UNIVERSITY OF RAJASTHAN

JAIPUR

SYLLABUS

M.Sc. HOME SCIENCE

DEVELOPMENT COMMUNICATION & EXTENSION

2018-2020

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Learning Outcome of M.Sc. Development Communication and Extension (DCE)

The M.Sc programme in Development Communication and Extension will make the students understand various issues and challenges of development in general and for rural India in particular. The students would gain knowledge regarding socio-economic environment of India with special reference to rural India. They would also learn about rural institutions and their nature and role in development. They would not only learn to identify the community needs of development through participatory methods but also would learn to plan, implement and evaluate the extension programmes strategically. The students would value and learn gender mainstreaming in development. The students would gain understanding of concept of communication and development communication. They would practice the use of modern and traditional methods of communication in the real settings (village/slum/tribe). The role of Information Communication Technology (ICT) is paramount now days; hence the students would also learn the use of Information Communication Technology for development. Research is very important component of higher education. The students would learn the basics of planning and carrying out a research study in the area of development communication and extension. Entrepreneurship development would be an integral part of M.Sc Development Communication and Extension curriculum. The basic knowhow will be given to students regarding entrepreneurship development for women. The students would be motivated to start their own enterprise after completion of M.Sc Development Communication and Extension. Social entrepreneurship would be other option for students to engage in.

In a nutshell, the students would be prepared to work in Government organisations (GOs) and Non Government Organisations (NGOs) for community development. They may be absorbed as development communicators. They may start their own ventures. Further, they may also seek employment in research institutions.

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Development Communication and Extension

Subject Code: DCE
Course Category
CCC: Compulsory Core Course   ECC: Elective Core Course
L: Lecture, T: Tutorial, P: Practicals

FIRST SEMESTER

S. No`	Subject Code	Course title	Category	Credit	Contact Hours per week			EOSE Duration (Hours)	
					L	T	P	Th.	P
1.	DCE 701	Community organization and extension	CCC	4	4	0	0	3	0
2.	DCE 702	Advanced development communication	CCC	4	4	0	0	3	0
3.	DCE 703	Entrepreneurship development for women	CCC	4	4	0	0	3	0
4.	DCE 711	Advanced development communication	CCC	6	0	0	9	0	4
5.	DCE A01	Research methodology	ECC	4	4	0	0	3	0
6.	DCE A02	Science and Technology for Development	ECC	4	4	0	0	3	0
7.	DCE A03	Human Rights and Duties	ECC	4	4	0	0	3	0
8.	DCE A11	Communication skills	ECC	6	0	0	9	0	4

CCC=18, ECC=18
Total=36

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COMMUNITY ORGANIZATION AND EXTENSION (THEORY)

Paper Code: DCE 701
Credit-4
Max. Marks: 100
Teaching Hours: 4 hours. /week
Total Teaching Workload: 60 hours. /semester

Objectives:

To enable students to :

1. Understand the principles of community organization
2. Acquire skill in developing leadership in rural people
3. To develop understanding about group behaviour and dynamics for effective communication and group management

Contents :

UNIT- I

Introduction to extension		Hours
1.	Concept of education, non-formal, formal, informal and extension education objectives of extension education	5
2.	Scope of extension education	2
3.	Principles of extension education	2
4.	Process of extension education	2
5.	Qualities of an extension worker	2
6.	Philosophy of extension education	3

UNIT- II

Concept of community, community structure and organization		
8.	Community: concept and characteristics of a community.	6
9.	Structure and organization of different types of communities: tribal, rural and urban and urban slums	6
10.	Community organization: concept, meaning, scope, principles, process and identifying the role of individuals in the community	6
11.	Role and quality of a community organizer	3

UNIT- III

Group Dynamics		
12.	Community organizations – PRIs, cooperatives, women organizations, youth organizations and other organizations for community empowerment	9
13.	Concept of group dynamics - meaning, characteristics, types and functions of groups, stages and process of group formation, group norms and structure	8
	Components of group dynamics - cooperation, competition, communication, group pressure, group cohesiveness, leadership, managing group and team building	
14.	Leadership – concept, selection of leader, theories and training for developing leadership	6

References:

1. Dahama, O.P. and Bhatnagar, O. P. Education and Communication for Development, Oxford and IBH Publishers, New Delhi, Co. Pvt. Ltd.1999.
2. Supe, S.V. An Introduction to Extension Education, Oxford and IBH Publishing Co. Pvt.

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Ltd. New Delhi, 1983.
3. Ray, G.L. Extension Communication and Management, Kalyani Publishers, New Delhi, 1991.

ADVANCED DEVELOPMENT COMMUNICATION (THEORY)

Paper Code: DCE 702
Credit-4
Max. Marks: 100
Teaching Hours: 4hours. /week
Total Teaching Workload: 60 hours. /semester

Objectives:
To enable students to-
1. Understand the various facets of communication and its significance for extension and national development.
2. Understand different forms of media and ways to promote them.

Contents :
UNIT- I

Concept and historical overview of development		Hours
1.	Status of development and communication during the period of great development 3500 BC-1500 AD, period of colonization 16th-20th century AD and the post independence period.	7
2.	Basic concept of development- definition, concept, nature, evolution, significance, functions and dysfunctions, dynamics of development.	5
3.	Models of development:	
	• Economic growth model	2
	• Social equity model	1
	• Participatory model	1

UNIT- II

Issues to development and development communication		
4.	Indicators of development- human development index, gender empowerment measures, human poverty index, global ratings of countries based on the indices	6
5.	Classification of regions and countries on the basis of development. Definition, evolution with respect to historical and cultural perspective of development communication.	4
6.	Nature, role and significance of development communication	4
7.	Inter-relationship between development and development communication	2

UNIT- III

Development Communication		
8.	Models of development communication:	8
	• Interdependent model	
	• Dependency model	
	• Basic needs model	
	• New paradigm of development	
9.	Approaches of development communication	4
	• Diffusion of innovation	2

	• Empathy		2
	• Magic multiplier		2
	• Localized approach		3
	Folk Media: folk songs, puppetry, drama, songs, stories, etc.		
10.	Promotion of development communication by government: role of government agencies like Akashwani, DAVP, IEC bureau, resource centers, IIMC, songs		7
11.	and drama division etc.		

References:

1. Melcote. S.R. Communication for Development in the Third World – Theory and Practice, Sage Publications, New Delhi, 1991.
2. Mehta SR (Ed.). Communication and Development: Issuer and Perspective, Rawat Publications, Jaipur, 1992.
3. Modi Bella: Designing Message for Development Communication and Audience Participation- Based Approach, Sage Publications, New Delhi, 1991.
4. Melcote, S.R. and Vallath C. Communication Gap in Development, Rawat Publications, Jaipur, 1992.
5. Sharma S.C..India Communication and Development. Rawat Publications, Jaipur, 1987.
6. Nair K.S. and White Shirley (Eds.). Perspective of Development Communication. Sage Publications, New Delhi, 1993.
7. Dua, M.R. and Gupta V.S. Media and Development, AMIC Singapole and HarAnand Publications, New Delhi, 1994.
8. Reddy A.A. Extension Education, Sri Lakshmi Press, Bapalta, 1971.
9. Directorate of Extension, Extension Education in Community Development, Ministry of Agriculture, Government of India, 1971.
10. Rogers, Everett M. Diffusion of Innovations, Free Press, New York, 1962.
11. Government of India, Directorate of Extension New Delhi: Extension Education of Community Development.
12. Saville. A.H. Extension in Rural Communities, Oxford University Press, 1965.
13. Dahama, O.P. and Bhatnagar, O.P. Education and Communication for Development, Oxford and IBH Publications, 1980.
14. Rudhramarthi, V Extension in Planned Social Change, Allied Publishers, Madras, 164, Oxford and IBH Publishing Co. New Delhi. 1980.
15. Govind, S. Tamilsalvi, G. and Meenambigai, J. Extension Education and Rural Development, Agrobios, 2010.
16. Naurla, U. Handbook of Communication, Models, Perspectives, strategies, Vishal, Enclave, Opp. Rajouri Garden, New-Delhi, 2006.

ENTREPRENEURSHIP DEVELOPMENT FOR WOMEN (THEORY)

Paper Code: DCE 703
Credit-4
Max. Marks: 100
Teaching Hours: 4 hours. /week
Total Teaching Workload: 60 hours. /semester

Objectives:

To enable students to:

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1.	Develop understanding of enterprise	
2.	Develop understanding about entrepreneurial growth	
3.	To understand the various infrastructures for employment and income generation.	
4.	Acquire skills in planning project proposals	

Contents :

UNIT- I

Entrepreneurship		Hours
1.	Concept, growth, role and factors affecting entrepreneurial growth in India	4
2.	Women entrepreneurship – status, categories, challenges, entrepreneurial opportunities in different sectors,	6
3.	Entrepreneurship development programmes	8

UNIT- II

Enterprise establishment		
4.	Essentials of enterprise setting	
	• Drafting of project proposal.	2
	• Insurance.	2
	• Registration.	2
	• Support Systems : financial and non-financial	4
	• Enterprise feasibility and viability – technical , financial, social	2
5.	Legal aspects	
	• Business and industrial laws.	2
	• Taxation.	2
	• Enterprise implementation and monitoring.	2
	• Enterprise growth and development : expansion and diversification	2
	• Enterprise failure: causes and remedies	2

UNIT- IIII

Management of Enterprise		
6.	Finance	
	• Maintenance of essential account records	2
	• Costing and pricing	2
	• Profit and loss calculation	2
	• Auditing and preparation of balance sheet	2
7.	Personnel: organizing worker for better performance: basic principles and techniques.	6
8.	Marketing, packaging and storing :	
	• Marketing, advertising and salesmanship, quality control and improving standards	2
	• Packaging, labeling and standardization (ISO, BIS, Agmark and Others)	2
	• Managing stores	2

References :

1. Jain, D. Women's Employment, Possibilities of Relevant Research, Institute of Social Studies, 1980.

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2. Nayak, J. Pinto, T. and Costa, S. Towards Self reliance, Income Generation for Women, ISI Programme of Women's Development, 1980.

3. Mitra, A. The Status of Women, Household and non-Household Economic Activity, ICSSR Programme of Women's Studies III Allied, 1979.

4. Bhatt, E.R. Economic Status of Self Employed Women in Garment Industry, Gandhi Majdoor Sevalaya, Ahmedabad, 1979.

5. Labour Bureau, Ministry of Employment of Labour, Chandigarh. Study of Women in Selected Industries, 1979.

6. Mitra, A. The status of Women-Literacy and Employment, ICSSR Programme of Women's Studies Allied, 1979.

7. Paul, J. Kumar, N.J. and Mampilly, Paul J. Entrepreneurship development, Himalaya Publishing House, Mumbai, 1996.

8. Young, T. L. Planning Project, Sterling Publishers Pvt. Ltd., New Delhi, 1998.

9. Young, T. L. Implementing Project, Sterling Publishers Pvt. Ltd., New Delhi, 1998.

10. Akhouri, M.M.P. Entrepreneurship for women in India, New Delhi, NIESBUD, 1990.

Periodicals:

1. Yojana, Publication Division, New Delhi.
2. Kurukshetra Publication Division, New Delhi.

ADVANCED DEVELOPMENT COMMUNICATION (PRACTICAL)

Paper Code: DCE711

Credit-6

Max. Marks: 100

Teaching Hours: 3 practicals/week (3 hours/practical)

Teaching Workload: 45 practicals /semester

Objectives :

1. To sensitize students regarding the functioning, strength and weakness of developmental organizations.
2. To develop the skill of critical analysis
3. To develop the skill of designing communication material for communication kit
4. To make them enable to express themselves through folk media to enrich their skill in organizing an exhibition

Contents :		Practical
1	Visit to developmental organizations with special reference to their structure, activities/ programmes, strengths and weaknesses and Collect &analyze IEC material(soft/hard copy) • Self help Groups • Youth organizations • Non Government Organizations • Caste based organizations • Local unit of ICDS (Aanganwari) • Panchayati Raj Institutes	6

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2	• Public health centers	
3	Prepare, present and discuss the report of visits	
	Develop skill in designing various communication material for communication kit (Poster, Chart, folder, flash cards, pamphlets etc) based on the experience drawn from visits and classroom discussions	5
4	Develop skills in folk media	16
	1) Puppetry	
	• Develop a story	15
	• Preparation of puppets	
	• Puppet play	
	2) Social drama	
5	Plan and arrange an exhibition of designed IEC material	4

RESEARCH METHODOLOGY (THEORY)

Paper Code : DCE A01

Credit-4

Max. Marks: 100

Teaching Hours: 4 hours/week

Total Teaching Workload: 60 hours/Semester

Objectives :

1. To understand the basic concepts of research methodology.
2. To be able to understand the various steps of research methods.
3. To enable the students to understand various research designs, sampling techniques, methods of collecting data.
4. To enable the students to prepare and present report for dissertation purpose

Contents :

UNIT-I		Hours
1.	Research purpose and objectives.	4
2.	Definition and identification of research problem, selection of problem, hypotheses, basis assumption and limitation of problem.	6
3.	Review of literature: importance, sources and writing review of literature.	6
4.	Research designs: purpose and types.	6

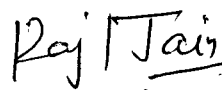| UNIT-II		
5.	Technique of sampling- Census and sampling methods, probability and non-probability sampling procedures, sample size.	8
6.	Data gathering instruments, measurements and scales, reliability and validity of measuring instruments- Questionnaire, Schedule, Score card, checklist.	6
7.	Methods of collecting data: Questionnaire, interview technique, observation, case study, focus group discussion.	6

UNIT-III		
8.	Planning, executing and analysis of large scale surveys with special emphasis	6

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9.	of surveys in Home science. Presentation and preparation of report for dissertation publication.	6
10.	Bibliography: Importance of method of writing references of book, journals, proceedings and websites.	6

References :

1. Simpson, George, Kafka, Fritz, <u>Basic statistics: a textbook for the first course</u> , Oxford and IBH Publishers, New Delhi, 1977.
2. Taro Yamme, Sampling Theory, Prentice-Hall Publishers, New Delhi1967.
3. Snedecor and Cocharan, Statistics Methods, Oxford and I.B.H. Publishers, Calcutta, 1968.
4. Gupta S.P., Statistics Methods, Sultan Chand and Co., New Delhi, 2008.
5. Good C.V. and Carter D.E., Methods of Research-Educational Psychological Application, Century Craft, New York 1954.
6. Kerlinger F.A., Foundation of Behavioural Research, Century Craft, New York, 1966.
7. Yound P.V. and Schind C.G., Scientific Social Survey and Research, Prentice Hall, New Delhi, 1968.
8. Philips B.S, Social Research, Strategy and Tactics, MacMillan, New York, 1976.
9. Mussed Paul, Hand book of Research Methods in Child Development, John Wiley & Sons Inc, 1960.
10. Devdas R.P. and Kulandaivel, Hand Book of Research Methodology, Sri Ram Krishna mission vidhyalaya, 1971.
11. Krishnaswami R.P., Methodology of Research in Social Sciences, 1st edition, Himalaya Publishing house, Mumbai, 1993.

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SCIENCE AND TECHNOLOGY FOR WOMEN (THEORY)

Paper Code: DCE A02
Credits: 4
Max. Marks: 100
Teaching Hours: 4hours /week
Total Teaching Workload: 60 hours /semester

Objectives: To enable the students to -
1. develop a scientific temper to promote rural development.
2. gain knowledge in applied technologies for rural development with special reference to women.

Unit I		Hours
1	Appropriate technology - Meaning of appropriate technology, affordable technology, intermediate technology; criteria, need and classification of technology	4
2	Transfer of technology- concept and factors affecting TOT	4
3	Role of science and technology in empowerment of women, challenges face by rural women in accessing technology	4
4	Women workload in changing context- economic changes, environmental changes and socio- culture changes	4
5.	• Waste management- concept, types of waste and waste recycling . • Improved grain storage at domestic level, farm level and at large scales	8
UNIT- II		
6.	Technologies for rural women and their management- • Food processing- science and technology as applied to the field of nutrition – low cost, indigenous, fast and convenience foods, • Food preservation • Vermicomosting • Kitchen gardening	8
7.	Energy management- 1. Fuel Management – Use of fuel wood – present practices and problems, smokeless Chulah , use of 'alternate' non-conventional sources of energy including wind and wave	8
UNIT- III		
8.	Energy management- 2. Biogas- Scope and principles and application 3. Solar Energy- scope , advantages and solar energy devices	8
9.	Agencies involved in promoting science and technology for rural development - institutions involved – DST, CAPART, Indian Renewable Energy Development Agency (IREDA), Ministry of Non-conventional Energy Sources , FAO, ICAR	12

References-

1. Raj Mohini, S. Women in Agriculture Kaveri Printers, New Delhi, 1991.
2. Campbell, M.J. (Ed.) New Technology and Rural Development, Billings and Sons Ltd., Great Britain, 1990.
3. Punia, R. K. Women in Agriculture, Vol. I and II, Northern Book Centre, New Delhi, 1991.
4. Chawla, O.P. Advances in Bio-gas Technology, Indian Council of Agricultural Research, New Delhi, 1989.

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5. Garg, H.P. and Prakash, J. Solar Energy – Fundamentals and Applications, Tata McGraw Hill Publishing Company Ltd., New Delhi, 1997.
6. David Elliot, Energy, Society and Environment – Technology for a sustainable future, Routledge Publishers, London, 1997.
7. Swaminathan, M., Advanced Textbook on Food and Nutrition, The Bangalore Printing and Publishing Co. Ltd., 2nd Edition, 1985.
8. Department of Science and Technology, Models for Rural Application, Progressive Printers, New Delhi, 1995.
9. Prescott, B.C. and Proctor, B. K. Food Technology, McGraw Hill Book Company, New York, 1987.
10. Vinkata Ramana. P. Rural and Renewable Energy: Perspectives from Developing Countries, Tata Energy Research Institute, New Delhi.
11. Qasim, S.Z. Science and Quality of Life, The off setters, New Delhi, 1992.
12. Centre of Science for Village, Wardha – Science and Technology for Women (A Compendium of Technologies), Department of Science and Technology, New Delhi, 1989.
13. Siddappa, L. S. and Tandon, G. M. Preservation of Fruits and Vegetables, ICAR, New Delhi, 1984. Prescott, S.C. and Proctor, B. K., Food Technology, McGraw Hill Book Company, New York, 1987.

Journals

1. Yojana
2. CAPART Press Clippings.
3. Khadi Gramodyog
4. Construction on Rural Technology

HUMAN RIGHTS AND DUTIES (THEORY)
Paper Code: DCE A03
Credits: 4
Max. Marks: 100
Teaching Hours: 4hours /week
Total Teaching Workload: 60 hours /semester

Objectives:
1. To enable the students to understand the issues concerning the rights and duties in general and the marginalized groups in particular.
2. To practice on self those values: self inculcation, endeavor to live up to those ideas i.e. duty to respect other rights, respect each other human dignity

Contents:
UNIT- I

Hours

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1.	Background of human rights	16
	• History and origin of human rights	
	• Indian constitution and human rights	
	• Human rights in international context (UN)	
	• Universal declaration of human rights 1948	
	• International covenants on civil and political rights 1966.	
	• International covenants on economics, social and cultural Rights 1966	
	• Convention on elimination of all forms of discrimination against women 1979.	
	• Convention on the rights of the child 1989	
	• UN declaration and duties and responsibilities of individuals 1997	
	• UN High commission for human rights and the committees under the various conventions.	
2	Concept of Human Rights and Duties	5
	• Values: dignity, liberty, equality, justice, unity in diversity.	
	• Inherent, inalienable, universal and indivisible	
3	Classification of rights	2
4	Classification of duties	2
UNIT-II		
5	Human rights and duties in India	4
	• Evolution	
	• Fundamental rights	
	• Directive principals of state policy	
6	Fundamental duties	3
7	Judiciary	3
8	National and state human rights commission and other grievance	3
9	Redressed mechanisms	2
10	NGOs, social movements and pressure groups	3
11	Information media	2
UNIT- III		
12	Importance of internalizing of human rights and duties- urgent need for not only sensitizing others of human rights and duties, but of practicing on self those values	7
	• Self inculcation	
	• Endeavor to give up to those ideas	
	• Duty to respect other's rights	
	• Respect each other's human dignity	
13.	Societal problems in private and public domains	8
	• Core Problems: poverty, underdevelopment and illiteracy	
	• Some specific problems:	
	i. Commercial and caste conflicts and tensions	
	ii. Discrimination and violence against women and children sexual	
	iii. harassment	
	iv. Violence, trafficking child labour, bonded labour and others.	

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		v. Custodial violence vi. Problems of health and environmental protection	

References:

1. Agarwal, Anil and Narain.S. Global Warming and Unequal world: A Case of Environmental colonialism. Center for Science and Environment, New Delhi, 1991.
2. Baxi, Upendra. The Future of Human Rights, Oxford University Press, New Delhi, 2002.
3. Beteille, Andre. Antinomies of Society: Essays on ideology and institutions. Oxford University Press, New Delhi, 2003
4. Chandhoke, Neera. Conceits of civil Society. Oxford University Press, New Delhi, 2003.
5. Geetha, V. Gender, Street Publication, Kolkata, 2002.
6. Shanshyam Shan. Social Movements in India. Sage Publication, New Delhi, 1991.
7. Guha, Ramachandra and MadhavGadgil. Environmental History of India. University of California Press, Berkeley, 1993.
8. Haragopal, G. The Political Economy of Human Rights. Himachal Publishing House, Mumbai, 1997.
9. Menon, Nivedita (ed). Gender and Politics in India, Oxford University Press, New Delhi, 2000.
10. Patel. Sujata et al. Rethinking Social Science in India. Sage Publications, New Delhi, 2003.
11. Rao, Anupama (ed.). Gender and caste: Issues in Contemporary Indian Feminism, Kali for women. New Delhi, 2003.
12. Shah, Nandita and Nandita Gandhi. Issues at stake: Theory and Practice in the Contemporary Women's Movement in India, Kali for Women. New Delhi, 1992.

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COMMUNICATION SKILLS (PRACTICAL)

Paper Code: DCE A11

Credits- 6

Max. Marks: 100

Teaching Hours: 3 practicals/week (3 hours/practical)

Total Teaching Workload: 45 practicals /semester

Objectives:

The students should be able to :

1. Develop and apply skills of oral presentation, discussion, writing composition, CV, minutes reports.

2. Read and write notes from different sources.

3. Search and interpret information from various sources.

4. Use appropriate skills in interpreting and answering oral and written questions in tests, examinations and other contexts.

Contents :	Practicals
1. Searching Information	
• Using library and internet.	3
• Using a dictionary and encyclopedia, thesaurus.	3
2. Taking and making notes	
• Notes taking skills.	2
• Notes making skills	2
3. Reading skills:	
• Reading Rates	2
• Skimming and scanning skills.	2
• Intensive and extensive reading.	2
• Copying with unfamiliar words.	2
4. Writing skills	
• Effective writing- Sentence and paragraph construction	2
• Precise writing- Summarizing	2
• Referencing skills	2

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5. Written forms	
• Business letters	2
• Emails	2
• Job application letter- Cover letter, Resume	2
• Letter to the editor and social appeals	2
6. Oral presentation	
• Treatment of reports for presentation.	2
• Practice in using media in oral presentation	2
7. Interview skills	2
• Preparing questions	2
• Face to face interview	2
• Telephonic interview	
8. Feedback skills – during and after communication	3

References:

1. Harmer, J. The practice of English: Language teaching, Longman Group, UK, 1991.

2. Raman, M. & Sharma, S. Technical communication- Principles and Practice, Oxford University Press, New Delhi, 2004.

3. Barker, A. Improve your communication skills- KoganPagge, India Pvt. Ltd, New Delhi, 2006.

4. Doff, A. & Johns, C. Language in use (Upper-Intermediate), Cambridge University Press, First south Asian edition, 2004.

5. Selly, J. The oxford guide to writing and Speaking, Oxford University Press, New Delhi, 2004.

6. Robert, M. Serfield, Rhonda J. Montgomery, Patricia, G. Moody Cornerstone: Developing soft skills, Pearson, New Delhi 2011

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M.Sc. Home Science

Development Communication and Extension

Subject Code: DCE
Course Category
CCC: Compulsory Core Course   ECC: Elective Core Course
L: Lecture, T: Tutorial, P: Practicals

SECOND SEMESTER

S. No`	Subject Code	Course title	Category	Credit	Contact Hours per week			EOSE Duration (Hours)	
					L	T	P	Th	P
1	DCE 801	Life Long Learning	CCC	4	4	0	0	3	0
2	DCE 802	Extension Programme Design and Evaluation	CCC	4	4	0	0	3	0
3	DCE 803	NGO Management	CCC	4	4	0	0	3	0
4	DCE 811	Extension Programme Design and Evaluation	CCC	6	0	0	9	0	4
5	DCE B01	Statistics	ECC	4	4	0	0	3	0
6	DCE B02	Indian Socio-Economic Environment	ECC	4	4	0	0	3	0
7	DCE B11	NGO Placements	SSECC	4	0	0	6	0	4
8	DCE B12	Entrepreneurship Development for Women	ECC	6	0	0	6	0	4

CCC=18, ECC=18
Total=36

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LIFE LONG LEARNING (THEORY)	
Paper Code: DCE 801 Credits: 4 Max. Marks: 100 Teaching Hours: 4 hours /week Total Teaching Workload: 60 hours /semester	

Objectives- To enable students to
1. understand the conceptual framework of adult and lifelong learning.
2. gain insight into the relationship between literacy, adult education and lifelong learning.
3. understand the role of lifelong learning in context of Nation building.

Content		
Unit I		**Hours**
1	Concepts and terminologies related to lifelong learning: andragogy & pedagogy, lifelong learning, continuing education, formal education, non-formal education, incidental learning, illiteracy and its forms	3
2	Introduction to adult learning, characteristics of adults, learning span, factors facilitating adult learning	3
3	Application of learning principles in practice of lifelong learning,	3
4	Genesis, history and growth of the LLL/ non-formal education programme in India	3
5	Agencies involved: role of Indian Adult Education Association, Indian University Association for Continuing Education, State Resource Centre, Universities, Department of Education and Adult Education of the Centre and States. NGO/VO, NLM authority, SLM authority, Jan Shikshan Sansthan in LLL/ non formal education	12
Unit II		
6	Curriculum of Non-formal Education: Preparation of need based curriculum for different kinds of adult education and functional literacy programmes for adults.	5
7	Materials for adult education- primers, teacher guides, work books and instructional aids. Preparation, selection and use of different learning materials for various target groups. Use of various extension teaching methods and audio visual aids, relevance of digital primer in adult education for India and the region, importance of the use of folk media	11
Unit III		
8	Importance of Experiential learning for Adults- characteristics and steps of experiential learning cycle	4
9	Steps in organizing educational programme for adults, planning and execution of the programme involving various government and non-	8

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EXTENSION PROGRAMME DESIGN AND EVALUATION (THEORY)

Paper Code: DCE802
Credits: 4
Max. Marks: 100
Teaching Hours: 4hours /week
Total Teaching Workload: 60 hours /semester

Objectives:
To enable students to
1. understand the extension programme and their planning
2. understand the need assessment techniques and plan of work
3. understand the relationship of programme implementation, monitoring and evaluation

Contents:		Hours
UNIT I		
1.	Extension Programme: Meaning, need and Characteristics	4
2	Programme objective: Meaning, role, levels, components, qualities, and writing programme objectives	3
3	Need and Need identification: Concepts, characteristics and types of needs. Applications of different PRA techniques in need identification	5
4	Application of management principles in design extension programme	4

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5	Programme Planning: meaning, nature and principles	4

Unit II

6	Process of programme planning	4
7	Plan of work: Meaning, importance, elements, criteria of a good plan and developing a plan of work	4
8	Programme implementation: Meaning, steps	4
9	Problems in implementation	2
10	Role of local bodies and extension agencies in programme implementation	4

UNIT III

11	Feedback - role of management information systems	4
12	Monitoring: concept, purpose, types and steps	4
13	Evaluation: Meaning, objectives, purpose, types, steps, tools and techniques for evaluation	5
14	Follow up : Need, methods and making the programme self sustaining	4
15	Report writing and documentation: preparing a project report: need and procedure for reporting and documentation	5

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NGO MANAGEMENT (THEORY)

Paper Code: DCE 803
Credits: 4
Max. Marks: 100
Teaching Hours: 4 classes /week
Total Teaching Workload: 60 hours /semester

Objectives:

The students should be able to :

1. To enable students to understand and acquire skill to start and run a NGO

Contents:

UNIT-I	Hours
1. Meaning and genesis of NGOs, voluntary organization and civil societies.	7
2 Role of NGOs in development	3
3 Problems faced by NGO's	3
4. Start up of NGOs-Constitutional requirements, registration, infrastructural creation	4

UNIT- II	
5 Creation of funds.	5
6 External and Internal – donor agencies- national and international.	5
7 Strategic Planning and implementation of development programmes in different areas of operation.	9

UNIT – III	
8 Government policies and programmes for NGOs	6
9 Agencies involved in training of NGOs-NIRD, NIPCCD, CAPART, CARPET etc.	10
10 Documentation and report writing	8

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1. *Bhatia, A.Women's Development and NGOs* . Published by *Rawat Publications*, Jaipur, 2000.
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EXTENSION PROGRAMME DESIGN AND EVALUATION (PRACTICAL)

Paper Code: DCE 811

Credits: 6

Max. Marks: 100

Teaching Hours: 3 practicals /week (3 hour/practical)

Total Teaching Workload: 45 practicals /semester

Objectives :

The students should able to:

1. Design a need based extension programme.
2. Acquire skills in various extension teaching methods namely Demonstration, Role play and Group discussion etc
3. Acquire skills in evaluation of teaching aids and extension programme
4. Gain knowledge about corporate houses and agencies which are doing extension work and providing resources for extension work.

	Contents:	Practical
1.	Need assessment of the nearby rural/slum community	4
2.	Design extension programme on the basis of identified needs and develop skills in the followings for successful implementation of the same- • Prepare lesson plan and develop skill in extension teaching methods, applicable to designed programme namely demonstration, lecture, group discussion, role play etc. • Design appropriate teaching aid to support selected teaching method • Evaluation of developed teaching aids	20
3	Implement designed extension programme in the field	5
4	Evaluation of implemented programme in field	3
5	Select one corporate house and document, its extension activities/concerns.	5
6	Document the agencies providing different resources for extension work.	5

STATISTICES (THEORY)

Paper Code: DCE B01

Credits: 4

Max. Marks: 100

Teaching Hours: 4 hours /week

Total Teaching Workload: 60 hours /semester

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Objectives
1. To understand the basic concepts of statistics.
2. To enable the students to understand various types of statistical tools and their interpretation

Contents:

UNIT I		Hours
1.	Statistics: meaning, scope and importance in research	4
2	Classification and Tabulation	4
3	Measures of Central Tendency and Dispersion (Mean Median, Mode, Quartiles, Range and Standard Deviation).	5
4	Graphic and Diagrammatic representation of data (Frequency, Histogram, Graphs, Bar-diagram and Pie charts).	10
UNIT II		
5	Elementary ideas on Probability (Simple Probability) Skewness and Kurtosis definition. Elementary ideas of random variable and its density function (Binomial, Poison, Uniform, Normal varieties, Normal distribution and its properties, Use of Normal probability tables).	10
6	Elements of testing a Statistical Hypothesis- Formulation of the problem, Definition of type I and II errors. Level of Significance, t-test, Z-test.	7
UNIT III		
7	Design of Experiment: Analysis of Variance	4
8	Correlation and Regression: Correlation and its interpretation. Product moment and Rank order. Correlation Coefficient Regression Equations (without derivation) and its interpretations, use of prediction.	6
9	Non-parametric Inference: Sign, Mann Whitney and Chi square test (as goodness of fit and independence of attributes in 2*2 and r*c contingency tables).	5
10	Use of computer of statistical analysis using SPSS.	5

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INDIAN SOCIO - ECONOMIC ENVIRONMENT (THEORY)

Paper Code: DCE B02
Credits: 4
Max. Marks: 100
Teaching Hours: 4hours /week
Total Teaching Workload: 60 hours /semester

Objectives:

To enable students to:

1. understand the social structure of India
2. study the social changes taking place and their impact on society
3. develop understanding regarding rural economic environment
4. orient to concepts of economics

Unit I Rural sociology		Hours
1	Orientation and characteristics of rural and tribal society, rural urban differences.	4
2	The physical structure of rural society- pattern of rural settlement, rural resources- man made and human resources, Societal and cultural factors in population change.	3
3	Social institute- concept and functions, major institutes- family, religion, economy and education	3
4	Social change: nature, meaning , directions and role of women in social change, planned social change	3
5	Social issues- education, employment, population, health and sex ratio, migration, slums	3
6	Social Organizations- Characteristics and classification	3
7	Basic elements of rural development	2
8	Barrier to rural economic development	3
9	Role and contribution of women in rural economy	2
Unit II Introduction to economic environment		
10	Concept and features of rural economic environment	2
11	Rural marketing- concept and features	4
13	Concept of micro and macro economics	2
14	Classification of economics – capitalistic, socialist, mixed economy, Close and open economy.	3
15	Basic features and challenges of Indian economy	4
Unit III Dynamics of rural economic environment		
16	Latest trends of key contributors to Indian economy - agriculture sector, service sector, manufacturing sector, infrastructure	4
17	Rural Credit- Evolution, reforms , importance, problems and agencies supplying rural credit	3
18	Rural transport- need, advantages and contribution to economic enviournment	2
19	Land reforms – Major amendments- Abolition of Intermediaries (Abolition of Zamindari), Ceiling on land holdings, Consolidation of Holdings, Co-operative	4

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20	farming and Land acquisition bill Rural Industries- Classification and basis for classification of small-scale cottage activities, medium-scale village enterprises, and large-scale rural industries.	3
21	Co-operatives- Concept and contribution	3

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NGO PLACEMENTS (PRACTICAL)

Paper Code: DCE B11

Credits: 4

Max. Marks: 100

Teaching Hours: 2 practicals /week (3 hours/practical)

Teaching Workload: 30 practicals /semester

Objectives-
To enable students to develop skills of working with development organizations

Content

1 Students will be placed in various NGO's to study and acquire skills about following-
   - Profile of NGO
   - Administrative structure
   - Area of work
   - Projects Undertaken
   - Finance and Funding

2 Students will prepare and present the report in the class

ENTREPRENEURSHIP DEVELOPMENT FOR WOMEN-II (PRACTICAL)

Paper Code: DCE B12
Credits: 6
Max. Marks: 100
Teaching Hours: 2 classes /week (3 hours/class)
Total Teaching Workload: 45 practical /semester

Objectives :
To enable students to develop skills in entrepreneurship development

Contents :		Classes
1	Visit to support agencies and find out their schemes for women entrepreneurs	7
	1. Non-Financial	
	• DIC (District Industrial Centre)	
	• Pollution Control Board	
	• SSIB (Small Scale Industries Board)	
	2. Financial	
	• RFC (Rajasthan Finance Corporation)	
	• RIICO (Rajasthan Industrial Investment Corporation)	
	• SIDBI (Small Industries Development Bank of India)	
2	Explore the possibilities for enterprises run by women in the field of	4
	a) Clothing Industry	
	b) Textile Industry	
	c) Food Industry	
	d) Ancillary Industry	
3	Find out their motivating sources to start the enterprise and their problems.	4
4	Find out the measures taken by them to solve the problems	4
5	Explore the various schemes of the government to promote entrepreneurship.	4
6	Exploring various entrepreneurial opportunities in the field of Home Science.	4
7	Plan a business plan proposal on the following points.	7
	a) Entrepreneurs/ Enterprise details	
	b) Equipment details	
	c) Procedures for production	
	d) Financial projections	
	e) Technical projection	
	f) Suppliers details (Raw material, Equipments)	
	g) Marketing strategies	
8	Case study of successful entrepreneurs	2
9	Motivational approach to entrepreneurship	2
10	Market assessment for the development of enterprises.	2
11	Lectures by the representatives various agencies (FICCI, women entrepreneurs, Govt. agencies banks etc.)	2
12	Study the resisters and record maintained by enterprisers	1
13	Collection of various labels, Packets and standardization measures. (BSI, ISI, Ag marks	2

THIRD SEMESTER

S. No'	Subject Code	Course title	Category	Credit	Contact Hours per week			EOSE Duration (Hours)	
					L	T	P	Th.	P
1	DCE 901	Extension Management	CCC	4	4	0	0	3	0
2	DCE 902	Developmental Goals & Strategies	CCC	4	4	0	0	3	0
3	DCE 903	Mass media for Development	CCC	4	4	0	0	3	0
4	DCE 911	Mass Media for Development	CCC	6	0	0	9	0	4
5	DCE C01	Psychology of Human Behaviour	ECC	4	4	0	0	3	0
6	DCE C02	Scientific Writing	ECC	4	4	0	0	3	0
7	DCE C11	Contemporary Developmental Issues in Home Science	SSECC	4	0	0	6	0	4
8	DCE C12	Dissertation-I	ECC	6	0	0	9	0	4

CCC=18, ECC=18
Total=36

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EXTENSION MANAGEMENT (THEORY)

Paper Code: DCE 901
Credits: 4
Max. Marks: 100
Teaching Hours: 4hours /week
Total Teaching Workload: 60 hours /semester

Objectives:
To enable students to :
1. understand the principles and characteristics of extension management
2. understand management of human resources in extension organization

Contents :

UNIT-I

		Hours
1.	Extension Management- meaning, nature, characteristics and scope	4
2.	Principles of extension management	3
3.	Competencies required by extension managers	3
4.	Planning- meaning, elements, characteristics and types. decision making- meaning and process	8

UNIT-II

6.	Organizing- meaning, types of organizations, forms of organization structure and process, delegation of authority- meaning, need, principles, centralization and decentralization in organization	7
7. 8.	Coordination- meaning, ways of achieving coordination in organization	5
9.	Staffing- Meaning, staff selection and orientation of staff, manpower planning	5
	Directing- meaning, motivation of extension personals, Maslaws theory of motivation	5

UNIT-III

10.	Controlling- meaning and techniques of controlling – budgetary and non budgetary control and modern techniques- PERT and CPM	6
11.	Reporting and budgeting- concept, procedure of writing report	6
12.	**Managing human resources within extension** - job analysis and performance appraisal, recruitment of the extension personal, training of the workers, stress management, stimulus and incentives , supervision, ways to achieving effective human relations	8

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DEVELOPMENTAL GOALS AND STRATEGIES (THEORY)

Paper Code: DCE 902
Credits: 4
Max. Marks: 100
Teaching Hours: 4hours /week
Total Teaching Workload: 60hours /semester

Objectives: To enable students to:
1. Understand the development and indicators of development.
2. Understand the concept of sustainable development and developmental policies.

Unit I Concept and Historical Overview of Development		Hours
1.	Development: Meaning, definition, evolution, concept, significance and paradigms of development	5
2.	Goals and challenges of development	3
3.	Millennium development goals	4
4.	Models of development • Economic Growth Model • Social Equity Model • Participatory Model	6
Unit – II Sustainable Development		
5.	Indicators of Development – Human development index (HDI), Gender empowerment model, Human poverty index , human suffering Index etc	7
6.	Sustainable development: concept, philosophy, goals and challenges	5
7.	Dimensions of sustainable development	2
8.	Indicators of sustainable development	2
9.	International commitments towards sustainable development	4
Unit –III Development Programmes and Policies		
10.	Need of planning in India and role of planning commission and National Development Council and NITI Aayog	4
11.	Five Year Plans of India	5
12.	History and assessment of poverty alleviation programmes in India	3
13.	Role of Panchayati Raj Institutions (PRIs) in rural development	4
14.	Flagship programmes of government of India	6

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2. Dhingra, I.C. The Indian Economy – Resources planning Development and Problems, Sultan Chand & Sons, New Delhi, 1981.
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MASS MEDIA FOR DEVELOPMENT (THEORY)

Paper Code: DCE 903
Credits: 4
Max. Marks: 100
Teaching Hours: 4hours /week
Total Teaching Workload: 60 hours /semester

Objectives:
1. To impart knowledge and understanding of various media.
2. To enhance the versatility of the students in the selection and use of media in different socio-cultural environments.
3. To provide basic knowledge of concept of advertising and use of media in advertising.

Unit I		Hours
1	Concept, meaning, types, functions, characteristics and scope of various medias in national development	3
2	Contemporary issues in mass media and development	2
3	Credibility for media	2
4	Sources of information for media production	3
5	Career options in different media	2
6	Ethics in media	2
7	Regulating bodies for media- print and broadcast	6
Unit- II		
8	**Print Media-** • History and development of print media • Essentials of good writing • Art of expression, • Readability and importance of punctuation for effective writing • Forms of print media • News paper- role and advantages • Advertisement- types and component	16
Unit- III		
9	**Radio-** • History and development of broadcasting • Principles of writing for radio • Radio studio and radio programme production • Anchoring radio programme- essentials of effective speaking • Different styles of radio broadcast- News writing, Feature, Talk, Interview, Documentary, Play, Advertisement, Writing for children, Writing for women, Writing for farmers	14
10	**Television-** • Principle of writing for T.V • Styles of programmers for T.V- News writing, Interview, Advertisement, Documentary • Social Marketing	10

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MASS MEDIA FOR DEVELOPMENT (PRACTICAL)

Paper Code: DCE 911
Credits: 6
Max. Marks: 100
Teaching Hours: 3 practicals /week (3 hours/practical)
Teaching Workload: 45 practicals /semester

Objectives- To enable students to:
1. understand the functioning of various print media.
2. acquire skill of writing news for print media and script for Radio, Television and E-Newsletter.

Contents	Practical
1. Prepare a scrap book of development related advertisement and news from the Newspaper	5
2. Design an advertisement on social issue for print media, radio and T.V	8
3. collect and exhibit news on development issues on bulletin board	6
4. Visits any media house and submit reports.	4
5 Write news and a feature for print media relating to Home Science issues.	6
6 Script writing for • Print • Radio • Television • E-newsletters	16

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PSYCHOLOGY OF HUMANBEHAVIOUR (THEORY)

Paper Code: DCE C01
Credits: 4
Max. Marks: 100
Teaching Hours: 4 hours /week
Total Teaching Workload: 60 hours /semester

Objectives-

To enable students to –
1. understand the psychology of human behavior
2. develop a relationship between characteristics of human behavior and extension process
3. know the process of diffusion of innovation

Unit I		Hours
1	Psychology: meaning, scope and importance in extension education	5
2	Learning- Concept, elements of learning, learning situation , learning styles, Theories of learning, Principles of effective learning , types of learning, learning experience	6
3	Motivation: nature, characteristics, Maslow's theory of motivation and types of motives and motivation, motivating learners	6
4	Perception: Nature, types, selectivity in perception, sensory factors in perception, importance of perception in extension work	6
Unit II		
5	Defense mechanisms: Types and importance	4
6	Emotion: Nature, types of emotional response, role of emotion in regulating human behaviour	5
7	Thinking and Memory- Concept, factors and types of memory	4
8	Personality and individual differences, personality as a set of traits and personality as the self, characteristics, determinants, Roger's self theory, Maslow's self actualization theory.	6
Unit III		
9	Body language in communication- Concept, main aspects of body language, gestures, body movements, behavior, emotions, tone of voice, vibration and moods, advantages of learning body language	6
10	Group Behavior- Group behavior, classification of group, decision making in group	4
11	Process to adoption - Innovation, diffusion , adoption process and adopters categories	4
12	Attitudes- Meaning and characteristics, formation of stereotypes and prejudices, factors in attitude, factors guiding change in attitude	4

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6. Chattopadhyaya, A ., What's your emotional IQ. Pustak Mahal, New Delhi, 2001
7. Davar, Bhargavir and Parmeshvar Bhatt (1994). Psycho analysis as a Human Science beyond Fundamentalism. Sage Publications, New Delhi.
8. Morgan, C.T. K..; R.A. and Robinson, N.M. Introduction to Psychology. Tata Me. Graw Hill Publishing Co. New Delhi., 1979
9. Lewis, H., Body Language. Response Books. A division of Gage Publication. New Delhi. 2000

SCIENTIFIC WRITING (THEORY)

Paper Code: DCE C02
Credits: 4
Max. Marks: 100
Teaching Hours: 4hours /week
Total Teaching Workload: 60 hours /semester

Objectives:

1. To be able to appreciate and understand the importance of writing scientifically
2. To develop competence in writing and abstracting skills for different writing needs
3. To develop the writing ability and to review different types of scientific literature

Content		Hours
UNIT- I		

1	Overview of different types of scientific writing for-
	
	  a. Dissertation
	  b. Research Article/ Scientific paper
	  c. Abstract
	  d. Review paper
	  e. Reports and Monographs
		8

2	Formulating outlines as a starting device and filling in the outlines-
	
	  a. Topic outline
	  b. Conceptual outline
	  c. Theme outline
		5

3	Tables and illustrations and systematic means of presenting data-
	
	  a. Table, flowcharts, footnotes
	  b. Graph, diagrams.
		5

UNIT- II		

4	Components of scientific writing-
	
	  a. Introduction and objectives
	  b. Review of literature
		16

	c.	Methods and materials	
	d.	Results and discussion	
	e.	Summary and conclusion	
	f.	Limitations, recommendations and future Scope	
	g.	Bibliography/ References	
		- Different types of writing styles- APA, MLA, Chicago	
	h.	Appendices	
UNIT- III			
5	Preparing drafts and improving drafts for Scientific writing- a. Research Article/ Scientific paper b. Abstract c. Review paper **d.** Reports		13
6	Writing and presenting a research proposal for grants- a. Background information b. Justification c. Rationale and importance d. Pilot study e. Research proposal f. Time-frame g. Outcome of the study and its implications h. Budgeting i. Summary		8

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1. APA, Publication manual of American Psychological Association, 3rd Edition, Washington, 1984.
2. Cooper HM. Integrating research, A guide for literature review, 2nd Edition, Sage publications, California, 1989.
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2. Cooper HM. Integrating research, A guide for literature review, 2nd Edition, Sage publications, California, 1989.
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CONTEMPORARY DEVELOPMENTAL ISSUES IN HOME SCIENCE (PRACTICAL)

Paper Code: DCE C11

Credits: 4

Max. Marks: 100

Teaching Hours: 2practicals /week (3 hours/practical)

Teaching Workload: 30 practicals /semester

Objectives- To enable students to:
1. develop insights regarding the developmental issues of Home Science.
2. acquires skills in collecting and organizing subject content on the selected topics.

Content

1	Each student will select one topic related to any of the stream of home science.	6
2	Present and discuss the topic in the classroom in form of abstract for approval	4
3	Prepare the seminar paper referring books, mono graphs, reports and websites and later professional journals.	8
4	Design effective presentations for the paper	6
5	Present final paper with the help of effective teaching aids in the class room	6

DISSERTATION- I (PRACTICAL)

Paper Code: DCE C12

Credits: 6

Max. Marks: 100

Teaching Hours: 3 practicals /week (3 hours/practical)

Teaching Workload: 45 practicals /semester
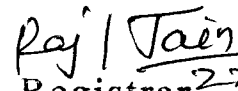
Objectives :
1. To enable student to make and present a plan for research
2. To impart systematic and practical knowledge of research & its applied aspects
3. To develop scientist quality in student

Content	Practical
1. Identification, analysis and selection of research problem and its relevance collecting relevant review and research paper regarding to research problem	15
2. Synopsis writing and power point presentation • Introduction • Rational of the study • Objectives • Review of literature (minimum 20 literatures should be cited) • Brief methodology • Plan of action • Bibliography	30

References:
1. Refer available journals, research studies and abstract books

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FOURTH SEMESTER

S. No.	Subject Code	Course title	Category	Credit	Contact Hours per week			EOSE Duration (Hours)	
					L	T	P	Th.	P
1	DCE X01	Extension Administration and Supervision	CCC	4	4	0	0	3	0
2	DCE X02	Training Process and Methods	CCC	4	4	0	0	3	0
3	DCE X03	Information Communication Technology for Development	CCC	4	4	0	0	3	0
4	DCE X11	Information Communication Technology for Development	CCC	6	0	0	9	0	4
5	DCE D01	Rural Journalism	ECC	4	4	0	0	3	0
6	DCE D02	Gender Sensitization	ECC	4	4	0	0	3	0
7	DCE D11	Training Process and Methods	ECC	4	0	0	6	0	4
8	DCE D12	Dissertation-II	ECC	6	0	0	9	0	4

CCC=18, ECC=18
Total=36

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FOURTH SEMESTER

EXTENSION ADMINISTRATION AND SUPERVISION (THEORY)
Paper Code: DCE X01 Credits: 4 Max. Marks: 100 Teaching Hours: 4hours /week Total Teaching Workload: 60 hours /semester

Objectives:
To enable students to
    1. understand the principles of administration, co-ordination and supervision.
    2. be aware of the administrative structure of the rural development programmes in India.
    3. understand basic elements in extension management.

Contents:

UNIT-I

		Hours
1	Concept, meaning, nature and purpose of administration in extension and rural development	6
2	Public and private administration	2
3	Principle of administration and increase efficiency in administration	4
4	Organization- meaning, type, uses of centralization and decentralization in organization , scalar principle and span of control	6
5	Concept- meaning, characteristics of extension management.	4

UNIT- II

5	Authority and delegation of authority- need, principles and process of delegation of authority, differences between authority and power, factors effecting for building of an extension organization	6
6	Principles of management	5
7	Theories of management – scientific management theory, classical organization theory, the behavioral theory of management.	7

UNIT-III

8	Coordination –meaning , need and factors infusing coordination and achieving coordination	4
9	Supervision – meaning , principles and characteristics or traits desirable in extension supervisor	4
10	Administrative set up and function - administrative structure and function of the rural development programme in India, MGNREGA, SGSY, PMGSY, ICDS, Mid-Day Meal programme etc	12

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1. Sharma D.P. Public Administration in Theory and Practice, Kitab Mahal Publication, Patna, Bihar, 1976.
2. Dahama, O.P. and Bhatnagar O.P. Education and Communication for Development. Oxford and IBH Publishing, New Delhi, 1980.
3. Mishra, S.N. and Verma, B.M. Evaluation of Training of Rural Youth for Self Employment (TRYSEM) in Rajasthan, 1982.
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8. Basavaprabhu, D., Handbook of Extension Education, Agrobios , Jodhpur, 2010.

TRAINING PROCESS AND METHODS (THEORY)

Paper Code: DCE X02
Credits: 4
Max. Marks: 100
Teaching Hours: 4hours /week
Total Teaching Workload: 60 hours/semester

Objectives: To enable students to:
1. understand the concept of training, process, and design component of training.
2. develop skills regarding training management.

Unit I		Hours
1.	Training- definition, concept, importance and features	4
2.	Difference between education and training	2
3.	Need Assessment	3
4.	Types – institutional, non institutional, orientation, refresher and in-service training	5
5	Experiential Learning cycle of Training	3
6	Elements of effective training	3
UNIT II		
7.	Phases of training- Pre training, training and post training	3
8.	Elementary idea of training methods	6
9.	Designing training schedule	2
10.	Designing lesson plan for training	2
11.	Training evaluation	2
12	Management of training programme Physical arrangement- Selection of participants, selection of resource person, aids, equipment, transformation, finance and monitoring of training	7
Unit III		
13.	Organizational factors	4
14.	Funding agencies- ATMA, NABARD, RUDA, CAPART, RMoL etc	7
15.	Training Institutes- NIPCCD, RUDSET, NIRD, SIRD, KVK etc	7

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1. Dahama O.P. and Bhatnagar O.P. Education and Communication for Development. Oxford and IBH Publishing, New Delhi, 1980.
2. Arthur, Winfred A., Jr., Winston Bennett Jr., Pamela S. Edens, and Suzanne T. Bell. "Effectiveness of Training in Organizations: A Meta-analysis of Design and Evaluation Features." Journal of Applied Psychology. 234–245.April, 2003
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INFORMATION COMMUNICATION TECHNOLOGY FOR DEVELOPMENT (THEORY)

Paper Code: DCE X03
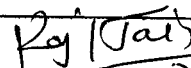Credits: 4
Max. Marks: 100
Teaching Hours: 4hours /week
Total Teaching Workload: 60 hours /semester

Objective:
1. Create awareness among students about ICT and its application for education and development.
2. Understand the inter-relationship of different ICT's

Contents:

UNIT- I		Hours
1	Concept, meaning and definition of ICT	2
2	Characteristics and nature of ICT	2
3	Educational technology – meaning, scope and nature	2
4	ICT and education	2
5	Role of ICT in education, extension and development	2
6	ICT for adult education	2
7	Instructional design- meaning, benefits of instructional design	2
8	Steps of instructional design- • analyze learners • state objective • select, modify and design material • utilize material • evaluation	6
UNIT-II		

9	Processes related with ICT
	• Process related to teacher
	  i. awareness to technology
	  ii. adoption of innovation
	  iii. competency to technology
	  iv. capabilities of technology
	• Process related to learner
	  i. learners cognitive style
	  ii. learning style
	• Spectrum of instructional ICT-
		3

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	i. behaviorist instructional technology ii. cognitive instructional technology iii. constructivist instructional technology		
10	e- Governance- Concept, Measures to be taken for e governance, e- commerce, initiatives under e-governance, Mahila E haat, Mobile governance	5	
11	Psychological principles of ICT- factors affecting and factors facilitating *ICT* learning	4	
12	Computer as tool of ICT- • computers for education and development- hardware, features and parts • classification according to- types, purpose and based on configurations/ memory type • components of computers (only elementary idea)- • inputs and output hardware devices- CPU, key board, pointing device, scanner, image capturing device, combination of input and output device, monitor, printer, smart board, disc drive, CD Rom, projectors • elementary idea of software device- operating device, utilities, word processor	6	

UNIT-III

13	Application of computers for development- Concept Computer assisted instruction (CAI)- instructional mode of CAI (tutorial, drill and practice, simulation mode, discovery, gamin and dialogue), characteristics of CAI, uses and preparation of CAI material, evaluation of CAI material Computer assisted learning (CAL)- characteristics and variety Computer based training (CBT) Computer managed learning (CML)	6	
14	Classification of ICT	1	
15	Internet – history, internet as global village, internet and education, advantages of internet, uses/functions of internet Internet tools search engine and browser, assessing and sorting educational material, chat , e-mail, blog , voice mails and their use for education	4	
16	Extranet- concept Synchronous and asynchronous modes of internet communication – relationship of communication process with ICT	2	
17	Teleconferencing- audio and video conferencing, data conference/ text conferencing	2	
18	Satellite in communication- videoconferencing and its technological aspects, channels of video conferencing, kinds, process, advantage and limitations	2	
19	Educational portal- objectives, target groups and uses	3	
20	Online learning and online evaluation	2	

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1. Verma, M. Techology in Digital Education' Murarilal & Sons Ansari Road, Darya Ganj New Delhi, 2006.
2. Malhotra, A. Issues in WEB-BASED EDUCATION' S.S. Publishers, New Delhi, 2007.
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6. Rampal, A. Texts in Context: Development of Curricula, Textbooks and Teaching and Learning Materials. In: GOVINDA, R. (ed.) India education report. New Delhi: Oxford University Press, 2002.
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10. Basavaprabhu, Jirli,D., Handbook of Extension Education, Agrobios , Jodhpur, 2010.
11. E-content- http://vikaspedia.in/e-governance/mobile-governance/#content
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INFORMATION COMMUNICATION TECHNOLOGY FOR DEVELOPMENT (PRACTICAL)

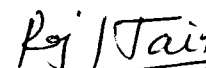**Paper Code: DCE X11**
Credits: 6
Max. Marks: 100
Teaching Hours: 3 practicals /week (3 hours/practical)
Teaching Workload: 45 practicals /semester

Objectives : To develop skills in the students regarding-
1. designing educational portal.
2. preparing power point presentations.
3. preparing social advertisement for radio and T.V.

Practical		Hours
1	Collect, discuss and prepare a resource file containing at least ten ICT techniques and new media- functioning, parts, advantages and disadvantages to understand their scope	10
2	Collect some appraisal reports on role of ICT and new media used by different organization as a tool of development	6
3	Visit to electronic media centre	4
4	Utilization of ICT for effective communication 1. Content writing and designing and evaluation of material designed for ICT and new media 2. Designing portal 3. Formal communication techniques using ICT and New media 4. Preparation presentation using ICT and new media 5. Evaluation using ICT and new media	30
5	Measurement and analysis of the ICT Development Index for India and other countries and its implications.	10

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RURAL JOURNALISM (THEORY)

Paper Code: DCE D01
Credits: 4
Max. Marks: 100
Teaching Hours: 4hours /week
Total Teaching Workload: 60 hours /semester

Objectives: To enable students to understand-
- the basics of journalism and develop a relationship of development and journalism
- the challenges of development from the journalistic perspective
- the relevance and advocacy to promote development journalism

Content		Hours
UNIT I		
1	Journalism- concept, types, terminology and commandments	3
2	Journalist- concept , role and responsibilities	3
3	Collection and transmission of journalistic information	2
4	Rural Journalism - nature, scope, importance, structure of villages, various problems or rural development, challenges of rural journalism, advances in farm or rural journalism	7
5	Development journalism- concept and challenges	4
6	The media- Press, Radio and Television	4
UNIT II		
7	News: definition & type news value, qualities of good writing elements of news, 5W & 1H concept of news structure of news story: introduction, body (Inverted Pyramids) etc. news gathering & sources of news, qualities of reporter	6
8	Headline: meaning, significance	2
9	Writing styles for news paper - Interview, Book review, Film Review , Feature- types and Characteristics ,News article, Letter to the editor, Reporting a success story, Cartoons	8
UNIT III		
10	Photo journalism- principles and practices	3
11	Advertisement and Social marketing - concept, characteristics and concept, characteristics, and role of advertisement	4
12	Editor- editor, role and responsibilities, editing symbols and editorial department	3
13	Public relations- concept, principle, scope and methods	3
14	Media research methods- researches for print and electronic media	4
15	Technology advances in journalism	4

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2. Ganaratne, S. Handbook of the media, Sage, 2000.
3. Kothari, G. – Newspaper Management in India.
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10. Kamath, M.G., Writing for farm families. Allied, New Delhi, 1985
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GENDER SENSITIZATION (THEORY)

Paper Code: DCE D02
Credits: 4
Max. Marks: 100
Teaching Hours: 4hours /week
Total Teaching Workload: 60 hours /semester

Objectives-

To enable students to:

1. sensitize students about gender issues
2. develop a gender eye about social and economic status of women

Contents:

Unit- I		Hours
1.	Socialization: meaning, definition and stages	3
2	Social construction of gender- sex and gender, gender discrimination, gender stereotyping, gender roles and gender needs– practical and strategic	4
3	Factors influencing gender differences in health, education, occupation, resources and socio cultural practices	4
4	Issue related to women- divorce, widowhood, female commercial sex worker.	2
5	Domestic violence : types and incidences	2
6	Problem of elderly and single women	2
7	Empowerment- need, importance, social aspects of women empowerment transition of women towards new millennium	4
UNIT- II		
8	Women and livelihood- Women in informal work and women in employment : opportunities and limitations	4
9	Gender budgeting and gender eye	3
10	Gender and poverty alleviation	3
11	Women and microfinance	3

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12	Social safety for women in workplace	2
13	Status of girl child in India and Rajasthan	2

UNIT-III

14	Sex ratio, nutritional status and educational status	4
15	Practices limiting women's development : child marriages, dowry, female feticide	7
16	Obstacles to women education	2
17	Education as a tool of women empowerment.	3
18	Technologies and empowerment- gender specific technologies, household technologies interface, social – cultural interface and women as consumer of technologies	6

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1. Kumar, R. Women and Marriage: Encyclopedia of Women and Development - volume II .Saujanya Publications Private Limited, New Delhi, 2000.
2. Kumar, R. Women in Agriculture and Trade. Anomol Publications, New Delhi 2000.
3. Nagar, N.S. Women and Politics, VISTA International Publications House, New Delhi, 2008.
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TRAINING PROCESS AND METHODS (PRACTICAL)

Paper Code: DCE D11
Credits: 4
Max. Marks: 100
Teaching Hours: 2 classes /week (3 hours/class)
Total Teaching Workload: 30 practical /semester

Objectives :

To enable students to develop skills in

1. need assessment process.
2. designing training programme.
3. organizing training.
4. evaluate a training programme.

Contents :		Classes
1.	Need identification of target group/ community	6
2.	Designing training schedule up to one week	2
3.	Developing lesson plan according to the schedule	8
4.	Developing skills in selection and use of different training methods-lecture, brain storming, role play, group discussion, transactional analysis, buzz group, games and demonstration	14
5.	Organize and conduct training programme	8
6.	Evaluation of the training conducted	2

DISSERTATION II (PRACTICAL)

Paper Code: DCE D12
Credits: 6
Max. Marks: 100
Teaching Hours: 3 practicals /week (3 hours/practical)
Teaching Workload: 45 practicals /semester

Objectives :

1. To enable student to write & present thesis
2. To impart systematic and practical knowledge of research & its applied aspects
3. To develop scientist quality in student

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1.	Data collection, analysis & interpretation of data in form graphs, charts, tables & others	30
2.	Thesis writing and presentation I • Introduction • Review of literature • Materials and methods • Result and discussions	12
3.	Thesis writing and presentation II • Conclusion • Summary • Bibliography • Annexure	12
4.	Writing and submission of one research paper based on conducted research findings	6

References:

Refer available journals, research studies and abstract books

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