



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

The members of Board of Studies in Home Science (Combined) met on 01-05-2017 at 11 am to approve the PG syllabus revised as per Outcome Based Education (OBE) to be implemented for the students joining from 2017-2018 academic year onwards and the following are the minutes of the BOS Meeting :

- Resolved that the course objectives and outcomes of Post-graduate syllabus for four M.Sc. programmes viz., Food Science Nutrition and Dietetics and Food Technology , Human Development and Child Welfare , Extension Management and Communication Technology offered by the Department of Home Science were meeting the Programme objectives of the respective specializations and it has been approved .
- Resolved to recommend that in paper 302 Advance Human Nutrition of FSND programme minor changes were carried out in the chapter 2 and topics of Immunity were approved .
- Resolved that in FSND syllabus in place of Generic Elective 405 B Improving health and Nutrition IEC approaches” , a new value added paper entitled “ 405 B Baking Technology” was introduced.

**Members Present**

**Signatures**

- 1 **Prof. R. K.Anuradha**  
Chairperson , BOS  
Dept. of Home Science  
S.V.University, TIRUPATI
- 2 **Prof. K.Anuradha**  
Head, Ex-Officio Member  
Dept. of Home Science  
S.V.University, TIRUPATI
- 3 **Dr.K.V.Sucharitha.**  
Member  
Dept. of Home Science  
S.V.University, TIRUPATI
- 4 **Dr. K.Manjula**  
Member  
Dept. of Home Science  
S.V.University, TIRUPATI
- 5 **Dr. Jacinta**  
External Member  
Dept. of Home Science, S.PW College  
S.V.University, TIRUPATI
- 6 **Dr.P.Kumari,**  
External Member  
Dept. of Home Science, S.PW College  
S.V.University, TIRUPATI

Retired from services

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



**RESTRUCTURED CURRICULUM FOR  
M.Sc. HOME SCIENCE -EXTENSION MANAGEMENT AND COMMUNICATION  
TECHNOLOGY (REGULAR) PROGRAMME  
TO BE IMPLEMENTED WITH EFFECT FROM THE ACADEMIC  
YEAR 2017-2018**

**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

### SEMESTER-I

S. No.	Course Code	Components of Study	Title of the Course	No. of Credits	IA Marks	End SEM Exam Marks	Total
1	EMCT-101	Core-Theory	Extension Education in Community Development	4	20	80	100
2	EMCT-102	Core-Theory	Community Nutrition	4	20	80	100
3	EMCT-103	Core-Theory	Communication and Media Preparation	4	20	80	100
4	EMCT-104	Practical-1	Extension Education in Community Development Practical	2	-	-	50
5	EMCT-105	Practical-2	Community Nutrition Practical	2	-	-	50
6	EMCT-106	Practical-3	Communication and Media Preparation Practical	2	-	-	50
7	EMCT-107	Compulsory Foundation	Dynamics of Rural Society	2	10	40	50
8	EMCT-108	Elective Foundation	Human Values and Professional Ethics-1	4	20	80	100
		Total		24			600

## SEMETER -I

### COURSE –EMCT 101- EXTENSION EDUCATION IN COMMUNITY DEVELOPMENT

EMCT- 101	Extension Management and communication technology-SEM- I		<b>4 +2 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

#### COURSE OBJECTIVES:

The course helps the students:

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

#### UNIT- I

- **Extension Education:** Concept Meaning, Objectives and Principles of Extension Education and Home Science Extension Education
- Historical review of Extension Education in India and Abroad; Role and qualities of an Extension worker; 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
- Similarities and Dissimilarities between community Development and extension education; factors effecting community development work, Role of the Community Development worker and Difference between an extension worker and a community development worker.

#### UNIT- III

- **Community Participation:** Meaning, Importance, Factors influencing community participation, measures to improve community participation.
- **Recent extension approaches:** Participatory Rural Appraisal (PRA), Action plays, child-to-child approach, Woman-to-Woman approach, Rapid Rural Appraisal (RRA).

## 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 & Barmada, J.N. (1990). *Rural Development Approaches and Issues, Indian Ag. Dev. Since Independence*, Oxford & IBH.
2. Dhama, O.P. & Bhatnagar, O.P. (1991). *Communication for Development*, Oxford & IBH.
3. Mondal, S. & Ray, G.L. (2007). *A Text Book of Rural Development*, Kalyani.
4. Ray, G.L. (2006). *Extension Communication and Management*.
5. Kalyani, Rivera, W.H. (1987). *Agricultural Extension World Wide Issues, Practices and Emerging Priorities*, Croom Helm.
6. Singh, H. 1985. *Rural Development in India*. Print Well Publ.
7. Singh, R.P., Mathur, P.N. & Kumar G.A.K. (1999). *Extension Education – A Handbook for Extension Personnel*. IFWA, IARI, New Delhi.
8. Swanson, B.E., Bants, R.P. & Sofrenko, A.J. (1984). *Improving Agriculture Extension – A Reference Manual*. FAO.
9. Vanden Ban, A.W. & Hawkins, H.S. (1988). *Agriculture Extension*. Longman Scientific Technical.



## JOURNALS:

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

## COURSE OUTCOMES

After studying the course, students will be able to;

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

**CO 2.** To develop the skills of designing PRA material for studying the community.

1	CO-PO Mapping												
	Pos COs	PO1 (KB)	PO2 (PA)	PO3 (INV)	PO4 (DES)	PO5 (Tools)	PO6 (TEAM)	PO7 (COM M.)	PO8 (Prof.)	PO9 (Impact)	PO10 (Ethics)	PO11 (Econ)	PO12 (LL)
	CO1	3	2					2			1		
	CO2				3	3		2					2

3: High; 2: Medium; 1: Low

## EMCT 102: COMMUNITY NUTRITION

EMCT- 102	Extension Management and communication technology- SEM- I		<b>4+2 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

### Course Objectives

The course helps the students:

1. To know about nutrients in food and their functions.
2. To understand the consequences of deficiency of taking nutrients.
3. To comprehend knowledge on the role of nutrients in different stages of human life and methods of nutritional assessment.
4. To learn the community level problems and policies.

### 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.
2. Gopalan, C. (1992). *Basic issues in combating malnutrition*- NFI Publication.
3. Gopalan, C. (1990). *Women nutrition in India*. NFI Publication.
4. Jelliffe, D.B.(1966).*Assessment of nutritional status of the community*, WHO Monograph, Series No. 53. WHO Geneva
5. Mehtab S. Bamji. (1996).*Text book of human nutrition*, Oxford & IBH Co.PVT.LTD, New Delhi,
6. 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. Harpen M.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 Out comes

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 community.

### CO-PO mapping

Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
	KB	PA	INV	DES	Tools	Team	Comm	Prof.	Impa.	Ethics	Econ.	LL
CO1	3	3				3				3		2
CO2	3	3				2						2
CO3		3	3	3		2	2		2		2	2
CO4		3	2	2		2	2				2	2

3: High; 2: Medium; 1: Low

## COURSE: EMCT 103: COMMUNICATION AND MEDIA PREPARATION

EMCT- 103	Extension Management and communication technology-SEM- I		<b>4 +2 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

### COURSE OBJECTIVES:

The Course helps the student:

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

### UNIT- I:

- **Communication:** Meaning, definition, and importance of communication, scope of communication, principles of communication.
- Key elements of communication: 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 and factors governing in the selection and use of the methods.
- Recent trends in Instructional technology, Community Study, simulations and games, Multi-media approach and Role playing.

### UNIT- IV

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

### PRACTICALS:

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

### REFERENCE BOOKS:

1. Adivi Reddy, A. (1987). *Extension Education*, Sreelakshmi Press, Bapatla.
2. Dhama, O.P. and Bhatnagar, O.P.(1985). *Education and Communication for Development*, Oxford and IBH Publishing Co., New Delhi.

3. Sampath, K., PanneerSelvam, A. and Santhamma, S. (1995). *Introduction to Educational Technology*, 3rd edition, Sterling publishers Pvt. Ltd., New Delhi.
4. Adlar, R. and Towari, N. (1975). *Interpersonal Communication*, Holt Rinehart Winston, Sanfranscio.
5. Rogers, M.E. (1976). *Communication and Development critical Perspective*, Sage Publications, Beverly Hill, London.
6. KuppSwamy, B. (1984). *Communication and Social Development in India*, Media Promotion and Publishing Pvt. Ltd., Bombay,.
7. SchrumWolber, (1978). *The Process and Effects of Mass Communication*, University of Illinois, USA.
8. Ray, G.L. (1991). *Extension Communication and Management*, NayaPrakash, Calcutta,.
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10. Udaipareek, (1971). *Interpersonal Feedback for effective learning system*, New Delhi,.
11. Chakravarthy, S.R. (1977). *Audio-visual Aids in Education*, Sagar Publication, New Delhi.
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 OUT COMES:

After studying the course, students will be able to;

Co- I: Gain Complete knowledge about communication; Extension teaching methods; recent trends in Instructional technology

Co- II; Understand how to plan; prepare and use of different teaching aids in teaching different groups of people and in different learning situations

1	CO-PO Mapping												
	Pos COs	PO1 (KB)	PO2 (PA)	PO3 (INV)	PO4 (DES)	PO5 (Tools)	PO6 (TEA M)	PO7 (COM M.)	PO8 (Prof.)	PO9 (Impact)	PO10 (Ethics)	PO11 (Econ)	PO12 (LL)
	CO1	3				2		3					2
	CO2		3	3	2		2		2		1	1	2

3: High; 2: Medium; 1: Low



## **EMCT 104**

### **PRACTICAL I: EXTENSION EDUCATION IN COMMUNITY DEVELOPMENT PRACTICAL**

#### **OBJECTIVES:**

1. To acquire skill to study the community by using PRA techniques.
2. To sensitize the students, 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.

#### **OUT COMES:**

1. Provide skill to study the community by using PRA techniques.
2. Gain insight to develop the skill of critical analysis on various approaches of extension education.

## **EMCT 105**

### **PRACTICAL II: COMMUNITY NUTRITION PRACTICAL**

#### **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

#### **OUT COMES:**

1. Know the nutritional problems of the community.
2. Acquire knowledge about food groups, RDA and steps in planning a diet.

**EMCT 106****PRACTICAL III: COMMUNICATION AND MEDIA PREPARATION  
PRACTICAL****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

**OUT COMES:**

1. Gain Complete knowledge about communication; Extension teaching methods; recent trends in Instructional technology

2. Understand how to plan; prepare and use of different teaching aids in teaching different groups of people and in different learning situations

## **COURSE -EMCT-107: DYNAMICS OF RURAL SOCIETY**

EMCT- 107	Extension Management and communication technology-SEM- I		<b>2credits</b>
Internal marks : 10		End Semester Examination marks: 40	

### **COURSE OBJECTIVES:**

The course helps the students:

1. To know about social structure; characteristics of rural people; rural social problems - social institutions.
2. To understand the social change and the policies and programmes for social welfare and rural development.
3. To learn the factors affecting social change.
4. To gain insight about the welfare policies and programmes for rural society.

### **UNIT- I**

- **Social Structure:** Characteristics of rural people - Basic concept, society, community, rural-urban association, Institutions - primary, secondary groups; Social structure and rural development.
- **Rural Social Problems** - Poverty, Population explosion, Unemployment, Malnutrition, Illiteracy, Social inequality.
- **Social Institutions:** Meaning, purpose, general characteristics, types of social institutions - family, marriage, caste, class and their changing trends in the society.

### **UNIT- II**

- **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.
- **Groups-** Meaning, characteristics, classification; Dynamising the groups for effective participation methods - group discussion, huddle methods, buzz groups, panel, seminars, symposia, brainstorming.

## REFERENCES

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, Jaipur.

## JOURNALS

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

## COURSE OUTCOMES

After studying the course, students will be able to;

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

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

1	CO-PO Mapping												
	Pos Cos	PO1 (KB)	PO2 (PA)	PO3 (INV)	PO4 (DES)	PO5 (Tools)	PO6 (TEAM)	PO7 (COMM.)	PO8 (Prof.)	PO9 (Impact)	PO10 (Ethics)	PO11 (Econ)	PO12 (LL)
	CO1	3	2						2				3
	CO2			3	2	2							

3: High; 2: Medium; 1: Low

**EMCT 108: HUMAN VALUES AND PROFESSIONAL ETHICS - I**  
**(Revised Syllabus with effect from 2015-2016)**

**ELECTIVE FOUNDATION-THEORY**

EMCT -108	Extension Management and communication technology-SEM- I		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

**Course Objectives**

This course helps the students:

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

**Unit-I:**

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- 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 – Arya Astangamarga, (c) Jainism- mahavratas and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

**Unit-V:**

Crime and Theories of punishment- (a) Reformatory, Retributive and Deterrent. (b) Views on manu and Yajnavalkya.

**REFERENCES:**

1. John S Mackenjie: A manual of ethics.
2. "The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.
3. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Halighton.
10. SusrptaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha. Chowkarnba Sanskrit series. VolLII and III, Varnasi, Vol I 00,16'20,21-32 and 74-77 only.
11. CarakaSamhita :Tr.Dr. Ram Karan Sarma and VaidyaBhagavan Dash, Chowkambha Sanskrit Series office. Varanasi I, 11.111 VolIIPP 183-191.
12. Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.
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 be 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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
	KB	PA	INV	DES	Tools	Team	Comm	Prof.	Imp	Ethics	Econ.	LL
CO1	3									2		2
CO2	3									2		2
CO3	3									2		2
CO4	2									1		1

3: High; 2: Medium; 1: Low

### SEMESTER-II

Sl. No.	Course Code	Components of Study	Title of the Course	No. of Credits	IA Marks	End SEM Exam Marks	Total
1	EMCT-201	Core-Theory	Entrepreneurial Development and Empowerment of Women	4	20	80	100
2	EMCT -202	Core-Theory	Educational Technology	4	20	80	100
3	EMCT -203	Core-Theory	Community organization and Leadership	4	20	80	100
4	EMCT -204	Practical-1	Entrepreneurial Development and Empowerment of Women Practical	2	-	-	50
4	EMCT -205	Practical-2	Educational Technology Practical	2	-	-	50
5	EMCT -206	Practical-3	Community Organization and Leadership Practical	2	-	-	50
6	EMCT -207	Compulsory Foundation	Research Methodology	2	10	40	50
7	EMCT -208	Elective Foundation	Human values and Professional Ethics-II	4	20	80	100
		Total		24			600

**COURSE -EMCT 201- - ENTREPRENEURIAL DEVELOPMENT AND  
EMPOWERMENT OF WOMEN**

EMCT -201	Extension Management and communication technology-SEM -II		<b>4+2 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

**COURSE OBJECTIVES:**

The course helps the students:

1. To know about entrepreneurship development; status of women entrepreneurs in India; problems and concerns of women entrepreneurs.
2. To understand about the strategies for empowering women; rights of women; National Policy for empowerment of Women.
3. To realize the role of entrepreneurship in economic development.
4. To analyze the institutional support of entrepreneurship.

**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 (NISJET).

### UNIT-III:

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

### PRACTICALS:

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

### REFERENCES :

1. Paul Chowdhary, D.(1991).*Women Welfare and Development (A source book)*, Inter-India Publication, New Delhi.
2. SivakamaSundari, S.(1995). *Entrepreneurship Development for Rural Women'* (Vol.I), Asian and Pacific for Transfer of Technology, New Delhi,
3. Lakshmi Devi,'*Women Empowerment and Societal improvement'*, Anmol Publications, Pvt. Ltd., New Delhi,
4. Lakshmi Devi, '*Women and Development'*, Anmol Publications, New Delhi, 1998.
5. Lakshmi Devi(1998).*Governmental efforts for Developing Women as Human Resource'*,

- Anmol Publications, New Delhi
6. Reddy, P.R and Sumangala, P. 'Women in Development' (Perspectives from selected states of India), B.R. Publishing Corporation, Delhi 1998.
  7. NISIET Reading Material- 'Promotion of Women Entrepreneurship', NISIET, Hyderabad 1990.
  8. Jaya K.P. 'Women and Empowerment', Gyan Publishing House, New Delhi 1995.
  9. Santhi, K. 'Empowerment of Women', Annual publications Pvt., Ltd., Delhi 1998.
  10. Lalitha Rani, D. 'Women Entrepreneurs', APH Publishing Corporation, New Delhi 1999.
  11. Sushila Agarwal, 'Status of women', Printwell Publishers, Jaipur, 1988.
  12. Heggade, O.D. 'Developing Rural Women Entrepreneurship', Mohit Publications, New Delhi, 1998.
  13. Mali, D.D. 'Training for Entrepreneurship and Development', Mittal Publications, New Delhi, 1999.
  14. Swarajayalakshmi, C. '*Development of Women Entrepreneurship in India - Problems and Prospects*', Discovery Publishing House, New Delhi, 1998.
  15. Basotia, G.R. and Sharma, K.K. '*Hand Book of Entrepreneurship Development*', An Entrepreneur's guide to Planning, Starting, Developing and Managing a New Enterprise, Mengal Deep Publications, Jaipur.
  16. Soundarapandian, M. '*Women Entrepreneurship: Issues and Strategies*', Kanishka Publishers, Distributors, New Delhi, 1999.
  17. Sakunthala Narasimhan, '*Empowering Women - An Alternative Strategy from Rural India*', Sage Publications, New Delhi, 1999.
  18. Jayakothai Pillai, '*Women And Empowerment*', Gyan Publishing House, New Delhi, 1995.
  19. Bhaskara Rao Digumarti and Pushpalatha Rao Digumarti, (1999). '*Women, Education And*

**JOURNALS:**

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

**COURSE OUTCOMES**

After studying the course; students will be able to;

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

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

1	CO-PO Mapping												
	Pos Cos	PO1 (KB)	PO2 (PA)	PO3 (INV)	PO4 (DES)	PO5 (Tools )	PO6 (TEA M)	PO7 (COM M.)	PO8 (Prof.)	PO9 (Impact)	PO10 (Ethics)	PO11 (Econ)	PO12 (LL)
	CO1	3	2	2	2		2					3	2
	CO2		3	3	3	2				2			

3: High; 2: Medium; 1: Low

## COURSE - EMCT 202 -EDUCATIONAL TECHNOLOGY

EMCT- 202	Extension Management and communication technology-SEM- II		<b>4+2 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

### COURSE OBJECTIVES:

The course helps the students:

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

### UNIT-I

- **Teaching Learning Process:** 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

- 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

- 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. Vedanayagam EG.(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.

1	CO-PO Mapping												
	Pos Cos	PO1 (KB)	PO2 (PA)	PO3 (INV)	PO4 (DES)	PO5 (Tools)	PO6 (TEAM)	PO7 (COM M.)	PO8 (Prof.)	PO9 (Impact)	PO10 (Ethics)	PO11 (Econ)	PO12 (LL)
	CO1	3			2			3					2
	CO2				2			3		3			2

3: High; 2: Medium; 1: Low



## COURSE: 203- COMMUNITY ORGANIZATION AND LEADERSHIP

EMCT 203	Extension Management and communication technology-SEM II		<b>4+2 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

### COURSE OBJECTIVES:

The Course helps the student:

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

### UNIT-II

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

### UNIT-III

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

### UNIT- IV

- **Rural youth and women:**

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

**PRACTICALS:**

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

**REFERENCES:**

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

## JOURNALS:

1. Social change, council of social development, New Delhi.
2. Indian journal of Extension Education, Indian Society of Extension education, New Delhi.
3. Kurukshetra.
4. Adult leadership.
5. Social Welfare.
6. Rural Leadership.
7. KhadiGramodyog.
8. Rural India.
9. Journal of Rural Development.
10. Journal of Community guidance and research.

## COURSE OUT COMES:

After studying the Course, students will be able to;

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

Co- II: Evaluate the role of Panchayats in developing rural women; youth and also the ongoing programmes in the locality.

1	CO-PO Mapping												
	Pos Cos	PO1 (KB)	PO2 (PA)	PO3 (INV)	PO4 (DES)	PO5 (Tools)	PO6 (TEAM)	PO7 (COMM.)	PO8 (Prof.)	PO9 (Impact)	PO10 (Ethics)	POII (Econ)	POI2 (LL)
CO1	3					3		3	2				2
CO2		3	3	3	3			2	2				2

3: High; 2: Medium; 1: Low

## **EMCT 204**

### **PRACTICAL I:**

#### **ENTREPRENEURIAL DEVELOPMENT AND EMPOWERMENT OF WOMEN PRACTICAL**

#### **OBJECTIVES:**

1. To realize the role of entrepreneurship in economic development.
2. To 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.

#### **OUT COMES:**

1. Gain knowledge about entrepreneurship development and factors influencing entrepreneurship development.
2. Understand the institutional support of entrepreneurship and the role of entrepreneurship in economic development.

## **EMCT 205**

### **PRACTICAL II: EDUCATIONAL TECHNOLOGY PRACTICAL**

#### **OBJECTIVES:**

1. To design a course curriculum, Preparation of lesson plans of selected topics.
2. To 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.

#### **OUT COMES:**

1. Gain knowledge on designing a course curriculum; preparation of lesson plans; and visual aids.
2. Develop different instructional materials; exercises on teaching learning strategies; construction of competency based question paper.

## **EMCT 206**

### **PRACTICAL III: COMMUNITY ORGANIZATION AND LEADERSHIP PRACTICAL**

#### **OBJECTIVES:**

1. To analyze different patterns of leadership; techniques of identification of leaders; steps to organize youth clubs; Role of Panchayat in developing rural women.
2. To 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

#### **OUT COMES:**

1. Gain Complete Knowledge about community organization; Basic rural Institutions; Leadership; Voluntary organizations: Youth clubs.
2. Evaluate the role of Panchayats in developing rural women; youth and also the ongoing programmes in the locality

**EMCT 207: RESEARCH METHODOLOGY**  
**(Common to all Branches of M.Sc. Home Science and**  
**MS Food Technology Course)**

**COMPULSORY FOUNDATION – THEORY**

EMCT- 207	Extension Management and communication technology-SEM -II	2
Internal marks : 10		End Semester Examination marks: 40

**Course Objectives**

This course helps the students:

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

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

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

## 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.

## LEARNING EXPERIENCE

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

## REFERENCES

1. Bandarkar, P.L. and Wilkinson, T.S. (2000). *Methodology and techniques of social research*, Himalaya Publishing House, Mumbai.
2. Batnagar, G.L. (1990). *Research methods and measurements in behavioural and social sciences*, Agri. Cole publishing Academy, New Delhi.
3. Bajpai, S.M. (1987). *Methods of social survey and research*, KitabGhat, Kanpur-3
4. Black, T.R. (1999). *Doing quantitative research in the social sciences*, Sage Publications, New Delhi.
5. Dev Doss, R.P. and Kulandavel, K. (1985). *Hand book of methodology of research*, Oxford Press,
6. Garrett. (1986). *Statistics in psychology and education*, 10<sup>th</sup> Indian Re-print Valeits Fefer and Simons Co., Bombay.
7. Goode, J.W. and Hatt, P.K. (1975). *Methods in social science research*, Mc. Graw hill-Co., New York.
8. Kothari, C.R. (2004). *Research methodology (Methods and Techniques)*, New Age International (p) Ltd., New Delhi.
9. Kerlinger, F.N.(1983). *Foundations of behaviouring research*, SagePublications, Delhi.
10. Sharma S.R. (1994). “*Statistical methods in educational research*”, Anmol Publications Pvt. Ltd., New Delhi.

## Course Outcomes

After studying the course, students will able ;

CO1. Define terms like ‘variables’, ‘hypothesis’ ,research’and state the purpose of doing research

CO2. Understand different types of search and can compare the advantages and disadvantages of each type of research

CO3. Critically know the procedures for identifying an ideal sample for scientific research.

CO4. Prepare a research proposal in the appropriate scientific style



### CO-PO mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Outcomes	KB	PA	INV	DES	Tools	Team	Com m	Prof.	Imp.	Ethics	Econ.	LL
CO1	3											2
CO2	3	2							2			2
CO3		2		3				2				
CO4	3	2		3						3		2

3: High; 2:Medium; 1: Low

**EMCT- 208 - HUMAN VALUES AND PROFESSIONAL ETHICS - II**  
**(Revised Syllabus with effect from 2015-16)**  
**ELECTIVE FOUNDATION- THEORY**

EMCT- 208	Extension Management and communication technology-SEM -II		<b>4</b>
Internal marks : 20		End Semester Examination marks: 80	

**Course Objectives**

This course helps the students:

1. To associate the terms ‘value education’ ‘self-introspection’ and ‘self-esteem’ which are the core aspirations of all human beings.
2. To understand the importance of ethics in different fields like medical, business , environment and social ethics and ethics of media.
3. To 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. To 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.

**Unit-I:**

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- 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- 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- 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- 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:**

1. John S Mackenjie: A manual of ethics.
2. The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.
3. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha: A Manual of Ethics
  
9. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Halighton.
10. SusrptaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha. ChowkarnbaSanskrit series. VolLII and III, Varnasi, Vol I 00,16'20,21-32 and 74-77 only.
11. CarakaSamhita :Tr.Dr. Ram Karan Sarma and VaidyaBhagavan Dash, Chowkambha Sanskrit Series office. Varanasi I, 11.111 VolIPP 183-191.
12. Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.
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.

CO.4. 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 KB	PO2 PA	PO3 INV	PO4 DES	PO5 Tools	PO6 Team	PO7 Comm	PO8 Prof	PO9 Imp	PO10 Ethics	PO11 Econ	PO12 LL
CO1	3									2		2
CO2	3											3
CO3	2	3										2
CO4	2	2										2

3: High; 2:Medium; 1: Low

### SEMESTER-III

Sl.No	Course Code	Components of Study	Title of the Course	No. of Credits	IA Marks	End SEM Exam Marks	Total
1	EMCT-301	Core-Theory	Rural Development Administration	4	20	80	100
2	EMCT-302	Core-Theory	Training and Development	4	20	80	100
3	EMCT-303	Practical -1	Rural Work Experience	4	-	-	100
4	EMCT-304	Practical-2	Internship	4	-	100	100
5	EMCT-305	Generic Elective*	(a) Managerial Skills for Extension Professionals (b) Communication Technologies in Extension  c) Sustainable Livelihood Systems	4	20	80	100
6	EMCT-306	Open Elective (For other departments)	(a) Fundamentals of Food. Nutrition and Health (or) (b) Nutritional Assessment	4	20	80	100
		Total		24			600

\*Among the Generic Elective a student shall choose any ONE Elective.

## COURSE EMCT: 301: RURAL DEVELOPMENT ADMINISTRATION

EMCT-301	Extension Management and communication technology-SEM- III		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

### COURSE OBJECTIVES

The Course helps the Student:

1. To know about administration in Extension and Rural Development: Coordination and Supervision in Rural Development Administration.
2. To understand the purpose and principles of Administration; Human Relation in Extension Administration:
3. To analyze the recent ongoing Rural Development Programmes in Gram Panchayat.
4. To evaluate the training and visit system; KVKs.

### 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 administrative setup, functions.
- **Recent Rural Development Programmes:** Objectives achievements and constants: 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), Supply of Improved Toolkits to Rural Artisans (SITRA), Prime Minister Rojgar Yojana (PMRY), Chief Minister Empowerment of Youth (CMEY), Watershed Development Programme (WSDP), Krishi Vignana kendra (KVK), Janmabhoomi.

#### UNIT- IV

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

#### PRACTICALS:

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

#### REFERENCES - BOOKS:

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

## JOURNALS

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

## COURSE OUT COMES:

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

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

Co- II: Analyze the recent Rural Development Programmes in the nearby Panchayat; functioning of KVK s ; Evaluate the training and visit system.

Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	POII	POI2
	(KB)	(PA)	(INV)	(DES)	(Tools)	(TEAM)	(COMM.)	(Prof.)	(Impact)	(Ethics)	(Econ.)	(LL)
CO1	3	2				2		2				
CO2		3	3	3	2				2			2

3: High; 2:Medium; 1: Low



## COURSE - EMCT 302 - TRAINING AND DEVELOPMENT

EMCT- 302	Extension Management and communication technology-SEM -III		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

### COURSE OBJECTIVES:

The course helps the students:

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

### 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, competency based training, participatory training methodologies – aspects, advantages, limitations, implications for training process.
- **Training administration:** policies, guidelines, authority
- Budget, records, resourcing: use and choice of consultants.

### 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, process work, micro-lab, business games etc.
- Evaluation types- evaluation for guiding, checking and monitoring for action.
- Evaluation process- components, process and methods and techniques.
- Frame work for evaluating training programmes, internal and external indicators. Cost, organizational support and other factors facilitating training post training factors.
- **Organizational factors and training:** Working climate, leadership, values, and mechanics of change- organizations as socio-technical system- impact development.

#### **PRACTICALS**

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

#### **REFERENCES**

1. Berger, M.L.and Berger, P.J.(1973).*Group training technologies*, Lowe and Bryalonepvt.ltd., haver hill; Britain.

2. Bhatnagar, O.P. (1989). *Evaluation Methodology for Training Theory and practical*. Oxford and IHB publishing company; New Delhi.
3. Easterby smith, Mark.(1986). *Evolution Management, Training and Development*, Growers publishing Co.; England.
4. Flippo Edwin, B. (1972). *Principles of personnel management*. McGraw Hill Co.; New York.
5. Hackett, P.(1997). *Introduction to Training*, Universities Press; Hyderabad.
6. Kolb, D. (1984). *Experiential Learning- Experience as the Source of Learning and Development*, Prentice Hall Inc., New Jersey.
7. Lyton S, R. and Pareek, U.(1990). *Training for development*, Vistar Publications; New Delhi.
8. Lyton, R. and Pareek, U.(1992). *Facilitating development*, Sage Publications; New Delhi.
9. Moss Geoffrey. (1988). *The Trainer Handbook for Managers and Trainers*, Institute of Management; Singapore.
10. Myshra, D.C.(1990). *New Directions in Extension Training*. Directorate of Extension, Ministry of Agriculture, Government of India; New Delhi.
11. Palmer, A.B.(1981). *Learning cycle: Models of Behavioural change- A Hand book of Group Facilitator*. University Associates; California.
12. Pareek, U.(1989). *Behavioral process in organization*, Oxford and Publishing House; Bombay.
13. Prior; J (1994). *Behavioral Process in Organization*, Oxford and IBH; New Delhi.
14. Singh, P.N. (1989). *Training for Management Development*, Forum of Asian Managers, Bombay.
15. Sparhawk, S.(1998). *Identifying Targeted Training Needs*. Wheeler Publishing House; Bombay.
16. Stephen, P.R. (1989). *Organizational Behaviour: Concept, Controversies and Application*, Prentice Hall of India; New Delhi.
17. Truelove, S. (1997). *Hand book of Training and Development*, Beacon Books, A Blackwell Asia Imprint; New Delhi.
18. Vanmentsmony (1983). *The Effective Role play- a Handbook for teachers and Trainers*, Kogan page Ltd; London.
19. Virmani and Seth, P.(1989). *Evaluation Management in Training and development*. Vision; New Delhi.
20. York, A. (1989). *The system Approach to Training*. Royal Institute of Public Administration Studies; London.

## 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.

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

3: High; 2:Medium; 1: Low

**EMCT-303- PRACTICAL - I: RURAL WORK EXPERIENCE PROGRAMME  
PRACTICAL**

**(Common to all Branches of M.Sc. Home Science)**

EMCT -303	Extension Management and communication technology-SEM -III	4 credits
End Semester Examination marks: 100		

**Objectives**

The Rural work experience helps the students:

1. To expose students to the natural setting of the village situations, to understand the rural life by students.
2. To develop an understanding of rural life situations prevailing in villages with special reference to Home science among the students.
3. To familiarize with the socioeconomic conditions of people and their problems and several agencies and institutions involved in rural development.
4. To develop communication skills in students using extension teaching methods in the transfer of technology.
5. To acquaint students with on-going extension and rural development programmes.
6. To improve the overall nutritional status of rural communities by identifying the problems related to health and nutrition.
7. To impart the knowledge and skills in the fields like Food and nutrition, Human development, Textiles and clothing, Human resource management, can be provided to the needy families.

**OUTCOMES:**

After completion of the rwe programme, students will be able to;

1. Understand and experience the rural life; their socio-economic conditions; problems of rural people; agencies involved in rural development
2. Develop communicative skills, confidence, and competence, to solve the problems related to women, children and youth in the rural areas; use extension teaching methods in the transfer of technologies to the rural families; develop leadership among people and help them in organizing groups to solve their problems; improve the standard of living of the rural people.

## EMCT 304-PRACTICAL II – INTERNSHIP

EMCT -304	Extension Management and communication technology-SEM -III		<b>4 credits</b>
End Semester Examination marks: 100			

### Objectives

The internship helps the students:

1. To enable the students to gain first-hand exposure of working in the real world.
2. To develop in the students the ability to recall principles, relate them to practices, study them in operation and apply them.
3. To communicate and collaborate effectively and appropriately with different professionals in the work environment through written and oral means.
4. To provide a practice-oriented and ‘Hands-on’ working experience in the NGOs / Government organizations and to enhance the students learning experience.
5. To 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.

### OUTCOMES:

After completion of the internship, students will be able to:

1. Gain experience of working in the real world and develop self-confidence, interpersonal skills, and ability to work as a team in a real organizational setting.
2. Develop the ability to communicate and collaborate effectively and appropriately with different professionals in the NGOs/GOs.

**COURSE - EMCT 305- (Generic Elective) \*- (A) MANAGERIAL SKILLS FOR EXTENSION PROFESSIONALS**

EMCT - 305(a)	Extension Management and communication technology-SEM- III		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

**COURSE OBJECTIVES:**

The course helps the students:

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

**UNIT-I**

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

**UNIT-III**

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

**UNIT-IV**

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

## REFERENCES

1. Leon C Megginson, Donald, C.Hosely& Paul H Pietri Jr. (1989). *Management Concepts and Applications..*
2. Michel Le Boeuf (Ed.). (2001). *Essence of time Managemen, Jaico Publ. House.*
3. Narayan B. (1999). *Project Management. APH Publ.*
4. Srinivasan, R &Chunawalla, SA. (1995). *Management Principles & Practice. 4th Ed. Himalaya Publ. House.*
5. Stemphen, P Robbins.(1989). *Training in Inter Personal Skills: Tips for Managing People at Work. Prentice Hall.*
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.

Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	POII	POI2
	(KB)	(PA)	(INV)	(DES)	(Tools)	(TEAM)	(COMM.)	(Prof.)	(Impact)	(Ethics)	(Econ)	(LL)
CO1	3	2	2	2			3	3	2			2
CO2		3	3	2	2		3	2	2			

3: High; 2:Medium; 1: Low



**COURSE - EMCT 305-(Generic Elective) \*- (B) COMMUNICATION TECHNOLOGIES IN EXTENSION**

EMCT -305 (b)	Extension Management and communication technology-SEM- III		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

**COURSE OBJECTIVES:**

The course helps the students:

1. To know about communication systems- interpersonal; organizational; public and mass communication.
2. To understand the concept; scope and relevance of media in society; functions and future prospects of media.
3. To analyze the definite role of advertising in modern marketing system; Media planning and scheduling; selection of media; ethics in mass media.
4. To evaluate media systems in advertising; preparation of effective advertisements using multimedia systems.

**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;
- Principles of visual design- rhythm, harmony, proportion, balance and emphasis.

**UNIT-II: Media systems: Trends and Techniques**

- Concept, scope and relevance of media in society.
- Functions reach and influence of media.
- Media scene in India, issues in reaching out to target groups.
- Contemporary issues in media- women and media, human rights and media, consumerism and media.
- **Historical background:** nature, characteristics, advantages and limitations and future prospects of 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, computer based technologies.
- Outdoor media; exhibition, fairs and kiosks.
- Media planning and scheduling, selection of media on the basis of suitability, reach, impact, frequency and cost.
- Introduction to ethics in mass media, freedom of speech, expression and social responsibility.
- Political and Government controls on the media.

### **UNIT-III: Advertising**

- Definition, concept and role of advertising in modern marketing system and national economy.
- Inter-relation of advertising and mass media systems.
- Types of advertisements- commercial, non-commercial, primary demand, selective demand, classified and display advertising, comparative and co-operative advertising.
- Techniques of preparation of effective advertisements for various media.

### **UNIT-IV:**

#### **Computer Graphic Designing**

Introduction to Basic of Computers.

Concept of multimedia.

Multimedia Applications.

Advantages of Digital Multimedia.

Multimedia System.

Animation and Graphics using 3D Studio or Such other Packages.

Introduction to Graphics.

Drawing objects, shaping, transforming, stretching, mirror and scaling, making curves, lines rectangles, circles and ellipses. Creating special effects, adding perspective to an object, editing it, extruding an object and using blends.

Introduction to Scanning.

Scanning and developing Color Ways- Basic.

Introduction to Animation using 3D Studio, Key framing and motion control.

Basic of 3D modeling, transition from 2D space to 3D space.

3D shaping and rendering.

International media- email, internet, teleconferencing, video conferencing video displayer, CDROM writer, Microphone, LCD Projector, video disc technology, virtual reality.

## REFERENCES

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

## 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.

1	CO-PO Mapping												
	Pos COs	PO1 (KB)	PO2 (PA)	PO3 (INV)	PO4 (DES)	PO5 (Tools)	PO6 (TE AM )	PO7 (CO MM. )	PO8 (Prof.)	PO9 (Impa ct)	PO10 (Ethic s)	PO11 (Econ)	PO12 (LL)
CO1	3	2	2	2			3	3	2				2
CO2		3	3	2	2		3	2	2				

3: High; 2:Medium; 1: Low

**COURSE EMCT -305- (Generic Elective)\* - (C) SUSTAINABLE LIVELIHOOD SYSTEMS**

EMCT -305 (c)	Extension Management and communication technology-SEM -III		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

**COURSE OBJECTIVES:**

The course helps the students:

1. To know about the livelihoods of rural/urban people; resources – land, soil; climate; water and forests; processes and relationships among agro-climatic and natural resources
2. To understand the production systems- farming and non-farming activities; their linkage with the livelihoods of rural people; food security; livelihood security.
3. To analyze the social and economic dimensions of sustainable development.
4. To assess the indicators of environmental sustainability.

**UNIT I**

- **Sustainable Development:** Concept and Challenges; Ecological, Social and Economic Dimensions of Sustainable Development.
- Principles of Sustainable Livelihood; Framework of Sustainable Livelihood System: Indicators of Sustainable Livelihood.

**UNIT II**

- Holistic and multidisciplinary exposure to the understanding of Concepts, Processes and relationships among Agro-Climatic and Natural Resources.
- Agro-Climatic zones in India, Deforestation on Rainfall.

**UNIT III**

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

**UNIT IV**

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

## REFERENCES

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

## COURSE OUTCOMES

After studying the course, students will be able to;

1. Gain knowledge on sustainable livelihood; challenges and indicators of sustainable development.
2. Understand the production systems; natural resources and their linkage with rural livelihoods

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

3: High; 2:Medium; 1: Low

**COURSE EMCT 306 A: FUNDAMENTALS OF FOOD, NUTRITION AND HEALTH  
OPEN ELECTIVE (For other departments) -THEORY**

EMCT - 306(a)	Extension Management and communication technology-SEM- III		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

**COURSE OBJECTIVES:**

The course helps the students:

1. To gain knowledge on foods, food groups, balanced diet for different age groups.
2. To understand the importance of macro and micronutrients in daily diet.
3. To comprehend knowledge on deficiency symptoms of different nutrients.
4. To able to get knowledge on nutritional problems in community.

**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 OUT COMES

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

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
Outcomes	KB	PA	Inv	Des	Tool	Team	Com m	Prof.	Imp	Ethics	Econ	LL
CO1	3											2
CO2		2	2	2								2
CO3	2		2	2								2
CO4			3	2								2

3: High; 2:Medium; 1: Low

**COURSE -EMCT - 306 B: NUTRITIONAL ASSESSEMENT  
OPEN ELECTIVE (For other departments) - THEORY**

EMCT- 306(b)	Extension Management and communication technology-SEM -III		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

### **Course Objectives**

The course helps the students:

1. To learn the determinants of Nutritional Surveillance.
2. To understand the direct and indirect methods of nutritional assessment.
3. To gain Knowledge on dietary assessment at individual and house hold level.
4. Identify the clinical symptoms and biochemical tests for different nutritional problems.

### **UNIT-I**

- Nutritional Surveillance: Need determinants, Nutritional Surveillance over view of the methods of assessment of Nutritional and health status.

### **UNIT-II**

- Methods of assessment: Direct and Indirect methods of Nutritional assessment of human groups-ABCD- Techniques.
- Assessment of age: Using local events calendar
- Anthropometry Assessment: Measurement used, use of equipment, standards for comparison. Classification used to categorize malnutrition, cut of points used to distinguish current and long term malnutrition.
- Indicators of nutritional status
- Guidelines for interpretations of growth charts.

### **UNIT-III**

- Dietary assessment: Methods and techniques for assessing dietary intakes of individual, house hold level and institutional level.

### **UNIT-IV**

- Clinical assessment: Study of different methods and techniques for clinical assessment of nutritional status and diagnosis of sign of relation to various nutrient deficiencies.
- Biochemical assessment: Methods and techniques for major nutritional disorders, standards for comparison, field level assessment techniques.



## REFERENCES - TEXT BOOKS

1. Mehtab S. Bamji. (1996). Text book of Human Nutrition, Oxford& IBH Co.PVT.LTD, New Delhi.
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.

## COURSE OUT COMES:

After studying the course, students will be able to

CO 1 Acquire knowledge on Nutritional Surveillance.

CO 2 Apply direct and indirect techniques to assess nutritional status.

CO 3 Gain knowledge on methods of dietary assessment at individual and house hold level.

CO 4 Identify signs and symptoms of different nutrient deficiencies.

## CO-PO Mapping

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
	KB	PA	Inv	Des	Tool	Team	Com m	Prof	Imp	Ethics	Econ	LL
CO1	3											2
CO2	3											2
CO3		2	2	2								2
CO4		3	2	2								2

3: High; 2:Medium; 1: Low

### SEMESTER-IV

Sl.No	Course Code	Components of Study	Title of the Course	No. of Credits	IA Marks	End SEM Exam Marks	Total
1	EMCT-401	Core-Theory	Principles of Guidance and Counseling	4	20	80	100
2	EMCT-402	Core-Theory	Extension Programme Planning and Evaluation	4	20	80	100
3	EMCT-403	Project Work/ Paper	Thesis/ Community Health Management	4	20	80	100
4	EMCT-404	Practical- 2	Principles of Guidance and Programme Planning Practical	4	-	-	100
5	EMCT-405	Generic Elective*	(a)Extension Management (b) Science & Technology for Rural Women (c) Environmental Management	4	20	80	100
6	EMCT-406	Open Elective* (For other departments)	(a) Child Welfare Programmes or (b) Disaster Management	4	20	80	100
		Total		24			600

\*Among the Generic Elective a student shall choose any ONE Elective.

## COURSE -EMCT 401-PRINCIPLES OF GUIDANCE AND COUNSELING

EMCT- 401	Extension Management and communication technology-SEM- IV		<b>4+2 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

### COURSE OBJECTIVES:

The course helps the students:

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

### UNIT- I

#### GUIDANCE:

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

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

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

### UNIT- II

#### COUNSELLING:

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

### UNIT- III

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

### UNIT- IV

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

### PRACTICALS

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

### REFERENCES

1. NarayanaRao, *Counselling and Guidance*, 2nd Edition, Tata McGraw-Hill Publishing Ltd., New Delhi 3000.
2. Masch, *Principles of Guidance and Counselling*, Sarup and sons, New Delhi 3000.
3. SitaramJayaswal, (1990) *Guidance and Counselling - An eclectic approach*, Prakashkendra, Lucknow.
4. Mukhopadhyaya, (1989). *Guidance and Counselling*, (A Manual), Himalaya Publishing house Ltd, New Delhi.
5. Swadesh Mohan, (1998). *Career Development in India*, Vikas Publishing house Pvt.Ltd.,

New Delhi.

6. Adams, James, F.(1970).*Problems in Counselling*, The Macmillan Co., New York.
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.
9. Kaur, Surajit,(1971).*Fundamentals of Counselling*, Sterling Publishers, New Delhi.
10. Kochhar, K.(1976). *Educational and Vocational guidance in Secondary Schools*, Sterling Publishers, New Delhi.
11. Krumbeltz, John D. and Carl E.(1976).*Counselling methods*, Holt, Rinehart, Winston, New York.
12. Pepinsky, Harold B. et all (1954).*Counselling, Theory and Practices*, The Ronald Press Co., New York.
13. Shertzer, B. and Stones, C. (1976). *Fundamentals of Guidance*, Houghton Mifflin Co., Boston.
14. Shertzer, B. and Stones, C. 'Fundamentals of Counselling', Houghton Mifflin Co., Boston.
15. Waters, Jane,(1965).*Techniques of Counselling*, McGraw HillBookCo., New York.
16. Brammer, L.M. and Shatram, E.L.(1968). *Therapeutic Psychology*, New Delhi : Prentice – Hall of India.
17. Fuster,(1964). *Counselling in India*, New York: The Macmillan and Co.
18. Goldman, L. (1971).*Using tests in counselling*, New York, Appleton centry Crafts :.
19. Jones, A.J. and Steward, N.B.(1970). *Principles of Guidance*, Tata-McGraw Hill, Bombay.
30. Kemp, Gratoon, C.(1970). *Foundations of group counselling*, McGraw Hill Book Co., New York.
21. Krumboltz, John D. Tharesen Carl, E.(1966). *Behavioural Counselling*, Holt, Rinehart and Winston Inc., New York.
22. Miler, F.W.(1968).*Guidance Principles and Services*, Charles Ohio, f. Merrill Publishing Co., Columbus.

23. Miller, Carol, H.(1971).*Foundations of Guidance*, Harper and Row Publishers, New York.
24. Ohlsen, Merie, M.(1970). *Group Counselling*, Holt Rinchart and Winston inc. New York.
25. Parricha, Prem, (1976).*Guidance and Counselling in Indian Higher Education*, NCERT, New Delhi, 1976.
26. Tolber,(1973). *Counselling for Career Development*, Houghton Mifflin, Co., Boston.

### JOURNALS

1. British Journal of Guidance.
2. Counselling Psychologist.
3. Indian Journal of Clinical Psychology.
4. Journal of Counselling Psychology.
5. Personnel and Guidance.
6. The School Counsellor.
7. Journal of Community Guidance and Research.

### COURSE OUT COMES;

After studying the course, students will be able to;

**CO 1.** Gain knowledge about the importance of guidance and counseling; types of services; counseling; types and theories of counseling.

**CO 2.** Understand group guidance; guidance programmes; evaluation in guidance and counseling.

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

3: High; 2:Medium; 1: Low

## COURSE: 402: EXTENSION PROGRAMME PLANNING AND EVALUATION

EMCT- 402	Extension Management and communication technology-SEM -IV		<b>4+2 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

### COURSE OBJECTIVES:

The Course helps the students:

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

### UNIT- I

- **Programming Planning:** Meaning and importance of programme planning in Extension - 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 OUT COMES:

After studying the Course, students will be able to;

Co-I: Attain Knowledge about the Importance and Principles of Programme Planning; Programme Development cycle; plan of work; Programme implementation:

Co- II : Understand designing and administering a schedule for collection of data; Analysis of data; Develop a plan of work; Evaluation techniques to be used; Could able to conduct a training programme for women, children, youth etc.,

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

3: High; 2:Medium; 1: Low

## COURSE - EMCT 403- COMMUNITY HEALTH MANAGEMENT

EMCT- 403	Extension Management and communication technology-SEM -IV		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

### COURSE OBJECTIVES:

The course helps the students:

1. To know about the concept of community health and global health; Primary Health Care – definitions; principles; components; comprehensive health care; levels of prevention.
2. To understand about health and development indices; major health problems in India, management information systems in health.
3. To assess the health needs of special groups – women, infants; and children; health of adolescents; geriatric health needs and problems.
4. To do assessment of existing community health programmes in different communities / areas, operation of a) Health care services b) Information systems.

### UNIT- I

#### Concept of Health and Health care

- Concepts of health and positive health, definition of health.
- Health-disease continuum, factors affecting health, health as a human right.
- Concept of community health and global health, health for all.
- Primary Health Care – definitions, principles, components, comprehensive health care, levels of prevention, concept of reproductive health.

#### Health and Development Indices

- Health indices and related indices in community health, fertility indicators, vital statistics, mortality, morbidity indicators
- **Demographic indicators** – sex ratio, indicators for social and mental health, Human Development index, Disability Adjusted life years (DALY) Reproductive Health Index.

### UNIT-II

#### Community Health Needs and Problems

- Health needs and problems related to sanitation and environment, protected water, personal hygiene and pollution control.
- Ecology and environment, global warming-causes, effects and prevention, natural and manmade disaster management.
- Major Health problems in India Communicable and non-communicable diseases, Reproductive health problems.

#### Health care services

- Health administrative set up, peripheral, state, national – urban, rural, role of NGOs.

- National Health programmes, child survival and safe motherhood, reproductive and child health programme. National and International Health agencies Health information, education, communication.

### **UNIT- III**

#### **Management Information Systems in Health**

- Basic epidemiology, surveillance, health screening, health regulations and acts, health legislations
- International health regulations Census, sample registration system, national family health surveys.
- Evaluation of health services, health system research.

### **UNIT -IV**

#### **Health needs of special groups**

- Infants, young children and adolescents
- Women, Elderly, Tribal populations.
- Migrant and refuge populations.
- Urban and rural poor.
- 

### **PRACTICALS**

1. Planning community health programmes for different concepts
2. Conducting community health programmes Monitoring / Evaluation
3. Assessment of existing community health programmes in different communities / areas
4. Assessment of operation of a) Health care services, b) Information systems
5. Assessment of health needs of different family groups in a given area
6. Assessment of community health problems of different groups; Women, adolescent girls / Children / Geriatric people / Special groups
7. Survey of Major health problems / Conducting of health groups: Education programmes.

### **REFERENCES:**

1. Dutt, P.R.(1993): Primary Health Care. Vol. 1-3. Gandhigram Institute of Rural Health and Family Welfare Trust. Ambathurai
2. Manelkar, R.K.(1997): A textbook of Community Health for Nurses, Vora Medical Publication; Mumbai
3. Park, K (3000): Essentials of Community Health Nursing. M.S Banarsidas Bhanot; Jabalpur.
4. Park, K.(3000): Textbook of Preventive and Social Medicine. M/S Banarsidas Bhanot; Jabalpur.

## COURSE OUTCOMES

After studying the course, students will be able to;

**CO 1.** Gain knowledge about the concept of health; the factors affecting health.

**CO 2.** Understand about the major health problems in India; assessment of existing health programmes in different communities.

1	CO-PO Mapping												
	POs COs	PO1 (KB)	PO2 (PA)	PO3 (INV)	PO4 (DES)	PO5 (Tools)	PO6 (TEAM)	PO7 (COMM.)	PO8 (Prof.)	PO9 (Impact)	PO10 (Ethics)	PO11 (Econ)	PO12 LL
	CO1	3							2	2			2
	CO2		3	3	3	2			2	2			2

3: High; 2:Medium; 1: Low

**EMCT 404-PRACTICALS**  
**(401+402)**  
**PRINCIPLES OF GUIDANCE AND PROGRAMME PLANNING PRACTICAL**

**PRINCIPLES OF GUIDANCE:**

**OBJECTIVES:**

1. To assess the guidance programmes and counseling process in school and out of school settings.
2. To analyze the content of semi-structured Autobiography; use of standard test of study habits and attitudes (SSHA) for analyzing the study habits and attitudes.

**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.

**OUTCOMES:**

1. Gain knowledge about the importance of guidance and counseling; types of services; counseling; types and theories of counseling.
2. Understand group guidance; guidance programmes; evaluation in guidance and counseling.

**PROGRAMME PLANNING:**

**OBJECTIVES:**

1. To appraise Programme Evaluation; documentation in Programme implementation.
2. 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.

**OUTCOMES:**

1. Attain Knowledge about the Importance and Principles of Programme Planning; Programme Development cycle; plan of work; Programme implementation:
2. Understand designing and administering a schedule for collection of data; Analysis of data; Develop a plan of work; Evaluation techniques to be used; Could able to conduct a training programme for women, children, youth etc.,

## COURSE – EMCT (Generic elective\*) 405 - (A) EXTENSION MANAGEMENT

EMCT- 405 (a)	Extension Management and communication technology-SEM -IV		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

### COURSE OBJECTIVES:

The course helps the students:

1. To know about administration and management; process of management and organizational climate.
2. To 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.

### UNIT-I

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: planning, organizing, staffing, directing, communicating, co-ordination, controlling, monitoring and evaluation.

### UNIT-III

Organizational climate, behaviour and development; Management by Objective (MBO).

### UNIT-IV

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*. Agrotech Publ. Oxford & IBH.

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

## 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.

Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	POII	POI2
	(KB)	(PA)	(INV)	(DES)	(Tools)	(TE AM )	(CO MM. )	(Prof.)	(Impact)	(Ethics)	(Econ)	(LL)
CO1	3	3	2				3	3	2			2
CO2		3	3	2		3	3	3				2

3: High; 2:Medium; 1: Low



**COURSE - EMCT (Generic elective\*) 405- (B) SCIENCE AND TECHNOLOGY FOR RURAL WOMEN**

EMCT -405(b)	Extension Management and communication technology-SEM- IV		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

**COURSE OBJECTIVES:**

The course helps the students:

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

**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 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.**
- **Improvised devices - Smokeless chulahs - Cooking equipment's - pressure cooker - Improvised Cookers - hay box - Janata refrigerator.**

**UNIT-III**

- **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.
- Hazards and accidents in the home - causes, prevention - Safety education.

#### UNIT- IV

- **Agencies involved** –
- The various governmental and non-governmental agencies involved in research and application of science and technology for rural development
- Department of Science and Technology (DST), Department of Indian Institutions of Technologies, Agricultural Universities, Krishi Vignan Kendras (KVK's) and private organisations.

#### LEARNING EXPERIENCES

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; agencies involved in research and application of Science and Technology

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

3: High; 2:Medium; 1: Low

**COURSE - EMCT(Generic elective\*) 405- (C) ENVIRONMENTAL MANAGEMENT**

EMCT- 405 (c)	Extension Management and communication technology-SEM- IV		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

**COURSE OBJECTIVES:**

The course helps the students:

1. To know about the life and the environment; physical -chemical factors in the environment; changes in the environment; eco-system-Earth, man and environment.
2. To understand about the environment and public health; methods of waste management; women and environment
3. To assess the role of local municipal authority; government and non-governmental agencies in promoting better health environment.
4. To analyze the factors affecting changes in ecosystem and environment (Socio, economic, cultural and geographic)

**UNIT-I**

Fundamentals of environment

Environment definition. Scope of environment studies.

Life and the environment, Physic-chemical factors in the environment, changes in the environment – anthropogenic

Environmental hazards and risks

Natural resource-conservation and sustainable development

Eco-system-Earth, Man and Environment

Ecosystems of the world

Forest ecology

Pathways in ecosystem

Environment implications of energy use

Problems of sustainability of ecosystems

**UNIT II :**

Population and Environment

Carrying capacity: Limits to population growth.

Population growth and natural resources

Impact of population growth on economic development and environment

Land and water Resources of the Earth

Land resources of the earth

Land use

Water resource of the earth

Factors affecting changes in ecosystem and environment (Socio, economic, cultural and geographic)

### **UNIT- III**

Pollution and Environment with reference to Air, Water, Soil, Noise

Sources of pollution

Effects of pollution

Remedies to control pollution

Environment and Public Health

Environmental pollution and community health

Water borne diseases

Air borne diseases

Chemical insecticides and its impact on health

Toxic actions of metal and biological substances

Waste Management

Types of waste

Methods of waste management

Water pollution and treatment of waste

Solid waste management

Air pollution control technology

### **UNIT- IV**

Environmental Control Measurement

Environmental legislation

Environmental policies

Human rights issues relating to environment

Environment movements

Environmental ethics

Women and Environment

Role of local municipal authority, government and non-governmental agencies in

Promoting better health environment.

## LEARNING EXPERIENCES

1. Survey and Assessment of Ecosystem, Eco energy use, problems.
2. Estimation of population growth and Resources water resources, food resources, food sharing, trade, land uses, water and irrigation facilities.
3. Estimation of different types of pollution Air, Water, Soil, Noise etc.
4. Assessment of environment and public health problems – planning and conducting Intervention programmes
5. Assessment on water management
6. Water management visits to local Municipality or corporation offices – for assessing health services / Management approaches

## REFERENCES:

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### COURSE OUTCOMES

**CO1.** Gain knowledge about the life and the environment, physical -chemical factors in the environment; changes in the environment.

**CO2.** Understand about the environment and public health, methods of waste management; women and environment

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

3: High; 2:Medium; 1: Low

## COURSE EMCT 406 (a): CHILD WELFARE PROGRAMMES

(Open elective\*- For other departments)

EMCT- 406(a)	Extension Management and communication technology-SEM - IV		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

### COURSE OBJECTIVES

This course helps the students:

1. To define the terms 'child' and 'child welfare', enlist children in need of care and difficult circumstances.
2. To understand the role of government, voluntary organizations responsible for the welfare and development of children .
3. To utilize the knowledge on child welfare programmes to disseminate information as preventive, promotive , developmental and rehabilitative manner to the disadvantaged people in the society
4. To apply the knowledge about monitoring and evaluation of organizations when visiting and observing child welfare organizations .

### UNIT – I Child Welfare programmes

Need and History of Child Welfare programmes in India.

Existing Government and Voluntary Organizations for Children in India - ICDS, ICCW, CSWB, NIPCCD, NCERT, ICSW, Women Development and Child Welfare (WD&CW), Balbhavan society - Functions and services of all NGO's like RASS, PASS, Action AID, SOS - Principles, objectives and significance of organizations and activities.

### UNIT – II Different Child Welfare Organizations -

Orphanage, Juvenile homes, Home for street children and Observation homes

Administration, organization structure of Different organizations

Child labour- Child Trafficking -Prevention

### UNIT-III Monitoring and Evaluation of Child Welfare Institutions

Purpose and objectives of monitoring, monitoring of quality, indicators of monitoring, process of monitoring.

Objectives and techniques of evaluation

Parameters for Evaluation

Process of evaluation, evaluation personnel.

### UNIT-IV International Organizations

Principles, Objectives and Significance of International Organizations- UNICEF, WHO, CARE, CRY.

Changing philosophy and concept of programmes and services for children, Importance of Integrated approaches.

### REFERENCES



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2. NIPCCD.(1985).*Approaches to perspective plan on child development*.
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4. Fecistein, M. (1986). *Patterns in evaluation*, London: Macmillan.
5. Jayakaran, R.L. (1996). *Participatory learning and action: user guide and manual*, Madras: World Vision India.
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### 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. Define the terms ‘child’ and ‘child welfare’, enlist children in need of care and difficult circumstances viz.,orphans, street children, abused, exploited , children affected by natural calamities and disasters etc.,
- CO2. Understand the role of government organizations like ICDS, NIPCCD andvoluntary organizations like ICCW , SOS villages etc. responsible for the welfare and development of children .
- CO3. Utilize the knowledge on child welfare programmes to disseminate information as preventive, promotive , developmental and rehabilitative manner to the disadvantaged people in the society.
- CO4. Apply the knowledge about monitoring and evaluation of organizations when visiting and observing child welfare organizations .

### CO-PO Mapping

Courses	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
	KB	PA	INV	DES	Tools	Team	Com m	Prof	Imp	Ethics	Econ	LL
CO1	3		2									2
CO2	3	2	2									2
CO3	3									2		2
CO4	3	2	1		2			2				2

3: High; 2:Medium; 1: Low

**COURSE: EMCT-406 (B): DISASTER MANAGEMENT:  
(Open elective\*- For other departments)**

EMCT- 406(b)	Extension Management and communication technology-SEM - IV		<b>4 credits</b>
Internal marks : 20		End Semester Examination marks: 80	

**COURSE OBJECTIVES**

The Course helps the Student:

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

**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 wastewater 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. Central, State, District and local Administration; Armed forces in Disaster response
- Disaster response: Police and other organizations.

## REFERENCES

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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

Co- I Gain in-depth knowledge about natural disasters; manmade disasters; chemical hazards : disaster management.

Co- II: 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

Pos COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
	(KB)	(PA)	(INV)	(DES)	(Tools)	(TEAM)	(COMM.)	(Prof.)	(Impact)	(Ethics)	(Econ)	(LL)
CO1	3	3	3						2			2
CO2		3	3	3	2			2	2			2

3: High 2: Medium 1: Low

