

**SRI VENKATESWARA UNIVERSITY::TIRUPATI****S.V.U.COLLEGE OF SCIENCES****DEPARTMENT OF HOME SCIENCE****(Syllabus common for SV University College and affiliated by SVU Area)****( Revised Scheme of Instruction and Examination, Syllabus etc., with effect from the Academic Years 2016-17 for I and II Semesters and 2017-18 for III and IV Semesters )****M.Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY****SCHEME OF INSTRUCTION AND EXAMINATION****SEMESTER-I**

Sl. 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	Global Extension Systems 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

**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

### 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.

### 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.

**SEMESTER – I**  
**EMCT-101: EXTENSION EDUCATION IN COMMUNITY DEVELOPMENT**  
**CORE- THEORY**

**UNIT- I**

Concept of Extension Education: 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, Woman 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. Axinn George, H. & Thorat, S.S. (1972). *Modernizing Agricultural World Wide*, Oxford & IBH.
2. Cernea MM, Russel, JFA & Coulter, JK. (Eds.). (1983). *Agricultural Extension by Training and Visit-The Asian Experience*, The World Bank Washington D.C.
3. Dantwala, ML & Barmada, J.N. (1990). *Rural Development Approaches and Issues, Indian Ag. Dev. Since Independence*, Oxford & IBH.
4. Dhama, O.P. & Bhatnagar, O.P. (1991). *Communication for Development*, Oxford & IBH.
5. Mondal, S. & Ray, G.L. (2007). *A Text Book of Rural Development*, Kalyani.
6. Ray, G.L. (2006). *Extension Communication and Management*.
7. Kalyani, Rivera, W.H. (1987). *Agricultural Extension World Wide Issues, Practices and Emerging Priorities*, Crom Helm.
8. Singh, H. 1985. *Rural Development in India*. Print Well Publ.
9. Singh, R.P., Mathur, P.N. & Kumar G.A.K. (1999). *Extension Education—A Handbook for Extension Personnel*. IFWA, IARI, New Delhi.
10. Swanson, B.E., Bants, R.P. & Sofrenko, A.J. (1984). *Improving Agriculture Extension—A Reference Manual*. FAO.
11. 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.

**EMCT-102: COMMUNITY NUTRITION**  
**(Common to M.Sc. Human Development and Child Welfare Course)**  
**CORE- THEORY**

**UNIT-I:**

Food Composition - Grouping and menu planning:

Food groups – Classification – food composition, properties, characteristics culinary aspects 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, Pre-school children, childhood, Adolescence, Adulthood and Ageing – Nutritional requirements and Recommended Dietary Allowances (RDA)– Justification for special needs during periods of growth and development, pregnancy and lactation – significance of breast feeding – Principles of menu planning appropriate to age and stage of life span.

**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 – Aetiology –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 Production, Processing and Preservation-Food Fortification and enrichment- New Foods -Formulation of Food Mixtures.

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) – MCH Services - Immunization- Universal Immunization Programme (UIP).

Nutrition Education - Importance - Approaches Media and Methods

**PRACTICALS:**

1. Planning and Preparation of Cereal and Pulse Products.
2. Planning and Preparation of Milk and Meat Products
3. Planning and Preparation of Fruits and Vegetable Products.
4. Assessment of Nutritional Status using Anthropometry, Dietary and Clinical methods.
5. Planning of Diets for Different Age Groups and Physiological Conditions.
6. Planning Diets for Different Nutritional Deficiency like PEM, Iron Vit-A, Obesity.
7. Planning and Preparation of Programmes for Significant Days like Breast Feeding Week Nutrition Week, World Food Day.
8. Study of the following through visits
9. Govt School Lunch Programme
10. ICDS Programme

11. Anganwadi Training Centers.
12. School Lunch Programme at Sri Venkateswara University Laboratory Nursery School.
13. Preparation of Visual Aids for Nutrition Education, and Method Demonstration on a
14. 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. (1997). *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.
10. Indian Journal of Nutrition and dietetics, Coimbatore, India.

### **EMCT-103: COMMUNICATION AND MEDIA PREPARATION CORE- THEORY**

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

Meaning, definition, and importance of communication, scope of communication, principles or 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 Barlo'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, epidiastope, Radio, Film Projector, Television Laptops, Power Point Projection.

### PRACTICALS:

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

### REFERENCES 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*, Halt Rinehart Winston, Sanfranscio.
5. Rogers, M.E. (1976). *Communication and Development critical Perspective*, Sage Publications. Beverly Hill, London.
6. KuppuSwamy, B.(1984). *Communication and Social Development in India*, Media Promotion 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,.
9. Schultz, G.B.(1989) . *Communicating in the small group*, Harper and Raw Publishers, New York.
10. Udaipareek, (1971). *Interpersonal Feedback for effective learning system*, New Delhi,.
11. Chakravarthy, S.R. (1977). *Audio-visual Aids in Education*, Sagar Publication, New Delhi.

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. KhadiGramodyog.

EMCT-104	<b>Practical-1</b>	Global Extension Systems Practical
EMCT-105	<b>Practical-2</b>	Community Nutrition Practical
EMCT-106	<b>Practical-3</b>	Communication and Media Preparation Practical

### **EMCT-107: DYNAMICS OF RURAL SOCIETY COMPULSORY FOUNDATION - THEORY**

#### **UNIT- I**

Social structure : Characteristics of rural people - Basic concept, society, community, rural-urban association, institutions - primary, secondary groups; Rural society as a social system; 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 - domestic, social, political, economic; religious, cultural, 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.

Group - Meaning, characteristics, classification; Group dynamics - Meaning, Interaction process in small group. Dynamising the groups for effective participation methods - group discussion, huddle methods, buzz groups, panel, seminars, symposia, brainstorming.

#### **REFERENCES 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. 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. Muniiah, 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.
15. Desai, S.S.M. (1990). *Fundamentals of Rural economics*, Himalaya Publishing House, New 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.
18. Chitambar, J.B.(1998). *Introductory Rural Sociology*, Wiley Eastern Limited, New Delhi.

## **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

## **EMCT-108: HUMAN VALUES AND PROFESSIONAL ETHICS – I ELECTIVE FOUNDATION- THEORY**

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

### Unit-V

Crime and Theories of punishment- (a) Reformative, 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 Maitra, S.K: Hindu Ethics .
6. William Lilly: Introduction to Ethics
7. Sinha: A Manual of Ethics

8. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Halighton.
9. SusrptaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha. Chowkarnba Sanskrit series. VolLII and III, Varnasi, Vol I 00,16'20,21-32 and 74-77 only.
10. CarakaSamhita :Tr.Dr. Ram Karan Sarma and VaidyaBhagavan Dash, Chowkambha Sanskrit Series office. Varanasi I, 11.111 VolIPP 183-191.
11. Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.
12. Analyzing Moral.Issues, Judith A. Boss. May Field Publishing Company - 1999.
13. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad. Cosmo Publications
14. Text Book for Intermediate First Year Ethics and Human Values. Board of Intermediate Education- Telugu ~ Akademi, Hyderabad.
15. I.C Sharma Ethical Philosophy of India. Nagin& co Julundhar

# **II SEMESTER**

**DEPARTMENT OF HOME SCIENCE**

**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**(With effect from academic year 2016-17 for students admitted into First Semester onwards)**

**SEMESTER – II**

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

**CORE- THEORY**

## **UNIT- I**

Entrepreneurship and Development : Concept, Motivating factors of entrepreneurship, traits and growth of entrepreneurship, Entrepreneurship and economic development.

Women Entrepreneurs : Profile and Status of Women entrepreneurs in India, Problems and concerns of Women entrepreneurs, Schemes of Assistance from governmental and non-governmental Agencies.

## **UNIT- II**

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

## **UNIT-III:**

Business Plan for entrepreneurs: Development and Components, Project Idea, Product Idea Scan, Technology, Marketing, Manufacturing, Money and Capital, 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, Agriculture; Empowerment of women and economic development.

## **PRACTICALS:**

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

## **REFERENCES :**

1. Paul Chowdhary, D.(1991).*Women Welfare and Development (A source book)*, Inter-India Publication, New Delhi.
2. SivakamaSundari, S.(1995). *Entrepreneurship Development for Rural Women'* (Vol.I), Asian and Pacific for Transfer of Technology, New Delhi,
3. Lakshmi Devi, '*Women Empowerment and Societal improvement'*, Anmol Publications, Pvt. Ltd., New Delhi,
4. Lakshmi Devi, '*Women and Development'*, Anmol Publications, New Delhi, 1998.
5. Lakshmi Devi(1998).*Governmental efforts for Developing Women as Human Resource'*, Anmol Publications, New Delhi
6. Reddy, P.R and Sumangala, P. '*Women in Development'* (Perspectives from selected states of India), B.R. Publishing Corporation, Delhi 1998.
7. NISIET Reading Material- '*Promotion of Women Entrepreneurship'*, NISIET, Hyderabad 1990.
8. Jaya K.P. '*Women and Empowerment'*, Gyan Publishing House, New Delhi 1995.
9. Santhi, K. '*Empowerment of Women'*, Annual publications Pvt., Ltd., Delhi 1998.
10. Lalitha Rani, D. '*Women Entrepreneurs'*, APH Publishing Corporation, New Delhi 1999.
11. SushilaAgarwal, '*Status of women'*, Printwell Publishers, Jaipur, 1988.
12. Heggade, O.D. '*Developing Rural Women Entrepreneurship'*, Mohit Publications, New Delhi, 1998.
13. Mali, D.D. '*Training for Entrepreneurship and Development'*, Mittal Publications, New Delhi, 1999.
14. Swarajayalakshmi, C. '*Development of Women Entrepreneurship in India - Problems and Prospects'*, Discovery Publishing House, New Delhi, 1998.
15. Basotia, G.R. and Sharma, K.K. '*Hand Book of Entrepreneurship Development'*, An Entrepreneur's guide to Planning, Starting, Developing and Managing a New Enterprise, Mengal Deep Publications, Jaipur.
16. Soundarapandian, M. '*Women Entrepreneurship: Issues and Strategies'*, Kanishka Publishers, Distributors, New Delhi, 1999.
17. SakunthalaNarasimhan, '*Empowering Women - An Alternative Strategy from Rural India'*, Sage Publications, New Delhi, 1999.
18. JayakothaiPillai, '*Women And Empowerment'*, Gyan Publishing House,

New Delhi, 1995.

19. BhaskaraRaoDigumarti and PushpalathaRaoDigumarti,(1999).`Women, EducationAnd Empowerment', Discovery Publishing House, New Delhi,

**JOURNALS:**

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

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**

**Model Question paper**

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

**Second Semester**

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

**(CBCS for the students admitted from 2016-17)**

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

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following

Each question carries 5 marks :

Marks: 4x5=20

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

### **SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=60 Marks

- 9.(a). Write the profile and status of women entrepreneurs in India.  
(or)  
(b). Enumerate the scheme of Assistance from non-governmental agencies for women entrepreneurs in India.
- 10.(a). Describe the objectives and functioning of Self-Help Groups (SHG) in the context of entrepreneurial support systems.  
(or)  
(b). Write the functioning of an enterprise run by women entrepreneurs and regional entrepreneurship support system that is being operated in you area.
- 11.(a). Enumerate the factors to be considered for starting the enterprise.  
(or)  
(b). Write a project proposal for a selected enterprise.
- 12 (a). Write the strategies for empowering women  
(or)  
(b). Describe the role of women entrepreneur in rural development.

### **DEPARTMENT OF HOME SCIENCE**

**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**(With effect from academic year 2016-17 for students admitted into First Semester onwards)**

**SEMESTER – II**

**EMCT-202: EDUCATIONAL TECHNOLOGY**

**CORE- THEORY**

## **UNIT-I**

Teaching learning process; Meaning and characteristics of teaching and learning;Maxims of teaching; Stages, forms and levels of teaching and learning; Motivation:concept, importance and techniques.

## **UNIT-II**

Meaning and scope of educational technology; Curriculum design anddevelopment; Lesson planning: concept and methodology; Teaching learning strategies:microteaching, programmed instruction, simulation, role-play, team teaching, experientiallearning, 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; Guidanceand Counselling.

## **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.



**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**  
**Model Question paper**  
**M.Sc ( Home Science) Degree Examination**  
**Second Semester**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(CBCS for the students admitted from 2016-17)**  
**EMCT 202-EDUCATION TECHNOLOGY**

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**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

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

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=60 Marks

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

**DEPARTMENT OF HOME SCIENCE**

**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**(With effect from academic year 2016-17 for students admitted into First Semester onwards)**

**SEMESTER – II**

**EMCT-203: COMMUNITY ORGANISATION AND LEADERSHIP**

**CORE- THEORY**

**UNIT- I**

Concept, meaning and scope of community organisation, principles of community organisation, the process of community organisation, identifying the role of individuals in the community; Role and qualities of community organiser.

## **UNIT-II**

Community Organisation :

Basic rural Institutions - School, Panchayat and Co-operative.

Voluntary organisations of people - 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 organisation, 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 Yuvak Kendra, Rural Youth Clubs - Objectives, steps to organise 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 organisation in the locality.
2. Study of the leadership patterns, specially 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*, Naya Prakash, Calcutta.
4. Ross, M.G. (1955). *Community organization: Theory and Principles*, Harper and Row.
5. Gangrade, K.D. (1971). *Community organization in India*, Popular Prakashan,.
6. Kuppaswamy, B. (1977). *An Introduction to Social Psychology*, Vikas publishing house, Bangalore.
7. Dhama, O.P. and Bhatnagar, O.P. (1970). *Extension and communication for development*, Oxford IBH, New Delhi.
8. Harold, W. Boles and James, A. Davenport. (1975). *Introduction to Educational leadership*, Harper and Row Publishers, New York,.

**JOURNALS:**

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

**SRI VENKATESWARA UNIVERSITY :: TIRUPATI**

**Model Question paper**

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

**Second Semester**

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

**(CBCS for the students admitted from 2015-16)**

**Paper- I-EMCT 203 COMMUNITY ORGANIZATION AND LEADERSHIP**

**Time: 3Hours.**

**Max Marks : 80**

### **SECTION- A**

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

Marks: 4x5=20

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

### **S ECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15 =60 Marks

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

### **DEPARTMENT OF HOME SCIENCE**

**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**(With effect from academic year 2016-17 for students admitted into First Semester onwards)**

**SEMESTER – II**

**EMCT 207: RESEARCH METHODOLOGY**  
**(Common to all Branches of MSc Home Science and**  
**MS Food Technology Course**

## Compulsory Foundation

### THEORY

#### UNIT – I

Research Purpose and Types

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

#### 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, Check list, Questionnaire,  
Interview schedule, Measurement scales.

Sampling Methods: *Probability sampling*- Simple random, systematic random sampling, two Stages and multi stage sampling, cluster sampling. *Non-probability sampling*- Purposive, quota and volunteer sampling/Snowball Sampling.

Research Proposal- Preparation.

#### LEARNING EXPERIENCES

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. Kothari, C.R. (2004). *Research methodology (Methods and Techniques)*, New Age International (p) Ltd., New Delhi.
8. Kerlinger, F.N. (1983). *Foundations of behaviouring research*, Sage Publications, Delhi.
9. Sharma S.R. (1994). “*Statistical methods in educational research*”, Anmol Publications Pvt. Ltd., New Delhi.

**SRI VENKATESWARA UNIVERSITY:: TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**Second Semester**  
**(CBCS for the students admitted from 2016-2017)**

**EMCT -207 – RESEARCH METHODOLOGY**  
**(Common to all the specializations: FSND, HDCW, EMCT&FT)**

**SECTION- A**

Answer any TWO questions

Each question carry equal marks

Marks : 2X5=10

1. Define research? Enumerate the significance of research?
2. Explain the need and features of a good research design?
3. Write about Quota and snow ball sampling?
4. Describe case study as a research technique?

**SECTION- B**

Answer all questions

Each question carry equal marks

Marks: 2X 15=30

5. (a).How will you identify a research problem? Write about limitations and delimitations of the problem?  
(Or)  
(b).Write about Probability Sampling Technique?
6. (a).Describe in detail the methods of collection of data?  
(Or)  
(b).Define qualitative research and explain the types of qualitative research?

**EMCT-208: HUMAN VALUES AND PROFESSIONAL ETHICS - II  
(Revised Syllabus with effect from 2016-17)**

**ELECTIVE FOUNDATION- THEORY**

**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 Mackenzie: 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 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

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**

**Model Question paper**

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

**Second Semester**

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

**(CBCS for the students admitted from 2016-17)**

**EMCT 208- HUMAN VALUES AND PROFESSIONAL ETHICS- II**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following

Each question carries 5 marks :

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=60 Marks

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

# **III SEMESTER**

**DEPARTMENT OF HOME SCIENCE**

**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**(With effect from academic year 2016-17 for students admitted into First Semester onwards)**

**SEMESTER – III**

# **EMCT-301: RURAL DEVELOPMENT ADMINISTRATION**

## **CORE- THEORY**

### **UNIT- I**

Administration : Meaning, Nature and purpose of administration in Extension and rural development. The principles of administration and organization, human relation in extension administration.

### **UNIT-II**

Coordination: Meaning and importance, methods of bringing about co-ordination in Extension work, factors influencing co-ordination, Delegation of Authority and responsibility.

Supervision: Importance, Principles, differences between supervision and control, Techniques of supervision, Development of code of Ethics, competencies needed by extension personnel.

### **UNIT-III**

Rural Development Administration: The 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), Swarnajayanti Gram OSwarojgarYojana (SGSY), Jawahar Gram SamridhiYojana (JGSY), Employment Assurance Scheme (EAS), Million Wells Scheme (MWS), Ganga KalyanYojana (GKY), Supply of Improved Toolkits to Rural Artisan (SITRA), Prime Minister RojgarYojana (PMRY), Chief Minister Empowerment of Youth (CMEY), Watershed Development Programme (WSDP), KrishiVignanakendra (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 and V): Objectives of the T and V System, Basic assumption, Monitory and Evaluation, organisational structure.

## **PRACTICALS:**

1. Study the set up at different levels and function of different departments.
2. Visit to a near by Gram Panchayat to study the on young Rural Development programme.
3. Visit to nearby agencies offering Training.
4. Visit to selected village to study DWCRA, SHG, CMEY, SGSY, etc.,
5. Visit to a Village to study the functioning of 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*, NayaPrakash, 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. Behavioural Sciences and Community development, NIRD, Hyderabad.
9. Journal of Behavioural Science.
10. Rural development Digest.

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**THIRD SEMESTER**  
**(Specialization 'C' ; Extension Management & Communication Technology )**

**Time: 3hrs**

**Marks: 80**

**PART - A**

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

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

**SECTION- B**

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

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

**DEPARTMENT OF HOME SCIENCE**

**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**

**CHOICE BASED CREDIT SYSTEM (CBCS)**



(With effect from academic year 2016-17 for students admitted into First Semester onwards)

## SEMESTER – III

### EMCT-302: TRAINING AND DEVELOPMENT

#### CORE- THEORY

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

Concept of learning and types of learning, factors affecting learning among adults.

Types and methods of learning, learning paradigms- learning knowledge, attitudes, skills, practices, values experiential, reflective learning, literative learning.

Concept of training: Goals of training – self- development, action learning, transformation and organizational development, enhancing organizational effectiveness, team spirit.

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

Current trends in training methodologies, organizational development approach, competency based training, participatory training methodologies – aspects, advantages, limitations, implications for training process.

Training administration: policies, guidelines, authority – the formulation of training plans – whom to be given training, when and how?

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.

Arranging for strategies from training design. 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.

Developing organizational structures for facilitating micro and macro level interventions for facilitating 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.

**(Specialization 'C' ; Extension Management & Communication Technology )**  
(Under CBCS students admitted from 2016 – 2017)  
**EMCT- 302 – TRAINING AND DEVELOPMENT**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **FOUR** questions

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

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

**SECTION- B**

Answer **ALL** questions

Each Question carries 15 Marks 4x15 =60 Marks

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

**DEPARTMENT OF HOME SCIENCE**

**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**

**CHOICE BASED CREDIT SYSTEM (CBCS)**  
**(With effect from academic year 2016-17 for students admitted into First Semester onwards)**  
**SEMESTER – III**

**EMCT-305 (A): MANAGERIAL SKILLS FOR EXTENSION PROFESSIONALS**

**GENERIC ELECTIVE- THEORY**

**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 objectives 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 Management*, 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. Stephen, 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

**MODEL QUESTION PAPER**

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

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

(Under CBCS students admitted from 2016-17)

**EMCT-305-(A) – MANAGERIAL SKILLS FOR EXTENSIONAL PROFESSIONALS**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following

Each question carries 5 marks :

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=60 Marks

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

**DEPARTMENT OF HOME SCIENCE  
M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY  
CHOICE BASED CREDIT SYSTEM (CBCS)  
(With effect from academic year 2016-17 for students admitted into First Semester onwards)**

**SEMESTER – III**  
**EMCT-305 (B): COMMUNICATION TECHNOLOGIES IN EXTENSION**  
**GENERIC ELECTIVE -THEORY**

**UNIT-I: Communication Systems**

Types of communication systems- concept, functions and significance, interpersonal, organizational, public and mass communication.

Elements, characteristics and scope of mass communication.

Mass communication- models and theories; role of gatekeepers and opinion leaders.

Visual communication- elements of visual design- colour, line form, texture and space;

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.

#### **REFERENCE**

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, Winters and Zeiger: McGraw Hill, Advertising Management.
10. Zachariah, A. (1999). *Media Power, People, Politics and Public Interest*.

THIRD SEMESTER  
(Specialization 'C' ; Extension Management & Communication Technology )  
(Under CBCS students admitted from 2016-17)

**PAPER – IV EMCT-305-(B) – COMMUNICATION TECHNOLOGIES IN EXTENSION**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **Four** questions

All questions carry equal marks

(4X5=20)

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

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15 =60 Marks

9. (a).Explain indetail about visual communication.  

(Or)

(b).Give a detailed explanation on mass communication
10. (a). What are the contemporary issues in media ? Explain  

(Or)

(b). Explain the role of Government in controlling the media.
11. (a).Enumerate the interrelationship of advertising and mass media systems.  

(Or)

(b).What are the different techniques of preparation of offective advertisements for various Media
12. (a). Give a detailed explanation on the following  
(i)Animation (b) Scanning (c) Graphics.  

(Or)

(b). Explain indetail about international media.

**DEPARTMENT OF HOME SCIENCE**  
**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**

(With effect from academic year 2016-17 for students admitted into First Semester onwards)

**SEMESTER – III**  
**EMCT-305 (C): SUSTAINABLE LIVELIHOOD SYSTEMS**  
**GENERIC ELECTIVE - THEORY**

**UNIT I**

Holistic and multidisciplinary exposure to the understanding of concepts, processes and relationships among agro-climatic and natural resources, production systems and livelihoods of rural/urban people; resources – land, soil, climate, water and forests;

**UNIT II**

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.

**UNIT III**

Sustainable development concept and challenges; ecological , social and economic dimensions of sustainable development; peoples participation and sustainability, indicators of environmental sustainability; sustainable livelihoods; quality of life.

**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.

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**

THIRD SEMESTER  
(Specialization 'C' ; Extension Management & Communication Technology )  
(Under CBCS students admitted from 2016-17)  
**EMCT-305-(C) – SUSTAINABLE LIVELIHOOD SYSTEMS**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following

Each question carries 5 marks :

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=60 Marks

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

**DEPARTMENT OF HOME SCIENCE  
M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY  
CHOICE BASED CREDIT SYSTEM (CBCS)**

(With effect from academic year 2016-17 for students admitted into First Semester onwards)

**SEMESTER – III**

**FSND 306 (A): FUNDAMENTALS OF FOOD, NUTRITION AND HEALTH**

**OPEN ELECTIVE- THEORY**

**UNIT-I:**

Food Composition - Grouping

Food groups – Classification – food composition, properties, characteristics culinary aspects 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.

**UNIT-II**

Carbohydrates: Definition, composition, classification, Food sources (good and poor sources), Function in human body, Recommended Daily Allowance in India (RDA), Importance of fibre.

Fats And Oils: Definition, composition, saturated and unsaturated fatty acids, cholesterol (a brief note), Food sources of: (Fat, oil, saturated fatty acid, unsaturated fatty acid, cholesterol), requirements and biological functions.

Protein: Definition, composition, Essential and Non-Essential amino acids, protein quality (only concept), concept of supplementary value of protein, Food sources ( good and poor source), Effect of deficiency, Functions.

**UNIT-III**

Vitamins: Definition, classification

Fat soluble Vitamins (A, D, E,K)- Functions, sources, RDA, Name of the Deficiency disease 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.

Micro minerals and their importance: Cobalt, copper, zinc, Iron, Molybdenum, selenium, chromium, Iodine and fluorine in human nutrition- assessment of requirements of micro and macro minerals.

**UNIT - IV**

Major Nutrition Problems of the Community:

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

## REFERENCES - TEXT BOOKS

1. David L. Kartz. (2008). *Nutrition in clinical practice*, Lippincott Williams and Wilkins. USA.
2. Gopalan, C., Ramasastri, B.V. and Bala Subramanian, S.C. (2012). *Nutritive value of indian foods*. National Institute of Nutrition, Indian Council Medical Research Hyderabad.
3. Jelliffe, D.B. (1966). *Assessment of nutritional status of the community*. WHO Monograph. Series No. 53. WHO Geneva.
4. Madhu Sharma. (2013). *Pediatric nutrition in health and disease*, Jaypee Brother's Medical Publishers (P) Ltd, New Delhi London Philadelphia Panama.
5. Mahtabs, Bamji. and PralhadRao, N. (2004). *Text book of human nutrition*, Second Edition, Oxford and IBH Publishing co. PVT LTD. New Delhi,
6. Mehtab S. Bamji. (1996). *Text book of human nutrition*, Oxford & IBH Co. PVT. LTD, New Delhi.
7. National institute of nutrition. (2011). *Dietary guidelines for Indians- a manual*, Hyderabad.
8. *Nutrient Requirements and Recommended Dietary Allowance for Indians*. (2010). A Report of the Expert Group of Indian Council Medical Research.
9. Seymour L. Haspern. *Quick reference to clinical nutrition*, J.B. Lippincott Company.
10. Swami Nathan, M. (2010). *Food and nutrition*, Volume-1, Second Edition, the Bangalore Printing and Publishing Co Ltd, Bangalore 560018.
11. Swami Nathan, M. (2010). *Food and nutrition*, Volume-2, Second Edition, the Bangalore Printing and Publishing Co Ltd, Bangalore 560018.
12. Swaminathan, M. (1990). *Essentials of food and nutrition*, Vol. I and Vol. II Ganesh and co. Madras.
13. Whitney, E. N. (1983). *Understanding normal and clinical nutrition*. West publishing company. USA.

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

**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**THIRD SEMESTER**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(Under CBCS students admitted from 2016-17)**  
**EMCT-306 (A)- FUNDAMENTALS OF FOOD NUTRITION AND HEALTH**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following

Each question carries 5 marks :

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=60 Marks

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

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**

THIRD SEMESTER  
(Specialization 'C' ; Extension Management & Communication Technology )  
(Under CBCS students admitted from 2016-17)  
**FSND 306 (B): NUTRITIONAL ASSESSEMENT**

**OPEN ELECTIVE- THEORY**

**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. Gopalan, C., Ramasastry, B.V. and Bala Subramanian, S.C. (2012). *Nutritive value of Indian foods*, National Institute of Nutrition, Indian Council Medical Research Hyderabad.
2. David L. Kartz. (2008). *Nutrition in clinical practice*. Lippincott Williams and Wilkins. USA.
3. *Dietary guidelines for Indians- a manual*. (2011). National institute of nutrition. Hyderabad.
4. Jelliffe, D.B. (1966). *Assessment of nutritional status of the community*. WHO Monograph. Series No. 53. WHO Geneva.
5. Swami Nathan, M. (2010). *Food and nutrition*, Volume-1, Second Edition, the Bangalore Printing and Publishing Co Ltd, Bangalore 560018.
6. Swami Nathan, M. (2010). *Food and nutrition*, Volume-2, Second Edition, the Bangalore Printing and Publishing Co Ltd, Bangalore 560018.
7. Madhu Sharma. (2013). *Pediatric nutrition in health and disease*, Jaypee Brother's Medical Publishers (P) Ltd New Delhi London Philadelphia Panama.
8. Mahtabs, Bamji. and Pralhad Rao, N. (2004). *Text book of human nutrition*, Second Edition, Oxford and IBH publishing co. PVT LTD., New Delhi,
9. Mehtab S. Bamji. (1996). *Text book of human nutrition*, Oxford & IBH Co. PVT. LTD, New Delhi.
10. Nutrient Requirements and Recommended Dietary Allowance for Indians. (2010). *A Report of the Expert Group of Indian Council Medical Research*.
11. Seymour L. Haspern. *Quick reference to clinical nutrition*, J.B. Lippincott Company.
12. Swaminathan, M. (1990). *Essentials of food and nutrition*, Vol. I and Vol. II Ganesh and co. Madras.
13. Whitney, E. N. (1983). *Understanding normal and clinical nutrition*, West publishing company. USA.

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

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
THIRD SEMESTER  
(Specialization 'C' ; Extension Management & Communication Technology )  
(Under CBCS students admitted from 2016-17)  
**EMCT-306 (B)- NUTRITIONAL ASSESSMENT**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

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

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

4x15=60 Marks

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

# **IV SEMESTER**

**DEPARTMENT OF HOME SCIENCE  
M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY  
CHOICE BASED CREDIT SYSTEM (CBCS)**

(With effect from academic year 2016-17 for students admitted into First Semester onwards)

## SEMESTER – IV

### EMCT 401: PRINCIPLES OF GUIDANCE AND COUNSELLING CORE- THEORY

#### UNIT- I

##### GUIDANCE:

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

Types of services in a guidance programme: a) Appraisal service - observation, interview, autobiography. Cumulative record, test data, socio-metric techniques. b) Informational service- purpose, types, principles and material involved career planning and placement service.

#### UNIT- II

##### COUNSELLING:

Meaning, purpose, scope, functions and role of counselling, principles underlying counselling, types of counselling, Historical development of counselling.

Expectations and goals of counselling, roles and functions of counsellor, characteristics of counsellor and counselee, qualities of a good counsellor, factors facilitating counselling relationships.

#### UNIT- III

Counselling theories: Trait-factor, client-centered, Eclectic counseling, Behavioral counseling, Rational emotive, Reciprocal inhibition, existentialism.

Role of non-verbal communication in counselling.

#### UNIT- IV

Group guidance and counselling: 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 Mannual), 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.

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**FOURTH SEMESTER**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(Under CBCS students admitted from 2016 – 2017)**  
**EMCT- 401 – PRINCIPLES OF GUIDANCE AND COUNSELLING**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **Four** questions

All questions carry equal marks

**(4X5=20)**

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

**SECTION- B**

Answer **ALL** questions

Each Question carries 15 Mark

4x15=60 Marks

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

**DEPARTMENT OF HOME SCIENCE**  
**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
**(With effect from academic year 2016-17 for students admitted into First Semester onwards)**

**SEMESTER – IV**  
**EMCT 402 : EXTENSION PROGRAMME PLANNING AND EVALUATION**

**CORE- THEORY**

**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. Proceduresinvolved 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

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**FOR UTH SEMESTER**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(Under CBCS students admitted from 2016 – 2017)**  
**EMCT- 402 – EXTENSION PROGRAMME PLANNING AND EVALUATION**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **Four** questions

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

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

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks 4x15 =60 Marks

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

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

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

(Or)

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

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

(Or)

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

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

(Or)

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

**DEPARTMENT OF HOME SCIENCE**  
**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
**(With effect from academic year 2016-17 for students admitted into First Semester onwards)**

**SEMESTER – IV**

**EMCT 403: COMMUNITY HEALTH MANAGEMENT/ THESIS**  
**THEORY:**

**UNIT- I**

Concept of Health and Health care

Concepts of health and positive health, definitions 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 – ICPD declaration.

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. Health needs of special groups – women, infants, children. Health of adolescents, geriatric health needs and problems, tribal health, refugees. Major Health problems in India Communicable and non-communicable diseases, population problem and its impact, problems of malnutrition, 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. Inter-sectoral co-ordination in health and development. 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

Ecology and Environment

Cause effects and prevention of global warming, natural and manmade disasters.

## 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
1. Survey of Major health problems / Conducting of health groups : Education programmes.

## REFERENCE:

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): Atextbook 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.

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
FORUTH SEMESTER  
(Specialization 'C' ; Extension Management & Communication Technology )  
(Under CBCS students admitted from 2016– 2017)  
**EMCT- 403- COMMUNITY HEALTH MANAGEMENT OR THESIS**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **Four** questions

All questions carry equal marks

**(4X5=20)**

1. Write the definition and concept of Reproductive Health ?
2. Write notes on fertility indicators, mortality and morbidity indicators ?
3. What are the reproductive health problems ?
4. Explain Primary Health care ?
5. Write notes on child survival and safe mother hood
6. Explain in detail about the role of NGO's
7. DALY- Explain.
8. Write notes on Ecology and Environment.

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=50 Marks

- 9.(a). Write about any three National Health Programmes  
(or)  
(b). Write about note on levels of prevention
- 10.(a). Explain in detail about the Non- Communicable diseases.  
(or)  
(b). What is the concept of health & Disease
- 11.(a). Write about the primary health care services  
(or)  
(b) What is the relation between environment & health
- 12.(a). What are the Health information, education communication  
(or)  
(b) Explain the following.  
1. Basic epidemiology 2. Surveillance 3. Health screening.

**DEPARTMENT OF HOME SCIENCE**  
**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
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**SEMESTER – IV**  
**EMCT 405(A) : EXTENSION MANAGEMENT**

**GENERIC ELECTIVE -THEORY**

**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.

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**THIRD SEMESTER**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(Under CBCS students admitted from 2016 – 2017)**  
**PAPER – IV EMCT- 405(A) – EXTENSION MANAGEMENT**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **Four** questions

All questions carry equal marks

**(4X5=20)**

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

**SECTION- B**

Answer ALL questions

Each Question carries 15Marks

4x15 =60 Marks

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

(Or)

- (b). Explain different types of evaluation methods.

10. (a).What is meant by controlling? Discuss modern techniques of Management Controlling

(Or)

- (b).Explain about the delegation of authority and responsibility.

11. (a).Discuss about need for Budgeting and Auditing.

(Or)

- (b).Define Leadership? Discuss briefly the different theories and styles and leadership.

12. (a).What is meant by extension management? Explain the principles of extension Management.

(Or)

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

**DEPARTMENT OF HOME SCIENCE**  
**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
(With effect from academic year 2016-17 for students admitted into First Semester onwards)

**SEMESTER – IV**  
**EMCT 405(B) : SCIENCE AND TECHNOLOGY FOR RURAL WOMEN**  
**GENERIC ELECTIVE -THEORY**

**UNIT- I**

Concept, Meaning 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, KrishiVignankendras (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
8. Rural India.

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**FOURTH SEMESTER**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(Under CBCS students admitted from 2016 – 2017)**  
**EMCT-405 (B)– SCIENCE AND TECHNOLOGY FOR RURAL WOMEN**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **Four** questions

All questions carry equal marks

**(4X5=20)**

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

**SECTION- B**

Answer **ALL** questions

Each Question carries 15Marks

4x15=60 Marks

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

(Or)

Give an account on KVK and DST.

10. (a).Discuss the favour rendered by any three agencies in the field of science and Technology for the welfare of rural mass.

(Or)

(b).Explain the role of private organizations in introducing technology for the benefit of rural community.

11. (a).Enumerate the principles of Biogas and the type of plants and their merits.

(Or)

(b). Bring out the alternate use of sources of energy and their use.

12. (a).Discuss the role of agricultural universities in motivating the rural mass to utilize the improvised technology for better living.

(Or)

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

**DEPARTMENT OF HOME SCIENCE**  
**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
(With effect from academic year 2016-17 for students admitted into First Semester onwards)

**SEMESTER – IV**

**EMCT 405 (C): ENVIRONMENT MANAGEMENT**

**GENERIC ELECTIVE -THEORY**

**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

## REFERENCE:

1. AmitKhanna De,*et.Al.*, (1998).*Sustainable development and environment: Vol 1*, Cosmo Publishers, New Delhi.
2. Basu, R.N.(2000). *Environment*, University of Calcutta.
3. Bhatia, H.S. (1998).*A Textbook on environmental pollution and control*, New Delhi
4. Chauhan, I.S. and Chauhan, A. (1998).*Environmental degradation: socio-economic consequences*, Rawat Publishers, Jaipur
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6. Goel, P.K. and Sharma, K.P. (1996). *Environmental Guidelines and Standards in India*, Jaipur: Techno Science.
7. Gupta, Sunit and Gupta, Mukta. (1997).*Water and basic environmental technology: resource mangementand pollution control*, Anmol, New Delhi.
8. Jadhav, H.V. (1977).*Energy and environment*, Himalaya Publishers, Mumbai.
9. Joshi, Y.G. and Verma, D.K. (1998).*Social environment for sustainable Development*,Rawat Publishers, Jaipur.
10. Karpagam, M.(1993).*Environmental economics: A textbook*, Sterling Publishers, New Delhi.
11. Katiyar, V.S.(1997).*Environmental Concerns, depleting resources and sustainable development*, Pointer Publishers Jaipur.
12. Pal, C. (1999).*Environmental pollution and development: environmental law, policy and role of judiciary*, Mittal Publishers, New Delhi

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15. Ramanan, P. (1998).*Society environment and engineering*, New Delhi: New Age International.
16. Ghanta, R. and Rao, B.D.(1998).*Environmental analysis: water, soil and air, agro*,Botanica: Bikaner.
17. Saxena, M.M. (1998).*Environmental analysis: water, soil and air, agro*,Botanica: Bikaner.
18. Trivedy, R.K. (1996).*Handbook of environmental laws, acts, rules, guidelines, compliances and standards*,Enviro Media, Karad.
19. Trivedy, R.K., and Arvind Kumar. (1998).*Eco-technology for pollution control and environmental management*; Enviro Media, Karad.
20. Trivedy, R.K.,Goel, P.K. and Trisal, C.L. (1987).*Practical methods in ecology and environmental science*,Enviro Media Publishers, (Series in Methodology), Karad.
21. Viegas, Philip and Menon, Geeta. (1989).*The impact of environmental degradation on people*, Indian Social Institute, New Delhi.

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**MODEL QUESTION PAPER**  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
FOURTH SEMESTER  
(Specialization 'C' ; Extension Management & Communication Technology )  
(Under CBCS students admitted from 2016 – 2017)  
**EMCT- 405(C) – ENVIRONMENT MANAGEMENT**

Time: 3hrs

Marks: 80

**PART - A**

Answer any **Four** questions

All questions carry equal marks

**(4X5=20)**

1. Define Environment.
2. Briefly discuss about the different sources of pollution.
3. What is meant by Eco-system?
4. Define community Health.
5. How do you bring ecological balance?
6. What are airborne diseases?
7. Role of local municipality in promotion of better health environment.
8. What do you understand by the term sustainable development?

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15 =60 Marks

9. (a).Discuss about environmental hazards and how do you bring environmental Conservation.  

(Or)

(b).Describe the pathways in eco-system.
10. (a).Explain the factors affecting changes in eco-system and environment.  

(Or)

(b).What is water pollution? What measures would you adopt to control water Pollution.
11. (a).Discuss briefly about environmental policies.  

(Or)

(b). What are different types of wastes? Discuss different methods of waste Management.
12. (a).Discuss any Two international agencies working for promotion of better environment  

(Or)

(b). Describe the Role of women in environment protection.

**DEPARTMENT OF HOME SCIENCE**  
**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
(With effect from academic year 2016-17 for students admitted into First Semester onwards)

**SEMESTER – IV**  
**EMCT 406 (A): CHILD WELFARE PROGRAMMES**  
**OPEN ELECTIVE - THEORY**

**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

1. Alfred, D.Souja. (1973). *Children in India, critical issues in human development*, Indian Social Science Research Institute, Delhi.
2. NIPCCD.(1985).*Approaches to perspective plan on child development*.
3. D'Arcy and Daviscase. (1989).*Community forestry: participatory assessment monitoring and evaluation*, Rome: Food and Agriculture Organization.
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.
6. Kumar, R. (2003).*Child development in India*, Ashish Publishing House, New Delhi, Reprint
7. Paul Chowdary, D. (1995).*Child welfare and development*, Atmarani and Co., New Delhi.

## JOURNALS

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

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**THIRD SEMESTER**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(Under CBCS students admitted from 2016-17)**  
**EMCT-406 (A)- CHILD WELFARE PROGRAMMES**

**Time: 3 Hrs**

**Max: 80 Marks**

**Part – A**

**Answer any four questions**  
**Each question carry equal marks (4X5=20 Marks)**

1. Discuss the activities of NCERT?
2. Explain the Objectives and Activities of SOS?
3. Write about Administration and Organization of Juvenile Homes?
4. How to prevent Child Trafficking?
5. Discuss the Indicators of Monitoring?
6. Define Evaluation? Personnel for evaluation?
7. Discuss about CRY?
8. Write about changing philosophy and concept of child welfare programmes?

**Part – B**

**Answer all questions**  
**Each question carry equal marks (4X15=60 Marks)**

- 9 a). Enumerate the need and history of Child Welfare Programmes in India?  
Or  
b). Discuss the Objectives and Activities of ICDS and ICCW?
10. a). Explain In Detail about administration and Organization of Orphanages?  
Or  
b). Discuss about functions and activities of Organizations working for Welfare of child labour and street children?
11. a). What is Monitoring? Explain the process of Monitoring?  
Or  
b). Enumerate the Objectives of Evaluation? Discuss the techniques of Evaluation?
12. a). Discuss the significance of International Organizations in Child Welfare UNICEF and WHO?  
Or  
b). Write about Importance of Integrated Approach?

**DEPARTMENT OF HOME SCIENCE**  
**M. Sc. EXTENSION MANAGEMENT AND COMMUNICATION TECHNOLOGY**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
(With effect from academic year 2016-17 for students admitted into First Semester onwards)

**SEMESTER – IV**  
**EMCT 406 (B): DISASTER MANAGEMENT**  
**OPEN ELECTIVE – THEORY**

**UNIT I**

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

**UNIT II**

Man Made Disasters- Nuclear disasters, biological disasters, building fire, coal fire, forest fire. Oil fire, air pollution, water pollution, deforestation, Industrial 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**

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

**SRI VENKATESWARA UNIVERSITY:TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**THIRD SEMESTER**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(Under CBCS students admitted from 2016-17)**  
**EMCT-406 (B)- Disaster Management**

**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following

Each question carries 5 marks :

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=60 Marks

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

**Model Question paper**  
**M.Sc (Home Science) Degree Examination**  
**First Semester**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(CBCS for the students admitted from 2016-17)**  
**EMCT 101-EXTENSION EDUCATION IN COMMUNITY DEVELOPMENT**

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**Time: 3 Hours**

**Max Marks : 80**

**SECTION- A**

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

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions  
Each Question carries 15 Marks

4x15 =60 Marks

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

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**  
**Model Question paper**  
**M.Sc ( Home Science) Degree Examination**  
**First Semester**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(CBCS for the students admitted from 2016-17)**  
**Paper-I- 102: COMMUNITY NUTRITION**  
**(Common to HDCW & EMCT specializations)**

Time : 3 hours

Max Marks:80

**SECTION- A**

Answer any FOUR of the Following

Each question carries 5 marks :

Marks: 4x5=20

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

**S ECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=60 Marks

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

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**  
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**M.Sc ( Home Science) Degree Examination**  
**First Semester**  
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**(CBCS for the students admitted from 2016-17)**  
**EMCT 103-COMMUNICATION AND MEDIA PREPARATION**

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**Time: 3Hours.**

**Max Marks : 80**

**SECTION- A**

Answer any FOUR of the Following

Each question carries 5 marks :

Marks: 4x5=20

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

**SECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=60 Marks

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

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**  
**Model Question paper**  
**M.Sc ( Home Science) Degree Examination**  
**First Semester**  
**(Specialization ‘C’ ; Extension Management & Communication Technology )**  
**(CBCS for the students admitted from 2016-17)**  
**EMCT- 107: DYNAMICS OF RURAL SOCIETY**

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Time: 3 hours

Max Marks : 40

**SECTION- A**

Answer any TWO of the Following

Each question carries 5 marks :

Marks: 2x5=10

- 1.What is social structure ?Explain
- 2.Distingnish between primary and secondary groups
- 3.Mention the characteristics of “group dynamics”
- 4.Write short notes on group discussion and brain-storming.

**S ECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=30 Marks

5. (a)Write the role of women in social change and write about impact of urbanization and Industrialization on rural community  
(or)  
(b). Explain the role of social institutions in the development of rural society.
- 6.(a).Discuss in detail about huddle methods seminars. Symposia for effective participation of women farmers.  
(or)  
(b) What are the advantages and disadvantages of “panel Discussion” over the seminar Technique.



**SRI VENKATESWARA UNIVERSITY ::TIRUPATI**  
**Model Question paper**  
**M.Sc ( Home Science) Degree Examination**  
**First Semester**  
**(Specialization 'C' ; Extension Management & Communication Technology )**  
**(CBCS for the students admitted from 2016-17)**  
**EMCT 108-HUMAN VALUES AND PROFESSIONAL ETHICS- I**

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Time: 3Hours.

Max Marks : 80

**SECTION- A**

Answer any FOUR of the Following

Each question carries 5 marks :

Marks: 4x5=20

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

**S ECTION- B**

Answer ALL questions

Each Question carries 15 Marks

4x15=60 Marks

9.(a).

(or)

(b).

10.(a)

(or)

(b)

11.(a).

(or)

(b).

12.(a).

(or)

(b).