

# Course Name: Political Economy of Health: China and India

## Semester: Spring Semester

### Course Information

Course Duration: 1 Semester (15 Weeks)

Credit Hours: 60 Hours (4 credits)

Meetings: 2 per week

Location: T4-M91E

Prerequisites: None

Equivalent Courses: NA

Exclusive Courses: NA

### Instructor Information

Instructor: Prof Rama V. Baru

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## Course Description

This course will familiarise students with the major political economy frameworks for comparative analysis to study the evolution of health service systems in two Asian giants- China and India. The two countries represent variation in historical and socio-political contexts in which the health service systems have evolved. Students will get an insight into the historical and socio-political contexts in shaping health services and their transformation in both countries. The experience of China will be compared and contrasted with the Indian experience.

This course could be of interest to students engaged with public health, public policy, politics, Comparative politics, China Studies, international relations, law and health diplomacy.

Scheme of Evaluation and Grading

## Evaluation breakup

- **Internal breakup (70%): 70 Marks**
  - Class Participation (10 Marks),
  - Movie Reflections (10 marks),
  - Case studies reflections (15 marks),
  - Individual Presentation (15 marks),
  - Internal Written Exam -two (20 Marks),
- **External breakup (30%): 30 Marks Written Exam**

## Grade Definition

To pass this course, students must obtain a minimum of 40 points in the cumulative aspects of coursework, e.g., internal assessments and final exam or essay. The internal assessment will be based on class participation, written assignment submission, group-individual presentation & debate participation. The total internal will be accounted for 60 Points. The end-of-semester exam will be accounted for 40 points, out of which students must obtain a minimum of 20 points to fulfil the requirements of passing the course.

| PERCENTAGE OF MARKS | GRADE | GRADE VALUE | GRADE DESCRIPTION   |
|---------------------|-------|-------------|---|
| 80 and above        | O     | 8           | <b>Outstanding</b> – Exceptional knowledge of the subject matter; thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability |
| 75 – 79             | A+    | 7.5         | <b>Excellent</b> - Sound knowledge of the subject matter; thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability                       |

| PERCENTAGE OF MARKS | GRADE | GRADE VALUE | GRADE DESCRIPTION  |
|---------------------|-------|-------------|--|
| 70 – 74             | A     | 7           | <b>Very Good</b> - Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing materials and originality in thinking and presentation   |
| 65 – 69             | A-    | 6           | <b>Good</b> - Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills  |
| 60 – 64             | B+    | 5           | <b>Fair</b> – Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills  |
| 55 – 59             | B     | 4           | <b>Acceptable</b> - Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills.   |
| 50 – 54             | B-    | 3           | <b>Marginal</b> - Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills   |
| 45 – 49             | P1    | 2           | <b>Pass 1</b> – Pass with basic understanding of the subject matter  |
| 40 – 44             | P2    | 1           | <b>Pass 2</b> – Pass with rudimentary understanding of the subject matter  |
| Below 40            | F     | 0           | <b>Fail</b> - Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course  |
| Absent              | Ab    | 0           | <b>Absent</b> - “Extenuating circumstances” preventing the student from taking the end- semester, or re-sit, examination as the case may be; the Vice Dean (Examinations) at their discretion assign the “Ab” grade. If an “Ab” grade is assigned, the student would appear for the end-semester, or re-sit examination, as the case may be, as and when the subsequent opportunity is provided by the University. |

## 1. Academic Integrity

### Academic Honesty, Cheating, and Plagiarism.

Learning and knowledge production of any kind is a collaborative process. Collaboration demands an ethical responsibility to acknowledge who we have learnt from, what we have learned, and how reading and learning from others have helped us shape our own ideas. Even our own ideas demand an acknowledgement of the sources and processes through which those ideas have emerged. Thus, all ideas must be supported by citations. All ideas borrowed from articles, books, journals, magazines, case law, statutes, photographs, films, paintings, etc., in print or online, must be credited with the original source. If the source of inspiration for your idea is a friend, a casual chat, something

that you overheard, or heard being discussed at a conference or in class, then they must be duly credited. If you paraphrase or directly quote from a web source in the examination, presentation or essays, the source must be acknowledged. The University has a framework to deal with cases of plagiarism. All forms of plagiarism will be taken seriously by the University, and prescribed sanctions will be imposed on those who commit plagiarism.

### **Participation/Attendance Policy: 75% class attendance**

### **Disability Support and Sexual Harassment Requirements**

JGU endeavours to make all its courses accessible to students. All students with any known disability needing academic accommodation are required to register with the Disability Support Committee, [dsc@jgu.edu.in](mailto:dsc@jgu.edu.in). The Committee has so far identified conditions that could hinder a student's overall well-being. These include physical and mobility-related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties, e.g. dyslexia; and mental health.

The Disability Support Committee maintains strict confidentiality on the matters under its purview. Students should preferably register with the Committee during the month of June/January as disability accommodation requires early planning. DSC will coordinate all disability related services such as appointment of academic mentors, arranging infrastructural facilities, and course-related requirements such as special lectures, tutorials and examinations. All faculty members are requested to refer students with any of the above-mentioned conditions to the Disability Support Committee to get them disability-related accommodation. Faculty members are also requested to be sensitive to the needs of such students and cooperate with the Disability Support Committee and the School, extending students the necessary support by maintaining utmost confidentiality of the matter.

In accordance with the Student Handbook, students should not indulge in displaying pornographic materials, obscenity or in gambling, ragging or sexual harassment, nor practice discrimination based on race, religion, caste, or place of origin. Foreign students must be shown due courtesy and treated in a dignified manner.

### **Safe Space Pledge**

This course may discuss a range of issues and events that might result in distress for some students. Discussions in the course might also provoke strong emotional responses. To make sure that all students benefit from the course and do not feel disturbed due to either the content of the course or the conduct of the discussions, it is therefore incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

### **Cell Phones, Laptops, and Similar Gadgets**

There will be some in-class exercises for which laptops will be useful. Students may also need to use their devices to search for texts of official documents or scholarly publications. However, these devices must not be used for social networking or exploring matters not directly related to the

subject under discussion. Cell phones must be in silent mode, and texting or sending or receiving calls is strictly prohibited.

## 2. Keyword Syllabus

Political Economy, Health, Health Care, Health Systems Development, Health Sector Reforms, Comparative Health Policy, Equity, Access, Commercialisation of Health Services, Public–Private Mix in Health Care, Health Governance and Reform, China–India Comparative Analysis.

## 3. Course Material

To be shared in class.

## PART – II. Session Plan

| Week   | Topics / Sessions   |
|--------|---|
| Week 1 | a) Introduction to the course b) Application of Political Economy for comparative analysis  |
| Week 2 | a) What is Political Economy of health and health services b) An introduction to theoretical approaches to Political Economy  |
| Week 3 | a) An introduction to theoretical approaches to Political Economy b) Application of Political Economy to health and health services                                   |
| Week 4 | a) Overview of the history, politics and socio-economic development in China b) Overview of the history, politics and socio-economic development in China (continued) |
| Week 5 | a) Political Economy of health and health services development in China (1947–1960) b) Political Economy of health and health services (continued)                    |
| Week 6 | a) Health services development (1960–1978) b) Market socialism and health sector reforms (1978–present)   |
| Week 7 | a) Public hospital reform and commercialisation in China b) Universal public insurance hospital scheme  |
| Week 8 | a) Rise of for-profit hospitals in China b) Rising inequities in health outcomes and access to health services  |
| Week 9 | a) The SARS outbreak and concern about inequities and weaknesses in primary care b) Debates around how to address inequities and rising cost of care                  |

|                |   |
|----------------|---|
| <b>Week 10</b> | a) Political Economy of health services development in India (1949–1970) b) Political Economy of health services development in India (1970–1991) |
| <b>Week 11</b> | a) Public-Private mix in Indian health services b) Public-Private mix (continued)   |
| <b>Week 12</b> | a) Economic Liberalisation, Structural Adjustment Programme, and commercialisation of health services b) World Bank and health sector reforms     |
| <b>Week 13</b> | a) Addressing growing inequities in access and rising costs b) Policy initiatives – Public insurance schemes and NRHM                             |
| <b>Week 14</b> | a) Comparing trajectories of health service development in China and India b) Divergence and convergence of trajectories of health services       |
| <b>Week 15</b> | a) Whether equity in access to health services in both countries b) Challenges and innovations to address inequities in both countries            |