



OFFICE OF THE REGISTRAR::DIBRUGARH UNIVERSITY::DIBRUGARH

No. DU/DR-A/8-1/20/1109

Date: 29.12.2020


NOTIFICATION

Sub: Syllabi of Skill Enhancement Courses (SECs) for B.A./B.Sc./B.Com. Programmes in CBCS (Notification-II).

In continuation to the notification (Notification-I) issued by the office of the undersigned *vide Memo No. DU/DR-A/8-1/20/1089, dated 18.12.2020 regarding syllabi of SECs* and under report to the Under Graduate Board, the Hon'ble Vice-Chancellor, Dibrugarh University is pleased to approve the following syllabi as the Two (02) Credit Skill Enhancement Courses (SECs) for the B.A./B.Sc./B.Com. Programmes in CBCS with immediate effect.

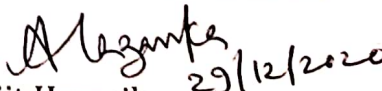
1. Health and Sanitation Practices.
2. Wildlife Photography.
3. Teaching in Elementary Level.

All other points as mentioned in the aforementioned notification shall remain same.


Arinjit Hazarika
Joint Registrar (Academic) i/c
Dibrugarh University

Copy to:

1. The Hon'ble Vice-Chancellor, Dibrugarh University, for favour of information.
2. The Deans, Dibrugarh University, for kind information.
3. The Heads/Chairpersons of the Teaching Departments/Centres of Studies, Dibrugarh University, for kind information.
4. The Director, IQAC, Dibrugarh University, for information.
5. The Controller of Examinations, Dibrugarh University, for information.
6. The Director, College Development Council, Dibrugarh University, for information.
7. The Principals of the Colleges/Institutes affiliated to Dibrugarh University offering B.A./B.Sc./B.Com. Programmes in CBCS for kind information and necessary action.
8. The Joint Registrar (Administration), Dibrugarh University, for information.
9. The Joint/Deputy Controllers of Examinations-'C' and 'A', Dibrugarh University, for information.
10. The Academic Officer, Dibrugarh University, for information.
11. The Programmer, Dibrugarh University, requesting him to upload the notification in the website.
12. File.


Arinjit Hazarika
Joint Registrar (Academic) i/c
Dibrugarh University



OFFICE OF THE REGISTRAR::DIBRUGARH UNIVERSITY::DIBRUGARH

The syllabi of the

**Skill Enhancement Courses for the B.A./B.Sc./B.Com. Programmes in CBCS
(For All Subjects of all Streams including both Honours and Non Honours)**

(Approved by the Hon'ble Vice-Chancellor, Dibrugarh University under report to the Under Graduate Board, Dibrugarh University)

Reference: Notification issued vide No. DU/DR-A/8-1/20/1109, dated 29.12.2020

This Notification contains the syllabi of:

1. Health and Sanitation Practices.
2. Wildlife Photography.
3. Teaching in Elementary Level.

Skill Enhancement Course for Under Graduate Programmes in CBCS

Subject: Health and Sanitation Practices

Course 1 (for 3rd or 5th Semester Classes)

**HYGIENE AND SANITATION BEHAVIORS
TOTAL CREDIT: 2**

Learning outcomes: It will enable the students -

- To learn, understand about hygiene behavior and sanitation.
- To understand the causes how certain unhygienic behavior are related to diseases.
- To know how motivation can change behaviors.
- To identify the role of social cognitive aspects of health and hygiene behaviors.
- To realize the need to create awareness and bring the change.

UNIT	CONTENS	No. of Lectures	No. of Tutorials	No. of Practicals
I	Concept of hygiene and behavioural aspect of health and hygiene <ul style="list-style-type: none">• Understanding hygiene promotion, hygiene and sanitation behaviour and hygiene education• Identifying focus groups and	12	6	0

	<p>prioritizing practices</p> <ul style="list-style-type: none"> • Concepts and Relevance of Hygiene promotion projects • MDGs and SDGs 			
II	<p>Linking attitude and behaviour towards hygiene and sanitation</p> <ul style="list-style-type: none"> • Theories of attitude change • Identify the risk factors to sanitation and hygiene behaviour • Barriers to Sanitation and Hygiene Promotion • Link between active community participation in hygiene promotion and sustaining hygiene behaviour • Reasons to adopt health behaviours and the role of focus group discussions 	13	4	0
III	<p>Motivation to practice</p> <ul style="list-style-type: none"> • Analyzing the myths of hygiene promotion • Opportunities for behaviour change <ul style="list-style-type: none"> -Strategies to trigger and sustain behavior change -Linking active community participation in hygiene promotion and sustained hygiene behaviour • Individual Vs. Communal behaviour change • Drivers for behavioural change: disgust, nurture, affiliation, comfort, attraction • Sustaining behavioural change 	12	6	0
IV	<p>Evaluation, promotion and sustainability of adapted behaviours</p> <ul style="list-style-type: none"> • Encourage continued use by emphasising changed behaviours • Social Networks, Social Support, Social Recognition • Use of Adapted Behaviours and Promotion • Testimonial Reminders and Repetition 	13	4	0

READING LIST

1. Aunger R, Schmidt W. Three kinds of psychological determinants for hand washing behavior in Kenya. Soc Sci Med. 2009;70:383–391.
2. Drummond RP, Stevenson R.(2009) Can the emotion of disgust be harnessed to promote hand hygiene? Experimental and field-based tests. Soc Sci Med.
3. Esrey ,S.A et al (1991).Effects of improved water supply and sanitation on ascariasis ,diarrhea, dracunculiasis, hookworm infection, schistosomiasis , and trachoma. Bulletin of the World Health Organization, Vol 69(5)
4. Judah G, Aunger R, Schmidt WR, Michie S, Granger S, Curtis V(2009). Experimental pretesting of hand-washing interventions in a natural setting. Am J Public Health
5. Rachel S Newson, Rene Lion, Robert J Crawford, Valerie Curtis, Ibrahim Elmadfa,⁴Gerda IJ Feunekes, Cheryl Hicks,Marti van Liere, C Fergus Lowe,Gert W Meijer, BV Pradeep,K Srinath Reddy, Myriam Sidibe and Ricardo Uauy (2013),Behaviour change for better health: nutrition, hygiene and sustainability, BMC Public Health.
6. Valerie A. Curtis, Lisa O. Danquah and Robert V. Aunger(2009),Planned, motivated and habitual hygiene behavior: an eleven country review, Health education Research.

Skill Enhancement Course for Under Graduate Programmes in CBCS

Subject: Health and Sanitation Practices

Course 2 (for 4th or 6th Semester Classes)

HEALTH, SOCIAL AND BEHAVIOUR CHANGE COMMUNICATION CREDIT: 2

Learning outcomes: It will enable the students –

- To provide with in-depth understanding of the concept, role and significance of communication in social development and behavioural change as regards to health, sanitation and hygiene.
- To design and use creative and persuasive media content targeting specific audiences/groups in the field of public health.
- To use of media and design media contents to raise awareness and encourage behavioural and social change.
- To use various messages/stories, formats, creativity, learning, persuasion and the confidence to start putting them into practice to promote and sustain public health and wellbeing.

UNIT	CONTENS	No. of Lectures	No. of Tutorials	No. of Practicals
I	<p>Communication, society and health</p> <ul style="list-style-type: none"> • Health and Communication: Concepts and Relevance of Health, Social and Behavioural Change Communication in Developing Nations • Application of Media Theories in Health Communication: Agenda Setting, Media Effects, Media Influence Theory (Uses and Gratification), Cultural Study Theory, Communication for Developmental and Participatory Theory • Community Health and Social Mobilisation: Information, Education, Advocacy, Behavioural Change Communication, Public Policy Promotion 	12	6	0
II	<p>Models/approaches to health, social and behavioural change communication</p> <ul style="list-style-type: none"> • Social and Behavioural Change Communication Model (SBCC) • Assessment, Communication Analysis, Design, Action Model (ACADA) • Communication for Behavioural Impact Model (COMBI) • Health Campaigning Model: Persuasion Model, Health Belief Model, Stages of Change (Trans-theoretical Model (TTM) • Social Learning Theory 	13	4	0
III	<p>Techniques, process design of health and SBCC/communication strategy outlines</p> <ul style="list-style-type: none"> • Situation Analysis, Case Studies, Research • Audience Segmentation/Social Auditing/Mapping • Behavioural Change Objectives, • Strategic/Polymorphic Approach • Choices of Communication Channels • Message Brief Implementation and Monitoring 	12	6	0

IV	Evaluation, promotion and sustainability of adapted behaviours <ul style="list-style-type: none"> • Encourage continued use by emphasising changed behaviours • Social Networks, Social Support, Social Recognition • Use of Adapted Behaviours and Promotion • Testimonial Reminders and Repetition 	13	4	0
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Reading List:

1. Ahmed, Rukhsana & Bate, R. Benjamin (2013). Health Communication and Mass Media: An Integrated Approach to Policy and Practice, Burlington: Gower Publishing.
2. Melkote, R.S and Steeves, H.L (2015). Communication for Development: Theory and Practice for empowerment and social Justice, New Delhi: Sage
3. Murthy, DVR (2006). Development Communication: What Next? An Agenda for the Press, New Delhi: Kanishka Publishers.
4. N.A. (2013). A Field Guide to Designing: A Health Communication Strategy: A Resource for Health Communication Professionals, Bloomberg School of Public Health.
5. Obregon, Rafael and Waisbord, Silvio (2012). The Handbook of Global Health Communication. West Sussex: John Wiley & Sons
6. Ray, B. Eileen (2005). Health Communication in Practice: A Case Study Approach, New Jersey: Lawrence Erlbaum Associates.
7. Servees, Jan (2008) Communication for Development and Social Change, New Delhi: UNESCO
8. Vilanilam, V.J (2009). Development Communication in Practice: India and the Millennium Development Goals, New Delhi: Sage.

SUBJECT: WILDLIFE PHOTOGRAPHY

Total Credit: 2

(Course I: Basics of Wildlife Photography)

COURSE OBJECTIVES

This course is designed to:

- Understand the subject areas of wildlife and their habitat.
- Critically evaluate photographic processes of nature and wildlife within the larger context of biodiversity documentation.
- Understand conservation photography and challenges of wildlife photography.

LEARNING OUTCOMES

After completion this course students should be able to:

- Engage in digital photography and post processing of wildlife photography.
- Pursue research for effective photographic documentation.
- Opt for wildlife photography as a career.

COURSE CONTENTS

UNITS	TOPIC	CONTENTS	L	T	P
1	Understanding the craft of photography	<ul style="list-style-type: none">• Principles of photography: Definition of terms• Light & fundamentals of photography equipments.• Basic theory of exposure in digital photography• Depth of field, focusing and hyper-focal distance.• Dynamic range, color space• Image formats, basics of RAW image processing, white balance, levels, curves, sharpness, vibrance and saturation.• Exposure metering and exposure modes• Post processing using various software (Adobe Photoshop, Adobe Lightroom)	06	02	04
2	Understanding the art of photography	<ul style="list-style-type: none">• Thumb rules of composition, utilizing color, lines.• Fundamentals of lighting	02	02	02

3	Wildlife Photography	<ul style="list-style-type: none"> • Overview of species and habitat diversity, • Wildlife monitoring with special emphasis on mammals, birds, herpetofauna and butterfly identification. • Studying wildlife behavior, predicting or anticipating wildlife action • Understanding of the subject and its importance, Knowledge of distribution and behavior, anticipation of moments, approaching wildlife. • Wildlife ecology in North East India. • Equipment requirements and handling. 	04	02	04
4	Photography for Conservation	<ul style="list-style-type: none"> • Importance of biodiversity conservation, • Storytelling through photography • Case studies 	03	02	04
5	Ethics and Intellectual Property Rights	<ul style="list-style-type: none"> • General ethics in photography • Ethics and laws related to wildlife photography • Intellectual Property Rights • Challenges in field photography 	01		
6	Project work	<ul style="list-style-type: none"> • Pre-shooting homework • Planning • Fieldwork 			10
TOTAL CONTACT HOURS			16	04	12

KEY READINGS

- Langford Michael, Fox Anna and Sawdon Smith Richard. (2010). Langford's Basic Photography - The Guide for Serious Photographers (9th Ed). Focal Press
- Ang, Tom (2014). Photography: The Definitive Visual History. London: DK Publishers
- Ang, Tom. (2013). Digital Photography Masterclass. London: DK Publishers
- Freeman, Michael (2007). The Photographer's eye. London: Focal Press
- Davis, Harold and Davis Phyllis. (2011). the Photoshop Darkroom 2. London: Focal Press
- Kelby Scott. (2011). Light it, Shoot it, Retouch it. San Fransisco: New Riders
- Adobe CreativeTeam (2012). Adobe Photoshop CS6 Classroom in a Book. California: Adobe Press
- Grimmett, Richard and Inskipp Tim and Carol. (2011). Birds of the Indian Subcontinent. Oxford Press. Second Edition
- National Geographic & Spelman, Lucy H. (2012). National Geographic Animal Encyclopedia. National Geographic Books.

SUBJECT: WILDLIFE PHOTOGRAPHY
Total Credit: 2
(Course II: Wildlife Photography – II)

COURSE OBJECTIVES

This course is designed to:

- Understand the composition in wildlife photography.
- Understanding and overcoming challenges in wildlife photography.

LEARNING OUTCOMES

After completion this course students should be able to:

- Engage in digital photography and post processing of wildlife photography.
- Pursue research for effective photographic documentation.
- Opt for wildlife photography as a career.

COURSE CONTENTS

UNITS	TOPIC	CONTENTS	L	T	P
1	Composition in photography	<ul style="list-style-type: none"> • Different rules of Composition • Subject positioning and angle • Shape, pattern and textures • Shot size 	06	04	04
2	Wildlife photography	<ul style="list-style-type: none"> • Understanding wildlife • Equipment for wildlife photography • Photojournalism in wildlife conservation • Challenges in wildlife photography • Ethics in Wildlife Photography • Case Studies 	06	02	04
3	Photo Editing	<ul style="list-style-type: none"> • Selection of photograph • Caption and Cut line • Editing • Multimedia photo presentation 	04	02	06
4	Practicum	<ul style="list-style-type: none"> • Photowalk • Photo Feature / Photo Story 			10
TOTAL CONTACT HOURS			16	04	12

KEY READINGS

- Langford Michael, Fox Anna and Sawdon Smith Richard. (2010). Langford's Basic Photography - The Guide for Serious Photographers (9th Ed). Focal Press
- Ang, Tom (2014). Photography: The Definitive Visual History. London: DK Publishers
- Ang, Tom. (2013). Digital Photography Masterclass. London: DK Publishers

- Freeman, Michael (2007). The Photographer's eye. London: Focal Press
- Davis, Harold and Davis Phyllis. (2011). the Photoshop Darkroom 2. London: Focal Press
- Kelby Scott. (2011). Light it, Shoot it, Retouch it. San Fransisco: New Riders
- Adobe CreativeTeam (2012). Adobe Photoshop CS6 Classroom in a Book. California: Adobe Press
- Grimmett, Richard and Inskipp Tim and Carol. (2011). Birds of the Indian Subcontinent. Oxford Press. Second Edition
- National Geographic & Spelman, Lucy H. (2012). National Geographic Animal Encyclopedia. National Geographic Books.

SKILL ENHANCEMENT COURSE**SUBJECT: TEACHING IN ELEMENTARY LEVEL****CREDIT: 02****[MARKS: 50 (IN-SEMESTER: 10; END-SEMESTER: 40)]**

Course Code	Title	Type	Marks		
			I.A.	End Sem.	Total
SEC-I	Basics of Teaching in Elementary Level	Theory	10	40	50
SEC-II	Aspects of Teaching-Learning Process	Theory	10	40	50

COURSE CODE: SEC-I**COURSE TITLE: BASICS OF TEACHING IN ELEMENTARY LEVEL****TOTAL MARKS: 50 (IN-SEMESTER: 10; END-SEMESTER: 40)****Course Content:**

Unit	Content	Marks	L	P	T
I	Concept of Elementary Education in India & Assam 1.1 Concepts of Elementary Education. Constitutional provisions of Elementary education in India 1.2 Recent Developments: Central & State sponsored scheme.	10	2 4		01
II	Human Growth & Development Stages. 2.1 Concepts Human Growth & Development 2.2 Characteristics of Childhood & Adolescence. 2.3 Behavioural Taxonomy (cognitive, affective, psychomotor domain)	10	2 3 4		01
III	Curricular & Co-curricular activities : 3.1 Concepts of Curricular & Co-curricular activities. 3.2 Organization of Curricular & Co-curricular activities.	10	2 3		01

IV	Examination & Evaluation. 1.1 Concepts & Needs of Examination & Evaluation. 1.2 Tools of Evaluation, Continuous & Comprehensive Evaluation.	10	2 4		01
Total		40	26		4

Course Code: SEC-II
Course Title: Aspects of Teaching Learning Process
TOTAL MARKS: 50 (IN-SEMESTER: 10; END-SEMESTER: 40)

Course Content:

Unit	Content	Marks	L	P	T
I	Teaching-Learning Process. 1.1 Concept and nature of Teaching –Learning Process. 1.2 Maxims of teaching. 1.3 Learner centred approaches, Learning by doing, Joyful learning, Play way method.	10	1 2 4		01
II	Lesson Plan and Audio-Visual Aids. 2.1 Concept and Types of Lesson Plan 2.2 Characteristics of good Lesson Plan. 2.3 Meaning, Nature Needs and Types of Audio-Visual Aids.	10	1 2 3		01
III	Organization and Management of Elementary School. 3.1 Concept of Management and Organization of school. 3.2 Qualities, Duties and Responsibilities of Teacher and Head.	10	2 3		01

IV	Educating Exceptional Children 4.1 Meaning and nature exceptional children. 4.2 Concept and characteristics of the following categories of children: Gifted, learning disabled, visually impaired, hearing impaired. 4.3 Education of exceptional children.	10	2 4 2		01
Total		40	26		4

Reference:

1. NCERT, New Delhi : *A Handbook on Question Paper Setting, New Delhi*
2. Dr. K.K. Deka & Dr. M. Hazarika : *Anu Sikshan (Microteaching), Banalata, Dibrugarh*
3. Kochhar, S.K. : *Methods and Techniques of Teaching, Publisher, New Delhi*
4. Bhatia and Bhatia : *The Principles and Methods of Teaching.*
5. Borkakoti, B : *Snatak Mahalar Sikshadanar Paddhati Aru Koushal.*
6. Deka, K.K. and Hazarika, M. : *Anusikshan, Banalta, Dibrugarh*
7. Goswami R.K. : *Sikshadanar Paddhati Aru Koushal.*
8. Kochhar S.K. : *Teaching of Social Studies.*
9. Sarma and Sarma : *Teaching of Science.*
10. Kochhar, S.K. : *Teaching of Literature.*
11. Siddhu, K.S. : *The Teaching of Mathematics, Sterling Publication.*
