

AJK Mass Communication Research Centre
Jamia Millia Islamia
New Delhi-110025

SYLLABUS

M.A. in Development Communication (2025-27)

Credits Distribution for M.A. Development Communication Semester-I
(4 Core Papers and 1 CBCS Paper)

| M.A. IN DEVELOPMENT COMMUNICATION SEMESTER – I | | | | | | | |
|---|---|------------|------------|------------|------------|--------------|---------------------|
| P. Id | Paper Name | UET | IAT | UEP | IAP | Total | Credit (T+P) |
| MDC101 | Development Communication | 60 | 40 | -- | -- | 100 | 4+0=4 |
| MDC102 | Dynamics of Development | 60 | 40 | -- | -- | 100 | 4+0=4 |
| MDC103 | Economics of Development | 60 | 40 | -- | -- | 100 | 4+0=4 |
| MDC104 | Traditional Media (Street Theatre & Puppetry) | 60 | 40 | 50 | 50 | 200 | 4+5=9 |
| CB-T101 | CBCS | 60 | 40 | -- | -- | 100 | 4+0=4 |
| | Total | | | | | 600 | 25 |

SEMESTER I

MDC101 - DEVELOPMENT COMMUNICATION (THEORY)

Course Description: The course introduces students to the fundamentals of communication and its relationship with society, emphasizing theories, types, and processes. It explores the concept, scope, and strategies of development communication, including participatory approaches and paradigms. Students will examine the role of media in development, behaviour change communication, alternative media, and global trends to understand communication as a catalyst for social change.

Course Objective:

- To understand the concept, types and theories of Communication
- To understand the relation between communication and society
- To familiarize the students with the concept ,scope and strategies in development communication
- To enable the students to analyses different paradigms and approaches in development communication.
- Understanding the role of media in development communication

Unit 1: Introduction to Communication

Unit 2: Introduction to Development Communication

Unit 3: Role of Media in Development

Unit 4: Trends in Development Communication

Reading List

- Rogers, E. M. (2003). Diffusion of innovations (5th ed.). Free Press.
- Servaes, J. (2008). Communication for development and social change. Sage Publications.
- Melkote, S. R., & Steeves, H. L. (2015). Communication for development: Theory and practice for empowerment and social justice (3rd ed.). Sage Publications.
- Singhal, A., & Rogers, E. M. (2001). Entertainment-education: A communication strategy for social change. Routledge.
- Dutta, M. J. (2011). Communicating social change: Structure, culture, and agency. Routledge.

MDC102 - DYNAMICS OF DEVELOPMENT (THEORY)

Course Description: The course explores the concept and evolution of development through historical, political, and theoretical perspectives. It examines key models and theories, including Marxian and Gandhian approaches, and analyzes the role of political ideologies in shaping development agendas. Students will critically engage with debates on balanced growth, institutional change, and the politics of development in contemporary contexts.

Course Objective:

- To familiarize students with the evolution and concept of development.
- To understand the theories and models of development
- To acquaint the students with different political approaches of development

Unit1: Introduction to Development

Unit 2: Concept of Development

Unit 3: Development Theories

Unit 4: Politics of Development

Reading List

Todaro, M. P., & Smith, S. C. (2020). *Economic Development*. Pearson.

Sen, A. (1999). *Development as Freedom*. Oxford University Press.

Frank, A. G. (1967). *Capitalism and Underdevelopment in Latin America*. Monthly Review Press.

Gandhi, M. K. (1945). *Constructive Programme: Its Meaning and Place*. Navajivan Publishing House.

Rostow, W. W. (1960). *The Stages of Economic Growth: A Non-Communist Manifesto*. Cambridge University Press.

MDC103 - ECONOMICS OF DEVELOPMENT (THEORY)

Course Description: The course explores the interconnection between economics and development, examining fundamental concepts of micro and macroeconomics, theories of economic growth, and the distinction between growth and development. It emphasizes human and sustainable development perspectives and analyzes the role of key agencies—government, NGOs, community, and corporate sector—in shaping development processes. Students will critically engage with indicators, measurements, and contemporary debates in development economics.

Course Objective:

- To sensitize the student about the importance of economics in development
- To understand the models of growth in development
- To acquaint the students with various agencies of development

Unit 1: Introduction to Economics

Unit 2: Growth Definitions and Indicators

Unit 3: Development Difference between Growth and Development

Unit 4: Agencies of Development

Reading List

- Todaro, M. P., & Smith, S. C. (2020). *Economic development* (13th ed.). Pearson Education.
- Sen, A. (1999). *Development as freedom*. Oxford University Press.
- Meier, G. M., & Rauch, J. E. (2005). *Leading issues in economic development* (8th ed.). Oxford University Press.

- United Nations Development Programme. (2023). *Human development report 2023: Breaking the gridlock*. UNDP.
- Stiglitz, J. E., Sen, A., & Fitoussi, J. P. (2010). *Mismeasuring our lives: Why GDP doesn't add up*. The New Press.

MDC104 - TRADITIONAL MEDIA (THEORY AND PRACTICAL)

Course Description: This course explores the role of traditional media, focusing on street theatre and puppetry, as powerful tools for communication and social change. Students will learn the history, forms, and relevance of traditional media, and gain practical experience in developing, scripting, and performing street plays and puppet shows on contemporary development issues. Emphasis is placed on creativity, research, and performance.

Course Objectives:

- To understand various traditional forms of communication and their cultural significance.
- To acquaint students with the techniques and processes of street theatre and puppetry.
- To train students in developing scripts, designing performances, and delivering impactful productions.
- To foster creative expression for addressing contemporary development issues through participatory performances.

Unit1: Introduction to Traditional Media

Unit2: Street Theatre

Unit3: Puppetry

Reading List

Singhal, A., & Rogers, E. M. (1999). *Entertainment-Education: A Communication Strategy for Social Change*. Routledge.

Katyal, A. (2001). *Street Theatre and the Politics of Performance in India*. Indian Journal of Gender Studies.

Baird, B. (2013). *Puppetry: A Reader in Theatre Practice*. Palgrave Macmillan.

Gupta, S. (2012). *Traditional Folk Media for Development Communication*. Madhav Books.

Boal, A. (2000). *Theatre of the Oppressed*. Pluto Press.

Parmar, Shyam. (1975). *Traditional Folk Media in India*. Geka Books.

Credits Distribution for M.A. Development Communication Semester-3
(5 Core Papers and 1 CBCS Paper)

| M.A. IN DEVELOPMENT COMMUNICATION SEMESTER – III | | | | | | | |
|---|-------------------------------------|------------|------------|------------|------------|--------------|---------------------|
| P. Id | Paper Name | UET | IAT | UEP | IAP | Total | Credit (T+P) |
| MDC301 | Programme Design and Management | 60 | 40 | -- | -- | 100 | 4+0=4 |
| MDC302 | Research Methodology | 60 | 40 | -- | -- | 100 | 4+0=4 |
| MDC303 | Introduction to TV/Video Production | 60 | 40 | 25 | 25 | 150 | 4+2=6 |
| MDC304 | Community Radio | 60 | 40 | 50 | 50 | 200 | 4+4=8 |
| MDC305 | Internship | -- | -- | 25 | 25 | 50 | 0+2=2 |
| CB-S101 | CBCS | 60 | 40 | -- | -- | 100 | 4+0=4 |
| | Total | | | | | 700 | 28 |

SEMESTER 3

MDC301 - PROGRAM DESIGN AND MANAGEMENT (THEORY)

Course Description: The course equips students with knowledge and skills to design, implement, and evaluate development programmes. It introduces planning frameworks like the Logical Framework Approach (LFA), multi-stakeholder participation, and strategic implementation processes. Students will also learn monitoring and evaluation techniques essential for measuring effectiveness and impact. Through case studies and practical exercises, learners will develop competence in programme management within development contexts.

Course Objective:

- To familiarise students with the designing of development programmes.
- To understand the concept of planning.
- To acquaint students with the implementation of development programmes.
- To familiarise the students with the monitoring and evaluation techniques.

Unit 1: Designing Development Programmes: Planning and Design

Unit 2: Implementation of Development programmes

Unit 3: Monitoring and Evaluation

Reading List

Kusek, J. Z., & Rist, R. C. (2004). Ten steps to a results-based monitoring and evaluation system: A handbook for development practitioners. World Bank.

United Nations Development Programme (UNDP). (2009). Handbook on planning, monitoring and evaluating for development results. UNDP.

Cracknell, B. E. (2000). Evaluating development aid: Issues, problems and solutions. Sage Publications.

MDC302 - RESEARCH METHODOLOGY (THEORY)

Course Description: The course introduces students to the fundamentals of research methodology, emphasizing its significance in academic and applied contexts. It covers research design, qualitative and quantitative methods, data collection tools, sampling, and analysis techniques. Students will learn to critically apply research methods to development communication studies, design proposals, and interpret results using relevant analytical tools.

Course Objective:

- To enable the students to understand the importance of Research.
- To familiarize the students to various Research Designs.
- To acquaint the student with current trend in research and evaluation.
- To sharpen different skills and tools of research so that student can apply these methods for media pre production, production and feedback.

Unit 1: Introduction to Research

Unit 2: Research Design

Unit 3: Statistical tools

Reading List

- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques*. New Age International.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE.
- Wimmer, R. D., & Dominick, J. R. (2013). *Mass Media Research: An Introduction*. Wadsworth.
- Bell, J. (2010). *Doing Your Research Project*. Open University Press.

- Silverman, D. (2021). *Qualitative Research*. SAGE.
- Bernard, H. R. (2017). *Research Methods in Anthropology*. Rowman & Littlefield.
- Hansen, A., Cottle, S., Negrine, R., & Newbold, C. (1998). *Mass Communication Research Methods*. Palgrave Macmillan.

MDC303 - INTRODUCTION TO TV/VIDEO PRODUCTION (THEORY AND PRACTICAL)

Course Description: The course introduces students to the fundamentals of television and video production, emphasizing visual grammar, camera operations, and basic technical concepts such as sound and lighting. Students will gain practical experience with studio equipment, multi-camera setups, and editing techniques. The course culminates in the creation of short video spots on social and development issues, integrating theory with hands-on production skills.

Course Objective:

- To develop an understanding of the TV and Video productions process.
- To familiarize students with different genres of video.
- To familiarise students with the technical concept of TV and video production.

Unit1: Introduction to TV and Video

Unit 2: Basic technical concepts

Unit 3: Familiarizing with the Studio equipment

Reading List

- Millerson, G., & Owens, J. (2012). *Video production handbook* (5th ed.). Focal Press.
- Zettl, H. (2018). *Television production handbook* (12th ed.). Cengage Learning.
- Brown, B. (2020). *Cinematography: Theory and practice: Image making for cinematographers and directors* (4th ed.). Routledge.
- Honthaner, E. L. (2019). *The complete film production handbook* (5th ed.). Routledge.

MDC304 - COMMUNITY RADIO (THEORY AND PRACTICAL)

Course Description: The course explores the evolution of radio in India and its role as a medium for development and social change. Students will learn about various radio formats, the concept and functioning of community radio, and its impact on communities. The course also covers radio production techniques, providing practical exposure to scriptwriting, recording, and editing for radio programs.

Course Objective:

- To understand the evolution of radio.
- To acquaint students with different formats of radio.
- To establish a relation between radio and social change.
- To familiarize students with the impact of community radio.
- To acquaint students with production of community radio feature.

Unit 1: Introduction to Radio

Unit 2: Community Radio

Unit 3: Radio production

Reading List

- Jeffery, R. (2006). India's evolving broadcast policy. In Radio in the Global Age (pp. 65-84). Sage Publications.
- Pavarala, V., & Malik, K. K. (2007). Other voices: The struggle for community radio in India. Sage Publications.
- McLeish, R. (2005). Radio production (5th ed.). Focal Press.
- UNESCO. (2011). Community radio handbook. UNESCO Publishing.
- Kumar, K. J. (2010). Mass communication in India (4th ed.). Jaico Publishing House.

MDC305 - INTERNSHIP (PRACTICAL)

Course Description: The course requires students to undertake a compulsory internship with an organization relevant to the field of media and development communication. The internship provides hands-on experience, exposure to professional environments, and an opportunity to apply theoretical concepts in practice. Students must submit a detailed report of their internship experience, which will be evaluated as part of the course.

Course Objective:

- To bridge the gap between academic learning and professional application.
- To enable students to understand organizational structures, workflows, and roles.
- To develop professional skills such as reporting, content creation, research, and project execution.
- To encourage reflective learning through report writing and self-assessment.