

**DEPARTMENT OF HOME SCIENCE  
S.V.U. COLLEGE OF SCIENCES  
SRI VENKATESWARA UNIVERSITY: TIRUPATI**



**RESTRUCTURED CURRICULUM FOR  
M.Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY  
(REGULAR) PROGRAMME  
TO BE IMPLEMENTED WITH EFFECT FROM THE ACADEMIC  
YEAR 2021-2022**

**Amended as per NEP 2020**

## **SYLLABUS**

### **Choice Based Credit System (CBCS)**

#### **Department Vision**

To be a premiere centre for excellence in higher education in the areas of specialization fostering nurturing and building careers for students and to be an apex body playing a pivotal role in planning and monitoring community development.

#### **Department Mission**

Empowering students in capacity building skills through teaching, research and extension activities in making socially responsible citizens along with employability.

#### **Department Objectives**

1. Enable the students to understand the interrelation of Food and Health,
2. To foster knowledge across the life span in inter connected Human Development factors to become efficient counselors and early childhood educators
3. Develop sensitivity towards the community problems and train the students in Extension and outreach activities.
4. To focus on training students in application of techniques to process and preserve the food.

#### **Program 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.

## **OBJECTIVES OF THE PROGRAMME:**

The primary objective of the program is to impart quality education in the subject of Extension Management and Communication Technology as a basic science and its applied branches to the students

1. To provide strong foundation in Home Science Extension Management and Communication Technology and to endow the communication skills among students.
2. To develop knowledge about recent trends in extension education at regional, national and global levels.
3. To develop understanding on community development, panchayat raj and rural welfare.
4. To provide deep understanding about policies and programmes for woman, children and youth in rural areas.
5. To provide skills in participatory rural appraisal(PRA) techniques and understanding of transfer of technology.
6. To conduct field studies and different projects of local and regional needs.

## **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.

**M.Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY (EMCT)  
SEMESTER-I**

Sl. No.	Components of Course	Title of the Course	Title of the Paper	Credit Hrs/Week	No. of Credits	IA Marks	End SEM Exam Marks	Total
1	Core	EMCT-101	Communication and Media Preparation (CMP)	6	4	20	80	100
2	Core	EMCT-102	Extension Education in Community Development (EECD)	6	4	20	80	100
3	Compulsory Foundation	EMCT-103a	Dynamics of Rural Society(DR)	6	4	20	80	100
		EMCT-103b	Dynamics of Group Behavior (DGB)					
4	Elective Foundation	EMCT-104a	Community Nutrition(CN)	6	4	20	80	100
		EMCT-104b	Nutrition during Life Span(NLS)					
5	Practical –I	EMCT-105	101+ 103a / 103b	3+3 / 3	4	-	-	100
6	Practical- II	EMCT - 106	102 + 104 a / 104 b	3+3 / 3	4	-	-	100
7	<b>Total</b>				<b>24</b>			<b>600</b>
8		EMCT-107	Human Values and Professional Ethics -I (HVPE) *(Audit Course)	0	0	100	0	0

**\*Audit course – Zero credits under self-study**

**SEMESTER-II**

<b>Sl. No.</b>	<b>Components of Course</b>	<b>Title of the Course</b>	<b>Title of the Paper</b>	<b>Credit Hrs/Week</b>	<b>No. of Credits</b>	<b>IA Marks</b>	<b>End SEM Exam Marks</b>	<b>Total</b>
1	<b>Core</b>	EMCT-201	Community Organization and Leadership (COL)	6	4	20	80	100
2	<b>Core</b>	EMCT-202	Entrepreneurial Development and Empowerment of Women (ED)	6	4	20	80	100
3	<b>Compulsory Foundation</b>	EMCT-203a	Educational Technology(ET)	6	4	20	80	100
		EMCT-203b	Technology Transfer and Management (TTM)					
4	<b>Elective Foundation</b>	EMCT-204a	Research Methodology (RM)	6	4	20	80	100
		EMCT-204b	Statistics and Computer Application (SCA)					
5	<b>Practical –I</b>	EMCT-205	201 + 203a / 203b	3+3/3	4	-	-	100
6	<b>Practical- II</b>	EMCT-206	202 + 204 a / 204 b	3+3/3	4	-	-	100
7	<b>Total</b>				<b>24</b>			<b>600</b>
8	<b>*Audit Course</b>	EMCT-207	Human Values and Professional Ethics –II (HVPE)	0	0	100	0	0

**\*Audit course – Zero credits under self-study**

### SEMESTER-III

Sl. No.	Components of Course	Title of the Course	Title of the Paper	Credit Hrs/Week	No. of Credits	IA Marks	End SEM Exam Marks	Total
1	Core	EMCT -301	Managerial Skills for Extension Professionals (MSEP)	6	4	20	80	100
2	Core	EMCT -302	Training and Development (T&D)	6	4	20	80	100
3	*Generic Elective	EMCT 303a	Rural Development and Administration (RDA)	6	4	20	80	100
		EMCT 303b	Principles of Guidance and Counseling (PGC)					
4	Practical	EMCT -304	301 + 302	6	4	-	-	100
5	Skill Oriented Course	EMCT – 305	NGO Management (NGOM) (Theory) + (Practicals)	3+6	4	10	90 (40+50)	100
6	**Open Elective	EMCT-306 –a	Fundamentals of Food, Nutrition and Health (FFNH)	6	4	20	80	100
		EMCT -306 b	Dynamics in Food Preparation (DFP)					
7	<b>Total</b>				24			600

Internship is mandatory

\*Generic Elective – Student has to choose any one paper

\*\*Open Elective – Offered by Department to other Department student  
**Note:** Interested student may register for MOOCS with the approval of DDC

**SEMESTER-IV**

<b>Sl . No.</b>	<b>Component s of Course</b>	<b>Title of the Course</b>	<b>Title of the Paper</b>	<b>Credit Hrs/ Week</b>	<b>No . of Credits</b>	<b>I A Marks</b>	<b>End SEM Exam Marks</b>	<b>Total</b>
1	<b>Core</b>	EMCT-401	Communication Technologies in Extension (CTE)	6	4	20	80	100
2	<b>Core</b>	EMCT -402	Participatory Programme Management (PPM)	6	4	20	80	100
3	<b>*Generic Elective</b>	EMCT -403 a	Extension Management (EM)	6	4	20	80	100
		EMCT -403.b	Science & Technology for Rural Women ( STW)					
4	<b>Practicals</b>	EMCT-404	401 + 402	6	4	-	-	100
5	<b>Multi-disciplinary</b>	EMCT-405	Local Government in AP (LGAP) ((Theory) + (Practicals)	3+6	4	10	90 (40+50)	100
6	<b>**Open Elective</b>	406.a	Disaster Management (DM)	6	4	20	80	100
		406.b	Growth and Development During Early Years (GDEA)					
7	<b>Total</b>			36	24			600

\* Generic Elective – Student has to choose any one Paper

\*\* Open Elective - Offered by Department to other Department students

**Note:** Interested student may register for **MOOCS** with the approval of DDC

**DEPARTMENT OF HOME SCIENCE**  
**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
**(With effect from academic year 2021-22 onwards)**

**SEMESTER – I**

**EMCT 101: COMMUNICATION AND MEDIA PREPARATION**

**Course Objectives**

The Course helps the students to:

1. Understand Communication –Recent trends in Instructional technology : Extension literature
2. Analyze the role of different factors influencing and effecting communication process- Dyad setting small group and mass communication
3. Evaluate the Planning, Preparation and use of different teaching aids in teaching different groups of people and in different learning situations.

**CORE –THEORY**

**UNIT- I: Communication:**

- Communication: Meaning, definition, and importance of communication, scope of communication, principles of communication.
- Key elements of communication: 1. Communicator. 2. Message. 3. Treatment of message 4. Channel 5. Audience. 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.
- 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, epidiastope, 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.
3. Adlar, R. and Towari, N. (1975). *Interpersonal Communication*, Halt Rinehart Winston, Sanfranscio.
4. Rogers, M.E. (1976). *Communication and Development critical Perspective*, Sage Publications. Beverly Hill, London.
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 Illinoise, 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., 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.

### 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												PS O1	PSO 2	
	Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO1 1			PO12 2
CO1	3				2		3						2		
CO2		3	3	2		2		2			1	1	2		
CO3				2								2			
CO4				2				2					2		

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

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**  
**Model Question paper**  
**M.Sc( Home Science) Degree Examination**  
**First Semester**  
**(Specialization ‘C’ ; Extension Management & Communication Technology )**  
**(CBCS for the students admitted from 2021-22 onwards)**  
**EMCT 101-COMMUNICATION AND MEDIA PREPARATION**

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**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following

Each question carries 5 marks

Marks: 4x5=20

1. Define communication
2. Write about different functions of communication
3. Write about Berlo’s model of communication briefly
4. What is the role of audio – Visual aids in Home science communication
5. Give an account of problems in communication
6. Write shot notes on feed back in Extension
7. Classify the extension teaching methods and give examples
8. What is meant by “Treatment of message”?

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=60 Marks

9. (a).List the key elements of communication and explain each of them with suitable examples  
(or)  
(b).Describe the group methods of extension teaching
10. (a)What are the models of communication- Explain diagrammatically  
(or)  
(b)Discuss your view- points for improving communication methods in Home science  
Extension
11. (a).Classify audio-visual aids and explain the merits and demerits of audio- visual aids  
(or)  
(b). Describe the recent trends in instructional technology
- 12.(a).Classify and describe the teaching methods according to form and use  
(or)  
(b).Describe the role of print media in Extension communication.

## EMCT 102- EXTENSION EDUCATION IN COMMUNITY DEVELOPMENT

### Course Objectives

The course helps 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.

### CORE –THEORY

#### 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;
- 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:**

**BOOKS:**

1. Dantwala, ML &Barmeda, J.N. (1990). *Rural Development Approaches and Issues,IndianAg.Dev.SinceIndependence*,Oxford&IBH.
2. Dhama,O.P.&Bhatnagar,O.P.(1991).*CommunicationforDevelopment*,Oxford&IBH.
3. Mondal,S.&Ray,G.L.(2007).*ATextBookofRuralDevelopment*,Kalyani.
4. Ray,G.L.(2006).*ExtensionCommunicationandManagement*.
5. Kalyani,  
Rivera,W.H.(1987).*AgriculturalExtensionWorldWideIssues,PracticesandEmergingPriorities*,CroomHelm.
6. Singh,H.1985.*RuralDevelopmentinIndia*.PrintWellPubl.
7. Singh,R.P.,Mathur,P.N.&KumarG.A.K.(1999).*ExtensionEducation–AHandbookforExtensionPersonnel*.IFWA,IARI,NewDelhi.
8. Swanson,B.E.,Bants,R.P.&Sofrenko,A.J.(1984).*ImprovingAgricultureExtension- AReference 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													PSO1	PSO2
	Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12		
	CO1	3	2					2			1				
	CO2				3	3		2					2		
	CO3	3	2								1				
	CO4							2					2		

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

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**  
**Model Question paper**  
**M.Sc (Home Science) Degree Examination**  
**First Semester**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(CBCS for the students admitted from 2021-22 onwards)**  
**EMCT 102-EXTENSION EDUCATION IN COMMUNITY DEVELOPMENT**

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**Time: 3 Hours**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following

Each question carries 5 marks:

4x5=20 Marks

1. Write the historical review of extension education in India and abroad.
2. Discuss the different objectives of extension education briefly
3. Explain in detail about participatory rural appraisal
4. Describe about the importance and factors influencing community participation.
5. Write about three-tier system of administration
6. Explain briefly about the democratic decentralization.
7. Short note on current five year plan and women welfare.
8. What are all factors affect the community development programme.

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15 =60 Marks

- 9.(a). Explain about the principles of extension education.  
(or)  
(b). Write in detail about the problems of panchayat raj and community development in India
- 10.(a). Explain about the PRA technique and its various methods.  
(or)  
(b). Discuss any two national and international agencies for women and children development.
- 11.(a). Explain in detail about the three-tiers of Panchayat Raj set-up  
(or)  
(b). Explain in detail about the different principles of home science extension and qualities of extension education.
- 12.(a). Explain in detail about current five year plan regarding national and state approaches to women and child welfare programmes in India.  
(or)  
(b). Explain in detail about the different concepts of extension education and role of home science extension personnel.

## **EMCT 103: a) DYNAMICS OF RURAL SOCIETY**

### **Course objectives**

The course helps 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**

### **BOOKS**



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

## 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														PSO 1	PSO 2
	Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12			
	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  
**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
FIRST SEMESTER  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
(Under CBCS students admitted from 2021-22 onwards)  
**EMCT-103 a) Dynamics of Rural Society**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following  
Each question carries 5 marks :

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

4x15=60 Marks

- 9.(a).  
(b). (or)
- 10.(a)  
(b) (or)
- 11.(a).  
(b). (or)
- 12.(a).  
(b). (or)

## EMCT 103: b) DYNAMICS OF GROUP BEHAVIOUR

### Course objectives

The course helps 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.

### CORE –THEORY

#### Unit- 1- 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

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1. Vidyabhushan&D.R.Sachdeva (2014), “An Introduction to Sociology ”, kitabmahal Distributors-New Delhi.
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## 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 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													PSO 1	PSO 2
	Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12		
	CO1	3	2						2				3		
	CO2			2	1	2									
	CO3			3					2		1				
	CO4		3						2				2		

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**FIRST SEMESTER**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(Under CBCS students admitted from 2021-22 onwards)**  
**EMCT-103- b) Dynamics of Groupbehaviour**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following  
Each question carries 5 marks :

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

4x15=60 Marks

- 9.(a).  
(or)  
(b).
- 10.(a)  
(or)  
(b)
- 11.(a).  
(or)  
(b).
- 12.(a).  
(or)  
(b).

## **EMCT 104: COMMUNITY NUTRITION**

**(Common to all the specializations of M. Sc Home Science and MS Food Technology)**

### **Course Objectives**

The course helps the students to:

1. Know about nutrients in food and their functions.
2. Understand the consequences of deficiency of taking nutrients.
3. Comprehend knowledge on the role of nutrients in different stages of human life and methods of nutritional assessment.
4. Learn the community level problems and policies.

### **ELECTIVE FOUNDATION – CORE THEORY**

#### **UNIT-I: Food Composition - Grouping and Menu Planning:**

- Food Groups – Classification – food composition, properties, characteristics and 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.
- Nutrition Through Life Span – Infancy, Early and late childhood, Adolescence, Adulthood and Ageing – Nutritional requirements and Recommended Dietary Allowances (RDA)– Principles of menu planning appropriate to age and stage of life span.
- Justification for special needs during periods of growth and development, pregnancy and lactation – significance of breast feeding –

#### **Unit – II: Assessment of Nutritional Status of the Community:**

- Need - Methods of Assessment - (a) Direct Methods - (i) Diet Surveys (ii) Anthropometric Assessment - (iii).clinical and (iv). Biochemical Assessment (b) Indirect Methods - Vital Statistics - Merits and Demerits of methods -
- Nutrition surveys - longitudinal and cross sectional - Family, individual and institutional surveys - Techniques for assessment of age - use of reference standards for the assessment of nutritional status.

#### **Unit – III: Major Nutrition Problems of the Community:**

- Malnutrition and under nutrition- PEM/CED, obesity- deficiencies vit-A, iron /iodine - Etiology –Symptoms - Government programmes to eradicate PEM, vitamin-A, Iron and Iodine deficiencies.
- Principles of planning diets for different conditions of malnutrition

#### **Unit – IV: Strategies to Combat Malnutrition:**

- Food security – Definition – Management of food insecurity - Food Fortification and enrichment-
- Food Assistance and Food Supplementation - Policies and Programmes of the Government - Governmental Policies and Programmes .
- Food Assistance and Food Supplementation Programmes - Public Distribution System (PDS) - Food For Work (FFW), Special Nutrition Programme (SNP), School Lunch Programme (SLP), Mid Day Meal Programme (MMP), Balawadi Nutrition Programme (BNP), Integrated Child Development Services (ICDS)
- Nutrition Education - Importance - Approaches Media and Methods

## PRACTICALS

1. Assessment of Nutritional Status using Anthropometry,
2. Assessment of Nutritional Status using Dietary method
3. Assessment of Nutritional Status using Clinical methods
4. Planning of and preparation of diet during pregnancy and lactation period
5. Planning of and preparation of diet during preschool & Elementary age
6. Planning of and preparation of diet during Adolescence
7. Planning of and preparation of diet during old age
8. Planning of Diets for Different Nutritional Deficiencies like PEM, Iron, Vit-A.
9. Planning and Preparation of Programmes for Significant Days like Breast Feeding Week Nutrition Week, World Food Day.
10. Study of the following through visits
  - Govt School Lunch Programme
  - ICDS Programme
  - Anganwadi Training Centers.
11. School Lunch Programme at Sri Venkateswara University Laboratory Nursery School.
12. Preparation of Visual Aids for Nutrition Education, and Method Demonstration on a Nutrition Recipe.

## REFERENCES - TEXT BOOKS

1. Davidson and Passmore R., Brock, J.F., and Truswell, A.S. (1979). *Human Nutrition and Dietetics*, 7th ed. New York. Churchill Living stone.
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3. Gopalan, C. (1990). *Women nutrition in India*. NFI Publication.
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5. Mehtab S. Bamji. (1996).*Text book of human nutrition*, Oxford & IBH Co.PVT.LTD, New Delhi,
6. WHO.(1981).*Measuring change in nutritional status* - (NCHS Standards)
7. Monograph on Integrated Training on National Programmes for Mother and Child Development of Women and Child Department, Government of India, New Delhi.
8. Seymour L. HarpenM.D.(1979).*Quick reference to clinical nutrition*
9. Sutor, C.W. and Hunter, M.F. (1980).*Nutrition principles and application in health promotion*, J.B. Lippincot Company, Philadelphia
10. Swaminathan, M. (1990). *Essentials of food and nutrition*, Vol. I and Vol. II Ganesh and co. Madras

## JOURNALS AND PROCEEDINGS

1. World review of Nutrition and Dietetics. S. Karger New York and Sydney 1959 onwards.
2. Proceedings of Nutrition society of India. ICMR. NIN Hyderabad, India 1969 onwards.
3. Nutrition Quarterly Journal (ICMR) NIN, Hyderabad.
4. The Indian Journal of pediatrics.
5. The American Journal of clinical nutrition.

6. Journal of Human Nutrition / Applied Nutrition.
7. Future' quarterly journal / UNICEF.
8. Monographs and other publications by ICMR, WHO, FAO, UNICEF and UNESCO,
9. Nutrition Foundation of India.

**Course Outcomes:**

After studying the 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.

**CO 3.** Skills in planning and calculating nutritive values for the foods and recipes.

**CO 4.** Identify the signs and symptoms of different nutrient disorders in commun

**CO-PO mapping**

Course outcomes	PO	P	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO1	PSO 1	PSO 2
CO1	3	3				3				3		2	PSO 1	PSO 2
CO2	3	3				2						2		
CO3		3	3	3		2	2		2		2	2		
CO4		3	2	2		2	2				2	2		

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



**EMCT- 104: COMMUNITY NUTRITION**

(Common to all the specializations of M. Sc Home Science and MS Food Technology)

**Time: 3 hours**

**Max Marks: 80**

**Part- A**

**Answer any FOUR of the Following**

**Each question carries 5 marks**

**(4 x5=20Marks)**

1. Functional food grouping system.
2. Recommended dietary allowances.
3. Indirect methods of Assessment of nutritional status.
4. Clinical symptoms of Vit-A& C deficiencies.
5. Etiology of PEM.
6. Iodine deficiency disorders control programme.
7. Mid day meal programme.
8. Role- of TV in Nutrition education.

**Part- B**

**Answer ALL questions**

**Each Question carries 15 Marks (4x15=60 Marks)**

9. (a) Discuss physiological changes that occur during pregnancy and state the nutritional requirements during pregnancy.  
(or)  
(b) State the RDA for an adolescent girl. Plan a menu and give justification.
10. (a) Describe briefly the methods of anthropometric measurements in altering nutritional status of the community.  
(or)  
(b). Explain the advantages and dis-advantages of the Biochemical method of assessment of nutritional status.
11. (a) Write about Iron deficiency and its consequences  
(or)  
(b). Explain the consequences (or) maternal malnutrition on the growth and development of off- spring.
12. (a). Describe the various programmes and policies implemented by government of India for achieving food security .  
(or)  
(b). Present a case study of any on governmental nutrition programme that you have studied.

## **104-B: NUTRITION DURING LIFE SPAN**

**(Common to all Specializations of MSc Home Science and MS Food Technology Course)**

**Course Objectives** - To enable the students to:

1. Gain knowledge on the importance of nutrition during life span.
2. Enlighten the principles and working applications during dietary modifications.
3. Comprehensive knowledge on analysing the nutritional requirements.
4. Apply Computational skills in the Nutritional allowances during life span.

### **ELECTIVE FOUNDATION –THEORY**

#### **UNIT-I: Nutrition during Pregnancy & Lactation:**

- Nutrient requirement during pregnancy, intake and gaps, prenatal and antenatal nutritional importance, metabolic adjustments in pregnancy.
- Nutrition intervention and pregnancy outcome, Nutritional management, problems and Complications.
- Nutritional requirements during lactation, physiology of milk production, effects of lactation on Nutrition composition of Human-Milk,
- Factors affecting breast milk quality and comparative advantages & disadvantages of breast and formula feeding.

#### **UNIT-II: Nutrition during Infancy & Early child hood period:**

- Nutritional requirements, concerns and overall development during Infancy.
- Need for infant formulae, types of infant formulae, care in Preparation, and importance of preparation of weaning foods.
- Home prepared versus commercial weaning foods, Feeding problems-Lactose and cow's milk protein intolerance.
- Pre-school children: Age, growth & development, nutrient requirements, Intake and gaps. Effects of Macro & Micro nutrient malnutrition on physical and mental development.

#### **UNIT-III: Nutrition during School-going children & Adolescents:**

- Dietary patterns and factors to be considered. Implications of childhood obesity and other nutritional concerns. Healthy food choices during childhood.
- Growth during adolescence, nutritional requirements, hormonal influences, age of menarche-factors affecting, physiological problems and nutritional issues in adolescence.
- Nutritional requirements and RDA. Behavioural characteristics and feeding problems.

#### **UNIT-IV: Nutrition during adulthood and old age:**

- Nutritional requirements for adult man and woman. Nutritional concerns, RDA, nutritional guidelines and work efficiency. Physiological changes in aging, effects of aging on nutritional health.
- Modification in diet, feeding old people. Nutritional concerns in old age and their management.

### **REFERENCES**

1. Seth V and Singh K. Diet planning through life cycle: Part 1. Elite publishing house pvt ltd, New Delhi. 2006.
2. Mahtab S. Bamji, Kamala Krishna Swamy and G N V Brahman. Text book of Human Nutrition. Oxford and IBH Publishing, New Delhi. 2009.
3. Michelle McGuire, Kathy A Beer Man. (2011). Nutritional sciences From Fundamental to Food, Second Edition, Wadsworth Cengage Learning, Belmont, USA
4. Shils, M.E., Olson, J.A., Shike, N. and Ross, A.C.(Ed)(1999). Modern Nutrition in Health and Disease, 9<sup>th</sup> Edition, Williams and Wilkins.

5. Whitney, E.N. and Rolfes, S.R.(1999). Understanding Nutrition, 8<sup>th</sup> Edition, West/Wadsworth, An International Thomson Publishing Co.

**Course Out comes-** After completion of this course, students will be able to:

**CO1** Acquire knowledge on nutritional requirements at various stages.

**CO2** Apply the knowledge of nutrition during planning and preparation of diet.

**CO3** Assess and compare diet and nutritional requirements relative to age, developmental and disease status.

**CO4** Evaluate nutrition products for composition, quality, and appropriateness of use and formulate dietary interventions to address nutritional deficiencies.

### CO-PO Mapping

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

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

**EMCT-105- PRACTICAL - I  
(EMCT 101+103A/ 103B)**

**COMMUNICATION AND MEDIA PREPARATION +DYNAMICS OF RURAL SOCIETY /  
DYNAMICS OF GROUP BEHAVIOR PRACTICALS**

**EMCT 101-COMMUNICATION AND MEDIA PREPARATION**

**Objectives:**

1. Evaluate the Planning, Preparation and use of different teaching aids in teaching different groups of people and in different learning situations.
2. To evaluate the Planning, Preparation and use of different teaching aids in teaching different groups of people and in different learning situations

**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.

**Outcomes:**

1. Analyze the role of different factors influencing and effecting communication process- Dyad setting small group and mass communication
2. Evaluate the Planning, Preparation and use of different teaching aids in teaching different groups of people and in different learning situations.

**EMCT 103A-DYNAMICS OF RURAL SOCIETY**

**Objectives:**

1. Learn the factors affecting social change.
2. Gain insight about the welfare policies and programmes for rural society.

**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.

**Outcomes:**

1. Learn the factors affecting social change.
2. Analyze the factors affecting social change

**EMCT 103B- DYNAMICS OF GROUP BEHAVIOR**

**Objectives:**

1. Learn the factors affecting group management.
2. Gain insight about the team building, stress and conflict management.

**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.

**Outcomes:**

1. Learn the factors affecting group management.
2. Analyze the process of team building, stress management and conflict management.

**EMCT -106- PRACTICAL -II  
(EMCT 102+104A/ 104B)**

**EXTENSION EDUCATION IN COMMUNITY DEVELOPMENT +COMMUNITY  
NUTRITION / NUTRITION DURING LIFE SPAN PRACTICALS**

**EMCT 102-EXTENSION EDUCATION IN COMMUNITY DEVELOPMENT**

**Objectives:**

1. Acquire skill to study the community by using PRA techniques.
2. Sensitize students to develop the skill of critical analysis on various approaches of extension education.

**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.

**Outcomes:**

1. Acquire skill to study the community by using PRA techniques.
2. Sensitize students to develop the skill of critical analysis on various approaches of extension education

**EMCT 104A-COMMUNITY NUTRITION**

**Objectives:**

1. Comprehend knowledge on the role of nutrients in different stages of human life and methods of nutritional assessment.
2. Learn the community level problems and policies.

## **PRACTICALS:**

1. Assessment of Nutritional Status using Anthropometry,
2. Assessment of Nutritional Status using Dietary method
3. Assessment of Nutritional Status using Clinical methods
4. Planning of and preparation of diet during pregnancy and lactation period
5. Planning of and preparation of diet during preschool & Elementary age
6. Planning of and preparation of diet during Adolescence
7. Planning of and preparation of diet during old age
8. Planning of Diets for Different Nutritional Deficiencies like PEM, Iron, Vit-A.
9. Planning and Preparation of Programmes for Significant Days like Breast Feeding Week Nutrition Week, World Food Day.
10. Study of the following through visits
  - Govt School Lunch Programme
  - ICDS Programme
  - Anganwadi Training Centers.
11. School Lunch Programme at Sri Venkateswara University Laboratory Nursery School.
12. Preparation of Visual Aids for Nutrition Education, and Method Demonstration on a Nutrition Recipe.

## **Outcomes:**

1. Skills in planning and calculating nutritive values for the foods and recipes.
2. Identify the signs and symptoms of different nutrient disorders in communication

## **EMCT 104 B -NUTRITION DURING LIFE SPAN**

**Course Objectives** - To enable the students to:

1. Apply Computational skills in the Nutritional allowances during life span.
2. Develop skill in planning and preparation of diets for different age groups.

## **PRACTICALS:**

1. Planning and preparation of diet for pregnant women.
2. Planning and preparation of diet for lactating women.
3. Planning and preparation of weaning foods.
4. Planning and preparation of diet for pre-school child.
5. Planning and preparation of diet for school going child.
6. Planning and preparation of diet for adolescent.
7. Planning and preparation of diet for adult.
8. Planning and preparation of diet for old age.

**Course Outcomes-** After completion of this course, students will be able to:

**CO1** Assess and compare diet and nutritional requirements relative to age, developmental and disease status.

**CO2** Evaluate nutrition products for composition, quality, and appropriateness of use and formulate dietary interventions to address nutritional deficiencies.

## **EMCT 107: HUMAN VALUES AND PROFESSIONAL ETHICS – I**

### **AUDIT COURSE (With effect from academic year 2021-22 onwards)**

#### **Course Objectives**

This course helps the students to:

1. Define the term ‘ethics’, ‘good and bad values’, crime and punishment and religious tolerance.
2. Understand the importance of good character, conduct and values embedded in various religions.
3. Apply knowledge of professional ethics and correlate the concepts in addressing the ethical issues outside the class room.
4. Demonstrate knowledge of ethical values in non-class room activities, internships and field work and resolve the moral issues. .

#### **AUDIT COURSE - THEORY**

##### **Unit-I: Definition and Nature of Ethics**

- Definition and Nature of Ethics its relation to Religion, Politics, Business, Legal, Medical and Environment.
- Need and Importance of Professional Ethics - Goals - Ethical Values in various Professions.

##### **Unit-II:Nature of Values**

- Nature of Values- Good and Bad, Ends and Means, Actual and potential Values, Objective and Subjective Values.
- Analysis of basic moral concepts- right, ought, duty, obligation, justice, responsibility and freedom.
- Good behavior and respect for elders, Character and Conduct.

##### **Unit-III:**

- Ahimsa (Non- Violence), Satya (Truth), Brahmacharya (Celibacy), Asteya (Non-possession) and Aparigraha(Non- stealing).
- Purusharthas(Cardinal virtues)-Dharma (Righteousness), Artha (Wealth), Kama(Fulfillment Bodily Desires). Moksha (Liberation).

##### **Unit-IV:**

- Bhagavad Gita- (a) Niskama karma. (b) Buddhism- The Four Noble Truths – AryaAstangamarga.
- Jainism- mahavratas and anuvratas.
- Values Embedded in Various Religions, Religious Tolerance. Gandhian Ethics.



## **Unit-V: Crime and Theories of punishment-**

- Reformatory, Retributive and Deterrent.
- (b) Views on manu and Yajnavalkya.

## **REFERENCES:**

1. John S Mackenzie: A manual of ethics.
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3. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.
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16. I.C Sharma Ethical Philosophy of India. Nagin& co Julundhar

## **Course Outcomes:**

After studying the course, students will able to;

CO1. Define the term 'ethics', 'good and bad values', crime and punishment and religious tolerance.

CO2. Understand the importance of good character, conduct and values embedded in various religions.

CO3. Apply knowledge of professional ethics and correlate the concepts in addressing the Ethical issues outside the class room.

CO4. Demonstrate the ability to face difficult situations in non-class room activities, internships and field work and resolve them confidently.

### CO-PO mapping

Course outcomes	PO	PO	PO3	PO	PO	PO	PO	PO	PO	PO10	PO1	PO1	P s o 1	p s o 2
CO1	3									2		2		
CO2	3									2		2		
CO3	3									2		2		
CO4	3									1		1		

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

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**  
**Model Question paper**  
**M.Sc( Home Science) Degree Examination**  
**First Semester**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(CBCS for the students admitted from 2021-22onwards )**  
**EMCT 107-HUMAN VALUES AND PROFESSIONAL ETHICS- I**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following  
Each question carries 5 marks :

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

4x15=60 Marks

- 9.(a).  
(b). (or)
- 10.(a)  
(b) (or)
- 11.(a).  
(b). (or)

## **COURSE: 201- COMMUNITY ORGANIZATION AND LEADERSHIP**

**(With effect from academic year 2021-22 onwards)**

### **Course Objectives**

The Course helps 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.

### **CORE –THEORY**

#### **UNIT-ICommunity 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: MahilaMandals, 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.
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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. KhadiGramodyog.

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													PS O1	PSO 2
	Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12		
	CO1	3					3		3	2			2		
	CO2		3	3	3	3			2	2			2		
	CO3	3	3							2			2		
	CO4			3		2				2					

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

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**  
**Model Question paper**  
**M.Sc( Home Science) Degree Examination**  
**Second Semester**  
**(Specialization ‘C’ ; Extension Management & Communication Technology )**  
**(CBCS for the students admitted from 2021-22 onwards)**  
**EMCT 201 COMMUNITY ORGANIZATION AND LEADERSHIP**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any **FOUR** of the Following  
 Each question carries 5 marks :

Marks: 4x5=20

- 1.Explain the concept of community organization.
- 2.List out any five important qualities of community organization.
- 3.Describe the role of farmer’s clubs in rural development.
- 4.Write the deferent tools involved in community organization
- 5Define leadership and write the role of a leader in community development
- 6.Describe the techniques of identification of leaders
- 7.Write the basic needs of young people.
- 8.Write the decision- making trends of rural women in out state.

**S ECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15 =60 Marks

- 9.(a) Enumerate the scope of community organization in solving problems in a rural community  
(or)  
(b).Write the role of individuals in the community.
- 10.(a).Write the role of co-operatives and panchayats in rural development.  
(or)  
(b).Write in detail various skills required for co-ordination and maintaining public relations in a rural set- up by the community organizer.
- 11.(a).Explain the determinants of effectiveness in leadership function (TenAs)  
(or)  
(b).Write the use of leaders for upliftment of rural areas.
- 12.(a).Describe the role of women in Agriculture.  
(or)  
(b).Write the objectives and organization of a youth club.

## **EMCT 202- ENTREPRENEURIAL DEVELOPMENT AND EMPOWERMENT OF WOMEN**

### **Course objectives**

The course helps 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.

### **CORE –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*





	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

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**

**Model Question paper**

**M.Sc( Home Science) Degree Examination**

**Second Semester**

**(Specialization 'C' ; Extension Management & Communication Technology )**

**(CBCS for the students admitted from 2021-22 onwards)**

**EMCT 202-ENTREPRENEURIAL DEVELOPMENT AND EMPOWERMENT OF WOMEN**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following

Each question carries 5 marks:

Marks: 4x5=20

- 1.Describe the motivating factors of entrepreneurship development
- 2.Write the problems and concerns of women entrepreneurs.
3. Write a brief note on association women entrepreneurs of Karnataka
- 4.Write the activities of Entrepreneurial Development Institute ( EDI)
- 5.Write the need and important of project idea in entrepreneurship development
- 6.Write the factors to be considered for marketing of a product.
- 7.Write the basic rights of women as an entrepreneur.
- 8.Explain the concept of women empowerment.

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=60 Marks

9.(a).Write the profile and status of women entrepreneurs in India.

(or)

(b).Enumerate the scheme of Assistance from non-governmental agencies for women entrepreneurs in India.

10.(a).Describe the objectives and functioning of Self-Help Groups (SHG) in the context of entrepreneurial support systems.

(or)

(b).Write the functioning of an enterprise run by women entrepreneurs and regional entrepreneurship support system that is being operated in you area.

(or)

11.(a).Enumerate the factors to be considered for starting the enterprise.

(or)

(b). Write a project proposal for a selected enterprise.

12 (a).Write the strategies for empowering women

(b).Describe the role of women entrepreneur in rural development.

## **COURSE - EMCT 203-a) EDUCATIONAL TECHNOLOGY**

### **Course Objectives**

The course helps 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.

### **COMPULSORY FOUNDATION –THEORY**

#### **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.

1	CO-PO Mapping															
	Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	
	Cos											1				
	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

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**  
**Model Question paper**  
**M.Sc( Home Science) Degree Examination**  
**Second Semester**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(CBCS for the students admitted from 2021-22 onwards)**  
**EMCT 203-EDUCATIONAL TECHNOLOGY**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following  
Each question carries 5 marks:

Marks: 4x5=20

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

8.

**SECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

4x15=60 Marks

9.(a).

(or)

(b).

10.(a)

(or)

(b)

11.(a).

(or)

(b).

12.(a).

(or)

(b).

**203- b) TECHNOLOGY TRANSFER AND MANAGEMENT**

**Course objectives**

The course helps the students to:

1. Know about Technology meaning and concept, systems of transfer of appropriate technology.
2. Understand the appropriateness of communication media in the system of technology transfer.
3. Analyze the constraints in transfer of technology.
4. Gain insight about the agencies and departments involved in the transfer of technology.

**CORE –THEORY**

**UNIT- I Technology**

- Technology- Meaning and concepts of Appropriate technology.
- Transfer of technology- meaning and concepts.
- Systems of transfer of technology- Knowledge generating system (KGS)
- Knowledge disseminating system (KDS)
- Knowledge consuming system (KCS)
- Input supplying agencies systems (ISAS)

**Unit-II- Communication Media**

- New communication strategy for transfer and adoption of Agriculture technology.
- Appropriateness of communication media in the system of technology transfer.
- Extension training in transfer of technology.

### **UNIT- III Agencies and Departments involved in TOT**

- Agencies involved in TOT.
- Extension professional in TOT.
- Role of key communicators or local leaders in TOT.
- Private and public partnership in TOT.
- Role of ICAR, SAU, and government and non-government organizations involved in TOT.

### **UNIT- IV Constraints**

- Constraints in Transfer of technology
- Analysis of transfer of technology
- Attributes of technology and its relation in TOT process.

### **Practicals**

1. Analysis on use of TOT in rural areas.
2. Visit to the village and identification of key communicators or local leaders in adoption of TOT.
3. Visit to TOT centres of ICAR , case studies of Public-Private partnerships.
4. Analysis of print and electronic media and their role in TOT.
5. Visit to a NGO to study the systems of Transfer of technology.

### **REFERENCES**

#### **BOOKS**

- a. Chaturvedi, TN.1982. Transfer of technology among developing countries; Need for strengthening cooperation. Gitanjali. Publ. House
- b. Dunn DD, 1978, Appropriate technology with a Human face, Macmillan pre
- c. Ray, G.L. (2006). '*Extension Communication and Management*', NayaPrakash, Calcutta.
- d. Lekhi RK, 1984. Technologies revolution in Agriculture, classical Publ. Co.
- e. Singh, SN. 1991. Transfer of Technology to Small farmers: An Analysis of Constraints and experience.
- f. Ray, G.L. (2006). '*Extension Communication and Management*', NayaPrakash, Calcutta
- g. Sundaram, K.P.M.(1983). '*Introduction to Indian economy*', R.Chand.
- h. The eighth Five Year Plan (1990-95)', Planning Commission, Govt. of India, New Delhi.
- i. Vasant Desai, (1990). '*A study of Rural Economics*', Himalaya Publishing House, N.Delhi.
- j. 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 the Technology meaning and concept, systems of transfer of appropriate technology.

CO2. Understand the appropriateness of communication media in the system of technology transfer.

CO3. Analyze the constraints in transfer of technology.

CO4. Learn about the agencies and departments involved in the transfer of technology.

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

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

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
FIRST SEMESTER  
**(Specialization ‘C’ ; Extension Management & Communication Technology )**  
(Under CBCS students admitted from 2021-22 onwards)  
**EMCT-203 b)Technology Transfer and Management**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following  
Each question carries 5 marks :

Marks: 4x5=20

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



## **SECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

4x15=60 Marks

- 9.(a).  
(or)  
(b).
- 10.(a)  
(or)  
(b)
- 11.(a).  
(or)  
(b).
- 12.(a).  
(or)  
(b).

### **EMCT 204: RESEARCH METHODOLOGY AND STATISTICS (Common to all Specializations of M.Sc. Home Science and MS Food Technology)**

**Course Objectives-**To enable the students to:

1. Identify the terms like 'variables', 'hypothesis', research and inferential statistics in scientific 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. Comprehend the application of inferential statistics and perform simple calculations of t-test, chi-square test and correlation.

### **ELECTIVE FOUNDATION - THEORY**

#### **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.
- Types of research design

## UNIT –II: Methods of Data Collection and Sampling

- Different Methods and techniques of data collection: Interview, Observation, Social mapping, Participatory assessment Techniques, Data Gathering Instruments, Observation check list, Questionnaire, Interview schedule , Measurement scales.
- 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.
- Research Proposal – Preparation.

## UNIT- III: Statistics

- Statistics: Meaning, Definition and Scope, limitations – Role of statistics in Research
- Descriptive Statistics: Classification and tabulation of data, Graphic and diagrammatic presentation of data, measurement of central tendency, variation and dispersion, Normal distribution, Frequency distribution, histogram, frequency polygons.

## UNIT – IV: Inferential Statistics

- Level of significance and normal curve.
- ‘t’ test for large samples (mean and proportions) and small samples
- Chi square test for significance and association
- Analysis of variance-one way, two way
- Methods of Correlation- coefficient of correlation, rank correlation.

## PRACTICALS:

1. Identification of different variables in specialization of study.
2. Framing of hypothesis-Null and alternate Hypothesis
3. Preparation of schedule/questionnaire.
4. Preparation of research proposal
5. Study of an article in a journal-Abstract, Methodology, Results and Bibliography
6. Graphic and diagrammatic presentation of data.
7. Calculation of Averages- Arithmetic mean, mode and median.
8. Calculation of Standard deviation and ‘t’ test for large and small samples.
9. Calculation of Correlations.
10. Calculation of chi square to find out significance of association.

## 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 dis- advantages of each type of research.
- CO3** Critically know the procedures for identifying an ideal sample for scientific research.
- CO4** Able to prepare a research proposal in the appropriate scientific style and can perform simple calculations of t-test, chi-square test and correlation.CO-PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3			3		3	2		2		2	3	2	3
CO2				3		3	3				2	3	2	3
CO3		1		3		3			2		3	3	3	3
CO4				3		3	3		3			3		3

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

**SRI VENKATESWARA UNIVERSITY:: TIRUPATI**  
**Model Question Paper**  
**M.Sc. (Home Science) Degree Examination- Fourth Semester**  
**Specialization: Extension Management and Communication Technology)**  
**(CBCS for the students admitted from 2021 onwards)**

**EMCT- 204 :RESEARCH METHODOLOGY AND STATISTICS- (Common to all Branches of  
M.Sc. Home Science and MS Food Technology)**

Time:3 hrs

Max: 80 Marks

**SECTION- A**

Answer any four questions

Each question carry equal marks

Marks: 4x5=20

1. Define research. Enumerate the significance of research?
2. Explain the need and features of a good research design?
3. Write about Quota and snow ball sampling?
4. Describe case study as a research technique?
5. What is meant by frequency distribution?
6. Give an account of histogram.
7. What is level of significance in research?
8. Write about mean as measures of central tendency.

**S ECTION- B**

Answer all questions. Each question carry equal marks

Marks: 4 x 15=60

9. (a).How will you identify a research problem? Write about limitations and delimitations of the problem?  
(Or)  
(b).Write about probability sampling technique?
10. (a).Describe in detail the methods of collection of data?  
(Or)  
(b).Define qualitative research and explain the types of qualitative research?
11. (a). What is a *t*-test? Explain about *t*-test for large sample.  
(Or)  
(b). In a test given to two groups of students, the marks obtained were as follows:  
*First Group* 18 20 36 50 49 36 34 49 41 *Second Group* 29 28 26 35 30 44 46

Examine the significance of difference between mean marks obtained by students of the above two groups. Test at five per cent level of significance.

12. (a). What is Chi-square test? Explain its significance in statistical analysis.

( Or)

(b). 200 digits were chosen at random from a set of tables. The frequencies of the digits were:

Digit	0	1	2	3	4	5	6	7	8	9
Frequency	18	19	23	21	16	25	22	20	21	15

Calculate  $\chi^2$  .

### **EMCT-205 PRACTICAL- I**

**(201 + 203A / 203B)**

### **COMMUNITY ORGANIZATION AND LEADERSHIP + EDUCATIONAL TECHNOLOGY/ TECHNOLOGY TRANSFER AND MANAGEMENT PRACTICALS**

#### **COMMUNITY ORGANIZATION AND LEADERSHIP**

##### **Course Objectives**

The Course helps 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.

##### **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.

##### **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.

## **EDUCATIONAL TECHNOLOGY**

### **Course Objectives**

The course helps 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.

Prepare and use of different instructional material; Exercises on teaching learning strategies; construction of competency based question paper and seminar organization

### **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.

### **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.

## **TECHNOLOGY TRANSFER AND MANAGEMENT**

### **Course objectives**

The course helps the students to:

1. Know about Technology meaning and concept, systems of transfer of appropriate technology.
2. Understand the appropriateness of communication media in the system of technology transfer.
3. Analyze the constraints in transfer of technology.
4. Gain insight about the agencies and departments involved in the transfer of technology.

### **Practicals**

1. Analysis on use of TOT in rural areas.
2. Visit to the village and identification of key communicators or local leaders in adoption of TOT.
3. Visit to TOT centres of ICAR , case studies of Public-Private partnerships.
4. Analysis of print and electronic media and their role in TOT.
5. Visit to a NGO to study the systems of Transfer of technology.

### **Course Outcomes:**

After studying the course, students will be able to;

CO1. Gain knowledge about the Technology meaning and concept, systems of transfer of appropriate technology.

CO2. Understand the appropriateness of communication media in the system of technology transfer.

CO3. Analyze the constraints in transfer of technology.

CO4. Learn about the agencies and departments involved in the transfer of technology.

**EMCT-206 PRACTICALII**  
**(202 + 204 A / 204 B)**  
**ENTREPRENEURIAL DEVELOPMENT AND EMPOWERMENT OF WOMEN +**  
**RESEARCH METHODOLOGY/ STATISTICS AND COMPUTER APPLICATION**  
**PRACTICAL**

**Course objectives**

The course helps 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.

**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.

**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.

## **RESEARCH METHODOLOGY**

**Course Objectives-**To enable the students to:

1. Identify the terms like ‘variables’, ‘hypothesis’, research and inferential statistics in scientific 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. Comprehend the application of inferential statistics and perform simple calculations of t-test, chi-square test and correlation.

### **PRACTICALS:**

1. Identification of different variables in specialization of study.
2. Framing of hypothesis-Null and alternate Hypothesis
3. Preparation of schedule/questionnaire.
4. Preparation of research proposal
5. Study of an article in a journal-Abstract, Methodology, Results and Bibliography
6. Graphic and diagrammatic presentation of data.
7. Calculation of Averages- Arithmetic mean, mode and median.
8. Calculation of Standard deviation and ‘t’ test for large and small samples.
9. Calculation of Correlations.
10. Calculation of chi square to find out significance of association.

**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** Able to prepare a research proposal in the appropriate scientific style and can perform simple calculations of t-test, chi-square test and correlation.CO-PO Mapping



## **CORE –THEORY**

### **EMCT- 207- HUMAN VALUES AND PROFESSIONAL ETHICS – II (With effect from academic year 2021- 22 onwards)**

#### **AUDIT COURSE**

#### **Course Objectives**

This course helps the students to:

1. Associate the terms ‘value education’ ‘self-introspection’ and ‘self-esteem’ which are the core aspirations of all human beings.
2. Understand the importance of ethics in different fields like medical, business , environment and social ethics and ethics of media.
3. Apply the knowledge to assess issues and problems in each profession and correlate the concepts in addressing the ethical issues while choosing and joining a profession.
4. Develop all round and well balanced personality of the students and shapes them to become morally finer, socially responsible and physically fit persons of the society.

#### **AUDIT COURSE- THEORY**

#### **Unit-I:Value Education**

Value Education- Definition - relevance to present day - Concept of Human Values - self introspection – Self-esteem - Family values-Components, structure and responsibilities of family- Neutralization of anger - Adjustability - Threats of family life - Status of women in family and society - Caring for needy and elderly - Time allotment for sharing ideas and concerns.

#### **Unit-II:Medical Ethics**

Medical ethics- Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to animals, Ethical issues in relation to health care professionals and patients. Social justice in health care, human cloning, problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

### **Unit-III: Business Ethics-**

Business ethics- Ethical standards of business- Immoral and illegal practices and their solutions. Characteristics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics.

### **Unit-IV: Environmental Ethics**

Environmental ethics- Ethical theory, man and nature- Ecological crisis, Pest control, Pollution and waste, Climate change, Energy and population, Justice and environmental health.

### **Unit-V: Social Ethics**

Social ethics - Organ trade. Human trafficking. Human rights violation and social disparities, Feminist ethics. Surrogacy/pregnancy. Ethics of media- Impact of Newspapers, Television, Movies and Internet.

### **REFERENCES:**

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10. SusrptaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha. ChowkarnbaSanskrit series. VolLII and III, Varnasi, Vol I 00,16'20,21-32 and 74-77 only.
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13. Analyzing Moral.Issues, Judith A. Boss. May Field Publishing Company - 1999.
14. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad. Cosmo Publications
15. Text Book for Intermediate First Year Ethics and Human Values. Board of Intermediate Education- Telugu ~ Akademi, Hyderabad.
16. I.C Sharma Ethical Philosophy of India. Nagin& co Julundhar

### **Course Outcomes:**

After studying the course, students will able;

CO1. Associate the terms ‘value education’ ‘self-introspection’ and ‘self-esteem’ which are the core aspirations of all human beings.

CO2. Understand the importance of ethics in different fields like medical, business , environment and social ethics and ethics of media.

CO3. Apply the knowledge to assess issues and problems in each profession like medical, business , environment and social ethics and ethics of media and correlate the concepts in addressing the ethical issues while choosing and joining a profession.

CO4. Apply skills for anger management, care of elderly, environmental protection and thereby develop well balanced personality and will contribute to society as morally finer, socially responsible and physically fit persons.

### CO-PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO1	P S o 1	P S o 2
CO1	3									2		2		
CO2	3											3		
CO3	2	3										2		
CO4	2	2										2		

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

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**  
**Model Question paper**  
**M.Sc( Home Science) Degree Examination**  
**Second Semester**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(CBCS for the students admitted from 2021-22 onwards)**  
**EMCT 207- HUMAN VALUES AND PROFESSIONAL ETHICS- II**

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**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following  
Each question carries 5 marks :

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

4x15=60 Marks

9.(a).

(or)

(b).

10.(a)

- (b) (or)
- 11.(a). (or)
- (b).
- 12.(a). (or)
- (b).

**EMCT: 301: MANAGERIAL SKILLS FOR EXTENSION PROFESSIONALS**  
**(With effect from academic year 2021-22 onwards)**

**Course objectives**

The course helps the students to:

1. Know about the conceptualization of management process and its major functions, managerial skill; nature and importance for extension professionals.
2. Develop understanding about strategic planning: importance; steps and techniques in management; motivation techniques in organizational climate.
3. Learn creative problem solving techniques; stress management practices; and time management practices.
4. Develop skills regarding organizational management.

**CORE - THEORY**

**UNIT-I Management Process**

- Conceptualization of management process and its major functions;
- Management problems in extension organizations;
- Managerial skill, nature and importance for extension professionals.

## **UNIT-II Strategic Planning**

- Strategic planning: importance, steps and techniques;
- Management by objective as applicable to extension organizations;
- Techniques of transactional analysis for improving interpersonal communication.

## **UNIT-III Problem Solving Techniques**

- Creative problem solving techniques;
- Stress management practices;
- Total Quality Management (TQM);
- Time management practices;
- Management Information System.

## **UNIT-IV Motivation Techniques**

- Motivation techniques in organizational climate
- Resource management: concept and methods
- Team building: process and strategies
- Mobilization and empowerment skills and SHGs formulation.

## **PRACTICALS**

- Visit to the Extension Organizations and observation of the activities of Home-Science Extension personnel.
- Visit to the nearby SHGs and preparing a report on functioning of SHGs.
- Visit to selected village to study DWCRA, CMEY, SGSY, etc.
- Visit to study the functioning of KVKs.
- **FIELD PLACEMENT (MANDATORY)**
  - Survey of nearby village to study the socio-economic conditions; needs and problems of rural people specially the women and children.
  - Identification of problems, prioritizing and preparing the Action Plan.
  - Use of various training methodologies in rural areas- Lesson plans, Demonstrations, PRA technique, Role-play, Drama, Focus Group discussions etc for knowledge dissemination.
  - Identifying the Agencies involved in rural development
  - Use of extension teaching methods in the transfer of technologies to the rural families;

- Organizing groups and provides training on income generating activities and improve the standard of living of the rural people.

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6. Tripathi, PC.& Reddy, PN. (1995). *Principles of Management*. 2nd Ed. Tata McGraw hill

## Course Outcomes

After studying the course, students will be able to;

- CO 1. Gain Knowledge on management process; strategic planning and its importance; steps and motivation techniques used in organizations.
- CO 2. Understand the motivation techniques and team building process in Management.
- CO 3. Learn creative problem solving techniques; stress management practices; and time management practices.
- CO4. Develop skills regarding organizational management.

1	CO-PO Mapping													PSO 1	PSO 2
	Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	POII	POI2		
COs															
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

**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**THIRD SEMESTER**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(Under CBCS students admitted from 2021-22)**  
**EMCT-301 – MANAGERIAL SKILLS FOR EXTENSION PROFESSIONALS**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following  
Each question carries 5 marks :

Marks: 4x5=20

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



## **S ECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

4x15=60 Marks

- 9.(a).  
(b). (or)
- 10.(a)  
(b) (or)
- 11.(a).  
(b). (or)
- 12.(a).  
(b). (or)

## **EMCT 302 -TRAINING AND DEVELOPMENT**

### **Course objectives**

The course helps 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.

### **CORE –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 Bryalone Pvt. Ltd., Haver Hill; Britain.
2. Bhatnagar, O.P. (1989). *Evaluation Methodology for Training Theory and Practical*. Oxford and IHB publishing company; New Delhi.
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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.

### 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													PSO 1	PSO 2
	Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12		

	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

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
THIRD SEMESTER  
**(Specialization ‘C’ ; Extension Management & Communication Technology )**  
(Under CBCS students admitted from 2021 – 2022 onwards )  
**EMCT- 302 – TRAINING AND DEVELOPMENT**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **FOUR** questions

All questions carry equal marks **(4X5=20)**

1. Write the concept of learning and write the factors affecting learning
2. What are the goals of training ?
3. Write about participatory training methodologies
4. What are the roles of a trainer?
5. Write different types of Evaluation, in training Programme?
6. Write notes on system approach to training ?
7. What are different training strategies in the process of training?
8. Explain the competencies of trainer ?

## **SECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

4x15 =60 Marks

9. (a).Design a training programme for a particular developmental goal.  
(Or)  
(b). Enumerate different goals of learning?
10. (a).Write notes on the following  
(i) Psychodrama (ii) Case study  
(Or)  
(b).Write notes on the following  
(i) Role Play (b) Buzz group
11. (a). Explain in detail different roles of a trainer  
(Or)  
(b). Write about different policies and guidelines for a training programme?
12. (a).Give a detailed note about evaluation process in training..  
(Or)  
(b). Explain about the impact of organizational factors in the process of training.

### **EMCT 303 a): RURAL DEVELOPMENT AND ADMINISTRATION (With effect from academic year 2021-22 onwards)**

#### **Course Objectives**

The Course helps 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.

### **GENERIC ELECTIVE - 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 near by 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 - BOOKS:**

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## 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													PSO 1	PSO 2
	Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11 1	PO12		
CO1	3	2				2		2							
CO2		3	3	3	2				2			2			
CO3			3	3			2		2			2			

	CO4		3		3				2			2		
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H: High-3; M: Medium-2; L: Low-1

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**THIRD SEMESTER**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(Under CBCS students admitted from 2021 – 2022 onwards)**  
**EMCT- 303 a) – RURAL DEVELOPMENT AND ADMINISTRATION**

**Time: 3hrs**

**Marks: 80**

**PART - A**

Answer any **FOUR** questions  
All questions carry equal marks **(4X5=20)**

1. Explain the principles of Administration.
2. Discuss the need for human relations in extension administration.
3. What is 'Development of code of ethics'?
4. Explain the competencies needed by extension personnel.
5. What is SGSY? Give the salient features.
6. What are the objectives of T&V system?
7. Explain the role of KVK in training rural women.
8. Explain the administrative set-up of IRDP?

**SECTION- B**

Answer ALL questions  
Each Question carries 15 Marks **4x15 =60 Marks**



9. (a).What is coordination? Discuss the factors influencing coordination?  
(Or)  
(b).Write notes on DWCRA.
10. (a).What is training? Explain the need for training extension personnel and mention the agencies offering training  
(Or)  
(b).Write about the role of ICDS in women and child welfare. Critically analyze its strengths and weakness.
11. (a).What is supervision? Discuss about the importance and principles of supervision in Rural Development programmes.  
(Or)  
(b). Write briefly about PMRY programme.
12. (a).Discuss briefly the nature and purpose of administration in Rural Development programmes.  
(Or)  
(b).Write notes on  
i) Factors influencing coordination  
ii) Delegation of authority and responsibility

**EMCT 303 b) - PRINCIPLES OF GUIDANCE AND COUNSELING  
(With effect from academic year 2021-22 onwards)**

**Course objectives**

The course helps the students to:

1. Develop knowledge about the concept; purpose; functions and role of guidance; types of services in 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, use of standard test of study habits and attitudes (SSHA) for analyzing the study habits and attitudes.

**GENERIC ELECTIVE- THEORY**

**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:**

- Directive, Non-directive, & Eclectic,
- Trait-factor and behavioral counseling.
- 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.
- General principles for evaluation of guidance and counselling programme.

## **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**

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5. Swadesh Mohan,(1998). *Career Development in India*, Vikas Publishing house Pvt.Ltd., New Delhi.
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7. Hansen, James, C.(1978).*Counselling Process and procedure*,Macmillon Co., New york.
8. Johnson Dorothy, E. and Mary Vestermark, J. (1970). *Barriers and Hazards in counselling*, Houghton Mifflin Co., Boston.



	CO1	3	3	3		3			2				2		
	CO2		3					3			2		2		
	CO3														
	CO4		3					2			2				

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

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
THIRD SEMESTER  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
(Under CBCS students admitted from 2021 – 2022 onwards)  
**EMCT- 303. b) – PRINCIPLES OF GUIDANCE AND COUNSELLING**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **Four** questions

All questions carry equal marks **(4X5=20)**

1. Examine the implications of directive counseling.
2. What type of guidance programmes can be given in a school?
3. Briefly explain the elements in facilitating counseling relationship.
4. Compare individual with group counseling
5. Explain why socio-metric devices are necessary in guidance and counseling Programme.
6. What are the basic principles of guidance programme?
7. What are the goals of counseling?
8. Explain the merits and demerits of client-centred approach.

**SECTION- B**

Answer ALL questions

Each Question carries 15 Mark

4x15=60 Marks

9. (a). Write in detail the examples on the uses of psychological tests in counseling.  
(Or)  
(b). Discuss the appraisal and informational services that a guidance programme can offer.
10. (a). How the counselor perform his role?  
i) as change agent ii) as generalist iii) as specialist in a special school  
(Or)  
(b) Critically evaluate any two counseling theories.
10. (a). Family counseling is increasingly recommended. Discuss why?  
(Or)  
(b) Compare and contrast between -  
i. counseling and psychoanalysis ii. counseling and psychiatry
11. (a). What is non-verbal communication? Discuss the role of non-verbal behaviour in counseling.  
(Or)  
(b). Discuss the nature of career planning at the college level.

**Practicals:**

1. Survey of nearby village to study the socio-economic conditions; needs and problems of rural people specially the women and children.
2. Identification of problems, prioritizing and preparing the Action Plan.
3. Use of various training methodologies in rural areas- Lesson plans, Demonstrations, PRA technique, Role-play, Drama, Focus Group discussions etc for knowledge dissemination.
4. Identifying the Agencies involved in rural development
5. Study the role and functions of extension personnel.
6. Use extension teaching methods in the transfer of technologies to the rural families;
7. Organizing groups and provide training on income generating activities and improve the standard of living of the rural people.

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

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

**EMCT -304 PRACTICAL  
(301 + 302)**

**MANAGERIAL SKILLS FOR EXTENSION PROFESSIONALS & TRAINING AND  
DEVELOPMENT PRACTICAL**

**MANAGERIAL SKILLS FOR EXTENSION PROFESSIONALS**

**Course objectives**

The course helps the students to:

1. Know about the conceptualization of management process and its major functions, managerial skill; nature and importance for extension professionals.
2. Develop understanding about strategic planning: importance; steps and techniques in management; motivation techniques in organizational climate.
3. Learn creative problem solving techniques; stress management practices; and time management practices.
4. Develop skills regarding organizational management.

**PRACTICALS**

- Visit to the Extension Organizations and observation of the activities of Home-Science Extension personnel.
- Visit to the nearby SHGs and preparing a report on functioning of SHGs.
- Visit to selected village to study DWCRA, CMEY, SGSY, etc.

- Visit to study the functioning of KVKs.

### **Course Outcomes**

After studying the course, students will be able to;

- CO 1. Gain Knowledge on management process; strategic planning and its importance; steps and motivation techniques used in organizations.
- CO 2. Understand the motivation techniques and team building process in Management.
- CO 3. Learn creative problem solving techniques; stress management practices; and time management practices.
- CO4. Develop skills regarding organizational management.

## **TRAINING AND DEVELOPMENT PRACTICAL**

### **Course objectives**

The course helps 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.

### **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

### **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

**EMCT 305 – NGO MANAGEMENT  
(SKILL ORIENTED COURSE)  
(With effect from academic year 2021-22 onwards)**

**Marks (T=50+P= 50)**

**Course Objectives:**

The course helps 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.

**SKILL ORIENTED COURSE - THEORY**

**UNIT-I NGO Management:**

- Management- meaning, definition.
- 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.
- Monitoring and evaluation (PERT and CPM). PRA tools and techniques.
- SWOC (Strength, weaknesses, opportunities and challenges) analysis.

### **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.
- 6. INTERNSHIP (MANDATORY)**

### **TEXT BOOKS**

- 1) Clark John. (1991). *Voluntary Organizations: Their Contribution to Development*. London: Earth Scan.
- 2) Jain R.B. (1995). *NGO's in Development Perspective*. New Delhi: Vivek Prakashan
- 3) Sakararan and Rodrigues. (1983). *Handbook for the Management of Voluntary Organization*. Madras: Alfa

### **REFERENCES**

1. Behera M. C. (2006). *Globalizing Rural Development*. New Delhi: Sage.
2. Chowdhry Paul. (1973). *Administration of Social Welfare Programmes in India*. Bombay: Somaiy.
3. Emmanuvel. S. Fernando. (1999). *Prospect from Problems*. Mumbai: St. Francis Xavier's Church.
4. Ginsbery Leon. H. (2001). *Social Work Evaluation – Principles and Methods*. Singapore: Allyn and Bacon.
5. Jack Rothman, John John E. Tropman. (2001). *Strategies of Community Intervention*. Illinois: P.E. Peacock.

### **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 theNGOs  
 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 COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11 (Econ )	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

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**  
**Model Question paper**  
**M.Sc( Home Science) Degree Examination**  
**Third Semester**  
**(Specialization ‘C’ ; Extension Management & Communication Technology )**  
**(CBCS for the students admitted from 2021-22onwards)**  
**EMCT- 305: NGO MANAGEMENT (SKILL ORIENTED COURSE)**

**Time: 3 hours**

**Max Marks : 40**

**SECTION- A**

Answer any TWO of the Following  
 Each question carries 5 marks : Marks: 2x5=10

- 1.
- 2.
- 3.
- 4.

**S ECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

2x15=30 Marks

5. (a)

(or)

(b)

6. (a).

(or)

(b)

**EMCT 306 a): FUNDAMENTALS OF FOOD, NUTRITION AND HEALTH**  
**(With effect from academic year 2021-22 onwards)**

**Course Objectives**

The course helps the students to:

1. Gain knowledge on foods, food groups, balanced diet for different age groups.
2. Understand the importance of macro and micronutrients in daily diet.
3. Comprehend knowledge on deficiency symptoms of different nutrients.
4. Apply skills to assess nutritional problems in community.

**OPEN ELECTIVE - THEORY**

**UNIT-I: Food Composition**

- Food groups – Classification – food composition and nutritive values of different foods, Functions of foods.
- Balanced Diet, RDA for all age groups.

**UNIT-II : Macronutrients**

- Carbohydrates: Definition, classification, food sources, Function in human body, Recommended Daily Allowance (RDA) and importance of fibre.
- Fats and Oils: Definition, classification, saturated and unsaturated fatty acids, cholesterol, Food sources, requirements, RDA and biological functions.

- Protein: Definition, classification, essential and non-essential amino acids, protein quality, supplementary value of protein, food sources, RDA and functions.

### **UNIT-III : Micronutrients**

- Vitamins: Definition, classification
- Fat soluble Vitamins (A, D, E, K) - Functions, sources, RDA, Deficiency diseases and symptoms.
- Water soluble Vitamins (B complex and C): Functions, sources, RDA, Deficiency diseases and its symptoms.
- Macro minerals: Calcium, phosphorous, sodium, potassium, chloride- sources, biological functions, factors affecting availability, Deficiency diseases and symptoms.
- Micro minerals: Copper, zinc, Iron, Iodine and fluorine in human nutrition, biological functions, factors affecting availability, Deficiency diseases and symptoms

### **Unit - IV: Major Nutritional Problems of the Community:**

- Malnutrition - PCM, obesity, micronutrient malnutrition, government programmes to eradicate PCM, vitamin-A, iron and iodine deficiencies
- Principles of planning diets for different conditions of malnutrition.

### **REFERENCES - TEXT BOOKS**

1. Swaminathan, M. (1999). Essentials of Food and Nutrition, Vol. I and Vol. II Ganesh and co. Madras.
2. Mahtabs. Bamji and N.PralhadRao. (2004). "Text book of Human Nutrition, Second Edition, Oxford and IBH Publishing co. PVT LTD. New Delhi,
3. C.Gopalan, B.V.RamasastriandS.C.BalaSubramanian.(2012). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council Medical Research Hyderabad.
4. Nutrient Requirements and Recommended Dietary Allowance for Indians A Report of the Expert Group of Indian Council Medical Research.2010.

### **Course Outcomes:**

After studying the course, students will be able to

CO 1. Acquire knowledge on food groups and functions of food.

CO 2 .Gain knowledge on importance of macro and micronutrients in different age groups.

CO 3. Identify signs and symptoms of different nutrient deficiencies.

CO 4. Illustrate the nutritional problems in community.

### **CO-PO Mapping**

Cou	PO1	PO2	PO3	PO4	PO	PO	PO7	PO	PO	PO1	PO11	PO12	PSO1	PSO2
Out														
CO1	3											2		
CO2		2	2	2								2		
CO3	2		2	2								2		
CO4			3	2								2		

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

**SRI VENKATESWARA UNIVERSITY:TIRUPATI  
MODEL QUESTION PAPER**

**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
THIRD SEMESTER**

**(Specialization 'C' ; Extension Management & Communication Technology )  
(Under CBCS students admitted from 2021-22 onwards)**

**EMCT-306 (a)- FUNDAMENTALS OF FOOD, NUTRITION AND HEALTH**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following  
Each question carries 5 marks :

Marks: 4x5=20

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

8.

**SECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

4x15=60 Marks

9.(a).

(or)

(b).

10.(a)

(or)

(b)

11.(a).

(or)

(b).

12.(a).

(or)

**FSND 306 b: DYNAMICS IN FOOD PREPARATION**  
**(With effect from academic year 2021-22 onwards)**

**Course Objectives** - To enable the students to:

1. Learn the principles of safe food preparation and food pyramid.
2. Understand the role of foods in cookery.
3. Apply knowledge about effect of cooking on nutrients.
- 4 . Able to differentiate different cooking equipments and role of food items in cookery.

**OPEN ELECTIVE - THEORY**

**UNIT-I: Introduction**

- Definitions in food science.
- Composition and functions of foods.
- Food pyramid.
- Principles of safe food preparation.

**UNIT-II: Cooking Process**

- Objectives of Cooking.
- Preliminary preparations.

- Cooking methods- Moist heat methods, Dry heat methods; Fat as medium of cooking, Microwave cooking.
- Effect of cooking on Nutrients.

### UNIT-III: Cooking Equipments

- Types of cooking equipments- Grill, Boiler, Oven and Microwave. Mechanical processing equipments- Vegetable Peeler, Chopper, Mixer, Slicing machine and mincing equipment.
- Non cooking equipment: Refrigerator.

### UNIT-IV: Role of foods in Cookery

- Role of cereals, pulses, fats/oils, milk and milk products, flesh foods, sugars, vegetables, fruits and spices.

### REFERENCES

1. Srilakshmi,B.(2001).*Food Science*, 2nd edition New Age International (P) Ltd., Publishers, Bangalore, Chennai & Hyderabad.
2. Swaminathan, M.(1979).*Food science and Experimental foods*. Ganesh & Co., Madras.
3. Dr.M Swami Nathan. (2010). *Food and Nutrition Volume-2* Second Edition the Bangalore Printing and Publishing Co Ltd Bangalore 560018.
4. ShubhanginiA.Joshi. (2010). *Nutrition and Dietetics* Third Edition Tata Mecgraw Hill Education Private Limited New Delhi.

### Course Outcomes:

After completion of the course, students will able to :

- CO1** Acquire knowledge on Food Pyramid.
- CO2** Estimate the effects of cooking on Nutrients.
- CO3** Gain knowledge on methods of Cooking.
- CO4** Identify Role of foods on Cookery.

### CO-PO Mapping

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	Pso1	Pso2
CO1	3											2		
CO2	3											2		
CO3		2	2	2								2		
CO4		3	2	2								2		

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

**EMCT 306b: DYNAMICS IN FOOD PREPARATION**  
**(With effect from academic year 2021-22 onwards)**  
**OPEN ELECTIVE- THEORY**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following  
Each question carries 5 marks :

Marks: 4x5=20

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



**S ECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

4x15=60 Marks

9.(a).

(or)

(b).

10.(a)

(or)

(b)

11.(a).

(or)

(b).

12.(a).

(or)

(b)

**EMCT 401 -COMMUNICATION TECHNOLOGIES IN EXTENSION**

**(With effect from academic year 2021-22 onwards)**

**Course objectives:**

The course helps 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

## **CORE - THEORY**

### **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. DeFluors 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*

## 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 COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO1 1	PO12	PSO1	PSO 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

**(Specialization 'C' ; Extension Management & Communication Technology )**

(Under CBCS students admitted from 2021-22 onwards)

**EMCT-401 – COMMUNICATION TECHNOLOGIES IN EXTENSION**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **Four** questions

All questions carry equal marks **(4X5=20)**

1. Define Communication systems and their functions .
2. Write characteristics of mass communication.
3. What is the scope of media in society.
4. Write the Historical background of media.
5. What is the role of advertising in modern marketing system ?
6. What are different types of advertisements?
7. Explain the concept of multimedia.
8. Give brief Explanation about graphics?

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15 =60 Marks

9. (a).Explain in detail about visual communication.

(Or)

- (b).Give a detailed explanation on mass communication

10. (a). What are the contemporary issues in media ? Explain

(Or)

- (b). Explain the role of Government in controlling the media.

11. (a).Enumerate the interrelationship of advertising and mass media systems.

(Or)

- (b).What are the different techniques of preparation of effective advertisements for various Media

12. (a). Give a detailed explanation on the following

(i)Animation (b) Scanning (c) Graphics.

(Or)

- (b). Explain in detail about international media.

**402: PARTICIPATORY PROGRAMME MANAGEMENT**

**(With effect from academic year 2021-22 onwards)**

**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;

## **CORE -THEORY**

### **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 – BOOKS

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														PSO 1	PSO 2
	Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12			
	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



**(Specialization 'C' ; Extension Management & Communication Technology )**  
(Under CBCS students admitted from 2021 – 2022 onwards)  
**EMCT- 402 – PARTICIPATORY PROGRAMME MANAGEMENT**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **Four** questions

All questions carry equal marks **(4X5=20)**

1. Define programme. Enumerate any eight principles of a programme planning.
2. What are needs? How do you convert unfelt needs into felt needs?
3. What are techniques of evaluation? Explain any one of them.
4. Write briefly on Follow-up in extension.
5. What is the purpose of scoring in research studies and explain?
6. Explain the role of non-officials in programme building.
7. Diagrammatically write the programme development cycle.
8. Explain the need for reporting in extension work.

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks 4x15 =60 Marks

9.(a).Discuss the general problems faced in the data collection based on your practical  
(Or)

(b).What is the importance of programme planning in extension and what are the techniques of developing a plan of work? Explain.

10.(a).Present a plan of work for a short term project on 'AIDS Awareness.'

(Or)

(b).What is interview schedule and what are the points to be considered while preparing interview schedule.

11.(a).What is monitoring and evaluation? Explain briefly the evaluation in programme planning process.

(Or)

(b)What is the need for 'Plan of work' in programme planning? Mention the techniques of developing a plan of work.

12. (a). Write about the different types and purposes of evaluation with suitable example.

(Or)

(b).Develop an attitude scale to measure attitudes of rural women about 'Girl Child Education.'

**EMCT 403 - a) EXTENSION MANAGEMENT**  
(With effect from academic year 2021-22 onwards)

## **COURSE OBJECTIVES:**

The course helps 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.

## **GENERIC ELECTIVE- 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 behaviour and development;
- Management by Objective (MBO).

### **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;
- Critical appraisal of management of various extension organizations.

## **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*. AgrotechPubl.Oxford& IBH.
4. Ray GL. (2006). *Extension Communication and Management*. Kalyani.
5. Tripathi PC & Reddy RN. (1983). *Principles of Management*. Tata McGraw Publ.

## **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													PSO 1	PSO 2
	Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12		
	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

FOURTH SEMESTER  
(Specialization 'C' ; Extension Management & Communication Technology )  
(Under CBCS students admitted from 2021 – 2022 onwards )  
**EMCT- 403 a) – EXTENSION MANAGEMENT**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **Four** questions

All questions carry equal marks **(4x5=20)**

1. Need for Extension Management.
2. Briefly discuss the Models of Management.
3. What is Scalar Principle?
4. Give the line and staff function?
5. What are the barriers of communication?
6. What are the elements of planning?
7. Explain the need for leadership in an organization.
8. What is monitoring and evaluation.

**SECTION- B**

Answer ALL questions

Each Question carries 15Marks **4x15 =60 Marks**

9. (a).What is Training? Explain the need and methods of training for Human Resource Development?  

(Or)

(b). Explain different types of evaluation methods.
10. (a).What is meant by controlling? Discuss modern techniques of Management Controlling  

(Or)

(b).Explain about the delegation of authority and responsibility.
11. (a).Discuss about need for Budgeting and Auditing.  

(Or)

(b).Define Leadership? Discuss briefly the different theories and styles and leadership.
12. (a).What is meant by extension management? Explain the principles of extension management.  

(Or)

(b).What is supervision? Explain how the principles of supervision is essential for efficiency of personnel.

**EMCT 403- b) SCIENCE AND TECHNOLOGY FOR RURAL WOMEN  
(With effect from academic year 2021-22)**

### **Course Objectives:**

The course helps 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.

## **GENERIC ELECTIVE- 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
- Fuels used in the home - conventional and alternative - consumption patterns and trends in energy consumption - Conservation of energy through labour saving devices in the home.
- Biogas - Composition - Principles - types of plants - advantages, schemes for assistance.
- Solar devices for cooking, heating and cooling, schemes for popularizing solar devices.
- Smokeless chulahs - hay box and Janata refrigerator .

### **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 Vignankendras (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-BOOKS :**

1. DagliVadilal, (1982). *Science and technology in India*, S. Chand and Company, New Delhi.
2. DayaMaheswar,(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 GautamVianykl. (1983).*Management of rural energy system'*, Gatgotia Publications, New Delhi,
5. *The five year plan*, Planning Commission, Government of India, New Delhi.
6. A citizens Report centre for science and environment, *The State of India's environment*, A citizens report centre for Science and Environment, New Delhi.
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. Khadhigramodyog.
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 COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS O 1	PS O 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

FOURTH SEMESTER  
(Specialization 'C' ; Extension Management & Communication Technology )  
(Under CBCS students admitted from 2021 – 2022 onwards)  
**EMCT-403 b)– SCIENCE AND TECHNOLOGY FOR RURAL WOMEN**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **Four** questions

All questions carry equal marks **(4X5=20)**

1. Explain the concept of appropriate technology for rural development.
2. Bring out the need for safety education to rural mass.
3. List out the merits and demerits of soak-pit?
4. Explain the working mechanism of smokeless chulahs.
5. How does the solar energy serve as an alternate energy source?
6. Suggest ways to improve the health and hygiene of rural women.
7. Write short note on Janata refrigerator.
8. List out the significance of Hay Box.

**SECTION- B**

Answer ALL questions

Each Question carries 15Marks **4x15=60 Marks**

9. Write an essay on Appropriate technology Vs. Traditional technology.  

(Or)

Give an account on KVK and DST.
10. (a).Discuss the favour rendered by any three agencies in the field of science and Technology for the welfare of rural mass.  

(Or)

(b).Explain the role of private organizations in introducing technology for the benefit of rural community.
11. (a).Enumerate the principles of Biogas and the type of plants and their merits.  

(Or)

(b). Bring out the alternate use of sources of energy and their use.
12. (a).Discuss the role of agricultural universities in motivating the rural mass to utilize the improvised technology for better living.  

(Or)

(b).Explain the role of government agencies in rural development.



# COMMUNICATION TECHNOLOGIES IN EXTENSION+ PARTICIPATORY PROGRAMME MANAGEMENT PRACTICALS

## COMMUNICATION TECHNOLOGIES IN EXTENSION

### COURSE OBJECTIVES:

The course helps 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

### 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

### 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.,

## 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;

### **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.

### **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;

(With effect from academic year 2021-22 onwards)

Marks (T=50+P= 50)

### **Course Objectives:**

This course helps the students to:

1. Know about local government in Andhra Pradesh.
2. Understand the urban and rural local government, composition, powers and functions.
3. Evaluate committee systems in urban and rural local governments.
4. Assess people's participation in developmental programmes.

## **MULTI-DISCIPLINARY COURSE - THEORY**

### **UNIT – I Introduction**

- Meaning, Nature, Scope, and importance of Local government.
- Evolution of local government in Andhra Pradesh.
- Salient features of 73<sup>rd</sup> and 74 amendment act with reference to A.P.
- Urban Local Government in A.P. – Composition, Powers and functions after 74<sup>th</sup> Constitutional Amendment Act.
- Rural Local Government in A.P. – Composition, Powers and functions after 73<sup>rd</sup> Constitutional Amendment Act.

### **UNIT-II Peoples Participation in Local Government**

- People's participation in Developmental programmes in A.P.
- Bureaucracy in Urban and Rural Local Government in A.P.
- Source of Finance to local Government in A.P.
- State control and supervision over local Government.

### **Practicals**

1. Visit to panchayat office to observe and analyze the existing development programmes and to know the functions of panchayat.
2. Visit to Mandal office to study the ongoing development programmes for women and children.
3. Preparing a report on role of officials at village, mandal, and district level for implementation of various programmes.
4. Analyze the special programmes for poor and preparing a report on the existing programmes at village level.
5. Interaction with village women for assessing the extent of utilization of various schemes and programmes.

## REFERENCES

1. De, D. and Jirli, B. (2010). A Handbook of Extension Education. Agrobios (India), Jodhpur.
2. O.P. Dhama and O.P. Bhatnagar (2006). Education and Communication for Development, New Delhi:Oxford and IBH Publishing Co.
3. Ray GL (1996) Extension Communication and Management, Calcutta, West Bengal: NayaPrakash Publications.
4. Jawaharlal Gupta (2013).Local Administration in India, RBSA publishers, Jaipur.
5. Maheswari, S.R (2003) Local Government in India, Lakshmi Narain Agarwal, Agra.
6. Pradeep Sach deva (1991). Dynamics of Municipal bodies, Associated publishers, New Delhi.
7. Hoshair Singh; State Supervision and control over Municipal Bodies, Associated publishers, New Delhi.
8. Hasan, Zoya, Politics and the State in India, Sage publications, New Delhi, 2000.

## JOURNALS

1. Social Welfare
2. Yojana
3. Balak
4. Indian Journal of Extension Education.

### Course Outcomes:

After studying the course, students will able to;

CO1. Know about local government in Andhra Pradesh

CO2. Understand the urban and rural local government, composition, powers and functions

CO 3 Analyze the committee systems in urban and rural local governments.

CO4. Assess people's participation in developmental programmes.

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

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

**Model Question paper**  
**M.Sc( Home Science) Degree Examination**  
**Third Semester**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(CBCS for the students admitted from 2021-22onwards)**  
**EMCT- 305: NGO MANAGEMENT (SKILL ORIENTED COURSE)**

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**Time: 3 hours**

**Max Marks : 40**

**SECTION- A**

Answer any TWO of the Following  
Each question carries 5 marks :

Marks: 2x5=10

- 1.
- 2.
- 3.
- 4.

**SECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

2x15=30 Marks

5. (a)

(or)

(b)

6. (a).

.

(or)

(b)

(With effect from academic year 2021-22 onwards)

### **Course Objectives:**

To enable the students to:

1. Know the terms growth, development and stages of development across life span
2. Understand the characteristics of children at different stages of childhood
3. Explain the different developments like physical, cognitive, language and social development during childhood.
4. Apply knowledge to understand normal development and developmental delays during childhood.

### **OPEN ELECTIVE - THEORY**

#### **Unit I - Foundations of Development**

- Understanding the terms Child, Growth, Development, Child Development, Human Development, and Developmental tasks.
- Principles of Child Development and Factors influencing growth and Development of Children.
- Determinants of Development - Role of Heredity and Environment in Development
- Stages of Development across life span and domains of development.

#### **Unit II- Infancy**

- Infancy – Characteristics
- Sensory- Motor activities
- Language Development
- Socio-emotional development.

#### **Unit III - Early Childhood**

- Early Childhood Period –Characteristics
- Physical Development
- Cognitive development
- Emotional and Social development

#### **Unit IV - Middle Childhood**

- Middle/ Late Childhood Period-Characteristics
- Physical development
- Cognitive development.
- Emotional and Social development

### **REFERENCES**

1. Berk, L. E. (2007). Child Development. Prentice-Hall of India Pvt.Ltd, New Delhi.
2. Feldman, R.S. (2011). Understanding Psychology, Tenth Edition. Tata McGraw Hill Education Private Limited, McGraw- Hill, New Delhi.
3. Hallahan, D.P. and Kauffman, J.M. (1991). Introduction to exceptional children. 5th ed. Allyn and Bacon, Boston.

4. Hurlock – E.B. (1990) Child Development , Tata McGraw Hill Company Ltd, New York. McGraw- Hill, New Delhi.
5. Rozario, J. and Karanth, P. (2003). Learning disability in India. Sage publication, New Delhi.
6. Santrock, J. W. (2013). Child Development. Tata McGraw Hill Company Ltd, New Delhi.
7. Singh, A. (Ed).( 2015). Foundations of Human Development: A life span approach. Tata McGraw Hill ,New Delhi.
8. Prasad, J. and Prakash, R. (1996). Education of handicapped children, problems and solution. Kanishka publication distribution. New Delhi.

**Course Outcomes:**

After completion of the course, students will able to:

CO1.	Define the terms growth and development, and stages of development across life span
CO2.	Understand the characteristics of of children at different stages of childhood .
CO3.	Critically explain different developments like physical, cognitive , language and social development during childhood
CO4.	Apply knowledge to understand normal development and developmental delays during childhood to assess all round development during childhood

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

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

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**FOURTH SEMESTER**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(Under CBCS students admitted from 2021-22 onwards)**  
**EMCT-406 (A)- CHILD GROWTH AND DEVELOPMENT**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following

Each question carries 5 marks :

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=60 Marks

9.(a).

(or)

(b).

10.(a)

(or)

(b)

11.(a).

(or)

(b).

12.(a).

(or)

(b).



## **EMCT-406 b): DISASTER MANAGEMENT**

**(With effect from academic year 2021-22 onwards)**

### **Course Objectives**

The course helps the students to:

1. Know about natural disasters: manmade disasters; chemical hazards; National and International strategies to mitigate disaster management.
2. Understand natural disasters (like floods, drought, cyclone, earthquakes, global warming etc); Nuclear disasters; Biological disasters;.
3. Illustrate the efforts made by the NGO s, Community based organizations and local administration in disaster management.
4. Discriminate disaster responses of Armed forces and Police.

### **OPEN ELECTIVE - THEORY**

#### **UNIT I Natural Disasters**

- Meaning and nature of natural disasters, their types and effects.
- Floods, Drought, Cyclone, Earthquakes, Landslides, Avalanches, Volcanic eruptions, Heat and cold Waves,
- Climatic Change: Global warming, Sea Level rise
- Ozone Depletion

#### **UNIT II Man Made Disasters-**

- Nuclear disasters, biological disasters, building fire, coal fire, forest fire. Oil fire, air pollution, water pollution,
- Deforestation, Industrial waste ,water pollution,
- Road accidents, rail accidents, air accidents, sea accidents.

#### **UNIT III Chemical Hazards:**

- Release of Toxic chemicals, Sedimentation processes, Global Sedimentation Problems
- Regional Sedimentation Problems
- Sedimentation and Environmental Problems.

#### **UNIT IV Disaster Management-**

- Efforts to mitigate Natural Disasters at National and Global levels. International Strategy for Disaster reduction.
- Concept of disaster management, National Disaster Management framework; financial arrangements
- Role of NGOs, Community-based organizations, and Media.

## REFERENCES

1. Gupta, H.K. (2003). *Disaster management*. Indian National Science Academy. Orient Blackswan.
2. Hodgkinson, P.E. & Stewart, M. (1991). *Coping with catastrophe: A handbook of disaster management*.
3. Routledge. and Sharma, V.K. (2001). *Disaster management*. National Centre for Disaster Management, India.

## Course Outcomes:

After studying the course, Students will be able to

- CO1. Gain in-depth knowledge about natural disasters; manmade disasters; chemical hazards: disaster management.
- CO2. Design and administer a schedule for collection of Information regarding the roles of NGOs, Community based organizations , central state, District and local Administration, Police and armed forces, in Disaster management.
- CO 3. Illustrate the efforts made by the NGOs, Community based organizations and local administration in disaster management.
- CO4. Discriminate disaster responses of Armed forces and Police

1	CO-PO Mapping													PS O1	PS O2
	Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PO1 1	POI2		
	CO1	3	3	3				2		2			2		
	CO2		3	3	3	2			2	2			2		
	CO3	3	3			2		2			2				
	CO4		3	3		2			2	2			2		

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

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
FOURTH SEMESTER  
(Specialization 'C' ; Extension Management & Communication Technology )  
(Under CBCS students admitted from 2021-22)  
**EMCT-406 (B)- Disaster Management**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following  
Each question carries 5 marks :

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

4x15=60 Marks

9.(a).

(or)

(b).

10.(a)

(or)

(b)

11.(a).

(or)

(b).

12.(a).

(or)

(b).

