

NEP Postgraduate Programme in Communication & Media Studies

Programmes: M.Sc. Nutrition & Health Communication

Faculty: Interdisciplinary Studies

Second Year Syllabi of M.Sc. Nutrition & Health Communication

2024-25

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| Programme Degree | M.Sc. |
| Specialization | Nutrition & Health Communication (NHC) |
| Preamble | <p>In today's rapidly changing world, effective communication is paramount in promoting public health and well-being. The Master's in Nutrition & Health Communication (NHC) program is designed to equip women graduates with the specialized knowledge and skills necessary to become experts in the field of health communication, associated with knowledge of nutrition, pharmaceuticals, and the wellness industry.</p> <p>By combining a strong foundation in nutrition and health with advanced training in communication, media production, content creation, writing, and public relations, this program aims to cultivate a new generation of women media professionals who can effectively communicate complex health information to diverse audiences. These graduates will be well-prepared to play pivotal roles in shaping public health discourse, promoting healthy lifestyles, and driving positive social change.</p> <p>The Master's program is designed to equip students for careers in communication with a focus on nutrition & health through a comprehensive understanding of the intricate relationship between nutrition, health, and communication. This program merges the rigor of communication & media with nutrition and health combining creative and strategic thinking to produce skilled professionals capable of crafting effective health messages and campaigns.</p> <p>Students will develop the ability to critically analyse health information, design targeted communication strategies, and utilize diverse media platforms to promote healthy lifestyles and address public health challenges. Graduates of this program will be well-prepared to excel in a variety of roles, including health journalism, public relations, social marketing, health education, and policy development. They will be equipped to create impactful communication campaigns that inform, educate, and inspire individuals and communities to make informed choices about their nutrition and health.</p> |
| Programme Objectives | <p>This programme will enable the learner to:</p> <ul style="list-style-type: none">• Develop innovative health communication interventions to address public health challenges.• Develop communication strategies for specific target audiences. |

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| | <ul style="list-style-type: none"> • Create health communication materials using varied communication technologies. • Analyse the effectiveness of existing health communication campaigns. • Identify the target audience for different health messages. • Apply key concepts in the context of public health and nutrition. • Examine the role of media in shaping public health perceptions. |
| Programme Specific Outcomes (POs) | Demonstrate a comprehensive understanding of the interrelationships between nutrition, health, and communication. |
| | Develop and implement effective health communication strategies for diverse audiences. |
| | Create innovative and engaging health communication materials across various media platforms. |
| | Conduct research to assess the impact of nutrition and health communication interventions. |
| | Collaborate with professionals from different fields to develop comprehensive health promotion programs. |
| | Communicate complex nutrition and health information clearly and effectively to various stakeholders through content creation |
| | Exhibit leadership skills in promoting healthy behaviors and advocating for public health policies. |
| Eligibility Criteria for the Programme | Women graduates, from any discipline, with minimum of 40 percent from AICTE/UGC recognized institutions. Students awaiting their final year results will be given provisional admission. |
| Intake (For SNTDWU Departments and Conducted Colleges) For affiliated Colleges | 25 40 |

Year I

| S. No. | Courses | Type of Course | Credits | Marks | Int | Ext |
|-------------------|---------------------------------------|----------------|---------|-------|-----|-----|
| Semester I | | | | | | |
| 112011 | Introduction to Communication Studies | Major (Core) | 4 | 100 | 50 | 50 |

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|---|---|------------------|-----------|------------|------------|------------|
| 112012 | Introduction to Digital Media | Major (Core) | 4 | 100 | 50 | 50 |
| 112023 | Writing for Media (Print) | Major (Core) | 4 | 100 | 100 | - |
| 112014 | Media and Society | Major (Core) | 2 | 50 | 50 | - |
| 122031/ 122032/ 122033/ 122034 | Visual Communication / Production Management / Creative Writing/ Communication Initiatives | Major (Elective) | 4 | 100 | 50 | 50 |
| 132011 | Research Methodology | Minor Stream | 4 | 100 | 50 | 50 |
| End of SEMESTER I | | | 22 | 550 | 350 | 200 |
| Semester II | | | | | | |
| 212021 | Writing for Media (Audio Visual) | Major (Core) | 4 | 100 | 50 | 50 |
| 212012/ 212013 | Client Servicing OR Introduction to Marketing | Major (Core) | 4 | 100 | 50 | 50 |
| 212034 | Audio Production | Major (Core) | 4 | 100 | 50 | 50 |
| 212035 | Communication Campaign | Major (Core) | 2 | 50 | 50 | - |
| 222021/ 222022/ 222023/ 222024 | Producing Audio-Visual content OR Creating Photo Essay OR Writing Blog Series OR Video Production | Major (Elective) | 4 | 100 | 100 | - |
| 242041 | Internship | OJT | 4 | 100 | 50 | 50 |
| End of SEMESTER II | | | 22 | 550 | 350 | 200 |

Exit after First Year

With Postgraduate Diploma in Communication & Media Studies

Year II**(SPECIALISATION – M.Sc. Nutrition & Health Communication)**

| <i>SN</i> | <i>Courses</i> | <i>Type of Course</i> | <i>Credits</i> | <i>Marks</i> | <i>Int</i> | <i>Ext</i> |
|----------------------------|--|-----------------------|----------------|--------------|------------|------------|
| Semester III | | | | | | |
| 312211 | Public Health | Major (Core) | 4 | 100 | 50 | 50 |
| 312212 | Human Nutrition | Major (Core) | 4 | 100 | 50 | 50 |
| 312213 | Media Approaches for Nutrition & Health Communication | Major (Core) | 4 | 100 | 50 | 50 |
| 312214 | Gender, Health & Media | Major (Core) | 2 | 50 | - | 50 |
| 322221 / 322222 | Writing for Nutrition & Health / Communication Initiatives | Major (Elective) | 4 | 100 | 100 | - |
| 352231 | Research Project | RP | 4 | 100 | 50 | 50 |
| End of SEMESTER III | | | 22 | 550 | 250 | 300 |
| Semester IV | | | | | | |
| 412211 | Communicating with Communities | Major (Core) | 4 | 100 | 50 | 50 |
| 412212 | Public Relations and Corporate Communication | Major (Core) | 4 | 100 | 50 | 50 |
| 412213 | Programs & Policies in Nutrition & Health | Major (Core) | 4 | 100 | 50 | 50 |
| 422221/ 422222 | Nutrition & Health Communication Campaigns / Communication Initiatives | Major (Elective) | 4 | 100 | 50 | 50 |
| 452223/ 452232 | Dissertation / Film Project | Research Project | 6 | 150 | 100 | 50 |
| End of SEMESTER IV | | | 22 | 550 | 300 | 250 |

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| 312211 | Public Health Major (Elective) | | |
| Sr. No. | Modules and Outcomes | Course Contents | Cr |
| Course Outcomes: | At the end of this course Learners will be able to- <ul style="list-style-type: none"> Analyse the core principles and historical foundations of public health theory and practice. Critically evaluate the social determinants of health and their impact on population health outcomes. Identify the major global public health challenges (e.g., infectious diseases, chronic diseases, environmental health issues). Appreciate the importance of collaboration between public health professionals, policymakers, and communities. Value the importance of cultural competency and building trust with diverse populations in public health interventions. Develop strong leadership and communication skills for promoting public health initiatives. | | |
| Module 1 | Health and Well Being | | 1 |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Develop a critical perspective on the interpretation of epidemiological data and its limitations. Foster a commitment to data-driven decision-making in public health practice. Appreciate the importance of epidemiological research in identifying public health priorities and informing intervention strategies. | Module Contents: <ul style="list-style-type: none"> Diseases and Epidemiology, Determinants of health Indicators of Health, Epidemiological Triad Concept of causation of diseases Natural history of diseases, measuring occurrence of disease Concept of evaluation and prevention Modes of intervention Changing pattern of disease Principles of Epidemiology <ul style="list-style-type: none"> Definition and disease frequency Aims of epidemiology and epidemiology approach Measurement of mortality and morbidity Epidemiology methods Transmission of disease Host defense and immune response | |
| Module 2 | Communicable disease | | |
| | LOs: Learners will be able to | Module Contents: | |

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| | <ul style="list-style-type: none"> • Critique public health issues and communicable diseases • Describe the epidemiologic principles in control and prevention of communicable diseases. • Analyze the notifiable diseases as stipulated in the public health act. • Describe the approaches used in responding to epidemics. | <ul style="list-style-type: none"> • Transmission through direct or indirect contact. • Direct contact - called sexually transmitted disease - HIV, gonorrhea, syphilis, and others like tetanus etc. • Indirect contact - exchange of an infected object, blood or body fluids - Influenza, etc. • Air-borne transmission - influenza, smallpox, measles, chickenpox, and tuberculosis, water-borne - Cholera • Food-borne diseases include salmonella or stomach flu. • Vector-borne diseases - malaria, Dengue. • Vertical transmission - HIV, Hepatitis B, Syphilis, rubella, and Herpes simplex virus. • Zoonotic: animal to man – rabies, H1N1, leptospirosis, salmonella, Ringworm, etc. | |
| Module 3 | Non-Communicable Disease | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> • Classify basic knowledge relating to the descriptive, analytical, and applied epidemiology of chronic, non-communicable diseases. • Summarize basic knowledge relating to risk factors for chronic diseases. • Identify and access sources of data on burden of chronic disease and their risk factors in populations. | Module contents <ul style="list-style-type: none"> • Obesity, Under nutrition, Diabetes. • Substance Abuse (tobacco use, alcohol, narcotics, hallucinogens, prescription drugs and other substances), • Ischemic Heart disease, Hypertension, Stroke, cancer. • Occupational Health issues, accidents and Injuries • Mental health – commonly occurring problems. • Genetically caused health issues. | |
| Module 4 | Public Health in Disaster management and Outbreaks | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> • Assimilate the gravity of immediate measures to be taken during disaster situations • Recognise the level of preparedness during disaster situations. | <ul style="list-style-type: none"> • Disease outbreaks in India • Nature and Scale of disaster • Preparedness plans for Disaster Management | |

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| | | <ul style="list-style-type: none"> • Role of governmental organisations at Gram, Jilha, Taluka, State and National level | |
| Assignments/ Activities towards CCE | | | |
| | <ul style="list-style-type: none"> • Students must study case studies of real-world disease outbreaks or public health emergencies, applying epidemiological principles to analyze the situations. • Organize a panel discussion by inviting experts and learn from their real-life experiences. • Presentation about role of digital media in bringing public health to the forefront. | | |

References and Readings

Gates, B. (2022). How to Prevent the Next Pandemic. United Kingdom: Penguin Books Limited.

Krishnan, V. (2022). Phantom Plague. Penguin Viking.

Schneider, M.-J. (2020). Introduction to Public Health.

World Health Organization. Global tuberculosis report 2022 [cited 2022 Nov 30]. <https://www.who.int/teams/global-tuberculosis-programme/tb-reports/global-tuberculosis-report-2022>External Link

Writers, N. A. (2021). The Pain Was Unbearable. So Why Did Doctors Turn Her Away?" By Maia Szalavitz for Wired.

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| 312212 | Human Nutrition | | |
| | Major (Elective) | | |
| Sr.No. | Modules and Outcomes | Course Contents | Cr |
| Course Outcomes: | At the end of this course Learners will be able to- <ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of the physiological and biochemical functions of macronutrients (carbohydrates, proteins, lipids) and micronutrients (vitamins, minerals, water, electrolytes). • Analyse the role of nutrition in promoting health and preventing chronic diseases (e.g., cardiovascular disease, diabetes, obesity). • Critically evaluate current research and trends in human nutrition. • Apply knowledge of nutrient requirements across the lifespan, considering factors like pregnancy, lactation, growth and development, and aging. • Explain the impact of diet on specific health conditions and explore the principles of therapeutic nutrition. | | |
| Module 1 | Human and Public Nutrition | | 1 |

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| | LOs: Learners will be able to <ul style="list-style-type: none"> • Identify food sources. • Relate to the principles of food science and discuss the relation between Food Science and Nutrition • Analyze the prominence of public nutrition. | Module Contents: <ul style="list-style-type: none"> • Nutrition and its relation to health • Food acceptance and food behavior- Internal and external factors influencing the intake of food • Concept of public nutrition • Role of public nutritionists in the health care delivery. | |
| Module 2 | Nutrition during Life cycle | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> • Summarize nutritional aspects of foods and their functions. • Identify food sources. • Discuss the principles of food science and discuss the relation between Food Science and Nutrition • Assimilate the physiological changes during growth, development and ageing and their effect on nutritional needs. | Module Contents: <ul style="list-style-type: none"> • Basic five food groups, dietary guidelines and food pyramid • Balanced diet • Factors affecting meal planning • Overview of nutritional requirements • Body Composition –changes through the lifecycle • Planning meals for different age groups <ul style="list-style-type: none"> - Infancy - Childhood - Adolescence - Youth & middle age - Old age | |
| Module 3 | Role of macronutrients | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> • Identify the different macronutrients essential in our diets. • Assimilate the impact of deficiencies caused in absence of certain macronutrients. | Module contents Macronutrients <ul style="list-style-type: none"> • 1. Carbohydrates • 2. Proteins • 3. Fats • 4. Water - Classification, functions, sources, requirements, deficiencies - Digestion, Absorption, Transport | |
| Module 4 | Role of micronutrients | | |

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| | LOs: Learners will be able to <ul style="list-style-type: none"> • Identify the essential micronutrients needed in the diet. • Categorize the deficiencies and measures to combat the same. | Micronutrients: <ul style="list-style-type: none"> • Classification of Vitamins: A,D,E,K, Thiamin, Riboflavin, Niacin, Ascorbic Acid and Minerals: Calcium, Iron and Iodine • Functions, deficiencies sources, requirements • Digestion, Absorption, transport • Conservation of nutrients | |
| Assignments/ Activities towards CCE | | | |
| | <ul style="list-style-type: none"> • Make a video of any recipe that you wish to spread awareness about and inform audiences about the necessity of that recipe in their diets. • Design and execute awareness sessions for the community about the importance of nutrients. • Make short, creative videos about micronutrients and macronutrients and the importance in our diets. | | |

References and Readings

Joshi, Shubhangini (2009), Nutrition and Dietetics, Mcgraw Hill Higher Education

Mudambi, S.R., Rajgopal, M.V.(2012), Fundamentals of Foods and Nutrition New Age International Pvt. Ltd.

Sunetra Roday, Food Science and Nutrition, 2nd Ed. (2012), Oxford University Press.

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| 312213 | Media Approaches for Nutrition & Health Major (Elective) | | | |
| Sr.No. | Modules and Outcomes | Course Contents | Cr | |
| Course Outcomes: | At the end of this course Learners will be able to- <ul style="list-style-type: none"> • Assimilate the approaches and strategies to be used in dissemination of information about health and nutrition to the public. • Empower students with opportunities to explore the preparation and presentation of media to the community. • Identify various media formats and channels used for nutrition and health communication. • Evaluate the strengths and limitations of different media approaches for reaching diverse audiences. • Develop clear, concise, and evidence-based messages about nutrition and health for various media platforms. • Craft compelling storytelling techniques to engage audiences and promote healthy behaviours. • Utilize visual communication tools to effectively communicate nutrition information. | | | |

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| | <ul style="list-style-type: none"> • Design and implement targeted media campaigns for specific health issues or population groups. | |
| Module 1 | Communication for behaviour change | 1 |
| | <p>LOs: Learners will be able to</p> <ul style="list-style-type: none"> • Identify different models in the area of media and health nutrition responsible to create change in the contemporary health studies. • Implement the community normative changes that support behavior change and behavior maintenance to penetrate the nutrition health message. • Assimilate and study the flow of communication required to impart the role of awareness of health communication. | <p>Module Contents:</p> <ul style="list-style-type: none"> • Communication for behavior change • Strategy planning framework for communication interventions • Setting communication objectives - A-B-C-D: Audience, Behavior, Condition, and Degree • Developing and pre-testing messages and materials • Mobilizing social support and community participation • Strengthening community action and participation • Establishing evaluation methods, program communication strategies, and management skills at the local level |
| Module 2 | Facets of Health Communication | |
| | <p>LOs: Learners will be able to</p> <ul style="list-style-type: none"> • Recognize the media models in nutrition and health. • Evaluate the media tools used for educating the masses across the sectors of society. • Recognize certain media interventions that have been determined to be particularly benefited with association of the masses. • Create media material suitable for the population under study. | <p>Module Contents:</p> <ul style="list-style-type: none"> • Edutainment model for health communication • Theories of Health Communication • Role of mass media in Nutrition Health communication • Comparative analysis of media for different campaigns and messages |
| Module 3 | New technologies | |
| | <p>LOs: Learners will be able to</p> <ul style="list-style-type: none"> • Create useful piece of information adhering to health and nutrition for media display. • Assimilate how information and communication | <p>Module contents</p> <ul style="list-style-type: none"> • eHealth and information communication technologies • Content creation on Health and Nutrition for a website |

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| | <p>technologies are changing and accelerating change in the world of health service management and delivery.</p> <ul style="list-style-type: none"> Describe the impact of e-Health solutions as experienced by consumers, clinicians, and the health care system. | <ul style="list-style-type: none"> Social media for health and wellness Use of mobile technology to spread awareness. M Health and community health campaigns Technology for health monitoring- merits and demerits Introduction to AI in health and nutrition | |
| Module 4 | Community mobilization | | |
| | <p>LOs: Learners will be able to</p> <ul style="list-style-type: none"> Critically analyze policies and programs that support health nutrition and promote changes in social conditions to diseases and vulnerability. Assimilate the importance of media platform to raise awareness and increase knowledge of health concerns, stimulating the masses to health seek services. Identify the need of the information people in area of nutrition and health. | <p>Module contents</p> <ul style="list-style-type: none"> Existing programmes and policies related to health Social Mobilization Media Literacy Development support communication Steps of Strategy Development for health communication | |
| Assignments/ Activities towards CCE | | | |
| | <ul style="list-style-type: none"> Prepare a 1.5 min Public Service Announcement for social media. Conduct a needs assessment for a prevalent issue in society. Conduct mini research on the different aspects of health communication. Assess role of AI in generating information | | |

References & Readings

- Bordenave J. *Communication and Rural Development*. Belgium: UNESCO, n.d.
- Gwyn Richard. *Community Health and Illness*. SAGE Publications, 2002.
- Maibache, and Parott, R.L. *Designing Health Messages – Approaches from Communication Theory and Public Health Practice*. SAGE Publications, 1995.
- Melkote S.R. *Communication for Development in 3rd World: Theory & Practice*. SAGE Publications, 1991.
- Mody, Bella. *Designing Messages for Development Communication: An Audience-Based Approach*. London: SAGE Publications, 1992.

Molenda H, and Smaldino, R. *Instructional Media and Technologies for Learning*. New Jersey: Merrill Prentice Hall, 2009.

Renata Schiavo. *Health Communication: From Theory to Practice*. Jossey Bass, Wiley, 2013.

Richards M & French D. *Contemporary Eastern Perspectives*. London: Thousand Oaks, 1996.

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| 312214 | Gender, Media & Health | | |
| Sr. No. | Modules and Outcomes | Course Contents | Cr |
| Course Outcomes: | At the end of this course Learners will be able to- <ul style="list-style-type: none"> • explore the complex interplay between women, media representations, and health. • Identify the influence of gender, race, ethnicity, and social class on women's experiences with media and health. • Explore historical and contemporary feminist perspectives on women's health and media representations. • Analyse the role of advertising and marketing in shaping women's health choices and consumer behaviour. | | |
| Module 1 | Perspectives on Gender | | 1 |
| | LOs: Learners will be able to <ul style="list-style-type: none"> • Demonstrate substantial knowledge of foundational and contemporary theoretical literature in the field of gender studies. • Analyze the construction and deconstruction of identity formation of women in media. | Module Contents: <ul style="list-style-type: none"> • The social construction of sex and gender • Deconstructing social identity • Concepts of Masculinity / femininity / health-work - violence • Construction of Health and beauty across the gender spectrum. | |
| Module 2 | Representation of women in media | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> • Associate with the portrayal of women in various forms of media. • Assimilate and practically analyze the portrayal of gender and reasons | Module Contents: <ul style="list-style-type: none"> • Gender, representation, and media. • Construction of women and womanhood in media • Gender stereotyping in various media re health and nutritional needs/ problems of women. (Print, TV, films. Advertising) • Representation of women's Health and concerns and role of culture | |

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| | | <ul style="list-style-type: none"> Usage of social media for health and wellness | |
| Assignments/ Activities towards CCE | | | |
| | <ul style="list-style-type: none"> Analyze media representations of women from different social backgrounds, ethnicities, and sexual orientations and present your thoughts in an audiovisual format. Interview 5 women working in the media on their experiences of working in a media organization. Undertake a survey of social media usage for health and wellness among youth / men / women / members of LGBTQAI+ | | |

References and Readings

Caroline Criado Perez. *Invisible Women: The Sunday Times Number One Bestseller Exposing the Gender Bias Women Face Every Day*. Vintage, 2020.

Cleghorn, Elinor. *Unwell women: A journey through medicine and myth in a man-made world*. Weidenfeld & Nicolson, 2022.

Jackson, Gabrielle. *PAIN & PREJUDICE*. Greystone Books, 2021.

Marris P & Thornham S. (2000) *Media Studies – A Reader* (2nd edition). New York. New York University Press.

Mazzarella, S.R. (ed) (2005) *Girls, the internet and negotiation of identity*. New York. Peter Lang Publishing.

Paliwal, Dr. Deepak. *Women Status and Health Care Services in Uttarakhand Himalaya: Reach and Responsiveness to the Health Care System and Social Dogmas*. PACIFIC BOOKS INTERNATIONAL, 2019.

Ross, K & Byerly, C.M. (2004) *Women and Media: International Perspectives*. Oxford. Blackwell Publishing.

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| 322221 | Writing for Nutrition & Health | | |
| Sr.No. | Modules and Outcomes | Course Contents | Cr |
| Course Outcomes: | At the end of this course Learners will be able to- <ul style="list-style-type: none"> Write compelling and evidence-based journalism on nutrition and health topics for various media platforms. Build a strong foundation in science communication, develop critical thinking skills. Explore ethical considerations in health journalism. Develop clear, concise, and accurate writing about complex scientific topics for a general audience. Adapt communication strategies to different media formats (e.g., print, online, broadcast, social media). | | |
| Module 1 | Communication for Journalists | | 1 |

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| | LOs: Learners will be able to <ul style="list-style-type: none"> Deconstruct complex terminology. Recognize synonyms and alternatives. Assess research articles from health journals | Module Contents: <ul style="list-style-type: none"> Understanding Jargon Breaking down complex scientific terms into simpler, cognizable language for non-scientific readers; identifying everyday words or simpler scientific terms that can replace jargon without compromising accuracy; providing explanations or definitions within the article itself to ensure reader comprehension. Translating Research Findings Equipping students with the skills to critically analyze research papers and identify the most important results for public interest. Emphasizing the importance of accuracy while acknowledging the nuances and limitations of scientific research. Building Trust with the Reader: Transparency in sourcing; Recognizing potential biases; Avoiding sensationalism | |
| Module 2 | Media Landscape for Health News | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Assimilate the variation between different media and their considerations Implement the ethical principles of health journalism, including accuracy, fairness, patient confidentiality, and avoiding sensationalism. Develop skills to conduct effective interviews with scientists, health professionals, and other experts relevant to health stories. | Module Contents: <ul style="list-style-type: none"> Exploring different media for health beat Health journalism ethics Interviewing Techniques for Health Journalists Various health topics like adolescent behaviour, maternal health, lifestyle diseases, mental health and wellbeing, to name a few. | |
| Module 3 | Storytelling and Narrative Techniques | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Enhance information retention and assimilation | Module contents <ul style="list-style-type: none"> Making information memorable Humanizing science and health | |

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| | <p>compared to purely factual presentations.</p> <ul style="list-style-type: none"> • Develop the skills to build a compelling narrative with a clear beginning, middle, and end, keeping the reader engaged. • Associate how incorporating audio, video, and interactive elements can enhance storytelling in health journalism | <ul style="list-style-type: none"> • Developing a strong narrative arc • Storytelling for Different Platforms | |
| Module 4 | Misinformation and Fake News in Health Reporting | | |
| | <p>LOs: Learners will be able to</p> <ul style="list-style-type: none"> • Identifying how financial gain or promoting specific viewpoints can motivate the spread of misinformation. • Identifying the absence of citations, reliance on anecdotal evidence. • Emphasizing the importance of evaluating information against known scientific facts and reputable sources. • Introducing reliable fact-checking websites and databases to verify information. | <ul style="list-style-type: none"> • Clickbait and sensational headlines • Financial incentives and hidden agendas • Unscientific language and lack of evidence • Utilizing fact-checking tools and resources | |
| Assignments/ Activities towards CCE | | | |
| | <ol style="list-style-type: none"> 1. Make a journal of health-related articles from magazines, newspapers, and other sources, study them. This activity will continue through the semester. At the end of semester, students will discuss the same. 2. Conduct a video interview with a professional from this sector applying the above learnt skills. 3. Read a UNICEF/WHO/ UN/ UNDP/ GoI report on any related topic and discuss it in class. 4. Identify 5 credible sources / websites/ magazines of health-related news and discuss in class. | | |

References and readings

Feder, Shira. "Reporting on Health: What 18 Journalists Wish They'd Known from the Start." The Open Notebook, September 1, 2020.
<https://www.theopennotebook.com/2020/09/01/reporting-on-health-what-18-journalists-wish-theyd-known-from-the-start/>.

- "Health Topics." Accessed August 29, 2024. <https://www.who.int/health-topics>.
- "Improving the Quality of Health Journalism: When Reliability Meets Engagement | Reuters Institute for the Study of Journalism." Accessed August 29, 2024. <https://reutersinstitute.politics.ox.ac.uk/our-research/improving-quality-health-journalism-when-reliability-meets-engagement>.
- Paul, Bobby, Sweetly Suman Jha, Aparajita Dasgupta, Lina Bandyopadhyay, and Shamita Mandal. "Health Journalism: A Challenging Paradigm." *Medical Journal of Dr. D.Y. Patil University* 14, no. 3 (June 2021): 357. https://doi.org/10.4103/mjdrdypu.mjdrdypu_28_20.
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- "The News Manual - Glossary." Accessed August 29, 2024. <https://www.thenewsmanual.net/Resources/glossary.html>.
- USMLEPREPS. "USMLE PREPS | Medical Journalism: Writing for Healthcare Advocacy." Accessed August 29, 2024. https://usmlepreps.com/blog/news_content/646-medical-journalism-writing-for-healthcare-advocacy.
- "What Does a Health Science Writer Do?," January 7, 2015. <https://www.health-science-degree.com/faq/health-science-writer/>.
- "Why Health Journalism Makes a Great Entry Point for Nurse Writers." Accessed August 29, 2024. <https://www.rn2writer.com/blog/why-health-journalism-makes-a-great-entry-point-for-nurse-writers>.

| 322222 | Communication Initiatives | | |
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| | Major (Elective) | | |
| Sr. No. | Modules and Outcomes | Course Contents | Cr |
| Course Outcomes: | At the end of this course Learners will be able to- <ul style="list-style-type: none"> • Prepares the students to interact with different target audiences in different locations like schools, hospitals, orphanages, observation centers for children, PHC's, Anganwadi's, etc. • Develop comprehensive communication plans that define objectives, target audiences, key messages, and evaluation methods. • Conduct audience research and analysis to inform communication strategies. • Craft compelling messaging and content tailored to specific media platforms and audiences. • Utilize project management skills to plan, execute, and evaluate communication campaigns. • Collaborate effectively with diverse teams (e.g., designers, writers, social media specialists) to develop and implement media campaigns. • Measure the effectiveness of communication campaigns using appropriate metrics and analytics tools. | | |
| Module 1 | Child / youth / women centric socially relevant activities | | 1 |

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| | LOs: Learners will be able to <ul style="list-style-type: none"> Execute health and nutrition related activities for young children and people. | Module Contents: <ul style="list-style-type: none"> Plan activities as per requirement of the agency or group of girls in educational environment to inform them about health issues. | |
| Module 2 | Collaboration with institutions / organisations working for health /wellness / nutrition | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Develop a strategic and results-oriented approach to communication campaign development. Embrace innovation and creativity in crafting engaging and impactful communication messages. Foster critical thinking and problem-solving skills in the dynamic environment. | Module Contents: <ul style="list-style-type: none"> Plan and execute activities as per requirement of the agency or group of children and young people in community setting. | |
| Module 3 | Community tie-ups | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Demonstrate practical / face to face interactions with the study populations and learn from real life experiences. | Module contents <ul style="list-style-type: none"> Community engagement through community radio to conduct health / nutrition related activities about girls/ women / children. (awareness about diets / myths / etc. | |
| Module 4 | Corporate tie-ups | | |
| | LO: Learners will be able to: <ul style="list-style-type: none"> Interpolate professional networking. Plan and execute diverse activities Maintain deadlines and upholding commitments Uphold professional ethics and build a professional network. | Module contents <ul style="list-style-type: none"> Work with a corporate related to health / wellness/ nutrition / mental health or other related issues and execute programs with their CSR groups. Create content / short films / PSAs / vlogs and more about relevant issues. | |
| Assignments/ Activities towards CCE | | | |
| | Ongoing throughout the semester. | | |

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| 352231 | Research Project Major (Elective) | | |
| Sr.No. | Modules and Outcomes | Course Contents | Cr |
| Course Outcomes: | At the end of this course Learners will be able to- <ul style="list-style-type: none"> Demonstrate in-depth comprehension of a specific research topic within the student's field of study. Apply relevant research Methodologies and theoretical frameworks to investigate their chosen research question. Critically evaluate existing research literature and identify gaps in knowledge. Develop a strong foundation in research ethics and responsible research conduct. | | |
| Module 1 | Preparing for research | | 1 |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Formulate a clear and focused research question that contributes to the advancement of knowledge. Conduct a thorough literature review to identify relevant academic sources and synthesize key findings. | Module Contents: <ul style="list-style-type: none"> Research Design-Identify a research area / topic / issue. Formulating a Research Question Choosing a Research Methodology Gathering relevant resources in print, audio-visual format | |
| Module 2 | Literature Review | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Categorize credible and relevant academic sources. Critically evaluate existing research. | Module Contents: <ul style="list-style-type: none"> Identifying Relevant Sources Evaluating Research Literature Synthesis of Findings Reviewing the research papers | |

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| | <ul style="list-style-type: none"> Assess its strengths and limitations of the relevant topics. | | |
| Module 3 | Data Collection and Analysis | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Design the most appropriate method for their research question. Devise practical skills for data collection, such as designing surveys, conducting interviews, or collecting observational data. Analyze their data using appropriate statistical tools or qualitative coding methods | Module contents <ul style="list-style-type: none"> Selecting Data Collection Methods Data Collection Techniques Data Analysis and Interpretation | |
| Module 4 | Research Ethics and Responsible Conduct | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Discriminate between fundamental research ethics principles, such as informed consent, confidentiality, and data privacy. Interpret and gather data ethically and responsibly. Devise strategies to address potential ethical challenges appropriately. | Module contents <ul style="list-style-type: none"> Research Ethics Principles Responsible Data Collection Practices Addressing Ethical Dilemmas | |
| Assignments/ Activities towards CCE | | | |
| | Submission of research project preferably in audio-visual format. | | |

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- Mathur, Hari Mohan (ed.) (2008). *India Social Development Report 2008: Development and Displacement*. New Delhi: Oxford University Press

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Nanda, Satyajeet (ed.) (2011). *Healthcare Communication and Services for Mother and Child*. New Delhi : Konark Publishers

| Semester IV | | | | | | |
|---------------------------------|--|------------------|-----------|------------|------------|------------|
| 412211 | Communicating with Communities | Major (Core) | 4 | 100 | 50 | 50 |
| 412212 | Public Relations and Corporate Communication | Major (Core) | 4 | 100 | 50 | 50 |
| 412213 | Programs & Policies in Nutrition & Health | Major (Core) | 4 | 100 | 50 | 50 |
| 422221 422222 | Nutrition & Health Communication Campaigns / Communication Initiatives | Major (Elective) | 4 | 100 | 50 | 50 |
| 452231/ 452232 | Dissertation / Film Project | RP | 6 | 150 | 100 | 50 |
| End of SEMESTER IV | | | 22 | 550 | 300 | 250 |

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|-------------------------|--|--|-----------|---|
| 412211 | Communicating with Communities | | | |
| | Major Core | | | |
| Sr.No. | Modules and Outcomes | Course Contents | Cr | |
| Course Outcomes: | At the end of this course Learners will be able to- <ul style="list-style-type: none"> Conduct needs assessments and audience analyses to tailor messages effectively. Evaluate the impact of community communication initiatives. Address ethical considerations in community engagement. Assimilate the unique challenges and opportunities faced by marginalized communities in India. Apply relevant communication theories and frameworks to design effective communication strategies. Utilize various media channels to engage with marginalized communities. | | | |
| Module 1 | Introduction to Community Communication | | | 1 |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Appreciate the value of community engagement and participation. | Module Contents: <ul style="list-style-type: none"> Definition and scope of community communication Historical context of community | | |

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| | <ul style="list-style-type: none"> Develop a sense of empathy and respect for diverse community members. | <p>communication in India</p> <ul style="list-style-type: none"> Importance of community engagement in social development | |
| Module 2 | Communication Strategies and Tools | | |
| | <p>LOs: Learners will be able to</p> <ul style="list-style-type: none"> Demonstrate knowledge of various communication strategies and tools applicable to community engagement. Assimilate the principles of effective communication in diverse cultural and socio-economic contexts. Recognize the importance of tailoring communication strategies to specific community needs and challenges | <ul style="list-style-type: none"> Community engagement: Developing strategies for building relationships with community members, gaining trust, and establishing effective communication channels. Visual communication: Utilizing visual media (e.g., photography, video, graphic design) to tell stories, raise awareness, and promote social change. Digital communication: Exploring the use of digital platforms (e.g., social media, websites, mobile apps) to reach and engage with marginalized communities. Storytelling and narrative: Understanding the power of storytelling in building connections and promoting social change. | |
| Module 3 | Community Development and Empowerment | | |
| | <p>LOs: Learners will be able to</p> <ul style="list-style-type: none"> Build relationships with community leaders and stakeholders. Recognize the role of community participation in driving social change. Identify key challenges and opportunities in community development. | <p>Module contents</p> <ul style="list-style-type: none"> Community organizing: principles and practices of community organizing to empower marginalized groups. Participatory action research: Engaging communities in research projects to address their own concerns. Social justice advocacy: Preparing students to advocate for social justice and equity within their communities. | |
| Module 4 | Ethical Considerations | | |
| | <p>LOs: Learners will be able to</p> <ul style="list-style-type: none"> Assimilate the ethical implications of | <p>Module contents</p> <ul style="list-style-type: none"> Ethical dilemmas in communication: Exploring | |

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| | <p>communication in community settings.</p> <ul style="list-style-type: none"> • Recognize the power of communication to promote social justice and equity. • Develop a commitment to social justice and equity. • Analyse power dynamics within communities and their impact on communication. • Critically evaluate the representation of marginalized communities in media and other forms of communication. | <p>ethical issues related to research, representation, and intervention in marginalized communities.</p> <ul style="list-style-type: none"> • Informed consent and privacy: Ensuring ethical practices in data collection and dissemination. • Power dynamics and representation: Addressing the potential for power imbalances and misrepresentation in communication with marginalized communities. | |
| | Assignments/ Activities towards CCE | | |
| | <p>1. Community Mapping: Creating a visual representation of the community's resources, assets, and challenges.</p> <p>2. Community Interviews: Conducting interviews with community members to Assimilate their needs, aspirations, and perspectives.</p> <p>3. Community Events: Organizing or participating in community events like festivals, fairs, or clean-up drives.</p> <p>4. Community Workshops: Conducting workshops on various topics like health, education, or skill development.</p> | | |
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| 412212 | Public Relations and Corporate Communication | | |
| | Major Core | | |
| Sr.No. | Modules and Outcomes | Course Contents | Cr |
| Course Outcomes: | At the end of this course Learners will be able to- <ul style="list-style-type: none"> Integrate the various aspects of communication required in public relation Generate the theoretical perspective, and the practical inculcation of various skills required in crafting and delivering a PR message. Ascertain the role of technology in forming and changing the concept of public relations. | | |
| Module 1 | Evolution of Public Relation | | 1 |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Interpolate the concept of public relation along with its growth and importance in society Critique the interrelation between public communication and public relation Explore ongoing trends and strategic planning | Module Contents: <ul style="list-style-type: none"> History of PR, concepts and its principles Growth and approaches to Public Relation Public Relation and Communication Extent of contemporary Public Relation | |

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| | used to target the niche audiences. | <ul style="list-style-type: none"> PR in health and wellness industries | |
| Module 2 | Types of Public Relations | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Demonstrate knowledge of the fundamentals of business relations. Associate the rules and regulations laid by government in public relation along study the issues faced by the market in branding an image. Analyze the role of public relation in communicating the social responsibility adherence of companies | Module Contents: <ul style="list-style-type: none"> Health and Medical PR Organizational communication management Media relation management and strategic planning Corporate communication Nature of PR practices: Crisis, personality, institution brand building, advocacy, 360-degree Integrated Marketing Communication | |
| Module 3 | Media Relations and practices | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Demonstrate use of technology, by critically grasping knowledge of the fundamentals of business disciplines. Associate the process of media relations by interpreting the ideas and usage of various forms of new media by profit and not-for-profit organization | Module contents <ul style="list-style-type: none"> Reputation, image and impression management Traditional to electronic media usage in PR Changing trends and risks in forming brand Future of public relation and social media | |
| Module 4 | Advocacy Communication | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Study the concept of brand management and the requirements of such strategies in business media. Critically evaluate the issues of business, role of crisis management in such situations with the help of case study. Demonstrate the steps and skills required to execute a public relation planning by | Module contents <ol style="list-style-type: none"> Brand management and strategies Research, planning and execution Case studies: No smoking campaign, Polio Free India, NACO's campaign for HIV AIDS awareness, NEC Egg promotion campaign etc. | |

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| | giving a change to work on a product, including writing, scheduling and finalizing the media. | | |
| Assignments/ Activities towards CCE | | | |
| | <ul style="list-style-type: none"> • Execute the Public relations of an event. • Meet a PR department of any media house and seek inputs. • Write press releases for various scenarios, such as product launches, company announcements, or crisis management. • Conduct a public opinion survey or focus group to gather data on a specific issue. | | |

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- https://staffnew.uny.ac.id/upload/198606242015042003/pendidikan/gregory_planning_and_managing_campaigns.pdf
- https://wartafeminis.com/wp-content/uploads/2020/07/glen-m.-broom_-bey-ling-sha-cutlip-and-centers-effective-public-relations-pearson-college-division.pdf

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| 412213 | Programs & Policies in Nutrition & Health Major (Core) | | |
| Sr.No. | Modules and Outcomes | Course Contents | Cr |
| Course Outcomes: | At the end of this course Learners will be able to- <ul style="list-style-type: none"> • Demonstrate the knowledge and critical thinking skills necessary to analyze and evaluate programs and policies aimed at improving population health and nutrition. • Assimilate the major public health nutrition challenges faced globally and in specific regions (e.g., malnutrition, diet-related non-communicable diseases, food insecurity). • Evaluate existing programs and policies at various levels (national, regional, local) that address nutrition and health issues, considering factors like target populations, intervention strategies, and resource allocation. • Critically assess the impact and effectiveness of nutrition and health programs and policies using appropriate evaluation frameworks. • Identify the key stakeholders involved in developing, implementing, and evaluating nutrition and health programs and policies (e.g., governments, NGOs, international organizations). | | |
| Module 1 | Health and welfare Departments | | 1 |
| | LOs: Learners will be able to <ul style="list-style-type: none"> • Acquaint themselves with the different sectors and their policies. • Examine work done by varied government departments in health and welfare. | Module Contents: <ul style="list-style-type: none"> • Introduction to various sectors dealing with issues impinging on nutrition and health status of the population and their activities at national and local level- <ul style="list-style-type: none"> ▪ Department of Agriculture and Cooperatives ▪ Ministry of Health and Family Welfare ▪ Department of Women and Child Development ▪ Food and Nutrition Board ▪ Ministry of Drinking Water and Sanitation • India's multi-sectoral approach to nutrition and an overview of nutrition related policies and programs | |
| Module 2 | Government Programmes and Policies | | |
| | LOs: Learners will be able to | Module Contents: <ul style="list-style-type: none"> • Women's Development Programs. • Gender, Aging and Health Promotion | |

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| | <ul style="list-style-type: none"> Analyze policies for various age group and audience segments | <ul style="list-style-type: none"> The National Rural Health Mission (NRHM) Reproductive Child Health (RCH) Kishori Shakti Yojana Current national policies in India focused on improving nutritional and health status – nutrition, food and agriculture, health, population, education and development policies | |
| Module 3 | Global Programmes & Organizations | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Explore the different policies. Examine policy development. Broaden job prospects by knowing about the policies. | Module contents <ul style="list-style-type: none"> National and International Institutions and Organizations <ul style="list-style-type: none"> National Institute of Nutrition Indian Council of Medical Research Global Alliance for improved Nutrition (GAIN) World Food Program (WFP) in India International Food Policy Research Institute (IFPRI): Partnerships and Opportunities to Strengthen and Harmonize Actions for Nutrition in India (POSHAN) <ul style="list-style-type: none"> World Health Organization (WHO) Public Health Foundation of India (PHFI) Capacity Strengthening in Nutrition in Asia (CASNA) International Union of Nutritional Sciences (IUNS) International Nutrition Foundation (INF) UNICEF | |
| Module 4 | Technology and social marketing campaigns | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Explore the potential of VR and AR for immersive experiences that can educate and raise awareness about public health issues. | Module contents <ul style="list-style-type: none"> Increased Reach and Audience Targeting-Digital platforms and social media, Mobile technology, audience segmentation Enhanced Communication and Engagement- Interactive elements | |

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| | <ul style="list-style-type: none"> Discover the use of mobile apps and SMS to deliver health information, appointment reminders, and behavior change interventions. Analyze the use of user-generated content and influencer marketing to promote public health messages through trusted voices and relatable experiences. | and multimedia content, Two-way communication and feedback, <ul style="list-style-type: none"> User-generated content and influencer marketing Mobile health (mHealth) interventions Gamification and behavior change apps Virtual reality (VR) and augmented reality (AR) in public health campaigns | |
| Assignments/ Activities towards CCE | | | |
| | <ul style="list-style-type: none"> Project on any national health programme Project / presentation on any international health programme Visit UNDP / UN Women / WHO programs running in India Visit an NGO and share your views through media message. | | |

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Suggested websites

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<http://www.ncbi.nlm.nih.gov/books/NBK11726/>

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<http://www.mohfw.nic.in/>

<http://wcd.nic.in/icds.htm>

<http://www.diycommitteeguide.org/code/principle/policy-development>

<http://wcd.nic.in/infantmilkpact1.pdf>

<http://pib.nic.in/newsite/erelease.aspx?relid=23966>

<http://wcd.nic.in/charterchild.htm>

<http://icmr.nic.in/ijmr/2008/august/0816.pdf>

<http://mhupa.gov.in/programs/lcs.htm>

http://www.inffoundation.org/pdf/prevent_iron_def.pdf

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| 422222 | Nutrition & Health Communication Campaigns | | |
| | Major (Elective) | | |
| Sr.No. | Modules and Outcomes | Course Contents | Cr |
| Course Outcomes: | <p>At the end of this course Learners will be able to-</p> <ul style="list-style-type: none"> Assimilate the core principles of social marketing and its application to public health interventions in India. Analyse the social, cultural, and economic factors influencing health behaviours in diverse Indian populations. Identify key communication channels and strategies for reaching target audiences in India, considering factors like language, literacy levels, and media access. Evaluate existing social marketing campaigns related to public health issues in India, analysing their strengths, weaknesses, and cultural appropriateness. | | |
| Module 1 | Social Marketing | | 1 |
| | <p>LOs: Learners will be able to</p> <ul style="list-style-type: none"> Classify the key components of social marketing. Summarize the inter-relationship of social marketing and public health. Assess the importance of Entertainment- Education in social marketing | <p>Module Contents:</p> <ul style="list-style-type: none"> Basic understanding of social marketing and its key components. Concepts and tools; how they can be integrated into a comprehensive public health campaign. Inter-relationship between health communication and social marketing. Entertainment-Education and Social Marketing- understanding psychological and sociological theories underlying the approaches of EE | |
| Module 2 | Public Health Campaigns | | |
| | <p>LOs: Learners will be able to</p> <ul style="list-style-type: none"> Design campaigns in the potential workplace Explore case studies and older media campaigns | <p>Module Contents:</p> <ul style="list-style-type: none"> Steps involved in a social marketing campaign Understanding the Public Health Marketing Environment. | |

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| | <ul style="list-style-type: none"> Recognize the importance of media literacy | <ul style="list-style-type: none"> Health Communication Strategies Planning, Outreach (through Media Literacy, Media Advocacy, Advertising, EE) Budget, Resources | |
| Module 3 | Case studies | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Acquaint oneself with the different health campaigns in the country and abroad. Practice hands-on experience to plan and implement a campaign on a sensitive issue. | Module contents <ul style="list-style-type: none"> Case Studies from India Case studies from the Western world Strategies to design campaigns Effective Public Education Campaigns Case studies from under-developed countries | |
| Module 4 | Social marketing and ethics | | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Apply knowledge about ethical principles. Absorb a scientific approach towards social marketing campaigning. | Module contents <ul style="list-style-type: none"> Ethical principles that guide social marketing programs Issues and challenges A scientific approach towards social marketing campaign | |
| Assignments/ Activities towards CCE | | | |
| | <ul style="list-style-type: none"> Present a case-study on prominent social marketing campaigns in India or abroad. Determine the causes of its success or failure. Prepare a video of government-run campaigns. Organize a campaign in the community on a need-based theme. Book Review: The Tipping Point / The Nudge / A fistful of Rice / Case studies of SELCO / Akshaya Patra Foundation / GOONJ | | |

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Online Resources

- "A Short Course in Social Marketing." Novartis Foundation for Sustainable Development.
- VALS. Explanation of the VALS (values and lifestyles) system of identifying market segments.
- "Social Marketing for Organizations, " from the Ontario Ministry of Agriculture, Food and Rural Affairs.
- "Building Social Marketing into Your Program, " by Nedra Kline Weinreich. Advice from a consultant.

| | Communication Initiatives Major (Elective) | | |
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| Sr. No. | Modules and Outcomes | Course Contents | Cr |
| Course Outcomes: | <p>At the end of this course Learners will be able to-</p> <ul style="list-style-type: none"> • Prepare to interact with different target audiences in different locations like schools, hospitals, orphanages, observation centers for children, PHC's, Anganwadi's, etc. • Develop comprehensive communication plans that define objectives, target audiences, key messages, and evaluation methods. • Conduct audience research and analysis to inform communication strategies. • Craft compelling messaging and content tailored to specific media platforms and audiences. • Utilize project management skills to plan, execute, and evaluate communication campaigns. | | |

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| | <ul style="list-style-type: none"> Collaborate effectively with diverse teams (e.g., designers, writers, social media specialists) to develop and implement media campaigns. Measure the effectiveness of communication campaigns using appropriate metrics and analytics tools. | |
| Module 1 | Community engagement | 1 |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Plan and execute health and nutrition related activities for young children and people. | Module Contents: <ul style="list-style-type: none"> Plan activities as per requirement of the agency or group of girls / women in educational environment or ICDS Anganwadis to inform them about health issues. |
| Module 2 | Collaboration with institutions / organisations working for health /wellness / nutrition | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Develop a strategic and result-oriented approach to communication campaign development. Embrace innovation and creativity in crafting engaging and impactful communication messages. Foster critical thinking and problem-solving skills in the dynamic environment. | Module Contents: <ul style="list-style-type: none"> Build PR strategies for a wellness company / product. |
| Module 3 | Community tie-ups | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Grasp practical / face to face interactions with the study populations and learn from real life experiences. | Module contents <ul style="list-style-type: none"> Community engagement through community radio to conduct health / nutrition related activities about girls/ women / children. (awareness about diets / myths / etc. |
| Module 4 | Industry tie-ups | |
| | LOs: Learners will be able to <ul style="list-style-type: none"> Display organizational skills through professional networking. Maintain deadlines and uphold commitments | Module contents <ul style="list-style-type: none"> Work with a corporate related to health / wellness/ nutrition / mental health or other related issues and execute programs with their CSR groups. Create content / short films / PSAs / vlogs and more about relevant issues. |
| | Assignments/ Activities towards CCE | |
| | Ongoing throughout the semester through practical. | |

References and Readings

- Ali, Sabir (1995). *Low Cost Sanitation in Uttar Pradesh: An Evaluation Study*. New Delhi: Har-Anand Publication
- Amitabh Kundu, Muchkund Dubey, N. J. Kurian, and Razia Ismail Abbasi (2006). *India Social Development Report 2006*. New Delhi: Oxford University Press
- Bhogle, Shalini and Kaur, Surjit (1972). *Adoption of Family Planning in Two Industrial Settings: A Comparative Study*. New Delhi: Council for Social Development
- Charapani, C. (1996). *Unemployment Stress: A Study of Educated Unemployed*. New Delhi: Vikas Publishing
- Hasan, Zoya and Mushirul Hasan (eds). (2012). *India Social Development Report 2012: Minorities at the Margins*. New Delhi: Oxford University Press
- Jesudason, Victor, Roy, Prodipto and Koshy, T.A.C. (1981). *Non-formal Education for Rural Women to Promote the Development of the Young Child: An Action-cum-Research Project Integration Maternal and Child Health, Nutrition, Child Care and Family Planning through Functional Literacy and Mother Child Centres*. New Delhi: Allied Publishers
- Kaur, Surjit (1976). *Family Planning in Two Industrial Units: A Study*. New Delhi: Sterling Publishers.
- Mohanty, Manoranjan (ed.) (2010). *India Social Development Report 2010: The Land Question and the Marginalised*. New Delhi: Oxford University Press
- Mathur, Hari Mohan (ed.) (2008). *India Social Development Report 2008: Development and Displacement*. New Delhi: Oxford University Press
- Mukherjee, Partha Nath (2000). *Methodology in social research: Dilemmas and perspectives: Essays in Honour of Ramakrishna Mukherjee*. New Delhi: SAGE
- Nagi, B. S. (2000). *Child Survival and Safe Motherhood: Experiences from India*. New Delhi: Kanishka Publishers
- Nagi, B. S. (1997). *Employment Exchanges for the Physically Handicapped: A Study*. New Delhi: Uppal Publishing House
- Nagi, B. S. (1996). *Menace of Drug Addiction in the North-Eastern States of India*. New Delhi: Uppal Publishing House
- Nanda, Satyajeet (ed.) (2011). *Healthcare Communication and Services for Mother and Child*. New Delhi : Konark Publishers
- Roy, Prodipto, Rath, Radha Nath (1972). *School Lunch in Orissa*. New Delhi: Council for Social Development
- Sinha, Bakshi D., Ghosh, A. K. (1994). *Sanitation and Environment: Evaluation of Low Cost Sanitation in Gujarat*. New Delhi: Arnold Publishers
- Sinha, Bakshi D.(1990). *Evaluation of Low Cost Sanitation: Liberation, Training and Rehabilitation of Scavengers*. New Delhi: Arnold Publishers
- Tewatia, Kumtakar Sarojini, Roy, Prodipto (1999). *Mother- Child Health: The Impact of Women's Work*. New Delhi: Uppal Publishing House

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| 52231/ | Dissertation / Film Project | |
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| 452232 | Major (Elective) | | |
| Sr.No. | Modules and Outcomes | Course Contents | Cr |
| Course Outcomes: | <p>At the end of this course Learners will be able to-</p> <ul style="list-style-type: none"> • Conduct a thorough literature review to identify relevant academic sources and synthesize key findings. • Formulate a research design that utilizes appropriate methodologies (e.g., qualitative, quantitative, mixed methods) to answer the research question effectively. • Collect, analyze, and interpret data using appropriate research tools and techniques. • Develop strong critical thinking skills to evaluate the strengths and limitations of their research findings. • Communicate research findings effectively through written and oral presentations, adhering to academic writing conventions and referencing styles | | |
| | <p>LOs: Learners will be able to</p> <ul style="list-style-type: none"> • Reinforce research ethics and skills. • Strengthen critical thinking skills through the process of research. | <p>Module Contents:</p> <ul style="list-style-type: none"> • Conduct original research on any issue of interest to her in the field of Nutrition and Health Communication and write a thesis in required format. <p>OR</p> <p>Produce research-based media material for appropriate study population and write a report on the production of the same.</p> <ul style="list-style-type: none"> • Student will have to defend her work in an open viva voce. | |