

**M.A./M.Sc. HOME SCIENCE  
(EXTENSION AND COMMUNICATION)**

**Scheme of Instruction**

Code	Types of Courses	Title	Credits			Hrs/wk	Marks
			Theory	Practical	Total		
Semester – I							
1.	Major Electives	Research Methods and Statistics	3	0	3	3	60
2.	Core Course	Indian Socio-economic Environment Perspectives	3	0	3	3	60
3.	Core Course	Development Communication	2	3	5	8	100
4.	Core Course	Extension Education Systems	3	1	4	6	80
5.	Core Course	Rural Development Programme and Administration	2	3	5	8	100
6.	Major Electives	Scientific writing	1	0	1	1	20
7.	Minor Electives	Women's Study	3	0	3	3	60
					24		480
Semester – II							
8.	Major Electives	Statistics and Computer Application	2	1	3	5	60
9.	Core	Training and Development	2	1	3	4	60
10.	Core	Programme Design and Evaluation	2	1.5	3.5	5	70
11.	Core	Research Methods in Extension and Communication & Seminar	2	1	3	4	60
12.	Core	Entrepreneurship Development Programmes	2	3	5	8	100
13.	Minor	Gender Equity and Society	3	0	3	3	60
	Major	Dissertation			2		
					22.5		410

Semester – III							
14.	Core	Extension Management	3	0	3	3	60
15.	Core	Development Project Management	1	1.5	2.5	4	50
16.	Core	Entrepreneurship Management	3	0	3	3	60
17.	Core	Development Journalism	2	1.5	3.5	5	70
18.	Core	Media Planning and Social Advertising	3	1.5	4.5	6	90
19.	Minor Elective	Science and Technology for Rural Development	3	0	3	3	60
	Major Elective	Dissertation			2		
					21.5		390
Semester – IV							
20.	Core	Communication Technologies in Extension	2	1.5	3.5	5	70
21.	Core	Media Production	1	1.5	2.5	4	50
	Major Elective	Dissertation			6 + 4 = 10		200
		Enternship (6-8 weeks spread over two years as per convenience of programme, students and organisation)			10		200
					22		520
Total Credits 90 = 54 credits; Core Courses + 27 credits; Major Electives + 09 credits Minor Elective							

## **EXTENSION AND COMMUNICATION**

The Extension and Communication programme at the postgraduate level is designed to extend the application of Home Science knowledge and allied discipline to the families and communities with professional excellence. This multi-disciplinary programme emphasizes skill enhancement in developmental planning and communication through a balanced combination of academic and training inputs. The emphasis is on preparing personnel for working with and for the people and developing media relevant to strengthen the extension services.

The core courses planned under the programme with 60% weightage give a strong foundation for the two-specialisation courses—Extension and Communication. The issues of national concern are reflected in the curriculum with a focus on linking women and children to mainstream national development programmes.

### **Objectives:**

- To orient students to the socio-cultural and economic environment of rural, urban and semi urban communities.
- To prepare a cadre of professionals to work with governmental and non-governmental organisations in various capacities.
- To enhance self-employment potential through entrepreneurial skill training.
- To develop competency in the preparation of participatory and innovative communication strategies for the dissemination of vital information to vulnerable sections of the population.
- To channelise the potential to become Development Media specialists with an orientation to Development Journalism, Media Research and sensitivity to the vast heritages and oral traditions of the country.
- To develop skills in planning, implementing, monitoring and evaluating various programmes in the developmental sector.

### **Eligibility**

- The candidates should have completed 10+2+3 with B.A./B.Sc. Extension and Communication or B.A./B.Sc. Home Science

## 1. RESEARCH METHODS AND STATISTICS

**Code:**

**Major Electives**

**Credits: T 3 P 0**

**Hours/Week: 3**

**Marks: 60**

**Objectives:**

- To understand the significance of statistics and research methodology in Home Science.
- To understand the types, tools and methods of research and develop the ability to construct data gathering instruments appropriate to the research design.
- To understand and apply the appropriate statistical technique for the measurement scale and design.

**Contents:**

### 1. Science, scientific methods, scientific approach

### 2. Role of statistics and research in Home Science discipline

Objectives of research: Explanation, control and prediction.

### 3. Types of Research: Historical, survey, experimental, case study, social research, participative research.

### 4. Definition and Identification of a Research Problem

– Selection of research problem

– Justification

– Theory, hypothesis, basic assumptions, limitations and delimitations of the problem.

### 5. Types of variables

### 6. Theory of probability

– Population and sample

– Probability sampling: systematic random sampling, two stages and multi stage sampling, cluster sampling.

– Non-Probability sampling: purposive, quota and volunteer sampling/snowball sampling.

### 7. Basic principles of Research Design

Purposes of research design: Fundamental, applied and action exploratory and descriptive experimental, survey and case study, ex-post facto, Longitudinal and cross sectional

### 8. Qualitative Research Methods:

- Theory and design in qualitative research

- Definition and types of qualitative research

- Methods and techniques of data collection
- Informal group discussions
- Interviews: Key informants, in-depth interviews
- Observations

#### **9. Data Gathering Instruments:**

- Observation, questionnaire, interview, scaling methods, case study, home visits, reliability and validity of measuring instruments.

#### **10. Scales of measurement and the appropriate statistical techniques.**

#### **11. Critical analysis of research.**

#### **12. Writing a research proposal.**

#### **13. Analysis of data and research report.**

#### **References**

1. Bandarkar, P.L. and Wilkinson, T.S. (2000): Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
2. Bhatnagar, G.L. (1990): Research Methods and Measurements in Behavioural and Social Sciences, Agri. Cole Publishing Academy, New Delhi.
3. Dooley, D. (1995): Strategies for interpreting Qualitative Data; Saga Publications, California.
4. Gay, L.R. (1981, 2<sup>nd</sup> Ed.): Educational Research, Charles, E. Merrill, Columbus, Ohio.
5. Long, J.S. (Ed.) (1988): Common Problems Proper Solutions: Avoiding Errors in Quantitative Research Beverly Hills, Sage Publications, California.
6. Mukherjee, R. (1989): The Quality of Life: Valuation in Social Research, Saga Publications, New Delhi.
7. Stranss, A. and Corbin, J. (1990): Basis of Qualitative Research: Grounded Theory Procedures and Techniques, Saga Publications, California.

## 2. INDIAN SOCIO-ECONOMIC ENVIRONMENT: DEVELOPMENT PERSPECTIVES

**Code:**

**Credits: T 3 P 0**

**Hours/Week: 3**

**Marks: 60**

Core Courses

**Objectives:**

- To understand the socio-economic structure, organisation and problems of rural, urban and tribal areas.
- To be knowledgeable about Policies of development and their impact.
- To be aware of policies of liberalisation and globalisation and their impact.

**Contents:**

**(Theory)**

### 1. Indian economy—structure and organisation of rural, urban and tribal areas

- Land ownership, occupational hierarchy, dependence on agriculture
- Caste, class and institutions
- Roles and status of women
- Poverty, inequality, unemployment, stagnation
- Impact of industrialisation of urban life; socio-economic aspects of metropolitan life
- Historical overview of tribal welfare.

### 2. Socio economic changes since independence

- Economic planning and achievements
- Growth vs Development, Development index, PWLI, HDI, CPI, etc.
- Rural development—concepts, objectives, importance and historical overview
- Special programmes for poor, women and children
- Employment policy—cottage and small industries
- Land reforms—future programmes
- Tribal development strategies and policies
- Women and development
- New economic policy and its impact

### 3. Industry and agriculture

- Industrial development and diversification

- Industrial policies since 1981
- Agriculture price and credit policy
- New economic policy and agriculture

#### **4. Co-operatives**

- Philosophy, objectives, types and progress

#### **References**

1. Ahluwalia, M.S. (2000): India's Economic Reforms and Development, Oxford University Press.
2. Bhattacharya, B.: Urban Development in India, Shree Publishing House, Delhi.
3. Bose Ashish: India's Urbanisation, Institute of Economic Growth, Delhi University.
4. Bulsara, J.F.: Patterns of Social Life in Metropolitan Areas.
5. Das Ram: Socio-economic Transformation of Millions through Rural Development, 21<sup>st</sup> Century Publishers, Meerut.
6. Desai, Vasant (1988): Rural Development, Himalaya Publishing House, Bombay.
7. Dreze, J. and Sen, A.K. (1995): India, Economic Development and Social Opportunity, Oxford University Press.
8. Gulati, A: Indian Agriculture and Open Economy.
9. Hussain, N.: Tribal India Today, Hamam Publishing House.
10. Krishan, K.L.: Industrial Growth and Diversification.
11. M.B. Nanavati and Anjana, J.J.: Indian Rural Policies.
12. Sen, A.K.: Growth Economics.
13. Singh, A.K. : Tribal Development in India, Amar Prakashan, Delhi.

#### **Journals**

1. Economics and Political Weekly.
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.

### 3. DEVELOPMENT COMMUNICATION

Core Courses

**Code:**

**Credits: T 2 P 3**

**Hours/Week: 8**

**Marks: 100**

**Objectives:**

- To understand the concept of development, its indices and relationship with development communication.
- To understand the concept of development communication and its relevance to fostering development.
- To impart knowledge about the processes involved in developmental communication with special emphasis on design of communication strategy.
- To impart skill and knowledge about the relevance, potential and use of various media in development communication with due consideration to government policies and regulations.

**Contents**

*Theory*

#### **1. Basic Concept: Development**

- Definition, basic concept, nature, evolution, significance, functions and dysfunctions, dynamics of development.
- Models of Development:
  - i Economic growth model
  - ii Social equity model
  - iii Participatory model
- Indicators of Development-Human Development Index, gender empowerment measure, human poverty index, global ratings of countries based on the indices classification of regions and countries on the basis of development.

#### **2. Basic Concept: Development Communication**

- Definition, evolution with respect to historical and cultural perspective of development communication.
- Nature, role and significance of development communication
- Inter-relationship between development and development communication
- Models of development communication:
  - i. Interdependent model
  - ii. Dependency model
  - iii. Basic needs model
  - iv. New paradigm of development
- Approaches to development communication – Diffusion and Extension approach
- Strategies in development communication

### **3. Media in Development Communication**

- Understanding the role of traditional and modern media in development communication.
- Use of folk media, puppetry, exhibition, theatre, posters, print media (newspapers, books, leaflets, IEC material), radio, television and cinema.
- Government policies and regulations on mass media in India.
- Planning, organisation, administration and evaluation of Development Communication Programmes.
- Understanding and analysis of the ongoing govt. and non-governmental efforts in development communication.
- Sustainable development needs and strategies.
- Participatory approaches in development communication.
- New avenues for development communication – literacy, women and development, human rights, environment.
- National projects of development communication – SITE, Jhabna, talk back programmes.

#### **Practicals**

##### ***Contents***

1. Analysis of indices of development
2. Preparation of IEC material on various topics for different target audience
3. Dealing with various issues in development communication through the use of folk media, puppetry, radio scripts, leaflets, newspaper stories and reports, exhibitions, computer aided technologies.
4. Project preparation on specific area in development communication
5. Case studies in development communication

#### **References**

1. Capila, A. (2001); Images of Women in the Folk Songs of Garhwal Himalayas; Concept Publishers, New Delhi.
2. Communication for Development in the Third World Theory and Practice (1991), Sage Publication, New Delhi.
3. Honolulu (1976): Communication and Change: The Last Ten Years and Next, University of Hawaii Press
4. Ithiel Pool, Frey, F.W. and Schramm Wilbur (1973): Handbook of Communication.
5. Joshi Uma (1997): Textbook of Mass Communication and Media; Anmol Publications; New Delhi.
6. Joshi, Uma (2001); Understanding Development Communications: Dominant Publishers; New Delhi.
7. Journal of Communication
8. Media Asia (1979): Popular Participation through Communication
9. Mehta, S.R. (1992): Communication and Development: Issues and Perspectives, Rawat Publications, Jaipur.
10. Modi, B.: Designing Messages for Development; Sage Publications, New Delhi.
11. Nair, R. (1993): Perspective in Development Communication, Sage Publications, New Delhi.
12. Nair, K.S. and White, Shirley (1993); Perspectives on Development Communication, Sage Publications, New Delhi.
13. Narula, U. (1994): Development Communication, Haranand Publications.
14. Sandlio, K. Problems of Communication in Developing Countries—Vision Books.

## 4. EXTENSION EDUCATION SYSTEMS

**Code:**

**Credits: T 3 P01**

**Hours/Week: 4**

**Marks: 80**

Core Courses

**Objectives:**

To enable students:

- To understand the changing concept of extension.
- To get acquainted with the trends in extension approaches and models.
- To identify the support system development for extension education.

**Contents**

### 1. Conceptual analysis

- Extension: Meaning, changing concept of extension, philosophy, objectives, principles, functions, components of extension and dimension of extension.
- Extension education; meaning, process and principles of learning in extension.

### 2. Extension models and approaches

- Models: Technology – Innovation transfer model, social education model, indigenisation model, social action/conscientization models, empowerment participation model, combination models.
- Approaches: Agricultural extension, commodity specialized, training and visit, participatory, project, faming systems development, cost sharing, educational institution, integrated area, cluster, and target approach.

### 3. National Extension Systems

- Early extension efforts, Community Development Programme: - genesis and growth, objectives, principles, critical appraisal of the community development programme. ICAR extension system, Agricultural Universities, KVK, TTCs. Extension systems of Ministry of Rural Development, Department of Science and Technology, Department of Industries and Department of Women and Child Development, Development work by NGOs, Government-NGO collaboration.

**4. Support Structures and their functions:** Panchayat, Panchayat Union and DRDA Central Social Welfare Board, State Social Welfare Board, National Level Voluntary Agencies like CAPART, KVIC, Local level voluntary agencies. People's organization at grass roots—SHGs, elected panchayats.

#### **5. Extension system in other countries**

Sri Lanka, Indonesia, Philippines, China, Bangladesh, USA and Australia

#### **Related experiences**

1. Visit to Block and DRDA to study the programme support for extension.
2. Visit to district Social Welfare Department to understand the on-going programmes.
3. Discussion with Panchayat officials on the role of Panchayat in rural development.

#### **References**

1. Albrecst, H. et al (1989): Rural Development Series, Agricultural Extension, Vol I & II, Basic concepts and methods, Wiley Eastern Limited, New Delhi.
2. Chaubey, B.K. (1979): A Hand Book of Education Extension, Jyoti Prakashan, Allahabad.
3. Extension Education in Community Development (1981): Ministry of Food and Agriculture, Government of India, New Delhi.
4. Pankajam, G. (2000): Extension – Third Dimension of Education, Gyan Publishing House, New Delhi.
5. Reddy, A. (1999): Extension Education, Sree Lakshmi Press, Bapatla.
6. Waghmare, S.K. (1989): Exploring of Extension Excellence, Multi Tech. Pub. Company.

## 5. RURAL DEVELOPMENT PROGRAMME AND ADMINISTRATION

**Code:**

**Credits: T 2 P 3**

**Hours/Week: 8**

**Marks: 100**

Core
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**Objective: To enable the students**

- To learn about the Rural Development programmes in India.
- To understand the administrative set-up of the Panchyati Raj System and its functioning in the state and
- To identify the NGO's functioning in the field and utilise the services for developmental activities.

**Contents:**

### 2 Community Development Programmes:

- Meaning, principles and philosophy of Community Development,
- Evolution of the Community Development Programme in India,
- Set up and functions of the programme at various levels.

### 3 Panchayati Raj:

- Democratic decentralization, Evolution of Panchyati Raj, Set up and functions of the Panchyati Raj at the Central, State, District, Block and Village levels,
- Panchyati Raj administration – Three tier system, 73<sup>rd</sup> and 74<sup>th</sup> amendments in the Constitution, Functioning of the Panchyati Raj women in Panchyati Raj

4 **Five Year Plans:** Community/Rural Development through the Five year plans, Programmes for the women.

### 5 Rural Development Programmes:

- Concept and genesis of integrated Rural Development, Current programmes of rural development.

6 **Concept of Rural Development Administration:** Nature and purpose of administration in extension, Meaning and definition of administration,

- Principles of administration, Public and Private Administration, Principles of administration

7 **Organisation:** Need for organisation, Definition and Meaning, Principles of organisation, Importance of control and suspension-guiding principles

**8 Coordination:** Meaning, Importance and techniques, Role of Coordination in Extension Administration

**9 Training** Training of different personnel, Types of training agencies, Offering training, Ensuring feedback.

**10 Administration and Coordination of Development Departments:**

- Set up, administration and function of DRDA Department of Agriculture, Animal Husbandry Industries and Cooperation Social Welfare and Health
- Social Welfare Health Education and Adult Education.

**11. Voluntary Organisations in Rural Development:**

- Need for Volunteerism in Rural Development, Role of NGO's Assistance available to Voluntary agencies from different ministries/Departments of Govt. of India.
- Details of function in to Central/State Social Welfare Board and CAPART

**References:**

**Books:**

1. Desai, Aasant, Rural Development, Vol. 1-6, Programmes and Strategies, Himalaya Publishing House, Bombay, 1988.
2. Upadhyaya, H.C. Modernisation and Rural Development, Anmol Publications, New Delhi, 1991.
3. Voluntary Action Coordination Cell, Planning Commission, Directory of Schemes for Voluntary Agencies, Compiled and Prepared by National Information Centre, New Delhi, 1987.
4. Shobhan, V., Rural Women and Development, Mittal Publications, Delhi, 1987.
5. Rural Development Statistics, NRD, Rajendra Nagar, Hyderabad, 1991.
6. Mishra, B.N., Participative Management and Rural Development, K.M. Raj Mittal for Mittal Publications, New Delhi, 1992.
7. Vidya Sagar, G., Chakrapani, K., Sateesh Reddy, KI., Rural Development and Local Participation, Anmol Publications, New Delhi, 1992.
8. Bose, P.C. Jain, H.C. Information Management of Rural Development, Shipra Publication, New Delhi, 1994.
9. Ray, C.M., Politics of Rural Development, Rawat Publishers, New Delhi.

**Journals**

- i. Kurukshetra
- ii. Rural India
- iii. Journal of Rural Development
- iv. Gramin Vikas Newsletter
- v. Indian Journal of Extension Education

## 6. SCIENTIFIC WRITING

**Code:**

**Credits: T 1 P 0**

**Hours/Week: 1**

**Marks: 20**

Major Electives
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### Objectives

To be able to appreciate and understand importance of writing scientifically.

- To Develop competence in writing and abstracting skills.
- To write either a draft research proposal or a chapter of dissertation.

### Contents

#### 1. Scientific writing as a means of communication

- Different forms of scientific writing
- Articles in journals. Research notes and reports. Review articles, Monographs, Dissertations, Bibliographies.

#### 2. How to formulate outlines

- The reasons for preparing outlines
  - **as guide for plan of writing**
  - **as skeleton for the manuscript**
- Kinds of outline
  - topic outlines
  - conceptual outline
  - sentence outlines
  - combination of topic and sentence outlines

#### 3. Drafting Titles, Sub Titles, Tables, Illustrations

- Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships and results.
- Formatting Tables: Title, Body stab, Stab Column, Column Head, Spanner Head, Box Head.
- Appendices: Use and guidelines

#### 2. The writing process

- Getting started
- Use outline as a starting device
- Drafting
- Reflecting, Re-reading
  - Checking organization
  - Checking headings
  - Checking content
  - Checking clarity
  - Checking grammar

- Brevity and precision in writing
- Drafting and Re-drafting based on critical evaluation

### **3. Parts of Dissertation/Research report/Article**

- Introduction
- Review of Literature
- Method
- Results and Discussion
  - Ask questions related to content, continuity, clarity, validity internal consistency and objectivity during writing each of the above parts.

### **4. Writing for Grants**

- Clearly state the question to be addressed
- Rationale and importance of the question being addressed
- Empirical and theoretical conceptualization
- Presenting pilot study/data
- Research proposal and time frame
- Clarity, specificity of method
- Clear organization
- Outcome of study and its implications
- Budgeting
- Available infra-structure and resources
- Executive summary

### **References**

1. APA (1984): Publication Manual of American Psychological Association (3<sup>rd</sup> Edition), Washington, APA
2. Copper, H.M. (1990): Integrating Research: A Guide for Literature Reviews (2<sup>nd</sup> Edition), California, Sage.
3. Dunn, F.V. & Others (ed.) (1994): Disseminating Research Changing Practice, NY: Sage.
4. Haman, E. & Montagnes, I. (Eds.) (1997): The Thesis and the Book, New Delh: Vistaar.
5. Locke, L.F. and Others (1987): Proposals that work: A Guide for Planning Dissertations & Grant proposals (2<sup>nd</sup> Ed.), Beverly Hills: Sage.
6. Mullins, C.J. (1977): A Guide to Writing and Publishing in Social and Behavioral Sciences, New York: John Wiley & Sons.
7. Richardson, L. (1990): Writing Strategies, Reaching Diverse Audience, California: Sage.
8. Stenberg, R.J. (1991): The Psychologist's Companion: A Guide to Scientific Writing for Students and Researchers, Cambridge, OUP.
9. Thyer, B.A. (1994): Successful Publishing in Scholarly Journals, California: Sage.
10. Wolcott, H.F. (1990): Writing up Qualitative Research Newbury Park: Sage.

## 7. WOMEN'S STUDY

**Code:**

**Credits: T 3 P 0**

**Pd/wk: 3**

**Marks: 60**

**Minor Elective**

### **Objectives**

- To develop awareness regarding status of women in India and sensitivity of women's issues and concerns.
- To understand theoretical and methodological concerns related to women's studies.
- To be aware of issues and concerns related to situation of women with specific reference to the Indian context.

### **Contents**

1. The rationale for women's studies
  - Meaning and significance
  - Growth of women's studies in India and other countries.
  - The women's movement in India.
  - Orientation to feminist theories.
2. Theoretical perspectives in women's studies
  - Consequences of gender differences.
  - Sexual division of labour and its implications:
    - (a) discrimination (b) invisibility (c) devaluation.
  - Historical and socio-cultural basis of women's status.
3. Understanding concepts related to gender differences from societal and developmental perspective.
  - Patriarchy
  - Caste, class culture and gender interface.
  - Gender and education
  - Economic empowerment and gender
  - Development processes and programmes for women's perspective.
4. Feminist methodologies in women's perspective.
  - Gender sensitive surveys
  - Generational studies
  - Content analysis of media and literature.
  - Content analysis of media and literature
  - Historical research
5. Problems and issues related to women in India
  - Child marriage

- Female foeticide, infanticide
- Female mortality
- Discrimination in nutrition and health care
- Socialization of girl child
- Dowry
- Violence
- Women's identity
- Educational opportunities and sex-based education.
- Employment
- Women in politics.
- Legal status of women

### References:

1. Astana, P. (1974). Women's movement in India: Vikas Delhi.
2. Antony, M.J. (1985). Women's Rights: Dialogue. New Delhi.
3. Baker, H.A., Berheide, G.W. and Others (Eds.) (1980). Women Today: A multi disciplinary approach to Women's Studies. Brooks/Cole Publication.
4. Baral, J. K. and Patnaik, K. (1990). Gender Politics. New Delhi: Discovery.
5. Dak, T.M. (1988). Women and Work in Indian Society: Discovery, New Delhi.
6. Desai, N. (1988). A decade of Women's Movement in India: Himalaya. Bombay.
7. Desai, N. & Patel, V. Indian Women: Change and Challenges in the International Decade: Popular Prakashan. Bombay.
8. Gunew, A.R. (1990). Feminist Knowledge Critic and Constituent: Routledge. London.
9. Gupta, N. K. & Sudan, I.K. (1990). Women at work in developing economy: Amol, New Delhi.
10. Joseph, A and Sharma K. (Eds.) (1994). Whose News? The media and Women's Issues: Sage. New Delhi.
11. Kalia, N. N. (1979). Sexism in Indian Education: Vikas. New Delhi.
12. Jain, D & Banerjee, N (1985). The Tyranny of House Hold: Investigative essays on women and work: Vikas, New Delhi.
13. Okin, S. M. (1989). Justice, gender and family: Basic Books. N.Y.
14. Pant, N (1995). Status of girl child and women in India. Delhi: APH.
15. Parashahr, A. (1992). Women and Family law reforms in India: Uniform civil code and gender equity: Sage. New Delhi.
16. Ranjankumari, (1989). Women's work, class and the urban household: Tavistock. London.
17. Sharma, U. (1989). Brides and not for burning: Dowry victims in India: Randiant. New Delhi.
18. Srivastava, T. N. (1985). Women & the Law: Intellectual. New Delhi.
19. Varghese, H. A. (1990). Women administrations in Education: Vikas. New Delhi.
20. Vianellow, M. & Siemienska, R. (1990). Gender inequality: A comparative study of discrimination and participation: Sage. London.
21. Williams, J. E. (1990). Sex and psyche: Gender and Self viewed cross-culturally. N. Y. : Sage.

## 8. STATISTICS & COMPUTER APPLICATIONS

**Code:**

**Credits: T 2 P 1.5**

**Hours/Week: 5**

**Marks: 70**

**Major Electives**

**Objectives:**

To enable students:

- To understand the role of statistics and computer applications in research
- To apply statistical techniques to research data for analysing and interpreting data meaningfully.

**Note: Students should be given hands-on experiences to use appropriate software packages for selected statistical analyses.**

**Contents**

- Conceptual understanding of statistical measures. Classification and tabulation of data. Measurement of central tendency, measures of variation.
- Frequency distribution, histogram, frequency, polygons, Oliver.
- Binomial distribution
- Normal distribution – Use of normal probability tables
- Parametric and non-parametric tests.
- Testing of hypothesis. Type I and Type II errors. Levels of significance
- Chi-square test. Goodness of fit. Independence of attributes  $2 \times 2$  and  $r \times c$  contingency tables.
- Application of student 't' test for small samples. Difference in proportion for means and difference in means.
- Co-relation, coefficient of co-relation, rank co-relation
- Regression and prediction
- Analysis of variance – one way and two-way classification.
- Experimental Designs
- Completely randomized design
- Randomized block design
- Latin square design
- factorial design
- trend analysis

**References**

1. Edwards: Experimental Design in Psychological Research
2. Garrett, Henry E. (1971): Statistics in Psychology and Education, David Haley & Co.
3. Kerlinger: Foundation of Educational Research
4. SPSS/PC for the IBM PC/XT, SPSS Inc.

## 9. TRAINING AND DEVELOPMENT

**Code:**

**Credits: T 2 P 1**

**Hours/Week: 4**

**Marks: 60**

Core
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**Objectives:**

To enable the students to:

- To be aware of the overall goals of designing training programme for development.
- To understand the different methodologies and evaluate their suitability for training goals.
- To conceptualise the training process.
- To develop skills in designing training programmes.
- To provide experiential learning in training methodologies.
- To evaluate sustainability of training programme.

**Contents**

### 1. Training and Learning

- Concept of learning and types of learning, factors affecting learning among adults.
- Types and methods of learning, learning paradigms: learning knowledge, attitudes, skills, practices, values experiential learning, reflective learning, iterative learning.
- Concept of Training: Goals of training – self-development, action learning, transformation and organisational development, enhancing organisational effectiveness, team spirit.

### 2. Training Methodologies

- Current trends in training methodologies, organisational development approach, competency based training, participatory training methodologies – aspects, advantages, limitations, implications for training process.
- Training Administration: Policies, guidelines, authority – the formulation of training plans – whom to be given training, when and how?
- Budget, records, resourcing; use and choice of consultants.

### 3. Trainer & Trainee Interface

- Roles of trainer, counsellor, coach, partner, facilitator, teacher, advisor, model, expert.
- Competencies of a trainer – attitudes, behaviour traits – combining competencies of trainers. Trainer – trainee perceptions
- Factors affecting, implications on training, building and developing assertive skills.

#### **4. Training Process**

- Different phases of training, conceptual models of training, systems approach to training: inputs, process, outputs.
- Training Strategy and Designs: Training need assessment, planning training programmes, organisational environment, Training facilities and other resources.
- Arranging for strategies from training design. Training methods and interaction styles: classification of training methods, their importance, uses and limitations – selecting, appropriate methods to suit situations and circumstances. Case study, role play, psychodrama, sensitivity, buzz group, group discussion, transactional analysis, process work, micro-lab business games, etc.
- Evaluation: meaning, purpose, elements of evaluation, approaches to evaluation – reaction level, learning level, behaviour level, results level and evaluation skills, Tools for evaluation.
- Evaluation types – evaluation for guiding, checking and monitoring for action.
- Evaluation process – components, process and methods and techniques.
- Framework for evaluating training programmes, internal and external indications.
- Cost, organizational support and other factors facilitating training, post training factors.

**5. Organisational factors and training:** Working climate, leadership, values, mechanics of change – organisations as socio-technical systems – impact development. Developing organisational structures for facilitating micro and macro level interventions for facilitating development.

#### **Practicals**

1. Designing training programmes for different development goals.
2. Developing skills in selection and use of different training methods – case study, role play, psychodrama, buzz group, group discussion, transactional analysis, process work, micro labs, business games, etc.
3. Organizing and conducting training programmes.
4. Evaluating training programmes.
5. Visit to training and development organizations.

#### **References**

1. Berger, M.L. and Berger, P.J. (1973): Group Training Technologies, Lowe and Bryalone Pvt. Ltd., Haver Hill; Britain.

2. Bhatnagar, O.P. (1989): Evaluation Methodology for Training Theory and Practical, Oxford and IBH Publishing Company, New Delh.
3. Easterby Smith, Mark (1986): Evaluation Management, Training and Development, Growers Publishing Co., England.
4. Flippo Edwin, B. (1972): Principles of Personal Management, McGraw Hill Co., New York.
5. Hackett, P. (1997), Introduction to Training Universities Press, Hyderabad.
6. Kolb, D. (1984): Experimental Learning – Experiences as the Source of Learning and Development, Prentice Hall Inc., New Jersey.
7. Lyton, R. and Pareek, U. (1990), Training for Development, Vistar Publications, New Delhi.
8. Lyton, R. and Pareek, U. (1992): Facilitating Development, Saga Publications, New Delhi.
9. Moss Geoffrey (1988): New Directions in Extension Training. Directorate of Extension, Ministry of Agriculture, Government of India, New Delhi.
10. Myshra, D.C. (1990): New Directions in Extension Training, Directorate of Extension, Ministry of Agriculture, Government of India, New Delhi.
11. Palmer, A.B. (1981): Learning Cycle: Models of Behavioural Change – A Hand book of Group Facilitator, University Associates, California.
12. Pareek, U. (1989): Behavioural Process in Organisation, Oxford and IBH; New Delhi.
13. Prior, J (1994): Hand Book of Training and Development, Jaico Publishing House, Bombay.
14. Singh, P.N. (1989): Training for Management Development, Forum of Asian Managers, Bombay.
15. Sparhawk, S. (1998): Identifying Targeted Training Needs. Wheeler Publishing, New Delhi.
16. Stephen, .R. (1989): Organizational Behaviour: Concept, Controversies and Application, Prentice Hall of India, New Delhi.
17. Truelove, S. (1997): Hand book of Training and Development, Beacon Books, A Blackwell Asia Imprint, New Delhi.
18. Vanments Mony (1983): The Effective Role Play – A Handbook for Teachers and Trainers, Kogan Page Ltd., London.
19. Virmani and Seth, P. (1989): Evaluation Management in Training and Development, Vision, New Delhi.
20. Vork, A. (1989): The System Approach to Training Royal Institute of Public Administration Studies, London.

## 10. PROGRAMME DESIGN AND EVALUATION

**Code:**

**Credits: T 2 P 1.5**

**Hours/Week: 5**

**Marks: 70**

Core
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**Objectives:**

To enable students:

- To understand the process of programme planning in extension
- To develop ability in planning extension programmes.
- To learn the principles and procedures involved in programme planning, implementation and evaluation.

**Contents**

### 1. Programme Planning

- Meaning and importance of programme planning in extension.
- Principles of programme planning, programme development cycle and its components.
- Programme projection: difference between programme projection and planning, identifying felt needs of people, collection of base line data.

### 2. Plan of work

- Meaning, importance, components of a plan of work, developing a plan of work, factors to be considered in preparing the plan of work.
- Pre-requisites for developing plan, guidelines for developing a written annual plan, criteria for judging the plan of work.
- Resources for programme planning.
- Meaning of resource, types of resources, identification and appraisal of resources, resource mapping, computer application for programme planning.

### 3. Programme Implementation

- Aspects of execution, Factors responsible for the successful conduct of a programme.
- Role of officials and non-officials in programme implementation.
- Linkages with other agencies. Problems in implementation.

### 4. Evaluation and Follow-up

- Meaning and purpose of evaluation, types of evaluation, self-evaluation, and external evaluation, criteria for evaluation.
- Phases of evaluation, tools of evaluation, observation sheet, interview schedule, rating scale and checklist.

- Follow-up: Need for follow-up, methods of follow-up, correspondence, spot visit, meetings.

## **5. Documentation**

- Need for reporting and recording.
- Procedures for recording – aspects to be covered.
- Records and registers to be maintained in programme, implementing institutions.

## **Related Experience**

1. Assessing needs and problems of a target group in community.
2. Studying the role of functionaries in planning programme.
3. Selection of a problem of the rural community requiring intervention.
4. Development of a plan of action for the problem identified.
5. Conducting the planned programme.
6. Evaluation and reporting.
7. Suggestion and follow-up.

## **References**

1. Albrecst, H et al. (1989): Rural Development Series, Agricultural Extension, Vol. I & II. Basic concepts and methods, Wiley Eastern Limited, New Delhi.
2. Chaubey, B.K. (1979): A Handbook of Extension Education, Jyoti Prakashan, Allahabad.
3. Dahama, O.P. and Bhatnagar, O.P. (1987): Education and Communication for Development, Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
4. Extension Education in Community Development (1961), Ministry of Food and Agriculture, Government of India, New Delhi.
5. Pankajam, G. (2000): Extension – Third Dimension of Education, Gyan Publishing House, New Delhi.
6. Ray, G.L. (1999): Extension communication and Management, Naya Prokash, Calcutta.
7. Raddy, A. (1999): Extension Education, Sree Lakshmi Press, Bapatta.
8. Sandhu, A.S. (1994): Extension Programme Planning, Oxford & IBH Publishing Company Private Limited, New Delhi.
9. Singh, R. (1987): Textbook of Extension Education, Sahitya Kala Prakashan, Ludhiana.
10. Supe, S.V. (1982): Introduction to Extension Education, Oxford Publishers, New Delhi.

## 11. RESEARCH METHODS IN EXTENSION AND COMMUNICATION

**Code:**

**Credits: T 1 P 1.5**

**Hours/Week: 4**

**Marks: 50**

Core
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**Objectives:**

- To understand the research methods specific to extension and communication.

**Contents**

1. **Development of Indicators:** Preliminary exploration, developing logical framework, providing empirical contents, and refinement of indicators.
2. **Social Programme Evaluation:** Evaluation strategies and methodologies, cost-benefit analysis and other measures of efficiency evaluation.
3. **Rapid and Participatory Rural Appraisal:** Principles, methods, techniques and tools, utilization of PRA methods in field studies, use of supportive techniques – secondary sources, direct observation, semi structured interviews, case studies and stories, drama, games, role-plays, scenario workshops, triangulation, continuous analysis and reporting. Ranking and scoring and making maps and diagrams.
4. **Developing Scales for Measuring Qualitative Traits:** Social and psychological scale preparation and use – steps in scale preparation, reliability and validity testing, elimination of bias, item analysis, test-retest.
5. **Research Reporting:** Variations in research reports needs and styles of presentation of different types of organisations. Format of research report – preliminary pages, text/body of the report, supplementary pages, general rules for writing and typing, evaluation of a report.

**Related Experience**

1. Study of a problem relevant to the discipline.
2. Preparation of socio-economic indicators of the families in a group.

### 3. Training in PRA

#### References

1. Bandarkar, P.L. and T.S. (2000): Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
2. Bhatnagar, O.P. (1990): Research Methods and Measurements in Behavioural and Social Sciences, Agri Cole Publishing Academy, New Delhi.
3. Capila, A. (2001): Images of Women in the Folksongs of Garhwal Himalayas, Concept Publishers, New Delhi.
4. Edwards, A.L. (1969): Techniques of Attitude Scale Construction, Vakils, Feffer and Simons Private Limited, Bombay.
5. Hans Raj (1996): Theory and Practice in Social Research, Surjeet Publications, New Delhi.
6. Krishnasamy, O.P. (1999): Methodology of Research in Social Sciences, Himalaya Publishing House, Mumbai.
7. Laxmi Devi (1998): Reporting in Social Research, Institute for Sustainable Development and Anmol Publications Pvt. Ltd., New Delhi.
8. Mikkelesen, B. (1995): Methods for Development Work and Research – A Guide for Practitioner, Sage Publications, New Delhi.
9. Mulay Sumati and Sabarathanam, V.E. (1980): Research Methods in Extension Education, Manasayan, New Delhi.
10. Ray, G.L. and Mondal, S. (1999): Research Methods in Social Sciences and Extension Education, Naya Prokash, Calcutta.
11. Singh, A.K. (1997): Tests, Measurements and Research Methods in Behavioural Sciences, Bharati Bhawan, Patna.

## 12. ENTREPRENEURSHIP DEVELOPMENT PROGRAMMES

**Code:**

**Credits: T 2 P 3**

**Hours/Week: 8**

**Marks: 100**

Core

**Objectives: To enable the students**

- To understand the need for entrepreneurship development.
- To develop skills for Entrepreneurship Development Programmes

**Contents:**

### 1 Human Resources and Economic Development:

- Population growth in relation to economic Development,
- Employment trends in the organised and unorganised sectors,
- Need for self-employment

### 2. Origin and Development of Entrepreneurship: Definition, Concept of Entrepreneurial development,

- Theory of Entrepreneurial origin

### 3. Training for Entrepreneurial Development:

- Qualities of entrepreneurs, Need for training,
- Phases of EDP, contents of training.
- Programmes for entrepreneurial development.
- Institutions conducting training.

### 4. Methods of Building Entrepreneurship:

- Development of achievement motivation,
- Development of achievement motivation,
- Projective techniques.
- Business games, exercise, self-rating exercise.

### 5. Gender issues in Entrepreneurship:

- Meaning and concept of empowerment,
- Parameters of empowerment
- Measured and ways of empowering women through entrepreneurship
- Entrepreneurship as a means of economic empowerment and enhancement.

### 6. Infrastructure for Developing Entrepreneurs: STEP, SEVA, SISI, CODISSIA, ITCOT, SIDCO, TIIC, DIC.

- Industrial Estates, Nationalised and Commercial Banks

### 7. Supportive services for Developing Entrepreneurs: IRDP, DWCRA, TRYSEM, KVIC, YWCA, CSWB

**8. Organisations:** Meaning and definition on organisation

- Types of organisations – Sole proprietorship joint stock company
- Factors including the choice of organisation

**9. Project Formulation:** Meaning of Project, Project identification

- Project classification
- Internal and external constraints
- Project objectives
- Need, concept, significance and elements of project formulation, feasibility analysis.
- Project selection and project planning.
- Selection of the trade,
- Factors to be considered
- 6 Ms of an industry-Management, money, man-power, materials, machines and marketing
- Steps to start a small industry, constraints and problems.

**10. Costing:** Simple book keeping and accounting maintenance of essential records, auditing,

- Sales tax – how to calculate and procedures for payment.
- Working out balance sheet, calculation of profit and losses.

**References:**

**Books:**

1. Saravanavel, P., Entrepreneurial Development, Principles, policies and programmes, Ess pee Publishing House, Madras, 1991.
2. Desai Vasani, Small Scale Industries and Entrepreneurship, Himalaya Publishing House, Bombay, 1996.
3. Shah, H. and Pathak, C.H. Group Entrepreneurship for Rural Women, Trainers Manual Marun Communication, Ahmedabad, 1995.
4. Sharma, P.K., Development Banks and Entrepreneurship Promotion in India, Mittal Publications, New Delhi, 1995.
5. Lalitha Rani, D., Women Entrepreneurs, A.P.H. Publishing Corporation, New Delhi, 1996.
6. Maharana, S. and Dash, C.R., Entrepreneurship Development and Management, RESA Publishers, Jaipur, 1996.
7. Desai, Vasanth, Dynamics of Entrepreneurial Development and Management, Mumbai, Himalaya Publishing House, 1996.
8. Desai, Vasanth, Entrepreneurial Development, Vol. I, II, III, Bombay, Himalaya Publishing House, 1996.
9. Young, L. Travor, Implementing Projects, Sterling Publishers Pvt. Ltd., New Delhi, 1996.
10. Hannagam, T. Management Concept & Practices, Macmillan India, 1997.

### 13. GENDER EQUITY AND SOCIETY

**Code:**

**Credits: T 3 P 0**

**Hours/Week: 3**

**Marks: 60**

<b>Minor Elective</b>
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#### **Objective**

This course will enable students to:

- To appreciate gender as a socio-cultural constraint.
- To create awareness of the gender biases and barriers that prevail in society.
- To develop sensitivity regarding the socio-economic and political factors that determine life experiences in relation to gender.
- To become aware of the need for proactive approach and empowerment to attain and maintain equality.

#### **Contents**

##### **1 Major Concepts and issues**

- Differentiation between sex and gender, Gender role socialisation and gender role stereotypes, Gender related division of labour and its implications.

##### **1 Gender construction within the family and society**

- Intra family dynamics in relation to distribution of resources, authority and power structure according to age, sex, mental status and kinship relation. Forms of family in terms of residence and descent, i.e. nuclear, joint and extended families; patrilineal and matrilineal family systems.

##### **1 Gender identities that control and mediated in society.**

- Gender equality in educational access and retention in the educational system, impediments to female education, sexism in education, Women and health, lacunae in health care system; population control debate; contraceptive and its impact on women's health, female feticide and its implication.

##### **1 Gender identities as inscribed in culture**

- Cultural controls over gender roles, construction of gender identities in culture, Gender and religion, Media portrayal of gender roles, equality – inequality perspectives and impact.

## 1 Equality and empowerment

- Concept of empowerment equality, factors that facilitate and inhibit the process of empowerment, Role of families and society, Government of NGO's in initiating and sustaining the policies and programmes for empowerment.

### Practicals

Practicals assignments may include:

- Visits to women's organisations
- Interviews with activists in society
- Case studies of individuals/organisations involved in gender related activism.
- Planning and organisation of intervention/advocacy programmes for empowerment and equality.
- Class discussions/debates on gender issues and controversies.
- Critical analysis and appraisals of portrayals of gender roles in print and electronic media (group discussions).
- Written and oral presentations of real life situations of equality/inequality in gender roles.

### References

1. Desai, N. and Krishna, M. (1988). Women and society in India, New Delhi: Ajanta Publications.
2. Kalia, N. (1987). Session in Indian Education, New Delhi: Vikas Publications.
3. Krishnaraj, M. (ed.) (1986). Women's Studies in India, Bombay: Popular Prakashan.
4. Lengan, L. (1998). Understanding Women's health Issues, A Reader, New Delhi: Kali for Women.
5. Patil, A. K. (1995). Women and Development, New Delhi: Ashish Publishing House.
6. Poonacha, V. (1999). Understanding Women's Studies, Contribution to Women's Series: II Mumbai: RCWS, SNDT Women's Univeristy.
7. Swarup, H. and Bisaria, S. (1991) (eds.). Women, Politics and Religion, Etawah: AC Brothers.

## 14. EXTENSION MANAGEMENT

**Code:**

**Credits: T 3 P 0**

**Hours/Week: 3**

**Marks: 60**

Core
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### **Objectives:**

To enable students to:

- Understand the concepts and process of management.
- Realise the importance of management for achieving organisational goals.
- Apply the principles of management to the management of extension organisations/services.

### **Contents**

#### **1. Concept of Extension Management**

- Definition, nature and process and need
- Models and principles of extension management.

#### **2. Steps in Extension Management:**

- Planning – Meaning and characteristics – elements, policies, strategies, procedures, rules, budgets – planning process, types of plan – Decision making: meaning – forecasting and decision making – decision making under uncertainty.
- Organising – organisational structure – organisational chart – organisational relationship – formal and informal organisation – span of management – scalar principle, departmentation – line staff – functional committee – delegation of authority – principles of delegation – authority and responsibility – centralisation and decentralisation.
- Coordination – meaning, objectives, linkage mechanisms – involvement of organisations at local level – non-profit and profit making organisations.
- Staffing – meaning, manpower planning, selection – training and development needs-methods-performance appraisal, organisational conflict and conflict resolution, grievance handling.
- Directing – methods-motivation-theories. Communication: importance, types and barriers to communication. Leadership: theories and styles – management grid.
- Controlling – meaning and process of control – Management Control Techniques – budgetary and non-budgetary control – modern techniques – PERT, CPM, requirements for effective control system.

- Monitoring and evaluation – meaning, purpose and differences. Types of evaluation, steps in evaluation, efficiency cum performance audit, reporting.

### **3. Personal Management**

- Recruitment of extension workers
- Classification of positions.

### **4. Efficiency of Personnel**

- Orientation to new workers
- Training of the workers
- Stimulus and incentives
- Code of ethics
- Supervision
- Appreciation

### **5. Qualities of a good extension manager**

#### **References**

1. Banerjee, S. (1981): Principles and Practice of Management, Oxford and IBH Publishing Company, New Delhi.
2. Basu, C.R. (1989): Organisation and Management, S. Chand & Co. Ltd., New Delhi.
3. Burton, Gene and Hanab Thakar (1997): Management Today: Tata McGraw Hill Publishing Company, New Delhi.
4. Chandan, J.S. (1997): Management – Concepts and Strategies, Vikas Publishing House, New Delhi.
5. Hersey, Paul and Kenneth, H. Blanchar (1996): Management of Organisational Behaviour, Utilising Human Resources, Prentice Hall of India Private Limited, New Delhi.
6. Koontz and Heinz Weihrich (1990): Essentials of Management, McGraw-Hill, New Delhi.
7. Prasad, M.L. (1999): Principles and Practice of Management, Sultan Chand & Sons, New Delhi.
8. Ramasamy, T. Principles of Management, Himalaya Publishing House, Mumbai.
9. Rao, V.S.P. and Narayana, P.S. (1987): Principles and Practice of Management, Konark Publishers Private Limited, New Delhi.
10. Tripathi, P.C. and Reddy, P.N. (1993): Principles of Management: Tata McGraw Hill, New Delhi.

## 15. DEVELOPMENT PROJECT MANAGEMENT

**Code:**

**Credits: T 1 P 1.5**

**Hours/Week: 4**

**Marks: 50**

Core
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**Objectives:** To enable students:

- To get an insight related to components of project planning.
- To provide an overview of the significance of general approach and methods and techniques and
- To impart skills in project planning.

**Contents : 1. Basic concept of project planning**

- Basic concepts: Need, problem, project feasibility, planning, project formulation, forecasting, appraisal, PRA, importance and objectives of project formulation – project development cycle and its stages, project classification.
- Project Identification: Identification of project opportunities, government policy, regulations, incentives and restrictions – methods and techniques of project identification, prioritisation of projects with people's participation – pre-feasibility study.
- Project formulation: Feasibility study and opportunity study – techno-economic analysis – project design and network analysis – input analysis – financial analysis – social cost-benefit analysis.
- Project Appraisal: Comprehensive appraisal of the key components of the project – project appraisal techniques – decision matrix, systems analysis, urgency and risk analysis, break even point analysis, pay back period analysis, rate of return, MPV profitability and I.R.R. analysis, risk analysis and social cost benefit analysis.
- Project Format: Common format of a project proposal – basic and supportive information required for a project; rules governing the preparation of project proposal writing up a project proposal.

**Related Experiences**

1. Getting familiar with the proposal formats of different funding agencies.
2. Need identification and planning of a project for funding by appropriate agencies and developing project proposal.

**References**

1. Bhargava, B.S. et al. (1977): Project Identification, Formulation and Appraisal, Metropolitan Book House, New Delhi.
2. Chandra, P. (1992): Project Preparation, Appraisal, Budgeting and Implementation, Tata McGraw Hill, New Delhi.
3. Emaberger et al. (1990): Case Studies of Project Sustainability, Implications for Policy and Operations from Asian Experience, World Bank.
4. Goel, E.B. (1991): Project Management, Tata McGraw Hill, New Delhi.
5. Gupta, R.C. (1990): Management Information Systems, CDS Publishers, New Delhi.
6. Little I.M.D. Mirrless, J.A. (1974): Project Appraisal and Planning for Development Countries, Educational Books Company, New Delhi.
7. Mukherjee, A. (1991): Methodology and Database for Centralised Planning with Special Reference to Decentralised Planning in India, Vol. I, II & III.

## 16. ENTREPRENEURSHIP MANAGEMENT

**Code:**

**Credits: T 3 P 0**

**Hours/Week: 3**

**Marks: 60**

<b>Core</b>
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**Objectives:**

- To provide conceptual inputs regarding entrepreneurship management.
- To sensitise and motivate the students towards entrepreneurship management.
- To orient and impart knowledge towards identifying and implementing entrepreneurship opportunities.
- To develop management skills for entrepreneurship management.

**Contents**

### 1. Conceptual Framework

- Concept, need and process in entrepreneurship development.
- Role of enterprise in national and global economy.
- Types of enterprise – Merits and Demerits
- Government policies and schemes for enterprise development.
- Institutional support in enterprise development and management.

### 2. The Entrepreneur

- Entrepreneurial motivation – dynamics of motivation
- Entrepreneurial competency – Concepts.
- Developing Entrepreneurial competencies – requirements and understanding the process of entrepreneurship development, self awareness, interpersonal skills, creativity, assertiveness, achievement, factors affecting entrepreneur's role.

### 3. Launching and organising an enterprise

- Environment scanning – information, sources, schemes of assistance, problems.
- Enterprise selection, market assessment, enterprise feasibility study, SWOT Analysis.
- Resource mobilisation – finance, technology, raw material, site and manpower.

- Costing and marketing management and quality control
- Feedback, monitoring and evaluation.

#### **4. Growth Strategies**

- Performance appraisal and assessment
- Profitability and control measures, demands and challenges
- Need for diversification
- Future growth – Techniques of expansion and diversification, vision strategies.

#### **5. Enterprise Networking**

- Concept and dynamics
- Methods
- Joint venture, co-ordination and feasibility study.

#### **6. Project Work – Planning, resource mobilisation and implementation.**

#### **7. Preparing project proposal to start on new enterprise and feasibility report**

#### **References**

1. Akhauri, M.M.P. (1990): Entrepreneurship for Women in India, NIESBUD, New Delhi.
2. Hisrich, R.D. and Brush, C.G. (1986): The Women Entrepreneurs, D.C. Health & Co., Toronto.
3. Hisrich, R.D. and Peters, M.p. (1995): Entrepreneurship – Starting, Developing and Managing a New Enterprise, Richard D., Inwin, INC, USA.
4. Meredith, G.G. et al. (1982): Practice of Entrepreneurship, ILO, Geneva.
5. Patel, V.C. (1987): Women Entrepreneurship – Developing New Entrepreneurs, Ahmedabad, EDII.

## 17. DEVELOPMENT JOURNALISM

**Code:**

**Credits: T 2 P 1.5**

**Hours/Week: 5**

**Marks: 70**

Core
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**Theory**

**Objectives**

- To understand 'development journalism' in the context of India's development status.
- To understand approaches, issues, problems and perspectives for development journalism in India.
- To understand the problems faced by development journalism professionals in different media
- To understand the relevance and advocacy to promote development journalism.
- To analyse the existing policy on different media to address problems of development journalism.

**Contents**

### 1. Development Journalism: Growth, Nature, Scope, Significance

- Need for development journalism, social-economic and cultural contexts of India.
- Issues and problems for media professionals
- Global scenario of development journalism in Asia, Europe, America.

### 2. Development Journalism: Perspective and Approaches

- Development issues faced by India: need for clear understanding of problems, inter linkages and holistic perspective.
- Role of development journalism in furthering the appropriate perspective and the challenges.
- Approaches to development journalism: short term and long term, isolated, integrated, sensational and others.
- Case studies

### 4. Development Journalism in Print Media

- Status of development journalism in national and regional dailies, magazines and journals.
- Challenges ahead
- Print media policy with respect to space and quality of reporting for development journalism
- Photo journalism and written journalism – principles, techniques for enhancement.
- Media research and development journalism.
- Problems of print media professionals in development journalism and role of advocacy.

### 5. Development Journalism in Radio and TV

- Policy perspectives.
- Available spaces, time, value and cost.
- Advocacy to promote value for development journalism.
- Changing trends in development journalism on Radio and TV as a result of media liberalisation and globalisation
- Case studies: Global, national and regional perspectives.

## **6. Video for Development**

- Project design for video journalism
- Policy perspectives
- Challenges ahead – technical, space, financial, others
- Successful experiments like SEWA video, etc.

## **7. Cyber Journalism**

- Relevance, scope, reach
- Web designing techniques
- Challenges of content, presentation, reach, economics, others
- Policy perspectives
- Challenges ahead
- Global and national perspectives to cyber journalism

## **Practicals**

### ***Objectives***

1. To produce development journalism materials for different media:
  - Newspapers
  - Magazines and journals
  - Radio
  - TV
  - Video
  - Web sites
5. To integrate the study of issues, problems, approaches and perspectives into each of the projects initiated above for different media.
6. To analyse the policy of each media towards development journalism.

### **References**

1. Communication for Development in Third World: Theory and Practice, Saga Publications, New Delhi
2. Lee, W.R.: Simple Audio Visual Aids: London.
3. Mehta, S.R. (1992): Communication and Development: Issues and Perspectives. Rawat Publications, Jaipur.
4. Modi, B.: Designing Managers for Development, Saga Publications.
5. Nain, K.S. and White, Shirley (1993): Perspectives in Development Communication, Saga Publications, New Delhi.
6. Sondhi, K.: Problems of Communication in Developing Countries, Vision Books.

### **Periodicals**

1. A&M: Journal of Advertising and Marketing
2. Communicator, Journal of Indian Institute of Mass Communication, New Delhi.
3. Journal of Advertising Research
4. Media Asia
5. Social Change
6. Viduma, Journal of Press Institute of India.

## 18. MEDIA PLANNING AND SOCIAL ADVERTISING

**Code:**

**Credits: T 3 P 1.5**

**Hours/Week: 6**

**Marks: 70**

Core
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### **Objectives**

- To understand the process of social marketing and social advertising and its comparison with commercial and marketing of products and services.
- To understand the theories, modes and approaches to social marketing.
- To identify the steps and considerations involved in media planning for different target groups, media types and issues types.
- To analyse the policy framework of different mass media with respect to social marketing and advertising.
- To understand the role of each media type: small and large group media; in promoting social advertising.
- To study the trends, needs and problems with respect to social advertising on different media types: mass media and small and large group media.

### **Contents**

#### **1. Social Marketing and Advertising**

- Social advertising and commercial advertising – definitions, need, scope.
- Understanding marketing and social marketing: 3P, 4P and 5P models, terms of social marketing and social advertising.
- Similarities and differences between commercial marketing of products and services and social marketing.
- Approaches to social advertising and marketing.
- Social advertising as developmental communication model.

#### **2. Media Planning for Social Advertising & Marketing**

- Programme design for social advertising
- Communications and steps in media planning for different target groups, types of issues, choice of media available, communication needs, finance and time considerations, socio-cultural factors and others; choice of media mix.
- Consideration and steps in message design, treatment and presentation for different types of issues and target groups.
- Measuring communication effectiveness: Media research in social advertising, effectiveness, trends and needs.

### **3. Issues in Social Marketing & Advertising**

- Variety of issues and problems to be addressed through social marketing and advertising – social, economic, cultural, ecological, human resource development and management, legal, organisational, infrastructure and others.
- Approaches to marketing the issues and problems to different target groups, linear, inter dependency, diffusions, participatory, integrated, etc.

### **4. Media in Social Marketing & Advertising: Global and Indian Perspective**

- Role of small and large group media in social advertising – economic, technical and time consideration, availability, repeat value, exposure, adaptability and others.
- Economic aspects of media for social advertising.
- Critical assessment of each mass media for different campaign types for different target groups in social marketing.
- Layout policy on each mass media with respect to social advertising.

### **5. Trends in Social Advertising: Global & Indian Scenario**

- Analysis of trends in social advertising on different media types for different issues – message type, treatment, presentation, media mix, repeat value of messages.
- Problems and future needs in social advertising on different media types.
- Social advertising research.

### **Practicals**

#### **Contents**

1. Collect samples of social and commercial advertisements across different media and study the differences and similarities in terms of strategy, appeal, content, presentation, treatment and media case.
2. Study the media use pattern of some of the ongoing social and campaigns for different target groups – choice of campaigns can be social, economic, cultural, ecological, etc.
3. Study the trends in social advertising on different mass media – Print, TV, Radio, Video, Internet in terms of issues covered repeat value, content, presentation, target group addressed, etc.
4. Study people's perceptions of trends, impact and need for social advertising on different media for different communities – rural, urban, slum.
5. Evaluate the policy of each mass media with regard to family structure, timing, slotting, positioning of social ads.

## References

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4. Bhasin, K. and Aggarwal, B. (1984): Women Development and Media, New Delhi.
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## 19. SCIENCE AND TECHNOLOGY FOR RURAL DEVELOPMENT

**Code:**

**Credits: T 3 P**

**Hours/Week: 3**

**Marks: 60**

**Minor Elective**

### **Objectives**

**This course will enable the students to:**

- Develop a scientific temper to promote rural development.
- Acquire skills in the application of Science and Technology for rural Development.

### **Contents**

#### *Theory*

#### **1. Appropriate Technology**

- Meaning of appropriate technology, affordable technology, Intermediate technology criteria, need classification.

#### **2. Science and Technology in Agriculture**

- Scientific methods of cultivation post harvest Technology - Improved grain storage at domestic level, farm level and at large scales. Treatments and structures methods available for scientific food processing.

#### **3. Waste Recycling**

- Waste, concept of waste recycling, classification, Agriculture, households, Industrial Waste, methods of recycling – Vermi Composting.

#### **4. Utilisation of Agricultural Wastes**

- Agricultural wastes and by products methods of scientific utilisation of wastes.

#### **5. Science and Technology in the Field of Nutrition**

- Science and Technology as applied to the Field of nutrition – Low cost, indigenous, fast and convenience foods.

#### **6. Food Preservation**

- Principles of Preservation. Methods of Preservation using sugar, jam, jelly, marmalade, preserve, candied fruit, fruit butters. Chemical preservatives – squash, cordial, crush and syrup, spices, salt and oil – pickles, sauses, ketchups.

#### **7. Fuel Management**

- Use of fuel wood – Present practices and problems Smokeless Chulah – Use of briquettes. Use of ‘alternate’ non-conventional sources of energy including wind and wave.

#### **8. Biogas**

– Biogas – Scope and principles Models promoting the use of biogas.

### **9. Use of Solar Energy**

- Scope for and advantages of the use of solar energy.
- Solar energy devices – different modes.

### **10. 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.

### **References**

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6. David Elliot, Energy, Society and Environment – Technology for a sustainable future, Routledge Publishers, London, 1997.
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10. Vinkata Ramana. P. Rural and Renewable Energy: Perspectives from Developing Countries, Tata Energy Research Institute, New Delhi.
11. Qasim, S.Z. Science and Quality of Life, The off setters, New Delhi, 1992.
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### **Journals**

1. Science for Villages.
2. Yojana
3. CAPART Press Clippings.
4. Khadi Gramodyog
5. Construction on Rural Technology

## 20. COMMUNICATION TECHNOLOGIES IN EXTENSION

**Code:**

**Credits: T 2 P 1.5**

**Hours/Week: 5**

**Marks: 70**

Core
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### **Objectives:**

- To impart knowledge and understanding of various communication systems.
- To provide a sound knowledge base for the relevance and applicability of the various media used in human communication and their complementary role towards each other.
- To enhance the versatility of the students in the selection and use of media in different socio-cultural environments.
- To provide basic knowledge of concept of advertising and use of media in advertising.
- To impart skill in preparation of various Computer Aided Media messages.

### **Contents**

#### **1. Communication Systems**

- Types of communication systems – concept, functions and significance. Interpersonal, organizational, public and mass communication.
- Elements, characteristics and scope of mass communication.
- Mass communication – models and theories; role of gatekeepers and opinion leaders.
- Visual communication – elements of visual design – colour, line, form, texture and space.
- Principles of visual design – rhythm, harmony, proportion, balance and emphasis.
- Visual composition and editing.

#### **2. Media Systems: Trends and Techniques**

- Concept, scope and relevance of media in society.
- Functions, reach and influence of media
- Media scene in India, issues in reaching out to target groups.
- Contemporary issues in media – women and media, human rights and media, consumerism and media.
- Historical background: nature, characteristics, advantages and limitations and future prospects of media.
- Traditional media role in enhancing culture heritage, co-existence with modern media systems and applicability in education and entertainment – puppetry, folk songs, folk theatre, fairs.
- Print media: books, newspapers, magazines leaflets and pamphlets.

- Electronic media – radio, television, video, computer based technologies.
- Outdoor media: exhibition, fairs and kiosks.
- Media planning and scheduling, selection of media on the basis of suitability, reach impact, frequency and cost.
- Introduction to ethics in mass media, freedom of speech, expression and social responsibility.
- Political and Government controls on the media.

### **3. Advertising**

- Definition, concept and role of advertising in modern marketing system and national economy.
- Inter-relation of advertising and mass media systems.
- Types of advertisements-commercial, non-commercial, primary demand, selective demand, classified and display advertising, comparative and co-operative advertising.
- Techniques of preparation of effective advertisements for various media.
- Ethics in advertising.

### **4. Computer Graphic Designing**

- Introduction to Basics of Computers.
- Concepts of multimedia.
- Multimedia Applications
- Advantages of Digital Multimedia
- Multimedia System.
- Animation and Graphics using 3D Studio or such other packages.
- Introduction to Graphics.
- Drawing objects, shaping, transforming, stretching, mirror and scaling, making curves, lines rectangles, circles and ellipses. Creating special effects, adding perspective to an object, editing it, extruding an object and using blends.
- Introduction to Scanning.
- Scanning and developing Color Ways-Basic.

- Introduction to Animation using 3D Studio, Key framing and motion control.
- Basics of 3D modelling, transition from 2D space to 3D space.
- 3D shaping and rendering.
- International media – email, internet, teleconferencing, video conferencing video displayer, CD ROM writer, Microphone, LCD Projector, video disc technology, virtual reality.

### **Practicals**

1. Designing a visual composition-book cover, or Folder with the help of computers.
2. Evaluation of advertising, a newspaper story, a radio programme and a television broadcast.
3. Planning, development and evaluation of Communication strategies and techniques for selected traditional print electronic and outdoor media systems.
4. Preparing effective advertisements keeping in consideration headlines, illustration, slogan, logo, seal of approval and colour effectiveness with the help of computer.
5. Individual Project on 3D Studio max. (animation).

### **Reference**

1. Corner, J.: Communication Studies – in Introductory Reader.
2. Defluers and Dennis (1994): Understanding Mass Communication.
3. Gupta, S.S.: Cases in Advertising and Communication Management in India.
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## 21. MEDIA PRODUCTION

**Code:**

**Credits: T 1 P 1.5**

**Hours/Week: 4**

**Marks: 50**

Core
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### **Objectives**

- To enable the students to: understand the role of media in communication process.
- Understand the process of making audio-visual materials
- Develop ability in producing various media materials.

### **Contents**

#### **1. Theories, types and Role of Media**

- Theories and models of mass communication.
- Role of media in Communication process
- Various types of media for communication
- Various constraints in the use of media
- Criteria in selection and use of various media

### **Practicals**

#### **1. Operations of various Audio-visual Aids**

- OHP
- Slide Projector
- Filmstrip
- Film Projector
- LCD Projector
- Epidioscope
- Tape recorder
- Video recorder
- Disc recorder
- Screen

#### **2. Preparation of Visual/non Projected Materials**

- Booklets
- Pamphlets/leaflet

- Invitation
- Posters
- Manuals
- Cover pages for text and other books

### **3. Project Materials**

#### A. Photography: its basic principles,

- Preplanning scripting, shooting, developing, mounting, recording of commentary or dialogue, synchronization of frame with recording.

#### B. Video films

- Essential preliminaries – preplanning
- Procedure of – from idea to shooting script
- Production consideration
- Editing procedures
- Optical effects, music titles and other accessories to be added

### **4. Recording Processes**

- Home Videos
- Radio recording

### **References:**

1. Barger, A.A. (1991): Script Writing for Radio and Television, Saga Publication.
2. Berdeek (1946): Making the Movies, Paul Eiek Halton Garden, London.
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4. Brown, J.W. (1977): Educational Media Year Book.
5. Dale (1984): Audio-Visual Methods of Teaching, Holt, Rinhart and Winston, London.