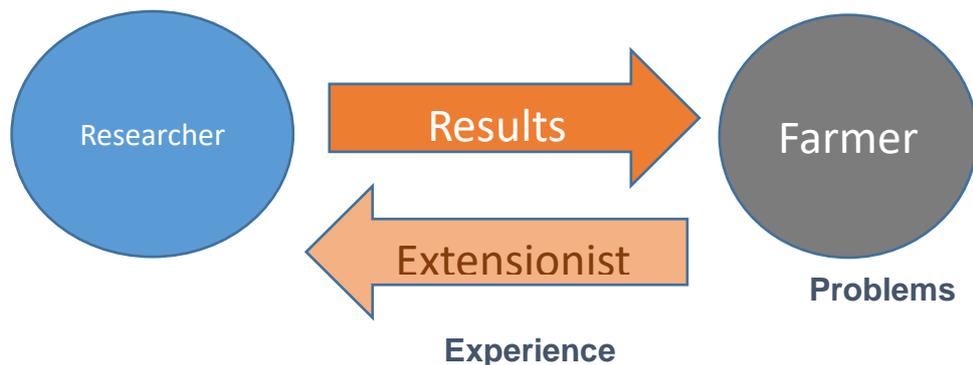
Extension refers to the **actual work done by professional extension agents at various levels of management**. It is the development work carried out in the field.

Extension refers to the **people out of system**. Extension is **informal education for rural people in an out of school situation**.

It involves the **continuous use of communication of information to help people form sound opinion and make good decisions (Van den Ban and Hawkins 1998)**

- Extension is education for all people
- Extension is **changing knowledge, skill and attitude** of all the people.
- Extension is **working with men and women**, young and old, boy and girl **to answer their needs and wants**.
- Extension is **helping people to help themselves** and make themselves reliant **by bringing desirable changes in their attitude, knowledge and skill**
- Extension is **learning by doing and seeing is believing**, what a man hears he may doubt, what a man sees he may possibly doubt, but what man does he can not doubt.
- Extension is teaching people **what to want** as well as **how to workout ways of satisfying these wants** and inspiring them to achieve their desires.
- Extension is the **development of individuals**
- Extension is **working together to expand the welfare and happiness of people** with their own families, village, the country and the world.
- Extension is **working together in harmony with the culture of the people**.

- Extension is a **living relationship between the village workers and village people**, respect and trust for each other, sharing of joys and sorrows, results in friendship, **through which village extension work continue.**
- Extension is a **two way channel: research brings out innovation the extension worker carries this new scientific information and passes on to the farmers.**



- Extension is **continuous educational process** in which **both learner and teacher contribute and receive.**

Extension education is education for rural people outside the regularly organised schools and classrooms for bringing out social and cultural development.

Extension education is an out of school process which aims at helping people to help themselves in solving their problems.

Extension means **to extend to spread or to disseminate useful information and ideas** to rural people outside the regularly organised schools and classrooms.

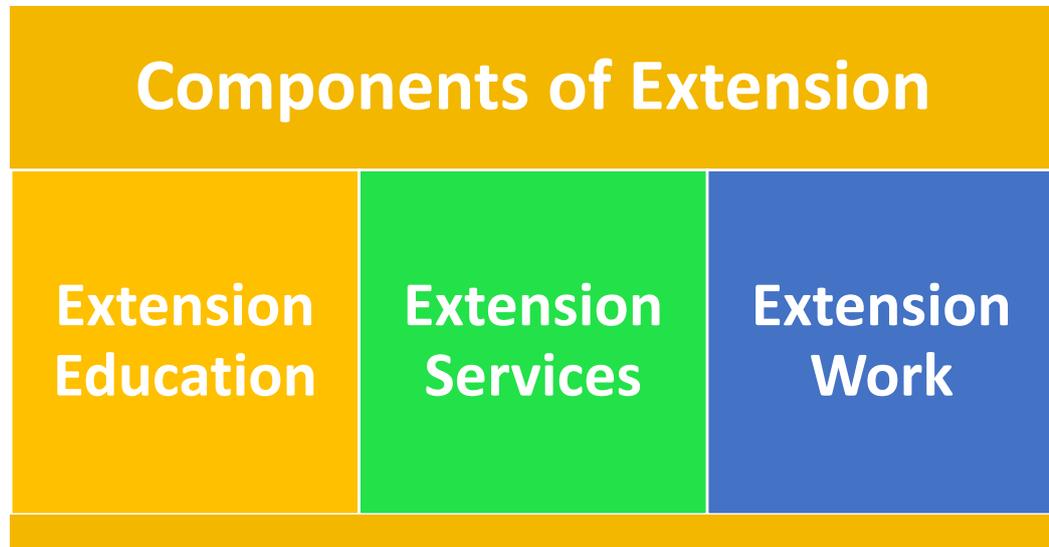
Education is **the production of desirable changes in human behaviour.**

Extension education **tries to develop the social behaviour of the people, their different social groups and the intra and interrelationship of these social groups.**

Extension education is a science which deals with creation, transmission and application of knowledge designed to bring about planned change in behaviour of people with a view to help them live better by learning the ways of improving their vocations, enterprises and institutions

3.2 Components of Extension

Extension has three broad components viz, Extension Education, , Extension services and Extension work. Each one has its own significance and place, different results depending on the abilities, capabilities and potentialities of the individuals, organization and users who practice them in field.



Extension Education:

This is basically a need oriented, local-resource based, problem solution oriented system and concerned with tripod for modernization viz., teaching, research and extension education.

In an academic parlance, “Extension Education” is a behavioural science following a continuous, persuasive and discriminating educational process. It aim at affecting the behavioural changes of people in a desirable direction through conviction, communication and diffusion by its proven methods. Principles and philosophies, all cumulative result in mutual learning involvement of the client and change agent system.

Extension Services:

It is an organisation and or programme for Animal Husbandry, Agriculture development, Rural welfare, employ the extension process as means of programme implementation. Extension service is location specific, input intensive, service oriented and field level professional activities concerned with advising the target beneficiaries on the various facts of technologies on one hand and communicating field and user’s problems to the research scientists on the other. Thus it bridges the gap between research results and their application in the field through continuous persuasion, communication, motivation.

Extension Work:

Extension work is to assist the people who are engaged in farming and home making to utilise more fully their own resources and those available to them, in solving current problems and in meeting changing economic and social conditions. Extension work is through educational and service approach. Rural people are stimulated to make changes that result in more efficient production and marketing of farm products, conservation of natural resources, more comfortable homes, improved health and more satisfying family and community life.

Farming motivation has become a phase of extension work worthy of careful study in any area. The effectiveness of extension work is measured by its ability to change the static situation which prevails in rural areas into dynamic one.

Extension work requires a fair degree of emotional commitment on the part of the extension worker to fulfil such tasks specially in educating people in the desirable direction. This agency is termed "Extension", and the personnel manning this agency or organization are called "Extension workers".

3.3 Principles of Communication in Extension

- **Decide the communication approaches, whether the individual, group and mass:** select the type of interaction (Participatory/non participatory) depending upon the type of message, urgency and desired impact. E.g. at the time of natural calamities, government choose mass approach for maximum reach.
- **Establish initial rapport with the target groups (Individual, group) before passing on change message:** Personal contacts, home visits, conversations help to develop healthy relationship with the target audience and influence them for any changes in their behaviour.
- **Give the information from authentic sources to the target groups,** otherwise there will be chances of losing faith/trust on the part of audience and also there will be chances of misinterpretation of message.
- **Identify the leaders and take their help in spreading messages,** building teams and implementing decisions: leaders are the local people and they may have strong hold over the target group. They convince the target group easily and can act as great resources in extension programmes.
- **Use locally available channels** for feasibility, affordability and familiarity on the part of audience.
- **Use local language and local situation for explaining** messages.
- **Use symbolic expression in communication-** for example – Swacchha Bharat Abhiyan

- **Select appropriate message, channel and treatment:** According to the size and level of audience need to select messages, channels and treatment.
- **Promote interaction:** encourage active participation from audience for effective communication,
- **Use multimedia approach:** to give variety of senses, clarity of messages needs to use more channels. E.g. graphic aids, audio visual aids and folk media for rural mass.
- **“Talk with” the audience not “talk down” with them:** Create friendly atmosphere with the audience and welcome their suggestions for any kind of changes related to communication process.
- **Identify suitable time:** Time should not be coincide with the festivals, home activities, farm activities and other family matters, otherwise it will create problem to get maximum participation.
- **Use people’s feedback:** for success of any extension programme it is important to receive people’s feedback, because it will decide success and failure of programmes. In addition, it helps to modify the programmes.

3.4 Importance of Feedback in Extension Communication

The response of audience is called feedback. The response by an audience to the messages received is in the form of some kind of action to degree mentally or physically. It helps to judge the effectiveness of communication process and extension programmes.

Feedback is an error correcting mechanism that can overcome noise. An experiences communicator/ extension worker is very much concerned about the feedback and constantly modifies his/her message if feels necessary. For effective communication, feedback is very important. It serves to control and correct the signals and go forward. In extension, it is not merely enough to deliver the message but it is of great importance to see the resultant effect of the transfer of new ideas.

Following are the some possible variety of feedback that may result on receiving a message:

1. **Understanding Vs. Knowledge:** knowledge of facts alone does not constitute understanding. Understanding is attained only when one is able to attach meaning to facts, see the relationship of facts to each other and to the whole of a proposition and the relationship of the total body of facts, to the problem under consideration. Communication efforts often fails because if stops simply with the lying facts presented. People usually do not act on facts alone unless understanding is gained.

2. **Acceptance Vs Rejections:** A free, alert and thinking human mind propositions. It insists on mental acceptance before restoring to action. Feedback is most essential to help them act in the right way.
3. **Remembering Vs Forgetting:** when opportunity for action is not immediately available or action delayed the factor of forgetting influences the kind and extent of action. Transmitting the right message to the right people at the right time is often crucial factor in successful communication.
4. **Mental Vs Physical Action:** Change in mind of a man must lways precede change in the action of his hands. In short, men's mind control over its behaviour. A message suggesting physical action could receive all the mental action required, except the final decision to act. Therefore, feedback is most useful to remove mental barrier in the way of actual adoption of farm innovations.
5. **Right Vs Wrong:** The intent of communication is to promote desirable action by an audience as determined by the communication and expressed in his/her objectives. For variety of reasons, farm people fail to behave precisely according to the instructions even when they have understood and accepted them. This situation can be corrected through constant feedback to rectify the transmission errors entering the communication channels.

Thus, extension communication is never complete without feedback. Extension worker should know the audience's response and should analyze the response, which may be positive or negative. Adequate and correct feedback is essential for purposeful communication. Feedback provides the communicator an opportunity to take corrective steps in communication that helps to identify subsequent activities and actions for research.

Module:4

Mass Media and their uses in extension

Learning Objectives:

- To develop understanding regarding the role of various mass media in Extension and Communication

4.1 Radio

4.1.1 Definition

4.1.2 Advantages

4.1.3 Disadvantages

4.1.4 Use of Radio for Extension work

4.2 Television

4.2.1 Concept

4.2.2 Characteristics

4.2.3 Advantages

4.2.4 Limitation

4.2.5 Role of Television in Extension

4.3 Films

4.3.1 Film as Mass Medium

4.3.2 Advantages

4.3.3 Limitation

4.3.4. Role of Film for Extension

4.4 Print Media

4.4.1 Print Media as Mass Media

4.4.2 Newspapers

4.4.3 Magazines

4.4.4 Characteristics

4.4.5 Advantages

4.4.6 Limitation

4.1 Radio

Radio is a non-visual audio medium of communication. It provides one way communication. It was the most effective medium of mass communication

till early eighties. In the rural and lower strata of urban radio still remained a medium for information, entertainment and development.

Definition:

Radio is Transmission and Reception of Signals by means of Electronic waves without the use of connecting wires.

Radio as Mass Medium

- Radio being a convenient form of entertainment caters to large audience. It has advantages over other mass media like television and newspaper in terms of being handy, portable and cheap.
- Radio is effective not only in informing the people but also in creating awareness regarding many social issues and need for social reformation, developing interest and initiating action.
- Radio as a vehicle of information for masses it is still the fastest as it does not require shooting team and equipment.
- Radio as mass medium is that it caters to a large rural population which has no access like television and where there is no power supply.

Advantages of Radio

- Comparison to television, radio programmes are not only simple but also cheap to produce.
- Elaborated arrangement like materials, facilities setting, costumes, make-up etc. are not essential.
- Radio is mobile medium, it can be carried within or outside home. It permits listeners to use it conveniently in kitchen, bedroom, dining room, at workplaces, and also in farms.
- The message to be transmitted in radio need not be memorised the participants can use script and read.
- Radio is an effective individual and local medium, best suitable for local retails advertisement.
- As it is only audio medium the listeners can hear programmes while attending or performing other activities.
- In a country like India where the percentage of illiteracy is high, radio is the best mass medium. So it removes barrier of literacy.
- Not only installation cost of radio is less but also radio advertising is much less costly than television and most of other advertising media. Advertiser can reach a mass or target audience with less budget than is needed for television.
- Like other electronic media radio duplicated one to one communication thousand of times. Large section of receiver can be communicated quickly through radio. In case of emergencies e.g. Earthquake, flood etc. can convey the message with speed and immediacy.

Disadvantage of Radio

- The radio message does not persist long as in the case of printed media like newspaper and magazines.
- Radio cannot retain audiences to listen commercial radio from the advertiser's point message through such medium is a waste.
- Like television, the listener is not attentive at the time of broadcast the listener may miss it or it is gone forever.
- Programmes are restricted by the time segment.
- Radio is only an audio medium. It is not suitable for all types of radio commercial and where a product is to be illustrated, demonstrated and the product or service is to be seen

USE OF RADIO FOR EXTENSION WORK

- Various research experiments have proved that radio is an effective medium to address adequately a particular problem of our society. Radio if used effectively it help agencies, government and the people in general to solve the problem of illiteracy in the country.
- In India, at present local radio station broadcast development programmes for rural masses called farm and home programmes are broadcast keeping in mind the needs of local people. Thus radio becomes one of the powerful medium for development.
- Radio has created for itself an image of being an important source of education and development. This has been possible because of its history of putting out programmes related to social and civic problems, agricultural programmes, health, family planning and nutrition related programmes and on formal and non-formal education broadcast.
- Radio has helped in creating a positive climate for growth and development. India had a rich tradition of using radio for non-formal education programmes rural development and also providing various types of learning opportunities and information to the people.
- Community listening scheme was introduced by the government in sixties. Assessment of this scheme revealed that the discussion in community listening and deliberation were excellent or good and participant learn a great deal or quite a lot, also these farmers developed rapidly in to decision making bodies capable of spreading up common pursuit of the village.(malhan 134-135)

- Vyas(1989) tapped the effectiveness of radio to enhance maternal and child health care in the rural areas of India, women were organized into listening groups who met regularly to listen, discuss and decide an actor and the supervision of trained personnel's. Thus evaluation and review of programme revealed that radio promoted services for maternal and child health care and fostered community participation in the child survival and development programmes.

4.2 TELEVISION

Television, a new technology is a mass medium of communication having a distinct element of video or visual characteristics in combination of audio or sound and motion or action. Today television enjoys world over as an unrivalled status as a medium of mass communication. It is a theater of home and a glamour of family media possessing as it does the immediacy of radio with the mobility of cine camera.

CHARACTERISTICS OF TELEVISION AS MASS MEDIUM

- **FLEXIBILITY**

It is a flexible medium. It serves both as national medium as well as regional medium. It is elastic and adaptable to various situations and flexible to time, market and copy. So that the advertiser can reach out mass audience through network but also target audience in special market. Thus it is a national and regional medium.

- **FAMILY MEDIUM**

Receiving television set is glamour of family medium. All the members of the family view the sales messages of the product or services. It is not only viewed by the household members, but also viewed simultaneously by many other. No other medium can compare with television for its capacity of great penetration of the market.

- **JUST WATCHING**

Print media like newspapers, magazines are hard to eyes to read and understand. The problem of illiteracy is also associated. The readers have to put lots of efforts on reading, understanding the message. In case of television broadcasting it is just enough if the viewer keeps his or her eyes open. Commercials are broadcast only during breaks and cuts are usually only for a few seconds require no efforts to view.

- **SOUND, ACTION, SIGHT**

It combines the element of sound, sight, and action and has power to influence greatly to attract their interest and attention.

- **EVALUATION**

Permits to evaluate audience coverage and audience data with the help of evaluation technique and mass research.

- **NO PAYMENT**

It is only with television commercials channel, possible to provide programmes. The viewer is not paid for this out of his license fee.

- **ENTERTAINMENT AND INFORMATION**

It is an entertainment and information mass medium possessing all qualities, essentials for a mass medium.

- **TIME**

In case of television broadcasting media, time is sold for advertising of product of service. It may be mentioned that advertising part of broadcasting is commercial television.

ADVANTAGES OF TELEVISION

1. Television has the intimacy of radio and believability of personal participation. It has intimate approach due to which it becomes more appealing and attracts the attention and interest of the people. As it combines the entire element namely sight, sound and motion, it becomes possible to show variety on indoor and outdoor situation, scene and places effectively. Thus it is very effective in stimulating and inspiring new insights, discoveries and inventions.
2. Television breaks the barriers of illiteracy as due to its combination of sight, sound and motion, understanding of the message become easier. It provides entertainment, informs, educates and persuades and thus informs all functions of mass media.

3. It makes news releases and features action oriented and colorful for greater impact. The visual experience of watching television is more dynamic and meaningful due to the movement and sound associated with it.
4. Television can bring the live programmes right into the living room of the audience. This provides the vicarious experience of participating in the event.

LIMITATIONS OF TELEVISION

1. Television requires a fully developed television network and electrical supply for broadcasting the programmes. In, India people living in remote as well as rural areas are not able to take advantages of television due to lack or absence of electrical supply.
2. Television is an expensive mass medium compared to others mass media because not only the television sets are expensive but both production of television programmes and their utilization are expensive unless they are used extensively.
3. Moreover television programmes production requires trained personnel's.
4. There is a need to learn about beneficial and harmful effects of television exploit, its positive potential and prevent the damage it can do to the various group of people.

ROLE OF TELEVISION IN HOME SCIENCE EXTENSION

Television is the mass media that takes millions of persons each day to faraway places. It is the 20th century creation of the technological revolution that has transformed much of the world for the past two centuries and their impact on our social, political and cultural life. Television brings our cultural heritage in art, music, drama, and literature to all.

Television has important role to play in our home extension the students can teach through television to rural people.

1. Television impact has been so powerful that illiterate adults and young school dropouts are able to absorb complex educational contents which otherwise could have appealed to them.
2. Television has the great potential for change and development among the largely illiterate and semi-literate masses of India both for basic and continuing education.
3. It can also uplift the cultural taste of people gradually and serve as a pure form of modern ideas and useful information.
4. Television has the great potential for change and development among the masses. Being a mass media the experts can reach large numbers

of people at the group such as farm women, school dropouts, adolescent girls, pregnant women.

5. Distance education uses television and video tapes as their prime communication media.
6. Education is most effective when materials are prepared for specific group of similar education, experiences and interest level of specific topics.
7. Television is an excellent media for home female education in home science extension; whole client is women and adolescent girls.
8. Television reaches a large segment of the population. They can convince that audience to participate in rural development process.
9. They can not only convince the audience but also motivate them to participate in achieving the rural development.

FILM

FILM AS MASS MEDIUM

- ❖ Film as a means of creative expression. It performs the function of mass media such as information, education entertainment and transmission of culture.
- ❖ Film leave long lasting impression of the message for example, film like mother India have their message still fresh in the minds of the people.
- ❖ The film generates popular culture and creates culture waves such as fashion style and mannerisms. Moreover by revolving the film stories and character around the traditional ideas and role stereotypes they foster the role stereotypes in the society in general.
- ❖ Films can prove to be the most effective mass medium in a country like India where literacy level is low and people cannot afford other media such as print or television due to economic reasons.
- ❖ It is powerful audio visual medium, social cultural political, communal problems can be projected well before the masses have remained the most popular medium of entertainment for the masses which is a basic necessity.
- ❖ Film can work as a social monitor. Film have been effective in projecting social evils for example for the film "yeh aag kab bujhegi" were presented the evils of dowry.

ADVANTAGES OF FILM

- ❖ Films as mass medium have similar advantages as television as far as motion and manipulation of time are concerned. Motion is essential for comprehending certain concepts and messages. For example, science experiments. Operation of machines or industrial plants scan is shown

effectively with motion. Both the media show few hours long events in few minutes.

- ❖ The emotional impact left by films in shaping personal attitudes. They present the situation in a dramatic, recreation forms which bring reality also and assures the involvement of the viewer and leaves emotional impact.
- ❖ A film is a versatile medium. It lends itself to instructional use in both large and small groups and for individual study.
- ❖ A film provides viewing of phenomena at extremely close range or from a vast distance which is not possible in television.
- ❖ Films can be used for variety of purpose such as entertainment education, persuasion changing motivation and opinions. The messages conveyed through films are retained better due to its reality element.

LIMITATIONS

- ❖ The main limitations of the films is its fixed pace. They move at a fixed pace, some viewers are likely to fall behind, if they are unable to keep pace with pace of the film.
- ❖ The commercial films are made with the audience preference in minds, but there is hardly any feedback mechanism.
- ❖ The production of film or a replication of film are costly and require huge amount of finance. It requires highly sophisticated equipments for production as well as projection.
- ❖ Film production also requires trained personnel such as director, photographer, sound effect expert, musician, editor etc. Once the film production is complete it is very expensive to make any change in the film.
- ❖ Each film requires individual distribution networks, which requires investment of large amount of money and time.

ROLE OF FILMS IN EXTENSION

- ❖ Films help to influence the attitude of a person. Development of positive attitude and elimination of negative ones is very important for a democracy society. Films are an excellent media for this kind of learning as they depict situations most correctly and authentically- films on famine, victims of child labor, women and animals, working women, small and large families etc.
- ❖ Films help in understanding abstract and difficult ideas- films on care of newborn babies, family planning, emotions, mental processes, spread of cancer in a body etc.
- ❖ Films help to arouse and sustain the attention of learners on less interesting topics – child development, solar cookers.
- ❖ Films help to retain knowledge for longer periods of time.
- ❖ Films help to control time factor – a film on growth of fetus which takes nine months can be shown within 30 minutes, a film on the uses of improved manure for better agricultural products can be shown in 15 minutes, while the actual process may take 3 to 4 months.
- ❖ Films help to bring the past and the present closer film on changes in dress, architecture, food, manner, health, family life, education.
- ❖ Development of science and technology in relation to the home through centuries.
- ❖ Films help to develop a common platform for learning.
- ❖ Several topics of all five areas of home science can be taught effectively through films.
- ❖ Films can help in developing useful habits such as independent thinking, teamwork and cooperation – film on Japan's village improvement through community action etc.

PRINT MEDIA

(A) Newspaper

(B) Magazines

Print media in India has undergone a revolution in the last 20 years. Their roles, layout, visual display and reading material have advanced and this has resulted in the flourishing of the print media industry and becoming more challenging and competitive in nature. It has grown enormously in quantity and variety. Consequently, the print media in regional languages has also developed.

Print media are constantly trying to compete with electronic media although their nature and characteristics are different. The various print media include newspapers, magazines, books, booklets, pamphlets and other periodicals and so on.

Today's print media face the challenge of educating and entertaining their readers so that they can participate fully in the affairs of the country. Print media play an important role as a social watch dog, social monitor, constructive critic and stimulator of new ideas.

NEWSPAPER

A newspaper is a complex package of news, comment, information and entertainment and the combination of news, comments, information and entertainment and combination of these contents vary from paper to paper. Most people choose their daily paper to match their specific tastes, and in different ways to provide these.

There are different types of newspapers

1. Tabloids
2. National news paper
3. Local newspaper

TABLOIDS

The tabloids are the popular papers printed on half the broadsheet size. For example Mid-day in India, sun and daily mirror in Britain.

NATIONAL NEWSPAPERS

These are newspapers which is called national newspaper or national press. These newspapers fulfil the role of nationwide and international circulation. This newspaper provides readers with a serious and comprehensive coverage and analysis of national and international news of the day with informed comment on social and political issues. Example time of India or Indian express in India or observer in Britain or U.S.A today in United States of America.

LOCAL NEWSPAPER:

Local newspapers or local press has developed strongly in India due to the multifarious languages of the country. The national newspapers may be the prestige newspapers but local news papers are read just as avidly. They cover the issues concerning regional and local people and cover the interesting activities of the people. The readers get the news which is close to them and may have involved people they know. This newspaper also serves as a focus for the local community, bringing people together for support or flight for any common sense.

MAGAZINES

1)General interest: general interest magazines attempt to cater to wide variety of reading interest, pointing out the functions performed by the magazines, defleue and dennis said "The magazines as a contemporary medium continuous to serve surveillance function monitoring what is going on, transmitting the culture and entertaining the population. Its most notable

function however is correlation that is interpreting the society by bringing together diverse facts trends and sequence of events. Magazines in essence are the great interpreters of what is happening in society.

2) Special Interest: Special interest magazines caters to the interest of a specific profession or group such as business today, women magazines, such as femina, women era, savvy, groh shobha etc, children's magazines such as safari, chandamama, target etc. There are many other special interest magazines for reader interested in Interior Decoration, literature, sports, medicine etc.

CHARACTERSTICS OF MASS MEDIA

1. Print media used for mass communication are powerful sources of bring about attitudinal change and motivating people for action.
2. Newspaper provides place for debate. For example the topic like political participation of women discussed in series of articles in. Times of India provide a very effective platform in to debate on those topics by the people from a cross section and influence the government.
3. Print media such as newspapers, magazines, journals etc also play a role of watchdog and present a true picture of the events to the people many times.
4. Print media play an important role in connecting and adequately people about the event and developing understanding of social realities especially in a society consisting of different ethnic, linguistics and religious communities.
5. Newspaper as mass media today does not just observe and report but ask pursues, investigate, doubt and demand. It is true that they cannot compete with radio and television as far as fastness of the news is concerned, but they serve independently as a supplement to these media by offering details of the news with through reporting and coverage.
6. Newspaper and magazines offer wide variety of reading material and viewpoints of many people and thus provide better comprehension of the affairs and issues.
7. Print media provide extensive in- depth coverage of news that the printed page can provided.

ADVANTAGES OF PRINT MEDIA

1. When compared to other news media such as radio and televisions, buying a news paper is extremely cheaper and provides a wider variety of information.
2. Print media are portable without causing any inconvenience and provide Goods Company when traveling along or a long distance.

3. Print media cater to the intellectual needs of the serious section of the population.
4. The production cost of print media is inexpensive as compared to productions of programs on electronic media.
5. Newspaper provides information and analysis of other media such as radio, television, books and so on. The daily schedule of radio and television, news books published in various areas, theatre activities as well as critical analysis of radio and television programmers, books and any other theater dance and so on. Thus a newspaper provides publicity to the other mass media. Newspaper and magazines carry advertisement as their important part people buy the paper to search through the classified advertisement for a job, a second hand car, a plumber or residence.

LIMITATIONS

- ❖ The country like India where almost half the population is illiterate, the spread of print media and their utilization remains limited compared to other mass media.
- ❖ Due to increasing prices of paper and printing processes and advances in printing technology the prices of all kinds of print media has gone up considerably. Thus except newspaper the circulation of other print media remains restricted to the elite group who can afford them.
- ❖ The content of print media like magazines and newspaper go out of date soon.
- ❖ Lastly the mistakes in the printed material cannot be rectified once printed.

Module: 1 Communication

1.7 Meaning & concept of Communication

- The word communication has originated from the _____ word “communis”, which means sharing.
 - English
 - French
 - **Latin**
 - Spanish

- _____ is an activity or process of expressing ideas or feelings and giving people information.
 - Message
 - **Communication**
 - Treatment
 - Technology

- According to _____ (1971) – Communication is the process by which messages are transferred/ conveyed from source to receiver.
 - Aristotle
 - **Rogers & Shoemaker**
 - Leganes
 - Maslow

- Which of the following is not a reason for People to Communicate?
 - Builds Common understanding
 - Provides information
 - Serves as a motivation
 - **Transmitting Technology**

1.2 The Process of Communication:

1.2.1 Communicator: The one who passes the message

- _____communication can be Spoken or written words
 - Non-Verbal
 - Graphics
 - Grammar
 - **Verbal**
- **Which of the following is Non-verbal communication?**
 - Gestures
 - **Lecture**
 - Body language
 - Pictures
- **Communicator can be any person who _____ a message**
 - Manipulate
 - Distorts
 - **Starts**
 - Ends
- **The Communicator decides**
 - **What message to send-information, fact or feelings**
 - When to start school
 - What to cook
 - How to make a sculpture
- **TO BE EFFECTIVE, a Communicator must have**
 - THE KNOWLEDGE OF
 - INTEREST
 - SKILL
 - POSITIVE ATTITUDE TOWARDS
 - **All the Above**

- _____ refers to the ideas/ thoughts, instructions, feelings, actions
 - **Message**
 - Channel
 - Feedback
 - Communicator
- **Message that can motivate people is that which is:**
 - Disorganised
 - Complicated
 - **Relevant**
 - Abstract
 - Good message should make the individual feel a need, which he can satisfy by action & suggest ways to fulfil the same.

Which of the following is not a quality of good message?

- **Ambiguity**
- Timeliness
- Simplicity
- Accuracy

1.2.3 CHANNEL

- According to _____, “Channels are physical bridge between the sender/ communicator and receiver/ audience of message.”
 - Rogers and Shoemaker
 - Aristotle
 - **Leagans**
 - Berlo
- Which of the following is not channel?
 - Message Carrier
 - Vehicle to carry message
 - **Facts and ideas**
 - Connecting link between sender and receiver

Selection of Channels depend on:

- Unavailability
- **Suitability for Audience and Message**
- Complexity
- effectiveness of channels

Efficiency of channel is decided by its effectiveness in **transmitting** message at minimum cost.

Channel credibility is perceived as **trustworthiness** accorded to a source by its audience at any given time.

1.2.4 AUDIENCE

The intended recipient of a message is _____

- Communicator
- Channel
- **Audience**
- Source

The goal of communication is reached when the receiver _____ the message.

- Rejects
- **Accepts**
- Stops
- Sends

The Receivers can be defined according to various ROLES

- Listeners
- Viewers
- Readers
- All of the above

- **Communicator must know the receiver in terms of their**
 - Need/ Problem
 - Interest
 - Attitude
 - All of the above

According to A.S. Sandhu, the following generalisations are true about a receiver/audience

- Effective learning requires active participation
- The receiver tends to select that which is most accessible
- Education level is a good predictor of communication behaviour
- Lack of attention affects communication adversely
- All of the above

1.2.5 Feedback

- ❖ It is an important link between the two ends of the communication process, _____
 - Message and Channel
 - Channel and treatment
 - Sender and message
 - Sender and receiver
- ❖ Feedback is a **return** process
 - Complex
 - Right
 - **Return**
 - Complementing

_____provides an opportunity to both the sender and receiver to interact and constantly EXCHANGE ROLES.

- Message
- **Feedback**
- Communicator
- Channel

Feedback keeps the process of communication _____

- Ongoing
- In motion
- Continuous
- **All the above**

1.3 Types of Communication

1.3.1 Intrapersonal Communication

In the this type of communication,

_____Communication begins and ends with self.

- **Intrapersonal**
- Interpersonal
- Group
- Mass

The sender and receiver is the individual himself/herself.

Which of the following is not INTRAPERSONAL COMMUNICATION?

- Privately enjoy the beauty of life
- Interpret others' behaviours towards us or others.
- **Discussing your birthday plans with your friend**
- Express jealousy & such negative emotions towards others.

We therefore use interpersonal communication as a means of,

- Self motivation
- Self Assurance
- Confidence building
- **All of the above**

1.3.2 INTERPERSONAL COMMUNICATION

Intrapersonal Communication known as **one to one** communication

- One to many
- One to few
- One to one
- None of the above

Intrapersonal Communication is a process of focused _____

- **Brain storming**
- Interaction
- Discussion
- Meeting

Interpersonal Communication can be

- Directed or Mediated
- Casual or Formal
- Spontaneous or Planned
- **All the above**

DIRECT form of interpersonal communication occurs normally as face to face conversation at home, with friends in college, while travelling, in the office, at a shop,

MEDIATED communication occur when people are separated by distance or when facing an emergency situation through phone/ letter/ fax/ telegram/ papers

In casual form: day to day routine talk. E.g. Talking with mother, father, brother, sister, etc.

Formal Communication is _____ with a specific purpose.

- Unplanned & organised
- Planned & Disorganised
- Unspecific
- **Planned & organised**

Which of the following is formal communication?

- Routine talk
- Chatting with friends
- **Interview**
- Taking walk with friend

Interpersonal communication is

- Quick
- Easy
- Creates less misunderstanding
- **All of the above**

Interpersonal Communication cannot be used for

- Communicate personal news
- Spreading public awareness
- Generate Discussion
- Share and Compare Idea and expression

1.3.3 GROUP COMMUNICATION

Group communication is _____.

- One to one
- One to many
- **One to few**
- One to self

Interaction in small groups can take place in Major Two Styles:

- Leader/Change Agent to Group-----Single Line of Authority
- All Members together -----Situational Leadership
- **Both of above**
- None of the above

1.3.4 MASS COMMUNICATION 8140025451

Mass communication is a message from

- **One to many**
- One to self
- One to one
- One to few

Mass communication is communication RECEIVED by or USED by a large number of people

- Small
- Limited
- **Large**
- None

Which of the following is not a medium of Mass communication?

- Television
- **Group meeting**
- Newspapers
- Folk Drama

Communication through a mass media has a great _____ i.e. reaching out simultaneously to people in large numbers beyond the boundaries of one country.

- Multimedia Effect
- Multitasking Effect
- **Multiplying Effect**
- None of the above

Which of the following group cannot be reaching to Print media?

- Literate People
- Occupational Group
- **Illiterate people**
- None of the above

Which of the following media can reach to all kind of masses?

- Newspapers
- Radio
- **Television**
- Magazines

In Mass Communication,

- A **mechanical device** in usually interposed between the sender & receiver
- The communication process is controlled by a **single source** reaching out to many people anywhere at any place
- Audience is separated from one another, hence **feedback is delayed**

1.4 Which of the following NEED AND IMPORTANCE OF COMMUNICATION

Which Of The Following Need and Importance of Communication?

- For getting knowledge
- Achievement of learning
- Generate & Accept New Ideas
- **All of the above**

1.5 CHARACTERISTIC OF COMMUNICATION

- Communication occurs when **DIFFERENT ELEMENTS** interact with each other
- Communication is **transactional**, each element influences every other element
- **Message** may be Verbal as well as Non-verbal.
- Communication is a **complex** process because of the purpose served and content covered
- **Feedback** is an important return communication
- Communication is **UNREPEATABLE**. It is always novel, never exactly the same

1.6 ROLE OF COMMUNICATION IN DEVELOPMENT & SOCIAL CHANGE is to

- It helps to improve the quality of life.
- Bridges the gap between the planner & practitioner
- Means to achieve the objectives of development program
- **All of the above**

Self Evaluation:

2.1 Test time.. Lets see how much you have remembered...

1. Graphic aids can be defined as **materials which communicate**

_____.

- Fact & Figures
- Name & address
- Audio & Visual
- **Facts & Ideas**

2. Which of the Following is not a Graphic Aid?

- Poster
- Diagram
- **Film**
- Cartoon

3. Graphic aids are ____ Dimensional aids

- 1
- 3
- **2**
- 4

Self Evaluation:

2.2 Test time.. Lets see how much you have remembered...

1. Graphic Aid Help _____ Learners to learn at their own pace.

- Fast
- Intelligent
- **Slow**

2. **Graphic Aids can be handled easily anywhere –Therefore, they are said to be _____medium**

- Fix
- Folding
- **Portable**

3. **Introduce _____ as learners become active participant in the teaching-learning process.**

- Directive teaching
- **Self –activity**

4. **Which of the following is not true for Graphic Aids?**

- Easy to make
- Portable
- **Very Expensive**

2.3 Self Evaluation:

- Layout helps to save time as _____ can be done and improvisation can be made easily on a smaller scale.
 - **trial and error**
 - experiments
 - creativities
- Eliminates_____ experiments in terms of colour combination, size of letters, illustration, paper used
 - **Time wasting**
 - Effort wasting
 - Money wasting
- Enables _____ to work at a time over a visual, if it is too large involving group work.
 - **Individual effort**
 - Teacher's effort
 - Group effort
 - Mass Effort

2.4 Elements of Graphic Aids:

Elements are the **components** that are necessary to make up a complete visual aid.

Right Message at right time, at right place with right people is very effective.

A message is any fact or information given for the benefit of the **receivers**.

Picture make communication very easy and in graphic design what picture in called "**Illustration**".

Collage is an artistic creation made by sticking paper in a such a way so as to make a design.

Lettering can attract or distract the **viewers'** attention.

Optical spacing is the system in which there is equal area between the letters and lines.

Mechanical spacing is the system in which there is equal distance between the letters.

Monochromatic colour scheme can be created by using shades and tints of any one colour as shown in the example,

Analogous colour scheme can be created by using neighbouring colours on the wheel as shown in the example,

Complementary colour scheme can be created by colours that are opposites. For example, yellow-orange, blue-violet etc

2.5 Types of Graphic Aids

Charts show proper sequence and relationship.

Time charts provides chronological framework within which events and developments may be recorded.

Growth and Development can be shown through a tree chart.

Flow chart can show functional relationship in an organisation.

Comparison and Contrast Chart can be used for **Comparison and contrast** between two and more things.

Poster is not used for serious classroom teaching as its main purpose is to **publicise**-An event-demonstration, lecture, or exhibition etc.

Poster is visual aid designed to convey the message **at a glance**.

Poster emphasizes on only one idea.

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Communication

The word communication has originated from the Latin word “communis”, which means common.

Communication is an activity or process of expressing ideas or feelings and giving people information.

According to Rogers & Shoemaker (1971) – Communication is the process by which messages are transferred/ conveyed from source to receiver.

Communication is an act by which a person shares the knowledge, ideas, feelings, etc. in such a way that each gains a common understanding of the message.

Communication Process:

- Communication is a round-the-clock process.
- It occurs either consciously or subconsciously within people.
Examples of Subconscious, first conscious then subconscious dream
- Or consciously within persons or between individual or in groups or with the masses

Communicator: The one who passes the message. Communicator/ Source/ Sender:

He/ She can be any person who starts a message. An individual, a group or a social system – can be communicator.

MESSAGE: A message can be the ideas, facts, impression or information that a communicator wishes his audience to receive, comprehend, accept and act upon.

Good message should make the individual feel a need, which he can satisfy by action & suggest ways to fulfil the same.

- Timeliness: e.g. People should have Boiled water in rainy seasons. This message should be given during monsoon.
- Simplicity
- Accuracy
- Relevance
- Communicableness
- Need & problem based
- Significant to the audience, socially and economically
- Having utility value

CHANNEL:

For connecting the source and receiver of a message, channels are necessary. According to Leagans, “Channels are physical bridge between the sender/ communicator and receiver/ audience of message.”

Channel is...

- Message Carrier
- Vehicle to carry message
- Medium of information flow
- Connecting link between sender and receiver

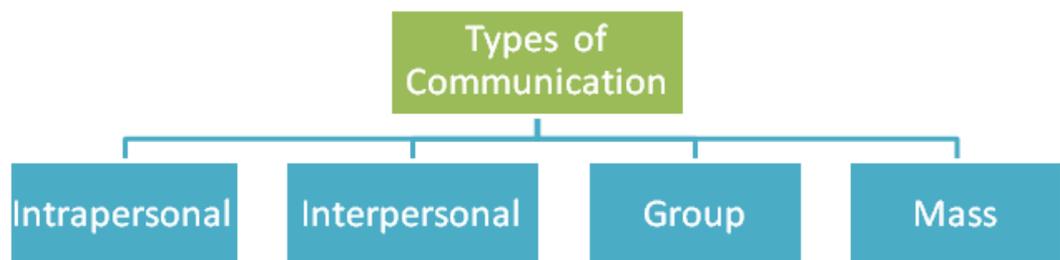
E.g. T.V., Radio, Face to Face, Cell phones

AUDIENCE: The intended recipient of a message is audience. The goal of communication is reached when the receiver accepts and understands the message.

FEEDBACK : It is an important link between the two ends of the communication process, the sender and the receiver

Feedback is a reminder to the fact that COMMUNICATION IS A TWO WAY PROCESS that a process continues when there are responses to the message sent.

- Feedback is a return process, where the type of responses gives the sender an idea about the effectiveness of communication
- Feedback provides an opportunity to both the sender and receiver to interact and constantly EXCHANGE ROLES.
- Feedback keeps the process of communication ongoing/in motion.



- **Intrapersonal Communication**

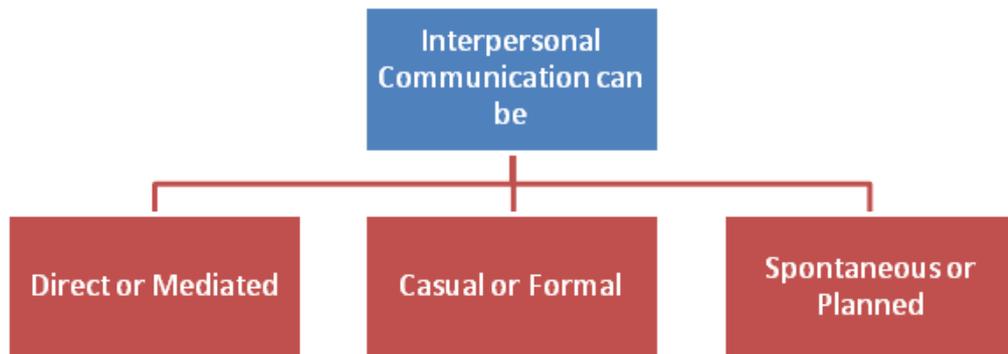
In the this type of communication, Communication begins and ends with self.

The sender and receiver is the individual himself/herself. Communication occurs as a reflection upon ourselves, our relationship with others and with our environment

E.g. Relationship between friends, relatives, nature etc.

- **INTERPERSONAL COMMUNICATION**

It is communication between people, usually between two people. It is also known as one to one communication. It is a process of focused interaction.



- **GROUP COMMUNICATION**

Group communication is one to a few.

It is communication WITHIN groups of people & by groups of people to others.

Groups can be formed in a variety of ways depending on:

(i) **SIZE**

- a. Large: students in Class, Audience in party
- b. Small: Family, group of friends, working committees

(ii) **RELATIONSHIP/ CONTACTS**

- a. Primary: Family, Friends, Students
- b. Secondary: Social Classes, Caste gatherings, religious gathering

(iii) **APPROACHES**

- a. Formal: Classroom, Professional groups, Work groups-departments
- b. Informal: Family, Friends

- **MASS COMMUNICATION**

In layman’s terms, Mass communication is a message from one to many.

It is communication RECEIVED by or USED by a large number of people

The media for mass communication can be divided into:

Electronic	Print	Traditional
Radio	Newspapers	Folk tales
Television	Magazines	Folk Drama
Audio, Video CDs, Cassettes	Tabloids	Folk dances
LCD Projectors	Comics	Folk Painting
Cinema	Billboards	Folk songs

- There are also telephones, e-mails, pagers, fax, Postal Systems
- They are used because thousands of people used it at any one time
- Communication through a mass media has a great Multiplying Effect
i.e. reaching out simultaneously to people in large numbers beyond the boundaries of one country.

REMEMBER:

In Mass Communication,

- A mechanical device is usually interposed between the sender & receiver
- The communication process is controlled by a single source reaching out to many people anywhere at any place
- Messages are multiplied faster, having a profound impact & universal appeal.
- Audience is separated from one another, hence feedback is delayed

Important Terms - Module : 2

Graphic Aids

Graphic aids can be defined as **materials which communicate facts and ideas clearly through a combination of drawing, words and pictures**

Graphic aids are any medium which communicates through...VISUALS

Visual + Written matter = Visual Aids i.e Graphic Aids

Graphic aids are 2-Dimensional aids:-

'**Graphic**' connote a **variety of visuals**. So in any graphic aid there is variety of visual forms with some written matter. Therefore it is called as visual and written medium of communication.

Layout: **Graphic designer should sketch a plan of how the job will look when it is finished. This plan is called "Layout"**. It shows how everything is positioned on the page: the heading, the writing, pictures, borders and so on. If there is a problem in the layout is done again, to try and fix the problems.

Balance: Balance is a harmonious or satisfying arrangement or proportion of parts or elements in design

Unity: Unity means an entered arrangement of all elements of design such that each contributes to give a unified aesthetic effect

Rhythm: Rhythm in design is a regular or harmonious pattern created by lines, forms and colours.

Message: A message is any fact or information given for the benefit of the receivers. An idea cannot be communicated unless we have a message to be given. A message is the basis on which the illustration and writeup in a graphic aid is decided.

Optical spacing is the system in which there is equal area between the letters and lines. For example NEAR. It is the type of spacing to which the human eye is adjusted to viewing.

Mechanical spacing is the system in which there is equal distance between the letters. For example : **N—E—A—R**

Monochromatic color scheme: this can be created by using shades and tints of any one colour as shown in the example,

Analogous colour scheme: this can be created by using neighbouring colours on the wheel

Complementary colour scheme: this can be created by colours that are opposites. For example, yellow-orange, blue-violet etc.

CHARTS: A chart is a visual teaching aid which helps in explaining the subject matter through such processes as summary, comparison and contrast which are likely to be difficult to understand is presented in oral or written form.

Time Chart: Information is presented through columns. Number of columns can be added according to the requirement of the material presented. It can be used to present relative information with reference to time.

Tree Chart: Growth and Development can be shown through a tree chart. It starts with a simple source or material, then spreads into branches

Flow or Organisational Chart: This cart can show functional relationship in an organisation like, business, college, university, judicial and legislative departments, how the government gets and spread money etc.

Comparison and Contrast Chart: Comparison and contrast between two and more things can be shown through this type of chart

POSTER: A poster is a bold illustration in striking colours with little or no writing. It is a pictorial device – hence a visual aid. This visual aid is designed to convey the message at a glance. It has a capacity to hold attention of the passer by just long enough to implant a significant idea in his mind.

Flash cards are set of paper cards flashed one by one in a logical sequence before an audience, to emphasize important ideas, through the form of either a story or steps or points.

Question Bank

Long Questions:

- Explain the Process of Communication with examples
- Define Communication and Describe the Characteristics of Communication with examples
- Enlist the types of communication and explain any two in detail.
- Define Communication and Describe the Characteristics of Communication with examples
- Define the Communication and describe the types of Communication with appropriate examples.
- Explain the role of Communication in development and social change
- Explain in detail the role communication in development with suitable examples
- Explain meaning of communication and characteristics of communication process
- Write in detail the importance of Feedback in Extension and Communication
- Explain the Role of Films for Extension
- Explain the Advantages and Disadvantages of Television in Detail
- Explain the importance of folk media for social change
- List the mediums of Print Media and Describe in Detail
- Define Graphic Aids and Explain the Educational values of Graphic Aids, with examples
- List the principles of layout design and explain any two principles in detail

Short Notes :

- Illustration as an element of graphic aids
- Difference between interpersonal and intrapersonal communication
- Group communication
- Lettering
- Colour
- Principle of Balance and Proportion
- Principle of Variety and Contrast
- Principle of unity and emphasis
- Radio
- Television
- Films
- Mass communication
- Steps in preparing layout
- Folk media
- Puppetry
- Charts
- Poster
- Flashcards

Practical Questions:

- Design a layout on “Green India”
- Design a layout on “Save Girls”
- Computer in Designing Graphic Aids
- Draw different Colour Schemes
- Draw a layout with different balance pattern