

Minutes of the Meeting of the Board of Studies of Department of Adult & Continuing Education & Extension (DACEE) held on January 19, 2018

A meeting of the Board of Studies of Department of Adult & Continuing Education & Extension (DACEE) was held on January 19, 2018 at 11.00 A.M. in the office of the HOD. Prof. (Dr.) Shagufta Jamal (Head, DACEE), the Chairperson of the Board presided.

Following Members of the Board of Studies were present:

1. Prof. Dr. H.P.S. Arya, Former Head, Div. of Extension Education, IVRI, Izatnagar
2. Prof. Dr. Gajendra Pratap Singh, Head, Department of Extension, (CCS Univ, Meerut)
3. Prof. Dr. Badrul Alam, , Department of Political Science, JMI
4. Dr. Ashok Kumar, DACEE, F/O Social Sciences, JMI
5. Dr. Shikha Kapur, DACEE, F/O Social Sciences, JMI
6. Dr. Nasra Shabnam, DACEE, F/O Social Sciences, JMI
7. Dr. Anwara Hashmi, DACEE, F/O Social Sciences, JMI

Prof. Shagufta Jamal welcomed the members of the Board. The following Agenda Items were discussed:

1. **Confirmation of the Minutes of the Meeting of Board of Studies held on 07.12.2017:**
The Minutes of the Meeting of Board of Studies held on 07.12.2017 were confirmed.

2. **Consideration of the Syllabus for integrated M.Phil – Ph.D. (Extension Education and Syllabus for M.A. / M.Sc. (Development Extension) w.e.f. 2018:**

The Syllabus for integrated M.Phil – Ph.D. (Extension Education and Syllabus for M.A. / M.Sc. (Development Extension) w.e.f. 2018 was approved unanimously.

3. **Consideration of the applications of Ms. Deepshikha Sharma and Mr. Md. Rashid Hussain, Ph.D. scholars for extension of one year, i.e. for the fourth year for availing UGC Non-NET fellowship:**

The applications of both Ph.D. scholars, viz. Ms. Deepshikha Sharma and Mr. Md. Rashid Hussain were placed before the members of Board of Studies along with their Progress Reports. Accordingly, Board of Studies of DACEE recommended that their applications for extension of one year, i.e. for the fourth year for availing UGC Non-NET

Shagufta Jamal
29/01/2018
Head

Dept. of Adult & Continuing
Education & Extension
Jamia Millia Islamia
New Delhi-110025

fellowship. The recommendations may accordingly be sent to the University for information and necessary action.

4. Consideration of six monthly progress reports of Ph.D. scholars from April to September, 2017:

Six monthly progress reports of Ms. Deepshikha Sharma and Mr. Md. Rashid Hussain Ph.D. scholars from April to September, 2017 were placed before the Board of Studies along with the recommendations of their respective Supervisors. Board of Studies accepted the recommendations of the Supervisors. The progress reports, accordingly be sent as satisfactory to the University.

The Meeting ended with a vote of thanks to the chair.

Shagufta Jamal
(Dr. Shagufta Jamal) 29/01/2018







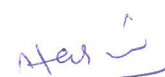
Chairperson

Head

Dept. of Adult & Continuing
Education & Extension
Jamia Millia Islamia
New Delhi-110025.

**DEPARTMENT OF ADULT & CONTINUING EDUCATION & EXTENSION
JAMIA MILLIA ISLAMIA, NEW DELHI -110025**

Members Present in BOS Meeting of DACEE held on 19.01.2018 at 11.00 AM

1. Prof. (Dr.) N.U. Khan, Dean , Faculty of Social Sciences ,JMI
2. Prof. (Dr) Badrul Alam , Department of Political Science , JMI 
3. Prof. (Dr.) Rumki Basu, Department of Political Science , JMI
4. Prof. (Dr.) H.P.S. Arya , Former Head (Extension Education) , Noida 
5. Prof. (Dr.) Gajendra Pratap Singh , Head, Department of Extension, Ghaziabad 
6. Prof. Shagufta Jamal , Head , DACEE , JMI
7. Prof. S.K. Bhati , DACEE , JMI
8. Dr. Ashok Kumar , DACEE , JMI. 
9. Dr.. Shikha Kapur , DACEE , JMI 
10. Dr. Nasra Shabnam , DACEE , JMI 
11. Dr. Anwara Hashmi, DACEE , JMI 

**DEPARTMENT OF ADULT & CONTINUING
EDUCATION & EXTENSION**

Faculty of Social Sciences



**JAMIA MILLIA ISLAMIA
NEW DELHI - 110025**

M.A. / M.Sc.

IN

DEVELOPMENT EXTENSION

S Y L L A B U S (w.e.f. 2018)

REGULATIONS RELATING TO M.A./M.SC. IN DEVELOPMENT EXTENSION EXAMINATION (Effective from 2018)

1. The examination for M.A. /M.Sc Development Extension shall be held in four parts, viz. Part I at the end of the first semester, Part II at the end of the second semester, Part III at the end of the third semester and Part IV at the end of the fourth semester. Each part of the examination shall be open to a candidate who has undergone a regular course of study as prescribed by the Jamia, has attended the required percentage of lectures and has undergone the requisite programmes of training in Development Intervention Experience, Research Project and Practical Work, as prescribed by the Jamia for the four semesters separately provided that :
 - (a) the student has passed the B.A./B.Sc./B.Com. Examination with 50% marks of the Jamia or an equivalent examination from a recognized university;
 - (b) the candidate does not, during the course of his regular study, simultaneously pursue any other study or a vocation; and that
 - (c) the candidate has attended at least 75% lectures in each subject and periods in practical work and completed the prescribed fieldwork, unless the Majlis-I-Talimi (Academic Council) directs otherwise.
2. There shall be five theory papers, practical work and Development Intervention Experience in the first two semesters of the course and five theory papers, practical work and a research project or concurrent field work in the last two semesters of the course. The marks allotted to these components of the course shall be as under:

S.No.	Subject	Semester I	Semester II	Semester III	Semester IV	Total
1.	Theory Papers	500	500	500	500	2000
2.	Development Intervention Experience (Fieldwork)	100	100	--	--	200
3.	Research Project Dissertation Or Concurrent Field Work	--	--	Continue to IV Semester Or 100	Continue to IV Semester Or 100	200 (150+50)
4.	Practical work	100	100	100	100	400
	Total	700	700	700	700	2800

- 2.1 (a) Twenty five percent (25 %) of the total marks in each theory paper shall be allotted to internal evaluation, which shall be made through class tests/assignments/projects.
- (b) Practical shall be internally evaluated. These marks shall, however, be moderated by a Board consisting of four members, viz. The Head of the Department and two teaching

staff members of the Department and one external expert appointed by the Board of Studies of the Department.

- (c) Out of the 200 marks allotted to Development Intervention Experience, 100 marks will be for 1st Semester, out of which 70 marks will be for Development Intervention Activities and 30 marks for Viva-voce. For 2nd Semester 100 marks will be for Development Intervention Experience, out of which 70 marks will be for Development Intervention Activities and 30 marks for Viva-voce. Development Intervention Activities shall be evaluated internally by the Department Supervisors, however, the marks given by the Department Supervisors shall be moderated by a Board consisting of four members; Head of the Department, two teaching staff members of the Department and an external expert approved by the Board of Studies of the Department shall also conduct the Viva-voce examination.
- (d) In the 3rd and 4th semester a student shall have a choice to opt either for Research Project Dissertation or Concurrent Field Work.
- (e) Out of 200 marks allotted to Research Project 150 marks will be for dissertation and 50 marks for Viva-Voce. Dissertation will be externally evaluated and Viva-Voce shall be conducted by a Committee comprising of Head of the Department, major advisor and external expert approved by the Board of Studies of the Department.
- (f) Out of 200 marks allotted to Concurrent Field Work , 100 marks will be for 3rd Semester, out of which 70 marks will be for Field Work Activities and 30 marks for Viva-voce. For 4th Semester, 100 marks will be for Concurrent Field Work, out of which 70 marks will be for Field Work Activities and 30 marks for Viva-voce. Field Work Activities shall be evaluated internally by the Department Supervisors, however, the marks given by the Department Supervisors shall be moderated by a Board consisting of four members; Head of the Department, two teaching staff members of the Department and an external expert approved by the Board of Studies of the Department. The same Board shall also conduct the Viva-voce examination.
- (g) Out of the 20 theory paper 14 paper are Core Courses, 1 paper is Skill Enhancement Course, 1 paper is Ability Enhancement Course and 4 papers are Choice Based courses. The students shall have the choice to study the Choice Based Course(s) of the department or from other Choice Based Courses of the University.

To pass the M.A. / M.Sc. (Development Extension) examination, a candidate must obtain.

- (i) at least 40% of the total marks in internal and external assessment in each theory papers separately;
- (ii) at least 40% marks in the dissertation and viva-voce examination;
- (iii) at least 40% marks in the fieldwork;
- (iv) at least 40% marks in the practical work; and
- (v) at least 40% marks in the aggregate of all the papers, practical work, field work or research project examination.

3.1 Candidates who obtain less than 40% marks in aggregate of all the papers, practical work, fieldwork or research project examination shall be deemed to have failed.

M.A./M.Sc. DEVELOPMENT EXTENSION
Scheme of Studies

Part I (First Semester)

A. Theory Papers

A.1 Core Courses

Paper I	Understanding Development	100 marks (04 credits)
Paper II	Fundamentals of Extension	100 marks (04 credits)
Paper III	Community Development and Organisation	100 marks (04 credits)
Paper IV	Extension Methods & Audio-Visual Aids	100 marks (04 credits)

Choice Based Course

Paper V	Health and Nutrition	100 marks (04 credits)
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B. Development Intervention Experience – 1 100 marks (06 credits)
(Field Work)

B.1	Development Intervention Activities	70 marks
B.1 (a)	Preparation of community profile	35 marks
B.1 (b)	Identification of needs, priorities and resources (human and material)	35 marks
B.2	Viva-voce	30 marks

C. Practice of Group Extension Methods 100 marks (01 credit)
(Practical Work)

Part II (Second Semester)

A. Theory Papers

A.1 Core Courses

Paper VI	Extension Teaching-Learning Process	100 marks (04 credits)
Paper VII	Program Planning & Project Formulation	100 marks (04 credits)
Paper VIII	Sociology for Development Extension	100 marks (04 credits)

Ability Enhancement Course

Paper IX	Research Methods in Development Extension	100 marks (04 credits)
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Choice Based Course

Paper X	HRD and Current Management Practices	100 marks (04 credits)
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B. Development Intervention Experience – II 100 marks (04 credits)
(Field Work)

B.1 Development Intervention Activities 70 marks

B.1 (a) Preparing a plan of implementation of development intervention programs 20 marks

B.1 (b) Organising Intervention programs 25 marks

B.1 (c) Evaluation and report writing 25 marks

B.2 Viva-voce 30 marks

C. Practice of Construction of Research Instruments 100 marks (01 credit)
(Practical Work)**Part III (Third Semester)****A. Theory Papers****A.1 Core Courses**

Paper XI	Understanding Human behaviour	100 marks (04 credits)
Paper XII	Theories of Planned Change and Development	100 marks (04 credits)
Paper XIII	Communication for Development Extension	100 marks (04 credits)

Skill Enhancement Course

Paper XIV	Extension Management	100 marks (04 credits)
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Choice Based Course

Paper XV	Entrepreneurship Development	100 marks (04 credits)
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B.	<u>Research Project Dissertation</u>	continue to IV Semester
	Or	
	<u>Concurrent Field Work-I</u>	100 marks (04 credits)
B.1	Field Work Activities	70 marks
B.2	Viva-Voce	30 marks
C.	<u>Practice of Mass Extension Methods</u> <u>(Practical Work)</u>	100 marks (01 credit)

Part IV (Fourth Semester)

A. Theory Papers

A.1 Core Courses

Paper XVI	Development in India	100 marks (04 credits)
Paper XVII	Issues and Problems in Development	100 marks (04 credits)
Paper XVIII	Training for Development	100 marks (04 credits)
Paper XIX	Diffusion and adoption of Innovations	100 marks (04 credits)

Choice Based Course

Paper XX	Non-Formal Education	100 marks (04 credits)
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B.	<u>Research Project Dissertation</u>	150 marks (06 credits)
	Viva-Voce	50 marks
	Or	
	<u>Concurrent Field Work-II</u>	100 marks (06 credits)
B.1	Field Work Activities	70 marks
B.2	Viva-Voce	30 marks
C.	<u>Practice of Training Methods</u> <u>(Practical Work)</u>	100 marks (01 credit)

Part I (First Semester)

A. THEORY

A.1 Core Courses

PAPER-I UNDERSTANDING DEVELOPMENT

Objectives:

- i) To acquaint the students with concept and meaning of development and its various approaches and relationship with extension.
- ii) To acquaint the students with various facets and dimensions of economic and human development.
- iii) To enable the students to understand the meaning, concept and importance of Socio-Cultural and Political Development and the interaction between culture, technology and development.

Contents:

Unit I: Development: an overview

- 1 Development: meaning and concept
- 2 Various components of paradigm of development
- 3 Approaches to development
- 4 Sustainable and Inclusive development
- 5 Relationship of development with Extension

Unit II: Economic and Human Development

- 6. Economic Development: meaning, concept and measures.
- 7. Barriers to economic development.
- 8. Features of underdevelopment
- 9. Human Development: meaning and concept
- 10. Life span approach of human development
- 11. Dimensions of human development, HDI

Unit III: Socio-Cultural and Political Development

- 12. Social and Cultural Development: meaning, concept and importance.
- 13. Social Development – its indicators and index.
- 14. Interaction between culture, technology and development.
- 15. Political Development: meaning, concept and evolution of democracy as an institution.
- 16. Development of democratic institutions, emerging role of State and political stability.
- 17. Development agencies.

Books Recommended:

1. Aggarwal, A.N. Indian Economy: Problems of Development and Planning, New Delhi: Wishwa Publication, 1999.
2. Alexander, K.C. The Process of Development of Societies, New Delhi: Sage Publication, 1994.
3. Corbridge, Stuart. Development Studies: A Reader, Jaipur: Rawat Publishers, 1995
4. Dale, Reider. Organizations and Development, New Delhi: Sage Publication, 2000.
5. Despande, Aswabu. Globalization and Development: A Hand book of New Perspectives, New Delhi: Oxford University Press, 2009.
6. Gills, Perkins, Roemer & Radelet, Steven. Economics of Development, 5th edition. New York: WW Norton & Company, 1983.
7. Lekhi, R.K. The Economics of Development and Planning, New Delhi: Kalayni Publishers, 1990.
8. Mathur, Kuldeep. Development Policy and Administration, New Delhi: Sage Publication, 1996.
9. Mishra and Puri. Development and Planning Theory and Practice, New Delhi; Himalaya Publishing House, 1986.
10. Parr, S.F. and Shiva Kumar, A.K. Readings in Human Development: Concepts, Measures and Policies, Oxford University Press, 2006.
11. Ranade, Eknath. Sustainable Development, (Askhaya Vikas) Vivekanand Kendra Prakashan, 2001.
12. Redeliff, Michell. Sustainable Development, Canadon: Routledge Publication, 1995.
13. Thirlwall, A.P. Growth and Development. London: Moe Millian Publication, 1994.

PAPER-II FUNDAMENTALS OF EXTENSION

Objectives:

- i) To acquaint the students with the concepts, philosophy, nature, principles and history of Extension.
- ii) To enable them to understand the use and implications of extension principles.
- iii) To acquaint the students with the origin and growth of Extension
- iv) To make them conversant with the Extension System & its approaches and to help them compare and contrast these systems and approaches in the light of the prevailing conditions.

Contents:

Unit I: Introduction to Extension

1. Extension – concept, meaning, nature, objective, philosophy and importance.
2. Principles of Extension
3. Understanding Development Extension
4. Development Extension as discipline and profession and its relationship with other Social Sciences.

Unit II: Origin and Growth of Extension

5. Origin of Extension – a historical perspective.
6. Extension Programs in Pre-independence Era.
7. Extension Programs in Post-independence Era.
8. Emerging Extension issues–extension ethic, cyber extension, market led extension, broad based extension (BBE), privatization of extension etc.

Unit III: Extension Systems and Approaches

9. Extension role of universities and integrated functioning of teaching, research and extension.
10. Extension System in the government departments, national institutions, universities and other agencies.
11. Major Extension Approaches: General Extension Approach, Participatory Approach, Cost Sharing Approach, Commodity Specialized Approach, Training and Visit Approach, Systems Development Approach.
12. Comparative Analysis of Various Approaches and Systems.

Books Recommended:

1. Blackburn, Donald J. Foundations and Changing Practices in Extension. Ontario, Canada: University of Guelph, 1989.
2. Dhama, O.P. & Bhatanagar, O.P. Education and Communication for Development, New Delhi: Oxford and IBH Publishing Co. Pvt.Ltd.,1987.
3. Dhiman, O.P. Foundations of Education. Philosophy and Sociology of Education, Delhi: Atma Ram, 1987.
4. Gerge H.Axinn. Guide on Alternative Extension Approaches, Rome: F.A.O., 1988.
5. James, G.E.Investing in Rural Extension: Strategies and Goals, London & New York: Extension Applied Science Publishers, 1986.
6. Rolling, Niels. Extension Science. Cambridge: Cambridge University Press, 1988.
7. Swanson, B.E.(Ed). Agricultural Extension – A Reference Manual (2nd Ed) FAO, New Delhi, Bombay, Calcutta: Pub. Oxford & IBH Publishing Co. Pvt. Ltd.,1984.
8. Van den Ban, W. and Howkins, H.S. Agricultural Extension, U.K: Longman House, 1988

PAPER–III COMMUNITY DEVELOPMENT AND ORGANISATION

Objectives:

- i) To acquaint the students with concepts and process of community development and organisation
- ii) To enable them to understand role and importance of local resources in community organisation and their use in carrying out the extension work.
- iii) To help them understand the various aspects of group dynamics, importance of groups in Extension and methods of working with groups.
- iv) To enable them to understand the importance of concepts & theories of leadership and importance of local leaders in development work.

Contents:

Unit I: Understanding Community Development and Organisation

1. Community Development (CD); meaning and concept.
2. Community organization (CD) – meaning, concepts and assumptions.
3. Process of community organization.
4. Basic institutions – school, co-operatives, self help groups, federation, panchayats etc and their role in development.

Unit II: Group Dynamics

5. Group dynamics – concepts and theoretical orientation.
6. Group – formation, types, stages of development and functions.
7. Group norms – meaning and nature.
8. Theories of collective behaviour.
9. Collective behaviour: Meaning and types.

Unit III: Leadership

10. Concepts and theories of leadership.
11. Methods of identifying leaders, types of leaders and their characteristics.
12. Leadership development.
13. Role and importance of local leader in development work.

Books Recommended:

1. Biddle, W.W. & Biddle, L.J. Encouraging Community Development. New Delhi: Light & Life Publication, 1968.
2. Cohen, P.S. Modern Social Theory, London: Hein Maan Educational Books Ltd. 1968.
3. Dore, R. and Mass (Eds.) Community Development, London: Croom Helm, 1981.
4. Dunham, A. The Community Welfare Organisation, New York: Thomas Y. Crowell, 1970.
5. Henry, Maddick. Panchayati Raj – A Introduction to Social Psychology, London: Longman, 1970.
6. Inamdar, N.R. Community Development and Democratic Growth, New Delhi: Popular Prakashan, 1975.
7. Mukherji, B. Community Development in India. New Delhi: Orient Longman, 1961.
8. Rajeshwar, O. Community Development Programme in India, Allahabad: Kitab Mahal, 1960.
9. Siddiqui, H.Y. Working with Communities, Delhi: Hira Publishing House, 1997.

PAPER -IV EXTENSION METHODS AND AUDIO – VISUAL AIDS

Objectives:

- i) To enable the students to understand the various extension methods and audio-visual aids.
- ii) To enable them to select the best alternative for effective use under different situations.
- iii) To enable them to effectively use the extension methods and audio-visual aids.

Contents:

Unit I: Introduction to Extension Teaching Methods

- 1. Classifications of extension teaching methods.
- 2. Individual extension methods.
- 3. Group extension methods.
- 4. Mass extension methods

Unit II: Audio-Visual Aids in Extension Teaching

- 5. Types of Audio-Visual Aids and their characteristics.
- 6. Audio-Aids.
- 7. Visual Aids.
- 8. Audio-visual aids.
- 9. Use of computer in extension teaching.

Unit III: Selection and use of AV Aids and Extension Methods

- 10. Factors in selection and combination of audio-visual aids and extension methods.
- 11. Principles of use of extension methods and audio-visual aids.
- 12. Procedures of production of audio-visual aids and their use.

Books Recommended:

1. James, G.E. Investing in Rural Extension: Strategies and Goals, New York: Elsevier Applied Science Publishers, 1986.
2. Kelsey, L.D. and Hearne, C.C. Co-operative Extension Work, 3rd Ed. New York: Comstock Publishing Associates, 1963.
3. Reddy, A.A. Extension Education, Guntur: Sree Laxmi Press. 1987.
4. Sanders, H.C. The Co-operative Extension, New Jersey: Prentice Hall Inc., 1966.
5. Savile, A.H., Extension in Rural Communities, New York: Oxford University Press, 1965.
6. Singh, Ranjit. Text Book of Extension Education, Ludhiana: Sahitya Kala Prakashan, 1987.
7. Supe, S.V. An Introduction to Extension Education, New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd., 1988.
8. Waghmare, S.K. Teaching Extension Education, 2nd Ed., New Delhi: Metropolitan Book Co. Pvt. Ltd., 1989.

Choice Based Course

PAPER -V HEALTH AND NUTRITION

Objectives:

- i) To acquaint the students with aspects related to mother and child health and causes, symptoms, treatment, and prevention of various diseases and illness.
- ii) To acquaint them with the concepts of nutrition, nutritional requirements, planning of a balanced diet according to age and nature of work and deficiency disorders.
- iii) To acquaint the students about the HIV/AIDS and its prevention and control.

Contents:

Unit I: Health

- 1. Concept of health, Growth and development – stages of physical growth, measures to assess normal pattern of growth, weight, height and mid-arm circumstances, identification of ‘at risk’ children.
- 2. Reproductive health and other health programs and schemes.
- 3. Mother and Child Health (MCH): Ante-natal and post-natal care. Immunization- concept, need and its importance and the National Immunization schedule.
- 4. Common Ailments and Prevention: Major causes of illness and deaths, common ailments and communicable diseases, their signs and symptoms and necessary action to be taken.

Unit II: Nutrition

- 5. Nutrition meaning and concept- basic foods, proteins, carbohydrates, fats, vitamins minerals and water, their sources and role in human nutrition.
- 6. Calorie – Daily caloric requirement of various groups.
- 7. Balanced diet – nutritional requirements and planning of a balanced diet, methods of cooking, retention of food values, cleanliness while cooking like washing of vegetables, hands etc.
- 8. Identification of common nutritional deficiencies based on clinical signs and symptoms and necessary action to be taken.

Unit III: HIV and AIDS

- 9. Basic facts about HIV/AIDS, myths and misconceptions
- 10. HIV transmission and testing
- 11. HIV/AIDS and vulnerable population
- 12. HIV/AIDS prevention, education and control.

Books Recommended:

1. Bamji MS, Krishnaswamy K, Brahmam GNV (2009). Textbook of Human Nutrition 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.
2. Evelyn. C. Pearce Anatomy and Physiology for Nurses, Calcutta: Oxford University Press, 1992.
3. ICMR (1995). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad, India.
4. ICMR Nutrition for Mother and Child, Delhi: ICMR.
5. ICMR Recommended Dietary Intake for Indians, Delhi: ICMR
6. ICMR Some Common Indian Recipes, Delhi: ICMR.
7. Khanna K., Gupta S, Passi SJ, Seth R, Mahna R and Puri S (1997). Textbook of Nutrition and Dietetics. Phoenix Publishing House, New Delhi.
8. Park, K. Textbook of Preventive and Social Medicine, Jabalpur: Banarsidas Bhanot Publication, 1994.
9. Ramachandran, L & Dharmalingam, T. Text Book of Health Education, New Delhi: Vikas Publication, 1993.
10. Stacy Nix (2009) William's Basic Nutrition and Diet Therapy, 13th Edition. Elsevier Mosby.
11. Venkatachalam, P.S. and Rebello, L.M. (1998) Nutrition for Mother and Child, Hyderabad, National Institute of Nutrition, ICMR.
12. W.H.O. (1988) Education for Health – A manual on Health Education in Primary Health Care.
13. Yadav, K. What Every Mother Should Know, New Delhi: Harman Publishing House.

C. Practice of Group Extension Methods (Practical Work)

Suggested Practical:

- a. Planning, Preparing, Conducting/Using:
 - a. Method/Result Demonstration
 - b. Group Discussion
 - c. Extension/Community talk
 - d. Power Point Presentation and Using a LCD Projector
 - e. Puppet Show/Drama
- b. Planning, Preparing, Using and Evaluating the following A-V Aids:
 - a. Posters
 - b. Charts
 - c. Bulletin Board
 - d. Wall News Paper

Part II (Second Semester)

A. THEORY

A.1 Core Courses

PAPER – VI EXTENSION TEACHING – LEARNING PROCESS

Objectives:

- i) To acquaint the students with the extension teaching learning process.
- ii) To make them understand the adult as a learner and develop suitable instructional system for them.
- iii) To enable them with the skills to plan manage teaching-learning process.

Contents:

Unit I: Understanding the Adult Learner and Learning

- 1. Defining the Adult learner
- 2. Understanding the capacities and characteristics of an Adult learner
- 3. Theories of adult learning
- 4. Technology for adult teaching and learning

Unit II: Introduction to Extension Teaching-Learning Process

- 5. Understanding the concepts of teaching-learning.
- 6. Basic principles of teaching-learning, conditions of learning
- 7. Steps in extension teaching-learning process
- 8. Factors affecting the adult teaching-learning process

Unit III: Planning and Managing Extension Teaching & Learning Process

- 9. Curriculum Development(Instructional System Design)
- 10. Planning for providing learning opportunities
- 11. Managing teaching-learning process
- 12. Techniques of lesson planning
- 13. Evaluation of extension teaching and learning

Books Recommended :

1. Blackburn, Donald J. Foundations and Changing Practices in Extension. Ontario, Canada: University of Guelph, 1989.
2. Dhama, O.P. & Bhatanagar, O.P. Education and Communication for Development. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd., 1987.
3. Dhiman, O.P. Foundations of Education: Philosophy and Sociology of Education. Delhi: Atma Ram, 1987.
4. Gerge H. Axinn. Guide on Alternative Extension Approaches. Rome: FAO, 1988.
5. James, G.E. Investing in Rural Extension: Strategies and Goals. London & New York: Extension Applied Science Publishers, 1986
6. Rolling, Niels. Extension Science, Cambridge: Cambridge University Press, 1988.
7. Swanson, B.E. (Ed). Agricultural Extension – A Reference Manual (2nd Ed.)FAO, New Delhi, Bombay, Calcutta: Pub. Oxford & IBH Publishing Co. Pvt. Ltd. 1984.
8. Van den Ban, W, and Hawkins, H.S. Agricultural Extension. U.K.: Longman House, 1988.

PAPER - VII PROGRAM PLANNING AND PROJECT FORMULATION

Objectives:

- i) To acquaint the students with the Indian Planning system.
- ii) To develop in them an understanding of principles and process of development project planning and their formulation.
- iii) To develop in students skills of developing, monitoring, managing and implementing sound development projects.

Contents:

Unit I : Indian Planning

- 1. Historical perspective of planning in India.
- 2. Process of developing Five Year Plans in India.
- 3. Organisational structure and process of planning at various levels.

Unit II: Planning and Execution of Development Program

- 4. The nature and importance of development program planning.
- 5. Principles and techniques of program planning.
- 6. Steps in development program planning
- 7. Peoples' participation in development program planning
- 8. Role of Extension agency, local leaders and institution in planning and execution of development projects.

Unit III: Project Formulation and Management

- 9. Program development as a social action process
- 10. Project formulation and management techniques – PERT, CPM, GANTT. SWOT Analysis, Financial Statement – Break Even Analysis.
- 11. Project appraisal in terms of social benefits; programme evaluation and monitoring.
- 12. Social audit.

Books Recommended:

1. Alagh , Y.K. Indian Development Planning and Policy – A Re-evaluation, New Delhi. Vikas Publishing House Pvt. Ltd. 1997.
2. Desai, P.B. Planning in India 1951-1978, Sahibabad: Vikas Publishing House, 1970
3. Krishnamachari, V.T. and Venu, S. Planning in India, Theory and Practice, (Ed 2), Bombay: Orient Longman, 1977.
4. Pant, J.C. Project Management: CPM, PERT, GERT and Linear Programming, New Delhi: Jain Brother, 1994.
5. Sandhu, A.S. Extension Programme Planning, New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd., 1994.
6. Moshal, B.S. Management Theory and Practice. Galgotia Publishing Agency, Udaipur, 2000.
7. Jalihal, K.A. and Veer Bhadraiah, V. Fundamental of Extension Education and Management in Extension. Concept Publishing Company, New Delhi, 2007.

PAPER - VIII SOCIOLOGY FOR DEVELOPMENT EXTENSION

Objectives:

- i) To acquaint the students with the nature, scope importance and methods for study in sociology.
- ii) To enable them to understand the concepts nature, characteristic of society specially the Indian society.
- iii) To help the students understand the social & cultural influences on behaviour viz. social stratification; socio-economic inequalities; culture, and their role in extension education
- iv) To enable students to understand the Indian social structure viz. social organization & social institutions.
- v) To acquaint the students with social interaction and its various processes.

Contents:

Unit I: Understanding Sociology and Society

1. Understanding Sociology: nature, scope, importance, methods of study.
2. Understanding Society – concept, nature, characteristics with respect to human society, factors affecting society.
3. Understanding the Indian Society.

Unit II: Understanding Social and cultural influences on behaviour

4. Social stratification – Differentiation Vs Stratification, concept and theories, functions of stratification.
5. Stratification in the Indian society and prevailing socio-economic inequalities social, cultural, educational, economic disparities and role of extension education.
6. Culture as source of social influence; cultural factors and their implication for extension education.

Unit III: Understanding Social Structure, Social Interaction and its Processes

7. Understanding Social Structure: Social Institutions
8. Understanding Social Structure: Social Organisation and groups
9. Understanding social interaction and its processes: cooperation, accommodation, assimilation, competition, conflict and socialization process and their implications for extension work.

Books Recommended:

1. Ahuja Ram, Society in India: Concepts, Theories and Recent Trends Rawat Publications, 1999.
2. Chitambar, J B. Introductory Rural Sociology. New Age International, 2014.
3. Davis, Kingsley. Human Society, New York: Mac Millan, 1967.
4. Desai, A.R. Social Background of Indian Nationalism, Bombay: Popular, 1976.
5. Haralammbos, M. Sociology: Themes and Perspectives, Delhi: Oxford University Press 1980.
6. Johnson, Harry M. Sociology : A Systematic Introduction, London: Routledge and Paul 1961.
7. Mandleban, D.G. Society in India, Bombay: Popular Prakashan 1972.
8. McIver, R.M. Page C.H. Society- An Introductory Analysis, London: Mac Millan, 1957.
9. Srinivas, M.N. Indian Social Structure, Delhi: Hindustan Publisher, 1969.
10. Vidya Bhushan and Sachdeva D.R. Introduction to Sociology, Kitab Mahal 2014
11. Worsley, Peter. Introducing Sociology, Harmonds Worth: Penguin 1978.

Ability Enhancement Course

PAPER – IX RESEARCH METHODS IN DEVELOPMENT EXTENSION

Objective:

- i) To develop a proper understanding of how to conduct a good research.
- ii) To acquaint the students with methodology of conducting extension research..
- iii) To help them to understand the construction and proper use of various tools used for collecting data.

Contents:

Unit I : Fundamentals of Research Methodology

- 1. Research in Behavioural Sciences – meaning and concepts.
- 2. Process of scientific research
- 3. Measurement – characteristics of good instrument, objectivity, reliability, validity.
- 4. Sampling in research – population and sample, selection of representative and adequate sample, sampling techniques.

Unit II: Types of Research and Research Designs

- 5. Types of research
- 6. Research designs.
- 7. Evaluation research.
- 8. Quantitative and qualitative research.

Unit III: Data Collection and Presentation

- 9. Data collection – sources of data; survey schedule and questionnaire, interview, process observation;
- 10. Construction of psychological tests and attitude scales.
- 11. Writing a research report.
- 12. Application of computer in Extension research.

Book Recommended:

1. Bogdan, R & Taylor, S.J. Introduction to Qualitative Research Methods. New York: John Willy & Sons, 1975.
2. Filstead, W.J. Qualitative Methodology: First hand Involvement with the Social World, Chicago: Markham Publishing Co., 1970.
3. Kerlinger, F.N. Foundations of Behavioural Sciences, Delhi: Publications, 1996.
4. Mohsin, S.M. Research Methods in Behavioural Sciences, Calcutta: Orient Longman Ltd., 1984.
5. Mulay, S. & Sabarathnam V.E. Research Methods in Extension Education, New Delhi: Acharan Prakashan, 1980.
6. Nachmias, David & Nachmias, Chava. Research Methods in the Social Sciences, New York: St. Martin's Press, 1981.
7. Rossi, P.H. & Freeman, H.E. Evaluation: A Systematic Approach, New Delhi: Sage Publication, 1985.

Choice Based Course

PAPER – X HRD AND CURRENT MANAGEMENT PRACTICES

Objectives:

- i) To acquaint them with various concepts related to human resource development
- ii) To enable the students to understand the process of recruitment & effective management of extension personnel.
- iii) To acquaint students with the importance of concepts such as stress, team building and morale boosting
- iv) To make the students aware about current management practices.

Contents:

Unit I: Human Resource Development

1. HRD-concept, definition and scope.
2. Process of Recruitment- manpower requirement planning, identifying source, screening, selection and induction.
3. Job enrichment, job and analysis, job evaluation and job description.
4. Effective Management of extension personnel – performance appraisal, incentives, promotions, transfers, working facilities, terms of employment, intellectual flexibility emotional stability etc.

Unit II: Stress, Team building and Morale

5. Stress – sources of stress, effects, coping mechanisms.
6. Team building processes – types, steps, and barriers;
7. Team management and handling
8. Conflict management
9. Morale – definition, components and maintenance.
10. Basic management issues and problems of extension services in India.

Unit III Current Management Practices

11. Management of Information System (MIS) – basic concept, design, implementation.
12. Transactional Analysis (TA) – ego states, transactions, interrelationships
13. Budgeting, purpose, types and process, auditing, ZBB (Zero Base Budgeting)
14. Management net work techniques – PERT, CPM.

Books Recommended:

1. Avasthi, A. and Maheshwani, S.N. Public Administration. Agra: Laxmi Narayan Agrawal Publishers, 1993.
2. Banarjee, Shayamal. Principles and Practice of Management. New Delhi: Oxford and IBH Publishing Co., 1981.
3. Deshpande, R.G. and Raghvendra, H.N. Principles and Practice of Management. New Delhi: Kalyane Publishers, 1983.
4. Davar Rustam, S. The Principles of Management. 3rd Ed. Bombay: Crown Publishing House, 1985.
5. Dwivedi, R.S. Human Relations and Organisational Behaviour. New Delhi: Oxford and IBH Publishing Co., 1989.
6. Handy, Charles. Understanding Organisations. Oxford University Press, 1993.
7. Khandawalla, P.N., Social Development; A new Role for the Organisational Sciences. New Delhi: Sage Publications, 1989.
8. Koontz and O' Donnell. Essential of Management. 2nd Ed., New Delhi: McGraw Hill Publishing Co., 1978.
9. Koontz et. al. Management. 7th Ed., New Delhi: Mc Graw Hill Publishing Co., 1980.
10. Prints, Marstein Marg. Elements of Public Administration. New Delhi: Prentice Hall of India Pvt. Ltd., 1970.
11. Ray, G.L. Extension, Communication and Management. Calcutta: Maya Prakash, 1991.
12. Stoner, James A.F. and Freeman R.E. Management. 5th Ed., New Delhi: Prentice Hall of India Pvt. Ltd., 1994.
13. Moshal, B.S. Management Theory and Practice. Galgotia Publishing Company, New Delhi, 2000.
14. Verma, S.K. Extension and Communication. Agrotech Publishing Agency, Udaipur, 2009.

Field Work
1st & 2nd Semesters

B. Development Intervention Experience

1st Semester

Objectives:

- i) To inculcate attitudes, values and commitment appropriate to the profession of Development Extension.
- ii) To develop necessary professional skills as an Development Extensionist by application of theoretical knowledge into practice.
- iii) To gain an insight into the real life situation in which educational intervention/ assistance may be required.
- iv) To enable students to meaningfully understand and use Supervisory guidance.

OUTLINE OF THE FIELD WORK ACTIVITIES:

- 1. Field Placement – Twice a week for 12 hours
- 2. Understanding Community
- 3. Developing Community Profile
- 4. Assessing Community Needs
- 5. Understanding existing developmental programs in action
- 6. Fieldwork Report writing
- 7. Individual conferences
- 8. Viva-voce

2nd Semester

Objectives:

- i) To develop an understanding about conceptualizing, planning, implementing and evaluating Development Extension work.
- ii) To enable the students to develop capacity and acquire the abilities to initiate and carry out tasks in the areas of social action, change, and social development.
- iii) To extend knowledge and other educational resources and render possible services to the community.
- iv) To enable students to meaningfully understand and use Supervisory guidance.

OUTLINE OF THE FIELD WORK ACTIVITIES:

- 1. Field Placement – Twice a week for 12 hours
- 2. Planning and preparing extension activities
- 3. Facilitating & Implementing extension activities and Programs
- 4. Evaluation of extension activities and programs implemented
- 5. Fieldwork Report writing
- 6. Individual conferences
- 7. Viva-voce

C. Practice of Construction of Research Instruments (Practical Work)

Suggested Practical:

- a) Construction of a questionnaire on a given research topic
- b) Construction of an attitude scale
- c) Construction of knowledge test

Part III (Third Semester)

A. THEORY

A.1 Core Courses

PAPER – XI UNDERSTANDING HUMAN BEHAVIOR

Objectives:

- i) To acquaint the students with the concepts and theories pertaining to human behaviour
- ii) To enable them to understand the application of these concepts and theories in development extension
- iii) To enable the students to understand predictors of human behaviour
- iv) To enable them to understand the regulators of human behaviour.

Contents:

Unit I : Introduction to Psychology and Behaviour

- 1. Understanding psychology and behaviour: Concept, meaning, nature, scope
- 2. Understanding dimensions of human behaviour – cognitive, affective, and psychomotor.
- 3. Understanding Development Extension objectives with reference to cognitive, affective, and psychomotor domains of human behaviour.

Unit II: Introduction to predictors of Human Behaviour

- 4. Motives as predictors of behaviour
- 5. Theories and techniques of motivating people.
- 6. Understanding Personality – its concept and major schools with special focus on Freud's Psychoanalytic Theory.

Unit III: Introduction to regulators of human behaviour

- 7. Perception: Nature, principles and its implication in educating people.
- 8. Emotions and their roles in regulating human behaviour.
- 9. Attitudes and prejudices – meaning, formation and change
- 10. Social Perception: Knowing others and self.

Books Recommended :

1. Baron, Robert A. and Branscombe Nyla R. Social Psychology India: Pearson, 2016.
2. Bloom et al. Taxonomy of Educational Objectives: New York, Toronto: Longmans, Green, 1956.
3. Kuppuswamy, B. An Introduction to Social Psychology, Bombay: Media Promoters and Publishers Pvt. Ltd., 1990.
4. Lewis-Peterson. Human Behaviour: An Introduction to Psychology, New York : Mc Graw Hill 1974.
5. Lindzey, G., Hall, C.S., Manosevitz , M. Theories of Personality, New Delhi: Addison-Wesley Naroso. 1983.
6. Morgan, Clifford; Weisz, John and King, Richard. Introduction to Psychology, New Delhi: Tata Mc Graw Hill 2001.
7. Munn, N.L. Introduction to Psychology. Boston: Houghton Mifflin, 1969.
8. Towle, C. Common Human Needs. New York: National Association of Social Workers, 1957.

PAPER – XII THEORIES OF PLANNED CHANGE AND DEVELOPMENT

Objectives:

- i) To make the students understand the theories of planned change.
- ii) To acquaint the students with the classical theories of development
- iii) To acquaint them with heterodox theories of development and make them understand their implication in extension

Contents:

Unit: I Theories of Planned Change

- 1. Ogburn's theory of Social Change
- 2. Lewin's theory
- 3. Lippert's theory
- 4. Prochaska and Diclemente's theory

Unit II Classical Theories of Development

- 5. Adam Smith's theory
- 6. Malthus's theory
- 7. Marxian theory

Unit III Heterodox Theories of Development

- 8. Gandhian philosophy of development
- 9. Dependency theories of development
- 10. Amartya Sen's theory

Books Recommended:

1. Chilcote R and Johnson, Dale. Theories of Development. Sage Publication, New Delhi; 1983
2. Dhama, OP, and Bhatnagar, OP. Education and Communication for Development. Oxford & IBH Publishing Co Pvt. Ltd., 1997.
3. Goyal; R.L. Economics of Growth and Planning Meerut: Meenakshi Prakashan, Meerut, 1993.
4. Hollis, C & Srinivasam, T.N. A Handbook of Development Economics, Delhi: Ideas Publication, 1988.
5. Lippitt, R, Watson, J and Westley, B. The Dynamics of Planned Change. Harcoast, Brace and Worldm, 1958.
6. Mishra & Puri . Economics of Development and Planning. Delhi: Himalaya Publishing House, 1994.
7. Parr, F and Shiv Kumar. Reading in Human Development. New Delhi: Oxford University Press, 2004.
8. Preston, P.W. Making Sense of Development. London: Routledge & Kegam Paul, 1996.
9. Raider, Dale. Organizations and Development. New Delhi: Sage Publication, 2000.
10. Sen, Amartya & Dreze, Jean. Poverty and Famines, Hunger and Public Action, Economic Development and Social Opportunity. Oxford Uni. Press 1999.

PAPER – XIII COMMUNICATION FOR DEVELOPMENT EXTENSION

Objectives:

- i) To develop basic understanding of communication process and its relevance for development. extension
- ii) To make the students aware of the theories, models and forms of communication, current trends in communication technologies.
- iii) To develop relevant skills in the students in journalism and program development for radio and television

Contents:

Unit I: Concepts and Process of Communication for Development Extension

1. Meaning, nature, importance and role of communication.
2. Elements of communication process.
3. Channels of communication.
4. Communication credibility, empathy, fidelity and homophily-heterophily in communication.
5. Interpersonal communication.
6. Participatory communication.

Unit II: Theories and Models of Communication

7. Theories of communication.
8. Models of communication.
9. Barriers/distortion in communication.
10. Communication technologies- current trends.

Unit III: Print and Electronic Media

11. Press, its role, importance and limitations.
12. Techniques of editing and proof reading
13. Radio, T.V. and cinema – their role, importance, limitations,, historical growth/milestones in electronic media.
14. Concept of Multi-media in information processing, information storage – fidelity and effectiveness of multi-media communication.
15. Art of interviewing and reporting for radio & television.
16. Audience response analysis.

Books Recommended:

1. Alexis, S. Tan, Mass Communication Theories and Research. Grid Publishing, Inc. Columbus, 1981.
2. Berlo, David K. The Process of Communication: An Introduction to Theory & Practice, New York: Halt, Rinchart and Winston, 1960.
3. Gandhi, Ved Prakash. Media and Communication Today. New Delhi: Kanishka Publishers, Distributors, 1995.
4. Gwyn, E. Jones Investing in Rural Extension: Strategies and Goals, England: Elsevier Applied Science Publishers Ltd., 1986.
5. Kumar, J. Keval. Mass Communication in India, Delhi: Jaico Publishing House, 1981.
6. Malhan, P.N. Communication Media: Yesterday, Today and Tomorrow, New Delhi: Publications Division, Ministry of Information and Broadcasting, Govt. of India, 1985.
7. Malkote, Srinivas, R. Communication for Development, New Delhi: Sage Publications, 1991.
8. Mitra, Anand Television and Popular Culture in India, New Delhi: Sage Publications Pvt.Ltd.1993.
9. Mcquail, Denis. Mass Communication Theory: An Introduction, 2nd Ed., New Delhi: Sage Publication, 1987.
10. Mody, Bella. Designing Messages for Development Communication: An Audience Participation – Based approach, New Delhi: Sage Publications, 1991.
11. Narula, Uma. Mass Communication – Theory and Practice, New Delhi: Har Anand Publications, 1994.
12. Rathnaswamy, P. Communication Management Theory and Practice, New Delhi: Deep and Deep Publications, 1995.
13. Rayadu, C.S. Communication, 1st Ed., New Delhi: Himalaya Publishing House, 1997.
14. Zachariah, Aruna. Communication Media and Electronic Revolution, New Delhi: Kanishka Publisher, Distributors, 1996.

Skill Enhancement Course

PAPER - XIV EXTENSION MANAGEMENT

Objectives:

- i) To acquaint the students with the meaning, concept and scope of management and administration; principles and theories of management.
- ii) To provide exposure to students about organizational processes including planning, organization and organizational communication.
- iii) To acquaint the students with financial management and budgeting.

Contents:

Unit I: Concepts and Theories

- 1. Management: meaning, concept, importance
- 2. Management v/s Administration
- 3. Principles of Management
- 4. Theories of Management

Unit II: Organizational Processes

- 5. Planning – objectives, nature, types and process of planning. Systems Approach strategies and policies to give direction to plans – decision-making, MBO.
- 6. Organization – organizational structure, organizational climate and organizational process; line staff and functional organizational, delegation of authority, departmentation.
- 7. Organizational communication

Unit III: Organizational Management

- 8. Direction-concept and significance. Techniques of Direction.
- 9. Co-ordination- meaning, features, importance, principles and techniques of co-ordination.
- 10. Supervision and Controlling- meaning importance and methods.
- 11. Administrative leadership, job satisfaction, motivation.
- 12. Approaches of Extension Management.

Books Recommended:

1. Banarjee, Shayamal. Principles and Practice of Management, New Delhi: Oxford and IBH Publishing Co., 1981
2. Dhama, O.P. and Bhatnagar, O.P. Education and Communication for Development, 2nd Ed, New Delhi: Oxford and IBH Publishing Co., 1985
3. Davar Rustam, S. The Principles of Management, 3rd Ed. Bombay: Crown Publishing House, 1985
4. Deshpande, R.G. and Raghvendra, H.N. Principles and Practice and Management, New Delhi: Kalyane Publishers, 1983.
5. Handly, Charles. Understanding Organizations, Oxford: Oxford University Press 1993.
6. Koontz and O' Donnell. Essential of Management, 2nd Ed., New Delhi: Mc Graw Hill Publishing Co.,1978.
7. Koontz et al. Management, 7th Ed., New Delhi: Mc Graw Hill Publishing Co.,1980.
8. Ray. G.L. Extension. Communication and Management, Calcutta: Maya Prakash, 1991.
9. Stoner, James A.F. and Freeman R.E. Management, 5th ed., New Delhi: Prentice
10. William, H. Newman et. al. The Process of Management: Strategy, Action, Results, 6th Ed., New Delhi: Prentice Hall of India Pvt. Ltd. 1988.
11. Verma, S.K. Extension and Communication Management. Agrotech Publishing Academy, Udaipur, 2009.

Choice Based Course

PAPER – XV ENTREPRENEURSHIP DEVELOPMENT

Objectives:

- i) To provide the understanding about basic concepts of rural development and rural development programmes.
- ii) To provide basic understanding about entrepreneurship development.
- iii) To make them aware of the support system for development entrepreneurship in rural and urban areas.

Contents:

Unit I: Entrepreneurship and Entrepreneurial Behaviour

- 1. Entrepreneurship development – concept, approach, need, scope and prospects
- 2. Understanding the entrepreneurial person.
- 3. Development of entrepreneurial characteristics – need system and motivational pattern, achievement planning, goal setting, leadership
- 4. Entrepreneurship development programs.

Unit – II : Enterprise Launching

- 5. Need of Business planning
- 6. Project designing and planning, setting-up of small business enterprise – project identification, selection of product, project formulation, managerial competency, implementation of plan.
- 7. Forms of enterprise
- 8. Preparation of project report
- 9. Project appraisal – technical, economic, financial and economic feasibility.
- 10. Enterprise launching – planning resourcing

Unit III: Enterprise Management

- 11. Production management, production planning & control, scheduling, quality control
- 12. Material management- Inventory Control.
- 13. Financial management – financial analysis tools, managing working capital, cost accounting, risk taking.
- 14. Marketing management – pricing, product mix, sales control, sales appraisal advertising and sale promotion.

Books Recommended:

1. Boggert, M.V.D. and A.K.N. Group Entrepreneurship with Rural Poor: India House Time, New Delhi: Indian Social Institute. 1969.
2. Chawla, Krishan. Social Cost-Benefit Analysis: An Introduction to Financial and Economic Appraisal of Projects, New Delhi. Mittal Publishing Company.
3. Mishra, S.N. & Sharma, Kushal. Problems & Prospects of R.D. in India. New Delhi. Uppal Publishing House, 1983.
4. Different Authors. Series of books for India, Philippines, Nepal, Indonesia, Malaysia, Thailand, Pakistan and Srilanka on Integrated Rural Development: India, State of the Art Services, Delhi. Centre on Integrated RD for Asia and the Pacific and Sterling Publishers Pvt. Ltd., 1989.
5. Arora, Ramesh K. & Hooja Rakesh. Administration of Rural Development-India and Comparative perspective. New Delhi. Arihant Publishing House, 1996.
6. Rao, M. and Gangadhar. Entrepreneurship & Enterpreneurial Development. Delhi. Kanishka Publishing House, 1992.
7. Saini, J.S. Entrepreneurial Development Programmes, Practices. New Delhi. Deep & Deep Publications, 1997.
8. Samiuddin et.al. Entrepreneurial Development in India. 1st Ed. New Delhi. Mittal Publications, 1990.
9. Singh, Kartar. Rural Development: Principles, Policies and Management. New Delhi. Sage Publications, 1996.
10. Sundaram, M. Entrepreneurship Development – Action and Achievement – Vol. 1,2,3, New Delhi. Kanishka Publishers, 1988.
11. Gupta, C.B., Srinivasan, N.P. Enterpreneurial Development. New Delhi. S. Chand, 1992 Ed.
12. S.Rathore, S.K. Dhaneja. Entrepreneurship in 21st Century. Jaipur: Rawat Publication, 1999.
13. Rav, T. Venkateswar and Pareek, Udai. Developing Entrepreneurship – A Hand Book for Policy Making. Delhi. Pub. Learning Systems, 1978.
14. Donald. L. The Art & Science of Extension. Cambridge: Ballinger Publishing Company, 1986.
15. Meredith, G.G., Nelson, R.E. and Neck, P.A. The Practice of Entrepreneurship. New Delhi. Dialogue Publishers, 1985.

C. Practice of Mass Extension Methods (Practical Work)

Suggested Areas:

A. Writing:

- a. Radio Script
- b. T.V. Script
- c. News Story
- d. Article

B. Evaluating:

- a. News Story
- b. Readability of the given Folder

C. Planning and preparing the layout of a Magazine cover and producing the Dummy of a Magazine.

D. Planning, preparing and conducting a Multi Media Campaign on a selected topic of your choice.

Part IV (Fourth Semester)

A. THEORY

A.1 Core Courses

PAPER-XVI DEVELOPMENT IN INDIA

Objectives:

- i) To acquaint the students with the various planning and development initiatives in India – pre independence, pre-liberalization, post liberalization and globalization era.
- ii) To make them understand the basic concept, importance and sectors of rural development in India – Agriculture, Industry, Cooperatives, Bank.
- iii) To help them understand Community Development, National Extension Service and Panchayati Raj System
- iv) To make them familiar with the meaning, concepts and problems of urbanization – migration, urban poverty, unemployment.

Contents:

Unit I: Development Initiatives and Planning

1. Pre-independence development initiatives.
2. Planning and development initiatives: pre liberalization period
3. Planning and development initiatives: post liberalization
4. Globalization and development in India.
5. Development organizations: Indian, International, role of NGOs in development.

Unit II: Rural Development in India

6. Rural Development: Concept importance and various sectors and rural development
7. Agriculture and rural development
8. Rural industrialization, cooperatives and banking
9. Community Development & National Extension Service
10. Panchayati Raj: System and Legislation
11. The 73rd Constitutional Amendment Act.
12. Important Landmarks: Individual, Institutional.

Unit III: Urban Development in India

13. Urbanization: meaning, growth, problems
14. Migration and urban problems
15. Urban Poverty and unemployment
16. Urban development interventions
17. The 74th Constitutional Amendment Act.
18. Important Landmarks: Individual, Institutional

Books Recommended:

1. Mishra, S.N. and Sharma, Kaushal. Problems and Prospects of Rural Development in India, New Delhi. Uppal Publishing House, 1983.
2. Singh, Kartar, Rural Development Principles, Policies and Management, Delhi: Sage Publication, 1996.
3. Dhama, O.P. and Bhatnagar, O.P. Educational and Communication for Development 2nd Ed. New Delhi: Oxford & IBH Co. Pvt. Ltd., 1987.
4. Gupta, D.D, Core. Concept and Emerging Areas, Agra: Beas Publishing Co. Raj, 2010.
5. ICAR. Handbook of Agriculture, New Delhi: ICAR Publication, 2008.
6. S.M.Shah. Rural Development Planning and Reforms, New Delhi: Abhinav Publication, 1977.
7. Arora, Ramesh & Hooja, Ramesh. Administration of Rural Development – Indian and Comparative Perspective. Arihant Publishing House, 1996
8. Ahmad, Rais. Globalization and Economic Development, (I,II,III Volumes). New Delhi: Mittal Publishers, 2009.
9. Deshpande, Ashwani. Globalization and Development: A Handbook of New Perspectives New Delhi: Oxford University Press, 2008.
10. Ranahar, Gedam. Poverty in India. New Delhi: Deep & Deep Publication, 1995.
11. Pernia, E.M. Urban Poverty in Asia. New Delhi: Oxford University Press, 1994.
12. Mishra and Puri. Indian Economy ,New Delhi: Himalaya Publishing House, 2009.
13. Rathore, M.S. Environment and Development Delhi: Rural Publication, 1996.
14. Mustafa, A. Indian Rural Economy. New Delhi: Serials Publications 2009

PAPER - XVII ISSUES AND PROBLEMS IN DEVELOPMENT

Objectives:

- i) To expose the students to the basic issues in Development- population, poverty and inequality, unemployment, natural resource management and environment.
- ii) To make them understand the various sectoral issues in development- agriculture, industry, energy and infrastructure related.
- iii) To acquaint them with social sector in development- education, health & nutrition, gender issues.

Contents:

Unit I: Basic Issues in Development

- 1. Agrarian issues in development
- 2. Understanding natural environment and introduction to renewable/ Non conventional and non-renewable resources
- 3. Pollution and environmental degradation, measures of pollution control.
- 4. Disaster management, types of disaster management, methods and techniques of disaster management, community based disaster preparedness.
- 5. Basic infrastructure and development.

Unit II- Social Sectors Issues in Development

- 6. Consumer education, acts and issues of consumer protection.
- 7. Human rights, concepts, Indian constitution and human rights.
- 8. Women development, concepts, empowerment and gender disparities
- 9. Development deprivation – marginalization and exclusion.

Unit III: Problems in Development

- 10. Population
- 11. Poverty and Inequality
- 12. Unemployment
- 13. Natural Resource Management, environment sustainability

Books Recommended:

1. Aggarwal, A.N. Indian Economy: Problems of Development and Planning, New Delhi: Wishwa Publication, 1999.
2. A, Mohammad. Dynamics of Agricultural Development in India. Delhi: Concept Publication, 1978.
3. Balan K. Population Development and Health. Delhi: Uppal Publishing House, 1994.
4. David, Leon and Wall, Gill. Poverty, Inequality and Health: An International Perspective. Delhi: Oxford Uni. Press, 2001.
5. Mishra and Puri. Development and Planning: Theory and Practice. New Delhi: Himalaya Publishing House, 1996.
6. Rao, T.V. Human Resource Development, Experiences Interventions, Strategies. Delhi: Sage, Publication, 1996.
7. Sen, R.K. and Chatterjee, B. Indian Economy: Agenda for the 21st Century. Deep & Deep Publication, 2003.
8. Sen, Suverna. Gender and Development. New Delhi: ICFAI Univ. Press, 2008.
9. Balakrishnan, M. Environmental Problems and Prospects in India. New Delhi: Oxford & IBH Pub, 1998.
10. Gole, Parkash. Nature Conservation and Sustainable Development in India. Jaipur: Rawat Publication, 2001.
11. Goyal, S.L. Disaster Administration and Management. New Delhi: Deep and Deep Publication, 2010.
12. Trivedi, P.R. Environmental Education. New Delhi, A.P.H. Publishing Corporation, 2004.
13. Chaudhary, R.N.P. Consumer Protection Law: Provisions and Procedures. India Eastern Book Company, 2005.
14. Gupta, Amit Kumar. Women and Society. Delhi: Criterion Publications, 1986.
15. Waghmare, B.S. Human Rights: Problems and Prospects. Delhi: Kalinga Publications, 2001.

PAPER - XVIII TRAINING FOR DEVELOPMENT

Objectives:

- i) To make the students understand the significance of training for development.
- ii) To acquaint them with the processes, strategies, methods, organization and evaluation of training/programmes.
- iii) To make them familiar with problems and prospects of training.

Contents:

Unit I: Basics of Training and Training Process

- 1. Training and Development-meaning, importance and concept
- 2. Principles of extension training.
- 3. Processes and different phases of training
- 4. Types of Training.
- 5. Models of Extension training – systems approach, etc.

Unit II: Training Design and Methods

- 6. Training Needs Analysis (TNA) – concept, importance and methods.
- 7. Training strategy and designs, designing training session – Experiential Learning Cycle (ELC).
- 8. Training methods – their importance, uses and limitations.

Unit III: Training Organisation

- 9. Techniques of organising training effectively – institutional as well as field training for different categories of clientele.
- 10. Monitoring and Evaluation of training programme; factors affecting training.
- 11. Current trends in training – organizational development approach etc.
- 12. Capacity building

Book Recommended:

1. Chaudhary, D.P. Training Methodology and Management, New Delhi: Sterling Pub., Pvt. Ltd., 1986.
2. Dahama, O.P. and Bhatnagar, O.P. Education and Communication for Development, 2nd Ed. New Delhi: Oxford and IBH Publishing Co. 1985.
3. Lynton and Pareek, U. Training for Development, 2nd Ed. New Delhi: Vistaar Publications, 1978
4. Mishra, D.C. New Directions in Extension Training: A Conceptual Framework, New Delhi: Directorate of Extension. Ministry of Agriculture, 1990.
5. Prior, John. Training and Development, Delhi: Tayco Publishing House, 1994.
6. Robinson, Kenneth, R.A. Handbook of Training Management, New Delhi: Aditya Book Pvt. Ltd., 1988.
7. Singh, P.N. Training for Management Development, New Delhi: ISTD, 1989.

PAPER – XIX DIFFUSION AND ADOPTION OF INNOVATIONS

Objectives:

- ii) To develop basic understanding of diffusion and adoption process.
- iii) To make the students aware about the diffusion and transfer of technology as a means of bringing about social change.
- iv) To make them able to understand the systems of transfer of technology.

Contents:

Unit I: Diffusion and Adoption Process

- 1. Concept of diffusion and adoption of Innovations, Stages of adoption process.
- 2. Factors influencing adoption process.
- 3. Models of diffusion and adoption.
- 4. Adopter categories and their characteristics, adoption curve, rate of adoption, over adoption.
- 5. Communication channels by stages of adoption and communication channels by adopter categories.

Unit II: Technology Development & Innovation-Decision Process

- 6. Generation of Innovation – technology development process.
- 7. Innovation-Decision Process.
- 8. Types of Innovation-Decisions
- 9. Attributes of Innovation – relationship with rate of adoption.
- 10. Consequences of adoption of Innovation.

Unit III: Transfer of Technology

- 11. Concept and Model of Transfer of Technology (TOT)
- 12. Opinion leadership.
- 13. Change agents.
- 14. Strategies of transfer of technology.
- 15. Technological constraints.

Books Recommended:

1. Dhama, O.P. & Bhatnagar, O.P. Education and Communication for Development. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd., 1985
2. Kelsey, L.D. and Hearne, C.C. Co-operative Extension. Work 3rd Ed. New York: Comstock Publishing Associates, 1963.
3. Ray, G.L. Extension, Communication and Management. Calcutta: Maya Prakash, 1991.
4. Reddy, A.A. Extension Education. Guntur: Sree Lakshmi Press, 1987.
5. Rogers, E.M. Diffusion of Innovations. 4th Ed. New York: The Free Press. A Division of Macmillan Publishing Co., 1995.
6. Singh, Ranjit, Text Book of Extension Education. Ludhiana: Sahitya Kala Prakashan, 1987.
7. Spence, W.R. Innovation. Champman and Hall Company. London, 1994.
8. Supe, S.V. An Introduction to Extension Education. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd. 1988.
9. Supe, S.V. A Text Book of Extension Education. Agrotech Publishing Academy, Udaipur, 2009.
10. Waghmare, S.K. Teaching Extension Education. 2nd Ed. New Delhi: Metropolitan Book Co. Pvt. Ltd., 1989.

Choice Based Course

PAPER XX NON FORMAL EDUCATION

Objectives:

- ii) To acquaint the students with various areas in adult & continuing education.
- iii) To make them understand basic principles and strategies involved in these areas.
- iv) To make them familiar with the existing programs in these areas in India.
- v) To make them understand importance of extension intervention and its role in execution of these programs.

Contents:

Unit I: Adult Education

- 1. Concept – literacy, functional literacy, mass literacy.
- 2. Adult education: Pre and Post independence period.
- 3. Adult education programmes in India.
- 4. Adult education and development.

Unit II: Continuing Education

- 5. Concepts, life long education, need and importance of continuing education in India.
- 6. Planning continuing education programmes.
- 7. Resource mobilization for continuing education.

Unit III: Non Formal Education

- 8. Concept, need and importance of non formal education in India.
- 9. History of non formal education in India.
- 10. Approaches to non formal education.
- 11. Preparing target group and area specific learning materials for non formal education.

Books Recommended:

1. Jenkins, Janet, Rantledge & Kegan. Materials for Learning – How to teach adults at a distance. Paul, London: Boston and Henley, 1981.
2. Kundu, C.L. Adult Education. New Delhi: Sterling Pub. Private Ltd., 1986.
3. Mohanty, S.B. Life Long and Adult Education. Ashish Pub. House, 1988.
4. Rogers, Alan. Teaching Adult. New Delhi: Sterling Pub. Pvt. Ltd., 1989.
5. Sahoo, P.K. Open Learning System. New Delhi: Uppal Pub. House, 1994.
6. Sharma, Sita Ram. A Development of Adult Education in India. Delhi: Akashdeep Publishing House, 1990.
7. Sodhi, T.S. and Bhatia, K.K. Adult Education – A multi-disciplinary Approach. Ludhiana and Delhi: Tossey-Bass Publishers, 1985.
8. Apps, Jerold. W. Improving Practice in Continuing Education. San Francisco, London: Tossey-Bass Publishers, 1985.
9. Bhola, H.S. and Kingsley, Jessica. A Source book for literacy work – Perspective from the grass roots. UNESCO Publishing, 1994.
10. Darkenwald, Gardon Merriam. Adult Education-Foundations of practice. New York: Harper and Row Publishers, 1982.
11. Duke, Chris. Adult Education: International Perspectives from China, London, Sydney. Wolfeboro. New Hampshire: Crown Helm, 1987.
12. Dutta, S.C. History of Adult Education in India. New Delhi: Indian Adult Education Association, 1986.
13. Jarvis, Peter. The Sociology of Adult & Continuing Education. London, Sydney Dover, New Hampshire: Crown Helm, 1985.
14. Tight, Malcolm (Ed.). Education for Adults Vol. I: Adult Learning and Education. London and Canberra: Crown Helm, 1983.
15. Tight, Malcolm (Ed.). Education for Adults. Vol. 2: Educational Opportunities for Adults. London and Canberra: Crown Helm, 1983.

B. Concurrent Field Work 3rd & 4th Semesters

3rd Semester

Objectives:

- i) To familiarize students with various NGOs and field interventions conducted by them.
- ii) To enable the students to develop an understanding about the mandate, aims and objectives, vision, policies etc. of the agency.
- iii) To help the students to study and understand for organizational set up of the agency.
- iv) To familiarize the students with the working of the agency.
- v) To enable them to observe and study the working of some of the developmental/extension programs implemented by the agency.

OUTLINE OF FIELD WORK ACTIVITIES:

- 1. Field work – Twice a week for 12 hours.
- 2. Field placement with NGOs
- 3. Understanding functions and field programs of NGOs
- 4. Visits to the different organizations/agencies for developing an understanding of the existing programs/activities.
- 5. Meaningful interaction with the agency personnel at different levels.
- 6. Methodology – Individual/Group Conferences.
- 7. Viva-voce.

4th Semester

Objectives:

- i) To identify the problems encountered by personnel working in the agency at different levels and study how these are being addressed.
- ii) To help students observe and understand the dynamics of human relations and personnel management in the agency.
- iii) To make students familiar with the various types of training programmes carried out both at the organizational and field level.
- iv) To develop and fine tune Recording and Report writing skills of the students.
- v) To enable students to meaningfully understand and use Supervisory guidance at both the faculty and agency level.

OUTLINE OF FIELD WORK ACTIVITIES:

- 1. Studying the recruitment procedures and other personnel management practices of the agency.
- 2. Observing and studying the various training programs being conducted by the agency.
- 3. Recording and Report writing.
- 4. Methodology – Individual/Group Conferences
- 5. Viva-voce.

C. Practice of Training Methods (Practical Work)

Suggested Practical:

- a) Assessment of training needs
- b) Planning and Developing a training program
- c) Conducting/using different training methods and techniques:
 - Role play
 - Simulation
 - Brain storming
 - Case study
 - Participatory training & micro-lab
 - Evaluation of a training program