

# COMPETENCY BASED DYNAMIC CURRICULUM FOR THIRD BHMS PROFESSIONAL COURSE

(Applicable from Batch 2022-2023 onwards for 5 years or until further notification by National Commission for Homoeopathy whichever is earlier)

(Community Medicine)



**HOMOEOPATHY EDUCATION BOARD**

**NATIONAL COMMISSION FOR HOMOEOPATHY**

**MINISTRY OF AYUSH, GOVERNMENT OF INDIA**

JAWAHAR LAL NEHRU BHARTIYA CHIKITSA AVUM HOMOEOPATHY ANUSANDHAN BHAVAN

No.61-65, Institutional Area, opp. 'D' block, Janak Puri, New Delhi-110 058

**Subject name:** - Community Medicine

**Subject code:** HomUG-CM -I

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## **1. Preamble**

Community medicine identifies different bio-psycho-social-cultural-economical-environmental-occupational and climatic factors, that determine health and influence the human body, and derange it if the adaptation to these factors gets deviated. These influence the quality of life and predispose individuals to disease. Several genetic, nutritional, and microbiological factors, if taken care of in early stages, not only prevent diseases but also help in the promotion of health and enhance the quality of life. Behavioural factors play a key role in keeping a man healthy and maintaining better adaptation to other factors. Many lifestyle illnesses and preventable diseases are on the rise which need better understanding for their prevention. The main goal of community medicine/public health is to improve the health of the community.

Homoeopathic practitioners' responsibility is not only to restore the sick to health with their basic clinical skills but also to analyse the community health problem, prevent diseases at the community level as well as promote good health. To improve community health homoeopathic community medicine practitioners are required to work beyond their medical knowledge, they should possess knowledge of other sub-disciplines such as biostatistics, social and behavioral health, environmental health, healthcare management, public health nutrition, health economics, health financing, health informatics, and other related disciplines.

Clinical specialists are generally confined to clinics or hospitals, whereas the scope of community medicine practitioners extends from clinic/hospital to community to provide their preventive, promotive curative, rehabilitative, and palliative services. The Homoeopathic physician, as directed in aphorism 4, is the preserver of health and helps the community to live for the higher purpose of existence

Homoeopathic physicians as Community medicine practitioners should be able to identify and prioritize the health problems, as well as the health needs of the community. He/she must identify the determinants provide appropriate intervention and also educate the community about prevention and maintaining good health. This will require early exposure to community posting so that the student understands the multifactorial causes and preserves health when derailed.

Community medicine deals with prevention at the individual and community levels and integration of it with Organon will equip the homoeopathic physician better to manage them. Homoeopathic physicians should become a holistic healer and leaders in all caring disciplines. The current concept of prevention and promotion will become clear through the integration of homoeopathic subjects such as Organon, Materia Medica, and other medical courses with community medicine. It would enable the students to render their duties and responsibilities efficiently, effectively, and sustainable way. To accomplish this Community Medicine CBDC curriculum is aptly designed.

## 2. Program outcomes (PO)

- i. **PO1: Community Health Expertise**  
Demonstrate a comprehensive understanding of community health issues and apply homoeopathic clinical knowledge to effectively assess, manage, and resolve them.
- ii. **PO2: Preventive and Social Medicine Application**  
Integrate knowledge of health and disease determinants to develop strategies for disease prevention, health promotion, and control measures at the individual and population levels.
- iii. **PO3: Public Health Surveillance and Response**  
Identify and prioritise public health problems, initiate timely interventions, and contribute to disease surveillance and reporting systems at local, regional, and national levels.
- iv. **PO4: Epidemic and Outbreak Management**  
Understand and participate in the investigation and management of epidemics and outbreaks using standard public health tools and homoeopathic principles.
- v. **PO5: Community-Based Screening and Intervention**  
Engage in screening programs for early detection of diseases and provide relevant homoeopathic interventions at individual and community levels.
- vi. **PO6: Community Engagement and Empowerment**  
Promote and facilitate active community involvement in health-related decision-making and implementation of disease prevention and health promotion strategies.
- vii. **PO7: Socio-behavioral Health Interventions**  
Recognize the role of community behaviors and socio-cultural factors in health and disease and plan suitable health education and behavioral interventions.
- viii. **PO8: Epidemiology and Research Proficiency**  
Apply epidemiological methods in identifying, analyzing, and interpreting public health data; contribute to the planning and execution of health studies.
- ix. **PO9: National Health Program Implementation**  
Participate in the planning, execution, and monitoring of national and state health programs tailored to the needs of specific communities.
- x. **PO10: Research Methodology in Homoeopathy**  
Select and apply appropriate research study designs to conduct ethical, evidence-based research in community-oriented homoeopathy practice.

### 3. Course outcomes

**At the end of the Community Medicine course, the student shall be able to**

- i. Recognise community health problems, apply clinical skills, and manage the problems using homoeopathic principles.
- ii. Identify determinants of health and disease, and use the knowledge for prevention, and control of diseases and promote good health in the community.
- iii. Identify, prioritise, manage, and report diseases of public health importance at the appropriate levels.
- iv. Outline the process of epidemics/outbreak investigation and manage them with a homoeopathic approach.
- v. Participate in screening of diseases at individual and community levels.
- vi. Promote community participation in disease prevention and control; and promotion of health.
- vii. Identify community behaviours associated with health problems and provide interventions.
- viii. Factor in epidemiological principles while conducting studies /research; collect, collate, analyse, and report public health problems.
- ix. Plan and participate in implementing national health programs in the community.
- x. Select an appropriate research study design to conduct research in homoeopathy.

#### 4. Learning objectives (LO)

The learning objectives for this course are to-

- i. Define the concept of community medicine and describe the growth and development of public health in India
- ii. Explain the concept of health, disease and causation from a public health point of view and specifically from the homoeopathic science perspective.
- iii. Explain the Community Health, Healthcare of the Community, and Healthcare Delivery Systems in India
- iv. Summarise the Social and Behavioural Health issues and their Relevance to Homoeopathy.
- v. Detect the role of Nutrition for Community Health.
- vi. Evaluate the role of environmental factors on health.
- vii. Illustrate the mental health issues in the community in general and those arising due to addiction.
- viii. Determine the reproductive, maternal, newborn, child, adolescent health, geriatric health, and communicable and occupational health issues.
- ix. Compile the Demography, and Vital Statistics.

#### 5. Course content and its term-wise distribution

Sl. No.	List of Topics	Term
1.	<b>Fundamental Concepts of Community Medicine, Public Health, and History of Community Medicine.</b> 1.1. Basic definitions 1.2. Public health 1.3. History of public health 1.4. History of public health in India 1.5. Importance of community medicine for Homoeopath 1.6. Role of homoeopaths in public health	I

<b>2.</b>	<b>Concepts of Health, Disease Causation &amp; Prevention and Homoeopathy</b> <ul style="list-style-type: none"> <li>2.1. Concept of health</li> <li>2.2. Health</li> <li>2.3. Disease causation</li> <li>2.4. Biomedical Model of Health</li> <li>2.5. Web of Causation</li> <li>2.6. Natural history of disease</li> <li>2.7. Levels of prevention</li> <li>2.8. Determinants of health</li> <li>2.9. Iceberg phenomenon</li> <li>2.10. Spectrum of health</li> <li>2.11. Disease elimination and control</li> <li>2.12. Concept of health and disease from a Homoeopathic perspective</li> <li>2.13. Concept of well-being</li> <li>2.14. Indicators of health and disease</li> <li>2.15. Mortality Rates</li> <li>2.16. Morbidity Rates</li> <li>2.17. Disability rates</li> <li>2.18. Summary measures</li> <li>2.19. Health status of India</li> </ul>	I
<b>3.</b>	<b>Community Health, Healthcare of the Community, and Healthcare Delivery Systems in India</b> <ul style="list-style-type: none"> <li>3.1. Health System</li> <li>3.2. Types of health systems</li> <li>3.3. Health systems framework</li> <li>3.4. Healthcare of the community</li> <li>3.5. Healthcare Levels in India</li> <li>3.6. Healthcare Delivery Systems in India</li> </ul>	I
<b>4.</b>	<b>Social and Behavioural Health and its Relevance to Homoeopathy</b> <ul style="list-style-type: none"> <li>4.1. Social and Behavioural Health</li> <li>4.2. Health Behaviour</li> <li>4.3. Medical Sociology</li> <li>4.4. Social Determinants of Health</li> </ul>	I

	4.5. Community 4.6. Family in Health and Disease 4.7. Social Stratification: Socioeconomic status, social class, Poverty, and Health 4.8. Health promotion, Behavioural health theories, and Behaviour Change Communication (BCC) 4.9. Clinical, social-cultural, and demographic assessment of individual, family, and community (Medico social case workup) 4.10. Family Health Record	
<b>5.</b>	<b>Nutrition for Community Health</b> 5.1. Nutrition: General concepts 5.2. Dietary standards: Recommended Dietary Allowance (RDA and Estimated Average Requirement (EAR) 5.3. Energy 5.4. Proximate Principles of Food, Protein, Fats, Carbohydrates 5.5. Dietary fibre 5.6. Vitamins 5.7. Minerals 5.8. Nutritional requirements of special groups 5.9. Nutritional problems of public health importance 5.10. Milk and Meat 5.11. Nutritional assessment, surveillance, education and rehabilitation 5.12. Food Safety, Food Hygiene, Food Processing, Food Additives, Food preservatives, Food Fortification, Food adulteration and food toxicants. 5.13. National Nutritional Programs	I
<b>6.</b>	<b>Environment and Health</b> 6.1. Basic introduction to environmental health 6.2. Water and Health 6.3. Sanitation, Solid Waste, Human Excreta and Sewage disposal 6.4. Disposal of Solid waste and wastewater 6.5. Excreta Disposal 6.6. Bio-medical waste and its management 6.7. Temperature and health	I



	6.8. Noise and health 6.9. Environmental Pollution 6.10. Air and health 6.11. Ventilation and health 6.12. Radiation and health 6.13. Light and Health 6.14. Housing and Health 6.15. Laws of environmental pollution 6.16. Medical Entomology	
<b>7.</b>	<b>Mental Health</b> 7.1.Mental Health 7.2.Health problems due to tobacco, alcohol, and drug abuse.	II
<b>8.</b>	<b>Reproductive, Maternal, Newborn, Child and Adolescent Health and related National Health Programmes</b> 8.1.RMNCHA Introduction 8.2.Maternal Health 8.3.Gender issues and women's empowerment 8.4.Care of Newborn 8.5.Infant and Child Healthcare 8.6.Under-Five Children 8.7.Growth and Development of Child 8.8.Adolescents Health 8.9.Reproductive health 8.10. Immunisation	II
<b>9.</b>	<b>Geriatric Health and Health of Specially Abled Population</b> 9.1. Definitions 9.2. Concept of Geriatric Services 9.3. Prevention and Control of Health Problems of the Elderly 9.4. National Health Programs 9.5. End-of-Life Care and Palliative Care of the Elderly 9.6. Comprehensive Geriatric Assessment 9.7. Disability / Healthcare of Specially abled population	II

<b>10.</b>	<b>Demography, Vital Statistics, Family Welfare Planning and Contraception</b> 10.1. Definition 10.2. Demographic Cycle/Transition 10.3. Population statistics 10.4. Demographic Profile 10.5. Vital Statistics 10.6. Measures of Fertility 10.7. Vital Statistics: Sources of information /vital statistics 10.8. Family Welfare 10.9. Contraception 10.10. MTP Act 10.11. PC PNDT Act	II
<b>11.</b>	<b>Communicable Diseases and Relevant National Health Programmes</b> 11.1. Definitions 11.2. Classification of Infectious Diseases 11.3. General epidemiology of airborne diseases 11.4. Respiratory Infections 11.5. Intestinal Infections 11.6. Arthropod Infections 11.7. Zoonoses Diseases 11.8. Surface Infection 11.9. Hospital-Acquired Infections / Nosocomial Infections	II
<b>12.</b>	<b>Occupational Health</b> 12.1. Occupational Health 12.2. Ergonomics 12.3. Health Hazards in Agriculture 12.4. Health Hazards in Healthcare Professionals 12.5. Health Hazards in other sectors 12.6. Occupational Diseases 12.7. Occupational Lung Diseases 12.8. Occupational industrial accidents 12.9. Occupational Dermatitis	II

	12.10. Lead poisoning	
	12.11. Occupational burnout and stress	
	12.12. Working condition	
	12.13. Occupational health assessment	

## 6. Teaching Hours

### 6.1. Gross division of teaching hours

Community Medicine		
Year	Teaching hours- Lectures	Teaching hours- Non-lectures
III BHMS	100	60

### 6.2 Teaching hours theory

S. no.	List of Topics	Hours
1	Fundamental Concepts of Community Medicine, Public Health, and History of Community Medicine.	02
2	Concepts of Health, Disease Causation & Prevention and Homoeopathy	05
3	Community Health, Healthcare of the Community, and Healthcare Delivery Systems in India	08
4	Social and Behavioural Health and its Relevance to Homoeopathy	08
5	Nutrition for Community Health	10
6	Environment and Health	10
7	Mental Health	04
8	Reproductive, Maternal, Newborn, Child and Adolescent Health and related National Health Programmes	10
9	Geriatric Health and Health of Specially Abled Population	05
10	Demography, Vital Statistics, Family Welfare Planning and Contraception	06
11	Communicable Diseases and Relevant National Health Programmes	24
12	Occupational Health	08
	<b>Total</b>	<b>100</b>

### 6.3 Teaching hours: Non-lecture

Sr. No.	Non-Lecture Activity	Term	Time Allotted per Activity (Hours)
<b>A.</b>	<b>Practical:</b>		<b>42</b>
1.	Balanced Diet	I	3
2.	Growth Chart (RMNCHA+)	II	3
3.	Menstrual Hygiene	II	3
4.	Family Planning & Contraceptive Methods	II	3
<b>B.</b>	<b>Field Visits:</b>		
1.	Water treatment plant	I	3
2.	Milk Pasteurization Plant	I	3
3.	Primary Health Centre/Sub-Centre/Anganwadi Centre	I	6
4.	Infectious Disease Hospital Visits	II	6
5.	Industrial units	II	6
6.	Old age home, Rehab centre for physical and mental disabilities, Mental health facility including remand home, asylum, child care centre	II	6
<b>C.</b>	<b>Demonstration:</b>		<b>18</b>
1.	Water Quality & Purification	I	5
2.	Air Quality Assessment	I	4
3.	Food & Beverage Adulterations: Milk	I	4
4.	Nutritional Assessment	II	5
	<b>Total Hours</b>		<b>60</b>

## 7. Content mapping (competencies tables)

### 7.1. Topic: Fundamental Concepts of Community Medicine, Public Health, and History of Community Medicine

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment	Integration
								Formative	Summative
Hom UG CM I-T 1.1	KS	K	Basic definitions	Define the terms “Community Medicine”, “Preventive Medicine”, “Social Medicine”, “Preventive Medicine”, and “Public Health”.	C-I	NK	Lecture Library Reference	Viva MCQ	NA
Hom UG CM I-T 1.2	KS	KH	Public health	Discuss the functions of public health Differentiate between preventive medicine and public health	C-II	NK	Lecture, Library Reference	Viva MCQ	NA
Hom UG CM I-T 1.3	KS	KH	History of public health	Discuss the evolution of public health globally	C-II	NK	Lecture, Library Reference	Viva MCQ	NA
Hom UG CM	KS	KH	History of public health in India	Discuss the evolution of public health in India	C-II	NK	Lecture, Library Reference	Viva MCQ	NA

I-T 1.4									
Hom UG CM I-T 1.5	KS	KH	Importance of community medicine for Homoeopath	Discuss the need to study community medicine in BHMS	C-II	NK	Lecture, Library Reference	Viva MCQ	NA
Hom UG CM I-T 1.6	KS	KH	Role of homoeopaths in public health	Recognize the role of homoeopathic practitioners in public health.	C-II	NK	Lecture, Library Reference	Viva MCQ	NA

#### 7.2. Concepts of Health, Disease Causation & Prevention and Homoeopathy

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM I-T 2.1	KS	KH	Concept of health	Discuss the history of health  Discuss the biomedical, ecological, psychological, and spiritual dimensions of holistic health	C-II	DK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	Organon of Medicine
Hom UG CM I-T	KS	K	Health	Define the term "Health" as per WHO.	C-I	DK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ,	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
2.2										
Hom UG CM I-T 2.3	KS	KH	Disease causation	Describe theories of disease causation in the Primitive and Middle Ages.	C-II	DK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	MCQ, SAQ	Organon of medicine- Vital force, and miasms
				Describe the Germ Theory of disease.	C-II	MK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	MCQ, SAQ	
Hom UG CM I-T 2.4	KS	KH	Biomedical Model of Health	Describe the characteristics of agent, host, and environmental factors in health and disease in the epidemiological triad	C-II	MK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	MCQ, SAQ	Organon of Medicine - Vital Force
Hom UG CM I-T 2.5		KH	Web of causation	Describe the multifactorial aetiology of disease. & “BEINGS” Model	C-II	MK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	MCQ, SAQ	Organon of Medicine- Hahnemann’s classification of causation
				Discuss predisposing, enabling, precipitating,	C-II	MK	1. Lecture 2. Small	MC Q	MCQ, SAQ	Organon of Medicine-

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				reinforcing, and risk factors in disease causation			Group Discussion	Viva Quiz		
Hom UG CM I-T 2.6	KS	KH	Natural history of the disease	Discuss the natural history & Evolution of the disease.	C-II	MK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	MCQ, SAQ	Organon of Medicine-
	KS	KH		Describe the incubation and latent period of disease .	C-II	MK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	MCQ, SAQ	Organon of Medicine-
Hom UG CM I-T 2.7	KS, PC	KH	Levels of prevention	Describe various levels of prevention. Discuss the application of intervention at various levels of prevention.	C-II	MK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	MCQ, SAQ	
Hom UG CM I-T 2.8	KS, PC	KH	Determinants of health	Describe the determinants of health	C-II	MK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	MCQ, SAQ	Organon of Medicine
Hom UG CM	KS, PC	KH	Iceberg phenomenon	Explain the concept of the iceberg phenomenon in human	C-II	DK	1. Lecture 2. Small Group	MC Q Viva	MCQ, SAQ	



SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
I-T 2.9				diseases.			Discussion	Quiz		
Hom UG CM I-T 2.10	KS, PC	KH	Spectrum of health	Discuss the spectrum of health and disease	C-II	DK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	MCQ, SAQ	
Hom UG CM I-T 2.11	KS, PC	KH	Disease elimination and control	Discuss the concept of disease control, elimination, and eradication.	C-II	MK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	MCQ, SAQ, LAQ	
Hom UG CM I-T 2.12	KS, PC, HO	KH	Concept of health disease from a Homoeopathic perspective	Compare and contrast the concept of health and disease according to Hahnemann.	C-II	DK	1. Lecture 2. Small Group Discussion 3. Flipped Classroom	MC Q Viva Quiz	MCQ, SAQ	
		K		Discuss the concept of classification of disease.	C-II	DK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	MCQ, SAQ	Organon of Medicine- Hahnemann's classification of disease.
		K		Discuss the concept of the International	C-II	NK	1. Lecture 2. Small Group	MC Q Viva	Not Assessed in Exams	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				Classification of Disease-11.			Discussion	Quiz	(NA)	
Hom UG CM I-T 2.13	KS, PC,	K	Concept of well-being	Discuss the components of the Standard of living as per the WHO.	C-I	NK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	NA	
	KS	KH		Describe the various indices to measure quality of life. (Physical quality of life, Human Development Index)	C-II	NK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	NA	
Hom UG CM I-T 2.14	KS	KH	Indicators of health and disease	Discuss the Rate, Ratio and Proportions,	C-II	NK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	NA	
Hom UG CM I-T 2.15	KS	KH	Mortality Rates	Describe mortality rates and their types. (Crude Rates, Specific Rates, Adjusted rates)	C-II	MK	1. Lecture 2. Small Group Discussion	MC Q Viva Quiz	MCQ, SAQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS	KH		Demonstrate the application of indicators of mortality: Crude Death Rate, Specific Mortality rates, Case Fatality Rate, Proportional Mortality Ratio,	C-II	MK	1. Lecture 2. Small Group Discussion 3. Blended learning	MCQ Viva Quiz	MCQ, SAQ	Obstetrics and Gynaecology, Pediatrics
Hom UG CM I-T 2.16	KS	KH	Morbidity Rates	Describe the application of Incidence and prevalence	C-II	MK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	
Hom UG CM I-T 2.17	KS	KH	Disability rates	Describe the application of indicators of disability (DALYs)	C-II	DK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	
Hom UG CM I-T 2.18	KS	KH	Summary measures	Describe the application of indicators of summary measures of population health: YPLL, PQLI, HDI, Sullivan's indicator	C-II	DK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM I-T 2.19	KS,	KH	Health status of India	Describe the current Health status of India as per various indicators	C-II	NK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	NA	

### 7.3. Community Health, Healthcare of the Community, and Healthcare Delivery Systems in India

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM I-T 3.1	KS,	K	Health System	Define the term "Health system"	C-I	NK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	NA	
Hom UG CM I-T 3.3	KS, PBL,	KH	Types of health systems	Describe the types of healthcare systems.	C-II	DK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM I-T 3.3	KS, PBL	KH	Health systems framework	Describe the structure & function of the health systems framework as per the WHO	C-II	DK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	
Hom UG CM I-T 3.4	KS, CS, PBL, PRF, PC	KH	Healthcare of community	Describe the concept of healthcare in the community.	C-II	DK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	
		K		Explain health as a fundamental right under the constitution of India.	C-I	DK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	
Hom UG CM I-T 3.5	KS, CS, PBL,	KH	Healthcare Levels in India	Describe the Levels of Healthcare in India.	C-II	MK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	
				List the components of primary healthcare	C-II	MK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				Describe the principles of primary healthcare.	C-II	MK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	
Hom UG CM I-T 3.6	KS, CS, PBL,	K	Healthcare Delivery Systems in India	Outline the organization, and functions of health administration at the national level, State, District level	C-I	DK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	
		KH		Discuss the functions of the Union Ministry of Health and Family Welfare. and responsibilities & Functions of the Director General of Health services, Central Bureau of Health Intelligence,	C-II	DK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	
		KH								

SL. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				Describe the organization, functions, services, and staffing at the center level & PHC, Ayushman Bharat Health and Wellness Centers, Community Health Center (CHC) (male and female)	C-II	MK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	
		KH		Describe the concept of the First Referral Unit (FRU)	C-II	MK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	
		KH		Describe the Basic Emergency Obstetric Care ( BEmOC) and Comprehensive Emergency Obstetric Care (CEmOC)	C-II	MK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
		KH		Describe the Concept, Structure, functions, activities, and staffing pattern of Taluk and District Hospitals	C-II	MK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MCQ, SAQ LAQ	

#### 7.4. Social and Behavioural Health and its Relevance in Homoeopathy

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM I-T 4.1	KS, PC, HO, CS, PBL, PRF	KH	Social and Behavioural Health	Recognize the need for social and behavioural health for homoeopathic practice	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	Organon of Medicine



SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS	K		Define the terms “Sociology”, and “Community”. “Culture”. “Customs”, “Acculturation”,	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
Hom UG CM I-T 4.2	KS	K	Health Behaviour	Define the terms “health behaviour”, “Illness behaviour”, “Sick role behaviour”, and “Health risk behaviour”.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PBL, PC	KH		Discuss the principles of behaviour change	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ , SAQ	
	KS, CS, PC, PBL, PRF	KH		Define the terms “health-seeking behaviour”. Discuss factors influencing health-seeking behaviour.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	
	KS, CS, PBL, PRF,	KH		Discuss barriers to good health-seeking behaviour.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain	MCQ Viva Quiz	MCQ , SAQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							Storming			
	KS, CS, PBL, PRF	KH		Identify methods to overcome the barriers to good health-seeking behaviour.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	
Hom UG CM I-T 4.3	KS	K	Medical Sociology	Define the term “medical sociology”.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, CS, PBL, PRF, HO, PC	KH		Recognize the importance of medical sociology in Homoeopathic Practice.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ , SAQ	
	KS, CS, PBL, PRF, HO, PC	KH		Define the term “social psychology”. Discuss the role of social psychology in community medicine and homoeopathic medical practice at the community level.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ , SAQ	
Hom	KS, CS, PBL,	KH	Social	Discuss social	C-II	MK	1. Lecture	MCQ	MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
UG CM I-T 4.4	PRF, PC		Determinants of Health	determinants of health and disease			2. Small group discussion 3. Brain Storming	Viva Quiz	, SAQ	
	KS, CS, PBL, PRF, PC	KH		Describe the role of social-cultural factors in health and disease	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ, SAQ	
Hom UG CM I-T 4.5	KS	K	Community	Define the term “community”.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS,	KH		Classify community as per Brint. Discuss the types of community.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ, SAQ	
	KS	K		Define the term “community behaviour”.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the importance of community behaviour discipline for community medicine/public health/ homoeopathic practice at the community level.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	
	KS	K		Define the term “community relationship. / Community engagement”.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, CS, PBL, PRF, HO, PC	KH		Justify the need and importance of community relationships for health interventions in the community.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	
	KS, CS, PBL, PRF, PC	KH		Explain community participation in health management and development.	C-III	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	
	KS, CS, PBL,	KH		Discuss the types of	C-II	MK	1. Lecture	MCQ	MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	PRF, PC			community participation in managing the healthcare of the community.			2. Small group discussion 3. Brain Storming	Viva Quiz	, SAQ	
	KS, CS, PBL, PRF, PC	KH		Demonstrate how Rogi Kalyan Samiti enhances community participation.	C-II	DK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	
	KS	K	Family in Health and Disease	Define the term “family”	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ , SAQ	
Hom UG CM I-T 4.6	KS,	KH		Discuss the types of family.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	
	KS	KH		Classify families based on (a) Authority or nature of residence.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ , SAQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				(b) Marriage pattern (c) Sanctions of marriage or nature of relation (d) size and structure (e) ancestry			3. Brain Storming			
	KS, CS, PBL,	KH		Discuss broken family, problem family, symmetrical family, reconstituted family.	C-II	DK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	
	KS,	KH		Discuss the functions of the family.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	
	KS, CS, PBL,	KH		Outline the role of family in health and illness.	C-II	DK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	
Hom	KS, CS, PBL,	KH	Social	Discuss social	C-II	DK	1. Lecture	MCQ	MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
UG CM I-T 4.7			Stratification: Socioeconomic status, social class, Poverty and Health	stratification. Recognize how social stratification influences health and disease.			2. Small group discussion	Viva Quiz	, SAQ	
	KS, CS, PBL, PRF, PC	KH		Enumerate the application of social stratification in public health/community medicine.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ , SAQ	
	KS, CS, PBL, PRF, PC	KH		Analyse socioeconomic status as a determinant of health and illness.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ , SAQ	
	KS, CS, PBL, PRF, PC	SH		Demonstrate the assessment of socioeconomic status according to the Kuppaswamy scale and Prasad's scale.	P-II	DK	Demonstration	Viva, DOPS	NA	
	KS, CS, PBL, PRF, PC	SH		Demonstrate calculation of wealth index.	P-II	DK	Demonstration	Viva DOPS	NA	
	KS	K		Define the term "poverty", "Below Poverty Line" (BPL),	C-I	NK	1. Lecture 2. Small group	MCQ Viva Quiz	NA	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							discussion			
	KS, CS, PBL, PRF, PC	KH		Compare the Multidimensional Poverty Index (MPI) with the Kuppaswamy scale and Prasad scale.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	K		Define the term “Social security”.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, CS, PBL, PRF, PC	KH		Describe the relationship of social security to health and disease.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ, SAQ	
	KS, CS, PBL, PRF, PC	K		Outline the social security scheme of the Government of India.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ, SAQ	
Hom UG CM I-T 4.8	KS	K	Health promotion, Behavioural health theories,	Define the term “health promotion”	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ, SAQ	



SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS, CS, PBL, PRF, PC, HO	KH	and Behaviour Change Communication (BCC)	Discuss the application of behaviour health theories in community medicine and homoeopathic practice at individual and community levels.	C-III	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	Psychology
	KS, CS, PBL, PRF, PC, HO	KH		Describe the Behavioural Model of Health Services and its application in Homoeopathic practice.	C-III	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	Psychology
	KS, CS, PBL, PRF, PC, HO	KH		Discuss the constructs and application of The Health Belief Model to predict health promotion behaviour.	C-III	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	Psychology
	KS, CS, PBL, PRF, PC, HO	KH		Describe individual motivation and readiness to change behaviour using the Transtheoretical Model/ Stages of Change.	C-III	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	Psychology

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS, CS, PBL, PRF, PC, HO	KH		Examine the relations between an individual belief, attitude, intentions, behaviour, and perceived control over that behaviour using the theory of planned behaviour.	C-III	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	Psychology
	KS, CS, PBL, PRF, PC, HO	KH		Explain the stages in an individual's journey from lack of awareness to change of behaviour using the Precaution Adoption Process model.	C-III	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	Psychology
	KS, CS, PBL, PRF, PC, HO	KH		Explain how the Diffusion of Innovation theory addresses the new ideas or social practices in a community/society.	C-III	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	Psychology
	KS, CS, PBL, PRF, PC, HO	KH		Explain the application of the socioecological model in managing	C-III	MK	1. Lecture 2. Small group	MCQ Viva Quiz	MCQ , SAQ	Psychology

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				/controlling diseases			discussion 3. Brain Storming			
	KS	K		Outline behaviour change technique	C-I	NK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ , SAQ	
Hom UG CM I-T 4.9	KS, CS, PBL, PRF, PC, HO	KH	Clinical, social-cultural, and demographic	Illustrate the steps in the clinical, social-cultural, and demographic assessment of individuals, families, and communities.	C-III	MK	Demonstration	DOPS	NA	Organon of Medicine
	KS, CS, PBL, PRF, PC, HO	SH	assessment of individual, family, and community (Medico social case workup)	Perform the medico-social case workup and plan appropriate intervention	P-II	MK	Demonstration	DOPS	NA	Organon of Medicine
Hom UG	KS, CS, PBL, PRF, PC, HO	SH	Family Health	Create a family health record	P-II	MK	Demonstration		NA	Organon of Medicine

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
CM I-T4.10			Record							

#### 7.5. Nutrition for Community

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM I-T 5.1	KS	K	Nutrition: General concepts	Define the terms “nutrition”, “food”, “diet”, and “nutrients”.	C-I	NK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	NA	
	KS	KH		Classify nutrients,	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	LAQ SAQ MCQ Viva	
	KS	KH		Enumerate functions of food	C-II	MK	1. Lecture 2. Small Group	MCQ Viva Quiz	SAQ MCQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							Discussion 3. Seminar		Viva	
	KS, CS, PBL, PRF, PC	KH		Discuss the significance of nutrition for individuals and community	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q	
	KS, PBL,	KH		Classify food based on origin, chemical composition, major function, and nutritive value.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	LAQ SAQ MC Q	
	KS	KH		Describe common sources of nutrients.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	LAQ SAQ MC Q Viva	
	KS, CS, PBL, PC	KH		Identify nutritional requirements by age and sex.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ , MC Q	
	KS	KH		Define references for Indian men and women.	C-I	DK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	SAQ MC Q	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							3. Seminar			
Hom UG CM I-T 5.2	KS, CS, PBL, PRF, PC	KH	Dietary standards: Recommended Dietary Allowance (RDA and Estimated Average Requirement (EAR)	Describe Recommended Dietary Allowance.  Calculate RDA for children and adults.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ , MC Q	
	KS, CS, PBL, PRF, PC	KH		Discuss the reference man and woman	C-II	DK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q	
	KS,	KH		Describe the estimated average requirement.	C-II	DK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q	
Hom UG CM I-T 5.3	KS	K	Energy	Recall the energy requirement for adults	C-I	DK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q	
Hom UG CM	KS, CS, PBL, PRF,	KH	Proximate Principles of food :	Describe the sources and functions of	C-II	MK	1. Lecture 2. Small Group	MCQ Viva Quiz	LAQ SAQ MC	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
I-T 5.4			Protein, Fats and Carbohydrate	protein, Fat & Carbohydrates.			Discussion 3. Seminar		Q viva	
	KS, CS, PBL, PRF, PC	KH		Identify the RDA and EAR of protein, Fat & Carbohydrate age-wise and sex-wise.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q	
	KS, CS, PBL,	KH		Discuss the deficiency of protein, Fats and carbohydrates and its control.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q Viva	Materia Medica, Practice of Medicine, Paediatrics
Hom UG CM I-T 5.5	KS	KH	Dietary fibre	Classify dietary fibers. Discuss the functions of dietary fiber and its advantages. Identify the dietary fiber in common foods.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	LAQ SAQ MC Q	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM I-T 5.6	KS, CS, PBL, PRF, HO, PC	KH	Vitamins	Describe the sources, functions, dietary requirements, features /signs, and symptoms of deficiency and prevention of Vit A, Thiamin (B1), riboflavin (Vitamin B <sub>2</sub> ), Niacin (Nicotinic Acid and Nicotinamide) (Vitamin B <sub>3</sub> ), folic acid (folate or pteroyl glutamic acid) (Vitamin B <sub>9</sub> ), cyanocobalamin (Vitamin B <sub>12</sub> ), ascorbic acid (Vitamin C), Vitamin D, Vitamin E, Vitamin K.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	LAQ SAQ MCQ Viva	Materia Medica, Practice of Medicine, Paediatrics



SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM I-T 5.7	KS, CS, PBL, PRF, PC	KH	Minerals	Describe macronutrients and micronutrients.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q	
	KS, CS, PBL, PRF, HO, PC	KH		Describe the sources, functions, dietary requirements, features /signs, and symptoms of deficiency & toxicity of calcium, Phosphorus, Iron, iron toxicity, iodine, iodine toxicity, fluoride, Zinc	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	LAQ SAQ MC Q Viva	Materia Medica, Practice of Medicine, Paediatrics
	KS, CS, PBL, PRF, HO, PC	KH								
	KS, CS, PBL, PRF, HO, PC	KH		Classify major foodstuffs into various food groups.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q	
	KS, CS, PBL, PRF, HO, PC	KH		Identify and describe the nutritive relevance	C-II	MK	1. Lecture 2. Small Group	MCQ Viva Quiz	SAQ MC Q	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				of common food items used in the Indian diet with examples such as rice, wheat, maize, millets, ragi, bajra, pulses, animal foods, milk and milk products, eggs, common vegetables, roots and tubers, fruits and nuts, oils, sugar, jaggery,			Discussion 3. Seminar			
	KS, CS, PBL, PRF, PC	K KH		Define the term balanced diet. Suggest a balanced diet for age-wise and sex-wise.	C-I C-III	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q	
	KS, CS, PBL, PRF, HO, PC	KH	Nutritional requirements of special groups	Discuss dietary requirements for women during pregnancy and lactation. Plan a suitable nutritious diet for	C-II C-III	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	LAQ SAQ MC Q Viva	Materia Medica, Practice of Medicine, Paediatrics OBG

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				women during pregnancy and lactation.						
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the age-related nutritional needs of infants, children, and adolescents.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	LAQ SAQ MC Q	Materia Medica, Practice of Medicine, Paediatrics
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the composition and advantages of breastfeeding.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	LAQ SAQ MC Q	Materia Medica, Practice of Medicine, Paediatrics OBG
	KS, CS, PBL, PRF, HO, PC	KH		Discuss complementary feeding.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q Viva	Materia Medica, Practice of Medicine, Paediatrics OBG
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the importance of colostrum milk. Identify the myths related to colostrum milk.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q Viva	Materia Medica, Practice of Medicine, Paediatrics OBG

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS, CS, PBL, PRF, HO, PC	KH		Counsel and educate the mother and community on best practices of colostrum and complementary feed.	A-I	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	Viva	Materia Medica, Practice of Medicine, Paediatrics OBG
	KS, CS, PBL, PRF, HO, PC	KH		Discuss dietary and nutritional requirements for geriatric groups.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	ME Q SAQ MC Q Viva	Materia Medica, Practice of Medicine, Paediatrics OBG
	KS, CS, PBL, PRF, HO, PC	KH		Plan and appropriate diet advice for respective age groups based on local availability of food and, the economic status of the population.	A-I	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	LAQ ME Q SAQ MC Q Viva	Materia Medica, Practice of Medicine, Paediatrics
Hom	KS, CS, PBL, PRF, HO, PC	KH	Nutritional problems of public health importance	Describe the epidemiology of malnutrition (both undernutrition and	C-II	MK	1. Lecture 2. Small	MCQ Viva	LAQ ME	Materia Medica, Practice of Medicine,
UG CM I-T	KS, CS, PBL, PRF, HO, PC	KH					Group Discussion	Quiz	Q SAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
5.9				over nutrition), Protein Energy Malnutrition (PEM), nutritional anaemia, iodine deficiency disorder, Vitamin A, fluorine worldwide and in India.			3. Seminar		MC Q Viva	Paediatrics
	KS, CS, PBL, PRF, PC	KH		Discuss the types of malnutrition.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	LAQ ME Q SAQ MC Q Viva	Materia Medica, Practice of Medicine, Paediatrics
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the methods to measure malnutrition.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	LAQ ME Q SAQ MC Q Viva	Materia Medica, Practice of Medicine, Paediatrics

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the prevention and control measures for malnutrition.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	LAQ ME Q SAQ MC Q Viva	Practice of Medicine, Paediatrics
Hom UG CM I-T 5.10	KS, CS, PBL, PRF, HO, PC	KH	Milk and Meat	Discuss milk and meat hygiene.	C-II	DK	1. Lecture 2. Seminar	MCQ Viva Quiz	SAQ MC Q	
	KS, CS, PBL, PRF, HO, PC	KH		Describe the process of pasteurization. Explain various methods.	C-II	DK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q	
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the various laboratory tests to ensure the safety of milk	C-II	NK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	NA	
Hom	KS, CS, PBL,	KH	Nutritional	Enumerate	C-II	MK	1. Lecture	MCQ	SAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
UG CM I-T 5.11	PRF, HO, PC		assessment, surveillance, education and rehabilitation	objectives and methods of nutritional assessment			2. Small Group Discussion 3. Seminar	Viva Quiz	MC Q Viva	
	KS, CS, PBL, PRF, HO, PC	KH		Discuss various anthropometric measurements for nutritional assessment.	C-II P-I	MK	1. Lecture 2. Small Group Discussion 3. Demonstration	MCQ Viva Quiz	SAQ MC Q Viva	
	KS, CS, PBL, PRF, HO, PC	KH		Classify and interpret the nutritional status of infants, children, and adolescents based on anthropometric parameters.  Describe the terms stunting, wasting, and underweight.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q Viva	
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the assessment of nutritional status	C-II	MK	1. Lecture 2. Small Group	MCQ Viva Quiz	SAQ MC Q	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				using clinical signs.			Discussion 3. Seminar		Viva	
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the dietary assessment methods for nutritional status.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q Viva	
	KS, CS, PBL, PRF, HO, PC	KH		Describe 24-hour recall and food frequency methods in nutritional assessment.	C-II	DK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q Viva	
	KS, CS, PBL, PRF, HO, PC	KH		Discuss nutritional surveillance and steps in nutritional surveillance.	C-II P-I	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q Viva	
	KS, CS, PBL, PRF, HO, PC	KH		Discuss assessment of the nutritional status using biochemical and laboratory methods.	C-II	MK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q Viva	
	KS, CS, PBL, PRF, HO, PC	K		Describe nutritional rehabilitation.	C-1	NK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	NA	



SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM I-T 5.12	KS	K	Food Safety, Food Hygiene, Food Processing,	Define the terms “food safety”, and “food hygiene”.	C-I	NK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	NA	
	KS, CS, PBL, PRF, PC	KH	Food Additives, Food preservatives, Food	Describe food safety, food hygiene, and the five keys of WHO for safe food.	C-II	DK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q Viva	
	KS, CS, PBL, PRF, PC	KH	Fortification, Food adulteration and food toxicants.	Describe food processing and methods of food processing. Discuss the objectives, advantages, and disadvantages of food processing. Enumerate a few common food processing techniques.	C-II	DK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q Viva	
	KS, CS, PBL, PRF, PC	KH		Describe food fortification. Identify the need	C-II	DK	1. Lecture 2. Small Group	MCQ Viva Quiz	SAQ MC Q	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				and benefits of food fortification. Debate the Government Program on food fortification (Food fortification initiative.)			Discussion 3. Seminar		Viva	
	KS, CS, PBL, PRF, PC	KH		Describe food additives. Classify food additives	C-II	DK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q Viva	
	KS, CS, PBL, PRF, PC	KH		Interpret the law related to food additives.	C-II	DK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q Viva	
	KS, CS, PBL, PRF, PC	KH		Describe the principles and methods of food preservation. Discuss the health effects of food preservatives.	C-II	DK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	SAQ MC Q Viva	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS, CS, PBL, PRF, PC	KH		Outline the Food Safety and Standards Authority of India (FSSAI)	C-II	NK	1. Lecture 2. Small Group Discussion 3. Seminar	MCQ Viva Quiz	NA	
	KS,	K		Describe Food toxicants	C-I	NK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	NA	
	KS,	K	National Nutritional Programs	Enumerate the salient features of the National Nutrition Policy of India.	C-I	NK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	NA	
Hom UG CM I-T 5.13	KS,	KH		Discuss the nutritional programmes of the Government of India such as Poshan Abhiyan, ICDS. Mid-day Meal Program.	C-II	DK	1. Lecture 2. Small Group Discussion	MCQ Viva Quiz	MC Q	

### 7.6. Environment and Health including Medical Entomology

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Ho m UG CM I-T 6.1	KS	K	Basic introduction to environmental health	Define the term “environment”.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	KH		Discuss the environment as a determinant of health.	C-II	DK	1. Lecture 2. Small Group Discussion 3. Self-directed learning	MCQ Viva Quiz	SAQ MCQ	
	KS	K		Define the term “environmental health”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	KH		Enumerate the components of environmental health.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
Ho m UG CM	KS	K	Water and Health	Define the terms “Safe and wholesome water”, “improved drinking water”, “water-borne diseases”,	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
I-T 6.2				“water-washed diseases”, “water-based diseases”, “water-related diseases”,						
	KS	KH		Describe the sources of water, their characteristics/qualities, advantages and disadvantages.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Describe the concept of safe and wholesome water.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Indicate the uses and daily requirements of water for various purposes for an individual and family.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the natural methods of water purification	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS	KH		Discuss the methods of water purification on a small-scale level (household water treatment) and safe storage and large-scale level (Community-based water supply and treatment)	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Describe the water quality criteria and standards	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Enumerate the guidelines of drinking water quality recommended by WHO.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Describe the components and steps of surveillance of drinking water quality.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Recognize fluoridation of	C-II	DK	1. Lecture	MCQ	SAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				water			2. Small group discussion	Viva Quiz	MCQ	
	KS	KH		Describe the process of sanitation of the swimming pool.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the concept of water conservation	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Recognize the sources of water pollution	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Identify the salient features of the National Program for supplying drinking water and sanitation.: national rural drinking water program, Jal Jeevan Mission,	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MEQ SAQ MCQ	
	KS	KH		Enumerate waterborne diseases and their prevention.	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz	LAQ MEQ SAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							discussion		MCQ	
Ho m UG CM I-T 6.3	KS	KH	Sanitation, Solid Waste, Human	Define the term “Sanitation”,	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	KH	Excreta and Sewage disposal	Relate the importance of sanitation to health.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	K		Enumerate the steps of handwashing.	C-I	DK	1. Lecture 2. Small group discussion 3. Demonstratio n	MCQ Viva Quiz	SAQ MCQ	
Ho m UG CM I-T 6.4	KS	KH	Disposal of Solid waste and wastewater	Define the terms “Solid Waste”, “biodegradable waste”, “non-biodegradable waste”, “e-waste”,	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ SAQ	
	KS	KH		Classify solid waste	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	



SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS	KH		Discuss the environmental impact of solid waste disposal	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Differentiate biodegradable and non-biodegradable waste	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the solid waste management in urban & rural areas from collection, sorting, storage, transportation, and disposal.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Discuss the types of disposals of solid waste with their advantages and disadvantages.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS	KH		Enumerate various methods of composting	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Recognize the laws related to solid waste management.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	KH		Describe the disposal methods of wastewater at the household level.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Describe solid waste management during disasters and special events.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Discuss the sanitary waste disposal	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz	LAQ MEQ SAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							discussion		MCQ	
	KS	KH		Discuss the salient features of Swachh Bharat Abhiyan/ Mission.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
Ho m UG CM I-T 6.5	KS	KH	Excreta Disposal	Enumerate the methods of disposal of human excreta.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Describe the sanitary barrier and hygiene barrier.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Differentiate between unsanitary and sanitary methods of excreta disposal.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the sanitary methods of excreta disposal in unsewered & sewerage areas through the waste carriage (sewerage) system	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Discuss the principles behind functioning of	C-II	MK	1. Lecture 2. Small	MCQ Viva	SAQ MCQ	
	KS	KH								
	KS	KH								

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				sanitary latrines and other methods			group discussion	Quiz		
	KS	KH		Classify the sewerage system.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the components & composition of the sewerage system	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Describe Biochemical Oxygen Demand and Chemical Oxygen Demand	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Describe the process involved in the sewerage treatment plant.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Enumerate the	C-II	MK	1. Lecture	MCQ	LAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				effects/hazards of open defecation on health			2. Small group discussion	Viva Quiz	MEQ SAQ MCQ	
	KS	K		Recognize disposal of animal excreta.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
Ho m UG CM I-T 6.6	KS	K	Bio-medical waste and its management	Define the terms “bio-medical waste”, “hospital waste”,	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the components of biomedical waste /	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Classify the types of hospital waste / hazardous waste as per WHO	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Discuss the consequences/types of hazards while handling bio-medical waste/hazardous waste.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Enumerate the steps in the	C-II	MK	1. Lecture	MCQ	LAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				management of biomedical waste			2. Small group discussion	Viva Quiz	MEQ SAQ MCQ	
	KS	KH		Describe the various technologies and standards for the treatment of hospital waste/biomedical waste.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH								
	KS	K		Outline the bio-medical waste management rules as per the Government of India.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
Ho m UG CM I-T 6.7	KS	K	Temperatu re and health	Define the term “thermal stress”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	KH		Describe the adverse effects of a hot environment on health including heat stroke, heat exhaustion, and others.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Discuss the prevention of health illness.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS, HO	KH		Enumerate the immediate first aid management of heat stroke. Discuss Homoeopathic management	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS	KH		Describe the adverse effects of a cold environment on health including hypothermia, frostbite, and other cold injuries.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS	KH		Discuss the prevention of cold illness.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, HO	KH		Enumerate the immediate first aid management of cold illness. Discuss Homoeopathic management	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS	KH		Discuss the adverse effects of a high-altitude environment.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS	KH		Enumerate prevention of	C-II	MK	1. Lecture	MCQ	LAQ	Practice of

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				adverse effects of high altitude.			2. Small group discussion	Viva Quiz	MEQ SAQ MCQ	Medicine
	KS, HO	KH		Enumerate the immediate first aid measures for managing the adverse effects of high altitude. Discuss Homoeopathic management	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
Ho m UG CM I-T 6.8	KS	KH	Noise and health	Discuss the health effects of noise	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
Ho m UG CM I-T 6.9	KS	KH	Environmental Pollution	Define environmental pollution. Enumerate various types of environmental pollution.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
Ho m UG CM	KS	KH	Air and health	Discuss the acute and chronic ill effects of health due to air pollution.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine



SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
I-T 6.10	KS	KH		Describe the major causes of air pollution.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Describe the various components of air pollution.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Describe monitoring of air pollution and AQI	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Discuss the prevention and control of air pollution	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
Ho m UG CM I-T 6.11	KS	KH	Ventilation and health	Describe the effects of inadequate ventilation on the health of the community	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Discuss the types of ventilation.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Enumerate the norms and	C-II	MK	1. Lecture	MCQ	LAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				standards of adequate ventilation.			2. Small group discussion	Viva Quiz	MEQ SAQ MCQ	
Ho m UG CM I-T 6.12	KS	KH	Radiation and health	Enumerate the sources of radiation exposure	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Discuss the types of radiation	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS	KH		Describe the effects of radiation on health.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS	KH		Describe the measure for prevention and protection against radiation exposure.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
Ho m UG CM I-T 6.13	KS	KH	Light and Health	Classify types of light.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	KH		Discuss the biological effects of light	C-II	DK	1. Lecture 2. Small	MCQ Viva	SAQ MCQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							group discussion	Quiz		
	KS	KH		Discuss the types of light pollution	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Ho m UG CM I-T 6.14	KS	KH	Housing and Health	Describe healthful housing.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Recognize the housing standards.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MEQ SAQ MCQ	
	KS	KH		Enumerate the factors affecting healthful housing.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MEQ SAQ MCQ	
	KS	KH		Enumerate the problems experienced in poor housing.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Describe the hazards of overcrowding	C-II	DK	1. Lecture 2. Small group	MCQ Viva Quiz	SAQ MCQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/ Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							discussion			
	KS	KH		Describe the impact of climate change and the global greenhouse effect on health	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
Ho m UG CM I-T 6.15	KS	K	Laws of environmental pollution	List the laws in dealing with environmental pollution in India	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
Ho m UG CM I-T 6.16	KS	K	Medical Entomology	Define the terms “medical entomology”, “arthropod”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Parasitology
	KS	K		Enumerate the arthropods of medical importance and the diseases transmitted by them.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Describe the principles of vector control.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MEQ SAQ MCQ	Parasitology

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS	KH		Enumerate the personal protective measures from vectors.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MEQ SAQ MCQ	
	KS	KH		Describe integrated vector control	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MEQ SAQ MCQ	Parasitology
	KS	KH		Describe the life cycle of vectors of public health importance (mosquitoes, house fly, sandflies, fleas, human lice, ticks, mites, scabies)	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	Parasitology
	KS	KH		Describe the various vector control measures	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MEQ SAQ MCQ	
	KS	K		Enumerate the diseases transmitted by rodents and, the mode of spread.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MEQ SAQ MCQ	Practice of Medicine,
	KS	KH		Discuss the prevention and control measures of rodents.	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz	MEQ SAQ MCQ	Parasitology

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							discussion			
	KS	KH		Enumerate the hazards of injudicious use of insecticides.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Describe the salient features of the National Vector Borne Diseases Control Program.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MEQ SAQ MCQ	

### 7.7. Mental Health

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM	KS	K	Mental Health	Define the term “mental health” as per	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	

SL. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
I- T 7.1				WHO.						
	KS	KH		Describe the concept of mental health.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the epidemiology of mental health disorders.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Compare the disease burden of mental health globally and in India.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the early warning signs of mental health disorders	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the types of mental disorders according to	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	

SL. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				ICD 10/11						
	KS	KH		Discuss the risk factors of mental health disorders.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, , CS, PBL, PRF	KH		Describe prevention and control of mental health problems.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, , CS, PBL, PRF	KH		Interpret mental illness and stigma.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the objectives, strategy, and components of the National Mental Health Programme.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	K		Recognize the Mental Health Care Act 2017.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	K		Recognize the	C-I	NK	1. Lecture	MCQ	NA	



SL. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				National Mental Health Policy of India			2. Small group discussion	Viva Quiz		
Hom UG CM I-T 7.2	KS	KH	Health problems due to tobacco, alcohol, and drug abuse.	Describe the disease burden due to tobacco, alcohol, and drug abuse in India and worldwide.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate tobacco, alcohol, related diseases.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH								
	KS, , CS, PBL, PRF	KH		Discuss prevention and control of tobacco and alcohol abuse in the community.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	K		Define the term “drug abuse” or	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	

SL. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				“substance use.						
	KS	KH		Enumerate the risk factors of drug abuse.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the common classes of abused drugs in India.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the adverse outcomes of drug abuse.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, , CS, PBL, PRF	KH		Discuss the strategies for prevention and control of drug abuse.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	K		Recognise the Tobacco control legislation in India	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	K		Discuss the objectives, and	C-I	DK	1. Lecture 2. Small group	MCQ Viva	SAQ MCQ	

SL. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				components of the National Tobacco Control Programme.			discussion	Quiz		
	KS, PC, CS, PBL, PRF	S		Prepare health education materials for prevention and control of tobacco and alcohol abuse in the community. Create awareness	P-II	MK	Demonstration	DOPS	NA	

#### 7.8. Reproductive, Maternal, Newborn, Child and Adolescent Health and related National Health Programmes

Competenc	Domian	Mille	Content	Specific Learning	Bloom	Priorit	T-L M/M	Assessment	Integratio
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Course No	Competency	Knowledge		Objectives	Level/Gilbert	Knowledge		Formative	Summative	Assessment
Hom UG CM I-T 8.1	KS,	KH	RMNCHA Introduction	Describe the components of RMNCHA	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Describe the current status of Reproductive, Maternal, Newborn, Child, and Adolescent health in India.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
Hom UG CM I-T 8.2	KS, PC, CS	KH	Maternal Health	Enumerate the major health problems of women	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	OBG
	KS, PC	KH		Discuss the objectives, frequency, and components of antenatal care.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PC, PRF, PBL, HO, CS	KH		Describe history taking, and laboratory tests required to be conducted during antenatal checkup.	CII P-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PC, PRF, PBL, CS, HO	KH		Describe the services provided in Antenatal Care.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PC, PRF,	KH		Describe the intra-natal	C-II	MK	1. Lecture	MCQ	LAQ	OBG

Competency No	Domian Competency	Mille r	Content	Specific Learning Objectives	Bloom /Gilbe rt	Priorit y	T-L M/M	Assessment		Integratio n
								Formative	Summative	
	PBL, CS			care.			2. Small group discussion	Viva Quiz	MEQ SAQ MCQ	
	KS, PC, PRF, PBL, CS	KH		Discuss domiciliary intranatal care. Describe the role of the birth attendant/midwife.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PC, PRF, PBL, CS	KH		Enumerate the prerequisites for safe home delivery. Describe the Dos and Don'ts of home delivery.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PRF, PBL,	KH		Identify the danger signs in the mother and child to be referred to FRU.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PC, PRF, PBL, HO, CS	KH		Enumerate the objectives of post-natal care. Describe post-natal care. Discuss Homoeopathic approach	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PC, PRF, PBL, HO, CS	KH		Identify the complications of the	C-II	MK	1. Lecture 2. Small	MCQ Viva	LAQ MEQ	OBG

Competency No	Domian Competency	Mille r	Content	Specific Learning Objectives	Bloom /Gilbe rt	Priorit y	T-L M/M	Assessment		Integratio n
								Formative	Summative	
				postnatal period /puerperium.			group discussion	Quiz	SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss high-risk pregnancies and their interventions. Discuss homoeopathic approach	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PC, PRF, PBL, HO, CS	KH		Describe Essential Obstetric Care.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PC, PRF, PBL, HO, CS	KH		Describe Emergency Obstetric Care.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PC, PRF, PBL, HO, CS	KH		Enumerate the indicators of maternal health	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS,	K		Define the term “maternal mortality rate” (MMR)	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG,
	KS,	KH		Enumerate the maternal mortality indices. Compare the magnitude	C-II	DK	1. Lecture 2. Small group	MCQ Viva Quiz	LAQ MEQ SAQ	OBG

Competency No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom /Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				of MMR in different states of India.			discussion		MCQ	
	KS	KH		Enumerate the risk factors/causes of MMR in India.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PC, PRF, PBL, HO, CS	KH		Enumerate the prevention of MMR.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, , PRF, PBL, CS	KH		Discuss the Maternal Death Review	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PC, PRF, PBL, HO, CS	KH		Discuss verbal autopsy as a tool for the review of maternal and child deaths.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	OBG
Hom UG CM I-T 8.3	KS, PC, PRF, PBL, CS	KH	Gender issues and women's empowerment	Discuss gender inequality in India.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	OBG
	KS, PC, PRF, PBL, HO, CS	KH		Enumerate the government policies and schemes for women's	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	OBG

Competency No	Domian Competency	Mille r	Content	Specific Learning Objectives	Bloom /Gilbe rt	Priorit y	T-L M/M	Assessment		Integratio n
								Formative	Summative	
				empowerment.						
	KS, PC, PRF, PBL, HO, CS	KH		Enumerate the Maternal Health programs in India	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	OBG
	KS, PC, PRF, PBL, CS	K		Discuss the salient features of Janani Shishu Suraksha Karyakram (JSSK)	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL, CS	K		Discuss the salient features of the Janani Suraksha Yojana (JSY)	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL, CS	K		Discuss the salient features of Pradhan Mantri SurakshitMatritva Abhiyan (PMSMA)	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL,CS	K		Discuss the salient features of SurakshitMatritvaAash wasan (SUMAN)	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM I-T 8.4	KS, PC, PRF, PBL, HO, CS	KH	Care of Newborn	Enumerate the essential newborn care.	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz	LAQ MEQ SAQ	Paediatrics



Competency No	Domian Competency	Mille r	Content	Specific Learning Objectives	Bloom /Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							discussion		MCQ	
	KS, PC, PRF, PBL, HO, CS	KH S		Examine newborns for malformation, injuries, and other risk factors.	C-II P-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Describe routine care at birth, early neonatal care, immediate neonatal care,	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Describe risk identification in the newborn	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Discuss Kangaroo Mother Care (KMC)	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Describe the procedure of breastfeeding. Enumerate the advantages of breastfeeding	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the principles of artificial feeding.	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz	SAQ MCQ	Paediatrics

Competency No	Domian Competency	Mille r	Content	Specific Learning Objectives	Bloom /Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							discussion			
	KS,	KH		Define the term “neonatal mortality rate”.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL,CS	KH		Discuss the prevention of neonatal mortality.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Paediatrics
	KS,	K		Define the term “Perinatal mortality”.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Paediatrics
	KS, PC, PRF, PBL,, CS	KH		Discuss the prevention of perinatal mortality.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MEQ SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, CS	KH		Discuss the concept of home-based newborn care. Enumerate the components and advantages of home-based newborn care.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Discuss Mother and Child Tracking System	C-II	DK	1. Lecture 2. Small	MCQ Viva	SAQ MCQ	

Competency No	Domian Competency	Miller	Content	Specific Learning Objectives	Bloom /Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				(MCTS)			group discussion	Quiz		
Hom UG CM I-T 8.5	KS,	K	Infant and Child Healthcare	Define the term “Infant Mortality Rate” (IMR), Under-Five Children mortality, and “Low Birth Weight Babies”.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the burden of infant mortality in India and globally.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the determinants of Infant mortality	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Describe the preventive measures of infant mortality.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the burden of Low Birth Weight (LBW) babies in India and globally.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Classify low birth weight babies.	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz	SAQ MCQ	Paediatrics

Competency No	Domian Competency	Mille r	Content	Specific Learning Objectives	Bloom /Gilbe rt	Priorit y	T-L M/M	Assessment		Integratio n
								Formative	Summative	
							discussion			
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the causes of preterm births.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the management and preventive measures for LBW babies. Discuss the homoeopathic approach in managing LBW	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, CS	KH		Discuss government initiatives to reduce low birth weight babies.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
Hom UG CM I-T 8.6	KS, PC, PRF, PBL, HO, CS	KH	Under-Five Children	Describe the objectives and functions of Under-Five Clinics (Well Baby Clinic).	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the magnitude, causes, prevention, and control of childhood infections. Discuss the	C-II	MK	1. Lecture 2. Small group discussion 3. Case	MCQ Viva Quiz	SAQ MCQ	Paediatrics

Competency No	Domian Competency	Mille r	Content	Specific Learning Objectives	Bloom /Gilbe rt	Priorit y	T-L M/M	Assessment		Integratio n
								Formative	Summative	
				homoeopathic approach to managing childhood infections			study			
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the risk factors of congenital birth defects.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the prevention of birth defects.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Identify the common childhood disabilities.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Describe the prevention of childhood disabilities.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the cause of mortality among children and associated factors.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Enumerate the factors associated with child mortality.	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz	SAQ MCQ	Paediatrics

Competency No	Domian Competency	Mille r	Content	Specific Learning Objectives	Bloom /Gilbe rt	Priorit y	T-L M/M	Assessment		Integratio n
								Formative	Summative	
							discussion			
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the national strategies and interventions to reduce IMR and U5MR	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
Hom UG CM I-T 8.7	KS, PC, PRF, PBL, HO, CS	KH	Growth and Development of Child	Enumerate the various growth indicators and monitor the development of the child.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the features of the growth chart.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the importance of the growth chart.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
Hom UG CM I-T 8.8	KS, PC, PRF, PBL, HO, CS	KH	Adolescents Health	Describe the health issues of adolescents.  Discuss the homoeopathic approach in managing the health issues of adolescents	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics

Competency No	Domian Competency	Mille r	Content	Specific Learning Objectives	Bloom /Gilbe rt	Priorit y	T-L M/M	Assessment		Integratio n
								Formative	Summative	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss adolescent reproductive and sexual health problems. Discuss the homoeopathic approach to managing reproductive and sexual health problems	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Enumerate adolescent-friendly health services.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH	Reproductiv e health	Discuss the concept of reproductive health.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
Hom UG CM I-T 8.9	KS, PC, PRF, PBL, HO, CS	KH		Enumerate the 12 pillars of reproductive health	C-II		1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the burden of infertility in India	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics
	KS, PC, PRF, PBL, HO, CS	KH		Describe the methods of Assisted	C-II	MK	1. Lecture 2. Small	MCQ Viva	SAQ MCQ	OBG

Competency No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom /Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				Reproductive Technology  Discuss the homoeopathic approach to managing infertility			group discussion	Quiz		
	KS, PC, PRF, PBL, HO, CS	KH		Trace the Reproductive and Child health phases 1 and 2 in India.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the essential features of the RMNCHA+ Approach	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM I-T 8.10	KS, PC, PRF, PBL, HO, CS	KH	Immunisation	Discuss the child immunisation program and immunisation schedule.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Paediatrics

### 7.9. Geriatric Health and Health of Specially Abled Population

SI.	Domain	Miller	Content	Specific Learning	Bloom/Gilbert	Priority	T-L M/M	Assessment	Integration
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No	Competency			Objectives				Formative	Summative	
Hom UG CM I-T 9.1	KS	K	Definitions	Define the terms “Aging Population”, “Geriatrics”, “Old Age”, “Elderly”, and “Gerontology”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
Hom UG CM I-T 9.2	KS, PC, PRF, PBL,	KH	Concept of Geriatric Services	Describe the concept of geriatric services.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL, CS	KH		Discuss the demography and importance of the aging/elderly population in public health.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL, CS	KH		Discuss the indicators or signs of aging	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL,	KH		Discuss the physiological and structural changes of aging	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Physiology
	KS	K		Relate the theories of aging	C-I	NK	1. Lecture 2. Small group	MCQ Viva Quiz	NA	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							discussion			
	KS, PC, PRF, PBL, HO, CS	KH		Describe the health problems of the elderly population, elderly females, and elderly males.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine Materia Medica
	KS, PC, PRF, PBL, HO, CS	KH		Discuss early diagnosis, treatment, and prevention of the problems of the elderly. Discuss Homoeopathic approach in managing problems of elderly.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine Materia Medica
Hom UG CM I-T 9.3	KS, PC, PRF, PBL, HO, CS	KH	Prevention and Control of Health Problems of the Elderly	Describe the guiding principles or approaches of elderly care.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the medical measures for prevention and control of health problems of the elderly.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Enumerate the social security measures for the elderly population.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS, PC, PRF, PBL, HO, CS	K		Discuss the legal measures for the prevention and control of health problems of the elderly population	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, PC, PRF, PBL, HO, CS	K		Discuss the engineering measures prevention and control of health problems of the elderly population.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the role of the community, government, and NGOs in managing the health of the elderly.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM I-T 9.4	KS, PC, PRF, PBL, HO, CS	KH	National Health Programs	Describe the salient features of the National Program for the Healthcare of Elderly (NPHCE)	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL,	K		Trace the salient features of National Policy on older persons.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
Hom	KS, PC,	KH	End-of-Life	Discuss the end-of-life	C-II	DK	1. Lecture	MCQ	SAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
UG CM I-T 9.5	PRF, PBL, HO, CS		Care and Palliative Care of the Elderly	care and Palliative care in the Elderly			2. Small group discussion	Viva Quiz	MCQ	
Hom UG CM I-T 9.6	KS, PC, PRF, PBL, HO, CS	KH	Comprehensive Geriatric Assessment	Discuss various geriatric assessment tools and Instruments.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM I-T 9.7	KS, PC, PRF, PBL, HO, CS	KH	Disability / Healthcare of Specially abled population	Discuss disability as a public health problem.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the determinants of disabilities in India.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the epidemiology of disability	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	K		Classify disability according to the International Classification of	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				Functioning, Disability, and Health						
	KS	K		Discuss the salient features of “The Right to Health of Persons with Disabilities in India”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, PC, PRF, PBL, HO, CS	KH		Outline the community-based rehabilitation	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Analyse access to healthcare for the disabled population.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the role of Homoeopathy in Physical disability and Mental disability disorders.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Organon of medicine and Materia Medica

7.10. **Demography, Vital Statistics, Family Welfare Planning and Contraception**

SI.	Domain	Miller	Content	Specific Learning	Bloom/Gilbert	Priority	T-L M/M	Assessment	Integration
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No	Competency			Objectives				Formative	Summative	
Hom UG CM I-T 10.1	KS,	K	Definition	Define the term “Demography”,	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM I-T 10.2	KS	KH	Demographic Cycle/Transition	Describe demographic cycle	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Discuss the demographic cycle and population dynamics in the Indian context.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS,	KH		Discuss the importance of demography in public health or community medicine.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Recognize demographic transition.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Examine the population trend of the world and	C-II	NK	1. Lecture 2. Small group	MCQ Viva Quiz	NA	

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				India.			discussion			
	KS, PBL,	KH		Recognise the population trend state-wise in India.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, PBL,	KH		Discuss the causes and consequences of the population explosion in India.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL,	KH		Discuss demographic dividend in the Indian context.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL,	KH		Discuss population stabilization and population momentum.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM I-T 10.3	KS	KH	Population statistics	Discuss Age and Sex composition	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Define the terms “Sex ratio”, “Child Sex Ratio”, “Sex Ratio at Birth”,	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS	KH		Compare the trends in the Sex ratio	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL	KH		Enumerate the causes, implications, and preventive measures for low sex ratio.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL	KH		Compare various types of population pyramids.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM I-T 10.4	KS	KH	Demographic Profile	Discuss the demographic profile of India.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL	KH		Explain the impact of population growth on the health of the population.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Define the term "Density of	C-I	DK	1. Lecture 2. Small	MCQ Viva	SAQ MCQ	



SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				Population”			group discussion	Quiz		
	KS	KH		Discuss India’s demographic achievement.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
Hom UG CM I-T 10.5	KS	KH	Vital Statistics	Discuss the term “Dependency Ratio” and its importance	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Identify the current literacy rate in India and its importance in healthcare.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	K		Define the terms “Birth Rate”, “Death Rate”	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the interstate birth rate differentials in India and its determinants.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the growth	C-II	MK	1. Lecture	MCQ	SAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				rate of the population in India.			2. Small group discussion	Viva Quiz	MCQ	
	KS, PBL,	KH		Calculate crude and specific mortality rates.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
Hom UG CM I-T 10.6	KS	K	Measures of Fertility	Define the terms “General Fertility Rate”, and “Age Specific Fertility Rate”.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PBL,	KH		Calculate the General Fertility Rate. Discuss its significance.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	OBG
	KS, PBL,	KH		Discuss the implications of the fertility rate.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	OBG
	KS	KH		Define the term “General Marital Fertility Rate”.	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PBL,	KH		Discuss the						OBG

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				implications of the general marital fertility rate.						
	KS	KH		Define the term “Age Specific Fertility Rate”.	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Discuss the implications of the age-specific fertility rate.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS	KH		Define the terms “Gross Reproduction Rate, Net Reproduction Rate, eligible couple, Couple Protection Rate, and their importance.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PBL, PC	KH		Discuss parity, birth interval, and child-women ratio.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PBL,	KH		Calculate and	C-II	MK	1. Lecture	MCQ	LAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				interpret demographic indices such as birth rate, death rate, and fertility rates.			2. Small group discussion	Viva Quiz	MEQ SAQ MCQ	
	KS, PBL, PC	KH		Enumerate the methods of population control.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS,	KH		Discuss the salient features of National Population Policy 2000	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
Hom UG CM I-T 10.7	KS	KH	Vital Statistics: Sources of information /vital statistics	Enumerate the various sources of data or health information/ vital statistics	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Describe the process of the census.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the various data	C-II	MK	1. Lecture 2. Small	MCQ Viva	SAQ MCQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				collected in the census.			group discussion	Quiz		
	KS	KH		Discuss the key findings in the previous Census in India.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss Sample Registration System. Discuss the uses and importance of SRS in Healthcare.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the National Family Health Survey, its objectives, and its uses.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ SAQ MCQ	
	KS, PBL	KH		Compare the last two National Family Health Surveys.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	KH		Describe National Sample Survey	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS	KH		Discuss the Civil Registration System.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the National and International Disease Notification.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL	KH		Discuss disease registries.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL	KH		Discuss epidemiological surveillance data	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL	KH		Discuss records of hospitals and health services.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM I-T	KS	K	Family Welfare	Define the term “Family Planning”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	OBG

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
10.8	KS, PBL, PC, CS	KH		Enumerate the objectives of family planning	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PBL, PC, CS	KH		Discuss the salient feature of the National Family Welfare Program.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PBL, PC, CS	KH		Classify family planning methods	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
Hom UG CM I-T 10.9	KS, PBL, PC, CS, PRF	KH	Contraception	Describe the various family planning / contraceptive methods, and their advantages and disadvantages.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
	KS, PBL, PC, CS, PRF	S		Demonstrate the use of family methods using mannequins/model	P-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	Viva DOPS	OBG
	KS, PBL, PC, CS, PRF	S		Counsel and educate couples on	A-II	MK	1. Lecture 2. Small	MCQ Viva	SAQ MCQ	OBG

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				appropriate contraceptive methods			group discussion	Quiz		
Hom UG CM I-T 10.10	KS	K	MTP Act	Trace the MTP Act in India	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	OBG
	KS, PBL, PRF	KH		Discuss the features/provisions of the ACT including the amendments (1971 and 2021)	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG
Hom UG CM I-T 10.11	KS, PBL, PRF	KH	PC PNDT Act	Discuss the Pre-Conception and Pre-Natal Diagnostic Techniques Act 1994 and its amendments. (PC PNDT Act)	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	OBG



7.11. Communicable Diseases and Relevant National Health Programmes

SL. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM I-T 11.1	KS, PC, PRF, PBL, HO, CS	K	Definitions	Define the terms “Infection”, “Infectious disease”, “Infectious Agent”, “incubation period”, “infectivity”, “Communicable diseases”,	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Differentiate between infection and infectious diseases	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM I-T	KS, PC, PRF, PBL, HO, CS	KH		Differentiate between communicable diseases	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
11.2				and infectious diseases.						
	KS, PC, PRF, PBL, HO, CS	KH	Classification of Infectious diseases	Classify infectious diseases	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM I T 11.3	KS, PC, PRF, PBL, HO, CS	KH	General epidemiology of airborne diseases	Discuss the modes of transmission, measures of prevention, and control of airborne diseases.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM I T 11.4	KS, PC, PRF, PBL, HO, CS	KH	Respiratory Infections (Chickenpox, Measles, Rubella, Mumps, Influenza, Diphtheria, Whooping Cough, Meningococcal Meningitis, Acute Respiratory Infections, SARS, COVID19, Tuberculosis)	Describe the disease burden (worldwide and India) epidemiology, agent factors, host factors, clinical features, diagnosis, essential laboratory test, types, complications, mode of transmission, prevention, and control measures of Respiratory Infectious	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology, Biochemistry

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the global and Indian strategies for the prevention and control of Respiratory infections at the community level	C-II	DK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the home-based care of Respiratory Infections	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC, PRF, PBL, HO,	KH		Discuss the adverse reactions to	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz	LAQ MEQ SAQ	

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	CS			Respiratory Infections Vaccine			discussion 3. Seminar 4. Library Reference		MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis and management of Respiratory infections at the community level	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology, Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Enumerate the risk factors for tuberculosis.	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							Reference			, Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the epidemiological indices of Tuberculosis.	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology, Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the case definitions for tuberculosis.	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine,
	KS, PC, PRF, PBL, HO, CS	KH		Enumerate the treatment regimen of newly diagnosed,	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				previously treated, drug-resistant tuberculosis cases.			4. Library Reference			Microbiology , Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Discuss treatment outcome definition, MDR and XDR	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology , Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the global and Indian strategies / public health measures for the prevention and control	C-II	DK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology , Biochemistry

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				of Tuberculosis.						
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis and management of Tuberculosis at the community level	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology, Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Trace the history of the National Tuberculosis Control Program	C-I	NK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	NA	
	KS, PC, PRF, PBL, HO,	KH		Discuss the National Tuberculosis	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz	SAQ MCQ	



Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	CS			s Elimination Program			discussion 3. Seminar 4. Library Reference			
	KS, PC, PRF, PBL, HO, CS	KH		Describe Directly Observer Treatment (DOTs)	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the Revised National Tuberculosis Control Program.	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the diagnosis of tuberculosis	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				s under RNTCP			3. Seminar 4. Library Reference			
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the Nikshay program	C-II	DK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the relationship of Tuberculosis and HIV/AIDS	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
Hom UG CM I T 11.5	KS, PC, PRF, PBL, HO, CS	KH	Intestinal Infections (Polio Myelitis, Viral Hepatitis, Acute Diarrhoeal	Describe the disease burden (worldwide and India)	C-II	MK	1. Lecture 2. Small group discussion 3.	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
			Diseases, Cholera, Typhoid Fever, Food Poisoning, Amoebiasis, Ascariasis, Shigellosis, Anthrax, Hookworm Infections, Dracunculiasis	epidemiology, agent factors, host factors, clinical features, diagnosis, essential laboratory test, types, complications, mode of transmission, prevention, and control measures of Intestinal Infections			Seminar 4. Library Reference			Medical Microbiology, Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the global and Indian strategies for the	C-II	DK	1. Lecture 2. Small group discussion 3.	MCQ Viva Quiz	SAQ MCQ	

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				prevention and control of Intestinal Infections at the community level			Seminar 4. Library Reference			
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the home-based care of Intestinal Infections	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the adverse reactions to the Intestinal Infections	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC,	KH		Discuss	C-II	MK	1. Lecture	MCQ	LAQ	Practice of

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	PRF, PBL, HO, CS			homoeopathic prophylaxis and management of Intestinal Infections at the community level			2. Small group discussion 3. Seminar 4. Library Reference	Viva Quiz	MEQ SAQ MCQ	Medicine, Organon of Medicine, Materia Medica Microbiology, Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the objectives and steps of Acute Flaccid Paralysis (AFP) surveillance.	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology, Biochemistry
				Discuss the polio eradication strategy.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine,

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
							3. Seminar 4. Library Reference			Materia Medica Microbiology , Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the National Diarrheal Diseases Control Program	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology , Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Describe the steps of preparation of ORS.	C-II P-I	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology , Biochemistry
	KS, PC, PRF,	KH		Discuss the causes of	C-II	MK	1. Lecture 2. Small	MCQ Viva	LAQ MEQ	Practice of Medicine,

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	PBL, HO, CS			food poisoning			group discussion 3. Seminar 4. Library Reference	Quiz	SAQ MCQ	Organon of Medicine, Materia Medica Microbiology, Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Describe the investigation of an outbreak of food poisoning.	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology, Biochemistry
Hom UG CM I T 11.6	KS, PC, PRF, PBL, HO, CS	KH	Arthropod Infections (Dengue Syndrome, Malaria, Lymphatic Filariasis, Zika Virus Disease)	Describe the disease burden (worldwide and India) epidemiology, agent factors, host	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology, Biochemistry

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				factors, clinical features, diagnosis, essential laboratory test, types, complications, mode of transmission, prevention, and control measures of Arthropod Infections						
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the global and Indian strategies for the prevention and control of Arthropod	C-II	DK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	SAQ MCQ	



Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				Infections at the community level						
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the home-based care of Arthropod Infections	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the adverse reactions to Arthropod Infections Vaccine	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine,

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				and management of Arthropod Infections at the community level			3. Seminar 4. Library Reference			Materia Medica Microbiology , Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the Dengue & Malaria surveillance /epidemiological survey	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology , Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Describe the epidemiological indices for dengue: larval	C-II	DK	1. Lecture 2. Small group discussion 3. Seminar 4. Library	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				survey, pupae survey,			Reference			, Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Describe indices related to parasite: Annual Parasite Index, Annual Blood Examination Rate, Slide positivity rate, vector indices, larval surveys.	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology, Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the objectives, features, and activities of	C-II	MK	1. Lecture 2. Small group discussion 3.	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				the National Vector Borne Disease Control Programme .			Seminar 4. Library Reference			Medica Microbiology , Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Trace the history of the National Malaria Control Program in India.	C-II	NK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	NA	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the salient features of the National Framework for Malaria Elimination in India.	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology , Biochemistry

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the National Filariasis Control Program and NVBDCP.	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM I T 11.7	KS, PC, PRF, PBL, HO, CS	KH	Zoonoses Diseases - Viral (Rabies, Yellow Fever, Nipah virus infection, Japanese Encephalitis, Ebola, Kyasanur Forest diseases) - Bacterial (Chikungunya, Brucellosis, Leptospirosis, Plague, Human Salmonellosis) - Rickettsial	Describe the disease burden (worldwide and India) epidemiology, agent factors, host factors, clinical features, diagnosis, essential laboratory test, types, complicatio	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology, Biochemistry

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
			Disease (Rickettsial disease, Scrub Typhus, Murine Typhus, Q-Fever - Parasitic Zoonosis (Taeniasis, Hydatid Disease, Leishmaniosis)	ns, mode of transmission, prevention, and control measures of Zoonoses Diseases						
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the global and Indian strategies for the prevention and control of Zoonoses Diseases at the community level	C-II	DK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	SAQ MCQ	

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the home-based care of Zoonoses Diseases	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the adverse reactions to Zoonoses Diseases Vaccine	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis and management of Zoonoses Diseases	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology, Biochemistry

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				at the community level						
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the National Program for Prevention and Control of Japanese Encephalitis and NVBDCP.	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology, Biochemistry
Hom UG CM I T 11.8	KS, PC, PRF, PBL, HO, CS	KH	Surface Infections (Trachoma, Tetanus, Leprosy, STD, YAWS, AIDS)	Describe the disease burden (worldwide and India) epidemiology, agent factors, host factors, clinical	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology, Biochemistry



Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				features, diagnosis, essential laboratory test, types, complications, mode of transmission, prevention, and control measures of Surface Infections						
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the global and Indian strategies for the prevention and control of Surface Infections at the	C-II	DK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	SAQ MCQ	

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				community level						
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the home-based care of Surface Infections	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the adverse reactions to Surface Infections	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis and management	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				nt of Surface Infections at the community level			4. Library Reference			Microbiology , Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the National Program for Prevention and Control of Surface Infections	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology , Biochemistry
Hom UG CM I-T 11.09	KS, PC, PRF, PBL, HO, CS	KH	Hospital Acquired Infections / Nosocomial infections.	Define the term “Nosocomial infection”	C-I	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	MCQ	Practice of Medicine,
	KS, PC,	KH		Describe	C-II	MK	1. Lecture	MCQ	LAQ	Practice of

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	PRF, PBL, HO, CS			the magnitude, impact, epidemiology-agent factors, Host /patient factors, and environmental factors for Nosocomial infections.			2. Small group discussion 3. Seminar 4. Library Reference	Viva Quiz	MEQ SAQ MCQ	Medicine, Organon of Medicine, Materia Medica Microbiology , Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Enumerate the types of Hospital Acquired Infections	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology , Biochemistry
	KS, PC, PRF,	KH		Discuss the prevention	C-II	MK	1. Lecture 2. Small	MCQ Viva	LAQ MEQ	Practice of Medicine,

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	PBL, HO, CS			and control of Hospital Acquired Infections.			group discussion 3. Seminar 4. Library Reference	Quiz	SAQ MCQ	Organon of Medicine, Materia Medica Microbiology , Biochemistry
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the Universal Precautions .	C-II	MK	1. Lecture 2. Small group discussion 3. Seminar 4. Library Reference	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica Microbiology , Biochemistry

#### 7.12. Occupational Health

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM I-T 12.1	KS, CS, PBL, PRF, PC	K	Occupational Health	Define the term “Occupational Health”	C-I	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ, SAQ	
	KS, CS, PBL, PRF, PC	KH		Discuss the objectives of occupational health	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
	KS, CS, PBL, PRF, , PC	KH		Classify Occupational Hazards	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
	KS, CS, PBL, PRF, PC	KH		Discuss the magnitude of occupational health in India	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ, SAQ	
	KS, CS,	KH		Discuss the	C-II	MK	1. Lecture	MCQ	LAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	PBL, PRF, PC			Engineering, Medical, Personal Protective Equipment, and Legislative measures of prevention and control of occupational diseases.			2. Small group discussion 3. Brain Storming	Viva Quiz	MEQ MCQ, SAQ	
	KS, CS, PBL, PRF, PC	KH		Discuss the scope and benefits of The Factories Act 1948.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the scope and benefits of The ESI Act 1948	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
Hom UG CM I-T 12.2	KS, CS, PBL, PRF, , PC	KH	Ergonomics	Define the term “Ergonomics”.	C-I	DK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ, SAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS, CS, PBL, PRF, PC	KH		Discuss the principles and benefits of ergonomics.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
	KS, CS, PBL, PRF, PC	KH		Discuss sickness absenteeism.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
Hom UG CM I-T 12.3	KS, CS, PBL, PRF, PC	KH	Health Hazards in Agriculture	Describe the occupational health hazards in agriculture.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the prevention and control of health hazards in agriculture  Discuss Homoeopathic management	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	Organon Materia Medica
Hom	KS, CS,	KH	Health	Describe the biological,	C-II	MK	1. Lecture	MCQ	LAQ	



SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
UG CM I-T 12.4	PBL, PRF, PC		Hazards in Healthcare Professionals	ergonomic, chemical, physical, psychosocial, and emotional hazards in healthcare professionals.			2. Small group discussion 3. Brain Storming	Viva Quiz	MEQ MCQ, SAQ	
	KS, CS, PBL, PRF, PC	KH		Discuss the prevention and control of health hazards in healthcare professionals	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
Hom UG CM I-T 12.5	KS, CS, PBL, PRF, HO, PC	KH	Health Hazards in other sectors	Describe the occupational health hazards in other sectors such as IT, Education, Mechanical, etc.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ, SAQ	
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the prevention and control of health hazards  Discuss Homoeopathic management	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
Hom UG	KS, CS, PBL, PRF,	KH	Occupational Diseases	Discuss the causes of occupational diseases	C-II	MK	1. Lecture 2. Small	MCQ Viva	MCQ, SAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
CM I-T 12.6	PC						group discussion 3. Brain Storming	Quiz		
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the risk factors and prevention of occupational cancers.  Discuss Homoeopathic management	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
Hom UG CM I-T 12.7	KS, CS, PBL, PRF,	KH	Occupational Lung Diseases	Enumerate the occupational lung diseases	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	MCQ, SAQ	
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the causes, prevention, and control of pneumoconiosis, silicosis, asbestosis, anthracosis, and byssinosis.  Discuss Homoeopathic management	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	

SI. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
Hom UG CM I-T 12.8	KS, PBL, PRF,	KH	Occupational industrial accidents	Discuss the host, agent, and environmental factors of industrial accidents.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
	KS, PBL, PRF	KH		Enumerate the types of occupation injuries /accidents	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
	KS, CS, PBL, PRF, PC	KH		Discuss the prevention of occupational industrial accidents.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
Hom UG CM I-T 12.9	KS, CS, PBL, PRF, HO, PC	KH	Occupational Dermatitis	Discuss the causes, management, prevention, and control of occupational dermatitis.  Discuss Homoeopathic	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
				management						
Hom UG CM I-T 12.10	KS, CS, PBL, PRF, PC	KH	Lead poisoning	Discuss the risk factors, manifestation, prevention, and control of lead poisoning.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
Hom UG CM I-T 12.11	KS, CS, PBL, PRF, PC	KH	Occupational burnout and stress	Enumerate the causes of occupational burnout and stress.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
	KS, CS, PBL, PRF, HO, PC	KH		Discuss the prevention of occupational burnout and stress  Discuss Homoeopathic management	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
Hom UG CM I-T 12.12	KS, CS, PBL, PRF,	KH	Working condition	Discuss the strategies to improve working condition	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	

Sl. No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment		Integration
								Formative	Summative	
	KS, PBL, PRF, PC	KH		Discuss occupational health safety.	C-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	
Hom UG CM I-T 12.13	KS, CS, PBL, PRF, PC	S	Occupational health assessment	Assess occupation health conditions	P-II	MK	1. Lecture 2. Small group discussion 3. Brain Storming	MCQ Viva Quiz	LAQ MEQ MCQ, SAQ	

7.13. **Practical /Lab work / Field Visits / Demonstration:**

Competency No	Content	Competency/ Outcome	Entry Behaviour	Specific Learning Objectives	Learner Activity	Assessment
Hom UG CM I-P 13.1	Balanced Diet	<ul style="list-style-type: none"> <li>Explain the daily nutritional requirements for different age groups, genders, and</li> </ul>	<ul style="list-style-type: none"> <li>Define a balanced diet and its components (carbohydrates, proteins, fats, vitamins, minerals, water,</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting deficiencies/disease caused by an imbalanced diet.</li> </ul>	<ul style="list-style-type: none"> <li><b>Plan a balanced diet</b> using locally available and culturally acceptable foods</li> <li><b>Interpret food</b></li> </ul>	<ul style="list-style-type: none"> <li>Problem-solving exercises</li> <li>Viva</li> <li>MCQs</li> <li>OSPE</li> </ul>

Competency No	Content	Competency/ Outcome	Entry Behaviour	Specific Learning Objectives	Learner Activity	Assessment
		physiological states (e.g., pregnancy, lactation, adolescence) <ul style="list-style-type: none"> <li>Correlate nutrition with public health programs like ICDS, Mid-Day Meal Scheme, and Poshan Abhiyaan.</li> </ul>	and fiber).		<b>composition tables</b> and assess dietary adequacy using recall methods	
Hom UG CM I-P 13.2	RMNCHA+	Prepare a growth chart for a child	<ul style="list-style-type: none"> <li>Importance and application of growth chart.</li> </ul>	<ul style="list-style-type: none"> <li>Plot growth chart</li> <li>Interpret the growth chart</li> </ul>	<ul style="list-style-type: none"> <li>Plot a growth for a minimum of 5 children.</li> <li>Interpret growth charts.</li> <li>Enumerate the uses of the growth chart.</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Checklist</li> <li>Viva</li> <li>OSPE</li> <li>Problem-solving exercises</li> </ul>
Hom UG CM I-P 13.3	Menstrual Hygiene	Awareness of various menstrual hygiene practices and products	<ul style="list-style-type: none"> <li>Discuss the Hygiene practices during Menstruation</li> </ul>	<ul style="list-style-type: none"> <li>Explain various menstrual hygiene practices.</li> <li>Identify menstrual hygiene products, mention their</li> </ul>	<ul style="list-style-type: none"> <li>Identify menstrual hygiene products.</li> <li>Conduct a menstrual</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Checklist</li> <li>Viva</li> </ul>

Competency No	Content	Competency/ Outcome	Entry Behaviour	Specific Learning Objectives	Learner Activity	Assessment
				advantages and disadvantages	hygiene health education program	
Hom UG CM I-P 13.4	Family Planning and Contraception	Orientation about appropriate family methods at the community level using Information, Education, and communication material.	Describe the contraceptive types and devices.	<ul style="list-style-type: none"> <li>Discuss the Scope, objectives, and benefits of family planning.</li> <li>Differentiate Types of contraceptives</li> <li>Describe the use of contraceptive devices.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of contraceptive devices</li> <li>Preparing Information, Education, and communication material about family planning</li> </ul>	<ul style="list-style-type: none"> <li>Viva</li> <li>MCQs</li> <li>Spot Identification</li> </ul>
Hom UG CM I-P 13.5	Water Treatment Plant	Orientation about the water treatment plants in real-world settings.	Describe the stages and methods of water purification at large-scale water treatment plant	<ul style="list-style-type: none"> <li>To observe the equipment and procedures used at water treatment plant</li> <li>To learn about the different stages of water purification</li> </ul>	<ul style="list-style-type: none"> <li>To write a report of the field visit</li> </ul>	<ul style="list-style-type: none"> <li>Report Writing</li> </ul>
Hom UG CM I-P 13.6	Milk Pasteurization Plant	Orientation about the Milk Pasteurization Process, and food safety – Quality measures in the dairy industry	Describe the method of Milk Pasteurization	To witness the entire milk production process, from raw milk to the final product, and gain a practical understanding of the steps involved.	<ul style="list-style-type: none"> <li>To write a report of the field visit</li> </ul>	<ul style="list-style-type: none"> <li>Report Writing</li> </ul>
Hom UG CM I-P 13.7	Primary Health Centre/Sub-	Understand the organization of		<ul style="list-style-type: none"> <li>To observe services like outpatient care,</li> </ul>	<ul style="list-style-type: none"> <li>To write a report of the field visit</li> </ul>	<ul style="list-style-type: none"> <li>Report Writing</li> </ul>

Competency No	Content	Competency/ Outcome	Entry Behaviour	Specific Learning Objectives	Learner Activity	Assessment
	Centre/Anganwadi Centre	Government Healthcare Delivery Centre facilities, and staff roles.		<p>maternal and child health, immunization, and health promotion.</p> <ul style="list-style-type: none"> <li>• To learn respective centres' role in providing healthcare to rural or underserved areas.</li> <li>• To witness practical aspects of ANC, such as examination, lab tests, and counselling.</li> <li>• To interact with patients and observe their health-seeking behaviors.</li> </ul>		
Hom UG CM I-P 13.8	Infectious Hospital Visits	Observing healthcare professionals protocols for infection prevention and control	<ul style="list-style-type: none"> <li>• Recall Hospital – acquired infectious diseases</li> <li>• Recall the hand-wash steps</li> </ul>	<ul style="list-style-type: none"> <li>• To witness hand wash hygiene, proper use of personal protective equipment (PPE), and environmental disinfection.</li> <li>• To understand the Bio-Medical waste management system</li> </ul>	<ul style="list-style-type: none"> <li>• To write a report of the field visit</li> </ul>	<ul style="list-style-type: none"> <li>• Report Writing</li> </ul>



Competency No	Content	Competency/ Outcome	Entry Behaviour	Specific Learning Objectives	Learner Activity	Assessment
				in the Hospital set-up		
Hom UG CM I-P 13.9	Industrial Units	Understanding the health consequences of Occupational Hazards and its prevention measures	Recall the Occupational Diseases in the Physical and Psychological areas	<ul style="list-style-type: none"> <li>To gain knowledge of physical injuries, psychological trauma, and long-term health problems among industrial employees</li> </ul>	<ul style="list-style-type: none"> <li>To write a report of the field visit</li> </ul>	<ul style="list-style-type: none"> <li>Report Writing</li> </ul>
Hom UG CM I-P 13.10	Geriatric or Disability – Rehab Centre visit	To sensitize the challenges faced by the Geriatric or Disabled patients	Recall important health issues in Geriatric or Disabled patients	<ul style="list-style-type: none"> <li>Understand the physical, mental, and emotional challenges of residents.</li> <li>Learn the specific medical and nutritional needs.</li> <li>Gain insight into the social isolation and loneliness experienced.</li> </ul>	<ul style="list-style-type: none"> <li>To write a report of the field visit</li> </ul>	<ul style="list-style-type: none"> <li>Report Writing</li> </ul>
Hom UG CM I-P 13.11	Milk Adulteration	Demonstrate the use of the Lactometer to measure the water content in Milk	<ul style="list-style-type: none"> <li>Describe food adulteration</li> <li>Name one common adulterant in Milk</li> <li>Remember the household</li> </ul>	<ul style="list-style-type: none"> <li>Perform the correct technique of assessing Milk adulteration.</li> <li>Interpret the results of the experiments to determine the milk adulterations.</li> </ul>	<ul style="list-style-type: none"> <li>Perform the procedure as per the methodology</li> <li>Make entries into the pathology practical record</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Checklist</li> <li>Viva</li> <li>OSPE</li> </ul>

Competency No	Content	Competency/ Outcome	Entry Behaviour	Specific Learning Objectives	Learner Activity	Assessment
			methods for identifying milk adulteration.			
Hom UG CM I-P 13.12	Nutritional Assessment	Explain the significance in estimating body mass index, body fat percentage and nutritional status.	<ul style="list-style-type: none"> <li>Recall the interpretation of BMI as per WHO guidelines</li> <li>Recall the definitions of Malnutrition, Overweight, and Obesity in Children and Adults</li> </ul>	To demonstrate the use of adult and infant weighing scales, height measurement tools, Body Mass Index (BMI) calculation, Mid-Upper Arm Circumference (MUAC) tape, and skinfold calliper for assessing nutritional status in community health	<ul style="list-style-type: none"> <li>To use of adult weighing scale and an infant weighing scale to record the weight accurately.</li> <li>To measure the standing height in adult and recumbent length in Infants</li> <li>To calculate BMI and interpretation as per the WHO guidelines.</li> <li>To measure MUAC accurately.</li> <li>To measure the body fat percentage using Hyperdense</li> </ul>	<ul style="list-style-type: none"> <li>Problem-solving exercises</li> <li>Viva</li> <li>MCQs</li> <li>OSPE</li> </ul>

Competency No	Content	Competency/ Outcome	Entry Behaviour	Specific Learning Objectives	Learner Activity	Assessment
					Skinfold Caliper.	
Hom UG CM I-P 13.13	Water Quality & Purification	<ul style="list-style-type: none"> <li>Compare results with BIS/WHO standards for drinking water quality.</li> <li>Recognise importance of water quality monitoring in community settings</li> </ul>	<ul style="list-style-type: none"> <li>Explain the basic principles of water purification at community and household levels.</li> <li>Recall any two pollutants of water.</li> </ul>	<ul style="list-style-type: none"> <li>To check Water Quality: By demonstrating the use of a Total Dissolved Solids (TDS) meter and Chloroscope</li> <li>To demonstrate small-scale water purification methods (Water Purifier Apparatus, Choloscope, and Horrocks Meter Apparatus)</li> </ul>	<ul style="list-style-type: none"> <li>Measure total dissolved solids in drinking water with a TDS Meter.</li> <li>Test for free residual chlorine using a Chloroscope.</li> <li>Demonstrate the Water Purifier Apparatus (gravity filter, RO, UV units).</li> <li>Conduct the Horrocks Test to determine the bleaching powder dosage for water disinfection.</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Checklist</li> <li>Viva</li> <li>OSPE</li> <li>Problem-solving exercises</li> </ul>
Hom UG CM I-P 13.14	Air Quality	Interpret barometric readings and understand their influence on weather	Recall safe and hazardous air quality levels as per CPCB or WHO standards.	<ul style="list-style-type: none"> <li>To demonstrate the use of the Barometer and Air Quality Meter, and to understand their relevance in assessing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the use of a Barometer to measure atmospheric pressure.</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Checklist</li> <li>Viva</li> </ul>

Competency No	Content	Competency/ Outcome	Entry Behaviour	Specific Learning Objectives	Learner Activity	Assessment
		conditions and respiratory health.		environmental conditions and their impact on public health.	<ul style="list-style-type: none"> <li>Use an Air Quality Meter to assess the gaseous pollutants.</li> </ul>	

#### 8. Teaching learning methods

Lectures (Theory)	Non-lectures (Practical/Demonstrative)
Lectures	Practical /Lab work
Small group discussion	Field Visits
Integrated lectures	Community-Based Activity
Structured interactive sessions	Clinical /Hospital Posting
	Problem based discussion
	Case based learning
	Tutorials
	Seminars
	Video clips
	Assignments

## 9. Details of assessment

### 9.1. Overall Scheme of Assessment (Summative)

Sr. No	Professional Course	Term I (1-6 Months)		Term II(7-12 Months)		
1	Third Professional BHMS	PA I (end of 3 months)	TT I (end of 6 months)	PA II (end of 9 months)	FUE (end of 12 months)	
		10 Marks Viva	50 Marks Practical/ Viva 1. Viva voce -25 marks 2. Practical– 25 marks*	10 Marks Viva	100 marks theory	100 marks (Clinical/practical+ Viva+ IA)

**PA: Periodical Assessment; TT: Term Test; FUE: Final University Examinations; IA: Internal Assessment**

**\* Details of practical assessment at TERM I (OSPE Stations will remain the same as point 9.6):**

Sr. No.	Headings	Total Marks	Time
1.	Viva Voce	25 Marks	
2.	<b>Experiment: (One)</b> i. Measuring anthropometric measurements of a simulated patient ii. Measuring specified adulteration using appropriate Instruments (Water & Milk Adulteration)	5 marks × 1 Experiment = <b>5 marks</b>	<b>15 mins</b>
3.	<b>Case Study: (One)</b> i. Calculating Morbidity, Mortality, and Disability Rate ii. Plotting of the Growth Chart iii. Identifying infectious disease from the given Case description iv. Identifying Deficiency disease from the given Case	5 marks × 1 Case Study = <b>5 marks</b>	<b>15 mins</b>

	description		
<b>4.</b>	<b>Spotting (5):</b>	<b>10 Marks</b>	<b>15 mins</b>
	ANY FIVE SPOTTINGS  (Health Definitions/ Disease Definitions/ Vital Statistics Formulae/ Behavioural Health/ Food spots & RDA values/ Food Nutritional values/ Food Safety & Adulteration tests)	2 marks X 5 Spotters = 10 marks	3 minutes for each spotting=15 minutes
<b>5.</b>	Journal or Practical Record Book	<b>5 marks</b>	
<b>Total</b>		<b>50 marks</b>	

### 9.2. Number of papers and Marks Distribution for Final University Examination (FUE)

Sr. No.	Course Code	Papers	Theory	Practical/ Clinical	Viva Voce	Internal Assessment*	Grand Total
1	HomUG-CM I	01	100 marks	50 marks**	40 marks	10 marks  (Marks of PA I + TT I + PA II)	200marks

**\*Method of Calculation of Internal Assessment Marks for Final University Examination:**

**Marks of IA-** (Marks of PA-1 + Marks of TT + Marks of PA-2) / 70 X 10

**\*\* Details of practical assessment at FUE (OSPE Stations will remain the same as point 9.6):**

<b>Sr. No.</b>	<b>Headings</b>	<b>Total Marks</b>	<b>Time</b>
<b>1.</b>	<b>Experiment / Case Study: (One) Examples</b> iii. Measuring anthropometric measurement of simulated patient iv. Segregation of Bio Medical waste v. Measuring specified adulteration using appropriate Instruments (Water & Milk Adulteration)	5 marks × 1 Experiment = 5 marks	<b>15 mins</b>
<b>2.</b>	<b>Case Study: (One)</b> v. Plotting of the Growth Chart vi. Identifying infectious disease from the given Case description vii. Identifying Deficiency disease from the given Case description	5 marks × 1 Case Study = 5 marks	<b>15 mins</b>
<b>3.</b>	<b>Spotters (5)</b> ANY FIVE SPOTTERS (Instruments/ Equipment/ Specimens / Models)-  •Identify the spot •List the characteristic features/ utility of the spot	3 marks X 5 Spotters = 15 marks	<b>3 minutes for each spotting=15 minutes</b>

<b>4.</b>	<b>Spotting (5):</b> ANY FIVE SPOTTINGS (Food Items / Family Planning contraceptive devices/growth cycle of infective agents / Formula of vital statistics/calculations of BMI percentile growth charts)-  •Identify the spot •List the characteristic Features/ utility of the spot	3 marks X 5 Spotters = 15 marks	3 minutes for each spotting=15 minutes
<b>5.</b>	Journal or Practical Record Book	10 marks	
<b>6.</b>	<b>Viva-voce</b>	40 marks	
<b>7.</b>	Internal assessment (IA)	10 marks	
<b>Total</b>		<b>100 marks</b>	

### 9.3. Paper Layout

**Summative assessment(FUE):**

**Theory- 100 marks**

<b>MCQ</b>	<b>10 marks</b>
<b>SAQ</b>	<b>40 marks</b>
<b>LAQ</b>	<b>50 marks</b>



#### 9.4. Theme-wise distribution of questions for theory paper:

Theme	Topics	Term	Marks	MCQ's	SAQ's	LAQ's
A.	Fundamental Concepts of Community Medicine, Public Health, and History of Community Medicine.	I	0	0	0	0
B.	Concepts of Health, Disease Causation & Prevention and Homoeopathy	I	11	01	0	10
C.	Community Health, Healthcare of the Community, and Healthcare Delivery Systems in India	I	06	01	05	0
D.	Social and Behavioural Health and its Relevance to Homoeopathy	I	05	0	05	0
E.	Nutrition for Community Health	I	16	01	05	10
F.	Environment and Health	I	16	01	05	10
G.	Mental Health	II	06	01	05	0
H.	Reproductive, Maternal, Newborn, Child and Adolescent Health and related National Health Programmes	II	11	01	0	10
I.	Geriatric Health and Health of Specially Abled Population	II	01	01	0	0
J.	Demography, Vital Statistics, Family Welfare Planning and Contraception	II	06	01	05	0
K.	Communicable Diseases and Relevant National Health Programmes	II	16	01	05	10
L.	Occupational Health	II	06	01	05	0

### 9.5. Question paper blueprint

A Question Serial Number	B Type of Question	Question Paper Format (Refer table 8.16 for themes)
Q1	Multiple choice Questions (MCQ) 10 Questions 1 mark each All compulsory  Must know part: 6 MCQ Desirable to know: 2 MCQ. Nice to know: 2 MCQ	1. Theme B 2. Theme C 3. Theme E 4. Theme F 5. Theme G 6. Theme H 7. Theme I 8. Theme J 9. Theme K 10. Theme L
Q2	Short answer Questions (SAQ) 8 Questions 5 Marks Each All compulsory  Must know part: 7 SAQ Desirable to know: 1 SAQ Nice to know: Nil	1. Theme C 2. Theme D 3. Theme E 4. Theme F 5. Theme G 6. Theme J 7. Theme K 8. Theme L
Q3	Long Answer Questions (LAQ) 5 Questions 10 Marks each All compulsory	1. Theme B 2. Theme E 3. Theme F 4. Theme H 5. Theme K

## 9.6. OSPE STATIONS:

### STATION # 1: EXPERIMENT (Observed Station)

**For Organizer:**

**TOPIC SPECIFICATION:** Assessing Practical Skills

**SAMPLE MATERIAL:** Instruments or materials required to perform the Experiment

**For Candidate:**

**Max. Marks:** 5 Marks

**Time Allowed:** 15 minutes

**Task:**

1. Demonstrating the Practical skills in the given Experiment
2. Writing the results and conclusion of the experiment

**For Examiner:**

Sr. No.	Key	Allotted Marks
1.	Assessing Practical Skills as per the checklist (procedure)	3
2.	Assessing the Result section as per the checklist (quality of written result)	2

### STATION # 2: CASE STUDY (Unobserved Station)

**For Organizer:**

**TOPIC SPECIFICATION:** Case-based identification

**SAMPLE MATERIAL:** Case study (Caselets)

**For Candidate:**

**Max. Marks:** 5 Marks

**Time Allowed:** 15 minutes

**Task:**

1. Assessment of the Problem: Identification of Disease & Deficiency / Disease & Infectious Agent
2. Result & Conclusion: Preventive Approach / Dietary or Community Interventions / Assessment Parameters

**For Examiner:**

Sr. No.	Key	Allotted Marks
1.	Assessing the Problem (checklist for correct diagnosing and identifying the factors)	3
2.	Assessing the Result section as per the checklist (quality of written solutions to identified Problem)	2

**STATION # 3: SPOTTERS (Unobserved Station)****For Organizer:****TOPIC SPECIFICATION:** Identification of the spotters and its characteristics**SAMPLE MATERIAL:** Instruments/ Equipment/Specimens / Models**For Candidate:****Max. Marks:** 15 Marks**Time Allowed:** 15 minutes**Task:**

1. Identify the spot
2. List the characteristic features/ utility of the spot

**For Examiner:**

Sr. No.	Key	Allotted Marks
1.	Assessment of the identification of the spotter (correct answer key)	1
2.	List the characteristic features/utility of the spot (based on the checklist)	2

**STATION # 4: SPOTTING (Unobserved Station)****For Organizer:****TOPIC SPECIFICATION:** Identification of the spotting and its characteristics**SAMPLE MATERIAL:** Food Items / Family Planning contraceptive devices/growth cycle of infective agents / Formula of vital statistics/calculations of BMI percentile growth charts

**For Candidate:**

**Max. Marks:** 15 Marks

**Time Allowed:** 15 minutes

**Task:**

3. Identify the spot
4. List the characteristic features/ utility of the spot

**For Examiner:**

Sr. No.	Key	Allotted Marks
1.	Assessment of the identification of the spot (correct answer key)	1
2.	List the characteristic features/utility of the spot (based on the checklist)	2

## 10. List of recommended Books

### Basic Books

- Bhalwar, R. (2024). *Textbook of community medicine*. Wolters Kluwer India Pvt Ltd.
- Kadri, A. M. (2024). *IAPSM's Textbook of Community Medicine*. Jaypee Brothers Medical Publishers.
- Lal, S., Adarsh, P., & Pankaj. (2024). *Textbook of community medicine: Preventive and social medicine*. CBS.
- Park, K., & Park, K. (2024). *Preventive and social medicine*. m/s. BanarsidasBhanot, Jabalpur.
- Gupta, M. C., & Mahajan, B. K. (2013). *Textbook of preventive and social medicine*. New Delhi: Jaypee Brothers, 2005. Fourth edition
- Suryakantha, A. H. (2009). *Community Medicine:(with Recent Advances)*. Jaypee Bros
- Hahnemann .S, *Organon of Medicine*, 6<sup>th</sup> Edition, B.Jain Publishers, New Delhi, Reprint 2010.

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- Kishore, J. (2023). National health programs of India: national policies and legislations related to health. *Peer-reviewed, Official Publication of the Indian Academy of Geriatrics*, 165.
- Detels, R., Beaglehole, R., Lansang, M. A., & Gulliford, M. (2011). *Oxford textbook of public health*. Oxford University Press.

- Bhalwar, R., Vaidya, R., Tilak, R., Gupta, R., & Kunte, R. (2009). *Textbook of Public Health and Community Medicine AFMC*. Pune WHO India Country Office.
- Kothari, C. R. *Research methodology: Methods and techniques*. New Age International.
- Rao NSN, Murthy NSN, *Applied Statistics in Health Sciences*, JP Brothers Medical Publishers.
- Hersh, W. R., & Hoyt, R. E. (2018). *Health Informatics: Practical Guide* Seventh Edition. Lulu. com.
- Stuart Close, *The Genius of Homoeopathy, Lectures and Essay on Homoeopathic Philosophy* B. Jain Publishers Pvt. Ltd.

## 11. List of contributors :

### I. Dr. Prashant Tamboli

Director, Dr M L Dhawale Memorial Trust Hospital, Research & MIS, Assoc. Prof. MLDMHI, Palghar

### II. Dr. Uma Shankar

Professor, Department of Community Medicine, Bhagwan Buddha Homoeopathic Medical College, Bangalore

### III. Dr. Rajendra Singh

Principal, Government SDJH Medical College and Hospital, Chandesar, Azamgarh