

***“Leadership in Public Health
Management”***
(2008)

Revolutionizing Public Health Practice in India

Accreditation and Certification by

National

**Maharashtra University of Health Sciences, Nashik, India
Dr Sushila Nayar School of Public Health (Mahatma Gandhi Institute of
Medical Sciences), Sevagram, Wardha, India
Seth G.S Medical College and KEM Hospital, Mumbai, India
South Asia Public Health Leadership Institute at Avni Health
Foundation, Mumbai, India**

International Technical Support

**Sparkman Center for Global Health, School of Public Health, University
of Alabama at Birmingham, USA
Vanderbilt University Institute of Global Health, Nashville, USA**

Prospectus for

“Leadership in Public Health Management”

(A 6-month* course for the Academic
year 2008)

*Duration of the course is described in the sections to follow.

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SALIENT FEATURES

“Leadership in Public Health Management”

The Course fulfills specific needs of the public health professionals. The syllabus and course content take into consideration the existing public health scenario as well as the future needs.

This Comprehensive Course will provide a stepping-stone for those who are already in the public health field and also for those who want to take up Public health as a career. It will be of immediate benefit to those currently engaged in public health field at senior and middle level managers. Specifically the aim is to build capacity by creating a cadre of public health professionals to play leadership roles in public and private Health sectors.

Salient features of the course include...

Certification by organizations in the field of medicine and public health

- **National**
 - **Maharashtra University of Health Sciences, Nashik, India**
 - **Dr Sushila Nayar School of Public Health, Mahatma Gandhi Institute of Medical Sciences, Sevagram, Wardha, India**
 - **Seth G.S Medical College and KEM Hospital, Mumbai, India**
 - **South Asia Public Health Leadership Institute at Avni Health Foundation, Mumbai, India**

- **International**

Course designed and developed through the Technical Support received from

- **Sparkman Center for Global Health, School of Public Health, University of Alabama at Birmingham, USA.**
- **Vanderbilt University Institute of Global Health, Nashville, USA.**

Course credits for participants who would like to pursue Diploma and Masters in Public Health* (MPH) to be offered by the above mentioned institutions in due course of time.

A scientifically designed curriculum keeping in mind and tailored to the field needs and realities of Public health in India.

Course Structure that allows In-service staff to participate in the course and allows for adequate follow-up on progress through repeated class-room contact spread over the duration of the course.

A unique opportunity for linking classroom work with fieldwork experiences.

Sessions on using data, software (Excel, PowerPoint, EpiINFO, SPSS).

A platform and forum for sharing of public health experiences across the State, National and International.

Guest Lectures will be an integral part of the course. Guest faculty will include experts from UN organization, Corporate houses etc.

Strategically planned guest lectures that are linked to the classroom modules. These lectures will add a wider and more holistic perspective to the course.

Teaching faculty will include both International and National experts.

Resource materials – print, CD, which will be developed during the course, will be given to all the participants.

*See eligibility criteria

**MESSAGE from the HONORABLE VICE CHANCELLOR of
MAHARASTRA UNIVERSITY OF HEALTH SCIENCES, NASHIK.**

In India we have witnessed significant changes in public health teaching in recent years which has led to many challenges to public health education. The main challenge for public health institutions have been to reflect social responsiveness/social accountability, developing quality assurance system, keeping pace with advancing technology & developing an interface with the community & health care delivery system.

New public health challenges have emerged in the form of changing demographics and environmental conditions; emerging infectious diseases and anti-microbial resistance, behavioral issues influencing health and the increasing focus on non-communicable diseases, effect of globalization & market economy and ill developed/irresponsible health care delivery system.

Public Health's role is critical in achieving the goals of Primary Health Care. It is important not only in the current health situation but also for future in the wake of emerging and re-emerging health problems, especially life-style diseases and environmental problems. It is multi-disciplinary in its precept and inter-sectoral in practice. Several sub-specialties, such as epidemiology, environment & occupational health, health management, health economics, public health nutrition and communicable and non-communicable diseases form an integral part of the Public Health discipline. There is an immediate need of consistent and sustained country leadership support to promote and strengthen the public health system through strategic initiatives, and effectively communicate its value and importance. The public health infrastructure needs to be strengthened, and there is a need for improvement in training programmes for public health. Work in public health calls for competencies in epidemiological & management skills of a generic nature as well as practices that may be specific to public health. There is increasing recognition that public health as a field requires the development of a vision, advocacy of its leaders, and collaboration with the public and private sectors.

In order to take the lead to introduce competence of public health management, MUHS in collaboration with AVNI Health foundation, Mahatma Gandhi Institute of Medical Sciences, Sevagram and Seth G. S. Medical College and KEM Hospital Mumbai have decided to launch the certificate programs in Public Health Management in India with technical support from Sparkman Center for Global Health, School of Public Health, University of Alabama at Birmingham, USA and Vanderbilt University Institute of Global Health, USA.

We look forward to young generations of public health care professionals to join this course and be part of the initiatives to improve health situation in our country.

Dr (Mrs.) M.A. Phadke
H'ble Vice Chancellor
Maharashtra University of Health Sciences
Nashik, Maharashtra

MESSAGE from the DIRECTOR of
Dr SUSHILA NAYAR SCHOOL OF PUBLIC HEALTH,
MAHATMA GANDHI INSTITUTE OF MEDICAL SCIENCES, SEVAGRAM

The role of Public Health is critical in achieving the goals of Primary Health Care. It is important not only in the current health situation but also for future in the wake of emerging and re-emerging health problems, especially life-style related disorders and environmental problems. Public health is multi-disciplinary in its precept and inter-sectoral in practice. Several sub-specialties, such as epidemiology, environment & occupational health, health management, health economics, public health nutrition and communicable and non-communicable diseases form an integral part of the Public Health discipline.

Public Health Education must respond to the emerging health needs in the changing scenario of globalization & market economy. At the same time it must address the societal values such as human rights, democracy, equity, social justice, gender & ethics. The main challenges for public health institutions have been to reflect social responsiveness / social accountability, developing quality assurance systems, keeping pace with advancing technology & developing an interface with the community & health care delivery system. Needless to say that the content, teaching methods and assessment modalities need to be reviewed in this light. This requires coordinated inputs from policy makers, programme managers, health and allied health professional, academic institutions & communities

The National Health Policy 2002 has clearly committed to alleviate the acute shortage of medical personnel with specialization in the disciplines of 'public health' and 'family medicine' & further, it envisages the progressive implementation of mandatory norms to raise the proportion of postgraduate seats in public health & related disciplines in medical training institutions, to reach a stage wherein $\frac{1}{4}$ of the seats are earmarked for these disciplines.

Dr. Sushila Nayar School of Public Health has been started in order to response the National Health Policy 2002, to promote teaching & training of Public Health in the country. The centre wishes to initiate dialogue & partnership with the likeminded individuals & institutions so the advocacy & policy research on priority public health issues may be initiated. The school will also work in collaboration with health system on improving accessibility & availability of health care to marginalized & downtrodden.

I am very pleased to welcome students to come to our institute to do the course. At Sevagram we will give an all round exposure to public health through a robust curriculum as well as field experience by working on projects based in rural settings.

Dr B S Garg,
Director
Dr Sushila Nayar School of Public Health,
Mahatma Gandhi Institute of Medical Sciences,
Sevagram, Wardha

**MESSAGE from the HEAD of the DEPARTMENT of PREVENTIVE & SOCIAL
MEDICINE
SETH G.S.MEDICAL COLLEGE AND K.E.M. HOSPITAL, MUMBAI**

“Illness interventions are required for some people, some of the time, but public health interventions are required by all people all the time”

Public Health is an effective medium of socio-economic development, promoting quality of life & living. In recent times, the profile of newly emerging diseases (eg. SARS), re-emerging diseases (eg. Avian influenza), natural & man-made disasters (eg. Tsunami, Bio-terrorism) have highlighted the need for developing comprehensive public health strategies which will have universal applications and involve sharing of technical knowledge and skills. In fact, although the public health issues in each country are diverse, the interventions have acquired a global convergence. The rapid strides in Information Technology & its utility in health sector have unified the health & disease surveillance systems management, globally.

However, the availability of trained public health professionals is grossly inadequate, in comparison with the demand for such human resources. Moreover, the training in public health has surpassed the domains of formal education in public health. The multi-faceted challenges in public health today, emphasizes the need for intensive, focused skills-based & holistic training, which will ensure emergence of competent leadership in public health.

The Department of Preventive & Social Medicine, in anticipation of the futuristic needs for trained human resources, is launching the course “Leadership in Public Health Management” in collaboration with its partners. The course has been designed by public health experts across the world to create public health leadership cadres who have the necessary practical insights & technical skills to overcome all challenges in public health.

The course contents have been aptly linked with appropriate field experiences to nurture the desired skills of leadership at all levels of health care. We will use national and International faculty and Innovative training methodologies to achieve the learning objectives of the course. Moreover, if the student is desirous, this short-term course will be an adjuvant towards acquisition of Diploma or Masters Degree in Public Health, to be offered by us in future. For in-service professionals the course is opportunity for career enhancement.

In midst of the spectrum of courses presently available, this is the only course which promotes development of “Leaders” in public health. Truly, this course strives for achieving excellence in public health management. We strongly recommend this course all those wish to lead the frontiers of public health in the world.

Dr R.R. Shinde,
HOD,
Seth G.S. Medical College and K.E.M. Hospital, Mumbai, India

**MESSAGE from the DIRECTOR of SOUTH ASIA PUBLIC HEALTH
LEADERSHIP INSTITUTE at AVNI HEALTH FOUNDATION, MUMBAI**

Today more than ever before, India as a country is at a very exciting and challenging phase. Poised to be one of the leading IT nations, a growing economy, a young and growing workforce, India promises to move into the realm of a developed nation in the next two decades. However, within this backdrop, India also faces tremendous public health challenges.

In spite of an excellent public health infrastructure, numerous National and State programmes and initiatives, partnerships with international organizations and governments, India's demographic and public health indicators remain a challenge.

Globally, the public health work force has undergone a change, with Graduates from various disciplines working together as public health teams for their communities. In South Asia too, it is critical to recognize the need to develop public health teams skilled in Public Health Management.

In order to take the lead and bring public health management education to the doorsteps of large sections of the people both interested in the field and those already working in this field, the South Asia Public Health Leadership Institute at Avni Health Foundation, in collaboration with MUHS, Dr Sushila Nayar School of Public Health - Mahatma Gandhi Institute of Medical Sciences, Sevagram and Seth G. S. Medical College and KEM Hospital Mumbai are proud to announce the launch of the certificate program in Leadership in Public Health Management in India with technical* support from Sparkman Center for Global Health, School of Public Health, University of Alabama at Birmingham, USA and Vanderbilt University Institute of Global Health, USA.

The programme has been specially designed keeping the global and national public health scenarios and challenges in mind with hands on skills based modules, field visits, lab projects and guest lectures.

We urge you to take the opportunity to participate in the certificate course and join this exciting initiative that aims to build skills and open doors for exciting national and international careers in public health.

Mr. Ajey Bhardwaj
Director
South Asia Public Health Leadership Institute at Avni Health Foundation, Mumbai

(*Technical support includes support in curriculum design, sharing of course materials, technical updates and working towards faculty support for teaching)

**BACKGROUND
OF
INSTITUTIONS**

**MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES (MUHS),
NASHIK, INDIA**

MUHS was established in 1998 with the aim to have planned growth and to improve quality of Health Science Education in the state of Maharashtra. Today there are eight Health Sciences Universities in India and some more are in the pipeline. MUHS has got the membership of Association of Indian Universities (AIU) & Association of Commonwealth Universities (ACU). It has also been included in the list of Universities maintained by University Grants Commission under Section 2(f) of the UGC Act 1956.

MUHS has 188 affiliated colleges spread over 35 districts in the State. The affiliated colleges include Medical, Dental, Ayurveda, Unani, Homeopathy, Physiotherapy, Occupational Therapy, Audiology, Prosthetics & Orthotics and Nursing. Nearly 1,00,000 students compete every year to obtain a seat from among 11,000 positions available, of which only 3380 are medical seats.

**SOUTH ASIA PUBLIC HEALTH LEADERSHIP INSTITUTE at
AVNI HEALTH FOUNDATION, MUMBAI, INDIA**

1. ABOUT US

The South Asia Leadership Public Health Institute is part of the Avni Health foundation. The foundation is registered, as a NOT for PROFIT organization. It is based in Mumbai, the financial capital of the country.

1.1. OUR VISION

- 1.1.1. To create, maximize & sustain value by being recognized as a pioneer in the field of Public Health --- respected by individuals & the community, valued by policy makers & the scientific community, sought after employer and a partner in progress.

1.2. OUR MISSION

- 1.2.1. To build capacities through training, offering public health educational courses and building partnerships and alliances that empower individuals, and communities to meet the challenges of today's world.
- 1.2.2. To promote and facilitate collaborative public health research, and disseminate findings from research beyond the traditional academic channels in order to bring about the translation of research into practice.
- 1.2.3. To link science and community to galvanize national and international response to public health challenges by providing a platform to discuss public health issues.
- 1.2.4. To foster intellectual creativity, and create a working environment that encourages individuals to lead an enriching life.

AVNI leads and provides technical expertise to conduct applied social and behavioral research and evaluation studies, provides technical assistance to public, private and Government sectors in health policy related areas, offers skills training and capacity building in a number of areas including public health education and provides information and communication services, which include database management and website development through our three divisions • Research and Evaluation, • Information and Communication, • Public Health Education and Training

SPARKMAN CENTER FOR GLOBAL HEALTH, UNIVERSITY OF ALABAMA AT BIRMINGHAM (UAB), USA

The University of Alabama at Birmingham (UAB) is a 36-year-old comprehensive, metropolitan university and medical center that encompasses 82 city blocks and has a student enrollment of more than 17,000. UAB also is home to a large graduate school, a world-renowned health care complex and more than 70 research centers, focusing on such diverse issues as AIDS vaccines and aging to the environment, urban affairs, and telecommunications.

2.1. Sparkman center for Global Public Health, USA

The Sparkman Center was established in 1979 with a congressional appropriation through the United States Agency for International Development (USAID) to the University of Alabama at Birmingham.

The Sparkman Center has a history of successful collaboration with institutions abroad in implementing graduate level educational/training programs in public health. The collaborations are in Peru, Thailand, Jamaica, Colombia and Bangladesh.

2.1.1. Mandate & Mission of Sparkman Center

2.1.1.1. The Mandate

The primary mandate of the Sparkman Center is to promote and provide sustainable training strategies for public health professionals in developing countries.

2.1.1.2. The Mission

The primary mission of the Sparkman Center is to contribute to solutions of health problems in developing countries by implementing comprehensive, graduate-level training and educational public health programs that are organized collaboratively with academic institutions, international agencies, and health ministries within the host country.

**VANDERBILT UNIVERSITY INSTITUTE OF GLOBAL HEALTH,
NASHVILLE, USA**

Comodore Cornelius Vanderbilt founded Vanderbilt University in the spring of 1873. The University is spread across a spectacular 330-acre campus that blends architectural treasures from the University's earliest days with new housing at The Commons. The University grew and changed significantly the leadership of its seventh Chancellor Gordon Gee, who served from 2000-2007. Vanderbilt University is a private research university of 6,378 undergraduates and 5,229 graduate and professional students. The University comprises 10 schools, a distinguished medical center and a public policy center. Vanderbilt offers undergraduate programs in the liberal arts and sciences, engineering, music, education and human development as well as a full range of graduate and professional degrees.

The Institute for Global Health at Vanderbilt University is committed to advancing health and development in the world's resource-limited regions. With projects in Africa, Asia, Eastern Europe, Latin America, and the Caribbean, its mission is based on service and capacity-building, training of Vanderbilt and in-country health professionals, and pragmatic research of likely public health importance.

**DR. SUSHILA NAYAR SCHOOL OF PUBLIC HEALTH, MAHATMA
GANDHI INSTITUTE OF MEDICAL SCIENCES, SEVAGRAM,
WARDHA, INDIA**

In 1944, when Gandhiji returned from his last imprisonment at Aga Khan Palace, Sevagram was experiencing a number of epidemics. In this situation, Bapu had no use of the guest house built for his guests by Shri GD Birla. He got it converted into a dispensary, and later, into a 15 bedded hospital for women and children. He put Dr Sushila Nayar in charge of the same. It was christened "Kasturba Hospital" in memory of Kasturba Gandhi. Initially this hospital was run by the Gandhi Smarak Nidhi. The hospital was later expanded and its services were also extended to men.

In 1964, an autonomous body, the "Kasturba Health Society" was set up by the Gandhi Smarak Nidhi with Dr. Sushila Nayar as its President to manage the hospital.

In 1962, Dr Sushila Nayar became the Union Health Minister. While addressing the Central Council of Health in July 1965, Prime Minister, Shri Lal Bahadur Shastri, suggested starting medical colleges in rural areas so that young doctors trained in rural settings would be sensitive to the health of people in the rural area. Kasturba Hospital at Sevagram was the natural choice for setting up India's first experimental rural medical college.

The enthusiasm and hard work put in by Dr. Sushila Nayar and her dedicated colleagues made it possible to start India's first rural medical college by admitting the first batch of 60

students in August 1969. It was a Gandhi Centenary Project. The Mahatma Gandhi Institute of Medical College, Sevagram was designed to be an experimental model institute where medical education was reoriented to meet the needs of the rural areas.

We, at MGIMS, are conscious of the fact that medical education needs to maintain the right balance in the eternal triangle of 'quality, quantity and equity'. In its perennial quest to attain the perfect blend, we never forget that these three arms are not in conflict, and equity cannot be kept in abeyance.

First, the students at MGIMS are drawn from all parts of the country and come from all kinds of social backgrounds.

Second, at our institute, every effort is made to acquaint the medical student to the real rural India. Our approach to medical education with the spotlight on rural community oriented education makes our doctors sensitive to the felt needs of the people they would be serving in their future. Our students are expected to adhere to professional norms which include altruism, compassion, empathy, accountability, honesty and integrity.

Third, over the last four decades, the MGIMS faculty is striving hard to imbibe the philosophy which makes it pursue excellence in academics, healthcare and research, more than mundane needs and money; and to maintain excellence in quality. Today, this institute with its 648 bedded hospital has impressive academic standards and is well equipped with modern equipment and excellent research facilities.

COURSE SPECIFICS

1. Eligibility norms

1.1. *Track A (6-month)*

- 1.1.1. A Bachelors Degree (under 10+2+3 or 10+2+2+1) year bridge course pattern of study or any other pattern fulfilling the mandatory requirements of 15 years formal education in any discipline with 5 years of experience of having worked in areas related to public health or social sciences.
- 1.1.2. Graduates from Allopathic, Ayurvedic, Homeopathy, Unani, and Paramedical disciplines including Nursing, Pharmacy. Those candidates awaiting their result may also apply, however all such candidates who are selected will be given confirmed admission only on receipt of the graduation certificate.
- 1.1.3. Medical Officer (MO) and District Program Manager's working in the State Government run Public Health Department. (Examples like Newly appointed M.O., DTO, Taluka Health Officers, District Malaria officer, Promotee Doctors who have not done DPH etc)
- 1.1.4. MSW can be considered based on qualification and experience in public health. (Sole discretion of the selection committee)
- 1.1.5. There is no age limit for all the above eligibility criteria. But for point (iii) will be limited by the conditions and norms laid down by the State Government and the Public Health department.
- 1.1.6. Proficiency in English is essential as the teaching medium will be English.

2. Seats

- 2.1. We have limited seats. The seats are limited to **30** per batch at each of the two locations.

3. Admission Preliminaries

- 3.1. The prospectus and application form can be obtained by downloading the same from our websites. www.avnihealth.org, www.mgims.ac.in, www.muhsnashik.com and www.kem.edu
- 3.2. The prospectus and applications also can be ordered by email/phone/fax. All such request will be entertained only on receipt of a Draft of Rs.1000/- towards processing and registration. The admission sections will do their best to dispatch the applications through the fastest mode, and thus should not be held responsible for any delay in receipt/non receipt of the same.
- 3.3. Application for admission must be made in the prescribed form given in the prospectus or can be downloaded from our website. All such applications will be processed only on receipt of a Draft of Rs.1000/- towards processing and registration.
- 3.4. For Applications submitted online clearly indicate Bank draft details in the application form. Courier the bank draft after writing your name, phone and address behind the payment instrument to Avni Health Foundation along with a covering letter.
- 3.5. All drafts have to be made in the name “AVNI Health Foundation”, payable at “Mumbai”.
- 3.6. Applications received online and in all cases where fees are paid and sent through post, the application papers will be processed only after receipt and realization of payment.
- 3.7. The application will not be considered unless the form is completed and all relevant papers are received in time along with the prescribed fees. Candidates should send only self attested copies of their certificates along with the applications.
- 3.8. Last date for acceptance of the application is 07th December 2007.

4. Selection Procedure

- 4.1. A selection committee will go through the application forms and select candidates based on the inputs given in the application form. Short listed candidates will be informed on or before 10th December 2007 by

EMAIL only. Only short listed candidates will be informed. Short listed candidates may have to appear for a written test and group discussion (GD) at Nagpur and Mumbai if applications out number the allotted seats. Candidates have to reach the venue at their own cost. The dates, venue and time of the written test and GD will be communicated to short listed candidates by EMAIL ONLY. The decision of the selection committee will be final. Any kind of solicitation will automatically disqualify your candidature. No change in location will be entertained between the two colleges.

5. Essentials for obtaining the certification in Leadership in Public Health Management.

5.1.Attendance

- 5.1.1. Regularity: Every candidate in a normal course is expected to maintain full attendance in the classroom contact days, as well as field visits and during all assignment work as required by the course. Any irregularity in this regard, or absence without prior permission, will affect the assessment* of the participant concerned and may entail disciplinary action. (Please see assessment criteria's)
- 5.1.2. Absence from classroom contact days: Final assessment of the candidates will be done only if he/she meets the attendance criteria. In exceptional cases, and wherever possible with the prior permission of the module director/lead course director a candidate may be allowed a maximum absence of 10 % of the total classroom contact time. Those who exceed 10% but are within 20%, the lead course director in consultation with the module director may condone the absence, provided the reason is genuine. An attendance of less than 80% will disqualify the candidate from the course and will have to repeat the course.

5.2. Time Schedule (Number of days candidates will undergo classroom sessions)

Candidates will have to make themselves available for classroom contacts as per the schedules given below. A chart with specific dates will be given at the time of admission. The course is scheduled in such a way that it helps candidates both working and non-working to work on project/assignments given during the course.

6 MONTH TRACK	
Duration	Remark
2 weeks	Classroom contact
4 weeks	At current place of work/ At assignment site
4 week	Classroom contact
6 weeks	At current place of work/ At assignment site
2 week	Classroom contact
4 weeks	At current place of work/ At assignment site
2 weeks	Classroom contact/Assessment/Certification award

5.3. Field Visits/Posting

Field visits/posting will be an integral part of the course and will be done during the classroom contact days. It will enable candidates to get exposed to the realities of the working environment. Each visit/posting will be organized with a specific objective/s. At the end of the field visit/posting each candidate will have to debrief other candidates of the batch on the outcomes of the visit/posting and the objective/s achievement.

5.4. Assignments

Assignments give an opportunity to the candidates for planning, developing strategies, executing plans, solving issues, suggesting possible solutions in areas of their interest.

5.4.1. The candidates are expected to complete Two Short and One long assignment.

5.4.2. Candidates will pick up assignments from a basket of

assignments developed by the module director.

- 5.4.3. The subject area will be identified at the beginning of the course each student will be allotted a guide. The assignment can either be a research based, a planning based or a problem solving exercise.
- 5.4.4. The assignments will also include computer lab-work. Software understanding, Data Entry, Excel, SPSS, DEVINFO, EPIINFO.
- 5.4.5. The long assignment will have to be submitted by the 23rd week
The 2 short assignments will have to be submitted in the 7th and 17th week.
- 5.4.6. Assignments will be evaluated on the basis the content and the presentation.

5.5. Assessment

The overall assessment of the candidates will be based on their attendance, class room projects, field visits, assignments (Both long and short) and an exam at the end of the course.

- 5.5.1. To qualify for the certificate a candidate should get point's equivalent to a 'B' grade (Points 55 – 64).
- 5.5.2. A candidate who obtains points lower than 55 will be not be considered for awarding the certificate.
(See the Assessment chart given below)

Assessment Chart

Type of Assessment	Weightage	Range
Attendance	10 Points Participation in the classroom session is a subjective assessment	<ul style="list-style-type: none"> • 95% and above ----- 10 points • 80 - 95% attendance-----5 points • Below 80% attendance-----Repeat the course
Based on the Classroom projects	24 Points This includes participation in the classroom sessions, communication skills, presentation skills and the quality of the matter collected and presented for the project.	<ul style="list-style-type: none"> • 3 points for each of the 8 modules • 3 points are split as 1.0 points for participation, presentation skills and communication skills and 2.0 points for the content of the presentation.
Assignments (Long and Short including computer lab Work)	25 Points	<ul style="list-style-type: none"> • 15 Points for long assignment • 5.0 Points each for the two short assignments.
Examinations at the end of the course.	20 Points Multiple choice questions 21 Points Practical (Computer lab work, Objective Structured Practical Examination, Epidemiological and Statistical exercises)	<ul style="list-style-type: none"> • The examination paper will contain 40 Multiple Choice Questions. • Each correct answer will get 0.5 points 5.0 points for each - Computer lab work, Objective Structured Practical Examination & 6.0 for Epidemiological and Statistical exercises
Total	100 points	POINTS GRADE 75 – 100 ‘O’ = Outstanding 65 – 74 ‘A’ = Very Good 55 – 64 ‘B’ = Good 45 – 54 ‘C’ = Below Average 35 – 44 ‘D’ = Poor 00 - 34 ‘E’ = Very Poor

6. Award of Certificate

Candidates who successfully complete all the requirements as enlisted in section 5 will be awarded the Certificate. The certificate will be jointly given by Maharashtra University of Health Sciences, Nashik, India South Asia Public Health Leadership Institute - Avni Health Foundation, Mumbai, India, Sparkman Center for Global Health, School of Public Health, University of Alabama at Birmingham, USA, Dr Sushila Nayar School of Public Health, Mahatma Gandhi Institute of Medical Sciences, Sevagram, Wardha, India, for candidates attending the course in MGIMS or Seth G.S Medical College (GSMC) and KEM Hospital, Mumbai, India, for candidates attending the course in GSMC respectively.

7. Curricula

8 modules will be covered in the 6 month track.

MODULES
I – Introduction to Public Health
II - Leadership and Management
III - Behavior Change Communication
IV - Research Methodology including Monitoring & Evaluation
V - Reproductive and Child Health
VI – Tuberculosis and Other Communicable Diseases
VII – RTI/STI, HIV/AIDS and Life Style Disorders
VIII – Professional Development

8. Proposed Faculty (Includes names of experts from all the collaborative partners)

MODULES	National Faculty	Proposed International Faculty
I – Introduction to Public Health	Dr B S Garg Dr R R Shinde Dr S Bhardwaj Dr V Desai	
II - Leadership and Management	Mr. A Bhardwaj Dr V. Desai Dr. A M Mehendale Dr. S S Gupta Dr R R Shinde Dr S R Suryawanshi	Dr Joseph Telfair Dr Robert Hernandez
III - Behavior Change Communication	Dr S Bhardwaj, Dr V Desai Dr. B S Garg Mr. P V Bahulekar	Dr Connie Coelher
IV - Research Methodology including Monitoring and Evaluation	Dr S Kowli Dr. B.S. Garg Dr P R Deshmukh Mr. M S Bharambe Dr S R Suryawanshi Dr R S Kembhavi Dr D H Rao	Mr Madhav Bhatta
V - Reproductive and Child Health	Dr Nandanwar Dr. B S Garg Dr. S S Gupta Dr R N Kulkarni	Dr John Ehiri
VI - Tuberculosis and Other communicable diseases	Dr G T Ambe Dr Bandivadekar Dr. A M Mehendale Dr. P R Deshmukh Dr R M Chaturvedi	Dr John Ehiri Dr K.A. Hyder
VII – RTI/STI, HIV/AIDS and Life Style Diseases	Dr M V Karnataki Dr S Bhardwaj Dr. S S Gupta Dr. P R Deshmukh Dr D Kadam	Dr Sibylle Kirstensen Dr Sten Vermund Dr Mirjam Kempf
VIII – Professional Development	Mr. A Bhardwaj Dr B S Garg	

9. Description of Modules

9.1. Each module is spread over the classroom contact days.

9.2. This duration also includes the field visits, seminars, guest lectures and group discussions.

9.3. Module I: Introduction to Public Health

Objective:

To give conceptual clarity to the participants on basics of public health so that all participants from diverse backgrounds get a common understanding.

9.4. Module II: Leadership and Management

Objective:

To give an overview of Indian public health system, administration and health policy.

To familiarize candidates with the principles of Leadership and Management and its applications in the Public health setup.

It also explains the concept of Health economics and finance management with respect to public health.

Areas of Concentration:

- Overview of the Indian Public health system.
- India's Current Health Statistics and National Health Programmes.
- International agencies and voluntary organizations – Roles & Need.
- Economic Outlay (Budgetary allocations / Growth and Decline, Investment Plans, Focus Areas, Health Targets, Outcome of investments).
- Health Economics and Finance Management —Cost analysis, Demand /supply analysis, SWOT Analysis.
- Human Resource management— 3A process, Leadership, Organizational Behavior, Team Approach, Performance Appraisal, Motivation.
- Programme Management—Planning, Implementation, Monitoring and Evaluation of Health Programmes.

9.5. Module III: Behavioral Change Communication

Objective:

This module has been designed to provide a basic overview of the health education / health promotion and health communication components and the corresponding practical applications necessary to achieve required levels of competence in the field of public health.

Areas of Concentration:

- Basic Concepts of Health Education / Health Promotion / Health Communication.
- Issues in Health Education / Health Promotion / Health Communication.
- Communication.
- Health Promotion Program Administration.
- Qualitative process.
- Behavior change Models and Theories.
- Planning Models.
- Evaluation of Health Promotion / Health Education programs.

9.6. Module IV: Research Methodology including Monitoring and Evaluation**Objective:**

The module is designed to provide course candidates with an understanding of the process and application of program monitoring and evaluation. It is hoped that after exposure to this module, candidates should be able to discuss the meaning and importance monitoring and evaluation, identify steps involved in planning and organizing monitoring and evaluation, and analyze steps in involved conducting practical evaluation of public health programs.

The module intends to help the participant in his/her assignments and application while at the place of work.

It will provide practical tips and tools that will help candidates plan and execute research propositions.

Areas of Concentration:

Introduction to general Epidemiology, Measures of health and disease, Descriptive Epidemiology, Study Designs, Designing Research, Sample size, Precision and validity, Interpretation of study finding, Research using existing data, Standardization, What is Monitoring and Evaluation?, Application of the above M&E methods in the public

health sector, Formulating an Action Plan for monitoring the changes in community health, Evaluating various Public Health Programmes or any interventions.

9.7. Module V: Reproductive and Child Health.

Objective:

The module intends to help the participant in improving their knowledge and capability for providing better quality of RCH services to the community as well as to effectively supervise and facilitate functioning of the health functionaries.

9.8. Module VI: Tuberculosis and Other communicable diseases.

Objective:

The module intends to help the candidates in improving their knowledge and capacity for providing better quality of services for TB and other communicable diseases. To be able to effectively supervise and facilitate functioning of health functionaries and public health programme dealing with the control of these diseases.

9.9. Module VII: RTI/STI, HIV/AIDS and Life Style Diseases.

Objective:

The module intends to help the candidates in improving their knowledge and capacity for providing better quality of services for HIV/AIDS control. To be able to effectively supervise and facilitate functioning of health functionaries and public health programme dealing with the control of HIV/AIDS.

The Module will also address public health challenges in managing life style diseases.

9.10. Module VIII: Professional Development.

Objective:

The module intends to help in overall Personality Development of the participants. It will expose participants to the art of Public Speaking, How to conduct a meeting? , How to write a CV? , How to give an interview? and How to conduct an interview?

10. Course Venue:

- 10.1. The classroom contact will be held at the following address
 - 10.1.1. Dr Sushila Nayar School of Public Health, Mahatma Gandhi Institute of Medical Sciences, Sevagram, Wardha.
 - 10.1.2. Seth G S Medical College and KEM Hospital, Department of Community Medicine, Parel, Mumbai
- 10.2. Hostel facilities may be available near the campus of MGIMS. Only limited seats are available thus they will be allotted to candidates desirous of availing the hostel facility on a first come first serve basis, candidates who do not get the hostel facilities will have to make their own arrangements. In all the above cases expenses for stay, food, travel will have to be borne by the candidates.

11. Fees

- 11.1. A consolidated fee of Rs. 40,000/- (Forty Thousand Only) for the entire duration of the course should be paid to 'Avni Health Foundation' through a Demand draft payable at Mumbai.
- 11.2. The fee has to be paid on confirmation of the admission and within the stipulated period as specified in the EMAIL send to candidate for the purpose.
- 11.3. The fees mentioned above are subject to annual review
- 11.4. The fees include Admission, Tuition, Library, Examination, mentoring during computer lab work, fieldwork & projects, and course reading material.
- 11.5. At MGIMS, the code of conduct is compulsory which are:
Wearing Khadi, Non- Vegetarian foods, smoking, alcohol and other noxious drinks are not allowed. Participation in weekly Shramdan & All religion prayer

12. Loan for Education

Loan is available through local Banks in Mumbai. AVNI will provide necessary assistance to the prospective students. AVNI however will not be responsible in any way for sanction of the loan or repayment of the loan, interest rates and other terms and conditions of the banks.

13. Fee Refund

Fee refunds will not be entertained given the nature of the course and the limited number of seats.

14. Enquiries

For further information and /or enquiries, please contact

- 14.1. Dr. Mrs. V. Desai
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- 14.2. Dr. B. S. Garg
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- 14.3. Dr. R. R. Shinde
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- 14.4. Dr. S. H. Fugare
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