REGULATIONS AND CURRICULUM GOVERNING

MASTERS OF PUBLIC HEALTH PROGRAM

Implemented in Academic Year 2015-2016

Revised in 2017

Amended up to 2025

Name of the Constituent Unit: Yenepoya School of Allied Health Sciences



Deralakatte, Mangalore, Karnataka.

YENEPOYA
(DEEMED TO BE UNIVERSITY)

NOTIFICATION FROM THE UNIVERSITY

Sl. No.	ACM with date	BOM/BOS with date	Decisions/Approvals
1.	28th ACM/ 27.05.2017	-	Amendment to the syllabus of the MPH programme approved
2.	39th ACM/27.08.2020	50th BOM/28.08.2020	Proposal to incorporate SWAYAM courses in the Curriculum approved
3.	51st ACM/16.05.2023	62nd BOM/14.06.2023	Resolved to approve the revision in the CBCS regulations governing the PG programs.
4.	52nd ACM/17.08.2023	63rd BOM/21.09.2023	Revision of the syllabus of the Master of Public Health, along with the introduction of the Maternal and Child Health and Epidemiology specialities, was approved.
5.	56th ACM/15.05.2024	3rd ECM/11.06.2024	Disaster Management and Emergency Management under the Master of Public Health Programme was approved
6.	56th ACM/15.05.2024	3rd ECM/11.06.2024	The introduction of the Postgraduate Diploma in Public Health under the Department of Public Health was approved
7.	61st ACM/13.02.2025	7th ECM/13.03.2025	Revision in the eligibility criteria of the Postgraduate Diploma in Public Health Programme approved
8.	63rd ACM/13.05.2025	8th ECM/10.06.2025	Structured Continuous Internal Assessment components of PG Dissertation for MHA and Allied Health Sciences Programs approved

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1. Preamble

The Department of Public Health at Yenepoya (Deemed to be University) holds the vision to advance the public's health through teaching, learning and community involvement with a focus on training next-generation public health professionals and translating evidence into policy decisions. The department functions to bring sustainable health by a) delivering evidence-based educational experience to prepare the next generation of public health professionals. b) fostering expertise and leadership in public health through the acquisition of knowledge and skills in field practice, and c) engaging in service activities that improve community capabilities to promote positive health.

With surging growth in the healthcare sector globally, the demand for trained public health professionals is also on the rise. Despite the successes of the past, current challenges for public health are plentiful. There is a great need for the development of public health policies and programs for prolonging healthy life expectancy. Emerging epidemiological transition shows that while old threats of communicable diseases continue, new infectious diseases may appear, and the increasing incidence of non-communicable diseases will overburden the health system in future. A cadre of Public Health Specialists who have sound scientific knowledge and skills to practice public health is required to tackle these emerging problems. It is a well-known fact that the underlying causes of various diseases very often lie in socioeconomic, environmental, and behavioural domains rather than in biomedicine. Thus, with training, both non-medical and medical persons can contribute to developing Public Health. As Public health professionals must attend to the pressing needs of the changing health scenario, there is an acute shortage of public health professionals throughout the world, including India. Therefore, in several countries, postgraduate courses in public health are being offered for both medical and nonmedical graduates. The emphasis is such educational programs as recommended by WHO is on a thorough training in public health administration as well as in epidemiology, along with the study of relevant aspects of environmental and social sciences, i.e., health economics, health psychology, and sociology.

The Master of Public Health Program aims to prepare and equip public health professionals with the knowledge, skills and competencies required to deal with public health issues.

The postgraduate program in Public Health, with specialisation in Epidemiology, Maternal and Child Health, Disaster and Emergency Management (at YDU), and Emergency Management (at CSU), is meticulously designed to furnish students with the requisite knowledge, skills, and competencies to competently manage healthcare organizations across various capacities.

2. Definitions of Key Words

2.1. Academic Year: Two consecutive (one odd + one even) semesters constitute one academic year.

2.2. Choice-Based Credit System: The CBCS provides a choice for students to select from the prescribed courses (core, elective or minor or soft skill courses).

2.3. Course: Usually referred to as 'papers', is a component of a programme. The courses shall define learning objectives and learning outcomes. A course shall comprise lectures/tutorials/ industrial training or field-based experience/outreach activities/ project work/ vocational training/viva/seminars/ term papers/assignments/ presentations/ self-study, etc. or a combination of some of these. The courses can be of the following types, i.e., Core, Discipline-specific elective, Skill Enhancement Course, Multidisciplinary Elective, and Internship.

2.4. Credits: Credit defines the quantum of contents/syllabus prescribed for a course and determines the number of hours of instruction required per week. Thus, normally in each of the courses, credits will be assigned based on the number of lectures/tutorials, laboratory work and other forms of learning required, to complete the course contents in a 15-week schedule. All courses do not need carry the same credits.

	Lecture (L)	Tutorial (T)	Practical/ Internship (P/I)	Field work practice
1 credit	1 hour	1 hour	2 hours	3-5 hours
12 credits	Research Project/Dissertation			

2.5. Credit hours for different types of courses:

Each course may have only a lecture component or a lecture and tutorial component or a lecture and practicum component or a lecture, tutorial, and practicum component, or only a practicum component. For example, a three-credit lecture course in a semester means three one-hour lectures per week, with each one-hour lecture counted as one credit. In a semester of 15 weeks' duration, a three-credit lecture course is equivalent to 45 hours of teaching.

One credit for tutorial work means one hour of engagement per week. In a semester of 15 weeks' duration, a one-credit tutorial in a course is equivalent to 15 hours of engagement.

A one-credit course in practicum or lab work, community engagement and services, and fieldwork in a semester means two hours of engagement per week. In a semester of 15 weeks' duration, a one-credit practicum in a course is equivalent to 30 hours of engagement.

A one-credit of Seminar or Internship, or Studio activities, or Field practice/projects or Community engagement and service means two-hour engagements per week. Accordingly, in a semester of 15 weeks' duration, one credit in these courses is equivalent to 30 hours of engagement.

A course can have a combination of lecture credits, tutorial credits, and practicum credits. For example, a 3-credit course with two credits assigned for lectures and one credit for practicum shall have three 1-hour lectures per week and one 2-hour duration field-based learning/project or lab work, or workshop activities per week. In a semester of 15 weeks' duration, a 3-credit course is equivalent to 45 hours of lectures. Similarly, a 3-credit course with 2 credits assigned for lectures and one credit for tutorial shall have three 1-hour lectures per week and one 1-hour tutorial per week. In a semester of 15 weeks duration, a three-credit course is equivalent to 30 hours of lectures and 15 hours of tutorials.

While there is flexibility for the departments in the allocation of credits to various courses offered, the general formula shall be:

- Every **Core course** shall be of a minimum of 3 credits.
- **Discipline Specific Courses** (DSC) shall be of a minimum of 3 credits.

- **Skill Enhancement Courses** (SEC) will be calculated as **one credit for every 4 hours of field visit**. A maximum of 20 hours per week.
- The **Multidisciplinary open elective course** offered by the Yenepoya (Deemed to be University) shall be restricted to a maximum of 3 credits.
- **Internship** will be calculated as **one credit for every 2 hours**. A maximum of 24 hours of practical exposure per week is assigned, accounting for 12 credits.
- **Dissertation** is considered a special course involving the application of knowledge in solving/analysing/exploring a real-life situation/difficult problem. A dissertation work would be of 12 credits.
- The credits assigned to the course are indicated in L: T: :P format. For example, for a 3-credit course format could be: 3:0:0 or 1:1:1 or 2:1:0 or 0:0:3, etc.

2.6. **Programme:** An educational programme leading to the award of a degree, diploma, or certificate.

2.7. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.

2.8. **Credit Point:** It is the product of grade points and the number of credits for a course.

2.9. **Semester Grade Point Average (SGPA):** It is a measure of the performance of work done in a semester. It is the ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

2.10. **Cumulative Grade Point Average (CGPA):** It is a measure of the overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed in up to two decimal places.

2.11. **Letter Grade:** It is an index of the performance of students in each course. Grades are denoted by letters: **O+, O, A+, A, B+, P, F.**

2.12. Transcript or Grade Card or Certificate: Based on the grades earned, a grade certificate shall be issued to all the registered students after every semester. The grade certificate will display the course details (code, title, number of credits, grade secured) along with the SGPA of that semester.

2.13. Academic Bank Account: means an individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the student from course(s) of study are deposited, recognized, maintained, accumulated, transferred, validated, or redeemed for the award of a degree/diploma/certificates, etc. by an awarding institution.

2.14. Academic bank of Credits (ABC): means an academic service mechanism as a digital or virtual or online entity established by the Commission with the approval of the Central Government, to facilitate students to become its academic account holders, thereby paving the way for seamless student mobility between or within degree-granting Higher Educational Institutions through a formal system of credit recognition, credit accumulation, credit transfers and credit redemption to promote distributed and flexible teaching-learning

2.15. Credit-accumulation: Means the facility created by the Academic Bank of Credits in the Academic Bank Account opened by students to transfer and consolidate the credits earned by them by undergoing Courses.

2.16. Credit-redemption: means the process of commuting the accrued credits in the Academic Bank Account of the students maintained in ABC for the purpose of fulfilling the credit requirements for the award of Degrees, diplomas, certificates or Coursework for PhD programmes, etc., by the registered degree-awarding Higher Educational Institutions.

2.17. Credit-transfer: Means the mechanism by which the Registered Higher Educational Institutions can receive or provide prescribed credits to individual Academic Bank Accounts in adherence to the University Grants Commission credit norms for the ‘course/s’ undertaken by students enrolled in any Registered Higher Education Institution within India

3. Eligibility for admission

Graduation in any one of the following from an institution recognized by responsible council wherever applicable and is affiliated to Yenepoya University or from any other university established under law considered equivalent thereto by Yenepoya University or UGC approved Universities in India and around the world having completed bachelors in medicine, dental, nursing, pharmacy, AYUSH, allied health sciences, Arts, Commerce, Law, Engineering, Management, journalism, sociology, biostatistics, psychology, nutrition studies, demography, anthropology, population studies or any other stream are eligible for the course. The candidate shall have obtained permanent registration from the respective state or central council, wherever applicable.

The candidate shall have obtained a minimum of 50% aggregate marks in all the years of university examination of the degree course. In case of SC/ST/OBC candidates, the minimum marks shall be 45%.

4. Duration of the program

The duration of the MPH programme shall extend for a period of two years, consisting of four semesters. Each semester comprises a minimum of 15 weeks with a minimum of 90 actual working days of instruction. The programme shall be pursued on a full-time basis. On successful completion of the required credits, the student will be awarded a Master's Degree in Public Health according to the chosen specialisation by Yenepoya (Deemed to be University).

5. Maximum period for completion of the program

The Master of Public Health (MPH) program is a full-time two-year post-graduate program, and candidates are expected to complete it in 2 years on a regular course and 4 academic semesters as per UGC rules and regulations. Any backlog will have to be completed within the frameworks laid out by the Academic Council in alignment with prevailing norms.

6. Aim of the program

The Master of Public Health Program aims to prepare and equip public health professionals with the knowledge, skills and competencies required to deal with public health issues.

7. Outcomes of the programme

Programme Outcomes (PO) for Master of Public Health:

(Knowledge – K, Skill – S, Attitude – A, Communication – C)

PO 1: Equipped to engage with diverse populations adhering to public health values, principles, and ethics. (A, C)

PO 2: Critically and creatively engage with literature and theories in public health and related disciplines to develop reflexive and informed public health practice in diverse social situations (K, S, A)

PO 3: Practice public health methods, and apply concepts and principles associated with health and disease in the prevention and control of diseases at individual, groups, and community levels. (S, A, C)

PO 4: Equipped to carry out independent research and publish in the world of public health literature for research-informed practice and practice-informed research. (K, S)

PO 5: Will be skilful to apply principles of leadership, policy development, programme management, and academic engagement in a wide range of organisations and areas, including implementation and evaluation of health programs for individuals and populations. (K, S, C)

PO 6: Able to apply epidemiological principles and techniques, including statistical techniques in the measurement and assessment of health and development needs of communities. (S, A)

PO 7: Will be able to ethically engage with behavioural, social, and structural factors that impact health and disparities in health. (S, A)

PO 8: Explain the value and role of disaster sciences for the practice of emergency management. (S, A, C)

PO 9: Identify and describe the role of organizations involved at the local, state, national and international levels (K, S, C)

PROGRAM STRUCTURE

	Broad category of course	Hours/ Credits	Course (Title)
1.	**Discipline-Specific Courses**		**Semester - I**
a)	Theory	240 hours/ 16 credits	1. Introduction to Public Health 2. Epidemiology 3. Biostatistics & Research Methods in Public Health 4. Bioethics 5. Social and Behaviour Science in Public Health
			Semester -II
		135 hours/ 9 credits	1. Demography 2. Public Health Nutrition 3. Health system management & program planning
			Semester -III
		135 hours/ 9 credits	1. Health System Research for evidence-based policy and practice in public health 2. Infectious and chronic diseases 3. Health education and health promotion Note: IV semester has no theory classes.
b)	Practical (SEC)*	180 hours / 15 credits	Public Health Practicum (Semester-1) Public Health Practicum (Semester-2) Public Health Practicum (Semester-3)
c)	Clinical (SEC)*	-	-
d)	Simulation-based (SEC)*	-	-
2.	**Curriculum Enrichment Courses**		
a)	Field Visit	-	-

	Broad category of course	Hours/ Credits	Course (Title)
b)	Community Posting	-	-
c)	Industry / Clinical Internship	192 hours /12 Credits	Internship/Block placement
d)	Research Project	3 months/ 12 Credits	Dissertation
3.	**Electives**		**Semester -II**
a)	**Discipline Specific Electives**	90 hours/ 6credits	**1. Epidemiology** i. Epidemiology of major diseases ii. Epidemiological research **2. Maternal and Child Health** i. Women's health ii. Developing programs and policies for women and children Or **3. Disaster and Emergency Management** i. Introduction to disaster risk management and humanitarian response ii. Institutional framework of disaster and humanitarian response Or **4. Emergency Management** i. Risk management in the emergency context through CSU ii. Elective subject
			Semester- III
		90 hours/ 6 credits	**1. Epidemiology** i. Health informatics, data science, and epidemiology ii. Analytical methods of epidemiology Or

	Broad category of course	Hours/ Credits	Course (Title)
			2. Maternal and Child Health i. Social and theoretical perspectives of maternal health ii. Reproductive, maternal, newborn, child and adolescent health + nutrition Or **3. Disaster and Emergency Management** i. Health in humanitarian emergencies ii. Working and volunteering in humanitarian emergencies Or **4. Emergency Management** i. Contemporary practices in emergency management ii. Elective
b)	Interdisciplinary Courses (*See Notes 1*)	90 hours / 6 Credits	1.SWAYAM/ Coursera (Semester-2) 2. SWAYAM/ Coursera (Semester-3)
c)	Ability Enhancement Courses • *Soft skills development* • *Language and communication skill development* • *Analytical skill development* • *Personality and professional development* • *Employability skill development*	-	Journal club presentation Class Presentation

	Broad category of course	Hours/ Credits	Course (Title)
d)	Value Added Courses	-	-
	Total	**91**	

8. Attendance

Every candidate shall have attended at least 80 per cent of the total number of theory and field visit/practical training classes conducted from the date of commencement of the term to the last working day as notified by the university in each of the subjects prescribed for that semester separately, in theory and field visit/practical training. Only such candidates are eligible to appear for the university examination on their first attempt. A candidate lacking the prescribed percentage of attendance in any subject, either in theory or field visit/practical training, on the first appearance, will not be eligible to appear for the University Examination in that course. The Candidates with less than 80% of attendance shall be required to repeat that course by attending the semester and the University exam.

9. Teaching - Learning Methods Course-Wise

Teaching - Learning Methods	Courses
Experiential Learning	Internship/Block placement, Public Health Practicum, Biostatistics & Research methods in Public Health, Health informatics, Data science & epidemiology, Dissertation, Disaster and Emergency management
Integrated/Interdisciplinary learning	Health system research for evidence-based policy & practice in public health, Health education & Health promotion, Introduction to Public Health, Social & Behavioural science in Public Health, Demography, Health informatics, Data science & epidemiology, Social & theoretical perspectives of Maternal Health, Emergency management
Participatory learning	Public Health Practicum, Internship/Block placement
Problem-solving methodologies	Epidemiological research, Infectious and Chronic diseases, Health system management & program planning, Developing Programmes & Policies for women & Children
Self-directed learning	Self-learning course SWAYAM/Coursera (MOOC)
Patient-centric and Evidence-based learning	Epidemiology, Bioethics, Epidemiology of major diseases, Women's Health, Analytical methods for epidemiology
The Humanities	Self-learning course SWAYAM/ Coursera (MOOC)
Project-based learning	Dissertation, Internship/Block placement
Role Play	Health education & Health promotion, Public Health Nutrition
Teamwork	Internship/Block placement, Public Health Practicum
Reflective writing	Dissertation, Public Health Nutrition

10. Scheme of Examination

i. Evaluation of a course shall be done based on the continuous internal assessment (CIA) mode, followed by semester-end university examination (SEE) for each course.

ii. The components of CIA (Continuous Internal Assessment) may include sessional tests, Seminar/ Journal Club/ Case Studies /Assignment and other activities as determined by the board of studies in the Department of Public Health.

iii. The CIA: SEE percentage is **50:50,** and the minimum marks for CIA shall be 50% and SEE shall be 50%. The pass marks per course shall be 50%.

iv. There shall be examinations at the end of each semester, ordinarily during February/March for odd semesters and August/September for even semesters.

v. The SEE duration shall be 150min (2 hours 30min).

11.1 Internal Assessment

Internal assessment format

Distribution of Weightage for CIA [Continuous Internal Assessment (Weightage=50)]

SI no.	Type of Assessment	Weightage (%)
1	Average of two Internal tests	20
2	Continuous Comprehensive Assessment (CCA)	20
2	Assignment/Seminar/Case studies	10
Total		**50**

Question Paper Pattern for Core Course (Internal Assessment Examination)

	MAXIMUM MARKS = 40				Duration
Type of question	**Number of questions**	**To be Answered**	**Marks for each question**	**Total**	
LONG ESSAY TYPE	01	01	15	10	120 minutes
SHORT ESSAY TYPE	05	05	05	25	
				Total = 40	

11.2 University Examination

11.2.1 Semester End Examination (SEE)

- University shall conduct SEE examinations in a year at an interval of not less than four to six months. The number of examiners for Theory and Viva voce shall be, comprising one internal and one external examiner appointed by the University.
- Each theory examination shall be evaluated by one internal and one external examiner. There shall be a third evaluation if there is any difference in marks given by the internal and external examiners is more than 15%.
- Qualification and Teaching experience required for appointment as an examiner for Practical and Viva-voce shall be the same as that prescribed for Research Guide (i.e minimum 3 years).
- Theory papers will be evaluated by subject experts who are on the approved panel of examiners in Yenepoya (Deemed to be University). The question paper pattern for the semester-end examination is as follows.

Question Paper Pattern for Core course (Semester End Examination)

	MAXIMUM MARKS = 50				Duration
Type of question	**Number of questions**	**To be Answered**	**Marks for each question**	**Total**	
LONG ESSAY TYPE	02	02	15	30	150 minutes
SHORT ESSAY TYPE	02	02	10	20	
				Total = 50	

11.2.2 Practical, Viva-voce and Dissertation:

- Practical examination will be aimed at the examination of public health skills and competence of the candidates for undertaking independent work as a public health expert/researcher.
- The Viva-Voce examination shall aim at assessing the depth of knowledge, logical reasoning, confidence & oral communication skills.
- Students will be given situations/case studies/case scenarios along with a set of questions related to them. The situations will be set from their courses. This will examine their analytical/problem-solving skills.
- Special emphasis shall be given to dissertation work during the MPH-IV Semester examination.
- The marks of the Viva-Voce examination shall be included in the practical examination to calculate the percentage and declaration of results.
- Practical examination shall be jointly conducted and evaluated by one internal examiner and one external examiner.

Practical examination (SEC)

SI.NO	Components	Marks
1	Spotters	10
2	Case scenario	20
3	Viva Voce	20
Total Marks		50

11.2.3 Evaluation and Certification of MOOC (SAWAYAM/NPTEL/Coursera):

The Yenepoya (Deemed to be) University incorporate the marks/grade obtained by the student, as communicated by the Host Institution through the PI of the SWAYAM/NPTEL/Coursera course, in the marks sheet of the student that counts for the final award of the degree by the University. The Yenepoya (Deemed to be University) will give the equivalent credit weightage to the students for the credits earned through online learning courses through the platform in the credit plan of the program. In case a student fails to complete the SWAYAM/MOOC course, he/ she may be allowed to complete the course requirements as a supplementary candidate by registering for another course online in a subsequent semester or opting for a course offered at Yenepoya (Deemed to be University).

11.2.4 Assessment of Dissertation:

A declaration by the candidate that the work was done by him/her shall be included. The project supervisor, Head of the Department and Head of the Institution shall certify the bona fides of the Project. A total of 200 marks shall be awarded for the Dissertation, and the marks distribution shall be as follows:

- 100 marks- Dissertation evaluation by Internal and External examiners
- 100 marks- Internal Assessment. Marks distribution as follows:
  - ✓ 40 marks- Synopsis & Progress presentation
  - ✓ 50 marks- Evaluation of the dissertation by the Guide
  - ✓ 10 marks- Conference/Workshop/CME/Symposium/Seminar participation or presentation/ Publication in any peer-reviewed journal (accepted/submitted)

Dissertation shall be evaluated by 2 examiners, one external & one Internal, from the panel of examiners approved by the Board of Studies and by the University. The criteria for the

evaluation shall be as prescribed by the Board of Studies. Acceptance of the dissertation is a prerequisite for a candidate to be eligible to appear in the final examination. The written text of the Dissertation should be neatly typed in double line spacing on one side of paper (A4 size) and should only be hardcover bound. A declaration by the candidate that the work was done by him/her shall be included. The co-guide (wherever applicable), guide, head of the department and head of the institution shall certify the bona fide of the dissertation. Two copies of the dissertation shall be submitted to the university through the proper channel, along with a soft copy (CD), one month before the final examination. The maximum credits for the

Dissertation/project work shall be 12 (equal to 200 marks). The total average of the marks by both internal and external examiners will be considered for the final calculation. Ordinarily, the viva voce will be conducted by a panel constituted by the Controller of Examination with an external and an internal examiner.

Guide: The teaching experience required for recognition of guide shall be as given under: A total of 3 years teaching/field experience after Master's Programme or PhD in Public Health or related subjects/M.D.in Community Medicine or equivalent as prescribed by the NMC/UGC. Or A total of 3 years teaching or field experience after a post-graduate medical degree from an institution recognized by the National Medical Council of India (NMC).

Student guide ratio: A recognized guide shall supervise the dissertation work of not more than five students per academic year. Co-Guide may be included, provided the work requires substantial contribution from another relevant department or from another institution recognized for teaching Yenepoya (Deemed to be University) or any other State-level University.

Change of Guide: In the event of a registered guide leaving the Institute/ College for any reason or in the event of the death of the guide, or any other valid reasons, the guide may be changed with prior permission from the University only.

11.2.5 Assessment of Internship/ Block placement:

Internship/Block placement in the fourth semester shall carry 12 Credits, which will be awarded based on successful completion by the student in any designated setting. Assessment of Internship/Block placement will be conducted based on the attendance certificate, daily logbook, evaluation report and completion certificate issued by the authorized persons of the

respective Institution/Organization/Industry. The student is required to produce a consolidated report of the Internship outlining the Internship objectives. Upon receipt of these testimonials respective Faculty Supervisor will award credits and marks to students.

The Organisation Head of the Department shall certify the bona fides of the Internship. Internship logbook and presentation shall be evaluated by 2 examiners, one external & one Internal, from the panel of examiners approved by the Board of Studies and by the University.

A total of 200 marks shall be awarded for the Internship, and the marks distribution shall be as follows:

- 100 marks- Internship evaluation by Internal and External examiners
- 100 marks- Internal Assessment. Marks distribution as follows:
  - ✓ 50 marks- Internship report/logbook
  - ✓ 50 marks- Presentation of the work done in the organization.

12. Eligibility to appear for University Examination

Each course (theory, practical, clinical, etc.) shall be treated as an independent unit for the purpose of attendance. Candidates having a minimum 80% attendance in each of the Courses can only qualify to appear for the Semester End Examination. The Candidates with less than 80% of attendance shall be required to repeat that Course by attending the semester. There shall be no provision for condonation of the shortage of attendance.

Evaluation of a course shall be done based on continuous internal assessment (CIA) mode followed by Semester End University Examination (SEE) for each core, SEC, AEC & VAC. The evaluation of the Multidisciplinary elective offered by Yenepoya (Deemed to be) University shall be done based on formative assessment.

The components of CIA (Continuous Internal Assessment) may include sessional tests, seminars, assignments/ Social involvement, and other activities as determined by the respective specialities.

The marks for CIA shall be 50% and SEE shall be 50%.

The minimum marks for CIA shall be 50% and SEE shall be 50% for a pass, but the minimum marks for a pass per course shall be 50% CIA and SEE added together.

The HOD/Programme Coordinator, through the Dean of Faculties, shall announce the names of the candidates who will not be eligible to take the Semester End- Examinations (SEE) in

the various courses and send a copy of the same to the Controller of Examinations (COE) Office. Registrations of such candidates for those courses shall be treated as cancelled.

13. Criteria for Pass

A candidate shall be declared to have passed the PG program if he/she secures at least a CGPA of 5.0 (Course Grade P) in the aggregate of both Internal Assessment and Semester End Examination marks. The candidates who pass all the semester examinations in the first attempt in 2 years are eligible for ranks, provided they secure at least a CGPA of 8.0 (at least Grade A).

The results of the candidates who have passed the fourth semester examination but not passed the lower semester examinations shall be declared as NCL (Not Completed Lower semester examinations). Such candidates shall be eligible for the degree only after completion of all the lower-semester examinations. A candidate who passes the semester examinations in parts is eligible for only a CGPA, but not for ranking. A candidate who fails in any of the project work/project report/dissertation shall reappear for the same and pass the examination subsequently.

14. Grading and Classification

14.1 The Semester Grade Point Average (SGPA)

The performance of a student in a semester is indicated by a number called 'Semester Grade Point Average' (SGPA). The SGPA is the weighted average of the grade points obtained in all the courses by the student during the semester.

For example, if a student takes five (Theory/Practical) in a semester with credits C1, C2, C3, C4 and C5 and the student's grade points in these courses are G1, G2, G3, G4 and G5, respectively, then the student's SGPA is equal to:

$$SGPA = \frac{C1G1 + C2G2 + C3G3 + C4G4 + C5G5}{C1 + C2 + C3 + C4 + C5}$$

The SGPA is calculated to two decimal points. It should be noted that the SGPA for any semester shall take into consideration the F and ABS grades awarded in that semester. For example, if a student has an F or ABS grade in program 4, the SGPA shall then be

computed as:

$$SGPA = \frac{C1G1 + C2G2 + C3G3 + C4* ZERO + C5G5}{C1 + C2 + C3 + C4 + C5}$$

14.2 Cumulative Grade Point Average (CGPA):

The CGPA is calculated with the SGPA of all the VI semesters to two decimal points and is indicated in the final grade report card/final transcript, showing the grades of all VI semesters and their courses. The CGPA shall reflect the failed status in case of F grade(s), till the course(s) is/are passed. When the program(s) is/are passed by obtaining a pass grade on subsequent examination(s) the CGPA shall only reflect the new grade and not the failed grades earned earlier. The CGPA is calculated as:

$$CGPA = \frac{C1S1+C2S2+C3S3+C4S4}{C1+C2+ C3+ C4}$$

The results at the end of the Fourth semester shall be classified based on the CGPA obtained in the four semesters and the corresponding overall Letter Grade.

The Letter Grade, as described below, shall be adopted.

Letter Grade	Grade point	Range of Marks
O+(Outstanding)	10	90–100
O(Excellent)	9	80–89.99
A+(Very Good)	8	70–79.99
A(Good)	7	60–69.99
B+(Average)	6	55–59.99
P(Pass)	5	50–54.99
F(Fail)	<5	<50

15. Declaration of Class

The results of successful candidates at the end of each semester shall be declared in terms of Grade Point Average (GPA). The results at the end of the fourth semester shall be classified based on the Cumulative Grade Point Average (CGPA) obtained in all four semesters.

Calculation of GPA & CGPA: An example (1st semester)

Program Code	Course	Credits (a)	Grade Obtained	Credit Value (b)	Grade Points (axb)
	Course 1	4	B	8	32
	Course 2	4	B	8	32
	Course 3	4	O	10	40
	Course 4	2	C	7	14
	Course 5	2	A	9	18
	Total	**16**	**-**	**-**	**136**

1st Semester GPA = Total Grade Points / Total Credits = 136 / 16 = 8.5

2nd Semester GPA = 7 with respect to 18 Credits

Then 1st Year CGPA = (8.5 x 16) + (7 x 18) / 16 + 18 = 7.7

16. Any other Information (Progression Criteria, Re-entry after break of the study)

16.1 Carry over provision:

Carry over shall be allowed to the candidates up to all 4 semesters.

16.2 Re-entry after the Break of the study:

Candidates admitted to the program abstaining for more than 3 months must seek readmission in the appropriate semester. The candidate shall follow the syllabus currently approved/ is being followed for the program. All re-admissions of candidates are subject to the approval of the Yenepoya (Deemed to be University).

16.3 Maximum period for completion of the programme:

A candidate shall complete the four semesters (two years) programme within four years from the date of admission.

17. Journals

1. International Journal of Health Services.
2. Journal of Human Resources.
3. Journal of epidemiology and community health.
4. Journal of economic perspectives.
5. Journal of medical library association.
6. BMJ Health and care informatics.
7. Journal of obstetrics, gynecology and neonatal nursing.
8. International journal of medical research.
9. Indian journal of public health
10. BMJ journal of public health.

SYLLABUS/COURSE CONTENTS

SEMESTER I

INTRODUCTION TO PUBLIC HEALTH

Course type: Core

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

At the end of the course, students will be able to:

CO1. To understand the basic concepts of public health and its importance of the health system in detail

CO2. To have in-depth knowledge of different understandings of the concepts of health, disease, and illness

CO3. To have a thorough knowledge of public health determinants related to society, culture, and environment.

CO4. To understand the role of international healthcare agencies & their roles.

- **COURSE CONTENT:**

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	5	Basics of Public Health 1.1 Overview	√			Didactic Lecture	15%	SE
		1.2 History &Evolution of Public Health (PH)	√					
		1.3 Public health as a system	√					
		1.4 Features of public health	√					
		1.5 Importance of public health	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit II	10	Concept of health, illness, & diseases (health from ecological perspectives) 2.1 Ecology of health	√			Didactic Lecture Group discussion	20%	LE, SE
		2.2 Determinants of health and disease	√					
		2.3 Dimensions of health and disease	√					
		2.4 Measure health-	√					
		2.5 Indicators of health	√					
Unit III	5	Measuring health and disease 3.1 Morbidity & Mortality	√			Didactic Lecture Assignment	15%	SE
		3.2 Economic dimension		√				
		3.3 Comparisons of health indicators of selected developed and developing countries and its various measures		√				
Unit IV	5	Core function of PH practices 4.1 Relationship b/w public health & medical care system	√			Didactic Lecture Seminar	15%	SE
		4.2 Role of public health in global society		√				
		4.3 Impact of health disparities on public	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		health						
Unit V	10	Resources of PH & Disaster management 5.1 Infrastructure of PH	√			Didactic Lecture Flipped classroom	15%	LE, SE
		5.2 Human Resources in Public Health	√					
		5.3 Organizations – resources	√					
		5.4Challenges in public health	√					
		5.5 Definitions & concepts of disaster management	√					
		5.6 Vulnerable populations in disasters	√					
		5.7 Evaluation of disaster response & its implications for planning		√				
		5.8 Disaster risk assessment						
Unit VI	10	Indian Public Health System & International health agencies 6.1 Public health hospital system		√		Didactic Lecture Assignment	20%	LE, SE
		6.2 Primary care system	√					
		6.3 Integration issues		√				
		6.4 Health programs			√			
		6.5 History of IH			√			

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		6.6 International health agencies-WHO, UNICEF, WORLD BANK.			√			

Recommended books:

1. Gillam S, Yates J, Badrinath P, editors. Essential public health: theory and practice. 2nd edt. Cambridge: Cambridge Univ. Press; 2012. 332 p. (Cambridge medicine).
2. Blaxter M. Health. 2nd ed. Cambridge, UK; Malden, MA: Polity Press; 2010. 183 p. (Key concepts).
3. AH Suryakanta, Textbook of Community Medicine with recent advances, Jaypee publishers, 4th Edt. 2017
4. K Park, Textbook of preventive and social medicine, Banarsidas, Bhanot publishers 26th Edt.2021
5. Lal S, Adarsh P, Pankaj. Textbook of community medicine: Preventive and social medicine. CBS; Edt.2007.
6. J. Kishore, Textbook of National Health Programmes in India. Elsevier Publishers 14th. Edt.2022

EPIDEMIOLOGY

Course type: Core

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

At the end of this course, students should be able to:

CO1. Learn the history, evolution, and pioneers of epidemiology. Also, understanding the basic concepts of health, disease, and levels of prevention.

CO2. Explain the principles of disease and causation with particular emphasis on modifiable environmental factors.

CO3. Understand the basic epidemiological measurements such as Incidence, prevalence, Odds ratio, and relative risks.

CO4. To know the various types of epidemiological study designs and understand their basic principles and the main analytic methods used in each specific design.

CO5. Application of epidemiology to the prevention of disease and promotion of health.

CO6. Able to identify the bias/errors or confounders in different epidemiological studies.

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
Unit I	7	1.1 Introduction to Epidemiology	✓			Didactic lecture Group discussion, Practical Assignment	25%	LE, SE
		1.2 History & evolution	✓					
		1.3 Principles &uses of epidemiology	✓					
		1.4 Descriptive and analytical epidemiology	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
		1.5 Concepts of health and disease, Epidemiological triad	✓					
		1.6 Natural history of disease	✓					
		1.7 Levels of prevention& Screening	✓					
Unit II	8	Basic measurements in epidemiology 2.1 Tools of measurements	✓			Didactic lecture Practical Assignment	10%	SE
		2.2 Measurements of disease frequency	✓					
Unit III	7	Risk factors 3.1 Relative risk	✓			Didactic lecture Practical Assignment	10%	SE
		3.2 Attributable risk	✓					
		3.3 Odds ratio	✓					
Unit IV	8	Association and Causation 4.1 Measures of Association	✓			Didactic lecture Group discussion, Seminar Presentation Practical/ Problem solving	15%	LE, SE
		4.2 Koch's postulate	✓					
		4.3 Concept of causation and Hill's criteria	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
Unit V	7	5.1 Estimation of disease burden & Sources of epidemiological data - Factors associated with disease burden: DALY, QALY, YLL, YLD	✓			Didactic lecture Seminar presentation	15%	LE, SE
		5.2 Sources of epidemiological data Overview - Census	✓					
		- Survey	✓					
		- Civil Registration System (CRS)	✓					
Unit VI	8	Epidemiological study designs 6.1 Importance and Classification	✓			Didactic lecture Practical Assignment Seminar presentation	25%	LE, SE
		6.2 Cross sectional	✓					
		6.3 Case control	✓					
		6.4 Cohort study	✓					
		6.5 Ecological study	✓					
		6.6 Randomized & Non-randomized control trial & others study designs	✓					
		6.7 Bias, errors, and confounding	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
		6.9 Types of bias & errors in research	✓					
		6.1 Effect modification	✓					
		6.2 Difference between effect modification and confounder	✓					

- **RECOMMENDED BOOKS:**

1. Park K. Park's textbook of preventive and social medicine. Jabalpur. Banarasidas Bhanot. 2011.
2. Suryakantha AH. Textbook of community medicine with recent advances. India: Jaypee brother's medical publication, 2017.
3. MacMahon B and Tsioropoulos D. Epidemiology: Principles and Methods, 2nd ed. Little Brown and Company, Boston, 1996.
4. Celentano DD, Mhs S, Szklo M. Gordis. Epidemiología. Elsevier. 2019.
5. Rothman KJ. Epidemiology: an introduction. Oxford University Press, 2012.
6. Bonita R, Beaglehole R, Kjellström T. Basic epidemiology. World Health Organization, 2008.
7. Haddon W, Baker SP, Clark DW, MacMahon B. Preventive, and community medicine. 1981

BIOSTATISTICS AND RESEARCH METHODS IN PUBLIC HEALTH

Course type: Core

Credits: 4 **Duration:** 60 hours

PART-I: BIOSTATISTICS

- **COURSE OUTCOMES:**

At the conclusion of the course, the student will be able to:

CO1. To understand the role of Biostatistics in the disciplines of Health Sciences

CO2. To develop appropriate summary measures and graphical tools for the data

CO3. To understand the concept of uncertainty in biological data and to know the importance of probability and probability distributions.

CO4. To acquire the skills of selecting a suitable sampling technique for a specific research design.

CO5. To know the importance and method of sample size determination.

CO6. To restate the research hypothesis in terms of a statistical hypothesis and to understand the principles of hypothesis testing.

CO7. To be able to distinguish between parametric and nonparametric tests.

CO8. To know about bivariate and multivariate data, Measures of relationship: correlation and regression. Interpret the results of correlation and regression analysis.

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	7	1.1 Introduction to Biostatistics	√			Lectures Group discussion	10%	SE
		1.2 Statistics and Health Science Scope & limitations of Statistics	√					
		1.3 Data types & sources	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.4 Types of variables- continuous &discrete	√					
		1.5 Fundamental scales of measurement- nominal, ordinal, ratio, and scale	√					
Unit II	8	Measures of central tendency & dispersion 2.1 Measures of central tendency- Mean, median, mode, Partition values	√			Lectures Group discussion Assignment	10%	SE
		2.2 Measures of dispersion- range, mean deviation, standard deviation, quartile deviation, Merits and demerits	√					
		2.3 Coefficient of variation- application	√					
		2.4 Graphs & diagrams for data presentation. Skewness and	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Kurtosis, Box plot						
Unit III	7	Probability &Probability Distributions 3.1 Medical Uncertainties Probability	√			Didactic lectures Group discussion Assignment	10%	LE, SE
		3.2 Random experiment, sample space, events, types of events 3.3 Probability, properties of probability, conditional probability 3.4 Baye's theorem - uses in Health science	√					
		3.5 Sensitivity, Specificity, Positive predictive value (PPV), Negative Predictive Value (NPV), ROC Curve	√					
		3.6Binomial distribution, Poisson distribution, Normal	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		distribution						
Unit IV	8	4.1 Theory of Sampling	√			Didactic lectures Group discussion	10%	LE, SE
		4.2 Concept of population & sample	√					
		4.3 Random sampling, Sampling, non-sampling errors	√					
		4.4 Importance of Probability sampling	√					
		4.5 Pilot study	√					
		4.6 Methods of random sampling: Simple random sampling, stratified and systematic sampling methods	√					
		4.7 Sample size calculation	√					
Unit V	7	Inferential Statistics 5.1 Estimation: Parameter &Statistic, point estimation and Interval estimation	√			Didactic lectures Group discussion	10%	
		5.2Hypothesis testing: Concept of	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		statistical hypothesis and research hypothesis, errors in decision making, Type-I & Type II error, size and power of the statistical test, level of significance, p-value & statistical significance. Statistical Vs Medical Significance						LE, SE
		5.3 Parametric Tests: Hypothesis testing for continuous data- one & two-sample t-test, paired t-test, z-test, One-way ANOVA. Multiple Comparison tests.	√					
		5.4 Nonparametric tests- need& scope, sign test, median test, Mann-Whitney U test, Wilcoxon Signed rank test, Chi-square test of	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Independence of Attributes						
Unit VI	8	Correlation &Regression 6.1 Correlation coefficient- for continuous data, assumptions, hypothesis about correlation coefficient, Confidence interval for correlation coefficient, rank correlation, intraclass correlation, correlation versus causation	√			Lectures Group discussion Assignment	10%	SE
		6.2 Simple linear regression &Multiple linear regression. Estimation &testing, interpretation, prediction, and application. Introduction to Logistic Regression						

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit VII	7	Research Design in Health Research 7.1 Types of Study design: Descriptive & Analytical Studies, Prospective, Retrospective Studies, Cohort studies, Case-control studies. Advantages and Disadvantages	√			Lectures Group discussion	10%	SE
		7.2 Concept of Relative Risk (RR), Odds Ratio (OR), Stratified Analysis for Confounding factors. Attributable Risk, Preventive Fraction	√					
PART-II: RESEARCH METHODS IN PUBLIC HEALTH								
Unit I	4	An Introduction to Research in public health 1.1 Health System Research	√			Didactic lectures Group discussion Quiz/ MCQs	10%	LE, SE
		1.2 Identifying research problem	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		and shaping the research questions						
		1.3 Review of literature	√					
Unit II	3	Operationalizing Research for Public Health 2.1 Research Designs& Types of Research Designs	√			Didactic lectures, Group discussion Flipped classroom	5%	SE
		2.2 Methods and Tools	√					
		2.3 Issues of Measurement and Assessment		√				
		2.4 Mixed methods	√					
		2.5 GIS mapping and other IT uses in health research			√			
Unit III	5	Qualitative approaches and methods	√			Didactic lectures Group discussion	10%	LE, SE
		3.1 Ethnography	√					
		3.2Phenomenology	√					
		3.3Grounded theory	√					
		3.4 Case study analysis	√					
		3.5 Narrative approaches	√					
		3.6 Community-	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		based participatory research						
		3.7 Interpretative, Constructivist and Critical analysis		√				
		3.8Content analysis	√					
		3.9 Discourse analysis	√					
Unit IV	3	Developing a research proposal 4.1 Developing a conceptual & theoretical framework	√			Didactic lectures, Group discussion Hands-on training	5%	SE
		4.2 Writing & presenting research		√				
		4.3 Developing a research proposal	√					

- **RECOMMENDED BOOKS:**

Part I: Essential readings

1. Jerrold H .Zar, Biostatistical Analysis. 5th Edition, Pearson, 2016.

2. Bernard Rosner, Fundamentals of Biostatistics. 8thEd. CENGAGELearning;2016

3. Wayne W Daniel, Biostatistics A Foundation for Analysis in the Health Sciences. 7th Ed. John Wiley& Sons; 2005

Part II: Essential readings

1. MacMahon B and Trichopoulos D. (1996). Epidemiology: Principles and Methods, 2nd ed., Little Brown and Company, Boston, Chapter 1.
2. Baum, Francis (1995). Researching public health: Behind the qualitative-quantitative methodological debate. Social Science and Medicine, Vol.40, No.4, pp.449-468

3. Gatrell Anthony C. &Loytonen, Markku (eds.) (1998): GIS and Health, Taylor and Francis, London

BIOETHICS

Course type: Core

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

At the end of the course, students will be able to:

CO1. Locate the importance of bioethics in health care and research.

CO2. Understand the ethical principles and theories.

CO3. Identify ethical issues in healthcare setting and their possible solutions.

CO4. Analyze the ethical issues in specific clinical settings.

CO5. Apply ethical principles in clinical research.

CO6. Locate the importance of the healthcare provider-patient relationship.

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
Unit I	9	Introduction to bioethics 1.1 Definition and scope of bioethics	√			Didactic lecture Assignment	20%	SE
		1.2 History of bioethics	√					
		1.3 Codes of ethics	√					
Unit II	9	Ethical principles and theories 2.1 The ethical principles	√			Didactic lecture Assignment	20%	SE
		2.2 Ethical theories 2.3 Application of ethical theories and	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
		principles in healthcare						
Unit III	9	Ethics in healthcare 3.1 Consent	√			Didactic lecture Assignment	20%	LE, SE
		3.2 Risk: benefit analysis	√					
		3.3 Distributive justice	√					
		3.4 Privacy & confidentiality	√					
		3.5 Stigma and discrimination	√					
		3.6 Health technology assessment 3.7 Public health ethics	√					
Unit IV	9	Specific ethical issues in healthcare 4.1 End of life care and euthanasia	√			Didactic lecture Assignment	20%	LE, SE
		4.2 Artificial reproductive techniques	√					
		4.3 Medical termination of pregnancy	√					
		4.4 pre-natal sex determination	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
		4.5 Organ donation	√					
		4.6 Medical errors and truth-telling	√					
		4.7 Medical negligence and malpractice	√					
Unit V	9	Research ethics 5.1 Research ethics principles	√			Didactic lecture Assignment	20%	LE, SE
		5.2 Informed consent	√					
		5.3 Vulnerability in research	√					
		5.4 Responsible conduct of research	√					
		5.5 Publication ethics	√					

RECOMMENDED BOOKS:

1. English DC. Bioethics a Clinical Guide for Medical Students.
2. Tayaoe M.C. Textbook of Medical Bioethics, Attitude and Communication for Medical Students; 2016 Feb 28.
3. Princy Louis Palatty. A Textbook of Bioethics for Healthcare Professionals 1st Edition; 2018

SOCIAL AND BEHAVIORAL SCIENCE IN PUBLIC HEALTH

Course type: Core

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

CO1. To get the concept of Behavioral dimensions involved in Public Health

CO2. The evolution of social behavior as a discipline in Public Health.

CO3. To understand the critical concepts in Social and Behavioral science

CO4. To get familiarized with theories applied in social behavior and its implications on Public Health

Course content:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
Unit I	10	1.1 Introduction to Social Behavioural Health	√			Didactic lecture Group discussion	10%	SE
		1.2 The concept of Social and Behavioural Science of Health	√					
		1.3 Social &Behavioural causations of diseases in community	√					
		1.4 Evolution of Social Behavioral science in PH						
		1.5 Shift from Infectious to Chronic Disease		√				
		1.6 Levels of Prevention			√			
		1.7 Role of Social & Behavioural science in PH						
Unit II	8	Key Concepts in Social Science Behaviour 2.1 Population Dynamics		√		Didactic lecture Flipped	10%	

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
		2.2 Demography and its indicators		√		classroom		SE
		2.3 Demographic, Development, and epidemiological Transition			√			
		2.4 Social Epidemiology		√				
		2.5 Causal continuum	√					
		2.6 Knowledge & Attitude	√					
		2.7 Culture	√					
		2.8 Social environment	√					
		2.9 Ethno-medicine and western medicine		√				
Unit III	13	Social Science Behaviour Theories & Health Behaviour 3.1 Socio-Ecological Framework to explain the contextual factors	√			Didactic lecture Seminar Group discussion	20%	LE, SE
		3.2 Classification of theories: Individual/Social/Health behaviour level	√					
		3.3 Health Behaviour Overview		√				
		3.4 Health behaviour and illness behaviour		√				
		3.5 Disease management behaviour	√					
		3.6 Sick role			√			

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
Unit IV	4	Social and Environmental reaction & Community-based intervention 4.1 Social Environment and Health	√			Didactic lecture Group discussion Quiz /MCQs	10%	SE
		4.2 Social Reaction to Diseases	√					
		4.3 Deviance behaviour/social control	√					
		4.4 Social Marketing in Public Health	√					
		4.5 Steps in social marketing	√					
		4.6 Policy and advocacy	√					
Unit V	5	5.1 Cultural Competence and Innovation	√			Didactic lecture Group discussion	10%	LE, SE
		5.2 Health Diversity	√					
		5.3 Health Disparity	√					
		5.4 Cultural Competence	√					
		5.5 Theoretical perspective		√				
Unit VI	5	Society & Social Pathology 6.1 Overview and types of society	√			Didactic lecture	10%	LE, SE
		6.2 Social Institutions	√					
		6.3 Social Mobility	√					
		6.4 Social Change	√					
		6.5 Social pathology - Overview and concept		√				

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
		6.6Crime/Slums/Delinquency/alcoholism /Beggary		√				

RECOMMENDED BOOKS:

1. Jeannine C, Carol BJ & Neil H., Social and Behavioural Foundation of Public Health,2nd Ed., Sage; 2001.
2. Mark E. Essentials of health behavior. 3rd Ed., Jones and Bartlett Publishers; 2019.
3. Foster GM & Anderson BG. Medical Anthropology, New York, Wiley; 1978.

PUBLIC HEALTH PRACTICUM

Course type: SEC

Credits: 5 **Duration:**20 hours/week

- **COURSE OUTCOMES:**

At the end of the course students will be able to understand:

CO1. Community/ Field/industry visits are the actual learning place for a student of Public Health. During these visits students will get real-time experience of classroom teachings & will get an opportunity of hands-on experience.

CO2. Public health principles, methodologies, & interventions through direct observation, interaction with professionals and engagement with local communities.

CO3. Witness how public health concepts and strategies are implemented in various settings, such as health care facilities, community programs or public health agencies/ organizations.

CO4. Effectiveness and impact of different interventions, programs or policies. Also to analyze the strengths, weakness and challenges faced in delivering public health services and identify potential areas for improvement.

CO5. To work in interdisciplinary teams, understand the roles and perspectives of different stakeholders and appreciate the importance of collaboration for effective public health practice.

CO6. To enhance their communication skills by engaging in discussion, interviews also can develop advocacy skills by learning to effectively convey public health messages and promote positive health behaviors.

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
Unit I	-	1.1 Understanding Health care system/Public health system in India	√			Field visit Checklist Reflection writing	25%
		1.2 Sub-centers & AWC Primary Health centre CHC/RHTC/UHTC District hospital/offices/ laboratories	√				
Unit II	-	Community health needs assessment 2.1 Identify the area	√			Field visit Checklist Reflection writing	25%
		2.2 Conduct the need assessment	√				
		2.3 Collect data (Survey/Questionnaire/FGD etc) Develop a community action plan	√				
Unit III	-	3.1 Application of Epidemiological methods	√			Field visit Checklist Reflection writing	25%
		3.2 Application of Epidemiological triad	√				
		3.3 Web of causation	√				
		3.4 Levels of prevention	√				

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
		3.5 Screening					
		3.6 Outbreak investigation	√				
Unit IV	-	Hands on training on computer skills 4.1 Microsoft office: - Word document - Excel - PowerPoint presentation, etc. - SPSS - STATA	√			Hands on training	25%

II. SECOND SEMESTER

DEMOGRAPHY

Course type: Core

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

At the end of the course, students will be able to:

CO1. Understand the basic concepts, techniques and various sources in population sciences.

CO2. Gain a comprehensive understanding of the key concepts and terminologies used in demography such as, Population size, growth rate, fertility, mortality, migration and demographic transition.

CO3. Study the population composition and explore demographic methods.

CO4. Learn how to calculate and interpret vital rates and understand how these vital data contribute to changes in population size and structure over time.

COURSE CONTENT

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
Unit I	7	1.1 Demography and its relation to community health	✓			Didactic lecture Group discussion Flipped classroom Assignment	25%	LE, SE
		1.2 Overview - Nature, scope and Importance	✓					
		1.3 Its relation to community health	✓					
		1.4 Demography &population studies	✓					
		1.5 Sources of Demographic data – Overview, Importance &Uses	✓					
		1. 6 Various sources of demographic data: - Population census - Vital statistics - NSSO - NFHS,DLHS, AHS	✓					
		1.7 Development of demographic research in India	✓					
		1.8 Overview on demographic research	✓					

		1.9 Importance and its relevance to public health intervention	✓					
Unit II	8	Stages of demographic cycle and its impact on population 2.1 Overview	✓			Didactic lecture Group discussion Assignment	25%	SE
		2.2 Demographic cycle	✓					
		2.3 Demographic transition	✓					
		2.4 Demographic dividend	✓					
Unit III	7	Measurements of vital events in demography 3.1 Overview on vital events	✓			Didactic lecture Quiz Assignment	15%	SE
		3.2 Rates, Ratio & Proportions	✓					
		3.3 Midyear population						
		3.4 Life table concepts and it's relation to PH	✓	✓				
		3.5 Importance and uses of life table concept						
		3.6 Migration and its impact						
Unit	8	Population	✓				15%	LE, SE

IV		dynamics, Demographic processes and population Theories 4.1 Marriages				Didactic lecture Seminar presentation		
		4.2 Measures of fertility	✓					
		4.3 Measures of morbidity	✓					
		4.4 Measures of Mortality	✓					
		4.5 Population theories – Overview	✓					
		4.6 Population theories - Malthusian theory - Optimum theory of population - Theory of demographic transition	✓					
Unit V	7	Population composition 5.1 Age & sex composition (population pyramid)	✓			Didactic lecture Assignment Seminar presentation	15%	SE
		5.2 Literacy level	✓					
		5.3 Occupational composition	✓					
		5.4 Socio-economic status	✓					
		5.5 Housing and						

		family size						
Unit VI	8	Population growth & Population Policy 6.1 Phases of population growth	✓			Didactic lecture Assignment Seminar presentation	10%	LE, SE
		6.2 Population explosion and population stabilization	✓					
		6.3 National population policy - Overview	✓					
		6.4 One child policy and two child policy	✓					
		6.5 Need for population control measures consequences and role of immigration	✓					

RECOMMENDED BOOKS:

1. Suryakantha AH. Textbook of community medicine with recent advances. India: Jaypeebrother's medical publication. 2017.
2. Park K. Park's textbook of preventive and social medicine. Jabalpur. Banarasidas Bhanot, 2011.
3. Asha Bhende and Tara Kanitkar. *Principles of population Studies*, Himalaya Pub Houses.2011.

PUBLIC HEALTH NUTRITION

Course type: Core

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

At the end of the course students will be able to:

CO1. Understand the fundamental principles of public health nutrition and its significance in promoting health, development, and productivity.

CO2. Analyze the prevalence, causes, and consequences of malnutrition, under-nutrition, and over-nutrition globally, and evaluate the impact on public health.

CO3. Acquire knowledge and skills in nutritional assessment methods, including the use of indices and indicators, to evaluate the nutritional status of populations.

CO4. Examine nutrition requirements during different stages of life, such as infancy, childhood, adolescence, adulthood, pregnancy, and lactation, and understand the implications for public health nutrition interventions.

CO5. Explore the basics of nutritional epidemiology, including the distribution and determinants of malnutrition, and gain proficiency in research methods for studying nutritional issues and interventions.

CO6. Evaluate the strategies for nutritional deficiencies and common ailments, including both macro and micronutrient deficiencies, and develop community-based and facility-based approaches for addressing malnutrition.

CO7. Understand the importance of food security for nutrition and recognize the significance of food safety and standards in public health nutrition.

CO8. Examine the role of nutrition-related health policies and programs in addressing public health nutrition issues and understand the roles of government and private entities in promoting and implementing effective interventions.

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
Unit I	8	Introduction to public health nutrition 1.1 Public health nutrition - Relation b/w health, nutrition, development, and productivity – Principles of Public Health Nutrition	√			Didactic lecture Group discussion	10%	SE
		1.2 Introduction to public health nutritional issues and programmes - Prevalence and causes of malnutrition, under nutrition &over-nutrition around the world	√					
Unit II	8	Assessment of nutritional status and nutritional surveillance 2.1 Nutritional Assessment Systems & Indices/Indicators	√			Didactic lecture Presentation Written assignment	20%	LE, SE
		2.2 Nutritional Assessment methods		√				
		2.3 Nutrition surveillance and Screening - Principles,	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
		methods & applications						
		2.4 Lifecycle & nutrition - Nutrition during Infancy, childhood, Adolescence & old age, nutrition during adulthood, Pregnancy and Lactation	√					
Unit III	8	Nutritional epidemiology 3.1 Basics of nutritional epidemiology	√			Lectures Group discussion	20%	LE, SE
		3.2 Distribution & determinants of Malnutrition - Present global and Indian scenario of malnutrition	√					
		3.3 Causes of malnutrition: Social determinants	√					
		3.4 Measures to combat malnutrition		√				
		3.5 Studying of Malnutrition			√			

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
Unit IV	8	Nutritional Management in Nutritional Deficiencies and Common Ailments 4.1 Nutritional Deficiency Diseases - Micro and macro nutrient deficiencies - Nutritional anaemia - Vit.A, Vit.D deficiency & IDD	√			Lectures Article/Book Review	25%	LE, SE
		4.2 Prevention and management of NCD/other disease condition	√					
		4.3 Prevention & management of lifestyle diseases		√				
Unit V	7	Nutrition and food security 5.1 Food &nutrition	√			Lectures Presentation	15%	SE
		5.2 Nutritional values of common food and food fortification	√					
		5.3 Types of cooking & its effect on nutritional values of food	√					
		5.4 Food& nutrition	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
		security/insecurity						
		5.5 Factors influencing food & nutrition security	√					
		5.6 Major contributor to national level malnutrition/under nutrition		√				
		5.7 Food& nutrition security at local, national, and global			√			
Unit VI	7	Food safety standards & Nutrition-related health policies & Programmes 6.1 Food-borne diseases		√		Lecture Proposal preparation	10%	SE
		6.2 Contamination and adulteration	√					
		6.3 Food safety: Importance, issues and surveillance system	√					
		6.4 National and international standards of food safety	√					
		6.5 Nutrition-related health policies and programmes	√					
		6.6 Role of		√				

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
		government and private entities						

RECOMMENDED BOOKS:

1. ICMR (2011) DIETARY GUIDELINES FOR INDIANS -A Manual NATIONAL INSTITUTE OF NUTRITION Hyderabad – 500 007, INDIA
2. Thompson J, Manore M, Vaughan L. The Science of Nutrition. 4th ed. Benjamin Cummings, 2017.
3. Gibson RS. Principles of Nutritional Assessment. 2nd ed. Oxford University Press, 2005.
4. World Health Organization. Physical Status: The Use and Interpretation of Anthropometry. WHO, 1995.

HEALTHCARE SYSTEM, PROGRAMME PLANNING & MANAGEMENT

Course type: Core

Credits: 3 **Duration:** 45 hours

- **COURSE OUCOMES:**

At the end of the course students will be able to:

CO1. Get introduced to the health system.

CO2. The theoretical and philosophical perspective of the public health system of India.

CO3. Understand the organization of PHS at different levels.

CO4. Understand different health systems of the world.

- **COURSE CONTENT:**

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	10	Introduction to health system 1.1 Overview	√			Didactic lecture	10%	SE
		1.2 Theoretical aspect Evolution of Public Health System			√			
		Critical gaps in Public Health System		√				
Unit II	10	Health care system in India 2.1 Philosophy behind PHS of India			√	Didactic lecture	20%	LE, SE
		2.2 Components & Functions of PHCS- Primary, Secondary and Tertiary	√					
		2.3Private Health care system: 2.4 Formal & informal Health care systems of different	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		states, Org'sand institutions of India						
Unit III	10	Organizational structure at different levels 3.1 Planning at Central, State, District, Block and Village	√			Didactic lecture Group discussion Field visit	20%	LE, SE
		3.2 Union Ministry of Health & Family Welfare	√					
		3.3 Directorate General of Health Services	√					
		3.4 Central Council of Health	√					
		3.5 State Ministry of Health, State Health	√					
Unit IV	5	Different types of health systems existing in the world	√			Didactic lecture Flipped classroom Seminar	15%	SE
		4.1 Developed countries	√					
		4.2 Developing countries	√					
		4.3 Underdeveloped countries	√					
Unit V	5	5.1 Health program planning	√			Didactic lecture Seminar	20%	LE, SE
		5.2 Concept planning	√					
		5.3 Planning process, structure, and functions	√					
		5.4 Planning cycle	√					
		5.5 Epidemiological, political, & economic base for planning	√					
		5.6 Planning tools- PERT,	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		CPM GANTT						
		5.6 Health planning models: POSDCORB, PREECED-PROCEED	√					
Unit VI	5	6.1 Healthcare management		√		Didactic lecture Article review Group discussion	15%	SE
		6.2 Principles of management	√					
		6.3 Components of management	√					
		6.4 Management theories & techniques: Henri Fayol, F.W Taylor, Max Weber	√					
		6.5 Leadership & Management Strategic planning and operational management	√					
		6.6 Proposal development and fund raising	√					
		6.7 Evaluation of project	√					
		6.8 Health financing (Cost, Budget, Financial analysis)	√					

RECOMMENDED BOOKS

1. Sarantakos: Social research, Mac Millan press, Harupshire, Australia.1998
2. Festinger & Katz: Social research, Longman, London.1953
3. Jahoda Maric et al: Research methods in social relations, free press, New York. 1951.
4. Kothari, C.R: Research methodology, New age international publishers, Bombay. 2019
5. Park K. Park‘s text book of preventive and social medicine, M/s Banarasidas Bhanot, Jabalpur.2021

SPECIALIZATION: EPIDEMIOLOGY (S1)

EPIDEMIOLOGY OF MAJOR DISEASES

Course type: DSE

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

At the end of the course, students will be able to:

CO1. Understand the overview of the major diseases that are leading cause of death and disability globally.

CO2. Describe the epidemiological characteristics and relative impact of major diseases, both nationally and internationally.

CO3. Explain approaches to its risk factors and various approaches for prevention from public health perspectives.

CO4. Study the epidemiological aspects of major diseases and its national importance.

- **COURSE CONTENT:**

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	7	Basic epidemiology (Revision) & Introduction to epidemiology of major diseases 1.1 Overview on major diseases	✓			Didactic lecture Group discussion Assignment Seminar presentation	10%	SE
		1.1 Epidemiological transition and Global burden of major disease	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.3 Understand the Individual approaches/or high risk approaches and population based/or public health approaches to prevent major diseases	✓					
		1.4 Comprehend the pop. based/PH approaches to prevent risk factors of major diseases	✓					
		1.5 Introduction to epidemiological aspects of diseases: Mental health, Obesity, CVD, Cancer, Stroke, Hypertension, Diabetes, Burns/ trauma/accidents	✓					
Unit II	8	Global epidemiology of Mental Health 2.1 Overview	✓			Didactic lecture Assignment Case study Field visit	15%	LE, SE
		2.2 Importance and Types of mental health disorders	✓					
		2.3 High risk groups	✓					
		2.4 Disease burden	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		2.5 Risk factors	✓					
		2.6 Preventive measures National Health Programme	✓					
Unit III	7	Global epidemiology of Obesity & Hypertension 3.1 Overview, Classification based on BMI, High risk group, Disease burden, Risk factors, Preventive measures Classification (JNC-VIII), High risk groups, Disease burden, Risk factors, Preventive measures National Health Programme for Obesity & Hypertension	✓			Didactic lecture Group discussion Article review	15%	LE, SE
Unit IV	3	Global epidemiology of cardiovascular diseases & Stroke 4.1 Classification	✓			Didactic lecture Group discussion Seminar Presentation Case study	20%	LE, SE
		4.2 High risk groups	✓					
		4.3 Disease burden	✓					
		4.4 Risk factors	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		4.5 Preventive measures	✓					
		4.6 National Health Programme	✓					
Unit V	4	Global epidemiology of Cancer 5.1 Types	✓			Didactic lecture Seminar presentation Case study/JC presentation	15%	SE
		5.2 High risk groups	✓					
		5.3 Disease burden	✓					
		5.4 Risk factors	✓					
		5.5 Preventive measures	✓					
		5.6 National Health Programme	✓					
Unit VI	8	Global epidemiology of Diabetes 6.1 Classification	✓			Didactic lecture Assignment Seminar presentation	15%	LE, SE
		6.2 High risk groups	✓					
		6.3 Disease burden	✓					
		6.4 Risk factors	✓					
		6.5 Preventive measures	✓					
		6.6 National Health Programme	✓					
Unit VII	7	Burns/trauma/ accidents 7.1 Overview	✓			Didactic lecture Assignment	10%	SE
		7.2 Preventive		✓				

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		measures						
		7.3 National Health Programme		✓				

RECOMMENDED BOOKS

1. J.Kishore. Textbook of National Health Programmes in India.Century publisher; 5th edt. 2011
2. Suryakantha AH. Text book of community medicine with recent advances. India: Jaypee Brother's medical publication. 2017.
3. Park K. Park's textbook of preventive and social medicine. Jabalpur. Banarasidas Bhanot.2011.
4. Lal S, Adarsh P, Pankaj. Textbook of community medicine: Preventive and social medicine. CBS; 2007.

EPIDEMIOLOGICAL RESEARCH

Course type: DSE

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

At the end of the course, students will be able to:

CO1. Introduce the basic concept and scope of Epidemiological research Studies and its classification.

CO2. Provide fundamental skills needed to interpret of analytical concepts that would enable them to interpret results.

CO3. Understand the methods of research design clearly it will help them to learn in application.

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COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
Unit I	6	Introduction to epidemiology 1.1 Definition, Scope of epidemiology	✓			Didactic lecture Group discussion Assignment Seminar presentation	10%	SE
		1.2 Basics concepts of epidemiology	✓					
		1.3 Types of epidemiological studies	✓					
		1.4 Study designs & their strengths and weakness	✓					
Unit II	7	Sources of epidemiological data 2.1 Vital statistics	✓			Didactic lecture Assignment Case study Field visit	15%	LE, SE
		2.2 Health survey	✓					
		2.3 Medical records	✓					
Unit III	10	Sampling, sampling designs and Data Collection Methods 3.1 Types of Sampling	✓			Didactic lecture Group discussion	15%	
		3.2 Sampling	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
		Methods						
		3.3 Sample size determination	✓					LE, SE
		3.4 Methods to reduce sampling bias	✓					
		3.5 Secondary data sources	✓					
		3.6 Questionnaire	✓					
		3.7 Interviewing technique						
Unit IV	8	Data Management and analysis 4.1 Data entry and cleaning	✓			Didactic lecture Group discussion Seminar Presentation Case study	20%	LE, SE
		4.2 Descriptive statistics (Measures of central tendency)	✓					
		4.3 Inferential statistics (Hypothesis testing)	✓					
		4.4 Regression analysis	✓					
		4.5 Correlation analysis	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Questions
Unit V	6	Ethical Consideration in Epidemiological findings 5.1 Principles of research ethics	✓			Didactic lecture Seminar presentation Case study/JC presentation	15%	LE, SE
		5.2 Informed Consent	✓					
		5.3 Confidentiality and privacy	✓					
		5.4 Protection of vulnerable populations	✓					
Unit VI	8	Communicating Epidemiological findings & Epidemiological applications 6.1 Types of epidemiological reports (descriptive, analytic)	✓			Didactic lecture Assignment Seminar presentation	15%	LE, SE
		6.2 Dissemination of research findings	✓					
		6.1 Outbreak investigations	✓					
		6.2 Screening programs	✓					

RECOMMENDED BOOKS:

1. Rothman KJ. Epidemiology: an introduction. Oxford university press; 2012.
2. Bonita R, Beaglehole R, Kjellström T. Basic epidemiology. World Health Organization; 2008.
3. Haddon W, Baker SP, Clark DW, MacMahon B. Preventive and community medicine.
4. Park K. Park's textbook of preventive and social medicine. Jabalpur. Banarasidas Bhanot. 2011.
5. Suryakantha AH. Text book of community medicine with recent advances. India: Jaypee brother's medical publication. 2017.
6. Celentano DD, Mhs S, Szklo M. Gordis. Epidemiología. Elsevier; 2019.

MATERNAL AND CHILD HEALTH (S2)

WOMEN'S HEALTH

Course type: DSE

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

At the end of the course, students will be able to:

CO1. To introduce the importance of reproductive health and its explanation

CO2. To identify the various factors impinging upon women's health

CO3. To provide analytical understanding of women's health problems

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	7	Introduction to women's Health 1.1 Definition of women's health and its importance	✓			Didactic lecture	10%	SE
		1.2 Women's health priorities		✓				

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.3 Historical perspectives on women's health		✓				
Unit II	8	Reproductive Health 2.1 Anatomy and physiology of the female reproductive system	✓	✓		Didactic lecture	20%	LE, SE
		2.2 Menstrual cycle and menstrual disorders - Contraception and family planning - Pregnancy &Childbirth - Abortion and post abortion care - Reproductive health technologies – Infertility, Surrogacy, ART technique - IVF, IUI, GIFT and ZIFT	✓					
Unit III	7	Maternal and Child Health 3.1Maternal morbidity and mortality	✓			Didactic lecture	20%	LE, SE
		3.2 Infant morbidity and mortality	✓					
		3.3 Perinatal and neonatal morbidity	✓					
		3.4 Breastfeeding and infant feeding practices	✓					
		3.5 Childhood immunizations and	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		preventive care						
		3.6 Child abuse & neglect		✓				
Unit IV	8	Women's mental Health 4.1 Common mental health disorders among women Eg: Depression, Anxiety, PTSD, Eating disorders, Substance abuse and addiction		✓		Didactic lecture	10%	SE
Unit V	8	Women's health &Ageing 5.1 Menarche and Menopause associated problems and its management	✓			Didactic lecture	15%	SE
		5.2 Menopause &hormone replacement therapy		✓				
		5.3 Chronic conditions that affecting women in midlife and beyond	✓					
		5.4 Bone health		✓				
		5.5 Programs related to geriatrics	✓					
Unit VI	7	Women's health policies and programs and global health issues 6.1 Women's health policies in India	✓			Didactic lecture	25%	

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		6.2 Evolution of MCH & family welfare programme services under RCH package RCH 1&RCH 2	✓					LE, SE
		6.3 Current trends and status of family in India		✓				
		6.4 Maternity benefit schemes, PNDT act, MTP act, School health programs (ICDS)		✓				
		6.5 SDG in the development goals in the context of women & child health	✓					
		6.1 Global reproductive health issues Eg: Domestic violence, Sexual abuse		✓				

RECOMMENDED BOOKS

1. K Park Textbook of preventive and social medicine, Jaypee brothers Publishers 26thedt 2021
2. J. Kishore Textbook of National Health Programmes in India, Century publishers. 10thedt.
3. D.C. Dutta Textbook of Gynaecology. Jaypee brothers Publishers 10thedt. 2012
4. Ross and Wilson, Textbook of Anatomy and Physiology Elsevier publications. 14th edt.

DEVELOPING PROGRAMMES & POLICIES RELATED TO WOMEN AND CHILDREN

Course type: DSE

Credits: 3 **Duration:** 45 hours

➢ COURSE OUTCOMES:

At the end of the course, students will be able to:

CO1. To impart an understanding of the scope of women and child health and to enable students to find and interpret relevant information on women and child health.

CO2. Develop an acquaintance with the MCH Program.

CO3. Perform an evaluation of the programmatic activities in their area.

CO4. Understand the basic steps in the policy proposal.

CO5. Understand the key health programmes, policies, and schemes available for women and children in India.

CO6. Identify the family welfare concepts, principles, and role of health workers/administrators in the implementation of programs.

COURSE CONTENTS:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	7	Introduction to MCH 1.1 Health status of women in General & Reproductive health		√		Didactic lecture	10%	SE

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.2 Importance of Maternal & Child health	√					
		1.3 Determinants of MCH		√				
		1.4 Indicators of MCH care		√				
		1.5 Different NHP and policies related MCH	√					
Unit II	8	Health programs and policy: process and planning 2.1 Concepts underlying the design of health programs		√		Didactic lecture Group discussion	20%	LE, SE
		2.2 Basic approaches to the design in NHP	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		2.3 Policy making key components. Policy framework for MCH Stakeholders in policy making Translating research in policy making	√					
Unit III	7	National Health Mission (NHM) 3.1 Introduction to NHM		√		Didactic lecture Seminar presentation	15%	SE
		3.2 National Rural Health Mission (NRHM)	√					
		3.3 National Urban Health Mission (NUHM)	√					
Unit IV	8	4.1 Key health programs and			√	Didactic lecture Seminar	20%	

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		policies in India				Assignment Discussion with expert in the field		LE, SE
		4.2 Reproductive and child health Child survival and safe motherhood Integrated Child Development Scheme (ICDS)			√			
		4.3 Water supply and sanitation program		√				
		4.4 Janani Sishu Suraksha Karyakram (JSSK)		√				
		4.5 Rashtriya Bal Swasthya Karyakram (RBSK)	√					
		4.6 Maternity benefit schemes	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		4.7 Integrated Management of Neonatal and Childhood Illness (IMNCI)	√					
		4.8 Universal Immunization Program (UIP) - Basic Concept, 4.9 Objectives of UIP, Services under UIP, Immunization schedule		√				
Unit V	7	5.1 Evaluation of MCH related National Health Programmes (NHP) and Understanding Reproductive Health Policy- Overview	√			Didactic lecture Seminar/ JC Group discussion	20%	LE, SE

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		5.2 Evaluation of NHP	√					
		5.3 Understanding Reproductive Health Policy Understanding Reproductive Health	√					
		5.4 Policy – Voluntarism versus coercion Understanding Reproductive Health	√					
		5.5 Policy- Current trends and status of FP in India	√					
Unit VI	8	Basics of policy proposal and National Health Policy and Child	√			Didactic lecture Group discussion	15%	LE, SE

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Health policies 6.1 Introduction						
		6.2 Steps in policy proposal 6.3 National Health Policy - Introduction	√					
		6.2 Salient features of National Health Policy	√					
		6.3 Objectives of National Health Policy	√					
		6.4 Child health policies - One child policy in China - Two child policy in India etc.	√					

RECOMMENDED BOOKS

1. J.Kishore. Textbook of National Health Programmes in India.Century publisher; 5th edt. 2011
2. A Strategic Approach to Reproductive, Maternal, Newborn, Child and Adolescent Health (RMNCH+A) in India. Ministry of Health & Family Welfare Government of India
3. Revised operating manual for preparation and monitoring of RCH-II & immunization component of NRHM state programme implementation plans (PIPs). Ministry of Health & Family Welfare Government of India.

DISASTER AND EMERGENCY MANAGEMENT (S3)

INTRODUCTION TO DISASTER RISK MANAGEMENT AND HUMANITARIAN EMERGENCIES

Course type: DSE

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

- At the conclusion of the course, the student will be able to:

CO1: To describe the development of civil defence and emergency management.

CO2: To explain the value and role of disaster science for the practice of emergency management.

CO3: To describe the work of an emergency manager in various sectors and specializations.

CO4: To explain and adopt ethical principles and code of conduct for the practice of emergency management.

COURSE CONTENTS:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	8	Key Concepts, Definitions, and Perspectives -Introduction to disaster: Emergency, Disaster, Catastrophe	√			Didactic lecture Group Discussion	20%	SE
		-The disaster life cycle	√					
		- Major perspectives in disaster science: • The hazard tradition • The disaster tradition • The risk perspectives • The crisis approach	√					
		Social vulnerability	√					
		Resilience						
II	10	History & Current Status of Emergency				Didactic	10%	SE

		Management & Disaster Science - Introduction to EM & DM	√			lecture Group discussion Article review		
		- Current and future challenges	√					
		- The era of civil defence		√				
		- Professionalization of EM: Leadership challenges and structural changes	√					
III	10	Emergency Management Careers - The profession of emergency management	√			Didactic lecture Group discussion Seminar Field visit	20%	LE, SE
		-Working in the profession of EM: Govt./private/ Voluntary sectors, international emergency management & humanitarian aid	√					
		-Types of disaster: Hazards that can become disaster- Hurricanes, cyclones,	√					

		earthquakes, floods, volcanoes, chemical/ biological/ radiological/ nuclear hazards, terrorism/ computer crimes or cyber terrorism, climate change						
		- The Complexity of hazards that can become disaster	√					
IV	7	Advancing Emergency Management through Disaster Science - Introduction	√			Didactic lecture Simulation exercises	25%	LE, SE
		-Disaster science as a multidisciplinary field	√					
		-Importance of Disaster Science to Emergency Management	√					
V	10	Research process in emergency management. - Introduction to the research process	√			Didactic lecture Experiential learning Seminar	25%	LE, SE
		-Types of research: Basic & applied	√					

		research, Primary & Secondary research, Cross-sectional & longitudinal research, Quantitative and Qualitative research				presentation		
		-Research methods: Surveys, interviews, Observation, Archives, Spatial tools	√					
		- Ethics and research challenges		√				

RECOMMENDED BOOKS:

1. Brenda D. Phillips, David M. Neal, Gary R. Webb. Introduction to Emergency Management and Disaster Science. 3rd edt. 2021.
2. Tushar Bhattacharya. Disaster Science and Management, Tata McGraw Hill Education Publisher, 2012

INSTITUTIONAL FRAMEWORK FOR DISASTER AND HUMANITARIAN RESPONSE

Course type: DSE

Credits: 3 **Duration:** 45 hours

- **COURSE OBJECTIVES:**

At the end of the course, students will be able to:

CO1: Identify the organizations for managing disasters at the national, state and district levels

levels.

CO2: Describe the Nodal Ministries for managing different types of Disasters.

CO3: Discuss the financial instruments laid down for implementing the Disaster Management System.

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	10	Institutional Framework of Disaster Management 1.1 Evolution of the Disaster Management System in India	√			Didactic lecture Group Discussion One-minute paper	10%	SE
		1.2 Institutional Structure 1947-2002 -Institutional structure after 2002		√				
		Paradigm shift in India	√					
		1.3 Nodal ministries for managing different types of disasters	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		-Nodal officer in Ministry of Home Affairs (MHA) - Crisis Management Group (CMG) - National Crisis Management Committee (NCMC)						
II	8	2.1 Institutional arrangement at National level -National Disaster Management Authorities (NDMA) -National Executive Committee (NEC) - National Institute of Disaster Management (NIDM) - National Disaster Response Force	√			Didactic lecture Assignment	25%	LE, SE
III	12	3.1 Institutional arrangement at State level -State Disaster Management Authorities -State Executive Committee	√			Didactic lecture Group discussion	25%	LE, SE

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		-State Disaster Response Force (SDRF) -State Steering Committee -Working Group						
IV	10	4.1 Institutional arrangement at District, Block and Village level- Power & Functions				Didactic lecture Simulation exercises	25%	LE, SE
		4.2 Mandates of Disaster Management Act 2005- Financial Provisions	√					
		2.3Disaster Management Act,2005	√					
		2.4 Mitigation planning with stakeholders: Resilience, Inclusive mitigation planning, strategies for community engagement	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
V	5	5.1 Disaster Management Programs & Schemes - National Disaster Management Program (NDMP) - Other Disaster Management Projects (ODMP)&sub schemes - Grants-in-Aid to National Institute of Disaster Management (NIDM) - National Cyclone Risk Mitigation Project (NCRMP)	√			Didactic lecture Simulation exercises	15%	LE, SE

RECOMMENDED BOOKS

1. Ministry of Home Affairs, North Block, New Delhi. Ministry of Agriculture, (2001). Report of the High-Powered Committee on Disaster Management, National Centre for Disaster Management, Government of India, New Delhi.
2. Singh, Prakash, et.al. (2000). Disaster Response in India: Centre of Excellence in Disaster Management & Humanitarian Assistance & Foreign Military Studies Office, Fort Leavenworth, KS, USA

PUBLIC HEALTH PRACTICUM

Course type: SEC

Credits: 5 **Duration:** 20 hours/week

- **COURSE OUTCOMES:**

At the end of the course students will be able to understand:

CO1. Develop skills and competencies in a practical setting.

CO2. Gain experience in accessing the public health needs in the community.

CO3. Develop interpersonal communication skills.

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
Unit I		Demography 1.1 Small survey with students to map migration of families?	√			Field visit Checklist Reflection writing	25%
		1.2 When and how did they migrate? Tabulate them	√				
		1.3 Activities to map population density using GIS method	√				
Unit II		Public Health Nutrition 2.1 Diet survey	√			Field visit Checklist Reflection writing	25%
		2.2 Mealtime survey and analysis	√				
		2.3 Visit to Malnutrition center	√				
		2.4 Visit to ICDS center 2.5 Organizing an exhibition on Nutritional problems	√				

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
Unit III		Public Health System 3.1Visit to Public Health System (Primary/Secondary/Tertiary)	√			Field visit Checklist Reflection writing	25%
		3.2 Preparing a checklist of all the employees and their role – responsibilities in each of these	√				
		3.3 Vaccine storage/ cold chain	√				
		3.4 Maintenance of registers of ANM and ASHA	√				
Unit IV		Epidemiology 4.1 Application of epidemiological methods	√			Hands on training	25%

THIRD SEMESTER

HEALTH SYSTEM RESEARCH FOR EVIDENCE-BASED POLICY & PRACTICE IN PUBLIC HEALTH

Course type: Core

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

After completion of the course, students:

CO1. Will develop skills and abilities to apply theories and frameworks required in health systems research and evidence building for health policy.

CO2. Will be able to make assessments of health policy, taking into account relevant scientific, social and equity aspects.

CO3. Demonstrate communication skills for advocacy, dissemination and evaluation of public health data, policy and programmes.

CO4. Will be able to develop evidence for policy making by analysing epidemiological studies and health system studies by prioritizing public health challenges.

CO5. Will be able to translate research knowledge for evidence-based policy making to deal with specific health problems.

CO6. Demonstrate financial planning and management skills for designing evidence-based public health policies.

CO7. Will develop the ability to synthesize evidence, and apply statistical, financial, economic & cost-effectiveness tools/techniques in policy and programme analysis.

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	7	Health policy, process and planning 1.1 Policy making: key components	√			Lecture Engage in community health programmes	10%	SE
		1.2 Basic theoretical approaches and concepts used in policy analysis	√					
		1.3 Effects of national and international affairs on health policy			√			
		1.4 Understanding of global and national health policies		√				
		1.5 Short term Vs long term policies	√					
Unit II	8	Translating research for Health Policy and Advocacy 2.1 Using research and data to drive good policy making	√			Lecture Presentation	20%	LE, SE

Unit	Hrs.	Content	Must Know	Good to	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		2.2 Evidence based policy	√					
		2.3 Different theories useful in policy analysis	√					
		2.4 political nature of evidence for policy making in health		√				
		2.5 Different forms of power influential to policy making	√					
		2.6 Concepts of Governance and Institutions	√					
		2.7 Written and verbal competence in communicating evidence to inform policy			√			
Unit III	7	Current issues in health policy 3.1 National and global perspective	√			Lectures Group discussion	20%	LE, SE
		3.2 Issues related to - role of Non-governmental Organizations (NGOs) - health service delivery and program implementation	√					
		3.3 Research and evidence generation	√					
		3.4 Training and education	√					
		3.5 Inter-sectoral coordination in health including Public Private	√					

Unit	Hrs.	Content	Must Know	Good to	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Partnership						
		3.6 Advocacy and Planning		√				
Unit IV	8	The health system framework 4.1 Health system and policy research	√			Lectures Group discussion	20%	LE, SE
		4.2 Synthesizing and communicating research evidence		√				
		4.3 The health system framework and methods		√				
Unit V	8	The economic way of thinking about health 5.1 Health economics for designing health policy	√			Lectures Presentation	20%	LE, SE
		5.2 Introduction to health economics	√					
		5.3 Health measurement and determinants	√					
		5.4 Fundamentals- Demand. Supply, consumption, saving, investment		√				
		5.5 Supply and demand for healthcare	√					
		5.6 Measures of economic development		√				
		5.7 GNP, NNP, and GDP in shaping health policy	√					

Unit	Hrs.	Content	Must Know	Good to	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		5.8 Health infrastructure and financing	√					
		5.9 Economic models of health			√			
Unit VI	7	Health care financing 6.1 Health care spending	√			Lectures Presentation	10%	SE
		6.2 Types of health economic evaluation		√				
		6.3 Health insurance	√					

INFECTIOUS AND CHRONIC DISEASES

Course type: Core

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

At the end of the course students will be able to:

CO1. Understand the basic common terminologies behind infectious disease

CO2. Recognize the major burden of disease which is commonly affecting the population

CO3. Understand the nature of disease and its disease transmission cycle

CO4. Examine the factors contributing to the persistence of infectious diseases

CO5. Analyze the transmission dynamics of disease and design appropriate control measures

CO6. Apply the epidemiological triad to the prevention of disease & promotion of health

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	5	Introduction to infectious & Chronic diseases 1.1 Overview	√			lecture Group discussion	15%	SE
		1.2 Immune system		√				
		1.3 Classification & burden of disease	√					
		1.4 Disease Cycle	√					
		1.5 Outbreak investigation-Surveillance monitoring	√					
		1.6 Overview of National Health Programmes (NHP)	√					
Unit II	10	Vaccine-preventable diseases 2.1 Introduction, Definition, types of vaccines and its importance	√			Didactic lecture Group discussion Seminar	20%	LE, SE
		2.2 Mumps, Measles, Polio, Pertussis, TB, Rotavirus	√					
		2.3 Diphtheria, Tetanus, Rubella, Influenza, Whooping cough, yellow fever, Rabies	√					
		2.4 Universal immunization programme (UIP)	√					
Unit III	10	Vector borne, Zoonotic and GI related Diseases 3.1 Vector borne diseases: Dengue, Malaria, Chikungunya, Zika virus fever, yellow fever, Filariasis,	√			Didactic lecture Assignment Seminar presentat	20%	LE, SE

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Japanese encephalitis (JE), Prevention and vector control measures, NVBDCP				ion		
		Zoonotic diseases: Rabies, Brucellosis, Plague, Leptospirosis, Nipah virus, Leishmaniasis, Kyasanur forest disease (KFD)		√				
		3.3 Gastrointestinal System: Cholera, Typhoid fever, Diarrhoea, Food poisoning, Hookworm infection, Cirrhosis of liver & fatty liver	√					
Unit IV	10	Chronic Diseases 4.1 Overview and classification	√			Didactic lecture Assignment Seminar presentation	20%	LE, SE
		4.2 Lifestyle-related Diseases: Cardiovascular diseases (CVD), Cancer, Obesity, Diabetes, NP-NCD	√					
		4.3 Sexual and reproductive diseases: Syphilis, Gonorrhea, HIV/AIDS		√				
Unit V	4	5.1 Overview of Environmental & Occupational Health Hazards	√			Didactic lecture	10%	SE

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		5.2 Environmental-related diseases: - Biological: Viral, Bacterial, Protozoal, Helminthic Chemical: Cyanosis, Dental Health, Vector-borne borne and CVD	√					
Unit VI	6	6.1 Occupation related diseases - Occupation related diseases Physical: Radiations, Heat, Pressure, injury, Noise, injuries, accidents, burns, mechanical	√			Didactic lecture seminar Group discussion	15%	LE, SE
		6.3 Chemical: Dust, organic dust, metals and their components	√					
		6.4 Biological: Brucellosis, Leptospirosis, anthrax, fungal infection		√				
		6.5 Cancer: Skin, Lungs. Bladder		√				
		6.7 Safety measures and provisions: ESI, Factory Act-1948, Maternity benefit scheme			√			

RECOMMENDED BOOKS

1. AH Suryakanta. Textbook of Community Medicine with recent advances, 4th edt. 2017
2. K Park. Textbook of preventive and social medicine. M/s Banarasidas Bhanot, Jabalpur 26th edt.2021.

3. Sunderlal, Aadharsh and Pankaj. Textbook of Preventive and Social Medicine. 8th edt.2023.

4. J.Kishore. Textbook of National Health Programmes in India, 14 edt.2022.

5. Manthappa M. Textbook of Manipal Prep Manual of Medicine. 3rd edt.2021

HEALTH EDUCATION AND HEALTH PROMOTION

Course type: Core **Credits:** 3

Duration: 45 hours

- **COURSE OUTCOMES:**

At the end of the course students will be able to:

CO2. Understand the importance of various tools and techniques of health education.

CO3. Learn to apply various methods/channels/tools of health communication and barriers for the same.

CO4. Understand the importance of health promotion and role of media in promoting healthy lifestyle among the general population.

CO5. Understand the role of corporate sectors, Government and private organizations in implementing the cost-effective health promotion strategies.

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	7	Health education 1.1 Overview	√			Didactic Lecture Group discussion	15%	SE
		1.2 Objectives & Principles	√					
		1.3 Tools/methods	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.4 Health education & propaganda	√					
		1.5 Adoption process- Rogers model		√				
Unit II	8	Health communication 2.1 Overview on behavior change theories and communication	√			Didactic lecture Group discussion Flipped classroom	25%	LE, SE
		2.2 Channels of health communication (Individual, Group, Mass & Target groups)	√					
		2.3 Implementing and managing social and behavior change communication in PH		√				

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Information, Education & Communication (IEC) Inter-personal communication (IPC) Behaviour Change Communication (BCC) Social Behavioural Change Communication (SBCC)						
		2.4 Barriers in communication	√					
		2.5Tools and Techniques FGD Role play Fishbowl technique PLA technique Counseling etc	√					
Unit III	7	Health promotion approaches and		√		lecture Assignment Seminar	25%	LE, SE

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		methods 3.1 Overview on health promotion				presentation One minute test		
		3.2 Foundations for health promotion	√					
		3.3 The Ottawa charter	√					
		3.4 Social determinants & health promotion		√				
		3.5 Communication strategies for health promotion		√				
		3.6 Community need assessment for designing an effective health promotion activity		√				
		3.7 Evaluation of health promotion		√				

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		plans						
		3.8 Role of professionals in health promotion	√					
Unit IV	8	Role of media in health promotion 4.1 Mass media	√			lecture Assignment Seminar presentation Quiz	15%	LE, SE
		4.2 Interpersonal communication	√					
		4.3 Role of communication in promoting healthy lifestyle	√					
Unit V	7	Cost effective health promotion strategies 5.1 Role of corporate in health promotion	√			Didactic lecture Flipped classroom	20%	LE, SE
		5.2 Role of internet viz. email, web		√				

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		portals etc. in health promotion						
		5.3 Role of government and private sector in health promotion	√					

RECOMMENDED BOOKS

1. Ramachandran L. Health education: a new approach. Vikas Publishing House; 2009.
2. Sparks L, O'Hair HD, Wright KB. Health communication in the 21st century. John Wiley & Sons; 2012.
3. Schiavo R. Health communication: From theory to practice. John Wiley & Sons; 2013.
4. J. Kishore. Textbook of National Health Programmes in India.Century publisher; 5thedt. 2011
5. Suryakantha AH. Textbook of community medicine with recent advances. India: Jaypeebrother's medical publication. 2017.
6. Park K. Park's textbook of preventive and social medicine. Jabalpur. Banarasidas Bhanot. 2011

SPECIALIZATION: EPIDEMIOLOGY (S1)

HEALTH INFORMATICS, DATA SCIENCE AND EPIDEMIOLOGY

Course type: DSE

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

At the end of the course, students will be able to:

CO1. Describe the fundamental concepts and principles of health informatics, data science, and epidemiology, and their application in public health.

CO2. Identify and select appropriate health information systems and data management tools for public health practice.

CO3. Analyze and interpret data using appropriate statistical techniques and software.

CO4. Apply epidemiological concepts to investigate public health problems and identify potential solutions.

CO5. Communicate epidemiological findings and data analyses effectively to diverse audiences, including public health professionals and the general public.

CO6. Evaluate the ethical, legal, and social issues associated with health informatics, data science, and epidemiological research and practice.

CO7. Visualize and interpret data and effectively communicate results and findings using concepts and methods of epidemiology and informatics.

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	7	Introduction to Health Informatics, Data Science and Epidemiology 1.1 Role of informatics & data science in public health and epidemiology	✓			Didactic lecture Engage in community health programmes	10%	SE
		1.2 Principles & concepts of PH informatics	✓					
		1.3 Understanding the principles of data management, data mining in healthcare		✓				

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit II	8	Fundamentals of computers and database systems 2.1 Basic elements of a computer system	✓			Didactic lecture Presentation Assignment	20%	LE, SE
		2.2 Computer networks – Local Area Network (LAN), Wide Area Network (WAN), Internet & World Wide Web	✓					
		2.3 MS Access, Database design, Table design - Variables and data types - Relational designs - Retrieving data from database	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit III	7	Significance of information systems in public health 3.1 Information Architecture	✓			Didactic lectures Group discussion Assignment	20%	LE, SE
		3.2 Core-competencies in public health informatics	✓					
		3.3 Public health informatics and organizational change	✓					
		3.4 Managing IT personnel and projects	✓					
		3.5 Assessing the value of information systems		✓				
		3.6 Knowledge based information and systems	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		3.7 Risk factors in information systems	✓					
Unit IV	8	Health Information Systems (HIS) & Data Management 4.1 HIS-structure and principles	✓			Didactic Lectures Presentation Assignment	20%	LE, SE
		4.2 Electronic Health Record (EHR) systems and their use in clinical care and public health	✓					
		4.3 Data standards in public health informatics and interoperability	✓					
		4.4 Data quality, cleaning, &	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		preparation for analysis						
		4.5 Health database design and management			✓			
		4.6 Decision support and expert systems in public health	✓					
		4.7 Informatics project planning and programmes		✓				
Unit V	8	Applications of informatics and data science in Public Health 5.1 Disease surveillance	✓			Didactic lectures Presentation Discussion with subject experts/ field visits	20%	LE, SE
		5.2 Outbreak investigation	✓					
		5.3 Population health management and healthcare delivery	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		5.4 Use in evidence-based health policy and decision-making		✓				
		5.5 Dealing with health equity and disparities	✓					
		5.6 Public health information systems (PHIS)-Telemedicine	✓					
Unit VI	7	Ethical & Legal Issues in Health Informatics and Data Science 6.1 Confidentiality, privacy, and security of health data	✓			Lectures Presentation seminar/ workshop	10%	SE
		6.2 Legal and regulatory issues related	✓					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		to health data collection, storage, and use						
		6.3 Ethical considerations in data science and epidemiology research		✓				

ANALYTICAL METHODS FOR EPIDEMIOLOGY

Course type: DSE

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**
  - **At the end of the course, students will be able to:**

CO1. Students will get conceptual clarity of epidemiological studies and classification.

CO2. Learning to interpret epidemiological results.

CO3. Understanding of the concept of association and causation.

- **Course Content**

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	8	1.1 Concept of Epidemiological Studies		√		Didactic lectures	20%	LE, SE

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		1.2 Observation Analytical, Experimental Cross sectional Longitudinal and Others	√			Assignment		
Unit II	10	2.1 Analytical Studies	√			Didactic lectures Seminar Assignment	20%	LE, SE
		2.2 Cohort, Case control Before-After studies Historical prospective studies Randomized control trial, Community Trial, Ecological Studies, Meta-analysis	√					
Unit III	8	3.1 Experimental epidemiological studies	√			Didactic lectures Flipped classroom Assignment Seminar	20%	LE, SE
		Animal studies - Human experiments - Randomized control trials Types of RCT- Clinical, Preventive, Risk Factor, Cessation experiments, Trial of aetiological agents, Evaluation of health services	√					
Unit IV	5	4.1 Non-Randomized Trials	√			Didactic lectures	10%	SE

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		4.2 Uncontrolled trials Natural experiments Before and After comparison studies	√					
Unit V	2	5.1 Other Study Designs Concurrent parallel study, Cross-over type of studies	√			Didactic lectures	10%	SE
Unit VI	13	6.1 Analytical Concepts Risk factor Matching Cause-effect relation Odds Ratio Exposure rate Incidence rate Relative risk Attributable risk Attrition Case Fatality rate Indirect associations Spurious association Associations & causation	√			Didactic lectures and Problem based exercises	20%	LE, SE

RECOMMENDED BOOKS

1. K.Parks's Textbook of Preventive and social medicine M/S Banarasidas Bhanot publishers.
2. Oleckno, William, Essential Epidemiology: Principles and Applications, Waveland Press, Inc.,2002
3. Gordis L. Epidemiology e-book. Elsevier Health Sciences; 2013 Nov 14.

4. Ann Aschengrau, Essentials of Epidemiology in Public Health, Jones & Bartlett Publishers.

SPECIALIZATION: MATERNAL AND CHILD HEALTH (S2)

SOCIAL & THEORETICAL PERSPECTIVE OF MATERNAL HEALTH

Course type: DSE

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

At the end of the course, students will be able to:

CO1. To get a conceptual understanding of the difference between Sex and Gender

CO2. To understand the social determinants of maternal health

CO3. To get the concept of Life course perspective in maternal health

CO4. To have a conceptual understanding of Family planning, reproductive health, maternal, child and adolescent health.

CO5. To understand the concept of three delays and have a theoretical understanding of maternal health

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit I	4	Sexual orientation and gender identity 1.1 Concept of Sex and Gender- Define sex, gender, masculinity, femininity	√			Didactical Lecture Group discussion	10%	SE
		1.2 Assessing the differences based on biology, social construct, culture	√					
		1.3 Agents of gender socialization Distinguish between transgender, transsexual, intersexual, & homosexual identities.	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
Unit II	8	Social determinants of Health and Life course perspective 2.1 Importance &relevance of the social determinants of maternal health in regard to the health of families, women, adolescents and children	√			Didactical Lecture Group discussion Assignment Quiz	15%	LE, SE
		2.2 Women & Child health goals in Sustainable Development Goals (SDG)	√					
Unit III	10	Reproductive Health and Family Planning (FP) 3.1 History of Family Planning Importance of FP			√	Didactical Lecture Seminar	15%	SE
		3.2 Concept of Unmet need Reproductive		√				

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Health - Essential Interventions						
		3.3 Global burden of RH	√					
Unit IV	6	4.1 Maternal Mortality	√			Didactic Lecture MCQs	20%	LE, SE
		4.2 Burden of Maternal Mortality	√					
		4.3 Causes of Maternal Mortality	√					
		4.4 Understand the "3 delays"	√					
Unit V	12	5.1 Child Health and Adolescent Health	√			Didactic Lecture Seminar Assignment	25%	LE, SE
		5.2 Epidemiology of child health globally	√					
		5.3 Interventions to reduce child mortality, promote healthy development, and foster equitable outcomes – historically and	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		today.						
		5.4 Issues in delivering child health in SDG era	√					
		5.5 Adolescent Health - Defining adolescence and adolescent health as an emerging area of focus	√					
		5.6 Epidemiology of adolescent health globally, with a focus on reproductive health	√					
Unit VI	5	Theoretical Perspectives of Maternal Health 6.1 Theories of Maternal Health Maternal role attainment theory Bonding and attachment theory Synaptic theory of infant	√			Didactic lecture Group discussion	15%	LE, SE

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		development						
		6.2 Universe of the development care model	√					
		6.3 Mother and child integrative development model	√					
		6.4 Barnard's Parent-child interaction model)	√					

REPRODUCTIVE, MATERNAL, NEWBORN, CHILD AND ADOLESCENT HEALTH AND NUTRITION

Course type: DSE

Credits: 3 **Duration:** 45 hours

- **COURSE OUTCOMES:**

At the end of the course, students will be able to:

CO1. Understand the principle of 5×5 matrix for RMNCHA.

CO2. Understand the Priority interventions by the Government at all stages of life.

CO3. To understand the latest achievements in the field.

COURSE CONTENTS:

Unit	Hrs.	Content	Must Know	Good to K	Desirable K	Teaching Learning Method	Weightage	Type of Question
Unit I	7	1.1 RMNCHA Concepts 5×5 matrix	√			Didactic lecture	10%	SE
		1.2 RMNCHA	√					
Unit II	8	Priority Interventions (Adolescents) 2.1 Iron and Folic acid supplement	√			Didactic lecture Group discussion	20%	LE, SE
		2.2 Adolescent Friendly Health Clinics (AFHC)	√					
		2.3 Counselling and Information on adolescent Sexual and Reproductive Health (SRH) issues	√					
		2.4 Menstrual Hygiene	√					
		2.5 Deficiency diseases and disability	√					

Unit	Hrs.	Content	Must Know	Good to K	Desirable K	Teaching Learning Method	Weightage	Type of Question
Unit III	7	3.1 Priority Interventions (Pregnancy)	√			Didactic lecture Seminar Assignment	20%	LE, SE
		3.2 Folic acid in pre-conception period		√				
		3.3 Ante natal package and tracking high risk pregnancy	√					
		3.4 Skilled obstetrics care	√					
		3.5 Emergency Obstetric and New borne care	√					
		3.6 Post partum care for maternal and childcare	√					
		3.7 Post partum IUCD insertion and sterilization	√					
		3.8 Preconception (PC) and PNDT Act	√					
Unit IV	8	4.1 Priority Interventions (New Borne and childcare)	√			Didactic lecture Group discussion	15%	LE, SE

Unit	Hrs.	Content	Must Know	Good to K	Desirable K	Teaching Learning Method	Weightage	Type of Question
		4.2 Home-based Newborn care and prompt referral	√			Assignment		
		4.3 Facility based care of sick newborn	√					
		4.4 Child nutrition and essential micronutrient supplementation	√					
		4.5 Integrated Management of common childhood illnesses and Immunization	√					
		4.6 Child health screening Early intervention services (RBSK)	√					
Unit V	7	5.1Priority Interventions (Reproductive Health)	√			Didactic lecture Group discussion Assignment field visit	15%	SE
		5.2Community based doorstep distribution of	√					

Unit	Hrs.	Content	Must Know	Good to K	Desirable K	Teaching Learning Method	Weightage	Type of Question
		contraceptives						
		5.3Promotion of spacing method interval (IUCD)	√					
		5.4Sterilization services	√					
		5.5Management of STI and RTI						
Unit VI	8	6.1 Programs under RMNCHA+N	√			Didactic lecture Group discussion	20%	LE, SE
		6.2 Family Planning		√				
		6.3 Child health		√				
		6.4 Maternal health		√				
		6.5 Immunization		√				

SPECIALIZATION: DISASTER & EMERGENCY MANAGEMENT (S3)

HEALTH IN HUMANITARIAN EMERGENCIES

Course type: DSE

Credits: 3 **Duration:** 45 hours

COURSE OUTCOMES:

At the end of the course, students will be able to:

CO1: Mainstream disaster management into the developmental planning process.

CO2: Promote a culture of prevention, preparedness, and resilience at all levels through knowledge, innovation, and education.

CO3: Encourage mitigation measures based on technology, traditional wisdom, and environmental sustainability.

CO4: Ensuring efficient response and relief with a caring approach towards the needs of the vulnerable sections of society.

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to	Teaching Learning Method	Weightage	Type of Question
I	10	**Preparedness** - Definition - Types - Levels of preparedness • Individual level • household's level • Organization level • Community level	√			Didactic lecture Group Discussion	15%	LE, SE
		- Factors influencing levels of preparedness • Previous experience of disaster • Risk perception	√					
		- Preparedness initiatives at state, national and international level		√				
		- Working & volunteering in preparedness	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to	Teaching Learning Method	Weightage	Type of Question
II	8	**Planning** - Principles and types of planning: Planning across life cycle of emergency management	√			Didactic lecture Group discussion Assignment	15%	LE, SE
		- Levels of planning: • Individual & household level planning, • Community-based planning • State and national planning guidance	√					
		- Working & volunteering in planning	√					
III	12	**Response** Definition & activities: defining response, typical response activities	√			Didactic lecture Group discussion Flipped classroom Assignment	25%	LE, SE
		- Disaster warning: • Warning process, • Characteristic of effective disaster warning, • Taking protective action (Evacuation and temporary sheltering)	√					

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to	Teaching Learning Method	Weightage	Type of Question
		- Disaster response- National and international context	√					
		- Disaster response and principles of effective emergency management: • Comprehensive, • integrated emergency management	√					
IV	7	**Recovery** - Introduction - Definition and - Recovery as a process	√			Didactic lecture Simulation exercises	20%	LE, SE
		- Recovery functions: need assessment, shelter & housing, infrastructure, environmental concerns, psychological impacts etc.	√					
		- People-centred recovery: recovery planning	√					
V	8	**Mitigation** - Introduction - Definition	√			Didactic lecture	25%	LE, SE

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to	Teaching Learning Method	Weightage	Type of Question
		- Types (Structural &non-structural mitigation)				Experiential learning Seminar presentation		
		- What are the risks?: • Threat and hazard identification, • Risk assessment (social vulnerability assessment and loss estimation)	√					
		- Mitigation planning with stakeholders: Resilience, Inclusive mitigation planning, strategies for community engagement	√					

RECOMMENDED BOOKS

1. Introduction to Emergency Management and Disaster Science Brenda D. Phillips, David M. Neal, Gary R. Webb. 3rd edt,2021.
2. Tushar Bhattacharya. Disaster Science and Management, Tata McGraw Hill Education Publisher, 2012

WORKING AND VOLUNTEERING IN HUMANITARIAN EMERGENCIES

Course type: DSE **Course code:** AH02PH-3DSE2

Credits: 3 **Duration:** 45 hours

COURSE OUTCOMES:

At the end of the course, students will be able to:

CO1: To ensure understanding of the role and contribution of Private and Public agencies in Emergency Management

CO2: To ensure understanding of the role and contribution of International Agencies in Emergency Management

CO3: To describe working with various independent groups like refugee camps, refugee resettlement and urban environment.

CO4: To discuss the next generation of emergency managers and disaster scientists.

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
I	10	Public Sectors Local Government -Elected officials and emergency management -Local Departments -State Government -Role of the Governor -Emergency Management -Accredited State and Local Government	√			Didactic Lecture Group Discussion	15%	SE
II	10	Private Sectors -Importance & Impacts of Disaster on Private sector • Direct impacts • Indirect impacts • Remote impacts Private sector & life cycle of emergency Management -Preparedness - Response - Recovery - Mitigation Public and Private	√ √ √			Didactic Lecture Group Discussion	15%	LE, SE

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
		Partnership						
III	8	**Contemporary practices** - Working and volunteering in Private Sector - International Emergency Management - UN on Refugees - Climate change and Disaster response - UN cluster system - Sphere - Working at international context - Cultural awareness & integrating context - Community integration - Guidance for helping Non-Aid Workers	√ √			Didactic lecture Seminar Discussion with subject expert Assignment	25%	LE, SE

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage	Type of Question
IV	12	Working with Refugees in Camps, Urban Environments, Refugee Resettlement -Refugee Camps -Urban Refugees -Refugee Resettlement -International Aid Workers	√			Didactic lecture Group discussion One minute paper	25%	LE, SE
V	5	Next Generation of Emergency managers and Disaster scientists -Reflecting on cultural differences -Mentoring and Networking -Education Programs and Training		√		Didactic lecture Simulation exercises	20%	SE

PUBLIC HEALTH PRACTICUM

Course type: SEC

Credits: 5 **Duration:** 20 hours/week

- **COURSE OUTCOMES:**

At the end of the course students will be able to understand:

CO1. Public health course will provide necessary, knowledge, skills, hands on experience to address the public health challenges effectively

CO2. To understand the health service system at all the levels

CO3. To understand the issues related to existing health institutions at various levels of health care

CO4. To understand the socio-economic characteristics of village and its interface with health status

CO5. To understand the roles and responsibilities of key members of the village in the community

COURSE CONTENT:

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
Unit I		Understanding Health care system/Public health system in India 1.1 Tertiary care level	√			Checklist preparation Field visit Interaction with healthcare providers at all the levels	20%
		1.2 Secondary care level	√				

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
		1.3 Primary care level	√				
Unit II		Understanding the outbreak investigation procedure 2.1 Visit to the Integrated Disease Surveillance Programme Cell	√			Filed visit Preparing the questionnaire and interaction with the programme officer Report writing	20%
		2.2 Prepare an interview schedule for the district programme officer	√				
Unit III		Understanding the system at the village level 3.1 Social Mapping of the village	√			Group discussion Records and Report Presentation	30%
		3.2 Conduct a household survey	√				
		3.3 Prepare an Interview schedule for key members of the village (Village members, Community leaders, religious	√				

Unit	Hrs.	Content	Must Know	Good to Know	Desirable to Know	Teaching Learning Method	Weightage
		leaders, Traditional health healers)					
		3.4 Prepare an Interview schedule for ASHA, Dai, and AWW	√				
		3.5 PDS System in the village	√				
Unit IV		Statistical methods and it's applications 4.1 Reference manager (Mendeley, Zotero)	√			Hands-on training	30%
		4.2 Epi-collect	√				
		4.3 GIS	√				

FOURTH SEMESTER

DISSERTATION

Course type: RP

Credits: 12 **Duration:** 3 months

- **Course Outcomes:**

At the end of the course, students will be able to:

CO1. Apply and integrate the skills and knowledge gained in theory.

CO2. Gain hands-on experience in public health practice, such as planning, organizational structure, community interaction, etc.

CO3. Demonstrate competency in public health practice.

CO4. Demonstrate leadership, teamwork, creativity, and communication skills in the public health domain.

- **Contents:**

Each candidate pursuing the MPH Programme is required to carry out a Research project/Dissertation on a selected topic under the guidance of a faculty after the submission of project proposal. The topic for the Project Work should be chosen based on an area of interest according to the Department and University guidelines under the constant supervision of the allotted Guide.

- **Guidelines:**

- Each candidate is required to carry out a dissertation on a selected topic under the guidance of an eligible faculty.

- The Public Health project offers students an opportunity to plan a study, prepare research tools, collect data in the field, analyse the data, and write up the project under the guidance of the faculty.

- The topic for the Dissertation should be chosen based on an area of public health interest and should be done in a community/institute/hospital. The dissertation aims to enable the student to gain an in-depth insight into a particular subject/topic chosen for study.

- Students shall use scientific methods of research, which could be quantitative/qualitative/mixed methods. A student selects the tentative research topic in the second semester, in consultation with the concerned faculty.

- The synopsis shall be presented to the Board of Studies for acceptance. If found suitable, shall register the dissertation topic. No change in the dissertation topic or guide shall be made without prior approval of the University. The candidate should start collecting data only after getting Scientific Review Board (SRB) and Institutional Ethics Committee (IEC) Approval. Data collection, analysis, interpretation, and report writing can be spread over the **fourth semester**.

- Every candidate shall submit the synopsis containing particulars of the proposed dissertation **within nine months** from the date of commencement of the course.

The dissertation should be structured under the following suggested headings:

- Title
- Abstract
- Introduction
- Review of literature
- Rationale /Need of the study
- Research question/Hypothesis
- Aim/Objectives of the study
- Methodology
- Results/Findings
- Discussion
- Conclusion

- Limitations of the study
- Recommendations
- Summary
- References/Bibliography
- Annexure

INTERNSHIP/BLOCK PLACEMENT

Course type: SEC

Credits: 12 **Duration:** 60 days

@ 24 hours/week

Internship is considered an important part of the academic curriculum, serving as a structured and significant educational experience that takes place in an agency, institution, or community in any developing or developed country, and under the supervision of Field Supervisors and the guidance of the student's Academic Advisor. The overall purpose of the field experience is to provide an opportunity for students to integrate theory and practice in a public health work environment. The student contributes to a community's resources and to the solution of public health problems while developing personal confidence and leadership skills as a public health professional. While at work, students could synthesize, hone skills and competencies in program design, implementation, management, and evaluation; research data collection, analysis, and reporting; and policy analyses and advocacy.

The field experience may include work in administrative, research, or clinical settings, or participation in ongoing health education, research, or program activities. The topics are individually selected and tailored to meet student needs. Decisions on the nature, location, objectives, and activities of the field experience are made through discussion and agreement among the student, academic advisor, and site/field supervisor.

The Site/Field Supervisor

The site/ field supervisor oversees the field experience at the chosen site. The site supervisor should have expertise in assigned project areas, experience and status within the organization, and an interest and competence in supervising and mentoring. The site supervisor also helps the student develop the MPH field experience activities (along with the Academic Advisor),

and reviews and signs the Learning Contract prior to the field placement. Finally, the site supervisor writes a final evaluation of the field experience.

Academic Advisor

The Academic Advisor would be one of the internal faculty members from the institute who is eligible to be the project guide. The Academic Advisor advises and assists the student with the field experience site selection. Identifies and focuses coursework to prepare for the field experience. The academic advisor would review and approve the student's Field Experience Plan, communicate with the Field Experience Supervisor, review the required student reports, student log and evaluations.

Student Field Experience Plan

Students pursuing a Field Experience (FE) are required to complete an FE Plan in collaboration with their Academic Advisor and Field Supervisor. Planning for the FE should begin at least 4 months before its projected starting date. The plan begins with the students developing their objectives. The plan includes a goal, learning objectives, specific strategies, and activities for accomplishing those goals, timeline for completing goals, and any other considerations that may impact their field experience, and methods of evaluating goal accomplishment (the deliverables). It is important that the student 's objectives, strategies, and evaluation methods are realistic, appropriate, meaningful, and measurable. Details of the student's plan are developed and agreed to jointly by the student, field supervisor, and Academic Advisor. It represents the three-way agreement that is integral to field experience.

Revisions of Plan While in the Field

Revisions to the initial FE Plan should be agreed to and submitted to the Academic Advisor and FE supervisor no later than the end of the second week of the placement. The students who fail to register for their FE plan will have to work on the initial plan that was agreed. The FE Plan can be revisited and revised. If the FE moves in a different direction, the FE Plan can still be valid, but the student must document any revisions, the reasons for the revisions and the results. If the student is unsure about progress, he/she need to talk with the Field Supervisor, Academic Advisor. Everyone on the team shares a common goal—to help the student have a successful learning experience.

Field Experience Site

The field experience site/organization or any place where the students intend to do their activity must be an approved site, and the field supervisor must be pre-approved and have at least a master's degree and one to two years of public health or relevant experience.

Report

During the placement/field experience/ project work, Students are expected to keep a journal/ logbook recording of their activities and submit a report based on their experience (format mentioned in project report above). The report should include:

- Description of activities performed during their field experience, along with any changes or deviations from the FE Plans.
- What the students gained from the experience, including identifying problems if they occurred.
- How many of their objectives were achieved?

Internship Report Format

- Cover page
- Internship certificate from the Department
- Certificate from the organization
- Declaration
- Acknowledgment
- Executive summary
- Learning objectives
- Weekly activities
- Introduction
- Methods (Setting, oversight, timeline)
- Results (Skills learned, Work experience, challenges)
- Photographs
- Discussion and conclusion (Observations, insights, recommendations)
- References

ANNEXURES

List of Annexures:

- ANNEXURE – I: Question Paper Layout for Internal Assessment of Theory Examination
- ANNEXURE – II: Question Paper Layout for Theory of University Examination
- ANNEXURE – III: Question Paper Layout for Practical of University Examination
- ANNEXURE – IV: Internship Assessment and Evaluation Format
- ANNEXURE – V: Dissertation Assessment and Evaluation Format
- ANNEXURE – VI: Logbook Format and content page

Annexure I

Question Paper Layout for Internal Assessment of Theory Examination

Yenepoya (Deemed to be University)

Department of Public Health

MPH Internal Examination- ……Semester

Subject-

Time: **Marks: 40 marks**

Date: **Duration: 120 minutes**

I. Long essays **(1×15=15 marks)**

1) Long Essay One.

II. Short Answer **(5×5=25 marks)**

1) Short answer one
2) Short answer two
3) Short answer three
4) Short answer four
5) Short answer five

Annexure II

Question Paper Layout for the Theory of University Examination

Yenepoya (Deemed to be University)

Department of Public Health

MPH Semester End Examination- ……Semester

Subject-

Time: **Marks: 50 marks**

Date: **Duration: 150 minutes**

I. Long essays **(2×15=30 marks)**

1) Long Essay One.
2) Long Essay two

II. Short Essays **(2×10=20 marks)**

1) Short Essay one
2) Short Essay two

ANNEXURE – III

Question Paper Layout for the Practical of the University Examination

Yenepoya (Deemed to be University)

Department of Public Health

MPH Semester End Examination- ……Semester

Subject- Public Health Practicum

Time: **Marks: 50 marks**

Date: **Duration: 150 minutes**

I. Identify the Spotters **(2×5=10 marks)**

1. Spotter one
2. Spotter two
3. Spotter three
4. Spotter four
5. Spotter five

II. Case study **(2×10=20 marks)**

III. Viva voce **(20 marks)**

ANNEXURE – IV

Internship Assessment and Evaluation Format

A total of 200 marks shall be awarded for the Internship, and the marks distribution follows:

- 100 marks- Internship evaluation by Internal and External examiners
- 100 marks- Internal Assessment.
- Marks distribution as follows:
  - ✓ 50 marks- Internship report/logbook
  - ✓ 50 marks- Presentation of the work done in the organization

ANNEXURE – V

Dissertation Assessment and Evaluation Format

A total of 200 marks shall be awarded for the Dissertation, and the marks distribution as follows:

- 100 marks- Dissertation evaluation by Internal and External examiners
- 100 marks- Internal Assessment. Marks distribution as follows:
  - ✓ 40 marks- Synopsis & Progress presentation
  - ✓ 50 marks- Evaluation of the dissertation by the Guide
  - ✓ 10 marks- Conference/Workshop/CME/Symposium/Seminar participation or presentation/ Publication in any peer-reviewed journal (accepted/submitted)

Annexure VI

Logbook Template:

YENEPOYA
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POST GRADUATE LOGBOOK

DEPARTMENT OF PUBLIC HEALTH

Name of the student :

Reg.No./Campus ID :

Name of the course : Master of Public Health

Year of Admission : / /

Faculty In charge :

Programme Coordinator : **Dr. Edmond Fernandes**

Principal/Dean : **Dr. Sunita Saldanha**

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7	Dissertation progress report		
8	Participation in community outreach activities		
9	Miscellaneous		
10	Notes		

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Field visit report

Field visit:	Date:
➢ **Objectives:** ➢ **Activity:** ➢ **Learning outcomes:** ➢ **Conclusion:**	
	Signature

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Seminars/Presentations

Si no.	Date	Topic	Sign of the faculty/ Chairperson

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Conferences/ Workshops/ CME

Si no.	Date	Particulars	Signature of the HOD

Involvement in projects and other curriculum activities

Si no.	Date	Curriculum Activities	Signature of the faculty

Health Programmes-Activities

Si no.	Date	NHP - Activities	Signature of the faculty/ Med. Officer

Scientific paper presentation in conferences

Si no.	Date and place	Title of the presentation	Type of presentation	Signature of the HOD

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Dissertation Progress report

1.	Name of guide/ faculties	
2.	Date of meeting	
3.	Progress of previously assigned task	1. 2. 3. 4.
4.	Today's discussion points	1. 2. 3. 4.
5.	Tasks to start/ finish before next meeting	1. 2. 3. 4.
6.	Date and time of next meeting	
7.	Signature of the guide/faculty	

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PARTICIPATION IN COMMUNITY ACTIVITIES

Type of Activity	Place	Date

Details: