

**SEM: I**  
**C101: 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                          | <b>Introduction to Sanitation and Hygiene for Health</b>          | <ul style="list-style-type: none"> <li>• Definitions and Concepts</li> <li>• Global, national and regional perspective</li> <li>• Relation between health , hygiene &amp; sanitation</li> <li>• Relevance &amp; importance of health, hygiene in the contemporary times</li> </ul>  | 10 | 3 | 6 |
| II                         | <b>Occupational Health and Hygiene</b>                            | <ul style="list-style-type: none"> <li>• Concept, definition and its role</li> <li>• Link between occupational hygiene, risk assessment &amp; risk management.</li> <li>• Sanitation problems of the workplace: industries, academic institutions, corporate, hospitals, Public spaces etc.</li> </ul>                          | 8  | 5 | 6 |
| III                        | <b>Health Hygiene Promotion &amp; Education:</b>                  | <ul style="list-style-type: none"> <li>• Hygiene Behavior promotion &amp; education- concept and its importance</li> <li>• Hygiene promotion &amp; education in children &amp; adolescence</li> <li>• Government initiatives &amp; policies in rural &amp; urban area</li> </ul>  | 8  | 4 | 8 |
| IV                         | <b>Health, hygiene practices in India and in North East India</b> | <ul style="list-style-type: none"> <li>• Present scenario of health hygiene in India</li> <li>• Reproductive &amp; sexual health of the women</li> <li>• Indigenous hygiene &amp; sanitation practices</li> <li>• Cultural beliefs of the people of NE India in relation to health &amp; hygiene- role &amp; impacts</li> </ul> | 10 | 2 | 8 |
| <b>TOTAL CONTACT HOURS</b> |   |   | 64 |   |   |

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

**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**  
**C102: 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     | <b>Health and Public Health Concepts</b> | <ul style="list-style-type: none"> <li>• Definition and meaning</li> <li>• History of public health</li> <li>• Approaches to public health</li> <li>• Place &amp; role of preventive medicine in development of social medicine</li> <li>• Community health, community medicine</li> <li>• Determinants of Health</li> <li>• Indicators of health</li> <li>• Rights &amp; responsibilities</li> <li>• Globalisation and Health</li> <li>• Applying public health principles in developing countries</li> </ul> | 10 | 04 | 04 |
| II    | <b>Epidemiology</b>                      | <ul style="list-style-type: none"> <li>• Definition &amp; aims</li> <li>• Epidemiological Approach</li> <li>• Basic measurement in Epidemiology</li> <li>• Types of Epidemiological studies</li> <li>• Association &amp; causation</li> <li>• Uses of Epidemiology</li> <li>• Infectious disease Epidemiology</li> </ul>   | 10 | 02 | 08 |
| III   | <b>Diseases</b>                          | <ul style="list-style-type: none"> <li>• The new philosophy of health</li> <li>• Concept of disease</li> <li>• Multi factorial causation of disease</li> <li>• Factors responsible for spread of a communicable disease</li> <li>• Agent factors</li> <li>• Host factors</li> <li>• Environmental factors</li> <li>• Defection – General measures of control of infectious disease</li> </ul>  | 10 | 04 | 04 |
| IV    | <b>Health legislation in India</b>       | <ul style="list-style-type: none"> <li>• Indian Epidemic Diseases Act</li> <li>• Purification of Air and Water Pollution Acts</li> <li>• Prevention of Food Adulteration Act</li> <li>• Birth and Death Registration Act</li> <li>• Operational Aspects of National Health Programs</li> <li>- Family Welfare Program</li> <li>- Maternity and Child Care Services</li> <li>- Universal Immunization Program</li> <li>• Challenges of implementation of public</li> </ul>                                      | 08 | 04 | 08 |

|                            |  |  |    |  |  |
|----------------------------|--|--|----|--|--|
|                            |  | health in India<br>• Recent Developments |    |  |  |
| <b>TOTAL CONTACT HOURS</b> |  |  | 64 |  |  |

**Note:** End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: InSem 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: I**  
**C103: FUNDAMENTALS OF COMMUNICATION**  
**Total Credit: 04**

**COURSE OBJECTIVES**

This course is designed to:

- Introduce various means of communication.
- Discuss various types of mass media.
- Understand the emerging trends of communication system.

**LEARNING OUTCOMES**

After completion of this course students should be able to:

- Analyze critically the fundamentals of communication process.
- Identify and distinguish the basic characteristics of mass media.
- Evaluate the emerging trends in communication systems and media organization.

**COURSE CONTENTS**

| UNITS                      | TOPIC                                   | CONTENTS   | L         | T  | P  |
|----------------------------|---|--|-----------|----|----|
| 1                          | <b>Basics of Communication</b>          | <input type="checkbox"/> Meaning, Definition, Function of Communication<br><input type="checkbox"/> Process, Elements & Types<br><input type="checkbox"/> Overview of traditional media  | 07        | 03 | 06 |
| 2                          | <b>Print Media</b>                      | <input type="checkbox"/> Basics of Print Publication (Newspaper, Magazine, Books etc.)<br><input type="checkbox"/> News Agencies<br><input type="checkbox"/> Characteristics and trends<br><input type="checkbox"/> Typography, use of graphics and Layout | 07        | 03 | 06 |
| 3                          | <b>Electronic Media</b>                 | <input type="checkbox"/> Development of Radio & Television<br><input type="checkbox"/> Meaning and Process of Visual Communication<br><input type="checkbox"/> Characteristics, Types  | 06        | 04 | 08 |
| 4                          | <b>Advertising &amp; Public Affairs</b> | <input type="checkbox"/> Concepts, Functions, tools and types of Advertising and Public Affairs<br><input type="checkbox"/> Advertising & PR Management  | 06        | 03 | 08 |
| 5                          | <b>New Media</b>                        | <input type="checkbox"/> Concepts, definition, characteristics<br><input type="checkbox"/> Scope and emerging trends   | 06        | 03 | 04 |
|                            |   | Total  | 32        | 16 | 32 |
| <b>TOTAL CONTACT HOURS</b> |   |  | <b>64</b> |    |    |

**Note:** In Sem: 40 Marks (20 Marks: Mid Sem Exams & 20 Marks: Assignments/Practicum). End Sem Exam: 60 Marks

## **DISCUSSIONS**

- Technological innovations and communication process.
- Media industry, market consolidation and media fragmentation.
- Comparative analysis of different forms of mass communication.

## **KEY READINGS**

- Bagdikian, H. Ben. (2004). *The New Media Monopoly*. Boston: Beacon Press
- Bernet, Steven. (2011). *The Rise and Fall of Television Journalism*. New York: Bloomsbury
- Brock, George. (2013). *Out of Print – News in the digital age*. New Delhi: KoganPage
- Griffin, E.M. (2012). *A First Look at Communication theory* (5<sup>th</sup> E). New York: McGraw Hill
- Hendricks, A. John. (2010). *The Twenty-First-Century Media Industry*. New York: Lexington Books
- Jethwani, Jaishree. (2010). *Advertising Management*. New Delhi: Oxford University Press
- Ludes, Peter. (2008). *Convergence and Fragmentation: Media Technology and the Information Society*. Chicago: Intellect Britol
- McQuail, Denis. (2005). *Mass Communication Theory*: London: Sage Publication
- Naughton, John. (2001). *A Brief History of the Future: The Origin of the Internet*. London: Phoenix
- Picot, Arnold &Lrenz, Josef. (2010). *ICT for the Next Five Billion People*. New York: Springer
- Rajagopal, Arvind. (2004). *Politics after Television*. New York: Cambridge
- Ryan, Johnny. (2010). *A History of the Internet and the Digital Future*. London: Leaktion Books:

**SEM- I**  
**D 101: 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    | <b>Legal provisions in Sanitation, Hygiene and Health</b> | <ul style="list-style-type: none"> <li>• Need and Significance of legal provisions</li> <li>• 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</li> <li>• <b>Indian Laws Guaranteeing Right to Health-</b> <ul style="list-style-type: none"> <li>- The Constitution of India: Articles 21, 21-A, 25, 26, 39, 42, 47; Seventh Schedule.</li> <li>- 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;</li> <li>- Atomic Energy Act, 1962;</li> <li>- Environment (Protection) Act, 1986</li> <li>- Rules relating to Bio-Medical Wastes, Electronic Wastes, Plastic Waste, Solid Waste and Other Wastes.</li> <li>- Role of Indian Judiciary Ensuring Right to Health and Pollution Free Environment. Prevention of Food Adulteration Act, 1954.</li> <li>- Drugs and Cosmetics Act, 1940. Destructive Insects &amp; Pests Act, 1914</li> <li>- Prevention and Control of Infectious and Contagious Diseases in Animals Act, 2009.</li> </ul> </li> </ul> | 10 | 04 | 04 |
| II   | <b>Regulation of Public Health System</b>                 | <p><b>Institutional Framework:</b></p> <ul style="list-style-type: none"> <li>- Indian Medical Council-Regulating Medical Colleges, Affiliation, New Colleges, Doctors Registration under Medical Council Act, 1956;</li> <li>- Indian Nursing Council- Training for Nurses, Midwives,</li> <li>- Health Visitors under Indian Nursing Council Act,1947;</li> <li>- National Health Bill, 2009.</li> </ul>  | 10 | 04 | 04 |

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



|                            |  |   |  |  |    |
|----------------------------|--|---|--|--|----|
|                            |  | Nightshift for Women<br>- Tackling Occupation hazards and Diseases. |  |  |    |
| <b>TOTAL CONTACT HOURS</b> |  |   |  |  | 64 |

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

**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.

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## SEM - I

### D 102: COMMUNICATION THEORIES AND PRACTICES

**Total Credit: 04**

#### COURSE OBJECTIVES

This course is designed to:

- Provide theoretical understanding of various communication theories
- Discuss the meaning and significance of communication theories
- Learn application of theories in communication process

#### LEARNING OUTCOMES

After completion of the course students will be able to:

- Identify practices and application of communication theories in communication.
- Make use of communication models and theories in News Media, Advertising, Public Relations, Social and other forms of communication.
- Design communication message for specific target groups.

#### COURSE CONTENTS

| Units | Topics                               | Contents   | L  | T  | P  |
|-------|--------------------------------------|--|----|----|----|
| 1     | Theories and Models of Communication | <input type="checkbox"/> Four theories of Press<br><input type="checkbox"/> Democratic Participation Theory  | 04 | 02 | 04 |
|       |                                      | <input type="checkbox"/> Aristotle's definition of Rhetoric<br><input type="checkbox"/> Berlo's SMCR Model<br><input type="checkbox"/> Shannon-Weaver's Mathematical Model<br><input type="checkbox"/> Westely and MacLean's Conceptual Model<br><input type="checkbox"/> Newcomb's Model of Communication<br><input type="checkbox"/> George Gebner's Model | 04 | 02 | 04 |
|       |                                      | <input type="checkbox"/> Shramm's Interactive Model<br><input type="checkbox"/> Hellical Dance Model<br><input type="checkbox"/> Dance's Helical's M<br><input type="checkbox"/> Harold D. Laswell<br><input type="checkbox"/> De Fleur Model  | 04 | 02 | 04 |
| 2     | Media Effects Theory                 | <input type="checkbox"/> Hypodermic Needle,<br><input type="checkbox"/> Two Steps/Multi Steps Flow Theory<br><input type="checkbox"/> Gate Keeping   | 03 | 02 | 04 |
| 3     | Psychological & Sociological theory  | <input type="checkbox"/> Cognitive Dissonance, Selective Perception<br><input type="checkbox"/> Cultivation Theory, Needs and Gratification Theory   | 03 | 02 | 02 |
|       |                                      | <input type="checkbox"/> Agenda Setting Theory<br><input type="checkbox"/> Media Dependency Theory   | 03 | 02 | 02 |
| 4     | Powerful Effects of Media            | <input type="checkbox"/> Dominant Paradigm, Diffusion of Innovation, Spiral of Silence<br><input type="checkbox"/> Marshall McLuhan's Medium Theory  | 04 | 02 | 02 |
|       |                                      | <input type="checkbox"/> Visual Communication Theories: Gestalk  | 04 | 02 | 02 |

|                            |                                       |   |           |           |           |
|----------------------------|---------------------------------------|---|-----------|-----------|-----------|
|                            |                                       | Theory, Semiotics, Constructivism, Ecological Theory, Cognitive Theory, Huxley-Lester Model   |           |           |           |
| <b>5</b>                   | <b>Cultural and Critical Theories</b> | <input type="checkbox"/> Hegemony, Political Economy & Frankfurt School (Adorno, Horkheimer & Harbermas, Stuart Hall and Fiske)<br><input type="checkbox"/> Marxist Media Theory (Creative Labour)<br><input type="checkbox"/> Manufacturing Consent/Propaganda Model (Chomsky) | <b>04</b> | <b>02</b> | <b>02</b> |
|                            |                                       | Total   | 33        | 18        | 26        |
| <b>TOTAL CONTACT HOURS</b> |                                       |   | <b>64</b> |           |           |

**Note:** In Sem: 40 Marks (20 Marks: Mid Sem Exams & 20 Marks: Assignments/Practicum), End Sem Exam: 60 Marks).

### DISCUSSIONS

- Role of media in setting public agenda.
- Use of communication theories and models
- Significance communication theories in media studies.

### KEY READINGS

- Andal, N. (2004). Communication Theory and Models. Himalaya Publishing House
- Baran, J. Stanley & Davis, K. Dennis. (). Mass Communication Theory: Foundations, Ferment, and Future (6<sup>th</sup> Ed). Boston: Wadsworth
- Chomsky, Noam & Herman, S. Edward. (2002). Manufacturing Consent: The Political Economy of the Mass Media. Knopf Doubleday Publishing Group
- Fahmy, B. Wanta. (2014). Visual Communication Theory and Research. Palgrave MacMillan
- McQuild, D. (2005). Mass Communication Theory: An Introduction. Sage
- McLuhan, Marshall. (2008). Understanding Media: The Extension of Man. New York: Routledge
- McLuhan, Marshall. (2008). The Medium is the Massage: An Inventory of Effects Penguin Books
- Roger, E. Everett. (1997). A History of Communication Study. Free Press
- Ryan, William & Conover, Theodore. (2004). Graphic Communication Today. Delmar Learning
- Smith, L. Kenneth & Moriarly, Sandra. (2004). Handbook of Visual Communication: Theory, Methods, and Media. Lawrence Erlbaum Assoc Inc
- Vivian, J. (1999). The Media of Mass Communication. Boston: Pearson

### E-RESOURCES

- Communication Theory: <http://communicationtheory.org>
- Mass Communication Theory: <https://masscommtheory.com/>

SEM: I  
**A 101: 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         |
|----------------------------|--|--|-----------|-----------|-----------|
| <b>I</b>                   | <b>Outreach Programmes &amp; its Stakeholders</b>                    | <ul style="list-style-type: none"> <li>• Concept, Definition, Components</li> <li>• Objectives</li> <li>• Various Outreach Programmes,</li> <li>• Skills for Outreach Programmes</li> <li>• Planning, Design and Implementation,</li> <li>• Contextualizing Outreach Programme</li> <li>• Stakeholders</li> <li>• Primary Stakeholders and Secondary Stakeholders</li> <li>• Analysis of Stakeholders</li> <li>• Identifying appropriate stakeholders for participation.</li> <li>• Role of the Outreach worker</li> </ul> | <b>09</b> | <b>05</b> | <b>04</b> |
| <b>II</b>                  | <b>Recording, Assessment &amp; Evaluation of Outreach Programmes</b> | <ul style="list-style-type: none"> <li>• Recording, Importance and Needs</li> <li>• Preparation of Format for Recording</li> <li>• Types of Records- Process, Narrative and Summary</li> <li>• PORK (problem oriented record keeping)</li> <li>• Meaning, Definition of Assessment &amp; Evaluation</li> <li>• Need/ Importance of Assessment &amp; Evaluation</li> <li>• Process (Monitoring, Reviewing, and Evaluation)</li> <li>• Methods of Assessment</li> <li>• Issues/Challenges</li> </ul>                         | <b>08</b> | <b>04</b> | <b>08</b> |
| <b>TOTAL CONTACT HOURS</b> |  |  | <b>32</b> |           |           |

*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.

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SEM: II  
**C201: 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                          | <b>Introduction to Development</b>    | <ul style="list-style-type: none"> <li>• Meaning, definition and process</li> <li>• Growth and Development</li> <li>• Regional Development</li> <li>• Development challenges: development disparity, traditional beliefs, customs, traditions,</li> <li>• Emerging issues in development</li> </ul>  | 10        | 04 | 04 |
| II                         | <b>Theories/Models of Development</b> | <ul style="list-style-type: none"> <li>• Basic needs model (Bariloche Foundation)</li> <li>• Dominant, Alternative and New Paradigms of development</li> <li>• Social Responsibility Theory Dependency Model</li> </ul>  | 08        | 04 | 08 |
| III                        | <b>Approaches to Development</b>      | <ul style="list-style-type: none"> <li>• Top Down (Trickle Down) Approach, Growth Pole Approach,</li> <li>• Bottom Up (Grass Roots) Development</li> <li>• Participatory Approach</li> <li>• Need based Approach,</li> <li>• Human Development Approach</li> <li>• UN Millennium Development Goals</li> </ul>  | 10        | 04 | 04 |
| IV                         | <b>DevCOM</b>                         | <ul style="list-style-type: none"> <li>• Origin, Meaning, Concepts, Definition</li> <li>• Media and Modernization</li> <li>• ICT and Development</li> <li>• Participatory Communication: Folk Media, Community Media</li> <li>• Community and Media</li> <li>• Digital Democracy</li> <li>• <b>Approaches to DevCOM</b> <ul style="list-style-type: none"> <li>- Diffusion of Innovation</li> <li>- Magic Multiplier</li> <li>- DSC: Localized Approach</li> </ul> </li> </ul> | 08        | 04 | 08 |
| <b>TOTAL CONTACT HOURS</b> |                                       |  | <b>64</b> |    |    |

*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](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/>

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**SEM: II**  
**C202: 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"> <li>• Meaning and Objectives of Research,</li> <li>• <b>Types of Research:</b> Qualitative and Quantitative; Descriptive and Analytical; Applied and Fundamental; Conceptual and Empirical; Conclusion oriented and decision oriented.</li> <li>• <b>Research Design:</b> Experimental and Quasi-Experimental, Evaluation and Descriptive Research.</li> <li>• Research in Health and Hygiene: WHO perspectives</li> <li>• Ethics in Research</li> </ul> | 10 | 04 | 04 |
| II    | Collection of data               | <ul style="list-style-type: none"> <li>• Sources and type of Data.</li> <li>• Methods of data collection: primary and secondary</li> <li>• Construction of questionnaire and schedule</li> <li>• Census and Sample Survey</li> <li>• Steps in Sample Design</li> <li>• Types of Sample Design</li> </ul>  | 10 | 04 | 04 |
| III   | Quantitative Techniques          | <ul style="list-style-type: none"> <li>• Measures of Central Tendency: Mean, Median and Mode</li> <li>• Correlation and Regression</li> <li>• Digital Analysis of Data</li> <li>• Representation of Quantitative Data: Pie diagram, Histogram and Frequency Polygon</li> </ul>  | 10 | 04 | 04 |
| IV    | Qualitative Techniques/ Approach | <ul style="list-style-type: none"> <li>• <b>Qualitative Methods:</b> Observation method- participation and non participation; Interview Method- Structured and Unstructured Interviews; Focus Group discussion; Action Research.</li> <li>• <b>Qualitative Approaches:</b> Ethnography (Participant Observation), Phenomenology (Philosophical Perspective); Capacity Building</li> </ul>   | 10 | 04 | 04 |



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

*Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: InSem 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>

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SEM: II  
**C203: 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  |
|----------------------------|---|--|----|----|----|
| <b>I</b>                   | <b>Behavioral Change Communication</b>                                | <ul style="list-style-type: none"> <li>• Concept and functions of Communication</li> <li>• Process and Techniques of Communication</li> <li>• Communication Objectives and Functions of SBCC</li> <li>• Managed Information for Social Change</li> <li>• Issues and Challenges of SBCC</li> <li>• Ethics of Communication</li> </ul>   | 08 | 02 | 12 |
| <b>II</b>                  | <b>Communication Models &amp; Frameworks</b>                          | <ul style="list-style-type: none"> <li>• <b>Communication Planning Models:</b> ACADA Model, P-Process, COMBI Model and Integrated Communication</li> <li>• <b>Individual Level Behavioural Change Models:</b> Persuasion Model, Health Belief Model</li> <li>• Stages of Trans-theoretical Model</li> </ul>  | 08 | 04 | 08 |
| <b>III</b>                 | <b>Communication Approaches, Components &amp; Strategic Design</b>    | <ul style="list-style-type: none"> <li>• <b>Approaches of SBCC:</b> Strategic, Polymorphic and Narrowcasting</li> <li>• <b>Purpose:</b> Advocacy, Community Mobilization, Capacity Building, Interpersonal Communication, Media Campaigns, Social Marketing, Education, Infotainment</li> <li>• <b>Components:</b> Research, SWOT &amp; Situation Analysis, Audience Segmentation, Social Auditing/Mapping, Communication Channels, Programming/Message Design, Implementation/Execution, Monitoring &amp; Intervention</li> </ul> | 08 | 04 | 08 |
| <b>IV</b>                  | <b>Evaluation, Promotion and Sustainability of Adapted Behaviours</b> | <ul style="list-style-type: none"> <li>• Encouragement of continued use by emphasizing changed behaviors</li> <li>• Social Networks, Social Support, Social Recognition</li> <li>• Use of Adapted Behaviors and Promotion</li> <li>• Testimonial Reminders and Repetition</li> </ul>   | 08 | 04 | 08 |
| <b>TOTAL CONTACT HOURS</b> |   |  | 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](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](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](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](https://www.unicef.org/cbsc/files/Writing_a_Comm_Strategy_for_Dev_Progs.pdf)

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**SEM: II**  
**D 201: 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                          | <b>Health and Development</b>   | <ul style="list-style-type: none"> <li>• Human Development: Meaning and significance</li> <li>• Introduction to health economics</li> <li>• Arrow's Concept of the Health Care Consumer; Demand for and Supply of Healthcare</li> <li>• Influence of health on development</li> <li>• Health output and input indicators</li> <li>• Level of economic development and public expenditure on health</li> </ul> | 10 | 04 | 04 |
| II                         | <b>Economics of Health</b>  | <ul style="list-style-type: none"> <li>• Indicators and Determinants of Health Status,</li> <li>• Investment in Health, Health and Productivity,</li> <li>• Economics of Health Insurance</li> <li>• Nutrition: Linkages with Morbidity, Mortality and Female Education</li> <li>• Consequences of Gender Bias in Health</li> </ul>   | 10 | 04 | 04 |
| III                        | <b>Valuing Health and Health Damage</b>                               | <ul style="list-style-type: none"> <li>• <b>Human capital approach:</b> measurement of mortality;</li> <li>• Disease Burden and its Measurement: Meaning and significance of burden of disease,</li> <li>• 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).</li> </ul>           | 10 | 04 | 04 |
| IV                         | <b>Valuing Health Policy and Health Care Delivery System in India</b> | <ul style="list-style-type: none"> <li>• Evolution of the National Health Policy in India</li> <li>• National Health Mission- objectives, strategies and institutional mechanisms</li> <li>• <b>Health care:</b> Levels and characteristics</li> <li>• National Health Programmes</li> <li>• Public-Private-Partnership in providing health care Services</li> </ul>  | 10 | 04 | 04 |
| <b>TOTAL CONTACT HOURS</b> |   |   | 64 |    |    |

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

**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.

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SEM: II  
**D 202: 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                          | <b>Fundamentals of Management</b>  | <ul style="list-style-type: none"> <li>• Concepts, Definition, Principles and Processes</li> <li>• Fundamentals of Health and Hygiene Management</li> <li>• Administration of Health Care Planning</li> <li>• Community Health, Hygiene and Practices</li> <li>• Leadership and Organizational Behaviour in Public Health</li> <li>• Disaster and Risk Management</li> <li>• Health Information Management System (HIMS)</li> </ul> | 10        | 04 | 04 |
| II                         | <b>Healthcare System in India</b>  | <ul style="list-style-type: none"> <li>• Public, Private and Community Healthcare System</li> <li>• Public Health Engineering Departments</li> <li>• Healthcare Legislations, Regulations &amp; Policies related to Health &amp; Hygiene</li> <li>• Programmes/Policies for intervention</li> </ul>   | 10        | 04 | 04 |
| III                        | <b>Agencies &amp; Intervention</b> | <ul style="list-style-type: none"> <li>• Health Agencies &amp; NGOs</li> <li>• Allied Health Services</li> <li>• Health Promotion and Marketing</li> <li>• Health Education</li> </ul>  | 08        | 02 | 12 |
| IV                         | <b>Practicum</b>                   | <ul style="list-style-type: none"> <li>• Field Visit</li> <li>• Conduct of Public Health Promotion Events</li> <li>• Dissemination of Healthcare Information</li> <li>• Facility Branding</li> </ul>  | 04        | 04 | 16 |
| <b>TOTAL CONTACT HOURS</b> |                                    |   | <b>64</b> |    |    |

*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 (10<sup>th</sup> 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 (2<sup>nd</sup> 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

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Semester: II  
**G 201: COMMUNITY MEDIA**  
**Total Credit: 04**

**COURSE OBJECTIVES**

The course is designed to:

- Create a cadre of committed media professionals to work with communities
- Discuss potentials use of community media for social change and development.

**LEARNING OUTCOMES**

After completion of the course students will be able to:

- Design and produce programmes for communities.
- Use community media for social change and development
- Work in community media organizations.

| Units                      | Topics                                    | Contents   | L  | T  | P  |
|----------------------------|---|--|----|----|----|
| 1                          | <b>Community and Community Media</b>      | <ul style="list-style-type: none"> <li>• Understanding Community</li> <li>• Concept, Characteristics and forms of Community Media</li> <li>• Relevance, Purpose and significance</li> <li>• History and practice of community media- community radio, community video in India</li> <li>• Sustainability of community media</li> </ul> | 08 |    |    |
| 2                          | <b>Media &amp; Community Mobilization</b> | <ul style="list-style-type: none"> <li>• Community and Media</li> <li>• Participatory Communication</li> <li>• Socio-cultural mediation</li> <li>• Social &amp; Behavioural Change Communication</li> </ul>  | 08 | 02 |    |
| 3                          | <b>Skills and Techniques</b>              | <ul style="list-style-type: none"> <li>• Skills and Tools of community media</li> <li>• Programming for community media</li> <li>• Ethical challenges</li> <li>• Participatory data collection techniques</li> </ul>   | 08 |    |    |
| 4                          | <b>Folk and Community Media</b>           | <ul style="list-style-type: none"> <li>• Folklore and Community Media</li> <li>• Different Folk Media in Northeast India</li> <li>• Community Media for Rural Development</li> <li>• Community and Human Rights</li> </ul>   | 08 | 02 |    |
| 5                          | <b>Practicum</b>                          | <ul style="list-style-type: none"> <li>• Community Radio</li> <li>• Community Reporting <ul style="list-style-type: none"> <li>• Street Play and Puppetry</li> </ul> </li> <li>• Design Community Media Project</li> </ul>   | 06 | 02 | 20 |
| <b>TOTAL CONTACT HOURS</b> |   |  | 64 |    |    |



**Note:** In Sem: 40 Marks (20 Marks: In Sem Exams & 20 Marks: Assignments). End Sem Exam: 30Marks (Theory), 30 Marks (Practicum).

## **DISCUSSION**

- Community media in global and local context  
Community media for social and development in India.
- Scope of Community media in Northeast India.

## **KEY READINGS**

- Fuller, K. Linda, (2007). Community Media: International Perspectives. Palgrave Macmillan
- Howley, Kevin. (2005). Community Media: People, Places, and Communication Technologies Kindle Edition
- Manyozo, Linje. (2012). Media, Communication and Development: Three Approaches. Sage India

## **E-RESOURCES**

- Community media, from [http://en.wikipedia.org/wiki/Community\\_media](http://en.wikipedia.org/wiki/Community_media)
- Community media, <http://www.unesco.org/new/en/communication-and-information/media-development/community-media/>
- Defining Community Media, <http://wpmu.mah.se/nmict122group2/defining-community-media/>
- Development of Community Media,  
<http://sockom.helsinki.fi/commedia/MRUTHU%20COMMUNITY%20MEDIA.doc>
- The Role of Community Media in Development,  
[http://development.thinkaboutit.eu/think3/post/the\\_role\\_of\\_community\\_media\\_in\\_development/](http://development.thinkaboutit.eu/think3/post/the_role_of_community_media_in_development/)
- Various forms of community media,  
<http://www2.amk.fi/digma.fi/eetu/www.amk.fi/opintojaksot/0702010/1204871263088/1204871755653/1204871860182/1204874765272.html>
- Innovations in Community Radio,  
[http://cemca.org.in/ckfinder/userfiles/files/Innovations%20in%20Community%20Radio\\_Low%20Res.pdf](http://cemca.org.in/ckfinder/userfiles/files/Innovations%20in%20Community%20Radio_Low%20Res.pdf)

## G 202: 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     | <b>Gender and Development: concepts and approaches</b>          | <ul style="list-style-type: none"> <li>• Gender and Development</li> <li>• Gender Development Index</li> <li>• Gender Empowerment Measures</li> <li>• Women and Development</li> <li>• Women in Development Approach</li> <li>• Sustainable Development and women's participation</li> <li>• Women's rights, health and hygiene</li> </ul>   | 10 | 04 | 04 |
| II    | <b>Issues related to women and health and hygiene</b>           | <ul style="list-style-type: none"> <li>• <b>Indicators of Women's Health:</b> Maternal Mortality rates , Nutrition, Fertility Family Planning, Access to health care services, reproductive and menstrual health</li> <li>• Gender equity and Gender justice</li> <li>• Gender auditing and Budgeting</li> <li>• Gender mainstreaming</li> <li>• Sexual Harassment</li> </ul>  | 08 | 04 | 08 |
| III   | <b>Child and Development discourse: Concepts and Approaches</b> | <ul style="list-style-type: none"> <li>• <b>Meaning and Importance of different stages of growth and development:</b> Physiological, psychological and cognitive approach (Dewey, Montessori, Piaget, Erikson, Vygotsky)</li> <li>• Factors influencing growth and development</li> <li>• principles of child development</li> <li>• Child rights and health and hygiene (Convention on Rights of the Child)</li> <li>• Child rights and Media (Oslo Challenge)</li> </ul> | 10 | 04 | 04 |
| IV    | <b>Issues in child development and health</b>                   | <ul style="list-style-type: none"> <li>• <b>Prenatal and Infant Health:</b> Mother and child health, practice of hygiene for maternal and child health, preventive medical care</li> <li>• <b>Childhood Stage:</b> Socialization and childhood education in hygiene, Environment, early needs and habit formation, child and hygiene</li> <li>• <b>Challenges to Social Inclusion:</b> gender bias and</li> </ul>  | 10 | 04 | 04 |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | nutrition, class , caste , community and the child differential ability, |  |  |  |
|--|--|--|--|--|--|

*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 different 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, 5<sup>th</sup> 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 (5<sup>th</sup> edition). Iowa: Dubuque Kendall Hunt Publishing

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**SEM: III**  
**C 301: 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                          | <b>Perspectives on Development Economics</b> | <ul style="list-style-type: none"> <li>• Why study Development Economics?</li> <li>• Growth and Development</li> <li>• Measurement of Development: GDP, PCI, PQLI, HDI, HPI, MPI, GDI, GEM, Kuznet's inverted „U“</li> <li>• Issues in Development: Poverty– measurement and classification, Inequality and its measurement, gender issues</li> <li>• Environment versus Development</li> <li>• Limits to Growth,</li> <li>• Global Warming.</li> </ul> | 10        | 04 | 04 |
| II                         | <b>Theories of Growth</b>                    | <ul style="list-style-type: none"> <li>• Harrod-Domer Model</li> <li>• Lewis model; Nurkse's theory</li> <li>• Solow's model</li> <li>• Human Capital theory</li> <li>• New Growth theory- endogenous growth;</li> <li>• Centre-Periphery theory</li> <li>• Myrdal's theory</li> <li>• Strategies- Balanced and Unbalanced growth</li> <li>• Big Push,</li> <li>• Dualistic theories.</li> </ul>  | 10        | 04 | 04 |
| III                        | <b>Economic Planning</b>                     | <ul style="list-style-type: none"> <li>• Concept, meaning and types of planning</li> <li>• Technique of planning</li> <li>• Market versus Planning</li> <li>• Relevance of planning in the context of globalization;</li> <li>• Regional Planning.</li> </ul>   | 10        | 04 | 04 |
| IV                         | <b>Economic Planning in India</b>            | <ul style="list-style-type: none"> <li>• Process of Economic planning in India</li> <li>• Objectives; Features; Resource Mobilization for Plans</li> <li>• Plan Models</li> <li>• Achievements and Failures.</li> </ul>   | 10        | 04 | 04 |
| <b>TOTAL CONTACT HOURS</b> |  |   | <b>64</b> |    |    |

*Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: InSem 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  
**C302: 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                          | <b>Overview of Policy Making</b>   | <ul style="list-style-type: none"> <li>• Hygiene and sanitation in Global Perspective</li> <li>• Perspective on Health Care Reform</li> <li>• Health Care System,</li> <li>• Development and Structure of Health Care, hygiene and sanitation system in developing countries</li> <li>• Analyzing Policy Options for Health System Improvement</li> </ul> | 10        | 04 | 04 |
| II                         | <b>Policy Developing Skills</b>  | <ul style="list-style-type: none"> <li>• Developing concise policy statements</li> <li>• Assessment of information in developing relevant policy options</li> <li>• Determinants of health related consequences of social structure</li> <li>• Identifying laws, regulations and policies related to Health, Hygiene and Sanitation</li> </ul>            | 10        | 04 | 04 |
| III                        | <b>Present Policies of Indian Government: Health and Hygiene Context</b>             | <ul style="list-style-type: none"> <li>• NHM Policy Planning 2013</li> <li>• National Health Policy</li> <li>• Total Sanitation Programme</li> <li>• Pradhan Mantri Swasthya Suraksha Yojana</li> <li>• Rashtrya Arogya Nidhi</li> <li>• Swacch Bharat Mission</li> <li>• Urban Sanitation Policy</li> <li>• Recent Developments</li> </ul>               | 10        | 04 | 04 |
| IV                         | <b>Departments &amp; Organisations associated with health hygiene and sanitation</b> | <ul style="list-style-type: none"> <li>• Ministry of Drinking Water and Sanitation</li> <li>• Water, Sanitation and Hygiene (WASH), United Nation</li> <li>• Public Health Engineering Department</li> <li>• Ministry of Health and Family Welfare</li> <li>• NGOs</li> </ul>   | 10        | 04 | 04 |
| <b>TOTAL CONTACT HOURS</b> |  |   | <b>64</b> |    |    |

*Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: InSem 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, 3<sup>rd</sup> 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, (1<sup>st</sup> 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>

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**SEM: III****C303: 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"> <li>• Psycho social health &amp; wellbeing – concept, definition, determinants.</li> <li>• Importance of psycho social factors for understanding health ,hygiene &amp; sanitation</li> <li>• Psycho -Social factors in Health, Hygiene &amp; Saniation research – menstrual health, hand washing, use of toilets</li> <li>• Mental health and hygiene</li> <li>• Psycho social intervention</li> </ul> | 12 | 02 | 04 |
| II                         | Social & cultural factors in Health & Hygiene | <ul style="list-style-type: none"> <li>• Concept &amp; definition of socio – culture</li> <li>• Socio –cultural theory - Vygotsky</li> <li>• Socio-cultural variables &amp; its role in health &amp; hygiene- SES, Education, Income etc.</li> <li>• Family &amp; Macro environment in health &amp; hygiene</li> </ul>  | 12 | 02 | 04 |
| III                        | Socio-cognitive aspects of Health & Hygiene   | <ul style="list-style-type: none"> <li>• Concept of social cognition</li> <li>• Approaches to social cognition- person perception, Attribution theory , schemas in context to health &amp; hygiene</li> <li>• Social-learning theory – Bandura</li> </ul>   | 10 | 04 | 04 |
| IV                         | Factors in psycho social health & Hygiene     | <ul style="list-style-type: none"> <li>• Self-efficacy &amp; self-esteem, concept &amp; role in health, locus of control</li> <li>• Learned helplessness &amp; optimism</li> <li>• Health- belief models- concept &amp; theoretical constructs</li> <li>• Interventions</li> <li>• Role of religion in health &amp; hygiene</li> <li>• Culture and health</li> </ul>  | 12 | 02 | 04 |
| <b>TOTAL CONTACT HOURS</b> |   |   | 64 |    |    |

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

**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 (8<sup>th</sup> 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

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SEM: III  
**D 301: 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     | <b>Social Geography: Health and Hygiene</b> | <ul style="list-style-type: none"> <li>• Social Geography: Concept, Origin, Nature and Scope.</li> <li>• Social Categories: Caste, Class, Religion, Race and Gender and their Spatial distribution and relation with health and hygiene</li> <li>• Geographies of Welfare and Well being: Concept and Components – Healthcare, Housing and Education.</li> <li>• Social Geographies of Inclusion and Exclusion, Slums, Gated Communities, Communal Conflicts and Crime.</li> </ul> | 10 | 04 | 04 |
| II    | <b>Health and Social Wellbeing</b>          | <ul style="list-style-type: none"> <li>• Perspectives on Health: Definition; linkages with environment, development and health; driving forces in health and environmental trends - population dynamics, urbanization, poverty and inequality.</li> <li>• Pressure on Environmental Quality and Health: Human activities and environmental pressure.</li> <li>• Mental Health and Wellness.</li> </ul>   | 10 | 04 | 04 |
| III   | <b>Pollution and Health Issues</b>          | <ul style="list-style-type: none"> <li>• Pollution and its impact on health</li> <li>• Air: Indicators, effects, interventions, legislations</li> <li>• Water: Pollutants, Effects, Purification of water</li> <li>• Soil: Pollutants, Effects and Prevention</li> <li>• Increased use of chemicals/pesticides and its impact on Human Health</li> <li>• Biological Hazards</li> </ul>   | 12 | 04 | 04 |

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

*Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: InSem 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 CO<sub>2</sub> 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.

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SEM: III  
**D 302: 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                          | <b>Social Entrepreneurship</b>                             | <ul style="list-style-type: none"> <li>• Entrepreneurship: Meaning, Concept, Definition, Theories</li> <li>• Social Entrepreneurship and Innovation</li> <li>• Objectives</li> <li>• Importance and Significance</li> <li>• Characteristics and qualities of Entrepreneurs.</li> <li>• Skills for Entrepreneurship</li> <li>• Issues and challenges.</li> <li>• Business Ethics</li> </ul> | 10        | 4  | 04 |
| II                         | <b>Entrepreneurial Motivation</b>                          | <ul style="list-style-type: none"> <li>• Motivating Factors</li> <li>• Motivation Theories: Maslow's Need Hierarchy Theory, McClelland's Acquired Need Theory</li> <li>• Government's Policy Actions towards Entrepreneurial promotion</li> <li>• Entrepreneurship Development Programme</li> </ul>  | 10        | 04 | 04 |
| III                        | <b>Entrepreneurship In Health and Hygiene</b>              | <ul style="list-style-type: none"> <li>• Vision and Mission</li> <li>• Planning, Organizing, Actuating and Control</li> <li>• Resources required (Money, Manpower, Machine, Material)</li> <li>• Training and Development</li> <li>• Networking with other organization</li> <li>• Innovative Ideas to deal with the context</li> </ul>  | 10        | 04 | 04 |
| IV                         | <b>Organizations for Internship and Observation Visits</b> | <ul style="list-style-type: none"> <li>• Internship- Meaning,</li> <li>• Significance of Internship</li> <li>• International Organizations (Unicef)</li> <li>• Government Organizations (SBM)</li> <li>• NGOs (ESI)</li> <li>• Model villages (Mawlynnong, Rewai, Khonoma, Ralegan Siddhi, Hiware Bazar)</li> </ul>  | 08        | 02 | 12 |
| <b>TOTAL CONTACT HOURS</b> |  |  | <b>64</b> |    |    |

*Note: End Sem: 60 Marks, In Sem: 40 Marks (20 Marks: Assignment/Practicum and 20 Marks: InSem 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.

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**SEM - III**  
**G 301: INFORMATION AND COMMUNICATION TECHNOLOGY FOR DEVELOPMENT**  
TOTAL CREDIT: 04

**Course Objectives:**

- 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"> <li>• ICT and its types</li> <li>• Role of ICTs in Sustainable Development</li> <li>• Healthcare Information Technology</li> <li>• Potential of ICTs in health sector</li> <li>• Impact of information Technologies on Community development</li> <li>• ICT for Development in India</li> <li>• Policy and Institutional Framework</li> </ul> | 8         | 4 | 16 |
| II            | Use of ICTs              | <ul style="list-style-type: none"> <li>• Radio/Community Radio</li> <li>• Television and Cinema</li> <li>• Print Media</li> <li>• New Media</li> <li>• Documentation using ICT</li> </ul>  | 10        | 4 | 16 |
| III           | Technical aspects of ICT | <ul style="list-style-type: none"> <li>• Microsoft Office</li> <li>• Audio Visual Production</li> <li>• Photography</li> <li>• Basics of Graphic Design</li> <li>• Blogging</li> </ul>   | 10        | 4 | 16 |
| Total Credits |                          |  | <b>64</b> |   |    |

*Note: End Sem Exam: 60 Marks (Theory); In Sem: 40 Marks (20 Marks: Assignment and 20 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 &Tufte, 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

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### SEM - III

#### G 302: EDUCATION AND DEVELOPMENT

**TOTAL CREDIT: 04**

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

|           |   |  |    |    |    |
|-----------|---|--|----|----|----|
| <b>IV</b> | <b>Emerging Policy Perspectives in Indian Education</b> | <ul style="list-style-type: none"> <li>• ICDS and Early Childhood Care and Education (ECCE): Anganwadi, Balwadi, Creches and Day care centres.</li> <li>• DPEP, UEE, EFA</li> <li>• Universalization of education - SarvaSiksha Abhijan (SSA), RashtriyaMadhyamikShiksha Abhijan (RMSA), RashtriyaUchatarShiksha Abhiyan (RUSA).</li> <li>• Yashpal Committee Report on Higher Education.</li> </ul> | 12 | 02 | 04 |
|-----------|---|--|----|----|----|

**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 21<sup>st</sup> 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 21<sup>st</sup> 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.

**SEM:III**  
**A 301: ICT FOR DEVELOPMENT**  
TOTAL CREDIT: 02

**Course Obejectives:**

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

*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:**

- Dagron, Gumucio, Alfonso & Tufte, 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, Free Press
- 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

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**SEM: IV**  
**C401: 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                          | <b>Behavioral Change</b>                                 | <ul style="list-style-type: none"> <li>• Behavioral Change- Definition &amp; Concept</li> <li>• Behavioural aspects of health &amp; hygiene</li> <li>• Key elements of behaviour change- threat, fear response, self- efficacy, subjective norms.</li> <li>• Risk factors to hygiene behavior</li> <li>• Role of Society in promoting health and hygiene behavior</li> <li>• Theory of planned behavior, trans-theoretical model</li> </ul>  | 13        | 02 | 02 |
| II                         | <b>Motivation For Behavioral Change</b>                  | <ul style="list-style-type: none"> <li>• Basic motivational concepts: Instincts, needs, drives, incentives, intrinsic motivation, extrinsic motivation</li> <li>• Factors in behavioral change               <ul style="list-style-type: none"> <li>- Learning – concept. Theories of learning</li> <li>- Incentives &amp; internal motivation,</li> <li>- Theories of motivation</li> </ul> </li> <li>• Primary fallacies that hinder behavioral change</li> <li>• Identifying motivational factors for behavioral change</li> <li>• Drivers of change</li> </ul> | 13        | 02 | 02 |
| III                        | <b>Attitudes &amp; Behavior for health &amp; Hygiene</b> | <ul style="list-style-type: none"> <li>• Concept of attitude</li> <li>• Factors &amp; theories related to attitude formation</li> <li>• Attitude change – definition &amp; concept</li> <li>• Theories of attitude change</li> <li>• Persuasion – factors related to attitude change</li> <li>• Linking attitude &amp; behavior</li> </ul>   | 14        | 01 | 02 |
| IV                         | <b>Behavior Change Techniques &amp; Challenges</b>       | <ul style="list-style-type: none"> <li>• Behavior pattern in different age groups- children, adults and elderly.</li> <li>• Behavior change challenges- in different community and age groups</li> <li>• Systemizing behavior Change</li> <li>• Role of hygiene promoters in Behavioral change</li> <li>• Planning &amp; monitoring for Behavior Change</li> </ul>   | 11        | 02 | 06 |
| <b>TOTAL CONTACT HOURS</b> |  |  | <b>64</b> |    |    |

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

**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.

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**SEMESTER:IV**  
**C402: DISSERTATION**  
TOTAL CREDITS: 04  
Total Marks: 100

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

**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 dissertation based on the fieldwork. Total allotted marks in this paper is 100 (60 marks for report writing, 20 marks for internal assessment and 20 marks for viva voce).
- As a special case, the students will have to submit the synopsis and abstract report at the starting and end of the dissertation project in lieu of the regular in sem examination. The scores will be distributed equally to both the assignments (i.e. 10 each)



**SEMESTER: IV**  
**C 403: INTERNSHIP**

TOTAL CREDITS: 04

**Internship Guidelines**

- There will be mandatory two months internship
- Internship will be considered as alternative to regular course of 4 credits.
- Internship must be availed during the semester and must complete before the beginning of the fourth semester examinations.
- Minimum 40 days Internship must be availed during the specific time period and minimum 56 hours must be covered during the time.
- A report and a copy of Internship Certificate must be submitted to the department.
- A feedback form in sealed envelope will be forwarded to the internship supervisor of the organization which the supervisor will be sending back in sealed envelope to the Centre for evaluation.
- No extension of deadline for submission of internship report will be allowed under any circumstance.
- Evaluation of Internship and *Viva-voce* will be conducted immediately after the fourth semester final examination.

**MODE OF EVALUATION**

| <b>Sl. No</b>      | <b>Examiner should consider:</b>                              | <b>Distribution of Marks</b> |
|--------------------|---|------------------------------|
| <b>1</b>           | <b>Feedback given by the organization<br/>(of Internship)</b> | <b>20</b>                    |
| <b>1</b>           | <b>Internship Report</b>                                      | <b>40</b>                    |
| <b>2</b>           | <b>Presentation and Viva-Voce</b>                             | <b>40</b>                    |
| <b>TOTAL MARKS</b> |   | <b>100</b>                   |

**SEM: IV****D 401: 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.

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

|            |                                       |  |           |           |           |
|------------|---------------------------------------|--|-----------|-----------|-----------|
| <b>III</b> | <b>Ethno psychiatry</b>               | <ul style="list-style-type: none"> <li>• The psychiatry of ethno psychiatry</li> <li>• Cultural dimensions of normal and abnormal,</li> <li>• 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</li> <li>• Culture, emotion and psychiatric disorder</li> <li>• Emotion and Schizophrenic disorder, emotion and major depressive disorder</li> </ul> | <b>10</b> | <b>04</b> | <b>04</b> |
| <b>IV</b>  | <b>Epidemiology and tribal health</b> | <ul style="list-style-type: none"> <li>• Basic epidemiological perspective,</li> <li>• Etiology of infectious diseases;</li> <li>• Epidemiologists' tool kit: observational research design, case control designs, cohort designs, measures of association; holism and epidemiology</li> <li>• Epidemiology of certain common diseases in indigenous population of India and North East India: malaria, tuberculosis, leprosy, diabetes, cardio-vascular diseases and STD/AIDS.</li> </ul>     | <b>10</b> | <b>04</b> | <b>04</b> |

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

**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: Contemporary Theory and Method, London: Praeger.
- Wiley, S.A. and J.S. Allen (2009). Medical Anthropology: A Biocultural Approach, New York, Oxford University Press.

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**SEM: IV**  
**D 402: 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     | <b>Gender and Development: concepts and approaches</b>          | <ul style="list-style-type: none"> <li>• Gender and Development</li> <li>• Gender Development Index</li> <li>• Gender Empowerment Measures</li> <li>• Women and Development</li> <li>• Women in Development Approach</li> <li>• Sustainable Development and women's participation</li> <li>• Women's rights, health and hygiene</li> </ul>   | 10 | 04 | 04 |
| II    | <b>Issues related to women and health and hygiene</b>           | <ul style="list-style-type: none"> <li>• <b>Indicators of Women's Health:</b> Maternal Mortality rates , Nutrition, Fertility Family Planning, Access to health care services, reproductive and menstrual health</li> <li>• Gender equity and Gender justice</li> <li>• Gender auditing and Budgeting</li> <li>• Gender mainstreaming</li> <li>• Sexual Harassment</li> </ul>  | 08 | 04 | 08 |
| III   | <b>Child and Development discourse: Concepts and Approaches</b> | <ul style="list-style-type: none"> <li>• <b>Meaning and Importance of different stages of growth and development:</b> Physiological, psychological and cognitive approach (Dewey, Montessori, Piaget, Erikson, Vygotsky)</li> <li>• Factors influencing growth and development</li> <li>• principles of child development</li> <li>• Child rights and health and hygiene (Convention on Rights of the Child)</li> <li>• Child rights and Media (Oslo Challenge)</li> </ul> | 10 | 04 | 04 |
| IV    | <b>Issues in child development and health</b>                   | <ul style="list-style-type: none"> <li>• <b>Prenatal and Infant Health:</b> Mother and child health, practice of hygiene for maternal and child health, preventive medical care</li> <li>• <b>Childhood Stage:</b> Socialization and childhood education in hygiene, Environment, early needs and habit formation, child and hygiene</li> <li>• <b>Challenges to Social Inclusion:</b> gender bias and</li> </ul>  | 10 | 04 | 04 |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | nutrition, class , caste , community and the child differential ability, |  |  |  |
|--|--|--|--|--|--|

*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 different 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, 5<sup>th</sup> 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 (5<sup>th</sup> edition). Iowa: Dubuque Kendall Hunt Publishing

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