

## LESSON PLAN TEMPLATE

### CM 1.1

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Define and describe the concepts of public health

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. List at least 5 diseases- condition having importance of public health.
2. Mention one line for all these 4 terms: preventive, promotive, curative, and rehabilitative services.
3. List three important use of public health to clinicians.

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	List at least 5 diseases- condition having importance of public health. <ul style="list-style-type: none"><li>• Students will be explained about the multiple ethology and causality of various disease.</li><li>• They will be told about the epidemiology, the basic science of public health along with the agent, host and environmental factors.</li><li>• They will be sensitised about the terms : endemic, epidemic and pandemic.</li></ul>	LCD Projection& Narration	20 min
2	Mention one line for all these 4 terms: preventive, promotive, curative, and rehabilitative services <ul style="list-style-type: none"><li>• Students will be told about the role of public health in control of potentially infectious disease giving a few examples.</li><li>• Similarly, they will be told about the role of public health services and national health programmes for above.</li><li>• Cost effectiveness of public health measure will be discussed in giving</li></ul>	LCD Projection& Narration	20 min

	example: Universal Immunisation Programme.		
3	<p>List three important use of public health to clinicians.</p> <ul style="list-style-type: none"> <li>• The role of safe drinking water, non-polluted air and soil will be explained with regards to constitutional norms and the responsibility of state to provide it to its citizen.</li> <li>• Last but not least is the role of public health in generating data for research and programme implementation shall be explained.</li> </ul>	LCD Projection& Narration	20 min

Follow up assignments:

Evaluation:

1. How the public health is important for a clinician?
2. Why public health measure are cost effective?

## CM 1.2

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Define and describe the concepts of health, holistic health including spiritual health and relativeness and determinants of health

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

- 1.

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	


**Method: Didactic lecture using PowerPoint presentation**

- At the onset all the students who consider themselves healthy would be requested to stand up and then they sit down. Then various definition of health including the WHO definition will be discussed following which students are asked to stand up if they consider themselves healthy.
- Over 10 minutes, evolution of concepts of health and diseases will be discussed and the concepts of holistic medicine.
- Physical, biological and social determinants of health are to be discussed with day-to-day examples. For instance, in hot summer days Shriganganagar , Rajasthan ,13 labourers became victims of sunstroke, climate being a physical determinant in the case.
- Socio-cultural factors like scarcity of water inn the community leads to occurrence of Scabies in the community. Poverty leads unaffordability in certain treatment conditions and reduces the quality of life in case of haematological cancers.
- A few words on mental health and determinants for the same and attempted suicide will be emphasized.
- Importance of physical activity, balanced diet, adequate sleep, meditation, abstinence from addiction and adequate care for physical and social environment will be shared for prevention of ill health

Follow up assignments:

Evaluation:

1. Define health?
2. Describe Socio-cultural determinants of poor maternal and child health?
3. List 5 physical determinants of health along with medical condition they cause?

**CM 1.3**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe the characteristic of agent, host and environmental factors in health and disease and multifactorial aetiology of diseases

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Student should be able to explain the epidemiological triad using at least five sentences.
2. Student should be able to identify at least one agent, host and environmental factor responsible for a given conditions like malaria, oral cancer and hypertension.

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	

**Method: Didactic session using ppt**

- Students will be explained in details taking example of Dengue fever, road traffic accidents and a condition like Schizophrenia with use of widely accepted method of epidemiological triad.
- Agent factors will be listed in the form of virus, bacteria, parasite and so on. Similarly list of host factors and environmental factors will be enumerated.
- Interaction of all such factors leading to occurrence of disease in term of Covid 19 or road traffic accidents or malaria will be explained.
- Example of major depressive disorder and sickle cell disease will be used to show limitations of this triad.
- Host factor like age, environmental factors like rainfall will be explained to show the importance of such factors in multifactorial causation.
- An example of yellow fever will be discussed along with the example of ischemic heart disease to discuss about risk factors for occurrence of such conditions.
- A few lines will be used to show the intervention against agent, host and environmental factors.

Follow up assignments:

Evaluation:

1. Describe epidemiological triad and give example of agent, host and environmental factors responsible for Chikungunya.
2. Identify agent factors in carcinoma of cervix and upper respiratory tract infections.
3. List three host factors in case of cirrhosis of liver due to alcoholism and acute kidney injury following Leptospirosis.
4. BCG vaccination at birth protects young infant from serious form of Tuberculosis: Explain that on which factors BCG vaccines act?

#### **CM 1.4**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC:

NAME OF TEACHER:

DATE:

DURATION:

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe broadly the natural history of at least one communicable disease and one non communicable disease as per their information and experiences
2. Mention both the phases in a natural history of a disease using two sentences each
3. Mention the importance of knowing natural history of a diseases both epidemiological as well as clinical context.

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	

**Method: Didactic session with ppt**

- Students will be clearly told that the natural history of disease means how a disease evolves over a period of time and what happens over its course in absence of any preventive or curative intervention.
- Students will be explained about the prepathogenic as well as pathogenic phase using the examples of malaria and dengue. The presence of agent, host, environmental factors and their interaction will be told along with role of vectors and carriers over first 15 minutes.
- The use of cohort study design as an ideal study method will be discussed to document the natural history of any disease. An example of Covid 19 will be used to describe the whole natural history of such a newer disease taking around 10 minutes.
- Interventions in form of primary and secondary and tertiary prevention in appropriate phase of a natural history will be informed taking an example of a condition cerebrovascular stroke.
- A mention will be made for a clinician using the concept of iceberg of a disease and spectrum of an illness along with an outcome like cure, disability and death over 5 minutes.
- Students will be motivated to ask questions over 5=10 minutes.

Follow up assignments:

**Evaluation:**

1. Name the two phases of a natural history of diseases along with two divisions of the second phase.
2. Which is the ideal study design to understand the natural history of a disease and which is the most common study design used for the same.
3. In which phase of a natural history of a disease, measures/ interventions like health promotion and specific protection will be applied ?

**CM 1.5**

**BATCH/CLASS:**

**SUBJECT:** Community Medicine

**TOPIC:** Describe the applications of interventions at various levels of prevention

**NAME OF TEACHER:**

**DATE:**

**DURATION:**

**GENERAL OBJECTIVE:**

1

**SPECIFIC LEARNING OBJECTIVES:**

At the end of session, the student should be able to

1. Understand the concept of prevention.

2. Have knowledge about all the levels of prevention and the corresponding interventions.
3. Identify what level of prevention is done according the examples given to them.
4. Apply appropriate intervention (at least one) corresponding to each level of prevention at community level

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	

**Method: Didactic session using power-point presentation**

- At the beginning of the class, students will be taught the definition as well as the concept of prevention.
- They will also be told about the preventive, curative and rehabilitative medical practice.
- Information about the cost effectiveness and simplicity of preventive measures at the community level will be provided.
- Definition of primordial, primary, secondary and tertiary prevention will be clearly explained.
- The above basic information will be discussed within 10-12 minutes.
- Examples will be discussed to make them have a better understanding on various level of prevention.
- For example: In case of Coronary Artery Disease (CAD)
  - **Primordial prevention:** adopting a healthy lifestyle, such as eating a balanced diet, exercising regularly, avoiding tobacco and alcohol, and managing stress.
  - **Primary prevention:** screening for and treating the risk factors, such as taking medications to lower blood pressure or cholesterol, or controlling blood sugar levels.
  - **Secondary prevention:** taking medications to prevent blood clots, such as aspirin or warfarin, or undergoing procedures to restore blood flow to the heart, such as angioplasty or bypass surgery.
  - **Tertiary prevention:** cardiac rehabilitation programs, which provide education, counseling, exercise training and social support to help patients recover and prevent future problems.
- Six modes of interventions corresponding to the level of prevention will be listed on a PowerPoint slide and each will be explained using examples.
- Nutritional interventions in the form of mid-day meal schemes, iodization of salt and fortification of vegetable oil will be explained.

- Other public health interventions like immunisation under UIP (specific protection), Mass deworming program using Albendazole and DEC, Pre-placement examinations, Routine medical examinations and Vocational rehabilitation under Occupational Health will be discussed.
- Students will be explained how they can implement these measures in their practice of medicine

Follow up assignments:

Evaluation:

1. Mention at least two examples for each level of prevention.
2. List at least two examples of interventions corresponding to each level of prevention that can be applied in private as well as public health practice.

### **CM 1.6**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe and discuss the concept and the principles of health promotion and education, IEC and BCC

NAME OF TEACHER:

DATE:

DURATION:

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Understand the terms: Health promotion, Information Education and Communication and Behavioral Change Communication.
2. To understand how to implement behaviour change communication in various pockets.
3. To identify when to apply IEC and BCC in various groups of people

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	



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**Method: Didactic session with simulation exercise**

- Initially 10-15 minutes will be used to sensitize students regarding the increasing prevalence of certain disease like non communicable disease and the impending threat of climate change.
- Next 10 minutes will be used to explain how behaviour is formed at individual level and how the habits are developed over a period of time.
- Socio economical aspects, legal and cultural aspects regarding different behaviour will be told to students.
- It will be include substance abuse, sedentary lifestyle, high and saturated fat containing diet, risk taking behaviour and non scientific approach in day to day life.
- Importance of scientific information, the ways of communication and the facilitation by the promoters will be discussed using appropriate examples.
- Increase use of helmets by means of execution of traffic laws.
- Disincentives on pregnancy and childbirth after the second living and healthy child.
- Welfare schemes to reduce defaulters rate by depositing cash money in accounts of cases with Tuberculosis.
- Implementation of by laws in urban area to eliminate mosquito breeding places.
- Above examples will be given for changing individual and community behaviour.

Follow up assignments:

Evaluation:

1. Mention difference between IEC and BCC.
2. List 5 losses due to ineffective IEC and BCC.

**CM 1.7**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Enumerate and describe health indicators

NAME OF TEACHER:

DATE:

DURATION:

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Understand the meaning, nature and use of the term indicator
2. List at least five important health indicators.

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	

**Method: Didactic and interactive session if possible, with ppt**

- Students will be told that this is a lengthy topic and this session will mainly a sensitization session and they shall read the details at home. The term indicator will be explained using the example of an indicator board on railway platform or an airport indicating arrival, departure of trains/ flights. It will be explained . Te need of measuring any event in such a technoera will be explained using an example of measurement of Hb levels, its average, its dispersion and classification. Similarly the use of indicators for comparispn of any variable across a variety of groups will be explained taking an example of proportion of people below poverty line or fatal road traffick accidents. Use of indicators not only for need assessment but also for on going provision of needs and monitoring the progress and achievements will be explained over 20 minutes.
- Sensitivity, specificity, validity, reliability and feasibility of an indicator will be discussed using any of morbidity, mortality and disability indicators.
- The use of information technology , machine learning and AI in generating, collecting the data and interpreting it will also be told to students. The importance of nutrition indicators, Quality of life indicators and climate relayed indicators and their comparison in geopolitical context will be shared using the names of international organizations like WHO, un, wb and IMF. Current;y important indicators like per capita GDP, freedom of speech , hunger indez and happiness index will also be mentioned. The use of definitions and criteria to develop such indicators and changing nature and relevance of a number of indicators in view of different political parties, thinking lines, priorities and policy decisions will also be informed. Students will be told that they are required to read this topic from a standard text book to write the answers in various exams.

Follow up assignments:

Evaluation:

1. Enumerate any for indicators of health.

- List two indicators which a private medical practitioner will be using in their private clinical practice.

### CM 1.8

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe demographic profile of India and discuss impact on health

NAME OF TEACHER:

DATE:

DURATION:

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

- Mention the current population of India in numbers and words in English and Gujarati languages. They shall be able to tell same for Gujarat state
- Able to list at least three characteristics of India with regards to demographic profile
- They shall be able to tell at least two disadvantages and three advantages of such a huge population of a country like India.

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	

#### **Method: Didactic session using ppt**

- Students shall be asked about the population of their state and their town or village in their notebooks
- They will be told about the demographic profile of India using total population, total fertility rate, adult sex ratio, proportion of young and old people and its comparison with other countries like China, USA, Africa

Advantages of huge population in terms of demographic dividend, vibrant economy and market forces will be made huge population and work force, productivity and manufacturing sector will be discussed

Follow up assignments:

Evaluation:

1. What is the current population of India and Gujarat in numbers and words in English and Gujarati/ Hindi
2. Two disadvantages and three advantages of huge population shall be mentioned
3. Two ill effects of huge population on climate and human health shall be elaborated

## **CM 1.9**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: : Demonstrate the role of effective communication in health in a simulated environment

NAME OF TEACHER:

DATE:

DURATION:

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Identify various methods of communication in health.
2. Identify the barriers in communication
3. Identify various group approaches for communication.
4. Develop a thinking towards finding the most suitable method of communication with respect to the patients.

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	

**Method: Didactic session with simulation exercise**

- Initially a definition of communication and types of communication would be told to students
- Use and importance of effective communication for them as a medical practitioner will also be told.

- The above basic information will be discussed within 15 minutes.
- The lecture hall will be taken as an example in which they are sitting could be used to explain various barriers like distance, visibility, quality of sound, language, text message and so on
- A student sitting first in the middle row will be given a message in written text form and will be requested to speak it in the years of next students (the receiver) and this will continue till the last student in the row receives the final message.
- The last student will be asked to announce the message and thereafter it will be compared with the initially written message.
- The difference and discrepancy will be discussed with students.
- Similar pre operative instructions for laparotomy will be given to a boy student and girl student and they both will be asked to reproduce it.
- The difference in reproduction of the same message will be discussed.
- A few examples of communication gap while working in hospital like in OPD and OT will be discussed.
- A few incidences of ineffective communication like: Asking leading questions while history taking will lead to “yes” as reply.
- Symptoms should be asked in different words for people belonging to different socio-economic class: like for fever words like ‘taav’, ‘bukhar’ etc

Follow up assignments:

Evaluation:

1. Mention five important barriers to communication and solutions to remove them
2. List 5 losses due to ineffective communication in general medical practise

## **CM 1.10**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Demonstrate the important aspects of the Doctor- patient relationship in a simulated environment

NAME OF TEACHER:

DATE:

DURATION:

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Understand the importance of Doctor- patient relationship.
2. Identify various aspects of Doctor-patient relationship.

3. Understand the qualities of a Doctor for good Doctor-patient relationship.

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	

**Method: Role play**

- Initially the legal and ethical liabilities of modern medical practitioners would be told to students
- The changing norms and values of medical practice with emphasize on technology, needs and socioeconomic background of patients and their relatives will be explained.
- Students will be told that Doctor should have a scientific, rational and empathetic attitude.  
Role play 1: Student 1 (Doctor) and Student 2 (patient): Both students will be briefed about the role paly in 5 minutes.
- Student 1 will tell that the patient is diagnosed with Pulmonary Tuberculosis. He will explain about the treatment and side effects of Anti TB drugs.
- Then Student 2 (patient) will raise the following questions: Why it happened to me? Why such a long treatment? Will I get completely cured?  
Doctor is expected to show empathy, good scientific communications, examples of cured cases, free provision of medicines in Government hospital and will tell him to come for follow up.  
Role play 2: Girl student 1(Antenatal case) and girl student 2 (Obstetrician)
- Student 1 (Antenatal case) will tell about her symptoms like nausea and vomiting, her discomforts, fear, anxiety, financial constraints.

Student 2 (Doctor) in an empathetic manner will listen to all complaints of primigravida and will support her by explaining about the physiology of pregnancy

Follow up assignments:

Evaluation:

- Describe the principles of good Doctor-patient relationship.
- What do you mean by the term Empathy? Give an example for the term empathy?

**CM 2.1**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC Describe the steps and perform clinico socio-cultural and demographic assessment of the individual, family and community

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of session student should be able to describe Demography with its important aspects.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe the steps of clinico socio-cultural and demographic assessment of the individual, family and community
2. Perform the clinico socio-cultural and demographic assessment of the individual, family and community.

SET INDUCTION/MOTIVATION: when and why we celebrate world population day?

SLO	Content	Method & Media	Duration
1	Describe the steps of clinico socio-cultural and demographic assessment of the individual, family and community	small group discussion/ didactic	30 min
2	Perform the clinico socio-cultural and demographic assessment of the individual, family and community.	small group discussion/ didactic	30 min

Follow up assignments:

Evaluation:

1 What is Demography?

2 Enumerate various importance of demography assessment

## **CM 2.2**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe the socio-cultural factors, family (types), its role in health and disease & demonstrate in a simulated environment the correct assessment of socio-economic status

NAME OF TEACHER:

DATE:

DURATION: 1 hour

**GENERAL OBJECTIVE:**

1. At the end of session student should be able to define family with its important aspects.

**SPECIFIC LEARNING OBJECTIVES:**

At the end of session, the student should be able to

1. Describe the socio-cultural factors
2. Describe the types of family
3. Describe the role socio cultural factors in health and disease.
4. Demonstrate the role socio cultural factors in a simulated environment.
5. Assess the socio-economic status of the family.

**SET INDUCTION/MOTIVATION:**

SLO	Content	Method & Media	Duration
1	Describe the socio-cultural factors	small group discussion/ didactic	15 min
2	Describe the types of family	small group discussion/ didactic	10 min
3	Describe the role socio cultural factors in health and disease	small group discussion/ didactic	10 min
4	Demonstrate the role socio cultural factors in a simulated environment	small group discussion/ didactic	15 min
5	Assess the socio-economic status of the family	small group discussion/ didactic	10 min

Follow up assignments:

**Evaluation:**

- 1 What are different types of family?
- 2 Give three important reasons for assessment of the types of the family

**CM 2.3**

**BATCH/CLASS:**

**SUBJECT:** Community Medicine

**TOPIC:** Describe and demonstrate in a simulated environment the assessment of barriers to good health and health seeking behaviour

**NAME OF TEACHER:**

**DATE:**

**DURATION:** 1 hour

**GENERAL OBJECTIVE:**

1. At the end of session student should be able to describe good health seeking behaviour with its important aspects.

**SPECIFIC LEARNING OBJECTIVES:**

At the end of session, the student should be able to



1. Describe the assessment of barriers to good health and health seeking behaviour
2. Demonstrate in a simulated environment the assessment of barriers to good health and health seeking behaviour

**SET INDUCTION/MOTIVATION:**

SLO	Content	Method & Media	Duration
1	Describe the assessment of barriers to good health and health seeking behaviour	small group discussion/ didactic	30 min
2	Demonstrate in a simulated environment the assessment of barriers to good health and health seeking behaviour	small group discussion/ didactic	30 min

Follow up assignments:

Evaluation:

1 Define Health

2 Various barriers for good health seeking behaviour

**CM 2.4**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe social psychology, community behaviour and community relationship and their impact on health and disease.

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of session student should be able to describe sociology with its important aspects.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe the social psychology, community behaviour and community relationship.
2. Describe the impact of community behaviour and community relationship on health and disease.

**SET INDUCTION/MOTIVATION:**

SLO	Content	Method & Media	Duration
1	Describe the social psychology, community behaviour and community relationship	small group discussion/ didactic	30 min

2	Describe the impact of community behaviour and community relationship on health and disease.	Small group discussion/ didactic	30 min
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Follow up assignments:

Evaluation:

- 1 Define Sociology, Describe various terms related to sociology
- 2 What is the difference between community behaviour and community relationship

### **CM 2.5**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe poverty and social security measures and its relationship to health and disease.

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of session student should be able to describe poverty with its important aspects.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define the poverty and enlist the ranking of various countries as per their poverty index
2. Describe social security measures for health and disease.
3. Describe poverty and social security measures and its relationship to health and disease.

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Define the poverty and enlist the ranking of various countries as per their poverty index	small group discussion/ didactic	20 min
2	Describe social security measures for health and disease.	small group discussion/ didactic	20 min
3	Describe poverty and social security measures and its relationship to health and disease.	small group discussion/ didactic	20 min

Follow up assignments:

Evaluation:

1 Define Poverty and poverty index

2 What is the relation between poverty and health give atleast five points

### **CM 3.1**

BATCH/CLASS: II/I Batch no. 103

SUBJECT: Community Medicine

TOPIC: CM 3.1-Describe the health hazards of air, water, noise, radiation and pollution

#### **Air Pollution**

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

At the end of lecture student should understand air pollution and its control measures at community level

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define air pollution
2. Describe sources of air pollution
3. Explain the air pollutants and their ill effects on health
4. Describe health, social and economic effects of air pollution
5. Describe preventive and control measures of air pollution

SET INDUCTION/MOTIVATION: Discuss the Delhi Government order of allowing Odd/Even number vehicles on road

SLO	Content	Method & Media	Duration
1	Definition-the presence in the ambient atmosphere of the substances generated by the activities of man in concentration that interferes human health, safety or comfort or injuries to vegetation and animals and other environmental media resulting in chemicals entering in the food chain or chain or being present in drinking	Narration Chalkboard	05 min

	water and there by constituting additional source of human exposure		
2	1.Sources of a) Automobiles b) industries C) Domestic sources	Explanation Display	10 min
3	Air pollutants : CO,SO <sub>2</sub> , Pb,CO <sub>2</sub> , HC,Cd,H <sub>2</sub> S.O <sub>3</sub> ,PAH,Particulate matter, Indoor air pollution, monitoring of Air Pollution, Air Pollution monitoring in India	Explanation Display	30 min
4	Effects of Air Pollution :a) health aspect b) social and Economic aspect	Explanation Display	05 min
5	Prevention and Control of Air Pollution and Disinfection of Air- Containment, Replacement, Dilution, Legislation, International action	Group discussion and Display	10 min

Evaluation: SAQs: Definition of air pollution, various air pollutants, Sources of Air pollution

Follow up Assignments:

Short answer questions (SAQ):

1. Write about air pollutants and their ill effects on health.
2. What is air pollution monitoring?
3. Describe air pollution monitoring in India.
4. Describe indoor air pollution.
5. Which are the sources of indoor air pollution?

Long answer question (LAQ-) on

1. Describe in detail prevention and control of air pollution:

## CM 3.2

Water-(Part –I)

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

At the end of lecture student should understand various sources and water hygiene at community level

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define Safe and Wholesome water
2. Explain uses of water
3. Describe various sources of water with respect to characteristics ,impurities and purification
4. Describe water pollution
5. Describe water pollution act

SET INDUCTION/MOTIVATION: Discuss with students:” Much of the ill health in developing countries is due to lack of safe and wholesome water”

SLO	Content	Method & Media	Duration
1	Definition-Safe and wholesome water free from pathogenic agent, free from harmful chemical substance, pleasant to taste, i.e. color and odor and usable for domestic purpose  Uses of water	Narration  Chalkboard	05 min
2	Sources of water (characteristics , impurities, purification) Rain, Impounding reservoirs, Rivers, Tanks, Wells, Sanitary Well, Tube well, Springs	Explanation  Display	30 min
3	Water Pollution water related disease: biological agent: Bacterial,Viral,protozoal, Helminthic,leptospiral  Host :Snail, Cyclops  Chemical; detergents, cyanide, heavy metals, minerals, and organic acids, nitrogenous substances.	LCD Projection& Narration	20 min
4	Water Pollution Act/Law	Explanation  Display	05 min

Evaluation:

1. enumerate various sources of water.
2. What is safe and wholesome water?

Follow up assignments:

Short answer questions:

1. impounding reservoir, Rivers, tanks, Tube wells, springs, Sanitary Well.
2. Write about difference between shallow well and deep well

## Water-(Part –II) Purification of water

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

At the end of lecture student should understand water hygiene at community level

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Enlist steps of water purification
2. Describe how purification of water occurs due to storage
3. Describe water filtration on large scale
4. Describe disinfection, enlist the various agents
5. Describe purification of water on small scale
6. Describe Water Quality Standards of WHO

SET INDUCTION/MOTIVATION: How will you control epidemic of the water borne disease in village with the only one source of water being the well?

SLO	Content	Method & Media	Duration
1	Definition-the purpose of water treatment is to produce water that is safe and wholesome it comprise 1 storage 2 filtration 3 disinfection	Narration Chalkboard	05 min
2	1.Storage	Explanation Display	10 min
3	2. Filtration 1.Slow sand Filter :Element, Advantages 2.Rapid Sand Filter :Steps, Advantages 3. Comparison of Rapid and Slow sand Filters.	Explanation Display	25 min
4	3.Disinfection :Chlorination: break point chlorination, OT-test	Explanation Display	10 min
5	Purification at small scale: I Household purification of water a) boiling b) chemical disinfection c) Filtration II Disinfection of well: Double pot Method	Explanation Display	05 min

6	Water Quality Standards : Acceptability Aspect, Microbiological Aspect, Chemical Aspect, Radiological Aspect	Explanation Display	05 min
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Evaluation: SAQs: Chlorination and break point chlorination, OT-Test

Follow up Assignments:

Long answer question on:

1. purification of water on large scale: slow and Rapid sand filter,
2. Small Scale: house hold and disinfection of wells,
3. Describe guideline for the drinking water quality as per Acceptability Aspect, Microbiological Aspect, Chemical Aspect, Radiological Aspect

Short answer questions:

1. OT-Test,
2. Chemical disinfection,
3. Double pot Method,
4. Difference between slow sand and rapid sand Filters

## Noise Pollution

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

At the end of lecture student should understand noise pollution and its control measures at community level

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define noise pollution
2. Describe sources of noise pollution
3. Explain the criteria of noise pollutions and their ill effects on health
4. Describe health, effects of noise pollution
5. Describe preventive and control measures of noise pollution

SET INDUCTION/MOTIVATION: Discuss the Delhi Government order of allowing Odd/Even number vehicle s on road

SLO	Content	Method & Media	Duration
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1	Definition-unwanted sound at unwanted place is called noise	Narration Chalkboard	05 min
2	1.Sources of noise a) industries b) transportation noise – traffic, railways, air c) construction d) Domestic sources e) Somic noise	Explanation Display	10 min
3	Health hazards of noise	Explanation Display	30 min
4	Principles of noise Pollution prevention :a) precautionary principle b) polluter and prevention principle	Explanation Display	05 min
5	Prevention and Control of noise Pollution	Group discussion and Display	10 min

Evaluation:

SAQs: Definition of noise pollution, various health hazards of noise pollution, Sources of noise pollution

Follow up Assignments:

Short answer questions (SAQ):

1. Write about sources of noise and health hazards of noise.
2. What is desirable level of sound in library, class room?
3. Describe noise pollution control strategy in India.

Long answer question (LAQ-) on

1. Describe in detail recommended measure for prevention and control of noise pollution:

## **Radiation**

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

At the end of lecture student should understand radiation hygiene at community level

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Enlist various sources of radiation in surrounding
2. Describe various units for measurement of radiation
3. Describe in details biological effects of radiation
4. Describe in details radiation protection

SET INDUCTION/MOTIVATION: Tell the nuclear explosion at Hiroshima and Nagasaki (not only during blast but still peoples are suffering that incident because of radiation)

SLO	Content	Method & Media	Duration
1	Sources: cosmic rays, Environmental, internal Type: Alpha, Beta, Gama	Narration Chalkboard	05 min
2	Radiation Units: Roentgen, Rad, Rem, Dose equivalent	Explanation Display	10 min
3	Biological effects of radiation: Somatic and Genetic	Explanation Display	40 min
4	Radiation protection: Lead Apron, permission limit, Radiation hygiene	Explanation Display	05 min

Evaluation: can be done by asking question on radiation units, Sources?

Follow up Assignments: Short answer questions (SAQ): on biological effects of radiation, radiation protection, Dosimeter etc.

## LESSON PLAN TEMPLATE

BATCH/CLASS: II/I Batch no. 103

SUBJECT: Community Medicine

TOPIC: CM.3.2 Describe concepts of safe and wholesome water, sanitary sources of water, water purification processes, water quality standards, concepts of water conservation and rainwater harvesting.

NAME OF TEACHER:

DATE:

DURATION: 2 hour

GENERAL OBJECTIVE:

1. At the end of session the learners should be able to describe various understand various sources and water hygiene at community level

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the learners able to

1. Define Safe and Wholesome water
2. Explain uses of water
3. Describe various sources of water with respect to characteristics ,impurities and purification
4. Describe water pollution
5. Describe water pollution act

SET INDUCTION/MOTIVATION: What do you understand by nutritional survey?

SLO	Content	Method & Media	Duration
1	Definition-Safe and wholesome water free from pathogenic agent, free from harmful chemical substance, pleasant to taste, i.e. color and odor and usable for domestic purpose  Uses of water	LCD Projection& Narration	10 min
2	Sources of water (characteristics , impurities, purification) Rain, Impounding reservoirs, Rivers, Tanks, Wells, Sanitary Well, Tube well, Springs	LCD Projection& Narration	10 min
3	Water purification process  Definition-the purpose of water treatment is to produce water that is safe and wholesome it comprise 1 storage 2 filtration 3 disinfection  1.Storage	Explanation  Chalkboard	40 min

	<p>2. Filtration</p> <p>1.Slow sand Filter :Element, Advantages</p> <p>2.Rapid Sand Filter :Steps, Advantages</p> <p>3. Comparison of Rapid and Slow sand Filters.</p> <p>3.Disinfection :Chlorination: break point chlorination, OT-test</p> <p>Purification at small scale: I Household purification of water a) boiling b) chemical disinfection c) Filtration</p> <p>II Disinfection of well: Double pot Method</p>		
	<p>Water Quality Standards : Acceptability Aspect, Microbiological Aspect, Chemical Aspect, Radiological Aspect</p> <p>Surveillance of drinking water</p> <p>Hardness of water</p>	<p>Explanation</p> <p>Display</p>	20 min
4	<p>Concept of water conservation</p> <p>(a) prevention of water wastage</p> <p>(b) Water harvesting: Rain water harvesting advantages and process of rain water harvesting</p>	<p>Explanation</p> <p>Chalkboard</p> <p>Chart</p> <p>LCD Projection</p>	20 min
5	National water supply and sanitation programme	<p>Explanation</p> <p>And display</p>	20 min

Evaluation: enumerate various sources of water. What is safe and wholesome water?

Follow up assignments: Short answer questions: impounding reservoir, Rivers, tanks, Tube wells, springs, Sanitary Well. Write about difference between shallow well and deep well

Evaluation: SAQs: Chlorination and break point chlorination, OT-Test

Follow up Assignments: Long answer question on: purification of water on large scale: slow and Rapid sand filter, Small Scale: house hold and disinfection of wells, Describe guideline for the drinking water quality as per Acceptability Aspect, Microbiological Aspect, Chemical Aspect, Radiological Aspect, Rain water harvesting

Short answer questions: OT-Test, Chemical disinfection, Double pot Method, Difference between slow sand and rapid sand Filters

Calculate water requirement of your family

Which are the sources of water supply?

Enumerate types of wells

Describe differences between shallow well and deep well

### CM 3.3

BATCH/CLASS: II/I Batch no. 103

SUBJECT: Community Medicine

TOPIC: CM.3.3 Describe the aetiology and basis of water borne diseases /jaundice/hepatitis/ diarrheal diseases

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of session the learners should be able to describe various water borne diseases and prevention of diarrhoeal disease

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the learners able to

1. Describe the aetiology and basis of water borne diseases /jaundice/hepatitis/ diarrheal diseases
2. Explain mode of transmission of water borne disease and differential diagnosis of it.
3. Explain sanitary barrier
4. Describe various clinical features of water borne disease and assessment methods of dehydration
5. Describe treatment plan A/B/C for treatment of diarrhoea

SET INDUCTION/MOTIVATION: What do you understand by nutritional survey?

SLO	Content	Method & Media	Duration
1	Water borne disease	LCD Projection & Narration	10 min
2	Clinical features and assessment Method of dehydration	LCD Projection & Narration	10 min
3	Water borne disease /jaundice Problem statement Agent factors Host factors Environmental factors Mode of transmission Clinical features	Explanation Chalkboard	15 min

	Laboratory diagnosis Management of case Prevention and Control Role of antibiotics/ Vaccine /Chemoprophylaxis/ Immunoprophylaxis		
4	Hepatitis A and E Problem statement Agent factors Host factors Environmental factors Mode of transmission Clinical features Laboratory diagnosis Management of case Prevention and Control Role of antibiotics/ Vaccine /Chemoprophylaxis/ Immunoprophylaxis	Explanation Chalkboard Chart LCD Projection	15 min
5	Epidemic investigation of outbreak	Explanation And display	10 min

Follow up assignments: Enlist the water borne disease and write down about sanitary barrier.

Why India is unable to control the problem of water borne diseases?

.Evaluation:

1. Write down composition of ORS.
2. Explain classification of dehydration and treatment plan A/B/C
3. Describe clinical features of jaundice and prevention and control of jaundice
4. Describe clinical features of Hepatitis A and E and prevention and control of Hepatitis A and E
5. Hepatitis A vaccine
6. Describe difference between chemoprophylaxis and immunoprophylaxis

7. Describe steps of Epidemic investigation of hepatitis A outbreak/Diarrhoeal disease outbreak

### CM 3.4

BATCH/CLASS: II/I Batch no. 103

SUBJECT: Community Medicine

TOPIC: CM.3.4 Describe the concept of solid waste, human excreta and sewage disposal

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of session the learners should understand how to manage sanitation by management of solid and excreta disposal at family and community level

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the learners able to

1. Define solid waste ,sewage, Sullage, refuse, garbage
2. Describe method of disposal of solid waste
3. Describe sanitation barrier
4. Describe methods of excreta disposal
5. Describe sewage and modern sewage treatment

SET INDUCTION/MOTIVATION: GIT infections claim about 5 million lives every year and another 50 million suffer from these infections.

SLO	Content	Method & Media	Duration
1	Solid waste : food waste ,rubbish (paper, plastic, wood, metal, throw-away containers, glass), demolition products(bricks, pipes), swage, treatment residue, dead animals, strictly speaking it should not contain night soil  Excreta disposal:	Narration  Chalkboard	05 min
2	Methods of disposal of solid waste: Dumping, Controlled Tipping, Incineration,  Composting, Bangalore method, Mechanical composting, Manure Pits	Explanation  Display	20 min
3	Sanitation Barrier : Faecal-water/ fingers/flyes/soil/Food	Explanation  Display	05 min



4	Methods of excreta disposal:Un- sewerred area, sewers area In un-sewerred area- sanitary latrines, bore hole latrine, dug well, water seal latrine, RCA Latrine, Septic tank	Explanation Display	25 min
5	Sewage, Modern sewage treatment	Explanation Display	05 min

Evaluation SAQs: Sanitation barrier, Hazards of improper disposal of waste.

Follow up assignments:

SAQs on

1. Dumping, Controlled
2. Tipping, Incineration,
3. Composting: Bangalore method,
4. Mechanical composting ,
5. Manure Pits and sanitary Latrines,
6. Bore hole Latrines,
7. Dug Well,
8. Water seal latrine,
9. RCA Latrine ,septic tanks

### **CM 3.5**

BATCH/CLASS: II/I Batch no. 103

SUBJECT: Community Medicine

TOPIC: CM.3.5 Describe the standards of housing and the effect of housing on health

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of the lecture students should understand importance of housing in health of family and the community

SPECIFIC LEARNING OBJECTIVES:

At the end students should able to

1. Define Housing
2. Describe social goals of housing
3. Describe various Housing Standards
4. Describe housing in rural area
5. Describe relationship between housing and health

6. Describe overcrowding
7. Describe indicators of housing

SET INDUCTION/MOTIVATION: Discuss the problems of homeless population with the students.

SLO	Content	Method & Media	Duration
1	Housing :not only physical structure providing shelter but also the immediate surrounding and related community services and facilities	Narration Chalkboard	05 min
2	Social goal of housing :criteria for the healthful housing	Explanation Display	05 min
3	Housing standards : sites, setback, floor, walls, roof, floor area, cubic space, windows, lightening, kitchen, privy nd garbage and refuse, bathing and washing, water supply	Explanation Display	30 min
4	Rural housing :Approved Standards	Explanation Display	05 min
5	Housing and health	Explanation Display	05 min
6	Overcrowding : person per room, Floor	Display/PPT	05 min
7	Indicators of housing : related to prevention of illness, related to comfort, social wellbeing	Display/PPT	05 min

Evaluation can be done by asking questions on: Definition of housing? Enlist criteria for the healthful housing

Follow up assignments:

SAQs on

1. Housing Standards,
2. indicators of housing: related to prevention of illness, related to comfort, social well being.
3. Describe various classifications of overcrowding and ill effects on health?



### CM 3.6

BATCH/CLASS: II/I Batch no. 103

SUBJECT: Community Medicine

TOPIC: CM.3.6 Describe the role of vectors in the causation of diseases. Also discuss National Vector Borne disease Control Program (Medical Entomology)

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of the lecture students should understand importance of vector in disease transmission to individual, family and the community

SPECIFIC LEARNING OBJECTIVES:

At the end students should able to

1. Define Vector
2. Describe role of vector in disease transmission
3. Describe various types of transmission occurs in vector.
4. Describe diseases under cover of NVBDCP
5. Describe various strategies for control of vector under NVBDCP

SET INDUCTION/MOTIVATION: Discuss the various health problems related to vectors in human population with the students.

SLO	Content	Method & Media	Duration
1	Vector : Characteristics of vector	Narration Chalkboard	05 min
2	Role of vector in disease transmission	Explanation Display	20 min
3	Life cycle and transmission cycle of vector borne disease	Explanation Display	05 min
4	NVBDCP Programme objective of programme and strategies /indices related to Malaria/Dengue	Explanation Display	15 min
5	Malaria clinical features/ diagnosis/treatment	Explanation	05 min

		Display	
6	Dengue clinical features/ diagnosis/treatment	Display/PPT	05 min
7	Filariasis clinical features/ diagnosis/treatment	Display/PPT	05 min

Evaluation can be done by asking questions on: Definition of Vector? Enlist types of transmission of vector borne disease

Follow up assignments:

SAQs:

1. Define vector and write about mode of transmission of vector borne disease, diseases covered under NVBDCP Programme and strategies for vector control.
2. Enumerate diseases transmitted by different type of mosquitoes.
3. Describe briefly regarding various mosquito control measures.
4. Describe mosquito control measures taken by you at your home and hostel

### **CM 3.7**

BATCH/CLASS: II/I Batch no. 103

SUBJECT: Community Medicine

TOPIC: CM 3.7- Identify and describe the identifying features and life cycles of vectors of Public Health importance and their control measures

NAME OF TEACHER:

DATE:

DURATION: 2 hour

GENERAL OBJECTIVE:

At the end of lecture student should understand the public health importance of each medically important vectors

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should describe

1. Enlist all medically important Vectors?
2. Describe the life cycle of and public health importance of mosquito?
3. Describe public health importance of houseflies?
4. Describe public health importance of sand flies?
5. Describe public health importance of Lice?
6. Describe public health importance of Rat fleas?
7. Describe public health importance of Ticks?
8. Describe public health importance of Itch mites?
9. Describe public health importance of Cyclops?

SET INDUCTION/MOTIVATION: start discussion with World Health Day 2014 slogan  
 “Small Bit Big Treat”

SLO	Content	Method & Media	Duration
1	Mosquito, Flies, Human Lice, Fleas, Reduviid bugs	Narration  Chalkboard, Demonstration with slides and models	10 min
2	Mosquito: Life history, Anopheles, Culex, Aedes, differences and disease transmitted by these mosquitoes	Explanation  Display  Demonstration with slides and models	20 min
3	Mosquito control measures: anti larval, anti adult, protection against mosquito bites.	Explanation  Display  Demonstration with slides and models	20 min
4	House flies : diseases transmitted and control measures	Explanation  Display  Demonstration with slides and models	10 min
5	Sand flies: diseases transmitted and control measures	Explanation  Display  Demonstration with slides and models	10 min
6	Lice: diseases transmitted and control measures	Explanation  Display  Demonstration with slides and models	10 min
7	Rat fleas: diseases transmitted and control measures	Explanation  Display	10 min

		Demonstration with slides and models	
8	Ticks: diseases transmitted and control measures	Explanation Display Demonstration with slides and models	10 min
9	Itch Mites: diseases transmitted and control measures	Explanation Display Demonstration with slides and models	10 min
10	Cyclopes: diseases transmitted and control measures	Explanation Display Demonstration with slides and models	10 min

Evaluation: SAQ: Which diseases are transmitted by Mosquito, Flies, Human Lice, Fleas, Reduviid bugs etc?

Follow up assignments: prepare a chart exhibiting various insects, the characteristics, important for identifying them, disease transmitted and control measures.

1. Classify the arthropods of medical importance.
2. Give distinctive characteristics of arthropod of medical importance
3. Enumerate various diseases transmitted by arthropods
4. Which are the types of transmission cycle s involved in spread of arthropod borne diseases?
5. List principals of arthropod control.
6. What is integrated approach?
7. Describe various stages in life history of mosquitoes.
8. Give classification of mosquitoes.
9. How will you differentiate between Anophelines and culicine mosquitoes?
10. How will you differentiate male and female mosquito?
11. Enumerate habits of mosquitoes.
12. Describe life cycle of house fly.
13. Write common habits of housefly
14. Enumerate diseases transmitted by housefly and mode of transmission
15. How will you control housefly?
16. Describe habits of sand fly

17. Enumerate disease transmitted by sand fly
18. Describe various measures to control sand fly
19. Enumerate types and public health importance of different lice.
20. Describe various habits of lice
21. How and which diseases are transmitted through lice?
22. Describe control measure of lice
23. Enumerate diseases transmitted by rat flea and sand flea
24. Describe various flea indices.
25. How and which diseases are transmitted through fleas?
26. Write briefly about control and preventive measure for fleas.
27. How will you differentiate between hard tick and soft tick?
28. Describe modes of transmission of tick borne diseases.
29. Which are the diseases transmitted through ticks?
30. Write control measure for ticks
31. Describe about habits of different mites
32. What is the public health importance of different mites?
33. How scabies spread?
34. Lesions of scabies are found at which common sites?
35. How will you diagnosis scabies?
36. Which are the control measures for scabies?

### **CM 3.8**

BATCH/CLASS: II/I Batch no. 103

SUBJECT: Community Medicine

TOPIC: CM 3.8- Describe the mode of action, application cycle of commonly used Insecticides and rodenticides

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

At the end of lecture student should understand various insecticides and rodenticides action and dosage of application at community level

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define insecticides and rodenticides
2. Explain uses of insecticides and rodenticides
3. Describe various characteristics of insecticides and rodenticides

SET INDUCTION/MOTIVATION: Discuss with students: use of insecticides and rodenticides and its application in control of insect and rodents in our life and hazards of its accidental exposure.



SLO	Content	Method & Media	Duration
1	Definition-insecticides and rodenticides	Narration Chalkboard	05 min
2	Insecticides characteristics, consistency, mode of action, dosage of application, used against various insects, period of effectivity.	Explanation Display	30 min
3	Rodenticides characteristics ,mode of action, dose	LCD Projection& Narration	15 min
4	Insecticides resistance and treatment of OP poisoning	Explanation Display	05 min
5	Zoonoses and control of Zoonoses	Explanation Display	05 min

Evaluation: enumerate various insecticides and rodenticides and its dose and mode of action

Follow up assignments:

Short answer questions:

1. what is an insecticide?
2. Give classification of insecticides
3. Write briefly regarding merits and demerits of DDT.
4. What do you mean by insecticide resistance?
5. Which are the types of insecticide resistance?
6. Describe hazards of insecticides
7. How will you treat a patient with organo-phosphorus compound poisoning?
8. What are characteristics of DDT, BHC, Abate and Paris green?
9. Classify rodents?
10. Which diseases are transmitted by rodents?
11. Write briefly about anti rodent measure.
12. What are zoonoses? Enlist zoonotic disease.

CM 4.1

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe various methods of health education with their advantages and limitations

NAME OF TEACHER:

DATE:

DURATION:

GENERAL OBJECTIVE:

1 Describe various methods of health education with their advantages and limitations

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe different individual, group and mass approaches used in health education.
2. Discuss some of the most important types of teaching methods.
3. Describe the advantages and limitations of various teaching methods.
4. Discuss the various types of Information Education Communication (IEC) or health learning materials.
5. Describe the role of IEC materials in disease prevention and health promotion.

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	

There is a wide variety of teaching methods that you will be able to use in your health education work. You will be able to adapt these methods to your own situation, so that you can use the most effective way of communicating your health education messages.

Health learning materials are those teaching aids that give information and instruction about health specifically directed to a clearly defined group or audience. The health learning materials that can be used in health education and promotion are usually broadly classified into four categories: printed materials, visual materials, audio and audio-visual materials.

In a lecture hall having around 250 students, initial 20 minutes would be utilized to introduce the different teaching methods. Students will be introduced about concepts and definitions on health talks, lecture, Buzz group, group discussion, panel discussion, symposium, workshop, role play and demonstrations, Drama as well as the practical application of teaching methods and health learning materials.

Then students will be divided into different groups (6-7) approximately of 40 students.

And different situations would be given separately to each group.

They shall talk to each other in a group on topic about its meaning, advantages, disadvantages, and uses in different settings, allotted to them as given below.

- Health talks
- Lectures
- Buzz group
- group discussion about various health problems in our country.
- Panel discussion-
- Symposium
- workshop
- Role play- on mother reporting to a doctor clinic with his child having diarrhea
- Demonstration on ORS preparation.
- role play
- Drama
- etc

Group wise preparation and presentation in different groups on various teaching Aids by students. Teacher will interact and support students throughout.

Follow up assignments:

Evaluation:

1. What are approaches to health education
2. Discuss two most important types of teaching methods.
3. Describe the advantages and limitations of two teaching methods.

## **CM 4.2**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: **Describe the methods of organizing health promotion and education and counseling activities at individual family and community settings**

NAME OF TEACHER:

DATE:

DURATION:

GENERAL OBJECTIVE:

1 Describe the methods of organizing health promotion and education and counseling activities at individual family and community settings

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define what is health promotion and counseling.

2. What are the key points in organizing health promotion activities at different levels.

3. Counsel people at different levels in an actual healthcare setup.

SET INDUCTION/MOTIVATION:

NO	SLO	Content	Method & Media	Duration
1	<p>Define what is health promotion and counseling.</p> <p>Components of health promotion – Health education, environmental modifications, nutritional interventions, &amp; life style &amp; behavioural changes</p> <p>Define what is counseling.</p>	Narration/display	Interactive & help of audio-visual Aid	15 minutes
2	<p>What are the key points in organizing health promotion activities at different levels?</p>	Narration/display	Interactive & help of audio-visual Aid	15 minutes
3	<p>Counsel people at different levels in an actual healthcare setup at individual, family and community settings.</p>	<ul style="list-style-type: none"> <li>• Explain the importance of counselling.</li> <li>• Discussion on Counselling of pregnant mother/lactating mother/post natal mother.</li> <li>• Describe the qualities of a good counsellor.</li> <li>• Explain the counselling skills.</li> <li>• Describe counselling process</li> <li>• Explain barriers to effective counselling.</li> <li>• Identify IEC messages for specific prevention &amp;</li> </ul>	Interactive	15 minutes

		control (e.g malaria)		
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Affective domain-students will be imparted knowledge about balanced diet.

Cognitive domain-Students will be asked about one benefit of proper nutrition and exercise.

Psychomotor-Students will be asked to calculate their own Pulse rate/BMI.

**Set induction:** Students will be asked to think about whether they are healthy. Whether they are eating healthy diet. Students will be discussed about balanced diet. Presentation on good Nutrition and daily exercise to include health benefits. Students will be instructed to calculate their own Pulse rate/BMI.

**Students will be introduced about the topic. Definition of Health promotion,** five key strategies in the promotion of optimal health. Discuss about principles for health promotion by World Health Organization (WHO). What is the role of Health Education and Communication in Health Promotion?

Important challenge is to link health promotion teaching with national public health goals and local public health problems.

Follow up assignments:

Evaluation:

1. Define what health promotion is.
2. What are components of health promotion?
3. What is the role of Health Education and Communication in Health Promotion? Give 2 examples

### CM 4.3

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: **Demonstrate and describe the steps in evaluation of health promotion and education program**

NAME OF TEACHER:

DATE:

DURATION:

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

Enumerate the steps in evaluation of health education program

2. Describe the steps in evaluation of health education program

3. Demonstrate the steps in evaluation of health promotion program

1. 3. Address the shortcomings of the program and suggest ways to improve the same.

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	

**Methods:**

- What is health promotion and health education programme.
- What is the meaning of evaluation with example?
- Process of evaluation-selecting the attributes for evaluation, synthesizing of evidences, final judgment
- Difference between monitoring & evaluation
- Requirement of Health statistics
- What are different types of evaluation-process evaluation-what health issues, materials were used/Impact evaluation–immediate effects of health education, Outcome evaluation-long term changes as a result of health education
- ✓ Discuss the steps in evaluation of health education program

Step 1: Involve people to participate in the activities. ...

Step 2: Describe the activities to be evaluated. ...

Step 3: Select methods. ...

Step 4: Collect credible data. ...

Step 5: Analyze the data. ...

Step 6: Learn from evaluation.

- Internal/external evaluation
- Formative/summative evaluation
- Descriptive/analytical evaluation
- Prospective/Retrospective evaluation
- Purpose of evaluation will be discussed –How effective in achieving desired objectives; To improve health plans/programs, need of further funding
- Responsibility for evaluation-planners/community etc.
- Discuss the methods/tools used in different types of evaluation-review of records, input/effort analysis/case studies etc.
- Root cause analysis
- Efficiency/effectiveness
  - What are the strengths and weaknesses of the health education activity if desired objectives (learning & behavioral objectives) are not achieved?
  - Inputs/activities/outputs/outcome/impacts
  - Assumptions-think how the programme will work
  - Is programme successful
  - SWOT analysis

Follow up assignments:

Evaluation:

1. Identify which of the following are process/impact/outcome types of evaluation
2. What are the steps of evaluation?
3. Different types of evaluation

## **CM 6.1**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: **Formulate a research question for a study**

NAME OF TEACHER:

DATE:

DURATION: 3 hours

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Think over new ideas for research questions on the basis of literature.
2. Tell characteristics of a good research question
3. Develop the research question and study plan

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	

Lecture, DOAP sessions

Give one or two research question and lead the whole discussion.

Identify the topic for research. Find out the requirement of research on the selected topic.

Give example.

Reassure the research question from student and again make discussion on their research question.

Follow up assignments:

Evaluation:

1. Define Research. Why research is require in Medical Science?
2. Q-2 Which are the good characteristics of research?

**CM 6.2**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe and discuss the principles and demonstrate the methods of collection, classification, analysis, interpretation and presentation of statistical data

NAME OF TEACHER:

DATE:

DURATION:



GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Explain about different methods of data collection and classification (Qualitative or Quantitative)
2. Tell about data entry, data cleaning and analysis in M.S Excel (Should know some software commonly used for analysis)
3. Describe common statistical test used for Qualitative and Quantitative data and their interpretation
4. Describe various methods of presentation of Qualitative and Quantitative data

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	

Lecture, DOAP sessions / **LCD**

Different types of data with their characteristics and presentation of data.

Different methods for data collection.

Show them how to use M.S Excel, Epi Info, Open Epi with data and examples etc on LCD.

Follow up assignments:

Evaluation:

1. Describe different methods for Presentation of Data.
2. Write differences between Primary and Secondary data.
3. Describe Different Methods for collection of data.
4. Difference between qualitative data and quantitative data.

**CM 6.3**

BATCH/CLASS:

SUBJECT: Community Medicine

**TOPIC: Describe, discuss and demonstrate the application of elementary statistical methods including test of significance in various study designs**

**NAME OF TEACHER:**

**DATE:**

**DURATION:** 3 hours

**GENERAL OBJECTIVE:**

1

**SPECIFIC LEARNING OBJECTIVES:**

At the end of session, the student should be able to

1. Enlist different statistical tests for Qualitative and Quantitative data (chi-square test, t-test & z-test)
2. Calculate different statistical tests for Qualitative and Quantitative data (chi-square test, t-test & z-test) and their significance

**SET INDUCTION/MOTIVATION:**

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	

Lecture, DOAP sessions

Show them examples and then give them sum for calculation (Mean, Median, Mode, SD, SE, Chi-Square test, t – test, Z test)

Show example of different test and give them sum to find out test of significance

Follow up assignments:

Evaluation:

1. Calculation of (Mean, Median, Mode, SD, SE, Chi-Square test, t – test, Z test) in the form of sum.

**CM 6.4**

**BATCH/CLASS:**

**SUBJECT:** Community Medicine

**TOPIC: Enumerate, discuss and demonstrate Common sampling techniques, simple statistical methods, frequency distribution, measures of central tendency and dispersion**

**NAME OF TEACHER:**

**DATE:**

DURATION: 3 hours

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe various sampling techniques and their advantages and disadvantages
2. Calculate mean, median and mode and their importance in bio-statistic

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
		LCD Projection& Narration	

DOAP sessions

Discuss different sampling techniques with their advantage and disadvantage with examples

Measures of central tendency: Characteristics and importance in biostatistics.

Show them examples and then give them sum for calculation for measures of central tendency.

Follow up assignments:

Evaluation:

1. Describe the different methods of sampling.
2. Calculation of (Mean, Median, Mode) in the form of sum.

## **CM 7.1**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Define Epidemiology and describe and enumerate the principles, concepts and uses

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

**SPECIFIC LEARNING OBJECTIVES:**

At the end of session, the student should be able to

1. Define the term epidemiology
2. List various components and approaches of epidemiology
3. Describe the aims of epidemiology
4. Enumerate various uses of epidemiology

**SET INDUCTION/MOTIVATION:**

No	Content	Method & Media	Duration
1	explaining definition and explaining all the keyword using examples , describing various components and approaches. Using various public health example and policy explain the ultimate aim of epidemiology	LCD Projection, Video & Narration	20 min
2	video can be used to demonstrate the uses of epidemiology	LCD Projection, Video & Narration	20 min
3	Q&A discussion	LCD Projection, Video & Narration	20 min

Follow up assignments:

**Evaluation:**

1. Short not on uses of epidemiology.
1. Viva definition and explanation of epidemiology,

**CM 7.2**

**BATCH/CLASS:**

**SUBJECT:** Community Medicine

**TOPIC:** Enumerate, describe and discuss the modes of transmission and measures for prevention and control of communicable and non-communicable diseases

**NAME OF TEACHER:**

**DATE:**

**DURATION:**

**GENERAL OBJECTIVE:**

1

**SPECIFIC LEARNING OBJECTIVES:**

At the end of session, the student should be able to

1. Define various terms used in infectious diseases epidemiology
2. Describe the dynamics of disease transmission
3. List and explain various modes of disease transmission
4. Describe and discuss with example various methods of disease prevention and control

SET INDUCTION/MOTIVATION:

No	SLO	Content	Method & Media	Duration
1	Define various terms used in infectious diseases epidemiology	explaining various definition and terms	LCD Projection, Chalk and board & Narration	20 min
2	Describe the dynamics of disease transmission and  List and explain various modes of disease transmission	Taking each example explain the dynamic of disease transmission and various modes of diseases transmission	LCD Projection, Chalk and board & Narration	20 min
3	Describe and discuss with example various methods of disease prevention and control	Discussion with student by taking example and asking how the diseases can be prevented	LCD Projection, Chalk and board & Narration	20 min

Follow up assignments:

Evaluation:

1. Short note on modes of transmission

**CM 7.3**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Enumerate, describe and discuss the sources of epidemiological data

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Enumerate the sources of epidemiological data
2. Describe the strengths and limitations of these data

SET INDUCTION/MOTIVATION:

No	Content	Method & Media	Duration
1	<p><b>Introduction</b>  <i>Share the learning objectives for the lesson.</i>            Begin by explaining the importance of epidemiological data in public health and clinical practice.            Provide an overview of the sources of epidemiological data that will be covered.            Discuss the role of epidemiology in understanding and addressing health issues.</p>	LCD Projection, Chalk and board & Narration	10 min
2	<p><b>Primary Data Sources</b>            Present primary data sources, including healthcare records, surveys, laboratory reports, and clinical trials.            Describe each source, its strengths, and limitations.            Share examples of research studies or real-world situations where these sources are utilized.            Engage students in a group discussion to identify situations where primary data sources are preferred and when they might be challenging to use.</p>	LCD Projection, Chalk and board & Narration	20 min
3	<p><b>Secondary Data Sources</b>            Introduce secondary data sources, such as registries, vital statistics, and administrative databases.            Explain how secondary data are collected, compiled, and made available for research and public health purposes.            Present case studies or examples of studies that heavily rely on secondary data sources.            Facilitate a brief discussion about the advantages and limitations of using secondary data.</p>	LCD Projection, Chalk and board & Narration	15 min
4	<p><b>Tertiary Data Sources</b>            Define tertiary data sources, including literature reviews, systematic reviews, and meta-analyses.            Explain how these sources synthesize and analyse existing data.            Show video clips or provide examples of meta-analyses and systematic reviews in the field of epidemiology.            Encourage students to discuss the role of tertiary data sources in evidence-based medicine and research.</p>	LCD Projection, Chalk and board & Narration	10 min
5	<p><b>Group Activity and Discussion</b>            Divide students into small groups.</p>	Group Activity	15 min

	<p>Assign each group a specific epidemiological data source (e.g., surveys, clinical trials, vital statistics).  Ask each group to discuss and present scenarios where their assigned data source would be the most valuable and effective.  After each presentation, facilitate a class discussion to compare and contrast the advantages and disadvantages of different data sources.  <b>Homework Assignment (Optional):</b>  Assign students a reading assignment on a recent epidemiological study or research paper and ask them to identify the primary, secondary, and tertiary data sources used in the study.  <b>Conclusion:</b>  Summarize the main points covered in the lesson regarding the sources of epidemiological data.  Reiterate the significance of understanding these sources for medical practice and research.  Encourage students to explore further readings and research on epidemiological data sources.</p>		
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Follow up assignments:

Evaluation:

1. MCQ s

#### **CM 7.4**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC:

NAME OF TEACHER:

DATE:

DURATION:

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. List the tools of epidemiology
2. Describe various tools with example
3. Enumerate various measurements of epidemiology
4. List and define various mortality and morbidity measurements

5. Calculate and interpret common measures of mortality and morbidity based on the given data

SET INDUCTION/MOTIVATION:

No	Content	Method & Media	Duration
1	<p>Introduction</p> <p><b><i>Explain the learning objectives for the lesson.</i></b></p> <p>Begin the lesson by discussing the importance of morbidity and mortality indicators in healthcare. Provide an overview of the key terms: morbidity, mortality, incidence, prevalence, and case fatality rate. Share real-world examples of when these indicators are used</p>	LCD Projection & Narration	10 minutes
2	<p><b><u>Definitions and Formulas</u></b></p> <p>Present definitions of key terms on the whiteboard and in the PowerPoint presentation. Discuss the formulas for calculating key indicators (e.g., incidence rate, prevalence rate, case fatality rate) and the significance of each formula. Encourage students to ask questions and clarify doubts. Divide students into small groups and provide scenarios. Ask each group to discuss which indicator should be used in each scenario and why</p>	LCD Projection & Narration	15 min
3	<p><b>Calculation Practice</b></p> <p>Provide handouts with sample data sets. Instruct students to calculate the morbidity and mortality indicators using the formulas learned. Circulate around the classroom to assist and answer questions. Once students have completed their calculations, discuss the answers as a class, ensuring that everyone understands the process.</p>	<b>Hands-on Calculation</b>	15 min
4	<p><b>Interpretation of Results</b></p> <p>Show video clips of real-life case studies where morbidity and mortality indicators played a crucial role in public health decision-making. After each clip, facilitate a group discussion on the interpretation of the indicators and the impact of these findings on healthcare policies. Encourage students to share their thoughts on how the indicators can guide medical interventions and resource allocation.</p>	Group Discussion and Video Clips	10 min
5	<b>Application and Assessment</b>	Group activity	10 min



	<p>Divide students into pairs or small groups.          Provide them with a new set of data related to a specific health issue.          Ask each group to calculate and interpret morbidity and mortality indicators.          Instruct them to propose potential healthcare interventions based on their findings.          Select a few groups to present their findings and recommendations to the class.          Provide feedback and assess their understanding of the topic.</p> <p><b>Homework Assignment (Optional):</b>          Assign students additional data sets to practice calculating and interpreting morbidity and mortality indicators on their own.          Encourage them to research recent public health reports and analyse the indicators presented in those reports.</p> <p><b>Conclusion:</b>          Summarize the key points covered in the lesson.          Emphasize the importance of morbidity and mortality indicators in medical practice and public health.          Encourage students to continue exploring this topic and its applications in healthcare.</p>		
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Follow up assignments:

Evaluation:

1. Statistical exercise in Practical exam
2. MCQs

## **CM 7.5**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Enumerate, define, describe and discuss epidemiological study designs

NAME OF TEACHER:

DATE:

DURATION: 1/3 hours

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Classify epidemiological study designs
2. Describe the steps involved in the common study designs with example
3. Discuss the advantages and disadvantages of each study design
4. Calculate and interpret the measures of strength of association

**SET INDUCTION/MOTIVATION:**

No	Content	Method & Media	Duration
1	<p><b>Introduction</b></p> <p>Begin by explaining the importance of study designs in epidemiology.</p> <p>Briefly discuss how different study designs are used to answer specific research questions.</p> <p>Mention that understanding study designs is essential for evaluating the quality of epidemiological research</p>	LCD Projection & Narration	10 min
2	<p><b>Types of Epidemiological Study Designs</b></p> <p>Enumerate and briefly define the major epidemiological study designs:</p> <p>Cross-sectional studies</p> <p>Case-control studies</p> <p>Cohort studies (prospective and retrospective)</p> <p>Experimental studies (randomized controlled trials)</p> <p>Present each study design using visual aids, including diagrams or flowcharts to illustrate their structure and key components.</p> <p>Discuss when and why each design is used, emphasizing their strengths and weaknesses</p>	LCD Projection & Narration	30 min
3	<p><b>Examples and Case Studies</b></p> <p>Provide handouts or project examples of research studies using different epidemiological study designs.</p> <p>In small groups, ask students to analyze and discuss the study designs used, the research questions addressed, and the strengths and limitations of each study.</p> <p>Encourage each group to present their findings to the class and lead a discussion.</p>	Case Studies and Group Discussion	30 min
4	<p><b>Real-World Applications and Critique</b></p> <p>Divide the class into small groups and assign each group a specific health-related topic or research question.</p> <p>Ask each group to brainstorm which epidemiological study design would be most suitable to answer their assigned research question.</p>	Group Activity and Critical Thinking	30 min

	<p>Have each group explain their choice and discuss potential challenges or biases associated with their chosen design.</p> <p>Facilitate a class discussion where groups share their choices and reasoning.</p>		
5	<p><b>Wrap-up and Discussion</b></p> <p>Summarize the main points discussed during the lesson.</p> <p>Encourage students to ask questions or seek clarification on any topics covered.</p> <p>Highlight the importance of selecting the appropriate study design based on the research question and the importance of critically evaluating study designs in epidemiology.</p> <p><b>Homework Assignment (Optional):</b></p> <p>Assign students to read a scientific article related to epidemiology and identify the study design used. Ask them to write a brief critique of the study design's appropriateness for the research question.</p> <p><b>Conclusion:</b></p> <p>Reiterate the significance of understanding epidemiological study designs for conducting research and interpreting scientific literature.</p> <p>Encourage students to continue exploring different study designs and their applications in epidemiology and public health.</p>	Q & A and Reflection	15 min

Follow up assignments:

Evaluation:

1. FQ epidemiological study designs
2. Viva question
3. MCQs

**CM 7.6**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Enumerate and evaluate the need of screening tests

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define screening and describe the concept of screening
2. Differentiate screening test and confirmatory test
3. Describe the types of screening
3. . Describe the types of screening
4. List the uses of screening
5. Explain the criteria for screening (for disease and tests)
6. Mention the ways of evaluating screening the test

SET INDUCTION/MOTIVATION:

No	Content	Method & Media	Duration
1	<b>Introduction</b> <i>Share the learning objectives for the lesson.</i> Begin the lesson by explaining the importance of screening tests in healthcare. Introduce the concept of early disease detection and its impact on patient outcomes.	LCD Projection & Narration	10 min
2	<b>Enumerating the Need for Screening Tests</b> Present a list of common diseases or conditions that can be detected through screening (e.g., cancer, diabetes, hypertension, infectious diseases). Divide students into small groups and assign each group a specific disease or condition. Instruct each group to discuss and enumerate the reasons why screening tests are needed for their assigned disease or condition. After group discussions, have each group present their findings to the class, emphasizing the importance of early detection for each condition.	LCD Projection & Narration with group discussion	15 min
3	<b>Evaluating the Benefits and Limitations</b> Provide case studies or real-world examples of the impact of screening tests on disease outcomes. Include cases where early detection made a significant difference. In small groups, ask students to evaluate both the benefits and limitations of screening tests based on the case studies.	Case Studies and Group Activity	20 min

	Facilitate a class discussion where each group shares their analysis and insights		
4	<p><b>Ethical Considerations</b></p> <p>Discuss ethical considerations related to screening tests, such as patient autonomy, informed consent, and potential harms (e.g., overdiagnosis, false positives). Encourage students to think critically about the balance between the benefits of early detection and the potential risks and ethical dilemmas.</p> <p>Facilitate a class discussion to explore different viewpoints on these ethical issues</p>	LCD Projection & Narration	10 min
5	<p><b>Summary and Conclusion</b></p> <p>Summarize the key points covered in the lesson, emphasizing the varied needs for screening tests in healthcare.</p> <p>Reiterate the importance of considering both the benefits and limitations, as well as ethical aspects, when determining the appropriateness of screening programs.</p> <p><b>Homework Assignment (Optional):</b></p> <p>Assign students to research and present on a specific screening program (e.g., mammography for breast cancer, HIV screening, colonoscopy for colorectal cancer) and discuss the need, benefits, limitations, and ethical considerations associated with that program.</p> <p>Conclusion: conclude and summarise</p>	LCD Projection & Narration	5 min

Follow up assignments:

Evaluation:

1. Short note on screening test use
2. Viva short answer questions
3. MCQs

## CM 7.7

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe and demonstrate the steps in the Investigation of an epidemic of communicable disease and describe the principles of control measures

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define epidemic
2. Describe the steps in the investigation of an epidemic of communicable disease
3. Explain the principles of control of epidemics
4. Demonstrate the steps involved in the investigation of an epidemic of communicable disease

SET INDUCTION/MOTIVATION:

No	Content	Method & Media	Duration
1	<b>Share the learning objectives for the lesson.</b> Divide in small groups and read aloud case study and discuss Prior video on outbreak investigation <a href="https://youtu.be/_MuYdr8TfV0?si=IX41IyOsYMAVAp7b">https://youtu.be/_MuYdr8TfV0?si=IX41IyOsYMAVAp7b</a>	SGD using case study	1 hour

Follow up assignments:

Evaluation:

1. FQ Write down steps of outbreak investigation
2. One or two lines answers type of question

## **CM 7.8**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe the principles of association, causation and biases in epidemiological studies

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Differentiate association and causation

2. Describe various types of association with example
3. Define bias in health research
4. List and explain various bias involved in epidemiological study designs with example
5. Enumerate and describe the additional criteria (Hill's criteria) for judging causality

SET INDUCTION/MOTIVATION:

No	Content	Method & Media	Duration
1	<p><b>Introduction</b></p> <p><i>Share the learning objectives for the lesson.</i></p> <p>Begin by explaining the significance of understanding association, causation, and biases in epidemiological studies. Provide an overview of the topics to be covered: principles of association and causation, types of biases, and their impact on research.</p>	LCD Projection & Narration	10 min
2	<p><b>Principles of Association</b></p> <p>Define and explain the concept of association in epidemiology.</p> <p>Discuss the different measures of association, such as relative risk, odds ratio, and correlation coefficients.</p> <p>Use visual aids, diagrams, or examples to illustrate how to calculate and interpret these measures.</p> <p>Encourage questions and discussions to ensure understanding</p>	LCD Projection & Narration	15 min
3	<p><b>Principles of Causation</b></p> <p>Introduce the Bradford Hill criteria and Koch's postulates as frameworks for assessing causation.</p> <p>Explain the difference between association and causation.</p> <p>Discuss the criteria for establishing causation, such as strength of association, temporality, consistency, biological plausibility, and dose-response relationship.</p> <p>Engage students in a group discussion to evaluate case examples and determine if causation can be inferred based on these criteria.</p>	LCD Projection & Narration, group discussion	20 min
4	<p><b>Types of Biases</b></p> <p>Define and discuss the concept of bias in epidemiological research.</p> <p>Present various types of biases, including selection bias, information bias, and confounding bias.</p> <p>Use case studies or real-world examples to illustrate how each type of bias can affect study results.</p> <p>Encourage students to ask questions and analyze how biases can be minimized or controlled in research design.</p>	LCD Projection & Narration, Case study videos	20 min

5	<b>Identifying and Addressing Biases</b> Play the video <a href="https://youtu.be/nRKFp19ctSY?si=FCEyBHZsrA-x27ps">https://youtu.be/nRKFp19ctSY?si=FCEyBHZsrA-x27ps</a>	LCD Projection & Narration, Video	20 min
6	Summary and Conclusion	LCD Projection & Narration	5 min

Follow up assignments:

Evaluation:

1. Short note
2. Viva and
3. MCQs

## CM 7.9

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe and demonstrate the application of computers in epidemiology

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe the application of computers in epidemiology
2. Demonstrate the application of computers for data entry
3. Demonstrate the application of computers for data analysis
4. Demonstrate the application of computers for sample size calculation
5. Demonstrate the application of computers for generating random numbers

SET INDUCTION/MOTIVATION:

No	Content	Method & Media	Duration
1	<b>Introduction</b> <i>Share the learning objectives for the lesson.</i> Start with an overview of the module's objectives and structure. Provide a list of recommended resources, such as textbooks, online courses, or academic articles, for self-study.	LCD Projection & Narration	15 min



2	<p><b>Basic Concepts</b>  Self-study the basic concepts of epidemiology and how computers are used in this field.  Explore resources like online lectures or articles that introduce the integration of epidemiology and computing.</p> <p>Investigate various applications of computers in epidemiology, including data collection, analysis, visualization, and modelling.  Read research papers, articles, or case studies that highlight specific examples of computer applications in epidemiology.</p>	LCD Projection & Narration	20 min
3	<p><b>Data Sources and Management , Data Analysis and Visualization</b>  Learn about different sources of epidemiological data, including primary and secondary data.  Understand data management techniques and the role of databases and software tools in handling epidemiological data.</p> <p>Study statistical methods and software commonly used in epidemiological data analysis (e.g., R, SAS, SPSS).  Explore data visualization tools and techniques for presenting epidemiological findings effectively.</p>	LCD Projection & Narration	20 min
4	<p><b>Epidemiological Modelling</b>  Dive into epidemiological modelling using computational tools (e.g., SEIR models, agent-based modelling).  Examine case studies that demonstrate how computer-based modelling aids in disease prediction and intervention planning.</p> <p>Review the knowledge gained by revisiting key concepts, taking self-assessment quizzes, or attempting practice problems if available in your chosen resources.</p>	LCD Projection & Narration	15 min
5	<p><b>Final Project submission for attendance</b>  Document your work and findings.</p>	Internet access Computer/laptop Access to online resources (e.g., websites, research articles, tutorials) Note-taking tools (digital or physical)	

Follow up assignments:

Evaluation:

1. MCQs

CM 8.1

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe and discuss the epidemiological & Control Measures including the use of essential laboratory tests at the primary care

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Which tests are carried out at PHC level?
2. List of essential lab tests done at PHC.
3. Which diseases of public health importance are being screened through such lab tests?
4. SOP of such tests

SET INDUCTION/MOTIVATION:

No	SLO	Content	Method & Media	Duration
1	Which tests are carried out at PHC level?	Introduction of PHC and different tests being carried out there	LCD Projection & Narration	15 min
2	List of essential lab tests done at PHC	Discuss and prepare the list of tests at PHC	LCD Projection & Narration	15 min
3	Which diseases of public health importance are being screened through such lab tests?	List of diseases routinely screened at PHC	LCD Projection & Narration	15 min

4	SOP of such tests	As IMG student should know the SOP of such tests	LCD Projection & Narration	15 min
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Follow up assignments:

Evaluation:

1. List out tests done at PHC level with its importance

## **CM 8.2**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe and discuss the epidemiological and control measures including the use of essential laboratory tests at the primary care level for Non Communicable diseases (diabetes, Hypertension, Stroke, obesity and cancer etc.)

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe the epidemiological triad/determinants of common non-communicable diseases (diabetes, Hypertension, Stroke, obesity and cancer etc.)
2. Discuss the clinical features of non-communicable diseases
3. Enumerate the clinical and laboratory means of diagnosing the non communicable diseases at the primary care level
4. Explain the control measures of non-communicable diseases at the primary care level

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Describe the epidemiological triad on NCD / CD	LCD Projection & Narration	15 min
2	Discuss clinical features of NCD/CD	LCD Projection & Narration	15 min

3	Enumerate clinical and laboratory diagnosis of NCD/CD	LCD Projection & Narration	15 min
4	Explain control measures of NCD/CD	LCD Projection & Narration	15 min

Follow up assignments:

Evaluation:

1. Viva voce
2. Short note on clinical features of NCD/CD
3. Short note on laboratory findings of NCD/CD
4. Full question on any NCD/CD

### CM 8.3

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: **Enumerate and describe disease specific National Health Programms including their preventive and treatment of a case**

NAME OF TEACHER:

DATE:

DURATION: 1.5 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Programmes running at PHC level (RNTCP/ NACO/ IDSP/ NVBDCP/ RMNCH+A/ NCD prevention /etc...)
2. Background work of the selected program
3. Current situation of the selected program

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Information about different programs running at PHC level	LCD Projection & Narration	15 min

2	Discuss the aim, objectives & strategies to implement the program at PHC level	LCD Projection & Narration	30 min
3	How the program is being monitored by the government at different level	LCD Projection & Narration	30 min
4	Orientation of different software or format to monitor the program	LCD Projection & Narration	30 min

Follow up assignments:

Evaluation:

1. short notes /short Q & A/MCQ (written)
2. viva

## CM 8.4

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe the principles and enumerate the measures to control a disease epidemic

NAME OF TEACHER:

DATE:

DURATION:

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. What is Epidemic of disease?
2. Which are the steps to control the disease epidemic?
3. Which are the diseases under International Health Regulation for disease epidemic?

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Describe how the disease should be labelled as epidemic( cut off points for cases /indicators etc	LCD Projection & Narration, case study	20 min

2	List out any disease epidemic in the local area and how the team deals with it?	LCD Projection & Narration, case study	20 min
3	RRT and its work description	LCD Projection & Narration, case study	20 min

Follow up assignments:

Evaluation:

1. List out disease epidemic from local area/ state/ India/Other country
2. Case Study/ Short note steps of investigation of an epidemic.
3. Viva.

## **CM 8.5**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: ) Describe and discuss the principles of planning, implementing and evaluating control measures for disease at community level bearing in mind the public health importance of the disease

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe the terms planning, implementation and evaluation
2. Define and differentiate surveillance and monitoring.
3. Explain the principles of planning, implementing and evaluating control measures for disease at community level bearing in mind the public health importance of the disease
4. Discuss the challenges and solutions for planning, implementing and evaluating control measures for disease at community level bearing in mind the public health importance of the disease

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Describe terms	LCD Projection & Narration	15 min
2	Discuss and differentiate surveillance & monitoring with examples	LCD Projection & Narration	15 min
3	Explain principles of planning & evaluation with any public health imp disease	LCD Projection & Narration	15 min
4	Discuss challenges & solutions to overcome the problems	LCD Projection & Narration	15 min

Follow up assignments:

Evaluation:

1. Viva voce
2. Ask students to write down different definitions with examples
3. Short note on planning, monitoring & evaluation
4. Full question on any public health imp disease with examples including above scenario

## CM 8.6

BATCH/CLASS:

SUBJECT: Community Medicine

**TOPIC: Educate and train health workers in disease surveillance, control & treatment as well as health education**

NAME OF TEACHER:

DATE:

DURATION: 1.5 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. What is disease surveillance?
2. Which are different types of surveillance?
3. How disease can be controlled and treatment for disease specific given to patients?

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	What is surveillance & different types?	LCD Projection & Narration	15 min

2	Disease surveillance at primary, secondary & tertiary level health care system	LCD Projection & Narration, Visit	25 min
3	How data can be managed for surveillance in the health system (IDSP/IIHP)	LCD Projection & Narration, Visit	30 min
4	Data flow from periphery to central (state, national and international level)	LCD Projection & Narration	30 min
5	Saw forms of IDSP/IIHP ( S/P/L as a sample to understand the system)	LCD Projection & Narration	20 min

Follow up assignments:

Evaluation:

1. Draw the diagram of IDSP program
2. Form filling like S/P/L by hypothetical scenario
3. Viva

**CM. 8.7**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: **Describe the principles of Management of Information System**

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. What is Management Information System?
2. How the system takes place at PHC/CHC/ Tertiary Health care /District level

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	What is MIS introduction	LCD Projection & Narration	10 min



2	Discuss about MIS at different health care levels in small group of students	LCD Projection & Narration, Visit	30 min
3	Data flow understanding through different software through computer system via internet.	LCD Projection & Narration	20 min

Follow up assignments:

Evaluation:

1. Data flow chart assignment/ short notes
2. Viva

## **CM 9.1**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Define and describe the principles of Demography, Demographic cycle & Vital statistics

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

At the end of session student should be able to describe Demography with its important aspects

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define Demography
2. Describe demographic cycle
3. Explain growth rate
4. Describe the demographic indicator in India

SET INDUCTION/MOTIVATION: when and why we celebrate world population day?

SLO	Content	Method & Media	Duration
1	Definition-Demography –scientific study of human population Observed phenomenon, Demographic process	LCD Projection & Narration	15 min
2	Demographic cycle- first stage India was in this stage till 1920 Second stage – many countries in South Asia, Africa Third stage –India,China,Singapore Fourth stage- UK,Denmark,Sweden,Belgium Fifth stage-Germany, Hungary	LCD Projection & Narration	15 min
3	Growth rates Formula Relation between growth rate and population features of population growth Population of world, India Birth and death rate for world & India	LCD Projection & Narration	15 min
4	Demographic indicators-population statistics-population size, sex ratio, density, dependency ratio Vital statistics-birth rate, death rate, natural growth rate, life expectancy at birth, mortality and fertility rates	LCD Projection & Narration	15 min

Evaluation:

1. Define - Demography
2. Describe demographic cycle with examples
3. What is growth rate? What are salient features of growth rate?
4. Compare and contrast demographic profile of India and developed countries
5. What is sex ratio & demographic ratio?

**CM 9.2**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Define, calculate and interpret demographic indices including birth rate, death rate, fertility rates

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define Demographic indices (Birth rate, Death Rate, Fertility rate)
2. Do Steps to calculate the above rates
3. Interpret the rates and compare the rates with local, state n national data

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration

1	Definition-Demographic indices	LCD Projection & Narration	15 min
2	Give students examples for calculation of rates through different formulas	LCD Projection & Narration	15 min
3	Interpret the rates with state and national data	LCD Projection & Narration	15 min
4	Give exercise to students for hands on training any one rate	LCD Projection & Narration	15 min

Follow up assignments:

Evaluation:

1. Viva voce
2. Write formulas of different indicators
3. Give exercise for calculation to students

**CM 9.3**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Enumerate and describe the causes of declining sex ratio and its social and health implications

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define the term sex ratio
2. Enumerate the causes of declining sex ratio
3. Describe various interventions taken to increase sex ratio
4. Discuss the social and health implications of declining sex ratio

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Definition Sex ratio	LCD Projection & Narration	10 min
2	Explain the causes of declining sex ratio	LCD Projection & Narration	20 min
3	Describe various interventions taken to increase sex ratio ( with example. of successful state story)	LCD Projection & Narration	15 min
4	Brief about implications of declining sex ratio on social and health of community	LCD Projection & Narration	15 min

Follow up assignments:

Evaluation:

1. Viva voce
2. Write reasons of low sex ratio /high sex ratio in different states?
3. How one can implement strategies to increase sex ratio?

## **CM 9.4**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Enumerate and describe the causes and consequences of population explosion and population dynamics of India

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe the terms population explosion and population dynamics
2. Mention the ways of identifying population explosion
3. List the causes of population explosion
4. Enumerate and discuss the consequences of population explosion
5. Explain the population dynamics of India and its implication

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Describe the terms..	LCD Projection & Narration	12 min
2	Enumerate different ways of identifying population explosion	LCD Projection & Narration	12 min
3	List out causes of it	LCD Projection & Narration	12 min
4	Discuss in detail regarding population explosion	LCD Projection & Narration	12 min
5	Explain detail about population dynamics of India	LCD Projection & Narration	12 min

Follow up assignments:

Evaluation:

1. Viva voce
2. Write down population explosion and population dynamics
3. Short note on different ways of population explosion
4. Short note on population dynamics

CM 9.5

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe the methods of population control

NAME OF TEACHER:

DATE:

DURATION: 2 hours

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe the different methods of population control
2. Enumerate the methods of population control

SET INDUCTION/MOTIVATION: Visit to OPD 20 for Family planning methods if possible

SLO	Content	Method & Media	Duration
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1	Definition population control( family planning) & objectives	LCD Projection & Narration	10 min
2	Explain in detail about its history	LCD Projection & Narration	20 min
3	Describe various methods of family planning methods ( with model & specimen)	LCD Projection & Narration	30 min
4	Brief about methods available in government institutes	LCD Projection & Narration	30 min
5	Discuss about the other methods available at commercial bases	LCD Projection & Narration	30 min

Follow up assignments:

Evaluation:

1. Viva voce
2. Full question on population control methods
3. MCQ on population control methods

## CM 9.6

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe the National Population Policy

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define policy
2. Mention the objectives of National Population Policy 2000
3. Enumerate the targets of National Population Policy 2000
4. Describe the strategies of National Population Policy 2000

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Definition policy	LCD Projection & Narration	10 min
2	Explain the objectives of NPP	LCD Projection & Narration	10 min
3	Enumerate targets of NPP	LCD Projection & Narration	20 min
4	Describe strategies of NPP	LCD Projection & Narration	20 min

Follow up assignments:

Evaluation:

1. Viva voce
2. Short note on targets of NPP
3. Short note on strategies of NPP
4. Full question on NPP

## CM 9.7

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Enumerate the sources of vital statistics including Census, SRS, NFHS, NSSO etc

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Enumerate the sources of vital statistics
2. Describe the organisation framework of census, SRS, NFHS, NSSO as source of vital statistics
3. Explain the functions of census, SRS, NFHS, NSSO as source of vital statistics
4. Discuss the limitations of census, SRS, NFHS, NSSO as source of vital statistics

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Enumerate sources of vital statistics	LCD Projection & Narration	10 min
2	Describe different organization framework working for vital statistics	LCD Projection & Narration	20 min
3	Describe functions of organizations who work for vital statistics	LCD Projection & Narration	15 min
4	Discuss limitation of organizations	LCD Projection & Narration	15 min

Follow up assignments:

Evaluation:

1. Viva voce
2. Short note on Census, NSSO, NFHS
3. MCQ on vital statistics

## CM 10.1

BATCH/CLASS: II/I Batch no. \_\_\_\_\_

SUBJECT: Community Medicine



TOPIC: Describe the current status of Reproductive, maternal, newborn and Child Health

NAME OF TEACHER: \_\_\_\_\_

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of session student should be able to describe Demography with its important aspects.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

4. Define Demography
5. Describe demographic cycle
6. Explain growth rate
7. Describe the demographic indicator in India

SET INDUCTION/MOTIVATION: when and why we celebrate world population day?

SLO	Content	Method & Media	Duration
1	Definition-Demography –scientific study of human population  Observed phenomenon  Demographic process	LCD Projection& Narration	10 min
2	Demographic cycle- first stage India was in this stage till 1920  Second stage – many countries in South Asia, Africa  Third stage –India,China,Singapore  Fourth stage- UK,Denmark,Sweden,Belgium  Fifth stage-Germany, Hungary	LCD Projection& Narration	10 min
3	Growth rates  Formula  Relation between growth rate and population features of population growth  Population of world ,India  Birth and death rate for world& India	LCD Projection& Narration	10 min

4	Demographic indicators-population statistics- population size, sex ratio, density, dependency ratio  Vital statistics-birth rate, death rate, natural growth rate, life expectancy at birth, mortality and fertility rates	LCD Projection& Narration	10 min
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Follow up assignments: Draw age pyramids for developing & developed countries.

Evaluation:

1. Define Demography
2. Describe demographic cycle with examples
3. What is growth rate? What are salient futures of growth rate?
4. Compare and contrast demographic profile of India and developed countries
5. What is sex ratio & demographic ratio?

**CM 10.2**

BATCH/CLASS: II/I Batch no. \_\_\_\_\_

SUBJECT: Community Medicine

TOPIC: Enumerate and describe the methods of screening high risk groups and common health problems

NAME OF TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of session student should be able to describe Demography with its important aspects.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

8. Define Demography
9. Describe demographic cycle
10. Explain growth rate
11. Describe the demographic indicator in India

SET INDUCTION/MOTIVATION: when and why we celebrate world population day?

SLO	Content	Method & Media	Duration
1	Definition-Demography –scientific study of human population	LCD Projection& Narration	10 min

	Observed phenomenon Demographic process		
2	Demographic cycle- first stage India was in this stage till 1920  Second stage – many countries in South Asia, Africa  Third stage –India,China,Singapore  Fourth stage- UK,Denmark,Sweden,Belgium  Fifth stage-Germany, Hungary	LCD Projection& Narration	10 min
3	Growth rates  Formula  Relation between growth rate and population features of population growth  Population of world ,India  Birth and death rate for world& India	LCD Projection& Narration	10 min
4	Demographic indicators-population statistics- population size, sex ratio, density, dependency ratio  Vital statistics-birth rate, death rate, natural growth rate, life expectancy at birth, mortality and fertility rates	LCD Projection& Narration	10 min

Follow up assignments: Draw age pyramids for developing & developed countries.

Evaluation:

6. Define Demography
7. Describe demographic cycle with examples
8. What is growth rate? What are salient features of growth rate?
9. Compare and contrast demographic profile of India and developed countries
10. What is sex ratio & demographic ratio?

### CM 10.3

BATCH/CLASS: II/I Batch no. \_\_\_\_\_

SUBJECT: Community Medicine

TOPIC: Describe local customs and practices during pregnancy, childbirth, lactation and child feeding practices

NAME OF TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

DURATION: 1 hour

GENERAL OBJECTIVE:

1. By the end of the session the students should be able to understand the significant role local and cultural customs play in one's health.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe various customs related to pregnancy, childbirth, lactation and child feeding practices
2. Understand the impact of them on overall health.
3. Understand how to deal with them and advocate scientific practices.

SLO	Content	Method & Media	Duration
1	<p>Understand the whole notion of how social and cultural customs play a role in determining the overall health and well-being of a community.</p> <p>With examples like, practices of giving pre-lacteals, discarding colostrum, applying cow dung on the cut end of the umbilical cord, etc</p>	<p>LCD Projection&amp; Narration</p> <p>Interactive dialogues</p>	15 min
2	<p>Describe how to advocate the community, families for making the needed changes in the customs they follow.</p> <p>Describe how challenging it can be to introduce new ideas in a community, replacing the old ones.</p>	<p>LCD Projection&amp; Narration</p> <p>Interactive dialogues</p>	15 min
3	<p>Explain with examples of how changing these behaviours can impact health.</p> <p>With the use of data and history of public health programmes in place in India in this context.</p>	<p>LCD Projection&amp; Narration</p> <p>Interactive dialogues</p>	15 min

Evaluation:

#### **CM 10.4**

BATCH/CLASS: II/I Batch no. \_\_\_\_\_

SUBJECT: Community Medicine

TOPIC: Describe the reproductive, maternal, newborn & child health (RMCH); child survival and safe motherhood interventions

NAME OF TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

DURATION: 1 hour

GENERAL OBJECTIVE:

1. By the end of the session the students should be able to describe the RCH programme and all the interventions done under the same.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

4. Define Reproductive and Child Health Approach
5. Know the evolution of RCH phase II from the time of inception.
6. Describe the interventions and initiatives on maternal health component
7. Describe the interventions and initiatives on child health component

SET INDUCTION/MOTIVATION: when and why we celebrate world population day?

SLO	Content	Method & Media	Duration
1	What is meant by Reproductive and Child Health Approach  What is the need of the same  Application in Indian context	LCD Projection& Narration	10 min
2	How the RCH programme has evolved from the beginning, till the current RCH phase II – from CSSM to MCH to RCH to RMNCH to RMNCH+A	LCD Projection& Narration	10 min
3	What all is done under the maternal health component	LCD Projection& Narration	10 min

	Various schemes / Yojnas like JSY, JSSK, Matruvandana, etc.		
<u>4</u>	What all is done under the child health component like HBNC, NRC, SAM child management, IMNCI, RBSK	LCD Projection & Narration	10 min

Evaluation:

11. Define Reproductive and Child Health approach
12. What are key interventions under RCH phase II?
13. What are key deliverables under NRC?
14. Janani Suraksha Yojana – strengths and weaknesses.

**CM 10.5**

BATCH/CLASS: II/I Batch no. \_\_\_\_\_

SUBJECT: Community Medicine

TOPIC: Describe Universal Immunization Program; Integrated Management of Neonatal and Childhood Illness (IMNCI) and other existing programs.

NAME OF TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

DURATION: 1 hour

GENERAL OBJECTIVE:

1. By the end of the session the student should be able to understand the immunization programme, various vaccines and practices of the same.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

8. Describe the UIP.
9. Describe all the vaccines that are covered in the UIP.
10. Describe the IMNCI programme, with more focus on the immunization.
11. Describe the significance of robust immunization by and large.

SET INDUCTION/MOTIVATION: when and why we celebrate world population day?

SLO	Content	Method & Media	Duration
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1	What is the UIP – the vaccines covered, overview of the on-field dynamics of vaccine delivery.	LCD Projection& Narration	10 min
2	All the vaccines covered in the UIP – their dose, mode and site of administration, probable side effects and how to deal with them, optimal coverage for protection of the population.	LCD Projection& Narration	10 min
3	The IMNCI programme, in brief, with specific focus on the immunization.	LCD Projection& Narration	10 min
4	Importance of robust immunization for wider good – explained with the example of smallpox and polio.	LCD Projection& Narration	10 min

Evaluation:

15. Enumerate vaccines covered under UIP.
16. Describe the concept behind designing a programme like IMNCI.
17. Write a short note on measles vaccine.
18. Short note on herd immunity in relation to polio vaccine.

**CM 10.6**

BATCH/CLASS: II/I Batch no. \_\_\_\_\_

SUBJECT: Community Medicine

TOPIC: Enumerate and describe various family planning methods, their advantages and shortcomings

NAME OF TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

DURATION: 1 hour

GENERAL OBJECTIVE:

1. By the end of the session the student should be able to understand family planning methods with their advantages and limitations.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

12. Know the need and concept of family planning
13. Know various methods with their advantage and limitations

14. Understand various indicators related to FP  
 15. Understand counselling and cafeteria approach.

SLO	Content	Method & Media	Duration
1	Understand what is family planning. What is the need of family planning, especially in a country like India.	LCD Projection& Narration	10 min
2	Various methods of family planning like – Natural Mechanical Hormonal Terminal (permanent) Advantages and limitations of them.	LCD Projection& Narration	15 min
3	Various indicators related to FP like NRR, CPR, etc Other concepts in relation to FP like eligible couple, target couple, etc.	LCD Projection& Narration	10 min
4	Counselling for FP and cafeteria approach.	LCD Projection& Narration	10 min
5	Simulation exercise to understand how to practice counselling and how to design a tailor-made prescription to the client according to his/her situation.	Group discussion and interactive.	10 min

Evaluation:

19. Enumerate various contraceptive options available for an eligible couple.
20. What do you mean by eligible couple and target couple?
21. What is NRR?
22. What is CPR?
23. Describe cafeteria approach for family planning.
24. Short note on Emergency Contraception.
25. What do you understand by missed opportunity for Family Planning?

**CM 10.7**

BATCH/CLASS: II/I Batch no. \_\_\_\_\_

SUBJECT: Community Medicine

TOPIC: Enumerate and describe the basis and principles of the Family Welfare Program including the organization, technical and operational aspects

NAME OF TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

DURATION: 1 hour

GENERAL OBJECTIVE:



1. By the end of the session the student should be able to understand Family Welfare Programme, its evolution, current practices and way forward.

**SPECIFIC LEARNING OBJECTIVES:**

At the end of session, the student should be able to

- 16. Understand the need of the programme.
- 17. Know the evolution of FWP in India
- 18. Understand what all interventions are practiced at present
- 19. Integration of the programme with other programmes and schemes

**SET INDUCTION/MOTIVATION:** Which is the most populous country worldwide?

SLO	Content	Method & Media	Duration
1	<p>What is the need of FWP in any country, especially India.</p> <p>Understand the concept of how investing in FW will reward in other walks of life and overall development of a country.</p>	LCD Projection& Narration	10 min
2	<p>How the programme was started in India.</p> <p>Its evolution with each five-year plan, with major landmark events like Male Sterilization Campaign ect.</p> <p>What were its impact on the country as a whole.</p>	LCD Projection& Narration	10 min
3	<p>What are the current interventions done under the programme.</p>	LCD Projection& Narration	10 min
4	<p>Intersectoral coordination – why needed?</p> <p>How is it implemented – with MCH, literacy programmes, legislative like raising age at marriage, etc.</p>	LCD Projection& Narration	10 min

**Evaluation:**

26. What is the need of Family Welfare Programme in a country like India?
27. Enumerate the interventions done under this programme at present.
28. Why do you think FW interventions will be significant for Indian economy for the coming 5 years?

### **CM 10.8**

**BATCH/CLASS:** II/I Batch no. \_\_\_\_\_

**SUBJECT:** Community Medicine

**TOPIC:** Describe the physiology, clinical management and principles of adolescent health including ARSH

**NAME OF TEACHER:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**DURATION:** 1 hour

#### **GENERAL OBJECTIVE:**

1. By the end of session the student should be able to understand significance of focusing on Adolescent Health and its programmatic aspects.

#### **SPECIFIC LEARNING OBJECTIVES:**

At the end of session, the student should be able to

20. Who is an adolescent – normal development and issues of adolescence.
21. Problems and challenges of this phase.
22. Why do we need to focus on adolescent's health separately?
23. Government initiatives and programmatic interventions.

**SET INDUCTION/MOTIVATION:** How do you identify yourself as?

SLO	Content	Method & Media	Duration
1	Basics of Adolescent Health – developmental changes, mental and emotional changes, social challenges, etc	LCD Projection& Narration	10 min
2	Commonly observed issues and challenges of adolescent phase of life.	LCD Projection& Narration	10 min
3	Specific needs to focus on adolescent health separately – WHYs and HOWs.	LCD Projection& Narration	10 min
4	Various programmatic interventions and provisions like RKSK, RBSK, WIFS, Mamta Taruni, etc.	LCD Projection& Narration	10 min
5.	Rapid recap and interaction.	-	10 min

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Evaluation:

29. Enumerate commonly encountered health issues during the adolescent phase.
30. Describe why adolescent health needs special focus and separate provision of services.
31. Discuss various health programs related to adolescent health.
32. What are key focus areas in RKSK.

**CM 10.9**

BATCH/CLASS: II/I Batch no. \_\_\_\_\_

SUBJECT: Community Medicine

TOPIC: Describe and discuss gender issues and women empowerment

NAME OF TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

DURATION: 1 hour

GENERAL OBJECTIVE:

1. By the end of the session the students should be able to understand the concept of woman empowerment, its need and ways in which it can be inculcated in daily life.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

24. What is woman empowerment – the concept
25. Need of the same – setting the context with historical aspects
26. What all has been so far – socially, legislatively, etc.
27. What will be the effects of empowering women on their health – why you should be concerned as a doctor.

SET INDUCTION/MOTIVATION: Name one prominent female in each field.

SLO	Content	Method & Media	Duration
1	What is woman empowerment.  Understanding the concept of 'empowerment'.	Interactive dialogue with the students  LCD Projection & Narration	10 min
2	The reasons for bringing focus on women empowerment.	LCD Projection& Narration	10 min

	<p>The way women were dealt with in the past, the discrimination they faced, the resultant sufferings of them.</p> <p>The social and legal reformation that was demanded by the advocates of women empowerment.</p>		
3	All the provisions in this regard – the laws and legal provisions, reform in social norms, etc	LCD Projection& Narration	10 min
<u>4</u>	<p>Impact of gender-based discrimination on the health of women across all ages.</p> <p>Setting an example of the need of ‘social medicine’.</p>	LCD Projection& Narration	10 min
<u>5.</u>	<p>The way forward.</p> <p>The ongoing process of removal of gender-based discrimination.</p> <p>What you can do at individual level.</p>	<p>Interactive dialogue with the students</p> <p>LCD Projection &amp; Narration</p>	10 min

Evaluation:

33. Define gender-based discrimination.
34. What is women empowerment?
35. What is the need of women empowerment? How will it affect positive health among women?
36. Describe legislative provisions supporting women empowerment.

## CM 11.1

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: **Enumerate and describe the presenting features of patients with occupation illness including agriculture**

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

At the end of lecture, learner should be able to know different types of occupation hazards and its impact on health

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Different types of occupational hazards
2. Impact of occupational hazards on health
3. Certain common occupation disease

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Various types of occupational hazard like physical, chemical, biological, mechanical and psychosocial	LCD Projection & Narration	20 min
2	Explain short term health hazards of occupational illness	LCD Projection & Narration	10 min
3	Explain long term health hazards of occupational illness	LCD Projection & Narration	10 min

4	Explain different cases with clinical features of occupational diseases like pneumoconiosis, NIHL, Leptospirosis	LCD Projection & Narration	10 min
5	Explain occupational hazard of workers based on specific types of occupation like farmer, mine workers, health staff etc	LCD Projection & Narration	10 min

Follow up assignments: In the form of MCQs & Short answer questions

Evaluation: MCQs & Short answer question, Long answer question

1. Describe different types of occupation diseases – long question
2. Short notes: Occupational hazards

## CM 11.2

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe role, benefits and function of ESIS

NAME OF TEACHER:

DATE:

DURATION: 2 hours

GENERAL OBJECTIVE: : At the end of lecture, learner should be able to know role, benefits and function of ESIS

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Administration of ESIS
2. Benefits of employees and employer
3. Visit to ESIS hospital

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Explain about scope and administration of ESIS	LCD Projection & Narration	20 min
2	Explain about different types of benefits of employees	LCD Projection & Narration	20 min
3	Explain about different types benefits of employers	LCD Projection & Narration	20 min
4	Visit to ESIS hospital to see administration and facilities given to beneficiaries	Visit	1 hour

Suggested Teaching Method

1. Asking a question, Discussion, Explanation, Display
2. Visit to ESIS hospital

Suggested Assessment Method:

Evaluation: MCQs & Short answer question, Long answer question-20 min

Follow-up Assignment: In the form of MCQs & Short answer questions.

Long questions:

1. ESIS act

Short notes:

1. Benefits of employees as per ESIS act
2. Benefits of employers ESIS act

**CM 11.3**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: **Enumerate and describe specific occupational health hazards and their risk factors and preventive measures**

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE: At the end of lecture, learner should be able to know specific occupational health hazards and their risk factors and preventive measures

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Risk factors and effect on health of various occupational diseases
2. Learn various preventive measures from occupation hazards

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Risk factors and effect on health of various occupational diseases like Pneumoconiosis, Occupational cancers, Occupational dermatitis, Lead poisoning, accidents etc.	LCD Projection & Narration	15 min
2	Explain preventive measures like medical measures, engineering measures and legislation	LCD Projection & Narration	15 min
3	Visit to museum to learn different types of Personal Protective equipment and its use in various occupation	LCD Projection & Narration	30 min

Suggested Teaching Method

1. Asking a question, Discussion, Explanation, Display

2. Visit to museum

Suggested Assessment Method:

Evaluation: MCQs & Short answer question, Long answer question-20 min

Follow-up Assignment: In the form of MCQs & Short answer questions.

Long questions:

1. Describe preventive measures for occupational diseases

Short notes:

1. Risk factors of occupational hazards
2. Legislative prevention of occupational hazards
3. PPEs (Personal protective equipment)

#### **CM 11.4**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: **Describe principle of ergonomics in health preservation**

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE: At the end of lecture, learner should be able to know principle of ergonomics in health preservation

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Explain term ergonomics
2. Importance of ergonomics
3. Principles of ergonomics

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	What is meaning of term “ergonomics”?	LCD Projection & Narration	10 min
2	Why ergonomics is needed in occupation and how does ergonomics work?	LCD Projection & Narration	10 min
3	Explain regarding different domains of ergonomics like physical, Cognitive and organizational domain sand its components.	LCD Projection & Narration	20 min
4	What should we do in ergonomics and explain basic ergonomics principle? What is used for ergonomics in different occupations?	LCD Projection & Narration	10 min



5	Discuss the benefits of ergonomics	LCD Projection & Narration	10 min
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Suggested Teaching Method

1. Asking a question, Discussion, Explanation, Display pictures

Suggested Assessment Method:

Evaluation: MCQs & Short answer question, Long answer question-20 min

Follow-up Assignment: In the form of MCQs & Short answer questions.

Short notes:

1. Principle of ergonomics
2. Benefits of ergonomics

**CM 11.5**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: **Describe occupational disorder of health profession and their prevention and management**

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE: At the end of lecture, learner should be able to know occupational disorder of health profession and their prevention and management

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Discuss occupational disorder of health profession
2. Discuss preventive measures
3. Discuss PEP (post exposure prophylaxis) of HIV, Hepatitis B

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Discuss occupational disorder of health profession like HIV, Hepatitis B, Covid 19	LCD Projection & Narration	15 min
2	Discuss preventive measures of disorders like use of PPE	LCD Projection & Narration	15 min
3	Discuss management in case of exposure like post exposure prophylaxis of HIV, hepatitis B.	LCD Projection & Narration	15 min
4	Discuss infection control and preventive practices in hospital	LCD Projection & Narration	15 min

Suggested Teaching Method

1. Asking a question, Discussion, Explanation
2. Display video for donning and doffing

Suggested Assessment Method:

Evaluation: MCQs & Short answer question, Long answer question-20 min

Follow-up Assignment: In the form of MCQs & Short answer questions.

Long questions: Occupational disorder of health profession

Short notes:

1. Post exposure prophylaxis if HIV and Hepatitis B
2. Donning and Doffing

**CM 12.1**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Define and describe the concept of Geriatric services

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define geriatric health
2. Understand the concept of geriatric health
3. Describe geriatric services

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Introduce the term and concept of geriatric health	LCD Projection & Narration	30 min
2	Need and explanation of geriatric services	LCD Projection & Narration	20 min
3	Summarization and revision	LCD Projection & Narration	10 min

Follow up assignments:

Evaluation:

1. Short note on geriatric health

**CM 12.2**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe the health problems of aged population

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Understand and describe various health problems of aged population

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Explain various health problems of aged population like communicable and non-communicable diseases, mental health issues and the factors affecting etc	LCD Projection & Narration	30 min
2	Possible overlap between various health issues and tentative solutions	LCD Projection & Narration	20 min
3	Summarization and revision	LCD Projection & Narration	10 min

Follow up assignments:

Assessment method: Written / Viva voce

Evaluation:

1. Describe the health problems of aged population

### **CM 12.3**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe the prevention of health problems of aged population

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Understand the need and levels of prevention
2. Understand and describe the prevention of health problems of aged population

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Brief about the concept and levels of prevention, need of prevention in aged population, discuss the methods of prevention with appropriate examples	LCD Projection & Narration	30 min
2	Discuss rationale and role of prevention of health problems of aged population	LCD Projection & Narration	20 min
3	Summarization and revision	LCD Projection & Narration	10 min

Follow up assignments:

Assessment method: Written / Viva voce

Evaluation:

1. Describe the prevention of health problems of aged population

#### **CM 12.4**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe National programme for elderly

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe National programme for elderly

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Explain and discuss the importance of having any national health programme, goal, objectives, activities and referral system related to National programme for elderly	LCD Projection & Narration	30 min
2	Discuss its integration with other health services and implementation in the existing system of health care delivery	LCD Projection & Narration	20 min

3	Summarization and revision	LCD Projection & Narration	10 min
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Follow up assignments:

Evaluation:

1. Describe National programme for elderly

### CM 13.1

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: **Define and Describe the concept of Disaster management**

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Different types of disaster, characteristics, factors affecting it and how can it affects human and economic, environmental losses
2. Describe the multi factorial aetiology and role of medical fatality in it

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Introduce the terms agent, host and environment terms in context of their role in health and disease, followed by students should be sensitized to different aspects of disaster by didactic ppt	LCD Projection & Narration	15 min

2	Students would be encouraged to give their opinion on prevention aspects and ideas of action taken by health workers in disaster. 1. Host factors in disaster 2. Environmental factors responsible for disaster 3. Agents factors for disaster	LCD Projection & Narration	15 min
3	Spared for all 8 groups interacting them one by one for their topics. Follow up assessment: small questions & viva	LCD Projection & Narration	30 min

Follow up assignments:

Evaluation:

1. Define Disaster and factors affecting it

## CM 13.2

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe the Disaster management cycle

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. different models and different phases of disaster mx cycle
2. Goals of Disaster management

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Introduce the terms in context of their role in disaster, followed by students should be sensitized to different aspects of disaster by didactic ppt.	LCD Projection & Narration	10 min
2	Students would be divided in to 8 groups having around 35 students in each groups and eight different situations would be given separately to each group as follows.	LCD Projection & Narration	20 min

	They shall talk to each other in a group on topic allotted to them as given below: 1. Preparation 2. Response 3. Recovery 4. Mitigation		
3	All 8 groups interacting them one by one for their topic	Group activity	30 min

Follow up assignments:

Evaluation:

1. Short note on Disaster management cycle

### **CM 13.3**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: **Describe Man made Disaster in the world and in India**

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Different types of Man made disaster occurs in world and in India
2. How to identify it and how to prevents in such situation

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Introduce the terms in context of their role in disaster, followed by students should be sensitized to different man made disaster in the world and in India by didactic ppt.	LCD Projection & Narration	10 min
2	Students would be encouraged to give their opinion on how to occurrence of such situations and different ideas of action taken in disaster. Then students would be divided in to 8 groups having around 35 students in each groups	LCD Projection & Narration	10 min



	<p>and eight different situations would be given separately to each group as follows. They shall talk to each other in a group on topic allotted to them as given below.</p> <ol style="list-style-type: none"> <li>1. Nuclear disaster</li> <li>2. Biological disaster</li> <li>3. Chemical disaster</li> <li>4. Fire accidents</li> <li>5. Road accidents</li> <li>6. Terrorism</li> <li>7. Epidemic</li> <li>8. Cyclone</li> </ol>		
3	All 8 groups interacting them one by one for their topic	Group discussion	40 min

Follow up assignments:

Evaluation:

1. Short note on man made disasters in India

#### **CM 13.4**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe details of National Disaster management Authority

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. What is NDMA and it's role in disaster
2. Framework of Institutional at different level and roles-responcibility

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Introduce the terms in context of their role in disaster, followed by students should be sensitized to different aspects of disaster by didactic ppt.	LCD Projection & Narration	10 min
2			
3			
4			

Follow up assignments:

Evaluation:

1. Describe role and functions of NDMA

**CM 14.1**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Define and Classify hospital waste

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Definition of Bio Medical Waste
2. Different types of Bio Medical Waste generated from hospital
3. Sources of Bio Medical Waste
4. Different categories of Bio Medical Waste
5. Health hazards of Bio Medical Waste

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
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1	Explaining definition and classification of hospital waste	LCD Projection & Narration	10 min
2	Interactive session regarding source of hospital waste	LCD Projection & Narration	10 min
3	Explaining different categories of Bio Medical Waste	LCD Projection & Narration	15 min
4	Explaining and discussion on health hazards of hospital care waste with display		15 min
5	Demonstration-Hospital ward visit		

Follow up assignments:

Evaluation:

1. Short note on sources and health hazards of Bio medical waste.
2. Viva definition of biomedical waste and explanation of colour coding of biomedical waste

## 14.2

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe various method of treatment of Hospital Waste

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Explain different waste treatment method
2. Disposal method as per their colour coding bag/container
3. Segregation of biomedical waste in practice

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
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1	Explaining different waste treatment method	LCD Projection & Narration	10 min
2	Demonstration of colour coded bag/container	LCD Projection & Narration	10 min
3	Explaining and discussion of segregation of biomedical waste in practice	LCD Projection & Narration	15 min
4	Demonstration-if possible, visit to Bio medical waste treatment plant		15 min

Follow up assignments:

Evaluation:

1 Short note on different waste treatment method

2 Viva definition of biomedical waste and explanation of colour coding of biomedical waste

### 14.3

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe laws related to hospital waste

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Laws related to Bio Medical Waste

2. Importance of Cytotoxic and Bio hazard symbol

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
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1	explaining different laws related to Bio Medical Waste	LCD Projection & Narration	45 min
2	explaining and discussion of importance of Cytotoxic and Bio hazard symbol with display	LCD Projection & Narration	15 min

Follow up assignments:

Evaluation:

Short note on laws related to Bio Medical Waste

## **15.1**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Define and Concept of Mental Health, Describe warning signals of Mental Health Disorders

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of session student should be able to describe Mental Health with its important aspects.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define Mental Health
2. Describe warning signals of Mental Health Disorders
3. Types of Mental illnesses
4. Characteristics of mentally healthy person

SET INDUCTION/MOTIVATION: when and why we celebrate World suicide prevention day?

SLO	Content	Method & Media	Duration
1	Definition-Mental Health Importance of mental health	LCD Projection& Narration	10 min
2	Warning signals of Mental Health Disorders always worrying, lose temper easily, insomnia, upset etc.	LCD Projection& Narration	10 min
3	Types of Mental illnesses Organic, Schizophrenia, Mood disorders, Neurotic Causes of I'll Health Organic, Hereditary, Social pathological causes	LCD Projection& Narration	10 min
4	Characteristics of mentally healthy person feels comfortable, feels right towards others, able to meet demands of life	LCD Projection& Narration	10 min

Follow up assignments: find out problem statement of mental health in world and India.

Evaluation:

1. Define Mental Health
2. Describe warning signals of Mental Health Disorders
3. Causes of mental ill health
4. Types of Mental illness
5. Characteristics of mentally healthy person

## 15.2

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: National Mental Health Programme

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

At the end of session student should be able to describe National Mental Health Programme with its important aspects.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to learn about

- 1- Need of NMHP
- 2- Aims & Objectives of the Programme
- 3- Functions of the Programme
- 4- DMHP

SET INDUCTION/MOTIVATION: what is prevalence of Mental Health Disorders

SLO	Content	Method & Media	Duration
1	NMHP Need of the Programme Problem statement of mental health disorders	LCD Projection& Narration	10 min
2	Aims & Objectives of the Programme Prevention and treatment Availability and accessibility Community participation	LCD Projection& Narration	10 min
3	Functions of the Programme Integration of Mental Health with primary health care Eradicating stigmatization Provision of treatment and Rehabilitation	LCD Projection& Narration	10 min
4	DMHP Training of all Public education Early case detection and treatment	LCD Projection& Narration	10 min

Follow up assignments: Importance of Mental Healthcare Act

Evaluation:

- 1- What is problem statement of mental health disorders
- 2- which are Aims and Objectives of the NMHP
- 3- how u will prevent stigmatization of mental health disorders from community
- 4- Importance of DMHP
- 5- what is importance of National Human Rights Commission

### 16.1

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Define and describe the concept of Health planning

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of lecture, learner should be able to know the concept of Health planning.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

28. Define health planning
29. Describe the end results of planning. i.e. Objective, Target, Goal
30. Know the resources used for health planning

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Definition of Health Planning, purpose of health planning, health needs and demands, resources	Asking a question, Discussion, Explanation, Display	20 min
2	Definition of plan, the elements of plan - objectives, policies, programmes, schedule and budget.	Asking a question, Discussion, Explanation, Display	20 min
3	Describe resources used and end results of plan- objectives, target, goals with examples.	Asking a question, Discussion, Explanation, Display	20 min

Follow up assignments: In the form of MCQs & Short answer questions.

Evaluation:

3. Define planning and describe purpose of Health Planning.
4. Definition of goals, objectives, targets.

## 16.2

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe Planning cycle

NAME OF TEACHER:



DATE:

DURATION: 1 hour

GENERAL OBJECTIVE: At the end of lecture, learner should be able to understand the planning cycle

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define the planning cycle.
2. Describe and draw the Planning cycle for any programme

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Definition of Planning cycle. Describe Steps of planning cycle.	Asking a question, Discussion, Explanation, Display	15 min
2	Drawing and Explaining the planning cycle.	Asking a question, Discussion, Explanation, Display	25 min
3	Describe Monitoring & Evaluation.	Asking a question, Discussion, Explanation, Display	20 min

Follow up assignments: In the form of MCQs & Short answer questions.

Evaluation:

3. Draw a planning cycle – Long question
4. Monitoring versus Evaluation – Short note

### 16.3

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe Health management techniques

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE: At the end of lecture, learner should be able to know different Health Management Technique.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe methods and techniques of health management in India.

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Definition of management. Describe activities in management.	Asking a question, Discussion, Explanation, Display	15 min
2	Enumerate different management techniques.	Asking a question, Discussion, Explanation, Display	10 min
3	Describe management methods based on behavioural science	Asking a question, Discussion, Explanation, Display	15 min
4	Describe quantitative methods of management.	Asking a question, Discussion, Explanation, Display	20 min

Follow up assignments: In the form of MCQs & Short answer questions.

Evaluation:

1. Define management. Describe different management techniques and methods.
2. Describe management methods based on behavioural science.

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe health planning in India and National policies related to health and health planning

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE: At the end of lecture, learner should be able to know the concept of Health planning system in India and different health policies.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe various committees and their recommendations for health services
2. Explain health planning system in India
3. Describe policies related to health

Explain the Evaluation of health services SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	History of health planning committees, various recommendations of the committees for health planning	Asking a question, Discussion, Explanation, Display	10 min
2	Health sector planning, five year plans, health system planning in India at all three levels	Asking a question, Discussion, Explanation, Display	20 min
3	National Health Policy 1983, National Health Policy latest	Asking a question, Discussion, Explanation, Display	15 min
4	Evaluation of health services, general steps of evaluation, Elements of evaluation	Asking a question, Discussion, Explanation, Display	10 min

Follow up assignments: In the form of MCQs & Short answer questions.

Evaluation:

1. National Health Policy (latest).
2. Describe Evaluation of health services.
3. Describe Health care organization in India.
4. Describe goals, strategies and schemes of Five year plan.
5. Recommendations of Bhore committee for health planning
6. Recommendations of Jungalwala committee for health planning
7. Monitoring versus Evaluation

8. Roll of Medical Officer at PHCs
9. Functions of Community Health Centres.

### 18.1

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Define and describe the concept of International health

NAME OF TEACHER: Dr.Irfan Momin

DATE: /0 /2023

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of session student should be able to define International health with its important aspects.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define International Health
2. Describe the concept of international health

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Define International Health	small group discussion/ didactic	
2	Describe the concept of international health	small group discussion/ didactic	

Follow up assignments:

Evaluation:

1 What is international health?

2 enumerate various international health agencies

**18.2**

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe roles of various international health agencies

NAME OF TEACHER: Dr.Irfan Momin

DATE: /0 /2023

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of session student should be able to describe various international with its important aspects.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Enlist various International Health agencies.
2. Describe the roles of various International Health agencies

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	Enlist various International Health agencies	small group discussion/ didactic	

2	Describe the roles of various International Health agencies	small group discussion/ didactic	
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Follow up assignments:

Evaluation:

1 Describe any three international agencies with its important aspects

2 What is the full form of ILO, describe its roles

## 19.1

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Define and describe the concept of Essential Medicine List (EML)

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of lecture learner should be able to describe essential medicine and counterfeit medicine.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Describe Essential medicine and Counterfeit medicine
2. List Essential Medicine should available at Primary Health Centre (PHC)
3. Describe the reasons for counterfeit medicine and methods of prevention of it in India

SET INDUCTION/MOTIVATION: what are the reasons of non- availability of essential drugs at PHC level

SLO	Content	Method & Media	Duration
1	Definition- Essential medicine: “of utmost importance, basic, indispensable and necessary for the health and needs of the population” and the	LCD Projection & Narration	10 min

	<p>criteria for selection were based on efficacy, safety, quality and total cost.</p> <p>Purpose of EML: Guide safe and effective treatment of priority disease conditions of a population.</p> <ul style="list-style-type: none"> <li>○ Promote the rational use of medicines.</li> <li>○ Optimize the available health resources of a country. It can also be a guiding document for: <ul style="list-style-type: none"> <li>• State governments to prepare their list of essential medicines</li> <li>• Procurement and supply of medicines in the public sector.</li> </ul> </li> </ul>		
2	Describe Essential medicine and Counterfeit medicine Factors before including in EML	Asking question, explanation, LCD Projection& Narration	30 min
3	What are the Criteria for a Medicine to be Included in NLEM?	LCD Projection& Narration	10 min
4	When is a Medicine Deleted from NLEM?	LCD Projection& Narration	10 min

Follow up assignments: Define Essential medicine .write down the criteria of essential medicine and list of essential medicine available at PHC level.

Evaluation:

37. What is the purpose of Essential Medicine List (EML)?
38. When is a medicine deleted from NLEM?
39. What is an EML?
40. Law and punishment related to counterfeit medicine.
41. How is the model essential medicine drug list use?

## 19.2

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Describe roles of essential medicine in Primary Health Care

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of session student should be able to describe essential drugs available at PHC/SC/HWC.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define Essential medicine
2. Describe IPHS Standard of PHC/SC/HWC
3. Explain First Expiry First Out (FEFO) concept
4. Describe the methods of discarding expired medicine in India

SET INDUCTION/MOTIVATION: what is out of pocket expenditure (OPE) and how can we decrease OPE related to purchase of drugs by patient and families?

SLO	Content	Method & Media	Duration
1	List of essential medicine available at PHC/SC/HWC	LCD Projection& Narration	15 min
2	Steps to be taken for Implementation of essential drug policy at PHC Level	LCD Projection& Narration	15 min
3	National list of Essential medicine	LCD Projection& Narration	15 min
4	Drug formulary and training	LCD Projection& Narration	15 min

Follow up assignments: How will you store drugs at PHC level and how will you maintain drug inventory at PHC level.

Evaluation:

1. Write difference between Prescription of drugs in government sector and private sector?
2. What is the role of pharmacist at PHC level?



### 19.3

BATCH/CLASS

SUBJECT: Community Medicine

TOPIC: Describe counterfeit medicine and its prevention

NAME OF TEACHER:

DATE:

DURATION: 1 hour

GENERAL OBJECTIVE:

1. At the end of session student should be able to describe counterfeit and its prevention

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Define counterfeit
2. What is use of rational prescription?
3. Explain disadvantages of counterfeit medicine.

SET INDUCTION/MOTIVATION: when and why we use over the counter drugs?

SLO	Content	Method & Media	Duration
1	Definition- counterfeit –problem statement	LCD Projection& Narration	15 min
2	Problems of counterfeit medicine	LCD Projection& Narration	15 min
3	Prevention of counterfeit medicine	LCD Projection& Narration	15 min
4	ADR And Pharmacovigilance	LCD Projection& Narration	15 min

Follow up assignments: write programme on rational use of drugs

Evaluation:

1. Define rational use of medicine.
2. What is procurement system of drugs in India
3. What is ADR?
4. Pharmacovigilance programme in India

## CM 20.1

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: List important public health events of last five years

NAME OF TEACHER:

DATE:

DURATION:

GENERAL OBJECTIVE:

1. Discussion on public health events.

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

12. Name the important public health events of last five years.
13. 2. Explain the impact of these events on public health.
14. 3. Suggest ideas for further public health events.
15. 4. Discuss public health events of last five years with its importance and how it has affected the medical field and health of people. Students should be motivated to identify and tell more public health events and start discussion on it

SET INDUCTION/MOTIVATION: Public health events are defined by the World Health Organization as any event that represents an immediate threat to human health and requires prompt action, i.e. the implementation of control and/or mitigation.

**Public Health Event** means (i) any epidemic, pandemic, disease outbreak (including COVID-19), other health crisis and/or public health event and/or (ii) any adverse economic, financial and/or social conditions resulting from, arising out of or relating to the foregoing clause (i).

e.gs Ayushman Bharat Program

Reforms in medical education

Scare in Polio vaccine and Hip implants

Public health emergencies, preparedness and response

Kerala Floods

SLO	Content	Method & Media	Duration
1	Name the important public health events of last five years.	Narration/display Interactive & help of audio-visual Aid	10 minutes
2	Explain the impact of these events on public health.	Narration/display	10 minutes

		Interactive & help of audio-visual Aid	
3	Suggest ideas for further public health events.	Narration/display Interactive	15 minutes
4	Discuss public health events of last five years with its importance and how it has affected the medical field and health of people.	Narration/display Interactive	15

Follow up assignments:

Evaluation:

1. Name two important public health events.
2. Mention 4 impacts of these events on public health.

**CM 20.2****BATCH/CLASS:****SUBJECT:** Community Medicine**TOPIC:** Describe various issues during outbreaks and their prevention**NAME OF TEACHER:****DATE:****DURATION:****GENERAL OBJECTIVE:****SPECIFIC LEARNING OBJECTIVES:**

At the end of session, the student should be able to

1. Explain an outbreak with example and how to differentiate it from epidemic/endemic/pandemic
2. Discuss how to investigate an outbreak/epidemic
3. Elaborate on the various issues faced during outbreaks.
4. Suggest innovations and ways to prevent and handle these outbreaks

**INDUCTION/MOTIVATION:**

SLO	Content	Method & Media	Duration
1	<p>Discussion will start about what is an outbreak and how it is different from endemic/epidemic and pandemic. Example of local outbreaks happening in different places will be discussed e.g measles/cholera outbreaks.</p> <ul style="list-style-type: none"><li>• How Outbreaks Are Recognized - unusual disease or an unusual number of cases of disease</li><li>• Reasons for Investigating Outbreaks The most compelling reason to investigate a recognized outbreak of disease is that exposure to the source(s) of infection may be continuing; by identifying and eliminating the source of infection, we can prevent additional cases</li><li>• Epidemiologic Investigation: 1) If the outbreak is ongoing at the time of the investigation, there is great urgency to find the source and prevent</li></ul>	Interactive session, Didactic	

	<p>additional cases. 2) Because outbreak investigations frequently are public, there is substantial pressure to conclude them rapidly, particularly if the outbreak is ongoing etc</p> <ul style="list-style-type: none"> <li>• Case Definition: formulating the case definition</li> <li>• Case Confirmation</li> <li>• Establishing the Background Rate of Disease and Finding Cases</li> <li>• Descriptive Epidemiology : By reviewing and plotting on an “epidemic curve” the times of onset of the cases and by examining the characteristics (e.g., age, sex race/ethnicity, residence, occupation, recent travel, or attendance at events) of the ill persons, investigators can often generate hypotheses concerning the cause(s)/source(s) of the outbreak</li> <li>• Generating a Hypothesis : hypotheses concerning the source/route of exposure can be generated</li> <li>• Testing the Hypothesis: to assess the relationship between a given exposure and the disease under study.</li> <li>• Environmental Investigation Samples of foods and beverage etc</li> <li>• Control Measures s to minimize further illness and death.</li> <li>• Interactions with the Public and Press</li> </ul>		
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Follow up assignments:

Evaluation:

1. What is an outbreak?
2. What is an epidemic?

3. What are pandemics?
4. Steps to investigate an outbreak/epidemic
5. Issues faced during outbreaks (Four)

**CM 20.3****BATCH/CLASS:****SUBJECT:** Community Medicine**TOPIC:** Describe any event important to Health of the Community**NAME OF TEACHER:****DATE:****DURATION:****GENERAL OBJECTIVE:****SPECIFIC LEARNING OBJECTIVES:**

At the end of session, the student should be able to

1. Describe any event important to Health of the Community

SLO	Content	Method & Media	Duration
1	<ul style="list-style-type: none"><li>• What is Community Health &amp; why Community Health is important?</li><li>• Why community is important for public health</li><li>• What are most common health issues?</li><li>• What are various health programmes run by the Govt to enhance community health</li><li>• What is importance of organizing Public health days.(World health day/Malaria day/World Breast feeding week/Hand hygiene day-5<sup>th</sup> may) e.gs Awareness programmes</li><li>✓ Theme based celebration of public health activities -Stalls on public health/Tobacco prevention/healthy life style/early diagnosis and treatment/promotion of maternal and child health/prevention &amp; control of communicable diseases</li><li>✓ Ageing population and its role on health &amp; services</li><li>✓ non-communicable diseases as an emerging problem in the society</li></ul>	Interactive/Didactic session	10 minutes

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Follow up assignments:

Evaluation:

1. mention about two public health events
2. what are effects of public health events on health of community



## CM 20.4

BATCH/CLASS:

SUBJECT: Community Medicine

TOPIC: Demonstrate awareness about laws pertaining to practice of medicine such as Clinical establishment Act and Human Organ Transplantation Act and its implications

NAME OF TEACHER:

DATE:

DURATION:

GENERAL OBJECTIVE:

SPECIFIC LEARNING OBJECTIVES:

At the end of session, the student should be able to

1. Mention the laws related to health
2. Describe various acts pertaining to practice of medicine
3. Explain the Clinical establishment Act
4. Enumerate the implications of Clinical establishment Act
5. Explain the Human Organ Transplantation Act
6. Discuss the implications of Organ Transplantation Act

SET INDUCTION/MOTIVATION:

SLO	Content	Method & Media	Duration
1	<p>Brief about various laws on health –etc</p> <ul style="list-style-type: none"><li>● Public notice regarding amendment of drugs &amp; magic remedies (objectionable advertisements) act, 1954</li><li>● Notification of the Mental healthcare (Rights of Persons with Mental Illness) Rules, 2018</li><li>● Food Safety and Standards Act</li><li>● The Medical Termination of Pregnancy Act, 1971</li><li>● The Epidemic Diseases Act, 1897<ul style="list-style-type: none"><li>● Notification of tobacco control act 1 Sep 2004</li><li>● Tobacco Control Act 2003</li></ul></li></ul>	Interactive session, Small group discussion	
2	<p><u>Discuss about Various acts pertaining to practice of medicine -etc</u></p>	Interactive session, Small group discussion	

	<ul style="list-style-type: none"> <li>• Discuss about -The earliest known code of laws called the code of Hammurabi governed the various aspects of health practices including the fees payable to physician for satisfactory services.</li> <li>• The first ever code of medical ethics called the Hippocratic oath was laid down 2500 years ago, in the 5th century BC, by Hippocrates – the Greek physician.</li> <li>• The medical council of India,</li> <li>• Indian medical council act, 1933. The first legal recognition and registration for the Indian systems of medicine came when the Bombay medical practitioner’ act was passed in 1938.</li> <li>• Laws governing the commissioning of hospital are the laws to ensure that the hospital facilities are created after due process of registration, the facilities created are safe for the public using them, have at least the minimum essential infrastructure for the type and volume of workload anticipated, and are subject to periodic inspections to ensure compliance</li> <li>• qualification / practice and conduct of professionals, sale, storage of drugs and safe medication, management of patients, environmental safety, employment and management of manpower, Medico Legal Aspects and laws pertaining to safety of patients, public and staff within the hospital premises.</li> <li>• Laws governing professional training and research, business aspects, licences / certifications required for hospitals etc. A hospital administrator should be aware about all these laws, regulations, policies, procedures, reports and returns and keep abreast with the latest amendments to be on the safe side of law and provide quality care to the patients.</li> <li>• Explain the Clinical establishment Act</li> <li>• Enumerate the implications of Clinical establishment Act</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Students will be asked about their experiences towards medical care &amp; its standards. What should be done to provide standards of care?</li> <li>• Discuss about malpractices, non-satisfaction among patients receiving health care &amp; need of establishing Clinical establishment Act and its critical appraisal <ul style="list-style-type: none"> <li>Standards and cost of service</li> <li>Standards vs manpower</li> <li>Electronic records vs feasibility/cost/manpower</li> <li>Standard of facility/expertise, charges/clinical establishment right</li> <li>Minimum standard of care and their periodic review by the Government</li> <li>Publishing the particulars of the clinical establishment for public comments/objections, after grant of provisional registration</li> <li>Segregation of different systems of medicine in new act?</li> </ul> </li> <li>• Discuss the need of Human Organ Transplantation Act in our country.</li> <li>• What is the procedure/registration for organ transplantation</li> <li>• Ethical, Socio-Cultural and religious issues in organ donation</li> <li>• Knowledge attitude practices towards Human Organ Transplantation Act <ul style="list-style-type: none"> <li>• Myths among people towards organ transplantation.</li> <li>• Reasons for low organ transplantation</li> <li>• How rate of organ transplantation can be improved</li> <li>• Why is organ transplantation clinically important</li> </ul> </li> </ul>		
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Follow up assignments:

Evaluation:

1. What is Human Organ Transplantation Act
2. Implications of Organ Transplantation Act