

Semester – I
PART – A: THEORY COURSE
BTC-103: HEALTH EDUCATION AND ENVIRONMENTAL STUDIES

| Credit | | | Teaching Hours | | | Assessment | | |
|--------|-----|-------|----------------|-----|-------|------------|------|-------|
| L/T | P/I | Total | L/T | P/I | Total | Int. | Ext. | Total |
| 3 | 1 | 4 | 48 | 32 | 80 | 30 | 70 | 100 |

Lecture/Tutorials, P/I=Practical/Internship, Int.=Internal, Ext.=External

ESSENCE OF THE COURSE

This course will enable students to understand the concept, dimensions, spectrum and determinants of Health and Health Education. It aims to understanding of Health problems in India, environmental science, natural resources and related environmental issues.

COURSE LEARNING OUTCOME

After completing this course, the students will be able to

- understand about the concept of health and health education.
- understand the health problems in India.
- understand about hygiene, nutritional aspects and prevention and control of communicable and non communicable diseases.
- apply the comprehensive knowledge of the concept of health education, school health services and prevention of the environment related problems.
- realise the value of environmental science.
- to look at the natural resources and related environmental issues.
- develop an understanding about the environment.

COURSE CONTENTS

Unit – I : Health Education

- Concept, Dimensions, Spectrum and Determinants of Health
- Definition of Health, Health Education, Health Instruction, Health Supervision
- Aim, objective and Principles of Health Education
- Need and importance of health education in schools
- School health problems
- Various levels of Health Services.

Unit – II : Health Issues and Health Services

- Communicable and Non Communicable Diseases
- Obesity, Malnutrition, Adulteration in food, Environmental sanitation, Explosive Population
- Effects of Alcohol/Drugs/Smoking on Health
- Health Services and its objectives, personal hygiene practices
- Environmental Hygiene for schools
- Health Services – Care of skin, Nails, Eye health service, Nutritional service, Health appraisal, Health record, Healthful school environment, first- aid and emergency care etc.

Unit – III: Environmental Science

- Historical background and concept of environmental science and education,
- Environment – Meaning, Definition, Scope and Significance; Spheres of Earth-atmosphere, hydrosphere, lithosphere and biosphere; Natural and Man Made Hazards, Environmental Pollution and Related Health Issues
- Important days, Awards and agencies related to environment (WHO, UNICEF, UNIESCO, IMD, CPCB, etc.).
- Ecology; Concept, structure and function of an Eco-system; Biodiversity.
- Environmental conservation and sustainable development.
- Global environmental issue – global warming and climate change, acid rain, ozone depletion, energy and water crisis.

Unit – IV: Natural Resources and related environmental issues:

- Air, Water, Land, food and forest resources; Energy resources-conventional/ non-conventional, renewable and alternative sources of energy.
Environmental Pollution - Definition, sources, effects and control measures of Air, Water, Soil, Noise, Thermal and Radiation Pollutions.
- Environmental protection laws, policies and regulations,
- Environment Control and Management; solid waste (e-waste, medical waste, plastic etc.), Air, Water and Land use pattern
 - List of Practicums
 - Visiting the different health services centers/environmental agencies/factories/Labs.
 - Cardio-Pulmonary Resuscitation (CPR)
 - First Aid – application of bandages, arm slings and splints.
 - Transportation of severely injured patient
 - Prepare and maintain health record of school students
 - Water, Soil, Testing in the Lab (by testing kits)
 - Survey of Air and Water data from IMD, SPCB/CPCB.
 - Seminar/projects based on environmental problems/awareness.

TEACHING LEARNING STRATEGIES

- The content of the syllabus may be taught by using lecture method, discussion method, quiz method, educational videos charts and assignment method depending upon the resources and facilities available at the University/Institute/ Department/Colleges.

MODE OF TRANSACTION

Laboratory Work/Project Work/Viva/Seminars/Term Papers/Presentations/Self- Learning Instructional Material etc.

ASSESSMENT RUBRICS

- End Semester Exam
- Classroom Test, Project Work, Assignments, Presentations
 - Classroom Tests: Best one out of two unit tests
 - Project Work, Assignments, Presentations

Marks: 100 (70+30)

Marks: 70

Marks: 30 (10+20)

(Marks: 10)

(Marks: 20)

SUGGESTED READINGS

- A.C. Pandey (2013). "Ozone" Academic Excellence, New Delhi.
- A.C. Pandey (2014). "Frontiers in Environmental Research, Academic Excellence, India.
- Agrawal, K. C. (2001). *Environmental biology*. Bikaner: Nidhi publishers Ltd.
- K. Glaz, B.K. Rimer, K. Viswanath (2008). *Healthy Behavior and Healthy Education* (4th edition). Jossey-Bass A Wileyimprint.
- K. Tones, Y.K. Robinson's, S. Tilfor (2013). *Health Education*, Springer.
- L.B. Lave, E.P. Seskin (2013). *Air Pollution and Human Health*, Ref. Press, New York.
- P. Elliot, J.C. Wakefield, N.G. Best, D.J. Biggs (2000). *Spatial Epidemiology: Methods and Application*.
- P.K. Gupta (2001) *Methods in Environmental Analysis, Water, Soil and Air*, AGROBIOS (India).
- Park J.E. & Park K. (2002). *Textbook of preventive and social medicine*. Jabalpur: Banarasi Das Bhanot Publication.
- UGC (2005). *Textbook of Environmental Studies*, University Press.
- W.P. Cummingham, B.W. Saigo (2001). *A Global Concern*, Cummingham.
- WHO (2006). *Preventing diseases through healthy environment*.