

**DEPARTMENT OF HOME SCIENCE  
S.V.U. COLLEGE OF SCIENCES**



**M.Sc. Extension Management & Communication Technology  
(HSEM)**

**(REGULAR) PROGRAMME**

**SYLLABUS**

**Choice Based Credit System (CBCS)**

**Restructured P.G. Programme (CBCS) As Per NEP 2020,  
National Higher Education Qualification Frame Work (NHEQF)  
and Guidelines of APSCHE**

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**

**Accredited by NAAC with A+ Grade**

**2024**

**M.Sc. Extension  
Management &  
Communication  
Technology**

## SYLLABUS

### Choice Based Credit System (CBCS)

#### M.SC. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY PROGRAMME

##### PROGRAMME SPECIFIC OBJECTIVES

1. To raise the standard of living of the rural people by helping them in right use of their resources.
2. To train the students in extension techniques and communication technologies to enable them to transfer Home science information and technologies to rural families in such a way that people understand and adopt new ideas and improved methods for better family living.

##### PROGRAMME EDUCATIONAL OBJECTIVES

1. To produce competent graduates in the core areas of Extension management and communication technology with adequate, analytical capabilities and practical knowledge to attend to the current challenging tasks and to absorb futuristic trends.
2. To provide strong foundation in Home science and endow with communication skills.
3. To keep the students abreast with the modern and latest technologies.
4. To enhance the knowledge and skills continually throughout their career and to make them capable to adopt in diverse environment.
5. To imbibe leadership qualities among the students to take up challenging roles in their career by ensuring professional ethics with higher sense of social responsibility.

##### PROGRAMME OUTCOMES

1. **(KB) A knowledge base for Home science :** Knowledge and competence in Sociology, Psychology, Education and Home science subjects appropriate to the Extension Education programmes
2. **(PA) Problem analysis:** An ability to use appropriate knowledge and skills to identify and solve problems in community in order to reach the objectives and goals of Extension.
3. **(Inv.) Investigation:** An ability to identify the needs and problems, prioritize, and develop a programme for community development.
4. **(Des.) Design:** An ability to design solutions for different types of problems associated with different areas of Home science
5. **(Tools) Use of PRA tools in Home science:** An ability to select and use of the PRA tools in Home science, and application of appropriate technologies necessary for conducting extension programmes in the community.
6. **(Team) Individual and team work:** An ability to work effectively as a member and leader in the teams to meet the specific nutrition and health needs of the rural community.

- 7. (Comm.) Communication skills:** An ability to communicate effectively in the dissemination of Home science knowledge to society.
- 8. (Prof.) Professionalism:** An understanding of the roles and responsibilities of the professional Home scientist in society.
- 9. (Impacts.)** An ability to analyze social, economic, cultural and health aspects of the society.
- 10. (Ethics): Ethics and Equity:** An ability to apply ethical principles, professional ethics, norms of Home science Extension education and equity.
- 11. (Econ.): Economics and Project management:** An ability to appropriately incorporate economics and project management in research work and to understand their limitation.
- 12.(LL) Life-long learning:** An ability to identify and to address their own educational in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of knowledge.

**SRI VENKATESWARA UNIVERSITY COLLEGE OF SCIENCES**  
**DEPARTMENT OF HOME SCIENCE**  
**CHOICE BASED CREDIT SYSTEM (C.B.C.S) SYLLABUS AND SCHEME OF EXAMINATION**  
**(WITH EFFECT FROM THE ACADEMIC YEAR 2024 onwards)**  
**HOME SCIENCE - EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY -HSEM**

**SEMESTER-I**

| S. No | Course       | CODE      | Title of the Course                                        | H/W       | C         | SEE        | IA         | Total Marks |
|-------|--------------|-----------|------------------------------------------------------------|-----------|-----------|------------|------------|-------------|
| 1     | CC           | HSEM 101  | Community Nutrition (CN)-1                                 | 4         | 4         | 70         | 30         | 100         |
| 2     |              | HSEM 102  | 2(A) - Dynamics of Rural Society (DR)                      | 4         | 3         | 50         | 25         | 75          |
|       |              |           | 2 (B) - Dynamics of Group Behavior (DGB)                   |           |           |            |            |             |
| 3     |              | HSEM 103  | 3(A) - Global Extension Systems (GES)                      | 4         | 3         | 50         | 25         | 75          |
|       |              |           | 3(B)- Extension Education in Community Development (EECD)  |           |           |            |            |             |
| 4     |              | HSEM 104  | Practical I (102 +103 )                                    | 6         | 2         | 35         | 15         | 50          |
| 5     | SOC          | HSEM 105  | 1(A) – Communication and Multimedia production(CMMP)       | 4         | 3         | 50         | 25         | 75          |
|       |              |           | 1(B) - Communication and Media Preparation (CMP)           |           |           |            |            |             |
| 6     |              | HSEM 106  | 2(A) - Recent trends in Extension and communication (RTEC) | 4         | 3         | 50         | 25         | 75          |
|       |              |           | 2(B) - Science & Technology for Rural Women ( STW)         |           |           |            |            |             |
| 7     | P            | HSEM -107 | Practical II (105+ 106)                                    | 6         | 2         | 35         | 15         | 50          |
|       |              |           | <b>Total</b>                                               | <b>36</b> | <b>20</b> | <b>340</b> | <b>160</b> | <b>500</b>  |
| 8     | Audit Course | HSEM -108 | Indian Knowledge Systems-1                                 | 2         | 0         | 0          | 100        | 100         |

**SEMESTER-II**

| S. No | Course | CODE     | Title of the Course                                                | H/W | C  | SEE | IA  | Total Marks |
|-------|--------|----------|--------------------------------------------------------------------|-----|----|-----|-----|-------------|
| 1     | CC     | HSEM 201 | Research Methodology (RM)-4                                        | 4   | 4  | 70  | 30  | 100         |
| 2     |        | HSEM 202 | 5(A) - Community Organization and Leadership (COL)                 | 4   | 3  | 50  | 25  | 75          |
|       |        |          | 5(B) -Training and Development (T& D)                              |     |    |     |     |             |
| 3     |        | HSEM 203 | 6(A) - Sustainable Development- Goals and strategies (SDGS)        | 4   | 3  | 50  | 25  | 75          |
|       |        |          | 6(B) - Rural Development Administration (RDA)                      |     |    |     |     |             |
| 4     | P      | HSEM 204 | Practical III (202 +203 )                                          | 6   | 2  | 35  | 15  | 50          |
| 5     | SOC    | HSEM 205 | 3(A) - Mass media for Development (MMD)                            | 4   | 3  | 50  | 25  | 75          |
|       |        |          | 3(B) -Educational Technology (ET)                                  |     |    |     |     |             |
| 6     |        | HSEM 206 | 4(A)-Instructional Technology (IT)                                 | 4   | 3  | 50  | 25  | 75          |
|       |        |          | 4(B) -Entrepreneurship Development and Empowerment of Women (EDEW) |     |    |     |     |             |
| 7     | P      | HSEM 207 | Practical IV (205 +206 )                                           | 6   | 2  | 35  | 15  | 50          |
| 8     | OOTC   | HSEM 208 | Open Online Transdisciplinary Course-1                             | -   | 2  | -   | 100 | 100         |
|       | Total  |          |                                                                    | 36  | 22 | 340 | 260 | 600         |
| 9     | IKS    | HSEM 209 | Indian Knowledge Systems-2                                         | 4   | 0  | 0   | 100 | 100         |

**EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY (EMCT)**

**SEMESTER-III**

| S. No | Course | CODE     | Title of the Course                                                          | H/W       | C         | SEE        | IA         | Total Marks |
|-------|--------|----------|------------------------------------------------------------------------------|-----------|-----------|------------|------------|-------------|
| 1     | CC     | HSEM 301 | Extension Management (EM)-7                                                  | 4         | 4         | 70         | 30         | 100         |
| 2     |        | HSEM 302 | 8(A)- Communication Technologies in Extension (CTE)                          | 4         | 3         | 50         | 25         | 75          |
|       |        |          | 8(B) -ICT for Development (ICTD)                                             |           |           |            |            |             |
| 3     |        | HSEM 303 | 9(A)- Participatory Programme Management (PPM)                               | 4         | 3         | 50         | 25         | 75          |
|       |        |          | 9(B) -Monitoring , Evaluation and Impact Assessment(MEIA)                    |           |           |            |            |             |
| 4     | P      | HSEM 304 | Practical V (302 +303 )                                                      | 6         | 2         | 35         | 15         | 50          |
| 5     | SOC    | HSEM 305 | 5(A)- E –Extension (EE)                                                      | 4         | 3         | 50         | 25         | 75          |
|       |        |          | 5(B) - Guidance and Counseling (G&C)                                         |           |           |            |            |             |
| 6     |        | HSEM 306 | 6(A)-NGO Management                                                          | 4         | 3         | 50         | 25         | 75          |
|       |        |          | 6(B) -Management of SHGs (MSHGs)                                             |           |           |            |            |             |
| 7     | P      | 307      | Practical VI (305 +306 )                                                     | 6         | 2         | 35         | 15         | 50          |
|       |        |          | *Seminars/Tutorials/remedial classes and Quiz as part of Internal assessment | 4         | -         | -          | -          | -           |
| 8     | OOTC   | 308      | Open Online Transdisciplinary Course - 2                                     | -         | 2         | -          | 100        | 100         |
|       |        |          | <b>Total</b>                                                                 | <b>36</b> | <b>22</b> | <b>340</b> | <b>260</b> | <b>600</b>  |

**SEMESTER-IV**

| <b>S. No</b>           | <b>Course</b>                                                                                        | <b>CODE</b>  | <b>Title of the Course</b>            | <b>H/W</b> | <b>C</b>  | <b>SEE</b>  | <b>IA</b>  | <b>Total Marks</b> |
|------------------------|------------------------------------------------------------------------------------------------------|--------------|---------------------------------------|------------|-----------|-------------|------------|--------------------|
| 1.                     | <b>OOSDC</b>                                                                                         | HSEM 401     | Open Online Skill Development Courses | -          | 8         | -           | 200        | 200                |
| 2.                     | <b>PW</b>                                                                                            | HSEM 402     | Project work –Orientation classes     | <b>24</b>  | 12        | 300         | 0          | 300                |
| *                      | Conducting classes for Competitive exams, communication skills, UGC/ CSIR and NET/ SLET examinations |              |                                       | <b>12</b>  | -         | -           | -          | -                  |
|                        |                                                                                                      | <b>Total</b> |                                       | <b>36</b>  | <b>20</b> | <b>300</b>  | <b>200</b> | <b>500</b>         |
| <b>Total Semesters</b> |                                                                                                      |              |                                       | <b>144</b> | <b>84</b> | <b>1320</b> | <b>880</b> | <b>2200</b>        |

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**CHOICE BASED CREDIT SYSTEM (C.B.C.S) SYLLABUS AND SCHEME OF EXAMINATION**  
**(WITH EFFECT FROM THE ACADEMIC YEAR 2024 onwards)**  
**HOME SCIENCE - EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY (EMCT)**

## **101: COMMUNITY NUTRITION**

**(Common to all specializations of M. Sc Home Science:**

Food Science Nutrition and Dietetics (HSFS), Human Development and Child Welfare (HSHD),  
Extension Management and Communication Technology (HSEM) **and MS Food Technology course)**

### **Course Objectives-**

To enable the students to:

1. Know about nutrients in food and their functions.
2. Understand the consequences of deficiency of taking nutrients.
3. Apply skills for planning diets for nutritional disorders.
4. Apply the techniques to plan menus for different socio economic groups.

### **CORE THEORY**

#### **UNIT-I: Concept of Community Nutrition**

- Definition of Health, Nutrition and Community Nutrition-Factors Affecting Community Nutrition and Health- Food habits
- Nutritive values of different foods, Functions of foods and nutrients – cereal grains, millets, pulses, nuts and oil seeds fruits and vegetables, milk and milk products, meat, egg, poultry and fish, spices and condiments.
- Nutritional requirements-Recommended Dietary Allowances-Balanced diet-Menu planning for different socio economic groups

#### **UNIT – II: Nutrition in Life Cycle**

- Pregnancy - Physiological changes-Complications - Nutritional Requirements
- Lactation-Physiological changes- Nutritional Requirements
- Infancy-Growth and Development-Breast Feeding-Composition of Human Milk- Nutritional Requirements- Weaning and Supplementary Foods
- Preschool and School going children –Importance of nutrition- Nutritional requirements - Nutrition related problems in children.
- Adolescents and Adults: Physiological changes- Nutritional Requirements- Nutritional problems: Eating disorders- Nutrition in Adult hood period on the basis of gender& activities
- Elderly: Physiological changes-Nutritional requirements- Problems during old age.

### UNIT – III: Major Nutritional Problems of the Community

- Protein energy mal-nutrition- Types of Malnutrition, Ecology of malnutrition- environmental, social, and economical factors. Classification of PEM- causes, signs and symptoms, Treatment and Preventive measures.
- Common Nutritional Deficiencies in the Community  
Etiology - Signs and Symptoms-Prevention and Control of-  
-Vitamin A deficiency-  
-Iron deficiency (anaemia)  
-Iodine deficiency

### UNIT – IV: Strategies to resolve common nutritional problems

- Food Fortification-Food Supplementation and Enrichment.
- Government Policies and Programmes - Integrated Child Development Services (ICDS)- Balawadi Nutrition Programme (BNP)- Targeted Public Distribution System (TPDS) - Food For Work (FFW). Nutrition Programmes- Special Nutrition Programme (SNP), **PradhanMantriPoshan Shakti Nirman (PM POSHAN)-Scheme for Adolescent Girls (SAG).**
- Pophylaxis Programmes-Vitamin A- Anaemia-Iodine.

### REFERENCES

1. Suryatapa Das (2023) “*Textbook of Community Nutrition*” (2023), 6<sup>th</sup> Edition, Academic Publishers, Kolkata.
2. Gopalan, C. (1992). *Basic issues in combating malnutrition*- NFI Publication.
3. Gopalan, C. (1990). *Women nutrition in India*. NFI Publication.
4. Jelliffe, D.B.(1966).*Assessment of nutritional status of the community*, WHO Monograph, Series No. 53. WHO Geneva
5. Mehtab S. Bamji. (1996).*Text book of human nutrition*, Oxford & IBH Co.PVT.LTD, New Delhi,.
6. Seymour L. HarpenM.D.(1979).*Quick reference to clinical nutrition* Sutor, C.W. and Hunter, M.F. (1980).*Nutrition principles and application in health promotion*, J.B. Lippincot Company, Philadelphia
7. Swaminathan, M. (1990). *Essentials of food and nutrition*, Vol. I and Vol. II Ganesh and co. Madras

### Course Out comes:

After completion of this course, students will be able to

**CO 1** Know the nutritional problems of the community.

**CO 2**Acquire knowledge about food groups, RDA and steps in planning a diet.

**CO3** Skills in planning and calculating nutritive values for different nutritional disorders.

**CO4**Apply the techniques to plan menus for different socio economic groups

**CO-PO Mapping**

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1    | 3   | 3   |     | 2   |     |     | 2   |     |     |      |      | 2    |      |      |
| CO2    | 3   | 3   | 3   | 2   |     |     | 3   |     |     |      |      | 2    |      |      |
| CO3    | 3   | 3   | 3   | 2   |     |     |     |     | 2   |      |      | 2    |      |      |
| CO4    | 3   | 3   | 3   | 2   |     |     | 3   |     | 2   |      |      | 2    |      |      |

High-1, Medium-2, Low-3

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**First Semester**  
**(Specialization: MS Food Technology)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**FTE - 101: COMMUNITY NUTRITION**

Time:

**Max Marks: 70**

**SECTION- A**

4x5=20Marks

Answer any FOUR of the Following  
Each question carries 5 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**SECTION- B**

4x12.5 =50 Marks

Answer ALL questions  
Each Question carries 12.5 Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a) or

(b)

## **HSEM 102: A) DYNAMICS OF RURAL SOCIETY**

### **Course objectives**

To enable the students to:

1. Know about social structure; characteristics of rural people; rural social problems - social institutions.
2. Understand the social change and the policies and programmes for social welfare and rural development.
3. Learn the factors affecting social change.
4. Gain insight about the welfare policies and programmes for rural society.

### **CORE –THEORY**

#### **UNIT- I Social Structure:**

- Characteristics of rural people - Basic concept, society, community
- Rural-urban associations, Institutions - primary, secondary groups.
- Social structure and rural development.

#### **Unit-II- Rural Social Problems**

- Rural Social Problems – Poverty
- Population explosion
- Unemployment
- Malnutrition
- Illiteracy
- Social inequality.

#### **UNIT- III Social Institutions**

- Social Institutions: Meaning, purpose, general characteristics
- Types of social institutions – family
- Marriage, caste, class and their changing trends in the society.

#### **UNIT- IV Social Change**

- Social Change, Meaning, nature and types, directions of social change.
- Impact of urbanization and industrialization on rural community.
- Role of women in Social change, factors affecting Social change.

### **Practicals**

1. Visit to the village to study about rural social structure.
2. Analysis of rural social problems in the village.
3. Studying about the functions of rural social institutions.

4. Study the functioning of women's organizations, youth clubs and farmers organizations.
5. Identification of women leaders in the villages and their role in decision making.

### References:

1. Vidyabhushan & D.R. Sachdeva (2014), "An Introduction to Sociology", kitabmahal Distributors-New Delhi.
2. Ray, G.L. (1991). *'Extension Communication and Management'*, NayaPrakash, Calcutta.
3. Abdul Aziz., (1983). *'The Rural poor - Problems and prospects'*. Ashish Publishing House, New Delhi.
4. Arora, R.C.(1978). *'Industry and Rural development'*, S.Chand and Co. N.Delhi.
5. Singh, K.(1977). *'Principles of Sociology'*, Prakarshan Kendra.
6. Chowdhary, P. *'A hand book of social welfare'*, Atma Ram and Sons.
7. Dutt, R.M. and Sundaram, K.P.M.(1977). *'Indian Economy'*, NucrajPrakashan.
8. Agarwal, A.N. (1983). *'Indian Economy - Problems of Development and Planning'*, Vikas Publishing House, New Delhi.
9. Sundaram, K.P.M.(1983). *'Introduction to Indian economy'*, R.Chand.
10. *'The eighth Five Year Plan (1990-95)'*, Planning Commission, Govt. of India, New Delhi.
11. Muniaiah, G.C, ( 1983). *'Inequality and poverty'*, Himalaya Publishing House, Bombay.
12. Ganaguli, B.N. (1977). *'Social development'*, Sterling Publishers Pvt. Ltd., New Delhi.
13. Vasant Desai, (1990). *'A study of Rural Economics'*, Himalaya Publishing House, N.Delhi.
14. Thakha, S. (1985). *'Poverty, inequality and unemployment in Rural India'*, S.R. Publishing Cooperation, Delhi,.
15. Doshi, S.L. and Jain, P.C.(1999). *'Rural Sociology'*, Rawat Publications, Jaipur.

### JOURNALS

1. KhadiGramodyog
2. Yojana
3. Kurukshetra
4. Social welfare
5. Journal of Rural development
6. Indian Journal of Extension Education
7. Social Change
8. Rural India

### Course Outcomes:

After studying the course, students will be able to;

CO1. Gain knowledge about rural social structure and social institutions.

CO2. Understand the problems in rural areas; welfare policies and programmes for rural society.

CO3. Learn the factors affecting social change.

CO4 Analyze the factors affecting social change.

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|----------|----------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO<br>1 | PSO<br>2 |
|   | CO1           | 3   | 2   |     |     |     |     |     | 2   |     |      |      | 3    |          |          |
|   | CO2           |     |     | 3   | 2   | 2   |     |     |     |     |      |      |      |          |          |
|   | CO3           |     |     | 3   |     |     |     |     | 2   |     |      |      |      |          |          |
|   | CO4           |     | 3   |     |     |     |     |     | 2   |     |      |      | 2    |          |          |

H: High-3      M: Medium-2      L: Low-1

## **HSEM 102: B) DYNAMICS OF GROUP BEHAVIOUR**

### **Course objectives**

To enable the students to:

1. Know about the meaning characteristics, types and functions of groups.
2. Understand the group dynamics and group behavior.
3. Learn the factors affecting group management.
4. Gain insight about the team building, stress and conflict management.

### **THEORY**

#### **Unit- I - Groups**

- Meaning, characteristics, types and functions of groups.
- Stages and process of group formation.
- Group norms and structure

#### **Unit-II - Group behavior**

- Understanding individual, interpersonal and human behavior and its different dimensions
- Feeling, perception and assumptions that intervene in interpersonal interactions
- Group structure

#### **Unit-III- Group Dynamics**

- Group dynamics: Cooperation
- Competition
- Communication,
- Group pressure
- Group cohesiveness
- Leadership

#### **Unit-IV- Group Management**

- Managing group
- Team building
- Conflict management
- Stress management
- Active listening and feedback

## Practicals

1. Visit to village to understand the individual and group behavior
2. Analyze the group dynamics and leadership.
3. Analyze the group management, stress management and conflict management.
4. Identifying the role of communication in team building, conflict management and stress management.
5. Conducting focus group discussions and small group meetings.

## References:

1. Vidyabhushan&D.R.Sachdeva (2014), “An Introduction to Sociology ”, kitabmahal Distributors-New Delhi.
2. Ray, G.L. (1991).`*Extension Communication and Management*', NayaPrakash, Calcutta.
3. Abdul Aziz., (1983).`*The Rural poor - Problems and prospects*'.Ashish Publishing House, New Delhi.
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5. Singh, K.(1977).`*Principles of Sociology*', Prakarshan Kendra.
6. Chowdhary, P. `*A hand book of social welfare*', Atma Ram and Sons.
7. Dutt, R.M. and Sundaram, K.P.M.(1977).`*Indian Economy*', NucrajPrakashan.
8. Agarwal, A.N. (1983).`*Indian Economy - Problems of Development and Planning*', Vikas Publishing House, New Delhi.
9. Sundaram, K.P.M.(1983).`*Introduction to Indian economy*', R.Chand.
10. `*The eighth Five Year Plan (1990-95)*', Planning Commission, Govt. of India, New Delhi.
11. Muniaiah, G.C, ( 1983).`*Inequality and poverty*', Himalaya Publishing House, Bombay.
12. Ganaguli, B.N. (1977).`*Social development*', Sterling Publishers Pvt. Ltd., New Delhi.
13. Vasant Desai, (1990).`*A study of Rural Economics*', Himalaya Publishing House, N.Delhi.
14. Thakha, S. (1985).`*Poverty, inequality and unemployment in Rural India*', S.R. Publishing Cooperation, Delhi,.

15. Doshi, S.L. and Jain, P.C.(1999). '*Rural Sociology*', Rawat Publications, Jaipur.

## JOURNALS

1. Khadi Gramodyog
2. Yojana
3. Kurukshetra
4. Social welfare
5. Journal of Rural development
6. Indian Journal of Extension Education
7. Social Change
8. Rural India

### Course Outcomes:

After studying the course, students will be able to;

CO1. Gain knowledge about the meaning characteristics, types and functions of groups.

CO2. Understand the group dynamics and group behavior

CO3. Learn the factors affecting group management.

CO4 Analyze the process of team building, stress management and conflict management

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|----------|----------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO<br>1 | PSO<br>2 |
|   | CO1           | 3   | 2   |     |     |     |     |     | 2   |     |      |      | 3    |          |          |
|   | CO2           |     |     | 2   | 1   | 2   |     |     |     |     |      |      |      |          |          |
|   | CO3           |     |     | 3   |     |     |     |     | 2   |     | 1    |      |      |          |          |
|   | CO4           |     | 3   |     |     |     |     |     | 2   |     |      |      | 2    |          |          |

H: High-3      M: Medium-2      L: Low-1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**First Semester**  
**(Specialization: MSc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM – 102 :**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b)

## **HSEM 103-A) Global Extension Systems**

### **Course objectives**

To enable the students to:

1. Appraise students about historical perspectives of extension education in India and Abroad.
2. Understand the Extension systems in India – Genesis and critical appraisal.
3. Analyze the role of International organizations in rural development.
4. Evaluate comparative extension systems of selected developed and developing countries like U.S.A, U.K, Israel and Japan.

### **Unit I**

- Extension systems in India; Extension efforts after independence- Genesis and critical appraisal.
- Community development programme, Area and target oriented programme- IAAP,T&V.
- Panchayat Raj institutions-role and functions.

### **Unit II**

- Special programmes for poor women and children-IRDP, TRYSEM, SGSY, DWCRA,
- Extension approaches to rural development.
- DRDA, NREGP, NABARD, ICAR extension systems- KVK, NAIP, AICRP.

### **Unit III**

- Role of International organizations in rural development.
- Role of SAUs in rural development
- Privatization of Extension services- scope and limitations.
- Adult literacy programme- need, importance and objective.

### **Unit IV**

- Comparative extension system of selected developed and developing countries- U.S.A, U.K, Israel, Japan and Brazil.
- Brief history , approaches, organizational structure
- Linkage with research and extension methods used.
- Comparative analysis with Indian Extension system.

**Course outcomes**

After completion of this course, students will be able to

1. Gain knowledge about the Extension systems in India; Extension efforts after independence
2. Understand about Community development programme, Area and target oriented programme- IAAP,T&V, Special programmes for poor women and children.
3. Role of International organizations in rural development
4. Analyze brief history, approaches, organizational structure of selected developed and developing countries- U.S.A, U.K, Israel, Japan and Brazil.

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|----------|----------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | POI2 | PSO<br>1 | PSO<br>2 |
|   | CO1           | 3   | 2   |     |     |     |     |     | 2   |     |      |      | 3    |          |          |
|   | CO2           |     |     | 2   | 1   | 2   |     |     |     |     |      |      |      |          |          |
|   | CO3           |     |     | 3   |     |     |     |     | 2   |     | 1    |      |      |          |          |
|   | CO4           |     | 3   |     |     |     |     |     | 2   |     |      |      | 2    |          |          |

H: High-3      M: Medium-2      L: Low-1

## **HSEM 103- B EXTENSION EDUCATION IN COMMUNITY DEVELOPMENT**

### **Course Objectives**

To enable the students to:

1. Know about extension education; historical review and recent trends in extension education.
2. Develop understanding on community development and panchayat raj system.
3. Acquire skill to study the community by using PRA techniques.
4. Sensitize students to develop the skill of critical analysis on various approaches of extension education.

### **UNIT- I Extension Education:**

- Concept Meaning, Objectives and Principles of Extension Education and Home Science Extension Education
- Historical review of Extension Education in India and Abroad; Role and qualities of an Extension worker;
- Develop the skill of critical analysis on various approaches of extension education. Integration between Teaching, Research and Extension;
- Role and Functions of Extension Educator.
- Qualities of extension educator;
- Role of Home Science in National Development, Home science extension personnel involved.

### **UNIT-II Community Development and Panchayat Raj:**

- Meaning, Principles, Objectives, Scope and Philosophy of community development in India.
- Historical review of community development in India.
- Evolution of Panchayat Raj set up and functions at the central, state, District, Block and village level.
- Three tier system and the principle of Democratic decentralization;
- Problems of the community development and Panchayat Raj.
- Factors affecting community development work.

### **UNIT- III Community Participation:**

- Meaning, Importance, Factors influencing community participation.
- Measures to improve community participation.
- Recent extension approaches: Rapid Rural Appraisal (RRA).
- Participatory Rural Appraisal (PRA),
- Child-to-child approach.
- Woman-to-Woman approach,

## UNIT- IV - Five Year Plans and Social Welfare:

- Current five year plans - National and state approaches to Nutrition.
- Women and child welfare.
- Contributions of National and International Agencies for the development and Welfare of Women and Children.

## PRACTICALS:

1. Visit to Blocks and villages to learn the setup and functions.
2. Visit to a nearby village to study the ongoing rural Development programmes through PRA technique.
3. Observation of the activities of Home-Science Extension workers.
4. Survey of the Problems faced by the women extension functionaries in carrying on their Day-to-day activities.
5. Planning and implementation of Nutrition education programmes through -
  - a) Child-to-child approach.
  - b) Woman-to-Woman approach
  - c) Action plays.

## References:

1. Dantwala, ML & Barmada, J.N. (1990). *Rural Development Approaches and Issues, Indian Ag. Dev. Since Independence*, Oxford & IBH.
2. Dhama, O.P. & Bhatnagar, O.P. (1991). *Communication for Development*, Oxford & IBH.
3. Mondal, S. & Ray, G.L. (2007). *A Text Book of Rural Development*, Kalyani.
4. Ray, G.L. (2006). *Extension Communication and Management*.
5. Kalyani, Rivera, W.H. (1987). *Agricultural Extension World Wide Issues, Practices and Emerging Priorities*, Croom Helm.
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7. Singh, R.P., Mathur, P.N. & Kumar G.A.K. (1999). *Extension Education – A Handbook for Extension Personnel*. IFWA, IARI, New Delhi.
8. Swanson, B.E., Bants, R.P. & Sofrenko, A.J. (1984). *Improving Agriculture Extension - A Reference Manual*. FAO.
9. Vanden Ban, A.W. & Hawkins, H.S. (1988). *Agriculture Extension*. Longman Scientific Technical.

## Journals:

1. Adult leadership

2. Kurukshetra
3. Yojana
4. Journal of Rural Development
5. Social Welfare
6. Indian Journal of Extension education
7. Indian Journal of Adult Education
8. Community development and Panchayat Raj Digest, NIRD, Hyderabad.
9. Rural Development Digest, NIRD, Hyderabad.

### Course Outcomes:

After studying the course, students will be able to;

**CO 1.** Gain knowledge on recent trends in Extension education.

**CO 2.** Develop understanding on the community development and panchayat raj.

**CO3.** Acquire skill to study the community by using PRA techniques.

**CO4.** Sensitize students to develop the skill of critical analysis on various approaches of extension education.

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |      |      |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
|   | CO1           | 3   | 2   |     |     |     |     | 2   |     |     | 1    |      |      |      |      |
|   | CO2           |     |     |     | 3   | 3   |     | 2   |     |     |      |      | 2    |      |      |
|   | CO3           |     |     |     |     |     |     |     |     |     |      |      |      |      |      |
|   | CO4           |     |     |     |     |     |     |     |     |     |      |      |      |      |      |

High-3      Medium-2      Low-1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**First Semester**  
**(Specialization: MSc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM - 102-A:**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a)

(or)

(b).

## **PRACTICAL 1**

HSEM 103+ 104 - Dynamics of Rural Society (DR) / Global Extension Systems (GES)

Dynamics of Group Behavior (DGB/ Extension Education in Community Development (EECD)

### **HSEM 105: A) COMMUNICATION AND MULTI MEDIA PRODUCTION**

#### **Course objectives:**

To enable the students to

1. Gain knowledge about communication; Communication approaches; fidelity, credibility, empathy, factors affecting communication process
2. Understand the role of ICT in communication, writing skills, soft skills, Non-verbal Communication-types
3. Analyze the recent advances in Communication-print and electronic, email, mobile, interactive video and teleconferencing.
4. Evaluate the element of diffusion, concept and stages of Innovation.

#### **Unit I**

- Communication- concept, meaning, importance, theories and types of communication.
- Communication approaches- individual, group and mass approaches.
- Communication fidelity, credibility, empathy, factors affecting communication process
- Barriers in communication

#### **Unit II**

- Role of ICT in communication, writing skills, soft skills, Non-verbal Communication-types.
- Participative communication- meaning and importance;
- Development communication- concept, nature and significance

#### **Unit III**

- Recent advances in Communication-print and electronic, email, mobile, interactive video and teleconferencing
- Computer and computer networking- PAN, LAN, CAN, MAN, WAN.
- AGRINET, e- Governance

#### **Unit IV**

- Multimedia production- -Text flow, text formatting and text styles.
- Designing of posters in print and electronic form with Adobe in Design.
- Photo editing with Adobe Photoshop
- Script writing for video .advertisements

## Practicals

1. Planning and use of different communication approaches.
2. Hands on experience in recent advances in print and electronic media.
3. Production on Advertisement on Social Health.
4. Designing multimedia based ICT module on health and Nutrition and Social issue.
5. Promotion of multimedia based ICT module on advertisements on Social issues.
6. Practical exercise on different types of video scripts.

## REFERENCE BOOKS:

1. Adivi Reddy, A. (1987). *Extension Education*, Sreelakshmi Press, Bapatla.
2. Dhama, O.P. and Bhatnagar, O.P. (1985). *Education and Communication for Development*, Oxford and IBH Publishing Co., New Delhi.
1. Sampath, K., PanneerSelvam, A. and Santhamma, S. (1995). *Introduction to Educational Technology*, 3rd edition, Sterling publishers Pvt. Ltd., New Delhi.
2. Adlar, R. and Towari, N. (1975). *Interpersonal Communication*, Hail Rinehart Winston, Sanfranscio.
3. Rogers, M.E. (1976). *Communication and Development critical Perspective*, Sage Publications. Beverly Hill, London.
4. KuppuSwamy, B. (1984). *Communication a and Social Development in India*, Media Promotion and Publishing Pvt. Ltd., Bombay,.
5. SchrumWolber, (1978). *The Process and Effects of Mass Communication*, University of Illinoise, USA.
6. Ray, G.L. (1991). *Extension Communication and Management*, NayaPrakash, Calcutta,.
7. Schultz, G.B. (1989) . *Communicating in the small group*, Harper and Raw Publishers, New York.
8. Udaipareek, (1971). *Interpersonal Feedback for effective learning system*, New Delhi,.
11. Chakravarthy, S.R. (1977). *Audio-visual Aids in Education*, Sagar Publication, New Delhi.
12. Dale Edgar, A.V. (1989). *Method in teaching*, Holt Rinchart and Christon, Inc., New York, 3rd edition.
13. Kochhar, S.A. (1988). *Methods and technique of teaching*, Sterling Publisher Pvt. Ltd., New Delhi.
14. Holmes, C. (1968). *Visual aids in Nutrition Education*, PAO, Rome,.
15. Balan, K.R. and Rayudu, C.S. (1997). *Effective Communication*, Castle Books Pvt. Ltd., New Delhi.

## Course outcomes

After studying the course the students will be able to:

1. Gain knowledge about communication; Communication approaches; fidelity, credibility, empathy, factors affecting communication process
2. Understand the role of ICT in communication, writing skills, soft skills, Non-verbal Communication-types
3. Analyze the recent advances in Communication-print and electronic, email, mobile, interactive video and teleconferencing.
4. Evaluate the element of diffusion, concept and stages of Innovation.

## Co-Po mapping

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1             | H   | M   |     |     | H   |     |     |     |     |      | M    |      | H    | M    |
| CO2             | H   |     | H   |     | H   |     | H   | H   |     | M    |      |      | H    | H    |
| CO3             | H   |     | H   |     | H   | M   |     | H   | M   |      |      |      | H    | H    |
| CO4             | H   |     | H   | M   | H   |     | H   |     | H   | H    | M    | H    | H    | M    |

H-High (3), M- Medium (2), L- Low (1)

## **HSEM 105: B) COMMUNICATION AND MEDIA PREPARATION**

### **Course Objectives:**

To enable the students to:

1. To know about communication; Extension teaching methods; Audio visual aids.
2. To understand Communication –Recent trends in Instructional technology : Extension literature
3. To analyze the role of different factors influencing and effecting communication process- Dyad setting small group and mass communication
4. To evaluate the Planning, Preparation and use of different teaching aids in teaching different groups of people and in different learning situations.

### **UNIT- I**

- **Communication:** Meaning, definition, and importance of communication, scope of communication, principles of communication.
- Key elements of communication: Communicator, Message, Treatment of message, Channel, Audienc. Basic principles of information processing: Encoding and Decoding.
- Functions of Communication: Information, Instructive persuasive and Integrative.
- Factors affecting fidelity of communication, Barriers to Communication -Social, Cultural and Psychological barriers and how to overcome them.
- Models of Communication: Shannon - Weaver's Model. Westley Maclean's model. Leagan's Model and Berlo's Model. Feedback and its importance in Extension.

### **UNIT- II**

- **Types of Communication :** Verbal Communication; Non-verbal communication; Small group communication; Public Communication; Dyadic Communication; Mass Communication and Interpersonal Communication; Problems in Communication.
- **Organizational Communication** - Concept and process, Patterns of communication in an organization - Downward Communication, Up-ward Communication, Cross Communication, Horizontal Communication.

### **UNIT-III**

- **Methods of Extension Teaching:** Classification of teaching methods according to form and use. Different extension teaching methods; scope, advantages, limitations and factors governing in the selection and use of the methods.
- Recent trends in Instructional technology, Community Study, simulations and games, Multi-media approach and Role playing.

#### UNIT- IV

- **Audio-Visual Aids :** Role of audio-visual aids in Home Science Communication; Classification of Audio-visual aids, Planning; Preparation and use of different types of audio-visual aids; Merits and limitations; Factors influencing selection and use of audio-visual aids.
- **Extension Literature** - Simple writing for rural home makers, style, readability and utility: leaflet, Pamphlet, Folder, Circular letter, Newsletter and Bulletin.
- **Audio-Visual materials and Equipment Projectors:** overhead projector, still projector - Slides, Films, Tape recorders, epidiascope, Radio, Film Projector, Television Laptops, Power Point Projection.

#### PRACTICALS:

1. Students will participate in simulation aspects and experiences to know the role of different factors influencing and effecting communication process in Dyad setting, small group and mass communication situation.
2. Planning, conducting and evaluation of different teaching methods.
3. Planning and preparation and use of different teaching aids.
4. Provision of experience for having variety of teaching techniques and aids in teaching different groups of people and in different learning situations.
5. Giving opportunity to use audio-visual equipment such as films, slides, opaque and Overhead projector.
6. Preparation of simple literature for rural families.

#### REFERENCE BOOKS:

1. Adivi Reddy, A. (1987). *Extension Education*, Sreelakshmi Press, Bapatla.
2. Dhama, O.P. and Bhatnagar, O.P.(1985). *Education and Communication for Development*, Oxford and IBH Publishing Co., New Delhi.
2. Sampath, K., PanneerSelvam, A.andSanthamma, S.(1995). *Introduction to Educational Technology*, 3rd edition, Sterling publishers Pvt. Ltd., New Delhi.
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5. KuppuSwamy, B.(1984). *Communication and Social Development in India*, Media

- Promotion and Publishing Pvt. Ltd., Bombay,.
6. SchrumWolber,(1978). *The Process and Effects of Mass Communication*, University of Illinois, USA.
  7. Ray, G.L.(1991).*Extension Communication and Management*,NayaPrakash, Calcutta,.
  8. Schultz, G.B.(1989) . *Communicating in the small group*, Harper and Raw Publishers, New York.
  9. Udaipareek, (1971). *Interpersonal Feedback for effective learning system*, New Delhi,.
  11. Chakravarthy, S.R. (1977). *Audio-visual Aids in Education*, Sagar Publication, New Delhi.
  12. Dale Edgar, A.V.(1989). *Method in teaching*, Holt Rinchart and Christon, Inc., NewYork, 3rd edition.
  13. Kochhar, S.A. (1988).*Methods and technique of teaching*, Sterling Publisher Pvt. Ltd., New Delhi.
  14. Holmes, C.(1968). *Visual aids in Nutrition Education*, PAO, Rome,.
  15. Balan, K.R. and Rayudu, C.S. (1997). *Effective Communication*, Castle Books Pvt. Ltd., New Delhi.

#### **JOURNALS:**

1. Indian Journal of Extension Education
2. Journal of Communication
3. Journal of Home Economics
4. Journal of Nutrition Education
5. Indian Journal of Adult Education
6. Experiment in Education
7. Journal of Educational Research and Programming.
8. Khadi Gramodyog.

#### **Course Outcomes:**

After studying the course, students will be able to;

- CO1.** Gain complete knowledge about communication; Extension teaching methods; recent trends in Instructional technology
- CO2.** Understand how to plan; prepare and use of different teaching aids in teaching different groups of people and in different learning situations
- CO3.**Analyze the role of different factors influencing and effecting communication process-Dyad setting small group and mass communication

**CO4.** Evaluate the Planning, Preparation and use of different teaching aids in teaching different groups of people and in different learning situations.

|   |               |     |     |     |     |     |     |     |     |     |              |      |      |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------------|------|------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |              |      |      |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10         | PO11 | POI2 |
|   | CO1           | 3   |     |     |     | 2   |     | 3   |     |     |              |      | 2    |
|   | CO2           |     | 3   | 3   | 2   |     | 2   |     | 2   |     | <sup>1</sup> | 1    | 2    |
|   |               |     |     |     |     |     |     |     |     |     |              |      |      |

3: High;    2: Medium;    1: Low

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**First Semester**  
**(Specialization: MSc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM – 105**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10 Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).

## **HSEM 106-A RECENT TRENDS IN EXTENSION AND COMMUNICATION**

### **Course objectives**

To enable the students to:

1. Gain knowledge about concept and emerging issues in Extension.
2. Understand the recent trends in technology transfer, importance and relevance of indigenous technical knowledge system.
3. Analyze emerging issues in communication, understanding communication in global perspective
4. Evaluate new communication technologies, enhancing learning through communication intervention

### **Unit –I**

- Changing concepts and emerging issues in Extension- Rational and realities: recent extension strategies for rural up-liftment.
- Future scenario of extension.

### **Unit -II**

- Recent trends in technology transfer- Need of Identification and documentation of appropriate homestead technologies.
- Assessment and refinement of technologies.
- Importance and relevance of Indigenous technical knowledge system.

### **Unit-III**

- Emerging issues in Communication
- Understanding Communication in Global perspective
- Role of mass media for rural audience with special emphasis on women.

### **Unit-IV**

- New Communication technologies; computer assisted instruction
- Enhancing learning through communication intervention.
- Visual communication – A psychological perspective.
- Cyber extension- definition, scope, advantage, limitations

### **Practicals**

1. Designing a visual composition-book cover or Folder with the help of Computers.
2. Evaluation of advertising, a news paper story, a radio programme or a television broadcast.
3. Planning , development and evaluation of communication strategies and techniques for selected traditional , print, electronic and outdoor media systems

### **References**

1. Adivi Reddy, A. (1987). *Extension Education*, Sreelakshmi Press, Bapatla.
2. Dhama, O.P. and Bhatnagar, O.P.(1985). *Education and Communication for*

- Development*, Oxford and IBH Publishing Co., New Delhi.
- 3 .Sampath, K., PanneerSelvam, A.andSanthamma, S.(1995). *Introduction to Educational Technology*, 3rd edition, Sterling publishers Pvt. Ltd., New Delhi.
  - 4 .Adlar, R. and Towari, N. (1975). *Interpersonal Communication*, Halt Rinehart Winston, Sanfranscio.
  - 5.Rogers, M.E. (1976). *Communication and Development critical Perspective*, Sage Publications. Beverly Hill, London.
  - 6.KuppuSwamy, B.(1984). *Communication and Social Development in India*, Media Promotion and Publishing Pvt. Ltd., Bombay,.
  - 7.SchrumWolber,(1978). *The Process and Effects of Mass Communication*, University of Illinoise, USA.
  - 8.Ray, G.L.(1991). *Extension Communication and Management*, NayaPrakash, Calcutta,.
  - 9.Schultz, G.B.(1989) . *Communicating in the small group*, Harper and Raw Publishers, New York.
  - 10.Udaipareek, (1971). *Interpersonal Feedback for effective learning system*, New Delhi,.
  11. Chakravarthy, S.R. (1977). *Audio-visual Aids in Education*, Sagar Publication, New Delhi.

### Course outcome

After studying the course, the students will be able to

1. Gain knowledge about concept and emerging issues in Extension.
2. Understand the recent trends in technology transfer, importance and relevance of indigenous technical knowledge system
3. Analyze emerging issues in communication, understanding communication in global perspective
4. Evaluate new communication technologies, enhancing learning through communication intervention

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |           |           |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|-----------|-----------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |           |           |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PS<br>O 1 | PS<br>O 2 |
|   | CO1           | 3   |     | 3   |     |     |     |     | 2   | 2   |      |      | 2    |           |           |
|   | CO2           |     | 3   | 3   | 3   |     |     |     | 2   | 2   |      |      | 2    |           |           |
|   | CO3           | 3   |     |     | 2   |     |     |     | 2   | 2   |      |      |      |           |           |
|   | CO4           | 3   |     | 3   |     |     |     |     |     | 2   |      |      | 2    |           |           |

H: High-3; M: Medium- 2; L: Low-1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**First Semester**  
**(Specialization: MSc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM – 106 :**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**SECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

B

## **HSEM 106: B) SCIENCE AND TECHNOLOGY FOR RURAL WOMEN**

### **Course Objectives:**

To enable the students to:

1. Know about the Science and Technology for rural development; Energy saving devices- application of solar energy; bio-gas etc.,
2. Understand about the application of Science and Technology in Home science.
3. Appraise the safe water supply methods suitable for rural areas; health- hygiene and environmental sanitation.
4. Assess the agencies involved in research and application of Science and Technology.

### **THEORY**

#### **UNIT- I**

##### **Appropriate Technology:**

- Concept, meaning and importance of appropriate technology
- Science and Technology for rural development
- Appropriate technology vs. traditional technology.

#### **UNIT- II Application of Technology**

- Application of Science and Technology in the Home Science
- Biogas - Composition - Principles - types of plants – advantages. Janata
- Deena bandhu and community bio gas plants.
- Solar devices, significance, solar devices, solar drier, solar water heater, solar photo voltaic cells- working, application, advantages and limitations.

#### **UNIT-III Health, Hygiene & Environmental sanitation**

- Health, Hygiene and environmental sanitation.
- Safe water supply - methods suitable for rural areas.
- Water purification devices, pot chlorination of wells, sanitary toilets and Soak pit.

#### **UNIT- IV Agencies involved**

- The various governmental and non-governmental agencies involved in research and application of science and technology for rural development

- Department of Science and Technology (DST), Department of Indian Institutions of Technologies, Agricultural Universities, Krishi Vignan Kendras (KVK's) and private organizations.

## **Practicals**

1. Visit to units where biogas is in application.
2. Visit and Demonstration or use of Solar Cooker, Dyers, water heater and smokeless chulahs.
3. Study the activities of KVK's and Agricultural Universities.
4. Visit to Units for safe water supply and sanitary arrangements.
5. Use and care of selected labour saving equipment.

## **REFERENCES**

1. Dagli Vadilal, (1982). *Science and technology in India*, S. Chand and Company, New Delhi.
2. Daya Maheswar, (1983). *Energy - today and tomorrow*, Publications Rierman Government of India, New Delhi.
3. Halrey, D.S. (1967). *The coming age of solar energy*, sterling publishing, New Delhi.
4. Satsaugi, S. Prem and Gautam Vianyk. (1983). *Management of rural energy system*', Gatgotia Publications, New Delhi,
5. *The five year plan*, Planning Commission, Government of India, New Delhi.
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7. Myles, R.M. *Biogas Technology*, AFPRO (Action of Food Production), New Delhi.
8. *Fuel policy committee*. (1974). Report, Government of India, AFPRO.
9. Subramanian, S.K. (1977). *Biogas system in Asia*, Management Development Institute,
10. Smokeless Chulahs (1982). *Indian institute of technology*, New Delhi,
11. *Appropriate technology from N.R.D.C. of India*. (1979). Vol. I and II, National Research Development Corporation of India, New Delhi

## JOURNALS:

1. Energy - Technical Notes, MCRC, Publication Tharamoni, Madras - 600 013.
2. Energy Management - a quarterly journal of National Productivity council.
3. Indian Journal of Home Science.
4. Khadhi gramodyog.
5. Kurukshetra.
6. Boiling Point.
7. Yojana

## Course Outcomes:

After studying the course, students will be able to;

CO 1. Gain knowledge about the applied technologies for rural development with special focus on women.

CO 2. Understand the importance of safe water supply methods suitable for rural areas, health, hygiene and environmental sanitation;

CO3. Assess the agencies involved in research and application of Science and Technology.

CO4. Appraise the safe water supply methods suitable for rural areas; health- hygiene and environmental sanitation

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |              |              |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|--------------|--------------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |              |              |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PS<br>O<br>1 | PS<br>O<br>2 |
|   | CO1           | 3   |     | 3   |     |     |     |     | 2   | 2   |      |      | 2    |              |              |
|   | CO2           |     | 3   | 3   | 2   |     |     |     | 2   | 2   |      |      | 2    |              |              |
|   | CO3           | 3   |     |     | 2   |     |     |     | 2   | 2   |      |      |      |              |              |
|   | CO4           | 3   |     | 3   |     |     |     |     |     | 2   |      |      | 2    |              |              |

H: High-3; M: Medium- 2; L: Low-1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**First Semester**  
**(Specialization: M.Sc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM - 106**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).

**Practical II A 105+106** – Communication and Multimedia production (CMMP)/ Recent trends in Extension and communication (RTEC)

**B** - Communication and Media Preparation (CMP) / Science & Technology for Rural Women (STW)

HSEM -108      -      Indian Knowledge Systems-1

# **II SEMESTER**

**DEPARTMENT OF HOME SCIENCE**  
**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
**As per NEP 2020 for students admitted from 2024-2025 onwards**  
**SEMESTER – 1I**  
**CORE COURSE**

**HSEM 201- RESEARCH METHODOLOGY**

## **Course Objectives**

To enable the students to:

1. Get awareness about terms like ‘variables’, ‘hypothesis’, research ‘and recognize the purpose of doing research.
2. Understand different types of research like experimental, survey, applied, action research etc., and differentiate advantages and disadvantages each type of research.
3. Critically apply knowledge to select a sample by using different sampling methods like probability and non-probability sampling.
4. Develop a research proposal in the appropriate scientific style.

### **UNIT – I: Research Purpose and Types**

- Research – Significance, meaning, objectives, Approaches,
- Research process, Criteria of good research, Variable- types
- Types of Research: Historical, descriptive, experimental, case study, survey research, participatory research, Fundamental, applied and action, exploratory research.
- Research hypothesis-Characteristics of good hypothesis.
- Research Design – Meaning, Need, Concepts, Principles and Types of research design

### **UNIT – II: Research Problem and Sample design**

- Definition and Identification, Necessity and Selection of Research problem, Technique involved in defining the research problem.
- Population and Sample – Implications, Steps, Criteria and Characteristics of a good design
- Sampling Methods : *Probability sampling*- Simple random, systematic random sampling, two Stages and multi stage sampling, cluster sampling and *Non-probability sampling* - Purposive, quota and volunteer sampling / Snowball Sampling.

### **UNIT –III: Methods of Data Collection**

- Primary and Secondary Data, Selection of appropriate method for data collection
- Different Methods and techniques of data collection - Interview, Observation, Social mapping, Participatory assessment Techniques, Observation check list, Questionnaire, Interview schedule, Group discussions, Case studies

### **UNIT –IV: Measurement Scales**

- Measurement in Research, Levels of measurement- Nominal, Ordinal, Ratio and Interval
- Reliability and Validity in Measurement -Different ways of establishment
- Research report writing – APA style of writing report-Abstract  
Chapterization, Tables and figures, Interpretation and writing Bibliography.

## References

1. Kothari, C.R. (2004).: “*Research Methodology (Methods and Techniques)*”. New Age International (p) Ltd., New Delhi.
2. Bandarkar, P.L. and Wilkinson T.S. (2000) : “*Methodology and Techniques of Social Research*”, Himalaya Publishing House, Mumbai.
3. Batnagar, G.L. (1990) : “*Research Methods and Measurements in Behavioural and Social Sciences*”, Agri. Cole publishing Academy, New Delhi.
4. Bajpai S.M. (1987). “*Methods of Social Survey and Research*” KitabGhat, Kanpur-3
5. Black, T.R. (1999).: “*Doing Quantitative Research in the Social Sciences*”, Sage Publications, New Delhi.
6. Dev Doss R.P. and Kulandavel K (1985). “*Hand book of methodology of research*” Oxford Press,
7. Goode J.W. and Hatt P.K. “*Methods in Social Science Research*” Mc. Graw hill-Co. New York.
8. Sharma S.R. (1994). “*Statistical methods in Educational Research*”, Anmol Publications Pvt. Ltd., New Delhi.

## Course Outcomes

After studying the course, students will able to:

- CO1.** Define terms like ‘variables’, ‘hypothesis’, research’ and state the purpose of doing research
- CO2.** Understand different types of search and can compare the advantages and disadvantages of each type of research
- CO3.** Critically know the procedures for identifying an ideal sample for scientific research.
- CO4.** Prepare a research proposal in the appropriate scientific style.

## CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1    | H   |     |     | H   |     | H   | M   |     | M   |      | M    | H    | M    |      |
| CO2    |     |     |     | H   |     | H   | H   |     |     |      | M    | H    | H    |      |
| CO3    |     | L   |     | H   |     | H   |     |     | M   |      | H    | H    | H    | L    |
| CO4    |     |     |     | H   |     | H   | H   |     | H   |      |      | H    | H    | H    |

H-High-3, M- Medium-2, L- Low-1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**First Semester**  
**(Specialization: MS Food Technology)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM - 201: RESEARCH METHODOLOGY**

Time: 3 hours

**Max Marks: 70**

**SECTION- A**

4x5=20Marks

Answer any FOUR of the Following  
Each question carries 5 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**SECTION- B**

4x12.5 =50 Marks

Answer ALL questions  
Each Question carries 12.5 Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).

## **HSEM 202: A) COMMUNITY ORGANIZATION AND LEADERSHIP**

### **Course Objectives**

To enable the students to;

1. Know about community organization; Process of Community organization; basic rural Institutions; leadership;
2. Understand how to organize voluntary organizations of people and utilize them for rural development.
3. Analyze different patterns of leadership; techniques of identification of leaders; steps to organize youth clubs; Role of Panchayat in developing rural women.
4. Design the criteria for identifying leaders and appraise the ongoing programmes in the locality.

### **UNIT-I Community Organization:**

- Concept, meaning and scope of community organization
- Principles of community organization.
- Identifying the roles of individuals in the community.
- Role and qualities of community organizer.

### **Unit- II Basic Rural Institutions:**

- Basic rural Institutions: School, Panchayat and Co-operative.
- Voluntary Organizations: Mahila Mandals, Youth clubs, Farmer's clubs, and others- How to organize the above and utilize them for rural development.
- Skills and Techniques: Tools, Techniques and skills involved in community organization, skills in co-ordination and public relations.

### **UNIT-III Leadership:**

- Concept, definition, roles and characteristics, function of a leader
- Determinants of effectiveness in leadership function (Ten `A's).
- Factors determining effectiveness of a leader, the bases of power for leadership
- Theories of leadership.
- Types of patterns of leadership, techniques of identification of leaders, training for leadership
- Methods of developing leadership and use of leaders for rural Development

#### **UNIT- IV Rural Youth and Women:**

- Rural youth: Youth group; social profile of youth; basic needs of young people; youth service schemes - National Service Scheme (NSS), Nehru Yuva Kendra, Rural Youth Clubs - Objectives, steps to organize a youth club.
- Rural Women: Classification, Role of women in Agriculture, Decision making of Rural women; Employment opportunities for Rural Women; Role of Panchayat in developing rural women

#### **PRACTICALS:**

1. Study of the community organization in the locality.
2. Study of the leadership patterns, especially among women, in a rural area.
3. Developing criteria for identifying leaders.
4. Observation and study of ongoing programmes.

#### **REFERENCES:**

1. Adivi Reddy, A. (1987). *Extension Education*, Sreelakshmi Press, Bapatla.
2. Dhama, O.P. and Bhatnagar, O.P. (1985). *Education and Communication for Development*, Oxford and IBH Publishing Co., New Delhi.
3. Ray, G.L. (1991). *Extension Communication and Management*, NayaPrakash, Calcutta.
4. Ross, M.G. (1955). *Community organization: Theory and Principles*, Harper and Row.
5. Gangrade, K.D. (1971). *Community organization in India*, Popular Prakashan,.
6. Kuppaswamy, B. (1977). *An Introduction to Social Psychology*, Vikas publishing house, Bangalore.
7. Dhama, O.P. and Bhatnagar, O.P. (1970). *Extension and communication for development*, Oxford IBH, New Delhi.
8. Harold, W. Boles and James, A. Davenport. (1975). *Introduction to Educational leadership*, Harper and Row Publishers, New York.

#### **JOURNALS:**

1. Social change, council of social development, New Delhi.
2. Indian journal of Extension Education, Indian Society of Extension education, New Delhi.
3. Kurukshetra.

4. Adult leadership.
5. Social Welfare.
6. Rural Leadership.
7. Khadi Gramodyog.
8. Rural India.
9. Journal of Rural Development.
10. Journal of Community guidance and Research

**Course outcomes:**

After studying the Course, students will be able to;

CO1.Gain Complete Knowledge about community organization; Basic rural Institutions; Leadership; Voluntary organizations: Youth clubs.

CO2. Understand how to organize voluntary organizations of people and utilize them for rural development.

CO 3. Evaluate the role of Panchayats in developing rural women; youth and also the ongoing programmes in the locality.

CO4. Analyze different patterns of leadership; techniques of identification of leaders.

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|----------|----------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PS<br>O1 | PSO<br>2 |
|   | CO1           | 3   |     |     |     |     | 3   |     | 3   | 2   |      |      | 2    |          |          |
|   | CO2           |     | 3   | 3   | 3   | 3   |     |     | 2   | 2   |      |      | 2    |          |          |
|   | CO3           | 3   | 3   |     |     |     |     |     |     | 2   |      |      | 2    |          |          |
|   | CO4           |     |     | 3   |     | 2   |     |     |     | 2   |      |      |      |          |          |

High-3

Medium-2

Low-1

## **HSEM 202: B) TRAINING AND DEVELOPMENT**

### **Course objectives**

To enable the students to:

1. Know about the concept of training, goals of training; learning and types of learning, factors affecting learning among adults.
2. Understand the types and methods of learning; current trends in training methodologies; training strategies and designs.
3. Acquire skills in developing; selection and use of different training methods- case study; role play; and brain storming; etc.
4. Analyze the roles of a trainer; competencies of trainers; and trainer- trainee perceptions.

### **THEORY**

#### **UNIT- I: Training and Development:**

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

#### **UNIT- II: Training Methodologies:**

- Current trends in training methodologies, organizational development approach, and competency based training.
- Participatory training methodologies – aspects, advantages, limitations, implications for training process.
- Training administration: policies, guidelines, authority.

#### **UNIT- III: Trainer and Trainee Interface:**

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

## **UNIT- IV: Training Process:**

- Different phases of training, conceptual models of training, systems approach to training: inputs, process, out puts.
- Training strategies and Designs: Training need assessment, planning training programmes, organizational environment, Training facilities and other resources.
- Training methods and interaction styles: Classification of training methods, their importance, uses and limitations- selecting, appropriate methods to suit situations and circumstances.
- Case study, role play, psychodrama, sensitivity, buzz group, group discussion, transactional analysis, business games etc.
- Evaluation types- evaluation for guiding, checking and monitoring for action.
- Frame work for evaluating training programmes, internal and external indicators.

## **PRACTICALS**

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

## **REFERENCES**

1. Berger, M.L.and Berger, P.J.(1973).*Group training technologies*, Lowe and Bryalonepvt.ltd., haver hill; Britain.
2. Bhatnagar, O.P. (1989). *Evaluation Methodology for Training Theory and practical*. Oxford and IHB publishing company; New Delhi.
- 3.Easterby smith, Mark.(1986). *Evolution Management, Training and Development*, Growers publishing Co.; England.
4. Flipppo Edwin, B. (1972). *Principles of personnel management*. McGraw Hill Co.; New York.
5. Hackett, P.(1997). *Introduction to Training*, Universities Press; Hyderabad
6. Kolb, D. (1984). *Experiential Learning- Experience as the Source of Learning and Development*, Prentice Hall Inc., New Jersey.
7. LytonS, R. and Pareek, U.(1990).*Training for development*,Vistar Publications; New Delhi.
8. Lyton, R. and Pareek, U.(1992).*Facilitating development*, Sage Publications; New Delhi.
9. Moss Geoffrey. (1988). *The Trainer Handbook for Managers and Trainers*, Institute of Management; Singapore.
10. Myshra, D.C.(1990). *New Directions in Extension Training*. Directorate of Extension, Ministry of Agriculture, Government of india; New Delhi.

11. Palmer, A.B.(1981). *Learning cycle: Models of Behavioural change- A Hand book of Group Facilitator*. University Associates; California.
12. Pareek, U.(1989). *Behavioral process in organization*, Oxford and Publishing House; Bombay.
13. Prior; J (1994). *Behavioral Process in Organization*, Oxford and IBH; New Delhi.
14. Singh, P.N. (1989). *Training for Management Development*, Forum of Asian Managers, Bomabay.
15. Sparhwak, S.(1998). *Identifying Targeted Training Needs*. Wheeler Publishing House, Bombay.
16. Stephen, P.R. (1989). *Organizational Behaviour: Concept, Controversies and Application*, Prentice Hall of India; New Delhi.
17. Truelove, S. (1997). *Hand book of Training and Development*, Beacon Books, A Blackwell Asia Imprint; New Delhi.
18. Vanmentsmony (1983). *The Effective Role play- a Handbook for teachers and Trainers*, Kogan page Ltd; London.
19. Virmani and seth,P.(1989). *Evaluation Management in Training and development*. Vision; New Delhi.
20. York, A. (1989). *The system Approach to Training*. Royal Institute of Public Administration Studies; London.

## JOURNALS

1. KhadiGramodyog
2. Yojana
3. Kurukshetra
4. Social welfare
5. Journal of Rural development
6. Indian Journal of Extension Education
7. Social Change
8. Rural India

**Course Outcomes:**

After studying the course, students will be able to;

CO 1. Gain knowledge on designing and evaluation of training programmes for different target groups.

CO 2. Develop the training modules for specific target groups and application of training methods and techniques.

CO3. Acquire skills in developing; selection and use of different training methods-

CO4. Analyze the roles of a trainer; competencies of trainers; and trainer- trainee perceptions

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|----------|----------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO<br>1 | PSO<br>2 |
|   | CO1           | 3   | 3   |     | 3   |     |     |     | 2   | 2   |      |      | 2    |          |          |
|   | CO2           |     | 2   | 2   | 3   |     |     |     |     | 2   |      |      | 2    |          |          |
|   | CO3           |     | 3   |     | 3   |     |     |     | 2   |     |      |      | 2    |          |          |
|   | CO4           |     | 3   |     | 3   |     |     |     |     |     |      |      | 2    |          |          |

H: High-3; M: Medium-2; L: Low-1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**Second Semester**  
**(Specialization: M. Sc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM - 202-A/B :**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).

## **HSEM 203: A) SUSTAINABLE DEVELOPMENT- GOALS AND OBJECTIVES**

### **Course Objectives:**

To enable the students to:

Know about the livelihoods of rural/urban people; resources – land, soil; climate; water and forests; processes and relationships among agro-climatic and natural resources

2. Understand the production systems- farming and non-farming activities; their linkage with the livelihoods of rural people; food security; livelihood security.
3. Analyze the social and economic dimensions of sustainable development.
4. Assess the indicators of environmental sustainability.

### **UNIT I**

- Sustainable Development: Concept and Challenges; Ecological, Social and Economic Dimensions of Sustainable Development.
- Models of development- Economic growth model, Social equity model, Participatory model.
- Millennium Development Goals
- Goals of sustainable development.

### **UNIT II**

- Holistic and multidisciplinary exposure to the understanding of Concepts, Processes and relationships among Agro-Climatic and Natural Resources.
- Natural resource management
- Agro-Climatic zones in India, Deforestation
- Global warming and Climate change – factors

### **UNIT III**

- Production Systems and Livelihoods of Rural/Urban people ; Resources-Land, Soil, Climate, Water and Forests
- Peoples Participation and Sustainability, Indicators of Environmental Sustainability; Quality of life.

## UNIT IV

- The Production Systems- Agriculture, Horticulture, Sericulture, Forestry, Animal Husbandry and Dairying, Fisheries;
- Non-Farm Activities, their linkage with the livelihoods of rural people;

### Practicals

1. Preparation of report on sustainable development goals and objectives.
2. Write a report on global warming and climate change.
3. Preparation of posters and charts on Development goals.
4. Preparation of lesson plans of selected topics.
5. Panel discussion and debating on global warming and climate change.

### References

1. Chandela, MC. (2004). *Environmental Protection & Development*. Aavishkar Publ.
2. Dayananadan, R. (2005). *Sustainable Development Opportunities and Challenges*. Serials Publ.
3. Vyas, PR & Somani, LL. (Eds.). (1996). *Ecological Crises and Environmental Protection (With Special Reference to Agriculture)*. Agrotech Publ.

### Course Outcomes:

After studying the course, students will be able to;

1. Gain knowledge on sustainable livelihood; challenges and indicators of sustainable development.
2. Understand the production systems; natural resources and their linkage with rural livelihoods
3. Analyze the social and economic dimensions of sustainable development.
4. Assess the indicators of environmental sustainability.

|   |               |             |             |              |              |                |                       |                        |                |                 |                  |                |              |
|---|---------------|-------------|-------------|--------------|--------------|----------------|-----------------------|------------------------|----------------|-----------------|------------------|----------------|--------------|
| 1 | CO-PO Mapping |             |             |              |              |                |                       |                        |                |                 |                  |                |              |
|   | Pos<br>COs    | PO1<br>(KB) | PO2<br>(PA) | PO3<br>(INV) | PO4<br>(DES) | PO5<br>(Tools) | PO6<br>(TE<br>AM<br>) | PO7<br>(CO<br>MM.<br>) | PO8<br>(Prof.) | PO9<br>(Impact) | PO10<br>(Ethics) | PO11<br>(Econ) | PO12<br>(LL) |
|   | CO1           | 3           |             |              |              |                |                       |                        | 2              | 3               |                  | 2              | 2            |
|   | CO2           | 3           | 3           |              |              |                |                       |                        |                | 3               |                  |                | 2            |

High:3 Medium: 2 Low:1

## **HSEM 203: B) RURAL DEVELOPMENT AND ADMINISTRATION**

### **Course Objectives**

To enable the students to:

1. Know about administration in Extension and Rural Development: Coordination and Supervision in Rural Development Administration.
2. Understand the purpose and principles of Administration; Human Relation in Extension Administration:
3. Analyze the recent ongoing Rural Development Programmes in Gram Panchayat.
4. Evaluate the training and visit system; KVKs.

### **THEORY**

#### **UNIT- I Administration:**

- Meaning, Nature and purpose of administration in Extension and rural development.
- The principles of administration and organization.
- Human relation in extension administration.

#### **UNIT-II Coordination:**

- Meaning and importance, methods of bringing about co-ordination in Extension work, factors influencing co-ordination.
- Delegation of Authority and responsibility.
- Supervision: Importance, Principles, differences between supervision and control, Techniques of supervision
- Development of code of Ethics
- Competencies needed by extension personnel.

#### **UNIT-III Rural Development Administration:**

- The rural development administrative setup ,Functions
- Recent Rural Development Programmes: Objectives achievements and constraints.
- Integrated Rural Development Programme (IRDP), Development of Women and Children in Rural Areas (DWCRA), Training of Rural Youth for Self Employment (TRYSEM), Integrated Child Development Service (ICDS), Swarnajayanthi Gram Swarojgar Yojana (SGSY), Jahawar Gram Samridhi Yojana (JGSY) Employment Assurance Scheme (EAS), Million Wells Scheme (MWS), Ganga Kalyan Yojana (GKY) Prime Minister Rojgar Yojana (PMRY), Watershed Development Programme (WSDP), Krishi Vignanakendra

(KVK), Beti bachaobetipadao, Maternity benefit scheme, Digital India, Skill India, Sukanya Samridhi yojana.

#### **UNIT- IV Training**

- Meaning, Need, Types and principles of Extension training.
- Training of different personnel.
- Agencies offering training for different personnel.
- Training and Visit System (T&V): Objectives of the T &V System, Basic assumption,
- Monitory and Evaluation, Organizational structure.

#### **PRACTICALS:**

1. Study the set up at different levels and function of different departments.
2. Visit to a nearby Gram Panchayat to study the on young Rural Development programme.
3. Visit to nearby agencies offering Training.
4. Visit to selected village to study DWCRA, SHG, CMEY, SGSY, etc.,
5. Visit to a Village to study the functioning of NGOs.
6. Visit to nearby KVK to study its functioning

#### **REFERENCES**

1. Adivi Reddy, A. (1990). *Extension Education*, Sreelakshmi Press, Bapatla.
2. Adam, H.P. (1981). *Basic principles of supervision*, Eurasia publishing house, Ramnagar, New Delhi.
3. Ray, G.L. (1991). *Extension Communication and Management*, Naya Prakash, Calcutta.
4. Dhama, O.P. Bhatnagar O.P. (1970). *Education and communication for Development*, 2nd edition, Oxford, IBH Publishing Co, Pvt., Ltd., New Delhi,
5. Desai, D.K. (1983). *Management in Rural development*, Oxford and VBH Publishing, New Delhi,.
6. Adaur, J. (1991). *The effective supervisor*, Jaico Publishing house, Bombay.
7. Sharma, D.P. (1976). *Public administration in theory and Practice*, Kitabh, Mahal, Allahabad.
8. Dr. Amitava Mukherjee, (1995). *Participatory Rural Appraisal - Methods and Applications in Rural Planning*, Vikas Publishing House Pvt. Ltd.
9. Shuka, P.R. and Roy Chowdhary, S.K. (1992). *Strategies for Rural Development*, Akashadeep Publishing House, New Delhi,.
10. Mehta, B.(1975). *Dynamics of State Administration*, Chugh Publications, Allahabad.

## JOURNALS

1. Rural India.
2. Yojana.
3. Kurukshetra.
4. Indian Journal of Extension Education.
5. Indian Journal of Public administration.
6. Social Welfare
7. Community development and Panchayat Raj digest, NIRD, Hyderabad.
8. Behavioral Sciences and Community development, NIRD, Hyderabad.
9. Journal of Behavioral Science.
10. Rural development Digest.

### Course outcomes:

After studying the course, the students will be able to;

CO1. Gain in-depth knowledge about Administration in Extension and Rural Development; the importance of Co-ordination and Supervision in Rural Development Administration.

CO2. Analyze the functioning of KVKs, evaluate the training and visit system.

CO3-Understand the purpose and principles of Administration; Human Relation in Extension Administration:

CO4 -Analyze the recent Rural Development Programmes in the nearby Panchayats; functioning of KVKs.

|   |               |     |     |     |     |     |     |     |     |     |      |           |      |          |          |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----------|------|----------|----------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |           |      |          |          |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11<br>1 | PO12 | PSO<br>1 | PSO<br>2 |
|   | CO1           | 3   | 2   |     |     |     | 2   |     | 2   |     |      |           |      |          |          |
|   | CO2           |     | 3   | 3   | 3   | 2   |     |     |     | 2   |      |           | 2    |          |          |
|   | CO3           |     |     | 3   | 3   |     |     | 2   |     | 2   |      |           | 2    |          |          |
|   | CO4           |     | 3   |     | 3   |     |     |     |     | 2   |      |           | 2    |          |          |

H: High-3; M: Medium-2; L: Low-1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**Second Semester**  
**(Specialization: MSc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM - 203-:**

Time:

**Max Marks: 50**  
5x2=10Marks

**SECTION- A**

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).

**Practical III 202+203**

Community Organization and Leadership (COL)/ Sustainable Development- Goals and strategies (SDGS)

Training and Development (T& D) / Rural Development Administration (RDA)

## **HSEM 205: A) MASS MEDIA FOR DEVELOPMENT**

### **Course objectives**

1. To know about Mass media and its importance.
2. To enhance the versatility of the students in the selection and use of media in different Socio-cultural environments.
3. To analyze various media-history and development of print media.
4. To evaluate the regulating bodies for media- Print and Broad casting.

### **Unit I**

- Concept, meaning, types, functions, characteristics and scope of mass media.
- Contemporary issues in mass media and development.
- Ethics in media, sources of information for media production
- Media in National development.

### **Unit II**

- Print media – History and development of print media.
- Forms of Print media.
- News paper – role and Advantages.
- Advertisement- types and component.

### **Unit III**

- Radio- History and development of Broadcasting.
- Different styles of radio broadcast- news writing, Feature, talk, interview, Documentary.
- Principles of writing for Radio.

### **Unit IV**

- Television- news writing, Interview, Advertisement, Documentary.
- Social Marketing
- Styles of programmes for T.V

### **Practicals**

1. Prepare a scrap book of development related advertisement on social issue for print media.
2. Report on E- newsletters.
3. Collect and exhibit news on bulletin board.
4. Collect news and features for Print media relating to Home science issues.

**REFERENCES:**

1. Adivi Reddy, A. (1990). *Extension Education*, Sreelakshmi Press, Bapatla.
2. Adam, H.P. (1981). *Basic principles of supervision*, Eurasia publishing house, Ramnagar, New Delhi.
3. Ray, G.L. (1991). *Extension Communication and Management*, Naya Prakash, Calcutta.
4. Dhama, O.P. Bhatnagar O.P. (1970). *Education and communication for Development*, 2nd edition, Oxford, IBH Publishing Co, Pvt., Ltd., New Delhi,
5. Desai, D.K. (1983). *Management in Rural development*, Oxford and VBH Publishing, New Delhi,.
6. Adaur, J. (1991). *The effective supervisor*, Jaico Publishing house, Bombay.
7. Sharma, D.P. (1976). *Public administration in theory and Practice*, Kitabh, Mahal, Allahabad.
8. Dr. Amitava Mukherjee, (1995). *Participatory Rural Appraisal - Methods and Applications in Rural Planning*, Vikas Publishing House Pvt. Ltd.
9. Shuka, P.R. and Roy Chowdhary, S.K. (1992). *Strategies for Rural Development*, Akashadeep Publishing House, New Delhi,.
10. Mehta, B.(1975). *Dynamics of State Administration*, Chugh Publications, Allahabad.

**JOURNALS**

1. Rural India.
2. Yojana.
3. Kurukshetra.
4. Indian Journal of Extension Education.
5. Indian Journal of Public administration.
6. Social Welfare
7. Rural development Digest.

**Course outcomes**

1. Understand meaning, types, functions, characteristics and scope of mass media
2. Know about Print media – History and development of print media, forms of Print media
3. Analyze the Different styles of radio broadcast- news writing, Feature, talk, interview, Documentary.
4. Analyze the Principles of writing for Radio.

| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |           |      |          |          |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----------|------|----------|----------|
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11<br>1 | PO12 | PSO<br>1 | PSO<br>2 |
|   | CO1           | 3   | 2   |     |     |     | 2   |     | 2   |     |      |           |      |          |          |
|   | CO2           |     | 3   | 3   | 3   | 2   |     |     |     | 2   |      |           | 2    |          |          |
|   | CO3           |     |     | 3   | 3   |     |     | 2   |     | 2   |      |           | 2    |          |          |
|   | CO4           |     | 3   |     | 3   |     |     |     |     | 2   |      |           | 2    |          |          |

H: High-3; M: Medium-2; L: Low-1

## **HSEM 205: B) EDUCATIONAL TECHNOLOGY**

### **Course Objectives**

To enable the students to:

1. Know about teaching learning process; forms and levels of teaching and learning; curriculum design and development.
2. Understand about the genesis and trends in modern education; evaluation of instructional effectiveness; ICT; video production and multimedia presentations.
3. Design a course curriculum; Preparation of lesson plans of selected topics.
4. Prepare and use of different instructional material; Exercises on teaching learning strategies; construction of competency based question paper and seminar organization.

### **UNIT-I Teaching Learning Process**

- Teaching Learning Process: Meaning and characteristics of Teaching and Learning; Maxims of Teaching; Meaning and scope of Educational Technology.
- Stages, forms and levels of Teaching and Learning.
- Motivation: Concept, importance and techniques.

### **UNIT-II Teaching Learning Strategies and Curriculum Design**

- Curriculum design and development; Lesson planning: concept and methodology;
- Teaching learning strategies: Microteaching, programmed instruction, simulation, role-play, team teaching, experiential learning, traditional media
- ICT, Video production and multimedia presentations.

### **UNIT-III Trends in Modern Education**

- Genesis and trends in modern education.
- Management of formal and non-formal education in India.
- Vocationalization of Education; Distance education;
- Guidance and Counseling.

### **UNIT-IV**

- Evaluation of Instructional effectiveness
- Competency based question paper
- Reliability and validity of question papers

## Practicals

1. Designing a course curriculum; Preparation of lesson plans of selected topics.
2. Preparation and use of different instructional material.
3. Conducting selected teaching lessons; Exercises on teaching learning strategies; Reading and speech exercises; Construction of competency based question paper and seminar organization.

## References:

1. Kemp Jerrold, E.(1985). *Planning and Producing Audio Visual Materials*.
2. Kochhar SK. (1985). *Methods and Techniques of Teaching*. Sterling Publ.
3. Kulkarni SS. (1986). *Introduction to Educational Technology*. Oxford & IBH.
4. Robert Heinich(1990). *Instructional Media*. MacMillan.
5. VedanayagamEG.(1988). *Teaching Technology for College Teachers*. Sterling Publ.

## Course Outcomes:

After studying the course, students will be able to;

CO1. Gain knowledge on designing a course curriculum; preparation of lesson plans; and visual aids.

CO2. Develop different instructional materials; exercises on teaching learning strategies; construction of competency based question paper.

CO3- Evaluation of instructional effectiveness; ICT; video production and multimedia presentations.

CO 4- Enhance the skill of construction of competency based question paper and seminar organization.

| Organization: |               |     |     |     |     |     |     |     |     |     |      |          |      |      |      |
|---------------|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|------|------|------|
| 1             | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |          |      |      |      |
|               | Pos<br>Cos    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO1<br>1 | POI2 | PSO1 | PSO2 |
|               | CO1           | 3   |     |     | 3   |     |     | 3   |     |     |      |          | 2    |      |      |
|               | CO2           |     |     |     | 3   |     |     | 3   |     | 3   |      |          | 2    |      |      |
|               | CO3           | 3   |     |     |     |     |     | 3   |     |     |      |          |      |      |      |
|               | CO4           |     | 3   |     |     |     |     | 2   |     | 2   |      |          | 2    |      |      |

H: High-3; M: Medium-2; L: Low-1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**Second Semester**  
**(Specialization: MSc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM – 205**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10 Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).

## **HSEM 206: A) INSTRUCTIONAL TECHNOLOGY**

### **Course objectives**

To enable the students to

1. Understand the concepts in Instructional technology, Scope of Instructional technology.
2. Know about Instructional methods- experiential learning cycle. Teaching and learning styles.
3. Analyze Programmed Instruction technique, Team teaching, E-learning. Technology enabled learning.
4. Evaluate review of research in instructional technology, Digital media new tools and technologies -MOOCs, OERs CERA, EDUEX etc

### **Unit I**

- Definition, scope and importance of Instructional technology.
- Digital media, new tools and technology.
- Open and distance learning (ODL)
- Synchronous and Asynchronous learning models

### **Unit II**

- Instructional methods- experiential learning cycle.
- Teaching and learning styles.
- Theories and models of Instruction-David Kolb's experiential learning cycle, Albert Bandura's Social learning theory;
- Rand Spiro's Cognitive Flexibility theory.

### **Unit III**

- Analyzed programmed Instruction technique
- Team teaching, importance and functions.
- E-learning
- Technology enabled Instruction- Digital media new tools and technology

### **Unit IV**

- Review of research in Instruction technology.
- Massive Open Online Courses- (MOOCs), SWAYAM, Open Education Resources (OERs) CERA, Edu Ex, applications in higher education
- Bloom's Taxonomy
- Integrating the theories of Instruction into the Practice of ID in Extension.

### **Practicals**

1. Formulation of Instructional course objective
2. Development and presentation of course outlines
3. Preparation and presentation of lesson plans for theory and practicals with CAI design
4. Prepare a short research paper on recent theories and models of instructional design.

- Hands on practice with video-editing software, web conferencing and video- conferencing solutions
- Group discussions and debating, enactive learning exercises
- Case- studies

### References:

- Kemp Jerrold, E.(1985). *Planning and Producing Audio Visual Materials*.
- Kochhar SK. (1985). *Methods and Techniques of Teaching*. Sterling Publ.
- Kulkarni SS. (1986). *Introduction to Educational Technology*. Oxford & IBH.
- Robert Heinich(1990). *Instructional Media*. MacMillan.
- VedanayagamEG.(1988). *Teaching Technology for College Teachers*. Sterling Publ.

### Course outcomes

- Understand the concepts in Instructional technology, Scope of Instructional technology.
- Know about Instructional methods- experiential learning cycle. Teaching and learning styles.
- Analyze Programmed Instruction technique, Team teaching, E-learning. Technology enabled learning.
- Evaluate the review of research in instructional technology, Digital media new technologies- MOOCs, OERs CERA, EDUEX etc

|   |               |     |     |     |     |     |     |     |     |     |      |          |      |      |      |  |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|------|------|------|--|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |          |      |      |      |  |
|   | Pos<br>Cos    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO1<br>1 | POI2 | PSO1 | PSO2 |  |
|   | CO1           | 3   |     |     | 3   |     |     | 3   |     |     |      |          | 2    |      |      |  |
|   | CO2           |     |     |     | 3   |     |     | 3   |     | 3   |      |          | 2    |      |      |  |
|   | CO3           | 3   |     |     |     |     |     | 3   |     |     |      |          |      |      |      |  |
|   | CO4           |     | 3   |     |     |     |     | 2   |     | 2   |      |          | 2    |      |      |  |

H: High-3; M: Medium-2; L: Low-1

## Model Question paper

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**Second Semester**  
**(Specialization: M. Sc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM – 206**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10 Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).

## **HSEM 206: B) ENTREPRENEURIAL DEVELOPMENT AND EMPOWERMENT OF WOMEN**

### **Course objectives**

To enable the students to:

1. Know about entrepreneurship development; status of women entrepreneurs in India; problems and concerns of women entrepreneurs.
2. Understand about the strategies for empowering women; rights of women; National Policy for empowerment of Women.
3. Realize the role of entrepreneurship in economic development.
4. Analyze the institutional support of entrepreneurship.

### **THEORY**

#### **UNIT- I Entrepreneurship and Development:**

- Concept, Motivating factors of entrepreneurship.
- Traits and growth of entrepreneurship, Entrepreneurship and economic development.
- Women Entrepreneurs: Profile and Status of Women entrepreneurs in India, Problems and concerns of Women entrepreneurs.
- Schemes of Assistance to Entrepreneurs from Governmental and Non-Governmental Agencies.

#### **UNIT- II Entrepreneurial Support Systems**

- Self Help Groups (SHG), Association of Women Entrepreneurs of Karnataka (AWEK)
- National Alliance of Young Entrepreneurs (NAYE),
- The Working Women's Forum (WWF)
- Centre for Entrepreneurship Development (CED)
- Self-Employed Women's Association (SEWA)
- Khadi and Village Industries Corporation (KVIC).
- National Women's Development Corporation (NWDC)
- Entrepreneurial Development Institute (EDI)
- National Institute of Small Industry Extension Training (NISIET).

#### **UNIT-III: Business Plan**

- **Business Plan for Entrepreneurs:** Components of business plan, Development of business plan, Project Idea, Product Idea Scan, Technology.
- Marketing concept , Manufacturing, Money and Capital requirements,
- Finalizing the business and starting the enterprise.

#### **UNIT-IV Women Empowerment**

- Women Empowerment : Concept, Perceptions, Problems in empowering women, Strategies for empowering women,
- Rights of Women, National Policy for empowerment of Women.
- Women and Economic Development : Concept, economic contributions of women
- Women and Employment, Women in Rural Development, Women in Agriculture
- Empowerment of women and Economic development.

### **Practicals**

1. Collecting case studies of women entrepreneurs.
2. Visit to enterprise run by women entrepreneurs and regional entrepreneurship support system.
3. Visit to Entrepreneurial Development Cell (Campus/Mahila University).
4. Preparation of Project proposal for a selected enterprise.

### **References:**

1. Paul Chowdhary, D.(1991). *Women Welfare and Development (A source book)*, Inter-India Publication, New Delhi.
2. SivakamaSundari, S.(1995). *Entrepreneurship Development for Rural Women'* (Vol.I), Asian and Pacific for Transfer of Technology, New Delhi,
3. Lakshmi Devi,'*Women Empowerment and Societal improvement*', Anmol Publications, Pvt. Ltd., New Delhi,
4. Lakshmi Devi, '*Women and Development*', Anmol Publications, New Delhi, 1998.
5. Lakshmi Devi(1998). *Governmental efforts for Developing Women as Human Resource'*, Anmol Publications, New Delhi
- 6.Reddy, P.R and Sumangala, P. *Women in Development'* (Perspectives from selected states of India), B.R. Publishing Corporation, Delhi 1998.
- 7.NISIET Reading Material- '*Promotion of Women Entrepreneurship*', NISIET, Hyderabad 1990.
- 8.Jaya K.P. '*Women and Empowerment*', Gyan Publishing House, New Delhi 1995.
- 9.Santhi, K. '*Empowerment of Women*', Annual publications Pvt., Ltd., Delhi 1998.
- 10.Lalitha Rani, D. '*Women Entrepreneurs*', APH Publishing Corporation, New Delhi 1999.
- 11.SushilaAgarwal, '*Status of women*', Printwell Publishers, Jaipur, 1988.
- 12.Heggade, O.D. '*Developing Rural Women Entrepreneurship*', Mohit Publications, New Delhi, 1998.
- 13.Mali, D.D. '*Training for Entrepreneurship and Development*', Mittal Publications,

New Delhi, 1999.

- 14.Swarajayalakshmi, C. '*Development of Women Entrepreneurship in India - Problems and Prospects*', Discovery Publishing House, New Delhi, 1998.
- 15.Basotia, G.R. and Sharma, K.K. '*Hand Book of Entrepreneurship Development*', An Entrepreneur's guide to Planning, Starting, Developing and Managing a New Enterprise, Mengal Deep Publications, Jaipur.
- 16.Soundarapandian, M. '*Women Entrepreneurship: Issues and Strategies*', Kanishka Publishers, Distributors, New Delhi, 1999.
- 17.SakunthalaNarasimhan, '*Empowering Women - An Alternative Strategy from Rural India*', Sage Publications, New Delhi, 1999.
- 18.JayakothaiPillai, '*Women And Empowerment*', Gyan Publishing House, New Delhi, 1995.
- 19.BhaskaraRaodigumarti and Pushpalatha Rao Digumarti, (1999). '*Women, Education And Empowerment*', Discovery Publishing House, New Delhi

#### **JOURNALS:**

1. SEDME
2. Entrepreneurship Development
3. Yojana
4. Economic and Political Weekly
5. Social Welfare
6. Kurukshetra
7. Journal of Rural Development
8. Rural Development Digest

**Course Outcomes:**

After studying the course; students will be able to;

CO1. Gain knowledge about entrepreneurship development and factors influencing entrepreneurship development; prospects and problems of women entrepreneurs.

CO 2. Understand the project management; preparation of project proposal and project report.

CO3- Analyze the institutional support of entrepreneurship and the agencies promoting entrepreneurship.

CO4 Evaluate the role of entrepreneurship in economic development.

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |      |      |
|   | Pos<br>Cos    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
|   | CO1           | 3   | 2   | 2   | 2   |     | 2   |     |     |     |      | 3    | 2    |      |      |
|   | CO2           |     | 3   | 3   | 3   | 2   |     |     |     | 2   |      |      |      |      |      |
|   | CO3           | 3   |     | 3   |     |     |     |     |     | 2   |      | 3    | 2    |      |      |
|   | CO4           |     | 3   |     | 3   |     | 2   |     |     |     |      |      | 2    |      |      |

H: High-3; M: Medium-2; L: Low-1

## Model Question paper

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**Second Semester**  
**(Specialization: M. Sc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM - 206-:**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).

**Practical IV 205+206**

HSEM - Mass media for Development (MMD)/ Instructional Technology (IT)

Educational Technology (ET)/ Entrepreneurship Development and Empowerment of Women (EDEW)

**OOTC**      HSEM 208 -

Open Online Transdisciplinary Course-1

HSEM 209 -

Indian Knowledge Systems-2

# **III SEMESTER**

**DEPARTMENT OF HOME SCIENCE**  
**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
**As per NEP 2020 for students admitted from 2024-2025 onwards**  
**SEMESTER –III**  
**CORE COURSE**

**HSEM 301- EXTENSION MANAGEMENT**

**Course objectives:**

To enable the students to:

1. Know about administration and management; process of management and organizational climate.
2. Understand the qualities and functions of extension personnel; Problems and issues of extension management in India.
3. Critical appraisal of management of various extension organizations
4. Analyze the management skills of extension personnel.

**THEORY**

**UNIT-I Administration and Management**

- Concept of administration and management;
- Principles and theories of administration and management;
- Schools of management thoughts; Meaning, nature and scope of Extension Management.

**UNIT-II Process of Management**

- Process of management: planning, organizing, staffing, directing-
- Communicating, co-ordination, controlling.
- Monitoring and evaluation.

**UNIT-III Organizational Climate**

- Organizational climate behavior and development;
- Management by Objective (MBO).
- Managerial skill, nature and importance for extension professionals
- Management problems in extension organizations.

**UNIT-IV Extension System**

- Qualities and functions of extension personnel;
- Extension system of ICAR, SAUs and state departments;
- Problems and issues of extension management in India;

### **Field work:**

- 1) Visit to the Extension Organizations and observation of the activities of Home-Science Extension personnel.
- 2) Visit to the nearby SHGs and preparing a report on functioning of SHGs.
- 3) Visit to selected village to study DWCRA, CMEY, SGSY, etc.
- 4) Visit to study the functioning of KVKs. Use of various training methodologies in rural areas- Lesson plans, Demonstrations, PRA technique, Role-play, Drama, Focus Group discussions etc for knowledge dissemination.
- 5) Identifying the Agencies involved in rural development.
- 6) Use of extension teaching methods in the transfer of technologies to the rural families.

### **REFERENCES**

1. Ahuja, KK. (1983). *Personnel Management*. Kalyani.
2. Dhama, OP & Bhatnagar, OP. (1991). *Education and Communication for Development*.
3. Grover I. (2002). *Extension Management*. Agrotech Publ. Oxford & IBH.
4. Ray GL. (2006). *Extension Communication and Management*. Kalyani.
5. Tripathi PC & Reddy RN. (1983). *Principles of Management*. Tata McGraw Publ.

### **JOURNALS**

1. KhadiGramodyog
2. Yojana
3. Kurukshetra
4. Social welfare
5. Journal of Rural development
6. Indian Journal of Extension Education
7. Social Change
8. Rural India

**Course Outcomes:**

After studying the course, students will be able to;

**CO1.** Gain knowledge on administration and management; process of management; the basic elements in extension management.

**CO2.** Understand the qualities and functions of extension personnel; management skills required for extension personnel.

**CO3.** Critical appraisal of management of various extension organizations

**CO4.** Analyze the management skills of extension personnel.

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|----------|----------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO<br>1 | PSO<br>2 |
|   | CO1           | 3   | 3   | 2   |     |     |     | 3   | 3   | 2   |      |      | 2    |          |          |
|   | CO2           |     | 3   | 2   | 2   |     | 3   | 3   | 3   |     |      |      | 2    |          |          |
|   | CO3           | 3   | 3   |     | 2   |     |     |     |     | 2   |      |      |      |          |          |
|   | CO4           |     |     | 2   | 2   |     |     |     |     |     |      |      | 2    |          |          |

H: High-3; M: Medium- 2; L: Low-1

**MODEL QUESTION PAPER**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**Third Semester**  
**(Specialization: M.Sc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM - 301-Extension Management**

Time: 3 hours

**Max Marks: 70**

**SECTION- A**

4x5=20Marks

Answer any FOUR of the Following  
Each question carries 5 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**SECTION- B**

4x12.5 =50 Marks

Answer ALL questions  
Each Question carries 12.5 Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

## **HSEM 302: A) COMMUNICATION TECHNOLOGIES IN EXTENSION**

### **Course objectives:**

To enable the students to:

1. Know about communication systems- interpersonal; organizational; public and mass communication.
2. Understand the concept; scope and relevance of media systems trends and techniques.
3. Analyze the definite role of advertising in modern marketing system.
4. Evaluate media systems in inter-relation of advertising and mass media systems and types of advertisements

### **UNIT-I: Communication Systems:**

- Types of communication systems- concept, functions and significance, interpersonal, organizational, public and mass communication.
- Elements, characteristics and scope of mass communication.
- Mass communication- models and theories; role of gatekeepers and opinion leaders.
- Visual communication- elements of visual design- colour, line form, texture and space;
- 

### **UNIT-II: Traditional Media**

- Traditional media: role in enhancing cultural heritage, co-existence with modern media systems and applicability in education and entertainment- puppetry, folk songs, folk theatre, fairs.
- Print media: books, newspapers, magazines, leaflets and pamphlets.
- Electronic media- radio, television, video, and computer based technologies.

### **UNIT-III: Media systems: Trends and Techniques**

- Concept, scope and relevance of media in society.
- Functions reach and influence of media.
- Contemporary issues in media- women and media, human rights and media, consumerism and media.
- Outdoor media; exhibition, fairs and kiosks.
- Techniques of preparation of effective advertisements for various media.

### **UNIT-IV: Multimedia Applications**

- Multimedia Applications- Definition, types and functions.
- Advantages of Digital Multimedia.
- Multimedia System- International media- email, internet, teleconferencing, video conferencing, LCD Projector, video disc technology, virtual reality.

## **Practicals**

1. Planning and use of different communication approaches.
2. Practical hands on experience in recent advances in print, electronic and new media.
3. Report on Multi media and emerging technologies, internet radio and web television.
4. Report on impact of new media on traditional media.
5. Online and netE-newspapers and editions, blogs, search engines, video logs, citizen journalism.
6. Evaluation of e-journals - advantages and disadvantages.

## **References**

1. Defluers and Dennis (1994): *Understanding Mass Communication*.
2. Gupta, S.S: Cases in Advertising and Communication Management in India.
3. Harper and Row (1989). *Main Currents in Mass Communication*, Agee, Adut and Emery.
4. Joseph, D. (1993). *The Dynamics of Mass Communication*.
5. McQuali, D.(1994). *Introduction to Mass Communication*, 3<sup>rd</sup> Edition, Sage Publication.
6. Ravindran. R.K. (1999). *Media and Society*.
7. Ravindran. R.K. (2000). *Media in Development Area*.
8. Schamm, W, (1988). *The story of Human Communication*, from cave painting to the Microchip.
9. Vivian, J. (1991). *Media of Mass Communication*. Wright, Wiinters and Zeiger: McGraw Hill, Advertising Management.
10. Zachariah, A. (1999). *Media Power, People, Politics and Public Interes*

## JOURNALS

1. KhadiGramodyog
2. Yojana
3. Kurukshetra
4. Social welfare
5. Journal of Rural development
6. Indian Journal of Extension Education
7. Social Change
8. Rural India

### Course Outcomes:

After studying the course, students will be able to;

**CO 1.** Gain knowledge about the communication systems; relevance of media in society; role and functions of communication systems.

**CO 2.** Understand the role of advertising in modern marketing systems; preparation and evaluation of media systems in advertising.

**CO3.** Analyze the definite role of advertising in modern marketing system; Media planning and scheduling; selection of media; ethics in mass media.

**CO4.**Analyze the Multimedia System- International media- email, internet, teleconferencing etc.

|   |               |     |     |     |     |     |     |     |     |     |      |          |      |      |          |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|------|------|----------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |          |      |      |          |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO1<br>1 | POI2 | PSO1 | PSO<br>2 |
|   | CO1           | 3   | 2   | 2   | 2   |     |     | 3   | 3   | 2   |      |          | 2    |      |          |
|   | CO2           |     | 3   | 3   | 2   | 2   |     | 3   | 2   | 2   |      |          |      |      |          |
|   | CO3           |     | 3   |     |     | 2   |     |     | 2   |     |      |          |      |      |          |
|   | CO4           |     |     | 3   |     | 2   |     |     |     |     |      |          | 2    |      |          |

H: High; 3    M: Medium; 2    L: Low

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**Third Semester**  
**(Specialization: M. Sc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM - 302-:**

Time:

**Max Marks: 50**  
5x2=10Marks

**SECTION- A**

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).

## **HSEM 302: B) ICT FOR DEVELOPMENT**

### **Course objectives:**

To enable the students to

1. Provide knowledge on Information and Communication technologies- meaning, definition and concept.
2. Understand evolution of ICTs at global and local level.
3. Analyze the applications of ICTs to Development
4. Evaluate ICT tools in diverse media.

### **Unit-I - ICT**

- Concept, meaning and definition of ICT. Characteristics and nature of ICT.
- Evolution of ICT at global and local level.
- Classification of ICTs, traditional and modern, their relevance to development.
- Limitations and challenges of ICT.

### **Unit-II - Applications of ICT to development**

- ICTs in Education, Role of ICTs in Education, Extension and development, ICTs in Environment, climate change and Disaster management.
- E-governance- concept, measures to be taken for E-governance.
- Role of ICTs in development-Radio, television, video, multi-user mobile technology.

### **Unit-III –ICT Tools in diverse media**

- Study, analysis and design of ICT tools in diverse media for development.
- Radio as an ICT tool for development.
- Television as an ICT tool for development.
- Mobile phone as an ICT tool for development.

### **Unit-IV – ICTs and Livelihoods**

- ICTs and livelihoods.
- Poverty reduction and governance.
- New media as an ICT tool for development.

### **Practicals**

1. Collect some appraisal reports on role of ICT and new media used by different organization as a tool for development.

2. Write a report on at least ten ICT techniques and new media- functioning, advantages and limitations.
3. Preparation, presentation using ICT and new media.
4. Measurement and analysis of ICT development index for India and other countries.

### References:

1. Unwin, T. (2009). ICT 4D. Information and communication technology for development. Cambridge University Press.
2. Tongia, R., Subrahmanian, E & Arunachalam (2005). *Information and communication technology for Sustainable Development*.
3. Weigel, G & Wadburger, D (2004) Connecting people for a better world. Lessons, Innovations and perspectives of Information and Communication.
4. Zachariah, A. (1999). *Media Power, People, Politics and Public Interest*.

### Course outcomes

**CO 1.** Gain knowledge about the communication technologies, role and functions of ICT.

CO 2. Understand the role of Information and communication technologies at global and local level.

CO3. Analyze the definite role of ICTs in Education, Extension and development; ICT tools in diverse media.

CO4. Evaluate the ICTs and livelihoods; New media as an ICT tool for development.

|   |               |     |     |     |     |     |     |     |     |     |      |          |      |      |          |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|------|------|----------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |          |      |      |          |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO1<br>1 | POI2 | PSO1 | PSO<br>2 |
|   | CO1           | 3   | 2   | 2   | 2   |     |     | 3   | 3   | 2   |      |          | 2    |      |          |
|   | CO2           |     | 3   | 3   | 2   | 2   |     | 3   | 2   | 2   |      |          |      |      |          |
|   | CO3           |     | 3   |     |     | 2   |     |     | 2   |     |      |          |      |      |          |
|   | CO4           |     |     | 3   |     | 2   |     |     |     |     |      |          | 2    |      |          |

H: High; 3    M: Medium; 2    L: Low 1

## Model Question paper

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**

**M.Sc Home Science Degree Examination**

**Third Semester**

**(Specialization: Extension Management & communication technology)**

**(NEP for the students admitted from 2024-25 onwards)**

**HSEM- 302-**

Time: 3 hours

**Max Marks: 50**

### **SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

### **S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).\

**303: A) PARTICIPATORY PROGRAMME MANAGEMENT**

**Course objectives:**

The Course helps the students:

1. To know in detail about Programme planning in Extension; Programme Implementation; Programme Evaluation; Documentation.
2. To understand the importance of Programme Planning; the Preparation of plan of work ; Purpose, types and tools of Evaluation; Programme planning and implementation.
3. To appraise Programme Evaluation; documentation in Programme implementation.
4. To design and administer a schedule for collection of data : Analysis of data; Develop a Plan of work;

**UNIT- I Programming Planning:**

- Meaning and importance of Participatory programme management in Extension
- Meaning and importance of programme planning
- Principles of Programme Planning
- Programme development cycle and its components; Identifying felt needs of people; Collection of baseline data.
- Plan of work: Components of a plan of work - Techniques of developing a plan of work
- Factors to be considered in preparing the plan of work.

**UNIT- II Programme Implementation:**

- Factors responsible for the successful conduct of the programme,
- Use of effective teaching methods.
- Role of officials and non-officials in programme-building.

**UNIT-III Programme evaluation:**

- Concept, Definition, meaning, purpose of evaluation
- Types of evaluation, built-in evaluation, self-evaluation, and external evaluation.
- Techniques of evaluation: Criteria of evaluation, tools of evaluation - interview schedule, observation schedule, rating scale, attitude, scale, score card, checklist, records, etc.
- Follow up: Need for follow up. Methods of follow up, making the programme self-sustaining.

**UNIT- IV Documentation:**

- Need for reporting and recording in extension.
- Procedures involved aspects to be stressed.
- Records and requisites to be maintained in programme planning and implementation.

## **PRACTICALS:**

1. Preparation of a schedule to collect data.
2. Administration of the schedule and collection of data.
3. Analysis of data, location of needs and problems, fixing priorities and setting up objectives.
4. Developing a plan of work based on the needs located.
5. Discussion with field personnel - their experiences.
6. Developing evaluation techniques to be used.
7. Arranging for suitable follow up.
8. Conducting training programme for women.

## **REFERENCES**

1. Adivi Reddy, A. (1987). *Extension Education*, Sreelakshmi Press, Bapatla.
2. Dhama, O.P. *'Extension and Rural Welfare'*, Ram Prasad and Sons, Agra, 1986.
3. Dhama, O.P. and Bhatnagar, O.P. (1985). *Education and Communication for Development*, Oxford and IBH Publishing Co., New Delhi.
4. Ray, G.L. (1991). *Extension Communication and Management*, NayaPrakash, Calcutta.
6. Rudramoorthy, B. *Extension in planning social change- The Indian Experience*, Allhad Publishers Pvt. Ltd., New Delhi.
7. Franklin, J.L. and Thrashes, J.M. (1976). *An introduction to programme evaluation*, John Weckly.
8. Desai, D.K. (1983). *Management in Rural Development*, Oxford and IBH Pvt. Ltd., New Delhi.
9. Haq, M.S. (1979). *Community development through Extension*, Changh Publication.
10. Krishna, M. (1983). *Project Planning in India*, IIPA, New Delhi.
11. Fernadezh and Tandon, R. (1981). *Participation, Research and Evaluation*, Indian Social Institute.
12. Singh, K.N. (1970). *Research in Extension Principles*, Indian Society of Extension Education,

New Delhi.

## JOURNALS

1. Indian Journal of Extension Education.
2. Journal of Rural Development.
3. Kurukshetra
4. Future, UNICEF
5. The Indian Journal of Home Science
6. GrameenaVikas.
7. Behavioural Sciences and Community Development, NIRD, Hyderabad.
8. Indian Journal of Public Administration, IIPA, New Delhi
9. Yojana

### Course outcomes:

After studying the Course, students will be able to;

CO1. Attain Knowledge about the Importance and Principles of Programme Planning; Programme Development cycle; plan of work; Programme implementation:

CO2. Understand designing and administering a schedule for collection of data; Analysis of data; Develop a plan of work.

CO3. Evaluation techniques to be used could able to conduct a training programme for women, children, youth etc.

CO 4. Design and administer a schedule for collection of data: Analysis of data; Develop a Plan of work;

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |      |      |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
|   | CO1           | 3   | 3   | 3   | 3   | 2   |     |     | 2   | 2   |      |      | 2    |      |      |
|   | CO2           |     | 3   | 3   | 3   | 3   |     |     | 2   | 2   |      |      | 2    |      |      |
|   | CO3           |     | 3   |     |     | 2   |     |     |     |     |      |      | 2    |      |      |
|   | CO4           |     |     | 3   |     |     |     |     | 2   |     |      | 2    |      |      |      |

H: High;3      M: Medium;2      L: Low;1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**Third Semester**  
**(Specialization: MSc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM - 303A:**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**SECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).

## **HSEM 303: B) MONITORING EVALUATION AND IMPACT ASSESSMENT**

### **Course objectives:**

The Course helps the students:

1. To know in detail about meaning, concept, and components of monitoring.
2. To understand the importance of project monitoring approaches to participatory impact monitoring.
3. To analyze evaluation process, using models to focus evaluation, planning evaluation process and writing evaluation reports.
4. To design evaluation instruments, and impact assessment techniques, approaches in development programmes, types, criteria indicators of impact assessment.

## **THEORY**

### **UNIT- I Monitoring**

- Monitoring, meaning, theoretical concepts, components of project monitoring
- Performance appraisal standards and sustainability, approaches to participatory impact monitoring
- Implementation of monitoring, Usefulness of monitoring projects and reports.

### **UNIT- II Evaluation**

- Evaluation, meaning and concept, criteria, steps and standards of evaluation.
- Analysis and interpretation of evaluation data, cost effectiveness and cost benefit analysis
- Using models to focus evaluation
- Types of evaluation studies

### **UNIT- III Evaluation Instruments**

- Designing evaluation instruments, analysis and interpretation of evaluation data
- Writing evaluation reports.
- Impact assessment techniques, concepts and process

### **UNIT- IV TYPES AND METHODS OF MONITORING**

- Monitoring methods and designs, approaches in development programme, types, criteria and indicators of impacts

- Domains of impacts, levels of impact assessment
- Policy implications of impact assessment.

## Practicals

1. Designing of evaluation Instruments.
2. Analysis and interpretation of evaluation data.
3. Writing evaluation reports on projects.
4. Techniques and analysis of policy implication and impact assessment.

## References

1. Andrews Cochran Mac & Sien, Chia Un. 1986. Too Rapid Rural Development: Perceptions and Perspectives from South East Asia, Ohio Univ.Press
2. Jain Sc. 1985 Rural Development in Institutions and Strategies .Rawat Publication.
3. Desai, D.K. (1983). *Management in Rural Development*, Oxford and IBH Pvt. Ltd.,New Delhi.
4. Haq, M.S.(1979). *Community development through Extension*, Changh Publication.
5. Krishna, M.(1983). *Project Planning in India*,IIPA, New Delhi.

## Course outcomes:

After studying the Course, students will be able to;

CO1. Gain Knowledge about the Monitoring, meaning, theoretical concepts, components of project monitoring; Performance appraisal standards and sustainability.

CO2. Understand Evaluation, meaning and concept, criteria, steps and standards of evaluation. Analysis and interpretation of evaluation data

CO3. Analyze evaluation process, using models to focus evaluation, planning evaluation process and writing evaluation reports.

CO 4. Design evaluation instruments, and impact assessment techniques, approaches in development programmes, types, criteria indicators of impact assessment

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |      |      |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
|   | CO1           | 3   | 3   | 3   | 3   | 2   |     |     | 2   | 2   |      |      | 2    |      |      |
|   | CO2           |     | 3   | 3   | 3   | 3   |     |     | 2   | 2   |      |      | 2    |      |      |
|   | CO3           |     | 3   |     |     | 2   |     |     |     |     |      |      | 2    |      |      |
|   | CO4           |     |     | 3   |     |     |     |     | 2   |     |      | 2    |      |      |      |

H: High;3      M: Medium;2      L: Low;1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**Third Semester**  
**(Specialization: MSc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM - 303:**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).

## **HSEM 304 Practical V**

**A-** Communication Technologies in Extension (CTE) / Participatory Programme Management (PPM)

**B** -ICT for Development (ICTD)/ Monitoring, Evaluation and Impact Assessment (MEIA)

## **HSEM: 305: A) E –Extension**

### **Course objectives**

To enable the students to:

1. Know about E-extension concept, definition and application in Extension education. Reorganizing the extension efforts using ICTs, advantages, limitations and opportunities.
2. Understand the Tele and Video-conferencing; Computer aided Extension, information kiosks, Mobile technologies and e-learning concepts.
3. Analyze ICT projects in India and developing world, different approaches (models) to ICTs.
4. Assess ICT extension approaches-pre-requisites, information and science needs of farming community.

### **Unit I**

- ICTs- Concept, definition, tools and application in extension education.
- Reorganizing the extension efforts using ICTs, advantages, limitations and opportunities.
- Community Radio, Web, Tele and Videoconferencing.
- Cyber Extension- concept of cyberextension

### **Unit II**

- Computer aided Extension, knowledge management, Information Kiosks.
- Multimedia, Online and offline Extension.
- Tools- mobile technologies, e-learning concepts.
- Emerging issues in ICTs.

### **Unit III**

- ICTs projects, case studies in India and developing world.
- Different approaches (models) to ICTs.
- ICT use in field of Extension- Expert systems on selected crops and enterprises.
- Self learning CDs on package of practices. Agricultural websites and portals.

### **Unit IV**

- Extension approaches- Human resource information, Intermediaries-extension training issues.
- ICT enabled extension pluralism.
- Need integration
- Information and science needs of farming and community.

### **Practicals**

1. Content analysis of ICT projects.
2. Handling of ICT tools.
3. Designing extension content.
4. Online Extension Service
5. Visit to ICT extension projects.

### **References**

1. Alan Wetzel(1985) Television production Mc Graw –Hill Book Company, New york
- 2.Arkin Glyn ( 1975)Television Sound Operation, Hunting House, New York  
Mc Graw –Hill Book Company, New york
3. Eargle John (1980) Sound recording, Van Nostrand reinfold, Now
4. Unwin, T. (2009). ICT 4D Information and communication technology for development. Cambridge University Press.
5. Tongia, R., Subrahmanian, E & Arunachalam (2005).*Information and communication technology for Sustainable Development*.
6. Weigel, G & Wadburger, D (2004) Connecting people for a better world.  
Lessons, Innovations and perspectives of Information and Communication.
- 7.Zachariah, A. (1999). *Media Power, People, Politics and Public Interest*.

### Course Outcomes

1. Know about E-extension concept, definition and application in Extension education.  
Reorganizing the extension efforts using ICTs, advantages, limitations and opportunities.
2. Understand the Tele and Video-conferencing; Computer aided Extension, information kiosks, Mobile technologies and e-learning concepts.
3. Analyze ICT projects in India and developing world, different approaches (models) to ICTs.
4. Assess ICT extension approaches-pre-requisites, information and science needs of farming community.

|   |               |     |     |     |     |     |     |     |     |     |      |          |      |      |          |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|------|------|----------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |          |      |      |          |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO1<br>1 | POI2 | PSO1 | PSO<br>2 |
|   | CO1           | 3   | 2   | 2   | 2   |     |     | 3   | 3   | 2   |      |          | 2    |      |          |
|   | CO2           |     | 3   | 3   | 2   | 2   |     | 3   | 2   | 2   |      |          |      |      |          |
|   | CO3           |     | 3   |     |     | 2   |     |     | 2   |     |      |          |      |      |          |
|   | CO4           |     |     | 3   |     | 2   |     |     |     |     |      |          | 2    |      |          |

H: High; 3    M: Medium; 2    L: Low 1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**First Semester**  
**(Specialization: MSc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM - 102-A:**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

( or)

(b).

## **HSEM 305: B) GUIDANCE AND COUNSELLING**

### **COURSE OBJECTIVES:**

To enable the students to:

1. Develop knowledge about the concept; purpose; functions and role of guidance; types of services in a guidance programme ; counseling and counseling theories.
2. Understand the group guidance and counseling; concept; characteristics; Individual v/s group techniques.
3. Assess the guidance programmes and counseling process in school and out of school settings.
4. Analyze the content of semi-structured Autobiography; use of standard test of study habits and attitudes (SSHA) for analyzing the study habits and attitudes.

### **UNIT- I**

#### **Guidance**

- Meaning, scope, purpose, functions and role of guidance, principles underlying guidance, Historical development of guidance.

#### **Types of services in a guidance programme:**

- a) **Appraisal service** - observation, interview, autobiography. Cumulative record, test data, socio-metric techniques.
- b) **Informational service**-purpose, types, principles and material involved career planning and placement service.

### **UNIT- II**

#### **Counseling**

- Meaning, purpose, scope, functions and role of counseling, principles underlying counseling, types of counseling, Historical development of counseling.
- Expectations and goals of counseling, roles and functions of counselor, characteristics of counselor and counselee, qualities of a good counselor, factors facilitating counseling relationships.

### **UNIT- III**

- **Counseling Theories:** Trait-factor, client-centered, eclectic counseling, Behavioral counseling, rational emotive, reciprocal inhibition, existentialism.
- Role of non-verbal communication in counseling.

## UNIT- IV

- **Group guidance and counseling:** concept, characteristics, Individual vs group techniques; Similarities and differences; Advantages and limitations.
- Guidance programmes in school and out of school settings; goals, range of services, special considerations.
- General principles for evaluation of guidance and counselling programme, Major approaches, concept of accountability.

## PRACTICALS

1. Identification of human potential.
2. Analysis of the content of semi-structured Autobiography.
3. Use of standard test of study habits and attitudes(SSHA) for analyzing, the study habits and attitudes.
4. Construction and use of Johari window technique to study the interpersonal perception.
5. Assessment of decision making styles.
6. Analysis of decision making grid.
7. Demonstration of the use of Differential Aptitude Test battery.

## REFERENCES

- 1.Narayana Rao, *Counselling and Guidance*, 2nd Edition, Tata McGraw-Hill Publishing Ltd.,New Delhi 3000.
2. Masch,*Principles of Guidance and Counselling*, Sarup and sons, New Delhi 3000.
- 3.SitaramJayaswal, (1990)*Guidance and Counselling - An eclectic approach*, Prakashkendra, Lucknow.
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### Course outcomes

After studying this course students will be able to

1. Develop knowledge about the concept; purpose; functions and role of guidance; types of services in a guidance programme ;
2. Understand the group guidance and counseling; concept; characteristics; Individual v/s group techniques.
- 3 .Assess the guidance programmes and counseling process in school and out of school settings.
4. Analyze the content of semi-structured Autobiography; use of standard test of study habits and attitudes (SSHA) for analyzing the study habits and attitudes.

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|----------|----------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |          |          |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO<br>1 | PSO<br>2 |
|   | CO1           | 3   | 2   | 2   | 2   |     |     | 3   | 3   | 2   |      |      | 2    |          |          |
|   | CO2           |     | 3   | 3   | 2   | 2   |     | 3   | 2   | 2   |      |      |      |          |          |
|   | CO3           |     | 3   |     |     | 2   |     |     |     |     |      |      |      |          |          |
|   | CO4           |     | 3   |     | 2   |     |     | 3   |     |     |      |      | 2    |          |          |

H: High-3; M: Medium-2; L: Low-1

## **HSEM 306: A) NGO MANAGEMENT**

### **Course Objectives:**

To enable the students to:

1. Know about specific knowledge on project and NGO management.
2. Understand the basic concepts and principles involved in managing NGOs.
3. Enhance skills and techniques of Project evaluation / Resource mobilization.
4. Gain insight on project proposal writing and maintenance of records.

### **UNIT- I NGO Management:**

- NGOs- meaning, definition, concept, types, functions.
- Approaches and models.
- Legal framework for establishing NGOs.
- Role of NGOs in Community development.

### **UNIT – II Project Management in NGOs:**

- Project management in NGOs – concept meaning and types of projects.
- Project implementation and management, Identification and formulation of detailed project reports.
- Problems faced by NGOs

### **UNIT – III SWOC**

- Monitoring and evaluation (PERT and CPM). PRA tools and techniques.
- SWOC (Strength, weaknesses, opportunities and challenges) analysis.
- Start up of NGOs – Constitutional requirements, registration, Infrastructural creation
- Role of NGOs in development.

### **UNIT – IV Agencies**

- Agencies involved in training of NGOs- NIRD, NIPCCD,CAPART
- Government policies and programmes for NGOs
- Documentation and report writing

## Practicals

1. Visit to the NGO-PASS, Tirupati to study the objectives and functions and to know about the beneficiaries, implementation of various projects of PASS.
2. Visit to the NGO- RASS, Tirupati to study the objectives and functions and projects of RASS.
3. Visit to NGO- Old Age homes, Tirupati and to study the reasons for joining old age homes. Collecting the case studies.
4. Visit to Family Counseling centres, Drug de-addiction centres, health and family care centres, Tirupati
5. Visit to DRDOs- SHGs, KVKs and the training centres for women and children.

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4. Behera M. C. (2006). *Globalizing Rural Development*. New Delhi: Sage.
5. Chowdhry Paul. (1973). *Administration of Social Welfare Programmes in India*. Bombay: Somaity.
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8. Jack Rothman, John John E. Tropman. (2001). *Strategies of Community Intervention*. Illinois: P.E. Peacock.

## JOURNALS

1. Indian Journal of Extension Education.
2. Journal of Rural Development.
3. Kurukshetra
4. Future, UNICEF
5. The Indian Journal of Home Science
6. GrameenaVikas.
7. Behavioural Sciences and Community Development, NIRD, Hyderabad.
8. Indian Journal of Public Administration, IIPA, New Delhi
9. Yojana

**Course Outcomes:**

After studying the course, students will be able to;

CO1. Gain knowledge about project and NGO management.

CO2. To enhance skills and techniques of Project evaluation / Resource mobilization

CO3. Enable the students to gain first-hand exposure of working in the NGOs

CO4. Provide an opportunity to develop a right work attitude, self-confidence, interpersonal skills and ability to work as a team in a real organizational setting.

|   |               |     |     |     |     |     |     |     |     |     |      |      |      |      |      |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |      |      |      |      |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 |
|   | CO1           | 3   | 2   |     |     |     |     |     | 2   |     |      |      | 3    |      |      |
|   | CO2           |     |     | 3   | 2   | 2   |     |     |     |     |      |      |      |      |      |
|   | CO3           |     |     | 3   |     | 2   |     |     |     |     |      |      | 2    |      |      |
|   | CO4           |     | 3   |     | 2   |     |     |     |     |     |      |      | 2    |      |      |

H: High-3; M: Medium-2; L: Low-1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**Third Semester**  
**(Specialization: M. Sc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM - 306-A:**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**SECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).

## **HSEM 306: B) MANAGEMENT OF SHGs**

### **Course Objectives:**

To enable the students to:

1. Know about concept objectives, need and the roles of SHGs.
2. Understand the History of SHGs in India.
3. Enhance skills in Organizing SHGs at Village level.
4. Gain insight on the schemes for SHGs.

### **UNIT- I Formation of SHGs**

- Origin, Concept, objectives, principles, philosophy and the need for SHGs. Roles and responsibilities of members, representatives.
- Rules and regulations for SHGs, bye-laws and guidelines for SHG
- Group maintenance fund-source and use.

### **UNIT- II Savings**

- Types of Group savings, Problems in group savings.
- Role of bank, NABARD, micro finance institutions in providing loans.
- Recovery of loans, rotation of Capital fund.

### **UNIT- III Maintenance of Accounts**

- Different account books and their importance
- Writing of SHG books, Loans ledger, Cash book, receipt & payment Voucher, general ledger etc
- SHG meetings, preparation of agenda, meeting minutes, production and Marketing of SHG products.

### **UNIT- IV Federation**

- Role of NGOs in Empowering SHGs
- Role of Ministry of Rural Development
- DRDA, CAPART.

### **Practicals**

1. Visit to the SHGs to study their structure, role and functions.
2. Discussion of Case studies.
3. To write a report on Problems of SHGs.
4. To study and evaluate women in SHGs.

## References

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2. NarayanaSwamy, N et al., (2001) Suya Uthavi Kulukkal Melammai (Tamil). Gandhigram Rural Institute.
3. ThomasFisher and M.S. Sri Ram, Beyond Micro-credit: Putting Development Back into Micro-finance, sage publications, New Delhi, 2002.

## JOURNALS

1. SEDME
2. Entrepreneurship Development
3. Yojana
4. Economic and Political Weekly
5. Social Welfare
6. Kurukshetra
7. Journal of Rural Development
8. Rural Development Digest
9. The Indian journal of Home Science.

## Course Outcomes:

After studying the course, students will be able to;

CO1. Gain knowledge about rural social structure and social institutions.

CO2. Understand the problems in rural areas; welfare policies and programmes for rural society.

CO3. Learn the factors affecting social change.

CO4 Analyze the factors affecting social change.

|   |               |     |     |     |     |     |     |     |     |     |      |          |      |      |          |
|---|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|------|------|----------|
| 1 | CO-PO Mapping |     |     |     |     |     |     |     |     |     |      |          |      |      |          |
|   | Pos<br>COs    | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO1<br>1 | POI2 | PSO1 | PSO<br>2 |
|   | CO1           | 3   | 2   | 2   | 2   |     |     | 3   | 3   | 2   |      |          | 2    |      |          |
|   | CO2           |     | 3   | 3   | 2   | 2   |     | 3   | 2   | 2   |      |          |      |      |          |
|   | CO3           |     | 3   |     |     | 2   |     |     | 2   |     |      |          |      |      |          |
|   | CO4           |     |     | 3   |     | 2   |     |     |     |     |      |          | 2    |      |          |

H: High; 3    M: Medium; 2    L: Low 1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M. Sc Home Science Degree Examination**  
**First Semester**  
**(Specialization: MSc EMCT)**  
**(NEP for the students admitted from 2024-25 onwards)**  
**HSEM - 102-A:**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**S ECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).

**Practical VI** HSEM (305+306) E –Extension (EE) + NGO Management

HSEM (305+ 306) **B** - Guidance and Counseling (G&C) + Management of SHGs (MSHGs)

**OOTC 308**

Open Online Transdisciplinary Course - 2

# IV- SEMESTER

**OOSDC HSEM 401 Open Online Skill Development Courses**

**HSEM – 402: PROJECT WORK**

**Dissertation:**

The students will be carried out the Survey & data collection for a period of one month to carry out their project work and submit the dissertations.

**Seminar:**

The student has to present the seminar based on the project work done in the presence of Department Research Committee.

**Viva-voce:**

The viva-voce will be conducted on the project at the end of the Semester.