



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

M.A. /M. Sc. DEVELOPMENT EXTENSION

SYLLABUS as per NEP 2020 (w.e.f. 2026)

REGULATIONS RELATING TO THE M.A./M.Sc. DEVELOPMENT EXTENSION EXAMINATION

(Effective from Academic Session 2026–27)

1. Examination Scheme

The examination for the M.A./M.Sc. (Development Extension) programme shall be conducted in four parts, namely:

- **Part I** – at the end of Semester I
- **Part II** – at the end of Semester II
- **Part III** – at the end of Semester III
- **Part IV** – at the end of Semester IV

Each part of the examination shall be open to a candidate who has undergone a regular course of study as prescribed by Jamia Millia Islamia, attended the required percentage of lectures and practical sessions, and completed the prescribed components of Development Intervention Experience, Field Work, Research Project, Internship, and Practical Work for the respective semester, provided that:

(a) The candidate has passed the B.A./B.Sc./B.Com. or B.A. (Hons.)/B.Sc. (Hons.)/B.Com. (Hons.) Examination of Jamia Millia Islamia or an equivalent examination from a recognised university, securing not less than **50% marks** in aggregate.

(b) The programme shall be pursued as a **full-time regular course of study** in accordance with the provisions of **NEP 2020** and the rules of the University.

(c) The candidate has attended at least **75% of the lectures, tutorials, practical sessions, and fieldwork activities** in each course.

2. Scheme of Evaluation

The evaluation of the M.A./M.Sc. Development Extension programme shall be carried out in accordance with the provisions of the University Ordinances and Regulations as amended from time to time.

(a) Theory Courses

The evaluation of theory courses shall be based on the following distribution of marks:

- Internal Assessment (IA): 40% of the total marks
- End-Semester University Examination (UE): 60% of the total marks

The Internal Assessment shall ordinarily comprise class tests, assignments, term papers, presentations, or such other components as may be prescribed by the Department and approved by the University.

(b) **Seminar Courses**, Practical Work, Fieldwork, Internship, PG Thesis and other practice based components shall be based on the following distribution of marks:

- Internal Assessment (IA): 50% of the total marks
- End-Semester University Evaluation (UE): 50% of the total marks

The modalities of assessment shall be as follows:

Practical Work

Internal Assessment shall be based on practical records, files, assignments, attendance, participation, and related academic activities.

End-Semester University Evaluation shall be conducted through practical examination and/or viva voce.

Fieldwork

Internal Assessment shall be based on fieldwork records, files, field reports, assignments, presentations, attendance, participation, community intervention and supervisor's assessment. End-Semester University Evaluation shall be conducted through evaluation of fieldwork records, written examination and/or viva voce, as prescribed by the Department.

Internship

Internal Assessment shall be based on internship log sheets, field performance, periodic reports, and supervisor's assessment. End-Semester University Evaluation shall be conducted through evaluation of the internship report and viva voce.

PG Thesis

Internal Assessment shall be based on progress presentations, draft submissions, and supervisor's assessment. End-Semester University Evaluation shall be based on evaluation of the thesis report and viva voce.

The detailed modalities of Internal Assessment and End-Semester Evaluation shall be prescribed by the Department and approved by the competent authorities of the University from time to time.

4. Minimum Requirement for Passing

A candidate shall be declared to have passed the M.A./M.Sc. (Development Extension) examination if he/she secures not less than 40% marks in Internal Assessment and End-Semester University Examination separately, wherever applicable, and not less than 40% marks in the aggregate in each course, including theory papers, practical work, fieldwork, internship, research, and other prescribed components, in accordance with the Ordinances, Regulations, and Examination Rules of Jamia Millia Islamia as amended from time to time.

Summary of Programme Structure

S. No.	Total no. of courses of the program	Nature of Course	Semester-I	Semester-II	Semester-III	Semester-IV	Total Marks	Credits
1.	10	Core Courses	400	300	300	—	1000	40
2.	2	Research Methodology	100	—	100	—	200	8
3.	2	Seminar Course - Practical	—	50	50	—	100	2
4.	3	Seminar Course - Fieldwork	100	100	100	—	300	12
5.	1	PG Thesis (Written Submission)	—	—	—	400	400	16
6.	1	PG Thesis (Viva-Voce)	—	—	—	100	100	4
7.	1	Seminar Course Internship	—	—	100	—	100	2
Total	20		600	450	650	500	2200	84

SEMESTER-WISE SCHEME OF STUDIES

Table 1: Scheme of Studies – Semester I

S. N.	Nature of Course	Paper No.	Paper Code	Title of Paper	IA Marks	UE Marks	Total Marks	Credit
1.	Core Course 1	Paper-I	MXEN-101	Fundamentals of Development Extension(IKS)	40	60	100	4
2.	Core Course 2	Paper-II	MXEN-102	Community Development and Organization	40	60	100	4
3.	Core Course 3	Paper-III	MXEN-103	Understanding Human Behavior	40	60	100	4
4.	Core Course 4	Paper-IV	MXEN-104	Extension Methods and AV Aids	40	60	100	4
5.	Research Methodology	Paper-V	MXEN-105	Research Methodology in Development Extension – I	40	60	100	4
6.	Seminar Course	Paper-VI	MXEN-106	Development Extension Fieldwork – I (AEC)	50	50	100	4
Total					250	350	600	24

Table 2: Scheme of Studies – Semester II

S. N.	Nature of Course	Paper No.	Paper Code	Title of Paper	IA Marks	UE Marks	Total Marks	Credits
1.	Core Course 1	Paper -VII	MXEN-201	Diffusion and Adoption of Innovation	40	60	100	4
2.	Core Course 2	Paper -VIII	MXEN-202	Sociology for Development Extension	40	60	100	4
3.	Core Course 3	Paper -IX	MXEN-203	Extension Management	40	60	100	4
4.	Seminar Course 1	Paper -X	MXEN-204	Practice of ExtensionMethods (Practical)	25	25	50	1

5.	Seminar Course 2	Paper -XI	MXEN -205	Development Extension Fieldwork – II(VAC)	50	50	100	4
Total					195	255	450	17

Table 3: Scheme of Studies – Semester III

S. N.	Nature of Course	Paper No.	Paper Code	Title of Paper	IA Marks	UE Marks	Total Marks	Credit
1.	Core Course 1	Paper -XII	MXEN -301	Issues and Problems in Development	40	60	100	4
2.	Core Course 2	Paper -XIII	MXEN -302	Entrepreneurship Development and Program Planning	40	60	100	4
3.	Core Course 3	Paper -XIV	MXEN -303	Health and Nutrition	40	60	100	4
4.	Research Methodology	Paper -XV	MXEN -304	Research Methodology in Development Extension – II	40	60	100	4
5.	Seminar Course 1	Paper -XVI	MXEN -305	Research Instruments Practicum	25	25	50	1
6.	Seminar Course 2	Paper -XVII	MXEN -306	Concurrent Field Work-CFW (SEC)	50	50	100	4
Total					235	315	550	21

Table 4: Scheme of Studies – Semester IV

S. N.	Nature of Course	Paper No.	Paper Code	Name of Paper	IA Marks	UE Marks	Total Marks	Credit
1.	PG Thesis Course 1	Paper-XVIII	MXEN -401	PG Thesis (Written Submission)	200	200	400	16
2.	PG Thesis Course 2	Paper-XIX	MXEN -402	PG Thesis (Viva-Voce)	50	50	100	4
3.	Seminar Course 1	Paper-XX	MXEN -403	Internship	50	50	100	2
Total					300	300	600	22
20	GRAND TOTAL						2200	84

SEMESTER - I

CODE: MXEN-101

CORECOURSE1

PAPER-I: FUNDAMENTALS OF DEVELOPMENT EXTENSION

(Indian Knowledge System Course)

Objectives:

- i) To help the students understand the concepts, paradigm, approaches of Development
- ii) To enable the students, acquire the concepts, philosophy, nature, principles and history of Extension.
- iii) To make them conversant with the concepts, definitions, need, importance, scope of Development Extension
- iv) Analyse the relevance of indigenous and traditional knowledge systems in addressing contemporary developmental challenges.
- v) Promote the application of Indian Knowledge Systems in development extension for achieving sustainable, inclusive, and culturally responsive development

Contents:

Unit-I: Introduction to Development.

1. Development: meaning, concept, paradigms, and approaches
2. Planning and development initiatives-Pre and post liberalisation
3. Global perspectives in development
4. Types of Development – Social; Economical; & Political development, Human development; Sustainable and inclusive development

Unit-II: Introduction to Extension

1. Extension–concept, meaning, definitions, nature, Importance, philosophy and Principles.
2. Origin and growth of Extension – Global and Indian Perspectives.
3. Extension as discipline and profession and its relationship with other Social Sciences.
4. Development Extension and its Approaches- Training and Visit Approach, General Extension Approach, Participatory Approach, Commodity Specialized Approach, Cost Sharing Approach

Unit-III: Introduction to Development Extension and Indian Knowledge System

1. Introduction to Development Extension- Meaning Concept, Definitions, need, Importance, Objectives.
2. Role of indigenous knowledge in extension and sustainable development.
3. Documentation, preservation, and dissemination of local knowledge and Integrating IKS with modern science and technology.
4. Case studies of successful IKS-based development initiatives in India.

Books Recommended:

1. Jarial, S. (2024). Fundamentals of agricultural extension. New India Publishing Agency. Fundamentals of Agricultural Extension (2024) (Google Books)
2. Fundamentals of extension education. Banda University of Agriculture and Technology. Fundamentals of Extension Education PDF
3. Government of India, Ministry of Education, Indian Knowledge Systems: A Framework for Higher Education.
4. Mishra and Puri. Development and Planning Theory and Practice, New Delhi; Himalaya Publishing House, 1986.
5. Parr, S.F. and Shiva Kumar, A.K. Readings in Human Development: Concepts, Measures and Policies, Oxford University Press, 2006.
6. Ranade, Eknath. Sustainable Development, (AskhayaVikas) Vivekanand Kendra Prakashan, 2001.

CODE: MXEN-102

CORE COURSE 2

PAPER-II: COMMUNITY DEVELOPMENT AND ORGANISATION

Objectives:

- i) To acquaint the students with the concepts and process of community development and organization
- ii) To enable them to understand role and importance of local resources in community organization 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 Organization

1. Community Development (CD): meaning and concept.
2. Community organisation (CO): meaning, concepts and principles.
3. Process of community organisation, People's Participation techniques (PRA &PLA)
4. Basic institutions: school, co-operatives, self-help groups, federation, panchayats, etc., and their role in development.

Unit-II: Group Dynamics

1. Group dynamics: concepts and theoretical orientation.
2. Group formation: types, stages of development and functions.
3. Group norms– meaning and nature.
4. Collective behaviour: Meaning, types and theories

Unit-III: Leadership

1. Concepts and theories of leadership.
2. Methods of identifying leaders, types of leaders and their characteristics.
3. Leadership development.
4. Role and importance of local leader in development work

Books Recommended:

1. Mukherji, B. Community Development in India. New Delhi: Orient Longman, 1961.
2. Ledwith, M. (2020). *Community Development: A Critical Approach* (3rd ed.). Bristol: Policy Press.
3. Kenny, S., McGrath, B., & Phillips, R. (2017). *The Routledge Handbook of Community Development: Perspectives from Around the Globe*. London: Routledge.
4. Sikligar, P. C. (2020). *Panchayati Raj and Rural Development: Policy, Practice and Implications*. New Delhi: Blue Rose Publishers. A contemporary treatment linking decentralization, governance, and rural development in India.
5. Pal, M. (2020). *Rural Local Governance and Development: Theories and Practices of Panchayati Raj Institutions in India*. New Delhi: Sage Publications. Strongly relevant for Panchayati Raj, local governance, and community participation.
6. Maharana, B., & Satpathy, C. (2024). Modern extension system and participatory extension approaches for planning. New India Publishing Agency.
7. United Nations Development Programme. (2023). Community development and local governance approaches. UNDP Publications.

CODE: MXEN-103

CORE COURSE 3

PAPER-III: 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: Concept, meaning, nature, methods of study, scope
- 2. Understanding Human Behaviour
- 3. Dimensions of human behaviour– cognitive, affective, and psychomotor.
- 4. Understanding Development Extension objectives with reference to cognitive, affective, and psychomotor domains of human behaviour.

Unit II: Introduction to Predictors of Human Behaviour

- 1. Motives as predictors of behaviour
- 2. Theories of motivation
- 3. Techniques of motivating people.
- 4. Understanding Personality– its concept and major schools with special focus on Freud's Psychoanalytic Theory.

Unit III: Introduction to regulators of human behaviour

- 1. Perception: Nature, principles, and its implications in educating people.
- 2. Emotions and their roles in regulating human behaviour.
- 3. Attitudes and prejudices–meaning, formation, and change
- 4. Social Perception: Knowing others and self.

Books Recommended:

1. Bloom et al. Taxonomy of Educational Objectives: NewYork, Toronto: Longmans, Green, 1956.
2. Ciccarelli, Sandra K., White, J. Noland and Misra, Girishwar. Psychology (7th Edition), NEP 2020 Aligne., Pearson, 2025.
3. Freud, Sigmund, A General Introduction to Psychoanalysis Sanage Publishing House, India 2022.
4. Krathwohl, David R., A revision of Bloom's taxonomy: An overview. *Theory into Practice*, 41(4), 212–218. Taylor & Francis Online, https://doi.org/10.1207/s15430421tip4104_2, 2010.
5. Kuppuswamy, B. An Introduction to Social Psychology, Bombay: Media Promoters and Publishers Pvt. Ltd., 2004.
6. Hall, Calvin S., Lindzey, Gardener; Loehlin, John C. andManosevitz, Martin, Theories of Personality, Wiley. 1985.
7. Morgan, Clifford; Weisz, John and King, Richard and Schopler, John. Introduction to Psychology, Affiliated East West Press Pvt Ltd, 2025.

CODE: MXEN-104

CORE COURSE 4

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

- 1. Types of Audio-Visual Aids and their characteristics.
- 2. Audio-Aids.
- 3. Visual Aids.
- 4. Audio-visual aids and Use of computers (ICT) in extension teaching.

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

- 1. Factors in the selection and combination of audio-visual aids
- 2. Extension methods
- 3. Principles of use of extension methods and audio-visual aids.
- 4. Procedures of production of audio-visual aids and their use.

Books Recommended:

1. Supe, S.V. An Introduction to Extension Education, New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd., 1988.
2. Waghmare, S.K. Teaching Extension Education, 2nd Ed., New Delhi: Metropolitan Book Co. Pvt. Ltd. 1989.
3. Adivi Reddy, A. (2019). Extension Education. Hyderabad: Sree Lakshmi Press.
Ray, G. L., & Mondal, S. (2017). Research Methods in Social Sciences and Extension Education (2nd ed.). New Delhi: Kalyani Publishers.
4. Sulaiman, R. V., Hall, A., & Raina, R. (2022). Extension Plus: Reforming Agricultural Research and Extension Systems in India. Hyderabad: MANAGE / ICAR.
5. Dahama, O. P., & Bhatnagar, O. P. (2020 reprint). Education and Communication for Development (2nd ed.). New Delhi: Oxford & IBH Publishing Co.
6. Choudhary, B. N. (2018). Principles and Practice of Extension Education. New Delhi: CBS Publishers & Distributors.

CODE: MXEN-105
RESEARCH METHODOLOGY COURSE

Paper-V: RESEARCH METHODS IN DEVELOPMENT EXTENSION - I

Objective:

- i) To develop an understanding of the students about how to conduct good research.
- ii) To acquaint the students with the methodology of conducting extension research.
- iii) To help them understand the construction and proper use of various tools used for collecting data.
- iv) To inculcate research acumen and provide skills so that they can write research proposal and can conduct social science research.

Contents:

Unit I: Foundations of Research and Scientific Inquiry

1. Meaning, nature and scope of research in behavioural and social sciences.
2. Basic concepts in research: variables, assumptions, hypotheses, and operational definitions.
3. Stages in the research process.
4. Introduction to research ethics, objectivity and scientific attitude.

Unit II: Research Planning and Process

1. Introduction to qualitative and quantitative perspectives in extension research.
2. Fundamentals of research planning and research design: Exploratory, Descriptive and Diagnostic studies
3. Concepts of population, sample, representativeness, and estimation in research.
4. Report Writing, Steps of Thesis Writing, Referencing Styles (APA, Chicago and MLA) and their Components

Unit III: Basic Research Tools and Documentation

1. Reliability, validity and objectivity
2. Organisation and presentation of research information, Data Analysis, and Presentation of Data (Tabulation and Graphics)
3. Application of digital resources in research.
4. Basic tools used in extension research: interviews, questionnaires, schedules, observations and an interview guide.

Updated Recommended Books / References

1. Kumar, R. (2023). Research Methodology: A Step-by-Step Guide for Beginners (6th ed.). London: Sage Publications.
2. Mulay, S., & Sabarathnam, V. E. (1980). Research Methods in Extension Education. New Delhi: Acharya Prakashan.
3. Creswell, J. W., & Creswell, J. D. (2023). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (6th ed.). Thousand Oaks, CA: Sage Publications
4. Singh, A. K. (2017). Tests, Measurements and Research Methods in Behavioural Sciences (6th ed.). Patna: Bharati Bhawan Publishers.
5. American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.). Washington, DC: APA.
6. Turabian, K. L. (2018). A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers (9th ed.). Chicago: University of Chicago Press.

CODE: MXEN-106
SEMINAR COURSE 1

PAPER-VI: DEVELOPMENT EXTENSION FIELD WORK-I

(Ability Enhancement Course)

Objectives :

- i) To inculcate attitudes, values and commitment appropriate to the profession of Development Extension.
- ii) To develop necessary professional skills as a 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 FIELDWORK 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

SEMESTER -II

CODE: MXEN-201

CORE COURSE 1

PAPER VII: 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. Diffusion and adoption of Innovations: Concept and Models
- 2. Stages of adoption process and Factors influencing adoption process.
- 3. Adopter categories and their characteristics, adoption curve, the rate of adoption, over adoption.
- 4. Communication channels by stages of adoption and communication channels by adopter categories.

Unit II: Technology Development & Innovation-Decision Process

- 1. Generation of Innovation–technology development process.
- 2. Innovation-Decision Process and Types of Innovation-Decisions
- 3. Attributes of Innovation: Relationship with rate of adoption.
- 4. Consequences of adoption of Innovation.

Unit III: Transfer of Technology

- 1. Concept and Model of Transfer of Technology (TOT)
- 2. Opinion leadership and Change agents.
- 3. Strategies of transfer of technology.
- 4. Constraints in transfer of Technology

BooksRecommended:

1. Dhama, O.P. &Bhatnagar, O.P. Education and Communication for Development. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd., 1985
2. Ray, G.L. Extension, Communication and Management. Calcutta: MayaPrakash,1991.
3. Rogers, E.M. Diffusion of Innovations. 4thEd. New York: The Free Press. A Division of Macmillan Publishing Co., 1995.
4. Singh, Ranjit, Textbook of Extension Education. Ludhiana: Sahitya Kala Prakashan, 1987.
5. Spence, W.R. Innovation. Champman and Hall Company. London,1994.
6. Supe, S.V. A Text Book of Extension Education. Agro tech Publishing Academy, Udaipur, 2009.

PAPER VIII: SOCIOLOGY FOR DEVELOPMENT EXTENSION

Objectives:

- i) To acquaint the students with the nature, scope, importance and methods of study in sociology.
- ii) To enable them to understand the concepts, nature, and characteristics of society specially the Indian society.
- iii) To help the students understand the social & cultural influences on behaviour. social stratification; socio-economic inequities; 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.
2. Methods of study of Sociology.
3. Understanding Society–concept, nature, characteristics with respect to human society, factors affecting society.
4. Understanding the Indian Society.

Unit II: Understanding Social and cultural influences on society

1. Social stratification– concept, functions and theories.
2. Stratification in Indian society and prevailing socio-economic inequities and disparities- social, cultural, educational and economic.
3. Social determinants and intersectionality and the role of extension education thereof.
4. Culture as a source of social influence: cultural factors and their implication for extension education.

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

1. Understanding Social Structure: Social Institutions
2. Understanding Social Structure: Social Organisation and groups
3. Understanding social interaction and its processes: cooperation, accommodation, assimilation, competition and conflict and their implications for extension work.
4. Socialization process and its implications for extension work

Books Recommended:

1. Ahuja Ram, Society in India: Concepts, Theories and Recent Trends Rawat Publications, 2022.
2. Davis, Kingsley. Human Society, Surjeet Publications, Delhi 2017.
3. Johnson, Harry M. Sociology: A Systematic Introduction, London: Routledge and Paul 1961 and online edition, 2013.
4. Srinivas, M.N. India: Social Structure, Delhi: Hindustan Publisher, 1969
5. Srinivas, M.N. (Editor). Caste: Its 20th Century Avatar Penguin 2019
6. Vidya Bhushan and Sachdeva D.R. Introduction to Sociology, KitabMahal 2022

CODE: MXEN-203

CORE COURSE 3

PAPER IX: 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 organisational processes, including planning, organisation, and organisational communication.
- iii) To acquaint the students with financial management and budgeting.

Contents:

Unit I: Concepts and Theories

1. Management: meaning, concept, importance
2. Management and Administration
3. Principles of Management
4. Theories of Management

Unit II: Organisational Processes

1. Planning: objectives, nature, types and process of planning. Systems Approach strategies and policies to give direction to plans – decision-making, MBO.
2. Organisation: organisational structure, organisational climate and organisational process; line staff and functional organisational, delegation of authority, departmentation.
3. Organizational communication
4. Administrative leadership, job satisfaction, and motivation.

Unit III: Organisational Management

1. Direction: concept and significance. Techniques of Direction.
2. Coordination: meaning, features, importance, principles and techniques of coordination.
3. Supervision and Controlling-meaning importance and methods.
4. 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. Handy, Charles. Understanding Organizations, Oxford: Oxford University Press 1993.
4. Koontz and O'Donnell. Essential of Management, 2nd Ed., New Delhi: McGraw-Hill Publishing Co., 1978.
5. Ray. G.L. Extension. Communication and Management, Calcutta: Maya Prakash, 1991.
6. William, H. Newman et.al. The Process of Management: Strategy, Action, Results, 6th Ed., New Delhi: Prentice Hall of India Pvt. Ltd. 1988.

CODE: MXEN-204
SEMINAR COURSE 1

PAPER X: Practice of Extension Methods (Practical Work)

Suggested Practical:

1. Writing:
 - a. Radio Script/TV Script
 - b. News Story/ Articles
2. Evaluating:
 - a. News Story
 - b. Magazines
3. Planning and preparing the layout of a Magazine cover and producing the Dummy of a Magazine.
4. Planning, preparing and conducting a multi-media campaign on a selected topic of your choice.
5. Demonstration / Group Discussion / Dramatization.

Note: Evaluation Components: File Submission (Record/Report), Presentation, Written Examination, and Viva Voce.

CODE: MXEN-205

SEMINAR COURSE 2

PAPER-XI: DEVELOPMENT EXTENSION FIELDWORK-II

(Value Added Course)

Objectives:

- i) To develop an understanding of conceptualising, planning, implementing and evaluating Development Extension work.
- ii) To enable the students to develop capacity and acquire the abilities to initiate and carryout 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 FIELDWORK 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

SEMESTER - III

CODE: MXEN-301

CORE COURSE 1

PAPER-XII: 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 the 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 / Conventional and Non-conventional 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.

Unit II-Social Sectors: Issues in Development

1. Consumer education, acts and issues of consumer protection.
2. Human Rights Concepts, Indian Constitution and Human Rights.
3. Women's development, concepts, empowerment, and gender disparities
4. Development deprivation–marginalisation and exclusion.

Unit III: Problems in Development

1. Population and Demographic Challenges
2. Urbanization and its issues
3. Issues of Unorganized Sector
4. Environment and Sustainability issues

Books Recommended:

1. Aggarwal, A.N. and Agrawal, M K Indian Economy: Problems of Development and Planning, New Age International Private Limited, 2022.
2. Ahluwalia, Isher Judge; Kanbur, Ravi and Mohanty, P. K. (Editors) Urbanisation in India: Challenges, Opportunities and the Way Forward, Sage, 2014.
3. Balan K. Population Development and Health. Delhi: Uppal Publishing House, 1994 and digital copy 2009.
4. David, Leon and Wall, Gill. Poverty, Inequality and Health: An International Perspective. Delhi: Oxford Uni. Press 2001.
5. B. R. Kumar, Handbook of Consumer Behaviour And Marketing Insights, Saliha Publications, T.N. 2025.
6. Nocon, Pati. Community-based Disaster Risk Reduction and Management Discovery Publishing House India 2025.

PAPER- XIII: ENTREPRENEURSHIP DEVELOPMENT AND PROGRAM PLANNING

Objectives

- i) To provide basic understanding about entrepreneurship development.
- ii) To acquaint students with the important concepts of Entrepreneurship development, program planning and Project Formulation
- iii) To enable the students to understand the execution of development program
- iv) To develop in students skills of developing, monitoring, managing and implementing sound development projects.

Unit I - Understanding Entrepreneurship Development

1. Entrepreneurship development–concept, approach, need, scope and prospects
2. Understanding the Entrepreneur and development of entrepreneurial characteristics–need system and motivational pattern, achievement planning, goal setting, leadership
3. Project designing and planning, setting up of small business enterprise - project identification, project formulation, and managerial competency
4. Production management, production planning & control, scheduling, quality control

Unit II - Program Planning and Project Formulation

1. The nature, importance, planning, principles, and techniques of the development program.
2. Project formulation and management techniques –PERT, CPM, SWOT Analysis, Financial Statement, Break-Even Analysis.
3. Preparation of Project Report
4. Project appraisal- technical, financial & economic feasibility and Social audit.

Unit III - Execution of Development Program

1. Role of Extension agency, local leaders, NGOs and institutions, in planning and execution of development projects
2. Program development as a social action process
3. Effective Management of extension personnel – performance appraisal, incentives, transfers, work culture, team building and conflict management
4. Financial and Market management–financial analysis, budgeting, Sales, advertising and promotion

BooksRecommended:

1. Chawla, Krishan. Social Cost-Benefit Analysis: An Introduction to Financial and Economic Appraisal of Projects, New Delhi. Mittal Publishing Company.
2. Mishra, S. N. & Sharma, Kushal. Problems & Prospects of R.D. in India. New Delhi. Uppal Publishing House, 1983.
3. Rao, M., and Gangadhar. Entrepreneurship & Entrepreneurial Development. Delhi. Kanishka Publishing House, 1992.
4. Saini, J.S. Entrepreneurial Development Programmes, Practices. New Delhi. Deep&Deep Publications, 1997.
5. S. Rathore, S.K. Dhaneja. Entrepreneurship in the 21st Century. Jaipur: Rawat Publication, 1999.
6. Meredith, G.G., Nelson, R.E., and Neck, P.A. The Practice of Entrepreneurship. New Delhi. Dialogue Publishers, 1985.

CODE: MXEN-303

CORE COURSE 3

PAPER- XIV: 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, TB, Life Style Diseases, Mental Health Issues 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

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

Unit-III: Public Health

1. HIV/AIDS
2. TB
3. Lifestyle Diseases- Cancer and Diabetes
4. Mental Health Issues

Books Recommended:

1. Bamji M.S., Hemlata, R. and Reddy, G Bhanuprakash. Text book of Human Nutrition 5th edition, CBS Publishers and Distributors Pvt Ltd, 2025.
2. Khanna K., Gupta S, Passi SJ, Seth R, Mahna R and Puri S. Textbook of Nutrition and Dietetics. 2nd Edition. Elite Publishing House, New Delhi 2020.
3. Park, K. Textbook of Preventive and Social Medicine, 28th Edition Jabalpur: BanarsidasBhanot Publication, 2025.
4. ICMR. Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council of Medical Research, Hyderabad, India 1995.
5. ICMR Recommended Dietary Intake for Indians, Delhi: ICMR
6. Venkatachalam, P.S. and Rebello, L.M. Nutrition for Mother and Child, Hyderabad, National Institute of Nutrition, ICMR, Reprint 2011.

CODE: MXEN-304

RESEARCH METHODOLOGY COURSE

PAPER- XV: RESEARCH METHODOLOGY IN DEVELOPMENT EXTENSION – II

Objectives

- I. To enable students to understand qualitative and quantitative research designs and their applicability in Extension Development research.
- II. To develop in students the ability to design research studies using appropriate methods of data collection, sampling techniques, ethical practices, and analytical frameworks.
- III. To familiarise students with digital and ICT-based research tools, including survey platforms and statistical software, for effective data management, analysis, and presentation.
- IV. To develop in students independent research competence by integrating theoretical understanding, methodological rigour, and ethical considerations in academic research writing.

Content

Unit I Research Approaches and Analytical Frameworks

1. Quantitative Research Designs: survey, experimental, correlational, cross-sectional and longitudinal
2. Qualitative Inquiry Approaches: Grounded Theory, Ethnography, Phenomenology, Participatory Research
3. Mixed Methods Research: Convergent, Explanatory, and Exploratory Designs
4. Ethics in Social Research: Code of Conduct, Objectivity in Research, Ethical Considerations, Plagiarism, and AI in Research

Unit II Data Systems, Measurement and Research Operations

1. Research Instruments and Field Techniques: Observation, In-depth Interview, Semi-structured Interviews, Interview Guide, Questionnaire, Schedule, Focused Group Discussion (FGD) and Case Study(Ethnographic and Auto-ethnographic Study)
2. Sampling Design: Probability & Non-Probability Sampling, and Sampling Errors
3. Quantitative Data Processing and Management: Coding, Classification, Cleaning and Tabulation
4. Qualitative Data Processing and Management: Transcripts, Narrative, content & thematic formulation, semiotics

Unit III Statistical Analysis and Digital Research Applications

1. Measures of Central Tendency and Measures of Dispersion - Frequency Distribution, Mean Deviation, Standard Deviation and Coefficient of Variation
2. Regression and Correlation
3. Test of Significance: t-test, F-test, Chi-Square, ANOVA - One Way and Two Way
4. Application of ICT in Research: Data Management tools (Google Form, SurveyMonkeyetc) and Data analysis software (Excel, SPSS, Atlas, Nvivo, R-studio, Stata etc.)

Updated Recommended Books / References

1. Creswell, J. W., & Creswell, J. D. (2023). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed.). Thousand Oaks, CA: Sage Publications.
2. Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods* (4th ed.). Thousand Oaks, CA: Sage Publications.
3. Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A Systematic Approach* (7th ed.). Thousand Oaks, CA: Sage Publications.
4. Singh, A. K. (2017). *Tests, Measurements and Research Methods in Behavioural Sciences* (6th ed.). Patna: BharatiBhawan Publishers.
5. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: APA.
6. Turabian, K. L. (2018). *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (9th ed.). Chicago: University of Chicago Press.

CODE: MXEN-305

SEMINAR COURSE 1

PAPER- XVI: RESEARCH INSTRUMENTS PRACTICUM

Suggested Practical:

- i) Construction of a questionnaire on a given research topic
- ii) Construction of an attitude scale
- iii) Construction of a knowledge test
- iv) SPSS

Note: Evaluation Components: File Submission (Record/Report), Presentation, Written Examination, and Viva Voce.

CODE: MXEN-306

SEMINAR COURSE 2

PAPER- XVII: CONCURRENT FIELD WORK – I (CFW–I)

(Skill Enhancement Course)

Objectives

The Concurrent Field Work–I aims to:

- i) Familiarize students with the functioning of Non-Governmental Organizations (NGOs) and their field-based interventions.
- ii) Develop an understanding of the agency's mandate, vision, mission, goals, policies, and objectives.
- iii) Enable students to study and analyze the organizational structure and administrative setup of the agency.
- iv) Facilitate observation and understanding of developmental, extension, and community-based programmes implemented by the agency
- v) Help students observe and understand the dynamics of human relations and personnel management in the agency.
- vi) Develop and fine tune Recording and Report writing skills of the students.
- vii) To enable students to meaningfully understand and use Supervisory guidance at both the faculty and agency level.

Outline of Field Work Activities

1. Field work engagement twice a week, amounting to 12 hours per week.
2. Placement of students in selected NGOs and voluntary organizations.
3. Study of the functions, programmes, and service delivery mechanisms of NGOs.
4. Visits to various organizations and agencies to gain exposure to ongoing development and extension activities.
5. Interaction with agency personnel at different organizational levels to understand their roles and responsibilities.
6. Participation in individual and group conferences for supervision, guidance, and reflection on field experiences.
7. Submission of field work records/reports and appearance in Viva-Voce Examination.

Outcome of Skill Enhancement Course

Major Skills: Field investigation, organizational learning, report writing, professional ethics.

SEMESTER - IV

CODE: MXEN-401

PG THESIS COURSE 1

PAPER- XVIII: PG THESIS (Written Submission)

The PG Thesis in MA/MSc Development Extension primarily involves a critical and systematic review of scholarly literature related to a research question selected by the student within their area of specialization. However, the scope of the dissertation is not limited to a literature review alone. Students, having received appropriate training in research methodologies, may undertake empirical research involving primary data collection through methods such as surveys, interviews, or fieldwork.

The dissertation process commences with the identification and approval of a research topic and concludes with the submission of a well-structured dissertation of a minimum of 20,000 words (including bibliographic references). The final document should demonstrate the student's ability to undertake the following academic tasks:

- i) Identifying a research topic
- ii) Reading relevant literature
- iii) Constructing a dissertation proposal
- iv) Collecting and evaluating data
- v) Analysing and interpreting the data with reference to the main aims of your study
- vi) Presenting the work in an extended and coherent manner.

The PG thesis shall be undertaken under the guidance of an academic supervisor from the Department.

CODE: MXEN-402

PG THESIS COURSE 2

PAPER- XIX: PG THESIS (Viva Voce)

Course Description

This course involves the viva voce examination of the PG Research Project Dissertation undertaken by students of MA/MSc Development Extension. The viva voce is designed to assess the student's understanding of the research work, methodological competence, analytical ability, and overall contribution of the dissertation to the field of development and extension studies. The Viva Voce examination shall be conducted only after the successful submission of the final dissertation report.

CODE: MXEN-403

SEMINAR COURSE-1

PAPER- XX: INTERNSHIP

Every student shall be required to undergo a compulsory one-month internship after the completion of the Semester III Examination during the winter break. The internship shall be undertaken in a Development Agency, Government Department, Non-Governmental Organisation (NGO), Corporate Social Responsibility (CSR) Unit, Social Sector Organisation, or any other institution approved by the Department and engaged in development and extension activities, located anywhere in India.

The internship is intended to provide students with practical exposure to development processes, extension interventions, community engagement, institutional functioning, and professional practices in the social and development sectors. It shall also facilitate the development of a theoretical, methodological, and empirical foundation for the Research Project/Dissertation to be undertaken in Semester IV.

Upon completion of the internship, each student shall submit the following documents to the Department:

- a. An Internship Completion Certificate issued by the host organisation; and
- b. A detailed Internship Report duly certified by the authorised officer of the host organisation.
- c. The Internship Report shall be evaluated through a Viva-Voce Examination to be conducted during Semester IV.

The candidate shall be required to present and defend the internship work, experiences, observations, and learning outcomes before a duly constituted examination committee. The marks awarded for the Viva-Voce Examination shall form part of the Semester IV assessment as prescribed in the Scheme of Studies.

Outcomes of the Internship

Upon successful completion of the internship, the student shall be able to:

1. Demonstrate an understanding of the structure, functions, programmes, and operational mechanisms of development, extension, and communication organisations.
2. Apply theoretical concepts, approaches, and methodologies of development and extension in real-life field situations.
3. Demonstrate professional competence, ethical sensitivity, teamwork, leadership, and problem-solving abilities in diverse organisational and community settings.
4. Critically reflect on field experiences and assess the effectiveness of development interventions and extension strategies.
5. Integrate practical learning with the Research Project/Dissertation and future professional engagements in the development sector.