CHAPTER VI

BIBLIOGRAPHY

R. Beaglehole., R. Bonita, T. Kjellstrom.(1993). **Basic Epidemiology**. **WHO Gerneral.**

This book is about basic epidemiology in order to strengthen education, research and training in the field of public health. The book describes the principles of disease, causation and provides an introduction to basic epidemiology and the different measurements, patterns of occurrence, out breaks, different research design methods used in clinical medicine and basic statistical methods used in clinical practice.

Kaew sonthi, S. ,& Harding, A.G (1992) Starting Managing and reporting research , Chulalongkorn University, Bangkok.

This book guides the new researcher on how to prepare a research proposal, manage their research and report their findings in verbal form. Part one provides an explanation of the researcher and problems commonly encountered. Part two concerns the management of the planning: how to develop an operational plan for a research project and how to present this plan in a detailed research proposal. Part three explains the reporting of the research in written form and guidance on how to proceed in the research presentation.

Mc. Cracken, J.R. & Narayan, D. (1998) <u>Participation and Social Assessment Tools and Techniques</u>. Washington, D.C, : The world Bank.

This book describes the participation and social assessment tools and techniques used in the community.

Section one is an overview, which explains various topics about Participatory Rural Appraisal (PRA) such as: key techniques; key principles; the range of use by the World Bank in many countries; limitations and risks; organisation and logistic issues; a comparison between PRA and surveys.

Section two concerns techniques. This part offers techniques to be used in PRA, such as participatory mapping; social mapping; wealth ranking; problem ranking; preference ranking; seasonal calendar; daily activity charts with many illustrations and important information.

Section three shows many examples of case study in which the PRA method is being used.

Section four presents suggestions for seminars. This section includes also a sample agenda for a one-day training seminar on PRA as well as suggestions for exercises and discussion points for small group work during the seminar.

Section five explains the process of participatory monitoring and evaluation. Effective ways to monitor and evaluate project with the emphasis on key principles of participatory monitoring and evaluation; the comparison between participatory and conventional approaches to monitoring and evaluation; the participatory monitoring and evaluation cycle and last the key stages in participatory monitoring and evaluation are being explained.

WHO. (1999). <u>Prevention and control of dengue and dengue Haemorrhagic fever</u>. New Delhi: SEARO

This book was published by WHO and aims to be a guideline for diagnosis, treatment and control of dengue infection that would be useful to physicians and health authorities. The emphasis has been placed on epidemic preparedness and community involvement, particularly of students, welfare and civil organisation and NGO's This involvement is seen as essential to achieve acceptable levels of vector control through cost effective and sustainable activities. Epidemic preparedness is another important area, which requires attention, and this book describes how to act when an epidemic has occurred.

Wood, S., Sawyer, R., & Hebert, M.S. (1998) PHAST, step – by – step Guide : a participatory approach for the control of diarrhoeal disease, Geneva : WHO

This guide provides those working in water supply and sanitation with a new model for changing hygiene behaviour.

- To provide those involved in the prevention of cholera and other diarrhoeal disease with a total approach for empowering communities to eliminate such water and sanitation related diseases.

- Provide community workers with a method that can lead to community management of water and sanitation facilities.

The participatory methods described in this guide will lead to knowledge, empowerment and responsibility on the part of the community with whom you work. This guide helps community workers to use a methodology for communities to change hygiene behaviour and to improve water and sanitation facilities. The name of methodology is PHAST (Participatory Hygiene and Sanitation Transformation)

The guide has seven steps. The first five steps help you take the community group through the process of developing a plan to prevent diarrhoeal disease by improving water supply, hygiene behaviour and sanitation. The sixth and seventh step involve monitoring (i.e., checking on progress) and evaluation.

The information gained from these activities is used to work out whether the plan has been successful. Each step contains between one and four activities. Instructions on how to facilitate each activity are provided under the following headings: purpose; time; material; what to do and notes. Most of the activities require the use of drawing or charts, called "tools", to help facilitate the discussion.

Mackenzie, L. (1993) On our feet: taking steps to challenge women's oppression South Africa: university of western cape

This is a handbook for the educator. The handbook is mainly for women, who are taking leading steps to examine and change women's subordinate position. This book provides practical tools and techniques to challenge and change practice. It targets both personal and organisational issues. One of its strengths is the incorporation of popular education methodology-emphasising participation, direct involvement and practical application – in the training environments, as well as on-going action.

This book will also help readers to think about women's oppression and how to challenge it actively, using a popular education approach. It can be used as a guide to organising and running a workshop on gender and popular education.

It is a handbook for those, who want to engage in education workshops, to create and strengthen gender sensitivity. It provides a wealth of background information, methodological suggestions and practical experiences. This context necessitates careful reflection not only of gender issues but also of race and class, aiming at adult education for a non-racist, non-sexist, democratic society.