Maharaja Surajmal Brij University, Kumher Bharatpur, Rajasthan

Syllabus

(Post Graduate Program)
Master Of Arts

M.A. Home Science
(Effective From Academic Year 2024-2025 onwards)

III & IV Semester

As per NEP 2020

Session 2024-2025 onwards

Name of the Programme: M.A. Home Science

Year: Second										Semester: IIIrd (C)

	Course Code	Course Title	Contact Hrs. Per Week			Credits	Weightage (%)			
			L	T	P		CWS	MTE	ETE	Max Marks
Discipline Specific Core (DSC):										
Semester-III	HSC101T	Advanced Research Method in Home Science	4	0	0	4	10	20	70	100
	HSC102T	Consumer Behaviour and Sustainability	4	0	0	4	10	20	70	100
	HSC103T	Challenges in Contemporary Childhood	4	0	0	4	10	20	70	100
	HSC101P	Practical-I	0	0	4	2	5	15	30	50
	HSC102P	Practical-II	0	0	4	2	5	15	30	50
	HSC103P	Practical-III	0	0	4	2	5	15	30	50
Discipline Specific Elective (DSE)										
	HSC104T	Resources and Sustainability	4	0	0	4	10	20	70	100
		OR								
	HSC105T	Theoretical Perspectives in women's studies	4	0	0	4	10	20	70	100
	Dissertation					2				50
	VAC		--	--	--	2	--	--	--	50
		Total				26				650

Summary: IIIrd Semester		
S.N.	Particulars	Credits
1	Discipline Specific Core (DSC):	18
2	Discipline Specific Elective (DSE):	04
3	Dissertation (DSC):	02
	Value Added Course (VAC):	02
	Total	26

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Name of the Programme: M.A. Home Science

Year: Second

Semester: IV (D)

	Course Code	Course Title	Contact Hrs. Per Week			Credits	Weightage (%)			
			L	T	P		CWS	MTE	ETE	Max Mark
Semester-IV	**Discipline Specific Core (DSC):**									
	HSC201T	Children with Special Needs	4	0	0	4	10	20	70	100
	HSC202T	Early Childhood Education and ECCE Centers	4	0	0	4	10	20	70	100
	HSC203T	Family and Marriage Guidance and Counseling	4	0	0	4	10	20	70	100
	HSC204T	Community Health Management	4	0		4	5	15	30	100
	HSC20ST	Community Nutrition and Public Health	4	0	0	4	10	20	70	100
	HSC202P	Practical-II	0	0	0	2	5	15	30	50
		Internship	-	-	-	2	-	-	-	50
		Total				22				600

Summary: IV Semester		
S.N.	Particulars	Credits
1	Discipline Specific Core (DSC):	20
3	Internship (DSC):	02
	Total	**22**
SCW (Class work): It would include attendance, assignments, class test/quiz test/assignments, ppt, play, learn by fun activities etc.		

M.A. Home Science
Semester-III

Course Title:	(Theory) Advanced Research Method in Home Science	Course Code HSC101T
Total Lecture hour 52		Hours
Unit I	**Research: Paradigms, approaches and process** This unit introduces the concept, types, designs, paradigms, approaches and process of research. The unit also highlights the concerns of reliability and validity in research Definition and objectives of research : Importance, scope and types of research * Research design: Concept and significance * Paradigms of research * Research approaches: Quantitative, qualitative and mixed methods * Reliability and validity in research - methods and concerns * The Research Cycle	13
Unit II	**Principles and Process of Quantitative Research Approach** This unit focuses on various research designs, methods of sampling and data collection techniques followed in quantitative research approach. It also emphasizes on the levels of measurement of data and errors in quantitative research * Components, types and applications of research designs in quantitative research approach: Observational and experimental designs * Concept of sampling, sampling methods - Probability and non-probability sampling in quantitative research * Methods of data collection in quantitative research * Measurement in research, scales and errors in measurement * Errors in inference - bias and confounding	15
Unit III	**Principles and Process of Qualitative Research Approach** This unit introduces students to qualitative research methodologies, exploring their philosophical foundations,data collection methods, analysis techniques and ethical considerations. *Philosophical underpinnings: Constructivism, interpretivism and critical theory Approaches to qualitative research: Ethnography, phenomenology, case study search, grounded theory and action research * Sampling in qualitative research * Data collection methods and techniques: Observation, interview, focus group discussion and case study. * Data management and analysis in qualitative research: Thematic, narrative and discourse analysis	10
Unit IV	**Research and Publication Ethics** This unit addresses issues related to research integrity, responsibilities of researchers and ethical standards for publishing academic work. * Definition and importance of research ethics: Ethical concerns for research in the field of Home Science * Ethical principles in Research planning and execution: Informed consent,	14

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	anonymity, confidentiality and privacy, voluntary participation, safety and dignity of participants, transparency	
	* Data integrity and ethical data collection: use of appropriate methodology, ensuring accuracy and validity, managing sensitive data, avoiding misuse of information	
	* Bias and conflict of interest in research	
	* Forms of research misconduct: Fabrication and falsification of data and plagiarism	
	* Ethical issues in research publication: Selective reporting, misrepresentation of data, salami slicing and predatory publications	

Essential Readings	* Creswell, J. W., & Poth, C. N. (2018). Qualitative inquiry and research design: Choosing among five approaches (4th ed.). SAGE Publications.
	* Kerlinger, F. N., & Lee, H. B. (2000). Foundations of behavioral research (4th ed.).
	* Kothari, C. R., & Garg, G. (2023). Research Methodology: Methods and Techniques. New Age International Pvt Ltd, New Delhi.
	* Kumar, R. (2019). Research Methodology: A Step-by-Step Guide for Beginners. 5th Ed. Sage Publications, New Delhi.
	* Aggarwal, J. & Sabharwal, V. (2025). Essentials of Research Methodology- A Practical Manual. Elite Publishing House, New Delhi.
	* Bernard, H. R. (2000). Social research methods: Qualitative and quantitative approaches. Thousand Oaks, CA.: Sage.
	* Maxwell, J. A. (2013). Qualitative research design: An interactive approach (3rd ed.). SAGE Publications.
	* Patton, M. Q. (2015). Qualitative research & evaluation methods: Integrating theory and practice (4th ed.). SAGE Publications.
	* Silverman, D. (2020). Qualitative research (5th ed.) SAGE Publications.

प्रभारी अकादमिक प्रथम

Course Title:	THEORY Consumer Behaviour and Sustainability	Course Code HSC102T
Total Lecture hour 52		Hours
Unit I	**Introduction to Consumer Behaviour** This unit lays thrust on the definition, scope and nature of consumer behaviour. * Definition, Nature, Scope of consumer behaviour * Consumer Behaviour's Applications in Marketing * The Interdisciplinary Nature of Consumer Behaviour	15
Unit II	**Models of Consumer Behaviour** The unit throws light on the various models explaining consumer behaviour. * Consumer Needs and Motivation * Consumer Personality, Perception, Learning and Attitudes * Models of consumer behaviour	10
Unit III	**Consumer Buying Behaviour and Market Research** This unit highlights the consumer buying behaviour in terms of factors affecting consumer behaviour, consumer adoption process and buying decision process. The unit also throws light on market research. * Factors influencing consumer behaviour, Consumer buying behaviour in the digital * Consumer Adoption Process-stages and factors influencing * Diffusions of innovation * Types of buying decision behaviour, Buying decision process * Conducting market research	13
Unit IV	**Consumer Behaviour and Sustainability** This unit deals with green and environmentally conscious consumer behaviour and green marketing practices. * Green Consumerism and Eco-awareness * Environmentally Conscious Consumer Behavior * Green Marketing - Concepts, Strategies and Future Trends, Innovations in Green Marketing Practices * Sustainable Production and Consumption	14

Course Title:	Challenges in Contemporary Childhood	Course Code HSC103T
Total Lecture hour 52		Hours
Unit I	**Influences on Indian Childhood** Unit Description: This unit presents an overview by revisiting central themes and concerns related to childhood in India Subtopics: * Sociology of childhood * Disadvantaged childhood * Caste and childhood * Gender and children	14
Unit II	**Multiple contexts of Childhood** Unit Description: This unit will focus on understanding children in multiple settings and Subtopics: * Childhood in urban, semi-urban, rural and tribal context * Socialization and growing in diverse families * Children in foster and institutional settings * School as a context of development - Educational inequity and learning diversity	15
Unit III	**Children in Difficult Circumstances** Unit Description: This unit will help us to develop understanding of children in difficult circumstances and the challenges **Subtopics:** * Street and Working children * Trafficked children and children of sex workers * Children of migrant and refugee families * Children in conflict with law and children in contact with law * Children in war and other disaster situations	12
Unit IV	**Contemporary Challenges and Childhood** Unit Description: This unit will focus on the various challenges faced by children in different contexts. **Subtopics:** *Childhood in digital era/cyberbullying/child pornography/violence in schools like bullying * Gender concerns and safety, Body boundaries and consent * Supporting childhood in India	11

Essential Readings

1.Chopra, G. (2016). Child rights in India: challenges and social action. S.l.:
2.Sachdeva ,P.,Murmu,D.F. & Sakshi.(2020).Basic Sociology. Delhi Elite Publishing
3. Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development:
Theory, Research and Applications in India. Sage Publications Chapter 4:
Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites
4. Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29

Course Title:	Practical - I

Total Lecture hour 52

1. Critical review of a published original research article in any area of Home Science.
* Identification and documentation of strengths and weaknesses of various components of the selected research article
2. Sampling in Research
* Probability and non-probability sampling techniques
3. Formulation of a data collection tool
4. Referencing and Citation in Scientific Writing
* Importance and different styles of referencing
* Concept of in-text and post-text referencing
* Digital tools for referencing
5. Plagiarism in research
* Concept and types of Plagiarism
Technical writing using quotations, paraphrasing and summarizing
* Plagiarism detection software
6. Formulation of a research proposal
* Identification of a research problem/thrust area in any specialization of Home Science
* Literature review related to the identified research problem
* Proposal formulation giving timeline for conducting the research study

Course Title:	Practical II

1. Market research proposals - Developing market research proposals on consumer buying behaviour, effect of promotional schemes on consumer purchase, consumer satisfaction and opinion regarding selected products/brands/marketing strategies, online purchasing etc.
2. Case studies on consumer behavior, green consumerism, green marketing etc.
3. Surveys for understanding consumer buying behavior
4. Designing digital campaigns on issues related to consumer behavior and green marketing
5. Understanding models of consumer behavior
6. Understanding consumer buying behaviour process for any product or service: smart phone, apparels, life insurance, online shopping, socially responsible products, luxury and branded products etc.

Course Title:	Practical III
	* Exploring and analysis of diverse childhood context and challenges through audio-visual materials/social media/print media. * Interview Street children/working children/ children with disabilities to understand their circumstances * Profile organizations working for children in difficult circumstances * Conduct workshop/webinars to understand the various vulnerabilities related to Indian children like cyberbullying, Body boundaries, inclusion & diversity

Course Title:	(Theory) Resources and Sustainability	Course Code HSC104T
Total Lecture hour 52		Hours
Unit I	**Concept of Sustainable Development** This unit lays thrust on the concept, need, principles, and goals of sustainable development, along with key global milestones and initiatives. * Concept of sustainable development * Need, objectives and principles or sustainable development * National and international milestones, initiatives, summits and protocols * Sustainable Development Goals (SDGs)	13
Unit II	**Developmental Issues and Resource Use** This unit highlights environmental challenges, resource consumption, sustainable resource management, green practices, and green building rating systems. * Environmental concerns, population explosion, urbanization, globalization, economic development, ecological footprint, carbon footprint * Perspectives in resource consumption * Sustainable management of key resources: Land, green cover, water, air, waste	13
Unit III	**Sustainable Management of Key Resources** This unit deals with sustainable management of energy, water, waste, and air through strategies like star labelling, rainwater harvesting, and air quality monitoring. Energy management - star labelling, renewable energy Water management - Components of rain water harvesting system, rainwater harvesting potential, water auditing, waste water recycling, water testing * Waste management - Waste to energy plants, waste to wealth * Air management - Air quality, AQI	14
Unit IV	**Sustainable Practices by Industry and Green Buildings** This unit deals with sustainable practices by industry and green buildings. * Sustainable practices by industry * CSR initiatives * Green buildings and green building rating systems	12

Essential Readings

- Prasad, R., Jhariya, M. K., & Banerjee, A. (2021). Advances in Sustainable Development and Management of Environmental and Natural Resources: Economic Outlook and Opinions. CRC Press, Taylor & Francis Group. • Goel, S. (Ed.). (2016). Management of Resources for Sustainable Development. New Delhi: Blackswan Publications.
- Thakur, B., Thakur, R. R., Chattopadhyay, S., & Abhay, R. K. (Eds.). (2023). Resource Management, Sustainable Development and Governance: India and International Perspectives. Springer.
- Somayaji, G., & Somayaji, S. (2009). Environmental concerns and sustainable development: some perspectives from India. New Delhi: TERI Publication.
- Sundar, I. (2006). Environment and Sustainable Development. New Delhi: APH Publishing Corporation.

Course Title:	(Theory) Theoretical perspectives in women's studies	Course Code HSC105T
Total Lecture hour 52		Hours
Unit I	Women in India Civilization down the ages. The rational for women's studies Meaning and significance - Growth of women's studies in India and other countries. The women's movement in India. - Orientation to feminist theories.	10
Unit II	Theoretical perspectives in women's studies Consequences of gender differences. - Sexual division of labour and its implications: 　(a) discrimination (b) invisibility (c) devaluation. **Historical and socio-cultural basis of women's status.** Status of Women in ancient India-Vedia age, Pauranic Period, Mauryan Period, Gupta, Medival, Feugal Period, Buddhist Period, British Period. Women in Post-independece period	14
Unit III	**Understanding concepts related to gender differences** from societal and developmental perspective. **Patriarchy** **Caste, class culture and gender interface.** Gender and education Economic empowerment and gender Development processes and programmes for women's perspective.	14
Unit IV	Feminist methodologies in women's perspective. Gender sensitive surveys Generational studies Content analysis of media and literature. Content analysis of media and literature Historical research **Problems and issues related to women in India** Child marriage Female foeticide, infanticide Female Mortality Discrimination in nutrition and health care Socialization of girl child identity politics. Dowry, Violence Women's Employment Women in Educational	14

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	opportunities and sex-based education. **Legal status of women** Dowry prohibition Act. Divorce and maintenance Law, Marriage Registration Act Domestic Violence Act 2005, Pre-Natal Diagnostic Act, Laws against feticides, Medical Termination of Pregnancy (IMTP) Act, 1971, Immoral Traffic Prevention Act, Indecent Representation of Women (Prohibition) Act 1986, Law against Sexual Harassment at workplace **Women's Welfare Programs**	

Essential readings

1. Astana, P. (1974). Women's movement in India: Vikas Delhi.
2. Antony, M.J. (1985). Women's Rights: Dialogue. New Delhi.
3. Baker, H.A., Berheide, G.W. and Others (Eds.) (1980), Women Today: A multi disciplinary approach to Women's Studies. Brooks/Cole Publication
4. Baral, J. K. and Patnaik, K. (1990). Gender Politics. New Delhi: Discovery.
5. Dak, T.M. (1988). Women and Work in Indian Society: Discovery, New Delhi.
6. Desal, N. (1988). A decade of Women's Movement in India: Himalaya. Bombay.
7. Desai, N. & Patel, V. Indian Women: Change and Challenges in the International Decade: Popular Prakashan. Bombay.
8. Gunew, A.R. (1990). Feminist Crowledge Critic and Constituent: Routledge. London.
9. Gupta, N. K. & Sudan, I.K. (1990) Women at work in developing economy: Amol, lew Delhi
10. Joseph, A and Sharma K. (Eds) 1994). Whose News? The media and Women's Issues: Sage New Delhi.
11. Kalia, N. N. (1979). Sexism in Indian Education: Vikas. New Delhi.
12. Jain, D & Banerjee, N (1985). The Tyranny of House Hold: Investigative essays on women and work: Vikas, New Delhi.
13. Okin, S. M. (1989). Justice, gender and family: Basic Books. N.Y.
14. Pant, N (1995). Status of girl child and women in India. Delhi: APH.
15. Parashahr, A. (1992). Women and Family law reforms in India: Uniform civil code and gender equity: Sage. New Delhi.
16. Ranjankumari, (1989). Women's work, class and the urban household: Tavistock. London
17. Sharma, U. (1989). Brides and not for burning: Dowry victims in India: Randiant. New Delhi
18. Srivastava, T. N. (1985). Women & the Law: Intellectual. New Delhi.
19. Varghese, H. A. (1990). Women administrations in Education: Vikas. New Delhi.
20. Vianellow, M. & Siemienska, R. (1990). Gender Inequality: A comparative study of discrimination and participation: Sage. London.
21. Williams, J. E. (1990). Sex and psyche: Gender and Self viewed cross-culturally. N. Y. : Sage.

Course Title:	Children with Special Needs	Course Code HSC201T
Total Lecture hour 52		Hours
Unit I	Children with special needs: Needs for recognizing individual difference. Various approaches to defining & understanding disability. Philanthropic, / Medical / Administrative, legal and social approaches.Types of disability, Rights of disabled children.Special Education Programmes & Policies for Disabled: Need and Philosophy.Types of Programmes. Policies for person with disabilities.Family and Community in management of disabled.	15
Unit II	Management. Physically Challenged Children (Orthopedically & Neurologically impaired): Definition, Classification, Causes, Special education programmes and policies, Rehabilitation and **Children with Sensory Impairment:**Visually & Acoustically Challenged. Definition, Classification, Characteristics, Causes, Special education programmes and policies, Rehabilitation and management	15
Unit III	**Intellectually Superior Children:** Definition, Classification, Characteristics, Causes, Special education programmes and policies, Rehabilitation and management. **The Child with mental Retardation:** Definition and classification; Causes of mental retardation; Identification; Characteristics; Managing children with mental retardation at home; Specialeducational measures. **Children with Learning Disabilities:** Definition, Slow learners, Learning Disabilities in reading. Writing, Spelling, Mathematics, Techniques of identification & assessment.	12
Unit IV	**Visually Impaired Children:** Definition- Blind and partially sighted children; Identification; Causes; Effect of visual impairment on child's development; Special education & training; Role of family in detection, early stimulation and training **Hearing Impaired Children:** Definitions - Deaf and hard of hearing children; Classification: Mild, moderate, severe and profound loss; Causes of hearing impairment; Identification, care, early stimulation and education of hearing impaired children; Role of family in detection and child's language development	10

Essential readings	
1.	Berdine, W.H. & Blackhurst, A.E. (1985): An introduction to special education (second ed.), Lexington: Harper Collins, (Complete book).
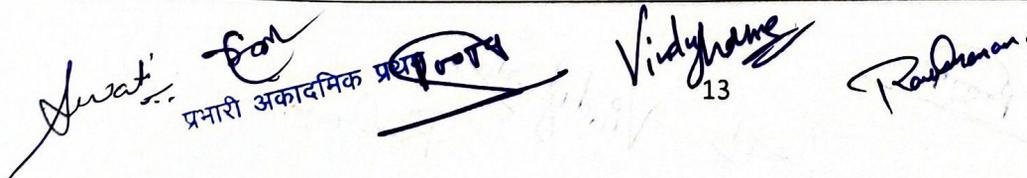
2.	Hallahan, D.P. & Kauffman, J.M. (1991): Introduction to exceptional children (fifth ed.) Boston: Allyn and Bacon (Chapters 1-9, 11).
3.	Devi, U. & Settharaman, A.S. (1985): Education in rural areas: constraints and prospective, New Delhi: Ashish Publishing House.
4.	Werner, D. (1994): Disabled village children (Indian edition), New Delhi: Voluntary Halth Association of India, (Complete book).
5.	Berdine W.H. & Cegelka, P.T. (1980): Teaching the trainable retarded, Ohio: Bell & Howell, (Chapters 3,7,8,9,10).

Course Title:	Early Childhood Education and ECCE Centers	Course Code HSC202T
Total Lecture hour 52		Hours
Unit I	**ECCE: Concepts,** objectives, need, scope and significance. **ECCE Centers:** Types of Pre-school: Play Centers, Day Care, Montessori, Kindergarten, Balwadi, Aganwadi. ECCE in the National Policy on Education **Contribution of the thinkers in ECCE:** Pestalozzi, Rousseau, Frobel, John Dewey, Maria Montessori, M.K.Gandhi and Rabindra Nath Tagore.	10
Unit II	**ECCE in India:** Pre Independence period, Past Independence-Kothari Commission, Contribution of Five Year Plans to ECCE, Yash Pal Committee. **Contribution of the mentioned agencies/ programmes** to ECCE in India: ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Creche etc. **Pre-School Centers:** Concept, Administrative set-up, Functions and Organization.	10
Unit III	**Basic principles and methods of Early Childhood Education** **Play:** Role of Play in development and education in early years; Types of play activities. Programme Planning for young children: Principles, goals, objectives, schedule of activities. - **Play activities and materials for physical and motor development:** Movement and mobility; Gross and fine motor skills; Healthful living; **Role of educator** Play activities for social and emotional development and for exploring the environment	14
Unit IV	**Play activities for developing Communication**	18

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language skills: Importance of communication, promotion of language skills-listening, speaking, reading and writing; Activities for language development: conversation, pre-reading, writing skills, songs and rhymes, story telling, riddles.

Literature for children: Need and types; Importance of story telling and techniques of story telling. Art and creative activities:

Significance, types of art activities; Role of teacher in planning the activity, motivating children; Music

Essential readings	
1.	NCERT (1991), A Guide for Nursery School Teachers, NCERT, New Delhi
2.	Seth Kanta, Ahuja Kavita (1996), Minimum Specifications for Pre-Schools, NCERT, New Delhi
3.	Kohn Ruth (2003), The Exploring Child - A Handbook for Pre-Primary Teachers, Orient Longman, Delhi
4.	Chowdhury D Paul (1995), Child Welfare/Development, Atma Ram & Sons, Delhi
5.	Grewal JS (1998), Early Childhood Education-Foundations and Practice, Har Prasad Bhargava, Agra

Course Title:	Family and Marriage Guidance and Counseling	Course Code HSC203T
Total Lecture hour 40		Hours
Unit I	**Counselling & Therapy:** Meaning, nature, scope, principles & goals of counselling. Historical movements of guidance & counselling service. **Distribution between counselling & therapy.**	13
Unit II	**Counselling Areas:** Family counselling, parental counselling, adolescent counselling, individual counselling on marriage, premarital & post marital counselling, counselling on marital conflicts, parent-child. **Relationship**-Inlaws relationship	14
Unit III	**Counselling Process:** Preparations and pre requisites counselling stages in counselling process. **Follow up and review.**	13

	Counselling Approaches and Techniques: Meaning, origin, procedure, merit and limitations of counselling approaches. **client centered, counsellor centered & electic counselling techniques.**	
Unit IV	**Counsellors:** Characteristics, qualification & qualities of counsellor. **Skills & competencies of counsellor-**communication skill, attending, listening, questioning & responding. **Interpersonal & professional skills & ethics.** **Tips for becoming effective counsellor.**	12

Reference Books:
1. Bumard, D.-Counselling Skills Training, New Delhi, Viva Books.
2. Manthei, R.-Counselling, The Skills of finding the solutions to problems, London; Routledge.
3. Nicolson, D. & Ayers H. - Individual Counselling Therapy and Practice, London, David Fulton.
4. Shanmugam, T.K. Abnormal Psychology. Tata Mcgraw Hill, 1981.
5. Hult and Gubby, Patterns of Abnormal Behaviour.
6. Landis and Bolles or Eleires - Text Book of Abnormal Psychology.
7. L.E.Moser and R.S.Moser, Counselling and Guidence, An Exploration.
8. A.J.Jones, Principles of Guidance.
9. Mehta, Parin and others, NCERT, New Delhi Hnadbook of Councellors.

Course Title:	PRACTICAL I	Course Code HSC201P
	Contents- (1) Identification, prevalence of children with special need. (2) Techniques of Identification & assessment (3) Case studies of childrer: with special needs. (4) survey of educational facilities available in the areas. (5) Preparation of Educational Tools for children with special need. (6)Planning and working with children and parents. (7) Study of Govt. Schemes and policies for Disable children	

Course Title:	PRACTICAL II	Course Code HSC202P
	Contents- **1-Visits to institutions concerned with early childhood education- Day care centre, Play home, Crèche in different areas.**, recording information and observation and writing report. 2. Preparation of teaching materials for pre-school children. 3. Planning and Participation in preschool organization and evaluation 4. Organizing the Parent education programme in a preschool in slum areas - Parents' meeting, Workshop, Exhibition. 5- Planning ECCE programmes including infra-structural facilities and budget proposals. 6-Conducting interaction programmes with teachers and parents. 7- Developing literature for parents preparing & using visual Aids. 8-Developing educational and play materials for pre-schoolers using indigenous materials. e. Developing picture books/story books and rhymes. 9-Developing and conducting creative art activities for pre-scholars 10- Prepare Resource files for children.	

Course Title:	Community Health Management	Course Code HSC204 T
Total Lecture hour 52		
Unit I	**Concept of Health and Health Care:** Concepts of health and positive health, definitions of health; Health-factors affecting health, health as a human right, Concept of community health and global health, health for all, Primary health care definitions, principles, components, comprehensive health care, levels of prevention, concept of reproductive health.	15
Unit II	**Health and Development Indices:** Health Indices and related indices in community health, fertility indicators, demographic indicators-sex ratio, social and mental health indicators; Human Development Index; Reproductive Health Index.	15
Unit III	**Management of Information System in Health Sector:** Health surveys, Monitoring health: Health regulations and acts, health legislations, Census; Evaluation of health services. Ecology and Environment: Cause, effects and	11

	prevention of globel warming, Concept of natural and man-made disasters	
Unit IV	**Health Care Services:** Health administrative set up state, national, urban, rural, private, Role of NGOs in health services; Importance of National Health Programmes; Child survival and safe motherhood, Importance of Child Health and related programmes, Health in relation to community development; Important National and International Health Agencies; Health Information, education, communication.	11

Essential Reading:

1.	Mangatt, A.N. and Bomen, S.C.- Social Service and Mental Health
2.	Dak, T.M.- Sociology of Health in India
3.	Smolenske Principles of Community Health
4.	Suchman. E.H.- Sociology in the Field of Public Health