



MGM INSTITUTE OF HEALTH SCIENCES

(Deemed to be University u/s 3 of UGC Act, 1956)

Grade 'A' Accredited by NAAC

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COMPETENCY BASED MEDICAL EDUCATION (CBME)

(with effect from 2019-2020 Batches)

Curriculum for Second M.B.B.S Community Medicine

Amended upto AC-50/2024, Dated 27/11/2024

Amended History

1. Approved as per BOM 62/2020, [Resolution No. 3.2.3.9], Dated 16/09/2020.
2. Amended upto AC-42/2022,[Resolution No. 3.35], [Resolution No. 3.36], [Resolution No . 3.37], Dated 26/04/2022. (incorporated at the end of syllabus).
3. Amended upto AC-44/2022,[Resolution No. 2.i], [Resolution No. 2.ii], Dated 09/12/2022.
4. Approved as per Resolution No. 5.12 of AC-48/2023, dated 12/12/2023.
5. Amended upto AC-49/2024, [Resolution No. 4.22], Dated 25/04/2024.
6. Amended upto AC-50/2024, [Resolution No. 4.69], [Resolution No. 4.76] [Resolution No. 4.77] Dated 27/11/2024.



Mahatma Gandhi Mission's

MEDICAL COLLEGE

Department of Community Medicine

PHASE – II Second Professional

(Second M.B.,B.S. / 3rd and 4th Sem Previously)

| Assessment (Second Professional) | Term End Theory Exam. Marks | End of Posting Theory Exam. Marks | Term End Practical Exam. Marks | End of Posting Practical Exam. Marks |
|--|-----------------------------------|---|--------------------------------------|--|
| CP Assessment | | 50 | | 50 |
| Term End Assessment - I | 50 | | 25 | |
| Term End Assessment - II | 50 | | 25 | |
| TOTAL | | 150 | | 100 |

Clinical Posting Assessment Pattern

End of Posting Theory Exam will be of 50 Marks

Time: 2 Hrs.

Paper pattern:-

Section A - 10 Multiple Choice Questions of 1 Mark Each - Total 10 Marks

Section B - Q. 1 - 1 out of 2 Long Answer Questions - 10 Marks

Q. 2 - 6 out of 8 Short Answer Questions - 30 Marks (5 Each)

End of Posting Practical Exam will be of 50 Marks

Marks distribution for Practical Exam: -

Spots (5) - 25 marks

Visit Viva - 05 Marks

Grand Viva - 10 Marks

Assignment - 05 Marks (IEC Material – Poster)

Logbook - 05 Marks

Term End Assessment Pattern

Term End Theory Exam will be of 50 Marks

Time: 2 Hrs.

Paper pattern:-

Section A - 10 Multiple Choice Questions of 1 Mark Each - Total 10 Marks

Section B - Q. 1 - 1 out of 2 Long Answer Questions - 10 Marks

Q. 2 - 6 out of 8 Short Answer Questions - 30 Marks (5 Each)

Term End Practical Exam will be of 25 Marks

Marks distribution for Practical Exam: -

Viva Voce - 20 marks

Logbook - 05 Marks



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PHASE – III Third Professional Part - I (Third M.B.,B.S. Part I / 6th and 7th Sem Previously)

| Assessment Third Professional Part – I | Term End Theory Exam. Marks | End of Posting Theory Exam. Marks | Term End Practical Exam. Marks | End of Posting Practical Exam. Marks |
|--|-----------------------------------|---|--------------------------------------|--|
| CP Assessment | | 50 | | 50 |
| Term End Assessment | 100 | | 50 | |
| TOTAL | 150 | | 100 | |
| PRELIMS | 200 | | 100 | |

Clinical Posting Assessment Pattern

End of Posting Theory Exam will be of 50 Marks - Time: 2 Hrs.

Paper pattern:-

Section A - 10 Multiple Choice Questions of 1 Mark Each - Total 10 Marks

Section B - Q. 1 - 1 out of 2 Long Answer Questions - 10 Marks
Q. 2 - 6 out of 8 Short Answer Questions - 30 Marks (5 Each)

Marks distribution for Practical Exam: -

Case Viva - 25 Marks

Visit Viva - 05 Marks

Grand Viva - 10 Marks

Assignment - 05 Marks (IEC Material – Video)

Logbook - 05 Marks

Term End Assessment Pattern

Term End Theory Exam will be of 100 Marks - Time: 3 Hrs.

Paper pattern:-

Section A - 20 Multiple Choice Questions of 1 Mark Each - Total 20 Marks

Section B - Q. 1 - 1 out of 2 Long Answer Questions - 15 Marks
Q. 2 - 5 out of 7 Short Answer Questions - 25 Marks (5 Each)

Section C - Q. 1 - 1 out of 2 Long Answer Questions - 15 Marks
Q. 2 - 5 out of 7 Short Answer Questions - 25 Marks (5 Each)

Term End Practical Exam will be of 50 Marks

Marks distribution for Practical Exam: -

Spots / Stats - 25 Marks

Viva Voce - 20 Marks

Logbook - 05 Marks



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MEDICAL COLLEGE
Department of Community Medicine

Prelim Exam Pattern (Same as University Exam)

Prelim Theory Exam will be of 200 Marks

Paper pattern:- (No of Papers – 2) - Time: 3 Hrs.

Section A - 20 Multiple Choice Questions of 1 Mark Each - Total 20 Marks

Section B - Q. 1 - 1 out of 2 Long Answer Questions - 15 Marks

Q. 2 - 5 out of 7 Short Answer Questions - 25 Marks (5 Each)

Section C - Q. 1 - 1 out of 2 Long Answer Questions - 15 Marks

Q. 2 - 5 out of 7 Short Answer Questions - 25 Marks (5 Each)

Prelim Practical Exam will be of 100 Marks

Marks distribution for Practical Exam: -

| | | |
|--------------------------|---|----------|
| Spots (5) | - | 25 Marks |
| Stat / Epid Exercise (5) | - | 25 Marks |
| Case Viva | - | 25 Marks |
| Grand Viva | - | 25 Marks |

CONVERSION TO FINAL INTERNAL ASSESSMENT MARKS

| Assessment | Theory | | | Practical | | |
|------------------------------|------------|-------------------|---------------------|------------|-------------------|---------------------|
| | Max. Marks | Conversion Factor | Internal Assessment | Max. Marks | Conversion Factor | Internal Assessment |
| First Professional | 50 | 20 % | 10 | 25 | 20 % | 5 |
| Second Professional | 150 | 30 % | 45 | 100 | 20 % | 20 |
| Third Professional Part – I | 150 | 30 % | 45 | 100 | 20 % | 20 |
| Prelim Examination | 200 | 50 % | 100 | 100 | 50 % | 50 |
| Field Activity Participation | | | | | | 5 |
| TOTAL | 550 | | 200 | 325 | | 100 |

FINAL MARK LIST (MAX. MARKS)

| University Exam | | Internal Assessment | |
|-----------------|------------|---------------------|------------|
| Theory | Practical | Theory | Practical |
| 200 | 100 | 200 | 100 |

Resolution No. 2 of Academic Council (AC-44/2022): Resolved to approve the Action Taken Report (ATR) on the decisions taken in the meeting of Academic Council (AC-42/2022) held on Tuesday, 26th April, 2022 with the following observations/discussion/ decision:

i) Annexure pertaining to Resolution No. 3.36 of Academic Council AC-42/2022 needs to be revised as per the NMC guidelines for assessment which mentions the Internal Assessment marks allocation for theory is to be out of 100 and for practical is to be out of 100 and change in assessment of clinical posting theory exam.

Therefore, “Annexure No. 27” (of Academic Council AC-42/2022) needs to be replaced with the document which is submitted herewith as ANNEXURE-3 of AC-44/2022.



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MGM INSTITUTE OF HEALTH SCIENCES, NAVI MUMBAI

ANNEXURE4

COMMUNITY MEDICINE

A student learning

COMMUNITY MEDICINE from MGM Institute of Health Sciences, Navi Mumbai, should attain the following graduate attributes:

- 1 • Dynamic professionalism
- 2 • Exemplary leadership
- 3 • Effective communication skills
- 4 • Scholarly attitude
- 5 • Element of critical thinking
- 6 • Enthusiasm for research
- 7 • Social commitment
- 8 • Global competencies

Goal

To ensure that the medical graduate has acquired broad public health competencies needed to solve health problems of the community with emphasis on health promotion, disease prevention, cost-effective interventions and follow up.

Objective

At the end of the course the graduate doctors should be able to:

- Conceptualize people as the focus of the lifetime service of a doctor and be ready to help always and specially in time of need, minimize the suffering of people and have the ability to “think globally and act locally”;
- Apply the basic epidemiological principles to investigation of diseases, outbreaks, health promotion and disease prevention;
- Contribute to health systems’ performance as a member of the health team in the generation and efficient utilization of human and logistic resources;
- Foster healthy lifestyles in the individual and the community level to prevent environmental degradation and to promote social harmony;
- Identify the health needs of populations and population subgroups through planning, intervention, monitoring and evaluation and provide patient-centred comprehensive primary health care including referral, continuing care and follow-up.

CO1. Describe the health care delivery system including rehabilitation of the disabled in the country.

CO2. Describe the National Health Programmed with emphasis on maternal and child health programmed, family welfare planning and population control.

CO3. List epidemiological methods and describe their application to communicable and non- communicable diseases in the community or hospital situation.

CO4. Apply biostatistical methods and techniques

CO5. Outline the demographic pattern of the country and appreciate the roles of the individual, family, community and socio-cultural milieu in health and disease.

- CO6. Describe the health information systems.
- CO7. Enunciate the principles and components of primary health care and the national health policies to achieve the goal of 'Health for All'.
- CO8. Identify the environmental and occupational hazards and their control.
- CO9. Describe the importance of water and sanitation in human health.
- CO10. To understand the principles of health economics, health administration, health education in relation to community.
- CO11. Use epidemiology as a scientific tool to make rational decisions relevant to community and individual patient intervention.
- CO12. Collect, analyse, interpret and present simple community and hospital-based data.
- CO13. Diagnose and manage common health problems and emergencies at the individual, family and community levels keeping in mind the existing health care resources and in the context of the prevailing socio-cultural beliefs.
- CO14. Diagnose and manage maternal and child health problems and advise a couple and the community on the family planning methods available in the context of the national priorities.
- CO15. Diagnose and manage common nutritional problems at the individual and community level.
- CO16. Plan, implement and evaluate a health education programme with the skill to use simple audio-visual aids.
- CO17. Interact with other members of the health care team and participate in the organisation of health care services and implementations of national health programmes.
- CO18. Develop capabilities of synthesis between cause of illness in the environment or community and individual health and respond with leadership qualities to institute remedial measures for this.

Duration

The community medicine curriculum will be taught throughout the 1st, 2nd, 3rd professional year of undergraduate period, and also in the internship incorporating both vertical and horizontal integration.

COMPETENCIES IN COMMUNITY MEDICINE

CODE: CM

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|---|--|-------------------|------------------------|-------------|---------------------------------------|--------------------------------|---------------------------------------|----------------------|---------------------------|
| COMMUNITY MEDICINE | | | | | | | | | |
| Topic: Concept of Health and Disease Number of competencies: (10) Number of procedures that require certification:(NIL) | | | | | | | | | |
| CM1.1 | Define and describe the concept of Public Health | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM1.2 | Define health; describe the concept of holistic health including concept of spiritual health and the relativeness & determinants of health | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM1.3 | Describe the characteristics of agent, host and environmental factors in health and disease and the multi factorial etiology of disease | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM1.4 | Describe and discuss the natural history of disease | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM1.5 | Describe the application of interventions at various levels of prevention | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM1.6 | Describe and discuss the concepts, the principles of Health promotion and Education, IEC and Behavioral change communication (BCC) | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM1.7 | Enumerate and describe health indicators | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM1.8 | Describe the Demographic profile of India and discuss its impact on health | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM1.9 | Demonstrate the role of effective Communication skills in health in a simulated environment | S | SH | Y | DOAP sessions | Skill Assessment | | AETCOM | |
| CM1.10 | Demonstrate the important aspects of the doctor patient relationship in a simulated environment | S | SH | Y | DOAP sessions | Skill Assessment | | AETCOM | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|---|--|-------------------|------------------------|-------------|---|--|---------------------------------------|--|---------------------------|
| Topic: Relationship of social and behavioural to health and disease Number of competencies: (5) Number of procedures that require certification: (NIL) | | | | | | | | | |
| CM2.1 | Describe the steps and perform clinico socio-cultural and demographic assessment of the individual, family and community | S | SH | Y | Lecture, Small group discussion, DOAP session | Written / Viva voce/ Skill assessment | | | |
| CM2.2 | Describe the socio-cultural factors, family (types), its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status | S | SH | Y | Lecture, Small group discussion, DOAP session | Written / Viva voce/ Skill assessment | | | |
| CM2.3 | Describe and demonstrate in a simulated environment the assessment of barriers to good health and health seeking behavior | S | SH | Y | Lecture, Small group discussion, DOAP session | Written / Viva voce/ Skill assessment | | | |
| CM2.4 | Describe social psychology, community behaviour and community relationship and their impact on health and disease | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM2.5 | Describe poverty and social security measures and its relationship to health and disease | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| Topic: Environmental Health Problems Number of competencies: (8) Number of procedures that require certification: (NIL) | | | | | | | | | |
| CM3.1 | Describe the health hazards of air, water, noise, radiation and pollution | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Medicine, ENT | |
| CM3.2 | Describe concepts of safe and wholesome water, sanitary sources of water, water purification processes, water quality standards, concepts of water conservation and rainwater harvesting | K | KH | Y | Lecture, Small group discussion, DOAP session | Written / Viva voce | | | |
| CM3.3 | Describe the aetiology and basis of water borne diseases /jaundice/hepatitis/ diarrheal diseases | K | KH | Y | Lecture, Small group discussion, DOAP session | Written / Viva voce | | Microbiology, General Medicine, Pediatrics | |
| CM3.4 | Describe the concept of solid waste, human excreta and sewage disposal | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|---|---|-------------------|------------------------|-------------|---|--|---------------------------------------|------------------------------|---------------------------|
| CM3.5 | Describe the standards of housing and the effect of housing on health | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM3.6 | Describe the role of vectors in the causation of diseases. Also discuss National Vector Borne disease Control Program | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Microbiology | |
| CM3.7 | Identify and describe the identifying features and life cycles of vectors of Public Health importance and their control measures | S | SH | Y | Lecture, Small group discussion, DOAP session | Written / Viva voce/ Skill assessment | | Microbiology | |
| CM3.8 | Describe the mode of action, application cycle of commonly used insecticides and rodenticides | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Pharmacology | |
| Topic: Principles of health promotion and education Number of competencies: (3) Number of procedures that require certification: (NIL) | | | | | | | | | |
| CM4.1 | Describe various methods of health education with their advantages and limitations | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM4.2 | Describe the methods of organizing health promotion and education and counselling activities at individual family and community settings | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM4.3 | Demonstrate and describe the steps in evaluation of health promotion and education program | S | SH | Y | Small group session, DOAP session | Written / Viva voce/ Skill assessment | | | |
| Topic: Nutrition Number of competencies: (08) Number of procedures that require certification: (NIL) | | | | | | | | | |
| CM5.1 | Describe the common sources of various nutrients and special nutritional requirements according to age, sex, activity, physiological conditions | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Medicine, Pediatrics | |
| CM5.2 | Describe and demonstrate the correct method of performing a nutritional assessment of individuals, families and the community by using the appropriate method | S | SH | Y | DOAP sessions | Skill Assessment | | General Medicine, Pediatrics | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|---|--|-------------------|------------------------|-------------|--|--|---------------------------------------|------------------------------|---------------------------|
| CM5.3 | Define and describe common nutrition related health disorders (including macro-PEM, Micro-iron, Zn, iodine, Vit. A), their control and management | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Medicine, Pediatrics | |
| CM5.4 | Plan and recommend a suitable diet for the individuals and families based on local availability of foods and economic status, etc in a simulated environment | S | SH | Y | DOAP sessions | Skill Assessment | | General Medicine, Pediatrics | |
| CM5.5 | Describe the methods of nutritional surveillance, principles of nutritional education and rehabilitation in the context of socio-cultural factors. | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Medicine, Pediatrics | |
| CM5.6 | Enumerate and discuss the National Nutrition Policy, important national nutritional Programs including the Integrated Child Development Services Scheme (ICDS) etc | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Pediatrics | |
| CM5.7 | Describe food hygiene | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | Microbiology |
| CM5.8 | Describe and discuss the importance and methods of food fortification and effects of additives and adulteration | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Pediatrics | |
| Topic: Basic statistics and its applications Number of competencies: (04) Number of procedures that require certification: (NIL) | | | | | | | | | |
| CM6.1 | Formulate a research question for a study | K | KH | Y | Small group discussion, Lecture, DOAP sessions | Written / Viva voce/ Skill assessment | | General Medicine, Pediatrics | |
| CM6.2 | Describe and discuss the principles and demonstrate the methods of collection, classification, analysis, interpretation and presentation of statistical data | S | SH | Y | Small group, Lecture, DOAP sessions | Written / Viva voce/ Skill assessment | | General Medicine, Pediatrics | |
| CM6.3 | Describe, discuss and demonstrate the application of elementary statistical methods including test of significance in various study designs | S | SH | Y | Small group discussion, Lecture, DOAP sessions | Written / Viva voce/ Skill assessment | | General Medicine, Pediatrics | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|--|--|-------------------|------------------------|-------------|--|--|---------------------------------------|---------------------------------|---------------------------|
| CM6.4 | Enumerate, discuss and demonstrate Common sampling techniques, simple statistical methods, frequency distribution, measures of central tendency and dispersion | S | SH | Y | Small group discussion, Lecture, DOAP sessions | Written / Viva voce/ Skill assessment | | General Medicine, Pediatrics | |
| Topic: Epidemiology Number of competencies: (09) Number of procedures that require certification: (NIL) | | | | | | | | | |
| CM7.1 | Define Epidemiology and describe and enumerate the principles, concepts and uses | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | General Medicine | |
| CM7.2 | Enumerate, describe and discuss the modes of transmission and measures for prevention and control of communicable and non-communicable diseases | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | General Medicine | |
| CM7.3 | Enumerate, describe and discuss the sources of epidemiological data | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | General Medicine | |
| CM7.4 | Define, calculate and interpret morbidity and mortality indicators based on given set of data | S | SH | Y | Small group, DOAP sessions | Written/ Skill assessment | | General Medicine | |
| CM7.5 | Enumerate, define, describe and discuss epidemiological study designs | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | General Medicine | |
| CM7.6 | Enumerate and evaluate the need of screening tests | S | SH | Y | Small group discussion, DOAP sessions | Written/ Skill assessment | | General Medicine | |
| CM7.7 | Describe and demonstrate the steps in the Investigation of an epidemic of communicable disease and describe the principles of control measures | S | SH | Y | Small group discussion, DOAP sessions | Written/ Skill assessment | | General Medicine | Microbiology |
| CM7.8 | Describe the principles of association, causation and biases in epidemiological studies | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | General Medicine | |
| CM7.9 | Describe and demonstrate the application of computers in epidemiology | S | KH | Y | Small group discussion, DOAP sessions | Written | | | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|---|---|-------------------------------------|------------------------|-------------|---|--------------------------------|---------------------------------------|--------------------------------------|---------------------------|
| Topic: Epidemiology of communicable and non- communicable diseases | | Number of competencies:(7) | | | Number of procedures that require certification:(NIL) | | | | |
| CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | General Medicine, Pediatrics | Microbiology, Pathology |
| CM8.2 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for Non Communicable diseases (diabetes, Hypertension, Stroke, obesity and cancer etc.) | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | General Medicine | |
| CM8.3 | Enumerate and describe disease specific National Health Programs including their prevention and treatment of a case | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | General Medicine, Pediatrics | |
| CM8.4 | Describe the principles and enumerate the measures to control a disease epidemic | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | General Medicine, Pediatrics | |
| CM8.5 | Describe and discuss the principles of planning, implementing and evaluating control measures for disease at community level bearing in mind the public health importance of the disease | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | General Medicine, Pediatrics | |
| CM8.6 | Educate and train health workers in disease surveillance, control & treatment and health education | S | SH | Y | DOAP sessions | Skill assessment | | | |
| CM8.7 | Describe the principles of management of information systems | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| Topic: Demography and vital statistics | | Number of competencies: (07) | | | Number of procedures that require certification: (NIL) | | | | |
| CM9.1 | Define and describe the principles of Demography, Demographic cycle, Vital statistics | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| CM9.2 | Define, calculate and interpret demographic indices including birth rate, death rate, fertility rates | S | SH | Y | Lecture, Small group discussion, DOAP sessions | Skill assessment | | Obstetrics & Gynaecology, Pediatrics | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|---|---|-------------------|------------------------|-------------|---------------------------------------|--------------------------------|---------------------------------------|--------------------------------------|---------------------------|
| CM9.3 | Enumerate and describe the causes of declining sex ratio and its social and health implications | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| CM9.4 | Enumerate and describe the causes and consequences of population explosion and population dynamics of India. | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| CM9.5 | Describe the methods of population control | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | Obstetrics & Gynaecology | |
| CM9.6 | Describe the National Population Policy | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| CM9.7 | Enumerate the sources of vital statistics including census, SRS, NFHS, NSSO etc | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| Topic: Reproductive maternal and child health Number of competencies:(09) Number of procedures that require certification: (NIL) | | | | | | | | | |
| CM10.1 | Describe the current status of Reproductive, maternal, newborn and Child Health | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | Obstetrics & Gynaecology, Pediatrics | |
| CM10.2 | Enumerate and describe the methods of screening high risk groups and common health problems | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | Pediatrics, Obstetrics & Gynaecology | |
| CM10.3 | Describe local customs and practices during pregnancy, childbirth, lactation and child feeding practices | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | Pediatrics, Obstetrics & Gynaecology | |
| CM10.4 | Describe the reproductive, maternal, newborn & child health (RMCH); child survival and safe motherhood interventions | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | Obstetrics & Gynaecology, Pediatrics | |
| CM10.5 | Describe Universal Immunization Program; Integrated Management of Neonatal and Childhood Illness (IMNCI) and other existing Programs. | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | Pediatrics | |
| CM10.6 | Enumerate and describe various family planning methods, their advantages and shortcomings | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|--|---|-------------------|------------------------|-------------|---------------------------------------|--------------------------------|---------------------------------------|----------------------|---------------------------|
| CM10.7 | Enumerate and describe the basis and principles of the Family Welfare Program including the organization, technical and operational aspects | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| CM10.8 | Describe the physiology, clinical management and principles of adolescent health including ARSH | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| CM10.9 | Describe and discuss gender issues and women empowerment | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| Topic: Occupational Health Number of competencies: (05) Number of procedures that require certification: (NIL) | | | | | | | | | |
| CM11.1 | Enumerate and describe the presenting features of patients with occupational illness including agriculture | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| CM11.2 | Describe the role, benefits and functioning of the employees state insurance scheme | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| CM11.3 | Enumerate and describe specific occupational health hazards, their risk factors and preventive measures | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| CM11.4 | Describe the principles of ergonomics in health preservation | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| CM11.5 | Describe occupational disorders of health professionals and their prevention & management | K | KH | Y | Small group discussion, Lecture | Written / Viva voce | | | |
| Topic: Geriatric services Number of competencies: (04) Number of procedures that require certification: (NIL) | | | | | | | | | |
| CM12.1 | Define and describe the concept of Geriatric services | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Medicine | |
| CM12.2 | Describe health problems of aged population | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Medicine | |
| CM12.3 | Describe the prevention of health problems of aged population | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Medicine | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|---|--|-------------------|------------------------|-------------|--|--------------------------------|---------------------------------------|-----------------------------------|---------------------------|
| CM12.4 | Describe National program for elderly | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Medicine | |
| Topic: Disaster Management Number of competencies: (04) Number of procedures that require certification: (NIL) | | | | | | | | | |
| CM13.1 | Define and describe the concept of Disaster management | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Surgery, General Medicine | |
| CM13.2 | Describe disaster management cycle | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Surgery, General Medicine | |
| CM13.3 | Describe man made disasters in the world and in India | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Surgery, General Medicine | |
| CM13.4 | Describe the details of the National Disaster management Authority | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Surgery, General Medicine | |
| Topic: Hospital waste management Number of competencies: (03) Number of procedures that require certification: (NIL) | | | | | | | | | |
| CM14.1 | Define and classify hospital waste | K | KH | Y | Lecture, Small group discussion, visit to hospital | Written / Viva voce | | | Microbiology |
| CM14.2 | Describe various methods of treatment of hospital waste | K | KH | Y | Lecture, Small group discussion, visit to hospital | Written / Viva voce | | | Microbiology |
| CM14.3 | Describe laws related to hospital waste management | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | Microbiology |
| Topic: Mental Health Number of competencies: (03) Number of procedures that require certification: (NIL) | | | | | | | | | |
| CM15.1 | Define and describe the concept of mental Health | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Psychiatry | |
| CM15.2 | Describe warning signals of mental health disorder | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Psychiatry | |
| CM15.3 | Describe National Mental Health program | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Psychiatry | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|---------------------------------------|---|------------------------------|------------------------|-------------|--|--------------------------------|---------------------------------------|----------------------|---------------------------|
| Topic: Health planning and management | | Number of competencies: (04) | | | Number of procedures that require certification: (NIL) | | | | |
| CM16.1 | Define and describe the concept of Health planning | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM16.2 | Describe planning cycle | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM16.3 | Describe Health management techniques | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM16.4 | Describe health planning in India and National policies related to health and health planning | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| Topic: Health care of the communitiy | | Number of competencies:(05) | | | Number of procedures that require certification: (NIL) | | | | |
| CM17.1 | Define and describe the concept of health care to community | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM17.2 | Describe community diagnosis | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM17.3 | Describe primary health care, its components and principles | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM17.4 | Describe National policies related to health and health planning and millennium development goals | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM17.5 | Describe health care delivery in India | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| Topic: International Health | | Number of competencies: (2) | | | Number of procedures that require certionat(NIL) | | | | |
| CM18.1 | Define and describe the concept of International health | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM18.2 | Describe roles of various international health agencies | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|--|--|------------------------------|------------------------|-------------|--|--------------------------------|---------------------------------------|---|---------------------------|
| Topic: Essential Medicine | | Number of competencies: (3) | | | Number of procedures that require certification: (NIL) | | | | |
| CM19.1 | Define and describe the concept of Essential Medicine List (EML) | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | Pharmacology |
| CM19.2 | Describe roles of essential medicine in primary health care | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | Pharmacology |
| CM19.3 | Describe counterfeit medicine and its prevention | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | Pharmacology |
| Topic: Recent advances in Community Medicine | | Number of competencies: (04) | | | Number of procedures that require certification: (NIL) | | | | |
| CM20.1 | List important public health events of last five years | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM20.2 | Describe various issues during outbreaks and their prevention | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM 20.3 | Describe any event important to Health of the Community | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| CM 20.4 | Demonstrate awareness about laws pertaining to practice of medicine such as Clinical establishment Act and Human Organ Transplantation Act and its implications | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |
| | Column C: K- Knowledge, S – Skill, A - Attitude / professionalism, C- Communication. Column D: K – Knows, KH - Knows How, SH - Shows how, P- performs independently, Column F: DOAP session – Demonstrate, Observe, Assess, Perform. Column H: If entry is P: indicate how many procedures must be done independently for certification/ graduation | | | | | | | | |
| Intergration | | | | | | | | | |
| Physiology | | | | | | | | | |
| PY9.6 | Enumerate the contraceptive methods for male and female. Discuss their advantages & disadvantages | K | KH | Y | Lectures, Small group discussion | Written/ Viva voce | | Obstetrics & Gynaecology, Community Medicine ¹ | |

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|---------------------|---|-------------------|------------------------|-------------|---------------------------------------|--------------------------------|---------------------------------------|--|---------------------------|
| Biochemistry | | | | | | | | | |
| BI8.5 | Summarize the nutritional importance of commonly used items of food including fruits and vegetables.(macro-molecules & its importance) | K | KH | Y | Lectures, Small group discussions | Written/ Viva voce | | Community Medicine, General Medicine, Pediatrics | |
| Pathology | | | | | | | | | |
| PA12.1 | Enumerate and describe the pathogenesis of disorders caused by air pollution, tobacco and alcohol | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | Community Medicine |
| PA26.5 | Define and describe the etiology, types, exposure, environmental influence, pathogenesis, stages, morphology, microscopic appearance and complications of Occupational lung disease | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Medicine, Community Medicine | |
| PA26.7 | Define and describe the etiology, types, exposure, genetics environmental influence, pathogenesis, morphology, microscopic appearance and complications of mesothelioma | K | KH | N | Lecture, Small group discussion | Written / Viva voce | | General Medicine, Community Medicine | |
| Microbiology | | | | | | | | | |
| MI1.3 | Describe the epidemiological basis of common infectious diseases | K | KH | Y | Lecture | Written/ Viva voce | | | Community Medicine |
| MI8.4 | Describe the etiologic agents of emerging Infectious diseases. Discuss the clinical course and diagnosis | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | General Medicine, Community Medicine | Community Medicine |
| MI8.5 | Define Healthcare Associated Infections (HAI) and enumerate the types. Discuss the factors that contribute to the development of HAI and the methods for prevention | K | KH | Y | Lecture, Small group discussion | Written/ Viva voce | | General Medicine, Community Medicine | |
| MI8.6 | Describe the basics of Infection control | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|---|--|-------------------|------------------------|-------------|---------------------------------------|--------------------------------|---|----------------------|----------------------------------|
| MI8.7 | Demonstrate Infection control practices and use of Personal Protective Equipments (PPE) | S | P | Y | DOAP session | Skill assessment | 3 each in (Hand hygiene & PPE) | General Surgery | Community Medicine |
| MI8.16 | Describe the National Health Programs in the prevention of common infectious disease (for information purpose only as taught in CM) | K | K | Y | Lecture | Written / Viva voce | | | |
| Pharmacology | | | | | | | | | |
| PH1.55 | Describe and discuss the following National Health programmes including Immunisation, Tuberculosis, Leprosy, Malaria, HIV, Filariasis, Kala Azar, Diarrhoeal diseases, Anaemia & nutritional disorders, Blindness, Non-communicable diseases, Cancer and Iodine deficiency | K | KH | Y | Lecture | Written / Viva voce | | | Community Medicine |
| Forensic Medicine & Toxicology | | | | | | | | | |
| FM2.33 | Demonstrate ability to use local resources whenever required like in mass disaster situations | A & C | KH | Y | Lecture, Small group discussions | Written/ Viva voce | | Community Medicine | |
| Dermatology, Venereology & Leprosy | | | | | | | | | |
| DR9.1 | Classify, describe the epidemiology, etiology, microbiology pathogenesis and clinical presentations and diagnostic features of Leprosy | K | KH | Y | Lecture, Small group discussions | Written / Viva voce | | General Medicine | Microbiology, Community Medicine |
| DR9.5 | Enumerate the indications and describe the pharmacology, administration and adverse reaction of pharmacotherapies for various classes of leprosy based on national guidelines | K | KH | Y | Lecture, Small group discussions | Written / Viva voce | | General Medicine | Pharmacology, Community Medicine |
| DR9.6 | Describe the treatment of Leprosy based on the WHO guidelines | K | KH | Y | Lecture, Small group discussions | Written / Viva voce | | General Medicine | Pharmacology, Community Medicine |
| Ophthalmology | | | | | | | | | |
| OP9.4 | Enumerate, describe and discuss the causes of avoidable blindness and the National Programs for Control of Blindness (including vision 2020) | K | KH | Y | Lecture, Small group discussions | Written / Viva voce | | | Community Medicine |

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|-------------------------|--|-------------------|------------------------|-------------|---------------------------------------|--------------------------------|---------------------------------------|---|---------------------------|
| Psychiatry | | | | | | | | | |
| PS19.1 | Describe the relevance, role and status of community psychiatry | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | |
| PS19.2 | Describe the objectives strategies and contents of the of the National Mental Health Programme | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | |
| PS19.4 | Enumerate and describe the salient features of the prevalent mental health laws in India | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | |
| PS19.5 | Describe the concept and principles of preventive psychiatry and mental health promotion (positive mental health); and community education | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | |
| General Medicine | | | | | | | | | |
| IM2.1 | Discuss and describe the epidemiology, antecedents and risk factors for atherosclerosis and ischemic heart disease | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Pathology, Physiology, Community Medicine | |
| IM4.3 | Discuss and describe the common causes, pathophysiology and manifestations of fever in various regions in India including bacterial, parasitic and viral causes (e.g. Dengue, Chikungunya, Typhus) | K | K | Y | Lecture, Small group discussion | Written | | Microbiology, Community Medicine | |
| IM9.15 | Describe the national programs for anemia prevention | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Pharmacology, Community Medicine | |
| IM12.12 | Describe and discuss the iodisation programs of the government of India | K | KH | Y | Lecture, Bedside clinic | short note | | Community Medicine | |
| IM14.4 | Describe and discuss the impact of environmental factors including eating habits, food, work, environment and physical activity on the incidence of obesity | K | K | Y | Lectures, Small group discussions | short note/ Viva voce | | Pathology, Community Medicine | |
| IM24.18 | Describe the impact of the demographic changes in ageing on the population | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | |

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|-------------------------------------|--|-------------------|------------------------|-------------|---|--|---------------------------------------|--------------------------------------|---------------------------|
| IM25.1 | Describe and discuss the response and the influence of host immune status, risk factors and comorbidities on zoonotic diseases (e.g. Leptospirosis, Rabies) and non-febrile infectious disease (e.g. Tetanus) | K | K | Y | Lecture, Small group discussion | Written | | Microbiology, Community Medicine | |
| IM25.2 | Discuss and describe the common causes, pathophysiology and manifestations of these diseases | K | K | Y | Lecture, Small group discussion | Written | | Microbiology, Community Medicine | |
| IM25.4 | Elicit document and present a medical history that helps delineate the aetiology of these diseases that includes the evolution and pattern of symptoms, risk factors, exposure through occupation and travel | S | SH | Y | Bedside clinic, DOAP session | Skill assessment | | Community Medicine | |
| IM25.13 | Counsel the patient and family on prevention of various infections due to environmental issues | C | SH | Y | DOAP session | Skill assessment | | Community Medicine, General Medicine | |
| Obstetrics & Gynaecology | | | | | | | | | |
| OG1.1 | Define and discuss birth rate, maternal mortality and morbidity | K | KH | Y | Lecture, Small group discussions | Short notes | | Community Medicine | |
| OG1.2 | Define and discuss perinatal mortality and morbidity including perinatal and neonatal mortality and morbidity audit | K | KH | Y | Lecture, Small group discussions | Short notes | | Community Medicine | Pediatrics |
| OG8.1 | Enumerate describe and discuss the objectives of antenatal care, assessment of period of gestation; screening for high-risk factors | K | KH | Y | Small group discussions, Bedside clinics, Lecture | Written / Viva voce/ Skill assessment | | Community Medicine | |
| OG19.2 | Counsel in a simulated environment, contraception and puerperal sterilisation | S/A/C | SH | Y | DOAP session | Skill assessment | | Community Medicine | |
| OG21.1 | Describe and discuss the temporary and permanent methods of contraception, indications, technique and complications; selection of patients, side effects and failure rate including OC, male contraception, emergency contraception and IUCD | K | KH | Y | Lecture, Small group discussions, Bedside clinics | Written / Viva voce/ Skill assessment | | Community Medicine | |
| OG33.3 | Describe and demonstrate the screening for cervical cancer in a simulated environment | K/S | SH | Y | DOAP session | Skill assessment | | Community Medicine | |
| Pediatrics | | | | | | | | | |

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|--------|--|-------------------|------------------------|-------------|---|--------------------------------|---------------------------------------|----------------------------------|---------------------------|
| PE3.5 | Discuss the role of the child developmental unit in management of developmental delay | K | K | N | Lecture, Small group discussion | Written/ Viva voce | | Community Medicine | |
| PE3.7 | Visit a Child Developmental unit and observe its functioning | S | KH | Y | Lecture, Small group discussion | Log book Entry | | Community Medicine | |
| PE8.1 | Define the term Complementary Feeding | K | K | Y | Lecture, Small group discussion | Written/ Viva voce | | Community Medicine | |
| PE8.2 | Discuss the principles the initiation, attributes , frequency, techniques and hygiene related to complementary feeding including | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | |
| PE8.3 | Enumerate the common complimentary foods | K | K | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | |
| PE8.4 | Elicit history on the Complementary Feeding habits | S | SH | Y | Bedside clinics, Skills lab | Skill Assessment | | Community Medicine | |
| PE8.5 | Counsel and educate mothers on the best practices in Complimentary Feeding | A/C | SH | Y | DOAP session | Document in Log Book | | Community Medicine | |
| PE9.1 | Describe the age related nutritional needs of infants, children and adolescents including micronutrients and vitamins | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine, Biochemistry | |
| PE9.2 | Describe the tools and methods for Assessment and classification of Nutritional status of infants, children and adolescents | K | KH | Y | Lecture, Small group discussion, | Written / Viva voce | | Community Medicine | |
| PE9.4 | Elicit, Document and present an appropriate nutritional history and perform a dietary recall | S | SH | Y | Bedside clinic, Skill Lab | Skill Assessment | | Community Medicine | |
| PE9.5 | Calculate the age related Calorie requirement in Health and Disease and identify gap | S | SH | Y | Bedside clinics, Small group discussion | Skill assessment | | Community Medicine | |
| PE9.6 | Assess and classify the nutrition status of infants, children and adolescents and recognize deviations | S | SH | Y | Bedside clinic, Small group discussion | Skill Assessment | | Community Medicine | |
| PE9.7 | Plan an appropriate diet in Health and disease | S | SH | N | Bedside clinic, Small group discussion | Document in logbook | | Community Medicine | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|--------|---|-------------------|------------------------|-------------|---------------------------------------|--------------------------------|---------------------------------------|----------------------------------|---------------------------|
| PE10.4 | Identify children with under nutrition as per IMNCI criteria and plan referral | S | SH | Y | DOAP session | Document in log book | | Community Medicine | |
| PE17.1 | State the vision and outline the goals, strategies and plan of action of NHM and other important national programs pertaining to maternal and child health including RMNCH A+, RBSK, RKSK, JSSK mission Indradhanush and ICDS | K | KH | Y | Lecture, Small group discussion | Written/ Viva voce | | Community Medicine | |
| PE17.2 | Analyse the outcomes and appraise the monitoring and evaluation of NHM | K | KH | Y | Debate | Written/ Viva voce | | Community Medicine | |
| PE18.1 | List and explain the components, plans, outcomes of Reproductive child health (RCH) program and appraise the monitoring and evaluation | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | Obstetrics & Gynaecology |
| PE18.2 | Explain preventive interventions for Child survival and safe motherhood | K | KH | Y | Lecture, Small group discussion | Written/ Viva voce | | Community Medicine | Obstetrics & Gynaecology |
| PE18.3 | Conduct Antenatal examination of women independently and apply at-risk approach in antenatal care | S | SH | Y | Bedside clinics | Skill station | | Community Medicine | Obstetrics & Gynaecology |
| PE18.4 | Provide intra-natal care and conduct a normal Delivery in a simulated environment | S | SH | Y | DOAP session, Skills lab | Document in Log Book | | Community Medicine | Obstetrics & Gynaecology |
| PE18.6 | Perform Postnatal assessment of newborn and mother, provide advice on breast feeding, weaning and on family planning | S | SH | Y | Bedside clinics, Skill Lab | Skill Assessment | | Community Medicine | Obstetrics & Gynaecology |
| PE18.8 | Observe the implementation of the program by Visiting the Rural Health Centre | S | KH | Y | Bedside clinics, Skill Lab | Document in log book | | Community Medicine | Obstetrics & Gynaecology |
| PE19.1 | Explain the components of the Universal immunization Program and the sub National Immunization Programs | K | KH | Y | Lecture, Small group discussion | Written/ Viva voce | | Community Medicine, Microbiology | |
| PE19.2 | Explain the epidemiology of Vaccine preventable diseases | K | KH | Y | Lecture, Small group discussion | Written/ Viva voce | | Community Medicine, Microbiology | |
| PE19.3 | Vaccine description with regard to classification of vaccines, strain used, dose, route, schedule, risks, benefits and side effects, indications and contraindications | K | KH | Y | Lecture, Small group discussion | Written/ Viva voce | | Community Medicine, Microbiology | |
| PE19.4 | Define cold chain and discuss the methods of safe storage and handling of vaccines | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine, Microbiology | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning method | Suggested Assessment method | Number required to certify P | Vertical Integration | Horizontal Integration |
|-----------------------------|--|-------------------|------------------------|-------------|---------------------------------------|--------------------------------|---------------------------------------|--|---------------------------|
| PE19.5 | Discuss immunization in special situations – HIV positive children, immunodeficiency, preterm , organ transplants, those who received blood and blood products, splenectomised children, Adolescents, travellers | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine, Microbiology | |
| PE19.8 | Demonstrate willingness to participate in the National and sub national immunisation days | A | SH | Y | Lecture, Small group discussion | Document in Log Book | | Community Medicine | |
| PE19.12 | Observe the Administration the UIP vaccines | S | SH | Y | DOAP session | Document in Log Book | | Community Medicine | |
| PE29.5 | Discuss the National anaemia Control program | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | |
| PE34.3 | Discuss the various regimens for management of Tuberculosis as per National Guidelines | K | KH | Y | Lecture, Small group discussion | Written/ Viva voce | | Microbiology, Community Medicine, Pharmacology | Respiratory Medicine |
| PE34.4 | Discuss the preventive strategies adopted and the objectives and outcome of the National Tuberculosis Control Program | K | KH | Y | Lecture, Small group discussion | Written/ Viva voce | | Microbiology, Community Medicine, Pharmacology | Respiratory Medicine |
| General Surgery | | | | | | | | | |
| SU7.1 | Describe the Planning and conduct of Surgical audit | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | |
| SU7.2 | Describe the principles and steps of clinical research in surgery | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | |
| Respiratory Medicine | | | | | | | | | |
| CT1.1 | Describe and discuss the epidemiology of tuberculosis and its impact on the work, life and economy of India | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | |
| CT1.4 | Describe the epidemiology, the predisposing factors and microbial and therapeutic factors that determine resistance to drugs | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine, Microbiology, Pharmacology | |

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|--------|---|-------------------|------------------------|-------------|---|--------------------------------|---------------------------------------|----------------------------------|---------------------------|
| CT1.15 | Prescribe an appropriate antituberculosis regimen based on the location of disease, smear positivity and negativity and co-morbidities based on current national guidelines including directly observed tuberculosis therapy (DOTS) | K | SH | Y | Bedside clinic, Small group discussion, Lecture | Skill assessment | | Pharmacology, Community Medicine | |
| CT1.16 | Describe the appropriate precautions, screening, testing and indications for chemoprophylaxis for contacts and exposed health care workers | K | KH | Y | Bedside clinic, Small group discussion | Written | | Community Medicine | |
| CT1.18 | Educate health care workers on national programs of Tuberculosis and administering and monitoring the DOTS program | C | SH | Y | DOAP session | Skill assessment | | Community Medicine | |
| CT2.24 | Recognise the impact of OAD on patient's quality of life, well being, work and family | A | KH | Y | Small group discussion, Bedside clinic | Observation by faculty | | Community Medicine | |
| CT2.25 | Discuss and describe the impact of OAD on the society and workplace | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | |
| CT2.26 | Discuss and describe preventive measures to reduce OAD in workplaces | K | KH | Y | Lecture, Small group discussion | Written / Viva voce | | Community Medicine | |
| CT2.27 | Demonstrate an understanding of patient's inability to change working, living and environmental factors that influence progression of airway disease | A | KH | Y | Small group discussion, Bedside clinic | Observation by faculty | | Community Medicine | |

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| | | | CHINESE MEDICINE | CM 1.1 - 1.10 |
| | | | EGYPTIAN MEDICINE | CM 1.1 - 1.10 |
| | | | MESOPOTAMIAN MEDICINE | CM 1.1 - 1.10 |
| | | | GREEK MEDICINE | CM 1.1 - 1.10 |
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| | | | SANITARY AWAKENING | CM 1.1 - 1.10 |
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| | | | FAMILY AND COMMUNITY MEDICINE | CM 1.1 - 1.10 |
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| | | | INTRODUCTION TO HEALTH FOR ALL | CM 1.1 - 1.10 |
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| 17 | GENETICS AND HEALTH | SICKNESS ABSENTEEISM | | CM 11.1 - 11.5 |
| | | HEALTH PROBLEM DUE TO INDUSTRIALIZATION | | CM 11.1 - 11.5 |
| | | MEASURES FOR HEALTH PROTECTION OF WORKERS | NUTRITION | CM 11.1 - 11.5 |
| | | | COMMUNICABLE DISEASE CONTROL | CM 11.1 - 11.5 |
| | | | ENVIRONMENTAL SANITATION | CM 11.1 - 11.5 |
| | | | MENTAL HEALTH | CM 11.1 - 11.5 |
| | | | MEASURES FOR WOMEN AND CHILDREN | CM 11.1 - 11.5 |
| | | | HEALTH EDUCATION | |
| | | | FAMILY PLANING | |
| | | PREVENTION OF OCCUPATIONAL DISEASES | MEDICAL MEASURES | CM 11.1 - 11.5 |
| | | | ENGINEERING MEASURES | CM 11.1 - 11.5 |
| | | | LEGISLATION | CM 11.1 - 11.5 |
| | | OCCUPATIONAL HEALTH IN INDIA | | CM 11.1 - 11.5 |
| 18 | MENTAL HEALTH | CLASSIFICATION | CHROMOSOMAL | |
| | | | MENDELIAN | |
| | | | MULTIFACTORIAL | |
| | | ROLE OF GENETIC PREDISPOSITION IN COMMON DISORDERS | | |
| | | ADVANCES IN MOLECULAR GENETICS | | |
| | | FACTORS WHICH INFLUENCE THE GENE FREQUENCIES | | |
| | | PREVENTIVE AND SOCIAL MEASURES | HEALTH PROMOTIONAL MEASURES | |
| | | | SPECIFIC PROTECTION | |
| | | | EARLY DIAGNOSIS AND TREATMENT | |
| | | | REHABILITATION | |
| | | | PROBLEM STATEMENT | CM 15.1 - 15.3 |

| SN | TOPIC HEAD | TOPIC | SUB TOPIC | COMPETENCY |
|----|--|--------------------------------|---|----------------|
| 19 | HEALTH INFORMATION AND BASIC HEALTH STATISTICS | ALCOHOLISM AND DRUG DEPENDENCE | CHARACTERISTICS OF A MENTALLY HEALTHY PERSON | CM 15.1 - 15.3 |
| | | | WARNING SIGNALS OF POOR MENTAL HEALTH | CM 15.1 - 15.3 |
| | | | TYPES OF MENTAL ILLNESS | CM 15.1 - 15.3 |
| | | | CAUSES OF MENTAL ILL HEALTH | CM 15.1 - 15.3 |
| | | | PREVENTIVE ASPECTS | CM 15.1 - 15.3 |
| | | | MENTAL HEALTH SERVICES | CM 15.1 - 15.3 |
| | | | COMPREHENSIVE MENTAL HEALTH PROGRAMME | CM 15.1 - 15.3 |
| | | | THE PROBLEM | CM 15.1 - 15.3 |
| | | | AGENT FACTORS | CM 15.1 - 15.3 |
| | | | HOST FACTORS | CM 15.1 - 15.3 |
| | | | SYMPTOMS OF DRUG ADDICTION | CM 15.1 - 15.3 |
| | | | ENVIRONMENTAL FACTORS | CM 15.1 - 15.3 |
| | | | PREVENTION | CM 15.1 - 15.3 |
| | | | TREATMENT | CM 15.1 - 15.3 |
| | | | REHABILITATION | CM 15.1 - 15.3 |
| | | SOURCES OF HEALTH INFORMATION | REQUIREMENTS, COMPONENTS AND USES OF HEALTH INFORMATION | CM 8.7, 9.7 |
| | | | CENSUS | CM 8.7, 9.7 |
| | | | REGISTRATION OF VITAL EVENTS | CM 8.7, 9.7 |
| | | | SAMPLE REGISTRATION SYSTEM | CM 8.7, 9.7 |
| | | | NOTIFICATION OF DISEASES | CM 8.7, 9.7 |
| | | | HOSPITAL REPORTS | CM 8.7, 9.7 |
| | | | DISEASE REGISTERS | CM 8.7, 9.7 |
| | | | RECORD LINKAGE | CM 8.7, 9.7 |
| | | | EPIDEMIOLOGICAL SURVEILLANCE | CM 8.7, 9.7 |

| SN | TOPIC HEAD | TOPIC | SUB TOPIC | COMPETENCY |
|----|------------------------------------|--------------------------------|--|-------------|
| 20 | COMMUNICATION FOR HEALTH EDUCATION | ELEMENTARY STATISTICAL METHODS | OTHER HEALTH SERVICES RECORD | CM 8.7, 9.7 |
| | | | ENVIRONMENTAL HEALTH DATA | CM 8.7, 9.7 |
| | | | HEALTH MANPOWER STATISTICS | CM 8.7, 9.7 |
| | | | POPULATION SURVEYS | CM 8.7, 9.7 |
| | | | OTHER ROUTINE STATISTICS RELATED TO HEALTH | CM 8.7, 9.7 |
| | | | NON-QUATIFIABLE INFORMATION | CM 8.7, 9.7 |
| | | | TABULATION | CM 8.7, 9.7 |
| | | | CHARTS AND DIAGRAMS | CM 8.7, 9.7 |
| | | | LINE DIGRAM | CM 8.7, 9.7 |
| | | | STATISTISCAL MAPS | CM 8.7, 9.7 |
| | | | STATISTICAL AVERAGES | CM 8.7, 9.7 |
| | | | MEASURES OF DISPERSION | CM 8.7, 9.7 |
| | | | NORMAL DISTRIBUTION | CM 8.7, 9.7 |
| | | | SAMPLINGTEST OF SIGNIFICANCE | CM 8.7, 9.7 |
| | | | CHI-SQUARE TEST | CM 8.7, 9.7 |
| | | | CO-RELATION AND REGRESSION | CM 8.7, 9.7 |
| | | THE COMMUNICATION PROCESS | | |
| | | | TYPES OF COMMUNICATION | |
| | | | BARRIERS OF COMMUNICATION | |
| | | | HEALTH COMMUNICATION | |
| | | | HEALTH EDUCATION | |
| | | ALMA-ATA DECLARATION | | |
| | | | APPROACH TO HEALTH EDUCATION | CM 4.1 -4.3 |
| | | | MODELS OF HEALTH EDUCATION | CM 4.1 -4.3 |
| | | | CONTENTS OF HELAYH EDUCATION | CM 4.1 -4.3 |
| | | | PRINCIPLES OF HEALTH EDUCATION | CM 4.1 -4.3 |
| | | | PRACTICE OF HEALTH EDUCATION | CM 4.1 -4.3 |
| | | | PLANNING AND MANAGEMENT | CM 4.1 -4.3 |

| SN | TOPIC HEAD | TOPIC | SUB TOPIC | COMPETENCY |
|----|--------------------------------|-----------------------------------|--|---------------|
| 21 | HEALTH PLANNING AND MANAGEMENT | ADMINISTRATION AND ORGANIZATION | | CM 4.1 -4.3 |
| | | HEALTH PLANNING | PLANNING CYCLE | CM 16.1 -16.4 |
| | | MANAGEMENT | MANAGEMENT METHODS AND TECHNIQUES | CM 16.1 -16.4 |
| | | | METHODS BASED ON BEHAVIOURAL SCIENCES | CM 16.1 -16.4 |
| | | | QUANTITATIVE METHODS | CM 16.1 -16.4 |
| | | NATIONAL HEALTH POLICY 2002 | | CM 16.1 -16.4 |
| | | NATIONAL HEALTH POLICY 2015, 2017 | | CM 16.1 -16.4 |
| | | HEALTH PLANNING IN INDIA | BHORE COMMITTEE 1946 | CM 16.1 -16.4 |
| | | | MUDALIAR COMMITTEE 1962 | CM 16.1 -16.4 |
| | | | CHADAH COMMITTEE 1963 | CM 16.1 -16.4 |
| | | | MUKERJI COMMITTEE 1965 | CM 16.1 -16.4 |
| | | | MUKERJI COMMITTEE 1966 | CM 16.1 -16.4 |
| | | | JUNGANWALA COMMITTEE 1967 | CM 16.1 -16.4 |
| | | | KARTAR SINGH COMMITTEE 1973 | CM 16.1 -16.4 |
| | | | SHRIVASTAV COMMITTEE 1975 | CM 16.1 -16.4 |
| | | | RURAL HEALTH SCHEME 1977 | CM 16.1 -16.4 |
| | | | HEALTH FOR ALL BY 2000AD - REPORT OF THE WORKING GROUP, 1981 | CM 16.1 -16.4 |
| | | PLANNING COMMISSION | | CM 16.1 -16.4 |
| | | NITI AYOJ | | CM 16.1 -16.4 |
| | | HEALTH SECTOR PLANNING | | CM 16.1 -16.4 |
| | | FIVE YEAR PLANS | TWELFTH FIVE YEAR PLAN 2012-2017 | CM 16.1 -16.4 |
| | | HEALTH SYSTEM IN INDIA | I - AT THE CENTRE | CM 16.1 -16.4 |
| | | | II - AT THE STATE | CM 16.1 -16.4 |
| | | | III - AT THE DISTRICT LEVEL | CM 16.1 -16.4 |
| | | PANCHAYATI RAJ | AT THE VILLAGE LEVEL | CM 16.1 -16.4 |

| SN | TOPIC HEAD | TOPIC | SUB TOPIC | COMPETENCY |
|----|------------------------------|------------------------------------|---------------------------------------|----------------|
| 22 | HEALTH CARE OF THE COMMUNITY | RURAL DEVELOPMENT | AT THE BLOCK LEVEL | CM 16.1 -16.4 |
| | | | AT THE DISTRICT LEVEL | CM 16.1 -16.4 |
| | | | COMMUNITY DEVELOPMENT PROGRAMME | CM 16.1 -16.4 |
| | | | INTEGRATED RURAL DEVELOPMENTPROGRAMME | CM 16.1 -16.4 |
| | | | THE VILLAGE LEVEL WORKER | CM 16.1 -16.4 |
| | | EVALUATION OF HEALTH SERVICES | | CM 16.1 -16.4 |
| | | HISTORY OF PUBLIC HEALTH IN INDIA | | CM 16.1 -16.4 |
| | | LEVELS OF HEALTH CARE | PRIMARY | CM 17.1 - 17.5 |
| | | | SECONDARY | CM 17.1 - 17.5 |
| | | | TERTIARY | CM 17.1 - 17.5 |
| | | HEALTH FOR ALL | NATIONAL STRATEGY FOR HFA 2000 | CM 17.1 - 17.5 |
| | | MILLENIUM DEVELOPMENT GOALS | | CM 17.1 - 17.5 |
| | | THE SUSUTAINABLE DEVELOPMENT GOALS | | CM 17.1 - 17.5 |
| | | HEALTH CARE DELIVERY | | CM 17.1 - 17.5 |
| | | HEALTH STATUS AND HEALTH PROBLEMS | COMMUNICABLE DISEASE PROBLEMS | CM 17.1 - 17.5 |
| | | | NON-COMMUNICABLE DISEASES | CM 17.1 - 17.5 |
| | | | NUTRITIONAL PROBLEMS | CM 17.1 - 17.5 |
| | | | ENVIRONMENTAL SANITATION | CM 17.1 - 17.5 |
| | | | MEDICAL CARE PROBLEMS | CM 17.1 - 17.5 |
| | | | POPULATION PROBLEMS | CM 17.1 - 17.5 |
| | | RESOURCES | HEALTH MANPOWER | CM 17.1 - 17.5 |
| | | | MONEY AND MATERIAL | CM 17.1 - 17.5 |
| | | | TIME | CM 17.1 - 17.5 |
| | | HEALTH CARE SERVICES | | CM 17.1 - 17.5 |
| | | HEALTH CARE SYSTEM | | CM 17.1 - 17.5 |

| SN | TOPIC HEAD | TOPIC | SUB TOPIC | COMPETENCY |
|----|----------------------|---|--|----------------|
| 23 | INTERNATIONAL HEALTH | JOB DESCRIPTION OF MEMBERS OF HEALTH TEAM | | CM 17.1 - 17.5 |
| | | HEALTH INSURANCE | | CM 17.1 - 17.5 |
| | | HEALTH AGENCIES | | CM 17.1 - 17.5 |
| | | HEALTH PROGRAMMES IN INDIA | | CM 17.1 - 17.5 |
| | | WORLD HEALTH ORGANIZATION | PREVENTION AND CONTROL OF SPECIFIC DISEASES | CM 18.1 - 18.2 |
| | | | DEVELOPMENT OF COMPREHENSIVE HEALTH SERVICES | CM 18.1 - 18.2 |
| | | | FAMILY HEALTH | CM 18.1 - 18.2 |
| | | | ENVIRONMENTAL HEALTH | CM 18.1 - 18.2 |
| | | | HEALTH STATISTICS | CM 18.1 - 18.2 |
| | | | BIOMEDICAL RESEARCH | CM 18.1 - 18.2 |
| | | | HEALTH LITERATURE AND INFORMATION | CM 18.1 - 18.2 |
| | | | CO-OPERATION WITH OTHER ORGANIZATION | CM 18.1 - 18.2 |
| | | OTHER UNITED NATIONS AGENCIES | UNICEF | CM 18.1 - 18.2 |
| | | | UNDP | CM 18.1 - 18.2 |
| | | | UN FUND FOR POPULATION ACTIVITIES | CM 18.1 - 18.2 |
| | | | FAO | CM 18.1 - 18.2 |
| | | | ILO | CM 18.1 - 18.2 |
| | | | WORLD BANK | CM 18.1 - 18.2 |
| | | HEALTH WORK OF BILATERAL AGENCIES | USAID | CM 18.1 - 18.2 |
| | | | THE COLOMBO PLAN | CM 18.1 - 18.2 |
| | | | SIDA | CM 18.1 - 18.2 |
| | | | DANIDA | CM 18.1 - 18.2 |
| | | NON-GOVERNMENTAL AND OTHER AGENCIES | ROCKEFELLER FOUNDATION | CM 18.1 - 18.2 |
| | | | FORD FOUNDATION | CM 18.1 - 18.2 |

| SN | TOPIC HEAD | TOPIC | SUB TOPIC | COMPETENCY |
|----|------------|--|-------------------------|----------------|
| 24 | MISC | COMPUTER APPLICATIONS IN EPIDEMIOLOGY | CARE | CM 18.1 - 18.2 |
| | | | INTERNATIONAL RED CROSS | CM 18.1 - 18.2 |
| | | | INDIAN RED CROSS | CM 18.1 - 18.2 |
| | | | | CM 7.9 |
| | | | EXCEL | |
| | | | SPSS | |
| | | | EPIINFO | |
| | | MEDICAL TOURISM | | |
| | | GENDER SENSATIZATION | | |
| | | TRIBAL HEALTH | | |
| | | DESERT MEDICINE | | |

SYLLABUS OF COMMUNITY MEDICINE FOR FIRST PROFESSIONAL YEAR AS PER MCI GUIDELINES FOR CBME

| SNO | Teaching Title | SLO | CC | Competency | TM |
|-----|---|---|--------|---|--------|
| 1 | Family study in relation with its composition & environment | 1.To describe demographic profile of family and related factors influencing health. 2.To describe the environmental factors in family influencing health. 3.To enumerate medical problems in family. | CM02.1 | Describe the steps and perform clinico-socio-cultural and demographic assessment of the individual, family and community | SGT 01 |
| 2 | Concept of Public Health | 1.Describe the meaning of Health, Public Health and Community Medicine. 2.Describe the difference between Public Health Approach and Clinical Approach. 3.Describe the Core activities of Public Health. 4.Enumerate Public Health Achievements. | CM01.1 | Define & Describe Concept of Public Health | L 01 |
| 3 | Concept of Health | 1. Explain the Operational Definition of Health and the concept of Positive Health 2. Describe the various Dimensions of Health 3. Give a brief account of the changing concepts of Health | CM01.2 | Define Health; Describe the concept of holistic health including concept of spiritual health and relativeness & determinants of health | L 02 |
| 4 | Spectrum of Health | 1.Explain the concept of 'Standard of living', 'Level of living' and 'Quality of life' 2.Discuss various indices measuring the Quality of life with emphasis on PQLI & HDI 3.Discuss the concept of Spectrum of Health | CM01.2 | Define Health; Describe the concept of holistic health including concept of spiritual health and relativeness & determinants of health | L 03 |
| 5 | Determinants of Health | 1.Enlist and describe the various Determinants of Health 2.Describe the Individual, Community, State and International responsibility towards protection and promotion of Health 3.Discuss the ecology and Right to Health | CM01.2 | Define Health; Describe the concept of holistic health including concept of spiritual health and relativeness & determinants of health | L 04 |
| 6 | Concept of Disease | 1.Describe the concept of Disease 2.Distinguish the terms "Disease", "Illness" and "Sickness". 3.Discuss the concept of 'Spectrum of Disease' and 'Iceberg of Disease'. | CM01.3 | Describe the characteristics of agents, host and environmental factors in health & disease and the multifactorial etiology of disease | L 05 |
| 7 | Concept of Causation | 1.Discuss the concept of "Germ Theory of Disease" and "Epidemiological triad" 2.Discuss the Natural History of Disease and Pre and Pathogenesis phases 3.Explain the Guidelines for defining "Risk factors" and "Risk groups" | CM01.4 | Describe and discuss the natural history of disease | L 06 |
| 8 | Role of Social Factors in Health & Disease | 1.Define Family and Describe its types, functions & role in health & Disease 2.Describe the social factors & Cultural factors & their role in health and disease 3.Elicit the social & cultural factors affecting health & disease in the given example 4.Describe the method of assessment of socio - economic status 5.Determine socio - economic status in the given example | CM02.2 | Describe Socio-cultural factors, family, its role in health and disease & demonstrate in a simulated environment the correct assessment of socio- economic status | SGT 02 |
| 9 | Levels of Prevention & Application of Interventions | 1.Enumerate levels of prevention of disease 2.Describe & explain in detail the levels of prevention of disease 3.Enlist the modes of intervention 4.Describe & explain in detail the modes of intervention 5.Distinguish the terms "Impairment", "Disability" and "Handicap" | CM01.5 | Describe the application of intervention at various levels of Prevention | L 07 |
| 10 | Poverty & Social Security Measures | 1.Define Poverty & Describe its effect on health & disease 2.Describe Concept of Social Security measures and its application 3.Describe the measures taken for reduction of effects of poverty in health & disease | CM02.5 | Describe Poverty and Social Security measures and its relationship to health & Disease | L 08 |
| 11 | Health Services Philosophies | 1.Discuss the characteristics and various levels of Health care in India 2.Explain the concept of Primary Health care in India 3.Explain the various components of Health system and the Health team concept 4.Discuss the concept of Health Services Research and its scope | CM01.5 | Describe the application of intervention at various levels of Prevention | L 09 |
| 12 | Community, Hospitals And Control Measures in Public Health | 1.Explain the concept of Disease Control, Elimination and Eradication 2.Differentiate in role of Hospital Services & Community Services 3.Enumerate functions of Physician 4.Describe the concept of Community Diagnosis & Community Treatment | CM01.5 | Describe the application of intervention at various levels of Prevention | L 10 |
| 13 | M D Gs & S D Gs | 1.Explain the concept of MDGs & SDGs 2.Enumerate health related goals of MDGs & SDGs 3.Describe MDGs & SDGs in context with India 4.Describe achievement in MDGs | CM01.7 | Enumerate & Describe Health Indicators | L 11 |

SYLLABUS OF COMMUNITY MEDICINE FOR FIRST PROFESSIONAL YEAR AS PER MCI GUIDELINES FOR CBME

| SNO | Teaching Title | SLO | CC | Competency | TM |
|-----|--|---|--------|--|--------|
| 14 | Special Indicators of Health | 1.Classify and Enumerate health indicators 2.Explain characteristics of indicators 3.Define HALE, DALY, QALY 4.Describe in detail mortality and morbidity indicators 5.Differentiate in Indicator & Index | CM01.7 | Enumerate & Describe Health Indicators | L 12 |
| 15 | Introduction to Demography | 1.Describe the Demographic Cycle. 2.Describe demographic trends in World & India | CM09.1 | Define & describe the principles of Demography, Demographic Cycle, Vital Statistics | L 13 |
| 16 | Overview of Vaccines & Cold Chain | 1.Define Vaccine and Classify Vaccines with examples 2.Describe concept of Cold Chain 3.Enumerate various cold chain equipment and describe their use 4.Demonstrate use of VVM (Vaccine Vial Monitor) | CM10.5 | Describe Universal Immunization Program; Integrated Management of Neonatal and Childhood Illness (IMNCI) and other existing programs | SGT 03 |
| 17 | Demographic profile of India | 1.Describe the importance of knowing Demographic Profile 2.Describe Demographic Profile of India and its impact on health 3.Describe the conduction and findings of recent Census | CM01.8 | Describe Demographic profile of India and discuss its impact on Health | L 14 |
| 18 | Update of Socio - Economic Classification | 1.Demonstrates how to use latest Socio-Economic Classification Scale | CM02.2 | Describe Socio-cultural factors, family, its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status | SDL 01 |
| 19 | Health Promotion by Health Education, IEC & BCC | 1. Describe the concept and benefits of Health Promotion 2. Describe methods of Health Education 3. Demonstrate scribe the conduction and findings of recent Census | CM01.6 | Describe & Discuss the Concepts, the principles of Health promotion and Education, IEC and Behavioural Change Communication | SGT 04 |
| 20 | IEC BCC Tools - I | 1.Demonstrates use of IEC Tools & BCC Techniques | CM01.6 | Describe & Discuss the Concepts, the principles of Health promotion and Education, IEC and Behavioural Change Communication | SDL 02 |
| 21 | IEC BCC Tools - II | 1.Demonstrates use of IEC Tools & BCC Techniques | CM01.6 | Describe & Discuss the Concepts, the principles of Health promotion and Education, IEC and Behavioural Change Communication | SDL 03 |
| 22 | Principals & Practice of Health Education | 1.Define the health education and describe the principles of health education. 2.Describe different approaches to health education. 3.Describe different models of health education. | CM04.1 | Describe the methods of health education with their advantages and limitations | L 15 |
| 23 | Status of MCH Care in India | 1.Enumerate different issues in maternal & child health 2.Enlist common causes of maternal mortality in India 3.Enlist common causes of Infant mortality in India 4.Describe Current Status of MCH Care in India | CM10.1 | Describe the current status of Reproductive, Maternal, Newborn & Child Health | SGT 05 |
| 24 | Administration & Organization of Health Education | 1.Describe and identify appropriate method of communication in given situation. 2.Enumerate different aids used in health education. 3.Describe Importance of Counselling and GATHER approach. | CM04.2 | Describe the methods of organizing health promotion and education and counselling activities at individual family and community settings | L 16 |
| 25 | Types of Communication & Barriers of Communication | 1.Describe communication process. 2.Enumerate & Describe types of Communication. 3.Enumerate & Describe Communication Barriers. | CM04.1 | Describe the methods of health education with their advantages and limitations | L 17 |
| 26 | Nutrients and Nutritional requirements | 1.Describe common sources of various nutrients. 2.Describe changing nutritional requirements in various age groups 3.Describe changing nutritional requirements in various physiological conditions. | CM05.1 | Describe common sources of various nutrients and special nutritional requirements according to age, sex, activity, physiological conditions | L 18 |
| 27 | IEC BCC Tools - MCH | 1.Demonstrates use of IEC Tools & BCC Techniques | CM01.6 | Describe & Discuss the Concepts, the principles of Health promotion and Education, IEC and Behavioural Change Communication | SDL 04 |
| 28 | IEC BCC Tools - Nutrition | 1.Demonstrates use of IEC Tools & BCC Techniques | CM01.6 | Describe & Discuss the Concepts, the principles of Health promotion and Education, IEC and Behavioural Change Communication | SDL 05 |
| 29 | Introduction to Epidemiology | 1.Define Epidemiology 2.Demonstrate understanding of Distribution & Determinants 3.Describe concept of Epidemiology with example | CM07.1 | Define Epidemiology and describe and enumerate the principles, concepts and uses | L 19 |
| 30 | Introduction to Infectious disease Epidemiology | 1.Enumaret and Describe various modes of disease transmission 2.Describe Incubation period, Epidemic & Endemic, Prevalence & Incidence 3.Enumerate & Describe various preventive measures | CM07.2 | Enumerate, describe & discuss the modes of transmission and measures for prevention & control of communicable & non-communicable diseases | L 20 |

SYLLABUS OF COMMUNITY MEDICINE FOR FIRST PROFESSIONAL YEAR AS PER MCI GUIDELINES FOR CBME

| SNO | Teaching Title | SLO | CC | Competency | TM |
|------------|--|---|-----------|---|-----------|
| 31 | Parasitic Diseases prevalent in India | 1. Define parasite with examples of common parasitic infection in India. 2. Describe the factors influencing parasitic diseases. 3. Describe measures of prevention and control of parasitic diseases. | CM08.1 | Describe & Discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 06 |
| 32 | Role of Nutrition in Health & Disease | 1. Enumerate the major nutritional problems of Public Health Importance. 2. Describe Protein Energy Malnutrition and various preventive measures 3. Describe the prevention and control of Vitamin A disorders, Iodine deficiency disorders and Nutritional anemia. | CM05.3 | Define & Describe Common Nutrition related health Disorders and their control & Management | SGT 07 |
| 33 | Communicable Diseases prevalent in India | 1. Define communicable disease and enlist the common ones prevalent in India. 2. Describe types of communicable disease. 3. Describe the factors influencing disease transmission 4. Describe measures for prevention and control of communicable disease.. | CM08.1 | Describe & Discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 08 |
| 34 | Non Communicable Diseases prevalent in India | 1. Define non-communicable disease and enlist the common ones prevalent in India. 2. Describe risk factors influencing the development of non-communicable disease. 3. Describe measures for prevention and control of non-communicable disease. | CM08.2 | Describe & Discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for non-communicable diseases | SGT 09 |

| SNO | Teaching Title | SLO | CC | Competency | TM |
|-----|-------------------------------------|--|-------|---|--------|
| 1 | Infectious Disease Epidemiology | 1. Define Epidemiology, its triad 2. Explain endemic, epidemic, Sporadic 3. Describe mode of transmission of disease, its prevention and Control | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 01 |
| 2 | Small Pox. Chickenpox | 1. Describe the epidemiological triad and the prevention aspects 2. To understand the factors that contribute to epidemics 3. Enumerate the factors that led to the eradication of Small Pox 4. Enumerate the differences between the two eradication processes | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | L 01 |
| 3 | Influenza | 1. Describe Epidemiology of Influenza 2. Describe preventive and control measures of Influenza | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 02 |
| 4 | SARS | 1. Describe Epidemiology of SARS 2. Describe preventive and control measures of SARS | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 03 |
| 5 | Measles | 1. Describe Epidemiology of Measles 2. Describe preventive and control measures of SARS | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | L 02 |
| 6 | Mumps, Rubella | 1. Describe Epidemiology of Mumps and Rubella 2. Describe preventive and control measures for the same | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 04 |
| 7 | Diphtheria, Pertussis, Tetanus | 1. Describe Epidemiology of Diphtheria, Pertussis and Tetanus 2. Describe preventive and control measures for the same | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 05 |
| 8 | Acute Diarrhoeal Diseases. Cholera. | 1. Describe Epidemiology of Acute Diarrhoeal Diseases 2. Describe preventive and control measures for the same 3. Explain principles, composition, advantages of Oral Rehydration Solution | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | L 03 |
| 9 | Typhoid. Salmonellosis. | 1. Describe Epidemiology of Salmonellosis 2. Describe preventive and control measures for the same | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 06 |
| 10 | Food Poisoning | 1. Describe Epidemiology of Food Poisoning 2. Describe preventive and control measures for the same | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 07 |
| 11 | Tuberculosis Epidemiology | 1. Describe Epidemiology of Tuberculosis 2. Describe the strategies for prevention and control of Tuberculosis in India. | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | L 04 |
| 12 | Meningococcal Meningitis | 1. Describe the basic epidemiology of meningitis. 2. Outline prevention and infection control plan | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 08 |
| 13 | Acute Respiratory Infections | 1. Define and classify ARI 2. Describe epidemiological features of ARI 3. Identify, Assess and treat ARI as per IMNCI guidelines at Community level 4. Describe prevention and control of ARI | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 09 |
| 14 | Tuberculosis Elimination | 1. Describe the Management of Drug sensitive and drug resistant tuberculosis. 2. Discuss the End TB strategy for control of Tuberculosis. | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | L 05 |
| 15 | STD. Yaws | 1. Classify STD 2. Describe epidemiological features for the same 3. Describe strategies for preventive and control measures | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 10 |
| 16 | Syndromic Approach | 1. To understand the problems with classical approaches for treating STI 2. Identify Main features of syndromic case management 3. To understand Advantages of using syndromic approach 4. What are the Steps in using the flow charts for STDS | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 11 |
| 17 | Viral Hepatitis | 1. Describe Epidemiology of Viral Hepatitis 2. Outline classification and characteristics of Hepatitis Viruses 3. Describe preventive and control measures for the same 4. To understand the importance of laboratory tests done in Hepatitis | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | L 06 |

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| 18 | Lymphatic Filariasis | 1. Describe Epidemiology of Filaria 2. Describe preventive and control measures for the same? | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 12 |
| 19 | Leprosy | 1. Describe Epidemiology of Leprosy and comparison between different types of Leprosy 2. Describe preventive and control measures for the same? 3. Describe the value of lepromin test in correlation to different types of Leprosy 4. Describe strategies for Leprosy elimination | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 13 |
| 20 | Poliomyelitis | 1. Describe Epidemiology and prevention of poliomyelitis. 2. Discuss in detail the strategies for polio eradication in India. 3. Discuss the strategies in AFP surveillance. 4. Describe pulse polio immunization. | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | L 07 |
| 21 | Yellow Fever. JE. | 1. Describe Epidemiology of Yellow Fever and JE 2. Describe preventive and control measures for the same? | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 14 |
| 22 | Nipah Virus. KFD. | 1. What is Nipah Virus 2. Describe epidemiology of Nipah Virus and KFD 3. Describe preventive and control measures for the same. | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 15 |
| 23 | HIV/ AIDS | 1. Describe Epidemiology of HIV/AIDS and preventive and control measures for the same? 2. Discuss the Antiretroviral treatment and Post-exposure prophylaxis in HIV/AIDS. | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | L 08 |
| 24 | Chikungunya. Leptospirosis | 1. Describe Epidemiology of Chikungunya and preventive and control measures for the same? 2. Describe Epidemiology of Leptospirosis and preventive and control measures for the same? | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 16 |
| 25 | Brucellosis. Plague. | 1. Describe Epidemiology of Brucellosis and preventive and control measures for the same? 2. Describe Epidemiology of Plague and preventive and control measures for the same? | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 17 |
| 26 | Malaria. | 1. Describe Epidemiology of Malaria? 2. Describe the guidelines for diagnosis and treatment of uncomplicated and severe malaria in India. 3. Discuss the various parameters for Measurement of malaria? | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | L 09 |
| 27 | Dracunculiasis. Trachoma | 1. Describe Epidemiology of Dracunculiasis and preventive and control measures for the same? 2. Describe Epidemiology of Trachoma and preventive and control measures for the same? | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 18 |
| 28 | Leishmaniasis | 1. Describe Epidemiology of Leishmaniasis and preventive and control measures for the same? 2. Discuss the laboratory diagnosis of leishmaniasis. 3. Discuss the Key indicators in the kala-azar elimination. | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 19 |
| 29 | Dengue, Zika Virus Disease | 1. Describe Epidemiology of Dengue and preventive and control measures for the same? 2. Discuss the laboratory diagnosis of Dengue. 3. Describe Epidemiology of Zika and preventive and control measures for the same | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | L 10 |
| 30 | New Infectious Diseases | 1. Enlist the Emerging and Re-emerging diseases. 2. Describe the strategies for controlling Emerging and Re-emerging diseases. | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 20 |
| 31 | Hospital Acquired Infections | 1. Define 'Hospital -acquired infection' and discuss its etiology. 2. Discuss the various measures for prevention of 'Hospital -acquired infection'. | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SGT 21 |
| 32 | Rabies | 1. Describe the Epidemiology and prevention of Human Rabies. 2. Discuss the Post-exposure prophylaxis in Rabies. | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | L 11 |
| 33 | Amoebiasis. Ascariasis. Hookworm. | 1. Describe Epidemiology of Amoebiasis and preventive and control measures for the same? 2. Describe Epidemiology of Ascariasis and preventive and control measures for the same? | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SDL 01 |
| 34 | Taeniasis. Hydatid Disease | 1. Describe Epidemiology of Hookworm and preventive and control measures for the same? 2. Describe Epidemiology of Taeniasis and preventive and control measures for the same? | CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | SDL 02 |

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| 35 | Nutritional Problems in Public Health | 1. Explain different types of nutritional problems in public health 2. Describe the causes of malnutrition in India 3. Explain common micronutrient deficiencies prevalent in India. | CM5.3 | Define and describe common nutrition related health disorders (including macro-PEM, Micro-iron, Zn, iodine, Vit. A), their control and management | L 12 |
| 36 | Assessment of Nutritional Status | 1. Enumerate the methods used for assessment of nutritional status 2. Describe the functional indices, biochemical assessment of nutritional status 3. Explain comparison between growth monitoring and Nutritional surveillance. | CM5.2 | Describe and demonstrate the correct method of performing a nutritional assessment of individuals, families and the community by using the appropriate method | SGT 22 |
| 37 | Nutritional surveillance & Growth Monitoring | 1. Enumerate the methods used for assessment of nutritional status 2. Describe the functional indices, biochemical assessment of nutritional status 3. Explain comparison between growth monitoring and Nutritional surveillance. | CM5.5 | Describe the methods of nutritional surveillance, principles of nutritional education and rehabilitation in the context of sociocultural factors | SGT 23 |
| 38 | Food Borne Diseases | 1. Enumerate food borne diseases 2. Describe diseases caused by food intoxicants 3. Describe types of common food borne infections | CM5.3 | Define and describe common nutrition related health disorders (including macro-PEM, Micro-iron, Zn, iodine, Vit. A), their control and management | L 13 |
| 39 | Food Surveillance | a. Define food surveillance, Types and importance of food surveillance. b. Explain the concept of adding food additives to food products. c. Describe the importance of food fortification in public health | CM5.5 | Describe the methods of nutritional surveillance, principles of nutritional education and rehabilitation in the context of sociocultural factors | SGT 24 |
| 40 | Food Additives & Food Fortification | Food Surveillance, Food Additives and Food Fortification 1. Define food surveillance, Types and importance of food surveillance. 2. Explain the concept of adding food additives to food products. 3. Describe the importance of food fortification in public health. | CM5.8 | Describe and discuss the importance and methods of food fortification and effects of additives and adulteration | SGT 25 |
| 41 | Nutritional Factors in Selected Diseases | 1. Describe the relationship between nutritional factors and Cardiovascular diseases, Diabetes, Obesity and Cancers 2. Describe community nutrition programs of public health importance 3. Explain monitoring and evaluation of nutrition programs. | CM5.3 | Define and describe common nutrition related health disorders (including macro-PEM, Micro-iron, Zn, iodine, Vit. A), their control and management | SDL 03 |
| 42 | Social aspects of Nutrition | 1. Explain types of malnutrition; enumerate causes of over nutrition and under nutrition. 2. Enumerate the cultural influences, socioeconomic factors and food production related to nutrition. 3. Explain the direct intervention and indirect policy instruments of the National Nutrition Policy | CM5.1 | Describe the common sources of various nutrients and special nutritional requirements according to age, sex, activity, physiological conditions | SGT 26 |
| 43 | Ecology of Malnutrition | 1. Explain types of malnutrition; enumerate causes of over nutrition and under nutrition. 2. Enumerate the cultural influences, socioeconomic factors and food production related to nutrition. 3. Explain the direct intervention and indirect policy instruments of the National Nutrition Policy | CM5.1 | Describe the common sources of various nutrients and special nutritional requirements according to age, sex, activity, physiological conditions | SGT 27 |
| 44 | Community Nutrition Programmes | 1. Describe the relationship between nutritional factors and Cardiovascular diseases, Diabetes, Obesity and Cancers 2. Describe community nutrition programs of public health importance 3. Explain monitoring and evaluation of nutrition programs | CM5.6 | Enumerate and discuss the National Nutrition Policy, important national nutritional Programs including the Integrated Child Development Services Scheme (ICDS) etc | L 14 |
| 45 | Monitoring & Evaluation of Nutrition Programme | Describe the relationship between nutritional factors and Cardiovascular diseases, Diabetes, Obesity and Cancers 2. Describe community nutrition programs of public health importance 3. Explain monitoring and evaluation of nutrition programs | CM5.6 | Enumerate and discuss the National Nutrition Policy, important national nutritional Programs including the Integrated Child Development Services Scheme (ICDS) etc | SGT 28 |

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|-----|---|---|--------|--|--------|
| 46 | National Nutrition Policy | 1 Explain types of malnutrition; enumerate causes of over nutrition and under nutrition. 2. Enumerate the cultural influences, socioeconomic factors and food production related to nutrition. 3. Explain the direct intervention and indirect policy instruments of the National Nutrition Policy | | Enumerate and discuss the National Nutrition Policy, important national nutritional Programs including the Integrated Child Development Services Scheme (ICDS) etc | SGT 29 |
| 47 | Family Planning & MTP Act | 1. Define family planning and describe Demographic Cycle. 2.Enumerate demographic & fertility indicators 3. Calculate demographic & fertility indicators 4. Describe MTP act 1971 in detail and impact of liberalization of abortion | | Enumerate and describe various family planning methods, their advantages and shortcomings | L 15 |
| 48 | Contraceptives | 1. Classify contraceptives methods 2. Describe mode of action, effectiveness, risk benefits of barrier method of contraception 3. Describe mode of action, effectiveness, risk benefits of oral contraceptives 4. Describe mode of action, effectiveness, risk benefits of injectable contraceptives. | CM10.6 | Enumerate and describe various family planning methods, their advantages and shortcomings | SGT 30 |
| 49 | Role of Nutrients in Health | 1. Enumerate macronutrients and micronutrients required for the body. 2. Explain the dietary sources of the nutrients 3 Describe the functions of the nutrients in the body | CM5.3 | Define and describe common nutrition related health disorders (including macro-PEM, Micro-iron, Zn, iodine, Vit. A), their control and management | SDL 04 |
| 50 | Water & Health | 1. Define safe and wholesome water. 2. Describe sources of water. 3. Describe water purification in large and small scale. 4. Describe water Quality standards. 5. Describe the concept of water conservation and rain water harvesting. 6. Describe water pollution and its effects on health. 7. Describe water related diseases. | CM3.2 | Describe concepts of safe and wholesome water, sanitary sources of water, water purification processes, water quality standards, concepts of water conservation and rainwater harvesting | L 16 |
| 51 | Air & Health | 1. Describe the Air composition. 2. Describe Discomfort and Indices of thermal comfort. 3. Describe Air pollutants and prevention and control of Air Pollution. | CM 3.1 | Describe the health hazards of air, water, noise, radiation and pollution | L 17 |
| 52 | Disposal of Waste | 1. Describe Solid Waste and sources of Solid waste. 2. Describe various methods of solid disposal. 3. Describe Sanitation barrier. 4. Describe methods of disposal of excreta. | CM3.4 | Describe the concept of solid waste, human excreta and sewage disposal | L 18 |
| 53 | Occupational Diseases. Pneumoconiosis. | 1. describe various occupational hazards and occupational diseases with classification. 2. Discuss various types of pneumoconiosis and their prevention. | CM11.5 | Describe occupational disorders of health professionals and their prevention & management | L 19 |
| 54 | Environment Health | 1. Describe the Air composition. 2. Describe Discomfort and Indices of thermal comfort. 3. Describe Air pollutants and prevention and control of Air Pollution. | CM3.1 | Describe the health hazards of air, water, noise, radiation and pollution | SDL 05 |
| 55 | Prevention of Occupational Diseases. ESI Act. | 1. describe various measures for prevention of occupational diseases. 2. describe the scope, administration and benefits of ESI act. | CM11.2 | Describe the role, benefits and functioning of the employees state insurance scheme | L 20 |
| 56 | Calculation of Demographic Indicators | 1. Enumerate demographic & fertility indicators 2. Calculate demographic & fertility indicators 3. Analyse and understand the significance of demographic & fertility indicators | CM9.2 | Define, calculate and interpret demographic indices including birth rate, death rate, fertility rates | SDL 06 |
| 57 | Dietary Advice - I | 1 Enumerate the methods used for assessment of nutritional status 2. Describe the functional indices, biochemical assessment of nutritional status 3. Explain comparison between growth monitoring and Nutritional surveillance. | CM5.4 | Plan and recommend a suitable diet for the individuals and families based on local availability of foods and economic status, etc in a simulated environment | SDL 07 |
| 58 | Dietary Advice - II | 1 Enumerate the methods used for assessment of nutritional status 2. Describe the functional indices, biochemical assessment of nutritional status 3. Explain comparison between growth monitoring and Nutritional surveillance. | CM5.4 | Plan and recommend a suitable diet for the individuals and families based on local availability of foods and economic status, etc in a simulated environment | SDL 08 |

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| 59 | Days of Public Health Importance - I | 1. Enumerate Days of Public Health Importance 2. Describe aims & objectives of important Public health Days 3. Understand the significance of observation Public health Days | CM20.1 | List important public health events of last five years | SDL 09 |
| 60 | Days of Public Health Importance - II | 1. Enumerate Days of Public Health Importance 2. Describe aims & objectives of important Public health Days 3. Understand the significance of observation Public health Days | CM20.1 | List important public health events of last five years | SDL 10 |

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| EPIDEMIOLOGY | | | | | |
| 1 | Epidemiology - Concept & Use | 1. Define Epidemiology & Understand the Concept 2. Describe Principles of Epidemiology 3. Describe Uses of Epidemiology | CM 7.1 | Define Epidemiology And describe and enumerate the principles concepts and uses | L01 |
| 2 | Epidemiology & Data | 1. Enumerate Data Sources of Epidemiology 2. Describe in Detail each data source 3. Discuss the use of Data for Epidemiological Study | CM 7.3 | Enumerate, describe and discuss sources of epidemiological data. | L02 |
| 3 | Epidemiological Study Design | 1. Describe various Epidemiological Study Designs 2. Compare the differences in various study Design 3. Describe the difference between association & Causation | CM 7.5 | Enumerate, describe define and discuss epidemiological designs | L03 |
| 4 | Screening of Disease | 1. Understand Concept of Screening Test 2. Differentiate between Screening & Diagnostic Test 3. Calculate Sensitivity & Specificity of Screening Test | CM 7.6 | Enumerate and evaluate need of screening test | L04 |
| 5 | Investigation of Epidemic | 1. Describe the steps of Epidemic Investigation 2. Draw the Inference from Results of Epidemic Investigation 3. Describe Principles of Epidemic Control | CM 7.7 | Describe demonstrate steps in investigation of epidemic of communicable disease and describe principles in control measure | L05 |
| 6 | EpiInfo | 1. Describe the various computer applications for use in Epidemiology 2. Describe the use of EpiInfo 3. Describe the use of GIS | CM 7.9 | Describe and dermonstrate application of computers in epidemiology | L06 |
| NON - COMMUNICABLE DISEASES | | | | | |
| 7 | Cardio vascular Diseases -1 | | CM 8.2 | Describe discuss epidemiological and control measure including use of essential lab tests at primary care level for non communicable diseases (diabetes, obesity) | L07 |
| 8 | Cardio vascular Diseases -2 | | CM 8.2 | | L08 |
| 9 | Obesity, Diabetes | | CM 8.2 | | L09 |
| 10 | Blindness, Accidents & Injuries | | CM 8.2 | | L10 |
| 11 | NCD Control Measures | | CM 8.4 | Describe principles and enumerate measures to control disease epidemic | L11 |

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| MATERNAL & CHILD HEALTH | | | | | |
| 12 | MCH - 1 | 1) What is the current MMR, IMR, Neonatal mortality rate of India? 2) Describe in detail the Strategic Approach to Reproductive, Maternal, Newborn, Child and Adolescent Health (RMNCH +A) in India. | CM 10.1 | CM10.1 - Describe the current status of Reproductive, maternal, newborn and Child Health | L12 |
| 13 | MCH - 2 | 1) Discuss 'High risk approach' in ANC. 2) Describe the various Preventive services for Antenatal mothers 3) Discuss the Gender issues and various women empowerment strategies in India. | CM 10.2 & CM 10.9 | Enumerate and describe the methods of screening high risk groups Describe and discuss gender issues and women empowerment | L13 |
| 14 | MCH - 3 | 1) Enlist the various adverse practices relating with childbirth, breast feeding and child rearing practices in India. 2) Discuss the priority interventions for care during pregnancy, childbirth, newborn and child care. | CM 10.3 | Describe local customs and practices during pregnancy, childbirth, lactation and child feeding practices | L14 |
| 15 | MCH - 4 | 1) Describe in detail the Strategic Approach to Reproductive, Maternal, Newborn, Child and Adolescent Health (RMNCH +A) in India. 2) What are the Goals and Targets relevant to RMNCH+A strategy? | CM 10.4 | Describe the reproductive, maternal newborn & child health (RMCH), child survival and safe motherhood interventions | L15 |
| 16 | MCH - 5 | 1) Enlist the various health issues faced during Adolescence period and discuss its management. 2) Discuss the various interventions in 'Adolescent Reproductive and Sexual Health programme'. 3) Discuss the 'Menstrual Hygiene Scheme' launched for the adolescent girls. | CM 10.8 | Describe the physiology, clinical management and principles of adolescent health including ARSH | L16 |
| HEALTH PLANNING | | | | | |
| 17 | Health Planning | 1. Define health planning , objectives, goals and targets 2. Explain the health needs and demands of the community. 3. Define National development planning | CM 16.1 | Define and describe the concept of Health planning | L17 |
| 18 | Planning Cycle | 1. Define planning 2. Enumerate the steps of planning cycle 3. Describe the preparation of objectives and goals in planning cycle 4. Explain the Monitoring and Evaluation process in planning cycle | CM 16.2 | Describe planning cycle | L18 |
| 19 | Health Management Techniques | 1. Explain the methods based on behavioural sciences in health 2. Explain cost benefit analysis, cost effective analysis and cost accounting 3. Describe common type of network analysis and Planning Programming - Budgeting System (PPBS) | CM 16.3 | Describe Health management techniques | L19 |

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| 20 | National Health Planning & Policy | 1. Explain the objectives and indicators of National Health Policy 2017 2. Enumerate different Health Committee's in India & explain recommendations of these committees 3. Enumerate the broad objectives of the health programmes during the five year plan 4. Enumerate the objectives & Outcome indicators of 12th Five year plan | CM 16.4 | Describe health planning in India and National policies related to health and health planning | L20 |
| HEALTH CARE DELIVERY | | | | | |
| 21 | Health Care Delivery - 1 | 1 Define Health, Describe Community & its Components 2. Define and describe the concept of health care to community 3. Describe community diagnosis & its role in Management and control of diseases | CM 17.1 & CM 17.2 | Define and describe the concept of health care to community Describe community diagnosis | L21 |
| 22 | Health Care Delivery -2 | 1. Describe the background & concept of primary Health care 2. Differentiate between Comprehensive Health care & Primary Health care 3 Describe primary health care, its components and principles | CM 17.3 | Describe primary health care, its components and principles | L22 |
| 23 | Health Care Delivery -3 | 1Describe National policies related to health and health planning 2. Enumerate the components of National Health policy 2000 & its significance 3. describe MDG & SDG 4. Describe the strategies to achieve SDG 5. Situation analysis of India as a country in relation to MDG &SDG | CM 17.4 | Describe National policies related to health and health planning and millennium development goals | L23 |
| 24 | Health Care Delivery -4 | 1 Define Health System 2. Describe Health system & its components 3. Describe health care delivery in India in rural & urban setting | CM 17.5 | Describe health care delivery in India | L24 |
| FAMILY PLANNING & DEMOGRAPHY | | | | | |
| 25 | Demography - 1 | 1.To achieve knowledge about size,composition,organisation and distribution of population. 2. To understand demography cycle and stages of demography cycle. 3. Define vital statistics , need and sources of vital statistics. 4.To understand important vital statistics and their estimation. | CM 9.1 | Define and describe the principles of Demography, Demographic cycle, Vital statistics | L25 |

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| 26 | Demography - 2 | 1 Define sex ratio and to study the sex ratio at birth with increasing birth order . 2. To ascertain the relationship of declining sex ratio with respect to socio demographic factors. 3.To study outlook of people towards sex preference. | CM 9.3 | Enumerate and describe the causes of declining sex ratio and it's social and health implications | L26 |
| 27 | Demography - 3 | 1.What is NPP and its importance. 2.Objectives to formulate NPP. 3.To study National socio-demographic goals to be achieved by the year 2010. | CM 9.6 | Describe the National Population Policy | L27 |
| SOCIAL SCIENCES | | | | | |
| 28 | Sociology - 1 | 1.Enumerate various socio-cultural factor and their impact on health and disease 2.Define family,family life cycle.Describe various types of families and its role in health and disease 3.Describe various Socio-Economic Status Scale | CM 2.2 | Describe the socio-cultural factors, family (types), its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status | L28 |
| 29 | Sociology - 2 | 1.Define and describe social psychology 2.Understand community behaviour towards health and disease. 3.Enumerate relationship between community and health | CM 2.4 | Describe social psychology, community behaviour and community relationship and their impact on health and disease | L29 |
| 30 | Sociology - 3 | 1.Describe the barrier to good health and health seeking behaviour 2.Understand the importance of good health and health seeking behaviour 3.Demonstrate the practices in seeking good health | CM 2.3 | Describe and demonstrate in a simulated environment the assessment of barriers to good health and health seeking behavior | L30 |
| NATIONAL HEALTH PROGRAMS | | | | | |
| 31 | NHP - 1 | 1.Describe the component of the National Leprosy Eradication Programmes(NLEP).Describe the major initiation in the programme 2.Describe monitoring and evaluation indicators of the programme | PH 1.55 | National Leprosy "ERADICATION " Programmes (NLEP) | L31 |
| 32 | NHP -2 | 1.Describe the objective of RNTCP 2.Describe the organogram and function of RNTCP 3.Describe new and newer initiation in RNTCP 4.Describe TB-HIV coordination | PH 1.55 | Revised National Tuberculosis Control Programmes (RNTCP) | L32 |

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| 33 | NHP -3 | 1.Describe the milestone of the National AIDS Control Programme(NACP) 2.Describe the organisation structure and function of National AIDS Control Programme(NACP) 3.Describe the package of services provided under National AIDS Control Programme(NACP) | PH 1.55 | National AIDS Control Programmes (NACP) | L33 |
| 34 | NHP -4 | 1.Describe the objective of National Programme for control of Blindness 2.Describe the strategies adopted to achieve the objective of National Programme for Control of Blindness 3.Describe the administration system,service delivery and referral system for control of blindness | PH 1.55 | National Programmes For Control Of BLINDNESS | L34 |
| 35 | NHP -5 | 1.Define the concept of Reproductive and Child Health Programme(RCH) 2.Describe the major intervention in Phase 1 3.Describe intervention in Phase 2 4.Describe special scheme such as JSY,JSSK,IMNCI and RBSK 5.Describe the RMNCH+A strategy | PH 1.55 | Reproductive And Child Health Programme (RCH) | L35 |
| 36 | NHP -6 | 1.Describe the background of the components of the programme 2.Describe the objectives and services of the Diabetes,Cardiovascular and Stroke(DCS) component of the programme 3.Describe the objective and services of the cancer | PH 1.55 | National Programmes For Prevention And Control Of CANCER,DIABETES,CARDIOVASCULAR DISEASES AND STROKE (NPCDCS) | L36 |
| BIOSTATISTICS | | | | | |
| 37 | Biostat - 1 | | CM 6.1 | Formulate a research question for a study | L37 |
| 38 | Biostat - 2 | | CM 6.2 | Describe and discuss the principles and demonstrate the methods of collection, classification, analysis, interpretation and presentation of statistical data | L38 |
| 39 | Biostat - 3 | | CM 6.3 | Describe, discuss and demonstrate the application of elementary statistical methods including test of significance in various designs | L39 |
| 40 | Biostat - 4 | | CM 6.4 | Enumerate, discuss and demonstrate Common sampling techniques, simple statistical methods, frequency distribution,measures of central tendency and dispersion | L40 |

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| 41 | National programme for prevention and control of Cancer, Diabetes, CVD and Stroke | 1. Describe the background of the components of the programme 2. Describe the objectives and services of the Diabetes, Cardiovascular and Stroke (DCS) component of the programme 3. Describe the objective and services of the cancer | | | SGT01 |
| 42 | ANC Care | 1) Enumerate the objectives of Antenatal care 2) Describe the various Preventive services for Antenatal mothers 3) Calculate the number of expected pregnancies per year in a specified area. | | | SGT02 |
| 43 | PNC and Newborn Care | 1) Enumerate the objectives of Postpartal care 2) Discuss the complications of postpartal period and its prevention 3) Describe the Preventive services for Postpartal mothers 4) Describe the various aspects of Early neonatal care 5) Describe the Neonatal examinations to be done to ensure optimum neonatal care. | | | SGT03 |
| 44 | Under-5 Child | 1) Enlist the causes of Under-5 Mortality rate 2) Describe services provided in an Under-5 clinic 3) Describe the preventive measures to reduce Under-5 Mortality rate | | | SGT04 |
| 45 | Growth and Development | 1) Enlist the determinants of Growth and development 2) Describe the Growth charts used in India and uses of Growth charts 3) Discuss the various aspects regarding Surveillance of Growth and development | | | SGT05 |
| 46 | Cafeteria Approach | 1) Discuss the 'Cafeteria approach' in Family planning programmes 2) What is Unmet need for family planning and enlist the reasons for unmet need. | | | SGT06 |
| 47 | Indicator Calculations | | | | SGT07 |
| 48 | Socio Economic Classifications | | | | SGT08 |
| 49 | Social Security | | | | SGT09 |
| 50 | Disaster Management | 1. Define Disaster and describe types of disaster 2. Describe disaster cycle 3. Describe disaster management. | | | SGT10 |

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| 51 | Hospital Waste Management-Seminar | 1.Define hospital waste and types of waste. 2.Describe Bio medical waste management. 3.Describe Bio medical waste management and Handling in India | | | SGT11 |
| 52 | International Health | 1.Describe the concept of International health 2.Evolution of concept of the International health 3.Enumerate the various International health agencies and describe their roles | | | SGT12 |
| 53 | Hospital Integrated Management System | 1 Define Nosocomial Infections 2. Describe the chain of transmission of Nosocomial Infections. 3. Describe the prevention and control of Nosocomial Infections. | | | SGT13 |
| 54 | Tribal Health in India | 1.Describe demography of Tribal Community in India 2.Describe burden of disease in the Tribal Communities 3.Describe health facilities for Tribal population under National Health Mission of India. | | | SGT14 |
| 55 | Measures of Central Tendency | | | | SGT15 |
| 56 | Measures of Dispersion | | | | SGT16 |
| 57 | Test of Significance | | | | SGT17 |
| 58 | Calculation Chi-square | | | | SGT18 |
| 59 | Calculation "t" Test Paired & unpaired t test | | | | SGT19 |
| 60 | Calculation of standard error of two proportion | | | | SGT20 |
| 61 | Parametric and Non-parametric test | | | | SGT21 |
| 62 | Covid - 19 | | | | SGT22 |
| 63 | Mental Health | | | | SGT23 |
| 64 | Nutrition | | | | SGT24 |
| 65 | Tribal Health in India | 1. Give the demographic profile of tribal population in India 2. Describe the communicable and Non communicable diseases among tribal population 3. Explain facilities for schedule tribes under National Health Mission. | | | SGT25 |

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|----|---|---|----|------------|-------|
| 66 | International Classification of diseases & its Significance | 1. Explain the criteria used for International Classification of diseases ICD 10 2. Discuss the coding system used in ICD classification 3. Enumerate the chapters in the ICD 10 classification. | | | SGT26 |
| 67 | MDG & SDG - 1 | 1. Explain the commitments towards health mentioned in the MDGs.2. Enumerate health related Millennium Development Goals in India3. Give the achievements in the field of health under MDGs | | | SGT27 |
| 68 | MDG & SDG - 2 | 1. Mention the reproductive and child health indicators goals and targets for SDGs in India2. Explain Communicable and Non communicable diseases indicators to achieve the targets of SDGs3. Enumerate the SDG targets and proposed indicators related to health systems | | | SGT28 |
| 69 | NHP & NPP | 1. Mention the goal and objectives of National Health Policy 2017 2. Explain the indicators to measure Health status and program impact . 3.Give methods to check Health System performance 4 Explain the initial objectives of NPP in April 1976 5. Discuss the objectives of NPP 2000 . 6. Enumerate the National socio demographic goals to be achieved by 2010. | | | SGT29 |
| 70 | Integrated Disease Surveillance Project | 1. Explain the need for the Integrated Disease Surveillance Project Describe the functions of Central Surveillance Unit, State Surveillance Unit and District Surveillance unit.. Discuss the components and classification of surveillance in IDSP | | | SGT30 |
| 71 | Newer Vaccine | 1. Enumerate the names of Newer Vaccines, 2. Discuss the posology of Seasonal influenza quadri-valent vaccine, IPV, HPV, JE, Rota virus vaccine, Pneumococcal vaccine & Meningococcal vaccines. 3. Explain the types of Covid 19 vaccine, posology and its efficacy. | | | SGT31 |

| SN | Teaching Title | SLO | CC | Competancy | TM |
|----|---|---|----|------------|-------|
| 72 | Use of Computers in Medicine | 1. Enumerate uses of Computers in Medicine 2. Describe application of Computers in Epidemiology 3. Describe National Digital Health Mission, its aims, Objectives & benefits to Community | | | SDL01 |
| 73 | Medical Genetics | To describe & study of human genetics in context of Community Medicine 2. classify Genetic Disorders 3. describe Prevention & control of Genetic disorders 4. application of genetic counselling in Prevention & control of Genetic disorders | | | SDL02 |
| 74 | Health Care delivery system-State and Local Level | 1. Define and describe the concept of health care to community 2. Describe health care delivery at Local, State & National level in India 3. Describe National policies related to health and health planning and millennium development goal | | | SDL03 |
| 75 | Ergonomics | 1. Describe the principles of ergonomics in health preservation 2. Describe occupational disorders of health professionals and their prevention & management 3. Enumerate and describe specific occupational health hazards, their risk factors and preventive measures | | | SDL04 |
| 76 | Indian NGO'S & Its Role In Public Health | 1. Define and describe the concept of International health 2. Describe roles of various NGOs in delivery of Public Health . | | | SDL05 |
| 77 | AYUSH | 1. Describe role of Ayush in health care delivery system in India 2. Enumerate Components of Ayush | | | SDL06 |
| 78 | Legislations In Public Health | 1. List important public health events of last five years 2. Describe various issues during outbreaks and their prevention 3. Demonstrate awareness about laws pertaining to practice of medicine such as Clinical establishment Act and Human Organ Transplantation Act and its implications | | | SDL07 |



Mahatma Gandhi Mission's
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Department of Community Medicine

**COMPREHENSIVE PLAN OF INTERNAL ASSESSMENT IN COMMUNITY MEDICINE
AS PER CBME CURRICULUM OF MEDICAL COUNCIL OF INDIA
REVISED 2022 FOR IMPLEMENTATION BY MGMIHS**

PHASE – I First Professional (First M.B.,B.S.)

Assessment Pattern

1. One Internal Assessment Exam will be conducted in First Year approximately one month prior to First Year Prelim Examinations.

2. Both Theory and Practical Exams will be conducted as per the Competency Guidelines.

3. Theory Exam will be of 50 Marks (1/4th of University Pattern of 200 Marks)

Time: 2 Hrs.

Paper pattern:-

Section A - 10 Multiple Choice Questions of 1 Mark Each - Total 10 Marks

Section B - Q. 1 - 1 out of 2 Long Answer Questions - 10 Marks

Q. 2 - 6 out of 8 Short Answer Questions - 30 Marks (5 Each)

4. Practical Exam will be of 25 Marks (1/4th of University Pattern of 100 Marks)

Marks distribution for Practical Exam -

Viva Voce - 20 Marks

Logbook - 05 Marks

5. Appropriate proportion of marks obtained will be included in Internal assessment for final University Examination of IIIrd MBBS – Part I

Already Approved by BOS / AC / BOM from Academic Year – 2019-20

| Assessment (First Professional) | Term End Theory Exam. Marks | End of Posting Theory Exam. Marks | Term End Practical Exam. Marks | End of Posting Practical Exam. Marks |
|---|-----------------------------------|---|--------------------------------------|--|
| Year End Assessment | 50 | NA | 25 | NA |
| TOTAL | 50 | | 25 | |



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Department of Community Medicine

PHASE – II Second Professional (Second M.B., B.S. / 3rd and 4th Sem Previously)

| Assessment (Second Professional) | Term End Theory Exam. Marks | End of Posting Theory Exam. Marks | Term End Practical Exam. Marks | End of Posting Practical Exam. Marks |
|--|-----------------------------------|---|--------------------------------------|--|
| CP Assessment | | 50 | | 50 |
| Term End Assessment - I | 50 | | 25 | |
| Term End Assessment - II | 50 | | 25 | |
| TOTAL | 150 | | 100 | |

Clinical Posting Assessment Pattern

End of Posting Theory Exam will be of 50 Marks

Time: 1 Hour

Paper pattern: -

50 Multiple Choice Questions of 1 Mark Each - Total 50 Marks

Will be conducted after completion of Clinical Posting by All Batches

End of Posting Practical Exam will be of 50 Marks

Marks distribution for Practical Exam: -

| | | | |
|------------|---|----------|-------------------------|
| Spots (5) | - | 25 marks | |
| Visit Viva | - | 05 Marks | |
| Grand Viva | - | 10 Marks | |
| Assignment | - | 05 Marks | (IEC Material – Poster) |
| Logbook | - | 05 Marks | |

Term End Assessment Pattern

Term End Theory Exam will be of 50 Marks

Time: 2 Hrs.

Paper pattern:-

Section A - 10 Multiple Choice Questions of 1 Mark Each - Total 10 Marks

Section B - Q. 1 - 1 out of 2 Long Answer Questions - 10 Marks

Q. 2 - 6 out of 8 Short Answer Questions - 30 Marks (5 Each)

Term End Practical Exam will be of 25 Marks

Marks distribution for Practical Exam: -

| | | |
|-----------|---|----------|
| Viva Voce | - | 20 marks |
| Logbook | - | 05 Marks |



Mahatma Gandhi Mission's
MEDICAL COLLEGE

Department of Community Medicine

PHASE – III Third Professional

(Third M.B., B.S. Part I / 6th and 7th Sem Previously)

| Assessment Third Professional | Term End Theory Exam. Marks | End of Posting Theory Exam. Marks | Term End Practical Exam. Marks | End of Posting Practical Exam. Marks |
|---|-----------------------------------|---|--------------------------------------|--|
| CP Assessment | | 50 | | 50 |
| Term End Assessment | 100 | | 50 | |
| TOTAL | 150 | | 100 | |
| PRELIMS | 200 | | 100 | |

Clinical Posting Assessment Pattern

End of Posting Theory Exam will be of 50 Marks –

Time: 1 Hour

Paper pattern: -

50 Multiple Choice Questions of 1 Mark Each - Total 50 Marks

Will be conducted after completion of Clinical Posting by All Batches

Marks distribution for Practical Exam: -

| | | | |
|------------|---|----------|------------------------|
| Case Viva | - | 25 Marks | |
| Visit Viva | - | 05 Marks | |
| Grand Viva | - | 10 Marks | |
| Assignment | - | 05 Marks | (IEC Material – Video) |
| Logbook | - | 05 Marks | |

Term End Assessment Pattern

Term End Theory Exam will be of 100 Marks - Time: 3 Hrs.

Paper pattern:-

| | | |
|-----------|---|--|
| Section A | - | 20 Multiple Choice Questions of 1 Mark Each - Total 20 Marks |
| Section B | - | Q. 1 - 1 out of 2 Long Answer Questions - 15 Marks |
| | - | Q. 2 - 5 out of 7 Short Answer Questions - 25 Marks (5 Each) |
| Section C | - | Q. 1 - 1 out of 2 Long Answer Questions - 15 Marks |
| | - | Q. 2 - 5 out of 7 Short Answer Questions - 25 Marks (5 Each) |

Term End Practical Exam will be of 50 Marks

Marks distribution for Practical Exam: -

| | | |
|---------------|---|----------|
| Spots / Stats | - | 25 Marks |
| Viva Voce | - | 20 Marks |
| Logbook | - | 05 Marks |



Mahatma Gandhi Mission's
MEDICAL COLLEGE

Department of Community Medicine

Prelim Exam Pattern (Same as University Exam)

Prelim Theory Exam will be of 200 Marks

Paper pattern:- (No of Papers – 2) - Time: 3 Hrs.

Section A - 20 Multiple Choice Questions of 1 Mark Each - Total 20 Marks

Section B - Q. 1 - 1 out of 2 Long Answer Questions - 15 Marks

Q. 2 - 5 out of 7 Short Answer Questions - 25 Marks (5 Each)

Section C - Q. 1 - 1 out of 2 Long Answer Questions - 15 Marks

Q. 2 - 5 out of 7 Short Answer Questions - 25 Marks (5 Each)

(Paper 2 Section C Question 2 will contain one SAQ on AETCOM Module 2.8 / 3.4)

Prelim Practical Exam will be of 100 Marks

Marks distribution for Practical Exam: -

| | | |
|--------------------------|---|----------|
| Spots (5) | - | 25 Marks |
| Stat / Epid Exercise (5) | - | 25 Marks |
| Case Viva | - | 25 Marks |
| Grand Viva | - | 25 Marks |

CONVERSION TO FINAL INTERNAL ASSESSMENT MARKS

| Assessment | Theory | | | Practical | | |
|------------------------------|------------------|-------------------|---------------------|------------------|-------------------|---------------------|
| | Max. Marks | Conversion Factor | Internal Assessment | Max. Marks | Conversion Factor | Internal Assessment |
| First Professional | 50 | 20 % | 10 | 25 | 40 % | 10 |
| Second Professional | 150 | 30 % | 45 | 100 | 40 % | 40 |
| Third Professional | 150 | 30 % | 45 | 100 | 40 % | 40 |
| Prelim Examination | 200 | 50 % | 100 | 100 | 100 % | 100 |
| Field Activity Participation | | | | 10 | 100 % | 10 |
| TOTAL | 200 (550) | 50% | 100 | 200 (335) | 50% | 100 |

FINAL MARK LIST (MAX. MARKS)

| University Exam | | Internal Assessment | |
|-----------------|------------|---------------------|------------|
| Theory | Practical | Theory | Practical |
| 200 | 100 | 100 | 100 |

Topic distribution in theory paper – Community Medicine

(Broad distribution. May not be followed exactly as many subtopics are interrelated)

Paper I

History of Public Health

Concept of Health & Disease

Epidemiology

Screening of Disease

Epidemiology of Communicable Diseases

Epidemiology of Non-Communicable Diseases

National Health Programs related to Communicable & Non-Communicable Diseases

Genetics & Health

Mental Health

Environment & Health

Biomedical Waste Management

Health information and Basic Medical Statistics

Paper II

Reproductive Maternal and Child Health & National Health Programs related to it

Demography & Family Planning

Nutrition and National Health Programs related to it

Medicine & Social Sciences

Tribal Health

Disaster Management

Occupational Health

Communication for Health Education

Health planning & Management

Health Care of Community

International Health

Recent Advances

AETCOM Module 2.8 – What does it mean to be family member of a sick patient?

AETCOM Module 3.4 – Case Studies in Bioethics: Confidentiality

Resolution No. 3.35 of Academic Council (AC-42/2022): Resolved to approve the recommended list of books for UG student CBME batch (Department of Community Medicine) for theory & Practical:

(P.T.O)

| SN | Title of Book / Authors /Editors | Author / Editor | Current Edition |
|----|---|---|-------------------------|
| 01 | Park's Textbook of Preventive & Social Medicine | K. Park | 26 th /2021 |
| 02 | IAPSM's Textbook of Community Medicine | AM Kadri | 2 nd / 2021 |
| 03 | Text Book of Community Medicine | Rajvir Bhalwar, Puja Dudeja | 4 th / 2021 |
| 04 | Text Book of Community Medicine Preventive & Social Medicine | Sunder Lal | 7 th / 2022 |
| 05 | Epidemiology And Management for Health Care | PV Sathe, PP Doke | 6 th / 2022 |
| 06 | Comprehensive textbook of Biostatistics & Research Methodology | S. Kartikeyan, RM Chaturvedi | 1 st / 2016 |
| 07 | Golden Notes for Preventive and Social Medicine | Patel Parimal | 2 nd / 2020 |
| 08 | Short Notes in Community Medicine | P V D Shetty | 3 rd / 2022 |
| 09 | Practical & Viva in Community Medicine | J Kishore | 4 th / 2021 |
| 10 | National Health Programs of India | J Kishore | 14 th / 2022 |
| 11 | Question Bank in Community Medicine | J Kishore | 2 nd / 2021 |
| 12 | Practical Guide: Qualitative Methods in Health and Educational Research | Amol Dongre Pradeep Deshmukh | 1 st / 2021 |
| 12 | PSM Residency Made Easy (RME) | Dr Krishan Rajbhar Dr. Ashish Kumar Sharma | 1 st /2022 |

Resolution No. 3.37 of Academic Council AC-42/2022 needs to be amended with following addition at the end of list of topics for paper II as-

AETCOM Module 2.8-What does it mean to be family member of a sick patient?

AETCOM Module 3.4- Case Studies in Bioethics: Confidentiality.

Amended Resolution No. 3.37 of Academic Council AC-42/2022 is reproduced below:

Amended Resolution No. 3.37 of Academic Council (AC-42/2022): Resolved to approve the Broad distribution of topics for Theory Paper 1 and Paper 2 for Community Medicine in the UG programme (CBME):

Paper I

- History of Public Health
- Concept of Health & Disease
- Epidemiology
- Screening of Disease
- Epidemiology of Communicable Diseases
- Epidemiology of Non-Communicable Diseases
- National Health Programs related to Communicable & Non-Communicable Diseases
- Genetics & Health
- Mental Health
- Environment & Health
- Biomedical Waste Management
- Health information and Basic Medical Statistics

Paper II

- Reproductive Maternal and Child Health & National Health Programs related to it
- Demography & Family Planning
- Nutrition and National Health Programs related to it
- Medicine & Social Sciences
- Tribal Health
- Disaster Management
- Occupational Health
- Communication for Health Education
- Health planning & Management
- Health Care of Community
- International Health
- Recent Advances
- AETCOM Module 2.8-What does it mean to be family member of a sick patient?
- AETCOM Module 3.4- Case Studies in Bioethics: Confidentiality.

4. Approved the changes in CBME Second professional teaching hours in Phase II MBBS 2022-23 (late admission batch 2022) as per Resolution No. 5.12 of AC-48/2023, dated 12/12/2023 [ANNEXURE-21-A, 21-F, 21-G].

राष्ट्रीय आयुर्विज्ञान आयोग
National Medical Commission
(Undergraduate Medical Education Board)

Annexure-21A of AC-48/2023

No. U.11026/02/2022-UGMEB/

Dated the 7th Dec 2022

CIRCULAR

Academic Cell of Undergraduate Medical Education Board(UGMEB) hereby issues updated phase-wise academic calendar and curriculum for 2022-23 batch of MBBS. The details may kindly be seen as **Annexure.**

2. All Deans/Principals of medical colleges and Registrar/ Vice-Chancellors of concerned universities may implement the same for MBBS batch admitted during the academic session 2022-23.

3. This issues with the approval of the President, UGMEB.

Encl : A/a.


21/12/2022
(Shambhu Sharan Kumar)
Director, UGMEB

- (i) All Dean/Principal of medical colleges
- (ii) All Registrar/Chancellor of medical universities
- (iii) DMMP(NMC) to upload on NMC's website

Academic calendar for Phase-I of MBBS, 2022-23 batch

| | | |
|---|---|---|
| Date | : | 15 th Nov 2022 to 15 th Dec 2023 |
| Time allotted | : | 13 months (approx. 57 weeks) |
| Time available | : | Approx. 42 weeks (excluding 15 weeks) (Prelim/University Exam & Results -10 weeks + Vacation -3 weeks + Public Holidays -2 weeks) |
| 42 wks x 39 hrs = 1638 hrs available hours for Teaching Learning | | |

Academic calendar for Phase-II of MBBS 2022-23 batch

| | | |
|-----------------------|---|---|
| Date | : | 16 th Dec 2023 to 15 th Jan 2025 |
| Time allotted | : | 13 months (approx. 57 weeks) |
| Time available | : | Approx. 42 weeks (excluding 15 weeks) (Prelim/University Exam & Results -10 weeks + Vacation -3 weeks + Public Holidays -2 weeks) |

Time available in hours: (39 hours/week) = 1638 hours.

Academic calendar for Phase-III of MBBS 2022-23 batch

| | | |
|-----------------------|---|---|
| Date | : | 16 th Jan 2025 to 30 th Nov 2025 |
| Time allotted | : | 10.5 months (approx. 46 weeks) |
| Time available | : | Approx. 35 weeks (excluding 11 weeks) (Prelim/University Exam & Result - 6 weeks + Vacation -3 weeks + Public Holiday -2 weeks) |

Time available in hours: (39 hours/week) = 35 X 39 = 1365 hrs

Academic calendar for Phase-IV of MBBS 2022-23 batch

| | | |
|-----------------------|---|--|
| Date | : | 1 st Dec 2025 to 15 th May 2027 |
| Time allotted | : | 17.5 months (approx. 78 weeks) |
| Time available | : | Approx. 57 weeks (excluding 21 weeks) (Prelim/University Exam & Result - 16 weeks + Vacation - 3 weeks + Public holiday - 2 weeks) |

Time available in hours: (39 hours/week) = 57 X 39 = 2223 hrs

TOTAL TIME IN HOURS : 6864

Clinical postings : 132 weeks

Total : 176 weeks

Electives:

Block - 1 of 15 days may be offered in **Final MBBS part 1,**

Subjects : Anatomy/ Physiology/ Biochemistry/Pathology/ Blood Banking/
Microbiology/ Pharmacology/ Forensic Medicine and Toxicology.

Block - 2 of 15 days may be offered in **Final MBBS part 2,**

Subjects : Gen. Medicine and allied, Gen. Surgery and allied.

KEY CHANGES FROM GMER 2019:

1. Theory sessions of Dermatology, Radiology, Psychiatry, Anesthesiology, Respiratory Medicine shifted to final phase.
2. Theory sessions of Otorhinolaryngology and Ophthalmology reduced and remaining sessions shifted to final phase.
3. Clinical posting of Otorhinolaryngology as well as Ophthalmology from Phase-II of MBBS has been shifted to Phase-III part I and part II
4. Newer elements of Pandemic Module, and Family Adoption Programme in Community Medicine included.
5. No postings during electives.
6. Clinical Postings have been re-scheduled to facilitate learning and help students cope up with introduction of common national exit test.
7. No supplementary batches. Supplementary exams to be conducted by the end of one (1) month of results of regular exams. Results be declared within a fortnight of the end of last exam.

These changes are proposed to ensure:

1. Ease of rotation of students in the posting and ensure minimum number of students in each posting.
 2. Provide increased hours and shifting posting to final year in some allied subjects based on feedback by faculty from these departments.
-

TIME TABLE – CURRICULUM : II MBBS, PHASE 2

| Subjects | Lectures | Small Group Learning(tutorials/seminars)/Integrated learning (Hours) | Clinical Postings (Hours)* | Self Directed Learning (Hours) | Total |
|--|-----------------|---|-----------------------------------|---------------------------------------|---------------|
| Pathology | 80 | 158 | - | 17 | 255 |
| Pharmacology | 80 | 158 | - | 17 | 255 |
| Microbiology | 70 | 140 | - | 10 | 220 |
| Community Medicine (+ Family adoption Program) | 20 | 023 | (27) | 10 | 80 (43+10+27) |
| Forensic Medicine and Toxicology | 15 | 28 | - | 5 | 48 |
| Clinical Subjects | 75** | - | 585*** | - | 660 |
| Attitude, Ethics & Communication Module (AETCOM) | - | 29 | - | 8 | 37 |
| Sports and extracurricular activities | - | - | - | 20 | 20 |
| Pandemic module | | | | | 28 |
| Total | 340 | | 612 | | 1603 |
| Surplus hours | | | | | 35 |
| Final total | 340 | 536 | 612 | 87 | 1638## |

Surplus hours can be given to FAP/second year subjects needing more teaching hours, Skill lab training/ artificial intelligence and information technology in pre-clinical and para-clinical subjects.

Includes 28 hrs of Pandemic module and 35 hrs of Surplus



1 (f) PSM

**Mahatma Gandhi Mission
MEDICAL COLLEGE**

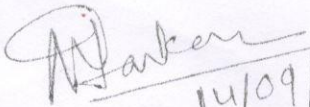
cm/out/2023/09/645 Department of Community Medicine


Annexure-21F of AC-48/2023

Date: 14/09/2023

For 2nd Year CBME Nov 22 Batch

| Teaching in Community Medicine | Hrs. | Details |
|---------------------------------|------|--|
| Lectures | 20 | |
| SGT | 27 | |
| SDL | 10 | |
| FAP | 27 | 5hrs in a week on 2 nd Saturday = Total 6 visit of FAP, Total 30 hrs for FAP |
| Extra Hrs out of 35 Surplus hrs | 18 | Will be adjusted in FAP, EVS teaching and Field visit in EVS (3 field visit & EVS teaching) Total hrs = 15 hrs. |


14/09/2023
Dr. Madhavi Mankar
Professor/ UG Teaching In-charge


Dr. Prasad Waingankar
Professor & HOD
Dept of Community Medicine
PROFESSOR & HEAD
Dept. of Community Medicine
M.G.M. Medical College,
Kamothe, Navi Mumbai-410209

cc to: ~~Dr. Shilpi Sahu~~

Dr. Shilpi Sahu - Prof & Head, Dept. of Pathology.

Received ~~Dr. Shilpi Sahu~~
14/9/23 14:33pm



Annexure 1(g) Surplus hours

| Sr no. | Item | No. of teaching hours |
|--------|--|-----------------------|
| 1 | Community Medicine (PSM) <u>FAP/EVS / F</u> | 18 |
| 2 | Microbiology <u>Skill Module</u> | 4 |
| 3 | Pathology <u>Skill Module</u> | 4 |
| 4 | Pharmacology <u>E sources of drug Information</u> <u>(CAL Lab)</u> | 4 |
| 5 | IHBT <u>Donor Counselling</u> | 5 |
| Total | | 35 hours |

Resolution No. 4.22 of Academic Council (AC-49/2024): Resolved to approve the Internal Assessment Plan as per NMC norms, with change in Examination Pattern of Community Medicine (UG) from Academic Year 2023-24 onwards [ANNEXURE-52].



Mahatma Gandhi Mission's
MEDICAL COLLEGE

Department of Community Medicine

PHASE – II Second Professional (Second M.B., B.S. / 3rd and 4th Sem Previously)

| Assessment (Second Professional) | Theory | Practical |
|--|---------------|------------------|
| Year End Assessment | 100 | - |
| 2 nd Year CP Assessment | - | 100 |
| Home Assignment - 1 | 05 | - |
| Class Seminar - 1 | 05 | - |
| Continuous Class Test | 15 | - |
| Museum Study | 15 | - |
| Family Adoption Program | - | 10 |
| AETCOM Assessment | - | 15 |
| TOTAL | 140 | 125 |

- One Internal Assessment Exam will be conducted in Second Year approximately one month prior to Second Year Prelim Examinations.
- Theory Exam will be of 100 Marks Time: 3 Hrs.
Paper pattern: -
Section A - 20 Multiple Choice Questions of 1 Mark Each - Total 20 Marks
Section B - Q. 1 - 1 out of 2 Long Answer Questions - 10 Marks
Q. 2 - 6 out of 8 Short Answer Questions - 30 Marks (5 Each)
Section C - Q. 1 - 1 out of 2 Long Answer Questions - 10 Marks
Q. 2 - 6 out of 8 Short Answer Questions - 30 Marks (5 Each)
- All marks obtained will be included as it is in Internal assessment for final University Examination of 3rd MBBS – Part I
- End of 2nd Year Clinical Posting Practical Exam will be of 100 Marks.
Marks distribution for Practical Exam: -
Spots (10) - 50 Marks
Visit Viva - 25 Marks
Grand Viva - 25 Marks
- One Home Assignment will be given in 3rd Semester for 5 Marks
- One Class Seminar will be conducted in 4th Semester for 5 Marks
- One Class Test will be conducted in 3rd Semester for 15 Marks
- One Museum Study will be assigned during Clinical Posting for 15 Marks
- Family Adoption Assessment will be conducted for 10 Marks based on FAP Logbook.
All Marks obtained will be included as it is under the head of FAP in Internal assessment for final University Examination of 3rd MBBS – Part I
- One AETCOM Assessment will be conducted in 3rd/4th Semester for 15 Marks

Resolution No. 4.69 of Academic Council (AC-50/2024): Resolved to include topics of :

1. Introduction to use of Artificial Intelligence in Public Health and

2. Tobacco Cessation

in theory both in UG & PG Syllabus of Community Medicine with effect from the Batch admitted in Year 2023.



**COMPREHENSIVE PLAN OF INTERNAL ASSESSMENT IN COMMUNITY MEDICINE
AS PER CBME CURRICULUM OF NATIONAL MEDICAL COMMISSION INDIA
FOR IMPLEMENTATION BY MGMIHS w.e.f. Admission Year 2024**

1. ONE Internal Assessment Exam will be conducted in First Year
2. Both Theory and Practical Exams will be conducted as per the Guidelines.
3. Theory Exam will be of 50 Marks - Time: 2 Hrs.
Paper pattern:-
Section A – 10 Marks
Multiple Choice Questions (Knowledge Based) – 05 x 1 M
Multiple Choice Questions (Scenario Based) – 05 x 1 M
Section B – 40 Marks
Q. 1 - 1 out of 2 Long Answer Questions – 01 x 10 M
Q. 2 - 6 out of 8 Short Answer Questions – 06 x 5 M
4. Practical Exam will be of 25 Marks
Marks distribution for Practical Exam -
 - i. Viva Voce - 20 Marks
 - ii. Family Adoption Logbook - 05 Marks
5. Total marks obtained will be included with conversion factor in Internal assessment for final University Examination of Phase III – Part I

| Assessment (First Professional) | Term End Theory Exam. Marks | End of Posting Theory Exam. Marks | Term End Practical Exam. Marks | End of Posting Practical Exam. Marks |
|---|-----------------------------------|---|--------------------------------------|--|
| Term End Assessment | 50 | | 25 | |
| TOTAL | 50 | | 25 | |
| Conversion to IA | 25 | | 25 | |



Mahatma Gandhi Mission's
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Department of Community Medicine

PHASE – II Second Professional (Second M.B., B.S. / 3rd and 4th Sem Previously)

| Assessment (Second Professional) | Term End Theory Exam. Marks | End of Posting Theory Exam. Marks | Term End Practical Exam. Marks | End of Posting Practical Exam. Marks |
|--|-----------------------------------|---|--------------------------------------|--|
| CP Assessment | | | | 50 |
| Term End Assessment | 100 | | 50 | |
| TOTAL | 100 | | 100 | |
| Conversion to IA | 25 | | 25 | |

Phase II Clinical Posting Assessment Pattern

End of Posting Practical Exam will be of 50 Marks

Marks distribution for Practical Exam: -

| | | | |
|-------------------|---|-----------|------------|
| Spots (4) | - | 04 x 05 M | - 20 Marks |
| OSPE (1) | - | 01 x 05 M | - 05 Marks |
| Visit Viva | - | | - 05 Marks |
| Grand Viva | - | | - 10 Marks |
| Museum Assignment | - | | - 05 Marks |
| CM Logbook | - | | - 05 Marks |

Phase II Term End Assessment Pattern

Term End Theory Exam will be of 100 Marks – No. of Papers: 1 – 3 Hrs.

Section A: - 20 Marks

Multiple Choice Questions (Knowledge Based) – 10 x 1 M

Multiple Choice Questions (Scenario Based) – 10 x 1 M

Section B: - 45 Marks

1 out of 2 Long Answer Questions – 1 x 10 M

5 out of 6 Reasoning Short Answer Questions – 5 x 3 M

4 out of 5 Applied Short Answer Questions (2 Integrated) – 4 x 5 M

Section C: - 35 Marks

3 out of 4 Short Answer Questions – 3 x 5 M

4 out of 5 SAQs (1 AETCOM) – 4 x 5 M

Term End Practical Assessment – 50 Marks

SGT/SDL based Assignment 1 x 20 M – 20 Marks

Viva Voce – 20 Marks

FAP Logbook – 10 Marks



Mahatma Gandhi Mission's
MEDICAL COLLEGE
Department of Community Medicine

PHASE – III Third Professional (Third M.B., B.S. Part I / 6th and 7th Sem Previously)

| Assessment Third Professional | Term End Theory Exam. Marks | End of Posting Theory Exam. Marks | Term End Practical Exam. Marks | End of Posting Practical Exam. Marks |
|---|-----------------------------------|---|--------------------------------------|--|
| CP Assessment | | | | 50 |
| Term End Assessment | 100 | | 50 | |
| Total | 100 | | 100 | |
| Conversion to IA | 25 | | 25 | |
| PRELIMS | 200 | | 100 | |
| Conversion to IA | 25 | | 25 | |
| Total Phase III IA | 50 | | 50 | |

Phase III Clinical Posting Assessment Pattern

Marks distribution for Practical Exam: -

| | | |
|--------------------|---|----------|
| Case Viva | - | 20 Marks |
| Visit Viva | - | 05 Marks |
| Grand Viva | - | 10 Marks |
| Library Assignment | - | 05 Marks |
| CM Logbook | - | 10 Marks |

Phase III Term End Assessment Pattern

Term End Theory Exam will be of 100 Marks – No. of Papers: 1 – 3 Hrs.

Section A: - 20 Marks

Multiple Choice Questions (Knowledge Based) – 10 x 1 M

Multiple Choice Questions (Scenario Based) – 10 x 1 M

Section B: - 45 Marks

1 out of 2 Long Answer Questions – 1 x 10 M

5 out of 6 Reasoning Short Answer Questions – 5 x 3 M

4 out of 5 Applied Short Answer Questions (2 Integrated) – 4 x 5 M

Section C: - 35 Marks

3 out of 4 Short Answer Questions – 3 x 5 M

4 out of 5 SAQs (1 AETCOM) – 4 x 5 M

Term End Practical Exam will be of 50 Marks

Spots (3) - 3 x 5 M - 15 Marks

Statistics (2) - 2 x 5 M - 10 Marks

Viva Voce - - 20 Marks

FAP Logbook - - 05 Marks



Mahatma Gandhi Mission's
MEDICAL COLLEGE
Department of Community Medicine

Prelim Exam Pattern (Same as University Exam)

Prelim Theory Exam will be of 200 Marks. No. of Papers – 2. Marks 100 : Time 3 Hrs

Section A: - 20 Marks

Multiple Choice Questions (Knowledge Based) – 10 x 1 M

Multiple Choice Questions (Scenario Based) – 10 x 1 M

Section B: - 45 Marks

1 out of 2 Long Answer Questions – 1 x 10 M

5 out of 6 Reasoning Short Answer Questions – 5 x 3 M

4 out of 5 Applied Short Answer Questions (2 Integrated) – 4 x 5 M

Section C: - 35 Marks

3 out of 4 Short Answer Questions – 3 x 5 M

4 out of 5 SAQs (1 AETCOM) – 4 x 5 M

Marks distribution for Practical Exam: -

Spots (4) - 4 x 05 M - 20 Marks

OSPE (1) - 1 x 05 M - 05 Marks

Statistics (3) - 3 x 05 M - 15 Marks

Epid Exercise (2) - 2 x 05 M - 10 Marks

Case Viva 25 Marks

Grand Viva 25 Marks

CONVERSION TO FINAL INTERNAL ASSESSMENT MARKS

| Assessment | Theory | | | Practical | | |
|---------------------|------------|-------------------|---------------------|------------|-------------------|---------------------|
| | Max. Marks | Conversion Factor | Internal Assessment | Max. Marks | Conversion Factor | Internal Assessment |
| First Professional | 50 | 50 % | 25 | 25 | 100 % | 25 |
| Second Professional | 100 | 25 % | 25 | 100 | 25 % | 25 |
| Third Professional | 100 | 25 % | 25 | 100 | 25 % | 25 |
| PRELIMS | 200 | 12.5% | 25 | 100 | 25% | 25 |
| TOTAL | 450 | | 100 | 325 | | 100 |

FINAL MARK LIST (MAX. MARKS)

| University Exam | | Internal Assessment | |
|-----------------|------------|---------------------|------------|
| Theory | Practical | Theory | Practical |
| 200 | 100 | 100 | 100 |

Resolution No. 4.77 of Academic Council (AC-50/2024): Resolved to approve the competencies in Community Medicine UG Syllabus with effect from Admission Year 2024. [ANNEXURE-91]

COMMUNITY MEDICINE (CODE: CM)

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning methods | Suggested Assessment methods | Number required to certify P |
|--|--|-------------------|---------------------|-------------|--|--|------------------------------------|
| COMMUNITY MEDICINE (Topics:20 Competencies: 136) | | | | | | | |
| Topic 1: Concept of Health and Disease Number of competencies:(10) Number of competencies that require certification :(NIL) | | | | | | | |
| CM1.1 | Define and describe the concept of Public Health | K | KH | Y | LGT, SGT | Written/Viva-voce | |
| CM1.2 | Define health; describe the concept of holistic health including concept of spiritual health and the relativeness & determinants of health | K | KH | Y | LGT, SGT | Written/Viva-voce | |
| CM1.3 | Describe the characteristics of agent, host and environmental factors in health and disease and the multifactorial etiology of disease | K | KH | Y | LGT, SGT | Written/Viva-voce | |
| CM1.4 | Describe and discuss the natural history of disease | K | KH | Y | LGT, SGT | Written/Vova voce | |
| CM1.5 | Describe the application of interventions at various levels of prevention | K | KH | Y | LGT, SGT | Written/Vova voce | |
| CM1.6 | Describe and discuss the concepts, the principles of Health promotion and Education, IEC and Behavioral change communication (BCC) | K | KH | Y | LGT, SGT | Written/viva-voce | |
| CM1.7 | Enumerate and describe health indicators | K | KH | Y | LGT, SGT | Written/Vova voce | |
| CM1.8 | Describe the Demographic profile of India and discuss its Impact on health | K | KH | Y | LGT, SGT | Written/Vova voce | |
| CM1.9 | Demonstrate the role of effective Communication skills in health in a simulated environment | S | SH | Y | DOAP, FAP Clinical posting | Skill assessment /OSCE | |
| CM1.10 | Demonstrate the Important aspects of the doctor patient relationship in a simulated environment | S | SH | Y | DOAP, FAP Clinical posting | Skill assessment /OSCE | |
| Topic 2: Relationship of social and behavioural to health and disease Number of competencies:(5) Number of competencies that require certification:(2) | | | | | | | |
| CM2.1 | Describe the steps and perform clinico socio-cultural and demographic assessment of the individual, family and community | S | SH | Y | LGT,SGT, DOAP FAP Clinical posting | Written/Vova voce/ Skill assessment | 5 |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning methods | Suggested Assessment methods | Number required to certify P |
|---|--|-------------------|---------------------|-------------|--|--|------------------------------------|
| CM2.2 | Describe the socio-cultural factors, family (types), its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status | S | SH | Y | LGT,SGT, DOAP FAP Clinical posting | Written/Vova voce/ Skill assessment /OSCE | 5 |
| CM2.3 | Describe and demonstrate in a simulated environment the assessment of barriers to good health and health seeking behavior | S | SH | Y | LGT,SGT, DOAP FAP Clinical posting | Written/Vova voce/ Skill assessment /OSCE | |
| CM2.4 | Describe social psychology, community behaviour and community relationship and their impact on health and disease | K | KH | Y | LGT,SGT,FAP Clinical posting | Written/Vova voce | |
| CM2.5 | Describe poverty and social security measures and its relationship to health and disease | K | KH | Y | LGT,SGT,FAP Clinical posting | Written/Vova voce | |
| Topic 3: Environmental Health Problems Number of competencies:(08) Number of competencies that require certification:(NIL) | | | | | | | |
| CM3.1 | Describe the health hazards of air, water, noise, radiation and pollution | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM3.2 | Describe concepts of safe and wholesome water, sanitary sources of water, water purification processes, water quality standards, concepts of water conservation and rainwater harvesting | K | KH | Y | LGT,SGT, DOAP FAP Clinical posting | Written/Vova voce | |
| CM3.3 | Describe the aetiology and basis of water borne diseases /jaundice /hepatitis /diarrheal diseases | K | KH | Y | LGT,SGT, DOAP FAP Clinical posting | Written/Vova voce | |
| CM3.4 | Describe the concept of solid waste, human excreta and sewage disposal | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM3.5 | Describe the standards of housing and the effect of housing on health | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM3.6 | Describe the role of vectors in the causation of diseases. Also discuss National Vector Borne disease Control Program | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM3.7 | Identify and describe the identifying features and life cycles of vectors of Public Health Importance and their control measures | S | SH | Y | LGT,SGT, DOAP FAP Clinical posting | Written/Vova voce/ Skill assessment/OSCE | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning methods | Suggested Assessment methods | Number required to certify P |
|--|--|-------------------|---------------------|-------------|--|--|------------------------------------|
| CM3.8 | Describe the mode of action, application cycle of commonly used insecticides and rodenticides | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| Topic 4: Principles of health promotion and education Number of competencies:(4) Number of competencies that require certification:(01) | | | | | | | |
| CM4.1 | Describe various methods of health education with their advantages and limitations | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM4.2 | Describe the methods of organizing health promotion and education and counselling activities at individual family and community settings | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM4.3 | Demonstrate and describe the steps in evaluationof health promotion and education program | S | SH | Y | SGT, DOAPFAP Clinical posting | Written/Vova voce/ Skill assessment /OSCE | |
| CM 4.4 | Conduct a health education session for community awareness in a simulated environment/FAP/clinical posting | S | SH | Y | SGT, DOAPFAP Clinical posting | Written/Vova voce/ Skill assessment /OSCE | 1 |
| Topic 5: Nutrition Numberofcompetencies:(22) Numberofcompetenciesthatrequire certification:(5) | | | | | | | |
| CM5.1 | Describe the common sources of various nutrients and special nutritional requirements according to age, sex, activity, physiological Conditions | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM5.2 | Describe and demonstrate the correct method of performing a nutritional assessmentof individuals, families andthecommunity by using the appropriate method | S | SH | Y | DOAP, FAP Clinical posting | Skill assessment /OSCE | |
| CM5.3 | Define and describe common nutrition related health disorders (includingmacro-PEM, Micro-iron, Zn, iodine, Vit.A), their control and management | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM5.4 | Plan and recommend a suitable diet for the individuals and families based on local availability of foods and economic status, etc in a simulated environment | S | SH | Y | DOAP, FAP Clinical posting | Skill assessment /OSCE | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning methods | Suggested Assessment methods | Number required to certify P |
|---------|--|-------------------|---------------------|-------------|--|--|------------------------------------|
| CM5.5 | Describe the methods of nutritional surveillance principles nutritional education and rehabilitation in the context of socio-cultural factors. | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM5.6 | Enumerate and discuss the National Nutrition Policy, important national nutritional Programs including the Integrated Child Development Services Scheme (ICDS) etc | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM5.7 | Describe food hygiene | K | KH | Y | LGT, SGT FAP Clinical posting | Written/Vova voce FAP Clinical posting | |
| CM5.8 | Describe and discuss the importance and methods of food fortification and effects of additives and adulteration | K | KH | Y | LGT, SGT FAP Clinical posting | Written/Vova voce | |
| CM5.9 | Perform nutritional assessment of individual, family and community using appropriate method and plan a diet for health promotion based on the assessment | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | 5 |
| CM 5.10 | Recommend a dietary plan for a person with DM/ HTN/ Obesity in a simulated environment/FAP/Clinical posting | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | 5 |
| CM5.11 | Plan a diet for an adult which meets the protein (macro nutrients) requirements as per latest RDA-NIN guidelines for vegetarian/ ovo-vegetarian/non-vegetarian | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | 5 |
| CM5.12 | Demonstrate different types of breastfeeding holds, latching, manual expression of breast milk using a baby model and breast model. | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | 5 |
| CM 5.13 | Counsel a mother about complementary feeding for different age groups of the child covering the 8 dietary diversity food groups, quantity, frequency, consistency of the food. | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | 5 |
| CM 5.14 | Demonstrate an awareness of their own personal health and nutrition | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| CM 5.15 | Demonstrate knowledge of the role of nutrition in health promotion and disease prevention | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| CM 5.16 | Have knowledge of breast feeding and complementary feeding Practices | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning methods | Suggested Assessment methods | Number required to certify P |
|---|--|------------------------------------|---------------------|-------------|--|---|------------------------------------|
| CM 5.17 | Ability to counsel mothers on breast feeding with focus on attachment to breast and correct position of the newborn | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| CM 5.18 | Ability to counsel mothers on complementary feeding using National guidelines while being sensitive of cultural and socioeconomic influences | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| CM 5.19 | Assess the nutritional content of processed foods learning to understand labels, and empower patients to make informed nutritional decisions. | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| CM 5.20 | Counsel for diet modification for a diabetic/ hypertensive/obese individual | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| CM 5.21 | Plan and conduct a health education session on nutrition in NCD clinic / in community | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| CM 5.22 | Counsel mother on breast feeding and complementary feeding | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| Topic 6: Basic statistics and its applications | | Number of competencies:(06) | | | Number of competencies that require certification:(1) | | |
| CM6.1 | Formulate research question for a study | K | KH | Y | SGT, LGT, DOAP | Written/Vova voce/ Skill assessment | |
| CM6.2 | Describe and discuss the principles and demonstrate the methods of collection, classification, analysis, interpretation and presentation of statistical data | S | SH | Y | SGT, LGT, DOAP | Written/Vova voce/ Skill assessment/OSCE | |
| CM6.3 | Describe, discuss and demonstrate the application of elementary statistical methods including test of significance in various study designs | S | SH | Y | SGT, LGT, DOAP | Written/Vova voce/ Skill assessment/OSCE | |
| CM6.4 | Enumerate, discuss and demonstrate Common sampling techniques, simple statistical methods, frequency distribution, measures of central tendency and dispersion | S | SH | Y | SGT, LGT, DOAP | Written/Vova voce/ Skill assessment/OSCE | |
| CM 6.5 | Able to understand use of statistical software for the data analysis | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| CM 6.6 | Perform descriptive statistics of a given data-set and interpret | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | 5 |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning methods | Suggested Assessment methods | Number required to certify P |
|---|---|------------------------------------|---------------------|--|--|---------------------------------|------------------------------------|
| Topic 7: Epidemiology | | Number of competencies:(11) | | Number of competencies that require certification: (01) | | | |
| CM7.1 | Define Epidemiology and describe and enumerate the principles, concepts and uses | K | KH | Y | SGT, LGT | Written/Vova voce | |
| CM7.2 | Enumerate, describe and discuss the modes of transmission and measures for prevention and control of communicable and non-communicable diseases | K | KH | Y | SGT, LGT | Written/Vova voce | |
| CM7.3 | Enumerate, describe and discuss the sources of epidemiological data | K | KH | Y | SGT, LGT | Written/Vova voce | |
| CM7.4 | Define, calculate and interpret morbidity and mortality indicators based on given set of data | S | SH | Y | SGT,DOAP | Written/Skill assessment, OSCE | 5 |
| CM7.5 | Enumerate, define, describe and discuss epidemiological study designs | K | KH | Y | SGT, LGT | Written/Vova voce | |
| CM7.6 | Enumerate and evaluate the need of screening tests | S | SH | Y | SGT,DOAP | Written/Skill Assessment | |
| CM7.7 | Describe and demonstrate the steps in the Investigation of an epidemic of communicable disease and describe the principles of control measures | S | SH | Y | SGT,DOAP | Written/Skill assessment /OSCE | |
| CM7.8 | Describe the principles of association, causation and biases in epidemiological studies | K | KH | Y | SGT, LGT | Written/Vova voce | |
| CM7.9 | Describe and demonstrate the application of computers in epidemiology | S | KH | Y | SGT,DOAP | Written | |
| CM 7.10 | Able to demonstrate development of research proposal | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| CM 7.11 | Able to demonstrate the skills for critically appraise the research articles or research data | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| Topic 8: Epidemiology of communicable and non- communicable diseases | | Number of competencies:(07) | | Number of competencies that require certification:(NIL) | | | |
| CM8.1 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning methods | Suggested Assessment methods | Number required to certify P |
|---|---|-------------------|---------------------|-------------|--|---------------------------------|------------------------------------|
| CM8.2 | Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for Non-Communicable diseases (diabetes, Hypertension, Stroke, obesity and cancer etc.) | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |
| CM8.3 | Enumerate and describe disease specific National Health Programs including their prevention and treatment of a case | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |
| CM8.4 | Describe the principles and enumerate the measures to control a disease epidemic | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |
| CM8.5 | Describe and discuss the principles of planning, Implementing and evaluating control measures for disease at community level bearing in mind the public health importance of the disease | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |
| CM8.6 | Educate and train health workers in disease surveillance, control & treatment and health education | S | SH | Y | DOAP FAP Clinical posting | Skill assessment /OSCE | |
| CM8.7 | Describe the principles of management of information systems | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |
| Topic 9: Demography and vital statistics Number of competencies:(07) Number of competencies that require certification:(NIL) | | | | | | | |
| CM9.1 | Define and describe the principles of Demography, Demographic cycle, Vital statistics | K | KH | Y | SGT, LGT | Written/Vova voce | |
| CM9.2 | Define, calculate and interpret demographic indices including birth rate, death rate, fertility rates | S | SH | Y | LGT,SGT, DOAP | Skill assessment /OSCE | |
| CM9.3 | Enumerate and describe the causes of declining sex-ratio and its social and health Implications | K | KH | Y | SGT, LGT | Written/Vova voce | |
| CM9.4 | Enumerate and describe the causes and consequences of population explosion and population dynamics of India. | K | KH | Y | SGT, LGT | Written/Vova voce | |
| CM9.5 | Describe the methods of population control | K | KH | Y | SGT, LGT | Written/Vova voce | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning methods | Suggested Assessment methods | Number required to certify P |
|--|---|-------------------|---------------------|-------------|--|--|------------------------------------|
| CM9.6 | Describe theNational PopulationPolicy | K | KH | Y | SGT, LGT | Written/Vova voce | |
| CM9.7 | Enumerate the sources of vital statistics including census, SRS, NFHS, NSSO etc | K | KH | Y | SGT, LGT | Written/Vova voce | |
| Topic 10: Reproductive maternal and child health Number ofcompetencies:(10) Number of competencies that require certification:(NIL) | | | | | | | |
| CM10.1 | Describe thecurrentstatus of Reproductive, maternal, newborn and Child Health | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |
| CM10.2 | Enumerate and describe the methods of screening high-risk groups and common health problems | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |
| CM10.3 | Describe local customs and practices during pregnancy, child birth, lactation and child feeding practices | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |
| CM10.4 | Describe thereproductive, maternal, newborn &child health (RMCH); child survival and safe motherhood interventions | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |
| CM10.5 | Describe Universal Immunization Program; Integrated Management of Neonatal and Childhood Illness (GMNCI) and other existing Programs. | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |
| CM10.6 | Enumerate and describe various family planning methods, their advantages and shortcomings | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |
| CM10.7 | Enumerate and describe the basis and principles of the Family Welfare Program including the organization, technical and operational aspects | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |
| CM10.8 | Describe the physiology, clinical management and principles of adolescent health including ARSH | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce FAP Clinical posting | |
| CM10.9 | Describe and discuss gender issues and women empowerment | K | KH | Y | SGT, LGT FAP Clinical posting | Written/Vova voce | |
| CM 10.10 | Able to manage the health care services for reproductive and child care services under supervision | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| Topic 11: Occupational Health Number ofcompetencies:(06) Number of competenciesthat requirecertification:(NIL) | | | | | | | |
| CM11.1 | Enumerate and describe the presenting features of patients with occupational illness including agriculture | K | KH | Y | SGT, LGT | Written/Vova voce | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning methods | Suggested Assessment methods | Number required to certify P |
|---|---|-------------------|---------------------|-------------|--|---------------------------------|------------------------------------|
| CM11.2 | Describe the role, benefits and functioning of the employees state insurance scheme | K | KH | Y | SGT, LGT | Written/Vova voce | |
| CM11.3 | Enumerate and describe specific occupational health hazards, their risk factors and preventive measures | K | KH | Y | SGT, LGT | Written/Vova voce | |
| CM11.4 | Describe the principles of ergonomics in health preservation | K | KH | Y | SGT, LGT | Written/Vova voce | |
| CM11.5 | Describe occupational disorders of health professionals and their prevention & management | K | KH | Y | SGT, LGT | Written/Vova voce | |
| CM 11.6 | Able to manage the occupational health services at factory or industry level in a simulated environment | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| Topic 12: Geriatric services Number ofcompetencies:(05) Number of competencies that require certification:(NIL) | | | | | | | |
| CM12.1 | Define and describe the concept of Geriatric services | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM12.2 | Describe health problems of aged population | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM12.3 | Describe the prevention of health problems of aged population | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM12.4 | Describe National program for elderly | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM 12.5 | Able to identify the health needs to elderly individuals at the earliest | S | SH | Y | LGT, SGT FAP Clinical posting | Written/Vova voce/OSCE | |
| Topic 13: Disaster Management Number of competencies:(05) Number of competencies that require certification:(NIL) | | | | | | | |
| CM13.1 | Define and describe the concept of Disaster management | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM13.2 | Describe disaster management cycle | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM13.3 | Describe man-made disasters in terworld And in India | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM13.4 | Describe the details ofthe National Disaster management Authority | K | KH | Y | LGT, SGT | Written/Vova voce | |
| CM 13.5 | Able to understand the management of handing a disaster in a simulated environment | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning methods | Suggested Assessment methods | Number required to certify P |
|---|---|-------------------|---------------------|-------------|--|---------------------------------|------------------------------------|
| Topic 14: Hospitalwaste management Number ofcompetencies:(04) Number of competencies that require certification:(NIL) | | | | | | | |
| CM14.1 | Define and classify hospital waste | K | KH | Y | LGT,SGT, visit to hospital | Written/Vova voce | |
| CM14.2 | Describe various methods of treatment of hospital waste | K | KH | Y | LGT,SGT,visit to hospital | Written/Vova voce | |
| CM14.3 | Describe laws related to hospital waste management | K | KH | Y | LGT, SGT | Written/Vova voce | |
| CM 14.4 | Able to segregate the various hospital waste | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| Topic 15: Mental Health Number of competencies:(04) Number of competencies that require certification: (NIL) | | | | | | | |
| CM15.1 | Define and describe the concept of mental Health | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM15.2 | Describe warning signals of mental health disorder | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM15.3 | Describe National Mental Health program | K | KH | Y | LGT,SGT FAP Clinical posting | Written/Vova voce | |
| CM 15.4 | Able to recognise the mental issues among individuals, families and communities at the earlier stages | S | SH | Y | LGT, SGT FAP Clinical posting | Written/Vova voce/OSCE | |
| Topic 16: Health planning and management Number of competencies:(05) Number of competencies that require certification:(NIL) | | | | | | | |
| CM16.1 | Define anddescribe theconcept ofHealthplanning | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM16.2 | Describepanningcycle | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM16.3 | Describe Healthmanagement techniques | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM16.4 | Describe health planning in India and National policies related to health and health planning | K | KH | Y | LGT, SGT | Written/Vova voce | |
| CM 16.5 | Demonstrate understanding of concepts of Health planning in India, various health care economics analysis | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| Topic 17: Health care of the community Number of competencies:(06) Number of competencies that require certification: (NIL) | | | | | | | |
| CM17.1 | Define and describe the concept of health care to community | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM17.2 | Describe community diagnosis | K | KH | Y | LGT,SGT | Written/Vova voce | |

| Number | COMPETENCY The student should be able to | Domain K/S/A/C | Level K/KH/ SH/P | Core Y/N | Suggested Teaching learning methods | Suggested Assessment methods | Number required to certify P |
|--|--|-------------------|---------------------|-------------|--|---------------------------------|------------------------------------|
| CM17.3 | Describe primary health care, its components and principles | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM17.4 | Describe National policies related to health and health planning and millennium development goals | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM17.5 | Describe healthcare delivery in India | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM 17.6 | Demonstrate understanding of health system functioning in India | S | SH | Y | LGT, SGT, FAP Clinical posting | Written/Vova voce/OSCE | |
| Topic 18: International Health Number of competencies:(3) Number of competencies that require certification (NIL) | | | | | | | |
| CM18.1 | Define and describe the concept of International health | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM18.2 | Describe roles of various international health agencies | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM 18.3 | Demonstrate understanding role of various international and national agencies in health & disease with prevention of emergence and re-emergence of diseases and prevention of pandemic and handling the Pandemic | S | SH | Y | LGT, SGT | Written/Vova voce/OSCE | |
| Topic 19: Essential Medicine Number of competencies:(04) Number of competencies that require certification:(NIL) | | | | | | | |
| CM19.1 | Define and describe the concept of Essential Medicine List (EML) | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM19.2 | Describe roles of essential medicine in primary health care | K | KH | Y | LGT,SGT | Written/Vova voce | |
| CM19.3 | Describe counterfeit medicine and its prevention | K | KH | Y | LGT, SGT | Written/Vova voce | |
| CM19.4 | Demonstrate understanding of mechanism of identifying and calculation of requirements of various medicines and essential medicine at primary health care | S | SH | Y | LGT, SGT FAP Clinical posting | Written/Vova voce/OSCE | |
| Topic 20: Recent advances in Community Medicine Number of competencies:(04) Number of competencies that require certification:(NIL) | | | | | | | |
| CM20.1 | List Important public health events of last five years | K | KH | Y | LGT, SGT | Written/Vova voce | |
| CM20.2 | Describe various issues during outbreaks and their prevention | K | KH | Y | LGT, SGT | Written/Vova voce | |
| CM 20.3 | Describe any event important to Health of the Community | K | KH | Y | LGT, SGT | Written/Vova voce | |
| CM 20.4 | Demonstrate awareness about laws pertaining to practice of community medicine | K | KH | Y | LGT, SGT | Written/Vova voce | |



MGM INSTITUTE OF HEALTH SCIENCES

(Deemed to be University u/s 3 of UGC Act, 1956)

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