

MD COMMUNITY MEDICINE AND FAMILY MEDICINE SYLLABUS

Preamble

The purpose of PG education is to create specialists who would provide high quality health care and advance the cause of science through research & training.

Community Medicine is an academic subject, a branch of Medicine which deals with promotion of health and prevention of diseases, involving people's participation, utilizing professional management skills. The Community Medicine specialist, will inculcate a holistic view of health and medical interventions primarily focused on Community Health/Population Health. Thus, he/she should be equipped with the knowledge, skills, competencies in primary, secondary & tertiary care, control and prevention of outbreaks/epidemics, community diagnosis, health needs assessment, epidemiological assessment, research and planning evidence-based health policies and programmes.

The Guidelines for teaching Community Medicine, therefore, should be designed to create a cadre of professionals who are competent to meaningfully contribute their expertise in planning, implementation, co-ordination, monitoring, evaluation of Primary Health Care Programs based on scientific evidence. The competencies must cover a wide spectrum of skills viz., technical, managerial, administrative, organizational skills, applied skills in Health Information Management, software application and soft skills of communication, motivation, decision-making, team building, training in scientific communication and medical writing.

SUBJECT SPECIFIC OBJECTIVES

1. To create a skilled cadre of medical professionals having expertise in application of principles of Public Health, Community Medicine and applied epidemiology, contributing meaningfully in formulating National Health Policies & Programmes with a systems approach for overall human development.
2. To standardize the teaching & training approaches at post- graduate level, for Community Medicine

3. Research: To formulate research questions, do literature search, conduct study with an appropriate study design and study tool; conduct data collection and management, data analysis and report.

Time allotment-

Field orientation and postings-19 months

For Psychomotor domain -15 months

For Summative assessment and formative assessment- 2 months.

SPECIFIC COMPETENCIES

Cognitive domain:

1. Conceptual (and applied) understanding of Public Health, Community Medicine, clinical disease-oriented approach, Preventive approach & Health promotion, disease control & promotion.

Learning objectives:

At the end of this course topic, the student should be able to:-

- i. Understand and explain the concept & application and give suitable analogies/examples related to Public Health/Community Medicine (with differences), Disease-oriented v/s Preventive approach, health promotion disease control & prevention.
- ii. Explain correlation between health and human development with analogies/ examples.
- iii. Explain concept of Primordial, Primary, Secondary and Tertiary prevention with examples.
- v. Evolutionary History and mile-stones in Public Health – National and International levels.

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self directed learning
- In depth study

Assessment

- Formative theory paper
- Seminar assessment

- Written notes assessment

2. Communicable and Non-Communicable diseases, emerging and re-emerging diseases

Learning objectives:

At the end of this course, the student should be able to:-

- Understand and explain Epidemiology of Communicable/Non-communicable diseases- its causes, precipitating factors, social & other non- health causes, mechanisms of transmission, signs/systems, management, control & prevention measures, related national Health Programmes & national Guidelines, Directives, special projects, if any.
- Explain application of Disease surveillance system in control of Communicable/Noncommunicable diseases.
- Explain & undertake steps to investigate & control outbreaks, epidemics and take measures to prevent the same.
- Evolve prevention & control measures based on local & regional epidemiological funding, synchronizing with National guidelines.

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self directed learning
- In depth study
- *GIS workshop*
- *Epidemic investigation conduction*
- *Competency based health programme and policy*
- *Case studies*
- *Family studies*

Assessment

- Formative theory paper
- Seminar assessment
- Written notes assessment
- *Workshop assessment*
- *Investigation assessment*
- *Evaluation of CBME based training*
- *MiniCex evaluation*

3. Applied Epidemiology, Health research, Bio-statistics

Learning objectives:

At the end of this course, the student should be able to:-

- i. Explain the concept & application of Epidemiology of Disease and Health giving suitable examples.
- ii. Explain Epidemiological approach, the terms Distribution & Determinants, uses, types of Epidemiological studies, interpretation, merits/demerits and limitations, odds ratio, relative risk, attributable & population attributable risks, Hybrid designs (with examples), validity of Epidemiological Data and application in practice at field level.
- iii. Explain Epidemiological Research methods, Research related protocols, Literature review, estimating sample size, data collection/ compilation/Analysis/ Research, interpretation.
- iv. Develop Health interventional programs based on Epidemiological Finding & create evidence for Public Health action.
- v. Understand difference between data, information & intelligence, types of data, survey methods, formulating questionnaires, interview schedule, data presentation types & analysis.
- vi. Apply computer-based software application for data designing, data management & collation analysis e.g. SPSS, Epi-info, MS office and other advanced versions.

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self-directed learning
- In depth study
- *Epidemiological and statistical workshop*
- *Computer based learning workshop*
- *Work on paper publication and presentation*
- *Working with funded project*

Assessment

- Formative theory paper
- Seminar assessment
- Written notes assessment
- *Workshop assessment*
- *Publication and presentation evaluation*
- *Working evaluation*

4. Nutrition

Learning objectives:

At the end of this course, the student should be able to:-

- i. Identify various nutritional problems in the region, state and country and contributing factors for the same, with due emphasis on ecology perspectives.
- ii. Explain importance of various nutrients (including micronutrients) in health, their sources, requirements and problems associated with their deficiencies as well as over consumption.
- iii. Plan balanced diet and dietary requirements of various age and sex groups.

- iv. Dietary/nutritional concerns of vulnerable groups – young children, adolescents, ANC/PNC/Lactating mothers/senior citizens/individuals with various health problems e.g hypertension, diabetes, renal problems etc.
- v. Classification of food, food additives, food fortification, food enrichment, food toxins and food adulteration.
- vi. Explain Food production, Food hygiene and safety, food storage, food preparation, food wastage and feeding practices.
- vii. Assessment of nutritional status of a community by adopting different methodologies.
- viii. Nutritional supplementation, surveillance, education and rehabilitation.
- ix. National programmes in nutrition and their evaluation
- x. National nutrition policy.

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self-directed learning
- In depth study
- *Public health nutrition workshop*
- *Diet Survey*
- *Nutritional assessment*
- *Exercise based learning*
- *Case based learning*
- *Food assessment practical*
- *Visit based learning*

Assessment

- Formative theory paper
- Seminar assessment
- Written notes assessment
- *Workshop assessment*
- *Survey and assessment evaluation*
- *Excercises evaluation*
- *MiniCex evaluation*
- *Practical evaluation*
- *Report assessment*

5. Environmental health

Learning objectives:

At the end of this course, the student should be able to:-

- i. Highlight importance of external environment (air, water, noise, radiation, temperature, ventilation, solid waste disposal, insects and vectors, domestic and country yard pests, industrial waste disposal etc. and its impact on ecology and human health.

- ii. Elaborate on health issues related to housing, air, water, noise, radiation pollution i.e. size of problems, area and specific groups affected, measurement of pollution levels and health impact of the same, corrective measures
- iii. Elaborate on requirements of water, water chlorination and household purification measures, measurement of chlorine demand, Break-point chlorination levels, water quality.
- iv. Assessment of quality of water and air, control of air pollution
- v. Explain environmental sanitation and control measures (including appropriate technologies) – modern methods of sewage disposal, mechanical ventilation, soakage pits, gobar gas plants, smokeless Chula, solar energy, rainwater harvesting, sewage water recycling plants at society level etc.
- vi. Explain global warming and its health impact.
- vii. Elaborate on forest reserves, social forestry and health
- viii. Study vectors of medical importance and integrated control measures against them.
- ix. Explain dynamics of transmission of vector borne diseases
- x. Explain pest control measures
- xi. Explain environmental health issues in urban and rural areas
- xii. Understand functioning of public sector measures to safeguard environmental health e.g water purification plant
- xiii. Explain Legislative measures for protection of environmental health

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self-directed learning
- In depth study
- *Waste management workshop*
- *Entomology workshop*
- *Exercise based learning*
- *Practical conduction*
- *Visit to various places*

Assessment

- Formative theory paper
- Seminar assessment
- Written notes assessment
- *Workshop assessment*
- *Exercise evaluation*
- *Practical evaluation*
- *Visit report evaluation*

6. Primary Health Care System, Panchayat Raj, National Health Programmes including RCH, Demography & Family Welfare:

Learning Objectives

At the end of this course, the student should be able to:-

- i. Explain the meaning of Primary Health Care with suitable analogies with reference to India, and be able to define the systems approach for implementation of Primary Health Care.
- ii. Enumerate the elements, principles, population coverage norms, staff patterns, day to day activities, programme schedule, stakeholders at PHC level.
- iii. Explain the scope and implications of 3-tier system of Primary Health Care.
- iv. Understand functioning of Rural Panchayat Raj system of development and its co-relation with health.
- v. Promote community participation in Primary Health Care programme and motivate various stakeholders for the same.
- vi. Understand and comply with medico-legal procedures related to Primary Health Care activities.
- vii. Integrate, coordinate both health and non-health sectors for implementing various national health programmes.

- viii. Deliver the provisions of various health schemes to eligible beneficiaries such as Janani Suraksha Yojana, Rashtriya Swasthya Beema Yojana, Rajiv Gandhi Jeevandayi Arogya Yojana etc.
- ix. Impart training in health programmes for paramedical workers, lab technicians, community health volunteer's, interns and provide health education in the community.
- x. Implement Public Health Skills for investigations and containment of outbreaks & epidemics.
- xi. Understand history of evolution of public health, important milestones in the world and in India.
- xii. Enumerate the various health committees established and their major recommendations since 1947-48 to till date.

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self-directed learning
- In depth study
- *CBME based learning*
- *Exercise based learning*
- *Visit to various places*

Assessment

- Formative theory paper
- Seminar assessment
- Written notes assessment
- *CBME assessment*
- *Exercise evaluation*
- *Practical evaluation*
- *Visit report evaluation*

7. Health Care Administration, Health Management and Public Health Leadership

Learning Objectives:

At the end of this course, the student should be able to:-

- i. Explain the conceptual difference between Administration and Management, Power and Authority with reference to health care.
- ii. Explain the role of fundamental principles of constitution, principles of Democracy and its correlation with health care administration.
- iii. Explain the role of Bureaucracy, Technocracy, Political system, Judiciary, Media and people in health care administration.
- iv. Explain and identify the key positions and their role in health administration at State, District, Taluka (Tehsil block) and village level.
- v. Explain the frame work of health care system at State, District, Taluka & village level and understand the mechanism of coordination between bureaucrats, technocrats, political, judiciary and media at each of these levels.
- vi. Enumerate functions of a manager, explain concepts of management and leadership styles, various management techniques, planning process, monitoring & evaluation skills.
- vii. Should be sensitive to quality issues in health care management and comply with relevant quality management techniques.
- viii. Formulate and manage team approach for implementing health programmes.
- ix. Apply skills of effective human resource management and identify relevant roles, responsibilities and duties of functionaries.
- x. Implement skills of motivation, communication, negotiation and conflict management at PHC level.
- xi. Develop budgetary statements based on evidence of needs assessment and be able to maintain account of expenditure as per norms.
- xii. Undertake community health needs survey, conduct training & communication needs assessment of paramedical and health workers, identify vulnerable, underprivileged communities, implements high risk approach.

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self-directed learning
- In depth study
- *Health care management workshop*
- *Exercise based learning*
- *Practical conduction*
- *Visit to various places*

Assessment

- Formative theory paper
- Seminar assessment
- Written notes assessment

- *Workshop assessment*
- *Exercise evaluation*
- *Practical evaluation*
- *Visit report evaluation*

8. Health Policy, Medical Education, Integrating Alternative system of Medicine

Learning Objectives

At the end of this course, the student should be able to:-

- Understand and elaborate implications of the policy provision with reference to the current health scenario in the country.
- Explain the role of health policy in promotion of Primary Health care, ensuring equity, intersectoral co-ordination, appropriate technology and community participation.
- Explain the various provisions for promotion of preventive and curative health services including National Health Mission, National Health Programs, Quality Hospital based services, Medical Education and AYUSH.
- Critically appreciate merits and demerits of the Health Policy.
- Explain SWOT analysis of the policy and debate on evidence based recommendations, additions, deletions.
- Debate on suggestions or recommendations for future inclusions.

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self-directed learning
- In depth study
- *CBME based learning*
- *Exercise based learning*
- *Visit to various places*

Assessment

- Formative theory paper
- Seminar assessment
- Written notes assessment
- *CBME assessment*
- *Exercise evaluation*
- *Practical evaluation*
- *Visit report evaluation*

9. Social and behavioral sciences

Learning objectives:

At the end of this course, the student should be able to:-

- i. Understand influence of social and behavioral practices on health.
- ii. Understand principles of behavior change of an individual and community. Clearly understand difference between knowledge, attitude and practices..
- iii. Understand importance of social medicine and health.
- iv. Importance of behavior change communication (BCC).
- v. Socio-cultural factors influencing behavior change.
- vi. Formal and informal organizations in the community.
- vii. Influence of peer pressure.
- viii. Know the health problems, where BCC interventions are necessary.
- ix. Understand factors promoting and detrimental to BCC.

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self-directed learning
- In depth study
- *Posting based learning*
- *Exercise based learning*
- *Visit to various places*

Assessment

- Formative theory paper
- Seminar assessment
- Written notes assessment
- *Posting assessment*
- *Exercise evaluation*
- *Practical evaluation*
- *Visit report evaluation*

11. Public Health Legislations

Learning objectives:

At the end of this course, the student should be able to:-

- i. Explain public health legislations and need for the same.
- ii. Know in detail each public health law – when, why, implementation, impact, issues etc.
- iii. Enforcement of various public health laws.
- iv. Judiciary mechanism for ensuring proper implementation of public health laws.
- v. Scope for integrated approach for implementation of public health laws.

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self-directed learning
- In depth study
- *Posting based learning*
- *Exercise based learning*
- *Visit to various places*

Assessment

- Formative theory paper
- Seminar assessment
- Written notes assessment
- *Posting assessment*
- *Exercise evaluation*
- *Practical evaluation*
- *Visit report evaluation*

12. International Health

Learning Objectives:

At the end of this course, the student should be able to:-

- i. Understand the need and scope for international health measures.
- ii. Enlist and understand functioning of various UN agencies (including WHO) playing key role in international health.
- iii. Enlist and understand functioning of bilateral vs multilateral international donor agencies.
- iv. Provide advice to international travelers and vaccination requirements,
- v. Understand International health control measures e.g. quarantine, airport management etc.
- vi. Understand the management of international ports from health perspectives.

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self-directed learning
- In depth study
- *Visit to various places*

Assessment

- Formative theory paper
- Seminar assessment
- Written notes assessment
- *Visit report evaluation*

13. Occupational Health

Learning Objectives:

At the end of this course, the student should be able to:-

- i. Understand the concept of occupational health and its importance, Occupational environment and work dynamics.
- ii. Know different types of occupational exposures at various settings.
- iii. Enlist various occupational hazards and their relative magnitude.
- iv. Understand measurement of exposure levels to harmful influences during occupation.
- v. Understand preventive and control measures against various occupational hazards – global, national and local level measures.
- vi. Understand individual and community responses towards preventing exposure to occupational hazards.
- vii. Understand and advise occupational safety measures.
- viii. Understand legislative measures to prevent exposures to occupational hazards.
- ix. Advise compensation provisions to persons exposed to various occupational hazards.
- x. Understand occupational health problems amongst people in unorganized sector
- xi. Understand and advise social security and welfare provisions for workers – ESIS, Factory's Act, Role of ILO, Ministry of Labor, DGFASLI.

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self-directed learning
- In depth study
- *Visit to various places*

Assessment

- Formative theory paper
- Seminar assessment
- Written notes assessment
- *Visit report evaluation*

14. The recent advances in Public Health & miscellaneous issues

Learning Objectives:

At the end of this course, the student should be able to:-

- i. identify & enlist events at local, district, national & global levels influencing or adversely affecting health /medical issues of the population.
- ii. Adopt & practise skills related to utilization of modern technology, software, IT application in the interest of health promotion & disease prevention.

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self-directed learning
- In depth study
- *Visit to various places*

Assessment

- Formative theory paper
- Seminar assessment
- Written notes assessment
- *Visit report evaluation*

15. Health Economics**Learning Objectives:**

At the end of this course, the student should be able to: -

- i. Describe the scope of health economics.
- ii. Understand health market & its characteristics.
- iii. Understand & apply economic evaluation techniques.
- iv. Assess the mechanism of Funding Health Care services, especially health insurance
- v. Advise on allocation of resources appropriately in their work area.

Teaching learning methods-

- Lecture, Seminar, Small group discussion
- Self-directed learning
- In depth study
- *Health economics workshop based learning*
- *Exercise based learning*
- *Visit to various places*

Assessment

- Formative theory paper
- Seminar assessment
- Written notes assessment
- *Workshop assessment*
- *Exercise evaluation*
- *Practical evaluation*
- *Visit report evaluation*

Affective domain: The domain needs to be assessed with feedbacks.

| Sl.No | MCI laid down Competency | Teaching learning methods | Time allocation and Evaluation |
|-------|--|-------------------------------------|---|
| 1 | <p>Should be able to function as a part of a team, develop an attitude of cooperation with colleagues, and interact with the patient and the clinician or other colleagues to provide the best possible diagnosis or opinion.</p> <p>Objectives</p> <ul style="list-style-type: none"> • To work on team building activity • Develop an attitude of cooperation with colleagues and patient • Develop better interaction | 360 degree evaluation and Portfolio | During 2 nd and 3 rd year Structured Feedback from medical officers, patients, colleagues and teachers portfolio evaluation |
| 2. | Always adopt ethical principles and maintain proper etiquette in dealings with patients, relatives and other health personnel and to respect the rights of the patient including the right to information and second opinion. | 360 degree evaluation and Portfolio | During 2 nd and 3 rd year Structured Feedback from medical officers, patients, colleagues and teachers portfolio evaluation |
| 3. | Develop communication skills to word reports and professional opinion as well as to interact with patients, relatives, peers and paramedical staff, and for effective teaching. | 360 degree evaluation and Portfolio | During 2 nd and 3 rd year Structured Feedback from medical officers, patients, colleagues and teachers portfolio evaluation |

Psychomotor domain: Here the idea is on ability to do and that to be certified.

Some are done with postings as in orientation of field posting is there

Psychomotor domain other than postings require -15 months in 36 months

| Sl.No | MCI laid down Competency | Teaching learning methods | Time allocation And evaluation |
|-------|--|--|---|
| 1. | <p>Conduct epidemiological research studies to establish cause-effect relationships in elaborating the epidemiology of diseases and health events</p> <p>Objectives</p> <ul style="list-style-type: none"> • To conduct research • To develop research question and hypothesis • To understand risk ratio and epidemiological causes | <p>To conduct 3 short studies.</p> <p>To assist atleast 1 funded project.</p> <p>To conduct 1 dissertation.</p> <p>Each PG to write for a funded project (applying is mandatory)</p> | <p><i>During 1st and 2nd year Dissertation upto final year</i></p> |
| 2. | <p>Do data collection, compilation, tabular and graphical presentation, analysis and interpretation, applying appropriate statistical tests, using computer-based software application for validation of findings.</p> <p>Objectives</p> <ul style="list-style-type: none"> • To conduct data collection and compilation • To create data tabulation, analyses, interpretation. • To work on computer application for validation of findings • To present data with appropriate statistical analysis and presentation | | <p>Total- 11 months 3 months (1st year) for project planning. 2 months to assist the funded project. And evaluated with report. 2 months (1st year) 3 months 2nd year for data collection 1 month 1 year and 2 months 2nd year data analysis.</p> |
| 3. | <p>Prepare health project proposals with budgeting based on the project objectives</p> | | <p>1 month in 2nd year to assist funded project know about budgeting and apply</p> |
| 4. | <p>Conduct community surveys for assessment of health & morbidity</p> | | <p>Structured CBME programme for health programme and policy-3</p> |

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|----|--|---|---|
| | <p>profile, epidemiological determinants, assessment of health needs, disease surveillance, evaluation of health programmes and community diagnosis</p> <p>Objectives</p> <ul style="list-style-type: none"> • To conduct community surveys for health and morbidity profile • To assess health needs, disease surveillance • To conduct community diagnosis • To conduct evaluation of health programmes | <p>programmes and 1 policy (Attachment of syllabus is there)</p> | <p>- 40 hours So, 40 hours in each year during Wednesday noon will be occupied for this. 1st year will have 1 programme and 1 policy. So, 80 hours in total.</p> |
| 5. | <p>Demonstrate clinical skills of preparing case history, examination, provisional diagnosis, treatment and clinical case management and interpretation of laboratory findings. Conduct common procedures such as incision, drainage, dressings & injections.</p> | <p>10 medico social cases and 10 family study presentation and discussion. Postings in urban, rural and other centers for 1 year</p> | <p>Case presentation in 2nd and 3rd year Postings in centers in 2nd and 3rd year.</p> <p>5 months of RHTC 3 months of UHTC 2 months of GOVT PHC with Subcenter 2 months of other health centers (of University)</p> |
| 6. | <p>Conduct clinical screening of various diseases and organize community health camps involving community participation in urban and rural settings. Use of Snellen charts for vision, Ishihara's chart for colour blindness, tourniquet tests for dengue diagnosis in fever, BMI and other physical measurements of infants, children and adults etc., copper-T insertions and preparation of pap smear.</p> | <p>To conduct at least 2 camps To conduct 4 health education sessions To conduct 2 health days To conduct atleast 10 each clinical screening methods during postings in school, old age home and anganawadi also in PHC</p> | <p>Camps to be conducted in RHTC and other rural health center Clinical screening methods and national programme understanding during Govt PHC posting Conduct the health days and health education in UHTC and RHTC posting. Reports of the same will be evaluated.</p> <p>Assessment of camps, health days and screening in all area.</p> |
| 7. | <p>Conduct dietary surveys, assessment of nutritional status, nutritive values of</p> | <p>To conduct 2 surveys in adopted areas</p> | <p>Conduct the survey during RHTC posting and during Gramakshema activity.</p> |

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| | <p>common food menus, detection of food adulterants, use of lactometer, recording and interpretation of growth and development charts.</p> <p>Objectives</p> <ul style="list-style-type: none"> • To conduct diet survey • To do nutritional assessment • To understand common food menus • To interpret growth and development charts • To work on food adulterants • To understand milk status and hygiene | <p>To work on nutritional exercises (5)</p> <p>To work on interpretation on growth and development exercises (4)</p> <p>To do practical on food adulteration</p> <p>Visit to Milk factory</p> <p>Practical on lactometer Excercise</p> | <p>Survey report will be evaluated.</p> <p>Department exercises solving on nutrition and growth and development -2nd year</p> <p>Practical sessions in department in 3rd year</p> |
| 8. | <p>Develop appropriate IEC Material, assessment of community communication needs, training skills, counseling skills, conduct Health Education Programmes in urban and rural settings</p> | <p>Each student should train atleast 4 interns to carry out the health education programme and have module prepared for it which should be submitted to department</p> | <p>The interns training for health education does happen in RHTC posting in 2nd year The module should be of 18 hours. Total time allotted for module preparation and conduction of training- 2 weeks Total report to be evaluated.</p> |
| 9. | <p>Conduct epidemic investigations, spot maps, predict disease trends, preparation of reports, planning and implementation of control measures</p> | <p>Conduct -1 epidemic investigation, 2 spot maps and social map creation, 3 Epidemiological exercise on disease trends and action plan</p> | <p>Total time-1 month</p> <p>In 3rd year to be done and total time allocated is 1 month. Maps and report to be submitted for evaluation</p> |
| 10. | <p>Use and apply various instruments and processes concerned with environmental</p> | <p>Practical sessions done and practical</p> | <p>Total time-2 weeks</p> |

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| | health and biological waste management eg. waste collection, segregation and disposal as per protocols, needle-disposers, disinfection procedures. Also use of Dosimeters, Kata / Globe Thermometer, Slings Psychrometer, Gobar Gas Plant, Soakage pit, Solar Energy, functioning of ILRs, Deep Freezers, Cold Boxes, Vaccine Carriers. | sessions of UG to be handled Waste management workshop Vaccine management workshop | In 3 rd year and total time allocated for this is 60 hours. (2 week) They have to do the practical and write the report along with UG raining conducted and submit to the department. The report will be assessed along with practical. Workshop assessment |
| 11. | Identify different types of mosquitoes, detect vector breeding places and orientation of the methods of elimination of breeding places and placement of a mosquito-proof water tank. | Atleast 1 breeding site survey 1 larval survey with bionomic survey | Total time-2 weeks To be done in 3 rd year and report to be submitted for evaluation. |
| 12. | Conduct tests for assessment of chlorine demand of water (Horrock's Apparatus), procedure of well-water and urban water-tank chlorination, assessment of chlorination levels, physical examination of water, methods domestic water purification, oriented in use of water filters. | 4 practical sessions and 12 problem solving exercise should be solved Field visit for water purification | Total time-1 week The practical evaluation and problems evaluation. To be done in 3 rd year. Assessment of the report of water purification |
| 13. Miscellaneous | Devise appropriate health education messages for public health awareness using various health communications strategies. | To create atleast 1 video/app or module about public health importance disease | Total time-1 month The content evaluation will be done in 3 rd year |

**Orientation Training/Field
postings for students of MD
Community Medicine**

Total 19 months in 36 months

| No. | Field Posting and work | Duration |
|------------|---|--|
| 01 | Posting at Sub-centers & PHCs Under & at RHTC and UHTC attached to Dept of Community Medicine as per MCI norm | Total period of ONE year during the 3 year period of PG course. 5 months -RHTC 3 months UHTC 2 months PHC and Subcenter 2 months other health center |
| 02 | Posting in the teaching hospital for exposure to clinical departments namely Pediatrics, OBGY & General medicine to acquire clinical skills for diagnosis and management of Communicable and Non-Communicable Diseases Blood banks and Casualty | Total - Two months General Medicine+ geriatrics-2 wks Pediatrics -1 wk Ob. & Gy. -1 wk Psychiatry-1 wk Chest and TB-1 week Casualty-1 week Blood bank-1 week |
| 03 | Work attachment to gain hands- on skills based, training in public health department & orientation in Health Administration and Management of various National Health Programmes and aspects of public health management at the offices of the DHO/DHS/THO/DTO/DMO/CDPO/MOH of Local Civic Body or district health authorities. | Total - Two months 2 weeks – NHRM and TB 2 weeks- Other programme officer in DHO office 2 weeks – DSO +DMO 2 weeks- Jill panchayath and CDPO |
| 04 | Short duration posting in various camps, melas, public health emergencies, investigation of epidemics, implementation of NHP, linen dept of hospital, Hospital kitchen, Hospital record section, central drug store, Medical Supdt. Office, CCL, Hospital waste management, ART-VCTC, Matron Office | Total - Two months Camps/Public health emergencies/ Investigation of epidemics- 2 weeks Hospital kitchen+ Central drug store-1 week Linen dept+ Hospital waste management-1 week Medical superintendent office and Matron office-1 week Hospital record section and HMIS-1 week ART-VCTC- 1 week STI clinic-1 week |

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| | (HRD), HMIS etc. | |
| 05 | Visits to various institutions of Public Health Importance NGO visit District Statistics and health information system Visit to various state important centers | Total – 1 month 1 week in NGO 1 week in District statistics and health information 2 week to various state important centers. |