

M.Sc. Home Science

Development Communication and Extension

Subject Code: DCE

Course Category

CCC: Compulsory Core Course

ECC: Elective Core Course

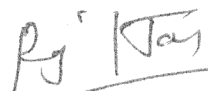
L: Lecture, T: Tutorial, P: Practicals

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	9	0	4

CCC=18, ECC=18

Total=36


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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

Unit I	Hours
1	3
2	3
3	3
4	3
5	12
Unit II	
6	5
7	11
Unit III	
8	4
9	8

10	Contemporary Programmes by government of India, SarvaSikshanAbhiyan, Bharat Sakshar	8
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References

1. www.unesco.org/education/aladin/paldin/pdf/course_01.pdf
2. En.wikipedia.org/wiki/lifelong_learning
3. Preece, J. , Lifelong Learning and Development: A southern Perspective, London. Continuum International Publishing Groups, 2009
4. Rajesh and Dixit, V.K. ,Liife long Learning: Issues and Challenges, Global book Organisation, New Delhi . 2011
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6. Rosengreen, K.E. , Communication: an introduction, New Delhi : Sage Publication. 2000
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8. Klein, B.M and Osborne, M. , The concepts and practices of Life long Learning, Taylor and Francis e-library, 2007
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2. Social Change, Council of Social Development, New Delhi.
3. Indian Journal of Extension Education, Indian Society of Extension, Education, 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: **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

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
References:		
<ol style="list-style-type: none"> 1. Burkley, S. People First: A Guide of Self Reliant Participatory Development. London: Zed Books, New Delh., 1993. 2. The Right to Development, Centre for Development and Human Rights, New Delhi, 2003 3. Drez, J. and Sen, A.K. India-Economic Development and Social Oxford University Press, New Delhi, 1995. 4. Edwards, M. and Hulme, D. Making a Difference: NGOs and Development in a Changing World. Earthscen Publications Ltd. London, 1992. 5. Edwards, M. and Hulme, D. Beyond the Magic Bullet: NGO Performer and Accountability in the Post Cold War World. Kumarin Press, West Hartford, Connecticut, 1996. 6. Fischer, J. NGOs and Political Development of the Third World. Kumarin Press, West Hartford, Connecticut, 1998. 7. Grayson, D. and Hodges, A. Corporate Social Opportunity. Greenleaf Publishing Ltd. Sheffield, U.K., 2004. 8. Gedam, R. Development planning – Origin and Growth. Akashdeep Publications, New Delhi. 1991. 9. Korten D.C. People Centered Development – Greeting to the 21st Century, Kumarin Press, West Hartford, Connecticut, 1990. 10. Kumar S. Methods for Community Participation. Sage Publications, New Delhi, 2002. 11. Padaki. V and Vaz M. Institutional Development in Social Intervention. Sage Publications, New Delhi, 2003 		

12. Pareek U. Behavioral Process in Organizations. Oxford and IBH. New Delhi, 1989.
13. Reidar, D. Evaluating Development Programme and Projects. Sage Publications, New Delhi, 2004.
14. Singh, K. Rural Development – Principals Policies and Management. Sage Publications. New Delhi, 1999.
15. Govind, S., Tamilselvi G. and Meenambigai, J. , Extension Educational and Rural Development, Agrobios , Jodhpur, 2011.

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.	1
	0
10 Documentation and report writing	8

References :

1. *Bhatia, A. Women's Development and NGOs* . Published by Rawat Publications, Jaipur, 2000.
2. Fisher, J. Nongovernments: NGOs and the Political Development of the Third World, Kumarian Press, West Hartford, 1998.
3. Thomas, A. Carr, S. and Humphreys, D., Environmental Policies and NGO Influence. Land Degradation and Sustainable Resource Management in Sub-Saharan Africa, Routledge, London, 2001.
4. Developmental programmes In India, http://www.gktoday.in/archive-india-development-programmes_28/ dated 18-3-2014.
5. Developmental programmes in India, <http://appscmaterial.blogspot.in/2010/08/india->

<p>development-programmes.html, dated 18-3-2014.</p> <p>6. Sengupta, A. Conditions of Work and Promotion of Livelihood in the Unorganized Sector, National Commission for Enterprises in the Unorganized Sector, GOI. 2007.</p> <p>7. Shahrbanou, T. State HDRs in India: Documentation/Assessment/Evaluation and Recommendations, August 2005, New Delhi: UNDP, 2005.</p>	
<p>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: 45practicals /semester</p>	
<p>Objectives : The students should able to:</p> <ol style="list-style-type: none"> 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. 	
<p>Contents: Practical</p>	
<ol style="list-style-type: none"> 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- <ul style="list-style-type: none"> • 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. 	<p>4</p> <p>20</p> <p>5</p> <p>3</p> <p>5</p> <p>5</p>
<p style="text-align: center;">STATISTICS (THEORY)</p> <p>Paper Code: DCEB01 Credits: 4 Max. Marks: 100 Teaching Hours: 4 hours /week Total Teaching Workload: 60 hours /semester</p>	

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
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, <u>Sampling Theory</u> , Prentice-Hall Publishers, New Delhi 1967.		
3. Snedecor and Cochran, <u>Statistics Methods</u> , Oxford and I.B.H. Publishers, Calcutta, 1968.		
4. Gupta S.P., <u>Statistics Methods</u> , 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.
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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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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 environment	2
19	Land reforms – Major amendments- Abolition of Intermediaries (Abolition of Zamindari), Ceiling on land holdings, Consolidation of Holdings, Co-operative	4

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

References

1. Ahluwalia, M.S., India's Economic Reforms and Development, Oxford University Press. 2000
2. Dutt. R.M. and Sundaram, K.P.M. Indian Economy, NirajPrakashan, New Delhi, 1977.
3. Agrawal, A.N. Indian Economy – Problems of Development and Planning, New Age Publishers, New Delhi, 1983.
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Journals

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2. Journal of Rural Development
3. Kurukshetra, Publication of Development, Govt. of India, New Delhi.
4. Social Change (Council of Social Development, New Delhi).
5. Vohra, Publication of Development, Govt. of India, New Delhi.

NGO PLACEMENTS (PRACTICAL)

Paper Code: DCE B11

Credits: 4

Max. Marks: 100

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

Teaching Workload: 30practicals /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 registers and record maintained by enterprisers	1
13	Collection of various labels, Packets and standardization measures. (BSI, ISI, Ag marks	2