

SEM: I
C10100: HEALTH & HYGIENE: INDIA AND NORTHEAST CONTEXT
TOTAL CREDITS: 4

Course Objectives:

- To understand and apply the emerging concepts and issues to health, hygiene and sanitation
- To critically understand the present scenario of health hygiene in Indian and Northeast
- To apply and design hygiene promotion and education programmes for development.

UNITS	TOPICS	CONTENTS	L	T	P
I	Introduction to Sanitation and Hygiene for Health	<ul style="list-style-type: none"> • Definitions and Concepts • Global, national and regional perspective • Relation between health , hygiene & sanitation • Relevance & importance of health, hygiene in the contemporary times 	10	3	6
II	Occupational Health and Hygiene	<ul style="list-style-type: none"> • Concept, definition and its role • Link between occupational hygiene, risk assessment & risk management. • Sanitation problems of the workplace: industries, academic institutions, corporate, hospitals, Public spaces etc. 	8	5	6
III	Health Hygiene Promotion & Education:	<ul style="list-style-type: none"> • Hygiene Behavior promotion & education- concept and its importance • Hygiene promotion & education in children & adolescence • Government initiatives & policies in rural & urban area 	8	4	8
IV	Health, hygiene practices in India and in North East India	<ul style="list-style-type: none"> • Present scenario of health hygiene in India • Reproductive & sexual health of the women • Indigenous hygiene & sanitation practices • Cultural beliefs of the people of NE India in relation to health & hygiene- role & impacts 	10	2	8
TOTAL CONTACT HOURS			64		

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.*

- Seminars/Presentations on topics from any of the Units

- Comparative analysis on Global, national and regional perspectives of health and hygiene
- Survey of policy implementations
- Case Study reports of cultural beliefs and traditions relating to health.
- Critical analysis of indigenous hygiene and health practices in North east India

SUGGESTED READINGS:

- A. Jiménez et al. infrastructure function and hygiene. *Journal of Epidemiology and Community Health*, 65, 432– 437. doi:10.1136/jech.2009.091637
- Bailie, R. S. *et al.* (2011). Evaluation of an Australian indigenous housing programme: Community level impact on crowding, 288
- Collard, K. S. *et at.* (2005). Mutual”obligation in indigenous health: Can shared responsibility agreements be truly mutual? *Medical Journal of Australia*, 182, 502–504
- Craps, M., Dewulf, A., Mancero, M., Santos, E., & Bouwen, R. (2004). Constructing common ground and re-creating differences between professional and indigenous communities in the Andes. *Journal of Community and Applied Social Psychology*, 14, 378–393. doi:10.1002/casp.796

E-RESOURCES:

- Water, Sanitation and Culture, <http://www.sswm.info/content/water-sanitation-and-culture>

SEM: I
C10200: INTRODUCTON TO PUBLIC HEALTH
TOTAL CREDIT: 4

Course Objectives:

- To introduce students about the concepts, issues and challenges related to public health
- To provide an overview understand of public health in India.
- To familiarse students about the government programmes and policies on public health

UNITS	TOPICS	CONTENTS	L	T	P
I	Health and Public Health Concepts	<ul style="list-style-type: none"> • Definition and meaning • History of public health • Approaches to public health • Place & role of preventive medicine in development of social medicine • Community health, community medicine • Determinants of Health • Indicators of health • Rights & responsibilities • Globalisation and Health • Applying public health principles in developing countries 	10	04	04
II	Epidemiology	<ul style="list-style-type: none"> • Definition & aims • Epidemiological Approach • Basic measurement in Epidemiology • Types of Epidemiological studies • Association & causation • Uses of Epidemiology • Infectious disease Epidemiology 	10	02	08
III	Diseases	<ul style="list-style-type: none"> • The new philosophy of health • Concept of disease • Multi factorial causation of disease • Factors responsible for spread of a communicable disease • Agent factors • Host factors • Environmental factors • Defection – General measures of control of infectious disease 	10	04	04
IV	Health legislation in India	<ul style="list-style-type: none"> • Indian Epidemic Diseases Act • Purification of Air and Water Pollution Acts • Prevention of Food Adulteration Act • Birth and Death Registration Act • Operational Aspects of National Health Programs - Family Welfare Program - Maternity and Child Care Services - Universal Immunization Program • Challenges of implementation of public 	08	04	08

		health in India • Recent Developments			
TOTAL CONTACT HOURS			64		

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.

- Seminars
- Comparative analysis of different programmes on health
- Debates and discussion on recent developments in health

SUGGESTED READINGS:

- Carr, Susan, Unwin, Nigel and Pless-Mulloi. (2007). An Introduction to Public Health and Epidemiology. Open University Press
- Chaturvedi, A. (2014). Public Health and Hygiene. Gullybaba Publishing House
- Johnson, A. James. (2012). Introduction to Public Health Organizations, Management, and Policy. Delmar Cengage Learning
- Raymond L., et.al. (2014). Introduction to Public Health, Second Edition: Promises and Practice. Springer Publishing Company
- Schneider, J. Mary. (2010). Introduction to Public Health. Jones and Bartlett Publishers
- Sundar, K. D, Garg, S., and Garg, I. (2015). Public Health in India: Technology, governance and service delivery. Routledge

SEMESTER: III
C10300: SUSTAINABLE DEVELOPMENT GOALS
TOTAL CREDITS: 4

Course Objectives:

- To understand the sustainable development goals in the context of health, hygiene and sanitation.
- To understand the goals on sanitation and hygiene and the interlinkages with other goals.
- To enable the students to understand the importance and need of Sustainable Development thereby to make aware of various Policies, Conventions related to SD.

UNIT	TOPIC	CONTENS	L	T	P
I	Concept of Sustainable Development	<ul style="list-style-type: none"> • Genesis of the Concept • Sustainable Development : Goals and Strategies • Needs of Sustainable Development • Rights of future generations. Reduce, Reuse and Recycle • Teaching the Next Generation: Educating for Sustainable Development policies 	10	04	04
II	Earth Summits, Convention and Policies	<ul style="list-style-type: none"> • Summits and conventions: Rio – Earth Summit, New York Summit, Recent Earth Summits and its implications • Plans and Policies: Kyoto protocol , Agenda 21; World policies based on sustainable development, cooperative responsibility and the environmental security 	10	04	04
III	SDG 6 and its interlinkages with other the other SDGs	<ul style="list-style-type: none"> • SDG 1, 2, 3, 4, 5, 16 & 17 • Education in ecological implications of development and responses to ecological issues <ul style="list-style-type: none"> - Conservation and control. - Environmentalism and eco- consciousness. - ‘Green Orientalism’: Indigenous peoples. - ESP: Equality, Sustainability and Peace. 	12	02	04
IV	Sustainability and Gender Education	<ul style="list-style-type: none"> • Human and Sustainable Development, with an emphasis on gender perspective • Women & child health: Skill enhancement, capacity building for sustainable health 	08	06	04
TOTAL CONTACT HOURS			64		

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.*

- Seminars/ Group presentations on topics from any of the units
- Panel discussion
- Critical Analysis of existing Sustainable Development policies
- Debates and Discussions on existing Plans and Policies

SUGGESTED READINGS:

- Agyeman, Julian, Robert D. Bullard and Bob Evans (Eds.) (2003) *Just Sustainabilities Development in an Unequal World* London: Earth scan. (Introduction and conclusion.).
- Ayers, Jessica and David Dodman (2010) “Climate change adaptation and development I: the state of the debate”. *Progress in Development Studies* 10 (2): 161-168.
- Baker, Susan (2006) *Sustainable Development* Milton Park, Abingdon, Oxon; New York N.Y.: Routledge. (Chapter 2, “The concept of sustainable development”).
- Brosius, Peter (1997) “Endangered forest, endangered people: Environmentalist representations of indigenous knowledge”, *Human Ecology* 25: 47-69.
- Lohman, Larry (2003) “Re-imagining the population debate”. *Corner House Briefing* 28.
- Martínez-Alier, Joan et al (2010) “Sustainable de-growth: Mapping the context, criticisms and future prospects of an emergent paradigm” *Ecological Economics* 69: 1741-1747.
- Merchant, Carolyn (Ed.) (1994) *Ecology*. Atlantic Highlands, N.J: Humanities Press. (Introduction, pp 1-25.)
- Osorio, Leonardo et al (2005) “Debates on sustainable development: towards a holistic view of reality”. *Environment, Development and Sustainability* 7: 501-518.
- International University Master in Peace, Conflict and Development Studies; *Sustainable Development and Environment*.
- Saxena.H.M; (2004) *Environmental Geography*

SEM- I
C10401: LEGAL PROVISIONS IN DEVELOPMENT

TOTAL CREDIT: 4

Course Objectives:

- To understand the various international and national policies and programmes related to public health
- To analyze the existing government policies on public health and hygiene and their impacts.
- To understand various government laws and regulations on public health and hygiene.

UNIT	TOPIC	CONTENTS	L	T	P
I	Legal provisions in Sanitation, Hygiene and Health	<ul style="list-style-type: none"> • Need and Significance of legal provisions • International Instruments including International Health Regulations, 2005, Health for All Declaration, 1978, Maternity Protection Convention, 2000, Education for All Declaration, 1990, Framework for Action to Meet Basic Learning Needs, Amman Affirmation, 1996, Moscow World Conference on Early Childhood Care and Education, 2010 • Indian Laws Guaranteeing Right to Health- <ul style="list-style-type: none"> - The Constitution of India: Articles 21, 21-A, 25, 26, 39, 42, 47; Seventh Schedule. - Pollution Free Environment: Water (Prevention and Control of Pollution) Act, 1974 and River Boards Act, 1956 including National Water Policy 2002 and River Ganga (Rejuvenation, Protection and Management) Authorities Order, 2016; Air (Prevention and Control of Pollution) Act, 1981; - Atomic Energy Act, 1962; - Environment (Protection) Act, 1986 - Rules relating to Bio-Medical Wastes, Electronic Wastes, Plastic Waste, Solid Waste and Other Wastes. - Role of Indian Judiciary Ensuring Right to Health and Pollution Free Environment. Prevention of Food Adulteration Act, 1954. - Drugs and Cosmetics Act, 1940. Destructive Insects & Pests Act, 1914 - Prevention and Control of Infectious and Contagious Diseases in Animals Act, 2009. 	10	04	04
II	Regulation of Public Health System	<p>Institutional Framework:</p> <ul style="list-style-type: none"> - Indian Medical Council-Regulating Medical Colleges, Affiliation, New Colleges, Doctors Registration under Medical Council Act, 1956; - Indian Nursing Council- Training for Nurses, Midwives, - Health Visitors under Indian Nursing Council Act,1947; - National Health Bill, 2009. 	10	04	04

		<ul style="list-style-type: none"> - Draft National Health Policy, 2015. - Nation Early Childhood Care and Education Policy, 2013. <p>Assam Public Health Act, 2010:</p> <ul style="list-style-type: none"> - Obligations of Government relating to Health; Enforcing Right to Health, Health Care set-up and facilities. 			
III	Implementing Right to Education:	<p>Children and Education</p> <ul style="list-style-type: none"> - Right of Children to Survival, Growth and Holistic Development - Obligations of Governments, Local Authority, School Management Committee, Parents and Guardian. <p>Mid Day Meal Scheme and health and hygiene</p> <ul style="list-style-type: none"> - Monitoring Mechanism- National Level Steering cum Monitoring Committee, State/UT Steering-cum-Monitoring Committee, Nodal Officer or Agency at the District/Block level, School Management Committee - Maintenance of Standards and Quality- Guidelines on Food Safety and Hygiene for School Level Kitchens under Mid-Day Meal Scheme, 2015 - Testing of Meals, Hygiene Specifications - Non-supply of Meals; Emergency Medical Plan - Teaching-Learning Process versus Mid Day Meal Responsibilities. 	10	04	04
IV	Promoting Health and Development through Insurance Advancing Health, Hygiene and Development under Indian Labour Laws	<ul style="list-style-type: none"> - Insurance-Concept, Need and Importance - Principles and Practice of Health Insurance Regulations - Employees' State Insurance Act, 1948 and Insurance Regulatory and Development Authority of India (Health Insurance) Regulations, 2016 - Policyholder's Protection; Health Insurance Fraud. - New government initiatives <p>Provisions relating to Health: Drinking water, Conservancy, Medical/First-aid facilities under-</p> <ul style="list-style-type: none"> - Workmen's Compensation Act, 1923 - Industrial Disputes Act, 1947 - Factories Act, 1948 - Maternity Benefit Act, 1961 - Plantation Labour Act, 1951 including Assam Plantation Labour Rules, 1956 - Health, safety and welfare of apprentices under Apprentices Act, 1961 - Contract Labour (Regulation and Abolition) Act, 1970 - Dock Workers (Safety, Health and Welfare) Act, 1986 <p>Workplace Health, Safety and Welfare</p> <ul style="list-style-type: none"> - Canteens, Rest Rooms, Crèches, Anganwadi Centres, Recreational Facilities, Educational Facilities, Housing Facilities, Supply of Physical Aids and Appliances, Preventive Health Care, Medical bonus, Sickness and Maternity Benefits, 	10	04	04

		Nightshift for Women - Tackling Occupation hazards and Diseases.			
TOTAL CONTACT HOURS					64

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.*

- Seminars/ Group Discussion on topics from any of the Units
- Critical Evaluation of legal provisions and their implementations
- Debates and Discussions on the present issues and challenges in implementation of policies.

SUGGESTED READINGS:

- J. N. Pandey. (2016). Constitutional Law of India. Allahabad: Central Law Agency.
- Industrial, Labour and General Laws. (2015). New Delhi: ICSI.
- Report of the Expert Committee on Health Insurance. IRDA, 2015
- Special Issues on Health Insurance for Everyone. IRDA Journal, Vol. XIII, No. 1, 2015
- Special Issues on Health Insurance, IRDA Journal, Vol. II, No. 11, 2004.
- V. G. Goswami. (2016). Labour and Industrial Laws. Allahabad: Central Law Agency.

SEM - I

C10402: EDUCATION AND DEVELOPMENT

TOTAL CREDIT: 4

Learning Objectives:

- To understand the relationship between education and development.
- To analyze the reasons for the policy changes often seen in governance.
- To evaluate the various policies undertaken by the Governments over different periods of time.
- To be able to understand the diversities and multiculturalism of Indian society and its impact on educational growth and educational policies.

UNITS	TOPICS	CONTENTS	L	T	P
I	Education and its relation to Development	<ul style="list-style-type: none">• Modern concept of development.• Benefits of education to development.• Objectives of educational development: MDGs and education.• Relationship between man and environment: ecological and psychological perspectives.• Education and sustainable development in 21st century	12	02	04
II	Ensuring National Development Via Promotion of Health and Hygiene through Education	<ul style="list-style-type: none">• Concept of National Development• Facets of National Development• Relationship between National Development and Health.• International initiatives: WHO, UNICEF, UNESCO.• National programmes, their implementation and problems faced: Hand washing, Swach Bharat, Sanitation, NRHM• NAEP, Yoga education, Art, craft and music education	14	01	02
III	Globalization and Indian education	<ul style="list-style-type: none">• GATS and its Impact on Indian education.• Government initiatives in addressing the Issue of diversity in Indian education by promoting Equity, Access and Reservation: Right to Education (RTE)	08	04	08

IV	Emerging Policy Perspectives in Indian Education	<ul style="list-style-type: none"> • ICDS and Early Childhood Care and Education (ECCE): Anganwadi, Balwadi, Creches and Day care centres. • DPEP, UEE, EFA • Universalization of education - Sarva Siksha Abhijan (SSA), Rashtriya Madhyamik Shiksha Abhijan (RMSA), Rashtriya Uchatar Shiksha Abhijan (RUSA). • Yashpal Committee Report on Higher Education. 	12	02	04
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SUGGESTED PRACTICUM: *Students shall have to choose any two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.*

- Debates and Discussions on the provisions of UEE, EFA , MDGs and other education policies of the 21st century and their status of implementation in the Northeast India.
- Project work on the functioning of the ICDS and other ECCE centres in India and the Northeast.
- Report writing on the status and challenges of implementation of Government policies related to education among the marginalized societies of India.
- Preparing Innovative Designs for the redressal of educational and developmental grievances among the marginalized societies, including the TGL community, the girl child, street/slum children, etc
- Seminar presentations on the link between education and sustainable development, challenges of the four pillars of education in the 21st century, etc.

SUGGESTED READINGS:

- Agyeman, Julian, Robert, D.B. and Bob Evans. (2003). Just Sustainabilities Development in an Unequal World, London: Earthscan.
- Clive Harber. (2014). Education and International Development: Theory, Practice and Issues.
- Fend, Ethan. (2016). Education for Sustainable Development. Willford Press
- Kochhar S.K. (2013) Issues in Indian Education. Sterling Publishers Pvt Ltd
- Ministry of Law and Justice (2009). Right to Education. Government of India.
- UNDP. Human development Reports. New Delhi. Oxford University Press.
- UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
- UNESCO's Report on Education for Sustainable Development.

SEMESTER - I
C10501: SANITARY ENGINEERING
TOTAL CREDIT: 02

Course Objectives:

- To understand the importance and necessity of water supply engineering and the related distribution system.
- To understand the sanitation system encircled with methods, procedure and maintenance of sewage system.
- To be aware of the Sewage Treatment and Disposal House Plumbing and Recycling of Waste Water and Solid Waste.

UNITS	TOPICS	CONTENTS	L	T	P
I	Sources, Quality and Demand of water, Conveyance of Water	<ul style="list-style-type: none"> • Importance and necessity of water supply Engineering • Sources of water • Suitability of water • Choice of source • Types of demand • Population forecast • Computation of quantity of water • Factors affecting demand • Standards of quality of water • Types of pipes used for conveyance • Pipe joints • Laying of Pipes • Distribution system • Types of valves • Types of Meters • Pipe fittings and fixtures • Necessity • Methods to prevent leaks • Measures for conservation of water 	10	04	04
II	Sanitation System : Sewage Treatment and Disposal House Plumbing and Recycling of	<p>Treatment of Water</p> <ul style="list-style-type: none"> • Objectives of water treatment • Location of water treatment plant • Layout of water treatment plant • Basic principles of working of treatment plant • Various stages of treatment of influent water • Functioning of Coagulation treatment plant 	10	04	04

<p>Waste Water and Solid Waste</p>	<ul style="list-style-type: none"> • Sedimentation, Filtration, Disinfection, Water Softening • Characteristics of sewage • Sampling of sewage • Treatment of sewage • B.O.D. Test, C.O.D. test • Methods of sewage disposal • Plumbing terms and tools • House drainage plant • Plumbing practice and operations • Safety and precautions • Sanitary fittings • Different recycling method with respect to quality of waste water • Utilization and management of solid waste • Objective of sewage disposal • Methods of sewage collection 13 • Conservancy system • Water carriage system • Classification of Drains • Sewer section • Sewer joint • Manhole • Flushing tank • Catch basin • Appurtenances and its locations • Hydraulic testing of sewer pipe • Procedure for maintenance of sewerage system • Selection of equipment and Sewer cleaning operations • Requirements of maintenance • Functions of each maintenance equipments and tool 			
<p>TOTAL CONTACT HOURS</p>				<p>32 hours</p>

Note: End Sem Exam: 30 Marks (Theory); In Sem: 20 Marks (10 Marks: Assignment and 10 Marks: In Sem Exams).

SUGGESTED PRACTICUM: Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.

- Field visit and Report writing
- Critical analysis of problem areas
- Seminars/ Presentations.

SUGGESTED READINGS:

- S.K.Hussain. Text book of water supply & Sanitary Engg. Oxford & IBH
- K.N.Duggal. Elements of Public Health Engineering. S.Chand & Co
- Vazirani & Chandola. Water supply & Sanitary Engg. Khanna Publishers
- S.K.Garg. A Text book of water supply & Sanitary Engg. Khanna Publishers
- Birdie G.S. Water supply & Sanitary Engineering. Dhanpatrai & Sons
- V.N. Gharpure. A Text book of water supply engineering. Allied Book Stall, Baroda
- U.N.Mahida. Water pollution & Disposal of Waste Water on Land. Tata McGraw Hill
- Ehlers & Steel. Municipal and Rural Sanitation. Mc Graw hill book
- Gorden, Fair & Gayer Okun. Water and Waste water Engineering. John Willey

SEM: II
C20100: COMMUNICATION FOR DEVELOPMENT
TOTAL CREDITS: 04

Course Objectives:

- To discuss the concepts of development communication in the context of social change and development.
- To examine the interface of different elements of media, society and development.
- To apply the concepts of communication for development and promotion of public health.

UNITS	TOPIC	CONTENTS	L	T	P
I	Introduction to Development	<ul style="list-style-type: none"> • Meaning, definition and process • Growth and Development • Regional Development • Development challenges: development disparity, traditional beliefs, customs, traditions, • Emerging issues in development 	10	04	04
II	Theories/Models of Development	<ul style="list-style-type: none"> • Basic needs model (Bariloche Foundation) • Dominant, Alternative and New Paradigms of development • Social Responsibility Theory Dependency Model 	08	04	08
III	Approaches to Development	<ul style="list-style-type: none"> • Top Down (Trickle Down) Approach, Growth Pole Approach, • Bottom Up (Grass Roots) Development • Participatory Approach • Need based Approach, • Human Development Approach • UN Millennium Development Goals 	10	04	04
IV	DevCOM	<ul style="list-style-type: none"> • Origin, Meaning, Concepts, Definition • Media and Modernization • ICT and Development • Participatory Communication: Folk Media, Community Media • Community and Media • Digital Democracy • Approaches to DevCOM <ul style="list-style-type: none"> - Diffusion of Innovation - Magic Multiplier - DSC: Localized Approach 	08	04	08
TOTAL CONTACT HOURS			64		

Note: End Sem: 60 Marks, In Sem: 40 (20 Marks: Practicum & 20 Marks: Mid Sem)

SUGGESTED PRACTICUM: *Students shall have to choose any two of the following suggested activities as their Practicum in a Semester for their in-semester assessment from Unit IV:*

- Case studies on use of ICTs for development.
- Designing of Community Media Programmes for health promotion
- Design Participatory communication programmes
- Seminars on any of the contents given in the syllabus.

SUGGESTED READINGS:

- Gupta, VS. (2004). Communication for Development and Civil Society. Concept
- Prasad, Kiran. (2009). Information and Communication Technology: Reinvesting Theory and Action (2 Volumes). New Delhi: BRPC
- Manyozo, Linje. (2012). Media, Communication and Development: Three Approaches. London: Sage
- Paravala V & Malik K V. (2007). Other Voices, The Struggle for Community Radio in India, Sage India
- Everett, Roger. (2003). Diffusion of Innovations, Free Press
- Srinivas Melkore & Steeves. (2001). Communication for Development in the Third World, Sage
- RK Ravindran. (2000). Media in Development Arena, Indian Publishers Distributors
- VS Gupta. (2000). Communication and Development-The Challenges of the Twenty-First century, Concept Publishing
- PW Preston. (1997). Development Theory, Blackwell
- White, S.A. (1994). Participatory Communication: Working for Change and Development, Sage
- Pieterse, Jan Nederveen. (2001). Development Theory: Deconstruction/Reconstruction, Vistaar.

E-RESOURCES

- Approaches to Development Communication,
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/approaches_to_development_communication.pdf Communicating the Impact of Development Communication (world bank working paper),
<http://www.documents.worldbank.org/.../en/.../405430Communic18082137167101PUBLIC1.pdf>
- People Archive of Rural India, <https://ruralindiaonline.org>
- UNICEF: Communication for Health: <https://www.health-e.org.za/health-journalism/>

SEM: II
C20200: RESEARCH IN HEALTH AND HYGIENE
TOTAL CREDIT: 4

Course Objectives:

- To introduce the students about the meaning, significance and types of research.
- To familiarize the sources of data, methods of data collection and data analysis techniques.
- To enable the students to develop skills to design and conduct different types of research.

UNITS	TOPICS	TOPICS	L	T	P
I	Basics of Research	<ul style="list-style-type: none"> • Meaning and Objectives of Research, • Types of Research: Qualitative and Quantitative; Descriptive and Analytical; Applied and Fundamental; Conceptual and Empirical; Conclusion oriented and decision oriented. • Research Design: Experimental and Quasi – Experimental, Evaluation and Descriptive Research. • Research in Health and Hygiene: WHO perspectives • Ethics in Research 	10	04	04
II	Collection of data	<ul style="list-style-type: none"> • Sources and type of Data. • Methods of data collection: primary and secondary • Construction of questionnaire and schedule • Census and Sample Survey • Steps in Sample Design • Types of Sample Design 	10	04	04
III	Quantitative Techniques	<ul style="list-style-type: none"> • Measures of Central Tendency: Mean, Median and Mode • Correlation and Regression • Digital Analysis of Data • Representation of Quantitative Data: Pie diagram, Histogram and Frequency Polygon 	10	04	04
IV	Qualitative Techniques/ Approach	<ul style="list-style-type: none"> • Qualitative Methods: Observation method- participation and non participation; Interview Method- Structured and Unstructured Interviews; Focus Group discussion; Action Research. • Qualitative Approaches: Ethnography (Participant Observation), Phenomenology (Philosophical Perspective); Capacity Building 	10	04	04

		among Communities			
		<ul style="list-style-type: none"> • Qualitative Data: In-depths interview, Direct Observation, Written Documents • Awareness camps and meetings 			
TOTAL CONTACT HOURS					64

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.*

- Field survey
- Research proposal writing
- Critical assessment and analysis of approaches used in social science research
- Research designing
- Seminars / Presentations on topics from the different units.

SUGGESTED READINGS

- Denzin, Norman K. and Lincoln, Yvonne S. (2000). Handbook of Qualitative Research. London: Sage.
- Dewey, John. (2002). Logik. Die Theorie der Forschung. Frankfurt A.M. / Logic. The Theory of Inquiry (1938).
- Flick, Uwe. (2007). An Introduction to Qualitative Research. London: Sage. Chapter 9. / Marschall, Chaterine & Rossmann, Gretchen B. (1995). Designing qualitative research. London: Sage.
- Silvermann, David. (2000). Doing Qualitative Research: A Practical Handbook. London: Sage
- Empirical Methods for Artificial Intelligence Paul R. Cohen
- Feyera Bend. (2010). Against methods. Verso Books, 4th edition. First published in 1975.
- Kothari, C.R. (1985). Research methodology, Wishaw Publisher, New Delhi
- Kuhn, Thomas. (1996). The structure of scientific revolution. University of Chicago Press. First published in 1962.
- Wallach, Harald (2009). Psychologie – Wissenschaftstheorie, philosophische Grundlagen und Geschichte: Ein Lehrbuch. Kohlhammer.

E-RESOURCES:

- Association of Qualitative Research, <http://www.aqr.org.uk/about/index.shtml>
- Theory of Enquiry, <https://archive.org/details/JohnDeweyLogicTheTheoryOfInquiry>

SEM: II
C20300: SOCIAL AND BEHAVIOURAL CHANGE COMMUNICATION (SBCC)
TOTAL CREDIT: 04

Course Objectives:

- To familiarise students on potential use of communication for social and behavioural change.
- To create awareness on issues related sanitation, hygiene and public health.
- To enable the students to design and execute health promotion communication programmes.

UNITS	TOPICS	CONTENTS	L	T	P
I	Behavioral Change Communication	<ul style="list-style-type: none"> • Concept and functions of Communication • Process and Techniques of Communication • Communication Objectives and Functions of SBCC • Managed Information for Social Change • Issues and Challenges of SBCC • Ethics of Communication 	08	02	12
II	Communication Models & Frameworks	<ul style="list-style-type: none"> • Communication Planning Models: ACADA Model, P-Process, COMBI Model and Integrated Communication • Individual Level Behavioural Change Models: Persuasion Model, Health Belief Model • Stages of Trans-theoretical Model 	08	04	08
III	Communication Approaches, Components & Strategic Design	<ul style="list-style-type: none"> • Approaches of SBCC: Strategic, Polymorphic and Narrowcasting • Purpose: Advocacy, Community Mobilization, Capacity Building, Interpersonal Communication, Media Campaigns, Social Marketing, Education, Infotainment • Components: Research, SWOT & Situation Analysis, Audience Segmentation, Social Auditing/Mapping, Communication Channels, Programming/Message Design, Implementation/Execution, Monitoring & Intervention 	08	04	08
IV	Evaluation, Promotion and Sustainability of Adapted Behaviours	<ul style="list-style-type: none"> • Encouragement of continued use by emphasizing changed behaviors • Social Networks, Social Support, Social Recognition • Use of Adapted Behaviors and Promotion • Testimonial Reminders and Repetition 	08	04	08
TOTAL CONTACT HOURS			64		

Note: End Sem Exam: 60 Marks (Theory) and 40 Marks (Practicum); In Sem: 40 Marks (20 Marks: Assignment and 20 Marks: In Sem Exams).

SUGGESTED PRACTICUM

- Communication Planning and Programming on issues related to health.
- Message Designing for SBCC for various social groups.
- Community campaigns for promotion of health based on the models given in different Units.
- Seminars/Presentations and Discussion
- Case Studies

SUGGESTED READINGS

- Gupta, VS. (2004). Communication for Development and Civil Society, Concept
- Manyozo, Linje. (2012). Media, Communication and Development: Three Approaches. London: Sage
- Prasad, Kiran. (2009). Information and Communication Technology: Reinvesting Theory and Action (2 Volumes). New Delhi: BRPC
- Paravala V & Malik K V. (2007). Other Voices, The Struggle for Community Radio in India, Sage India
- Srinivas Melkore & Steeves (2001). Communication for Development in the Third World, Sage
- RK Ravindran. (2000). Media in Development Arena, Indian Publishers Distributors
- VS Gupta. (2000). Communication and Development-The Challenges of the Twenty-First century, Concept Publishing
- White, S.A. (1994). Participatory Communication: Working for Change and Development, Sage

E-RESOURCES:

- Advocacy Tool Kit, https://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf
- Sanitation and Hygiene Advocacy and Communication Strategy Framework 2012-2017, http://www.mdws.gov.in/sites/default/files/NSHAC_strategy_11-09-2012_Final_1.pdf
- SBCC learning package modules, <https://c-changeprogram.org/focus-areas/capacity-strengthening/sbcc-modules>
- Strategic Communication For Total Sanitation Campaign, http://www.mdws.gov.in/sites/default/files/Strategic_communication_tsc_0_1.pdf
- Unicef: Communication for Health: <https://www.health-e.org.za/health-journalism/>
- Writing communication strategies for development programmes, https://www.unicef.org/cbsc/files/Writing_a_Comm_Strategy_for_Dev_Progs.pdf

SEM: II
C20401: HEALTH ECONOMICS
TOTAL CREDIT: 4

Course Objectives:

- To introduce the concept of health economics.
- To analyze the importance of health economics in development.
- To understand public private partnership in providing health care services.

UNIT	TOPICS	CONTENTS	L	T	P
I	Health and Development	<ul style="list-style-type: none"> • Human Development: Meaning and significance • Introduction to health economics • Arrow's Concept of the Health Care Consumer; Demand for and Supply of Healthcare • Influence of health on development • Health output and input indicators • Level of economic development and public expenditure on health 	10	04	04
II	Economics of Health	<ul style="list-style-type: none"> • Indicators and Determinants of Health Status, • Investment in Health, Health and Productivity, • Economics of Health Insurance • Nutrition: Linkages with Morbidity, Mortality and Female Education • Consequences of Gender Bias in Health 	10	04	04
III	Valuing Health and Health Damage	<ul style="list-style-type: none"> • Human capital approach: measurement of mortality; • Disease Burden and its Measurement: Meaning and significance of burden of disease, • Techniques of measurement: the disability-adjusted life year (DALY), quality-adjusted life year (QALY), potential year of life lost (PYLL) and healthy year equivalent (HYE). 	10	04	04
IV	Valuing Health Policy and Health Care Delivery System in India	<ul style="list-style-type: none"> • Evolution of the National Health Policy in India • National Health Mission- objectives, strategies and institutional mechanisms • Health care: Levels and characteristics • National Health Programmes • Public-Private-Partnership in providing health care services 	10	04	04
TOTAL CONTACT HOURS			64		

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.*

- Comparative analysis on different healthcare programmes
- Critical analysis on National Health Mission
- Discussion/Seminars/presentations on health economy

SUGGESTED READINGS:

- Anthony J. Cuyler and Joseph P. (2000). Handbook of Health Economics, Newhouse, North-Holland, Elsevier Science.
- Anand, S. and K. Hanson. (1997). Disability-adjusted life years: a critical review. Journal of Health Economics, Vol. 16, PP. 685 – 702.
- Baru, R. V., Private Health Care in India: Social Characteristics and Trends, Sage Publications, New Delhi.
- Berman, P. and M. E. Khan. (1993). Paying for India's Health Care, Sage Publications, New Delhi.
- Clewar, Ann, and David Perkins. (1998). Economics for Health Care Management. London: Prentice Hall.
- Folland, Sherman, Allen Goodman, and Miron Stano. (2001). The Economics of Health and Health Care. New York: Macmillan.
- Rice, Thomas. (1998). The Economics of Health Reconsidered. Chicago: Health Administration Press.
- Sherman Folland, Allen C. Goodman, and Miron Stano. (2004.): The Economics of Health and Health Care, Prentice Hall.
- Santerre and Neun. (2004). Health Economics: Theories, Insights, and Industry Studies, Thomson/South Western.
- William, Jack. (1999). Principles of Health Economics for Developing Countries, World Bank Institute Development Studies.
- Taneja, D. K. (2005). Health Policies and Programmes in India (Fifth Edition), Doctors Publications, Delhi.
- World Bank. (1993). The World Development Report: Investing in Health, Oxford University Press, New York.

SEM: II
C20402: FOOD AND NUTRITION
TOTAL CREDIT: 04

Course Objectives:

- To understand the concept of food & nutrition and perspective of nutrient requirements.
- To examine importance of nutrition immunity interactions and their implications.
- To learn various measures for enhancing nutritional quality of diets.

UNITS	TOPICS	CONTENTS	L	T	P
I	Introduction to Nutrition, Health & Disease	<ul style="list-style-type: none"> • Classification and function of food – Body building, Energy yielding, Protective food • Historical perspective of nutrient requirements • Recommended dietary allowances of macronutrients for all age groups: - Energy - Carbohydrates and dietary fibre - Proteins and amino acids - Lipids - Water 	10	04	04
II	Nutritional Quality of Diets	<ul style="list-style-type: none"> • Nutrient: Carbohydrates, Proteins, fats, Vitamins, & Minerals, function, source and diatic requirement of each. • Nutritive value of different locally available foodstuffs. • Nutritional needs in special groups – pregnancy, lactation, childhood, adolescence, and geriatric • Food security and safety 	10	04	04
III	Approaches/ Strategies for Improving Nutrition and Health Status of the Community	<ul style="list-style-type: none"> • Balanced Diet- Definition, factors to be considered on planning meals, food pyramid • Health based interventions including immunization, provision of safe drinking water/ sanitation, prevention and management of diarrheal diseases • Food based interventions including food fortification, food supplementation and dietary diversification. • Cultural factors on Nutrition 	10	04	04
IV	Practicum	<ul style="list-style-type: none"> • Classification of locally available foodstuffs • Assessment of nutritional requirement at different physiological status. • Prescription of balanced diet with locally available food. • Coding of balanced diet. • Assessment of nutritional status of individual. 	04	04	16

		<ul style="list-style-type: none"> • Identification of nutritional deficiency. • Diet survey 			
TOTAL CONTACT HOURS			64		

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the suggested activities from Unit IV as their Practicum in a Semester for their in-semester assessment.*

SUGGESTED READINGS

- Bamji M.S., Rao N.P., Reddy V. Eds. (2009). Textbook of Human Nutrition. 3rd Edition. Oxford and IBH Publishing Co. Pvt. Ltd.
- Nutrition in Developmental Transition. (2006). NFI-WHO (SEARO) Symposium.NFI.
- ICMR. (1990). Nutrient Requirements and Recommended Dietary Allowances for Indians.

SEM: II
C20501: ASSESSMENT & EVALUATION OF OUTREACH PROGRAMMES
TOTAL CREDIT: 02

Course Objectives:

- To enhance knowledge about the need and importance of assessment of Outreach programmes.
- To understand the primary and secondary stakeholders and role of the outreach workers.
- To analyse the impact of social outreach programmes in addressing issues pertaining to sanitation and hygiene.

UNITS	TOPICS	CONTENTS	L	T	P
I	Outreach Programmes & its Stakeholders	<ul style="list-style-type: none"> • Concept, Definition, Components • Objectives • Various Outreach Programmes, • Skills for Outreach Programmes • Planning, Design and Implementation, • Contextualizing Outreach Programme • Stakeholders • Primary Stakeholders and Secondary Stakeholders • Analysis of Stakeholders • Identifying appropriate stakeholders for participation. • Role of the Outreach worker 	09	05	04
II	Recording, Assessment & Evaluation of Outreach Programmes	<ul style="list-style-type: none"> • Recording, Importance and Needs • Preparation of Format for Recording • Types of Records- Process, Narrative and Summary • PORK (problem oriented record keeping) • Meaning, Definition of Assessment & Evaluation • Need/ Importance of Assessment & Evaluation • Process (Monitoring, Reviewing, and Evaluation) • Methods of Assessment • Issues/Challenges 	08	04	08
TOTAL CONTACT HOURS			32		

Note: End Sem Exam: 30 Marks (Theory); In Sem: 20 Marks (10 Marks: Assignment and 10 Marks: In Sem Exams).

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.*

- Field survey and Report writing
- Analysis of stake holders of outreach programmes

- Critical analysis of the processes of evaluation
- Seminars/ Presentations on issues and challenges.

SUGGESTED READINGS:

- Blackman, Rachel. (2003). Project Cycle Management. UK: Tearfund.
- Barbara Blake, Robert S. Martin and Yunfei Du. (2011). Successful Community Outreach: A How-To-Do-It for Librarians. Publisher: ALA Neal-Schuman
- Preskill, Hallie and Russ-Eft, Darlene. 2005. Building Evaluation Capacity. London: Sage Publications.
- Capezio, Peter. 2000. Powerful Planning Skills. Mumbai: Jaico Publishing House.
- Smith, Steve. 2002. Plan to Win. New Delhi: Kogan Page India Pvt. Ltd.
- Dale, Reidar. 2001. Evaluation Frameworks for Development Programmes and Projects. New Delhi: Sage Publications.
- Loehle, Craig. 2000. Thinking Strategically. New Delhi: Foundation Books.
- Padaki, Vijay. 1995. Development Intervention and Programme Evaluation. New Delhi: Sage publications.

SEM: III
C30100: PLANNING AND DEVELOPMENT
TOTAL CREDIT: 4

Course Objectives:

- To impart knowledge on various theoretical and practical aspects of planning, extension and development areas.
- To train and develop students for extension and development organizations.
- To develop necessary professional skills among students in formulation, implementation and evaluation of extension and development issues and programmes.

UNIT	TOPIC	CONTENTS	L	T	P
I	Perspectives on Development Economics	<ul style="list-style-type: none"> • Why study Development Economics? • Growth and Development • Measurement of Development: GDP, PCI, PQLI, HDI, HPI, MPI, GDI, GEM, Kuznet's inverted 'U' • Issues in Development: Poverty– measurement and classification, Inequality and its measurement, gender issues • Environment versus Development • Limits to Growth, • Global Warming. 	10	04	04
II	Theories of Growth	<ul style="list-style-type: none"> • Harrod-Domer Model • Lewis model; Nurkse's theory • Solow's model • Human Capital theory • New Growth theory- endogenous growth; • Centre-Periphery theory • Myrdal's theory • Strategies- Balanced and Unbalanced growth • Big Push, • Dualistic theories. 	10	04	04
III	Economic Planning	<ul style="list-style-type: none"> • Concept, meaning and types of planning • Technique of planning • Market versus Planning • Relevance of planning in the context of globalization; • Regional Planning. 	10	04	04
IV	Economic Planning in India	<ul style="list-style-type: none"> • Process of Economic planning in India • Objectives; Features; Resource Mobilization for Plans • Plan Models • Achievements and Failures. 	10	04	04
TOTAL CONTACT HOURS			64		

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.*

- Critical analysis on theories of growth and development
- Comparative analysis of different types of planning
- Case study Reports
- Seminars / Presentations on contents from different units

SUGGESTED RADINGS:

- Todaro & Smith, “Economic Development”, Pearson Education Asia, Eight Edition.
- Thirwell, A.P., Economics of Development: Theory and Evidence, Palgrave Macmillan.
- Meier & Rauch, “Leading Issues in Economic Development”, Oxford University Press.
- Ray, Debraj, “Development Economics”, Oxford University Press.
- Taneja & Myer, “Economics of Development and Planning”, Vishal Publishing Company,.
- Higgins, B., “Economic Development – Problems, Principles & Practices”, Universal Book Stall, New Delhi.
- Jomo, K.S., Reinert, E.S., “The Origins of Economic Development”, Tulika Books, Zed Books.
- Hayami, Yujiro: “Economic Development: From the Poverty to the Wealth of Nations”, Oxford University Press.
- Dutt & Sundaram. (2016). Indian Economics. New Delhi: S. Chand Publishing

SEM: III
C30200: POLICY MAKING AND INTERVENTION
TOTAL CREDIT: 04

Course Objectives:

- To identify key issues in contemporary hygiene and sanitation policies.
- To analyse strategies for healthy system improvement through public policies.
- To assess sanitation and hygiene interventions for innovative strategies.

UNITS	TOPIC	CONTENTS	L	T	P
I	Overview of Policy Making	<ul style="list-style-type: none"> • Hygiene and sanitation in Global Perspective • Perspective on Health Care Reform • Health Care System, • Development and Structure of Health Care, hygiene and sanitation system in developing countries • Analyzing Policy Options for Health System Improvement 	10	04	04
II	Policy Developing Skills	<ul style="list-style-type: none"> • Developing concise policy statements • Assessment of information in developing relevant policy options • Determinants of health related consequences of social structure • Identifying laws, regulations and policies related to Health, Hygiene and Sanitation 	10	04	04
III	Present Policies of Indian Government: Health and Hygiene Context	<ul style="list-style-type: none"> • NHM Policy Planning 2013 • National Health Policy • Total Sanitation Programme • Pradhan Mantri Swasthya Suraksha Yojana • Rashtrya Arogya Nidhi • Swacch Bharat Mission • Urban Sanitation Policy • Recent Developments 	10	04	04
IV	Departments & organisations associated with health hygiene and sanitation	<ul style="list-style-type: none"> • Ministry of Drinking Water and Sanitation • Water, Sanitation and Hygiene (WASH), United Nation • Public Health Engineering Department • Ministry of Health and Family Welfare • NGOs 	10	04	04
TOTAL CONTACT HOURS			64		

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.*

- Critical analysis of healthcare reforms and policies
- Case studies and field survey of implementation of healthcare programmes
- Planning and designing of health promotion programmes
- Discussion/seminar/presentation on health policies

SUGGESTED READINGS:

- Bajpai, Nirupam. (2010). Improving Access and Efficiency in Public Health Services: Mid - term Evaluation of India's National Rural Health Mission. Sage India
- Birkland. (2011). An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making, 3rd Edition. Prentice Hall India Learning Private Limited
- Cullet, Philippe and Bhullar, L. (2015). Sanitation Law and Policy in India: An Introduction to Basic Instruments. Oxford University Press
- Mathur, Kuldeep and Warner, James. (2009). Policy-Making in India: Who Speaks? Who Listens? Hindustan Publishing Corporation
- Mathur, Kuldeep. (2015). Public Policy and Politics in India (OIP): How Institutions Matter: Oxford University Press
- Reddy, M.M K. (2000). Health and Family Welfare: Public Policy and People's Participation in India. Kanishka Publishers
- Ramani, V.K. (2008). Strategic Issues and Challenges in Health Management. Sage
- Sundar, K.D, Garg, S. and Garg, I. (2015). Public Health in India: Technology, governance and service delivery, (1st Edition). Routledge India
- Sapru, R.K. (2012). Public Policy: Formulation, Implementation and Evaluation. Sterling Publishers
- Sapru, R.K. (2011). Public Policy: Art and Craft of Policy Analysis. Second Edition. Prentice Hall India Learning Private Limited

E-RESOURCES:

- Transforming India: Reports of Groups of Secretaries and Action Plans for Implementation 2016 <http://darpg.gov.in/sites/default/files/Transforming%20India%20Book%202016.pdf>

SEM: III**C30300: PSYCHOSOCIAL ASPECTS OF HEALTH & HYGIENE****TOTAL CREDIT: 4****Course Objectives:**

- To understand and analyse the concept of psychological and social aspects of health & hygiene
- To discuss the social and cultural factors related to health & hygiene and sanitation
- To apply sociocultural and indigenous practices and its contribution to healthy behavior.

UNITS	TOPICS	CONTENTS	L	T	P
I	Introduction	<ul style="list-style-type: none"> • Psycho social health & wellbeing – concept, definition, determinants. • Importance of psycho social factors for understanding health ,hygiene & sanitation • Psycho -Social factors in Health, Hygiene & Saniation research – menstrual health, hand washing, use of toilets • Mental health and hygiene • Psycho social intervention 	12	02	04
II	Social & cultural factors in Health & Hygiene	<ul style="list-style-type: none"> • Concept & definition of socio – culture • Socio –cultural theory - Vygotsky • Socio-cultural variables & its role in health & hygiene- SES, Education, Income etc. • Family & Macro environment in health & hygiene 	12	02	04
III	Socio-cognitive aspects of Health & Hygiene	<ul style="list-style-type: none"> • Concept of social cognition • Approaches to social cognition- person perception, Attribution theory , schemas in context to health & hygiene • Social-learning theory – Bandura 	10	04	04
IV	Factors in psycho social health & hygiene	<ul style="list-style-type: none"> • Self-efficacy & self-esteem, concept & role in health, locus of control • Learned helplessness & optimism • Health- belief models- concept & theoretical constructs • Interventions • Role of religion in health & hygiene • Culture and health 	12	02	04
TOTAL CONTACT HOURS			64		

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.*

- Seminar presentation on any of the relevant topics from (Unit I, II, III or IV) is compulsory
- Case study on any of the relevant topic from (Unit I, II, III & IV).
- Critical analysis of theories and approaches
- Debates & Discussions on religion, interventions (traditional and modern) and theoretical constructs in health and hygiene.

SUGGESTED READINGS:

- Baron R.A. Bryne D. (1990). Social Psychology (8th Ed.). New Delhi: Prentice Hall of India
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Sarafino, E.P. & Smith, T.W. (2012). Health Psychology: Biopsychosocial interventions. New Delhi: Wiley
- Linda Brannon/Jess Feist. (2010). Introducing Health Psychology

SEM: III
C30401: SOCIAL GEOGRAPHY AND ENVIRONMENTAL ISSUES
TOTAL CREDIT: 04

Course Objectives:

- To understand social categories and their relation with health and hygiene
- To understand perspectives on health through assessing human activities and environmental pressure
- To understand and know the exposure to health risk influenced/caused by pollution, waste disposal and thereby to assessing role of communication in Environmental Development.
- To intervene the picture of Health Challenges of India.

UNITS	TOPICS	CONTENTS	L	T	P
I	Social Geography: Health and Hygiene	<ul style="list-style-type: none"> • Social Geography: Concept, Origin, Nature and Scope. • Social Categories: Caste, Class, Religion, Race and Gender and their Spatial distribution and relation with health and hygiene • Geographies of Welfare and Well being: Concept and Components – Healthcare, Housing and Education. • Social Geographies of Inclusion and Exclusion, Slums, Gated Communities, Communal Conflicts and Crime. 	10	04	04
II	Health and Social Wellbeing	<ul style="list-style-type: none"> • Perspectives on Health: Definition; linkages with environment, development and health; driving forces in health and environmental trends - population dynamics, urbanization, poverty and inequality. • Pressure on Environmental Quality and Health: Human activities and environmental pressure. • Mental Health and Wellness. 	10	04	04
III	Pollution and Health Issues	<ul style="list-style-type: none"> • Pollution and its impact on health • Air: Indicators, effects, interventions, legislations • Water: Pollutants, Effects, Purification of water • Soil: Pollutants, Effects and Prevention • Increased use of chemicals/pesticides and its impact on Human Health • Biological Hazards 	12	04	04

IV	Health & Environment	<ul style="list-style-type: none"> • Health and Disease Pattern in Environmental Context with special reference to India, Types of Diseases and their regional pattern (Communicable and Lifestyle related diseases). • Health Challenges in India • Environmental Issues related to Open Defecation. • Community Based Approach to address the Health Challenges 	10	04	04
TOTAL CONTACT HOURS			64		

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.*

- Seminars/ Group presentations on contents from different units
- Panel discussion
- Critical Analysis on changing perspectives of health
- Case study on community approaches to health

SUGGESTED RADINGS:

- Climate Change and Human Health - Risks and Responses
- Climate Change Futures: Health, Ecological and Economic Dimensions
- Inside The Greenhouse: The Impacts Of CO₂ And Climate Change On Public Health In The Inner City
- Ahmed A., 1999: Social Geography, Rawat Publications.
- Casino V. J. D., Jr., (2009) Social Geography: A Critical Introduction, Wiley Blackwell.
- Cater J. and Jones T., 2000: Social Geography: An Introduction to Contemporary Issues, Hodder Arnold.
- Holt L., 2011: Geographies of Children, Youth and Families: An International Perspective, Taylor & Francis.
- Panelli R., 2004: Social Geographies: From Difference to Action, Sage.
- Rachel P., Burke M., Fuller D., Gough J., Macfarlane R. and Mowl G., 2001: Introducing Social Geographies, Oxford University Press.
- Smith D. M., 1977: Human geography: A Welfare Approach, Edward Arnold, London.
- Smith D. M., 1994: Geography and Social Justice, Blackwell, Oxford.
- Smith S. J., Pain R., Marston S. A., Jones J. P., 2009: The SAGE Handbook of Social Geographies, Sage Publications.
- Sopher, David (1980): An Exploration of India, Cornell University Press, Ithasa
- Valentine G., 2001: Social Geographies: Space and Society, Prentice Hall.

SEM: III
C30402: SOCIAL ENTREPRENEURSHIP IN HEALTH AND HYGIENE
TOTAL CREDIT: 04

Course Objectives:

- To attain knowledge about social entrepreneurship in health and hygiene
- To provide an overview of various internship programmes offer by different organizations
- To enable students acquire skills required for social entrepreneurship.

UNITS	TOPICS	CONTENTS	L	T	P
I	Social Entrepreneurship	<ul style="list-style-type: none"> • Entrepreneurship: Meaning, Concept, Definition, Theories • Social Entrepreneurship and Innovation • Objectives • Importance and Significance • Characteristics and qualities of Entrepreneurs. • Skills for Entrepreneurship • Issues and challenges. • Business Ethics 	10	4	04
II	Entrepreneurial Motivation	<ul style="list-style-type: none"> • Motivating Factors • Motivation Theories: Maslow's Need Hierarchy Theory, McClelland's Acquired Need Theory • Government's Policy Actions towards Entrepreneurial promotion • Entrepreneurship Development Programme 	10	04	04
III	Entrepreneurship In Health and Hygiene	<ul style="list-style-type: none"> • Vision and Mission • Planning, Organizing, Actuating and Control • Resources required (Money, Manpower, Machine, Material) • Training and Development • Networking with other organization • Innovative Ideas to deal with the context 	10	04	04
IV	Organizations for Internship and Observation Visits	<ul style="list-style-type: none"> • Internship- Meaning, • Significance of Internship • International Organizations (Unicef) • Government Organizations (SBM) • NGOs (ESI) • Model villages (Mawlynnong, Rewai, Khonoma, Ralegan Siddhi, Hiware Bazar) 	08	02	12
TOTAL CONTACT HOURS			64		

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.*

- Seminars/group presentation on social entrepreneurship
- Field visit and report writing
- Critical Analysis of policies
- Case studies

SUGGESTED RADINGS:

- Hisrich. (2011). Entrepreneurship. Tata McGraw-Hill Education.ISBN
- Oates, David. (2009). A Guide to Entrepreneurship. Jaico Publishing House, Mumbai,Edn.
- Ram Chandran. Entrepreneurial Development. New Delhi: Tata McGraw Hill.
- Desai, Vasant. (2002). Project Management and Entrepreneurship. Mumbai: Himalaya Publishing House
- Mohanty, S.K. Fundamentals of Entrepreneurship. Prentice Hall of India.

SEM:III
C30501: ICT FOR DEVELOPMENT
TOTAL CREDIT: 02

Course Obejctives:

- To gain knowledge and skills on how ICTs can be used to address issues related to health, hygiene and sustainable challenges.
- To enable the students to develop competencies to integrate cross-disciplinary knowledge for practical problem solving with the use of information and communication technologies.
- To enable students make use of communication tools for health and hygiene promotion.

UNITS	TOPICS	CONTENTS	L	T	P
I	Introduction to ICT	<ul style="list-style-type: none"> • Role of ICTs in Sustainable Development • Healthcare Information Technology • Potential of ICTs in health sector • Impact of information Technologies on Community development • ICT for Development in India • Policy and Institutional Framework 	06	02	16
II	Use of ICTs	<ul style="list-style-type: none"> • Radio/Community Radio • Television and Cinema • Print Media • New Media 	04	04	16
TOTAL CONTACT HOURS			32		

Note: End Sem Exam: 30 Marks (Theory); In Sem: 20 Marks (10 Marks: Assignment and 10 Marks: In Sem Exams).

SUGGESTED PRACTICUM: *Students shall have to choose any two of the following suggested activities as their Practicum in a Semester for their in-semester assessment:*

- Community Programming
- Designing Public Information for health promotion
- Outdoor Campaign on development issues
- Seminars on use of ICTs for development.
- Case Studies

SUGGESTED READINGS:

- Dagon,Gumucio, Alfonso &Tuft, Editors. (2006). Communication for Social Change Anthology: Historical and Contemporary Readings. Communication for Social Change Consortium, New Jersey, USA.
- Everett, Roger. (2003). Diffusion of Innovations, FreePress
- Manyozo, Linje. (2012). Media, Communication and Development: Three Approaches. London: Sage

- Prasad, Kiran. (2009). Information and Communication Technology: Reinvesting Theory and Action (2Volumes). New Delhi: BRPC
- Paravala V & Malik K V. (2007). Other Voices, The Struggle for Community Radio in India, Sage India
- RK Ravindran. (2000). Media in Development Arena, Indian Publishers Distributors
- Servaes,Jan. (2008). Communication for Dvelopment and Social Change. Sage Publication
- VS Gupta. (2000). Communication and Development-The Challenges of the Twenty-First century, Concept Publishing
- White, S.A. (1994). Participatory Communication: Working for Change and Development, Sage

SEM: IV
C40100: BEHAVIORAL CHANGE FOR HEALTH AND HYGIENE
TOTAL CREDITS: 4

Course Objectives:

- To understand the concept of hygiene behavior and the risk factors to hygiene behavior
- To identify the role of learning and motivation in behavioral change and how to make necessary changes for the same.
- To analyze the challenges and issues related to behavioral change.

UNIT	TOPIC	CONTENTS	L	T	P
I	Behavioral Change	<ul style="list-style-type: none"> • Behavioral Change- Definition & Concept • Behavioural aspects of health & hygiene • Key elements of behaviour change- threat, fear response, self- efficacy, subjective norms. • Risk factors to hygiene behavior • Role of Society in promoting health and hygiene behavior • Theory of planned behavior, trans-theoretical model 	13	02	02
II	Motivation for Behavioral Change	<ul style="list-style-type: none"> • Basic motivational concepts: Instincts, needs, drives, incentives, intrinsic motivation, extrinsic motivation • Factors in behavioral change <ul style="list-style-type: none"> - Learning – concept. Theories of learning - Incentives & internal motivation, - Theories of motivation • Primary fallacies that hinder behavioral change • Identifying motivational factors for behavioral change • Drivers of change 	13	02	02
III	Attitudes & Behavior for health & hygiene	<ul style="list-style-type: none"> • Concept of attitude • Factors & theories related to attitude formation • Attitude change – definition & concept • Theories of attitude change • Persuasion – factors related to attitude change • Linking attitude & behavior 	14	01	02
IV	Behavior Change techniques & Challenges	<ul style="list-style-type: none"> • Behavior pattern in different age groups- children, adults and elderly. • Behavior change challenges- in different community and age groups • Systemizing behavior Change • Role of hygiene promoters in Behavioral change • Planning & monitoring for Behavior Change 	11	02	06
TOTAL CONTACT HOURS			64		

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the following suggested activities as their Practicum in a Semester for their in-semester assessment.*

- Seminars/group presentation from the contents of various units
- A **compulsory survey report submission** by the students (on any topic from Unit II, III or IV) for analyzing the factors related to behavior change in hygiene & sanitation in individuals & community.
- Case study by the students (on any topic from Unit II, III or IV) for analyzing the factors related to behavior change in hygiene & sanitation in individuals & community.
- Group Discussions/ Panel Discussions on understanding and planning strategies for bringing about behavioural changes in individuals and communities.

SUGGESTED READINGS:

- Ahmed et al. (1993). A Longitudinal Study of the Impact of Behavioural Change Intervention on Cleanliness, Diarrhoeal Morbidity and Growth of Children in Rural Bangladesh. Soc Sci Med 37 (2) 159-171.
- Curtis, V., Kanki, B., Cousens, S., Diallo, I., Kpozehouen, A., Sangare, M. and Nikiema, M. (2001) Evidence of behaviour change following a hygiene promotion programme in Burkina Faso. Bulletin of the World Health Organization. 79, 518-527.
- Drummond RP, Stevenson R. (2009). Can the emotion of disgust be harnessed to promote hand hygiene? Experimental and field-based tests. Social Science Med.
- Judah G, Aunger R, Schmidt WR, Michie S, Granger S, Curtis V. (2009). Experimental pretesting of hand-washing interventions in a natural setting. American Journal of Public Health.
- Tanzania. Transactions of the Royal Society of Tropical Medicine & Hygiene 88(5):513-517, 1994. Aunger R, Schmidt W. (2009). Three kinds of psychological determinants for hand washing behavior in Kenya. Social Science Med; 70:383–391.

SEM: IV
C40200: HEALTH AND HYGIENE MANAGEMENT
TOTAL CREDIT: 04

Course Objectives:

- To address broad spectrum of health and hygiene management within the community and public health care sector.
- To apply the concepts and techniques of public health promotions among the communities.
- To enable students to plan, design and execute health promotion programmes and activities.

UNITS	TOPICS	CONTENTS	L	T	P
I	Fundamentals of Management	<ul style="list-style-type: none"> • Concepts, Definition, Principles and Processes • Fundamentals of Health and Hygiene Management • Administration of Health Care Planning • Community Health, Hygiene and Practices • Leadership and Organizational Behaviour in Public Health • Disaster and Risk Management • Health Information Management System (HIMS) 	10	04	04
II	Healthcare System in India	<ul style="list-style-type: none"> • Public, Private and Community Healthcare System • Public Health Engineering Departments • Healthcare Legislations, Regulations & Policies related to Health & Hygiene • Programmes/Policies for intervention 	10	04	04
III	Agencies & Intervention	<ul style="list-style-type: none"> • Health Agencies & NGOs • Allied Health Services • Health Promotion and Marketing • Health Education 	08	02	12
IV	Practicum	<ul style="list-style-type: none"> • Field Visit • Conduct of Public Health Promotion Events • Dissemination of Healthcare Information • Facility Branding 	04	04	16
TOTAL CONTACT HOURS			64		

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Practicum & 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any two of the suggested activities as their Practicum in a Semester for their in-semester assessment from Unit IV.*

SUGGESTED READINGS:

- Abdelhak. (2011). Health Information: Management of a Strategic Resource (4th Edition). Elsevier Health Sciences
- Cullet, Philippe and Bhullar, L. (2015). Sanitation Law and Policy in India: An Introduction to Basic Instruments. Oxford University Press
- Edlin, Gordon. (2010). Health & Wellness (10th Edition). Jones & Barlett Publisher.
- Fallon, Jr. (2009). Essentials of Public Health Management 2 Edition. Jones And Bartlett India
- Kovacic, Luka & Kragelj, Z. Hijana. (2008). Management in Health Care Practice. Hans Jacobs Publishing.
- Phillips, Ceri, Thomas, P. and Colin, MB. (2014). Effective Health Care Management: Building the Capabilites That Make Strategy Work
- Richard, Skolnik. (2012). Global Health 101 (2nd Edition). Jones & Barlett Learning.
- Ramani, V.K. (2008). Strategic Issues and Challenges in Health Management. Sage
- Schneider, Mary-Jane. (2014). Introduction to Public Health (4th Edition). Jones & Barlett.
- Sunder, Lal, Vikas. (2016). Public Health Management: Principles and Practice. CBS

SEMESTER:IV
C40300: DISSERTATION/PROJECT WORK
TOTAL CREDITS: 6
Total Marks: 150

Course Objectives

- To enable the students to identify hygiene and sanitation problem areas.
- To build skills on developing strategies, policies and programming guidelines on communication in the area.
- To enhance the skills of scientific reportings

UNITS	TOPIC	CONTENTS	L	T	P
I	Identification of a problem area/ communities and field visit/Policy Analysis	<ul style="list-style-type: none"> • Basics of Scientific Report Writings • Plagiarism • Selection of a Problem (community, administrative unit or govt. policy) • Background of the Problem region/area, Issues and Challenges: Hygiene and Sanitation for health • Visit to local/nearby Influent treatment, Effluent treatment, Sewage Treatment plants/office and beneficiary, etc. 			
II	Project Management and Process thinking	<ul style="list-style-type: none"> • Capacity Building: Workshop, awareness camps, Showing video films, lectures • Motivation and Awareness on Selected Issues: Sanitary Practices, Waste Management, Hygiene Issues. • Generation of Database (Primary and Secondary) 			
III	Report Writing				
IV	Viva voce				

Guidelines

- The students have to carry out a study on how the lack of sanitation and effective hygiene practices is affecting health of the people in Assam. The students have to adopt one area (systems/policies/programmes) and submit a detail report.
- **Evaluation Process:** All the students have to prepare a report/dissertation based on the field work. Total allotted marks in this paper is 150 (100marks for report writing and 50 marks for viva voce).
- Out of the 100 marks (60 + 40 formation of marks) allotted to report writing, there will be a written examination of 60 marks and 40 marks will be allotted for internal assessment.
- For the 50 marks allotted to viva voce, 30 marks will be allotted to external evaluation and 20 marks for internal evaluation.

SEM: IV**C40401: INDIGENOUS PRACTICES OF HEALTH AND HYGIENE****TOTAL CREDIT: 4****Course Objectives:**

- To define the indigenous practices of health and hygiene in Northeast context
- To familiarize students about the major dimensions of indigenous healthcare practices
- To discuss the issues and challenges of practicing health and hygiene indigenous communities.

UNITS	TOPICS	CONTENTS	L	T	P
I	Perception of health in indigenous societies	<ul style="list-style-type: none">• Concept of health, disease, illness and sickness• Perception of health in indigenous societies• socio-cultural and environmental dimension of health,• Causes of disease- supernatural and physical;• Diagnosis, disease theory and health care system, occupational and life style ailments;• Hygiene- indigenous modes of hygiene and sanitation, traditional diet and nutrition in health, hygiene, and disease;• Traditional knowledge of women and child health care practices;• Community health and hygiene programme in rural areas of India and Northeast India	10	04	04
II	Ethnomedicine	<ul style="list-style-type: none">• Meaning and scope• Humoral medicine• Ethnomedicine and health seeking behavior, ethnopharmacology• Ethnomedicinal practices in India and North East India• Traditional healers- shamans, witch doctors and other curers• the doctor and patient roles- universal in curing roles: specialization, selection and training, attitude of the public• Curing, public and private• Role behavior in therapeutic interview and communication• Medical pluralism in India	10	04	04

III	Ethno psychiatry	<ul style="list-style-type: none"> • The psychiatry of ethno psychiatry • Cultural dimensions of normal and abnormal, • Non-western mental illness etiologies, cultural modes of handling mental illness, the ethno psychiatrist, treatment of mentally ill, the culture specific disorders, the healing modalities • Culture, emotion and psychiatric disorder • Emotion and Schizophrenic disorder, emotion and major depressive disorder 	10	04	04
IV	Epidemiology and tribal health	<ul style="list-style-type: none"> • Basic epidemiological perspective, • Etiology of infectious diseases; • Epidemiologists' tool kit: observational research design, case control designs, cohort designs, measures of association; holism and epidemiology • Epidemiology of certain common diseases in indigenous population of India and North East India: malaria, tuberculosis, leprosy, diabetes, cardio-vascular diseases and STD/AIDS. 	10	04	04

Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: In Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the suggested activities from Unit IV as their Practicum in a Semester for their in-semester assessment.*

SUGGESTED READINGS:

- Basu, S (1994). Tribal Health in India. Delhi, Manak Publications.
- Budd, Susan and Ursula Sharma. (1994). The Healing Bond: The Patient-Practitioner Relationship and Therapeutic Responsibility. London, Routledge.
- Freund, P.E.S and M. McGuire (1995). Health, Illness and the Social Body. NJ: Prentice-Hall.
- Good, Byron J. (1993). Medicine, Rationality and Experience: An Anthropological Perspective. Cambridge: Univ. Press.
- Jose, Boban K. (1998). Tribal Ethnomedicine: Continuity and Change. New Delhi: APH Publishing.
- Ohtsuka, R. and S.J. Ulijaszek. 2007. Health Change in Asia-Pacific Region. Cambridge: Cambridge University Press.
- Park, K. (2015). Park's Textbook of Preventive and Social Medicine (Twenty Third Edition), Jabalpur, M/s Banarasidas Bhanot Publisher.
- Sargent. C.F and T.M. Johnson. (1996) Medical Anthropology: Contemporay Theory and Method, London: Praeger.
- Wiley, S.A. and J.S. Allen (2009). Medical Anthropology: A Biocultural Approach, New York, Oxford University Press.

SEM: IV
C40402: WOMEN, CHILD AND DEVELOPMENT
TOTAL CREDIT: 04

Course Objectives:

- To familiarize students with the position of women and children in the development discourse.
- To understand the embeddedness of sanitation and hygiene in the discourse on women and child rights.
- To analyse the major challenges and issues in sanitation and hygiene practices on women and children's health.

UNITS	TOPICS	CONTENTS	L	T	P
I	Gender and Development: concepts and approaches	<ul style="list-style-type: none"> • Gender and Development • Gender Development Index • Gender Empowerment Measures • Women and Development • Women in Development Approach • Sustainable Development and women's participation • Women's rights, health and hygiene 	10	04	04
II	Issues related to women and health and hygiene	<ul style="list-style-type: none"> • Indicators of Women's Health: Maternal Mortality rates , Nutrition, Fertility Family Planning, Access to health care services, reproductive and menstrual health • Gender equity and Gender justice • Gender auditing and Budgeting • Gender mainstreaming • Sexual Harassment 	08	04	08
III	Child and Development discourse: Concepts and Approaches	<ul style="list-style-type: none"> • Meaning and Importance of different stages of growth and development: Physiological, psychological and cognitive approach (Dewey, Montessori, Piaget, Erikson, Vygotsky) • Factors influencing growth and development • principles of child development • Child rights and health and hygiene (Convention on Rights of the Child) • Child rights and Media (Oslo Challenge) 	10	04	04
IV	Issues in child development and health	<ul style="list-style-type: none"> • Prenatal and Infant Health: Mother and child health, practice of hygiene for maternal and child health, preventive medical care • Childhood Stage: Socialization and childhood education in hygiene, Environment, early needs and habit formation, child and hygiene • Challenges to Social Inclusion: gender bias and 	10	04	04

		nutrition, class , caste , community and the child differential ability,			
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Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Practicum & 20 Marks: Mid Sem Exams)

SUGGESTED PRACTICUM: *Students shall have to choose any one/two of the suggested activities from Unit IV as their Practicum in a Semester for their in-semester assessment.*

- Comparative Content analysis of the contents of diferent units.
- Reports on reviews of films & documentaries related to any of the topics listed in Units II, III and IV
- Reviews of news related to any of the topics enlisted in Unit II, Unit III and Unit IV is compulsory for the course.
- Seminar presentations on the contents of various units
- Debates & Discussions on socially relevant topics.

✚ *The selection and provision of materials for the practicum will be provided by the Course instructor.*

SUGGESTED READINGS:

- Azad, Nandini. (1986). Empowering Women Workers: The W.W.F. Experiment in Indian Cities:Working Women's Forum.
- Bouserup, Ester. (1970). Women's Role in Economic Development. New York.
- Weekes- Vagalini, Winifred. (1985). The integration of Women in development projects
- Iyer, Padma.(2006). Women in Developing Countries. Jaipur: Aviskar, 2006
- Boston Women's Health Collective, Our Bodies Ourselves. New York: Simon and Schuster, 2005.
- Berk, L. E. (2007). Development Through the life span. New Delhi: Pearson Educational.
- Channa, Karuna (ed). (1988). Socialization, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman
- Dash, D.N. (2003). Guidance and Services in Schools. New Delhi : Dominant Publishers and Distributors.
- Dash, M. (2007). Education of Exceptional Children. New Delhi: Atlantic Publishers and Distributors.
- Hurlok, E.B. (2004). Child Growth and Development. New York: Tata Mc. Graw Hill Company
- Horstein, Theresa M. and Schwerin, Jeri Lynn. (2002). Biology of women, 5th Edition. New York: DELMAR.
- Mooney, C.G. (2000).Theories of childhood: An introduction to Dewey, Montessori, Erikson, Piaget, & Vygotsky. , MN: Redleaf Press.*St. Paul*
- Mohanty, H., Mohanty, J. (2004). Deaf and Dumb Education .New Delhi: Deep and Deep Publication.
- Papalia, D. E., and Ols, S.W. (2005). Human Development. New York: Tata Mc. Graw Hill Company.
- Prasad, J., Prakash, R. (2003). Education of Handicapped Children. New Delhi: Kanishka Publishers.

- Reddy, G. L., and Sujatha, J. (2006). Children with Disabilities. New Delhi: Discovery Publishing House.
- Shonkoff, J.P., Phillips D.A. (eds).(2000). From Neurons to Neighbourhoods: The Science of Early Childhood Development. Board on Children, Youth, and Families. National Research Committee on Integrating the Science of Early Childhood Development Council, Institute of Medicine. Washington. D.C.: National Academy Press.
- Stephen, Anita. (2006). Communication technologies and Women Empowerment. New Delhi: Rajat Publications
- UNDP. (2000). Human Development Report. New Delhi.OUP.
- Workcester, Nancy and Whatley, Marianne H. (2008). Women's Health: Readings on Social, Economic and Political Issues (5th edition). Iowa: Dubuque Kendall Hunt Publishing

SEM: IV
C40501: WRITING FOR DEVELOPMENT
TOTAL CREDIT: 02

Course Objectives:

- To impart training on basics of writing for different media.
- To provide an overview of reporting on public health related issues.
- To enable students to write project.

UNITS	TOPICS	CONTENTS	L	T	P
I	Basics of writing	<ul style="list-style-type: none"> • Types of Writing • Principles of Writing • Creativity in Writing • Elements of Writing: Form, Content, Audience, Style and Structure 	06	02	16
II	Writing for Media	<ul style="list-style-type: none"> • Writing for Media: <ul style="list-style-type: none"> - Radio, TV - Print Media - Online Media - Social Media 	06	02	16
TOTAL CONTACT HOURS			32		

Note: End Sem Exam: 30 Marks (Theory); In Sem: 20 Marks (10 Marks: Assignment and 10 Marks: In Sem Exams).

SUGGESTED PRACTICUM: *Students shall have to choose any two of the following suggested activities as their Practicum in a Semester for their in-semester assessment:*

- Project Planning and Writing on issues of health, hygiene and sanitation
- Health Reporting on Health related issues
- Writing Development Stories and publication in media
- Programme for Radio/TV on development issues.

SUGGESTED READINGS:

- Earnshaw, Steven. (2007). The Handbook of Creative Writing. Edinburgh University Press.
- Geraghty, Margret. (2006). The Five Minute Writer. Oxford: How to Books
- Harper, Graeme. (2010). On Creative Writing. Bristol: Multilingual Matters
- LaRocque, Paula. (2003). The Book on Writing: The Ultimate Guide to Writing Well. Marion Street Press Inc.
- Morley. (2012). The Cambridge Companion to Creative Writing. Cambridge University Press
- O'Brien, Terry. (2011). Modern Writing Skills. Rupa

E-RESOURCES

- Writers Treasure: <http://www.writerstreasure.com/creative-writing-101/>

- What is Creative Writing: <http://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html>
- Daily Writing Tips: <http://www.dailywritingtips.com/creative-writing-101/>
- Creative Writers Now: <http://www.creative-writing-now.com/>