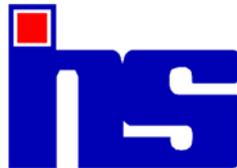


IHS Guidelines for  
Development of Colleges of Public Health  
&  
Masters Program in Public Health.

The Institute of Health Systems

2006



THE INSTITUTE OF HEALTH SYSTEMS

**RP40/2006**

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**2021 Reprint Note:**

At the time of original publication in 2006, the Institute of Health System was located in HACA Bhavan, Hyderabad, AP - 500 004, India. In June, 2014, the Telangana State (TS) was formed out of Andhra Pradesh, with Hyderabad as the State Capital. In November 2021, the Institute of Health Systems shifted to its present location in Sivananda Rehabilitation Home Campus, Kukatpally, TS 500072. This reprint incorporates the new address of the Institute. There is no other change in content of the report originally published in 2006.

# IHS Guidelines for Development of Colleges of Public Health And Master's Program in Public Health.

Version 1.0, December, 2006<sup>1</sup>

## I. General:

### A. Background:

In India, many official policy documents have recognized lack of adequate human resource capacity as a serious lacunae in the health care system. For instance; the National Health Policy 2002 noted that *"health needs of the country are enormous and the financial resources and capacity available to meet them, even on the most optimistic projections, fall somewhat short"*. The Government of India - Planning Commission Steering Committee<sup>2</sup> on development of human resources for health noted that *"the programme managers at various levels do not have adequate training and expertise; this has been one of the major bottlenecks in many health programmes and has resulted in poor implementation"*. The Working Group on Health Sector of the Government of Punjab<sup>3</sup> has identified *"inadequate knowledge and skills because of inadequate training in the specific areas"*, as a key factor contributing to poor quality care and patient dissatisfaction. The Steering Committee on Health for the Tenth Five Year plan noted that, it is a matter of concern that there are huge gaps in critical health manpower in the country. Building public health capacity to overcome these barriers, is a crucial step towards improved delivery of health services in the country and reduction of morbidity and mortality among the population.

Continuing its efforts to build capacity in various areas of public health, the Institute of Health Systems (IHS) developed a certificate of Advanced Studies in Public Health (APH) program to equip students with essential public health competencies in such areas as research methods, policy analysis and management. A curriculum promoting an interdisciplinary and comprehensive approach to issues related to public health was developed. The program was designed to provide multiple opportunities for students to practice public health skills and foster critical thinking about issues addressed by them. The program required four semesters of full time course work and two inter semester field placements. One batch of four students drawn from a broad range of disciplines (medical, and social sciences) and from different parts of the country (Jammu & Kashmir, Gujarat, Andhra Pradesh, and Orissa) were trained by the Institute. The experimental APH program, started in January, 2003 and the four students, passed out in Jan 2005. The purpose of this experiment was to generate experience for development of schools of public health in India, and higher education programs in public health. Although, the course was not affiliated to any university, the Institute liaised with the NTR University of Health Sciences (UHS) regarding the APH program. A report on the APH program of the Institute has been published separately. The alumni of this program are now well employed in various fields of public health. The Institute's objective was, to demonstrate to the UHS, various innovative features of the program so as to instill a level of

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<sup>1</sup> Approved by the Executive Council on 22 Dec. 2006 and the Board on 31 Dec. 2006.

<sup>2</sup> Bajaj JS, GOI Secy Family Welfare, GOI-Secy ISM&H et al. Planning Commission of India. Development of Human Resources for Health. Report of the steering committee. New Delhi: Government of India. Planning Commission, 1997.

<sup>3</sup> Government of Punjab. Report of the Working Group on Health Sector. Workshop cum Seminar on "Transparent & Accountable Administration" held on 24th June 1999

comfort among the University authorities for eventual affiliation of an International Masters Program in Public Health. The Institute gained in the University's perspective of the need for objectivity in assessment of students and unambiguous transparent systems of course administration to facilitate appropriate assessment by the affiliating university. During this period, the Institute received visitors from the University of Iowa and exchanged visits to Iowa. This interaction provided an opportunity to conceptualise about twinning programs. A memorandum of understanding between the IHS, and the University of Iowa College of Public Health has since been signed. The UHS has also taken a decision in principle to affiliate the Masters Program in Public Health at the IHS. An extensive study of available policies and guidelines both within India and abroad, and relevant literature about quality assurance of higher educational programs, and schools of public health was undertaken by the Institute to inform the preparation of the UHS draft statute. A draft statute has since been developed and submitted to the UHS for their consideration.

Recently, there is a lot of interest from different quarters for development of capacity in public health. For example; the Public Health Foundation of India (PFHI) has since been set up with support from Government of India. The Ministry of Health and Family Welfare is making efforts to strengthen health system capacity by encouraging management education in the field of health and hospital administration. A program for health system capacity development is being taken up by the MoHFW with support from the World Bank Institute.

These guidelines developed on the basis of insights gained from the Institute's experimental APH program, its interactions with the UHS and the University of Iowa, and study of relevant literature, are being made available to assist and facilitate development of public health capacity in India<sup>4</sup>.

Guidelines are meant to facilitate development and determine a course of action. The significance and usefulness of any set of guidelines are linked to its relevance to specific situations, feasibility, and fairness to various stake holders. Consequently, any guideline needs to evolve on the basis of experience, informed subscription, and shared understanding of their usefulness. Hence IHS encourages, comments, criticism, suggestions for improvement of these guidelines. Organisational and Individual participation towards further development of these guidelines are welcome<sup>5</sup>. Updated versions of these guidelines will be released by the Institute, as and when appropriate.

## **B. Nomenclature & Definitions:**

1. "Vice Chancellor" unless the context suggests otherwise, shall mean the Chief Academic Officer of the University that is responsible for awarding of degrees.
2. Faculty Council means the academic body of the College that is solely responsible for academic matters such as framing of academic policy, approval of courses, regulation of syllabi.
3. Admission authority means the Faculty Council or its delegee charged with the responsibility for admission of students.

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<sup>4</sup> These guidelines were drafted by Prasanta Mahapatra (pmahapat@ihs.org.in), and CK George. The draft has been internally reviewed by various faculty of the Institute, including Dr. T. Dayakar, Dr. Satish Kumar, Dr. Subodh Kandamuthan.

<sup>5</sup> Please indicate your interest, and direct your comments and criticism to the Director, Institute of Health Systems, HACA Bhavan, Hyderabad, AP 50004; Fax: 040-23241567, Tel: 040-23210136, 23210139, Email: ihs@ihs.org.in.

4. Board of Studies, refers to the Board of Studies of the concerned University, responsible for the Masters in Public Health Program.
5. A Graduate School of Public Health, or School of Public Health delivering post graduate level academic programs is synonymous with a College of Public Health.
6. Dean means the chief academic officer of the College having appropriate administrative authority to manage and oversee academic programs of the college, and includes a Principal or such other designation as the management of the college may adopt.
7. Program Director means a faculty of the college designated to co-ordinate an academic program.
8. Professional degree means a degree recognised by the appropriate professional council in India established by an act of the parliament<sup>6</sup>. In case of a professional degree granted out side India, the same should have been recognised by the appropriate national professional council with the legal authority to regulate the relevant profession in that country.
9. A technical degree means a degree recognised by the All India Council of Technical Education or its equivalent.
10. Standardised English Language Tests<sup>7</sup> include tests designed to measure a person's proficiency in reading, listening and writing of English; widely accessible to interested candidates; administered in a transparent and unbiased manner and administrators of the test provide information about test validity, reliability and interpretation of test scores.
11. Standardised Graduate Admission Tests include tests that are intended to provide a common measure of abilities of students from different backgrounds, with reasonable predictive validity for candidates' success in post graduate education, used by multiple universities and colleges as an input for post graduate admission decision, and conducted by an organisation having a research program to regularly evaluate test validity, reliability, and bias<sup>8</sup>. It includes any generic university entrance examination designed to determine a candidate's aptitude for higher education valid for more than one university or college of public health in a country, or region of the world.
12. Course means a theory or practical subject that is packaged for study, normally within a semester.
13. Course Load or Credit Load: The total number of credit hours a student is enrolled.
14. Grade Value: The numerical value assigned to a letter grade.
15. Grade Points: Number of credit hours for a course times the grade value.
16. Grade Point Average: The grade point average (GPA) is weighted average of grade points, earned by a student.

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<sup>6</sup> For example, medical degree as recognised by the Medical Council of India, Nursing degree as recognised by the Nursing Council of India, Pharmacy degree as recognised by the Pharmacy Council of India, Ayurveda, Sidha or Unani Tibb degree as recognised by the Central Council of Indian Medicines, etc.

<sup>7</sup> For example; (a) International English Language Testing System (IELTS), jointly managed by the University of Cambridge, ESOL Examinations, the British Council, and the IDP:IELTS Australia; (b) the NELTS, designed by the Centre for English and Foreign Languages, Hyderabad, India and conducted by Orient Longman Ltd - NELTS Division, 8-2-248/B/31A, Road No.3 Banjara Hills, Hyderabad, AP 500034, India; (c) the Test Of English as a Foreign Language (TOEFL) conducted by the Educational Testing Service, Princeton, New Jersey, 08541, USA; (d) Integrated Skills in English (ISE) tests conducted by the Trinity College London, 89 Albert Embankment, London SE1 7TP, UK.

<sup>8</sup> For example; 1. The Graduate Record Examination administered by the Educational Testing Service, Princeton, New Jersey, 08541, USA; 2. The Graduate Management Admission Test administered by the Graduate Management Admission Council, 1600 Tysons Blvd. Suite 1400, McLean, VA, 22102, USA.

17. A terminal degree is the generally accepted highest earned academic degree in a field of study. While a doctorate is considered the terminal degree in most fields of study, other disciplines may consider different degrees as terminal degrees.

**C. General Clauses:**

1. Letter grades under UGC’s seven categories, will have the following percentage point Equivalence.

Grade		Grade Point	% Equivalent
O	Outstanding	5.50-6.00	75-100
A	Very Good	4.50-5.49	65-74
B	Good	3.50-4.49	55-64
C	Average	2.50-3.49	45-54
D	Below Average	1.50-2.49	35-44
E	Poor	0.50-1.49	25-34
F	Fail	0-0.49	0-24

2. Credit Hour: A credit hour, is the measure used to reflect the relative weight of a given course towards the fulfilment of degree, diploma, certificate, or other program requirements. A weight of one credit hour normally means that the course meets for lectures, one hour per week for the duration of a semester. Two to three hours of work in laboratory or workshop is usually considered equivalent to one credit hour. For other type of learning situations, the credit hour is set considering the student workload for those situations. Credit for each course is set by the Faculty Council, subject to review by the University.

**II. Basic Characteristics of a College of Public Health:**

**A. The MIDAS Quality:**

1. Multidisciplinarity, Interdisciplinarity, Discovery, Application and Service (MIDAS): A good school of public health would groom skills to enable a community effectively deal with its public health problems. The nature of public health problem in a way defines the character of a good school of public health. Public health problems may present in a sudden and dramatic manner or emerge insidiously. Many a times the problems involve multiple risk factors, and complex interactions requiring attention from multiple disciplines and interdisciplinary work. Public health is an applied science seeking to enhance a public good, namely people’s health. Thus, a good school of public health ought to have the following **MIDAS** quality, so that students passing through it develop their fullest potential for public health.

Multidisciplinarity

Interdisciplinarity.

Discovery orientation with strong research programs,

Application to real and emerging public health problems, and

Service to Community.

Thus, the institution should be a consortium of multiple disciplines, working towards improvement of public health. It should foster interdisciplinary work in the area of public health. Activities of the institute encompass research, education, and public service.

2. Multiple disciplines are required for adequate understanding of most public health problems.
  - i. Core Disciplines for Public Health: These are invariably found in most schools of public health.
    - a. Biostatistics,
    - b. Epidemiology
    - c. Demography or Population Studies
    - d. Health Services Management
    - e. Health and Social Behavior
  - ii. Common Disciplines: These are commonly found in many Schools of Public Health:
    - a. Health Policy and Economics
    - b. Maternal & Child Health
    - c. Nutrition
    - d. Environmental Health
    - e. Tropical Diseases
  - iii. Additional Disciplines: These may be found in some or may have future potential to appear as distinct disciplines in Schools of Public Health.
    - a. History of Health and Medicine
    - b. Health Informatics
    - c. Medical Geography
3. Interdisciplinarity refers to interactions across disciplines, some of which may result in formal centres of studies, or programs. Research and education that integrates multiple disciplines to effectively form a new unified body of work is interdisciplinary<sup>9</sup>.
4. Illustrative list of public health and community service activities that may have relevance to Schools of Public Health.
  - i. Public Health Laboratory,
  - ii. Community Health - Action Research,
  - iii. Community Health Field Practice Areas,
  - iv. Public Health Lectures,
  - v. Public Health Symposia,
  - vi. Public Health Grand Rounds,
  - vii. Mutual Health Organisations, etc.

#### **B. Good Organisation and Sound Governance:**

1. The institution should have a diverse governing body reflective of multiple disciplines, interdisciplinary work, research capacity, applied work and community service.
2. The management and governance of the Institution, must vest with an organisation such as, (a) a Charitable Society, (b) a Public Trust,, (c) a Nonprofit Company., (e) a Statutory Body established by a Central or State Act, (d) the State or Central Government.
3. The institution should have clearly formulated and publicly stated goal and mission statement. Its activities should be consistent with its stated goals and mission.
4. The organisational operations should allow for transparency, accountability and faithful discharge of fiduciary responsibilities. These would include;
  - i. Regular preparation and auditing of accounts.
  - ii. Regular preparation of annual reports and review by appropriate governing authority of the organisation.

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<sup>9</sup> Kostoff RN, 2002, Overcoming Specialization, Bioscience 52(10) , 937-941.

5. The management structure of the institution should provide for faculty autonomy in the areas of curriculum, methods of instruction, research and aspects of student life related to the the educational process. The Institution should have in place an academic body, such as (a) Faculty Council or, (b) Academic Council, with following composition and functions.
  - a. Composition: The Faculty Council will consist of
    - 1) All Primary Faculty.
    - 2) The College may nominate upto two persons, who may be extramural experts and / or potential employers.
    - 3) The concerned university may nominate up to two persons into the faculty council of a college.
    - 4) Visiting Faculty in residence, and Adjunct Faculty will be invited to the Faculty council meetings, and shall have the right to participate but may not vote.
    - 5) The Dean of the College shall be the ex-officio chairperson of the faculty council.
  - b. Functions:
    - 1) The Faculty Council is solely responsible for all academic matters, such as, framing of academic policy, approval of courses, regulations and syllabi, etc.
    - 2) The Faculty Council shall advise the management of the College, the Dean and / or MPH Program Director on matters relating to academic planning, curriculum development, student evaluation process, conduct of admission tests, and examination.
6. Maintenance of Accounts<sup>10</sup>:
  - i. The management of the institution shall maintain accounts of the College of Public Health (CPH) as a distinct cost centre, and prepare a separate income and expenditure statement for it.
  - ii. Within the CPH cost centre, separate accounts shall be maintained for revenue, development and trust funds.
  - iii. The Revenue Account shall consist of tuition fee, cost recovery for boarding and lodging, if any, and other maintenance receipts and college maintenance expenditure. This account shall be maintained in two parts - (a) Pay and allowances and (b) other expenditure. All recurring expenditure will be met from this account and brought to account under these two parts.
  - iv. The Development Account shall consist of development fee, other capital receipts, development and capital expenditure. At least half the proceeds of development fee will be credited to the development account in the first ten years, after which this account will receive the entire proceeds of this fee. Miscellaneous receipts of the institution would also be credited to this account. The proceeds of this fee would be utilised for procurement of equipment, books and journals and acquisition of assets. Management, may at its discretion debit faculty development expenditure to this account.
  - v. The Trust Account shall consist of Student Management Activity (SMA) fees and related receipts, and expenditure incurred by appropriate student managed bodies.

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<sup>10</sup> Based on clause-7 of the GoI Policy on Fee Fixation in Private Unaided Higher & Technical Institutions including Management Institutes. Ministry of HRD (Department of Education) Resolution dated 18th March, 1997, Ref No. F.20-43/96-Desk (U), downloaded, 16 Mar 2005, from [http://www.education.nic.in/htmlweb/circulars/fee\\_policy.htm](http://www.education.nic.in/htmlweb/circulars/fee_policy.htm)

### **C. Track record in public health research and training:**

1. The Institution should build up an exemplary track record of activities in multi-disciplinary, interdisciplinary research in public health, short term training programs, consultancy, and public health service.
2. The institution should have been in operation, at least for a period of ten years, before starting any formal academic program of higher education in public health.

### **D. No profiteering in educational service:**

1. General principles<sup>11</sup> of fee determination:
  - i. The College should run its educational program on a no-profit-no-loss basis. However, the fee should make reasonable allowance for replacement and upgradation of facilities.
  - ii. Fee charged by the College, may be in three broad categories, namely; (a) Tuition Fee, (b) Development Fee, and (c) Contributions for Student Managed Activities. In addition the College may realise the actual cost of ancillary services such as boarding and messing, etc.
  - iii. Tuition fee will seek to recover the actual cost of imparting education. Computation of tuition fee will take into consideration the following type of expenditure only.
    - a. Salary and allowances including bonus, if admissible, to teaching and non teaching employees;
    - b. Cost of acquisition of books and journals for libraries;
    - c. Cost of maintenance of laboratories including consumable;
    - d. Maintenance of buildings and other assets including rents and tariffs.
    - e. Expenditure on administrative, general support and academic support services; and
    - f. Contingent expenditure including statutory requirements like audit fee etc.
  - iv. The development fee will seek to pay for cost of equipment, replacement and upgradation of assets. The college may appropriate, during the first ten years of affiliation, up to half of the proceeds of the development fee or the initial value of capital assets, whichever is lower. The balance of development fee shall be utilised for upgradation and replacements. After ten years from the date of affiliation, the entire proceeds of development fee shall be utilised for upgradation and replacement purposes.
  - v. Fees for Student Managed Activities are to be held by the College in trust and made available to concerned student representative bodies for appropriate utilisation

## **III. Faculty for Colleges of Public Health:**

### **A. Recognised Faculty and Affiliation Status:**

1. A recognised faculty may be defined as a person who is recognised by the concerned university to teach and grade academic work. A person, who satisfies the minimum qualifications of a faculty as given below, and is duly affiliated to a college of public health, subject to review by the university, should be deemed to have been recognised by the concerned university.
2. Due Affiliation means that;

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<sup>11</sup> Based on clause-6 of the GOI Policy on Fee Fixation in Private Unaided Higher & Technical Institutions including Management Institutes. Ministry of HRD (Department of Education) Resolution dated 18th March, 1997, Ref No. F.20-43/96-Desk (U), downloaded on 16 Mar 2005, from [http://www.education.nic.in/htmlweb/circulars/fee\\_policy.htm](http://www.education.nic.in/htmlweb/circulars/fee_policy.htm)

- i. The persons is selected in accordance with a substantially fair and transparent system based on merit, such as the ones described later in this guide; and
- ii. The college and the person concerned have entered into a mutually agreed relationship to satisfy the teaching commitment.
- iii. Such affiliation may be on a full time, part-time or visiting basis.
3. A Primary or Full Time Faculty, may be defined as a person who meets minimum qualifications of a faculty, and works for the college on a full time basis.
4. Adjunct or Part-time Faculty is defined as a person, who is appointed by the College on a part-time basis to carry out instructional, research, or public health service functions.
  - i. The full time equivalent (FTE) of part-time faculties may be computed according to either of the following methods, at the discretion of the College.
    - a. Method-1: The number of hours per week committed by a part time faculty is multiplied with the duration of employment in weeks and the result prorated against 2080 (52\*40) business hours in a calendar year. Or
    - b. Method-2: The number of hours per week committed by a part time faculty during the academic session is multiplied with the duration of employment in weeks during the same academic session and the result is prorated against 1440 (180\*8) hours.
    - c. Method-3: Credit value of all courses taught by part-time faculties during an academic year may be cumulated and converted as FTE @ 0.06 FTE / Credit.
5. A Visiting Faculty is defined as a person who is a primary faculty in another institution of higher education, or professional staff of service organisations, government, businesses, industries, and other agencies satisfying the criteria of a faculty; and
  - i. If the person usually resides in a different place, has committed to be resident at the institution, primarily for purposes of teaching, at least for 10 business days, during academic sessions, and teaches at least for one credit hour in an academic year; or
  - ii. If the person resides in the same place, has committed to teach at least one credit hour in an academic year.
  - iii. The number of days of residency committed by a visiting faculty will be prorated against 180 days to arrive at the full time equivalent faculty.
6. The person concerned may work for salary, a fee, or as a volunteer. The college will satisfy that any person offering to contribute as a volunteer has genuine motivation to volunteer, and has not committed the same time to any other institution or for any other role.
7. Faculty once affiliated, are subject to review by concerned university. The university may for sufficient reasons, direct the college to disaffiliate any faculty, provided that reasonable opportunity shall be provided to the college, and where necessary to the person concerned to state their comments on any proposal for disaffiliation.

**B. Minimum qualifications required of any faculty in any area of public health<sup>12</sup>: A candidate for any faculty position must have (1) primary degree, (2) advanced study and (3) some distinction as per details given below.**

1. At least five year full time study beyond 10+2 level, resulting in any of the following primary degree(s) :

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<sup>12</sup>Based on UGC (minimum qualifications required for the appointment and career advancement of teachers in universities and institutions affiliated to it) Regulations, 2000 (ii) [UGC Notification No.F.3-1/2000(PS), dated 4th April, 2000]. Professional and Technical Degree equivalents have been added to provide for persons with Medial and Engineering Background. Widely acclaimed community service requirement have been added as an

- i. A Masters Degree. Or
  - ii. A Professional Degree requiring at least four years of full time study, recognised by appropriate professional council. Plus one year internship or one year of practical experience. Or
  - iii. A Technical Degree, requiring at least four years of full time study, and recognised by the AICTE as such or its equivalent. Plus one year practical experience.
2. Advanced study beyond the master's level, at least for one academic year on a full time basis, and any of the following credentials arising out of such study;
    - 1) A doctorate such as a Ph.D., SD, etc. or
    - 2) An M.Phil., degree; or
    - 3) A second Master's degree in a subject different from the first master's degree or granted by an university other than the university granting the first master's degree; or
    - 4) A certificate of advance study beyond the master's level; or
    - 5) A recognised post graduate diploma; or
    - 6) A fellowship of an academic or professional body, based on explicit eligibility criteria and formal evaluation of academic / professional attainment.
    - 7) A certificate from the National Board of Examinations,
    - 8) Published work indicating the capacity for independent research work.
    - 9) Provided that post graduate course work taken into consideration to satisfy five year full time study requirement in clause - 1 above, will not be counted again under this clause, except for periods in excess of the five year requirement.
  3. Distinctions: At least one of the following.
    - i. Good academic record; For determining good academic record the following criteria shall be adopted.
      - a. In case of subjects for which a National Eligibility Test for lecturer is either conducted by the University Grants Commission (UGC) or a similar test accredited by the UGC is available, a pass in such a test.
      - b. Or
        - 1) A candidate holding an M.Phil. degree, or recognised degree beyond the master's level should possess at least a second class Master's degree; or
        - 2) A candidate not holding an M.Phil. degree should possess a Master's degree with at least 55% marks or an equivalent grade, and a second class in first degree examination; or
        - 3) A candidate not holding an M.Phil. or a recognised degree beyond a Master's level but possessing a second class master's degree should have obtained a first class in the first degree examination.
    - ii. The candidate has demonstrated high standard research work (as judged from thesis or published work).
    - iii. Widely acclaimed community service: For determining widely acclaimed community service experience, the following criteria shall be adopted;
      - a. The community service in which the candidate worked, has been acclaimed locally, in the area where the service was rendered, and among people who are direct or indirect recipients of the service; and

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alternative to good academic record, to facilitate access by public health students to teachers who may not have the required academic record but have distinguished themselves in the area of community health, & health care service delivery. Downloaded, on 17/3/05, from [http://www.education.nic.in/htmlweb/circulars/ugc\\_career.htm](http://www.education.nic.in/htmlweb/circulars/ugc_career.htm).

- b. The same community service has been acclaimed globally either at the state, regional, national or international level; and
- c. The candidate worked at least for a period of three years, in such a community service.
- iv. International - global health exposure would include;
  - a. Work in UN agencies in health and allied areas,
  - b. Work in bilateral agencies in health and allied areas,
  - c. Work in voluntary agencies dealing with health and allied issues and operating in more than two countries,
  - d. Health or allied work in two or more countries,
  - e. Graduate study in schools of public health with substantial international student population, Or
  - f. Such other work experience, recognised by the selection committee as international - global health experience.
- v. Public health work experience for at least three years.

**C. Faculty Titles and Additional Qualifications:**

1. A faculty must satisfy the minimum qualifications prescribed in clause - B as appropriate for the concerned area of study; And the following additional criteria for respective faculty Titles.

**Additional qualifications required for various faculty titles.**

Faculty Title	Educational Qualification	Teachg. / Res. Work Exp.	Publications
Lecturer / Instructor	Primary Degree	None	None
Assistant Professor	Terminal Degree Or Equivalent.	None	Written work indicating scholarship or capacity for research.
Reader / Assoc. Prof.	Terminal Degree Or Equivalent.	Five Years	Published work indicating scholarship or capacity for independent research work.
Professor	Terminal Degree Or Equivalent.	Ten Years	Published work of high quality.

**2. Terminal Degree Equivalency:**

- i. Persons who do not possess the appropriate terminal degree can be considered for appropriate titles only after their credentials are judged equivalent to the appropriate terminal degree.
  - ii. The concerned University, may, from time to time define an educational qualification or a combination of educational qualifications as equivalent to terminal degree. Proposals for declaration of an educational qualification or a combination of educational qualifications, as terminal degree, should be accompanied by written opinion of at least two referees on the said proposal.
  - iii. For faculty positions in, (a) interdisciplinary fields, (b) new and emerging areas of study, the selection committee may accept on a case to case basis, a combination of a Masters Degree in one field of study and a second Masters or higher degree in another field of study, as equivalent to a terminal degree, provided that both are relevant to the interdisciplinary or emerging field of study, and the candidate has demonstrated ability for independent research work.
3. In the event of a person, originally appointed as Lecturer / Instructor, earning a Terminal Degree in the concerned field, the College may, after proper verification of

the degree, revise his / her title as Assistant Professor, without any further reference to the Faculty Selection Committee. All such redesignations shall be reported to the concerned University for information and record.

4. Provided further that some of the above additional requirement for the post of professor and readers may be relaxed in case of an outstanding scholar with established reputation who has made significant contribution to knowledge and / or advancement of public health.

#### **D. Selection of Faculties in Public Health:**

1. Selection of Primary Faculty:
  - i. Faculty Selection Committee<sup>13</sup>:
    - a. Composition:
      - 1) President or Chairperson of the Executive Council or such other governing body of the college or his / her nominee to be the Chairperson of the Selection Committee.
      - 2) The Dean, Principal, or the Chief Academic and Executive Officer of the concerned College.
      - 3) One Senior Teacher / Head of the Department (of the concerned subject) preferably having not less that 10 years of services as a teacher.
      - 4) Two nominees of the Vice Chancellor of whom one should be a subject expert.
      - 5) Two subject-experts not connected with the college to be nominated by the President or Chairperson of the executive / governing body.
    - b. The quorum for the meeting should be five of which at least two must be from out of the three subject experts.
  - ii. Selection Process:
    - a. The process of selection should involve the following:-
      - 1) Assessment of aptitude for teaching and research.
      - 2) Ability to communicate clearly and effectively. Ability to communicate may be assessed by requiring the candidate to participate in a group discussion or by exposure to a class room situation / lecture, wherever it is possible.
      - 3) Ability to analyse.
    - b. For the position of reader and professor, the process of selection should involve three independent assessments of the candidates curriculum vitae, and reprints of at least three major publications of the candidate. The assessors shall preferably be members of the selection committee. The Selection Committee should, in addition to other aspects, take into consideration these assessments.
2. Selection of Adjunct Faculty:
  - i. Same as selection of primary faculty, with following exceptions.
    - a. In case of urgency, the College may select, on the basis of recommendations of an adhoc selection committee consisting of at least two primary faculty, the Chief Academic Executive of the College, and the President of the College.
3. Appointment of Visiting Faculty:
  - i. Same as selection of primary faculty, with following exceptions.

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<sup>13</sup> Based on Selection Committees for Lecturers in Private College recommended by the UGC, contained in the UGC (minimum qualifications required for the appointment and career advancement of teachers in universities and institutions affiliated to it) Regulations, 2000 (ii) [UGC Notification No.F.3-1/2000(PS), dt 4th Apr, 2000].

- a. The Selection Process is based on (a) Review of the Candidate’s Curriculum Vitae, (b) Work Experience, (c) Publications, (d) and any other information considered relevant by the selection committee.
- b. The selection committee may interact with those who personally know the candidate.

**E. Teaching Assistance:**

1. The College may provide for appointment of Teaching Associates and Assistant (TA), for the purpose of assisting a faculty, provided that the TAs work under the direct supervision of the faculty and the later is primarily responsible for teaching, evaluation and grading.

**IV. Minimum Facilities Required to Start a Masters in Public Health Program:**

1. The College should have at least seven full time equivalent (FTE) faculties with specialisation in different areas of public health. Considering that higher education in various areas of public health is developing in the country, and limited availability of appropriately skilled public health teachers, the Institution may have to depend on a combination of core faculty devoting their full time to the College and cumulative contribution of part time faculty, or visiting and guest faculty, subject to the following.
2. At least three full time core faculty with specialisation in different areas of public health, at least one of whom is eligible to be a Reader or Professor.
3. Physical Facilities (Built up Space): The Institution should have adequate space for instructional activities, amenities, and administrative purposes, as per norms given below.

i. Instructional Area:

- a. Class rooms: At least two class rooms of appropriate size satisfying the following carpet area norms for classes of different size.

Class Size	Carpet Area Requirement in Sqm / Student			
	Minimum	Desirable	Suggested Range	
15-20 Students	1.3	1.5	25	30
30-40 Students	1.2	1.4	50	55
60 Students	1.1	1.3	65	80

- b. Faculty Area: At least 70 Sqm Or 10 Sqm per full time equivalent faculty. The faculty area may seat the faculties, teaching and research assistants.
- c. Library: The central library of an institution admitting up to 60 students per year will have a carpet area of 100 Sqm.

ii. Amenities Area:

- a. Toilets: The college should have adequate number of toilet blocks with urinals, lavatories and wash basins.
  - 1) At least one toilet block each, separately for men and women.
  - 2) At least 10 Sqm space for each 120 student population, should be under toilet blocks. This is in accordance with the National Building Code for toilets in educational buildings.
- b. Common room, lounges, and canteen: 100 Sqm.
- c. Cycle stand and parking area: At least 0.5 Sqm per student.

iii. Administrative Area:

- a. At least 50 Sqm consisting of reception, administrative office, programme office and maintenance areas.
  - b. At least 120 cubic feet of storage space for the record room to house student records.
4. Library Facilities: The College should have at least one library, and its collection should cover a range of subjects relevant to public health, consisting of a reasonable stock and recent acquisitions.
  - i. At least 1500 titles to start with.
  - ii. At least 100 titles in each subject offered or taught.
  - iii. The college should add one book per student per year.
  - iv. The initial asset value of library stock should be not less than 2% of projected annual tuition fee revenue.
  - v. At least 5% of tuition fees should be spent for addition of books, journals, manuscript, bibliographic and documentation services.
  - vi. Subscription to at least 30 periodicals covering various areas in public health.
5. Computing Resources: The Institution should have Personal Computing Facility for Students, Appropriate Statistical Software, and access to Internet.
  - i. On average one personal computer terminal for every six students in a batch. Thus about 10 PC Terminals for a batch size of 60 students.
  - ii. The microcomputer laboratory (microlab) should be open for extended hours to allow for effective use by students. The microlab should be open for a minimum of 12 hours a day for 6 days a week.
6. Laboratory Facilities: The Institution should have public health laboratory facility for testing quality of at least one environmental health parameter, such as (a) Water Quality Testing, (b) Food Quality Testing, (c) Air Quality Testing, etc.
7. Teaching Aids: The college should be equipped with appropriate teaching aids such as over head projectors, slide projectors, LCD projectors, and VCP with monitor, etc.

## **V. Masters in Public Health (MPH) Program:**

### **A. General Approach:**

1. The program should assure that each student<sup>14</sup> (a) develops an understanding of the areas of knowledge which are basic to public health, (b) acquires skills and experience in application of specialty knowledge to solution of community health problems, and (c) demonstrates integration of knowledge through a culminating experience.
2. The program should adopt strategies that require the student to engage actively in "framing of a significant question or set of questions, the research or creative exploration to find answers, and the communications skills to convey the results.
3. Follow a Flexible, Modular and Credit Based Semester System.
4. Primary language of instructions shall be spelt out and followed. The primary language may be supplemented by other languages as deemed appropriate and in response to the linguistic background of the students. This guideline assumes English as the primary language of instruction. In case another language is chosen as the primary language, suitable modifications should be made regarding the language proficiency test requirement described below.

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<sup>14</sup> Substantive parts of the expression borrowed from the Council of Education for Public Health, 800 Eye Street, NW, Suite 202, Washington DC 2000-3710, USA - Criteria for Accreditation of Graduate Schools of Public Health, 2002, January.

## **B. Admission Requirement:**

1. Educational Qualification: Candidates must satisfy at least any one of the following minimum educational qualifications requirement:
  - i. A Professional Degree with at least four years of full time formal study after 10+2 years of schooling. Or
  - ii. Any Technical Degree with at least four years of full time formal study after 10+2 years of schooling. Or
  - iii. Any Masters Degree. Or
  - iv. Any Graduate Degree plus two years of full time study, preferably of interdisciplinary nature.
2. Work Experience: Candidates must have at least one year equivalent of work experience. Part time research or work experience may be prorated, assuming 40 hours of work per week, as the full time equivalent. Short term full time research or work experience may be cumulated.
3. English Language Proficiency: An assessment by the admission authority that the candidate is proficient in English language, so as to understand the instructions and assimilate the course ware. To arrive at this assessment, the admission authority may require the candidates, (a) to furnish, scores obtained from any Standardised English Language Test (SELT), and / or (b) to furnish evidence that the candidate's primary language of instruction and course work in the qualifying educational programs was English (PLI); and / or (c) take appropriate tests conducted by the admission authority (AT).
4. Quantitative, Problem Solving and Communication (QPC) Skills: An assessment by the admission authority that the candidate has the required (a) Quantitative, (b) Problem Solving, and (c) Communication, skills for the Masters in the Public Health Program. To arrive at this assessment, the admission authority may require the candidates, (a) to furnish, scores obtained from any Standardised Graduate Admission Test (SGAT), (b) take appropriate tests conducted by the admission authority (AT).
5. Personality: An assessment by the admission authority that the candidate has the required (a) motivation, (b) interpersonal skills, (c) persistence, and (d) work habits; to successfully complete the master's in public health program and benefit from it. To arrive at this assessment the admission authority may require candidates to furnish information, such as (i) curriculum vitae, (ii) a personal statement, (iii) letter(s) of recommendation, etc. The admission authority may also require pre-screened candidates to appear for interviews, group discussions or such other interactive sessions to facilitate appropriately informed admission decision. Provided that preference shall be given to candidates who demonstrate a special flair for interdisciplinary work either by way of a combination of study and work in more than one discipline, or a formal study in one discipline and a full time applied work in another area.
6. Basic Skills in Personal Computing: An assessment by the admission authority that the candidate has the required personal computing skills to do course work, or has committed to take up preparatory course in acquiring the required personal computing skills before the academic session begins.
7. Non-discrimination and pluralistic student body:
  - i. The admission policy should be non-discriminatory of gender, caste, or creed.

- ii. The admission policy should generate a pluralistic, multicultural, multiethnic, body of students. For this purpose, the college may allow reasonable preference for under represented groups.
- iii. The university will review cultural, ethnic and community composition of students at periodic intervals of ten years considering the cultural, ethnic and community composition of the population served by the college.
- iv. The university may, after due consultation with the faculty council, give directions for reservation of seats in favour of under represented groups, in order to improve the cultural, and ethnic composition of the student body.

**C. General Curricular Requirement:**

1. Standard duration of the program for full time students, should be three academic years, consisting of at least two years of full time study and one year of internship.
2. A regular semester shall not be less than 16 calendar weeks in length and have a minimum of 80 class days, excluding registration and final examination periods.
3. The academic year shall consist of two regular semesters, and an inter semester recess, such that the number of actual teaching days on which classes are conducted is not less than 180 days, excluding holidays, vacations, time set apart for completing admissions.
4. The calendar year consists of the academic year and a vacation, during which a condensed session may be operated.
5. A condensed session is operated during the annual vacation. The maximum course load during the condensed session shall be half of that prescribed for a regular session.
6. Student Workload<sup>15</sup> and Attendance:
  - i. Minimum Course Load:
    - a. Full time student: 15 credits.
    - b. Part time students: 5 credits.
  - ii. Maximum course load per student during the regular semesters shall be 20 credits, except for high achievers who have special permission of the faculty council to take up additional credit load. Maximum credit load during the condensed session shall be 10 credits. No relaxation in maximum credit load will be available for the condensed session.
  - iii. Attendance:
    - a. The minimum number of lectures, tutorials, seminars and practicals which a student shall be required to attend for eligibility to appear at the examination shall ordinarily be not less than 75% of the total number of lectures, tutorials, seminars, practicals.
    - b. The Program Director, Principal or Dean of the College, as the case may be, may condone the required percentage of attendance by up to 10 per cent, during a semester.
    - c. In exceptional circumstances, the faculty council may condone the required percentage of attendance by upto 25%, provided it is satisfied that the learning opportunity was adequate for the particular student.
    - d. A student not allowed to complete a course, due to shortage of attendance, may repeat the same in subsequent semesters or take alternative courses to satisfy requirement for degree.

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<sup>15</sup> Student workload is defined in terms of credit hours. Minimum course load of 15 credits, consisting of 50% lecture discussions and 50% laboratory work, implies about 22 to 30 class hours per week.

7. The College shall endeavour to introduce a cafeteria approach offering; (a) a variety of modular courses in such a manner that a student can choose the number of courses according to his/her requirements; and (b) cross registration for appropriate extramural courses. Cross registration relationship must be approved by the Faculty council, subject to review by the Board of Studies.

**D. Course Design Requirement:**

1. A course can be offered by one or more recognised faculty, either singly or jointly.
2. Prerequisites and skills necessary for success in the planned instruction should be clearly stated to facilitate appropriate placement of students.
3. Each course should have clearly defined objectives. These should be described clearly delineating the essential learning outcomes and developmental course objectives. Essential course objectives are minimum learning targets for students. Courses structured in such a way create student-centered learning environments where inquiry is the norm, problem solving becomes the focus, and thinking critically is part of the process.
4. Each course shall be assigned a certain number of credits hours, based on academic workload. The course may consist of lecture-discussion, laboratory, workshops, studio, practicals, or field work.
  - i. Lecture-discussion: During the academic year, each credit hour corresponds to 60 minutes of lecture per week with an associated typical weekly out-of-class workload of 2-3 hours.
  - ii. Laboratory or workshops: A laboratory or workshop credit hour, in order to have a corresponding workload with lecture-discussion sections, will correspond to a 2-3 hour period of time during which a student will work either alone or in a small group with the appropriate equipment to perform a single experiment or technical activity, acting under the supervision of the lab / workshop supervisor or instructor. There will likely be an associated homework load of approximately 1 hour per week to be performed out of class. Labs and workshops should be designed so that the workload due to the combination of homework / lab time is neither insufficient nor excessive relative to the credit hours assigned to the laboratory or workshop.
  - iii. Practical: The alternative forms of instruction based largely on the principle of on-the-job learning, should be assigned credit by the faculty council, after taking into account the level of learning opportunity, learning environment, academic workload, etcetera.
  - iv. Field placement: For each type of field placement, or such other off campus internship, the faculty council will specify the credit hour weightage, based on, the quality, range and complexity of field experience, the teaching potential of local mentors, expected academic workload etceteras.
5. Appropriate instruction materials and methods should be used.
  - i. The instruction materials and methods should be congruent with the intended learning outcomes.
  - ii. Instruction should be designed to fit the characteristic and needs of the students.
  - iii. Instructional decisions should be based on information that is meaningful, dependable and relevant.
  - iv. The students shall be encouraged to study some part of the syllabus themselves and shall be given assignments, so as to make use of the library, laboratory, Internet and such other facility.

- v. The course design should provide for periodical information to students about their learning progress.
  - vi. Instructional effectiveness should be periodically reviewed and the intended learning outcomes and instructions modified as needed.
  - vii. Remediation should be provided for students not achieving intended learning targets.
6. Syllabus & Course Briefing: Each course, must have a syllabus that contains;
- i. The Course Title.
  - ii. Primary Instructor(s) responsible for fulfilment of instructional evaluation activities connected with the course.
  - iii. Teaching Associates, Assistants, if any, their roles, and contact information.
  - iv. Course Secretary or Administrative Assistant.
  - v. Course description: Scope of the course and its coverage.
  - vi. Prerequisites required of students wanting to take up the course.
  - vii. Course Objectives: These should be described clearly delineating the essential course objectives and developmental course objectives. Essential course objectives are minimum learning targets for students.
  - viii. Instructional materials including text books, readings, etc.
  - ix. Home Works, and Class Assignment Policy:
  - x. Evaluation scheme, giving details of examination plan, grading policy, and make up policy if any.
  - xi. Course Calendar.
7. An end of course report should be prepared, summarising the coverage of topics, instructional activities and student evaluation of the course. The end course report should inform appropriate revision in future offering of the course.

#### **E. Grading System:**

1. General Principles:
  - i. Student learning will be evaluated according to an objective-based grading system. Instructors will strive to equate grades with different kinds of performance. Students meeting the learning targets receive higher grades than those not meeting the targets.
  - ii. The units of evaluation, namely, tests, seminars, presentations, class performance, field work, thesis and the like and the weightage assigned to each of such units in respect of each course shall be made known to the students at the beginning, and not later than one week of the start of the course, or three classes, whichever is earlier.
  - iii. If the fieldwork or project work is prescribed to be an integral part of a course, the weightage assigned to it should reflect the time spent on it.
  - iv. As far as possible at least 50% weightage to end-course examination, except for courses for which special approval of the Controller of Examination has been obtained for a lower weightage. The Controller of Examination will consider proposals for waiver of end-course examination or a lower weightage, in case, assessment can not be deferred until end of the course or to a set-piece examination. Such courses are largely based on practical work, laboratory activity, field placement, or such other experiential activity, requiring continuous observation during the course.

- v. The balance weightage shall be assigned to continuous assessments by the instructor(s) concerned<sup>16</sup>. As far as feasible, instructors should use a variety of continuous evaluation tools<sup>17</sup>.
  - vi. Class participation and attendance, provided that the weightage for class participation and attendance shall not exceed 10%.
  - vii. The question papers for the end-course examinations shall be set in such a manner as to ensure that they cover the entire syllabus of the concerned course.
  - viii. The tests and examinations shall aim at evaluating not only the students' ability to recall information, which he / she had memorised, but also his/her understanding of the subject and ability to synthesise scattered bits of information into a meaningful whole. Some of the questions shall be analytical and invite original thinking or application of theory.
  - ix. Evaluated work should be shown to students. While the actual process of evaluation shall be confidential, the system of evaluation shall be sufficiently transparent, and a student may be given a photocopy of his / her answer paper, if requested as per procedure laid down in this regard.
2. The work of students may be reported in terms of the following letter grades<sup>18</sup>:

Grade	Criteria	Grade Point
O Distinguished / Outstanding	Fully satisfied all essential learning targets, most developmental objectives, has a flair for application of knowledge gained, and is well prepared for future learning. Achieved much above the level the instructor expected.	6
A Expert / Very Good	Satisfied all essential learning targets, many of the developmental objectives, quite competent in application of knowledge gained and solving of problems, and is comfortably prepared for future learning. Adequately met instructor expectations.	5
B Proficient / Good	Satisfied most of the essential learning targets, some of the developmental objectives, competent in application of knowledge gained and solving of problems, and is somewhat prepared for future learning. Met most of the instructor expectations.	4
C Competent / Fairly Good	Satisfied many of the essential learning targets, a few of the developmental objectives, can independently interpret technical / professional communication to deal with routine activities. Met many of the instructor expectations.	3
D Skilled /	Satisfied many of the essential course objectives, May	2

<sup>16</sup>Based on Recommendations of the Association of Indian University contained in Monograph on Internal Assessment for Universities, 1984 Reprint.

<sup>17</sup>These may include a subset of the following, but not necessarily limited to these; (a) Quiz - Announced, (b) Quiz - Unannounced, (c) Short duration objective type tests, (d) Short answer / problem solving, (e) Long answer essay, (f) Class assignment / tutorial, (g) Home assignments, (h) Guided individual projects, (i) Guided group projects, (j) Lab / Field / Practical Work, (k) Observation, (l) Checklists, (m) Rating Scale for Interest, (n) Rating Scale for Attitude, (o) Group discussion, (p) Seminar, (q) Thesis / Dissertation.

<sup>18</sup>This is in accordance with the Letter Grades and Grade Points are as recommended by the UGC and reported in the Association of Indian University publication titled Status Report on Grading in Universities, , 1980, and the Monograph on Internal Assessment for Universities. The descriptive criteria, is proposed based on a study of the literature on grading systems and grading practices of various universities in the World.

Grade	Criteria	Grade Point
Average	require some degree of supervision, to apply knowledge gained. May require some guidance for future learning. Met some of the instructor expectations.	
E Apprentice / Below Average	Satisfied some of the essential course objectives and minimum learning targets. Would require supervision and guidance to apply knowledge, and for future learning. Met some of the instructor expectations.	1
F Fail	Did not satisfy essential course objectives and minimum learning targets.	0

3. Special Grades: The following grading symbols can be used for the respective special situations listed below, but will not be included in the determination of grade point average:

- I The grade I may be assigned to a student's work when the work is of non-failing quality, but is incomplete for good cause (illness, for example). The deadline for filing a request for an Incomplete shall be no later than the first working day after final examination week. An instructor may not grant a request for an Incomplete for other than such good cause. The instructor shall make arrangements with the student for completion of the work required at the earliest possible date, but no later than the last day of the finals week in the following quarter. If not replaced by this date, the I grade will lapse into an F grade. The instructor may neither agree nor require that the student wait until the next time the course is offered in order to make up incomplete work, but must make individual arrangements for the timely completion of the work. The I grade shall be disregarded in determining a student's grade point average.
- IP For exceptional and compelling reasons, a course extending over more than one semester may be authorised with the prior approval of the Faculty council. In such courses an evaluation of a student's performance may not be possible until the end of the final term. In such cases the instructor may assign the provisional grade IP (in progress). IP grades shall be replaced by final grades if the student completes the full sequence. The instructor may assign final grades, grade points, and unit credit for completed terms when the student has not completed the entire sequence provided that the instructor has a basis for assigning the grades and certifies that the course was not completed for good cause. An IP not replaced by a final grade will be disregarded in determining a student's grade point average.
- W This symbol indicates that a student was permitted to withdraw without penalty. A grade of W prior to mid-term is contingent on instructor approval. Withdrawals without penalty will not be permitted after the midpoint of the total grading period except in cases of hardship as determined by the appropriate official of the college.
- V This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status or vice versa. If an audit student withdraws from a course prior to the end of the term, a "W" will be assigned as the grade rather than a grade of "V." An audit student who is dropped by the instructor for excessive absences will be assigned a grade of "W."

NR Grade was not reported by the instructor to the registrar.

4. Grade Point Average: For each student the Controller of Examinations should calculate a grade point average (GPA) over all courses taken under the MPH program of the University, in accordance with the following procedure. Weighted Grade Value, for each course, in column-6 of the table in the next page is computed by multiplying the Credit Hours in Column-3 and the Earned Grade Value in Column-5.

$$\text{Grade Point Average} = \frac{\text{Total Weighted Grade Value}}{\text{Total Credit Hours Attempted}}$$

Course Description		Credit Hours	Earned Grade & Value		Weighted Grade Value
Id	Name		Grade	Value	
-1	-2	-3	-4	-5	-6
					(3) X (5)

Total Credit Hours Attempted:

Total Weighted Grade Value:

5. The Pass Or Fail (P/F), Satisfactory / Unsatisfactory (S/U) Grades:
- With the approval of the Faculty Council, the College may offer courses in which students may be graded on an P/F basis, and courses in which graduate students shall be graded only on an P/F basis.
  - Consistent with college policy, a student in good academic standing may elect to be graded on a P/F basis in a course. Provided that the total credits of courses taken on P/F basis does not exceed one fourth of a student's total course units. The college may require that courses applied toward the major be taken on a letter grade basis.
  - In any course, the minimum standard of performance for a grade of P shall be the same as the minimum for a grade of C-.
  - Units earned with the grade of P shall be counted in satisfaction of degree requirements, but units taken on a P/F basis shall be disregarded in determining a student's grade point average.
  - A student's work in a non-credit course shall be reported on a P/F or S/U basis.
  - The College may, at its discretion choose one of the nomenclatures P/F or S/U in its catalogue.
6. Grade Changes: (a) All grades except I and IP are final when filed by an instructor in the end of term course report. However, a final grade may be corrected when a clerical or procedural error is discovered. No change of a final grade may be made on the basis of revision or augmentation of a student's work in the course. No term grade except Incomplete may be revised by further examination. No grade may be changed after one calendar year from the time the grade was recorded.
7. Attendance and assessment record: Every teacher is required to maintain an attendance and assessment record, consisting of attendance marked in each lecture or practical or project work class, test marks and records of class work, separately for each course. This should be submitted to the program director periodically to facilitate monitoring of syllabus coverage, recording of test marks and attendance. At the end of each semester, these records should be reviewed by the Dean. The college, shall keep these

documents in safe custody for five years and be produced, at the time of university inspections, if required.

8. Filing of documents with the Controller of Examination; Various documents shall be filed with the Controller of Examinations.
  - i. A copy of the syllabus, signed by the primary instructor, and an appropriate college officer, along with a statement about the date on which the syllabus was announced to students, whether copies of the syllabus has been made available to all interested students. The syllabus should reach the Controller Examination, within 15 days of the day on which the first class of the course meets.
  - ii. For mid-term and end course examinations, the following documents shall be forwarded to the Controller, within two days of the conduct of the examination.
    - a. A copy of question papers, duly signed by the instructor administering the test.
    - b. A list of students, who took the examination.
  - iii. Grades assigned to each student, along with a table showing the component assessments, contributing to the assignment of grade, shall be forwarded to the Controller, within one month of the completion of the course.
9. Grade Review and Moderation by the Controller:
  - i. If a student believes a mistake has been made grading any examination, the student should discuss the matter with the course instructor, concerned, within three days of communication of grades to the students.
  - ii. If the instructor is not available, or if the student is not satisfied with the instructor's point of view, the student may apply to the College Principal, Dean or Program Director, for a reappraisal, within seven days of communication of the grade to students. The college should take appropriate steps to determine genuineness of the students request and revise the grade appropriately. The college shall put in place a procedure for handling of such requests. Every such revision of grades by the college shall be reported to the Controller, giving details of the case and the grounds for revision of grade or rejection of student's request.
  - iii. In case, a student is not satisfied with the grade assigned by the concerned college, has exhausted the college level grade review process, and has appealed to the university for a review of his / her grades, the controller may arrange for an independent evaluation based on student performance records available with the college and / or produced by the student. Accordingly, the controller may revise grades assigned to a student.
  - iv. The controller shall periodically, review the pattern of grades awarded by a college and / or instructors to identify cases of grade inflation or excessively undervaluation. The college, shall take appropriate action based on to implement Controller's recommendations based on such review.
  - v. In addition, adhoc review grading practice and grades awarded, may be initiated by the University, if the controller, is of the opinion that grade inflation or excessive undervaluation might have taken place in respect of a particular course or a set of courses. The college shall comply with such review and implement recommendations arising out of the same.

#### **F. Credit Requirement for Degree:**

1. A student must earn 80 credits, of which at least 40 credits are earned through courses in core subjects listed below and 20 credits are earned through a track requirement.

Provided that, in case of students exempt from the requirement of numeracy, basic mathematics, and statistics, the core credit requirement will be 35 credits.

2. Core subject - course requirement: A student must satisfactorily complete enough courses in the following core subjects, and required credits indicated against each.

<b>Recommended Core Courses for Masters in Public Health</b>	
Subject / Course	Required Credit
Numeracy, Basic Mathematics and Statistics	5
Health System Organisation or Comparative Study of Health Systems	5
Introduction to Demography	5
Introductory Biostatistics	5
Principles of Epidemiology	5
Introduction to Health Sciences Or Social Sciences for Public Health	5
Ethical Basis of Health Care	5
Introduction to History of Medicine	5
<b>Total</b>	<b>40</b>

- i. Faculty council may exempt a student from the Numeracy, Basic Mathematics and Statistics Course, if the candidate has adequate preparation in mathematics.
- ii. A student has to take either Introduction to Health Sciences or Social Sciences for Public Health, depending on his / her educational background. Generally students from health sciences background are required to take the social science course and students from other backgrounds are required to take the health sciences course.
- iii. Students may earn the required credit by taking a single course or a combination of courses in the respective area.

#### **G. Published Catalogue Requirement:**

1. The College shall publish a catalogue for every academic year in which a batch of student is to be admitted, giving details of the MPH program, admission criteria, curriculum, Program calendar, tuition fee, and other relevant information to enable prospective students to make an informed choice about joining the course.
2. A copy of the published catalogue shall be filed with the Registrar of the University, before the admission process is announced.

#### **H. Twinning:**

1. The College may enter into twinning arrangements with another partner institution, in order to improve student exposure to global health issues, subject to following conditions.
  - i. The partner institution, should usually be a college or school of public health, having authority to grant Masters Degrees in Public Health.
  - ii. Migration of students or transfer of credits to the partner institution may be governed in accordance with the academic regulations and requirement of respective degree granting authority.
2. The concerned University should be notified of all twinning arrangements and academic collaborations involving the students enrolled in the MPH program. The University may ask for any modification of arrangements deemed necessary in order to maintain its academic standards, credibility and reputation.

## **VI.College Affiliation and Program Approval Process:**

### **A. Application:**

1. Any organisation seeking recognition of its institution as a College of Public Health, and affiliation to the concerned University, should address the Registrar along with appropriate data and documentation, about the Institution and the proposed MPH program.
2. The applicant organisation shall promptly furnish additional information and clarifications if any is required by the university.

### **B. Processing and Evaluation:**

1. The University, based on preliminary scrutiny of the application may decide (a) to constitute a visiting panel for the said institution, (b) advice the organisation to take further steps before a visiting panel can be constituted, or (c) inform the organisation that the request for affiliation can not be considered, on reasonable grounds.
2. In the event of a decision to constitute a visiting panel, the University may require the applicant organisation to pay an inspection fee to partially or fully defray the cost of inspection.
3. The Vice Chancellor may appoint a visiting panel consisting of three to five members, drawn from multiple disciplines, with exposure to schools of public health having substantive international student body. The panel will be serviced by an officer of the university registry.
4. The panel should visit the institution, to inspect facilities and conduct meetings with staff and students and familiarise itself with;
  - i. The organisation structure and its associated support systems,
  - ii. The practices and mechanisms for promoting and monitoring academic standards,
  - iii. Availability of physical facilities, library services, teaching aids and computing resources.
  - iv. Availability of faculty and support staff.
5. The program for the panel's visit should be arranged by the concerned University in consultation with the Institution, and will normally include meetings with a senior management group, concerned teaching staff, and an appropriate small group of students, together with a tour of relevant facilities, and provision for private meeting(s) of the panel. The panel should ensure that, where appropriate, it has gathered sufficient evidence about examination and assessment arrangements and academic appeals matters to make reference to such issues in the report of the visit.
6. At the end of the visit, the panel will informally report back to the senior managers of the institution on the recommendations it will make to the university, including, if the affiliation is to be recommended, any conditions which are to be fulfilled.
7. The visiting panel's report will make separate recommendations:
  - i. On the suitability of the institution for affiliation,
  - ii. On the approval of the proposed academic program, and
  - iii. Specify any required conditions.
8. The Vice Chancellor, may personally visit the institution any time during the pendency of the application for affiliation, obtain information about the institution, and record his / her observations about the institutions.

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Articulation and expression of the process in clauses 7-9 has benefited from University of Salford. AQA Handbook 2005/06 Chapter - 3 Procedures on Partnerships and Collaboration available at [http://www.academic.salford.ac.uk/aqa/sections/03\\_procedures\\_on\\_partnerships\\_and\\_collaboration.pdf](http://www.academic.salford.ac.uk/aqa/sections/03_procedures_on_partnerships_and_collaboration.pdf)

### **C. Affiliation Decision:**

1. The application for affiliation, remarks of the registry if any, together with the report of the visiting panel, record of vice chancellors observations, and any other information relevant to the case, shall be placed before the appropriate authority of the University, for decision.
2. The University may either grant (a) Provisional Recognition, (b) Full Recognition, (c) Defer provisional or full recognition to allow time for the institution to develop its facilities, resources and systems, or (d) Decline to recognition on reasonable grounds.
  - i. Provisional recognition means conditional affiliation by the University that the applicant institution can start functioning as College of Public Health for a specified period not less than the standard duration of the affiliated academic program(s). During this period, the institution is expected to demonstrate to the satisfaction of the University that it has developed and appropriately applied its resources and successfully operated the affiliated academic program.
  - ii. Full Recognition means permanent affiliation by the University, of the institution as a College of Public Health, and endorsement by the university that the institution has the required facilities, academic resources, and operational system to offer higher education programs in public health.
3. Approval of MPH Program:
  - i. In cases where the applicant institution has submitted a MPH program, and the University determines it to be substantially consistent with expected program characteristics described in the previous section, program approval will be granted simultaneously with college recognition.
  - ii. In all other cases, the recognised college will be required to submit a proposal consistent with the MPH program characteristics contained in this statute.

### **D. Transitional Provisions:**

1. Pioneer Institute: An institution that has demonstrated substantive interest in human resource development for public health, devoted resources towards development of advanced studies in public health, and piloted a course, prior to recognition of any institution as a college of public health, may be recognised by an university as a Pioneer Institute in its area. The pioneer institution should be appropriately represented in the board of studies for approval of MPH programs, visiting panel for recognition of new colleges of public health, until the University has at least three affiliated colleges of public health.
2. In order to facilitate development of capacity in international courses and academic programs in public health, the Vice Chancellor, may, partly or fully, waive any fee chargeable to an applicant institution, or affiliated college of public health. This facility may be extended during a period of ten years from a cut off chosen by the University or until three institutions have been affiliated as Colleges of Public Health, whichever is earlier.
3. Faculty already in place, at the time of recognition of an institution as a College of Public Health, should be allowed to continue as such, subject to review by Faculty Selection Committee. Their credentials will be presented for confirmation of faculty title, to the appropriate Faculty Selection Committee, preferably within six months of grant of recognition. Those not fulfilling certain aspects of eligibility criteria for faculty, may be given reasonable time, not exceeding five years, to satisfy the same. In cases where the Faculty Selection Committee determines that a person is not suitable

for continuation as faculty, the College shall take steps to either terminate the appointment or reassign the person to other activities.

## **VII. Student Registration and Course Administration:**

### **A. Admission Process:**

1. Provisional admission of candidates by the college shall take place under the general supervision, guidance and authority of the Faculty council.
2. The Faculty council may delegate its authority for admission to appropriate academic officers such as the Masters Program Director, Principal, Dean, Department Chair, subject to satisfaction of relevant admission guidelines and regulations.
3. Admission may take place in phases, to appropriately space out the process, while catering to the needs of candidates from different sources.
4. The College shall intimate to the concerned University, list of candidates, within 15 days of the selection or end of each phase, whichever is earlier. This list will include details as form 4.1. The College should also notify the list in its notice boards, and make it accessible through the Internet.
  - i. The university may call for additional information, and / or admission record(s) for all or particular candidates in the selection list.
  - ii. The university may ask the College to review any specific admission decision, on reasonable grounds, in the interest of academic integrity, non discrimination, and / or transparency. The college shall comply with such instructions, as soon as possible and the selection list will stand modified accordingly.

### **B. Deferral:**

1. When circumstances require a change in plans, an admitted applicant may request an admission deferral for up to two semesters (one academic year).
2. Deferrals may be granted by the College, only for compelling reasons. Applicants admitted from the waiting list are not entitled to defer.
3. Deferrals for more than one year cannot be granted.
4. Approved deferral means that, the applicant's place in the entering class to which he/she was originally admitted will be transferred to the following year's entering class.

### **C. Registration:**

1. A candidate admitted to the MPH course in any of the affiliated colleges of public health shall register with the concerned university, within three months of admission.
2. Application for registration, in the prescribed proforma should be filed with the university as soon as possible and not later than one month from the date of joining the college.
3. The university in turn will assign an identification number that will be valid till the student completes the course.
4. This identification number is to be shown by the student in all examination papers.
5. Students, without university registration and the identification number, shall not be eligible to take any examination contributing to the students grade in any course.

### **D. Break of Study:**

1. Unauthorised Absence:
  - i. If a student absents, without leave of absence, for one academic year, shall be deemed to have forfeited admission into the course and his / her studentship shall stand cancelled without any further notice.

- ii. The Faculty council, may, in case of sufficient and reasonable grounds, permit students remaining absent upto one semester, to continue his / her study subject to such conditions as may be considered appropriate. All such cases shall be reported to the University. The University may vary, add, or alter the conditions set by the faculty council.
  - iii. If a student is on unauthorised absence for more than one semester, the matter shall be reported to the University, along with recommendations of the Faculty Council. The Vice Chancellor may, in case of sufficient and reasonable grounds, permit the student to continue his / her study, subject to such conditions as may be considered appropriate.
2. Leave of Absence (LOA):
- i. Students who decide to take a break from study may apply to the College for Leave of Absence from their study program. Students should consider the impact of LOA on current or future courses, and accept responsibility for the same.
  - ii. The Faculty council may grant LOA up to a total of one year, in one block or taken in two separate semesters. The College shall intimate all cases of LOAs to the University. Requests for longer LOAs, on account of extraordinary situations, may be forwarded by to the University. The Vice Chancellor may, in extenuating circumstances, grant LOA for an appropriate duration, not exceeding three years.
  - iii. Grant of LOA does not in any way mean any reduction or modification of the credit requirement for degree. The student is responsible to satisfy the credit requirement for degree, and should plan active study periods and leave of absence accordingly.

**E. Good Standing Requirement:**

- 1. Registered Students should be in good standing at the College.
- 2. Good standing implies that the student satisfies; (a) academic, (b) administrative, and financial requirement of the College and the University.
- 3. Students not in good standing in any of these areas, may, with prior approval of the Faculty Council, be withdrawn from the academic program. Provided that, an opportunity shall be given to the student to explain his / her case, before a proposal is placed before the Faculty Council.

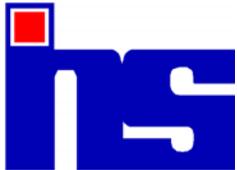
**F. Cancellation of Degrees:**

- 1. Under extreme conditions, the degree awarded may be cancelled by the concerned University. Provided that the university will give the candidate and the affiliated institution, opportunity to state their respective positions with respect to any proposal for cancellation of a degree.



Prepared by

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