

**University of Rajasthan  
Jaipur**

**SYLLABUS**

**M.Sc. (HOME SCIENCE)**

**DEVELOPMENT COMMUNICATION AND EXTENSION**

**(Semester Scheme)**

**I & II SEMESTER-2020-21**

**III & IV SEMESTER-2021-22**

*Raj / Vae*  
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University of Rajasthan

**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 concepts of communication and development communication. They would practice the use of modern and traditional methods of communication in the real settings (village/hamlets). 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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## 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

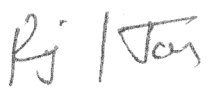
### FIRST SEMESTER

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 Components of group dynamics - cooperation, competition, communication, group pressure, group cohesiveness, leadership, managing group and team building	8
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 developmentHours**

1.	Historical overview of development over the years and recognition of development concept post World War II	2
2.	Basic concept of development- definition, concept, nature, evolution, significance, dynamics of development. Models of development:	6
	• Economic growth model	3
3.	• Social equity model	2
	• Participatory mode	3

**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: • Dominant paradigm of development • Dependency model • New paradigm of development	8
9.	Approaches of development communication • Interpersonal Approach • Mass media Approach	4 3 3



10.	<ul style="list-style-type: none"> <li>Integrated Approach</li> </ul> Folk Media: folk songs, puppetry, drama, songs, stories, etc.	5
11.	Promotion of development communication by government: role of government agencies like Akashwani, DAVP, IEC bureau, resource centers, IIMC, songs and drama division etc.	5

**References:**

- Melcote. S.R. Communication for Development in the Third World – Theory and Practice, Sage Publications, New Delhi, 1991.
- Mehta SR (Ed.). Communication and Development: Issuer and Perspective, Rawat Publications, Jaipur, 1992.
- Modi Bella: Designing Message for Development Communication and Audience Participation- Based Approach, Sage Publications, New Delhi, 1991.
- Melcote, S.R. and Vallath C. Communication Gap in Development, Rawat Publications, Jaipur, 1992.
- Sharma S.C..India Communication and Development. Rawat Publications, Jaipur, 1987.
- Nair K.S. and White Shirley (Eds.). Perspective of Development Communication. Sage Publications, New Delhi, 1993.
- Dua, M.R. and Gupta V.S. Media and Development, AMIC Singapole and HarAnand Publications, New Delhi, 1994.
- Reddy A.A. Extension Education, Sri Lakshmi Press, Bapatla, 1971.
- Directorate of Extension, Extension Education in Community Development, Ministry of Agriculture, Government of India, 1971.
- Rogers, Everett M. Diffusion of Innovations, Free Press, New York, 1962.
- Government of India, Directorate of Extension New Delhi: Extension Education of Community Development.
- Saville. A.H. Extension in Rural Communities, Oxford University Press, 1965.
- Dahama, O.P. and Bhatnagar, O.P. Education and Communication for Development, Oxford and IBH Publications, 1980.
- Rudhramarathi, V Extension in Planned Social Change, Allied Publishers, Madras, 164, Oxford and IBH Publishing Co. New Delhi. 1980.
- Govind, S. Tamilsalvi, G. and Meenambigai, J. Extension Education and Rural Development, Agrobios, 2010.
- 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:

- Develop understanding of enterprise
- Develop understanding about entrepreneurial growth

	3. To understand the various infrastructures for employment and income generation.	
	4. Acquire skills in planning project proposals	
<b>Contents :</b>		
<b>UNIT- I</b>		
<b>Entrepreneurship Hours</b>		
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
<b>UNIT- II</b>		
<b>Enterprise establishment</b>		
4.	Essentials of enterprise setting <ul style="list-style-type: none"> <li>• Drafting of project proposal.</li> <li>• Insurance.</li> <li>• Registration.</li> <li>• Support Systems : financial and non-financial</li> <li>• Enterprise feasibility and viability – technical , financial, social</li> </ul>	2 2 2 4 2
5.	Legal aspects <ul style="list-style-type: none"> <li>• Business and industrial laws.</li> <li>• Taxation.</li> <li>• Enterprise implementation and monitoring.</li> <li>• Enterprise growth and development : expansion and diversification</li> <li>• Enterprise failure: causes and remedies</li> </ul>	2 2 2 2 2
<b>UNIT- III</b>		
<b>Management of Enterprise</b>		
6.	Finance <ul style="list-style-type: none"> <li>• Maintenance of essential account records</li> <li>• Costing and pricing</li> <li>• Profit and loss calculation</li> <li>• Auditing and preparation of balance sheet</li> </ul>	2 2 2 2
7.	Personnel: organizing worker for better performance: basic principles and techniques.	6
8.	Marketing, packaging and storing : <ul style="list-style-type: none"> <li>• Marketing, advertising and salesmanship, quality control and improving standards</li> <li>• Packaging, labeling and standardization (ISO, BIS, Agmark and Others)</li> <li>• Managing stores</li> </ul>	2 2 2
<b>References :</b>		
1. Jain, D. Women's Employment, Possibilities of Relevant Research, Institute of Social Studies, 1980.		
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 MajdoorSevalaya, 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 :**

		<b>Practical</b>
1	Visit to developmental organizations with special reference to their structure, activities/ programmes, strengths and weaknesses and Collect & analyze IEC material(soft/hard copy) <ul style="list-style-type: none"> <li>• Self help Groups</li> <li>• Youth organizations</li> <li>• Non Government Organizations</li> <li>• Caste based organizations</li> <li>• Local unit of ICDS (Aanganwari)</li> <li>• Panchayati Raj Institutes</li> <li>• Public health centers</li> </ul>	6
2		
3	Prepare, present and discuss the report of visits	



4	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
	Develop skills in folk media	16
	1) Puppetry	15
	• Develop a story	
	• Preparation of puppets	
	• Puppet play	
5	2) Social drama	4
	Plan and arrange an exhibition of designed IEC material	

### 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 :**

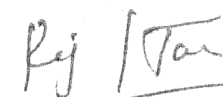
UNIT-I		Hours
1.	Research purpose and objectives.	4
2.	Definition and identification of research problem, selection of problem, hypotheses, basis assumption and limitation of problem.	6
3.	Review of literature: importance, sources and writing review of literature.	6
4.	Research designs: purpose and types.	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 of surveys in Home science.	6
9.	Presentation and preparation of report for dissertation publication.	6

10.	Bibliography: Importance of method of writing references of book, journals, proceedings and websites.	6
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**References :**

1. Simpson, George, Kafka, Fritz, Basic statistics: a textbook for the first course , Oxford and IBH Publishers, New Delhi, 1977.
2. Taro Yamme, Sampling Theory, Prentice-Hall Publishers, New Delhi 1967.
3. Snedecor and Cochran, 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, 1<sup>st</sup> edition, Himalaya Publishing house, Mumbai, 1993.

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**SCIENCE AND TECHNOLOGY FOR WOMEN (THEORY)**

**Paper Code: DCEA02**

**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.	<ul style="list-style-type: none"> <li>• Waste management- concept, types of waste and waste recycling .</li> <li>• Improved grain storage at domestic level, farm level and at large scales</li> </ul>	8

**UNIT- II**

6.	Technologies for rural women and their management- <ul style="list-style-type: none"> <li>• Food processing- science and technology as applied to the field of nutrition – low cost, indigenous, fast and convenience foods,</li> <li>• Food preservation</li> <li>• Vermicomposting</li> <li>• Kitchen gardening</li> </ul>	8
7.	Energy management- <ol style="list-style-type: none"> <li>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</li> </ol>	8

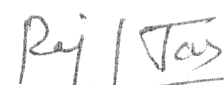
**UNIT- III**

8.	Energy management- <ol style="list-style-type: none"> <li>2. Biogas- Scope and principles and application</li> <li>3. Solar Energy-scope , advantages and solar energy devices</li> </ol>	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., 2<sup>nd</sup> 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. VinkataRamana. 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. KhadiGramodyog
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:		Hours
<b>UNIT- I</b>		
1.	Background of human rights <ul style="list-style-type: none"> <li>• History and origin of human rights</li> <li>• Indian constitution and human rights</li> <li>• Human rights in international context (UN)</li> <li>• Universal declaration of human rights 1948</li> <li>• International covenants on civil and political rights 1966.</li> <li>• International covenants on economics, social and cultural Rights 1966</li> <li>• Convention on elimination of all forms of discrimination against women 1979.</li> <li>• Convention on the rights of the child 1989</li> <li>• UN declaration and duties and responsibilities of individuals 1997</li> <li>• UN High commission for human rights and the committees under the various conventions.</li> </ul>	16
2	Concept of Human Rights and Duties <ul style="list-style-type: none"> <li>• Values: dignity, liberty, equality, justice, unity in diversity.</li> <li>• Inherent, inalienable, universal and indivisible</li> </ul>	5
3	Classification of rights	2
4	Classification of duties	2
<b>UNIT-II</b>		
5	Human rights and duties in India <ul style="list-style-type: none"> <li>• Evolution</li> <li>• Fundamental rights</li> <li>• Directive principals of state policy</li> </ul>	4
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
<b>UNIT- III</b>		
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 <ul style="list-style-type: none"> <li>• Self inculcation</li> <li>• Endeavor to give up to those ideas</li> <li>• Duty to respect other's rights</li> <li>• Respect each other's human dignity</li> </ul>	7
13.	Societal problems in private and public domains <ul style="list-style-type: none"> <li>• Core Problems: poverty, underdevelopment and illiteracy</li> <li>• Some specific problems: <ol style="list-style-type: none"> <li>i. Commercial and caste conflicts and tensions</li> <li>ii. Discrimination and violence against women and children sexual</li> </ol> </li> </ul>	8



	iii. harassment	
	iv. Violence, trafficking child labour, bonded labour and others.	
	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.
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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.                            | 2 |
| • Using a dictionary and encyclopedia, thesaurus.        | 2 |
| 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 |

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 for Face to Face and Telephonic interviews		
• Content		2
• Preparing questions		1
• Graphics (camera shots, lightings and sound effects)		2
• Communication skills during Interview (with emphasis on intonations, pronunciation, confidence, dictation, audible, moderate, speech speed etc.		2
• Understanding body language of interviewer (body posture, appearance etc.)		2
8. Feedback skills – during and after communication		
• Descriptive method		2
• Five point rating scale		
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