

Subject: Community Medicine

Subject code: Hom UG-CM-RM-Stat-II

Index

S.No	Description	Page Number
1.	Course Outcomes (CO)	02
2.	Learning Objectives (LO)	03
3.	Course Content and Term –wise Distribution	04-08
4.	Teaching Hours	09-11
5.	Content Mapping	12-173
6.	Teaching Learning Methods	174
7.	Details of Assessment	175-183
8.	List of Recommended Books	184-185
9.	List of Contributors	185

1. 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.

2. Learning objectives

At the end of the Fourth BHMS the learner should be able to: -

- i. Describe the epidemiological approaches, measures of morbidity & mortality as well as epidemiological methods.
- ii. Illustrate health education & communication in the community
- iii. Recognize the various health policies of India.
- iv. Describe the process of health planning and program planning.
- v. Recognise the principles of management and apply them in day-to-day practice.
- vi. Identify the major practice areas in the hospital and its management.
- vii. Discuss the management of disasters.
- viii. Discuss the epidemiology, prevention, and control of non-communicable diseases.
- ix. Assess school health services.
- x. Discuss screening of diseases in the community.
- xi. Distinguish various research methods applicable to healthcare professionals
- xii. Calculate elementary statistical methods & representation of statistical data.
- xiii. Apply information technology in community care.
- xiv. Recognise the elements of the health budget.
- xv. Describe various National Health Programmes in India.

3. Course content and its term-wise distribution

Sl. No.	List of Topics	Term
1.	1. Epidemiology 1.1. Introduction 1.2. Morbidity and Mortality, Incidence, Prevalence, Mortality Indicators 1.3. Measures of Risk, Measurement of Risk 1.4. Association and Causation 1.5. Errors in Epidemiology (Chance, Bias, Confounding) and Cause and Effect Relationship 1.6. Public Health Surveillance 1.7. Outbreak Investigation	I
	2. Health Policy, Health Planning, and Program Management, and Hospital Management 2.1. Introduction to Healthcare in India 2.2. Health Policies of India 2.3. Health Planning/Health Program Planning 2.4. Basics of Management for Health Professionals 2.5. Monitoring and Evaluation 2.6. Hospital Administration	I
	3. Health Communication, Health Education, and Health Promotion 3.1. Health Communication 3.2. Health Education 3.3. Health Promotion 3.4. Applications of health education	I
	4. Disaster Preparedness and Management 4.1. Definition 4.2. Disasters 4.3. Types of disasters and problems associated with it	I

	4.4. Disaster management cycle 4.5. Health problems 4.6. National Disaster Management Authority 4.7. Homoeopathy and disasters	
	5. Noncommunicable Diseases (NCDs) and Relevant National Health Programs 5.1. General Epidemiology of Noncommunicable Diseases, Their Risk Factors, prevention, and control 5.2. Epidemiology of specific non-communicable diseases: Hypertension 5.3. Stroke 5.4. Cardiovascular Diseases: 5.5. Ischemic Heart Disease 5.6. Rheumatic Fever 5.7. Diabetes Mellitus 5.8. Obesity 5.9. Cancers 5.10. Chronic Pulmonary Diseases 5.11. Dental and Oral Health 5.12. Visual Impairment and blindness 5.13. Hearing impairment and deafness 5.14. Injuries and Accidents 5.15. National Program	I
	6. School Health Services, Essential Medicine (Allopathic and Homoeopathic) in Public Health 6.1. Introduction and History 6.2. Health Problems 6.3. Essential Medicine in Public Health 6.4. Essential Medicine in Homoeopathy.	I
	7. Foundations of Research Methodology and Ethics 7.1. Introduction	II

	7.2. Formulating a research plan 7.3. Research Problem 7.4. Literature Review 7.5. Objectives 7.6. Research Design 7.7. Report Writing 7.8. Dissemination of research report 7.9. Ethics in Research	
	8. Basic Biostatistics 8.1. Introduction to biostatistics 8.2. Scales of measurements 8.3. Types of statistical data 8.4. Sources of Data 8.5. Descriptive Statistics: Tabulation of data 8.6. Sampling design 8.7. Sample Size & Sampling Techniques 8.8. Analysis and Processing 8.9. Measures of central tendency 8.10. Measures of dispersion or variability 8.11. Statistical distribution 8.12. Inferential Statistics 8.13. Estimation 8.14. Hypothesis testing	II
	9. International Health, Health Regulations, and Traveller's Health 9.1. International Health 9.2. International Health Agencies 9.3. World Health Organisation. 9.4. United Nations Children's Fund	II

	9.5. United Nations Development Program (UNDP) 9.6. World Bank 9.7. Food and Agriculture Organisation 9.8. International Labour Organisation 9.9. United Nations Population Fund 9.10. Bilateral Agencies 9.11. Non-Governmental organizations or Voluntary Health Agencies 9.12. Voluntary Agencies of India 9.13. Travelers Health	
	10. Rural Health, Urban Health, Tribal Health and Sustainable Development Goals and One Health 10.1. Rural Health 10.2. Tribal Health 10.3. Urban Health 10.4. Sustainable Development Goals 10.5. One Health	II
	11. Health Informatics, Health Management Information Systems, and Digital Health 11.1. Basic terminologies 11.2. Application of technology in healthcare 11.3. EMR 11.4. E-Health and M-Health 11.5. HIS 11.6. CDSS 11.7. HMIS 11.8. Telemedicine 11.9. Public Health Information System 11.10. National Digital Health Mission	II

	11.11. Data Security and Data Privacy. 11.12. Artificial intelligence	
	12. Basics of Health Economics and Health Financing 12.1. Introduction to health economics 12.2. Macro and microeconomics 12.3. Efficiency 12.4. Cost 12.5. Benefits 12.6. Economic evaluation 12.7. Health Financing 12.8. Health Insurance 12.9. Government Insurance Scheme 12.10. Employer-based insurance scheme 12.11. Private Health Insurance 12.12. Private-Public Partnership Insurance 12.13. Ayushman Bharat Yojana	II
	13. Recent Advances in Community Medicine / Public Health	II

4. Teaching hours

4.1 Gross division of teaching hours

Community Medicine		
Year	Teaching hours- Lectures	Teaching hours- Non-lectures
IV BHMS	71	75

4.2 Teaching hours theory

S. No.	List of Topics – Term I	Hours
1.	Epidemiology	12
2.	Health Policy, Health Planning, and Program Management, and Hospital management	10
3.	Health Communication, Health Education, and Health Promotion	03
4.	Disaster Preparedness and Management	03
5.	Noncommunicable Diseases (NCDs) and Relevant National Health Programs	12
6.	School Health Services, Essential Medicine (Allopathic and Homoeopathic) in Public Health	02
	Total	42

S. No.	List of Topics – Term II	Hours
1.	Foundations of Research Methodology and Ethics	10
2.	Basic Biostatistics	05
3.	International Health, Health Regulations, and Traveller's Health	03
4.	Rural Health, Urban Health, Tribal Health and Sustainable Development Goals and One Health	03
5.	Health Informatics, Health Management Information Systems, and Digital Health	03
6.	Basics of Health Economics and Health Financing	04
7.	Recent Advances in Community Medicine / Public Health	01
	Total	29

4.3 Teaching hours: Non-lecture (Practical, Field Visit & Demonstration)

Sr. No.	Non-Lecture Activity	Term	Time Allotted per Activity (Hours)
A.	Practical:		35
1.	Epidemiology: Community Screening	I	6
2.	School Health Services, Essential Medicine: ORS	I	3
3.	Nutritional Status of School Children	I	4

4.	Noncommunicable Diseases (NCDs) and Relevant National Health Programs: Community Education	I	6
5.	International Health, Health Regulations, and Traveller's Health: Guidelines for International Travel and Vaccination	II	4
6.	Basics of Health Economics and Health Financing: Budget formulation	II	6
7.	Epidemiological and Biostatistical Calculations	II	6
B.	Field Visits:		20
1.	Health Policy, Health Planning, and Program Management, and Hospital Management: Hospital Visit	I	8
2.	Rural Health, Urban Health, Tribal Health and Sustainable Development Goals and One Health: Camp Organisation	II	8
3.	Health Informatics, Health Management Information Systems: Hospital Visit	II	4
C.	Demonstration:		20
1.	Health Communication, Health Education, and Health Promotion: Public Health Awareness	I	6
2.	Health Communication, Health Education, and Health Promotion: Disinfection	I	4
3.	Health Communication, Health Education, and Health Promotion: Insecticide	I	4
4.	Rural Health, Urban Health, Tribal Health: Instruments	II	6
	Total Hours		75

5. Content mapping (competencies tables)

5.1 Topic: Epidemiology

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
Hom UG CM II-T 1.1	KS	K	Introduction to Epidemiology	Define the term “Epidemiology”	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Enumerate the principles of epidemiology.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Describe the uses or scope of epidemiology.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the Aim and Objectives of epidemiology	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	KH		Differentiate between the clinical approach and epidemiological approach.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
		KH		Entry Behaviour: Recall the modes of transmission, measures of prevention, and	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 Formative	Assessment Summative	Integration
				control of communicable diseases.						
Hom UG CM II-T 1.2	KS	KH	Measures of Morbidity and Mortality	Discuss the importance of comparing frequencies as compared to absolute numbers.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH	Tools of measurement	Define the terms “Rate”, “Ratio”, and “Proportions”	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH	Indicators of Health	Describe the indicators of health and their uses.	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH	Morbidity Indicators	Discuss morbidity indicators.	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	K	Incidence	Define the terms “Incidence”, “Incidence rate”, “Cumulative Incidence”, “Incidence Density”	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF, PBL,	KH		Describe incidence, the	C-II	MK	1. Lecture	MCQ Viva	LAQ MEQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				cumulative incidence rate			2. Small group discussion	Quiz	SAQ MCQ	
	KS, PRF, PBL,	KH		Estimate the incidence rate of a specific condition or situation and interpret the results.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PRF, PBL,	KH		Discuss types or measures of incidences.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PRF, PBL,	KH		Discuss the uses of incidence	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	K	Prevalence	Define the terms “Prevalence”, “Point Prevalence”, and “Period Prevalence”.	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF, PBL,	KH		Describe prevalence	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PRF, PBL,	KH		Discuss the types of measures of prevalence	C-II	MK	1. Lecture	MCQ Viva Quiz	LAQ MEQ SAQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
							2. Small group discussion		MCQ	
	KS, PRF, PBL,	KH SH		Estimate the prevalence rate for a specific condition/situation and interpret the results.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PRF, PBL,	KH		Discuss the uses of prevalence	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF, PBL,	KH		Differentiate between prevalence and incidence	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PRF, PBL,	KH		Discuss the relationship between incidence and prevalence.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PRF, PBL,	KH	Mortality Indicators	Discuss the importance of mortality indicators.	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 Formative	Assessment Summative	Integration
	KS, PRF, PBL,	KH		Enumerate the various mortality indicators.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF, PBL,	KH		Discuss the uses of mortality indicators.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	K		Define the terms “Crude Death Rate”, “Specific Death Rate”, and “Standardised Rate”.	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF, PBL,	KH		Discuss Crude Death Rate. Estimate the crude death rate and interpret the results.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PRF, PBL,	KH		Discuss the estimation, uses, and interpretation of Age-Specific Death rates	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PRF, PBL,	KH		Discuss the estimation, uses, and interpretation of Diseases-	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				Specific Death Rates.						
	KS, PRF, PBL,	KH		Define Infant Mortality Rate. Discuss the estimation, uses, and interpretation of Infant Mortality Rates.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PRF, PBL,	KH		Define Maternal Mortality Rate. Discuss the estimation, uses, and interpretation of Maternal Mortality Rates.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PRF, PBL,	KH		Define Case Fatality Rate. Discuss the estimation, uses, and interpretation of Case Fatality Rates.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PRF, PBL,	KH		Discuss the types of standardization.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
	KS, PRF, PBL,	KH		Discuss proportional mortality rate.	C-II	DK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PRF, PBL,	KH		Discuss the standardized mortality ratio.	C-II	DK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PRF, PBL,	KH		Discuss the disability measures, DALYS, QALYs, and YPLL.	C-II	DK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	SAQ MCQ	
Hom UG CM II-T 1.3	KS	K	Measures of Risk and Association	Define the terms “Risk”, “Risk factor”, “Effect”, “Cause”, and “Association”.	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF, PBL,	KH		Describe the association in terms of cause and effect	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	SAQ MCQ	
	KS,	KH		Describe the 2 x 2 table.	C-II	DK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
	KS, PBL,	KH	Measurement of Risk	Discuss the measurement of relative risk.	C-II	DK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	SAQ MCQ	
	KS, PRF, PBL,	KH		Estimate the measure of relative risk using fractions and differences and interpret the results.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Discuss the uses of relative risk.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL,	KH		Discuss the measurement of Odds Ratio.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ SAQ MCQ	
	KS, PBL,	KH		Estimate the measure of risk through odds ratio and interpret the results.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Discuss the measurement of Attributable risk.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
	KS, PBL,	KH		Discuss the measure of Population Attributable Risk.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
Hom UG CM II-T 1.4	KS, PBL,	KH	Association and Causation	Discuss the types of association.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Discuss the causal inference.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Describe the types of causal relationships.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Describe the steps in establishing the cause-and-effect relationship.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Enumerate Hill's criteria to assess the association as a causal association.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
Hom UG CM II-T 1.5	KS, PBL,	KH	Errors in Epidemiology (Chance, Bias, Confounding) and Cause and Effect Relationship	Classify various types of errors in epidemiology.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Discuss the concept of validity of measurements	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Discuss the concept of reliability of measurements.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	K		Define the term “confounding”.	C-I	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	SAQ MCQ	
	KS, PBL,	KH		Discuss the possible ways to overcome confounding in epidemiological studies.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	K		Define the term “bias”.	C-I	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 Formative	Assessment Summative	Integration
							3.CBD	Practice Exercise		
	KS, PBL,	KH		Discuss the types of bias.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Describe the methods of prevention of bias in epidemiological studies.	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
Hom UG CM II-T 1.6	KS,	K	Public Health Surveillance	Define the term “Surveillance”	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL,	KH		Describe the essential steps of surveillance.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Discuss the types of surveillance and the advantages and disadvantages of each.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
Hom UG CM	KS,	K	Outbreak Investigation	Define the term “Epidemic”, or “Outbreak”.	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Organon of Medicine

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
II-T 1.7	KS, PBL,	KH SH		Discuss the steps of investigating an outbreak.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	Organon of Medicine
	KS, PBL,	KH		Describe the types of the epidemic curve	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	Organon of Medicine
	KS, PBL,	K		Define the terms “Attack Rate”, “Secondary Attack Rate”	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Organon of Medicine
	KS, PBL,	KH		Enumerate the principles of control of epidemics.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Organon of Medicine
	KS, PBL,	KH		Discuss Genus Epidemicus	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Organon of Medicine

5.2 Topic: Health Policy, Health Planning, and Program Management, and Hospital Management

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
Home UG CM II T - 2.1	KS	K	Introduction to Healthcare in India	Enumerate the evolution of the healthcare system in post-independent India.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	K		Enumerate the National Committees formed post-independence till date.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	K		Enumerate the important recommendations of: Bhore Committee Mudaliar Committee Chadha Committee Mukherjee Committee Jungalwalla Committee	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 Formative	Assessment Summative	Integration
				Kartar Singh Committee Shrivastava Committee Bajaj Committee						
	KS	K		Enumerate the role Planning Commission in the healthcare of India	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the salient features of Five-Year Plans.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the role of NITI AAYOG in health care in India.	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 Format	Assessment Summative	Integration
	KS	KH		Enumerate the activities of NITI Aayog.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the important functions of NITI Aayog.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Home UG CM II T -2.2	KS	K	Health Policies of India	Trace the salient features of National Health Policy 1983.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	K		Trace the salient features of National Health Policy 2002.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, PBL	KH		Recognize the Goal, Key policy	C-II	DK	1. Lecture	MCQ Viva	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				principles, and specific objectives of National Health Policy 2017.			2. Small group discussion	Quiz		
	KS, PBL	KH		Discuss the salient features of the National Population policy.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL	KH		Discuss the salient features of the National Nutrition Policy	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL	KH		Discuss the salient features of the National Rural Health Mission and National Urban Health Mission	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL	KH		Discuss the salient features and strategies of the	C-II	MK	1. Lecture	MCQ Viva Quiz	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				National Health Mission.			2. Small group discussion			
	KS, PBL	KH		Discuss the concept of mainstreaming of AYUSH.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL	K		Recall the salient feature of National Health Programmes	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, PBL	KH		Describe the Millennium Development Goals and its achievement globally and by India.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL	K		Enumerate the Sustainable	C-II	MK	1. Lecture	MCQ Viva Quiz	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				Development Goals			2. Small group discussion			
	KS, PBL	KH		Discuss India's Progress in Sustainable Development Goals.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II T -2.3	KS	K	Health Planning/Health Program Planning	Define the term "Health Planning"	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, PBL	KH		Enumerate the elements of planning	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PBL	KH		Describe the steps in the Planning cycle.	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Format	Assessment Summative	Integration
							discussion			
	KS, PBL	KH		Identify public health priorities.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PBL	KH		Describe principles of planning, implementation, monitoring, and evaluation of health programs.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
H o m e U G C M I I T -2.4	KS, PBL, PRF, CS	K	Basics of Management for Health Professionals	Define the term "Management"	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, PBL, PRF, CS	KH		Describe the basic functions of Management	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Format	Assessment Summative	Integration
							discussion			
	KS	KH		Define the term “organization”.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, PBL, PRF, CS	KH		Discuss the following components in the organization plan: Vision, mission, goal, objectives, strategies, inputs, output, outcome, and impacts.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PBL, PRF, CS	KH		Recognize the organizational structure of the healthcare organization or hospital	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PBL, PRF, CS	KH		Discuss levels of management	C-II	MK	1. Lecture	MCQ Viva Quiz	LAQ MEQ SAQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
							2. Small group discussion		MCQ	
	KS, PBL, PRF, CS	KH		Discuss the functions of managers/leaders at each level of management	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PBL, PRF, CS	K		Enumerate various management techniques	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, PBL, PRF, CS	KH		Discuss the principles and functions of human resource management. Discuss human resources required for health programs and hospitals	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 Formative	Assessment Summative	Integration
	KS, PBL, PRF, CS	KH		Discuss materials (Logistic) management in healthcare settings	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL, PRF, CS	KH		Discuss the importance of logistic management, supply chain management, inventory, and vital, essential, or desirable analysis.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL, PRF, CS	KH		Recognize the basics of accounting and financial management for healthcare settings.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL, PRF, CS	KH		Differentiate the terms assets, liabilities, equity, revenue, expenses,	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 Formative	Assessment Summative	Integration
				profit, loss, depreciations, accounting methods, financial statement, balance sheet, cash flow, income statement,			discussion			
	KS, PBL, PRF, CS	KH		Recognise the terms in Finances: Receivables, inventory, fixed asset management, Budget, components of budget,	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL, PRF, CS	KH		Describe the strategic planning and process in healthcare.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL, PRF, CS	KH		Discuss the basic concepts of marketing management.	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 Formative	Assessment Summative	Integration
							discussion			
	KS, PBL, PRF, CS	KH		Recognize the basic principles of organizational behaviour	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL, PRF, CS	KH		Discuss the basic principles of time management.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL, PRF, CS	KH		Discuss the managerial and leadership skills needed for managing a healthcare organization.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Home UG CM	KS, PBL, PRF, CS	K	Monitoring and Evaluation	Define the terms “monitoring” and “evaluation”.	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 Formative	Assessment Summative	Integration
II T-2.5							discussion			
	KS, PBL, PRF, CS	KH		Discuss the various approaches to monitoring	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL, PRF, CS	KH		Discuss the components of evaluation and the indicators.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL, PRF, CS	KH		Discuss the steps in designing and conducting monitoring and evaluation.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL, PRF, CS	KH		Illustrate the use of the logical framework for monitoring and evaluation.	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 Formative	Assessment Summative	Integration
Hom UG CM II T -2.6	KS,	K	Hospital Administration	Define the terms “Hospital administration”, “Hospital”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS,	KH		Distinguish the different types of hospitals.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Differentiate between hospital and clinic	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Classify hospitals based on services and ownership.	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 Format	Assessment Summative	Integration
	KS,	KH		Recognize the organization of the hospital	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Describe the roles and responsibilities of major functionaries in a hospital	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Describe various patient treatment area functions such as the emergency department, OPD, OPD sample collection area, Daycare, treatment room, IPD, and types, ICU, High dependency unit, Operation theatre,	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 Format	Assessment Summative	Integration
	KS,	KH		Describe the functions of medical support departments	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Describe the functions of non-medical support departments	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Describe the International Patient safety goals	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Discuss the rights and responsibilities of a patient	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 Format	Assessment Summative	Integration
	KS,	KH		Discuss medical negligence and its prevention.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Enumerate the medico-legal issues. Describe the actions to be taken by the hospitals.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Recognise various laws and Acts related to Hospitals.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	

5.3 Topic: Health Communication, Health Education, and Health Promotion

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
H o m U G C M I I T -3.1	KS, CS,	K	Health Communication	Define the term “Communication”	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Discuss the need for communication in clinical practice/health and public health	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Describe the communication process.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Classify the types of communication	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Describe the one-way and two-way communication.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Describe the individual, communication,	C-II	MK	1. Lecture	MCQ Viva Quiz	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				group level, and community level methods of health communication			2. Small group discussion			
	KS, CS, PRF	KH		Describe the impact of communication at the individual level, social network, organization, community, and society levels.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Enumerate the barriers to communication.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Discuss the application of health communication.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Enumerate the skills of good interpersonal communication.	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 Formative	Assessment Summative	Integration
H o m U G C M I I T -3.2	KS, CS, PRF	K	Health education	Define the term “Health education”	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Enumerate the aim and Objectives of Health Education as per the Alma Ata Declaration.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Discuss the approaches to health education.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Discuss the principles of health education.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
H o m U G C M I I T -3.3	KS,	K	Health Promotion	Define the term “Health Promotion”.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Discuss the strategies for health promotion.	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 Formative	Assessment Summative	Integration
	KS, CS, PRF	KH		Enumerate the five priority action areas.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Compare and contrast health education versus health promotion.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Enumerate the principles of health education and health promotion.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II T -3.4	KS, CS, PRF	KH	Applications of health education	Discuss the common models in health education	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Differentiate IEC and BCC	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Describe health education at the individual, family, group,	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 Formative	Assessment Summative	Integration
				and community level.						
	KS, CS, PRF	KH		Describe the methods, their advantages, and disadvantages of health education	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	SH		Develop health education materials for specific health programs/health interventions.	P-I	MK	Demonstration	Assignment Activity	NA	
	KS, CS, PRF	KH		Enumerate the steps in planning and implementing a health education program.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, CS, PRF	KH		Enumerate the steps in the evaluation of a health promotion and education program	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	

5.4 Topic: Disaster Preparedness and Management

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
H o m U G C M II-T 4.1	KS,	K	Definition	Define the terms “Disasters”, and “Hazards”	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH	Disasters	Classify disasters.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH	Types of disasters and problems associated with it	Discuss the types of disasters	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Describe the problem or burden due to disasters.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Discuss the effects/impac	C-II	MK	1. Lecture	MCQ Viva	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				t of the disaster on the general, health of individuals and public health.			2. Small group discussion	Quiz		
Ho m UG CM II-T 4.2	KS,	KH	Disaster management cycle	Describe the disaster management cycle.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Discuss the principles of disaster management.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Describe the phases/stages of disasters.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Ho m UG	KS,	KH	Health problems	Discuss the health problems	C-II	MK	1. Lecture	MCQ Viva Quiz	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
CM II-T 4.3				during disasters and post-disaster.			2. Small group discussion			
	KS,	KH		Discuss the guidelines for the disaster management plan.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hm UG CM II-T 4.4	KS,	KH	National Disaster Management Authority	Recognize the role /functions of the National Disaster Management Authority.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Recognize the role of the State Disaster Management Authority	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Discuss the disaster management at the district level.	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 Formative	Assessment Summative	Integration
							discussion			
Hom UG CM II-T 4.5	KS, HO	KH	Homoeopathy and disasters	Discuss the role of Homoeopathy in disasters.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Organon of medicine, Materia Medica.

5.5 Topic: Noncommunicable Diseases (NCDs) and Relevant National Health Programs

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
Hom UG CM II-T 5.1	KS,	K	General Epidemiology of noncommunicable diseases, its risk factors,	Define the terms “Noncommunicable diseases”.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS,	KH	prevention, and control	Enumerate major noncommunicable diseases	C-I	MK	1. Lecture	MCQ Viva Quiz	MCQ SAQ	Practice of Medicine

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				prevalent in India.			2. Small group discussion			
	KS,	K		Define the term “risk”, “Risk factors”	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	Practice of Medicine
	KS,	KH		Enumerate the risk factors of non-communicable diseases.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ SAQ	Practice of Medicine
	KS	KH		Enumerate the modifiable and non-modifiable risk factors.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS,	KH		Differentiate between non-communicable diseases and communicable diseases.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	Practice of Medicine

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
	KS,	K		Define the term “lifestyle diseases”.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	Practice of Medicine
	KS,	KH		Discuss the risk factors of lifestyle diseases	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	Practice of Medicine
	KS,	KH		Recognize the magnitude of communicable disease problems in India and globally.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS, PBL, CS	KH		Enumerate the leading cause of death due to non-communicable diseases in India and globally.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS, PBL, CS	KH		Recognize the top 10 leading causes of death.	C-II	NK	1. Lecture 2. Small group	MCQ Viva Quiz	NA	Practice of Medicine

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
							discussion			
	KS, PC, PRF, PBL, HO, CS	KH		Describe the general prevention and control measures of noncommunicable diseases.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the approaches for prevention and control of NCDs	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the national and global efforts to tackle NCDs.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
Hom UG CM II-T 5.2	KS,	K	Epidemiology of specific non-communicable diseases: Hypertension	Define the term "Hypertension".	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
	KS, PBL, CS	KH		Describe the magnitude of the problem of hypertension globally and in India	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS, PC, PRF, PBL,	KH		Classify hypertension	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL,	KH		Discuss the modifiable and nonmodifiable risk factors of hypertension.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Describe the clinical features of hypertension	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Enumerate the laboratory tests for hypertension.	C-II	MK	1. Lecture 2. Small group	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 Formative	Assessment Summative	Integration
							discussion			
	KS, PC, PRF, PBL, CS	KH		Enumerate the complications of hypertension.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the prevention measures for hypertension.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis and management of hypertension at the community level	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica
	KS, PC, PRF, PBL, CS	KH		Enumerate the diseases where hypertension is a risk factor.	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 Formative	Assessment Summative	Integration
	KS, PC, PRF, PBL, CS	KH		Enumerate the steps for surveillance of hypertension in the community	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the national program for hypertension – National Programme for Prevention and Control of Noncommunicable Diseases. (NPNCD)	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
H o m U G C M II-T 5.3	KS,	K	Stroke	Define the term “Stroke”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS, , PBL, HO, CS	KH		Describe the magnitude of the problem of hypertension globally and in India	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 Formative	Assessment Summative	Integration
	KS,	KH		Classify stroke	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the modifiable and nonmodifiable risk factors of stroke.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Describe the clinical features of stroke	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Enumerate the laboratory tests for stroke.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Enumerate the complications of stroke.	C-II	DK	1. Lecture 2. Small group	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
							discussion			
	KS, PC, PRF, PBL, CS	KH		Discuss the prevention measures for stroke.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, H	KH		Discuss the national program for stroke – National Programme for Prevention and Control of Noncommunicable Diseases. (NPNCD)	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis and management of stroke at the community level	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica
	KS, PC, PRF, PBL, CS	KH		Discuss the quality of life of stroke patients.	C-II	DK	1. Lecture	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
							2. Small group discussion			
Hom UG CM II-T 5.4	KS,	KH	Cardiovascular Diseases:	Classify the cardiovascular diseases.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
Hom UG CM II-T 5.5	KS,	K	Ischemic Heart Disease	Define the term “ischemic heart disease”.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Describe the magnitude of the problem of ischemic heart disease globally and in India	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Classify ischemic heart diseases	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
	KS, PC, PRF, PBL, CS	KH		Discuss the modifiable and nonmodifiable risk factors of ischemic heart disease.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Describe the clinical features of ischemic heart disease	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Enumerate the laboratory tests for ischemic heart disease.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Enumerate the complications of ischemic heart disease.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the prevention measures for	C-II	MK	1. Lecture 2. Small group	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 Formative	Assessment Summative	Integration
				ischemic heart disease.			discussion			
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis and management of ischemic heart disease at the community level	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica
	KS, PC, PRF, PBL,, CS	KH		Enumerate the diseases where ischemic heart disease is a risk factor.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Enumerate the steps for surveillance of ischemic heart disease in the community	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the national program for ischemic heart disease – National Programme for Prevention and	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 Formative	Assessment Summative	Integration
				Control of Noncommunicable Diseases. (NPNCD)						

Hom UG CM II-T 5.6	KS,	K	Rheumatic Fever	Define the terms “Acute Rheumatic Fever”, “Rheumatic Heart Disease”	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Describe the magnitude of the problem of rheumatic fever and rheumatic heart disease globally and in India	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Classify ischemic heart diseases	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the agent, host, environmental factors, and risk factors of	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine

				rheumatic heart disease.						
	KS, PC, PRF, PBL, CS	KH		Describe the clinical features and diagnostic criteria of rheumatic heart disease	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Enumerate the laboratory tests for rheumatic heart disease.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Enumerate the complications of rheumatic heart disease.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the prevention measures for rheumatic heart disease.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis and management of rheumatic heart disease at the community level	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica

	KS, PC, PRF, PBL, CS	KH		Enumerate the diseases where rheumatic heart disease is a risk factor.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Enumerate the steps for surveillance of rheumatic heart disease in the community	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the national program for rheumatic heart disease – National Programme for Prevention and Control of Noncommunicable Diseases. (NPNCD)	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
Hom UG CM II-T 5.7	KS,	K	Diabetes Mellitus	Define the term “Diabetes Mellitus”.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS,	KH		Describe the magnitude of the problem of diabetes mellitus globally and in India	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine

	KS,	KH		Discuss various types of diabetes mellitus according to WHO.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the modifiable and nonmodifiable risk factors of diabetes mellitus.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Describe the clinical features and diagnostic criteria of diabetes mellitus	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Enumerate the laboratory tests for diabetes mellitus.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Enumerate the complications of diabetes mellitus.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the prevention measures for diabetes mellitus.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis and	C-II	MK	1. Lecture	MCQ Viva Quiz	LAQ MEQ SAQ	Practice of Medicine,

				management of diabetes mellitus at the community level			2. Small group discussion		MCQ	Organon of Medicine, Materia Medica
	KS, PC, PRF, PBL, CS	KH		Enumerate the diseases where diabetes mellitus is a risk factor.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Enumerate the steps for surveillance of diabetes mellitus in the community	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the national program for diabetes mellitus – National Programme for Prevention and Control of Noncommunicable Diseases. (NPNCD)	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the epidemiological determinants-risk factors for NIDDM or Type 2 diabetes.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine

Hom UG CM II-T 5.8	KS,	K	Obesity	Define the term “Obesity”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS,	KH		Describe the magnitude of the problem of obesity in India and globally.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	Na	Practice of Medicine
	KS,	KH		Describe the health hazards due to obesity.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS,	KH		Discuss the types of obesity	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS,	KH		Illustrate the measurement of obesity; BMI, YY paradox, regional obesity, ponal index, Broca index, corpulence index, and skin-fold thickness.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS,	KH		Recall the cutoff values for Body Mass Index	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine

	KS,	KH		Discuss the risk factors of obesity.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS	KH		Discuss the consequences and complications of obesity.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the prevention measures for obesity.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis and management of obesity at the community level	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica
Hom UG CM II-T 5.9	KS,	K	Cancers	Define the term "Cancer"	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the types of cancer.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine

	KS, PC, PRF, PBL, CS	KH		Recognize the magnitude of the problem of Cancer in India and globally.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the modifiable and non-modifiable risk factors of cancers.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the prevention and control measures of cancer.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis and management of cancer at the community level	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica
	KS, PC, PRF, PBL, CS	KH		Discuss the salient features National Cancer Control Programme.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the features of NPCDCS.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine

	KS, PC, PRF, PBL, CS	KH		Discuss the cancer registry program.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH	Oral Cancer	Discuss the epidemiology, magnitude, prevention, and control of oral cancers.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH	Breast Cancer	Discuss the epidemiology, magnitude, prevention, and control of breast cancer.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH	Cervical Cancer	Discuss the epidemiology, magnitude, prevention, and control of cervical cancer.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH	Lung Cancer	Discuss the epidemiology, magnitude, prevention, and control of lung cancer.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine

	KS, PC, PRF, PBL, HO, CS	KH	Colorectal Cancer	Discuss the epidemiology, magnitude, prevention, and control of colorectal cancer.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH	Ovarian Cancer	Discuss the epidemiology, magnitude, prevention, and control of ovarian cancer.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
Hom UG CM II-T 5.10	KS, PC, PRF, PBL, HO, CS	KH	Chronic Pulmonary Diseases	Enumerate the conditions included in the Chronic Pulmonary Diseases.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH	Chronic Obstructive Pulmonary Disease (COPD)(Obstructive Airway Disease)	Define the term “Chronic Obstructive Pulmonary Disease”.	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Describe the magnitude of the problem of COPD in India and globally.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Describe the effects on Quality of Life and well-being of	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine

				individuals, workplace, and society due to COPD.						
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the modifiable and nonmodifiable risk factors of COPD.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Describe the clinical features and diagnostic criteria of COPD	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Enumerate the laboratory tests for COPD	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the consequences and complications of COPD.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the prevention and control measures for COPD.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis and	C-II	MK	1. Lecture	MCQ Viva Quiz	LAQ MEQ SAQ	Practice of Medicine,

				management of COPD at the community level			2. Small group discussion		MCQ	Organon of Medicine, Materia Medica
	KS, PC, PRF, PBL, HO, CS	K	Asthma	Define the term “Asthma”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Describe the magnitude of the problem of asthma in India and globally	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the modifiable and nonmodifiable risk factors of asthma.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Describe the clinical features and diagnostic criteria of asthma	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Enumerate the laboratory tests for asthma	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the prevention and	C-II	MK	1. Lecture	MCQ Viva Quiz	LAQ MEQ SAQ	Practice of Medicine

				control measures for asthma.			2. Small group discussion		MCQ	
	KS, PC, PRF, PBL, HO, CS	KH		Discuss homoeopathic prophylaxis and management of asthma at the community level	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine, Organon of Medicine, Materia Medica
Hom UG CM II-T 5.11	KS, PC, PRF, PBL, HO, CS	KH	Dental and Oral Health	Enumerate the major public dental health problems	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	K	Dental Caries	Define the term “dental caries”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	Na	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the risk factors of dental caries	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the prevention and control of dental caries	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, HO, CS	KH		Discuss the homoeopathic management of dental caries.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine,

										Organon of Medicine, Materia Medica
	KS,	KH	Periodontal Diseases	Enumerate the common periodontal diseases.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, S	KH		Discuss the clinical features and diagnosis of common periodontal diseases.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS,	KH		Discuss the prevention and control of periodontal diseases.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS,	KH		Discuss the basic measures to maintain oral health.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS	KH		Discuss the National Oral Health Program.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
Hom UG CM	KS,	K	Visual Impairment and blindness	Define the terms “blindness”, “visual	C-I	NK	1. Lecture	MCQ Viva Quiz	NA	Practice of Medicine

II-T 5.12				impairment”, “low vision”, “economic blindness”, “social blindness”, “Manifest blindness”, “absolute blindness”, “preventable blindness”, “curable blindness”, and “avoidable blindness”.			2. Small group discussion			
	KS,	KH		Describe the magnitude of the problem of blindness in India and globally	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, S	KH		Discuss the aetiology and risk factors of blindness	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS,	KH		Discuss prevention and control of blindness according to primary,	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine

				secondary, and tertiary levels.						
	KS,	KH		Describe the objectives, strategy, and program implementation of the National Program for Control of Blindness and Visual Impairment.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS,	KH		Describe the salient features of Vision 2020.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
Hom UG CM II-T 5.13	KS,	K	Hearing impairment and deafness	Define the terms “hearing impairment”, and “deafness” according to the Government of India	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine
	KS,	KH		Discuss the magnitude of the problem of hearing impairment and deafness in India.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Practice of Medicine

	KS, PBL, CS	KH		Enumerate the causes and risk factors of deafness.						Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss prevention and control of deafness according to primary, secondary, and tertiary levels.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Describe the objectives, strategy, and program implementation of the National Program for Prevention and Control of Deafness (NPPCD).	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
Hom UG CM II-T 5.14	KS,	K	Injuries and Accidents	Define the terms “injuries”, “intentional injuries”, and “unintentional injuries”.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS,	KH		Differentiate injuries and accidents	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine

	KS,	KH		Describe the magnitude of the problem of accidents globally and in India.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS,	KH		Enumerate the types of injuries.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS,	KH	Intentional injuries	Classify intentional injuries	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the prevention and control of intentional injuries.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH	Unintentional injuries	Classify unintentional injuries.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss the prevention and control of unintentional injuries.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH	Road Traffic Accidents	Discuss the epidemiology of accidents; agent,	C-II	MK	1. Lecture	MCQ Viva Quiz	LAQ MEQ SAQ	Practice of Medicine

				host, and environment.			2. Small group discussion		MCQ	
	KS, PC, PRF, PBL, CS	KH		Discuss the human, vehicular, and environmental factors of road traffic accidents.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH		Discuss prevention and control of road traffic accidents according to primary, secondary, and tertiary levels.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH	Domestic accidents: Fall-related	Discuss the epidemiology, prevention, and control measures of Fall	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH	Domestic accidents: Burn related	Discuss the epidemiology, prevention, and control measures of burns.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH	Domestic accidents: electricity related	Discuss the epidemiology, prevention, and control measures of electricity-related accidents.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine

	KS, PC, PRF, PBL, CS	KH	Domestic accidents: Accidental Poisoning	Discuss the epidemiology, prevention, and control measures of accidental poisoning.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH	Domestic accidents: Domestic Violence including sexual and intimate partner violence	Discuss the magnitude, factors, types, and prevention and control of domestic violence.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	Practice of Medicine
	KS, PC, PRF, PBL, CS	KH	Drowning	Discuss the epidemiology, prevention, and control measures of drowning.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Practice of Medicine
Hom UG CM II-T 5.15	KS, PC, PRF, PBL, CS	KH	National Program	Discuss the objectives, strategies, and implementation of the National Program for Prevention and Management of Trauma and Burn Injuries	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC, PRF, PBL,, CS	KH		Discuss the objectives, strategies, and implementation of the National	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	

				Program for Burn Injury Management						
	KS, PC, PRF, PBL, CS	KH		Discuss the aim, objectives, strategies, and initiatives of the National Program for Prevention and Control of Non-Communicable Diseases	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PC, PRF, PBL, CS	KH		Discuss the salient features of the Pradhan Mantri National Dialysis Program under NHM.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	

5.6 Topic: School Health Services, Essential Medicine (Allopathic and Homoeopathic) in Public Health

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
HomUG	KS	KH	Introduction and History	Trace the development of School	C-I	NK	1. Lecture	MCQ Viva Quiz	NA	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
CM II-T 6.1				Health Services in India			2. Small group discussion			
Hm UG CM II-T 6.2	KS	KH	Health Problems	Discuss the common health problems of school-going children.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Enumerate the objectives of School Health Services	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Discuss the components of the school health program	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Discuss the school health program under	C-II	DK	1. Lecture 2. Small group	MCQ Viva Quiz	MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				Ayushman Bharat			discussion			
	KS	KH		Discuss the various National health programs for children.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
H m UG CM II-T 6.3	KS	KH	Essential Medicine in Public Health	Describe the concept of the essential medicine list	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Describe the National Essential Medicines List in India	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, PRF,	KH		Describe the role of essential medicine in primary health care	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 Formative	Assessment Summative	Integration
	KS, PRF,	KH		Discuss the counterfeit medicines	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Discuss the impact of counterfeit medicine on public health	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, PRF,	KH		Discuss the key features of Pradhan Mantri Bhartiya Janaushadi Pariyojana (PMBJP)	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 6.4	KS, PRF, HO	KH	Essential Medicine in Homoeopathy .	Describe the essential medicine list in Homoeopathy .	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	Materia Medica

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
	KS, PRF, HO	KH		Discuss the Homoeopathic Kit for public health care and home care.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	Materia Medica
	KS, PRF, HO	KH		Discuss features of the National AYUSH Mission.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	

5.7 Topic: Foundations of Research Methodology and Ethics

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
HomUG	KS	K	Introduction	Define the term “research”	C-I	DK	1. Lecture	MCQ Viva Quiz	MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
CM II-T 7.1							2. Small group discussion 3. Blended learning			
	KS	KH		Discuss the research onion	C-I	NK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	NA	
	KS	KH		Describe the types of research	C-II	MK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	LAQ SAQ MCQ	
	KS	KH		Discuss the importance and	C-II	MK	1. Lecture	MCQ Viva Quiz	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				application of research in healthcare and homoeopathic practice.			2. Small group discussion 3. Blended learning			
Hom UG CM II-T 7.2	KS	KH	Formulating a research plan	Describe the steps in the research process or formulation of a research protocol.	C-II	MK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	LAQ SAQ MCQ	
	KS	KH		Describe the criteria for good research.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 7.3	KS	KH	Research Problem	Enumerate the criteria of a research problem.	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 Formative	Assessment Summative	Integration
							3. Blended learning			
	KS	KH		Outline the process of selecting the research problem	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Describe the process of defining a research question	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Define a hypothesis.	C-II	DK	11. 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 Formative	Assessment Summative	Integration
							3. Blended learning			
	KS	KH		Discuss the characteristics of the hypothesis. Describe how to frame a null hypothesis and an alternative hypothesis.	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
H o m U G C M II-T 7.4	KS	KH	Literature Review	Discuss the importance of a literature review	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the steps of the literature review.	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 Formative	Assessment Summative	Integration
							discussion 3. Blended learning			
	KS	KH		Discuss the types of literature review	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the sources of the literature review.	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Describe plagiarism	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 Formative	Assessment Summative	Integration
							discussion 3. Blended learning			
	KS	KH		Enumerate the different referencing styles.	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 7.5	KS	KH	Objectives	Discuss the features and types of the research objectives.	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM	KS	KH	Research Design	Discuss research designs.	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz	LAQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
II-T 7.6							discussion 3. Blended learning			
	KS	KH		Enumerate the need for research design.	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the features of good research design.	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Classify research designs.	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz	LAQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
							discussion 3. Blended learning			
	KS	KH		Recognise the process of selecting an appropriate research design.	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Describe the research design for exploratory studies	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Outline of diagnostic research studies.	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 Formative	Assessment Summative	Integration
							discussion 3. Blended learning			
	KS, PBL,	KH		Describe the characteristics , uses, steps, advantages, and disadvantages of descriptive studies	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Discuss the types of descriptive studies.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Describe the person, place, and time distribution in descriptive studies.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
	KS, PBL,	KH		Illustrate the plan, design, conduct, and analysis of a descriptive study	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Describe the characteristics , uses, steps, advantages, and disadvantages of descriptive cross-sectional studies	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Describe the characteristics , uses, steps, advantages, and disadvantages of analytical cross-sectional studies	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
	KS, PBL,	KH SH		Illustrate the plan, design, conduct, and analysis of a cross-sectional study	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Describe the characteristics , uses, steps, advantages, and disadvantages of ecological studies	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH SH		Illustrate the plan, design, conduct, and analysis of an ecological study	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Classify types of analytical studies	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
	KS, PBL,	KH		Differentiate between descriptive and analytical studies.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS,	KH		Define the term “Cohort”.	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PBL,	KH		Describe the characteristics , uses, steps, advantages, disadvantages , and types of cohort studies.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH SH		Illustrate the steps in plan, design, conduct, and	C-II	MK	1. Lecture 2. Small group	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				analysis of a cohort study			discussion 3.CBD			
	KS,	KH		Define the term “Case-Control Study”.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Describe the characteristics , uses, steps, and advantages and disadvantages of case-control studies.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH SH		Illustrate the steps in planning, designing, conducting, and analysing a case-control study	C-II	MK	1. Lecture 2. Small group discussion 3.CBD	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
	KS, PBL,	KH		Enumerate the biases that could occur in case-control studies.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS, PBL,	KH		Compare and contrast the cohort study and the case-control study.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ MEQ SAQ MCQ	
	KS	KH		Define the terms “Experimental Studies” or “Interventional Studies”.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz Practice Exercise	LAQ MEQ SAQ MCQ	
	KS	KH		Enumerate the principles of true experimental research design.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	LAQ SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
							3. Blended learning			
	KS	KH		Outline quasi-research design	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	LAQ SAQ MCQ	
	KS	KH		Outline the qualitative research designs.	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 7.7	KS	KH	Report Writing	Discuss the importance of report writing	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 Formative	Assessment Summative	Integration
							3. Blended learning			
	KS	KH		Enumerate the steps in writing a report.	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate different types of reports	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate components of the research report.	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 Formative	Assessment Summative	Integration
							3. Blended learning			
Hom UG CM II-T 7.8	KS	KH	Dissemination of the research report	Enumerate the different methods of dissemination of research reports.	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 7.9	KS	KH	Ethics in Research	Discuss the importance of ethics in healthcare research	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the principles of ethics	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 Formative	Assessment Summative	Integration
							3. Blended learning			
	KS	KH		Define the term “informed consent”.	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the components of informed consent.	C-II	MK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the procedure of obtaining informed consent.	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 Formative	Assessment Summative	Integration
							3. Blended learning			
	KS	KH		Discuss the Institutional Review Board/ Ethics Committee. Enumerate the composition of the ethics committee	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	

5.8 Topic: Basic Biostatistics

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
H o m U G C M I I-T 8.1	KS	K	Introduction to biostatistics	Define the terms “statistics”, and “biostatistics”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	KH		Enumerate the principles of biostatistics	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Enumerate the application of Biostatistics in health research.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Define the term “data”	C-I	MK	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 Formative	Assessment Summative	Integration
	KS	KH		Enumerate the sources of data in healthcare.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Define the term “variable	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Describe the quantitative, qualitative, random, discrete, continuous, dependent, and independent types of variables.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Define the terms “Population” and “sample”	C-I	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 Formative	Assessment Summative	Integration
							discussion			
Hom UG CM II-T 8.2	KS	KH	Scales of measurements	Describe the measurement scale: nominal, ordinal, interval scale, and ratio.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 8.3	KS	KH	Types of statistical data	Recognise qualitative data and quantitative data, primary data, and secondary data	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 8.4	KS	KH	Sources of Data	Enumerate the sources of health data	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the methods of data collection	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 Formative	Assessment Summative	Integration
							discussion			
	KS	KH		Describe data analysis, presentation, and interpretation .	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
H o m U G C M II-T 8.5	KS	KH	Descriptive Statistics: Tabulation of data	Describe various methods of data presentation	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Illustrate the presentation of data using a frequency distribution table	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Illustrate a graphical presentation of data.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
H o m	KS	K	Sampling Design	Define the terms	C-I	DK	1. Lecture	MCQ Viva	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
UG CM II-T 8.6				“Universe” and “Sample”			2. Small group discussion 3. Blended learning	Quiz		
	KS	KH		Enumerate the criteria of a good sample design.	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 8.7	KS	KH	Sample Size & Sampling Techniques	Enumerate the criteria for a good sample.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate various sampling designs.	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 Formative	Assessment Summative	Integration
	KS	KH		Describe simple random sampling, stratified random sampling, systematic random sampling, and multistage sampling	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the sample size and the methods of calculating the sample size.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 8.8	KS	KH	Analysis and Processing	Enumerate the steps of data analysis and processing.	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 Formative	Assessment Summative	Integration
							3. Blended learning			
	KS	KH		Discuss types of analysis.	C-II	DK	1. Lecture 2. Small group discussion 3. Blended learning	MCQ Viva Quiz	SAQ MCQ	
H o m U G C M I I-T 8.9	KS	K	Measures of central tendency	Define the terms “Mean”, “Median”, and “Mode”.	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Calculate the mean, median, and mode from the available data.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the merits and limitations of mean,	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 Formative	Assessment Summative	Integration
				median, and mode.			discussion			
	KS	KH		Discuss the relationship between mean, median, and mode.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
H o m e U G C M I I-T 8.10	KS	KH	Measures of dispersion or variability	Define the terms “range” and “interquartile range”.	C-I	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Calculate the range and interquartile range and interpret the results.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Describe mean deviation	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Illustrate the calculation of	C-II	MK	1. Lecture	MCQ Viva	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				mean deviation. Discuss its application in healthcare.			2. Small group discussion	Quiz		
	KS	KH		Describe Standard Deviation.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Illustrate the calculation of standard deviation. Discuss its application in healthcare	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Recognise the application of the coefficient of variation.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM	KS	KH	Statistical distribution	Discuss the importance of normal distribution.	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 Formative	Assessment Summative	Integration
II-T 8.11							discussion			
Hom UG CM II-T 8.12	KS	KH	Inferential Statistics	Discuss the concept of inferential statistics	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 8.13	KS	KH	Estimation	Discuss Estimation	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 8.14	KS	KH	Hypothesis testing	Discuss Null and alternative hypotheses in statistical significance testing	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH SH		Enumerate the tests for hypothesis testing.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	

5.9 Topic: International Health, Health Regulations, and Traveler's Health

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
H m UG CM II-T 9.1	KS, PRF,	K	International Health	Define the term "International Health"	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz		
	KS, PRF,	KH		Discuss the scope of International Health Regulations 2005 and various amendments.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Discuss the duties of member states	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Discuss reporting diseases/events under IHR	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Enumerate the diseases under	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 Formative	Assessment Summative	Integration
				international surveillance.						
	KS, PRF,	KH		Recognize the diseases that require international vaccination requirement.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Define the term “Quarantine”	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 9.2	KS, PRF,	KH	International Health Agencies	Classify international health Agencies.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Enumerate the Major International Health Agencies	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Discuss the role of International Health Agencies in public health	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 Formative	Assessment Summative	Integration
Hm UG CM II-T 9.3	KS, PRF,	KH	World Health Organization .	Trace the formation of WHO.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Discuss the objectives of the WHO	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Enumerate the core functions of WHO.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Describe membership in the WHO	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Enumerate the organization of the WHO	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Discuss the functions of the World Health Assembly	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Discuss the functions of	C-II	DK	1. Lecture	MCQ Viva Quiz	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				the Executive Board			2. Small group discussion			
	KS, PRF,	KH		Discuss the functions of the secretariat.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Home UG CM II-T 9.4	KS, PRF,	KH	United Nations Children's Fund	Recognize the organizational structure of UNICEF	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Discuss the functions of UNICEF	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Home UG CM II-T 9.5	KS, PRF,	KH	United Nations Development Program (UNDP)	Describe the objectives of UNDP	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Discuss the functions of UNDP	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Home UG CM	KS, PRF,	KH	World Bank	Recognize the formation and organization	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 Formative	Assessment Summative	Integration
II-T 9.6				of the World Bank						
	KS, PRF,	KH		Enumerate the functions of the World Bank	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Ho m UG CM II-T 9.7	KS, PRF,	KH	Food and Agriculture Organization	Recognize the formation and organization of FAO	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Enumerate the functions of FAO	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Ho m UG CM II-T 9.8	KS, PRF,	KH	International Labour Organization	Enumerate the functions of ILO	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Ho m UG CM II-T 9.9	KS, PRF,	KH	United Nations Population Fund	Enumerate the functions of UNFPA	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 Formative	Assessment Summative	Integration
H m UG CM II-T 9.10	KS, PRF,	KH	Bilateral Agencies	Enumerate the bilateral agencies	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Describe the functions of the USAID,	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Describe the functions of the SIDA	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Describe the functions of the DANIDA	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
H m UG CM II-T 9.11	KS, PRF,	KH	Non-Governmental organizations or	Enumerate the list of International and National NGOs	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH	Voluntary Health Agencies	Describe the characteristics of voluntary health agencies	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Describe the functions of	C-II	DK	1. Lecture	MCQ Viva	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				the International Committee of the Red Cross			2. Small group discussion	Quiz		
	KS, PRF,	KH		Describe the functions of the Rockefeller Foundation	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Describe the functions of the Ford Foundation	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF,	KH		Describe the functions of CARE	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
H m UG CM II-T 9.12	KS, PRF,	KH	Voluntary Agencies of India	Describe the functions of the Indian Red Cross Society	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS,	KH		Describe the functions of the Family Planning Association of India	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 Formative	Assessment Summative	Integration
Hom UG CM II-T 9.13	KS, PRF, CS, PC	KH	Travelers Health	Discuss the epidemiology of travelers' health	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF, CS, PC	KH		Describe the burden of travel-related diseases.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS, PRF, CS, PC	KH		Enumerate the determinants of health risk during travel.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF, CS, PC	KH		Enumerate the various conditions experienced during travel	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF, CS, PC	KH		Discuss the precautions and preventive measures to be taken by travelers.	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF, CS, PC	KH		Recognise Health advice in	C-II	MK	1. Lecture	MCQ Viva Quiz	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				international travel			2. Small group discussion			
	KS, PRF, CS, PC	KH		Discuss the pretravel health assessment and vaccination for international travels	C-II	MK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS, PRF, CS, PC	SH		Advice on appropriate precaution and vaccination to patients while traveling to a specific country	A-II	NK	Demonstration	Quiz	NA	

5.10 Topic: Rural Health, Urban Health, Tribal Health, and Sustainable Development Goals and One Health

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
H o m e U G C M II-T 10.1	KS	K	Rural Health	Define the term “rural health”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	K		Define rural areas according to the census of India.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Discuss the health status of rural areas	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Discuss the sociodemographic indicators of rural health in India	C-II	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 Formative	Assessment Summative	Integration
	KS	KH		Describe the health services in rural areas.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
H o m e o p a t h y I I - T 10.2	KS	KH	Tribal Health	Define the terms “tribe”, and “tribal communities”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Describe the socio-demographic, economic, and health status of the tribal population in India.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	KH		Discuss the major health problems in tribal communities in India	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Discuss the measures to	C-II	DK	1. Lecture	MCQ Viva	MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				improve tribal health in India.			2. Small group discussion	Quiz		
H o m U G C M II-T 10.3	KS	KH	Urban Health	Define the term Urban according to the Census of India	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Discuss the challenges in urban areas.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Describe the public health problems in urban areas.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Enumerate the various schemes by the Government of India for urban areas.	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 Formative	Assessment Summative	Integration
Hm UG CM II-T 10.4	KS	KH	Sustainable Development Goals	Enumerate the sustainable development goals	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Discuss the impact of sustainable development goals on health	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Discuss the health achievement of SDG in India	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
Hm UG CM II-T 10.5	KS	KH	One Health	Recognize the concept of one health	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	
	KS	KH		Discuss the salient features of the National	C-II	DK	1. Lecture 2. Small group	MCQ Viva Quiz	MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				One Health Mission			discussion			
	KS	KH		Enumerate the goals and activities of one health mission	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	MCQ	

5.11 Topic: Health Informatics, Health Management Information Systems, and Digital Health

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
Hom UG CM II-T 11.1	KS	K	Basic terminologies	Define the terms “health informatics”, “health information technology”,	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
	KS	K		Define the terms “data”, “information”, and “knowledge”.	C-I	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 Formative	Assessment Summative	Integration
							discussion			
Hom UG CM II-T 11.2	KS	KH	Application of technology in healthcare	Discuss the application of computers/information technology in healthcare.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the application of computers/information technology in community health care / public health.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 11.3	KS	KH	EMR	Describe Electronic Medical Records and their components.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the advantages and disadvantages of EMR.	C-II	DK	1. Lecture 2. Small group discussion 3. Library	MCQ Viva Quiz	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
							Reference			
Hom UG CM II-T 11.4	KS	KH	E-Health and M-Health	Discuss the concepts of E-Health and M-Health and its application.	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 13.5	KS	KH	HIS	Describe the components and uses of the Hospital Information System.	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 11.6	KS	KH	CDSS	Discuss the application of the Clinical Decision Support System.	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 Formative	Assessment Summative	Integration
							3. Library Reference			
Hom UG CM II-T 11.7	KS	KH	HMIS	Describe the Health Management Information system and its applications.	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 11.8	KS	KH	Telemedicine	Define the term “Telemedicine”	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the types of telemedicine	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 Formative	Assessment Summative	Integration
							discussion 3. Library Reference			
	KS	KH		Discuss the advantages and disadvantages of telemedicine	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Recognize the Telemedicine Practice Guidelines for Homoeopathic Practitioners.	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
Hom UG CM II-T 11.9	KS	KH	Public Health Information System	Discuss the features of the public health information system	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the application of information technology in public health use currently in India.	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the uses, advantages, and disadvantages of Geographic Information Systems.	C-II	DK	1. Lecture 2. Small group discussion 3. Library	MCQ Viva Quiz	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
							Reference			
Hom UG CM II-T 11.1 0	KS	KH	National Digital Health Mission	Describe the Aim, Objectives, building blocks, and benefits of the National Digital Health Mission.	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the Ayushman Bharat Family Medical Card	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the application ABDM	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 Formative	Assessment Summative	Integration
							3. Library Reference			
	KS	KH		Discuss the concept of Ayushman Bharat Health Account (ABHA) Number	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Recognize health facility registration in ABDM	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Recognize Healthcare Professionals Registry in ABDM	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 Formative	Assessment Summative	Integration
							discussion 3. Library Reference			
	KS	KH		Describe the Unified Health Interface.	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 11.1 1	KS	KH	Data Security and Data Privacy.	Discuss the importance of health data security and privacy.	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the salient features of Digital	C-II	DK	1. Lecture	MCQ Viva	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
				Personal Data Protection Act, 2023			2. Small group discussion 3. Library Reference	Quiz		
Hom UG CM II-T 11.1 2	KS	KH	Artificial intelligence	Recognize the application of artificial intelligence in healthcare.	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the advantages and disadvantages of artificial intelligence in healthcare applications.	C-II	DK	1. Lecture 2. Small group discussion 3. Library Reference	MCQ Viva Quiz	SAQ MCQ	

5.12 Topic: Basics of Health Economics and Health Financing

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
Hom UG CM II-T 12.1	KS	K	Introduction to health economics	Define the terms “economics”, “health economics”	C-I	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	NA	
Hom UG CM II-T 12.2	KS	KH	Macro and microeconomics	Describe macroeconomics and microeconomics	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Recognize Gross National Product and Gross Domestic Product.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM	KS	KH	Efficiency	Discuss efficiency	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 Formative	Assessment Summative	Integration
II-T 12.3							discussion			
	KS	KH		Describe allocative efficiency and technical efficiency.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the applications of health economics.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 12.4	KS	KH		Discuss per capita income and purchasing power parity.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	K	Cost	Define the term "Cost"	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG	KS	KH		Describe the process of	C-II	DK	1. Lecture	MCQ Viva	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
CM II-T 12.5				costing in healthcare			2. Small group discussion	Quiz		
	KS	KH		Discuss the types of costs.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 12.6	KS	K	Benefits	Define the term “Benefits”	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the types of benefits as direct, indirect, and intangible	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss output and outcome in healthcare services	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 Formative	Assessment Summative	Integration
	KS	K	Economic evaluation	Define the term “economic evaluation”	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Describe Cost-benefit analysis, cost-effectiveness analysis, cost-utility analysis, and cost-minimization analysis.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss the role of health economics in decision-making.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 12.7	KS	K	Health Financing	Define the term “health financing” as per WHO	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 Formative	Assessment Summative	Integration
	KS	KH		Compare the percentage of GDP allocated to health in India, USA, UK, Japan, France, and Canada.	C-II	NK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Enumerate the sources of healthcare financing	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Discuss Health Financing in India.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 12.8	KS	K	Health Insurance	Define the term “Health Insurance”	C-I	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH		Categorize types of health	C-II	DK	1. Lecture	MCQ Viva	SAQ MCQ	

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
Hom UG CM II-T 12.9				insurance schemes in India			2. Small group discussion	Quiz		
	KS	KH		Describe the Universal Health Coverage Scheme in India.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH	Government Insurance Scheme	Describe the features of Janani Suraksha Yojana and Janani Shishu Suraksha Karyakram.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 12.10	KS	KH		Describe the salient features of Rashtriya Swasthya Bima Yojana	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH	Employer-based insurance scheme	Describe the features and benefits of the Central	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 Formative	Assessment Summative	Integration
Hom UG CM II-T 12.1 1	KS	KH		Government Health Scheme. Discuss the features of the Ex-Servicemen Contributory Health Scheme.			discussion 1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 12.1 2	KS	KH	Private Health Insurance	Recognize private insurance and its features.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
Hom UG CM II-T 12.1 3	KS	KH	Private-Public Partnership Insurance	Enumerate the insurance schemes under PPP. Discuss its features and beneficiaries.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	
	KS	KH	Ayushman Bharat Yojana	Describe the Ayushman Bharat Yojana.	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 Formative	Assessment Summative	Integration
							discussion			
	KS	KH		Describe the implementation of the Ayushman Bharat Yojana scheme in terms of treatment covered, cost, empanelment of hospitals, and claim process.	C-II	DK	1. Lecture 2. Small group discussion	MCQ Viva Quiz	SAQ MCQ	

5.13 Topic: Recent Advances in Community Medicine / Public Health

SI No	Domain Competency	Miller	Content	Specific Learning Objectives	Bloom/Gilbert	Priority	T-L M/M	Assessment Formative	Assessment Summative	Integration
Home UG CM II-T 13.1	KS	K	Note: There is no specific content for this chapter. Students should identify the new developments in the field of community medicine / public health in the previous 5 years	Recognise the new developments in the previous 5 years and update their knowledge such as Important research findings in public health Important public health events. Major Outbreaks and Causes New laws or changes in existing	C-I	DK	Library Reference Self-Directed learning Journal Presentation Seminars	Seminar Journal Presentations	NA	

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

5.14 Practical /Lab work / Field Visits / Demonstration:

Epidemiology: Community Screening						
Competency No	Content	Outcome (Competency)	Entry Behaviour	Specific Learning Objectives (SLOs)	Learner Activities	Assessment
Hom UG CM II-T 14.1	1. Concept of Screening & Types of Screening Tests (Mass, selective, multiphasic screening; Sensitivity, specificity, PPV, NPV)	Student applies principles of screening in community health settings	Basic knowledge of epidemiology and levels of prevention	1. Define screening and differentiate it from diagnosis. 2. Explain the criteria of a good screening test. 3. Interpret sensitivity and specificity.	Interactive discussion Short problem-solving exercises Interpretation of sample screening data	Viva voce Short written exercise MCQ/SAQ
	2. Pap Smear Screening (Indications, procedure, interpretation, referral protocol)	Student demonstrates correct technique and counselling for Pap smear	Knowledge of female reproductive anatomy	1. List indications and contraindications of Pap smear. 2. Demonstrate the steps of a Pap smear on a model. 3. Counsel patient regarding procedure and follow-up.	Demonstration by faculty Hands-on practice on model/mannequin Role-play for counselling Visit to screening clinic	OSCE station Checklist-based skill assessment Viva
	3. Clinical Breast Examination (CBE)	Student performs a systematic breast examination and identifies warning signs	Basic anatomy of the breast and common breast disorders	1. Describe high-risk groups for breast cancer. 2. Demonstrate inspection and	Demonstration using breast model, Supervised practice, Case-based discussion	OSCE (skill station) Direct Observation (DOPS) Viva

				palpation steps. 3. Identify danger signs requiring referral.		
	4. Oral Visual Examination for Oral Cancer Screening	Student conducts oral cavity screening and identifies precancerous lesions	Knowledge of oral anatomy and tobacco-related lesions	1. Identify common precancerous lesions (leukoplakia, erythroplakia). 2. Demonstrate systematic oral examination. 3. Educate the community on prevention.	Field visit to community/dental OPD, Tobacco cessation counselling role-play, Screening camp participation	Field performance record Logbook entry Viva
	5. Documentation & Reporting of Screening Test Results	Student records, interprets, and plans referral appropriately	Basic medical record writing skills	1. Fill the screening reporting format correctly. 2. Interpret normal vs abnormal findings. 3. Plan referral pathway.	Practice filling screening forms, Referral pathway mapping activity	Record assessment Checklist evaluation

School Health Services, Essential Medicine: ORS						
Competency No	Content	Outcome (Competency)	Entry Behaviour	Specific Learning Objectives (SLOs)	Learner Activities	Assessment
Hom UG CM II-T 14.2	1. Epidemiology of Diarrhoeal Diseases & Role of ORS	Student explains public health importance of ORS in reducing morbidity and mortality	Basic understanding of dehydration and fluid-electrolyte balance	1. Describe burden of diarrhoeal diseases in the community. 2. Explain the mechanism of action of ORS (glucose-sodium co-transport). 3. State WHO-recommended ORS composition.	Interactive discussion, Case-based learning, Interpretation of dehydration scenarios	Viva voce MCQ/SAQ
	2. Assessment of Dehydration (IMNCI classification)	The student identifies the degree of dehydration correctly	Knowledge of clinical signs of dehydration	1. Classify dehydration as none/some/severe. 2. Identify danger signs requiring referral. 3. Decide appropriate management plan	Demonstration by faculty, Clinical skill practice on case scenarios, Simulation-based learning	OSCE station Case-based viva
	3. Preparation of ORS (Standard Packet & Home-based ORS)	Student demonstrates correct preparation of ORS	Basic measurement skills and hygiene practices	1. Demonstrate preparation of ORS using WHO packet. 2. Demonstrate home-based ORS (salt-sugar solution). 3. Explain precautions in	Hands-on preparation, Group demonstration Peer teaching activity	Checklist-based skill assessment (OSCE/DOPS)

				preparation and storage.		
	4. Administration & Counselling for ORS	Student counsel caregivers effectively regarding dosage and feeding during diarrhoea	Basic communication skills	1. Explain dosage according to age and dehydration status. 2. Counsel mother regarding continued feeding and breastfeeding. 3. Educate about warning signs and follow-up.	Role-play Counselling simulation Community visit / Anganwadi interaction	OSCE (communication station) Direct Observation (Mini-CEX)
	5. Community-Based ORS Promotion & IEC Activities	The student participates in the diarrhoea control programme activities	Basic knowledge of national health programmes	1. Describe role of ORS in the National Diarrhoeal Disease Control Programme. 2. Develop simple IEC message for community. 3. Demonstrate ORS education in field setting.	Preparation of IEC material Participation in ORS corner setup Health education session in community	Logbook entry Field performance assessment Viva

School Health Services, Essential Medicine: Survey of Nutritional Status of School Children						
Competency No	Content	Outcome	Entry Behaviour	Specific Learning Objectives	Learner Activity	Assessment
Hom UG CM II-T 14.3	• Assessment of Malnutrition. • Nutritional assessment • Anthropometric measurements	• Acquire the skill to Measure the Malnutrition status among the school children. • Acquire the skill to Assess Nutritional status of school children • Able to use various instruments to measure Anthropometric measurements • Advice on appropriate diet and homoeopathic management of the conditions.	• Discuss malnutrition. • Enumerate the causes of malnutrition.	• Conduct nutritional assessments of children in school. • Calculate nutritional requirements and advice on a diet based on locally available food	• Perform anthropometric measurements of children and categorize them based on nutritional status. • Conduct a dietary survey. • Clinical examination for nutritional disorders. • Calculate nutritional requirements and advice on a diet based on locally available food. • Advice on appropriate diet and homoeopathic management for the conditions.	• MCQ • Checklist • Viva • OSPE

Noncommunicable Diseases (NCDs) and Relevant National Health Programs: Community Education						
Competency No	Content	Outcome (Competency)	Entry Behaviour	Specific Learning Objectives (SLOs)	Learner Activities	Assessment
Hom UG CM II-T 14.4	1. Overview of NCDs & Public Health Importance (Hypertension, Diabetes, Cancer, CVDs)	Student explains burden and prevention strategies of NCDs	Basic knowledge of epidemiology and risk factors	1. List major NCDs and their risk factors. 2. Explain levels of prevention in NCDs. 3. Describe role of awareness in NCD control.	Interactive discussion Review of national NCD data Case-based discussion	Viva voce MCQ/SAQ
	2. Principles of Health Education & IEC/BCC	Student applies principles of effective health communication	Basic understanding of communication skills	1. Differentiate IEC and BCC. 2. Identify characteristics of effective educational material. 3. Formulate SMART objectives for awareness material.	Brainstorming session Analysis of sample IEC materials Group discussion	Written exercise Viva
	3. Designing Educational Material (Poster/Pamphlet/Flipbook/Video Script)	Student develops appropriate educational material for	Basic creativity and language skills	1. Identify target audience and key messages. 2. Develop culturally	Group work: Poster/pamphlet creation Drafting key messages Peer	Checklist-based evaluation Rubric assessment

		target population		appropriate and simple messages. 3. Incorporate visual and behavioural cues effectively.	review and modification	
	4. Integration with National Programme for NCDs	Student aligns awareness material with national strategies	Knowledge of national health programmes	1. Identify objectives of National Programme for Prevention and Control of Cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS). 2. Incorporate screening and lifestyle advice in material. 3. Promote community participation.	Development of awareness content aligned with programme Role-play community education session	Viva OSCE (communication skill)
	5. Evaluation & Feedback of Educational Material	Student evaluates the effectiveness of IEC material	Knowledge of documentation and feedback methods	1. Develop simple feedback tool. 2. Assess readability and	Field testing in community/peer group Feedback analysis Report writing	Logbook entry Faculty evaluation of final product

				comprehension. 3. Revise material based on feedback.		
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International Health, Health Regulations, and Traveler's Health: Guidelines for International travel and Vaccination						
Competency No	Content	Outcome (Competency)	Entry Behaviour	Specific Learning Objectives (SLOs)	Learner Activities	Assessment
Hom UG CM II-T 14.5	1. Concept of Travel Medicine & International Health Regulations (IHR)	Student explains principles of travel medicine and international vaccination requirements	Basic knowledge of communicable diseases and national immunization schedule	1. Define travel medicine. 2. Explain purpose of International Health Regulations (IHR). 3. Identify diseases requiring mandatory vaccination certificates.	Interactive discussion Review of sample International Certificate of Vaccination Case-based scenario discussion	Viva voce MCQ/SAQ
	2. Risk Assessment of International Traveller (Destination, duration, purpose, host factors)	Student performs structured pre-travel risk assessment	Knowledge of epidemiology and disease transmission	1. Conduct travel risk assessment based on destination. 2. Identify host risk factors (age, pregnancy, comorbidities). 3. Categorize travel-related risks	Role-play of pre-travel consultation Group case discussion Risk assessment worksheet completion	Mini-CEX Case-based viva

				(infectious, environmental, occupational).		
	3. Travel Vaccination Planning (Mandatory, recommended, routine vaccines)	Student prepares individualized vaccination schedule	Knowledge of immunization principles and cold chain	1. List mandatory vaccines (e.g., Yellow fever, Meningococcal). 2. Identify recommended vaccines based on region. 3. Prepare vaccination schedule considering timing before travel.	Development of travel vaccination chart Consultation simulation Peer teaching	OSCE (planning station) Checklist evaluation
	4. Counseling & Preventive Advice for Travellers	Student provides comprehensive preventive counseling	Basic communication skills	1. Counsel regarding food & water safety. 2. Advise on malaria prophylaxis and vector precautions. 3. Educate about travel insurance and health documentation.	Role-play counseling session Development of IEC leaflet for travellers	Communication skill assessment Viva
	5. Documentation & Certification (International Certificate, reporting, contraindications)	Student completes documentation correctly	Knowledge of medical record writing	1. Fill International Vaccination Certificate correctly. 2. Identify contraindications to live vaccines. 3. Document adverse	Practice filling forms Review of mock vaccination certificate Documentation exercise	Record book evaluation OSCE station

				events reporting protocol.		
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Basics of Health Economics and Health Financing: Budget formulation						
Competency No	Content	Outcome (Competency)	Entry Behaviour	Specific Learning Objectives (SLOs)	Learner Activities	Assessment
Hom UG CM II-T 14.6	1. Introduction to Health Economics in Public Health (Scarcity, cost, efficiency, equity)	Student explains basic economic principles in health planning	Basic knowledge of public health programmes and screening concepts	1. Define health economics. 2. Explain concepts of cost, benefit, and cost-effectiveness. 3. Describe importance of budgeting in screening camps.	Interactive discussion Short numerical exercises Case-based scenario	Viva voce MCQ/SAQ
	2. Components of Screening Camp Budget (Fixed & variable costs; manpower; logistics; consumables)	Student identifies all components required for camp budgeting	Knowledge of screening camp organization	1. List fixed and variable costs. 2. Identify manpower and material requirements. 3. Estimate cost of consumables and equipment.	Group brainstorming Preparation of resource list Review of sample camp budget	Checklist evaluation Short written exercise

	3. Cost Estimation & Budget Preparation	Student prepares a structured budget for a screening camp	Basic arithmetic and record-keeping skills	1. Calculate estimated total expenditure. 2. Prepare line-item budget format. 3. Calculate cost per beneficiary.	Hands-on budget drafting (group work) Spreadsheet/manual calculation activity	OSCE (budget preparation station) Record assessment
	4. Cost-effectiveness & Resource Optimization	Student analyzes economic feasibility of screening camp	Understanding of screening benefits	1. Compare two screening models economically. 2. Explain concept of cost per case detected. 3. Suggest cost-saving strategies.	Comparative case discussion Problem-solving exercise	Viva Case-based discussion
	5. Reporting & Accountability in Budget Utilization	Student prepares brief financial report	Knowledge of documentation principles	1. Draft simple financial utilization report. 2. Explain transparency and accountability principles. 3. Identify common financial errors in camps.	Preparation of sample utilization report Peer review exercise	Logbook evaluation Viva

Epidemiological and Biostatistical Calculations						
Competency No	Content	Outcome	Entry Behaviour	Specific Learning Objectives	Learner Activity	Assessment
Hom UG CM II-T 14.7	- Basic epidemiological and biostatistical calculations. - Basics of computers.	- Calculate morbidity and mortality indicators. - Perform basic statistical calculations and interpret the results.	Enumerate the mortality and morbidity indicators	- Calculate and interpret morbidity and mortality indicators based on a given set of data. - Calculate the mean, median, mode, and range for the set of given data or data obtained in the demographic surveillance. - Represent data in appropriate table and graph. - In a simulated scenario: Demonstrate the steps in the investigation of an epidemic of communicable disease and outline	- Problem-solving exercises. - Practice solving problems manually and also using computers using specific software. - Record book entry	- MCQ - Checklist - Viva - OSPE

				the control measures		
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Health Policy, Health Planning, and Program Management, and Hospital Management: Hospital Visit						
Competency No	Content	Outcome (Competency)	Entry Behaviour	Specific Learning Objectives (SLOs)	Learner Activities	Assessment
Hom UG CM II-T 14.7	1. Organizational Structure of Hospital (Hierarchy, departments, roles & responsibilities)	Student explains administrative structure of hospital	Basic understanding of health care delivery system	1. Describe hierarchy of hospital administration. 2. Identify functions of Medical Superintendent, Nursing Superintendent, and administrative officers. 3. Differentiate clinical and administrative roles.	Guided hospital tour Interaction with administrative staff Organizational chart preparation	Viva Submission of organizational chart
	2. Hospital Planning & Infrastructure (OPD, IPD, Emergency, OT, ICU, support services)	Student identifies components of hospital infrastructure	Knowledge of hospital departments	1. List essential departments in hospital. 2. Explain patient flow from registration to discharge. 3.	Observation of patient flow Visit to various departments Process mapping activity	Field worksheet evaluation Viva

				Describe role of support services (laboratory, pharmacy, CSSD).		
	3. Hospital Records & Health Information System	Student understands documentation and medical record management	Basic record-keeping knowledge	1. Identify types of hospital records. 2. Explain importance of confidentiality. 3. Describe role of Hospital Information System (HIS).	Visit to Medical Record Department Review of sample records (de-identified) Discussion on data reporting	Logbook entry Viva
	4. Financial & Resource Management	Student explains budgeting and resource utilization in hospital	Basic understanding of health economics	1. List major sources of hospital revenue. 2. Explain expenditure heads. 3. Describe cost-control measures in hospital.	Interaction with accounts department Discussion on budgeting basics Case scenario analysis	Short written exercise Viva
	5. Quality Assurance & Biomedical Waste Management	Student explains quality standards and infection control practices	Knowledge of infection prevention principles	1. Describe quality assurance mechanisms (audits, SOPs). 2. Explain biomedical waste	Visit to infection control unit Observation of BMW segregation Discussion on SOPs	Checklist-based evaluation Viva

				segregation. 3. Identify accreditation standards (e.g., NABH basics).		
	6. Public Health Linkages & Referral System	Student understands integration of hospital with public health system	Knowledge of referral system and national programmes	1. Explain referral pathway. 2. Identify reporting responsibilities to health authorities. 3. Describe role of hospital in national health programmes.	Case discussion on referral Interaction with RMO/administrator Preparation of referral flowchart	Report evaluation Viva

Rural Health, Urban Health, Tribal Health and Sustainable Development Goals and One Health: Camp Organization						
Competency No	Content	Outcome (Competency)	Entry Behaviour	Specific Learning Objectives (SLOs)	Learner Activities	Assessment
Hom UG CM II-T 14.8	1. Planning & Organization of Screening Camp (Need assessment, permissions, logistics, manpower)	Student participates in planning and organizing community screening camp	Knowledge of screening concepts and levels of prevention	1. Identify priority health problems of selected community. 2. List logistical requirements for camp setup. 3. Describe roles of health team members.	Pre-visit briefing Community profiling Preparation of camp checklist	Viva Pre-visit worksheet evaluation
	2. Screening Procedures (BP, Blood sugar, BMI, Oral/ Breast examination etc.)	Student performs basic screening procedures under supervision	Basic clinical examination skills	1. Demonstrate correct screening technique. 2. Record findings accurately. 3. Identify abnormal results requiring referral.	Hands-on screening under supervision Recording data in camp register Team-based service delivery	Direct Observation of Procedural Skills (DOPS) OSCE checklist

	3. Communication & Community Engagement	Student communicates effectively with beneficiaries	Basic communication and counseling skills	1. Counsel individuals regarding lifestyle modification. 2. Explain screening results in simple language. 3. Promote follow-up and compliance.	One-to-one counseling Group health talk IEC distribution	Mini-CEX Communication skill checklist
	4. Referral & Follow-up Mechanism	Student ensures appropriate referral and documentation	Knowledge of referral system	1. Identify cases needing referral. 2. Complete referral slips correctly. 3. Explain follow-up protocol to patient.	Filling referral forms Discussion with supervising faculty Case-based review	Record verification Viva
	5. Data Compilation & Reporting	Student analyzes screening data and prepares report	Basic knowledge of statistics and documentation	1. Tabulate screened population data. 2. Calculate prevalence of detected conditions. 3. Prepare brief camp report with recommendations.	Data entry & simple analysis Preparation of summary report Group presentation	Logbook assessment Report evaluation Presentation rubric

Health Informatics, Health Management Information Systems: Hospital Visit						
Competency No	Content	Outcome (Competency)	Entry Behaviour	Specific Learning Objectives (SLOs)	Learner Activities	Assessment
Hom UG CM II-T 14.9	1. Introduction to Health Informatics (Concept, scope, role in public health)	Student explains the importance of health informatics in healthcare delivery	Basic knowledge of hospital records and documentation	1. Define health informatics. 2. Explain role of data in health planning. 3. Describe applications of informatics in preventive and curative care.	Orientation session Interaction with IT/HMIS officer Discussion on digital transformation in healthcare	Viva voce Short reflective write-up
	2. Health Management Information System (HMIS) (Data collection, reporting, indicators)	Student understands structure and functioning of HMIS	Knowledge of health indicators and basic statistics	1. Identify components of HMIS. 2. Describe data flow from sub-centre to district/state level. 3. Interpret	Observation of data entry process Review of sample reports/dashboards Indicator interpretation exercise	Field worksheet evaluation Viva

				selected health indicators from HMIS data.		
	3. Electronic Health Records (EHR) & Hospital Information System (HIS)	Student understands role of digital record systems	Basic understanding of medical records	1. Differentiate EMR and EHR. 2. Explain advantages of digital record systems. 3. Discuss confidentiality and data security principles.	Visit to Medical Records/IT department Demonstration of HIS (if available) Group discussion on data privacy	Logbook entry Viva
	4. Digital Health Initiatives & National Programs	Student recognizes role of digital platforms in public health	Knowledge of national health programmes	1. List major digital health initiatives in India. 2. Explain role of telemedicine and mobile health (mHealth). 3. Discuss benefits and challenges of digital health in rural/tribal areas.	Case discussion Observation of teleconsultation (if available) Preparation of short presentation	Presentation assessment rubric Viva

	5. Data Analysis, Reporting & Decision-Making	Student interprets digital data for public health action	Basic knowledge of statistics	1. Identify commonly used health indicators. 2. Interpret trends from digital reports. 3. Suggest public health actions based on data findings.	Data interpretation exercise Group report preparation Faculty-guided analysis	Report evaluation Viva
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Health Communication, Health Education, and Health Promotion: Public Health Awareness						
Competency No	Content	Outcome (Competency)	Entry Behaviour	Specific Learning Objectives (SLOs)	Learner Activities	Assessment
Hom UG CM II-T 14.10	1. Concept & Importance of Public Health Awareness (Prevention levels, behaviour change, role of physician)	Student explains importance of public health awareness in disease prevention	Basic knowledge of levels of prevention and common communicable/non-communicable diseases	1. Define public health awareness. 2. Differentiate health education, IEC and BCC. 3. Explain role of physician in	Interactive lecture-demonstration Group discussion Brainstorming session	Viva voce Short reflective write-up

				community awareness.		
	2. Planning a Public Health Awareness Activity (Topic selection, target audience, objectives, key messages)	Student plans a structured awareness programme	Knowledge of basic communication principles	1. Identify priority health problems in community. 2. Formulate SMART objectives for awareness activity. 3. Develop key health messages.	Group task: Prepare awareness plan Draft key messages Peer feedback	Assessment of written plan Rubric-based evaluation
	3. Methods of Public Health Awareness (Talk, poster, street play, rally, social media, camps)	Student selects appropriate method for target group	Familiarity with common teaching-learning methods	1. Compare various awareness methods. 2. Select appropriate method based on community needs. 3. Demonstrate one method effectively.	Demonstration of poster making Role-play/street play simulation IEC material preparation	OSCE/Skill-based assessment Faculty observation checklist
	4. Communication Skills & Community Engagement	Student demonstrates effective communication	Basic interpersonal communication skills	1. Use simple language for community education. 2.	Role-play session Mock community interaction	Mini-CEX Communication skill checklist

		in community setting		Demonstrate empathetic communication. 3. Handle community queries confidently.	Video-based feedback	
	5. Evaluation of Awareness Programme (Feedback, impact assessment, reporting) • Soap • Handwashing • Menstrual hygiene products (Cloth pads, Sanitary Pads, Menstrual Cups)	Student evaluates effectiveness of awareness activity	Basic knowledge of documentation	1. Design simple feedback tool. 2. Document awareness activity. 3. Suggest improvements based on feedback.	Prepare feedback form Field visit participation Report writing	Logbook entry Evaluation of report Viva

Health Communication, Health Education, and Health Promotion: Disinfection						
Competency No	Content	Outcome	Entry Behaviour	Specific Learning Objectives	Learner Activity	Assessment
Hom UG CM II-T 14.11	- Chemicals and Disinfectants - Alcohol - Phenol - Dettol - Savlon - Chlorine and chlorine compounds (bleaching powder) - Formaldehyde - Glutaraldehyde - Hydrogen peroxide - Iodophors (Povidine Iodine) - Halogen Tablets - Lime	Awareness of different disinfections and their action	- Define disinfection. - Enumerate the common disinfectants.	- Identify different types of disinfection - Enumerate uses of common disinfecting agents. - Recognize the mode of action and microbial activity of the specific disinfectant.	- Identify common disinfectants. - Observe the Methods of use (Hospital and household). - Observe the application of disinfection at the hospital. - Observe the infection control test reports. - Record book entry	- MCQ - Checklist - Viva - OSPE

	○ Potassium Permanganate ○ Copper sulphate ○ Tincture iodine ○ Alum ○ Cetavlon ○ Soap					
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Health Communication, Health Education, and Health Promotion: Insecticide						
Competency No	Content	Outcome	Entry Behaviour	Specific Learning Objectives	Learner Activity	Assessment
Hom UG CM II-T 14.12	• Insecticides • Types and uses. ○ Parid Green ○ Malathion ○ DDT ○ Mosquito coil /Liquid ○ Mosquito repellent ○ Hexachlorocyclohexane (HCN)	• Awareness about different insecticide	• What is DDT? • Enumerate the uses of insecticides	• Identify different types of Identify common insecticides • Enumerate uses of common insecticides	• Identify common insecticides • Enumerate the Methods of use • Record book entry	• MCQ • Checklist • Viva • OSPE

				• Recognize the mode of action of the specific insecticide • Enumerate the health effects of insecticides		
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Rural Health, Urban Health, Tribal Health: Instruments						
Competency No	Content	Outcome	Entry Behaviour	Specific Learning Objectives	Learner Activity	Assessment
Hom UG CM II-T 14.13	• Commonly used instruments in community medicine • Instruments ○ Weighing machine ○ Baby weighing machine ○ Height scale ○ Lactometer	• Awareness of the application and method of use of instruments	• Enumerate the commonly used instruments for measuring	• Identify the instrument. • Enumerate the purpose of the instrument. • Recognise the method/techniques of using the	• Identify instruments. • Practice the method of using the instrument.	• MCQ • Checklist • Viva • OSPE

	○ Microcellular rubber footwear ○ Harpenden calipers ○ Person Protective Equipment ○ Vaccine Carrier ○ Ice packs ○ Domestic filter ○ Incinerator ○ Barometer ○ Dry and wet thermometer ○ Autoclave ○ Incubator ○ First-Aid Kit ○ Needle destroyer ○ Biomedical waste bins/containers/covers	commonly used in community medicine.	height and weight	instrument. • Enumerate the advantages and disadvantages of the instrument	• Record book entry	
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6. 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

7. Details of assessment

7.1 Overall Scheme of Assessment (Summative)

Sr. No	Professional Course	Term I (1-6 Months)		Term II (7-12 Months)		
1	Fourth 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)	
	Hom UG-CM-RM-Stat-II	Viva- 10 marks	50 Marks Practical/ Viva i) Viva voce -25 marks ii) OSPE*-25 Marks		100 marks theory	100 marks Viva voce -50 marks OSPE-50 Marks

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 7.7):**

Sr. No.	Headings	Total Marks	Time
1.	Viva Voce	25 Marks	
2.	Experiment: (Any one)	5 marks	15 mins
3.	Case Study: (Any one)	5 marks	15 mins
4.	Spotting (5): ANY FIVE SPOTTINGS	10 Marks = 2 marks X 5 Spotters	15 mins= 3 minutes for each spotting
5.	Journal or Practical Record Book	5 marks	
Total		50 marks	

7.2 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	Hom UG-CM-RM-Stat-II	01	100 marks	50 marks (refer table 7.6 for details of practical)	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- $(\text{Marks of PA-1} + \text{Marks of TT} + \text{Marks of PA-2}) / 70 \times 10$

7.3 Paper Layout

Summative assessment (FUE):

PAPER : Theory- 100 marks

a.	MCQ	10 marks
b.	SAQ	40 marks
c.	LAQ	50 marks

7.4 Theme-wise distribution of questions for theory paper:

Theme	Topics	Term	Marks	MCQ's (1 Mark Each)	SAQ's (5 Mark Each)	LAQ's (10 Mark Each)
A	Epidemiology	I	18	03	01	01
B	Health Policy, Health Planning, and Program Management, and Hospital management	I	15	0	01	01
C	Health Communication, Health Education, and Health Promotion	I	05	0	01	0
D	Disaster Preparedness and Management	I	05	0	01	0
E	Noncommunicable Diseases (NCDs) and Relevant National Health Programs	I	21	01	0	02
F	School Health Services, Essential Medicine (Allopathic and Homoeopathic) in Public Health	I	02	02	0	0
G	Foundations of Research Methodology and Ethics	II	10	0	0	1

H	Basic Biostatistics	II	06	01	01	0
I	International Health, Health Regulations, and Traveler's Health	II	05	0	01	0
J	Rural Health, Urban Health, Tribal Health, and Sustainable Development Goals and One Health	II	05	0	01	0
K	Health Informatics, Health Management Information Systems, and Digital Health	II	05	0	01	0
L	Basics of Health Economics and Health Financing	II	03	03	0	0
	Total		100	10	40	50

7.5 Question paper blueprint

A Question Serial Number	B Type of Question	Question Paper Format (Refer table 7.4 for themes)
Q1	Multiple Choice Questions (MCQ) 10 Questions 1 mark each All compulsory Must know part: 7 MCQ Desirable to know: 3 MCQ.	1. Theme A 2. Theme A 3. Theme A 4. Theme E 5. Theme F 6. Theme F 7. Theme H 8. Theme L 9. Theme L 10. Theme L
Q2	Short answer Questions (SAQ) Eight Questions 5 Marks Each All compulsory Must Know part: 6 SAQ Desirable to Know: 2 SAQ	1. Theme A 2. Theme B 3. Theme C 4. Theme D 5. Theme H 6. Theme I 7. Theme J 8. Theme K
Q3	Long answer Questions	1. Theme A 2. Theme B

	(LAQ) Five Questions 10 marks each All compulsory All questions on Must Know No Questions on Nice to Know and Desirable to Know	3. Theme E 4. Theme E 5. Theme G
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7.6 Details of practical assessment in FUE:

Sr. No.	Headings	Assessment Parameters	Marks	Total Marks	Time
1.	Viva Voce	--	40 + 10 (IA)	50 marks	
2.	Experiment : Any one	Procedural and Practical Skills	3	5 marks	15 mins
		Results & Conclusion	2		
3.	Case Study: Any One	Assessment of the problem	3	5 marks	15 mins
		Interpretation & Conclusion	2		

4.	Spotters (5) ANY FIVE SPOTTERS (Instruments/ Equipment/ Specimens / Models)	•Identify the spot •List the characteristic Features/ utility of the spot	1 2	15 Marks 3 marks X 5 Spotters	15 mins 3 minutes for each spotting
5.	Spotting (5): ANY FIVE SPOTTINGS (Insecticides/disinfectants / Instruments / Write appropriate statistical formula / suggest appropriate research design)	•Identify the spot •List the characteristic Features/ utility of the spot	1 2	15 Marks 3 marks X 5 Spotters	15 mins 3 minutes for each spotting
6.	Journal or Practical Record Book	--	--	10 marks	
Total Practical Marks				100 marks	

7.7 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 & risk factors
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 diagnosis 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 their 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: Insecticides/disinfectants / Instruments / Write appropriate statistical formula / suggest appropriate research design

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

8. List of recommended text/reference 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. Banarsidas Bhanot, 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, 6th Edition, B. Jain Publishers, New Delhi, Reprint 2010.
- Reference
- 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.
- Mahajan BK, Methods in Biostatistics for Medical students and Research workers, JAYPEE Publishers
- Hersh, W. R., & Hoyt, R. E. (2018). Health Informatics: Practical Guide, Seventh Edition. Lulu. com.

Relevant websites

- <http://www.mohfw.nic.in>
- www.idsp.nic.in
- www.ncdc.gov.in

- www.nrhm.gov.in
- www.tbcindia.nic.in
- www.nvbdc.gov.in
- www.nhp.gov.in
- www.nacoonline.in
- <https://data.gov.in>
- www.who.int.
- All Health-related policy documents of India
- All operational and training modules of all Health Programs
- Technical Report Series of WHO

9. List of contributors

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