

# A.D.P.H.



## Syllabus w.e.f. 2018

## **Advance Diploma in Public Health**

Department of Social Work (UGC Centre of Advanced Study)  
Faculty of Social Sciences, Jamia Millia Islamia, New Delhi-25



## Course Outline

### ADVANCED DIPLOMA IN PUBLIC HEALTH (ADPH)

Paper codes	Course Title	Marks	Credits	Hours per week (including 1 hour tutorial)
<b>SEMESTER I</b>				
ADPH-SI-01	Elements of Public Health	100	4	4
ADPH-SI-02	Health and Nutrition	100	4	4
ADPH -SI-03	Research Methodology for Public Health	100	4	4
ADPH-SI-04	Epidemiology	100	4	4
ADPH-SI-05	Field Work (Concurrent)	150	6	1 month of block concurrent placement
<b>Total Marks / Credit</b>		<b>550</b>	<b>22</b>	
<b>SEMESTER II</b>				
ADPH-SII-06	Social Work, Behavioural Sciences and Mental Health	100	4	4
ADPH-SII-07	Environmental and Occupational Health	100	4	4
ADPH-SII-08	Health Systems Management	100	4	4
ADPH-SII-09	Indigenous Medicine and Health Communication	100	4	4
ADPH-SII-10	Field Work (Concurrent)	150	6	1 month of block concurrent placement
	Viva voce	50	2	
<b>Total Marks / Credit</b>		<b>600</b>	<b>24</b>	
<b>Grand Total (Marks / Credit)</b>		<b>1150</b>	<b>46</b>	

# **SEMESTER - I**

## **ADPH - SI-01 Elements of Public Health**

**Course Marks/Credits: 100/4**

### **Course Objectives:**

1. To understand the concepts of public health, and community health.
2. To learn the theoretical foundations of helping profession of public health.
3. To develop constructive understanding of various determinants of health and development in emerging economies.
4. To learn the historical development of public health practice.

### **Evaluation**

#### **Internal Assessment [25 marks]**

- 1 Assignment (15 marks)
- 1 Test (10 marks)

**University Examination: [75 marks]**

### **Course Outline**

#### **Unit I: Introduction to Public Health and Health Policy**

1. Public and Community health: Concept, definition and history.
2. Theoretical foundations and approaches of public health.
3. Understanding of the concepts of health, illness wellbeing, healthcare and Medical Care.
4. Components of Public Health

#### **Unit II: Essentials and Determinants of Public Health**

1. Determinants of health – Biological, Behavioural, Socio-economic, Cultural, Environmental, Geographical etc.
2. Essentials of public health services and public Health delivery system in India (including Govt, NGO and PPP).
3. Community Diagnosis, Needs Assessment and Community based healthcare system
4. Public health: surveillance, Challenges, preparedness and impact assessment

#### **Unit III: Public Health Policies and Ethics**

1. Health policy: concept, process, stakeholders and their role in health policy formulation and implementation.
2. Right to health and National Health Policy: 1983 & 2002, 2015(Draft), National Population Policy 2005
3. National Rural Health Mission (NRHM) and National Urban Health Mission (NUHM)

4. National Public Health Programs in India for: TB, Malaria, HIV/AIDS Cardio Vascular Diseases, Diabetes, Cancer

### References:

1. Jeffery, Roger. (1988) *The politics of health in India*. University of California Press.
2. Park, K. (2015) *Preventive and Social Medicine*. Bhanot: New Delhi.
3. Schneider, Mary-Jane (2011). *Introduction to Public Health*. London: Jones and Bartlett Publishers
4. Smith, Elizabeth, Ruairi Brugha, & Anthony Zwi (2001). *Working with private sector providers for better health care: an introductory guide*. London School of Tropical Medicine.
5. Varavikova, Elena A. and Tulchinsky, Theodore H. (2000). *The New Public Health: An Introduction for the 21st Century*. New York: Academic Press
6. Ministry of Health and Family Welfare (India). <https://mohfw.gov.in>
7. Wilkinson, Richard G., and Michael Gideon Marmot, eds. (2003) *Social determinants of health: the solid facts*. World Health Organization

## ADPH -SI-02 Health and Nutrition

**Course Marks/Credits: 100/4**

### Course Objectives:

1. To focus on issues in nutrition and public health.
2. To learn the process of framing scientific questions about nutrition and chronic diseases.
3. Understanding of relevance of balanced nutrition to maintenance of good health and prevention of chronic diseases.

### Evaluation

#### Internal Assessment [25 marks]

- 1 Assignment (15 marks)
- 1 Test (10 marks)

**University Examination: [75 marks]**

### Course Outline

#### Unit I: Public Health Nutrition

1. Foundations of public health nutrition: aim, scope and content.
2. Principles of human nutrition – relationship between nutrition, health & disease
3. Principles of human nutrition-food hygiene, nutritive values and Balanced Diet.
4. Role of Public Health Nutritionist in National development

## **Unit II: Assessment of Nutritional Status of Individual and Community**

1. Recommended dietary allowances
2. Assessment of Nutritional Status : Direct methods and Indirect methods
3. Nutritional surveillance & growth monitoring
4. National Nutrition Policy & Programmes

## **Unit III: Public Health Aspects of Under nutrition**

1. Aetiology, public health implications, preventive strategies for: PEM/CED, Vitamin A deficiency, Nutritional Anaemia, Iodine Deficiency Disorders, Vitamin D deficiency and Osteoporosis, Zinc deficiency
2. Public health implications and preventive strategies for: Obesity, Hypertension, Coronary heart disease, Diabetes, Cancer, Dental Caries
3. Public health aspects of H.I.V/ AIDS
4. Food toxicants, food addition, food fortification, food adulteration

### **References:**

1. Das, S (2015). *Textbook of Community Nutrition*. New York: Academic Publisher
2. Gopalan, C., Ramashatry, B.V., Subramaniam, S. C. and Swaminathan ,M.C(2011) *Nutritive value of India*, National Institute of Nutrition: Hyderabad
3. Park.K. (2009) *Park's Textbook of Preventive and Social Medicine*, 20th ed. M/s Banarsidas Bhanot, Jabalpur
4. Srilakshmi (1997): *Food Science*, New Age International (P) Ltd, Publishers, Pune.
5. Swaminathan (1995): *Food & Nutrition*, The Bangalore Printing & publishing co ltd., Vol I, Second Edition, Bangalore.

## **ADPH -SI-03 Research Methodology for Public Health**

**Course Marks/Credits: 100/4**

### **Course Objectives:**

1. To learn the relevance of interdisciplinary perspectives in public health research.
2. To learn the relevant advanced cross-cutting research approaches essential for public health practice.
3. To learn the fundamentals of mixed methods of research and how they may be used.
4. To learn how to frame research problem (formulation or conceptualization of research problems), design.
5. To learn essential skills in research- home visits, interviews, data collection, observations, use of documents etc.
6. Learn to develop project specific objectives and assessment of community health needs.

### **Evaluation**

### **Internal Assessment [25 marks]**

- 1 Computer practical (15 marks)
- 1 Test (10 marks)

### **University Examination: [75 marks]**

## **Course Outline**

### **Unit I: Introduction to Public Health Research**

1. Research in Public Health - concept, definition, and importance.
2. Types of Research and Research designs.
3. Steps in Research and writing a research proposal.
4. Ethics in Public Health research.

### **Unit II: Research Process and Quantitative analysis**

1. Sampling: Qualitative and Quantitative
2. Tools and techniques of data collection: Qualitative and Quantitative.
3. Data Management: collation, editing, analysis, meta-analysis and data interpretation.
4. Report writing: concept, process, dos and don'ts

### **Unit III: Computer application in Public Health Research**

1. Use of Excel in data management
2. SPSS: Creating and saving a data file, Assigning names and values to variables, Creating syntax file for execution and running and obtaining simple analysis.
3. Creating Charts from Frequencies and Statistical Applications.
4. Interpreting Quantitative data and Use of Computers in Qualitative data

### **References:**

1. Bowling, A. (2009). *Research methods in health*. Maidenhead, Berkshire: Open University Press.
2. Brandeau, M. L., Pierskalla, W. P., & Sainfort, F. (2005). *Operations Research and Health Care: A Handbook of Methods and Applications*. Boston, MA, US: Springer Science + Business Media.
3. Cooper, H. M., Hedges, L. V., & Valentine, J. C. (2019). *The handbook of research synthesis and meta-analysis*. New York, US: Russell Sage Foundation.
4. Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Thousand Oaks, CA: Sage
5. Hatt, P.K. and W.J. Goode. (1981). *Methods in Social Research*. Auckland: Mcgraw Hill
6. Kothari, C.R. (1985). *Research Methodology*. New Delhi: Vilkey Eastern
7. Patton, M.Q. (2015). *Qualitative Research and Evaluation Method*. Thousand Oaks, CA: Sage.
8. Pope, C., & Mays, N. (2020). *Qualitative research in health care*. Hoboken, NJ: Wiley Blackwell.



## **ADPH -SI-04 Epidemiology**

**Course Marks/Credits: 100/4**

### **Course Objectives:**

1. To learn the leading health problems including their causes, methods and strategies for prevention.
2. To learn the significance of interdisciplinary and systems approach to public health.
3. To learn the concepts and practice of alternative medical care service delivery system.
4. To learn role of media in healthcare and components of health communication.

### **Evaluation**

#### **Internal Assessment [25 marks]**

- 1 Assignment (15 marks)
- 1 Test (10 marks)

**University Examination: [75 marks]**

### **Course Outline**

#### **Unit I: Introduction to Epidemiology**

1. Epidemiology: concept, definition, components.
2. Measures of casual associations, disease frequency.
3. Epidemiological study designs-ecological, cross sectional, case control, cohort and clinical trials.
4. Uses of Epidemiology

#### **Unit II: Epidemiology of communicable and Vector Borne diseases**

1. Epidemiology & control of communicable diseases: Focusing on patterns of transmissions, risk factors, preventions and control of HIV /AIDS, STD, Leprosy
2. Epidemiology and control of Vector borne diseases: Malaria, Filarial, Plague, Yellow fever, Chikungunya, Japanese Encephalitis
3. Epidemiology and control of vaccine preventable diseases I: Diphtheria, Whooping cough, Tetanus, Poliomyelitis Worm Infestation, cholera and typhoid.
4. Epidemiology and control of Common Infections: Tuberculosis, leprosy, pneumonia, measles, mumps, rubella

#### **Unit III: Epidemiology & control of Non Communicable Diseases**

1. Epidemiology, Prevention and Control of -Asthma , Cancer
2. Epidemiology, Prevention and Control of Cardiovascular diseases, rheumatic diseases, Diabetes, Hypertension

3. Substance Abuse
4. Health aspects of Disaster management-Definition, types and management

### References:

1. Barker, D. J., & Hall, A. J. (1991). *Practical epidemiology*. Edinburgh, Scotland: Churchill Livingstone.
2. Bonita, R., Beaglehole, R. & Kjellstrom, T. (2007). *Basic epidemiology (2nd ed.)*. Geneva: World Health Organization.
3. Clark DW, MacMahon B (eds). (2012) *Preventive and Community Medicine*, (2<sup>nd</sup> ed). Little Brown, Boston
4. Friis, R.S. & Sellers, T.A. (2014) *Epidemiology for Public Health Practice*. Jones and Barlett Publishers: Burlington
5. MacMahon, B., & Trichopoulos, D. (1996). *Epidemiology: principles and methods*. Boston, MA: Little, Brown and Company.
6. Park, K. (2017) *Park's Textbook of Preventive and Social Medicine*. Bhanot Publishers: Bhopal
7. Sathe, P. V., & Sathe, A. P. (1991). *Epidemiology and management for health care for all*. Bombay, Maharashtra: Popular Prakashan Private.
8. Wallace, R.B, et al (1998) *Public Health and Preventive Medicine*. McGraw Hill: Michigan

## ADPH -SI-05 Field Work (Concurrent)

### Fieldwork Outline

**Placement:** Field work placement in healthcare setting of public/private/non-governmental organisations.

**Fieldwork days:** Concurrent Field Work in a block of one month in Agency of placement. Observe full agency timings and Holidays.

**Individual conferences with the faculty supervisor:** Once in a week (minimum)

### Learning Objectives and Tasks:

1. Familiarization with the organization, its structure, management dimensions.
2. Establishing rapport with personnel.
3. Familiarization with overall functioning of health service delivery systems.
4. Understanding of health policies and programmes relating to the relevant field area.
5. To learn various determinants of health.
6. To understand essential components of community health services.
7. Active participation in organisational activities to learn public health practice skills.
8. To learn to work as part of an interdisciplinary team and
9. To develop analytical skill in report writing.

**Field work report content:** The weekly report must include - a brief description of activities planned, activities carried out, observations, self-learning and future plan.

# **SEMESTER - II**

# **ADPH -SII-06 Social Work, Behavioural Sciences and Mental Health**

**Course Marks/Credits: 100/4**

## **Course Objectives:**

1. To learn the relevance of Social Work interventions and behavioural sciences approaches to public health.
2. To identify the causes and nature of key social and behavioural factors that affect health of individuals and the community.
3. To learn social and behavioural dimensions of health and various and relevant Social Work interventions including the therapeutic measures and
4. To learn the relevance of helping profession in the mental health setting.

## **Evaluation**

### **Internal Assessment [25 marks]**

- 1 Assignment (15 marks)
- 1 Test (10 marks)

### **University Examination: [75 marks]**

## **Course Outline**

### **Unit I: Behavioural Sciences and Public Health**

1. Behavioural sciences in public health: concepts, purpose and approaches.
2. Health Psychology- Concepts, Understanding & health seeking behaviours
3. Health services for special groups- I children, adolescents and elderly.
4. Health services for special groups- II HIV AIDS afflicted, Migratory populations and Sexual Minorities.

### **Unit II: Social Work and Public Health Practice**

1. Social Work: concept, definition, process, methods, principles, and ethics.
2. Working with individuals-concepts, process, principles, components, skills required.
3. Working with Groups-concepts, process, principles, components, skills required.
4. Working with Communities-concepts, process, principles, components, skills required.

### **Unit III: Mental Health**

1. Mental Health: Classification, diagnosis, intervention and support services
2. Concept of Mental Health Burden of Mental Diseases: Depression, Schizophrenia, Alzheimer's, Parkinson's, Senile dementia, Suicides and Substance Abuse
3. National Mental Health Programme and Role of Voluntary organizations and self-help groups

4. Core competencies of public health professionals in the field of mental health.

### References:

1. Adams, Robert. *Empowerment, participation and social work*. Basingstoke: Palgrave Macmillan, 2008.
2. APA Ed. (2013) *Diagnostic and Statistical Manual of Mental Disorders*, Fifth Edition. Published by American Psychiatric Association Publishing
3. Bloom, B. L. (1984). *Community mental health: A general introduction*. Monterey, CA: Brooks-Cole.
4. Caplan, G. (1974). *Support systems and community mental health. Lectures on concept development*. Behavioral Publications.
5. Cohen, Mikal R., Marianne D. Farkas, and Cheryl Gagne. *Psychiatric rehabilitation*. Boston, MA: Center for Psychiatric Rehabilitation, Sargent College of Health and Rehabilitation Sciences, Boston University, 2002.
6. Goldberg, David P., and Peter Huxley. *Common mental disorders: A bio-social model*. Tavistock/Routledge, 1992.
7. Golightley, M (2004) *Social Work and Mental Health (Transforming Social Work Practice Series)*. Sage: London
8. Rooney, Ronald H., and Glenda Dewberry Rooney. *Direct Social Work Practice: Theory and Skills*. Cengage Learning, 2010.
9. Trevithick, Pamela. *Social work skills: A practice handbook*. McGraw-Hill International, 2005.
10. Üstün, T. Bedirhan, and Norman Sartorius, eds. *Mental illness in general health care: an international study*. John Wiley & Sons, 1995.

## ADPH -SII-07 Environmental and Occupational Health

**Course Marks/Credits: 100/4**

### Course Objectives:

1. To understand the significance of political economy of health.
2. To learn the environmental health system.
3. To develop skills in dealing with legal, occupational and environmental dimensions of health.
4. Develop inter-sectoral policy approach and advocacy strategies for health policies.

### Evaluation

#### Internal Assessment [25 marks]

- 1 Assignment (15 marks)
- 1 Test (10 marks)

**University Examination: [75 marks]**

### Course Outline

## **Unit I: Occupational Health**

1. Occupational Health: Concept, principles, relevance and legal aspects
2. Occupational health: Disorders and diseases
3. Occupational Safety and Health: Chemical and physical exposures, control of occupational exposures, injury control
4. Occupational health of working population of organized and unorganized sectors- Farmers, Industrial workers, Health workers, CSW, etc.

## **Unit II: Environmental Health**

1. Environment: Concept, types, components and Environmental Pollution- Sources, Impacts and treatments of Air (Indoor/Outdoor), Water, Soil, Nuclear, Solid waste, Biomedical waste, e- waste etc.
2. Environmental Ethics, Global Warming, Climate Change, Ozone Depletion, Acid Rain etc. And Eco-friendly environmental practices-Waste management, Energy practices, Agriculture Practices
3. Environmental Disaster - Definition, types and management.
4. Environment & Health Impact Assessment - Concept, steps and application

## **Unit III: Healthcare Legislation**

1. Public health, relevant laws, need and scope.
2. Important health Acts in India-I: Drug, birth and death, Factories Act 1948, prevention of adulteration Act, ESI, Consumer protection Act.
3. Important health Acts in India-II: Medical termination of pregnancy Act, the pre-natal diagnostic techniques Act, Bio-medical waste rules, the transplantation of human organs Act.
4. The role of Community participation in effective enforcement of these laws

## **References:**

1. Costanza, R., Norton, B. G., & Haskell, B. D. (1992). *Ecosystem health: New goals for environmental management*. Washington, D.C.: Island.
2. Frumkin, H. (2016). *Environmental health: From global to local*. San Francisco, California: Jossey-Bass. A Wiley Brand.
3. Acutt, J., Hattingh, S., & Bergh, Z. C. (2011). *Occupational health: Management and practice for health practitioners*. Cape Town, South Africa: Juta.
4. Nieuwenhuijsen, M. J. (2015). *Exposure assessment in occupational and environmental epidemiology*. Oxford, England: Oxford University Press.
5. Pozgar, G. D. (2019). *Legal aspects of health care administration*. Burlington, MA: Jones & Bartlett Learning.
6. Robson, M. G., & Toscano, W. A. (2012). *Risk Assessment for Environmental Health*. John Wiley & Sons.
7. Rom, W. N., & Markowitz, S. (2011). *Environmental and Occupational Medicine*. Philadelphia, Pennsylvania: Wolters Kluwer Health.

8. Vlahov, D. (2010). *Urban health: Global perspectives*. San Francisco, California: Jossey-Bass.
9. Warr, P. (1989). *Work, unemployment, and mental health*. Oxford, England: Clarendon Press.

## **ADPH -SII-08 Health Systems Management**

**Course Marks/Credits: 100/4**

### **Course Objectives:**

1. To learn relevant management skills used in public health practice.
2. To understand the relevance of management practice areas in healthcare.
3. To learn analytical, communicative, policy development, programme management skills used in health system management.

### **Evaluation**

#### **Internal Assessment [25 marks]**

- 1 Assignment (15 marks)
- 1 Test (10 marks)

#### **University Examination: [75 marks]**

### **Course Outline**

#### **Unit I: Relevance of Management in Healthcare**

1. Management: concept, definitions, principles, functions.
2. Management theories: classical, behavioural, human relations, systems and contingency.
3. Functional areas of management - human resource, organisational behaviour, social marketing and finance.
4. Quality management, standardisation, regulation and quality control.

#### **Unit II: Healthcare Management**

1. Health services organisations - types and relevance.
2. Health services: Models, definitions, types and components.
3. Healthcare service delivery organisations at different levels (Primary, Secondary & Tertiary Health care providers including (Government, Private, Voluntary/NGO)
4. Integrated health care delivery - Preventive, promotive, curative & rehabilitative

#### **Unit III: Core Management Skills for Public Health Practitioners**

1. Leadership skills in public health, concept, theories, relevance.
2. Motivation and interpersonal skills in public health, theories, relevance.
3. Programme management skills, networking and advocacy skills.

4. Health Information Management Systems.

### References:

1. Armstrong, Michael, (2003), *A Handbook of Human Resource Management Practice*, Kogan Page, London.
2. Decenzo, David A., P. Stephen Robbins, (2005), *Fundamentals of Human Resource Management*, John Wiley & Sons, USA.
3. Fleming Fallon Jr., and Zgodzinski Eric (2011) *Essentials of Public Health Management*, Jones & Bartlett Publishers.
4. Kongstvedt, Peter Reid. (2012) *Essentials of managed health care*. Jones & Bartlett Publishers.
5. Novick, Lloyd F., and Glen P. Mays, eds. (2005). *Public health administration: principles for population - based management*. Jones & Bartlett Learning
6. Oberoi, Preeti (2001). *Health Management*. New Delhi Sarup & Sons publications
7. Pearce, II, et al, (1989). *Management*, McGraw-Hill Book Company, London
8. Rowitz, Louis. (2012). *Public health leadership*. Jones & Bartlett Publishers.
9. Ginter, P. M., Duncan, W. J., & Swayne, L. E. (2018). *Strategic management of health care organizations*. Hoboken, NJ: Wiley.

## ADPH -SII-09 Indigenous Medicine and Health Communication

**Course Marks/Credits: 100/4**

### Course Objectives:

1. To learn the significance of interdisciplinary and systems approach to public health.
2. To learn the concepts and practice of alternative medical care service delivery system.
3. To learn components of health communication and role of media in healthcare.

### Evaluation

#### Internal Assessment [25 marks]

- 1 Assignment (15 marks)
- 1 Test (10 marks)

**University Examination: [75 marks]**

### Course Outline

#### Unit I: Indigenous Medicine and Public Health

1. Indigenous medicine: concept, importance.
2. Typology of indigenous systems of medicine.
3. Evidence based indigenous medicine.
4. Contemporary and emerging issues in practice of alternative medicine.

#### Unit II: Health Communication and Media



1. Communication – Concept, Process, Types and Models
2. Communication: Principles, Barriers and Gateways
3. Theories of interpersonal communication (Johari Window, Transactional Analysis, etc).
4. Health Communication-concept, types, need and significance.

### Unit III: Health Communication and Media

1. Health education/communication- Principles & Practice and Approaches.
2. Health education/communication :Models and Content
3. Mass media: definition, types, functions and significance to public health practice.
4. Relevance of Information, Education and Communication (IEC) in public health.

### References:

1. Arnold, David. (2000). *Science, technology and medicine in colonial India*. Vol. 3. Cambridge University Press.
2. Backer, Thomas E., Everett M. Rogers, and Sopory, P. (1992). *Designing health communication campaigns: What works?* Sage Publications, Inc.
3. Bala, P. (1991). *Imperialism and medicine in Bengal: A socio-historical perspective*. New Delhi, India: Sage Publications.
4. Dubey, N., Kumar, R., & Tripathi, P. (2004). Global promotion of herbal medicine: India's opportunity. *Current Science*, 86(1), 37-41.
5. Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2008). *Health behavior and health education: Theory, research, and practice* (4th ed.). Jossey-Bass.
6. Gracey, M., & King, M. (2009). Indigenous health part 1: Determinants and disease patterns. *The Lancet*, 374(9683), 65-75. doi:10.1016/s0140-6736(09)60914-4
7. Grilli, R., Ramsay, C., & Minozzi, S. (2002). Mass media interventions: effects on health services utilisation. *The Cochrane database of systematic reviews*, (1), CD000389. <https://doi.org/10.1002/14651858.CD000389>
8. Gupta, B. 'Indigenous Medicine in Nineteenth and Twentieth Century Bengal', in Charles Leslie , ed., *Asian Medical Systems*, California, 1977, pp. 368–78
9. Thompson, Teresa L., Alicia Dorsey, Roxanne Parrott, and Katherine Miller, eds. (2003). *Handbook of health communication*. Routledge.

### ADPH - SII-10 Field Work (Concurrent)

#### Field work outline:

**Placement:** Field work placement in healthcare setting of public/private/non-governmental organisations.

**Fieldwork days:** Concurrent Field Work in a block of one month in Agency of placement. Observe full agency timings and Holidays.

**Individual conferences with the faculty supervisor:** Once in a week (minimum)

**Group conference:** The group conference which will be held in the second week of March (exact dates/months will be decided by the field work committee).

**Learning objectives and tasks:**

1. Familiarization with programme management skills.
2. Active participation in organisational activities to learn public health practice skills
3. To understand the significance of helping profession interventions in public health practice.
4. To learn to work as part of an interdisciplinary team.
5. To learn intersectoral health policy approach and advocacy strategies for healthcare policies and programmes.
6. To develop analytical skill in report writing.
7. To learn to use the relevance of various tools including research, documentation, advocacy, training etc.
8. To gain practical and experimental skills.
9. To attain effective communication skills (written and oral).

**Field work report content:** The weekly report must include- a brief description of activities planned, activities carried out, observations, self-learning and future plan.

**Viva Voce:** It will include aspects of integration of theory with field work. Total marks will be 50.



## **About M.A. (H.R.M.)**

The ADPH is a 12 months fulltime programme comprising of 46 credits courses. It has been designed to build and develop conceptual understanding of public health management, leadership skills, and interdisciplinary approach for better public health practice and healthcare management. It is meant for Post Graduates in discipline. The programme includes 8 main subjects; two block field internships and is supplemented by individual conferences.

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