



**JINDAL SCHOOL OF PUBLIC HEALTH & HUMAN DEVELOPMENT**

India's first Interdisciplinary School for Public Health & Development



**O.P. JINDAL GLOBAL**

Institution of Eminence Deemed to be

**UNIVERSITY**

A Private University Promoting Public Service

**Course Name: Foundations in Public Health and Human Development I  
(PH-M001)**  
**Semester: Fall Semester**

## **Course Information**

Course Duration: 1 Semester (15 Weeks)

Credit Hours: 60 Hours (4 credit)

Meetings: 2 per week

Location: T4-M91E

Prerequisites: None

Equivalent Courses: NA

Exclusive Courses: NA

## **Instructor Information**

Instructor: Ms. Krupali Patel

Biography: Lecturer, JSPH (<https://jgu.edu.in/jspf/krupali-patel/>)

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Phone:

Office: South 105

Office Hours:

Homepage:

## 1. Course Description

This course provides an introduction to the fundamental principles of public health and human development. Students will gain insight into the historical foundations of public health, epidemiological methods, and basics of biostatistics and health systems. Through lectures, case studies, and discussions, students will develop a foundational understanding of public health and its impact on individual and community well-being.

## 2. Course Intended Learning Objectives

| Course Intended Learning Outcomes   | Teaching and Learning Activities  | Assessments/ Activities   |
|---|---|---|
| Define and describe the fundamental principles of public health, including its history, core functions, and essential services.               | ➤ Lecture<br>➤ Case study Discussion<br>➤ Individual & Group Presentation<br>➤ Movie watching & Reflections<br>➤ Few field visits | • Internal breakup (70%):<br>➤ Class Participation (10 Marks),<br>➤ Group Presentation/MCQ (10 Marks),<br>➤ Movie reflection (10 marks)<br>➤ Individual Project Presentation (10 marks)<br>➤ Field Visit Report (10 Marks)<br>➤ Viva (20 Marks) |
| Demonstrate an understanding of disease prevention, health promotion, and population-based interventions to address public health challenges. |   | • External breakup (30%): 30 Marks Written Exam   |
| Understand the role of health systems, policies, and governance in shaping public health outcomes and human development.                      |   |   |
| Apply basic epidemiological methods to assess health trends, risks, and interventions.  |   |   |
| Apply basic concepts of biostatistics in public health  |   |   |
| Enable Students to link Public Health with their disciplines  |   |   |

## 3. Scheme of Evaluation and Grading

### Evaluation breakup

- Internal breakup (70%):  
➤ Class Participation (10 Marks),  
➤ Group Presentation/MCQ (10 Marks),  
➤ Movie Reflections (10 marks),  
➤ Individual Project Presentation (10 marks)  
➤ Field Visit Report (10 Marks),  
➤ Viva (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  |
| 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”  |

| PERCENTAGE OF MARKS | GRADE | GRADE VALUE | GRADE DESCRIPTION   |
|---------------------|-------|-------------|---|
|                     |       |             | 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. |

#### 4. 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 or inspiration of your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or in class, even 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 endeavors 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 possibly 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; 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 for getting 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, and 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 collectively 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.

## **5. Keyword Syllabus**

Planetary Health, Anthropocene, Vulnerability Assessment, Human Health, Ecosystem, Net-Zero, Sustainability, Resilient, Adaptation, Circular Economy, Biodiversity, One Health, Eco-Health, Environment Health, Climate Change, Food System, Land Use Change, Urban Health, Green space, Blue Space

## **6. Course Material**

Bonita by WHO, ([https://iris.who.int/bitstream/handle/10665/43541/9241547073\\_eng.pdf](https://iris.who.int/bitstream/handle/10665/43541/9241547073_eng.pdf))

Mahajan for Biostatistics,

K Park (<https://milonm28.wordpress.com/wp-content/uploads/2017/08/parks-preventive-social-medicine-23rd-ed.pdf>)

## **7. Session Plan**

| Session (with Date) | General Topic  | Approach/Pedagogy | Reading |
|---------------------|--|-------------------|---------|
| Session 1           | Introduction to Course                                   |                   |         |
| Session 2           | Evolution of Public Health Globally                      | Lecture           |         |
| Session 3           | Evolution of Public Health in India                      | Lecture           |         |
| Session 4           | What is exactly a Public Health and Its functions        | Case Study        |         |
| Session 5           | Concept of Determinants of Health                        | Lecture           |         |
| Session 6           | What is Health System? Three tier health System of India | Lecture           |         |
| Session 7           | Health System Building blocks discussion                 | Case Study        |         |

|            |  |                            |  |
|------------|--|----------------------------|--|
| Session 8  | What is Universal Health Coverage?? Example of developed and developing country                        | Lecture                    |  |
| Session 9  | State wise Health System Presentation  | Individual Presentation    |  |
| Session 10 | Role of Health Insurance Models in achieving Universal Health Coverage with different country examples | Video & Lecture            |  |
| Session 11 | Role of PMJAY in achieving UHC in India  | Lecture                    |  |
| Session 12 | Introduction to Epidemiology   | Lecture                    |  |
| Session 13 | Use of Epidemiology in Public Health   | Lecture                    |  |
| Session 14 | Basic Terms and Epidemiological Triad  | Movie watching & Exercises |  |
| Session 15 | Health Promotion and Prevention  | Movie watching & Exercises |  |
| Session 16 | Study Design Part 1  | Case Study                 |  |
| Session 17 | Study Design Part 2  | Case Study                 |  |
| Session 18 | Study Design Part 3  | Case Study                 |  |
| Session 19 | Study Design Part 4  | Case Study                 |  |
| Session 20 | Outbreak & Surveillance  | Case Study                 |  |
| Session 21 | Introduction to Biostatistics  | Lecture & Reading          |  |
| Session 22 | Types of Data & Data Presentation  | Lecture & Exercise         |  |
| Session 23 | Measures of Central Tendency   | Lecture & Exercise         |  |
| Session 24 | Measures of Dispersion   | Lecture & Exercise         |  |
| Session 25 | Public Health Indicators   | Lecture & Exercise         |  |
| Session 26 | Revision   | Lecture                    |  |
| Session 27 | Internal Exam  | Class Exam                 |  |
| Session 28 | Doubt Clearance  | Lecture                    |  |
| Session 29 |  |                            |  |
| Session 30 | University Exam  |                            |  |