

SYLLABUS
FOR
M.A./M.SC IN POPULATION, HEALTH AND DEVELOPMENT
(UNDER NEP 2020)

EFFECTIVE FROM THE ACADEMIC SESSION 2025-2026



Department of Population and Development Studies
Vidyasagar University
Midnapore, Paschim Medinipur,
West Bengal PIN – 721102

SEMESTER II
DIVISION OF MARKS
Credits: 22 | Marks: 275

Course Code	Subject	Discipline Code	Marks		Credits
			End-term Exam	Internal Exam	
PDSC451X0	Demographic Change and Migration	DSC6	40	10	4
PDSC452X0	Health Inequalities and Policy Interventions	DSC7	40	10	4
PDSC453X0	Social Inclusion and Human Development	DSC8	40	10	4
PDSC454X0	Research Methodology and Ethics	DSC9	40	10	4
PDSC455X9	Advanced Statistics	DSC10	40	10	4
PDSO456X9	Field Visit / Industry Visit / Skill-Enhanced Course	Practical Learning	20	5	2
Total			275		22

Program: Master's in Population, Health and Development

Program Outcomes (POs):

- The M.A./M.Sc program in *Population, Health, and Development* at Vidyasagar University aims to equip students with an integrated, interdisciplinary understanding of demographic processes, public health systems, and development trajectories.
- The program fosters critical thinking, data literacy, policy analysis, and research capabilities through a balanced combination of theoretical engagement and applied learning. Students will gain the ability to critically assess population dynamics, analyze structural determinants of health, understand development disparities, and evaluate public policies in both Indian and global contexts.
- Grounded in the UGC NEP 2020 framework, the program also encourages civic engagement, ethical reasoning, and practical field exposure, preparing graduates for careers in academia, public health, government planning, NGOs, and international development organizations. Emphasis on experiential learning, interdisciplinary linkages, digital and statistical literacy, and Indian knowledge systems ensures a holistic education aligned with sustainable development goals and contemporary policy needs.

PDSC451X0: Demographic Change and Migration

Full Marks: 50 Credit: 4

Course Outcomes (COs)

After completing this course, students will be able to analyze demographic trends and inequalities in India and its states; apply population growth and projection measures; examine migration, diaspora, and displacement processes with reference to the South East Asia diaspora; and evaluate comparative and decentralized population policies in India and China.

Full Marks- 50 (End term Examination- 40 and Internal Assessment- 10)

Group A (Long Answer Type): FOUR questions, each of 8 marks (without division), will be set, of which students will answer TWO. [16 marks]

Group B (Semi-long Answer Type): SIX questions, each of 4 marks (without division), will be set, of which students will answer any FOUR. [16 marks]

□ *Group C (Short Answer Type): SIX questions, each of 2 marks (without division), will be set, of which students will answer any FOUR. [8 marks]*

Course content:

Module 1. Trends of demographic change and the demographic profile of India and the States. Structural determinants of demographic inequalities: Class, caste, ethnicity, and gender; Population growth measurements; the Population Bomb debate; Population Projection.

Module 2. Demography and social changes: concepts of transnationalism, migration networks, identity and security, cultural hybridity and diaspora studies, Concept of diaspora with reference to the South East Asian diaspora.

Module 3. Induced migration and Displacement: forced vs. voluntary migration, Climate-induced displacement and Climate refugees, Concepts of “trapped populations” and “slow-onset displacement.”

Module 4. Population Policies: Comparative population policies; Antenatal and Pro-natal policies of India and China, demographic dividend and policy implications, Decentralised approaches: Role of states in shaping population strategies (Uttar Pradesh, Kerala, West Bengal)

Suggested Readings

1. Bhende, Asha A., and Tara Kanitkar. *Principles of Population Studies*. Himalaya Publishing House, 2000.
2. Preston, Samuel, Patrick Heuveline, and Michel Guillot. *Demography: Measuring and Modeling Population Processes*. Wiley-Blackwell, 2001.
3. Srinivasan, K. *Basic Demographic Techniques and Applications*. Sage Publications, 1998.
4. Swanson, David A., and Jacob S. Siegel, eds. *The Methods and Materials of Demography*. Academic Press, 2004.
5. Haupt, Arthur, and Thomas T. Kane. *Population Handbook*. Population Reference Bureau, 6th ed., 2011.
6. Yaukey, David, Douglas L. Anderton, and Jennifer Hickey Lundquist. *Demography: The Study of Human Population*. Waveland Press, 2007.
7. Poston Jr., Dudley L., and Leon F. Bouvier. *Population and Society: An Introduction to Demography*. Cambridge University Press, 2010.
8. Weeks, John R. *Population: An Introduction to Concepts and Issues*. Cengage Learning, 13th ed., 2021.
9. Bogue, Donald J. *Principles of Demography*. John Wiley & Sons, 1969.

PDSC452X0: Health Inequalities and Policy Interventions

Full Marks: 50 Credit: 4

Course Outcomes (COs)

After completing this course, students will be able to analyze health and nutritional inequalities across socio-economic groups; understand the structure, governance, and workforce of the health system in India; evaluate the evolution of health policies and flagship programs such as National Health Mission and

Ayushman Bharat; assess policy interventions aimed at health equity and social protection; and critically examine nutrition and disease control programs addressing malnutrition, micronutrient deficiencies, and major communicable diseases.

Full Marks- 50 (End term Examination- 40 and Internal Assessment- 10)

□ *Group A (Long Answer Type): FOUR questions, each of 8 marks (without division), will be set, of which students will answer TWO. [16 marks]*

□ *Group B (Semi-long Answer Type): SIX questions, each of 4 marks (without division), will be set, of which students will answer any FOUR. [16 marks]*

□ *Group C (Short Answer Type): SIX questions, each of 2 marks (without division), will be set, of which students will answer any FOUR. [8 marks]*

Course content:

Module 1. Health Inequalities: Chronic deprivation, Food insecurity and nutritional inequities: Stunting, wasting, underweight, anaemia, and low birth weight across socio-economic groups.

Module 2. Health Systems and Governance in India: Structure and tiers of health delivery: Central, State, Local – PHCs, CHCs, Sub-Centres; Health workforce: ASHAs, ANMs, CHOs, and human resource gaps; Evolution of health policy: From Bhore Committee to National Health Policy (2017); Flagship programs and reforms: NHM, RMNCH+A, HMIS, UIP.

Module 3. Policy Interventions for Health Equity: Inclusive and pro-poor policies: Conditional cash transfers, social protection; Public health insurance: RSBY, PMJAY (Ayushman Bharat) Decentralized health governance and community participation: Health equity audits, impact assessments.

Module 4. Nutrition and Disease Control Programs: Key public health programs: ICDS, Mid-Day Meal, CM-SAM; Micronutrient interventions: Vitamin A prophylaxis, iron-folic acid supplementation, double-fortified salt (DFS) with iron and iodine; Major disease control programs: NVBDCP, RNTCP (now NTEP), Anemia Mukht Bharat.

Suggested Readings

1. Detels, Roger, et al. (eds.). *Oxford Textbook of Global Public Health*. Oxford University Press, 7th ed., 2021.
2. Gordis, Leon. *Epidemiology*. Elsevier, 6th ed., 2018.
3. Rothman, Kenneth J. *Epidemiology: An Introduction*. Oxford University Press, 2nd ed., 2012.
4. Gillam, Stephen, et al. *Essential Public Health*. Cambridge University Press, 2012.
5. Webb, Penny, et al. *Essential Epidemiology: An Introduction for Students and Health Professionals*. Cambridge University Press, 3rd ed., 2017.
6. Bonita, Ruth, Robert Beaglehole, and Tord Kjellström. *Basic Epidemiology*. World Health Organization, 2nd ed., 2006.
7. Heymann, David, ed. *Control of Communicable Diseases Manual*. American Public Health Association, 20th ed., 2015.

8. Hawker, Jeremy, et al. *Communicable Disease Control and Health Protection Handbook*. Wiley-Blackwell, 4th ed., 2012.

PDSC453X0: Social Inclusion and Human Development

Full Marks: 50 Credit: 4

Course Outcomes (COs)

After completing this course, students will be able to understand concepts and dimensions of marginality, social exclusion, and inclusion; apply key human development indicators such as HDI, GDI, and GEM to assess development outcomes; analyze urbanization processes, migration-led labor segmentation, and spatial inequalities including slums, gentrification, and environmental injustice; and critically examine the interlinkages between migration, inequality, urban development, health, and climate resilience within the framework of the Sustainable Development Goals.

Full Marks- 50 (End term Examination- 40 and Internal Assessment- 10)

- Group A (Long Answer Type): FOUR questions, each of 8 marks (without division), will be set, of which students will answer TWO. [16 marks]*
- Group B (Semi-long Answer Type): SIX questions, each of 4 marks (without division), will be set, of which students will answer any FOUR. [16 marks]*
- Group C (Short Answer Type): SIX questions, each of 2 marks (without division), will be set, of which students will answer any FOUR. [8 marks]*

Course content:

Module 1. Marginality, Social Inclusion: Concept, forms and Dimensions of marginality, social exclusion and inclusion.

Module 2. Human Development Indicators: Measurement of Human Development Index (HDI), Gender-related Development Index (GDI), Gender Empowerment Measure (GEM).

Module 3. Urbanization and Development Disparities: Growth of megacities and migrant labor segmentation, New Economics of Labour Migration (NELM), Urban slums and infrastructure gaps, gentrification, spatial exclusion and environmental injustice.

Module 4. Sustainable Development Goals: Interlinkages across SDGs 1 (Poverty), 10 (Inequality), 11 (Sustainable Cities), and 13 (Climate Action); Integrating migration governance with climate resilience and equity. 3 (Health and demographics).

Suggested Readings

1. Silver, Hilary. *Social Exclusion and Social Solidarity in Europe*. International Labour Organization, 1994.
2. Sen, Amartya. *Development as Freedom*. Oxford University Press, 1999.
3. United Nations Development Programme. *Human Development Report*. UNDP (latest edition; available online).
4. ul Haq, Mahbub. *Reflections on Human Development*. Oxford University Press, 1995.
5. McGranahan, Gordon, and David Satterthwaite. *Cities and Development*. Routledge, 2014.

6. Stark, Oded. *The Migration of Labor*. Blackwell, 1991.
7. Davis, Mike. *Planet of Slums*. Verso, 2006.
8. *The 2030 Agenda for Sustainable Development* – United Nations. *Transforming Our World: The 2030 Agenda for Sustainable Development*. United Nations, 2015.

PDSC454X0: Research Methodology and Ethics

Full Marks: 50 Credit: 4

Course Outcomes (COs)

The learners will receive initial training on the various steps involved in geographical research. They will develop the idea based on the fundamentals of research methodology, including data collection, data analysis methods, and report writing. This course will foster fundamental research aptitude among the students

Full Marks- 50 (End term Examination- 40 and Internal Assessment- 10)

- Group A (Long Answer Type): FOUR questions, each of 8 marks (without division), will be set, of which students will answer TWO. [16 marks]*
- Group B (Semi-long Answer Type): SIX questions, each of 4 marks (without division), will be set, of which students will answer any FOUR. [16 marks]*
- Group C (Short Answer Type): SIX questions, each of 2 marks (without division), will be set, of which students will answer any FOUR. [8 marks]*

Course content:

Module 1. Concepts of multidisciplinary, interdisciplinary and transdisciplinary research; Need and significance of research; Concept and types of research design; reliability and validity in research.

Module 2. Identification and formulation of research problems, development of theoretical background- literature review, research gap and research question and specification of the objectives; hypothesis building, Framework of research writing.

Module 3. Methods of writing notes, style of referencing and citation methods, preparation of bibliography and appendices, abstract and synopsis writing.

Module 4. Research ethics: Ethical standards in data collection, Professional Ethics in conduct with co-researchers, Publication ethics

Suggested Readings

1. *Ghosh, B.N. (1982): Scientific Methods and Social Research, Starling Publishers Private Ltd., New Delhi.*
2. *Kothari, R.C(2004): Research Methodology, New Age International Publishers, New Delhi.*
3. *Ramachandran,P.(1971): Training in Research Methodology in Social Sciences in India, ICSSR, New Delhi*

4. *Shama, B.A.V. et al (1983): Research Methods in Social Sciences, Chaitanya Publishing House, Allahabad.*
5. *Sjoberg g. and Nett (2002): Methodology of Social Research, Rawat Publication*
6. *Wang, X and Vonhofe, R. A. (2007): Research Method in Urban and Regional Planning, Springer*
7. *Young, P.V.(1960): Scientific Social Surveys and Research 3rd Ed ,Prentice Hall, New York.*

PDSC455X9: Advanced Statistics

Full Marks: 50 Credit: 4

Course Outcomes (COs)

After completing this course, students will be able to understand the foundations of quantitative research, including variables, causality, and operationalisation; design surveys using appropriate sampling techniques and sample size estimation; apply core statistical methods such as confidence intervals, hypothesis testing, and multivariate techniques including OLS and binary logistic regression; and effectively manage, analyze, and visualize data using statistical software.

Full Marks- 50 (End term Examination- 40 and Internal Assessment- 10)

- Group A (Long Answer Type): FOUR questions, each of 8 marks (without division), will be set, of which students will answer TWO. [16 marks]*
- Group B (Semi-long Answer Type): SIX questions, each of 4 marks (without division), will be set, of which students will answer any FOUR. [16 marks]*
- Group C (Short Answer Type): SIX questions, each of 2 marks (without division), will be set, of which students will answer any FOUR. [8 marks]*

Course content:

Module 1. Foundations of Quantitative Research: Variables, causality, operationalisation.

Module 2. Survey Design and Sampling: Types of Sampling, Probability and Non-probability Sampling, Sample size estimation and margin of error

Module 3. Statistical Analysis: confidence intervals, hypothesis testing, p-values, Multivariate Techniques: Linear regression (OLS) and Binary logistic regression.

Module 4. Use of Statistical Software: Data Management and Visualization, Hands-on with SPSS/Stata/R.

Suggested Readings:

1. *Research Design – Creswell, John W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Sage Publications, 5th ed., 2018.
2. *The Survey Handbook – Groves, Robert M., et al. Survey Methodology.* Wiley, 2nd ed., 2009.
3. *Sampling Techniques – Cochran, William G. Sampling Techniques.* Wiley, 3rd ed., 1977.
4. *Statistics – Freedman, David, Robert Pisani, and Roger Purves. Statistics.* W. W. Norton & Company, 4th ed., 2007.
5. *Applied Regression Analysis – Kleinbaum, David G., et al. Applied Regression Analysis and Other Multivariable Methods.* Cengage Learning, 5th ed., 2014.
6. *Applied Logistic Regression – Hosmer, David W., Stanley Lemeshow, and Rodney X. Sturdivant. Applied Logistic Regression.* Wiley, 3rd ed., 2013.
7. *Discovering Statistics Using IBM SPSS Statistics – Field, Andy. Discovering Statistics Using IBM SPSS Statistics.* Sage Publications, 5th ed., 2018.

8. *Data Analysis Using Stata* – Acock, Alan C. *A Gentle Introduction to Stata*. Stata Press, 6th ed., 2018.
9. *R for Data Science* – Wickham, Hadley, and Garrett Grolemund. *R for Data Science*. O'Reilly Media, 2017 (open access available online).

PDSC456X9: Field Visit / Industry Visit / Skill-Enhanced Course

Full Marks: 25 Credit: 2

Course Outcomes (COs)

After completing this field visit course, students will be able to design and conduct basic fieldwork; collect, document, and analyze primary data using ethical research practices; link field observations with theoretical concepts; and communicate field-based findings through structured reports and presentations.

Full Marks- 25 (End term Examination- 20 and Internal Assessment- 5)

- Group A (Long Answer Type): TWO questions, each of 8 marks (without division), will be set, of which students will answer ONE. [8 marks]*
- Group B (Semi-long Answer Type): FOUR questions, each of 4 marks (without division), will be set, of which students will answer any TWO. [8 marks]*
- Group C (Short Answer Type): FOUR questions, each of 2 marks (without division), will be set, of which students will answer any TWO. [4 marks]*

Module 1. Fieldwork Orientation: Objectives of field visits, selection of field sites, and basics of field research methods.

Module 2. Field Exposure and Data Collection: Community and institutional visits, socio-economic and demographic profiling, primary data collection through observation.

Module 3. Data Documentation and Analysis: basic analysis and linking field observations with theoretical concepts.

Module 4. Reporting and Reflection: Field visit report writing, presentation of findings, reflective learning and policy relevance.