

**MSc HOME SCIENCE**  
**BRANCH X C**  
**EXTENSION EDUCATION**  
**SEMESTER SYSTEM**  
**2021 ADMISSION ONWARDS**

**UNIVERSITY OF KERALA**

**MSC HOME SCIENCE**

**BRANCH XC -EXTENSION EDUCATION**

**REVISED SYLLABUS FROM 2021 ADMISSION ONWARDS**

**Programme Specific Outcomes :**

PO1: To understand the socio economic structure of different communities in India

PO2: To analyse the role of developmental programmes at state and national level

PO3: To generalise various strategies, programmes and measures adopted for human developmental welfare

PO4: To construct a research design and to formulate research reports

PO5: To generate teaching materials and curriculum for the adult learners

PO6: To create business plans for setting up of enterprise.

PO7: To train as Development Communication and Behavior Change Specialists for working with various target groups and settings.

PO8: To illustrate the principles and procedures for starting an NGO.

PO9: To demonstrate the ability to develop, implement and constructively evaluate programme and evaluation plans .

PO10: To invent tools for monitoring and evaluation of extension programmes.

PO11: To critique on the methods of populations projections

PO12: To apply excel and SPSS in data analysis.

PO13: To extrapolate indicators of development with emphasis to women.

PO14: To identify the prevalence and extent of malnutrition in India and its remedial measures

PO15: To apply professional identity, ethical practice and critical thinking in individual core areas relevant to extension work.

## COURSE STRUCTURE AND MARK DISTRIBUTION

### M.Sc HOME SCIENCE

#### BRABCH X C – ANNEXURE EXTENSION EDUCATION

SEMESTER	COURSE CODE	TITLE OF THE COURSE	Distribution of hours/sem	Instructional hrs/week		ESE duration	Maximum Marks		
				L	PR		CA	ESA	Total
<b>I</b>	HS 211 C	Extension & Social Development	110	6	-	3	25	75	100
	HS 212 C	Development Approaches & Panchayat Raj	110	6	-	3	25	75	100
	HS 213 C	Advocacy and Behavior Change Communication	110	6	-	3	25	75	100
	HS 214 C	Research Methodology	120	7	-	3	25	75	100
		<b>Total</b>	<b>450</b>	<b>25</b>	<b>-</b>	<b>-</b>	<b>100</b>	<b>300</b>	<b>400</b>
<b>II</b>	HS 221 C	Women & Gender Studies	110	6	-	3	25	75	100
	HS 222 C	Social Entrepreneurship	110	6	-	3	25	75	100
	HS 223 C	Development Communication & Journalism	110	6	-	3	25	75	100
	HS 224 C	Development Communication & Journalism (Practical)	120	-	7	3	25	75	100
		<b>Total</b>	<b>450</b>	<b>18</b>	<b>7</b>	<b>-</b>	<b>100</b>	<b>300</b>	<b>400</b>
<b>III</b>	HS 231 C	NGO Management & Corporate Social Responsibility	110	6	-	3	25	75	100
	HS 232 C	Programme Design & Evaluation	110	6	-	3	25	75	100
	HS 233 C	Population Studies	110	6	-	3	25	75	100
	HS 234 C	Statistics & Computer Applications	120	7	-	3	25	75	100
		<b>Total</b>	<b>450</b>	<b>25</b>	<b>-</b>	<b>-</b>	<b>100</b>	<b>300</b>	<b>400</b>
<b>IV</b>	HS 241 C	Social Gerontology	110	6	-	3	25	75	100
	HS 242 C	Community Health, Nutrition & Extension	110	6	-	3	25	75	100
	HS 243 C	Community Health, Nutrition & Extension (Practical)	120	-	7	3	25	75	100
	HS 244 C	Trends and Issues in Home Science Extension- Internship	110	6	-	-	25	75	100
		<b>Total</b>	<b>450</b>	<b>18</b>	<b>7</b>	<b>-</b>	<b>100</b>	<b>300</b>	<b>400</b>
	HS 245 C	DISSERTATION	-	-	-	-		<b>100</b>	<b>100</b>
	HS 246 C	COMPREHENSIVE VIVA	-	-	-	-		<b>100</b>	<b>100</b>
		TUTORIAL WORK	<b>5 hrs/week</b>	-	-	-	-	-	-
		<b>GRAND TOTAL</b>		<b>80</b>	<b>20</b>	<b>-</b>	<b>400</b>	<b>1400</b>	<b>1800</b>

## **MSc HOME SCIENCE – EXTENSION EDUCATION**

### **BRANCH X C**

#### **Semester I**

- 1.1 Extension and Socio economic development
- 1.2 Development approaches and Panchayat Raj
- 1.3 Advocacy and Behavior Change Communication
- 1.4 Research Methodology

#### **Semester II**

- 2.1 Women and Gender Studies
- 2.2 Social Entrepreneurship
- 2.3 Development Communication & Journalism
- 2.4 Development Communication & Journalism – (Practical)

#### **Semester III**

- 3.1 NGO Management and CSR
- 3.2 Programme Design and Evaluation
- 3.3 Population Studies
- 3.4 Statistics and Computer Applications

#### **Semester IV**

- 4.1 Social Gerontology
  - 4.2 Community Health, Nutrition and Extension- theory
  - 4.3 Community Health, Nutrition and Extension - Practical
  - 4.4 Trends and Issues in Home Science Extension- Internship
- Dissertation

### BRANCH XC EXTENSION EDUCATION

<b>Semester</b>	<b>C.A*</b>	<b>ESA**</b>	<b>TOTAL</b>
<b>Semester I</b>	<b>100</b>	<b>300</b>	<b>400</b>
<b>Semester II</b>	<b>100</b>	<b>300</b>	<b>400</b>
<b>Semester III</b>	<b>100</b>	<b>300</b>	<b>400</b>
<b>Semester IV</b>	<b>100</b>	<b>300</b>	<b>400</b>
<b>Dissertation</b>	<b>-</b>	<b>-</b>	<b>100</b>
<b>Comprehensive Viva Voce</b>	<b>-</b>	<b>-</b>	<b>100</b>
<b>Grand Total</b>	<b>-</b>	<b>-</b>	<b>1800</b>

**\*CA – Continuous Assessment**

**\*\* ESA- End Semester Assessment**

**UNIVERSITY OF KERALA**

**MSc HOME SCIENCE- SEMESTER SYSTEM (2021)**

**BRANCH XC- EXTENSION EDUCATION**

**SEMESTER I**

**HS 211 C PAPER I- EXTENSION AND SOCIAL DEVELOPMENT**

**Total hrs: 110**

**Learning Objectives:** The course will enable the students to:

1. Become aware of the socio-economic structure, organisation and problems of rural, urban and tribal communities.
2. Study the basic concepts in economic structure of India.
3. Understand the implications of social changes in the process of development through extension.

**Course Outcomes:**

CO1: To understand the socio economic structure of different communities in India

CO2 :To compare and contrast inequalities in society

CO3: To ascertain the indicators of economic development

**Module I: Extension Education-** definition, meaning, objectives, principles, philosophy-interrelation between teaching-research and extension. Home science extension-inputs in national development. Interrelation with Home Science Extension and other branches of Extension and Rural Development.

**Module II: Society** - Concepts, definition, characteristics of a community (Rural, Urban and Tribal); Society- its classification and characteristics. Structure and organization of rural, urban and tribal communities. Social groups- classification of groups, formation of social groups. **Social Institutions-** Family, caste, marriage, values, norms, customs, occupation, religion, kinship, gender roles etc.

**Module III: Social Change-** Nature, meaning and directions of social change, Impact of industrialization and urbanization on rural community. Planned social change. Role of change agents and role of women in social change. **Inequalities in the Society-** Rural, urban and tribal inequalities- Social and economic inequalities- Caste, traditionalism, unemployment, health, illiteracy, migration , poverty, overpopulation, housing, slums, pollution , etc.

**Module IV: Basic Institutions-** Types of institutions in rural, urban and tribal areas- School as an agency of social change; Co-operatives- types, history and functions of Co-operatives; Panchayat- as an institution for social change and their role in village development. The role of rural industries, cottage industries, rural finance, rural banks etc in the development of rural, urban and tribal areas.

**Module V: Basic economic structure-** Nature and significance of agriculture in the Indian economy. Indicators of economic development. Poverty- definition, concept of poverty, web of poverty, vicious cycle of poverty, causes and consequences of poverty. Detailed study on the ongoing poverty alleviation programmes in India, with special reference to Kerala.

**Module VI: Marginalization and Globalization-** its impact on various societies

**Field experiences:**

1. Study of the social structure of different communities.
2. Problems of people in various communities.
3. Visit to basic institutions- Schools, cooperatives and panchayats.
4. Visit to cottage industries.
5. Visit to any Tribal Research Institutes.

**References**

1. Bhose, S.G.R.Joel (2003) NGOs and Rural Development, Concept Publishing Company, New Delhi
2. Desai, Vasant (2015) A Study of Rural Economy, Himalaya Publishing House, Mumbai
3. Desai, Vasant (2008) Rural Development, Himalaya Publishing House, New Delhi
4. Dubey, M.K.(2000) Rural and Urban Development in India, Commonwealth Publishers, New Delhi
5. SHARMA.O.P’ (2012) DEVELOPMENT PERSPECTIVES OF EXTENSION EDUCATION; AGROTECH PUBLISHING ACADEMY,UDAIPUR.
6. Satya Sundaram, I (1999) Rural Development, Himalaya Publishing House, Mumbai
7. TEXT BOOK OF EXTENSION EDUCATION(2012) S.V SUPE; AGROTECH PUBLISHING ACADEMY,Udaipur.
8. Balan, SV, Chande,S (2019) “Extension Education Extension Education and Communication: Concepts and Future Directions”, Modern Books, Tvpm; ISBN 978-8190178334.

**Journals:**

1. International Journal of Home Science
2. Journal of Rural Development
3. Kurukshetra
4. Journal of Sociology and Social Anthropology
5. Indian Journal of Extension Education.

**UNIVERSITY OF KERALA**

**MSc HOME SCIENCE- SEMESTER SYSTEM (2021)**

**BRANCH XC- EXTENSION EDUCATION**

**SEMESTER I**

**HS212 C PAPER II- DEVELOPMENT APPROACHES AND PANCHAYAT RAJ**

**Total hrs: 110**

**Learning Objectives:** The objective of this course is to orient the students to:

1. Understand the concepts, approaches and programmes for Development.
2. Analyze the role of developmental programmes at National and State level.
3. Study the importance of administration and management in rural development.
4. Evaluate the role of Panchayat raj system in the developmental process

**Course Outcomes:**

CO1 : To analyze the role of developmental programmes at state and national level

CO 2: To determine the working of institutions and agency involved in developmental processes

CO3: To extrapolate the evaluation of Panchayat Raj system in India

**Module I: Developmental approaches** – Concept, genesis and approaches for development- Welfare, Development, Integrated, Gandhian, Area, Sectoral, Cluster, Target, and Sustainable developmental approach.

**Module II: Employment-** Types of employment, Income types, Causes and remedies of rural indebtedness .Income inequalities- causes, measures to overcome it. Problems of unemployment, types of unemployment, Role of ongoing employment generation programmes (MGNREGA), Skilling India Campaign etc.

**Module III: Principles of Administration and Management in Rural Development-** Role of POSDCORB- and their individual importance and limitations in rural development.

**Module IV : Rural Development Administration and Panchayat Raj Institutions-** Democratic decentralization and evolution of Panchayat raj system( three tier), its setup, Officials and non officials in Panchayat raj, functions of Panchayat raj, 73<sup>rd</sup> and 74<sup>th</sup> amendments in the constitution.

**Role of women in Panchayat raj system-** Reservation, support structure and training programme by Government and other agencies, Impact of women participation in rural development.



**Module V: Training-** Need and importance for Extension Training, objectives, types of training, agencies offering training for panchayati raj, rural development and tribal development .

**Module VI: Institutions and Agencies-** A detailed study on DRDA, Central Social Welfare Board, State Social Welfare Board, National Level Voluntary Agencies like CAPART, KVIC, ATMA, NABARD, KILA ,Local level voluntary agencies; People’s organization at grass roots – SHGs, Kudumbasree etc.

**Field experiences:**

1. Study of the working of a voluntary agency, SHGs and Youth Club.
2. Minimum of One week Training in SIRD or NIRD-PR/ Kudumbasree./ KILA/LSG Departments.

**References:**

1. N. Gregory Mankiw; (2012) PRINCIPLES OF ECONOMICS, Cengage Learning India Pvt Ltd, New Delhi.
2. DATT & SUNDARAM; (2013) INDIAN ECONOMY; S.CHAND PUBLISHERS, DELHI.
3. SANJEEV VARMA; (2012) THE INDIAN ECONOMY; UNIQUE PUBLISHERS, NEW DELHI.
4. Meenu Jain (2012) Rural development programmes in India ; Deep & Deep Publications Pvt. Ltd
5. V.K.Dubey; K.N.Pandey; Ransankar Pandey (2009)Development Communication Applied to Journalism & Mass Communication, Extension Education & Communication, Rural Development and Management Studies.
6. Vasant Desai (2012), A study of Rural Economics- a systems approach, Himalaya Publishing House, New Delhi.
7. Agarwal and Agarwal (2015) Indian Economy, Wiley Eastern Limited, Chennai.

**Journals:**

1. Kurukshetra
2. Journal of Rural Development
3. Journal of Rural and Industrial Management
4. Indian Journal of Extension Education
5. Indian Farming
6. Indian Journal of Economics and Research
7. Review of Social Sciences
8. Economics and Political Weekly

**UNIVERSITY OF KERALA**  
**MSc HOME SCIENCE- SEMESTER SYSTEM ( 2021)**  
**BRANCH XC- EXTENSION EDUCATION**  
**SEMESTER I**  
**HS 213 C PAPER V- ADVOCACY AND BEHAVIOR CHANGE COMMUNICATION**

Total hours- 110

**Learning Outcome:**

1. To learn about communication system, new information and technology and its application.
2. To develop an insight on Behaviour Change Communication.
3. To apply BCC approach in environment and health promotion and sustainable development activities.

**Course Outcome:**

CO1: Demonstrate skills in using tools to assess human behaviour

CO2: To impart skills on carrying out research, design, development, implementation, monitoring & evaluation of C4D interventions

CO3: To facilitate on the field exposure to techniques of designing and developing effective C4D strategies, interventions for social transformation.

**MODULE I: Concept of Development-** Concept of development, characteristics of developing countries. Measuring development- Indices of measuring development and classification of countries based on development indices. Models of Development- Dominant Paradigm, Basic Needs Model. Changing Paradigms of Development – BCC Behaviour Change Communication and SBCC Social and Behaviour Change Communication.

**MODULE II: Advocacy-** Meaning, purpose and types of Advocacy. Tools, techniques and approaches of advocacy. Elements of an advocacy strategy. Advocacy Planning Cycle - planning advocacy campaigns for different stakeholders.

**MODULE III: Concept and approaches to Behaviour Change Communication (BCC)**  
Concept and relevance of BCC Approaches to BCC, BCC- Strategy design and implementation, Appraisal of communication action plan. Use of frameworks for BCC. Gender stereotypes and roles in BCC.

#### **MODULE IV: Behaviour change communication (BCC) for Health Communication**

Challenges and Perspectives of Health Communication. Meaning, concept, types and strategies of health communication. Role of media in health promotion, Health Advocacy and BCC Campaigns, Analysis of health campaign.

#### **MODULE V: Behaviour Change Communication (BCC) for Environment**

Environment scenario and ecological issues, Environment programmes and Strategies, Role of media in promoting sustainable environment, Analysis of environmental campaign.

#### **MODULE VI: SBCC (Social and Behaviour Change Communication)**

SBCC- Meaning, Definitions, Principles. SBCC Campaigns- elements, tools and techniques. Innovative approaches in SBCC, Behaviour Change Interventions- The Behaviour Change Wheel.

#### **RELATED EXPERIENCES:**

Identify a neighbourhood and plan a Behaviour Change Intervention. This can be clubbed with the rural outreach activities of Programme Design and Evaluation paper.

#### **REFERENCES:**

- Atkin ,C.K.& Rice, R.E. (2012) Theory and Principles of Public Campaigns. In C. Atkins & R Rice (EDS) Public Communication Campaigns. Newbury Park, CA: Sage
- Cox, R. (2006) Environmental Communications and the Public Sphere. Thousand Oaks,CA:Sage.
- Subedi, N R, (2008). Advocacy Strategies and Approaches: A Training of Trainers Field guide to designing communication strategy, WHO publication-2007.
- Behaviour change consortium summary (1999-2003) [www1.od.nih.gov/behaviourchange](http://www1.od.nih.gov/behaviourchange)
- Communication strategy to conserve/improve Public Health., John Hopkins University- Centre for Communication programmes.
- Michael Favin and Marcia Griffiths 1999, Nutrition tool kit-09-Communication for Behaviour change in Nutrition projects. Human Development Network-The World Bank- 1999
- Harvard Institute of International Development (1981) Nutrition Education in Developing Countries, New York: Oelgeschlager Gunn and Hain Publishers Inc.
- Hubley J (1993) Communicating Health. London: Teaching Aids at Low Cost,London, UK.
- Academy for Educational Development (1988). Communication for Child Survival AED,USA.
- Facts for Life (1990). A Communication Challenge. UNICEF / WHO / UNESCO / UNFPA, UK.

**UNIVERSITY OF KERALA**  
**M.Sc HOME SCIENCE - SEMESTER SYSTEM (2021)**  
**BRANCH X C- EXTENSION EDUCATION**  
**Semester I**  
**HS 214 B/C/D PAPER IV - RESEARCH METHODOLOGY**  
**(Common to Branches X B, C, D)**

Total Hrs 110 hours

**Learning Objectives:**

1. To have a basic knowledge about research and its methodologies
2. To identify and define appropriate research problems
3. To organize and conduct research in a more appropriate manner
4. To understand various steps in writing a research report, thesis research proposal

**Course Outcomes:**

CO1: To identify appropriate research problems and methodologies

CO2: To construct a research design and to formulate research reports

CO3: To recognize the ethics in Home science research

**Module I: Research Methodology, Research Problem**

Research Methodology-Meaning, objectives and significance of research. Types of research, Research process and criteria of good research.

Research Problem- Selection of research problem, justification, Research gap, Development of hypothesis and its significance, hypothesis testing, Variables – types and characteristics.

**Module II: Review of literature**

Functions, sources, steps in carrying out a literature review; types of review-Narrative, systematic, metanalysis, developing searching strategies, use of bibliographic databases, free reference management software- Mendeley, Zotero

### **Module III: Research Design**

Meaning and needs, features of a good design; Important concepts relating to research design; Different research designs - Descriptive studies (correlation, case studies, cross-sectional surveys) – Analytical studies, Observational, case-control, cohort studies – prospective and retrospective, Experimental studies (clinical / intervention trials including randomized controlled trials) Pilot studies

### **Module IV: Methods and tools of Data Collection-**

Interview, Case study, Survey, Scaling methods, Schedules and questionnaires, Reliability and validity of measuring instruments.

### **Module V: Sampling Design**

Population and sample, Steps in sampling design, Criteria for selecting a sampling procedure, Different types of sampling techniques- probability sampling and non-probability sampling. Merits and demerits of sampling

### **Module VI: Ethics in Research in Home Science and Scientific Writing**

Ethical issues in human studies. Information fact sheet, Informed consent of participant, Ethics in Academic writing- Plagiarism and tools. Scientific Writing-Different forms – research articles / notes, review articles, monographs, dissertations and reports. Components of dissertation / research report / article. Importance of illustrations. Methods of presenting research findings – oral / poster. Formulation of research design / proposal

### **References**

1. Best J M and Kahn, J.V. Research in education, 10<sup>th</sup>edition, Prentice Hall of India, New Delhi, 2006
2. Devadas, R.P. A Handbook on methodology of research. Sri Ramakrishna Vidyalaya, Coimbatore, 1989
3. Gosh B.N. Scientific methods and social research. 4<sup>th</sup> edition, Sterling Publishers Pvt. Ltd. New Delhi, 2012
4. Kothari, C. R. Research Methodology – methods and techniques, 3<sup>rd</sup> edition, New age International Publishers, New Delhi, 2014
5. Kulbir Singh, Sidhu. Methodology of Research in Education, Sterling Publishers Pvt.Ltd. New Delhi,
6. Sharma, B.A. V, Prasad, R.D. and Satyanarayana, P. Research methods in Social Science, Sterling Publishers Pvt. Ltd.,
7. Wilkinson, T.S and Bhandarkar, P.L. Methodology and Techniques of Social Research, Himalaya Publishing House, Bombay.

## **SEMESTER TWO**

**UNIVERSITY OF KERALA**

**MSc HOME SCIENCE- SEMESTER SYSTEM (2021)**

**BRANCH XC- EXTENSION EDUCATION**

**SEMESTER II**

**HS 221 C PAPER V- WOMEN AND GENDER STUDIES**

**Total hrs: 110**

**Learning Objectives: This course is designed -**

1. To appreciate gender as a socio cultural constraint.
2. To understand the concept, need, relevance and dimensions of women's empowerment.
3. To enable students to identify gender disparities, imbalances and problems of women.
4. To understand efforts at different levels for empowering women and to train them to work as Gender consultants.

**Course Outcomes:**

CO1: To translate the concepts of gender, sex and feminism

CO2: To extrapolate indicators of development with emphasis to women

CO3: To distinguish gender equality and gender mainstreaming in the society

### **Module –I Gender concepts**

Concept of Sex & Gender: Definition, multidisciplinary nature of gender studies, Social construction of gender, gender roles, Gender division of labour, Gender stereotyping and discrimination. Beyond binaries (Biological/ Social). Heterosexuality / Homosexuality / Trans gender challenges, LGBTQI.

### **Module II -Women's Studies and Gender Studies**

Evolution and Scope of Women's Studies - From Women's Studies to Gender Studies- A Paradigm Shift . Status of women in pre and post Independent India. **Feminist movement-** Historical overview of feminist movements, Women's movement in pre-independent India, post – independent India, Grassroot movements in India.

**Module III: Violence against women-**Gender based violence in family, community and state, cultural practices violating women's rights, Response to violence. Strategies to eliminate violence.

Empowerment of women- meaning, definition and types. National policy on empowerment of women 2001 and other policies. Gender Budgetting.

**Module IV: Gender and development- Approaches and strategies** -Conceptual analysis of development - Theoretical perspectives of Gender and Development – WID,WAD,GAD, Measures of development -Gender disparity: Global and Indian scenario -Literacy - Labour force participation -Political participation -Health – International and national initiatives-policies and programmes-role of NGOs, SHGs, Kudumbasree.

**Module V- Gender analysis and mainstreaming-** Gender analysis process, tools, analysis in various contexts. Gender Mainstreaming steps and techniques.

**Module VI- Gender and Law** – Laws pertaining to gender rights. Need for legal literacy- Indian Marriage laws- Hindu, Christian, Muslim marriage Acts, Special Marriage Act. Legal provisions to safeguard women- family courts. The National and State Commission for Women, Human Rights Commission. Gender specific National and State policies for the welfare.

### **Field Experiences**

1. Study of gender issues in the community
2. Feedback on developmental programmes related to gender issues
3. Case studies on gender issues
4. Prepare an album on the gender issues in your society

### **References**

1. Mandakranta Bose, (2000), Faces of the feminine in ancient, medieval and modern India, Oxford University Press
2. Niamh, relly (2015), Women's human rights, RAwat publications, New Delhi
3. Lourdes Rita and Jebaselvi.(2015) Women empowerment, Neelkamal publications , Hyderabad
4. Chakraborty, Dipangshu, (2009) Atrocities on Indian Women, Vedam books, New Delhi
5. Omvedt, Gail.1990. Violence against Women: New Movements and New Theories in India, New Delhi: Kali For women.
6. Brownmiller, S. (2013) Against Our Will: Men, Women, and Rape. New York: Random House.
7. Datar, Chhaya, ed. The Struggle against violence. Calcutta: Stree, 2013

### **Journals**

1. Indian journal of Gender studies
2. Gender and society
3. International Journal of Transgenderism

**UNIVERSITY OF KERALA**  
**MSc HOME SCIENCE- SEMESTER SYSTEM (2021)**  
**BRANCH XC- EXTENSION EDUCATION**  
**SEMESTER II**  
**HS 222 C PAPER VI- SOCIAL ENTREPRENEURSHIP**

Total hours- 110

**Learning Objectives:** This course aims to:

1. Provide conceptual inputs regarding different types of entrepreneurship.
2. Sensitize and motivate the students towards entrepreneurship management.
3. Orient and impart knowledge towards identifying and implementing entrepreneurship opportunities.
4. Develop management skills for entrepreneurship management.

**Course Outcome:**

CO 1: To exemplify the concepts of entrepreneurship management and develop skills towards it

CO2: To attribute resource mobilization, enterprise selection, assessment, marketing and quality control in organising an enterprise

CO3: To identify gender issues in entrepreneurship development

CO4: To create business plans for setting up of enterprise

**Module I: Conceptual Analysis-** Meaning, definition, characteristics and types of entrepreneurship, entrepreneur and enterprise. Merits and demerits of entrepreneurship. Role of enterprise in national and global economy.

**Module II: Social Entrepreneurship-** Meaning, nature and significance of social entrepreneurship. Developing social entrepreneurial competencies – requirements and understandings the process, interpersonal skills, creativity, assertiveness achievement, factors affecting entrepreneur's role.

**Module III: Launching and organizing an enterprise-** Environment scanning – information sources, schemes of assistance, problems. Enterprise selection, market assessment, enterprise feasibility study, SWOT Analysis. Resource mobilization – finance, Technology raw material, site and manpower. Costing, marketing management and quality control.



**Module IV: Project formulation-** Project, meaning, types, project identification, generation of project idea, sources of project, screening, project formulation – steps involved.

**Module V: Project reporting-** Writing a business plan through planning, mobilization of resources and market surveys.

**Module VI:** Government policies and schemes for support in enterprise development and management. Agencies for training, infrastructure, financial help, marketing- DIC, SIDO, NSIC, TCO, SISI, STEP, STED, KITCO, CIDCO, KVIC.

**Field experience:**

1. Visits to agencies involved in development of entrepreneurship.
2. Visit to one or two units related to trade.
3. Interaction with one or two social / women entrepreneurs

**References:**

Gupta.C.B & Sreenivasan N.P, Entrepreneurship Development in India, new delhi, Sultan Chand, 2007.

Desai.V, Dynamics of entrepreneurial development & management, Mumbai, Himalaya publishing house, 2011.

Khanka .S.S., entrepreneurial development, S Chand & Co Ltd., Ram Nagar, New Delhi, 2009

Jain, N.K & Varshney.R.L, Entrepreneurship Development-RBSA publications, Jaipur, 2009.

**Journals:**

Indian Journal of Social Entrepreneurship  
Entrepreneurship Development and Management  
International journal of gender and entrepreneurship

**UNIVERSITY OF KERALA**

**MSc HOME SCIENCE- SEMESTER SYSTEM (2021)**

**BRANCH XC- EXTENSION EDUCATION**

**SEMESTER II**

**HS223 C PAPER VII- DEVELOPMENT COMMUNICATION & JOURNALISM**

**Total hrs: 110**

**Learning Objectives:**

- 1.To make the students understand the various facets of communication and its significance in extension education
- 2.To enable students get an appreciation of the role of information, communication and media in development .
3. To train as Development Communication and Behavior Change Specialists/ C4D Advocates for working with various target groups and settings.

**Course outcomes:**

CO1: To interpolate the concepts and approaches in development communication

CO2:To instantiate the process of adoption, diffusion and innovation in the process of development

CO3:To discriminate the various types of extension teaching methods and AV aids

CO4 : To identify the role of journalism in development communication.

**MODULE –I – Concepts related to Development communication-** Meaning and Definition of Development Communication. Theories of Development Communication- Theory of Human Motivation, Health Belief Model, Diffusion of Innovation Theory, Social Cognitive Theory, Agenda Setting Theory and Social Convention Theory.

**MODULE –II– Media and Development Communication** –Journalism- meaning, characteristics and importance of journalism in Development Communication. Sources of information - Evolution and growth of electronic media –radio and television- characteristics of various electronic media- print Vs electronic media- public Vs commercial broadcasting- Autonomy of Indian electronic media. An overview on Development Journalism.

**MODULE III – Radio and Development** –Community Radio -Basic principles of radio programmes and production techniques- digital broadcasting- types of microphones- field and studio recordings- production of radio news, features, editing and mixing.

**MODULE IV- Video production** – Principles-Basic television production techniques- types of camera angles, shots ,movements and images- film Vs television- Commercial Vs art cinema-the five C’s of cinematography- educational television-EDUSAT.

**MODULE V –Traditional media in Development Communication** –various forms of folk media –popular uses of folk media in India –pre requisites to the use of folk media

**MODULE VI - Content Development in Development communication** –Principles of writing for radio, , news article, blogs. Television- broadcasting writing techniques and styles. Scripts for radio talks, reports and features of television serials, documentaries and dramas-preparing story boards, Writing for press note/ Press release/ News article for online and offline journalism and print media.

### **Field experiences**

1. Visits to EDUSAT, AIR, Chitranjali studio, Press, Print, Channel institutions, Doordarshan Kendra, KSAVRC, Community Radio Stations, FMs.

### **References**

- 1.Srinivas Raj ,and Steves L, (2015) Communication for Development, Sage Publications, USA
- 2.Modi Bella (1991)Designing message for Development communication and audience participation-based approach, Sage Publications,New Delhi
- 3.Ila Virginia C, Ongkiko, Alexander G Flor (2003) Introduction to Development communication,Published by University of Philippines
- 4.Thomas I McPhail(2009) Development communication : reframing the role of the media. Blackwell publishing Ltd
- 5.Dua,M R and Gupta VS.(1994) Media and development, AMIC Singapole and HAr anand publications,New Delhi
- 6.Dahama O P and Bhatnagar O P(1980) Education and communication for development. Oxford and IBH Publishing.
- 7.Melcote,SR and Vallath (1992)Communication gap in development, Rawat Publications, Jaipur

### **Journals**

- 1.Journal of Global Communication
- 2.Journal of Development communication
- 3.Journal of Mass Communication and Journalism

**UNIVERSITY OF KERALA**  
**MSc HOME SCIENCE- SEMESTER SYSTEM (2021)**  
**BRANCH XC- EXTENSION EDUCATION**  
**SEMESTER II**

**HS224 C PAPER VIII- DEVELOPMENT COMMUNICATION& JOURNALISM - Practical's**

**Total hrs: 120**

**Learning Objectives:**

1. To enable the learners to handle different media for community development activities.
2. To equip the learners to prepare contents for various types of media.

**Course outcomes:**

CO1:To construct suitable aids for imparting behavioural communication on any developmental issues

CO2: To discriminate the role of various media for community developmental activities

CO3: To design multimedia educational kit and documentaries for community developmental programmes

**Activities to be carried out:**

- I. Preparation of radio scripts - for rural community.
- II. Preparation of a script for a television programme based on any developmental issue.
- III. Writing news articles for a print media and for an online media.
- IV. Developing blogs for creating awareness on various social issues.
- V. Analysis of programmes- Analysis of a Radio talk, TV programme, and a documentary.
- VI. Preparation of a multimedia educational kit / a documentary for a rural community development programme.
- VII. Graphic Designing- Designing a logo/ e newsletter/ magazine cover/ e book layout.

**SEMESTER THREE**  
**UNIVERSITY OF KERALA**

**MSc HOME SCIENCE- SEMESTER SYSTEM (2021)**

**BRANCH XC- EXTENSION EDUCATION**

**SEMESTER III**

**HS 231 C PAPER IX- NGO MANAGEMENT AND CORPORATE SOCIAL RESPONSIBILITY**

**Total hrs: 110**

**Learning Objectives:**

1. To know the NGO types, functions and funding.
2. To understand CSR, its legislative measures and government reforms.

**Course Outcomes:**

CO1: To identify the role of NGOs in community development

CO2: To analyse the linkage between NGOs and Corporates

CO3: To illustrate the principles and procedures for starting an NGO.

**MODULE I Introduction** Non- Government Organization—Introduction, Concept of NGO  
Historical views of NGO, Functions and types of NGO.

**MODULE II Corporate social responsibility:** Corporate social responsibility (CSR) –  
Definition, concepts, Approaches of CSR, SR Tools, National and International CSR activities.

**MODULE III Legislative measures:** Legislative measures of CSR: Corporate, Labour, stake  
holders, Environmental and pollution and Social Preferences: Customer, Employees,  
Communities, Investors. Social Accounting, Social Auditing, SA:8000 and Corporate Social  
Reporting.

**MODULE IV Corporate governance:** Corporate governance in India: Reforming BOD- Birla  
Committee-Naresh Chandra Committee-Narayana Murthy committee-Audit committee-Corporate  
governance code The future scenario-case studies.

**MODULE V Corporate community:** Corporate -community participation and Role and skills of  
social worker in CSR: Corporate, NGO, Government, Citizen, need for partnership, need  
assessment, corporate perspective on building successful partnership, tools and techniques. Roles  
and skills – Advocacy, administration, marketing, mediating, budgeting, organizing, documenting,  
presenting, public speaking, teaching, supervising, and report writing.

**MODULE VI: Establishing NGO's** – Laws related to its functioning, Registration Procedure for starting an NGO, and funding pattern.

**Field Experiences:**

Understand the CSR activities of any two organizations in your locality and report it.

Visit to an NGO to understand its role and functioning. Students are also encouraged to volunteer with any NGOs , during their programme period (other than internship)for getting industry exposure.

**References**

Dorothea, Hilhorbt, 2003 The real World of NGOs: Discourses, Diversity and Development. Zed Books Ltd.

Julie Fisher, 2003 Governments, NGOs and the Political Development of the Third World, Jaipur: Rawat Publications.

Kumar, A., 2003 Social Change through NGOs. New Delhi: Anmol Publishers.

Corporate Social Responsibility, Concept & Cases: “The Indian Experience”. C.V.BaxiAjit Prasad Excel Books

Strategic Corporate Social Responsibility, stake holder's a global Environment. William B.Werther, Jr. David Chandler. Sage Publication - 2009

Corporate Social Capital Liability. P.K.Modi Arise Publishers & Distributors. First editions - 2009

Corporate Social Responsibility. - Vol. – I & II PrasenjitMaiti Sharda Publishing House,Jodhpur (India), 2010

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**MSc HOME SCIENCE- SEMESTER SYSTEM (2021)**  
**BRANCH XC- EXTENSION EDUCATION**  
**SEMESTER III**  
**HS 232C PAPER X- PROGRAMME DESIGN AND EVALUATION**

**Total hrs: 110**

**Learning Objectives:**

- 1.To understand the key concepts and skills in effective programme designing and evaluation
- 2.To demonstrate the ability to develop, implement, and constructively evaluate program and evaluation plans.
3. To develop tools for monitoring and evaluation of extension programmes

**Course outcomes:**

CO1:To demonstrate the ability to develop, implement and constructively evaluate programme and evaluation plans

CO2: To invent tools for monitoring and evaluation of extension programmes

CO3:To examine the strategies and approaches in monitoring and evaluating extension programme.

**MODULE I: Programme designing in extension**– Meaning of programme planning, principles of programme building process, steps involved in programme building process, programme development cycle, planning models and frameworks,planning and developing teaching methods, precautions used in programme building,

**MODULE II –Situation analysis, Needs and Objectives**– Types of needs, methods of identifying needs, Objectives- types, levels and characteristics.

**MODULE III-. Participatory planning** – Engaging the community and other stakeholders, organisations and committees, Role of officials, non-officials, groups and agencies in programme building process for extension work. Utilisation of local infrastructure .

**MODULE IV - Programme budgeting,marketing and strategic planning** - Sources of budget,management of budget, marketing strategies ,steps.

**MODULE V- Monitoring and Evaluations**–Approaches to monitoring, principles, indicators- Evaluation -meaning, purpose, elements, steps, criteria for evaluation,types of evaluation, methods of evaluation, Challenges and issues in monitoring and evaluation, Ethical issues in monitoring and evaluation.

**MODULE VI – Documentation and follow up** – Need for documentation, methods, meaning and need for follow up, methods.

### **Field experiences**

1. Planning ,organizing and evaluation a programme for rural children/youth/women/tribals/ elderly for a minimum of 10 days.
2. Case studies of monitoring and evaluation of development programmes.

### **References**

1. Sharma,FL, Shri Ram, (2013)Extension Teaching Methods,Agrotech Publishing company, Udaipur
2. Dangi, KL and Santhosh Devi Samota, (2013) Agrotech Publishing Academy, Udaipur
3. Mikkelsen, Britha,(2002), Methods for development work and research.New Delhi:Sage Publications
4. Dale R, (2004) Evaluating Development programmes and projects.New Delhi: Sage Publications
5. Reddy,A(1998) Extension education,Sree lakshmi press,Bapatala
6. Gopal lal Jain,(1997) Rural development,MAngaldeep publications,Jaipur
7. Subah Singh Yadav,Ramkumar, Rural Development and poverty alleviation,Pinter Publishers,Jaipur
8. Misganaw, Seraw,(2011) Extension programme planning and evaluation.LAP Lambert Academic Publishing,

### **Journals**

- 1.Social Welfare
- 2.Kurukshetra
- 3.Rural India
- 4.Kerala Calling
- 5.Indian Journal of Extension Education
- 6.Indian Journal of Rural Development



**UNIVERSITY OF KERALA**

**MSc. HOME SCIENCE-SEMESTER SYSTEM (2021)**

**BRANCH XC – EXTENSION EDUCATION**

**SEMESTER - III**

**HS233 C – PAPER XI –POPULATION STUDIES**

Total Hrs : 110

**Learning Objectives:** This course is designed

1. To enable students to understand the population trends in India.
2. To know the methods of population analysis
3. To understand the various problems associated with population and to plan community based problems based on that.

**Course outcomes:**

CO1: To recognize the role of demographic variables in determining population of the country

CO2: To generalize the rate of population growth

CO3: To critique on the methods of populations projections

CO4: To ascertain the role of sustainable development in population explosion

**Module I-Introduction to Population Studies –**

Nature, scope and importance of population studies, concepts and definitions, source of population data – census, Civil Registration System ( CRS ), Sample Registration Scheme ( SRS ), National Sample Survey ( NSS ), Demographic surveys and other sources – Population of India as given by the latest census data vital statistics – importance, uses and limitations. Demographic variables – fertility, mortality, migration.

**Module II – Methods of Demographic / Population Analysis**

Concepts- Rates, Ratios, Proportions, Percentages, Person, Months / Years, incidence, prevalence.

Methods of Population Projection : Arithmetic, Geometric and Exponential Rates of Growth. Rates of Population Growth - Crude rates (CBR, CDR) and standardized methods.

**Module III – Population, Development and Environment** – Concepts, definitions Inter – relationship between population growth, environment and sustainable development with special reference to India. An understanding on Human Development Index and SDG's.

**Module IV – Population Theories-** Theories of Population Growth – Malthus to modern; limits to population growth. Theory of Demographic Transition. Theories related to fertility. Theories related to migration and urbanization.

**Module V–Problems associated with population-** Social and Economic Consequences of Population Growth- population explosion, unemployment, violence, abuse, early marriages and sex determination.

**Module VI- Population Policies and Programmes-** Population policies in the context of growth, structure, distribution and quality of life; Policies related to medical termination of pregnancy ( MTP ), age at marriage, sex determination tests, etc. National and State population policies in India with respect to Population.

**References:**

1. Fatima Siddiq and RanganathanSarala (2001). Handbook on women and Human Rights part 2. Kaniskka Publishers.
2. Park K. (2009) Park's Textbook of preventive and social medicine 20<sup>th</sup> edition BanarsidasBhanot Publishers, Jabalpur.
3. Neeraja K. P. (2008) Essentials of mental health and psychiatric nursing Vol. one Jaypee Brothers, Medical Publishers.
4. Srinivasan K. (1997) India towards population and development goals Oxford University Press, Chennai.
5. Sharma R.D. (1998) Population trends in India, MillanPrakasham, New Delhi.

**Journals**

1. Family Planning Association of India.
2. The Journal of Family welfare.

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**M.Sc HOME SCIENCE - SEMESTER SYSTEM**  
**(2021 Admission)**  
**BRANCH X C- EXTENSION EDUCATION**  
**Semester III**  
**HS 234 B/C/D/E PAPER XII - STATISTICS AND COMPUTER APPLICATIONS**  
**(Common to Branch X- B, C, D & E)**

Total 120 hrs

**Learning Objectives:**

1. To enable the students to develop knowledge in statistical tools and computer applications.
2. To demonstrate the understanding of descriptive statistics by practical application of quantitative reasoning and data visualization
3. To distinguish between Karl Pearson's coefficient of correlation and Spearman's rank correlation coefficient.
4. To understand the meaning of correlation, regression and demonstrate the use of correlation and regression analysis for estimation and prediction purposes.
5. To demonstrate the concept of association of attributes and to derive criteria for the independence of attributes.
6. To discuss and demonstrate the use of various tests of significance for attributes, variables and draw inferences based on one or more population.
7. To develop the practical skill of students in using software so as to equip them with to classify, organise, analyse and draw inferences to various problems arising in different fields.

**Course Outcomes:**

**CO1:** To identify popular concepts in data management and statistical analysis

**CO2:** To calculate measure of central tendency and dispersion

**CO3:** To compute large and small sample test and interpretations

**CO4:** To estimate parametric and nonparametric tests in data analysis

**CO5:** To apply excel and SPSS in data analysis

## **Unit I- Part A: Introduction to Statistics (Topics for general awareness in Statistics which are not intended for Examination purpose)**

- Introduction to Statistics - Definition, importance and scope of statistics, limitations of statistics, distrust of statistics, Divisions of statistics- Descriptive and Inferential statistics.

## **Unit I- Part B: and Data Management**

- Raw data, ungrouped frequency distribution, grouped frequency distribution, relative frequency table, cumulative frequency tables, how to convert raw data to the form of a frequency distribution, the information that can be obtained from a frequency table, merits and demerits of a grouped frequency table. Graphs: histogram, frequency polygon, frequency curve, ogives.
- Scales of measurement-nominal, ordinal, interval and ratio scales. Coding of data.

## **Unit II: Measures of central tendency and dispersion**

- Measures of central tendency- Definition, arithmetic mean-: simple and weighted arithmetic mean, median, mode, geometric mean, mid-range and its uses, merits and demerits.
- Partition values – quartiles and percentiles.
- Measures of dispersion –Definition, Absolute and relative measures of dispersion: range, variance, standard deviation, standard error, coefficient of variation.

## **Unit III: Normal Distribution and its applications**

- Probability- classical approach, random variable- discrete and continuous random variables, probability mass function and probability density function (Definition and examples only).
- Normal random variable, characteristics and properties of a normal curve, standard normal distribution, converting raw scores into standard normalized scores, standard normal curve, making use of standard normal tables.
- Examples of applications of the normal curve.

## **Unit IV: Correlation, Regression and Association of Attributes**

- Linear correlation- meaning and types of correlation, scatter diagram, Karl Pearson's coefficient of correlation, Spearman's Rank correlation coefficient (Definition and problems only. No derivation), coefficient of alienation, interpretation of correlation coefficient.
- Linear Regression and Prediction: Concept of regression lines and regression equations, use of regression lines, role of coefficient of alienation in prediction.

- Association of Attributes – Introduction, notation, dichotomy, classes and class frequencies, consistency of data, independence of attributes, association of attributes-Yule’s coefficient of association, coefficient of colligation.

### **Unit V: Testing of Hypotheses**

- Definition, Hypothesis, concepts of statistical hypothesis-simple and composite, null hypothesis, alternative hypothesis, test of a statistical hypothesis, critical region, Type I error, Type II error, significance level, power of the test. Parametric and non-parametric tests (Definition and examples only).
- Parametric test- Testing of hypothesis concerning the mean of a population, testing the equality of means of two populations, testing the hypothesis that proportion has a specified value, testing the equality of proportions of two populations, chi-square test, F test, ANOVA concepts, ANOVA-single factor.
- Non parametric chi-square test- testing goodness of fit, independence of attributes, homogeneity of proportions.

### **Unit VI: Presentation using Power point, Statistical Analysis using Excel and Introduction to SPSS**

- Basics for creating a power point presentation.
- Basics in Excel, statistical analysis using excel based on modules I, II, III, IV and V.
- Introduction to SPSS, Presentation of data, Histogram, pie diagram, scatter diagram graphs using SPSS.

### **References**

1. Acklen, L. (2004). *Absolute Beginner's Guide to Microsoft Office Word 2003*. Que Publishing.
2. Agarwal, Y. P. (1986). *Statistical methods' concepts, applications and computations*, Sterling publishers (pvt) Ltd. New Delhi.
3. Berk, K., & Carey, P. (2009). *Data analysis with Microsoft excel: updated for office 2007*. Nelson Education.
4. Boyce, J. (2003). *Absolute Beginner's Guide to Microsoft Office 2003*. Que Publishing.
5. Chiang, C. L. (2003). *Statistical methods of analysis*. World Scientific.
6. Cox, J., & Lambert, J. (2013). *Microsoft PowerPoint 2013*. Microsoft.
7. Devore, J. L., & Berk, K. N. (2012). *Modern mathematical statistics with applications* (p. 350). New York: Springer.
8. Gupta, C. B., & Gupta, V. (2009). *Introduction to Statistical Methods*. Vikas Publishing House Pvt Ltd.

9. Gupta, S. (2002). *Research methodology and statistical techniques*. Deep and Deep Publications.
10. Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of mathematical statistics*. Sultan Chand & Sons.
11. Gupta, S. P. (2001). *Advanced Practical Statistics*. S. Chad and Company Ltd., New Delhi.
12. Gupta, S. P. (2001). *Statistical Methods*, Sultan Chand & Sons. New Delhi.
13. Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
14. Landau, S. (2019). *A handbook of statistical analyses using SPSS*. Chapman & Hall.
15. Mills, W. R. (2010). *Microsoft Office 2007 Power Point: A Training Book for Microsoft PowerPoint 2007*. AuthorHouse.
16. Nagar, A. L., & Das, R. K. (1997). *Basic statistics*. 2nd ed., OUP, Delhi, 1997.
17. Nie, N. H., Bent, D. H., & Hull, C. H. (1975). *SPSS: Statistical package for the social sciences* (Vol. 227). New York: McGraw-Hill.
18. Norat, M. A. *A Handbook of Statistical Analyses using SPSS*.
19. Pandey, P., & Pandey, M. (2015). *Research methodology: Tools and techniques*.
20. Sharma, B. A. V. (Ed.). (1983). *Research methods in social sciences*. Sterling Publishers.
21. Shelly, G., & Sebok, S. (2010). *Microsoft PowerPoint 2010: Complete*. Nelson Education.
22. Singh, Y. K. (2006). *Fundamental of research methodology and statistics*. New Age International.
23. Singh, V. P. (2009). *Simplified MS Office 2007*. Computech Publications Limited.
24. Wackerly, D., Mendenhall, W., & Scheaffer, R. L. (2014). *Mathematical statistics with applications*. Cengage Learning.

## **SEMESTER FOUR**

**UNIVERSITY OF KERALA**

**MSc HOME SCIENCE- SEMESTER SYSTEM (2021)**

**BRANCH XC- EXTENSION EDUCATION**

**SEMESTER IV**

**HS 241 C- PAPER XIII -SOCIAL GERONTOLOGY**

**Total hrs: 110**

### **Learning Objectives:**

- 1.** To orient the students towards the changing age composition of different societies and its implications.
- 2.** To make them aware of the various strategies programmes and measures adopted in the modern society.
- 3.** To familiarize the students with the challenges and opportunities presented by the ageing population in India and to train them as Social Gerontologists.
- 4.** To critically reflect on the methods and techniques to conduct research in gerontology.

### **Course outcomes:**

CO1: To generalise various strategies, programmes and measures adopted for the aged.

CO2: To discuss the concept of social gerontology and the contribution of environment and society dealing with older adults

CO3: To analyse the role of Extension professional in geriatric care.

**Module I: Social Gerontology-** Nature and Scope, Concepts- ageing – old age- senior citizenship Theoretical perspective on aging. Ageing in traditional Societies- ageing in modern societies – changing role and status of the aged.

**Module II: Changing structure** – social implications of ageing, Migration and its implications on ageing population. Impact of aging on physical, psychological, socio-emotional, aspects, abuse.

**Module III: Demographic Structure** - Demographic Structure of the Aged in International, National and State level- The aged in the family context- problems and prospects. Contemporary socio-cultural changes and their effects on the aged international scenario. An overlook on Global Age Watch Index.

**Module IV: Extension in Elderly Care-** Social Dimensions of Elderly Care , Types and Agencies of Care and the role of extension support systems for the aged. New paradigms in care-

centered relationships- Assisted Support Living, Retirement Communities. Review on the policies and programmes for the aged, including citizenship

**Module V: Geriatric Nutrition:** Factors influencing the health and nutrition of the aged. An overlook on Dementia, Alzheimers, Parkinsons, Mental health- Depression, Loneliness.

**Module VI: Welfare programmes for the aged- Research trends in gerontology and methodological issues.** Review of study methods in gerontology . Identification of focus areas on aging. Developing a tool on selected topics on aging, field testing and appraisal. Project proposal for developmental programmes for aged.

#### **Field experience-**

1. Visit to institutions for the aged and critical evaluation.
2. Interaction with the aged for assessing the extent of utilization of various programmes.

#### **References**

1. Richardson B &Barusch A. 2005. Gerontological Practice for the 21<sup>st</sup>Century. Columbia University Press.
2. Sheets D, Bradley D & Hendricks J. 2005. Enduring Questions in Gerontology. Springer.
3. Bhatla, P.C. : Lecture series in Geriatrics- National Institute of Primary Health 2000.
4. Binstock, Robert, H & Shana, Ethel : Hand Book of Ageing and the Social Science.
5. Bord, John &Coleman, Peter : Ageing in Society. 2011.
6. Choudhar, S.K : Problems of the Aged and of Old Age Homes.
7. Desai, K G &Naik, R.D: Problems of Retired People in Greater Bombay.
8. De Souza, Alfred, S&Fernandes, Walter: Ageing in South Asia – Theoretical Issues and Policy Implications.
9. Dhillon, P, K. : Psycho-social aspects of Ageing in India.
10. Dwyer, Jeffery, W. : Gender, Families and Elder Care.

#### **Journals:**

1. Journal of Social Research
2. Introduction to Gerontology
3. Indian Journal of Gerontology
4. Journal of Ageing and Health
5. Age and Ageing
6. Ageing and Society



**UNIVERSITY OF KERALA**

**MSc HOME SCIENCE- SEMESTER SYSTEM (2021)**

**BRANCH XC- EXTENSION EDUCATION**

**SEMESTER IV**

**HS 242C- PAPER XIV –COMMUNITY HEALTH, NUTRITION AND EXTENSION**

**Total hrs: 110**

**Learning Objectives:**

1. To understand the concept of health and health indices popularly used.
2. To know the supportive services, programmes, and management information systems.
3. To make them aware of the role of health educators in community development.

**Course Outcomes:**

CO1: To identify the prevalence and extent of malnutrition in India and its remedial measures

CO2: To infer the food and nutritional problems of the community

CO3: To exemplify the components of health information system and its uses

**Module -I Health Needs and Problems**

Identification of health needs- Role of Nutrition, Hygiene and Sanitation , Environment-Safe Water, Pollution Control and Waste Disposal.

**Module –II Indicators of Health**

Definition & Characteristics of Indicators, Health indices- Mortality Indicators, Morbidity Indicators, Disability Rates, Nutritional Status Indicators, Health Care delivery Indicators, Utilization rates, Indicators of social and mental health, Environmental Indicators, Socio Economic Indicators, Health Policy Indicators, Indicators of quality of life, Other Indicators.

**Module –III Malnutrition in India:** Prevalence, factors responsible for malnutrition, measures to overcome malnutrition- application of basic principles of nutrition to improve the dietary practices, measures to detect malnutrition.

**Module –IV Nutritional deficiency diseases:** Causes, symptoms, treatment, prevention of the following: Protein Energy Malnutrition (PEM), Vitamin A Deficiency (VAD), Iron Deficiency Anaemia (IDA), Iodine Deficiency Disorders (IDD), Zinc Deficiency, Fluorosis. Over nutrition- Obesity, Diabetes and other Life style diseases. Social health problems -Smoking, Alcoholism, Drug abuse, AIDS, STDs.

**Module V- Nutrition and Health Education** - Objectives, principles and scope of nutrition and health education and promotion. Difference between a dietician and a nutrition and health educator. Role of nutrition educators in community development- Assessment of nutritional status of the community- Anthropometry – weight and height measurements , Plotting and interpretation of growth charts for children below 5 years, Identification of clinical signs of common nutritional disorders, Dietary assessment – FFQ and 24 hour diet recall. Tests to detect food adulteration.

**Module -VI Management Information System in Health**

Basic Epidemiology, Surveillance, Immunization, Health Screening, Health Checkups, Health Regulations, Census, Sample registration system, National Family Health Surveys, Evaluation of Health Services, Health System Research and Health Data Base.

**Field Experiences:**

Visit to any one of the Institutions promoting public health and nutrition education and Research – NIN/ PHFI/ Nutrition Research Centres.

Report writing on visit to Public Health Centre or visit to a Hospital to know about Management Information System.

**References:**

B.Srilakshmi. “Dietetics” New Age International (P) Limited, New Delhi, 2005.

Park, K. (2000): Park’s textbook of preventive and social medicine, 18th Edition, M/s.

Banarasidas Bhanot, Jabalpur

Mahan, L.K. and Escott-Stump, S. (2000): Krause’s Food Nutrition and Diet Therapy, 10th Edition, W.B. Saunders Ltd.

Shils, M.E., Olson, J.A., Shike, M. and Ross, A.C. (1999): Modern Nutrition in Health and Disease, 9th Edition, Williams and Wilkins.

Escott-Stump, S. (1998): Nutrition and Diagnosis Related Care, 4th Edition, Williams and Wilkins.

Davis, J. and Sherer, K. (2004): Applied Nutrition and Diet Therapy for Nurses, 2nd Edition, W.B. Saunders Co.

**Journals:**

Indian Journal of Nutrition and Dietetics

The Journal of Nutrition

Journal of the Academy of Nutrition and Dietetics.

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**MSc HOME SCIENCE- SEMESTER SYSTEM (2021)**

**BRANCH XC- EXTENSION EDUCATION**

**SEMESTER IV**

**HS 243 C- PAPER XV – COMMUNITY HEALTH, NUTRITION AND EXTENSION  
PRACTICALS**

**Total hrs: 120**

**Learning Objectives:**

1. To realize the health problems of the community and the nature of scientific interventions.
2. To gain understanding on organizing nutrition education programmes for the community

**Course Outcomes:**

CO1: To implement the nutrition educational programmes for the community

CO2: To prepare the students to work as Nutrition and Health Educators in bringing behaviour change in the community.

CO3: To execute community and family diet surveys and to get expertise in preparing contents for Nutrition and Health Education awareness programmes.

**Field experiences and activities to be undertaken:**

1. Assess and conduct an awareness programme of one week duration in a community. Conduct a study and prepare a report on Nutritional assessment of a selected target group by using
  - a. Public Health Nutrition Cycle
  - b. Identify key nutrition related problem
  - c. Define objectives.
  - d. Create quantitative targets.
  - e. Develop programme.
  - f. Implement Programme.
  - g. Evaluate Programme.
2. Developing health communication tools for managing health and nutritional problems in a community- Videos/CDs/ Blogs/ Educational Trolls/ Documentaries/ nutritional games (any four mandatorily)
3. Visits to different communities- rural / urban / tribal /coastal to study the health and nutritional situations prevalent in the area. Community Diet Survey to be carried out for the same (30 samples).

4. Developing and formulating messages for Nutrition and Health Education- leaflets, e-pamphlets, e-posters, e-calender
5. One week Family Diet Survey to understand the nutritional status of the family and reporting the same.
6. Conduct an exhibition on creating awareness on the health and nutrition of the community.

**REFERENCES:**

1. Edited by Gibney.MJ,Margett.M.B,kearneyJ and Arab.L (2005): Public Health Nutrition,BlackwellPublishingCompany.U.K.
2. Park .K (2009): Preventive and Social Medicine, 20<sup>TH</sup> Edition, Banarasidas,Bhnot,Jabalapur,India.
3. Srilakshmi.B (2007): Food Science, New age International Publishers, New Delhi, India.
4. Srilakshmi.B (2007): Dietitics, New age International Publishers, New Delhi, India.
5. Sundarlal (2009): Text book of community Medicine Preventive and Social Medicine,iiEdition,CBS Publishers, New Delhi.
6. Swaminathan. M (2002): Advanced text book of Food and Nutrition,Bappco Publishers, Vol-I, India.

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**MSc HOME SCIENCE- SEMESTER SYSTEM (2021)**

**BRANCH XC- EXTENSION EDUCATION**

**SEMESTER IV**

**HS 244 C –Paper XVI- TRENDS AND ISSUES IN HOME SCIENCE EXTENSION-  
INTERNSHIP**

**Total hours:110**

**Learning Objectives** of the Internship are to enable the students

1. Integrate classroom theories and concepts with micro, mezzo, and macro extension and community work practice in a variety of community settings that address the effects of poverty, discrimination and oppression; influence changes at the individual, family and group level; and bring about organizational and societal change.
2. Enhance skills across the spectrum of culturally appropriate community work services, including direct practice skills such as engagement, assessment, goal-setting, intervention, evaluation, and termination; mezzo practice skills such as case management, resource/referral, family work, and support system engagement; and macro practice skills such as community organizing, fund development and grant writing, policy analysis, and program development, implementation, and evaluation.
3. Develop professional use of self through observation of professional extension and community workers, self-reflection, understanding of community work values, and implementation of those values in internship placements.

**Course outcome:**

CO1: To interpret class room theories and concepts with micro, mezzo and macro extension and community work practice in various community settings

CO2: To apply professional identity, ethical practice and critical thinking in individual core areas relevant to extension work

CO3: To design, develop, execute and document project proposal relevant to extension.

The Core Competencies that are expected to develop through the internship are:-

Professional Identity, Ethical Practice , Critical Thinking Diversity in Practice Human Rights & Justice Research Based Practice Human Behavior, Policy Practice Contexts Engage, Assess, Intervene, Evaluate.

**Mandatory:** Prior to the Internship at Sem IV, students are advised to identify an NGO of their choice from Semester I onwards and to work with them on a voluntary basis to understand the role of a community worker.

**Internship on any one of the following:**

NGOs/ Government departments on Social Welfare, Local Self Govt Departments / Dept of Women and Child Welfare/ KILA/ Voluntary / National or International agencies involved in community development/ geriatric research institutions/ nutrition education centres/ Child rights / women empowerment/ social entrepreneurship/ Rural development and Institutes like MANAGE, NIRDPR/ Print or Broadcast Media/ Online Media/ FM Channels/ Kudumbasree .

**(At least 6 weeks of continuous internship to be done). Candidates can identify their area of internship according to their area of interest. In the case of non availability of offline internships(under specific conditions only ), students may be permitted for e-internships of atleast two month duration).**

There will be both internal and external evaluation for the report; at the end of the fourth Semester. The students must appear for a separate viva at the end of the course on Internship. The Continuous Evaluation will be based on the marks/ score given by the concerned mentor in the Internship centre.