

# COMMUNITY MEDICINE

## Objectives of Topics

Number	Competency	Domains	Levels	Specific Learning Objective (K/S/A-c)	T-L Method	Assessment
CM1.1	Define and describe the concept of Public Health	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to- 1. Define public Health? 2. Describe the concept of P.H.?	Lecture, Small group discussion	Written / viva voce
CM1.2	Define health; describe the concept of holistic health including concept of spiritual health and the relativeness & determinants of health	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to- 1. Define health and know its various definitions. 2. Discuss concept of holistic health. 3. Classify determinants of health. 4. Define spiritual health and discuss its importance.	Lecture, Small group discussion	Written / viva voce
CM1.3	Describe the characteristics of agent, host and environmental factors in health and disease and the multi factorial etiology of disease	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to- 1. Define agent, host, and environmental factors. 2. Explain Agent/ Host/ Enviromental factors giving numerous examples. 3. Discuss the role of multifactorial etiology of disease in NCDs giving suitable examples.	Lecture, Small group discussion	Written / viva voce
CM1.4	Describe and discuss the natural history of disease	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to- 1. Describe the natural history of disease. 2. Classify natural health of disease. 3. Discuss natural health of disease with suitable examples.	Lecture, Small group discussion	Written / viva voce
CM1.5	Describe the application of interventions at various levels	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to	Lecture, Small group discussion	Written / viva voce

	of prevention			<ol style="list-style-type: none"> <li>1. Enumerate the various levels of prevention.</li> <li>2. Define levels of prevention.</li> <li>3. Discuss the application of level of prevention by giving examples.</li> </ol>		
<b>CM1.6</b>	Describe and discuss the concepts, the principal of health promotion and Education, IEC and Behavioral change communication (BCC)	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Enumerate the principles of health promotion and health education.</li> <li>2. Define IEC and BCC.</li> <li>3. Differentiate between IEC and BCC.</li> <li>4. Enlist the various methods/materials used for IEC/BCC.</li> </ol>	Lecture, Small group discussion Role play for BCC.	Written / viva voce
<b>CM1.7</b>	Enumerate and describe health indicators	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Classify health indicators.</li> <li>2. Describe the various health indicators.</li> <li>3. Calculate the various health indicators using their formula.</li> </ol>	Lecture, Small group discussion	Written / Viva voce
<b>CM1.8</b>	Describe the Demographic profile of India and discuss its impact on health	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define demography</li> <li>2. Calculate the Birth Rate, Death Rate using formula</li> <li>3. Discuss impact on health by GDP, GNP, GRR, NRR, PQLI, HDI.</li> <li>4. Describe demographic profile of India.</li> </ol>	Lecture, Small group discussion	Written / Viva voce
<b>CM1.9</b>	Demonstrate the role of effective Communication skills in health in a simulated environment	S	SH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Present the various communication skills used in health.</li> <li>2. Demonstrate by showing role play.</li> </ol>	Skill Assessment, Role play	AETCOM
<b>CM1.10</b>	Demonstrate the important aspects of the doctor patient	S	SH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p>	Skill Assessment,	AETCOM

	relationship in a simulated environment			<ol style="list-style-type: none"> <li>1. Present professional qualities and role of a physician</li> <li>2. Demonstrate empathy in patient encounters.</li> </ol>	Role play	
<b>CM2.1</b>	Describe the steps and perform clinical socio-cultural and demographic assessment of the individual, family and community	S	SH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Perform independently the clinical-socio-cultural assessment of the individual, family and Community.</li> </ol>	Lecture, small group discussion, DOAP session	Written/viva voice/skill assessment
<b>CM2.2</b>	Describe the socio-cultural factors, family (types), its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status	S	SH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Document different socio-cultural factors, different type of families, role of the families in the health and diseases</li> </ol>	Lecture, small group discussion, DOAP session	Written/viva voice/skill assessment
<b>CM2.3</b>	Describe and demonstrate in a simulated environment the assessment of barriers to good health and health seeking behaviour	S	SH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Identify role of different barriers to good health</li> </ol>	Lecture, small group discussion, DOAP session	Written/viva voice/skill assessment
<b>CM2.4</b>	Describe social psychology, community behaviour and community relationship and their impact on health and disease	K	KH	<p>At the end of this session of the Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define society</li> <li>2. Describe Social structure</li> <li>3. Describe Socialism</li> <li>4. Describe Acculturation</li> </ol>	Lecture, small group discussion, DOAP session	Written/viva voice/skill assessment
<b>CM2.5</b>	Describe poverty and social security measures and its relationship to health and disease	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Describe different SES scales</li> <li>2. Discuss standard of living, type of social security, social assistance</li> <li>3. Describe role of poverty on health</li> </ol>	Lecture, small group discussion	Written/viva voice

<b>CM3.1</b>	Describe the health hazards of air, water, noise, radiation and pollution	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to- 1. Describe air composition, thermal indices, air pollution, Monitoring of pollution, control of air pollution 2. Describe health hazards of water, noise and radiation pollution	Lecture, small group discussion	Written/viva voice
<b>CM3.2</b>	Describe concepts of safe and wholesome water, sanitary sources of water, water purification processes, water quality standards, concepts of water conservation and rainwater harvesting	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to- 1. Describe different sources of water, 2. Discuss water pollution 3. Describe WHO criteria of water quality assessment 4. Discuss water conservation	Lecture, small group discussion, DOAP session	Written/viva voice
<b>CM3.3</b>	Describe the aetiology and basis of water borne diseases/ jaundice/ hepatitis/ diarrheal diseases	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to describe different water-borne diseases, their mode of transmission and prevention methods	Lecture, small group discussion, DOAP session	Written/viva voice/skill assessment
<b>CM3.4</b>	Describe the concept of solid waste, human excreta and sewage disposal	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Discuss different type of waste 2. Define sewage and sullage 3. Define BOD, COD 4. Describe types of latrine, sewage drainage system, 5. Discuss Swachh Bharat Abhiyan	Lecture, small group discussion	Written/viva voice
<b>CM3.5</b>	Describe the standards of housing and the effect of housing on health	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Enumerate type of housing 2. Describe standards of housing in rural and urban area 3. Describe impact of housing standards on health	Lecture, small group discussion	Written/viva voice/skill assessment
<b>CM3.6</b>	Describe the role of vectors in the causation of diseases.	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to	Lecture, small group discussion	Written/viva voice

	Also discuss National Vector Borne disease Control Program			<ol style="list-style-type: none"> <li>1. Describe the modes of disease transmission</li> <li>2. Enumerate the type of vectors</li> <li>3. Describe various vector-borne diseases</li> <li>4. Describe NVBDCP</li> </ol>		
<b>CM3.7</b>	Identify and describe the identifying features and life cycles of vectors of Public Health importance and their control measures	S	SH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Identify different arthropod, arthropod-borne disease</li> <li>2. Document the principles of vector born disease control</li> </ol>	Lecture, small group discussion	Written/viva voice/skill assessment
<b>CM4.1</b>	Describe various methods of health education with their advantages and limitations	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. List various methods of health education.</li> <li>2. Classify various methods of health education.</li> <li>3. Discuss various methods of health education with suitable examples.</li> <li>4. Discuss the advantages and disadvantages of various methods of health education.</li> </ol>	Lecture	Written
<b>CM4.2</b>	Describe the methods of organizing health promotion and education and counselling activities at individual, family and community settings.	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Discuss methods of organizing health promotion and education and counselling activities.</li> <li>2. Choose an appropriate method of organizing health promotion and education and counselling activities at individual, family and community settings.</li> </ol>	Small group discussion	Written
<b>CM4.3</b>	Demonstrate and describe the steps in evaluation of health promotion and education program.	S	SH	<p>At the end of this session of the Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. List the steps involved in evaluation of health promotion and education program.</li> <li>2. Demonstrate the evaluation of health promotion and education program.</li> </ol>	DOAP session	Skill Assessment

				3. Interpret the evaluation of health promotion and education program.		
<b>CM5.1</b>	Describe the common sources of various nutrients and special nutritional requirements according to age, sex, activity, physiological conditions	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Define nutrients 2. Classify nutrients 3. Enumerate the sources of nutrients 4. Define consumption unit 5. Classify individuals on the basis of physical activity 6. Describe the nutritional requirements according to age/sex/activity/physiological conditions.	Lecture, small group discussion	Written/viva voice/skill assessment
<b>CM5.2</b>	Describe and demonstrate the correct method of performing a nutritional assessment of individuals, families and the community by using the appropriate method	S	SH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Document dietary survey 2. Describe correct method of performing nutritional requirements of individuals/families/community 3. Demonstrate by family study	DOAP	Skill Assessment
<b>CM5.3</b>	Define and describe common nutrition related health disorders (including macro-PEM, Micro-iron, Zn, iodine, Vit. A), their control and management	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Enlist the various nutrition related health disorders 2. Classify nutritional disorders according to macro/micro nutrients. 3. Describe in detail about various nutrition related health disorders along with their control & management.	Lecture, small group discussion	Written/viva voice/skill assessment
<b>CM5.4</b>	Plan and recommend a suitable diet for the individuals and families based on local availability of foods and economic status,	S	SH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Demonstrate how to plan suitable diet for individuals and families based on local availability of foods and economic status.	DOAP	Skill Assessment

	etc in a simulated environment					
<b>CM5.5</b>	Describe the methods of nutritional surveillance, principles of nutritional education and rehabilitation in the context of socio-cultural factors.	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Define the various methods of nutritional surveillance. 2. Enumerate the principles of nutritional education and rehabilitation in context of sociocultural factors.	Lecture, small group discussion	Written/viva voice/skill assessment
<b>CM5.6</b>	Enumerate and discuss the National Nutrition Policy, important national nutritional Programs including the Integrated Child Development Services Scheme (ICDS) etc	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Discuss the National Nutrition Policy 2. Enlist the various nutritional Programs. 3. Discuss in detail about various nutritional Programs.	Lecture, small group discussion	Written/viva voice/skill assessment
<b>CM5.7</b>	Describe food hygiene	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Define food hygiene. 2. Discuss various regulations concerning food hygiene	Lecture, small group discussion	Written/viva voice/skill assessment
<b>CM5.8</b>	Describe and discuss the importance and methods of food fortification and effects of additives and adulteration	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Define food fortification/food additives/food adulteration. 2. Differentiate between food additives & food fortification. 3. Discuss in detail by examples.	Lecture, small group discussion	Written/viva voice/skill assessment
<b>CM6.1</b>	Formulate a research question for a study	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Discuss in detail about various research questions for a study. 2. Classify the various methods used for research. 3. Discuss in detail the various methods used in	Small group discussion, Lecture, DOAP sessions	Written/viva voice/skill assessment

				research. 4. Discuss the research questions by giving examples.		
<b>CM6.2</b>	Describe and discuss the principles and demonstrate the methods of collection, classification, analysis, interpretation and presentation of statistical data	S	SH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Define data 2. Classification of type of data 3. Discuss data in detail with suitable examples. 4. Enumerate the various methods used for data collection. 5. Classification of presentation of statistical data 6. Discuss presentation of statistical data in detail with graphical methods.	Small group Lecture, DOAP sessions	Written/viva voice/skill assessment
<b>CM6.3</b>	Describe, discuss and demonstrate the application of elementary statistical methods including test of significance in various study designs	S	SH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Describe the test of significance 2. Classify the test of significance. 3. Discuss in detail the various methods used for test of significance in various study designs 4. Describe the application of methods used for test of significance by numerical.	Small group Lecture, DOAP sessions	Written/viva voice/skill assessment
<b>CM6.4</b>	Enumerate, discuss and demonstrate Common sampling techniques, simple statistical methods, frequency distribution, measures of central tendency and dispersion	S	SH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Discuss in detail about classification of sampling techniques. 2. Discuss the various sampling methods with examples. 3. Discuss the various statistical methods. 4. Describe in detail the measures of central tendency and dispersion. 5. Describe the application of measures of central tendency and dispersion by numerical.	Small group discussion, Lecture, DOAP sessions	Written/viva voice/skill assessment
<b>CM7.1</b>	Define Epidemiology and describe and enumerate the	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to	Small group discussion,	Written/viva voice



	principles, concepts and uses			<ol style="list-style-type: none"> <li>1. Enlist the authors who have given the definition of epidemiology</li> <li>2. Define epidemiology given by different authors</li> <li>3. Describe the disease frequency, distribution and determinants</li> <li>4. Enumerate aims of epidemiology</li> <li>5. Enumerate and describe epidemiological approach</li> <li>6. Enumerate and describe basic measurement in epidemiology</li> <li>7. Enumerate and describe epidemiological methods</li> <li>8. Describe Association and causation</li> <li>9. Enumerate and describe the criteria of association</li> <li>10. Enumerate and describe the uses of epidemiology</li> </ol>	Lecture	
<b>CM7.2</b>	Enumerate, describe and discuss the modes of transmission and measures for prevention and control of communicable and non- communicable diseases	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define the key terms used in communicable and non- communicable diseases</li> <li>2. Describe the dynamics of disease transmission</li> <li>3. Enumerate and describe reservoir</li> <li>4. Enumerate and describe the modes of transmission</li> <li>5. Describe host and host defences</li> <li>6. Describe cold chain, open vial policy, AEFI</li> <li>7. Describe and enlist the methods of prevention and control of communicable and non- communicable diseases</li> <li>8. Describe Immunization programme and enlist them</li> <li>9. Describe and enlist the vaccines in different immunization programmes</li> <li>10. Describe health advise to travellers</li> <li>11. Describe disinfection</li> </ol>	Small group discussion, Lecture	Written/viva voice

<b>CM7.3</b>	Enumerate, describe and discuss the sources of epidemiological data	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to <ol style="list-style-type: none"> <li>1. Enumerate the sources of epidemiological data</li> <li>2. Describe different sources of epidemiological data</li> </ol>	Small group discussion, Lecture	Written/viva voice
<b>CM7.4</b>	Define, calculate and interpret morbidity and mortality indicators based on given set of data	S	SH	At the end of this session, Phase-3 Part-1 MBBS students must be able to <ol style="list-style-type: none"> <li>1. Present morbidity and mortality indicators</li> <li>2. Enlist different morbidity and mortality indicators</li> <li>3. Describe the formulae to calculate different morbidity and mortality indicators</li> <li>4. Demonstrate the calculation of different morbidity and mortality indicators based on given set of data</li> <li>5. Interpret the meaning of different morbidity and mortality indicators based on given set of values</li> </ol>	Small group DOAP sessions	Written/viva voice
<b>CM7.5</b>	Enumerate, define, describe and discuss epidemiological study designs	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to <ol style="list-style-type: none"> <li>1. Enumerate different epidemiological study designs</li> <li>2. Define different enumerated epidemiological study designs</li> <li>3. Describe different enumerated epidemiological study designs</li> </ol>	Small group discussion, Lecture	Written/viva voice
<b>CM7.6</b>	Enumerate and evaluate the need of screening tests	S	SH	At the end of this session, Phase-3 Part-1 MBBS students must be able to <ol style="list-style-type: none"> <li>1. Document screening and screening test</li> <li>2. Enlist different screening tests</li> <li>3. Demonstrate the conditions where we do screening tests</li> <li>4. Interpret the need of screening tests</li> </ol>	Small group discussion, DOAP sessions	Written/Skill assessment
<b>CM7.7</b>	Describe and demonstrate the steps in the Investigation of an	S	SH	At the end of this session, Phase-3 Part-1 MBBS students must be able to <ol style="list-style-type: none"> <li>1. Identify epidemic</li> </ol>	Small group discussion, DOAP sessions	Written/Skill assessment

	epidemic of communicable disease and describe the principles of control measures			<ol style="list-style-type: none"> <li>2. Enlist the objectives of epidemic investigation</li> <li>3. Enlist the steps in epidemic investigation</li> <li>4. Describe the steps in epidemic investigation</li> <li>5. Document the contents of final report of an epidemic</li> <li>6. Demonstrate the strategy and methods of control measure, its evaluation and preventive measures</li> </ol>		
<b>CM7.8</b>	Describe the principles of association, causation and biases in epidemiological studies	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Describe association, causation, bias</li> <li>2. Enlist types of association, causation and bias</li> <li>3. Describe different types of association and bias</li> </ol>	Small group discussion, Lecture	Written/viva voice
<b>CM7.9</b>	Describe and demonstrate the application of computers in epidemiology	S	SH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Describe the computer</li> <li>2. Demonstrate the methods of operating a computer</li> <li>3. Demonstrate the application of epidemiology and describe them</li> <li>4. Demonstrate the methods of operating a computer in application of epidemiology</li> </ol>	Small group discussion, DOAP sessions	Written
<b>CM8.1</b>	Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for communicable diseases	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Enumerate different communicable diseases</li> <li>2. Enumerate different communicable diseases causing respiratory infections, intestinal infections, arthropod borne infections, zoonoses, surface infections, emerging and re-emerging infections, hospital acquired infections</li> <li>3. Enlist the Epidemiological determinants</li> <li>4. Describe the problem statement, epidemiological determinants, transmission, incubation period, clinical feature, complication</li> </ol>	Small group discussion, Lecture	Written/ Viva Voice

				<ol style="list-style-type: none"> <li>5. Enlist and describe the levels of prevention</li> <li>6. Discuss how to diagnose and prevent these diseases by using different levels of prevention</li> <li>7. Enlist and describe the various epidemiological and control measures to prevent these diseases</li> <li>8. Define primary health care</li> <li>9. Discuss the government institutional organogram in India from village upto district</li> <li>10. Discuss the feasible epidemiological and control measure which are adopted or can be adopted at primary care level for these diseases</li> <li>11. Describe and discuss specifically the secondary prevention feasible at primary care level for these diseases</li> </ol>		
<b>CM8.2</b>	Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for Non Communicable diseases (diabetes, Hypertension, Stroke, obesity and cancer etc.)	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Enumerate different non-communicable diseases (Diabetes, Hypertension, Stroke, Obesity, Cancer, Blindness, Accident, Injury)</li> <li>2. Enlist the Epidemiological determinants</li> <li>3. Describe the problem statement, epidemiological determinants, risk factors, clinical feature, complication</li> <li>4. Enlist and describe the levels of prevention</li> <li>5. Discuss how to diagnose and prevent these diseases by using different levels of prevention</li> <li>6. Enlist and describe the various epidemiological and control measures to prevent these diseases</li> <li>7. Define primary health care</li> <li>8. Discuss the government institutional organogram in India from village upto district</li> <li>9. Discuss the feasible epidemiological and control</li> </ol>	Small group discussion, Lecture	Written/ Viva Voice

				<p>measure which are adopted or can be adopted at primary care level for these diseases</p> <p>10. Describe and discuss specifically the secondary prevention feasible at primary care level for these diseases</p>		
<b>CM8.3</b>	Enumerate and describe disease specific National Health Programs including their prevention and treatment of a case	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Enlist various National health programmes on communicable and non-communicable diseases in India</li> <li>2. Describe all these national health programmes</li> <li>3. Describe preventive strategies from these diseases on all levels of prevention</li> <li>4. Describe specifically secondary and tertiary prevention of these diseases in detail</li> </ol>	Small group discussion, Lecture	Written/ Viva Voice
<b>CM8.4</b>	Describe the principles and enumerate the measures to control a disease epidemic	K	KH	<p>At the end of this session of the Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define the time, place, person distribution and enlist types of it</li> <li>2. Describe all types of time, place, person distribution</li> <li>3. Describe disease prevention and control</li> <li>4. Enumerate the steps of controlling the reservoir and describe them</li> <li>5. Describe the interruption of transmission</li> <li>6. Describe the methods to protect the susceptible host</li> <li>7. Describe the role of Immunization, Chemoprophylaxis, Surveillance, Disinfection, Sterilization in prevention and control of epidemic</li> </ol>	Small group discussion, Lecture	Written/ Viva Voice

<b>CM8.5</b>	Describe and discuss the principles of planning, implementing and evaluating control measures for disease at community level bearing in mind the public health importance of the disease	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Enlist the uses of epidemiology in reference of disease control at community level</li> <li>2. Describe the planning cycle and its individual components in reference of disease control at community level</li> <li>3. Describe the management methods and its individual components in reference of disease control at community level</li> <li>4. Describe the role of Immunization, Chemoprophylaxis, Surveillance, Disinfection, Sterilization in control of a disease at community level</li> </ol>	Small group discussion, Lecture	Written/ Viva Voice
<b>CM8.6</b>	Educate and train health workers in disease surveillance, control & treatment and health education	S	SH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define the disease surveillance, control, treatment, health education</li> <li>2. Describe the disease surveillance, control, treatment, health education</li> <li>3. Describe the IEC and BCC; and the methods of IEC and BCC to educate and train health workers in disease surveillance, control, treatment, health education</li> <li>4. Describe how you will do the IEC and BCC to educate and train the health workers</li> </ol>	DOAP sessions	Skill assessment
<b>CM8.7</b>	Describe the principles of management of information systems	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Describe information systems and its types</li> <li>2. Describe how you will tailor the information system as per management need of individual health services</li> <li>3. Describe collection, classification, transmission,</li> </ol>	Small group discussion, Lecture	Written/ Viva Voice

				<p>storage, retrieval, transformation, display of information</p> <ol style="list-style-type: none"> <li>Describe the role of information system in evaluating a health programme and giving feedback to health administrators and planners</li> <li>Describe the role of computer in health information system</li> </ol>		
<b>CM9.1</b>	Define and describe the principles of Demography, Demographic cycle, Vital statistics	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>Define the principles of Demography, Demographic Cycle and Vital Statistics.</li> <li>Discuss the principles of Demography, Demographic Cycle and Vital Statistics with suitable examples.</li> </ol>	Lecture	Written
<b>CM9.2</b>	Define, calculate and interpret demographic indices including birth rate, death rate, fertility rate.	S	SH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>List the demographic indices.</li> <li>Define the demographic indices.</li> <li>Demonstrate calculation of the demographic indices with suitable examples.</li> <li>Interpret the demographic indices</li> </ol>	DOAP sessions	Skill assessment
<b>CM9.3</b>	Enumerate and describe the causes of declining sex ratio and its social and health implications	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>List the causes of declining sex ratio in India.</li> <li>Classify the causes of declining sex ratio.</li> <li>Describe the causes of declining sex ratio.</li> <li>Discuss the social and health implications of declining sex ration in India.</li> </ol>	Small group discussion	Written
<b>CM9.4</b>	Enumerate and describe the causes and consequences of	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p>	Small group discussion	Written

	population explosion and population dynamics of India			<ol style="list-style-type: none"> <li>1. List the causes of population explosion in India.</li> <li>2. Classify the causes of population explosion in India.</li> <li>3. Discuss the causes of population explosion in India.</li> <li>4. List consequences of population explosion in India.</li> <li>5. Discuss consequences of population explosion in India.</li> <li>6. Discuss the population dynamics of India.</li> </ol>		
<b>CM9.5</b>	Describe the methods of population control	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Enumerate the methods of population control.</li> <li>2. Discuss the methods of population control with suitable examples.</li> </ol>	Small group discussion	Written
<b>CM9.6</b>	Describe the national population policy	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to discuss the national population policy.</p>	Lecture	Written
<b>CM9.7</b>	Enumerate the sources of vital statistics including census, SRS, NFHS, NSSO etc	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Enumerate the sources of vital statistics.</li> <li>2. Discuss the sources of vital statistics.</li> </ol>	Lecture	Written
<b>CM10.1</b>	Describe the current status of Reproductive, maternal, newborn and Child Health	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able</p> <ol style="list-style-type: none"> <li>1. To define reproductive health, maternal and child health.</li> <li>2. To describe maternity cycle</li> <li>3. To describe various health indicators related to maternal and child health</li> <li>4. To define maternal and child health indicators and their current status</li> <li>5. To describe the concept of social obstetrics, social paediatrics and preventive paediatrics.</li> </ol>	Small group discussion, Lecture	Written/viva voice
<b>CM10.2</b>	Enumerate and describe the methods of screening high	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able</p>	Small group discussion,	Written/viva voice



	risk groups and common health problems			<ol style="list-style-type: none"> <li>1. To describe various MCH problems viz. malnutrition, infection, uncontrolled reproduction.</li> <li>2. To describe antenatal care</li> <li>3. To describe ante-natal check-ups</li> <li>4. To define risk approach to identify high risk antenatal cases</li> <li>5. To describe prenatal advices</li> <li>6. To describe specific health protection of pregnant females</li> <li>7. To describe intranatal and postnatal care</li> <li>8. To describe neonatal care i.e. early, immediate and late neonatal care</li> <li>9. To define the criteria for at-risk neonate</li> <li>10. To describe various child health problems i.e. low birth weight, malnutrition, infectious and parasitic diseases, accidents and poisoning, behavioural problems</li> <li>11. To define growth and development of child</li> <li>12. To describe growth monitoring</li> <li>13. To describe factors affecting maternal and child health.</li> </ol>	Lecture	
<b>CM10.3</b>	Describe local customs and practices during pregnancy, childbirth, lactation and child feeding practices	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able</p> <ol style="list-style-type: none"> <li>1. To discuss various local customs related to the pregnancy and child birth</li> <li>2. To differentiate between home delivery and institutional delivery</li> <li>3. To describe Dai, Skilled Birth Attendant and Trained Birth Attendant</li> <li>4. To describe breast feeding, its advantages and methods</li> <li>5. To describe artificial feeding (i.e. formula feed, top</li> </ol>	Small group discussion, Lecture	Written/viva voice

				feed), its principles, advantages and disadvantages		
<b>CM10.4</b>	Describe the reproductive, maternal, newborn & child health (RMCH); child survival and safe motherhood interventions	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able 1. To describe evolution of family planning to RMNCH 2. To describe essential obstetric care, emergency obstetric care, essential new born care 3. To enumerate major interventions under RCH 4. To describe Empowered Action Group 5. To describe Janani Suraksha Yojana, Vandemataram scheme, Surakshit Matritva Abhiyan 6. To describe delivery points 7. To describe Home Based Newborn Care 8. To describe Newborn care corner, Newborn stabilization unit and Special newborn care unit.	Small group discussion, Lecture	Written/viva voice
<b>CM10.5</b>	Describe Universal Immunization Program; Integrated Management of Neonatal and Childhood Illness (IMNCI) and other existing Programs.	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able 1. To describe evolution of Universal Immunization Programme 2. To describe Mission Indradhanush 3. To describe IMNCI 4. To describe child components of JSY 5. To describe Janani Shishu Suraksha Karyakram 6. To describe Navjat Shishu Suraksha Karyakram 7. To describe Rashtriya Bal swasthya Karyakram 8. To describe India Newborn action Plan 9. To describe Integrated Child Development Services Scheme (ICDS) 10. To describe various school health services programme	Small group discussion, Lecture	Written/viva voice
<b>CM10.6</b>	Enumerate and describe various family planning methods, their advantages	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able 1. To define family palnning	Small group discussion, Lecture	Written/viva voice

	and shortcomings			<ol style="list-style-type: none"> <li>2. To enumerate family planning methods i.e. temporary and permanent methods</li> <li>3. To describe various family planning methods, its advantages, disadvantages, indications, contraindications and side effects</li> </ol>		
<b>CM10.7</b>	Enumerate and describe the basis and principles of the Family Welfare Program including the organization, technical and operational aspects	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able</p> <ol style="list-style-type: none"> <li>1. To describe the evolution of Family Planning Programme</li> <li>2. To describe the need of family welfare programme in our country</li> <li>3. To enlist and define the beneficiaries of family welfare services</li> <li>4. To describe the acts and regulations concerning family welfare services</li> <li>5. To describe the organizational structure of family welfare programme</li> <li>6. To describe the functioning of family welfare programme at various levels i.e. Primary, secondary and tertiary care level.</li> </ol>	Small group discussion, Lecture	Written/viva voice
<b>CM10.8</b>	Describe the physiology, clinical management and principles of adolescent health including ARSH	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able</p> <ol style="list-style-type: none"> <li>1. To define adolescent</li> <li>2. To describe the physiology and physiological changes in adolescence</li> <li>3. To describe the management of adolescent health related problems viz. psychological, behavioural and social, dental, etc.</li> <li>4. To describe ARSH clinics, adolescent friendly clinics and services catered through these.</li> <li>5. To describe adolescent health &amp; factors affecting it.</li> </ol>	Small group discussion, Lecture	Written/viva voice
<b>CM10.9</b>	Describe and discuss gender	K	KH	At the end of this session, Phase-3 Part-1 MBBS students	Small group	Written/viva

	issues and women empowerment			<p>must be able</p> <ol style="list-style-type: none"> <li>1. To describe gender equality.</li> <li>2. To define gender violence.</li> <li>3. To discuss gender based violence, female genital mutilation and other gender issues.</li> <li>4. To describe gender violence and women empowerment as per the Sustainable Developmental Goal.</li> </ol>	discussion, Lecture	voice
<b>CM11.1</b>	Enumerate and describe the presenting features of patients with occupational illness including agriculture	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Classify occupational disease.</li> <li>2. Discuss in detail about each occupational disease with diagrams and examples.</li> </ol>	Small group discussion, Lecture	Written/viva voice
<b>CM11.2</b>	Describe the role, benefits and functioning of the employees state insurance scheme	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Enumerate the various schemes in occupational health.</li> <li>2. Discuss in detail about ESI act.</li> </ol>	Small group discussion, Lecture	Written/viva voice
<b>CM11.3</b>	Enumerate and describe specific occupational health hazards, their risk factors and preventive measures	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Classify health hazards.</li> <li>2. Define various health hazards.</li> <li>3. Discuss in detail about their risk factors.</li> <li>4. Discuss the use of personal protective devices.</li> </ol>	Small group discussion, Lecture	Written/viva voice
<b>CM11.4</b>	Describe the principles of ergonomics in health preservation	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define ergonomics</li> <li>2. Discuss its principles</li> <li>3. Discuss its importance in health preservation</li> </ol>	Small group discussion, Lecture	Written/viva voice
<b>CM11.5</b>	Describe occupational disorders of health professionals and their	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Enlist occupational hazards with respect to health</li> </ol>	Small group discussion, Lecture	Written/viva voice

	prevention & management			profession 2. Describe in detail regarding various occupational hazards 3. Discuss the prevention of occupational hazards and their management.		
<b>CM12.1</b>	Define and describe the concept of Geriatric services	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able 1. To define geriatric population 2. To describe the needs and special care of geriatric population 3. To identify the geriatric population as vulnerable group 4. To describe the current scenario of geriatric health in India	Lecture, Small group discussion,	Written/viva voice
<b>CM12.2</b>	Describe health problems of aged population	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able 1. To elicit the health problems of geriatric population i.e. age-related, long term illnesses, psychological problems.	Lecture, Small group discussion,	Written/viva voice
<b>CM12.3</b>	Describe the prevention of health problems of aged population	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able 1. To describe the preventive aspect of health problems of aged population 2. To describe the concept of healthy ageing 3. To describe the potential for disease prevention in the elderly	Lecture, Small group discussion,	Written/viva voice
<b>CM12.4</b>	Describe National program for elderly	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able 1. To describe the National Policy on Older Persons 2. To describe the National Social Assistance Programme 3. To describe the National Programme for Healthcare	Lecture, Small group discussion,	Written/viva voice

				of the Elderly (NPHCE)		
<b>CM13.1</b>	Define and describe the concept of Disaster management	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Define disaster. 2. List different types of disaster 3. Describe concept of disaster management. 4. Discuss concept of disaster management using examples.	Lecture, Small group discussion,	Written/viva voice
<b>CM13.2</b>	Describe disaster management cycle	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Enumerate the steps of disaster management cycle 2. Discuss the steps of disaster management cycle in detail giving examples.	Lecture, Small group discussion,	Written/viva voice
<b>CM13.3</b>	Describe man made disasters in the world and in India	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Enumerate man-made disasters in the world and in India. 2. Discuss reasons behind these man-made disasters 3. Discuss how to prevent & control them.	Lecture, Small group discussion,	Written/viva voice
<b>CM13.4</b>	Describe the details of the National Disaster management Authority	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Describe the structure, functions and importance of NDMA	Lecture, Small group discussion,	Written/viva voice
<b>CM14.1</b>	Define and classify hospital waste	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Define hospital waste 2. Classify sources of hospital waste 3. Discuss the hazards of hospital waste	Lecture, Small group discussion, visit to hospital	Written/viva voice
<b>CM14.2</b>	Describe various methods of treatment of hospital waste	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Categorize the hospital waste 2. Enumerate the methods of hospital waste disposal	Lecture, Small group discussion, visit to hospital	Written/viva voice

				3. Discuss the methods of hospital waste disposal in detail		
<b>CM14.3</b>	Describe laws related to hospital waste management	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Enlist the laws related to hospital waste management 2. Discuss in detail about the laws related to hospital waste management.	Lecture, Small group discussion, visit to hospital	Written/viva voce
<b>CM15.1</b>	Define and describe the concept of mental Health	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Define health 2. Define mental health 3. Describe concept of mental health 4. Discuss the importance of mental health	Lecture, Small group discussion,	Written/viva voce
<b>CM15.2</b>	Describe warning signals of mental health disorder	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Enlist warning signals of mental health disorder 2. Discuss in detail the warning signals of mental health disorder 3. Describe the common mental health disorders	Lecture, Small group discussion,	Written/viva voce
<b>CM15.3</b>	Describe National Mental Health program	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to discuss the National Mental Health Program	Lecture, Small group discussion,	Written/viva voce
<b>CM16.1</b>	Define and describe the concept of Health planning	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Define health planning. 2. Describe health planning.	Lecture, Small group discussion	Written / Viva voce
<b>CM16.2</b>	Describe planning cycle	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Describe planning cycle. 2. Enumerate all the steps of planning cycle.	Lecture, Small group discussion	Written / Viva voce
<b>CM16.3</b>	Describe Health management techniques	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to	Lecture, Small group discussion	Written / Viva voce

				<ol style="list-style-type: none"> <li>1. Define health management.</li> <li>2. Describe health management technique based on behaviour sciences.</li> <li>3. Describe health management technique based on quantitative methods.</li> </ol>		
<b>CM16.4</b>	Describe health planning in India and National policies related to health and health planning	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Describe health planning in India by different committee, planning commission, Niti Ayog.</li> <li>2. Describe National Health Policy India 2017</li> </ol>	Lecture, Small group discussion	Written / Viva voce
<b>CM17.1</b>	Define and describe the concept of health care to community	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define the concept of health care to community</li> <li>2. Describe the concept of health care to community</li> <li>3. Enumerate the levels of health care to community</li> </ol>	Lecture, Small group discussion	Written / Viva voce
<b>CM17.2</b>	Describe community diagnosis	K	KH	<p>At the end of this session of the Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define concept of community diagnosis</li> <li>2. Describe concept of community diagnosis with suitable examples</li> </ol>	Lecture, Small group discussion	Written / Viva voce
<b>CM17.3</b>	Describe primary health care, its components and principles	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define primary health care.</li> <li>2. Describe primary health care.</li> <li>3. Enumerate the components and principles of primary health care.</li> <li>4. Describe the components and principles of primary health care.</li> </ol>	Lecture, Small group discussion	Written / Viva voce
<b>CM17.4</b>	Describe National policies related to health and health planning and millennium development goals	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Describe the concept of Health For All, national strategy for health for all.</li> </ol>	Lecture, Small group discussion	Written / Viva voce



				2. Discuss millennium development goals and its evolution to sustainable development goals.		
<b>CM17.5</b>	Describe health care delivery in India	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Enumerate different stakeholder of health care delivery in India. 2. List various resources in health care delivery. 3. List various health care services. 4. Describe health care system at various levels in India.	Lecture, Small group discussion	Written / Viva voce
<b>CM18.1</b>	Define and describe the concept of International health	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Define international health 2. Discuss the concept of international health	Lecture, Small group discussion,	Written/viva voce
<b>CM18.2</b>	Describe roles of various international health agencies	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Describe the role of WHO, UNICEF, UNDP, UNFP, FAO, ILO, World Bank, USAID, SIDA, DANIDA	Lecture, Small group discussion,	Written/viva voce
<b>CM19.1</b>	Define & Describe Concepts of Essential Medicine List	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Define Essential Medicines 2. Discuss the difference between Essential & Non-Essential Medicines 3. Enumerate Essential Medicine recommended by Government of India 4. Describe the various types of Essential Medicines 5. Discuss the Importance of Essential Medicines	Lecture & Small Group Discussion	Written/ Viva Voice
<b>CM19.2</b>	Role of Essential Medicines in Primary Health Care	K	KH	At the end of this session, Phase-3 Part-1 MBBS students must be able to 1. Discuss the Importance of Essential Medicines at levels of SC, PHC & CHCs. 2. Discuss the Types of Essential Medicines required at Different levels of Primary Health care.	Lecture & Small Group Discussion	Written/ Viva Voice

				<ol style="list-style-type: none"> <li>3. Discuss the logistics issues of Essential Medicines at levels of SC, PHC &amp; CHCs.</li> <li>4. Discuss the Impact of Utilization of Essential Medicines at levels of SC, PHC &amp; CHCs.</li> <li>5. Describe the Knowledge of Health Care staff on Essential Medicines at levels of SC, PHC &amp; CHCs.</li> </ol>		
<b>CM19.3</b>	Describe Counterfeit Medicines & Its Prevention	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define Counterfeit Medicine</li> <li>2. Discuss the Harmful effects of Counterfeit Medicine on Community.</li> <li>3. Describe various types of Counterfeit Medicine.</li> <li>4. Describe how to prevent usage of Counterfeit Medicine in Community</li> </ol>	Lecture & Small Group Discussion	Written/ Viva Voice
<b>CM20.1</b>	List of important Public health Events in last 5 years	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define Public health Events</li> <li>2. Describe chronologically the Key Public health Events in last 5 years across the Globe</li> <li>3. Discuss the Lessons Learnt from these Public health Events</li> <li>4. Discuss the importance of Public health Events on Indian Health Care System</li> </ol>	Lecture & Small Group Discussion	Written/ Viva Voice
<b>CM20.2</b>	Various Issues during outbreaks and their prevention	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define outbreak.</li> <li>2. Discuss the Difference between Outbreak &amp; Epidemic</li> <li>3. Describe the steps for investigating an Outbreak.</li> <li>4. Enumerate the steps to prevent Outbreak in a Community.</li> </ol>	Lecture & Small Group Discussion	Written/ Viva Voice

<b>CM20.3</b>	Any Event Important to the Health of the Community	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define the health event for a Community</li> <li>2. List out the important Health Events that occur in the Community</li> <li>3. Describe the Role of Health Days Celebrations for a Community</li> <li>4. Discuss the importance of health events for students, Interns &amp; Community</li> </ol>	Lecture & Small Group Discussion	Written/ Viva Voice
<b>CM20.4</b>	Demonstrate Awareness of laws pertaining to Practice of Medicine( Clinical Establishment Act & Human Organs Transplantation Act)	K	KH	<p>At the end of this session, Phase-3 Part-1 MBBS students must be able to</p> <ol style="list-style-type: none"> <li>1. Define Health acts and Laws</li> <li>2. Enumerate the Existing Important laws pertaining to Practice of Medicine.</li> <li>3. Describe the New laws pertaining to Practice of Medicine such as CERA &amp; HOTA etc.</li> <li>4. Describe the emerging Implications of New laws such as CERA &amp; HOTA etc.</li> </ol>	Lecture & Small Group Discussion	Written/ Viva Voice

Department of Community Medicine  
Mezaffarnagar Medical College  
Muzaffarnagar