



**Gyanmanjari**  
Innovative University

Course Syllabus  
Gyanmanjari Institute of Arts  
Semester-2(M.A)

**Subject:** Sociology of Health and Medicine - MATSO12507

**Type of course:** Major (Core)

**Prerequisite:** NA

**Rationale:**

This course on 'Introduction to Health, Medicine & Society' is being introduced at the undergraduate level, juxtaposed with other social sciences courses, to open up this field for a wider and extensive exploration within social sciences education, with the hope that some of the these students would continue this exploration into their masters and higher degrees and meaningfully contribute to rearticulate the field of health in terms of theory and practice.

**Teaching and Examination Scheme:**

Teaching Scheme			Credits	Examination Marks					Total Marks
CI	T	P		C	Theory Marks		Practical Marks		
			ESE		MSE	V	P	ALA	
4	0	0	4	60	30	10	0	50	150

**Legends:** CI-Class Room Instructions; T – Tutorial; P - Practical; C – Credit ;ESE – End Semester Examination; MSE- Mid Semester Examination; V – Viva; CA - Continuous Assessment; ALA- Active Learning Activities.



**Course Content:**

Unit	course content	Teaching hours	Weight %
1	<b>Social Sciences, Health &amp; Medicine</b> <ul style="list-style-type: none"> <li>• Health (Concept, Meaning, Dimensions and indicators)</li> <li>• Forms, Concepts of Health- Biomedical, Ecological Psychological and Holistic Definition of Health.</li> <li>• Factors affecting Health: Social, Economic and Cultural</li> <li>• Social epidemiology and Health Status</li> </ul>	15	25
2	<b>Sociological theories of Health and Medicine</b> <ul style="list-style-type: none"> <li>• Functionalist Theories: Parsons Sick-role</li> <li>• Marxist Creativeness</li> <li>• Approaches to Plural Medical Knowledge and Practice systems</li> </ul>	15	25
3	<b>Medical Institutions</b> <ul style="list-style-type: none"> <li>• Medical Care, Hospital, Healing Centers</li> <li>• Allied Institutions: Family, Neighborhood</li> <li>• Pharmaceuticals</li> </ul>	15	25
4	<b>Health Care System in India</b> <ul style="list-style-type: none"> <li>• Health Planning and Policy in India</li> <li>• Problems of Health &amp; Medical Facilities</li> <li>• Health care Administration in India</li> <li>• PPP (Public –Private Partnership)</li> </ul>	15	25



**Continuous Assessment:**

Sr. No	Active Learning Activities	Marks
1	<b>Report Writing:</b> Students should describe the health status of Bhavnagar city and upload the report along with photographs on the portal.	10
2	<b>Findings:</b> Students have to classified hospitals in Bhavnagar and uploaded classification table on GMIU web portal.	10
3	<b>Patient-Sociological Study:</b> Students study a social and economic issue, categorize its various aspects and submit it in the GMIU web portal.	10
4	<b>Video Making:</b> Prepare a short video upon a topic which is given by faculty and upload it on GMIU web portal.	10
5	<b>Information collection Activity:</b> Students collect information about health planning and policy of India and upload their report on the portal.	10
Total		50

**Suggested Specification table with Marks (Theory):60**

Distribution of Theory Marks(Revised Bloom's Taxonomy)						
Level	Remembrance (R)	Understanding (U)	Application (A)	Analyze (N)	Evaluate (E)	Create (C)
Weight age	20 %	40%	40%	00	00	00

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

**Course Outcome:**

After learning the course the students should be able to:	
CO1	Understand 'health and illness' distinct from 'medicine'
CO2	Get introduced to the principal concerns around health in the country
CO3	Provide an understanding on health that emphasizes the role of social, political, economic and psychological factors in constituting health of individuals and groups.
CO4	Appreciate the role of culture, identity and power as individuals.

**Instructional Method:**

The course delivery method will depend upon the requirement of content and need of students. The teacher in addition to conventional teaching method by black board, may also use any of tools such as demonstration, role play ,Quiz ,brains to riming, MOOCs etc.

From the content 10% topics are suggested for flipped mode instruction.

Students will use supplementary resources such as online videos, NPTEL/SWAYAM videos, e-courses, Virtual Laboratory

The internal evaluation will be done on the basis of Active Learning Assignment

Practical / Viva examination will be conducted at the end of semester for evaluation of performance of students in laboratory.

**[Reference Books]:**

- [1] નોબલ, જ્હોન (1976), પ્રાથમરી કેયર એન્ડ પ્રેક્ટિસ ઓફ મેડિસીન
- [2] બનેરજી (1985), હેલ્થ એન્ડ ફેમિલી પ્લાનિંગ સર્વિસ ઇન ઇન્ડિયા.
- [3] આઈસીએસઆર એન્ડ આઈસીએમઆર (1981), હેલ્થ ફાર આલ, એન અલ્ટરનેટિવ સ્ટ્રેટેજી
- [4] લાસ્ટ, જે એમ (1983), એ ડિસનરી ઓફ ઇપિડિમીયોલોજી
- [5] અહમદ, એન્ડ કોલ્હો (1979), ટૂ વર્ડ્સ એ ન્યૂ ડેફિનેશન ઓફ હેલ્થ
- [6] ટોડલ, એ સી એન્ડ હેસલર, આર એમ (1977), સોસિયોલોજી ઓફ હેલ્થ

