Scheme of Examination:

1. Each theory paper EoSE shall carry 100 marks. The EoSE will be of 3 hours duration.
   Part "A" of the theory paper shall contain 10 Short Answer Questions of 20 marks, based
   on knowledge, understanding and applications of the topics/texts covered in the syllabus.
   Each question will carry two marks for correct answer.

2. Part "B" of paper will consist of four questions as suggested below except in cases where
   a different scheme is specified in the syllabus.
   
   - First question will contain 6 parts out of which 4 to be answered carrying
     weightage of 5 marks each. Word limit for each answer will be 50-70 words.
   - There shall be 3 questions (with internal choice) of 20 marks each. The word limit
     for each answer will be 1000 words.

3. Each laboratory EoSE will be of four/six hours duration and involve laboratory
   experiments/exercises, and viva-voce examination with weight-age in ratio of 75:25.

Course Structure:
The details of the courses with code, title and the credits assigned are as given below.

Abbreviations used:

Subject Code: DCE

Course category:
CCC: Compulsory Core Course
ECC: Elective Core Course
SSECC: Self Study Elective Core Course
SSCCC: Self Study Compulsory Core Course
DIS: Dissertation

Contact hours
L: Lecture
T: Tutorial
P: Practical
Learning Outcomes of M.Sc. Development Communication anq 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 nowadays; 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.
# M.Sc. Home Science

## Development Communication and Extension

### FIRST SEMESTER

<table>
<thead>
<tr>
<th>S. No</th>
<th>Subject Code</th>
<th>Course title</th>
<th>Category</th>
<th>Credit</th>
<th>Contact Hours per week</th>
<th>EOSE Duration (Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>DCE 101</td>
<td>Community organization and extension</td>
<td>CCC</td>
<td>4</td>
<td>L 4</td>
<td>T 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P 0</td>
<td>Th 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>DCE 102</td>
<td>Advanced development communication</td>
<td>CCC</td>
<td>4</td>
<td>L 4</td>
<td>T 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P 0</td>
<td>Th 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>DCE 103</td>
<td>Entrepreneurship development for women</td>
<td>CCC</td>
<td>4</td>
<td>L 4</td>
<td>T 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P 0</td>
<td>Th 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>DCE 111</td>
<td>Advanced development communication</td>
<td>CCC</td>
<td>6</td>
<td>L 9</td>
<td>T 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>DCE A01</td>
<td>Research methodology</td>
<td>ECC</td>
<td>4</td>
<td>L 3</td>
<td>T 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>DCE A02</td>
<td>Indian Socio-Economic Environment</td>
<td>ECC</td>
<td>4</td>
<td>L 3</td>
<td>T 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>DCE A11</td>
<td>Entrepreneurship development for women</td>
<td>ECC</td>
<td>6</td>
<td>L 9</td>
<td>T 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>DCE A12</td>
<td>Communication skills</td>
<td>ECC</td>
<td>4</td>
<td>L 6</td>
<td>T 0</td>
</tr>
</tbody>
</table>

CCC=18, ECC=18
Total=36

Dy. Registrar
(Academic)
University of Rajasthan
JAIPIUR
COMMUNITY ORGANIZATION AND EXTENSION (THEORY)

Paper Code: DCE 701
Credits: 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
1. Concept of education, non-formal, formal, informal and extension education
   objectives of extension education
2. Scope of extension education
3. Principles of extension education
4. Process of extension education
5. Qualities of an extension worker
6. Philosophy of extension education

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

UNIT- III
Group Dynamics
11. Community organizations – PRIs, cooperatives, women organizations, youth organizations and other organizations for community empowerment
12. Concept of group dynamics - meaning, characteristics, types and functions of groups, stages and process of group formation, group norms and structure
13. 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

References:
## ADVANCED DEVELOPMENT COMMUNICATION (THEORY)

**Paper Code:** DCE 702  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching Hours:** 4 Hours /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

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.  
2. Basic concept of development- definition, concept, nature, evolution, significance, functions and dysfunctions, dynamics of development.  
3. Models of development:  
   - Economic growth model  
   - Social equity model  
   - Participatory model

#### 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 Classification of regions and countries on the basis of development.  
5. Definition, evolution with respect to historical and cultural perspective of development communication.  
6. Nature, role and significance of development communication  
7. Inter-relationship between development and development communication

#### UNIT-III Development Communication

8. Models of development communication:  
   - Interdependent model  
   - Dependency model  
   - Basic needs model  
   - New paradigm of development

9. Approaches of development communication  
   - Diffusion of innovation  
   - Empathy  
   - Magic multiplier  
   - Localized approach

10. Folk Media: folk songs, puppetry, drama, songs, stories, etc.

11. Promotion of development communication by government: role of government agencies like Akashwani, DAVP, IEC Bureau, resource centers, IIMC, songs and drama division
References:


ENTREPRENEURSHIP DEVELOPMENT FOR WOMEN (THEORY)

Paper Code: DCE 703  
Credits: 4  
Max. Marks: 100  
Teaching Hours: 4 Hours/Week  
Total Teaching Workload: 60 Hours/Semester

Objectives:
To enable students to:
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
1. Concept. growth, role and factors affecting entrepreneurial growth in India
2. Women entrepreneurship – status, categories, challenges, entrepreneurial opportunities in different sectors
3. Entrepreneurship development programmes

### UNIT II Enterprise establishment

4. Essentials of enterprise setting
   - Drafting of project proposal.
   - Insurance.
   - Registration.
   - Support Systems: financial and non-financial
   - Enterprise feasibility and viability: technical, financial, social

5. Legal aspects
   - Business and industrial laws.
   - Taxation.
   - Enterprise implementation and monitoring.
   - Enterprise growth and development: expansion and diversification
   - Enterprise failure: causes and remedies

### UNIT III Management of Enterprise

6. Finance
   - Maintenance of essential account records
   - Costing and pricing
   - Profit and loss calculation
   - Auditing and preparation of balance sheet


8. Marketing, packaging and storing:
   - Marketing, advertising and salesmanship, quality control and improving standards
   - Packaging, labeling and standardization (ISO, BIS, Agmark and Others)
   - Managing stores

### References:


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

ADVANCED DEVELOPMENT COMMUNICATION (PRACTICAL)

Paper Code: DCE711
Credits: 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 weaknesses 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:

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
   - Public health centers

2. Prepare, present and discuss the report of visits

3. 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

Pur. Registrar
(Academic)
University of Rajasthan
| 4 | Develop skills in folk media  
|   | 1) Puppetry  
|   |   • Develop a story  
|   |   • Preparation of puppets  
|   |   • Puppet play  
| 5 | 2) Social drama  
|   | Plan and arrange an exhibition of designed IEC material |

**RESEARCH METHODOLOGY (THEORY)**

**Paper Code**: DCE A01  
**Credits**: 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**
1. Research purpose and objectives.  
3. Review of literature: importance, sources and writing review of literature.  
4. Research designs: purpose and types.

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

**UNIT-III**
8. Planning, executing and analysis of large scale surveys with special emphasis of surveys in Home science.  

**References**: ...

INDIAN SOCIO - ECONOMIC ENVIRONMENT (THEORY)

Paper Code: DCE A02  
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

1. Orientation and characteristics of rural and tribal society, rural urban differences.  
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. Social institute- concept and functions, major institutes- family, religion, economy and education  
4. Social change: nature, meaning, directions and role of women in social change, planned social change  
5. Social issues- education, employment, population, health and sex ratio, migration, slums  
6. Social Organizations- Characteristics and classification  
7. Basic elements of rural development  
8. Barrier to rural economic development  
9. Role and contribution of women in rural economy.
### Unit II Introduction to economic environment

| 10 | Concept and features of rural economic environment |
| 11 | Rural marketing - concept and features |
| 13 | Concept of micro and macro economics |
| 14 | Classification of economics – capitalistic, socialist, mixed economy, Close and open economy. |
| 15 | Basic features and challenges of Indian economy |

### Unit III Dynamics of rural economic environment

| 16 | Latest trends of key contributors to Indian economy - agriculture sector, service sector, manufacturing sector, infrastructure |
| 17 | Rural Credit- Evolution, reforms, importance, problems and agencies supplying rural credit |
| 18 | Rural transport- need, advantages and contribution to economic enviornment |
| 19 | Land reforms – Major amendments- Abolition of Intermediaries (Abolition of Zamindari), Ceiling on land holdings, Consolidation of Holdings, Co-operative farming and Land acquisition bill |
| 20 | Rural Industries- Classification and basis for classification of small-scale cottage activities, medium-scale village enterprises, and large-scale rural industries. |
| 21 | Co-operatives- Concept and contribution |

### References


### Journals

2. Journal of Rural Development
5. Vohra, Publication of Development, Govt. of India, New Delhi.

### ENTREPRENEURSHIP DEVELOPMENT FOR WOMEN (PRACTICAL)

**Paper Code:** DCE A11  
**Credits:** 6  
**Max. Marks:** 100  
**Teaching Hours:** 3 Practicals/ Week (3 Hours/Practical)  
**Total teaching Workload:** 45 Practicals / Semester
Objective-
1. To develop entrepreneurship skills among students

Content
1. Visit to micro enterprises and preparation of report
2. Talk by members of funding agencies, bank and related institutions
3. Study of registers and records maintained by entrepreneurs
4. Study the legal and administrative aspects of micro enterprises
5. Identifying schemes of banks and other agencies for entrepreneurs
6. Prepare a project/business plan proposal
7. Presentation and discussion of business plan

COMMUNICATION SKILLS (PRACTICAL)

Paper Code: DCE A12
Credits: 4
Max. Marks: 100
Teaching Hours: 2 Practicals/Week (3 Hours/Practical)
Total Teaching Workload: 30 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:
1. Searching Information
   • Using library and internet.
   • Using a dictionary and encyclopedia, thesaurus.
2. Taking and making notes
   • Notes taking skills.
   • Notes making skills
3. Reading skills:
   • Skimming and scanning skills.
   • Intensive and extensive reading.
   • Copying with unfamiliar words.
4. Writing skills
   • Referencing skills.
   • Composition writing.
   • Writing curriculum vitae (CV) and minutes
5. Oral presentation
• Treatment of reports for presentation.
• Practice in using media in oral presentation

6. Interview skills
7. Importance of feedback – during and after communication

References:

# SECOND SEMESTER

<table>
<thead>
<tr>
<th>S. No</th>
<th>Subject Code</th>
<th>Course title</th>
<th>Category</th>
<th>Credit</th>
<th>Contact Hours per week</th>
<th>EOSE Duration (Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DCE 801</td>
<td>Life Long Learning</td>
<td>CCC</td>
<td>4</td>
<td>4 0 0 3 0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>DCE 802</td>
<td>Extension Programme Design and Evaluation</td>
<td>CCC</td>
<td>4</td>
<td>4 0 0 3 0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>DCE 803</td>
<td>Training Process and Methods</td>
<td>CCC</td>
<td>4</td>
<td>4 0 0 3 0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>DCE 811</td>
<td>Extension Programme Design and Evaluation</td>
<td>CCC</td>
<td>6</td>
<td>0 0 9 0 4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>DCE B01</td>
<td>Statistics</td>
<td>ECC</td>
<td>4</td>
<td>4 0 0 3 0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>DCE B02</td>
<td>Human Rights and Duties</td>
<td>ECC</td>
<td>4</td>
<td>4 0 0 3 0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>DCE B03</td>
<td>Science and Technology for Development</td>
<td>ECC</td>
<td>4</td>
<td>4 0 0 3 0</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>DCE B11</td>
<td>Entrepreneurship Development for Women-II</td>
<td>ECC</td>
<td>4</td>
<td>0 0 6 0 4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>DCE B12</td>
<td>Training Process and Methods</td>
<td>SSECC</td>
<td>2</td>
<td>0 0 3 0 4</td>
<td></td>
</tr>
</tbody>
</table>

CCC=18, ECC=18
Total=36
SECOND SEMESTER

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

<table>
<thead>
<tr>
<th>Unit</th>
</tr>
</thead>
</table>
| 1 | Concepts and terminologies related to lifelong learning: andragogy and pedagogy, lifelong learning, continuing education, formal education, non-formal education, incidental learning, illiteracy and its forms  
| 2 | Introduction to adult learning, characteristics of adults, learning span, factors facilitating adult learning  
| 3 | Application of learning principles in practice of lifelong learning,  
| 4 | Genesis, history and growth of the LLL/ non-formal education programme in India  
| 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 Sansth in LLL/ non formal education  

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.  
| 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

Unit - III

| 8 | Importance of Experiential learning for Adults- characteristics and steps of experiential learning cycle.  
| 9 | Steps in organizing educational programme for adults, planning and execution of the programme involving various government and non-government agencies and institutions.  
| 10 | Contemporary Programmes by government of India, Sarva Sikshan Abhiyan, Bharat Sakshar

References  
2. En.wikipedia.org/wiki/lifelong_learning
9. Vle.du.ac.in

Periodicals:
1. Indian Journal of Adult Education. Indian Adult Education Association, New Delhi.

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:

UNIT - I

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

Unit - II
<table>
<thead>
<tr>
<th>6</th>
<th>Process of programme planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Plan of work: Meaning, importance, elements, criteria of a good plan and developing a plan of work</td>
</tr>
<tr>
<td>8</td>
<td>Programme implementation: Meaning, steps</td>
</tr>
<tr>
<td>9</td>
<td>Problems in implementation</td>
</tr>
<tr>
<td>10</td>
<td>Role of local bodies and extension agencies in programme implementation</td>
</tr>
</tbody>
</table>

**UNIT -III**

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

**References:**

15. Gound, S. Lambelvi G and Meenambigai, J. Extension Educational and Rural

**TRAINING PROCESS AND METHODS (THEORY)**

**Paper Code:** DCE 803  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching Hours:** 4 hours/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.

<table>
<thead>
<tr>
<th>Unit - I</th>
</tr>
</thead>
</table>
| 1. Training - definition, concept, importance and features  
2. Difference between education and training  
3. Need Assessment  
4. Types – institutional, non institutional, orientation, refresher and in-service training  
5. Experiential Learning cycle of Training  
6. Elements of effective training |

<table>
<thead>
<tr>
<th>UNIT- II</th>
</tr>
</thead>
</table>
| 7. Phases of training - Pre training, training and post training  
8. Elementary idea of training methods  
9. Designing training schedule  
10. Designing lesson plan for training  
11. Training evaluation  
12. Management of training programme Physical arrangement - Selection of participants, selection of resource persons, aids, equipment, transformation, finance and monitoring of training |

<table>
<thead>
<tr>
<th>Unit - III</th>
</tr>
</thead>
</table>
| 13. Organizational factors  
14. Funding agencies - ATMA, NABARD, RUDA, CAPART, RMoL etc  
15. Training Institutes - NIPCCD, RUDSET, NIRD, SIRD, KVK etc |

**References:**


EXTENSION PROGRAMME DESIGN AND EVALUATION (PRACTICAL)

Paper Code: DCE 811
Credits: 6
Max. Marks: 100
Teaching Hours: 3 Practicals/Week (3 Hours/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:

1. Need assessment of the nearby rural/slum community
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
3. Implement designed extension programme in the field
4. Evaluation of implemented programme in field
5. Select one corporate house and document, its extension activities/concerns.
6. Document the agencies providing different resources for extension work.

STATISTICS (THEORY)

Paper Code: DCE B01
Credits: 4
Max. Marks: 100
Teaching Hours: 4 Hours/Week
Total Teaching Workload: 60 Hours/Semester
<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To understand the basic concepts of statistics.</td>
</tr>
<tr>
<td>2. To enable the students to understand various types of statistical tools and their interpretation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT- I</td>
</tr>
<tr>
<td>1. Statistics: meaning, scope and importance in research</td>
</tr>
<tr>
<td>2. Classification and Tabulation</td>
</tr>
<tr>
<td>3. Measures of Central Tendency and Dispersion (Mean, Median, Mode, Quartiles, Range and Standard Deviation).</td>
</tr>
<tr>
<td>4. Graphic and Diagrammatic representation of data (Frequency, Histogram, Graphs, Bar-diagram and Pie charts).</td>
</tr>
<tr>
<td>UNIT- II</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>UNIT- III</td>
</tr>
<tr>
<td>7. Design of Experiment: Analysis of Variance</td>
</tr>
<tr>
<td>9. Non-parametric Inference: Sign, Mann Whitney and Chi square test (as goodness of fit and independence of attributes in 2<em>2 and r</em>c contingency tables).</td>
</tr>
<tr>
<td>10. Use of computer of statistical analysis using SPSS.</td>
</tr>
</tbody>
</table>

References:

**HUMAN RIGHTS AND DUTIES (THEORY)**

**Paper Code:** DCE B02  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching Hours:** 4 Hours /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 these values of self inculcation, endeavor to live up to the ideals i.e. duty to respect other’s rights, respect each other’s human dignity.

**Contents:**

**UNIT I**

1. Background of human rights
   - 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 economic, 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
   - Values: dignity, liberty, equality, justice, unity in diversity.
   - Inherent, inalienable, universal and indivisible

**UNIT II**
5 Human rights and duties in India
   • Evolution
   • Fundamental rights
   • Directive principles of state policy
6 Fundamental duties
7 Judiciary
8 National and state human rights commission and other grievance
9 Redressed mechanisms
10 NGOs, social movements and pressure groups
11 Information media

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
   • 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
   • 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 harassment
     iii. Violence, trafficking child labour, bonded labour and others.
     iv. Custodial violence
     v. Problems of health and environmental protection

References:
5. Geetha V. Gender, Street Publication, Kolkata, 2002.
### SCIENCE AND TECHNOLOGY FOR WOMEN (THEORY)

**Paper Code:** DCE B03  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching Hours:** 4 Hours /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
1. Appropriate technology - Meaning of appropriate technology, affordable technology, intermediate technology; criteria, need and classification of technology  
2. Transfer of technology - concept and factors affecting TOT  
3. Role of science and technology in empowerment of women, challenges faced by rural women in accessing technology  
4. Women workload in changing context - economic changes, environmental changes and socio-cultural changes  
5. Waste management - concept, types of wastes and waste recycling  
   - Improved grain storage at domestic level, farm level and at large scales

#### 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  
   - Vermicomposting  
   - Kitchen gardening

7. Energy management -  
   - Fuel Management - Use of fuel wood - present practices and problems, smokeless Chulah, use of 'alternate' non-conventional sources of energy including wind and wave

#### Unit-III
8. Energy management -  
   - Biogas - Scope and principles and application  
   - Solar Energy - scope, advantages and solar energy devices

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

#### References-
10. Vinkata RP. Rural and Renewable Energy: Perspectives from Developing Countries, Tata Energy Research Institute, New Delhi.

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

ENTREPRENEURSHIP DEVELOPMENT FOR WOMEN-II (PRACTICAL)

Paper Code: DCE B11
Credits: 4
Max. Marks: 100
Teaching Hours: 2Pract./week (3 Hours/ Practical)
Total Teaching Workload: 30 practicals/semester

Objectives:
To enable students to develop skills in entrepreneurship development

Contents:
1. Visit to support agencies and find out their schemes for women entrepreneurs
   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
   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. Find out the measures taken by them to solve the problems.
5. Explore the various schemes of the government to promote entrepreneurship.
7. Plan a business plan proposal on the following points.
   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
9. Lectures by the representatives of various agencies (FICCI, women entrepreneurs, Government agencies banks etc.)
10. Collection of various labels, Packets and standardization measures. (BIS, ISI, Ag Marks)

**TRAINING PROCESS AND METHODS (PRACTICAL)**

- **Paper Code:** DCE B12
- **Credits:** 2
- **Max. Marks:** 100
- **Teaching Hours:** 1 Practical /Week (3 Hours/Practical)
- **Total Teaching Workload:** 15 Practicals /Semester

**Objectives:**
To enable students to develop skills in
1. designing training programme
2. organizing training
3. evaluate training programme

**Contents:**
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Designing training schedule up to 2 days on the basis of assessed need in previous semester</td>
</tr>
<tr>
<td>2.</td>
<td>Developing lesson plan according to the schedule</td>
</tr>
<tr>
<td>3.</td>
<td>Preparation of tool for pre and post test</td>
</tr>
<tr>
<td>4.</td>
<td>Organizing of a training programme</td>
</tr>
<tr>
<td></td>
<td>a) Pre test</td>
</tr>
<tr>
<td></td>
<td>b) Implementation of two days training</td>
</tr>
<tr>
<td></td>
<td>c) Post test</td>
</tr>
<tr>
<td>5.</td>
<td>Evaluation of the conducted training</td>
</tr>
</tbody>
</table>

Dy. Registrar  
(Academic)  
University of Rajasthan  
JAIPUR
## THIRD SEMESTER

<table>
<thead>
<tr>
<th>S. No</th>
<th>Subject Code</th>
<th>Course title</th>
<th>Category</th>
<th>Credit</th>
<th>Contact Hours per week</th>
<th>EOSE Duration (Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DCE 901</td>
<td>Extension Management</td>
<td>CCC</td>
<td>4</td>
<td>4 0 0 0</td>
<td>3 0</td>
</tr>
<tr>
<td>2</td>
<td>DCE 902</td>
<td>Developmental Goals &amp; Strategies</td>
<td>CCC</td>
<td>4</td>
<td>4 0 0 0</td>
<td>3 0</td>
</tr>
<tr>
<td>3</td>
<td>DCE 903</td>
<td>Mass media for Development</td>
<td>CCC</td>
<td>4</td>
<td>4 0 0 0</td>
<td>3 0</td>
</tr>
<tr>
<td>4</td>
<td>DCE 911</td>
<td>Mass Media for Development</td>
<td>CCC</td>
<td>6</td>
<td>0 0 0 9</td>
<td>0 4</td>
</tr>
<tr>
<td>5</td>
<td>DCE C01</td>
<td>Scientific Writing</td>
<td>ECC</td>
<td>4</td>
<td>4 0 0 0</td>
<td>3 0</td>
</tr>
<tr>
<td>6</td>
<td>DCE C02</td>
<td>Psychology of Human Behaviour</td>
<td>ECC</td>
<td>4</td>
<td>4 0 0 0</td>
<td>3 0</td>
</tr>
<tr>
<td>7</td>
<td>DCE C11</td>
<td>Contemporary Developmental Issues in Home Science</td>
<td>SSECC</td>
<td>4</td>
<td>0 0 6 0 1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>DCE C12</td>
<td>Dissertation-I</td>
<td>ECC</td>
<td>6</td>
<td>0 0 0 9</td>
<td>0 1</td>
</tr>
</tbody>
</table>

CCC=18, ECC=18
Total=36
## THIRD SEMESTER

**EXTENSION MANAGEMENT (THEORY)**

**Paper Code:** DCE901  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching Hours:** 4 Hours / 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

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

#### 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. Coordination- meaning, ways of achieving coordination in organization
8. Staffing- Meaning, staff selection and orientation of staff, manpower planning
9. Directing- meaning, motivation of extension personnel, Maslows theory of motivation

#### UNIT-III

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

### References:

DEVELOPMENTAL GOALS AND STRATEGIES (THEORY)

Paper Code: DCE902
Credits: 4
Max. Marks: 100
Teaching Hours: 4 Hours/Week
Total Teaching Workload: 60 Hours/Semester

Objectives:

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

Contents:

Unit - I Concept and Historical Overview of Development

1. Development: Meaning, definition, evolution, concept, significance and paradigms of development
2. Goals and challenges of development
3. Millennium development goals
4. Models of development
   - Economic Growth Model
   - Social Equity Model
   - Participatory Model

Unit - II Sustainable Development

5. Indicators of Development – Human development index (HDI), Gender empowerment model, Human poverty index, Human suffering Index etc
6. Sustainable development: concept, philosophy, goals and challenges
7. Dimensions of sustainable development
8. Indicators of sustainable development
9. International commitments towards sustainable development

Unit - III Development Programmes and Policies
10. Need of planning in India and role of planning commission and National Development Council and NITI Aayog
11. Five Year Plans of India
12. History and assessment of poverty alleviation programmes in India
13. Role of Panchayati Raj Institutions (PRIs) in rural development
14. Flagship programmes of government of India

References:

MASS MEDIA FOR DEVELOPMENT (THEORY)

Paper Code: DCE903
Credits: 4
Max. Marks: 100
Teaching Hours: 4Hours /Week
Total Teaching Workload: 60Hours /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
1. Concept, meaning, types, functions, characteristics and scope of various media in national development
2. Contemporary issues in mass media and development
3. Credibility for media
4. Sources of information for media production
5. Career options in different media
6. Ethics in media
7. Regulating bodies for media-print and broadcast

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

**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

10 **Television-**
- Principles of writing for television
- Styles of programmers for television- News writing, Interview, Advertisement, Documentary
- Social Marketing

**References**

8. Shamsi. N., Journalism: Language and Expression, Anmol Publication Pvt Ltd. New Delhi, 2009

**MASS MEDIA FOR DEVELOPMENT (PRACTICAL)**

**Paper Code:** DCE911

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

SCIENTIFIC WRITING (THEORY)

Paper Code: DCE C01
Credits: 4
Max. Marks: 100
Teaching Hours: 4 Hours /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

Contents:

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

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

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

UNIT- II

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

References-

PSYCHOLOGY OF HUMAN BEHAVIOUR (THEORY)
Paper Code: DCE C02  
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
1. Psychology, meaning scope and importance in extension education
<table>
<thead>
<tr>
<th></th>
<th>Learning: Concept, elements of learning, learning situation, learning styles, Theories of learning, Principles of effective learning, types of learning, learning experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Motivation: nature, characteristics, Maslow's theory of motivation and types of motives and motivation, motivating learners</td>
</tr>
<tr>
<td>4</td>
<td>Perception: Nature, types, selectivity in perception, sensory factors in perception, importance of perception in extension work</td>
</tr>
<tr>
<td></td>
<td><strong>Unit -II</strong></td>
</tr>
<tr>
<td>5</td>
<td>Defense mechanisms: Types and importance</td>
</tr>
<tr>
<td>6</td>
<td>Emotion: Nature, types of emotional response, role of emotion in regulating human behaviour</td>
</tr>
<tr>
<td>7</td>
<td>Thinking and Memory: Concept, factors and types of memory</td>
</tr>
<tr>
<td>8</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td><strong>Unit-III</strong></td>
</tr>
<tr>
<td>9</td>
<td>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</td>
</tr>
<tr>
<td>10</td>
<td>Group Behavior: Group behavior, classification of group, decision making in group</td>
</tr>
<tr>
<td>11</td>
<td>Process to adoption: Innovation, diffusion, adoption process and adopters categories</td>
</tr>
<tr>
<td>12</td>
<td>Attitudes: Meaning and characteristics, formation of stereotypes and prejudices, factors in attitude, factors guiding change in attitude</td>
</tr>
<tr>
<td></td>
<td><strong>References</strong></td>
</tr>
<tr>
<td></td>
<td>6. Chattopadhyaya A. What's your emotional IQ. PustakMahal, New Delhi, 2001</td>
</tr>
</tbody>
</table>

**CONTemporary Developmental Issues in Home Science (Practical)**

**Paper Code:** DCE C11  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching Hours:** 3 Practicals/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

<table>
<thead>
<tr>
<th>Contents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Each student will select one topic related to any of the stream of Home Science.</td>
</tr>
<tr>
<td>2. Present and discuss the topic in the classroom in form of abstract for approval</td>
</tr>
<tr>
<td>3. Prepare the seminar paper referring books, mono graphs, reports and websites and later professional journals:</td>
</tr>
<tr>
<td>4. Design effective presentations for the paper</td>
</tr>
<tr>
<td>5. Present final paper with the help of effective teaching aids in the classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Refer available journals, research studies and abstract books</td>
</tr>
</tbody>
</table>

**DISSERTATION- I (PRACTICAL)**

**Paper Code: DCE C12**

**Credits: 6**

**Max. Marks: 100**

**Teaching Hours:** 3Practicals /Week (3 Hours/Practical)

**Teaching Workload:** 45Practicals /Semester

<table>
<thead>
<tr>
<th>Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To enable students to make and present a plan for research</td>
</tr>
<tr>
<td>2. Impart systematic and practical knowledge of research and its applied aspects</td>
</tr>
<tr>
<td>3. Develop scientist quality in student</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contents:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identification, analysis and selection of research problem and its relevance collecting relevant review and research paper regarding the research problem</td>
</tr>
<tr>
<td>2. Synopsis writing and power point presentation</td>
</tr>
<tr>
<td>- Introduction</td>
</tr>
<tr>
<td>- Rationale of the study</td>
</tr>
<tr>
<td>- Objectives</td>
</tr>
<tr>
<td>- Review of literature (minimum 20 references should be cited)</td>
</tr>
<tr>
<td>- Brief methodology</td>
</tr>
<tr>
<td>- Plan of action</td>
</tr>
<tr>
<td>- Bibliography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Refer available journals, research studies and abstract books</td>
</tr>
</tbody>
</table>
## FOURTH SEMESTER

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Subject Code</th>
<th>Course title</th>
<th>Category</th>
<th>Credit</th>
<th>Contact Hours per week</th>
<th>EOSE Duration (Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DCE X01</td>
<td>Extension Administration and Supervision</td>
<td>CCC</td>
<td>4</td>
<td>4 0 0 3 0</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>DCE X02</td>
<td>NGO Management</td>
<td>CCC</td>
<td>4</td>
<td>4 0 0 3 0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>DCE X03</td>
<td>Information Communication Technology for Development</td>
<td>CCC</td>
<td>4</td>
<td>4 0 0 3 0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>DCE X11</td>
<td>Information Communication Technology for Development</td>
<td>CCC</td>
<td>6</td>
<td>0 0 9 0 4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>DCE D01</td>
<td>Rural Journalism</td>
<td>ECC</td>
<td>4</td>
<td>4 0 0 3 0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>DCE D02</td>
<td>Gender Sensitization</td>
<td>ECC</td>
<td>4</td>
<td>4 0 0 3 0</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>DCE D11</td>
<td>NGO Placement</td>
<td>SSECC</td>
<td>4</td>
<td>0 0 6 0 1</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>DCE D12</td>
<td>Dissertation-II</td>
<td>ECC</td>
<td>6</td>
<td>0 0 9 0 1</td>
<td></td>
</tr>
</tbody>
</table>

CCC=18, ECC=18
Total=36
FOURTH SEMESTER

EXTENSION ADMINISTRATION AND SUPERVISION (THEORY)

Paper Code: DCEx01
Credits: 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 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:

<table>
<thead>
<tr>
<th>UNIT-I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Concept, meaning, nature and purpose of administration in extension and rural development</td>
</tr>
<tr>
<td>2 Public and private administration</td>
</tr>
<tr>
<td>3 Principles of administration and increase efficiency in administration</td>
</tr>
<tr>
<td>4 Organization- meaning, type, uses of centralization and decentralization in organization, scalar principle and span of control</td>
</tr>
<tr>
<td>5 Concept- meaning, characteristics of extension management.</td>
</tr>
</tbody>
</table>

UNIT-II

| 6 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 |
| 7 Principles of management |
| 8 Theories of management – scientific management theory, classical organization theory, the behavioral theory of management. |

UNIT-III

| 9 Coordination –meaning, need and factors infusing coordination and achieving coordination |
| 10 Supervision – meaning, principles and characteristics or traits desirable in extension supervisor |
| 11 Administrative set up and function - administrative structure and functions of the rural development programme in India, MGNREGA, SGSY, PMGSY, ICDS, Mid-Day Meal programme etc |

References-


**NGO MANAGEMENT (THEORY)**

**Paper Code: DCE X02**  
**Credits: 4**  
**Max. Marks: 100**  
**Teaching Hours: 4 Hours /Week**  
**Total Teaching Workload: 60 Hours /Semester**

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

**Contents:**

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

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

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

**References:**
**INFORMATION COMMUNICATION TECHNOLOGY FOR DEVELOPMENT (THEORY)**

**Paper Code:** DCEX03  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching-Hours:** 4 Hours /Week  
**Total Teaching Workload:** 60Hours /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:**

<table>
<thead>
<tr>
<th>UNIT-I</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Concept, meaning and definition of Information Communication Technology</td>
</tr>
<tr>
<td>2</td>
<td>Characteristics and nature of Information Communication Technology</td>
</tr>
<tr>
<td>3</td>
<td>Educational technology – meaning, scope and nature</td>
</tr>
<tr>
<td>4</td>
<td>ICT and education</td>
</tr>
<tr>
<td>5</td>
<td>Role of ICT in education, extension and development</td>
</tr>
<tr>
<td>6</td>
<td>ICT for adult education</td>
</tr>
<tr>
<td>7</td>
<td>Instructional design- meaning, benefits of instructional design</td>
</tr>
</tbody>
</table>
| 8 | Steps of instructional design-  
  - analyze learners  
  - state objectives  
  - select, modify and design material  
  - utilize materials  
  - evaluation |

<table>
<thead>
<tr>
<th>UNIT-II</th>
<th></th>
</tr>
</thead>
</table>
| 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-  
    i. behaviorist instructional technology  
    ii. cognitive instructional technology  
    iii. constructivist instructional technology |
| 10 | Psychological principles of ICT- factors affecting and factors facilitating ICT learning |
| 11 | Computer's 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

UNIT-III

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Application of computers for development- Concept</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Computer assisted learning (CAL)- characteristics and variety</td>
</tr>
<tr>
<td></td>
<td>Computer based training (CBT)</td>
</tr>
<tr>
<td></td>
<td>Computer managed learning (CML)</td>
</tr>
<tr>
<td>13</td>
<td>Classification of ICT</td>
</tr>
<tr>
<td>14</td>
<td>Internet – history, internet as global village, internet and education, advantages of internet, uses/functions of internet</td>
</tr>
<tr>
<td></td>
<td>Internet tools search engine and browser, assessing and sorting educational material, chat , e-mail, blog, voice mails and their use for education</td>
</tr>
<tr>
<td>15</td>
<td>Extranet- concept</td>
</tr>
<tr>
<td></td>
<td>Synchronous and asynchronous modes of internet communication – relationship of communication process with ICT</td>
</tr>
<tr>
<td>16</td>
<td>Teleconferencing- audio and video conferencing, data conference/text conferencing</td>
</tr>
<tr>
<td>17</td>
<td>Satellite in communication- videoconferencing and its technological aspects, channels of video conferencing, kinds, process, advantage and limitations</td>
</tr>
<tr>
<td>18</td>
<td>Educational portal- objectives, target groups and uses</td>
</tr>
<tr>
<td>19</td>
<td>Online learning and online evaluation</td>
</tr>
</tbody>
</table>

References:

### 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 Television  

**Practical**

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Collect, discuss and prepare a resource file containing at least ten Information Communication Technology techniques and new media- functioning, parts, advantages and disadvantages to understand their scope</td>
</tr>
<tr>
<td>2</td>
<td>Collect some appraisal reports on role of ICT and new media used by different organization as a tool of development</td>
</tr>
<tr>
<td>3</td>
<td>Visit to electronic media centre</td>
</tr>
<tr>
<td>4</td>
<td>Utilization of ICT for effective communication</td>
</tr>
<tr>
<td></td>
<td>-1. Content writing and designing and evaluation of material designed for ICT and new media</td>
</tr>
<tr>
<td></td>
<td>-2. Designing portal</td>
</tr>
<tr>
<td></td>
<td>-3. Formal communication techniques using ICT and New media</td>
</tr>
<tr>
<td></td>
<td>-4. Preparation and presentation using ICT and new media</td>
</tr>
<tr>
<td></td>
<td>-5. Evaluation using ICT and new media</td>
</tr>
<tr>
<td>5</td>
<td>Measurement and analysis of the ICT Development Index for India and other countries and its implications.</td>
</tr>
</tbody>
</table>

### RURAL JOURNALISM (THEORY)

**Paper Code:** DCE D01  
**Credits:** 4  
**Max. Marks:** 100  
**Teaching Hours:** 4 Hours/Week  
**Total Teaching Workload:** 60 Hours/Semester  

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

**Content**

**UNIT I**

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Journalism- concept, types, terminology and commandments</td>
</tr>
<tr>
<td>2</td>
<td>Journalist concept, role and responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Collection and transmission of journalistic information</td>
</tr>
<tr>
<td>4</td>
<td>Rural Journalism - nature, scope, importance, structure of villages, various problems or</td>
</tr>
<tr>
<td></td>
<td>rural development, challenges of rural journalism, advances in farm or rural journalism</td>
</tr>
<tr>
<td>5</td>
<td>Development journalism- concept and challenges</td>
</tr>
<tr>
<td>6</td>
<td>The media- Press, Radio and Television</td>
</tr>
</tbody>
</table>

**UNIT II**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>News: definition andtype, news value, qualities of good writing elements of news, SW and</td>
</tr>
<tr>
<td></td>
<td>IH concept of news structure of news story: introduction, body (Inverted Pyramids) etc.</td>
</tr>
<tr>
<td></td>
<td>news gathering and sources of news, qualities of reporter</td>
</tr>
<tr>
<td>8</td>
<td>Headline: meaning, significance</td>
</tr>
<tr>
<td>9</td>
<td>Writing styles for newspaper - Interview, Book review, Film Review, Feature- types and</td>
</tr>
<tr>
<td></td>
<td>Characteristics, News article, Letter to the editor, Reporting a success story, Cartoons</td>
</tr>
</tbody>
</table>

**UNIT III**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Photo journalism- principles and practices</td>
</tr>
<tr>
<td>11</td>
<td>Advertisement and Social marketing - concept, characteristics and concept, characteristics, and role of advertisement</td>
</tr>
<tr>
<td>12</td>
<td>Editor- editor, role and responsibilities, editing symbols and editorial department</td>
</tr>
<tr>
<td>13</td>
<td>Public relations- concept, principle, scope and methods</td>
</tr>
<tr>
<td>14</td>
<td>Media research methods- researches for print and electronic media</td>
</tr>
<tr>
<td>15</td>
<td>Technology advances in journalism</td>
</tr>
</tbody>
</table>

**References**

3. Kothari G. - Newspaper Management in India.  
4. Alexander L. Beyond the fact- A guide to the art of feature writing. Delhi, Surjeet Publication. 1999
5. Aster JJ. Art of modern journalism. Series of lecture on the techniques of journalists. Delhi, Akashdeep Publications. 1992
10. Kanath MG. Writing for farm families. Allied, New Delhi, 1985
GENDER SENSITIZATION (THEORY)

Paper Code: DCED02  
Credits: 4  
Max. Marks: 100  
Teaching Hours: 4 Hours/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**  
1. Socialization: meaning, definition and stages  
2. Social construction of gender- sex and gender, gender discrimination, gender stereotyping, gender roles and gender needs- practical and strategic  
3. Factors influencing gender differences in health, education, occupation, resources and socio cultural practices  
4. Issues related to women- divorce, widowhood, female commercial sex worker.  
5. Domestic violence : types and incidences  
6. Problems of elderly and single women  
7. Empowerment- need, importance, social aspects of women empowerment  
8. Transition of women towards new millennium  

**UNIT- II**  
8. Women and livelihood- Women in informal work and women in employment: opportunities and limitations  
9. Gender budgeting and gender eye  
10. Gender and poverty alleviation  
11. Women and microfinance  
12. Social safety for women in workplace  
13. Status of girl child in India and Rajasthan  

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

References:  
   Sampa Publications Private Limited, New Delhi, 2000  
2. Kumar R. Women in Agriculture and Trade, Anmol Publications, New Delhi 2008  

NGO PLACEMENT (PRACTICAL)

Paper Code: DCE D11
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

Contents:

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
# DISSE...