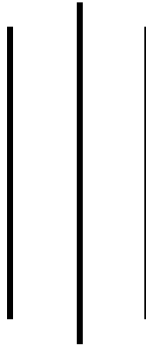




CURRICULUM
(Revised)
BACHELOR OF PUBLIC HEALTH (BPH)
(8 Semester)

2019



PURBANCHAL UNIVERSITY
FACULTY OF MEDICAL AND ALLIED SCIENCES
GOTHAUN, NEPAL

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Purbanchal University
Faculty of Medical and Allied Health Sciences
Bachelor of Public Health (BPH) Program

Course Overview

1. Introduction

From the prospective of health, people can be divided into two categories: one, who are currently staying healthy and wish to stay healthy forever and lead a productive lives without being sick and diseased; another, who are currently unhealthy with sickness or diseased and who wish to get rid of sickness and disease to restore health. The task of the nation is to help people of these two categories fulfill their respective wishes. Societies create two kinds of services to cater the wishes, namely public health services to help healthy people to stay healthy, and medical care services to help unhealthy people to get rid of sickness and disease. In a country both of these services are equally important. There are many strategies and innovations have been emerged, including life style changes, biological and chemical and environmental improvement measures that help promote and protect health and prevent and control diseases. Public health system has challenges of translating into action these measures. Despite of people's wish to stay healthy due to natural and man-made factors people are getting sick or diseased several times in their life span. Therefore medical care system has challenges to meet the medical and surgical treatment of the sicknesses and diseases. Among these two fractions of challenges it is the responsibility of public health practitioners and professional to meet the first challenge i.e. helping people to stay healthy through promoting health, preventing health risk factors and diseases, protecting health, controlling epidemics and encouraging suspected people for early detection, treatment and compliance to treatment.

In current time all the countries including developing, transitional, or industrialized are facing different combinations of epidemiologic, demographic, economic and health systems challenges. Despite of huge revolution and innovations in health sector, health of the people is increasingly challenged. There is a growing need for lifestyle changes, burden of diseases including communicable, non-communicable, reemerging diseases. In addition there is growing challenges of

micronutrient deficiencies and chronic diseases. Therefore, key players in health sector including policy makers need to open their eyes and invest their efforts in public health including development of *pakka* (genuine) public health professionals. Such a *pakka* public health professionals/ practitioners can effectively deal with health of healthy people and help to maintain the healthy status of the people by promoting health, preventing risk factor, disease/illness and injury, protecting health and immune system, control risk factors and epidemics -infections and in case of presence of sign and symptoms, public health professionals encourage people for early diagnosis and compliance to treatment and follow up.

Realizing the dire need of the health professionals in public health sectors Purbanchal University has long been initiating Bachelor Program of Public Health (BPH) since 2002 with the aim to prepare professional public health specialties with the highest technical and managerial competencies to work at various levels (Rural, Urban, National and International and Local, Provincial and Federal level 5 Public health programs include functions including problem identification, planning, implementation and evaluation. Public health education programs were running guided by a curriculum focused on developing skills on these functions. While the change is inevitable with advancing time Purbanchal University revised 3 years BPH curriculum into 4 years semester academic course from the year 2012, as an innovative step in producing qualified graduates in health sectors. The new four years/8 semesters curriculum of 2012 has incorporated various new subjects along with the corresponding practical subjects (Practical Skill Development - PSD) which had emphasized on student's practical skill necessary to deliver quality health services.

While viewing the currently using curriculum of 2012, some of the theoretical as well as practical subjects are need to be update and specified appropriately to fulfill the changing concept and scope of public health demands. Therefore, there is an utmost importance to prepare a revised curriculum.

2. Rationale for Curriculum Revision

The current curriculum of Bachelor of Public Health (BPH) was revised in 2012 in line with the Purbanchal University's policy of extending the

duration of the program from three academic years to four years. Since then, the political system of the country has shifted from unitary to federal system, the health, morbidity, mortality and their determinants have been changed and overall the concept, roles and responsibilities of the mid-level public health workforce also have been changed. To suit these changes the current curriculum of BPH 2076 has been developed as revised curriculum. The following are the specific reasons for developing the revised curriculum:

2.1 Several courses which are required practical examples from Nepalese health and medical service systems are from pre-federal service systems. Now, with the adoption of federalism along with organizational structure, arrangement of human resources, and the type of health and medical services expected to be provided by the central to local level administration units have been changed. There are six to seven current courses which are directly affected by these structural changes. Therefore, the BPH curriculum is also need to be changed to tally with the changing system.

2.2 The concept of public health as a discipline and as a practice has been changed. The current courses do not reflect these changes. The BPH candidates need to update the changing concept during their study period so that they could apply the concept during their practice level. For this purpose the current courses need to be reviewed and changes.

2.3 There are many theoretical topics included in the current courses which are beyond the scope of the mid-level public health practitioners whereas there are several more needed and practical skills which the students are required to develop during their study. Therefore, to adjust such discrepancies also the curriculum need to be revised.

2.4 Most of the current three credit courses are accompanied by one credit of practical skill development (PSD) course. Some courses require PSD and other do not need. To adjust this situation there need for curriculum revision

2.4 The current semester wise offering of the courses is not sequential. The level of cognitive and practical skills to be developed is not in order.

Therefore, to adjust the sequence of offering the courses also review and changes in the curriculum is needed.

3. Course Structure and Sequence

This BPH course has been designed for four academic years with eight semesters concentrating on 41 theory courses and 27 practical courses. Each theory courses carry 3 credits (48 teaching hours) except anatomy and physiology which consist of 4 credits (64 hours), where as practical courses carry one credit (32 hours). However 'Community Health Diagnosis and Intervention Field Practicum' carry six credits (192 hours), 'Comprehensive Public Health Management Field Practicum' carry five credits (160 hours) and 'Public Health Research Practicum' carry six credits (192 hours). In total, the revised BPH course consists of 124 credits hours for theory and 41 credits hours for practical. The sum of theory and practical is 165 credits hours. Practical courses are designed in the following four approaches:

1. Laboratory based practice
2. Field based (reality exposure) practice
3. Field psycho-motor practice (intervention)
4. Cognitive skill practice (term paper writing, research proposal writhing, project development, review articles, writing etc.)

The 41 theory- based and 27 practical-based courses are arranged sequentially by categories of courses to be offered in successive year/semester.

SN	Semester/s	Course category
1	First year: Semester 1 and 2	Basic health science courses
2	Second year: Semester 3 and 4	Basic public health science courses
3	Second year: Semester 4 and Third year: semester 5	Public health methodology courses
4	Third year: Semester 5 and 6	Public health intervention courses
5	Fourth year: Semester 7 and 8	Public health management courses

4. Purpose of the Program

The BPH program aims to prepare professional public health practitioners with the highest technical and managerial competence to work in various level (Rural, Urban, National and International and local, Provincial and Federal level³ in various aspects of public health such as public health programs including problem identification, planning, implementation and evaluation. Such practitioners can serve as a public health officer, public health specialist like public health educator, environmental health officer, public health epidemiologist, public health manager, public health officer at different settings (school/college/university, home, city/village/community, work place, recreational setting, and sport setting), an entrepreneur in public health sector and public health researcher. Besides these, the BPH graduates can serve various job requirements of government and nongovernmental organizations in different settings.

5. Objectives of the program

The objective of bachelor of public health (BPH) program is to produce competent graduates with advanced knowledge and practical skill necessary to deliver high quality health services needed for the country. Specifically, the program entails the following objectives;

- Impart the knowledge and skills in applied public health sciences, laboratory works on applied health actions.
- Develop required skill in designing, analyzing and evaluating applied public health science research and program management.
- Equip public health specialists with communication and group organization skill for promoting community participation in health and development activities ultimately leading to the individual and community self-reliance in health service and improvement in health status of people.
- Enable public health professionals to deal with existing realities in public health management issues, concern and problems.
- Foster positive attitudes in health professionals and encourage them to provide more accessible and equitable primary health care services for disadvantaged groups and communities.
- Enhance vocational competence of public health professionals through advanced education in health strategies health promotion and health programming.

- Enhance the knowledge and practical skills in dealing with human resource development and existing issues in public health management.
- Develop the research and scientific writing skills through the introduction of research methods term paper and thesis.

6. Expected competencies of the Public Health Graduates

At the end of completing the BPH course the following competencies are expected:

- Determine existing community health problems by use of epidemiological investigation and prioritize the problems and develop community health interventions.
- Develop and implement public health intervention for promoting health; preventing health risk factor, injuries and diseases; protecting health through immune system; controlling spread of health risk factors and diseases; and encouraging early detection, treatment and compliance to treatment (P3CE).
- Apply problem-solving and community participation approach in planning, managing and evaluating programs designed to deal with priority public health problems in appropriate ways to achieve optimum impact from public health programs.
- Perform supervision, monitoring and evaluation of public health interventions.
- Assess the risk factors of communicable and non-communicable disease or health problems and able to make risk factor prevention strategies and interventions
- Analyze health education need, do health education program plan and implement with appropriate monitoring system in different setting such as family, community, school, work place, factories, health institutions etc.
- Design and execute public health research activities such as developing tools, collecting data, analyzing the information and write the scientific report.
- Assess the possible areas for entrepreneurship, develop entrepreneurship project and initiate the implementation of it.
- Identify human resources training need, plan and execute HR training in different issue of public health.

7. Career Opportunity

There is growing concern for improvement of health status of the people from all stakeholders within Nepal or in the foreign countries. Provision of equitable access and universal coverage of basic health services for attainment of an optimum level of health and better quality of life of the people by creating more equitable distribution of resources is the dominant concern of Nepal today. In many parts of the world health professionals are investing themselves in introducing public health interventions that can help improve and level up the health status. However, Nepal is facing three fold problems: burdens of diseases, life style, and poverty. In order to cope with this complex situation, development of public health graduates has become inescapable. In general, a Bachelor in Public Health (BPH) graduates can choose following areas to build their career:

- University (Education/Research)
- College/Academic Institutions
- Health Organizations (Public/NGO/INGO/Private)
- Health Related Consultancy Agencies
- Research Organizations/ Institutions
- Hospital (Research Unit)
- Self-entrepreneurship etc.

8. Entry Requirement for New Students

The entry requirement for a new student in BPH will be Intermediate in Science (I. Sc.) or Higher Secondary Level (10+2 Science streams in biology stream) or Certificate in Health Sciences (PCL General Medicine, PCL Lab Technology, PCL in Dental Hygiene, PCL in Radiography etc.) as recognized by Purbanchal University with at least 50% marks or equivalent grade score. Besides the basic academic requirement, an entrance examination will be held for all applicants.

9. Duration of Study

Duration for the completion of all the requirements for the BPH program as a full-time student is 4 Years (8 Semesters) and maximum duration for the completion of all the requirements for the BPH program are as follows:

- Normal Duration: 4 Years (8 Semesters)
- Maximum Duration: 8 Years

10. Academic Schedule

An academic year of the University consists of two semesters of 16 weeks (96 teaching days) of each. The fall semester generally starts in September (September-February) and the spring semester generally starts in March (March-August). In BPH level, fresh admissions are made at the beginning of the fall semester.

11. Admission Policies

- Intake of students should be annual
- The maximum number for intake of students is according to University rules
- The selection of the student should be in merit basis

12. Admission procedure

- A notice inviting application for admission will be publicly announced by Purbanchal University.
- The application forms are available in respective colleges, after the payment of the prescribed University fee.
- The eligible candidates are publically informed to take the entrance examination and entrance examination is conducted directly by Purbanchal University.
- The candidates shall be admitted on merit basis only according to their performance in the entrance examination. The college may also interview the candidates for final selection for admission.

13. Course Registration

Student must be registered in University in first semester. University will provide the individual registration number at the beginning of first semester.

15. Teacher Student Ratio

To carry out the teaching and learning activities of this curriculum the teacher student ratio should meet the minimum criteria set by University.

16. Teaching and Learning Setting

The teaching and learning setting in college should follow and meet the minimum requirement for the recognition of Bachelor in Public Health endorsed by University. There must be required teaching and learning equipment, articles laboratories and space to facilitate student's learning.

17. Teaching and Learning Methods

A number of effective and participatory teaching and learning methods will be employed to facilitate innovative learning [acquisition of knowledge, skills and attitude]. The choice of the methods largely depends on the nature of the subject matter and the situation nevertheless the following methods will be emphasized and adopted.

- Lectures using multimedia and white boards
- Learning process through Groups discussion, interaction, brain storming, observation
- Writing assignment
- Field study, analysis and group presentation
- Conduction of seminar
- Student participatory based teaching
- Laboratory and field based learning

19. Medium for Teaching and Examination

The medium of instruction and examination of BPH Program is English language.

20. Attendance Requirements

A student must attend every scheduled lecture, tutorial, field visit, practical classes and any curricular activities. However, to accommodate for late registration, sickness and other contingencies, the attendance requirements will be a minimum of 80% of the classes actually held.

21. Evaluation

There will be final written (theory) and practical examination at the end of each consecutive semester. The theoretical written examination (Externally by the Office of the Controller of Examinations of Purbanchal University through semester-end examinations) will carry

80% marks and respective college/institutions manage internal written examination of 20% marks of each subject. To pass the university examination, each student must acquire 50% marks in theory examination and 60% for practical examination. The practical (Laboratory based, Viva and oral defense) examination will be held in each practical subject. A student is required to pass the internal and external examinations independently.

A. Evaluation criteria for final (university) and internal theory examination

1. Internal assessment - equivalent to 20 %
2. Final University examination - equivalent to 80 %

Evaluation tool structure for theory (questions structure)

1. Group A - Multiple Choice Questions (MCQs) $1 \times 20 = 20$ marks
2. Group B - Problem Based Question (PBQ) $1 \times 15 = 15$ marks:
Problem based question is to be prepared with a problem situation related to subject matter and instruct the student to answer three or five sub-questions based on the given problem.
3. Group C - Long Answer Questions (Any two) $10 \times 2 = 20$ marks:
Three questions are given and instruct to attempt any two.
4. Group D - Short Answer Questions (Any five) $5 \times 5 = 25$ marks:
Six questions are given and instruct to attempt any five.

B. Evaluation criteria for final (university) practical examination

For practical evaluation criteria has been mentioned in each subject separately. The evaluation sheets, procedures/tools need to be developed appropriately for practical examination. For final practical examination, University nominate the external examiners and the external examiners visit concerned college/institutions for evaluation.

Note: Practical examination marks distribution for some particular

practical are distributed as the following criteria (out of 100%):

1. For “Community Health Diagnosis and Intervention” (6th Semester) subject the following evaluation criteria are prescribed.

SN	Description	Weight age
1.	Student’s attendance/discipline/team work	10%
2.	Pre field work (tools development and pretesting)	5%
3.	Data collected forms (hard copy) and entry file (soft copy)	5%
4.	Data analysis and first draft report preparation	10%
5.	Findings sharing (Community presentation) to community people	5%
6.	Comprehensive public health intervention planning, implementation and evaluation	10%
7.	Final Community Health Diagnosis presentation among major stakeholders (Rural/Municipality)	5%
8.	Presentation by students at college and individual oral defense – viva (external examiner)	30%
9.	Community health diagnosis field report and log book (external and internal examiner)	20 %
	Total	100%

2. For “Comprehensive Public Health Management Field Practicum (7th Semester) subject the following criteria are prescribed.

SN	Description	Weight age
1.	Student’s attendance and team work, preparation of action plan	5%
2.	Public health and medical services system analysis using IPO Model	5%
3.	Trend analysis using three year data from HMIS	5%
4.	Epidemiological study of any one non/communicable disease	5%

5.	Critical appraisal of public health program (any one) using SWOT	5%
6.	Implanting MAP	10%
7	Prioritization and development of five year plan using LFA	10%
8.	Presentation among major stakeholders at field setting	5%
9.	College presentation, individual oral defense (external examiner)	30%
10.	Health service management profile report (external examiner)	20%
	Total	100%

3. For “Public Health Research Practicum” (8th Semester) subject the following criteria are prescribed.

SN	Description	Weight age
1	Review and final submission of research proposal	5%
2	Data collected forms (hard copy) and entry file (software copy)	10%
3	Data analysis and first draft report submission	10%
4	Findings presentation at department (internal pre-defense)	15%
5	Oral defense examination (external)	30%
6	Final research report submission - at least three hard copy along with soft copy (evaluation by external and internal)	30%
	Total	100%

22. Grading System

The letter grade awarded to a student in a subject is based on his/her consolidated performance in internal and final examinations. The letter grade in any particular subject is an indication of a student's relative performance in that course. The pattern of grading is as follows:

LETTER GRADING SYSTEM			
EQUIVALENT MARKS %	LETTER GRADES	GRADE VALUE	REMARKS
90 and Above	A+	4.00	
80 and Below 90	A	3.75	
70 and Below 80	B+	3.50	
60 and Below 70	B	3.00	
50 and Below 60	C	2.50	
40 and Below 50	D	1.75	
Below 40	F	0.00	Fail
Not Qualified (NQ)/Absent	I	-	Incomplete

CGPA (Cumulative Grade Point Average) at the end of the degree defines the division which will be one of the followings. The CGPA of student must remain 2.00 or above throughout the duration of studies

CGPA Definition	Division
3.75- to 4.00	First with Excellence
3.50-Below 3.75	First with Distinction
3.00-Below 3.50	First Division
2.50-Below 3.00	Second Division
2.00-Below 2.50	Pass Division

23. Unsatisfactory Results

Students may apply for re-totalling of their grades as per University rules.

24. Degree Requirements

For awarding the degree of Bachelor of Public Health (BPH), the student should have achieved CGPA at least 2.0 or more.

Purbanchal University
Faculty of Medical and Allied Sciences
Bachelor of Public Health Program
Four Year Course Sequence

FIRST YEAR, FIRST SEMESTER: Basic Health Sciences for Public Health Strands

S. N.	Course Code	Course Title	Nature of Subject		Credit Hour		Teaching Hour		FM	PM
			Theory	-	Th.	Pr.	Th.	Pr.		
1	BPH 101.1 IPH	Introduction to Public Health	Theory	-	3		48	-	100	50
2	BPH 101.2 APP	Anatomy, Physiology and Pathophysiology	Theory	-	4		64	-	100	50
3	BPH 101.3 PHM	Public Health Microbiology	Theory	-	3		48	-	100	50
4	BPH 101.4 PHB	Public Health Biochemistry	Theory	-	3		48	-	100	50

5	BPH 101.5 APE	Applied Professional English	Theory	-	3	48	-	100	50
6	BPH 101.2 APP-LBP	Anatomy, Physiology and Pathophysiology - Laboratory Based Practice	-	Practical	-	1	32	50	30
7	BPH 101.3 PHM-LBP	Public Health Microbiology - Laboratory Based Practice	-	Practical	-	1	32	50	30
8	BPH 101.4 PHB-LBP	Public Health Biochemistry - Laboratory Based Practice	-	Practical	-	1	32	50	30
		Total			16	3	256	650	340

FIRST YEAR, SECOND SEMESTER: Basic Health Sciences Strands

S. N.	Course Code	Course Title	Nature of Subject		Credit Hour		Teaching Hour		FM	PM
					Th	Pr.	Th.	Pr.		
1	BPH 102.1 PHER	Public Health Entomology and Rodentology	Theory	-	3	-	48	-	100	50
2	BPH 102.2 PHPPT	Public Health Pharmacy, Pharmacology and Toxicology	Theory	-	3	-	48	-	100	50
3	BPH 102.3 FAS	First Aid and Safety	Theory	-	3	-	48	-	100	50
4	BPH 102.4 BFN	Basic Foods and Nutrition	Theory	-	3	-	48	-	100	50
5	BPH 102.5 EEH	Ecosystem and Environmental Health	Theory	-	3	-	48	-	100	50
6	BPH 102.6 ERFC-D-I	Epidemiology of Risk Factor and Communicable Diseases – I	Theory	-	3	-	48	-	100	50

7	BPH 102.1 PHER -L/FBP	Public Health Entomology and Rodentology -Lab/Field Based Practice	-	Practical	18	4	288	128	50	30
8	BPH 102.2 PHIPT-L/FBP	Public Health Pharmacy, Pharmacology and Toxicology - Lab/Field Based Practice	-	Practical		1	-	32	50	30
9	BPH 102.3 FAS- LBP	First Aid and Safety - Lab Based Practice	-	Practical		1	-	32	50	30
10	BPH 102.5 EEH - L/FBP	Ecosystem and Environmental Health - Laboratory/ Field Based Practice	-	Practical		1	-	32	50	30
	Total				18	4	288	128	800	420

SECOND YEAR, THIRD SEMESTER: Basic Public Health Sciences Strands

S. N.	Course Code	Course Title	Nature of Subject		Credit Hour		Teaching Hour		FM	PM
					Th.	Pr.	Th.	Pr.		
1	BPH 203.1 PHCA	Public Health Core Actions	Theory	-	3	-	48	-	100	50
2	BPH 203.2 ECD-II	Epidemiology of Communicable Diseases – II	Theory	-	3	-	48	-	100	50
3	BPH 203.3 FH-I	Family Health –I	Theory	-	3	-	48	-	100	50
4	BPH 203.4 APHN	Applied Public Health Nutrition	Theory	-	3	-	48	-	100	50
5	BPH 203.5 EOH	Environmental and Occupational Health	Theory	-	3	-	48	-	100	50
6	BPH 203.6 DPSFP	Demography, Population Studies and Family Planning	Theory		3	-	48	-	100	50
7	BPH 203.2 ECD-II - CFBP	Epidemiology of Communicable Diseases – II - Concurrent Field Based Practice	-	Practical		1	-	32	50	30

8	BPH 203.3 FH-I - CFBP	Family Health –I - Concurrent Field Based Practice	-	Practical		1	-	32	50	30
9	BPH 203.4 APHN-CFBP	Applied Public Health Nutrition - Concurrent Field Based Practice	-	Practical		1	-	32	50	30
10	BPH 203.5 EOH - CFBP	Environmental and Occupational Health - Concurrent Field Based Practice	-	Practical		1	-	32	50	30
	Total				18	4	288	128	800	420

SECOND YEAR, FOURTH SEMESTER: Public Health Sciences Strand + Public Health Methodology Strands

S. N.	Course Code	Course Title	Nature of Subject		Credit Hour		Teaching Hour		FM	PM
			Theory	-	Th.	Pr.	Th.	Pr.		
1	BPH 204.1 RHG	Reproductive Health and Gender	Theory	-	3	-	48	-	100	50
2	BPH 204.2 ENCDMH	Epidemiology of Non-communicable Diseases and Mental Health	Theory	-	3	-	48	-	100	50
3	BPH 204.3 FH-II	Family Health –II	Theory	-	3	-	48	-	100	50
4	BPH 204.4 PHEM	Public Health Epidemiology Methods	Theory	-	3	-	48	-	100	50
5	BPH 204.5 SASPPH	Sociology, Anthropology and Social Psychology in Public Health	Theory	-	3	-	48	-	100	50
6	BPH 204.6 RUIH	Rural, Urban and International Health	Theory	-	3	-	48	-	100	50

7	BPH 204.1 RHG - CFBP	Reproductive Health and Gender – Concurrent Field Based Practice	-	Practical	-	1	-	32	50	30
8	BPH 204.2 ENCDMH - TPP	Epidemiology of Non- communicable Diseases and Mental Health - Term Paper Preparation (TPP)	-	Practical	-	1	-	32	50	30
9	BPH 204.3 FH-II - CFBP	Family Health –II - Concurrent Field Based Practice	-	Practical	-	1	-	32	50	30
10	BPH 204.4 PHEM - CFBP	Public Health Epidemiology Method - Concurrent Field Based Practice	-	Practical	-	1	-	32	50	30
	Total				18	4	288	128	800	420

THIRD YEAR, FIFTH SEMESTER: Public Health Methods and Intervention Strands

S. N.	Course Code	Course Title	Nature of Subject		Credit Hour		Teaching Hour		FM	PM
					Th.	Pr.	Th.	Pr.		
1	BPH 305.1 PHSCA-I	Public Health Statistics and Computer Application -I	Theory	-	3	-	48	-	100	50
2	BPH 305.2 COPA	Community Organization, Participation and Action	Theory	-	3	-	48	-	100	50
3	BPH 305.3 PHIEDM	Public Health Infrastructure Engineering and Disaster Management	Theory	-	3	-	48	-	100	50
4	BPH 305.4 FHE	Fundamentals of Health Education	Theory	-	3	-	48	-	100	50
5	BPH 305.5 HPSP	Health-Promoting School Program	Theory	-	3	-	48	-	100	50
6	BPH 305.6 FPHSM	Fundamental of Public Health Service Management	Theory	-	3	-	48	-	100	50

7	BPH 305.1 PHSCA-I - LBP	Public Health Statistics and Computer Application –I -Lab Based Practice	-	Practical	-	1	-	32	50	30
8	BPH 305.3 PHIEDM - FBP	Public Health Infrastructure Engineering and Disaster Management - Field Based Practice	-	Practical	-	1	-	32	50	30
9	BPH 305.4 FHE -CBP	Fundamentals of Health Education – Classroom Based Practice	-	Practical	-	1	-	32	50	30
10	BPH 305.5 HPSP-FBP	Health Promoting School Program – Field Based Practice	-	Practical	-	1	-	32	50	30
	Total				18	4	288	128	800	420

THIRD YEAR, SIXTH SEMESTER: Public Health Intervention and Management Stands

S. N.	Course Code	Course Title	Nature of Subject		Credit Hour		Teaching Hour		FM	PM
			Theory	-	Th.	Pr.	Th.	Pr.		
1	BPH 306.1 AHEP	Applied Health Education and Promotion	Theory	-	3	-	48	-	100	50
2	BPH 306.2 PHMSN	Public Health and Medical Services in Nepal	Theory	-	3	-	48	-	100	50
3	BPH 306.3 PHPPPN	Public Health Policy, Plan and Program in Nepal	Theory	-	3	-	48	-	100	50
4	BPH 306.4 CHDI	Community Health Diagnosis and Intervention	Theory	-	3	-	48	-	100	50
5	BPH 306.1 AHEP- CBP	Applied Health Education and Promotion – Classroom Based Practice	-	Practical	-	1	-	32	50	30
6	BPH 306.4 CHDI- RFBP	Community Health Diagnosis and Intervention –Residential Field Based Practice	-	Practical	-	6	-	192	100	60
Total					12	7	192	224	550	290

FOURTH YEAR, SEVENTH SEMESTER: Public Health Service management Strands

S. N.	Course Code	Course Title	Nature of Subject		Credit Hour		Teaching Hour		FM	PM
			Theory	-	Th.	Pr.	Th.	Pr.		
1	BPH 407.1 PHSCA-II	Public Health Statistics and Computer Application-II	Theory	-	3	-	48	-	100	50
2	BPH 407.2 PHR	Public Health Research	Theory	-	3	-	48	-	100	50
3	BPH 407.3 HPSME	Health Program Supervision Monitoring and Evaluation	Theory	-	3	-	48	-	100	50
4	BPH 407.4 HEF	Health Economics and Financing	Theory	-	3	-	48	-	100	50
5	BPH 407.5 HMISLM	Health Management Information System and Logistic Management	Theory	-	3	-	48	-	100	50
6	BPH 407.1 PHSCA-II - LBP	Public Health Statistics and Computer Application-II – Laboratory Based Practice	-	Practical	-	1	-	32	50	30
7.	BPH 407.2 PHR - PW	Public Health Research - Proposal Writing	-	Practical	-	1	-	32	50	30
8	BPH 407.6 CPHMFP - RFBP	Comprehensive Public Health Management Field Practicum – Residential Field Based Practice	-	Practical	-	5	-	160	100	60
	Total				15	7	240	224	700	370

FOURTH YEAR, EIGHTH SEMESTER: Public Health Practicum Strands

S. N.	Course Code	Course Title	Nature of Subject		Credit Hour		Teaching Hour		FM	PM
			Theory	-	Th.	Pr.	Th.	Pr.		
1	BPH 408.1 ETHR	Education and Training of Human Resource	Theory	-	3	-	48	-	100	50
2	BPH 408.2 PHPE	Public Health Profession and Entrepreneurship	Theory	-	3	-	48	-	100	50
3	BPH 408.3 PHPM	Public Health Project Management	Theory	-	3	-	48	-	100	50
4	BPH 408.1 ETHR -TPC	Education and Training of Human Resource - Training Program Conduction	-	Practical	-	1		32	50	30
5	BPH 408.3 PHPM -PW	Public Health Project Management - Proposal Writing	-	Practical	-	1	-	32	50	30
6	BPH 408.4 PHRP	Public Health Research Practicum	-	Practical	-	6	-	192	100	60
	Total				9	8	144	256	500	270

Distribution of Credit and Teaching Hours by Semester

Year	Semester	Theory		Practical		Total credit	Total teaching hours
		Credit	Hours	Credit	Hours		
First	First	16	256	3	96	18	352
	Second	18	288	4	128	22	416
Second	Third	18	288	4	128	22	416
	Fourth	18	288	4	128	22	416
Third	Fifth	18	288	4	128	22	416
	Sixth	12	192	7	224	19	416
Fourth	Seventh	15	240	7	224	22	464
	Eight	9	144	8	256	17	400
41 Courses	Total	124	1984	41	1312	165	3296