

**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/jsph/krupali-patel/>)  
Email: [krupali.patel@jgu.edu.in](mailto:krupali.patel@jgu.edu.in)  
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.	<ul style="list-style-type: none"><li>➤ Lecture</li><li>➤ Case study Discussion</li><li>➤ Individual &amp; Group Presentation</li><li>➤ Movie watching &amp; Reflections</li><li>➤ Few field visits</li></ul>	<ul style="list-style-type: none"><li>• Internal breakup (70%):<ul style="list-style-type: none"><li>➤ Class Participation (10 Marks),</li><li>➤ Group Presentation/MCQ (10 Marks),</li><li>➤ Movie reflection (10 marks)</li><li>➤ Individual Project Presentation (10 marks)</li><li>➤ Field Visit Report (10 Marks)</li><li>➤ Viva (20 Marks)</li></ul></li><li>• External breakup (30%): 30 Marks Written Exam</li></ul>
Demonstrate an understanding of disease prevention, health promotion, and population-based interventions to address public health challenges.		
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**

<b>Session (with Date)</b>	<b>General Topic</b>	<b>Approach/Pedagogy</b>	<b>Reading</b>
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		