

M.Sc. HOME SCIENCE EXTENSION AND COMMUNICATION
SCHEME OF INSTRUCTION AND EVALUATION

Category	Course Code	Title of the Paper	Credits	Contact Hours		Max. Marks		
				T	P	CFA	ESE	Total
I SEMESTER								
Core Course	18HSEP0101	Extension Education Systems	4	4	0	40	60	100
	18HSEP0102	Development Communication	4	4	0	40	60	100
	18HSEP0103	Programme Planning and Evaluation	4	4	0	40	60	100
	18HSEP0104	Rural Dynamics	4	4	0	40	60	100
	18HSEP0105	Science and Technology for Rural Families	3+1	3	2	40	60	100
Compulsory Non Credit Course	18HSEP01C1	Working with Families	-	0	2	50		50
Value Added Course	18GTPP0001	Gandhian Thought	2	2	0	50	-	50
		Total	22	21	4			
II SEMESTER								
Core Course	18APRP0001	Research Methods	4	4	0	40	60	100
	18APRP0002	Applied Statistics	4	4	0	40	60	100
	18HSEP0206	Communication Technology	3	3	0	40	60	100
	18HSEP0207	Family Counselling	4	4	0	40	60	100
	18HSEP0208	Development of IEC materials	2	0	4	50	-	50
	18HSEP0209	Internship –I	2	-	-	100		100
Compulsory Non Credit Course	18HSEP02C2	Working with Community Based Organisations	-	-	2	50		50
Non-major Elective			4	4	0	40	60	100
Value Added Course		Communication / soft skills	2	2	0	50	-	50
		Total	25	21	6			
III SEMESTER								
Core Course	18HSEP0310	Reproductive and Child Health	4	4	0	40	60	100
	18HSEP0311	Extension Management	4	4	0	40	60	100
	18HSEP0312	Training for Development	4	4	0	40	60	100
Major Elective	18HSEP03EX		4	4	0	40	60	100
Modular course	18HSEP03MX		2	2	0	50	-	50
Compulsory Non Credit Course	18HSEP03C3	Extension/Field visit	-		2	50	-	50

	18VPPP03V1	Village Placement Programme	2	-	-	50	-	50
		Total	20	18	2			

IV SEMESTER								
Core Course	18HSEP0413	Gender and Development	4	4	0	40	60	100
	18HSEP0414	Family Care giving Institutions	4	4	0	40	60	100
	18HSEP0415	Current Trends in Extension and Communication (Seminar)	2	2	2	50	-	50
	18HSEP0416	Internship –II	2	0	0	100		100
	18HSEP0417	Dissertation	6	0	12	75	75+ 50	200
Modular course	18HSEP04MY		2	2	0	50	-	50
Compulsory Non Credit Course	15HSEP04C4	Extension/Field visit	-	-	2	50	-	50
		Total	20	12	16			

**M Sc HOME SCIENCE EXTENSION AND COMMUNICATION
COURSE OUTLINE
(Syllabus from 2018 onwards)**

COURSES	CREDITS
Core Courses	63
Major Elective Courses	4
Non Major Elective Courses	4
Modular Courses	4
Value added courses	6
Dissertation	6
TOTAL	87

Major Elective Courses

Course Code	Title of the course	Credits	Contact Hours	CFA	ESE	Total
18HSEP03E1	Scientific Writing	4	4	40	60	100
18HSEP03E2	Management of SHGs	4	4	40	60	100
18HSEP03E3	Family and Community Science	4	4	40	60	100
18HSEP03E4	Community Nutrition	4	4	40	60	100
18HSEP00E5	Development Project Management	4	4	40	60	100
18HSEP00E6	Programmes for Rural Families	4	5	40	60	100
18HSEP00E7	Community Based Inclusive Development	4	4	40	60	100

Non -Major Elective Courses

Course Code	Title of the course	Credits	Contact Hours	CFA	ESE	Total
18HSEP02N1	Scientific Writing	4	4	40	60	100
18HSEP02N2	Family Counselling	4	4	40	60	100
18HSEP02N3	Programmes for Rural Families	4	4	40	60	100ty
18HSEP02N4	Community Based Inclusive Development	4	4	40	60	100

Modular Courses

Course Code	Title of the course	Credits	Contact Hours	CFA	ESE	Total
18HSEP03M1	Corporate Social responsibility	2	2	50	-	50
18HSEP03M2	Cyber Extension	2	2	50	-	50
18HSEP04M1	Advertising and Social Marketing	2	2	50	-	50
18HSEP04M2	Geriatric Care	2	2	50	-	50

EXTENSION EDUCATION SYSTEMS

Code :18HSEP0101

Cr: T4+P0

Hours / week :4

Objectives

To enable students to

1. understand the changing concept of extension
2. get acquainted with the trends in extension approaches and models
3. identify the support system development for extension education

Specific Learning Outcomes

On Successful completion of this course , the students will be able to

- get basic idea about extension.
- synthesise the various models of extension
- get familiarize with the earlier extension efforts in India
- get familiarize with the extension systems of abroad.

UNITS:

1. Conceptual analysis:

Extension – Meaning, changing concept of extension, philosophy, objectives, principles, functions, components of extension and dimension of extension education – meaning, process and principles of learning in extension.

2. Extension Models and approaches:

Models: Technology – innovation transfer model, social education model, indigenization model, social action /concretization models, empowerment / participation model, combination models.

Approaches: Integrated, area, cluster, target approach.

3. National Extension Systems:

Early extension efforts, Community Development Programme – genesis and growth, objectives, principles, critical appraisal of community development programme. ICAR extension system – Agricultural Universities, KVK, TTCs. Extension system of Ministry of

Rural Development, Department of Industries and Ministry of Women and Child Development. Development work by NGOs, Go-NGO collaboration.

4. **Support structures and their functions:**

Panchayat, Panchayat Union and DRDA, Central Social Welfare Board, State Social Welfare Board, National Level Voluntary Agencies like CAPART, KVIC, Local level voluntary agencies. People's organization at grass roots – SHGs, elected panchayats. Grass Root Innovations (GRIs)

5. **Extension system in other countries :**

Srilanka, Indonesia, Philippines, China, Bangladesh, USA and Australia.

Related Experiences

1. Visit to Block and DRDA to study the programme support for extension.
2. Visit to District Social Welfare Office to understand the on-going programme.
3. Discussion with Panchayat officials on their role of panchayat in rural development.

References

Text Book

1. Ray, G.L. (1999). Extension communication and Management Naya Prokash, Calcutta.
2. Dahama, O.P. and Bhatnagar, O.P. (1987). Education and Communication for Development. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.

References

1. Albrecsht, H.et.al. (1989). Rural Development Series. Agricultural Extension Vol.I & II. Basic concepts and methods. Wiley Eastern Limited, New Delhi.
2. Chaubey, B.K. (1979). A Hand Book of Education Extension, Jyoti Prakashan, Allahabad.
3. Extension Education In Community Development. (1961). Ministry of Food and Agriculture, Government of India, New Delhi.
4. Pankajam, G (2000). Extension- Third Dimension of Education, Gyan Publishing House, New Delhi.
5. Reddy, A. (1997). Extension Education. Sree Lakshmi Press, Bapatla.
6. Waghmare, S.K. (1989). Exploring of Extension Excellence. Multi Tech. Pub. Company.

LECTURE SCHEDULE

Unit	Content	Hours	
1	<p>Extension – Meaning, changing concept of extension, philosophy, objectives, principles, functions</p> <p>components of extension and dimension of extension education – meaning, process and principles of learning in extension.</p>	6 6	12
2	<p>Extension Models and approaches:</p> <p>Models: Technology – innovation transfer model, social education model, indigenization model, social action /concretization models, empowerment / participation model, combination models.</p> <p>Approaches: Integrated, area, cluster, target approach.</p>	10 5	15
3	<p>National Extension Systems:</p> <p>Early extension efforts,</p> <p>Community Development Programme – genesis and growth, objectives, principles, critical appraisal of community development programme.</p> <p>ICAR extension system – Agricultural Universities, KVK, TTCs.</p> <p>Extension system of Ministry of Rural Development, Department of Industries and Ministry of Women and Child Development.</p> <p>Development work by NGOs, Go-NGO collaboration.</p>	2 5 6	13
4	<p>Support structures and their functions:</p> <p>Panchayat, Panchayat Union and DRDA,</p> <p>Central Social Welfare Board, State Social Welfare Board,</p> <p>National Level Voluntary Agencies like CAPART, KVIC, Local level voluntary agencies.</p> <p>People’s organization at grass roots – SHGs, elected panchayats.</p>	3 3 3 3	12
5	<p>Extension system in other countries :</p> <p>Srilanka, Indonesia, Philippines, China, Bangladesh, USA and Australia.</p>	12	12
Total			64

DEVELOPMENT COMMUNICATION

Code :18HSEP0102

Cr:T4+P0

Hours / week:4

Objectives

- To understand the concept of development communication and its relevance to fostering development.
- To impart knowledge about the processes involved in development communication and its relevance to fostering development.
- To impart skill and knowledge about the relevance, potential and use of various media in development communication with due consideration to Government policies and regulations.

Specific Learning Outcomes

On Successful completion of this course , the students will be able to

- Identify the relationship between development and communication.
- realize the need for development communication.
- gain skills in communicating with various target groups.

UNITS:

1. Basic Concept: Development:

Definition, nature, evolution, significance, functions, dysfunctions, dynamics of development.

Models of development:

Economic growth model, Social equity model, Participatory model, Indicators of Development – HDI of India, Gender Empowerment measure.

2. Basic concept Development Communication:

Definition, nature, role and significance of development communication. Inter relationship between development and development communication.

3. Models and Approaches:

Interdependent model, Dependency model, basic needs model, new paradigm to development. Approaches to development communication – Diffusion and Extension approach. Strategies in development communication.

4. Method of Communication in Development:

Methods to reach individuals: Personal conference, interviews, House visit, exhibits, clinics to solve individual problems.

Methods to reach small groups:

Illustrated lecture, group discussions – Fish bowl. Simulation exercises, workshops, Demonstrations and camps.

Methods to reach Masses:

Radio announcements, programs, video films, television programmes and public meetings.

5. Media in Development Communication:

Understanding the role of traditional and modern media in development communication. Use of folk media, puppetry, exhibitions, theatre, posters, print media. Understanding and analysis of the ongoing Government and non-governmental efforts in development communication. National Projects of development communication.

Related Experience:

1. Analysis of indices of development
2. Dealing with various issues in development communication through the use of folk media, puppetry, radio scripts, leaflets, newspaper stories and reports, exhibitions, computer aided technologies.
3. Case studies in development communication.
4. Preparation of IEC materials on various topics for different target audience.

Text Book

1. 1. Sinha , D (2013). Development Communication Contexts for the Twenty-first Century

References:

1. Communication for development in the third world theory and practice (1991). Sage Publication. New Delhi.
2. Joshi Uma (1997). Text Book of Mass Communication and Media. Anmol Publications:New Delhi.
3. Modi,B. Designing messages for development, Sage Publications. New Delhi.
4. Nair,R.(1993). Perspective in Development communication, Sage Publications ,New Delhi.
5. Sandio,K. Problems of communication in Developing Countries-Vision Books.

LECTURE SCHEDULE – Development Communication

Unit	Content	Hours	
1	<p>Basic Concept: Development: Definition, nature, evolution, significance, functions, dysfunctions, dynamics of development.</p> <p>Models of development: Economic growth model, Social equity model, Participatory model, Indicators of Development – HDI of India, Gender Empowerment measure.</p>	6 6	12
2	<p>Definition, nature, role and significance of development communication.</p> <p>Inter relationship between development and development communication.</p>	6 6	12
3	<p>Interdependent model, Dependency model, basic needs model, new paradigm to development.</p> <p>Approaches to development communication – Diffusion and Extension approach. Strategies in development communication.</p>	8 6	14
4	<p>Method of Communication in Development: Methods to reach individuals: Personal conference, interviews, House visit, exhibits, clinics to solve individual problems.</p> <p>Methods to reach small groups: Illustrated lecture, group discussions – Fish bowl. Simulation exercises, workshops, Demonstrations and camps.</p> <p>Methods to reach Masses: Radio announcements, programs, video films, television programmes and public meetings.</p>	5 4 4	13
5	<p>Understanding the role of traditional and modern media in development communication.</p> <p>Use of folk media, puppetry, exhibitions, theatre, posters, print media.</p> <p>Understanding and analysis of the ongoing Government and non-governmental efforts in development communication.</p> <p>National Projects of development communication</p>	3 4 3 3	13
	Total		64

PROGRAMME PLANNING AND EVALUATION

Code : 18HSEP0103

Cr : T4+P0

Hours / week : 4

Objectives

To enable students to

1. understand the process of programme planning in extension
2. develop an ability in planning extension programme learn the principles and procedures involved in the programme planning, implementation and evaluation.

Specific Learning Outcomes

On Successful completion of this course , the students will be able to

- learn the need and steps in programme planning.
- identify the factors that influence successful programme implementation.
- familiarize with the evaluation tools and methods.
- prepare programme for implementation at village level.

UNITS

1. Programme Planning:

Meaning and importance of programme planning in extension. Principles of programme planning – programme development cycle and its components. Programme projection – difference between programme projection and planning. Identifying felt needs of people, collection of base line data.

2. Plan of work:

Meaning, importance, components of a plan of work, developing a plan of work, factors to be considered in preparing the plan of work. Pre-requisites for developing plan, guidelines for developing a written annual plan, criteria for judging the plan of work.

Resources for programme planning:

Meaning of resource, types of resources, identification and appraisal of resources – resource mapping, computer application for programme planning.

3. Programme Implementation:

Aspects of execution. Factors responsible for the successful conduct of a programme. Role of officials and non-officials in programme implementation. Linkages with other agencies. Problems in implementation.

4. **Evaluation and Follow-up:**

Meaning and purpose of evaluation – types of evaluation - self evaluation, and external evaluation, criteria for evaluation, Phases of evaluation, Models of evaluation, tools of evaluation – observation sheet, interview schedule, rating scale and check-list.

Follow-up: Need for follow-up, methods of follow-up. Correspondence, spot visit, meetings.

5. **Documentation:**

Need for reporting and recording. Procedures for recording – aspects to be covered. Record and registers to be maintained in programme implementing institutions. Documentation of success stories at village level.

Related Experiences

1. Studying a community and assessing needs and problems of a target group.
2. Studying the role of functionaries in planning programme.
3. Selection of a problem of the rural community requiring intervention.
4. Development of a plan of action for the problem identified.
5. Conducting the planned programme.
6. Evaluation and reporting.
7. Suggestion and follow-up.

Text Book

1. Sandhu, A.S. (1994) Extension Programme Planning. Oxford & IBH Publishing company Private Limited. New Delhi

References

1. Albrechts, H. et al. (1989). Rural Development Series. Agricultural Extension Vol. I & II. Basic concepts and methods. Wiley Eastern Limited, New Delhi.
2. Chaubey, B.K. (1979). A Hand book of Education Extension. Jyoti Prakashan, Allahabad.
3. Dahama, O.P. and Bharnagar, O.P. (1987). Education and Communication for Development. Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
4. Extension Education in Community Development. (1961). Ministry of Food and Agriculture, Government of India, New Delhi.
5. Pankajam, G. (2000). Extension-Third Dimension of Education, Gyan Publishing House, New Delhi.
6. Ray, G.L. (1999). Extension communication and Management. Naya Prokash, Calcutta.
7. Reddy, A. (1999). Extension Education. Sree Lakshmi Press, Bapatla.
8. Singh, R. (1987) Text Book of Extension Education. Sahitya Kala Prakashan, Ludhiana.
9. Supe, S.V. (1982). Introduction to Extension Education. Oxford Publishers, New Delhi.

LECTURE SCHEDULE – PROGRAMME PLANNING AND EVALUATION

Unit	Content	Hours	
1	Meaning and importance of programme planning in extension. Principles of programme planning – Programme development cycle and its components. Programme projection – difference between programme projection and planning. Identifying felt needs of people, collection of base line data.	4 3 3 3	13
2	. Meaning, importance, components of a plan of work, developing a plan of work, factors to be considered in preparing the plan of work. Pre-requisites for developing plan, guidelines for developing a written annual plan, criteria for judging the plan of work. Resources for programme planning: Meaning of resource, types of resources, identification and appraisal of resources – resource mapping, computer application for programme planning.	4 4 6	14
3	Aspects of execution. Factors responsible for the successful conduct of a programme. Role of officials and non-officials in programme implementation. Linkages with other agencies. Problems in implementation.	4 4 4	12
4	Meaning and purpose of evaluation – types of evaluation - self evaluation, and external evaluation, criteria for evaluation, Phases of evaluation, tools of evaluation – observation sheet, interview schedule, rating scale and check-list. Follow-up: Need for follow-up, methods of follow-up. Correspondence, spot visit, meetings.	4 4 5	13
5	Need for reporting and recording. Procedures for recording – aspects to be covered. Record and registers to be maintained in programme implementing institutions.	6 6	12
	Total		64

RURAL DYNAMICS

Code: 18HSEP0104

Cr: T4 + P0

Hours / week :4

Objectives

To enable the students to

1. Understand the structure and functions of rural communities
2. get familiarized with the social changes in the rural areas and
3. identify rural problems and their causes.

Specific Learning Outcomes

On Successful completion of this course , the students will be able to

- analyse the structure and function of rural communities.
- get an insight into the rural problems.

UNITS

1. Rural Social Structure:

Meaning, Components of Social structure and their interlink ages.

Family:

Definition – Characteristics, functions, types of families and the changing patterns – Single parent families, Factors causing changes in the family and its impact on the society.

2. Rural Institutions:

Basic Institutions – Village Panchayat, Co-operative and School.

Local Organisations:

Self Help Groups, Youth Clubs, Role of Rural Institutions in Rural Development.

Role of Non-governmental organization in Rural Development.

Social Stratification – Significance of Sociology in Extension

3. Social Change:

Meaning, nature, pattern and processes – Social change and cultural change – resistance to social change the factors of social change – impact of society.

Social Control – Definition, Need of social control, means of social control

4. Leadership:

Quality & Skill leader, types leadership, situational leadership, identification and Training of leadership in rural areas and role of leadership.

5. Rural Problems:

Poverty, unemployment, over population, illiteracy ,alcoholism, – causes effect and intervention for over coming the problems.

Related Experience:

1. Study of the social structure of a village
2. Discussion with rural families on their composition and changes.
3. Study of the problems in a rural area.
4. Analysis of changes among village families.
5. Identification of leaders in a village and analysis of their characteristics
6. Study of the working of a voluntary agency, SHGs and Youth Club.
7. Visit to a Non-Governmental organizations.

Text Book

1. Chitambar, J.B. (1993). Introductory Rural Sociology. New Delhi: Wiley Eastern Limited

References:

- 1 Ahuja.R (1992). Social Problems in India. New Delhi. Rawat Publications Private Limited.
- 2 Bhushan, V. and Sachdeva, D.R. (1995). An Introduction to Sociology, Patna: Kitab Mahal.
- 3 Madan, G.R. and Madan. T. (1983). Village Development in India. New Delhi: Allied Publishers Private Limited.
- 4 Mittal, M. (1995) Rural Development in India. New Delhi: Anmol Publications Private Limited.
- 5 Prakash, P.G. (1991) Leadership. Jaipur: RBSA Publishers.
- 6 Robert, C. (1983). Rural Development. England: Longman Scientific and Technical Publishers.

LECTURE SCHEDULE – RURAL DYNAMICS

Unit	Content	Hours	
1	<p>Rural Social Structure: Meaning, Components of Social structure and their interlink ages.</p> <p>Family: Definition – Characteristics, functions, types of families and the changing patterns – Single parent families, Factors causing changes in the family and its impact on the society.</p>	6 8	14
2	<p>Rural Institutions: Basic Institutions – Village Panchayat, Co-operative and School.</p> <p>Local Organisations: Self Help Groups, Youth Clubs, Role of Rural Institutions in Rural Development. Role of Non-governmental organization in Rural Development.</p>	5 4 4	13
3	<p>Social Change: Meaning, nature, pattern and processes – Social change and cultural change – resistance to social change the factors of social change – impact of society. Social Control – Definition, Need of social control, means of social control</p>	4 4 4	12
4	<p>Leadership: Quality & Skill leader, types leadership, situational leadership, identification and Training of leadership in rural areas and role of leadership.</p>	6 6	12
5	<p>Rural Problems: Poverty, unemployment, over population, illiteracy ,alcoholism, – causes effect and intervention for over coming the problems.</p>	3 6 4	13
Total			64

SCIENCE AND TECHNOLOGY FOR RURAL FAMILIES

Code : 18HSEP 0105

Cr: T3+P1

Hours / week :5

Objectives

To enable students to

1. understand the technologies related to water, sanitation, health and energy appropriate to rural families and
2. select appropriate technologies for the target group.

Specific Learning Outcomes

On Successful completion of this course , the students will be able to

- get an exposure to appropriate technologies
- Acquire skill in improvisation of technology
- identify technologies for sustainable development.

UNITS:

1. Science, Technology and appropriate technology – Meaning, characteristics. Technology gaps and problems. Technology Generation and Transfer – Meaning, need, process and inter-relationship. Agencies involved in the transfer of appropriate technologies to rural areas – (KVK, TANSCST, DST). Technology Incubation Centre (TIC), Technology Business Incubator (TBI).

2. Energy:

Sources – classification. Biomass – meaning, classification, byproducts, pyrolysis, gasification, liquification and briqueting. Bio-gas-principle, working and maintenance, models – KVIC, Janata, Deenabandhu and community bio gas plants. Programmes of NRSE and TEDA.

3. **Solar energy:** significance, solar devices – solar cooker, solar drier, solar water heater, solar stills and solar photovoltaic cells – working, application, advantages and limitations. Improved chulahs – Characteristics, types of chulah and advantages. Energy crisis – meaning, need for combating energy crisis, measures at micro – level.

4. Water Management:

Water related problems – quantitative and qualitative. Major pollutants in water and their health hazards. Potable water – characteristics. Home Scale, Small Scale and large scale purification

techniques. Ways of augmenting water resources – Spill water recycling from community water sources, rain water harvesting- need and techniques.

5. Waste Management

Solid waste – classification and the need for good waste management. Different methods of solid waste disposal – dumping, composting, incineration. Sewage – sewage treatment and disposal – large scale. Sanitary latrine – meaning, types and working. Sullage disposal-problems and solutions – soak pit, its construction and functioning.

Related Experiences:

1. Visit to biogas units - individual and community.
2. Use of solar cooker, solar drier and solar water heater.
3. Calculation of Thermal efficiency of smokeless chulah.
4. Visit to a water purification centre, pot chlorination of wells.
5. Construction of a soak pit.

References:

1. Bakshi,A.K.(1995). Energy. India National Book Trust.
2. Centre for Science and Environment (1964). The State of India's Environment. A Citizens report. New Delhi: Centre for Science and Environment.
3. Centre for Science for Villages (1983). Science and Technology for Women. Wardha: Centre for Science and Villages.
4. Chaturvedi,P. and Joshi.S.(1997). Strategy for Energy Conservation in India. New Delhi: Concept Publishing.
5. Dayal Maheswar (1983). Energy-Today and Tomorrow. New Delhi: Publications Divisions. Government of India.
6. Kamamma,N. (1991). Technology Development Series (1-4). Gandhigram: Gandhigram Rural Institute.
7. Park,J.E. and Park,K. (1986). Text Book of Preventive and Social Medicine. Jabalpur: M/s Banarsidas Bhanot publishers.
8. Planning Commission. The Five Year Plans. New Delhi: Government of India.
9. Satsangi,S. Prem and Gautam Vinaysil. (1983). Management of Rural Energy Systems. New Delhi: Catgotia Publications.
10. Technology for the Weaker Sections _ Modes and Models. Proceedings of the Workshop. (1987). Gandhigram: Gandhigram Rural Institute.
11. Vadilal,D. (1982) Science and Technology in India. New Delhi: S.Chand and Company.

LECTURE SCHEDULE – SCIENCE AND TECHNOLOGY FOR RURAL FAMILIES

Unit	Content	Hours	
1	<p>Science, Technology and appropriate technology – Meaning, characteristics. Technology gaps and problems.</p> <p>Technology Generation and Transfer – Meaning, need, process and inter-relationship.</p> <p>Agencies involved in the transfer of appropriate technologies to rural areas – (KVK, TANSCST, DST).</p>	3 3 3	9
2	<p>Sources – classification. Biomass – meaning, classification, byproducts, pyrolysis, gasification, liquification and briqueting.</p> <p>Bio-gas-principle, working and maintenance, models – KVIC, Janata, Deenabandhu and community bio gas plants.</p> <p>Programmes of NRSE and TEDA</p>	4 4 2	10
3	<p>Solar energy: significance, solar devices – solar cooker, solar drier, solar water heater, solar stills and solar photovoltaic cells – working, application, advantages and limitations.</p> <p>Improved chulahs – Characteristics, types of chulah and advantages.</p> <p>Energy crisis – meaning, need for combating energy crisis, measures at micro – level.</p>	5 2 3	10
4	<p>Water related problems – quantitative and qualitative. Major pollutants in water and their health hazards. Potable water – characteristics.</p> <p>Home Scale, Small Scale and large scale purification techniques.</p> <p>Ways of augmenting water resources – Spill water recycling from community water sources, rain water harvesting- need and techniques.</p>	3 6	9
5	<p>Solid waste – classification and the need for good waste management.</p> <p>Different methods of solid waste disposal – dumping, composting, incineration.</p> <p>Sewage – sewage treatment and disposal – large scale. Sanitary latrine – meaning, types and working. Sullage disposal-problems and solutions – soak pit, its construction and functioning.</p>	2 4 4	10
	Total		48

WORKING WITH FAMILIES

Code : 18HSEP01C1

Cr: T0+P2

Hours / week: 4

Objectives :

- to sensitize the students towards the problems of rural families
- to develop an attitude to help the needy families
- to equip the students to plan and implement programmes at micro-level

Activities

1. Selection of the village based on selected criteria
2. Preparation of Village Profile using PRA technique
3. Preparing a profile of Grassroot level organizations
4. Interacting with the personnel of local level organizations/ institutions and understanding their functions and duties
5. Selection of three BPL families by each student
6. Preparing a case study of selected families
7. Preparing an action plan to improve the living conditions of the selected families

COMMUNICATION TECHNOLOGY

Code : 18HSEP0206

Cr : T3+P0

Hours / week: 3

Objectives

1. Understand the importance of effective communication and its principles and
2. provide a sound knowledge base for the relevance and applicability of the various media used in human communication
3. to impart skill in preparation of various computer aided media/ messages.

Specific Learning Outcomes

On Successful completion of this course , the students will be able to

- distinguish various communication systems.
- acquire skills in preparation of various aids.
- interrelate the rural problems and communication system.

UNITS

1. **Communication:**

Definition, Purpose, Objectives, Means of Communication – Oral, Written, Sign/Signal, Symbol, Action, Object

Types – Formal officially recognized channels and informal

Patterns – One way, two way, serial, circular, star, wheel .

Elements of Communication

2. **Mass Communication:**

Meaning, models, theories, structure and functions, Elements of Mass Communication.

3. **Media Systems:**

Trends and Techniques – Meaning, Characteristics, Functions, reach and influence of media

Traditional Media : Puppetry, folksongs, folk theatre,

Print Media: Books, Newspapers, Magazines, leaflets and pamphlets

Electronic Media: Radio, Television, Video, Computer based technologies – websites, portals, Internet of Things (IOT) , mobile applications

Out door media : Exhibition, fairs and kiosks

Media Planning, scheduling, selection of media on the basis of suitability, reach, impact and frequency

4. **Audio Visual Aids:**

Meaning, Classification, Cone of Experience Projected and non-projected aids, criteria for evaluation of audio-visual aids (Poster/chart)

5. **Computer Graphic Designing:**

Concepts of multimedia, multimedia applications, advantages of digital multimedia, multimedia system, Graphics : Drawing objects, shaping, transforming, stretching, mirror and scaling, making curves, lines, rectangles, circles and ellipses.

Introduction to scanning:

Scanning and developing color ways. Basic.

International media:

E.mail, internet, teleconferencing, video conferencing, Webinars, video displayer, CD Rom writer, Microphone, LCD Projector, Video disc technology, virtual reality.

Related Experience

1. Conducting class room experiences in communication
2. Study of mass communication materials available at district level with various departments.

Text Book

1. Rayudu,C.S.(1993). Media and communication Management. Bombay: Himalaya Publishing House.

References

1. Dahama, O.P. and Bhatnagar, O.P (1999) Education and Communication for Development. New Delhi: Oxford & IBH Publishing Co.Pvt. Ltd.
2. Indu Grover et al (2002) Communication and Instructional Technology. Udaipur: Agrotech Publishing Academy.
3. Kumar,K.L. (1996). Educational Technology. New Delhi: New Age International Publishers
4. Reddy,A.A.(1993). Extension Education. Bapatla: Sree Lakshmi Press

LECTURE SCHEDULE - COMMUNICATION TECHNOLOGY

Unit	Content	Hours	
1	<p>Communication: Definition, Purpose, Objectives, Means of Communication – Oral, Written, Sign/Signal, Symbol, Action, Object</p> <p>Types – Formal officially recognized channels and informal</p> <p>Patterns – One way, two way, serial, circular, star, wheel .</p> <p>Elements of Communication</p>	3 3 3	9
2	<p>Mass Communication: Meaning, models, theories, structure and functions,</p> <p>Elements of Mass Communication</p>	6 3	9
3	<p>Media Systems: Trends and Techniques – Meaning, Characteristics, Functions, reach and influence of media</p> <p>Traditional Media : Puppetry, folksongs, folk theatre,</p> <p>Print Media: Books, Newspapers, Magazines, leaflets and pamphlets</p> <p>Electronic Media: Radio, Television, Video, Computer based technologies</p> <p>Out door media : Exhibition, fairs and kiosks</p> <p>Media Planning, scheduling, selection of media on the basis of suitability, reach, impact and frequency.</p>	3 2 1 1 3	10
4	<p>Audio Visual Aids: Meaning, Classification, Cone of Experience Projected and non-projected aids, criteria for evaluation of audio-visual aids (Poster/chart)</p>	4 4	8
5	<p>Computer Graphic Designing: Concepts of multimedia, multimedia applications, advantages of digital multimedia, multimedia system, Graphics : Drawing objects, shaping, transforming, stretching, mirror and scaling, making curves, lines, rectangles, circles and ellipses.</p> <p>Introduction to scanning: Scanning and developing color ways. Basic.</p> <p>International media: E.mail, internet, teleconferencing, video conferencing, video displayer, CD Rom writer, Microphone, LCD Projector, Video disc technology, virtual reality.</p>	6 2 4	12
	Total		48

FAMILY COUNSELLING

Code : 18HSEP0207

Cr : T4+P0

Hours / week: 4

Objectives

To enable the students

- to understand the basic concepts of counseling
- to develop on insight into the counseling process
- to gain skills in counseling
- to equip him/her as a professional counselor

Specific learning outcomes

On Successful completion of this course , the students will be able to

- explore the need for counseling in today's context.
- get familiarize with the counseling process.
- gain skills in basic counselling

UNITS

1. **Counselling and related fields**

Definition, need, importance period in the development of counseling - Guidance, Psychotherapy, psychology, clinical psychology.

Counseling techniques:

Directive or Counellor Centred Counselling, Non-Directive or Eclectic Counselling, client – centred Counselling.

2. **Counselling Process:**

Preparation for Counselling: Steps in he process of counseling,; counseling interactions, variables affecting the counseling process.

Counselling skills:

Relationship building skills, data gathering skills, supportive tension reduction skills, challenge skills, directive skills, systems approach.

3. **Counselling families:**

Family – meaning, characteristics. Family group consultation counseling with families; concerning children; counseling with parents; counseling the delinquent, drug addict etc.

Marriage – meaning, marital problems

Marriage counseling:

meaning, need, types – pre-marital counseling, post-marital counseling

4. Professional preparation

Counselling preparation and professional issues, Academic preparation; practical skills; ethical standards; Legal considerations; selection and training of counselor; conception of a professional worker.

5. Family therapy and Behavioural Therapy, Theoretical constructs, strategic approaches, structural approaches, techniques of family therapy. Joining Enactment, Tacking, Restructuring techniques, Circular Questions, Techniques of behavioural therapy, Relaxation training, systematic desensitization, modeling, , Relapse prevention

References

1. Indira Madhukar, 2000 Guidance and Counselling. Authors Press.
2. Indu Dave, 1983. The Basic Essentials of Counselling, Sterling Publishers Pvt. Ltd.
3. Mamta Sehgal and Nirmala Sherjung, 1997, Marital Disputes and Counseling, Vol.I,II & III, APH Publishing corporation
4. Nayak, A.K. 1997. Guidance and Counselling, APH Publishing corporation

LECTURE SCHEDULE – FAMILY COUNSELLING

Unit	Content	Hours	
1	<p>Counselling and related fields Definition, need, importance period in the development of counseling - Guidance, Psychotherapy, psychology, clinical psychology.</p> <p>Counseling techniques: Directive or Counellor Centred Counselling, Non-Directive or Eclectic Counselling, client – centred Counselling.</p>	6 6	12
2	<p>Counselling Process: Preparation for Counselling: Steps in he process of counseling,; counseling interactions, variables affecting the counseling process.</p> <p>Counselling skills: Relationship building skills, data gathering skills, supportive tension reduction skills, challenge skills, directive skills, systems approach</p>	6 6	12
3	<p>Counselling families: Family – meaning, characteristics. Family group consultation counseling with families; concerning children; counseling with parents; counseling the delinquent, drug addict etc.</p> <p>Marriage – meaning, marital problems</p> <p>Marriage counseling: meaning, need, types – pre-marital counseling, post-marital counseling</p>	8 4 4	16
4	<p>Professional preparation Counselling preparation and professional issues, Academic preparation; practical skills; ethical standards; Legal considerations; selection and training of counselor; conception of a professional worker.</p>	6 6	12
5	<p>Family therapy and Behavioural Therapy, Theoretical constructs, strategic approaches, structural approaches, techniques of family therapy.</p> <p>Joining Enactment, Tacking, Restructuring techniques, Circular Questions, Techniques of behavioural therapy, Relaxation training, systematic desensitization, modeling, , Relapse prevention</p>	6 6	12
Total			64

DEVELOPMENT OF IEC MATERIALS

Code:18HSEP0208

Cr : T0+P2

Hours / week : 4

Objectives

- To enable the students to acquire skill in
- The selection, preparation and evaluation of different projected aids, handling and care of various audio-visual equipment

Specific learning outcomes

On Successful completion of this course , the students will be able to

- use various audio visual aids and evaluate the materials available in the Government Departments for awareness generation.

UNITS

1. Use and Care of various Audio-visual aids – OHP, slide projector, filmstrip, LCD projector, Epidiascope, Tape recorder, video records, disc records.
2. Photography and use of camera for producing photographic slides
3. Use of scanner, Printer, fax
4. Working knowledge on e-mail, internet, CD ROM writer
5. Designing and preparation of various formats on computer
6. Evaluation of audio-visual aids.
7. Preparation of visual / Non-projected materials – Booklets, Pamphlet Folders, Invitation, Charts, Posters, Manuals
8. Organising exhibition at village level on a chosen theme
9. Content analysis of Radio / TV programs
10. Preparation of News Clippings related to a selected topic

Text Book

1. Mohanty,B.B. (1962) A Hand Book of Audio-Visual Aids Kitab Mahal Private Limited

References

1. Kumar, K.L. (1996). Education Technology. New Delhi: New Age International Private Limited.
2. Sandhu,A.S. (1993) Text Book on Agricultural Communication. New Delhi: Oxford and IBH Publishing Company Private Limited.
3. Venkatasubramanian,V. (2001) Chennai: Technology Communication and Audio Visual Aids in Extension Education. New Century Books (P) Ltd.

REPRODUCTIVE AND CHILD HEALTH

Code :18HSEP0310

Cr : T4+P0

Hours / week: 4

Objectives

To help the students to

1. understand the basics of reproductive health and
2. gain knowledge for taking care of children from birth to five years.

Specific learning outcomes

On Successful completion of this course , the students will be able to

- acquainted with the services for reproductive health
- learnt the management childhood illness

UNITS

1. **Reproductive Health:**

Physiology of reproduction, puberty-physical changes. Menarche-menstrual physiology, menstrual cycle, hormonal changes and menstrual problems.

Conception-process, pregnancy-signs, changes, foetal growth during pregnancy.

2. Antenatal care, Risk factors, complications during pregnancy-Miscarriage, abortion, anaemia, eclampsia, bleeding, placenta praevia, ectopic pregnancy, multiple pregnancy. Sex determination. Congenital malformation.

3. **Natal and Post-natal Care**

Natal Care – Planning for delivery. Institutional and home delivery. The stages of labour-complications during labour – abnormal presentation, obstructed labour, postpartum hemorrhage, premature rupture of the membrane. Complications.

4. **Fertility Planning, Infertility and reproductive Health Problems.**

Small Family Norm – Timing and spacing of child birth-Contraceptive methods – Terminal and spacing. Factors affecting its choice. Infertility-causes and solutions. Reproductive tract infections – privation and management. Breast and Womb cancer and Sexually Transmitted Diseases-Signs, Transmission and Prevention of STDs, HIV / AIDS.

5. **Care of the Under Fives**

Care of normal and high risk new borns-Infant feeding practices – Breast feeding – complementary feeding – child anthropometry – growth chart – appropriate uses. Diarrhoea – definition – Dehydration – signs – Dehydration - ORT and dietary

management. Acute Respiratory Infections-Definition, diagnosis and home treatment.
Immunization-Need, Schedule.

Related Experiences

1. Visit to a PHC
2. Visit to a Hospital – Labour ward, Paediatric ward.

References

1. Dutt,P.R.(1995). Primary Health Care – Maternal and Child Health Ambathurai : IRH
2. Facts for Life. (1993). A Communication Challenge. New York:
3. Park, J.E. and Part, P.E. (1985). Text Book of Preventive and Social Medicine. Jabalpur: Banaridas Bhanot Publishers.
4. Werner, D. and Bower, B.(1994). Helping Health Workers learn. New Delhi: Voluntary Health Association of India.
5. Arkutu, A.A. (1995). Health Women, Healthy Mothers. New york: Family Care International, Inc.

LECTURE SCHEDULE – REPRODUCTIVE AND CHILD HEALTH

Unit	Content	Hours	
1	Physiology of reproduction, puberty-physical changes. Menarche-menstrual physiology, menstrual cycle, hormonal changes and menstrual problems. Conception-process, pregnancy-signs, changes, foetal growth during pregnancy	4 5 5	14
2	Antenatal care, Risk factors, complications during pregnancy-Miscarriage, abortion, anaemia, eclampsia, bleeding, placenta praevia, ectopic pregnancy, multiple pregnancy. Sex determination. Congenital malformation	4 5 4	13
3	Natal Care – Planning for delivery. Institutional and home delivery. The stages of labour-complications during labour – abnormal presentation, obstructed labour, postpartum hemorrhage, premature rupture of the membrane. Complications.	2 2 8	12
4	Small Family Norm – Timing and spacing of child birth-Contraceptive methods – Terminal and spacing. Factors affecting its choice. Infertility-causes and solutions. Reproductive tract infections – privation and management. Breast and Womb cancer and Sexually Transmitted Diseases-Signs, Transmission and Prevention of STDs, HIV / AIDS	6 6	12
5	Care of normal and high risk new borns-Infant feeding practices – Breast feeding – complementary feeding – child anthropometry – growth chart – appropriate uses. Diarrhoea – definition – Dehydration – signs – Dehydration - ORT and dietary management. Acute Respiratory Infections-Definition, diagnosis and home treatment. Immunization-Need, Schedule	6 4 3	13
	Total		64

EXTENSION MANAGEMENT

Code :18HSEP0311

Cr : T4 + P0

Hours / week :4

Objectives

To enable students to

1. understand the concepts and process of management
2. realize the importance of management for achieving organizational goals.
3. apply the principles to the management of extension organizations/services.

Specific Learning Outcome

On Successful completion of this course , the students will be able to

- get an insight into the process of management
- correlate the importance of organisational goals and the managerial skills.
- acquire skills in managing extension programme.

UNITS

1. **Concept of Management:**

Definition, nature and process, need for management, Principles and steps in Extension Management.

Planning -Meaning and characteristics – Element, policies, strategies, procedures, rules, budgets – planning process, types of plan.

Decision making :

Meaning – Forecasting and decision making – decision making under uncertainty.

2. **Organising:**

Organizational structure – organizational chart – organizational relationship – formal and informal organization – span of management – scalar principle, department – Line staff – financial committee – Defegation of authority – Principles of Delegation – Authority and Responsibility – Centralisation and decentralization.

3. **Co-ordination:**

Meaning, objectives, linkage mechanisms – involvement of organizations at local level – non-profit and profit making organizations.

Staffing

Meaning, manpower planning, selection – training and development needs-methods-performance appraisal, organizational conflict and conflict resolution, grievance handling.

4. **Directing:**

Methods-motivation-theories-communication : Importance, types and barriers to communication. Leadership: Theories and Styles – Managerial grid.

Controlling:

Meaning and process of control – Management Control Techniques – Budgetary and non-budgetary control – Modern techniques – PERT, CPM, requirements for effective control system.

5. **Monitoring and evaluation:**

Meaning, purpose and differences. Types of evaluation, steps in evaluation, efficiency cum performance audit, reporting.

Text Book

1. Rao, V.S.P. and Narayana, P.S. (1987). Principles and Practice of Management. Konark Publishers Private Limited, New Delhi.

References

1. Banarjee,S. (1981). Principles and Practice of Management. Oxford and IBH publishing company. New Delhi.
2. Basu, C.R. (1989). Organisation and Management. S.Chand & Co Ltd., New Delhi.
3. Burton, Gene and Hanab Thakar (1997). Management Today. Tata Mc. Graw Hill Publishing Company, New Delhi.
4. Chandan,J.S. (1997). Management – Concepts and Strategies. Vikas Publishing House Private Limited. New Delhi.
5. Hersey, Paul and Kenneth, H Blanchar. (1996). Management of Organisational behaviour. Utilising Human Resources. Prentice hall of India, Private Limited, New Delhi.
6. Koontz and Heinz Wehrich. (1990). Essentials of Management. McFraw-Hill Publishing company, New Delhi.
7. Prasad,M.L. (1999), Principles and Practice of Management, Sultan Chand & Sons. New Delhi.
8. Ramasamy, T. Principles of Management Himalaya Publishing House. Mumbai.
9. Tripathi, P.C. and Reddy, P.N. (1993). Principles of Management. New Delhi: Tata Mc Graw Hill Publishing Company, Ltd.

LECTURE SCHEDULE – EXTENSION MANAGEMENT

Unit	Content	Hours	
1	Definition, nature and process, need for management, Principles and steps in Extension Management. Planning -Meaning and characteristics – Element, policies, strategies, procedures, rules, budgets – planning process, types of plan. Decision making : Meaning – Forecasting and decision making – decision making under uncertainty	4 5 5	14
2	Organizational structure – organizational chart – organizational relationship – formal and informal organization – span of management – scalar principle, department – Line staff – financial committee – Delegation of authority – Principles of Delegation – Authority and Responsibility – Centralisation and decentralization.	3 5 4	12
3	Co-ordination: Meaning, objectives, linkage mechanisms – involvement of organizations at local level – non-profit and profit making organizations. Staffing Meaning, manpower planning, selection – training and development needs-methods-performance appraisal, organizational conflict and conflict resolution, grievance handling	6 8	14
4	Directing: Methods-motivation-theories-communication : Importance, types and barriers to communication. Leadership: Theories and Styles – Managerial grid. Controlling: Meaning and process of control – Management Control Techniques – Budgetary and non-budgetary control – Modern techniques – PERT, CPM, requirements for effective control system.	6 6	12
5	Monitoring and evaluation: Meaning, purpose and differences. Types of evaluation, steps in evaluation, efficiency cum performance audit, reporting	4 4 4	12
Total			64

TRAINING FOR DEVELOPMENT

Code: 18HSEP0312

Cr : T4+P0

Hours / week: 4

Objectives

To enable the students to

1. clarify the overall goals of designing training programmes for development.
2. understand the different methodologies and evaluate their suitability for training goals.
3. conceptualize the training process
4. develop skills in designing training programmes
5. provide experiential learning in training methodologies
6. evaluate sustainability of training programme

Specific Learning Outcome

On Successful completion of this course , the students will be able to

1. identify the need for training in extension programme.
2. describe various training methodologies
3. gain skills in designing and organizing a training programme.

UNITS

1. **Training and Learning :**

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 learning, reflective learning, literative learning.

Training: Meaning, goals of training – self development, action learning, transformation and organizational development, enhancing organizational effectiveness, team spirit.

2. **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, resourceing, use and choice of consultants.

3. **Trainer trainee interface:**

Roles of a trainer – counselor, coach, partner, facilitator, teacher, advisor, model, expert.
Competencies of a trainer – attitudes, behaviour traits – conjoining competencies of trainers.
Trainer – Trainee perceptions – factors affecting, implications on training, building and developing assertive skills.

4. **Training Process:**

Different phases of training, conceptual models of training, systems approach to training – inputs, process, outputs.

Training Strategy and Designs:

Training need assessment, planning training programmes, organizational environment, training facilities and other resources – arranging for strategies from training design.

Training methods and interactive styles:

Classification of training methods, their importance, uses and limitations – selecting, appropriate methods to suit situations and circumstances. Case study, role playing, psychodrama, sensitivity, buzz group, group discussion, transactional analysis, process work, micro-lab, business games etc.

Evaluation: Meaning, purpose, elements of evaluation, approaches to evaluation reaction level, learning level, behaviour level, results level and evaluation skills, Tools for evaluation.

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. Post training factors – cost, organizational support and other factors facilitating training.

5. **Organisational factors and training:**

Working climate, leadership, values, mechanics of change – organizations as socio-technical systems – impact development. Developing organizational structures for facilitating micro and macro level interventions for facilitating development.

Practical

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

Text Book

1. Lyton,R. and Pareek,U. (1990). Training for Development. Vistar Publications, New Delhi.

References

1. Berger,M.L. and Berger,P.J. (1973) Group Training Technologies, Lowe and Bryalone pvt. Ltd., Haver Hill, Britain.
2. Bhatnagar,O.P. (1989). Evaluation Methodology for Training Theory and Practical. Oxford and IBH Publishing company. New Delhi.
3. Easterby Smith, Mark. (2986). Evaluation Management, Training and Development. Growers Publishing Co., England.
4. Hackett,P.(1997). Introduction to Training. Universities Press. Hyderabad.
5. Kolb,D. (1984). Experiential Learning – Experiences as the Source of Learning and Development. Prentice Hall Inc., Englewood Cliffs, New Jersey.
6. Lyton, R. and Pareek,U. (1992). Facilitating Development. Sage Publications, New Delhi.
7. Myshra, D.C. (1990). New Directions in Extension Training. Directorate of Extension, Ministry of Agriculture, Government of India, New Delhi.
8. Moss Geoffrey. (1988). The Trainers' Handbook for Managers and Trainers. Institute of Management, Singapore.
9. Palmer, Albert,B. (1981). Learning Cycle: Models of Behavioural Change – A Handbook of Group Facilitator, University Associates, Lajolla, California.
10. Prior,J. (1994). Hand Book of Training and Development Jaico Publishing House, Bombay.
11. Singh,P.N. (1989). Training for Management Development. Forum of Asian Managers, 101, Blue Haven, Santacruz, Bombay
12. Truelove,S.(1997). Handbook of Training and Development Beacon Books, A Blackwell Asia Imprint. New Delhi.

LECTURE SCHEDULE – TRAINING FOR DEVELOPMENT

Unit	Content	Hours	
1	<p>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 learning, reflective learning, iterative learning.</p> <p>Training: Meaning, goals of training – self development, action learning, transformation and organizational development, enhancing organizational effectiveness, team spirit.</p>	6 6	12
2	<p>Current trends in training methodologies, organizational development approach, competency based training, participatory training methodologies – aspects, advantages, limitations, implications for training process.</p> <p>Training Administration : Policies, guidelines, authority – the formulation of training plans – whom to be given training, when and how?</p> <p>Budget, records, resourceing, use and choice of consultants.</p>	5 4 3	12
3	<p>Roles of a trainer – counselor, coach, partner, facilitator, teacher, advisor, model, expert.</p> <p>Competencies of a trainer – attitudes, behaviour traits – conjoining competencies of trainers.</p> <p>Trainer – Trainee perceptions – factors affecting, implications on training, building and developing assertive skills</p>	4 4 4	12
4	<p>1. Training Process:</p> <p>Different phases of training, conceptual models of training, systems approach to training – inputs, process, outputs.</p> <p>Training Strategy and Designs:</p> <p>Training need assessment, planning training programmes, organizational environment, training facilities and other resources – arranging for strategies from training design.</p> <p>Training methods and interactive styles:</p>	3 3	20

	<p>Classification of training methods, their importance, uses and limitations – selecting, appropriate methods to suit situations and circumstances. Case study, role playing, psychodrama, sensitivity, buzz group, group discussion, transactional analysis, process work, micro-lab, business games etc.</p> <p>Evaluation: Meaning, purpose, elements of evaluation, approaches to evaluation reaction level, learning level, behaviour level, results level and evaluation skills, Tools for evaluation.</p> <p>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. Post training factors – cost, organizational support and other factors facilitating training.</p>	<p>6</p> <p>4</p> <p>4</p>	
5	<p>Working climate, leadership, values, mechanics of change – organizations as socio-technical systems – impact development. Developing organizational structures for facilitating micro and macro level interventions for facilitating development.</p>	<p>4</p> <p>4</p>	8
	Total		64

GENDER AND DEVELOPMENT

Code: 18HSEP0413

Cr : T4+P0

Hours / week: 4

Objectives

To enable the students to

1. understand the meaning and relevance of Women Studies
2. develop concern for women's issues and problems and
3. have a picture of the efforts in India for women's uplift.
- 4.

Specific learning outcomes

On Successful completion of this course , the students will be able to

1. To trace the significance of gender development in national development
2. To report the violence against women at family and work place.
3. To get familiarize with legislations and policies for women.

UNITS

1. Gender and Development :

Concept of gender, gender roles, Changing trends, gender analysis matrix, shift from welfare to development and empowerment, gender in development, gender and development, National and International efforts for gender empowerment.

2. Status of Women in India

Status – Meanings, Status of Women as per latest census report – Gender gaps and their implications, Sex ratio, Life expectation at birth, Health, Nutrition and Mortality, age at marriage, fertility, literacy, employment – sexual division of labour and its implication – (a) dissemination (b) invisibility (c) devaluation.

3. Violence against women:

Dowry, divorce, female feticide and infanticide, sexual discrimination, sexual exploitation, obscene advertisements and projects in the mass media. Efforts for elimination of all forms of discrimination.

4. Policies for Women's development:

National Policy for Women's empowerment, Policy perspective, mainstreaming, a gender perspective in the development process.

Economic, Social, Legal and political empowerment of Women

5. Women and Law:

Marriage, divorce, dowry, property, employment and adoption, political participation, Legal literacy for Women, Family Counselling centre

Related Experiences

1. Study of women's status in a village.
2. Identification of women's problems in a village.
3. Preparation of an album on women's issues.

References

1. Country Report. (1995). Department of Women and Child Development. Government of India.
2. Goel, A. (2004) Education & Socio-Economic Perspectives of Women Development and Empowerment. New Delhi: Deep & Deep.
3. National Perspective Plan for Women. (1988). New Delhi: Department of Women and Child Development. Government of India.
4. Rehman, M.M. and Biswal, K.K. (1993). Education, Work and Women. New Delhi: Common Wealth Publishers.
5. Sharma, O.C. (1994). Crime Against Women. New Delhi: Sterling Publishers Private Limited.
6. Subbamma, M. (1985). Women, Tradition, Culture. New Delhi: Ashish Publishing House.

LECTURE SCHEDULE – GENDER AND DEVELOPMENT

Unit	Content	Hours	
1	Concept of gender, gender roles, Changing trends, gender analysis matrix, shift from welfare to development and empowerment, gender in development, gender and development, National and International efforts for gender empowerment.	5 4 4	13
2	Status – Meanings, Status of Women as per latest census report – Gender gaps and their implications, Sex ratio, Life expectation at birth, Health, Nutrition and Mortality, age at marriage, fertility, literacy, employment – sexual division of labour and its implication – (a)dissemination (b) invisibility (c) devaluation	3 8 4	15
3	Dowry, divorce, female feticide and infanticide, sexual discrimination, sexual exploitation, obscene advertisements and projects in the mass media. Efforts for elimination of all forms of discrimination.	6 6	12
4	National Policy for Women’s empowerment, Policy perspective, mainstreaming, a gender perspective in the development process. Economic, Social, Legal and political empowerment of Women	6 6	12
5	Marriage, divorce, dowry, property, employment and adoption, political participation, Legal literacy for Women, Family Counselling centre	6 6	12
	Total		64

FAMILY CARE GIVING INSTITUTIONS

Code: 18HSEP0414

Cr : T4+P0

Hours / week : 4

Objectives

To enable the students to

- understand the concept of family service
- become aware of the role and functions of family service organizations

Specific Learning Outcomes

On Successful completion of this course , the students will be able to

1. get insight in the family services.
2. categories organisations which offer family services.
3. identify the need and functions of these institutions.

UNITS:

1. Family Care Giving Institutions::

Meaning, Need and Nature of care giving institutions in India .Role of family care giving institutions in developing nation.

2. Organisations working for the service of various groups:

Women : Department of Women and Child Development, Women Development Corporation, National Commission for Women, SEWA, CSWB, SSWB, AIWC, WIA, Family court.

3. Children:

ICCW, NIPCCD, Planned Parenthood Federation, SOS villages, CRY, UNICEF, CARE India, WHO, Juvenile homes.

4. Youth :

NYK, YMCA, YWCA, YUVA.

5. Groups with special needs:

Organizations working for Physically and mentally challenged, Spastic Society, Help Age India, National Institute of visually challenged.

Related Experience

- Visit to organizations to study their structure, role and functions
- Discussion of case studies.

References

1. Kumar, A. Social change Through NGOs. New Delhi: Institute for Sustainable Developmet. Lucknow and Anmol Publications Pvt. Ltd.
2. Madhu Kohli. Voluntary action in India – Sun Profiles. NIPCCED: New Delhi.

SCIENTIFIC WRITING (*Major Elective*)

Code: 18HSEP03E1

Cr : T4+P0

Hours / week : 4

Objectives

1. to be able to appreciate and understand importance of writing scientifically
2. To develop competence in writing and abstracting skills
3. To write either a draft research proposal or a chapter of dissertation.

Specific Learning Outcomes

On Successful completion of this course , the students will be able to

1. differentiate the different means of communication of research
2. construct different types of tables for data presentation
3. develop skills in preparing research proposal for funding.

Contents:

1. Scientific writing as a means of communication
 - Different forms of scientific writing
 - Articles in Journals, Research notes and reports, review articles, Monographs, Dissertations, Bibliographies.
2. How to formulate outlines.
 - The reasons for preparing outlines
 - as a guide for plan of writing
 - as skeleton for the manuscript
 - Kinds of outline
 - topic outlines
 - conceptual outline
 - sentence outlines
 - combination of topic and sentence outlines
3. Drafting Titles, Sub Titles, Tables, illustrations
 - Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships and results.
 - Formation Tables : Title, Body stab, Stab Column, Column Head, Spanner Head, Box Head
 - Appendices : Use and guidelines
4. The writing process
 - Getting started
 - Use outline as a starting device
 - Drafting
 - Reflecting, Re-reading

- Checking organization
 - Checking headings
 - Checking content
 - Checking clarity
 - Checking grammar
- Brevity and precision in writing
 - Drafting and Re-drafting based on critical evaluation
 - Writing Bibliography as per APA style.

5. Writing for Grants

- Clearly state the question to be addressed
- Rationale and importance of the question being address
- Empirical and theoretical conceptualization
- Presenting pilot study/data
- Research proposal and time frame
- Clarity, specificity of method
- Clear organization
- Outcome of study and its implications
- Budgeting
- Available infra-structure and resources
- Executive summary

References

1. APA (1984) Publication Manual of American Phychological Association (3rd edition), Washington: APA
2. Cooper,H.M.(1990) Integrating Research: A Guide for Literature Reviews (2nd edition). California: Sage
3. Dunn,F.V. & Others. (Ed.). (1994). Disseminating Research: Changing Practice. Sage.
4. Harman, E & Montagnes, I. (Eds.). (1997). The Thesis and the Book. New Delhi: Vistaar.
5. Locke,L.F. and others (1987). Proposals that work: A guide for Planning Dissertations & Grant Proposals (2nd Ed.) Beverly Hills: Sage.
6. Richardson,L.(1990). Writing Strategies. Reaching Diverse Audience. California: Sage.
7. Thyer, B.A. (1994). Successful Publishing in Scholarly Journals. California: Sage.
8. Seyler, U.Dorothy (1999) Doing Research The Completer Research Paper Guide. Boston: McGraw-Hill College.

LECTURE SCHEDULE – SCIENTIFIC WRITING

Unit	Content	Hours	
1	Scientific writing as a means of communication Different forms of scientific writing - Articles in Journals, Research notes and reports, review articles, Monographs, Dissertations, Bibliographies	4 6 4	14
2	How to formulate outlines. The reasons for preparing outlines - as a guide for plan of writing - as skeleton for the manuscript Kinds of outline - topic outlines - conceptual outline, sentence outlines - combination of topic and sentence outlines	8 6	14
3	Drafting Titles, Sub Titles, Tables, illustrations <ul style="list-style-type: none"> • Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships and results. • Formation Tables : Title, Body stab, Stab Column, Column Head, Spanner Head, Box Head • Appendices : Use and guidelines 	4 6 2	12
4	The writing process <ul style="list-style-type: none"> • Getting started • Use outline as a starting device • Drafting • Reflecting, Re-reading <ul style="list-style-type: none"> - Checking organization, Checking headings - Checking content, Checking clarity - Checking grammar • Brevity and precision in writing • Drafting and Re-drafting based on critical evaluation • Writing Bibliography as per APA style. 	6 6	12
5	Writing for Grants <ul style="list-style-type: none"> ○ Clearly state the question to be addressed ○ Rationale and importance of the question being address ○ Empirical and theoretical conceptualization ○ Presenting pilot study/data ○ Research proposal and time frame ○ Clarity, specificity of method ○ Clear organization, Outcome of study and its implications, Budgeting ○ Available infra-structure and resources ○ Executive summary 	6 6	12
Total			64

MANAGEMENT OF SHGs (*Major Elective*)

Code: 18HSEP03E2

Cr : T4+P0

Hours / week : 4

Objectives

To help the students to learn to

- organise and register SHGs and
- empower the groups with needed technical input

Specific Learning Outcomes

On Successful completion of this course , the students will be able to

1. acquire skills in organizing SHGS at village level.
2. identify the trades for strengthening SHG activities.
3. help the SHGS in developing action plan
4. identify the schemes suitable for SHGs

UNITS

1. Formation of SHGs:

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

2. Savings:

Need, frequency, Objectives, types of group savings – optimal, fixed, planned, special problems in group savings. Role of bank, NABARD, micro finance institutions. Types of loans available to SHGs, Need and importance of giving loans, criteria for giving loans, Recovery of loans, rotation of capital fund.

3. Grading of SHGs:

Need and importance, developing indicators for grading, criteria for grading, SWOT analysis Need for action plans, developing an annual action. Sustainability of SHGs – Meaning, how to attain sustainability.

4. Book keeping:

Accounts – different accounts books and their importance. Writing of SHG books – Savings ledger, Loans ledger, Cash book, receipt & payment voucher, general ledger, insurance ledger.

SHG meetings: Preparation of agenda, meeting minutes, How to SHG meetings, production and marketing of SHG products.

5. **Federation:**

Meaning, Need, organization structure of federation Mahalir Thittam - Objectives and implementation aspects

Role of NGOs in empowering SHGs.(Self Study Unit)

Role of Ministry of Rural Development, Department of Women and child Development CSWB and CAPART.

Reference

1. Karmakar,K.G., Rural Credit and Self Help Groups: Micro-finance need and Concepts in India, Sage Publications, New Delhi, 1999.
2. Narayanasamy, N (et.al). (2001) “Suya Uthavi Kulukkal Melanmai (Tamil)”. Gandhigram: Gandhigram Rural Institute.
3. Mahalir Thittam Working Manual (2002) Tamil Nadu Corporation for Development of women Limited.
4. Thomas Fisher and M.S.Sriram, Beyond Micro-Credit: Putting Development Back into Micro-finance, Sage Publications, New Delhi, 2002.

LECTURE SCHEDULE – MANAGEMENT OF SHGs

Unit	Content	Hours	
1	Origin, Concept, objectives, principles, philosophy and the need for SHGs. Roles and responsibilities of members, representatives. Rules and regulations for SHGs, bye-laws and guidelines for SHGs. Group maintenance fund – source and use.	5 5 4	14
2	Need, frequency, Objectives, types of group savings – optimal, fixed, planned, special) problems in group savings. Role of bank, NABARD, micro finance institutions. Types of loans available to SHGs, Need and importance of giving loans, criteria for giving loans, Recovery of loans, rotation of capital fund.	4 5 4	13
3	Need and importance, developing indicators for grading, criteria for grading, SWOT analysis Need for action plans, developing an annual action. Sustainability of SHGs – Meaning, how to attain sustainability.	4 4 5	13
4	Accounts – different accounts books and their importance. Writing of SHG books – Savings ledger, Loans ledger, Cash book, receipt & payment voucher, general ledger, insurance ledger. SHG meetings: Preparation of agenda, meeting minutes, How to SHG meetings, production and marketing of SHG products.	6 6	12
5	Federation: Meaning, Need, organization structure of federation Mahalir Thittam - Objectives and implementation aspects Role of NGOs in empowering SHGs. Role of Ministry of Rural Development, Department of Women and child Development CSWB and CAPART.	6 2 4	12
	Total		64

FAMILY AND COMMUNITY SCIENCE (Major Elective)

Code: 18HSEP03E3

Credits: 4

Hours/Week: 4

Objectives :

To enable students to have a sound knowledge in various branches of Home Science for strengthening the extension and research base.

Specific learning outcomes

On successful completion of these units, students are expected to

1. describe the importance of each branch of Home Science
2. understand the essence of each subject
3. prepare them for UGC NET, SLET and ASRB

UNIT – I

Food Science and Nutrition : Food groups, Cooking Methods, Principles and Methods of Preservation, Composition of Food, Food Additives, Food Adulteration, Food Laws, Food Processing.

Concept of nutrition, Nutrients, Malnutrition digestion, absorption and metabolism of macro and micro nutrients, deficiencies and sources. Food Hygiene and sanitation.

Food borne infections, Nutrition through life cycle – RDA, Diet modifications for Diabetes, Cardio Vascular Disease, Obesity, Anaemia and Renal Disorders.

UNIT – II

Institution Management – Management, principles and functions, Food Service – Types and styles – personnel management, record maintenance in food service institutions, standardization of recipe, portion control and cost control.

UNIT – III

Textiles and Clothing : General properties and structure of all textile fibers. Processing and manufacture of natural and man-made fibers. Definition and classification of yarns:

Identification of yarns and their use in various fabrics. Fabric construction, definition and types of woven, non-woven and knitted fabric . Testing of fibers, yarns and fabric.

Clothing : Principles of clothing-Socio-Psychological aspects of clothing, selection of fabrics for the family. Clothing construction – basic principles of drafting, flat pattern and draping methods . Textile design-principles and concepts. Care and maintenance of textiles materials and garments; Laundry agents-methods and equipments.

UNIT – IV

Resource Management – Concept of Home Management and steps – Management of Human Resources; Classification of Resources; Basics characteristics of Resources, Decision making in family, Steps in decision making; Methods of resolving conflicts. Work simplification; Importance of work simplification in home; Mundel’s classes of change; Housing, Interior design. Principles of Interior design, Various colours and colour schemes. Household equipment-selection and Care.

UNIT – V

Human Development – Child development- Principles and Stag. Life Span Development – Theories of Human Development and Behaviour. Child rearing , Socialization practices and Dynamics, Early Childhood Care and Education – Emerging trends. Development problems and disabilities during childhood and adolescence. Advanced child study methods and assessment.

References:

1. Corbman.P.B. (1985). Fibre to Fabric. New York : Macraw Hill Book Company.
2. Dantyagi. S. (1996). Fundamentals of Textiles and their Care New Delhi: Orient Longman Limited.
3. Education Planning Gropu . (1987). Home Management, New Delhi : Arya Publishing House.
4. Jha, J.K. (2002). Encyclopaedia of Teaching of Home Science, Vol.I,II and III . New Delhi: Anmol Publications.
5. Srilakshmi.B. (1997). Food Science. New Delhi. New Age International Pvt.Ltd.

6. Suriakanthi.A., (2002). Child Development - An Introduction Gandhigram : Kavitha Publications.
7. Varghese , M.A.et al (1994). Home Management , New Delhi: Viley Eastern Limited.

FAMILY AND COMMUNITY SCIENCE - LECTURE SCHEDULE

Units	Topic to be covered	Hours
I	Food Science and Nutrition : Food groups, Cooking Methods, Principles and Methods of Preservation, Composition of Food	2
	Food Additives, Food Adulteration, Food Laws, Food Processing	2
	Concept of nutrition, Nutrients, Malnutrition digestion, absorption and metabolism of macro and micro nutrients, deficiencies and sources	2
	Food Hygiene and sanitation. Food borne infections,	1
	Nutrition through life cycle – RDA, Diet modifications for Diabetes, Cardio Vascular Disease, Obesity, Anaemia and Renal Disorders	4
	Total	11
II	Institution Management – Management, principles and functions	2
	Food Service – Types and styles	3
	personnel management	2
	Record maintenance in food service institutions	2
	Standardization of recipe, portion control and cost control	2
	Total	11
III	Textiles and Clothing : General properties and structure of all textile fibers. Processing and manufacture of natural and man-made fibers	2
	Definition and classification of yarns: Identification of yarns and their use in various fabrics	1
	Fabric construction, definition and types of woven, non-woven and knitted fabric	2
	Testing of fibers, yarns and fabric	1
	Clothing : Principles of clothing-Socio-Psychological aspects of clothing, selection of fabrics for the family	1
	Clothing construction – basic principles of drafting, flat pattern and draping methods	1
	Textile design-principles and concepts. Care and maintenance of textiles materials and garments	1
	Laundry agents-methods and equipments	1

	Total	10
IV	Resource Management – Concept of Home Management and steps	2
	Management of Human Resources; Classification of Resources; Basics characteristics of Resources	2
	Decision making in family, Steps in decision making; Methods of resolving conflicts	2
	Work simplification; Importance of work simplification in home	2
	Mundel’s classes of change; Housing	2
	Interior design. Principles of Interior design, Various colours and colour schemes	3
	Household equipment-selection and Care	2
	Total	15
V	Human Development – Child development- Principles and Stage	2
	Life Span Development – Theories of Human Development and Behaviour	2
	Child rearing	2
	Socialization practices and Dynamics	2
	Early Childhood Care and Education – Emerging trends	2
	Development problems and disabilities during childhood and adolescence	3
	Advanced child study methods and assessment	2
	Total	15
	Seminar	2
Total hours for Unit I to V	64	

COMMUNITY NUTRITION (*Major Elective*)

Code: 18HSEP03E4

Credits: T4+P0

Hours/Week: 4

Objectives

1. To enable students to learn the concepts of community nutrition
2. To enable the students to assess the health status of the community

Specific learning outcomes

On Successful completion of this course , the students will be able to

1. assess the health status of the community
2. know the various organizations related with food and nutrition with its functions

Contents

UNIT I

Community Nutrition –meaning and concept of community nutrition, relationship between health and nutrition. Malnutrition and infection- vicious cycle.Application of modern science and technology for effectively increasing the production and conservation of foods.

UNIT II

Communicable diseases and its control Socioeconomic and demographic status – relation to nutritional status importance of sanitation and hygiene in health.

UNIT III

Nutritional status- definition, Methods of assessments- anthropometry, clinical, biochemical and biophysical assessment.Diet surveys- food weighment survey, 24 hour recall, food dairy and food frequency.Vital statistics- mortality and morbidity statistics.

UNIT IV

Nutrition Education- objectives and methods used, integration of nutrition education with extension work, when to teach, whom to teach and who is to teach.Principles of planning, executing and evaluating, nutrition education programmes, problems in conducting nutrition education programmes.

UNIT V

Nutrition programmes national and international organizations concern with food and nutrition- vitamin-A prophylaxis, anaemia, iodine, ICDS, ICMR, NIN, CFTRI, DFRL and FAO, WHO and UNICEF ,IVACG,INACG & IZACG

References

1. Annual Reviews of Nutrition, Annual Review Inc, California, USA.
2. Shills,M.E.; Olson,J.;Shike,M. and Roos,C.(1998): Modern Nutrition in Health and Disease.9th Edition .Williams and Williams.A. Beverly Co. London.
3. Bodwell,C.E. and Erdman,J.W.(1998) Nutrient Interactions.MarcelDekerInc.New York.
4. World Reviews of Nutrition and Dietetics.
5. WHO Technical Report Series.
6. Indian Council of Medical Research. Recommended Dietary intakes for Indians-Latest Recommendations.
7. Indian Council of Medical Research. Nutritive Value of Indian Foods-Latest Publication.
8. Berdanier, C. D. and Hargrove, J.L.(ed)(1996):nutrients and gene expression: Clinical Aspects .Boca Raton ,FL CRC Press.
9. Baeurle, P.A.(ed)(1992) Inducible Gene Expression. Part I: Environmental Stresses and Nutrients. Boston. Birkhauser.
10. Chandra,R.K. (ed)(1992): Nutrition Immunology.ARTSBiomedical.St John's New Foundland .

LECTURE SCHEDULE - COMMUNITY NUTRITION

Units	Topics to be covered	Hours
I	Community Nutrition –meaning and concept of community nutrition,	1
	Relationship between health and nutrition.	2
	Malnutrition and infection-	2
	Vicious cycle.	1
	Application of modern science and technology for effectively increasing the production	2
	Conservation of foods.	1
	Total	9
II	Communicable diseases	3
	Control	2
	Socioeconomic and	2
	Demographic status – relation to nutritional status,	2
	Importance of sanitation in health	1
	Hygiene in health.	1
	Total	11
III	Nutritional status- definition,	1
	Methods of assessments- Introduction	1
	Anthropometry,	2
	Clinical,	1
	Biochemical	2
	Biophysical assessment.	1
	Diet surveys- food weighment survey, 24 hour recall, food dairy and food frequency.	3
	Vital statistics- mortality and morbidity statistics.	2
	Total	13

IV	Nutrition Education- objectives	1
	Methods used,	2
	Integration of nutrition education with extension work,	2
	When to teach, whom to teach and who is to teach.	1
	Principles of planning	1
	Executing and evaluating	1
	Nutrition education programmes	3
	Problems in conducting nutrition education programmes	2
	Total	13
V	Nutrition programmes-(32, 33, 34, 35, 36) national	3
	International organizations concern with food and nutrition-	2
	Vitamin-A prophylaxis,	1
	Anaemia, iodine,	1
	ICDS, ICMR, NIN, CFTRI, DFRL and	4
	FAO, WHO and UNICEF. IVACG,INACG & IZACG	4
	Total	15
	Seminar	3
	Total hours for Unit I – V	64

DEVELOPMENT PROJECT MANAGEMENT – (*Major Elective*)

Code:18HSEP03E5

Cr:T4

Hours/week : 4

Objectives:

To enable students:

- To get an insight related to components of project planning.
- To provide an overview of the significance of general approach and methods and techniques and
- To impart skills in project planning.

Specific learning outcomes

On Successful completion of this course , the students will be able to
Gain skills in planning a project

UNITS:

1. Basic Concepts: Need, problem, project feasibility, planning, project formulation, forecasting, appraisal, PRA, Importance and objectives of project formulation – project development cycle and its stages , Project classification.
2. Project identification – Identification of project opportunities, government policy, regulations, incentives and restrictions – methods and techniques of project identification, prioritization of projects with people’s participation – pre feasibility study.
3. Project formulation: Feasibility study and opportunity study-techno economic analysis – project design and network analysis – input analysis –financial analysis – social cost benefit analysis.
4. Project Appraisal: Comprehensive appraisal of the key components of the project – project appraisal techniques – decision matrix, systems analysis, urgency and risk analysis, break event analysis, pay back period analysis, rate of return, MPV profitability and IRR analysis, risk analysis and social cost benefit analysis.
5. Project Format: Common format of a project proposal – basic and supportive information required for a project; rules governing the preparation of project proposal. Writing up a project proposal.

References

1. Bhargava,B.S. et al. (2001) Project identification, Formulation and Appraisal. Metropolitan Book House:New Delhi.
2. Chandra,P. (2012). Project Preparation, Appraisal, Budgeting and implementation. Tata McGraw Hill, New Delhi.
3. Goel,E.B. (2001) Project Management. Tata McGraw Hill, Newdelhi.
4. Mukherjee A (1991). Methodology and Database for centralised Planning with special reference to decentralized Planning in India. Vol.i,ii,iii.

LECTURE SCHEDULE – DEVELOPMENT PROJECT MANAGEMENT

Unit	Content	Hours	
1	Basic Concepts: Need, problem, project feasibility, planning, project formulation, forecasting, appraisal, PRA Importance and objectives of project formulation – project development cycle and its stages , Project classification	6	14
		2	
		6	
2	Project identification – Identification of project opportunities, government policy, regulations, incentives and restrictions – methods and techniques of project identification, prioritization of projects with people’s participation – pre feasibility study.	6	12
		6	
3	Project formulation: Feasibility study and opportunity study- techno economic analysis – project design and network analysis – input analysis –financial analysis – social cost benefit analysis.	6	12
		6	
4	Project Appraisal: Comprehensive appraisal of the key components of the project – project appraisal techniques – decision matrix, systems analysis, urgency and risk analysis, break event analysis, pay back period analysis, rate of return, MPV profitability and IRR analysis, risk analysis and social cost benefit analysis.	4	14
		4	
		6	
5	Project Format: Common format of a project proposal – basic and supportive information required for a project; rules governing the preparation of project proposal. Writing up a project proposal.	6	12
		6	
Total			64

PROGRAMMES FOR RURAL FAMILIES – (*Major Elective*)

Code: 18HSP03E6

Cr : T3+P1

Hours / week: 5

Objectives

To enable the students to

1. get acquainted with the on going programme for rural development and their implementation and
2. be resourceful in guiding the rural women/communities to avail themselves of help under the programmes

Specific Learning outcomes

On Successful completion of this course , the students will be able to

- understand the implementation of various programme through review of office documents, discussion with officials, review of related books and journals and the beneficiaries

UNITS:

1. Review of rural development programmes in India. beneficiary selection, financial assistance and implementation of the following programmes. Economic Programmes: SGSY, PMRY, Mahalir Thittam, NREGS, PLF Special Programmes for Women : Department of Social Welfare District Differently abled Rehabilitation Centre
2. National Social Assistance Scheme: Pension, Marriage assistance and other Welfare Schemes.
3. ICDS, and noon meal Programme: current status of the programme and the programme content.
4. Energy and Environment programme.- Ministry of New and Renewable Energy, Ministry of Environment.
5. National Rural Health Mission. National Rural Livelihood mission, National Literacy Mission – Millennium Development goals- objectives, target and achievement.

Related Experience:

- Role of officials at village, block and district level for implementation of various programmes.
- Interaction with village women for assessing the extent of utilization of various programmes.
- Visit to the panchayat and panchayat union office to understand the role of officials in implementing programmes. Visit to selected NGOs for understanding their role in rural development

References :

1. Annual Report, Department of Rural Development, Ministry of Rural Development and Local Administration
2. Annual Report, Programme evaluation Organisation. Planning Commission, Government of India. New Delhi.
3. Current Five Year Plan, Planning Commission. Government of India, New Delhi.
4. Manuals on SGSY, PMRY, Mahalir Thittam published by the Department of Rural Development.
5. State Five Year Plan and Annual Plans. Government of Tamil Nadu, Madras.

LECTURE SCHEDULE - PROGRAMMES FOR RURAL FAMILIES

Unit	Content	Hours	
1	Review of rural development programmes in India. beneficiary selection, financial assistance and implementation of the following programmes. Economic Programmes: SGSY, PMRY, Mahalir Thittam, NREGS, PLF Special Programmes for Women : Department of Social Welfare District Differently abled Rehabilitation Centre	3 8	11
2	National Social Assistance Scheme: Pension, Marriage assistance and other Welfare Schemes	4 5	9
3	ICDS, and noon meal Programme: current status of the programme and the programme content.	4 5	9
4	Energy and Environment programme.- Ministry of New and Renewable Energy, Ministry of Environment.	4 5	9
5	National Rural Health Mission. National Rural Livelihood mission, National Literacy Mission – Millennium Development goals- objectives, target and achievement.	3 3 4	10
	Total		48

COMMUNITY BASED INCLUSIVE DEVELOPMENT – (*Major Elective*)

Code:18HSEP03E7

Cr:T4

Hours/week : 4

Objectives:

To enable students:

- To know about various types of disabilities
- To understand the history of rehabilitation of disabled in India
- To get an insight into Community Based Inclusive Development

Specific Learning outcomes

On Successful completion of this course , the students will be able to

- gain skills to plan, design and implement Community Based Inclusive Development Projects

UNITS:

1. **Basic Concepts:** Definition - Impairment, handicap, Functional limitations, Disability.
Classification of disabilities and its causes. Magnitude of Disability.
2. **Approaches to Disability Rehabilitation :** History of disability and rehabilitation in India.
Rights of the Disabled. Policies, Programmes and Legislations for the Disabled.
3. **Community Based Inclusive Development (CBID) -** Meaning, principles, Barriers CBR Matrix,
CBID and SDG
4. **Self help Groups in Community Based Inclusive Development**
Self help groups – meaning, importance, Role of SHGS in CBI ,Sustainability of SHGs
5. **Success Stories of CBID**
Good practices of CBID in Asia and pacific regions

References :

1. Abraham, Christy; Thomas, Mayan (1994): Community Based Rehabilitation in India – the Phase of Consolidation, ACTIONAID Disability News, 5 (1), p.57-58
2. Adeoye A, Hartley S (2008). CBR Programmes in Africa: A preliminary Analysis, in S. Hartley and J. Okune (Eds) CBR: Inclusive policy development and implementation. University of East Anglia: Norwich, UK.

3. Census of India 2001. Data on disability. Office of the Registrar General and Census Commissioner, India.
4. IDDC (2012). Community-Based Rehabilitation and the Convention on the Rights of Persons with Disabilities. Brussels, Belgium.
5. Thomas M (2013). Community-Based Rehabilitation as a Strategy for Community-Based Inclusive Development. Disability and International Development, 1: 15-20.
6. United Nations (2006). Convention on Rights of Persons with Disabilities.
7. WHO, UNESCO, ILO, IDDC (2010). Community-Based Rehabilitation: CBR Guidelines. Geneva. WHO, World Bank (2011). The World Report on Disability. Geneva.
8. World Bank (2009). Persons with disabilities in India: From commitments to outcomes. Human Development Unit, South Asia Region.

LECTURE SCHEDULE – COMMUNITY BASED INCLUSIVE DEVELOPMENT

Unit	Content	Hours	
1	Definition - Impairment, handicap, Functional limitations, Disability.	4	
	Classification of disabilities and its causes.	8	14
	Magnitude of Disability.	2	
2	History of disability and rehabilitation in India.	6	
	Rights of the Disabled. Policies, Programmes and Legislations for the Disabled	6	12
3	CBID -Meaning, principles, Barriers	6	
	CBR Matrix, CBID and SDG	6	12
4	Self help groups – meaning, importance,	4	
	Role of SHGS in CBID	4	14
	Sustainability of SHGs	6	
5	Good practices of CBID in Asia and pacific regions	6	12
	Discussion of Success stories in India, Myanmar, Japan and pacific regions	6	
	Total		64

SCIENTIFIC WRITING (*Non - Major Elective*)

Code: 18HSEP02N1

Cr : T4+P0

Hours / week: 4

Objectives

1. To be able to appreciate and understand importance of writing scientifically
2. To develop competence in writing and abstracting skills
3. To write either a draft research proposal or a chapter of dissertation.

Specific Learning Outcomes

On Successful completion of this course , the students will be able to

1. differentiate the different means of communication of research
2. construct different types of tables for data presentation
3. discuss the steps in research writing.
4. develop skills in preparing research proposal for funding.

Contents:

1. Scientific writing as a means of communication

Different forms of scientific writing

- Articles in Journals, Research notes and reports, review articles, Monographs, Dissertations, Bibliographies.

2. How to formulate outlines.

The reasons for preparing outlines

- as a guide for plan of writing
- as skeleton for the manuscript

Kinds of outline

- topic outlines
- conceptual outline
- sentence outlines
- combination of topic and sentence outlines

3. Drafting Titles, Sub Titles, Tables, illustrations

- Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships and results.
- Formation Tables : Title, Body stab, Stab Column, Column Head, Spanner Head, Box Head
- Appendices : Use and guidelines

4. The writing process

- Getting started
- Use outline as a starting device
- Drafting

- Reflecting, Re-reading
 - Checking organization
 - Checking headings
 - Checking content
 - Checking clarity
 - Checking grammar
- Brevity and precision in writing
- Drafting and Re-drafting based on critical evaluation
- Writing Bibliography as per APA style.

5. Writing for Grants

- Clearly state the question to be addressed
- Rationale and importance of the question being address
- Empirical and theoretical conceptualization
- Presenting pilot study/data
- Research proposal and time frame
- Clarity, specificity of method
- Clear organization
- Outcome of study and its implications
- Budgeting
- Available infra-structure and resources
- Executive summary

References

1. APA (1984) Publication Manual of American Psychological Association (3rd edition), Washington: APA
2. Cooper,H.M.(1990) Integrating Research: A Guide for Literature Reviews (2nd edition). California: Sage
3. Dunn,F.V. & Others. (Ed.). (1994). Disseminating Research: Changing Practice. Sage.

4. Harman, E & Montagnes, I. (Eds.). (1997). The Thesis and the Book. New Delhi: Vistaar.
5. Locke, L.F. and others (1987). Proposals that work: A guide for Planning Dissertations & Grant Proposals (2nd Ed.) Beverly Hills: Sage.
6. Richardson, L. (1990). Writing Strategies. Reaching Diverse Audience. California: Sage.
7. Thyer, B.A. (1994). Successful Publishing in Scholarly Journals. California: Sage.
8. Seyler, U. Dorothy (1999) Doing Research The Completer Research Paper Guide. Boston: McGraw-Hill College.

LECTURE SCHEDULE – SCIENTIFIC WRITING

Unit	Content	Hours	
1	Scientific writing as a means of communication Different forms of scientific writing - Articles in Journals, Research notes and reports, review articles, Monographs, Dissertations, Bibliographies	4 6 4	14
2	How to formulate outlines. The reasons for preparing outlines - as a guide for plan of writing - as skeleton for the manuscript Kinds of outline -topic outlines - conceptual outline - sentence outlines - combination of topic and sentence outlines	8 6	14
3	Drafting Titles, Sub Titles, Tables, illustrations <ul style="list-style-type: none"> • Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships and results. • Formation Tables : Title, Body stab, Stab Column, Column Head, Spanner Head, Box Head • Appendices : Use and guidelines 	4 6 2	12
4	The writing process <ul style="list-style-type: none"> • Getting started • Use outline as a starting device • Drafting • Reflecting, Re-reading <ul style="list-style-type: none"> - Checking organization - Checking headings - Checking content 	6	12

	<ul style="list-style-type: none"> - Checking clarity - Checking grammar • Brevity and precision in writing • Drafting and Re-drafting based on critical evaluation • Writing Bibliography as per APA style. 	6	
5	<p>Writing for Grants</p> <ul style="list-style-type: none"> ○ Clearly state the question to be addressed ○ Rationale and importance of the question being address ○ Empirical and theoretical conceptualization ○ Presenting pilot study/data ○ Research proposal and time frame ○ Clarity, specificity of method ○ Clear organization ○ Outcome of study and its implications ○ Budgeting ○ Available infra-structure and resources ○ Executive summary 	6	12
	Total		64

FAMILY COUNSELLING (Non Major Elective)

Code : 18HSEP02N2

Cr : T4+P0

Hours / week: 4

Objectives

To enable the students

- to understand the basic concepts of counseling
- to develop on insight into the counseling process
- to gain skills in counseling
- to equip him/her as a professional counselor

Specific learning outcomes

On Successful completion of this course , the students will be able to

- explore the need for counseling in today's context.
- get familiarize with the counseling process.
- gain skills in basic counselling

UNITS

1. Counselling and related fields

Definition, need, importance period in the development of counseling - Guidance, Psychotherapy, psychology, clinical psychology.

Counseling techniques:

Directive or Counellor Centred Counselling, Non-Directive or Eclectic Counselling, client – centred Counselling.

2. **Counselling Process:**

Preparation for Counselling: Steps in he process of counseling,; counseling interactions, variables affecting the counseling process.

Counselling skills:

Relationship building skills, data gathering skills, supportive tension reduction skills, challenge skills, directive skills, systems approach.

3. **Counselling families:**

Family – meaning, characteristics. Family group consultation counseling with families; concerning children; counseling with parents; counseling the delinquent, drug addict etc.

Marriage – meaning, marital problems

Marriage counseling:

meaning, need, types – pre-marital counseling, post-marital counseling

4. **Professional preparation**

Counselling preparation and professional issues, Academic preparation; practical skills; ethical standards; Legal considerations; selection and training of counselor; conception of a professional worker.

5. Family therapy and Behavioural Therapy, Theoretical constructs, strategic approaches, structural approaches, techniques of family therapy. Joining Enactment, Tacking, Restructuring techniques, Circular Questions, Techniques of behavioural therapy, Relaxation training, systematic desensitization, modeling, , Relapse prevention

References

1. Indira Madhukar, 2000 Guidance and Counselling. Authors Press.
2. Indu Dave, 1983. The Basic Essentials of Counselling, Sterling Publishers Pvt. Ltd.
3. Mamta Sehgal and Nirmala Sherjung, 1997, Marital Disputes and Counseling, Vol.I,II & III, APH Publishing corporation
4. Nayak, A.K. 1997. Guidance and Counselling, APH Publishing corporation

LECTURE SCHEDULE – FAMILY COUNSELLING

Unit	Content	Hours	
1	<p>Counselling and related fields Definition, need, importance period in the development of counseling - Guidance, Psychotherapy, psychology, clinical psychology.</p> <p>Counseling techniques: Directive or Counellor Centred Counselling, Non-Directive or Eclectic Counselling, client – centred Counselling.</p>	6 6	12
2	<p>Counselling Process: Preparation for Counselling: Steps in he process of counseling,; counseling interactions, variables affecting the counseling process.</p> <p>Counselling skills: Relationship building skills, data gathering skills, supportive tension reduction skills, challenge skills, directive skills, systems approach</p>	6 6	12
3	<p>Counselling families: Family – meaning, characteristics. Family group consultation counseling with families; concerning children; counseling with parents; counseling the delinquent, drug addict etc.</p> <p>Marriage – meaning, marital problems</p> <p>Marriage counseling: meaning, need, types – pre-marital counseling, post-marital counseling</p>	8 4 4	16
4	<p>Professional preparation Counselling preparation and professional issues, Academic preparation; practical skills; ethical standards; Legal considerations; selection and training of counselor; conception of a professional worker.</p>	6 6	12
5	<p>Family therapy and Behavioural Therapy, Theoretical constructs, strategic approaches, structural approaches, techniques of family therapy.</p> <p>Joining Enactment, Tacking, Restructuring techniques, Circular Questions, Techniques of behavioural therapy, Relaxation training, systematic desensitization, modeling, , Relapse prevention</p>	6 6	12
	Total		64

PROGRAMMES FOR RURAL FAMILIES – (Non Major Elective)

Code: 18HSP02N3

Cr : T3+P1

Hours / week: 5

Objectives

To enable the students to

1. get acquainted with the on going programme for rural development and their implementation and
2. be resourceful in guiding the rural women/communities to avail themselves of help under the programmes

Specific Learning Outcomes

- understand the implementation of various programme through review of office documents, discussion with officials, review of related books and journals and the beneficiaries

UNITS:

1. Review of rural development programmes in India. beneficiary selection, financial assistance and implementation of the following programmes. Economic Programmes: SGSY, PMRY, Mahalir Thittam, NREGS, PLF Special Programmes for Women : Department of Social Welfare District Differently abled Rehabilitation Centre
2. National Social Assistance Scheme: Pension, Marriage assistance and other Welfare Schemes.
3. ICDS, and noon meal Programme: current status of the programme and the programme content.
4. Energy and Environment programme.- Ministry of New and Renewable Energy, Ministry of Environment.
5. National Rural Health Mission. National Rural Livelihood mission, National Literacy Mission – Millennium Development goals- objectives, target and achievement.

Related Experience:

- Role of officials at village, block and district level for implementation of various programmes.
- Interaction with village women for assessing the extent of utilization of various programmes.
- Visit to the panchayat and panchayat union office to understand the role of officials in implementing programmes. Visit to selected NGOs for understanding their role in rural development.

References :

1. Annual Report, Department of Rural Development, Ministry of Rural Development and Local Administration
2. Annual Report, Programme evaluation Organisation. Planning Commission, Government of India. New Delhi.
3. Current Five Year Plan, Planning Commission. Government of India, New Delhi.
4. Manuals on SGSY, PMRY, Mahalir Thittam published by the Department of Rural Development.
5. State Five Year Plan and Annual Plans. Government of Tamil Nadu, Madras.

LECTURE SCHEDULE - PROGRAMMES FOR RURAL FAMILIES

Unit	Content	Hours	
1	Review of rural development programmes in India. beneficiary selection, financial assistance and implementation of the following programmes. Economic Programmes: SGSY, PMRY, Mahalir Thittam, NREGS, PLF Special Programmes for Women : Department of Social Welfare District Differently abled Rehabilitation Centre	3 8	11
2	National Social Assistance Scheme: Pension, Marriage assistance and other Welfare Schemes	4 5	9
3	ICDS, and noon meal Programme: current status of the programme and the programme content.	4 5	9
4	Energy and Environment programme.- Ministry of New and Renewable Energy, Ministry of Environment.	4 5	9
5	National Rural Health Mission. National Rural Livelihood mission, National Literacy Mission – Millennium Development goals- objectives, target and achievement.	3 3 4	10
	Total		48

COMMUNITY BASED INCLUSIVE DEVELOPMENT – (Non - Major Elective)

Code: 18HSP02N4

Cr:T4

Hours/week : 4

Objectives:

To enable students:

- To know about various types of disabilities
- To understand the history of rehabilitation of disabled in India
- To get an insight into Community Based Inclusive Development

Specific Learning Outcomes

On Successful completion of this course , the students will be able to

- gain skills to plan, design and implement Community Based Inclusive Development Projects

UNITS:

1. **Basic Concepts:** Definition - Impairment, handicap, Functional limitations, Disability.

Classification of disabilities and its causes. Magnitude of Disability.

2. **Approaches to Disability Rehabilitation :** History of disability and rehabilitation in India.

Rights of the Disabled. Policies, Programmes and Legislations for the Disabled.

3. **Community Based Inclusive Development (CBID)** - Meaning, principles, Barriers

CBR Matrix, CBID and SDG

4. **Self help Groups in Community Based Inclusive Development**

Self help groups – meaning, importance, Role of SHGS in CBID

Sustainability of SHGs

5. **Success Stories of CBID**

Good practices of CBID in Asia and Pacific regions

References :

1. Abraham, Christy; Thomas, Mayan (1994): Community Based Rehabilitation in India – the Phase of Consolidation, ACTIONAID Disability News, 5 (1), p.57-58
2. Adeoye A, Hartley S (2008). CBR Programmes in Africa: A preliminary Analysis, in S. Hartley and J. Okune (Eds) CBR: Inclusive policy development and implementation. University of East Anglia: Norwich, UK.
3. Census of India 2001. Data on disability. Office of the Registrar General and Census Commissioner, India.
4. IDDC (2012). Community-Based Rehabilitation and the Convention on the Rights of Persons with Disabilities. Brussels, Belgium.
5. Thomas M (2013). Community-Based Rehabilitation as a Strategy for Community-Based Inclusive Development. Disability and International Development, 1: 15-20.
6. United Nations (2006). Convention on Rights of Persons with Disabilities.
7. WHO, UNESCO, ILO, IDDC (2010). Community-Based Rehabilitation: CBR Guidelines. Geneva. WHO, World Bank (2011). The World Report on Disability. Geneva.
8. World Bank (2009). Persons with disabilities in India: From commitments to outcomes. Human Development Unit, South Asia Region.

LECTURE SCHEDULE – COMMUNITY BASED INCLUSIVE DEVELOPMENT

Unit	Content	Hours	
1	Definition - Impairment, handicap, Functional limitations, Disability.	4	14
	Classification of disabilities and its causes.	8	
	Magnitude of Disability.	2	
2	History of disability and rehabilitation in India.	6	12
	Rights of the Disabled. Policies, Programmes and Legislations for the Disabled	6	
3	CBID -Meaning, principles, Barriers	6	12
	CBR Matrix, CBID and SDG	6	
4	Self help groups – meaning, importance,	4	14
	Role of SHGS in CBID	4	
	Sustainability of SHGs	6	
5	Good practices of CBID in Asia and pacific regions	6	12
	Discussion of Success stories in India, Myanmar, Japan and pacific regions	6	
	Total		64

CORPORATE SOCIAL RESPONSIBILITY

(MODULAR COURSE)

Code: 18HSEP03M1

Cr : 2

Marks : 50

Objectives

To enable the students to

- Understand the concept and need of Corporate Social Responsibility (CSR)
- To identify the role of extension workers in CSR activities
- To equip skills to plan and undertake CSR activities

Specific Learning Outcomes

On Successful completion of this course , the students will be able to

1. explore the opportunities for the extension workers in CSR activities
2. To develop essential skills to get involved in CSR activities

UNITS

- 1 Corporate Social Responsibility – Concept, Definition, history, Scope, challenges
- 2 Triple Bottom line Approach of CSR – Economic, Social, Environmental.
3. Role of Government and NGO in CSR
- 4 Role and Skills of Extension worker in CSR
5. CSR – Indian Perspective and case studies.

REFERENCES:

- 1 Baxi. C.V& Prasad. A (2009). Corporate Social Responsibility- Concepts and Cases: The Indian Experiences. New Delhi ; Excel Books
2. Corporate Social Responsibility. - Vol. – I & II Prasenjit Maiti Sharda Publishing House, Jodhpur (India), 2010
3. Sanjay K Agarwal (2008). Corporate Social Responsibility in India . Newdelhi: Sage Publications.

CYBER EXTENSION

(MODULAR COURSE)

Code: 18HSEP03M2

Cr : 2

Marks : 50

Objectives

To enable the students to

- Understand the concept and need of cyber extension
- To identify the role of extension workers in cyber extension activities

UNITS :

1. Cyber Extension Extension - concept, national and international cases of extension projects using ICT and their impact of extension.
2. Cyber Extension: Opportunity and Challenges. Alternative methods of financing - scope, limitations, experience and cases.
3. Research studies in cyber extension
4. Public – Private Partnership: meaning, models, identification of various areas for partnership, a critical analysis of extension pluralism,
5. Stakeholder's analysis in extension. Mainstreaming gender in Extension- issues and prospects;

ADVERTISING AND SOCIAL MARKETING

(MODULAR COURSE)

Code: 18HSEP04M1

Cr : 2

Marks : 50

Objectives

To enable the students to

- Understand the concept and need of social marketing
- To identify the role of extension workers in advertising and social marketing

Units:

1. Advertising Concept, types appeals and role of advertisements
2. Analysis of advertisements in media- print, audio and video Designing advertisements for media- print, audio and video•
3. Audience segmentation and its importance in advertising Laws, Standards & Regulations and Ethics.
4. Social Marketing – concept. Social marketing and advertising.
5. Innovative strategies in social marketing.

GERIATRIC CARE
(MODULAR COURSE)

CODE: 18HSEP04M2

Cr: 2

Marks: 50

Objectives:

To enable the students to

- To provide in-depth knowledge on normal aging
- To understand the care required during acute and chronic disease conditions
- To provide insight on the issues and problems related to geriatrics

Specific Learning Outcomes

- Student will be in a position to assess the health status and QOL of the elderly
- Confident in Providing care and support to the elderly
- Trained care givers will be available in home,community and institutions to care the elderly.

UNITS:

- 1. Geriatrics :** definition, age group, theories of aging process- biological,physiological and psychological changes during aging .

- 2. Problems related to aging , quality of life and care for elderly:** universal precautions, Maintaining personal hygiene, Environmental hygiene, Bed making Prevention of bed sores ,Bed bath(sponge bath), mouth care, taking & Recording of temperature, pulse, respiration, blood pressure etc. Simple sterilization methods and prevention of cross infection, Positioning & transferring skills.

- 3. Nutrition management in aging:** Nutrition requirements, changes in total body mass and body composition, nutritional assessment, nutrition deficiency in old age, osteoporosis and vitamin D, simple diets for elderly and nasal feeding skills. Management of neurological diseases in elderly: Parkinson' s disease and Alzheimer's.

REFERENCES

1. Cathy Jo Cress(2011).Hand book of Geriatric care Management,Jones&Bartlett learning publisher

2. Joy Loverde(2009).The Complete Eldercare Planner,Hormony publishers
3. Davidson,S.R. and Pasmore (1986). Human Nutrition and Dietetics. Church Hill Livingstone, London.
4. Srilakshmi (2008). Nutrition Science. Newage International Publishers. Newdelhi.
5. **Swaran Pasricha and Thimmayamma, B.V. (1992). Dietary Tips for the Elderly. Hyderabad: NIN.**